

# TOWARDS THE IMPLEMENTATION OF THE **DECADE OF EDUCATION FOR SUSTAINABLE DEVELOPMENT (DESD)** IN SUB-SAHARAN AFRICA (SSA)



## WORKSHOP REPORT

27 - 30 NOVEMBER 2006  
WINDHOEK, NAMIBIA



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



**Japanese  
Funds-in-Trust**

# CONTENTS

List of Acronyms	iii
Acknowledgement	iv
Executive Summary	v
<b>1. Workshop Context and Background</b>	<b>1</b>
The UN Decade on Education for Sustainable Development	1
Southern African Context and the Millennium Development Goals	2
<b>2. Workshop Participation, Objectives and Expectations</b>	<b>4</b>
Workshop participants	4
Workshop objectives	5
Workshop expectations	5
Expected workshop impact	6
<b>3. Orientation to the DESD in Sub-Saharan Africa</b>	<b>7</b>
UNESCO's role in the DESD	7
The concept of a UN Decade	8
The DESD and sustainable development in Southern Africa	8
The DESD and re-orientation of education in Southern Africa	8
ESD concept clarification	9
<b>4. ESD Strategy Development in Sub-Saharan Africa</b>	<b>11</b>
The International Implementation Scheme (IIS)	11
The Sub-Saharan ESD Strategy	11
National ESD Strategy Development	12
Support needed for National ESD Strategy Development	14
Donor funded support for ESD	15
<b>5. The Multi-Disciplinary and Multi-Sectoral Nature of ESD</b>	<b>16</b>
ESD and Science	16
ESD, HIV & AIDS and Livelihood Strategies	17
ESD and Culture	17
ESD and Context	18
<b>6. ESD and Policy Issues</b>	<b>19</b>
<b>7. ESD, Partnerships and Networks</b>	<b>21</b>
<b>8. ESD Practice</b>	<b>24</b>
ESD Practice and Quality	24

Values, ethics, cultural and linguistic diversity	24
Enquiry based learning, ESD and critical and creative thinking	25
Indigenous knowledge and local exemplars	25
Gender-based pedagogy	26
ESD in the field ... the Gobabeb experience	27
<b>9. ESD Indicators</b>	<b>27</b>
<b>10. ESD from a National Perspective</b>	<b>28</b>
Experience from Swaziland	28
Experience from Zimbabwe	29
Experience from Mozambique	29
Experience from Angola	29
Experience from South Africa	29
Experience from Namibia	30
Experience from Lesotho	30
Experience from Zambia	30
Experience from Botswana	30
National ESD Strategy Development	31
Proposal Development	31
<b>11. A Southern African ESD Toolkit</b>	<b>32</b>
<b>12. Workshop Evaluation</b>	<b>33</b>
Expectations and Goals	33
Expectations and goals not met	34
Follow up actions requested from UNESCO	34
Suggestions for future workshops of this nature	35
<b>13. The Way Forward</b>	<b>36</b>
The MDGs and ESD in Southern Africa	36
Quality education and ESD	36
A UNESCO-led Southern African Network for ESD	36
Development of National Strategies and Action Plans	36
Gaining political support	37
Evaluation and monitoring	37
Capacity building of national teams	37
<b>Appendix A: Minister's Statement of Commitment</b>	<b>38</b>
<b>Appendix B: ESD and the MDGs</b>	<b>41</b>
<b>Appendix C: Participant's list</b>	<b>42</b>
<b>Appendix D: Workshop programme</b>	<b>48</b>

# LIST OF ACRONYMS

AAU	Association for African Universities
ADEA	Association for the Development of Education in Africa
AU	African Union
CBO	Community Based Organisation
CEO	Chief Executive Officer
DEASA	Distance Education Association of Southern Africa
DESD	Decade of Education for Sustainable Development
DoE	Department of Education
ECD	Early Childhood Development
EDUCAIDS	Education for HIV & AIDS
EEASA	Environmental Education Association of Southern Africa
EFA	Education for All
ESD	Education for Sustainable Development
FBO	Faith Based Organisation
HIV & AIDS	Human Immunodeficiency Virus & Acquired Immune Deficiency Syndrome
ICT	Information Communication Technology
IIS	International Implementation Scheme
IK	Indigenous Knowledge
MDG	Millennium Development Goals
MESA	Mainstreaming Environment and Sustainability in African Universities
MISA	Media Institute of Southern Africa
NEPAD	New Partnership for African Development
NGO	Non-Government Organisation
NIED	National Institute for Educational Development
PS	Permanent Secretary
RISDP	Regional Indicative Strategic Development Plan
SADC	Southern African Development Community
SADC REEP	Southern African Development Community Regional Environmental Education Programme
SARUA	Southern African Regional University Association
SATO	Southern African Teachers Organisation
SD	Sustainable Development
SEEN	Supporting Environmental Education in Namibia
SSA	Sub-Saharan Africa
SSA ESD	Sub-Saharan Africa Education for Sustainable Development
TVET	Technical and Vocational Education and Training
UK	United Kingdom
UN	United Nations
UNDESD	United Nations Decade of Education for Sustainable Development
UNEP	United Nations Environment Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNLD	United Nations Literacy Decade
WEEC	World Environmental Education Congress



# ACKNOWLEDGEMENT

The organization of this workshop was made possible thanks to the financial support of the Japanese Funds-In-Trust (JFIT) through the UNESCO Section for the DESD Coordination. We wish to thank this donor for the contribution. We would also like to thank the UNESCO Regional Bureau of Education (BREDA), the Harare Cluster Office and Maputo National Office for their collaboration and support. The assistance of the National Commissions for UNESCO in facilitating the participation of delegates from their respective countries contributed greatly to the achievement of the workshop's goals. Lastly, the successful organization of the workshop is to a large extent the result of the excellent work done by the facilitator, Dr. Heila Lotz-Sisitka from Rhodes University in South Africa, from the planning stage to the writing up of this final report, and her work is warmly acknowledged.

UNESCO Windhoek Cluster Office

# EXECUTIVE SUMMARY

This workshop report documents insights and issues discussed at a UNESCO led workshop entitled 'Towards implementation of the Decade of Education for Sustainable Development (DESD) in Sub-Saharan Africa (SSA)' held in Namibia on 27-30 November 2006. The workshop aimed to assist representatives from different Southern African countries to familiarise themselves with the content of the SSA Education for Sustainable Development (ESD) Strategy, and to provide tools to lead and develop implementation of National Strategies for ESD. The workshop also aimed to establish a network for ESD, and to assist participants to develop action plans and proposals for ESD in their country contexts. Participants attending the workshop expressed an interest in understanding the concept of ESD and in gaining insight into how they were to support ESD at a country level, to apply workshop knowledge and develop their own capacity.

The workshop addressed a number of interrelated issues of relevance to implementing the DESD in Sub-Saharan Africa. It provided participants with orientation to the DESD, and the concept of ESD in the context of other educational initiatives, particularly the Millennium Development Goals (MDGs), Education for All (EFA), the United Nations Literacy Decade (UNLD), Education for HIV & AIDS prevention (EDUCAIDS) and the African Union 2nd Decade of Education in Africa. At the centre of discussions was a concern for improving the quality of education in Southern Africa through ESD. The workshop provided orientation to the aspects of Science in ESD, aspects of Culture in ESD, and also considered ESD in the context of poverty alleviation, sustainable livelihoods, health, gender and environmental issues, which affect the majority of southern Africans. In doing this, the workshop addressed key dimensions of the MDGs, and highlighted the potential of ESD for furthering progress towards the MDGs through education.

The workshop also provided guidance on ESD practice and associated policy issues. It considered important strategies for furthering the DESD in Sub-Saharan Africa, such as partnerships and networking, national strategy development and the design of indicators for ESD in a Southern African context. Experience of implementing the DESD in a number of Southern African countries was shared by workshop participants, providing useful insights for other countries. Practical support strategies, such as the development of a Southern African ESD toolkit were discussed. Workshop participants produced action plans, and were oriented towards proposal development for taking the DESD further in their country contexts.

There was general consensus that UNESCO should support a Southern African networking process, where experience could be developed and shared across Southern African countries. It was also noted that the value of ESD for improving quality of education in SSA should be highlighted in the context of EFA, including Early Childhood Development (ECD), basic education, secondary education, TVET, Higher Education and Literacy contexts.

# 1. WORKSHOP CONTEXT AND BACKGROUND

## The United Nations Decade of Education for Sustainable Development

In 2005 the United Nations launched the Decade of Education for Sustainable Development. This was the result of a long process of international deliberation on the sustainability of development models which began in 1972 at the United Nations Conference on Human Development held in Stockholm. Twenty years later, in 1992, the international community affirmed the important role of education, training and public awareness in achieving the goals of sustainable development in Chapter 36 of Agenda 21 at the United Nations Conference on Environment and Development held in Rio de Janeiro. Agenda 21 indicated that *all levels of the education and training system* would need to re-orient towards a more sustainable model of development that meets the needs of the present generation without compromising or jeopardizing the capacity of future generations to meet their needs. Through emphasising education, training *and public awareness*, Agenda 21 indicated that *all sectors of society* should be involved in a life-long learning process oriented towards sustainable development.

Ten years later, the Johannesburg Implementation Plan produced at the World Summit on Sustainable Development in 2002, confirmed the importance of Education for Sustainable Development in achieving the interrelated and intergenerational social, economic and environmental goals of sustainable development. The Johannesburg Implementation Plan recommended the declaration of a UN Decade on Education for Sustainable Development, which was adopted by the UN General Assembly through resolution 57/254 with UNESCO designated as the lead agency. In 2005 UNESCO released an *International Implementation Scheme for the UN Decade of Education for Sustainable Development* (UNESCO, 2005), which has led to implementation processes across the world at regional, sub-regional and national levels.

In March 2006 African Ministers of Education made a commitment to implementing the UN Decade of Education for Sustainable Development in the context of the Second Decade on Education in Africa. Their statement of commitment emphasises the need to situate UNDESD activities within key policy initiatives such as the Millennium Development Goals, the United Nations Declaration on the New Partnership for African Development (NEPAD), the African Union's Second Decade on Education Plan of Action, the Dakar Framework for Action aimed at achieving the Education for All goals. It also indicates that there is a need to situate the UNDESD initiatives in a context that recognises the persistence of conflicts and human rights violations as well as pandemics such as HIV & AIDS. The African Ministers Statement of commitment acknowledges that education for sustainable development "... contributes to sustainable livelihoods and sustainable lifestyles, environmental sustainability and health promotion and gender equality" (pg. 1).

In their statement of commitment, the Ministers of Education of Sub-Saharan African States agreed to support the UNDESD and to support the development of strategies for implementing the UNDESD in their respective countries within the framework of the AU Second Decade on Education, and to ensure that principles of sustainable development are included in educational development frameworks, programmes and activities at all levels. They emphasised the importance of integrating African cultures, knowledge systems, languages, and ways of life into these principles of sustainable development. They also agreed to strengthen existing partnerships and to promote new ones for the implementation of regional and national strategies on education for sustainable development.



See Appendix A for the 'Statement of Commitment and Call for Support and Action in the Implementation of Education for Sustainable Development in Sub-Saharan Africa' signed by the Ministers of Education of Sub-Saharan African States on 28 March 2006 in Libreville, Gabon.

This statement of commitment, together with the release of a Draft Strategy on Education for Sustainable Development in Sub-Saharan Africa (UNESCO, 2006) provided the impetus for a DESD implementation workshop in Southern Africa.

## Southern African Context and the Millennium Development Goals

Southern Africa is home to some 290 million people, most of whom are resident in rural areas. Southern Africa is categorised by UN Human Development Reporting as one of the poorest sub-regions in the world. As a result of persistent poverty, many southern Africans rely directly on the environment for their source of livelihood (particularly for subsistence food production and food security). Many Southern African economies are also heavily reliant on natural resources for development. Southern Africa is also the sub-region most affected by the HIV & AIDS pandemic and six southern African countries have between 20-40% HIV & AIDS prevalence amongst their populations. Most other Southern African countries have HIV/AIDS prevalence rates of over 10%, and many countries are affected by high death rates associated with malaria. The region is also extremely vulnerable to climate change, and has been classified by the United Nations Environment Programme as a region that is highly vulnerable, with low coping capacity. The region is also classified as a 'water scarce' region, with many countries regularly afflicted by drought which affects food security, health and agricultural development.

The sub-region also has a rich cultural heritage and is characterised by linguistic and cultural diversity that is united by the common social ethic of ubuntu<sup>1</sup>. The region's natural resources, landscapes and biodiversity are acclaimed throughout the world, and offer significant opportunities for eco-tourism and other forms of sustainable development. Through a concerted and co-ordinated effort over a long period of time, all countries in the sub-region have achieved independence from colonial and apartheid rule (although many are still affected by the legacies of this period), and most countries in the sub-region have supported democratic governance procedures. Countries in the sub-region are also no longer afflicted by war, although crime rates (including violence against women) in some countries are very high, and gender inequalities persist. A number of countries in the sub-region are experiencing rapid economic growth, and sub-regional and regional co-operation structures exist for inter-country trade and development through SADC and NEPAD. Although progress has been made in achieving access goals for education, provision of quality education for all remains a challenge for many Southern African countries, and educational gains are currently being undermined by the impacts of the HIV & AIDS pandemic and persistent poverty.

Governments in the region are all committed to achieving the Millennium Development Goals, which through international co-operation, aims to halve poverty and address other significant sustainable development goals by 2015. Education, ecological sustainability, gender-related issues, health and governance issues

<sup>1</sup> *Ubuntu is an African word meaning 'humanness'. The humanness referred to here finds expression in communal context, rather than in the individualism prevalent in many Western Societies. Ubuntu generally refers to a sense of humanness that recognises that each individual's humanity is ideally expressed in relationship with others and, in turn, individually is truly expressed.*





## 2. WORKSHOP PARTICIPATION, OBJECTIVES AND EXPECTATIONS



*Mr. Simon Nhongo, UN Resident Coordinator addressing the opening session*

### Workshop participants

The workshop involved ten countries from the two UNESCO clusters that are active in southern Africa. Two representatives were invited from each country. The countries involved in the workshop were: Angola, Botswana, Lesotho, Malawi, Mozambique, Namibia, South Africa, Swaziland, Zambia and Zimbabwe. Facilitation inputs were provided by the UNESCO Windhoek office, the UNESCO Harare office, and the UNESCO Section for DESD (Paris). The lead facilitator is a member of the UNESCO International Reference Group for the UNDESD. Speakers from other regional institutions were also invited, such as the Southern African Development Community Regional Environmental Education Programme, which has a long history of engaging with issues relevant to the UNDESD. The workshop was organised and hosted by the UNESCO Windhoek cluster office, and participants were welcomed by Dr Claudia Harvey and the UN Resident Coordinator, Mr Simon R. Nhongo. The workshop was opened by the Permanent Secretary of the Ministry of Education in Namibia, Mr Vitalis Ankama representing the Minister of Education. Their contributions are included in Section 3 of this report. A representative from GTZ also made a contribution to the workshop.

- See Appendix C for a full participant list.
- See Appendix D for a full outline of the workshop programme.

The workshop was designed to adopt a participatory orientation, and participants were encouraged to draw on their knowledge and expertise to contribute sessions, information and recommendations to the process. Country-based and specialist contributions were made by various workshop participants. To ensure

maximum achievement of workshop goals, and maximum participation, the programme was structured with a mix of presentations, interactive discussions, and 'hands-on' work and experience. The workshop participant contributions are reflected in this report.

## **Workshop Objectives**

- ◆ The following objectives were set for the workshop:
- ◆ ESD focal points have familiarized themselves with the content of the SSA ESD Strategy.
- ◆ ESD focal points have the tools to lead and develop implementation of National Strategy for ESD.
- ◆ A network of ESD focal points in Southern Africa is strengthened and expanded in view of the implementation of the Strategy, leading to the operationalisation of ESD networks and the creation of alliances/partnerships.
- ◆ A first outline of guidelines for the integration of ESD into the education system, including the development of Action Plans to implement the Strategy is produced.
- ◆ Participants undertake and are empowered to coordinate implementation of the Strategy in their country.
- ◆ A communication network for the exchange of experiences is established.
- ◆ Draft project proposals for supporting the integration of ESD into the education systems are developed.

## **Workshop Expectations**

Workshop participants came to the workshop with the following expectations:

Concept clarification and understanding of policy implications of the UNDESD

- ◆ To clarify the concept of ESD.
- ◆ Understand what activities need to be done within the context of ESD.
- ◆ To gain familiarity with the UNESCO DESD International Implementation Plan and its implications for regional and national levels.

Support for implementing the UNDESD at country level

- ◆ Contribute to a toolkit for integrating ESD into teacher education and sharing information.
- ◆ Evaluation and review of teaching materials for ESD relevance and content.
- ◆ Understand what support UNESCO can provide to countries.
- ◆ Gain financial support for ESD at country level.

Apply workshop knowledge and experience at national level

- ◆ Develop insight into implementation strategy/ies.
- ◆ Develop strategic national implementation plans.
- ◆ Gain knowledge on national co-ordination structures and strategies.
- ◆ Receive guidance on how to integrate ESD strategies into other strategies and action plans at national and local levels.



Capacity development and networking

- ◆ Develop own capacity for ESD work.
- ◆ Learn from others through experience sharing.
- ◆ Improve regional networking.

Participants expectations were used to guide the workshop interactions, and were reviewed at the end of the workshop to establish whether they had been achieved or not (see section 12 below).

### Expected workshop impact

It was expected that the workshop would contribute to the successful implementation of the International Implementation Scheme for the UN Decade of Education for Sustainable Development and the Strategy of Education for Sustainable Development in Sub-Saharan Africa in Southern Africa. In addition, in the medium term, the workshop will contribute to achieving the overall aim of the DESD, that is to integrate the values, principles and practices of sustainable development into all aspects of education and learning, and to developing synergies with the AU 2nd Decade on Education for Africa, the EFA goals and the MDGs.



*The workshop organizers debriefing between sessions. from Left - Right Dr. Heila Lotz - Sisitka, the DESD facilitator, with Mr. Santosh Khatri, UNESCO DESD Coordination Unit, Paris, and Dr. Edem Adubra, Education Programme Specialist, UNESCO Windhoek.*

# 3.

## ORIENTATION TO THE DESD IN SUB-SAHARAN AFRICA

The first morning of day 1 of the workshop was dedicated to providing orientation to the DESD in Sub-Saharan Africa. This orientation was provided through the following presentations and associated discussion:

- ◆ Dr Harvey (UNESCO, Windhoek Cluster Office: Welcome)
- ◆ Mr Nhongo (UN Resident Co-ordinator)
- ◆ Dr Lotz-Sisitka (Rhodes University & Member of the UNESCO international reference group for the DESD)
- ◆ Mr Ankama (Permanent Secretary for the Ministry of Education, Namibia: Opening address)
- ◆ Mr Khatri (UNESCO, Section for DESD, Paris)

The main points from these presentations are reflected in the section below:

### UNESCO's role in the DESD

UNESCO is the designated lead agent for implementing the UNDESD. UNESCO has developed an International Implementation Scheme for the UNDESD, and in Africa UNESCO BREDA has led the development of a draft Strategy for the UNDESD for Sub-Saharan Africa. UNESCO also has a mandate to address the Dakar Framework for Action to achieve Education for All goals, the UN Decade on Literacy, and Education for HIV & AIDS. Like other UN organisations, UNESCO is also working to achieve the Millennium Development Goals, and in an African context, UNESCO is working to support the objectives of NEPAD and the AU Second Decade on Education in Africa. UNESCO's field offices of Harare and Windhoek have taken this collaboration down to the sub-regional level with SADC. UNESCO has gained the support of the African Education Ministers for the UNDESD and worked with the Ministers to produce a Statement of Commitment to implement the UNDESD in African countries. UNESCO has defined the core issues of ESD as:

- ◆ Environmental issues: including conservation of biodiversity and natural resources; addressing climate change, transforming rural societies and environments, sustainable urbanisation and disaster prevention and mitigation.
- ◆ Economic issues: poverty reduction, greater corporate responsibility and accountability, a 'benign' market economy.
- ◆ Socio-cultural issues: fulfilment of human rights, promotion of peace and human security, gender equality, good health (e.g. HIV / AIDS prevention), good governance, reinforcement of intercultural and international understanding, preservation of cultural diversity.

It was noted that UNESCO's leadership role in the UNDESD involves the following actions:

- ◆ Catalysing and strengthening partnerships,
- ◆ Encouraging monitoring and evaluation,
- ◆ Encouraging a research agenda and serving as a forum for relevant research on ESD,
- ◆ Serving as a forum for bringing together important stakeholders, e.g. the multinationals, faith-based institutions, youth associations, indigenous people etc.
- ◆ Sharing good ESD practices,
- ◆ Linking member states that have put in place ESD curricula, policies, research etc. with those member states that are requesting help,
- ◆ Convening flexible working groups on particular topics, and
- ◆ Fulfilling its strategic role with regard to ESD.

## **The concept of a UN Decade**

The DESD is a UN Decade. This commits UNESCO to draw on the resources and support of all other UN agencies. A partnership agreement has been negotiated between the different UN agencies for the implementation of the UNDESD. Partnership and networking is therefore critical to the success of the UNDESD, within and across UN agencies, but also with other stakeholders at international, regional, sub-regional and national levels. The UN resident co-ordinator emphasised both the need for all UN agencies to 'work as one' to ensure holistic development and a co-ordinated response to development issues, and the need for strong, effective multilateralism.

## **The DESD and sustainable development in Southern Africa**

Presentations all emphasised the importance of the DESD's contribution to the achievement of the Millennium Development Goals, and to the alleviation of poverty in southern Africa. Other key issues emphasised by the speakers included the following:

- ◆ The need to use education more effectively to address the eradication of poverty.
- ◆ The need to recognise that human development is closely linked to longevity (health and well-being), knowledge (education) and living standards (income). Africa and Southern Africa in particular was not progressing well with any of these three critical dimensions of achieving better quality of life.
- ◆ Key issues affecting Southern Africa include: HIV & AIDS, vulnerability to climate change, changing social structures where many families were now being headed by grandparents and children, and a lack of food security. Institutional capacity to respond to these issues was also identified as a key issue.
- ◆ The majority of southern Africans live in rural areas and are heavily dependent on the use of natural resources for sustaining their livelihoods. Loss of, and degradation of these resources reduces livelihood options, and options for sustainable development.
- ◆ Major capacity gaps exist for the achievement of sustainable development, and this capacity deficit presents a significant obstacle to achieving sustainable development in Southern Africa.

## **The DESD and re-orientation of education in southern Africa**

Presentations and discussions highlighted the following key dimensions relevant to a re-orientation of education in southern Africa:

- ◆ There is a need to strengthen and boost the quality and the efficiency of human capacity development initiatives (education, training, community development and public awareness programmes) in Southern Africa to address capacity constraints and the impacts of these capacity constraints. In particular, Education for All initiatives need to strengthen their focus on quality, as going to school without access to quality education means very little. ESD has the potential to contribute significantly to the quality of educational programmes, and this contribution needs to be pro-actively explored in the UNDESD in Southern Africa.
- ◆ ESD can further enhance efforts to recognise and affirm the use and place of local / national languages in the curriculum.



- ◆ There is a need to strengthen relationships between access, quality, participation and values, vision and outcomes in the DESD.
- ◆ There is a need to develop greater synergies between school and community (e.g. education in schools and literacy initiatives amongst adults; education in schools and employment opportunities for youth etc.) to address sustainable development goals.
- ◆ There is a need to re-orient education in Africa to be more aligned with and situated in African cultures, knowledge and contexts.
- ◆ There is a need for; new creative thinking in society, new economic thinking that can produce new economic models that can benefit more people, and new social responses that respond to changes in culture and in social structures and lifestyles. There is also a need for creative thinking to guide the establishment of more sustainable lifestyle choices and sustainable practices that can reduce ecological degradation and loss of biodiversity and other natural resources. This poses many new challenges for the content, focus and orientation of education systems as most are still oriented to traditional development models, which have led to enormous global issues and risks (e.g. climate change) and inequalities (increasing gaps between the rich and the poor at national and international levels).
- ◆ There is a need to critically appraise and address the 'real underlying causes' of unsustainable development in ESD programmes (e.g. colonial legacies, cultural beliefs and practices, inappropriate development models, social inequality, wealth accumulation for the benefit of the elite at the expense of the majority, corruption and lack of delivery associated with the 'trickle down' approach to wealth sharing, inequalities embedded in trade structures etc.)
- ◆ There is a need to listen to diverse 'voices' in establishing the agenda for the ESD in southern Africa: policy makers' voices; educators' voices; community voices; and learners voices (amongst others). These provide a fuller picture of how ESD can be conceptualised and implemented. ESD should not only be policy driven.
- ◆ There is a need to address the lack of strategic leadership for introducing ESD in Southern Africa.
- ◆ There is a need to build on what is already going on in EFA initiatives, UNLD and MDG initiatives, and to use the EFA process to bring out the ESD focus, values and practice.
- ◆ It is important to take account of what is already being done through education to achieve goals of ESD, to ask questions as to how it can be done better, and to identify what still needs to be done. Most importantly, it is important to develop strategies for working constructively with a range of partners to ensure that education in Southern Africa contributes meaningfully to meeting the needs of current generations without compromising the needs of future generations.

## **ESD concept clarification**

The UNESCO Section for DESD (Paris) representative presented a useful overview of the UNDESD, and helped to clarify the concept of ESD. ESD was explained as being education about sustainable development (introduces knowledge about sustainable development issues); education for sustainable development (emphasises learning for change); and education as sustainable development (where educators and learners become contributors to sustainable development through their educational practices and learning processes). ESD was also described as having the following characteristics: interdisciplinary and holistic, values driven, focussed on critical and creative thinking, multi-methodological, participatory in decision making, and locally relevant.

It was also noted that the UNDESD was an educational decade, not a decade on sustainable development. Educational issues were therefore the focus of the UNDESD (e.g. how to integrate sustainable development principles into national curricula; what teaching methods would best facilitate education as sustainable development etc.).

ESD involves more than environmental education (e.g. studies of environmental issues), socio-cultural education (e.g. gender education), or economic education (e.g. entrepreneurship education), and addresses broader, interacting socio-cultural, economic and environmental concerns within a values-oriented sustainability framework that considers current and future needs.

Information resources on the UNDESD

For more information on the UNDESD, participants were referred to the following websites:

Global: [www.unesco.org/education/desd](http://www.unesco.org/education/desd)

Asia-Pacific: [www.unescobkk.org/esd](http://www.unescobkk.org/esd)

Europe and North America: [www.unece.org/env/esd](http://www.unece.org/env/esd)

# 4. ESD STRATEGY DEVELOPMENT IN SUB-SAHARAN AFRICA

The afternoon of Day 1 was dedicated to discussions on ESD Strategy Development in Sub-Saharan Africa. It included presentations by a number of contributors, and a workshop session in which participants deliberated the following question:

*“Working with the SSA ESD Strategy – What do we plan to do and what tools do we need?”*

Speakers included:

- ◆ Mr Santosh Khatri (UNESCO, ESD Section, Paris)
- ◆ Mr Edem Adubra (UNESCO, Windhoek cluster office)
- ◆ Prof Overson Shumba (University of Zimbabwe, representing UNESCO Harare cluster office)

The main points discussed by the speakers and participants are synthesised in the section below.

## **The International Implementation Scheme (IIS)**

The IIS provides orientation to the UNDESD and ESD. It articulates the vision, goals and key dimensions of ESD. The IIS locates responsibility for the UNDESD within a partnership / alliance approach involving partners at all levels: sub-national (local, community), national, regional and international. It also involves partners in all spheres: government, universities and academic institutions, civil society and NGOs and the private sector. The IIS also provides orientation to some strategies for implementation of ESD namely: vision building and advocacy; consultation and ownership; partnerships and networks; capacity building and training; research, development and innovation; ICTs; and monitoring and evaluation.

It was noted that few resources exist for implementing the UNDESD, and for this reason it is important to finance ESD activities through reallocation and efficient use of resources from existing initiatives. There is, however, a need to mobilise additional resources where possible, and governments and other potential funding sources are urged to assess existing resources and find ways of creating new resources for ESD. Further challenges associated with the IIS are the development and strengthening of capacities at local and national level to address educational issues and ESD, and mobilisation of stakeholders at national and local levels to improve the quality of teaching and learning through ESD.

It was noted that the IIS is not a recipe, and that there is no single start or end point for the UNDESD or any ‘right’ way to do implement ESD. The DESD provides a focus on principles and ethics that underpin sustainable development, and a unifying concept rather than a uniform approach.

## **The Sub-Saharan ESD Strategy**

Participants were also provided with an orientation to the Sub-Saharan ESD Strategy. This presentation emphasised the context of the DESD in Africa as being situated within NEPAD, the AU 2nd Decade of Education in Africa, the UNLD, EFA and the MDG’s as discussed in section 1 of the report. The SSA ESD strategy was developed through a consultative process involving case studies from different sub-regions in Africa, and was presented to a special meeting at the 2006 Association for the Development of Education in Africa (ADEA) Biennale in Libreville. It was also presented to African Education Ministers in Libreville, where Ministers undertook to support its implementation. The SSA ESD Strategy targets various stakeholders



and adopts the partnership orientation of the IIS. It offers guidelines for mainstreaming sustainable development issues into education systems, programmes and activities, and provides a flexible, open and dynamic framework to encourage ownership at national and local levels. The SSA ESD Strategy outlines a series of principles that can be used to guide ESD in SSA. These are:

- ◆ Stimulating an endogenous process for a paradigm shift in education.
- ◆ Taking an holistic approach.
- ◆ Ensuring an inter-disciplinary and integrated approach.
- ◆ Emphasising participation and decentralisation.
- ◆ Ensuring harmonisation and coherence.
- ◆ Mainstreaming gender.
- ◆ Highlighting the cross-cutting nature of ICTs.

The SSA ESD Strategy identifies four priorities for ESD: promoting basic education (which includes formal and non-formal education, and vocational education and training); strengthening institutional and operational capacity for the incorporation of ESD in policies and programmes; adapting teaching syllabi, curricula and tools; and informing and sensitising the public. Within these four priorities, the SSA ESD Strategy identifies five strategic objectives namely:

- ◆ Strategic Objective 1: Strengthen consistency in and commitment to ESD implementation policy at the regional and national levels.
- ◆ Strategic Objective 2: Promote the sensitisation of the public and strengthen the implementation of the principles of sustainable development at the individual and collective level.
- ◆ Strategic Objective 3: Promote an education which draws on African cultures and contributes to their development for sustainable socio-economic development.
- ◆ Strategic Objective 4: Improve the quality of education for sustainable development.
- ◆ Strategic Objective 5: Consolidate and diversify partnerships with a focus on education for sustainable development.

The SSA ESD Strategy also considers institutional arrangements, emphasising knowledge production and sharing, as well as financing. Monitoring and evaluation suggestions are made which include a recommendation for the development of ownership, national strategies, benchmarks and implementation indicators, and continuous evaluation.

## **National ESD Strategy Development**

A number of processes were used to orient participants to national ESD strategy development. A case study on the Zimbabwean process was presented, and various countries provided updates on progress in their contexts (see also section 10 below). A discussion was held on the tools that may be needed to facilitate national ESD strategy development.

The Zimbabwean case study involving a national consultative meeting to discuss ESD strategy development was presented by Prof Overson Shumba. The process in Zimbabwe drew on some of the guidelines provided in the IIS, and a set of guiding questions to inform the consultations. The presenter

outlined five purposes, processes and /or challenges that need to be considered in building local country visions for the DESD:

- ◆ how to make education the driver of sustainable development and sustainable living,
- ◆ how to re-orient education with respect to local values and the global ethic of quality of life and sustainable futures,
- ◆ defining the nature of ESD from a local perspective and from a global perspective,
- ◆ identifying local, country specific, sustainability issues that must be addressed through education, and
- ◆ facilitating the process of analysing and thinking through existing ESD issues in education policies and new ESD issues to be integrated.

The IIS, consideration of these five challenges and questions associated with the value of ESD, provided starting points for a Zimbabwean consultation process. The consultation process was said to raise awareness of the objectives of the UNDESD, raise appreciation for the need for ESD as a new vision for education, and associated re-orientation processes. Recommendations arising out of the early consultative process in Zimbabwe include the need for broader consultation, consideration of formal as well as non-formal education to galvanise local wisdom for development dialogue and local action at the community level. A broader ESD communication strategy was also recommended, as well as a 'sustainability watch' team for the ESD network to monitor their actions and progress.

The presentation and associated discussions highlighted the following dimensions that can inform national ESD strategy development processes:

Conceptual issues that can guide national ESD strategy development:

- ◆ There is a need to close the gap that exists between family education (involving values, ethics, morals and taboos) and formal education (involving scientific knowledge and technical skills) through ESD processes and strategies.
- ◆ Research evidence indicates that traditional approaches to development transfer is not working, and that education based on local culture and contextual needs has been neglected in Africa. There is a need to consider how ESD can facilitate the use of local messages and experiences for understanding the world i.e. using local context to develop a global system.
- ◆ ESD needs to be understood at a local level, and should address local and country specific sustainability issues. This requires analysis and thinking through issues associated with educational policy. ESD has the potential to provide integrative links to address the 'separation from real life' that children experience in formal education systems. It also requires a deep knowledge and understanding of the community and community issues and needs, as well as closer links between school and community, which has implications for teacher education. Teachers need to be oriented towards contextual models of curriculum development and implementation.
- ◆ ESD has a contribution to make in transforming society.

Structural issues that need to be considered in national ESD strategy development:

- ◆ A national ESD task team, involving a range of ministries and stakeholders, chaired by the Ministry of Education provides an appropriate mechanism to consider the inter-disciplinary and holistic nature of ESD, while situating ESD within the education sector. There are other structural mechanisms which may also work, but the important aspect here is the centrality of the education ministry in the process as it is an educational decade.
- ◆ ESD debates and discussions should be firmly contextualised in in-country existing priorities and programmes (e.g. EFA, MDGs etc.).
- ◆ It is important to identify all the relevant stakeholders and potential partners at the start of the process to facilitate ownership and co-operative work. A structure should exist to facilitate co-ordination and synergy between partners and their contributions.
- ◆ Assessment systems will need to be re-oriented for the assessment of values as assessment systems are not necessarily oriented towards assessing the kinds of citizens that society needs or wants.
- ◆ ESD can be mainstreamed into a variety of subjects including (and supported by) languages. This requires curriculum reform initiatives to be co-ordinated and to provide coherence across subjects where ESD is integrated. It also requires a shift from a disciplinary oriented education system, to one that also considers inter-disciplinary and trans-disciplinary approaches. This requires national curriculum policy directorates to re-think how national curriculum reform is addressing these issues. This may need capacity building at national level, and sub-regional co-operation to share experiences and examples of how this can be done.
- ◆ A mechanism for monitoring and evaluation should be established to ensure that what is proposed does indeed happen.

## **Support needed for National ESD Strategy Development**

Workshop participants identified the following support needs for national ESD Strategy development:

- ◆ Guidance on how to include ESD into existing policies with examples of how this is being done,
- ◆ Guidance on how to implement ESD strategies,
- ◆ Monitoring and evaluation instruments (examples),
- ◆ Guidance on how to involve the media,
- ◆ Support with capacity building for all stakeholders at national level, and
- ◆ Resources to support implementation (conceptual, financial and human),
- ◆ Access to learning support materials that support ESD principles and practice,
- ◆ Multi-disciplinary research that focuses on ESD, and
- ◆ A network and partnerships to support implementation of ESD.



## Resources for national ESD strategy development

The IIS is available on the UNESCO website. It contains broad orientation guidelines and a set of principles to guide national DESD implementation (see [www.unesco.org/education/desd](http://www.unesco.org/education/desd))

The draft SSA ESD Strategy is available on <http://www.adeanet.org/biennial-2006/BREDA-DOC/>. It contextualises the IIS in the context of SSA's priorities and issues.

The SADC Regional Environmental Education Programme have produced a document '*Policy support for ESD in Southern Africa*', along with 3 other source-books on ESD in Southern Africa which are based on findings of a consultation process in 14 Southern African countries. See [www.sadc-reep.org.za](http://www.sadc-reep.org.za) (the documents will be uploaded in March 2007)

### Donor funded support for ESD

A presentation was made by a representative from GTZ. His input provided useful insight into the donor environment. He informed the group that donor funding is focussing on sectoral support, and that as far as possible countries should aim to incorporate ESD into sector support funding proposals, and ensure that ESD priorities are integrated into Poverty Reduction Strategies and Plans. He also provided insight into the many valuable ways that donor organisations can support ESD, by for example linking in to the large scale language programme that GTZ is running. He also argued for critical engagements with ESD concepts and issues.



Mr. Amon Uiseb, Namibia Ministry of Education, Directorate of Higher Education, Education Officer Pre-Service Training making a presentation

## 5. THE MULTI-DISCIPLINARY AND MULTI-SECTORAL NATURE OF ESD

The morning of Day 2 of the workshop was dedicated to exploring the multi-disciplinary and multi-sectoral nature of ESD. A mix of presentations and group discussions enabled participants to consider the dynamic and complex nature of ESD from different vantage points.

Speakers included:

- ◆ Dr Irma Allen (ESD and Science)
- ◆ Prof Heila Lotz-Sisitka (ESD, HIV & AIDS and Livelihood Strategies)
- ◆ Dr Steven Mahere (ESD and Culture)

The main points from these presentations and associated discussion are included in the section below.

### ESD and Science

The presentation on ESD and Science provided the following perspectives on ESD in a Southern African context:

- ◆ ESD and Science was important as sustainability depends on appropriate environmental management, which requires scientific and technological understandings and skills.
- ◆ Science in ESD presents challenges to educators as there is inadequate expertise in science, environmental science and sustainability science in Southern Africa; new scientific facts are discovered at a rapid pace; scientific findings are often controversial; scientific strategies often call for field work and / or equipment which is not easy to access in resource-poor environments.
- ◆ There are many Science based topics that are relevant in ESD e.g. climate change, water management, land management, biodiversity management, agricultural sciences, health sciences etc. The tools of Science for ESD include: observation, enquiry, classification, experimentation, problem solving, investigation and reflexivity.
- ◆ Integrated approaches to Science for ESD have much to offer as they respond to needs and issues; and ensure relevance and real-life contexts for Science learning. An example of such an integrated approach to Science was discussed, using a climate change learning resource. Such approaches allow learners to engage with the scope of ESD (including environmental, social and economic dimensions of issues).



*Dr. Irma Allen, Swaziland Environment Authority making a presentation*

## ESD, HIV & AIDS and Livelihood Strategies

The presentation on ESD, HIV & AIDS and Livelihood Strategies provided the following perspectives on ESD in a Southern African context:

- ◆ Southern Africa is a context characterised by risk and vulnerability. Sustainability issues need to be interpreted and understood in this context. There are high levels of dependence on natural resources for livelihood sustenance, particularly amongst the poor, and increasingly amongst those affected by the HIV & AIDS pandemic (such as the elderly, women, and children who are having to sustain their livelihoods with little income or support).
- ◆ A complex relationship exists between different dimensions of sustainability issues. For example, health risks affects land use and land degradation, which, when over-exploited increases poverty and vulnerability. Environmental degradation reduces food production possibilities, increasing vulnerability and increasing food insecurity, which in turn affects ability to live healthy lives and provide livelihoods when ill health affects an individual or family.
- ◆ There is a close relationship between ecosystems, ecosystem services and human well-being.
- ◆ ESD needs to pay attention to the relationships between issues and sustainability dimensions, and not interpret sustainability dimensions separately from each other. Economy affects ecology and society, society influences ecology and economy etc.
- ◆ Culturally situated environmental education and health education processes (critically important dimensions of ESD in Southern Africa) that build capacity for risk response and risk mitigation need to be strengthened.
- ◆ Different kinds of ESD practice are needed: advocacy oriented ESD practice (to strengthen institutional capacity to respond); preventative ESD practice (to learn how to avoid and reduce risk and vulnerability); and responsive ESD practice (to learn how to respond and take action to solve problems and reduce the impact of risk, shocks and vulnerability).
- ◆ In context heavily impacted on by HIV & AIDS school-community links should be strengthened with meaningful learning outcomes that contribute to actions to reduce, mitigate or prevent issues and risks, and that enable a sharing of knowledge resources, skills and action outcomes.

## ESD and Culture

The presentation on ESD and Culture provided the following perspectives on ESD in a Southern African context:

- ◆ Culture is a fundamental medium for development, and thus also for sustainable development.
- ◆ Valuing local cultures and local identities and learning about other people's cultures is critical to promoting tolerance, appreciation and acceptance of cultural diversity which is necessary for peaceful co-existence and conflict resolution, and therefore also for sustainable development.
- ◆ It is important to use both culturally specific and universal knowledge and values to approach issues of sustainability.
- ◆ History and historical understanding of cultures are an important aspect of drawing on and developing culture in / through ESD.
- ◆ It is unlikely that any aspect of development or ESD can be effective, be it in health, education, agriculture, HIV & AIDS, gender, environmental management etc. if cultural factors are not taken into account.



- ◆ Challenges to strengthening cultural dimensions of ESD include inadequate investment in culture and cultural institutions, and narrow views and perceptions of culture.
- ◆ Strategies to integrate a cultural approach to ESD into education systems include: national language policies that affirm local languages; increased access to pre-school education; introduction of civic education curricula and programmes; gender mainstreaming; implementing culturally oriented HIV & AIDS programmes; and integrating indigenous knowledge and local environmental, social and economic knowledge into education programmes and projects.
- ◆ It is essential to develop expertise for translating these considerations into national curricula and to disseminate good practices. (e.g. Mozambique local curricula)

## **ESD and Context**

The issue of ESD and context was raised through a presentation by the Mozambique team, in which they discussed the process they were engaging in to ensure 20% local content in the curriculum. This was done through allowing schools and their communities to define the local content, which normally centred around environment, health, tourism, fisheries, culture etc. They noted that this approach, while being innovative, presented many challenges to the education system, as teachers, school management, community leaders and NGO's had to work together to design the 20% curriculum for the school. Teachers have not been trained to localise curriculum and say that they don't know how to implement the 20% local curriculum focus. They noted that levels of implementation of this new policy were not equal, and that they are currently developing a manual to provide guidance on how to address these issues.

They have invited other ministries to assist them with the elaboration of health, environment etc. dimensions of the manual. This involved a partnership approach. They noted that this curriculum reform initiative was undertaken to address a perceived lack of relevance in the curriculum, and to equip learners with life-skills. Other countries (e.g. Zambia, and South Africa) have also adopted curriculum strategies to allow for local content and context to become more sharply defined in curriculum, and have experienced similar problems (e.g. teacher capacity to implement the relevant contextualised policy, available teaching and learning resources etc.). It was noted that this is a key issue to address in ESD – the relationship between context, local content and the broader curriculum.

The presentations provided a range of different perspectives on ESD, and helped with further concept clarification. The presentations also all emphasised the interrelated nature of sustainability concepts and dimensions.

## 6. ESD AND POLICY ISSUES

Day 2 of the workshop also included discussions on ESD and policy issues. To guide the discussions on ESD and policy, a presentation was made on a recent ESD consultation process in 14 Southern African countries, co-ordinated by the SADC Regional Environmental Education Programme, a project of the SADC Food and Agriculture and Natural Resources Directorate. Through the SADC Regional Indicative Strategic Development Plan (RISDP), SADC have realised the significance of ESD for achieving development goals set for southern Africa, and the critical role of ESD in enabling food security, and sustainable management and utilisation of natural resources for poverty alleviation.

The speaker for this session was:

- ◆ Ms Mumsie Gumede (SADC REEP manager, and CEO of the Wildlife and Environment Society of South Africa – the implementing agent for the SADC REEP)



*Ms Mumsie Gumede, SADC REEP manager, and CEO of the Wildlife and Environment Society of South Africa making a presentation.*

Ms Gumede indicated that the insights that she was presenting on policy issues associated with ESD were drawn from a multi-stakeholder consultation process in 14 Southern African countries which involved over 600 people from Ministries of Education, UNESCO officers, Ministries of Environment and Natural Resources, NGO's, CBO's, FBO's, parastatals and business organisations that have an interest in ESD. She described this as a 'bottom up consultation process' which was initiated by the SADC REEP in support of the UNDESD goals and objectives.

Key findings from this consultation process which can inform ESD policy development in Southern African countries include:

- ◆ ESD is an opportunity to consolidate and strengthen often diverse and uncoordinated efforts to achieve sustainable development.
- ◆ ESD is a multi-disciplinary and multi-sectoral issue and therefore requires the existence of co-ordinated policy making structures, preferably led by the education sector.
- ◆ ESD is closely linked to public and environmental health issues and their alleviation.
- ◆ ESD is closely linked to poverty alleviation and the maintenance and establishment of sustainable livelihoods and lifestyles.
- ◆ ESD has a significant contribution to make to achieving the MDGs (see section 1 above).

- ◆ ESD policy deliberations need to take place at local, national and global levels, and there is a need for synergy across this range of levels.
- ◆ ESD encompasses the full scope of life-long learning, and should therefore influence education, training, community development and public awareness policy making.
- ◆ ESD has an important role to play in achieving quality education and should therefore be mainstreamed into other educational interventions intending to support and enhance educational quality.

From a sub-regional perspective the presentation raised the following important policy related issues:

- ◆ There is a need to strengthen advocacy and political will at regional, sub-regional and national levels.
- ◆ There is a need to consider issues associated with policy synergy, as ESD draws on a wide range of educational, social, environmental and economic policies. This synergy needs to be established at local, national, sub-regional and international levels.
- ◆ There is a need to build capacity for policy evaluation and review in all Southern African countries.
- ◆ There is a need to strengthen and broaden participation in the policy process and to move away from top-down policy development processes.

Policy development and capacity development were identified as being mutually related. Enhanced capacity for policy development, implementation, review and evaluation would improve the quality of policy making and implementation.

Key issues associated with ESD policy development in a Southern African context were also highlighted, which indicate that ESD policy development should take the following into account:

- ◆ Processes for building and extending knowledge about sustainable development.
- ◆ The challenges associated with pedagogical changes that favour participatory, active learning, learner centred and action-based approaches.
- ◆ Appropriate models for integrating ESD concerns into mainstream curricula in ways that avoid these issues as being treated as 'extra-curricular' or 'add-ons'. ESD concerns need to be mainstreamed and need to become integral to the subjects taught in schools.
- ◆ Assessment strategies for ESD also need to be considered in the context of mainstream assessment and evaluation processes.
- ◆ Incorporation of approaches that allow for the mobilisation of indigenous, tradition and local knowledge in teaching and learning processes.
- ◆ The contradictions that may arise between ESD objectives and principles and some cultural beliefs and values.
- ◆ Approaches that support the teaching of sensitive, complex and often contradictory topics, and that support engaging with values and ethics in culturally diverse learning settings.

The presentation also indicated that policy development and review processes need to take the following into account:

- ◆ The need for developing capacity for ESD (human resource capacity and institutional capacity),
- ◆ The need for leadership capacity development,



# 7. ESD, PARTNERSHIPS AND NETWORKS

- ◆ Involvement of journalists and the media,
- ◆ Effective and adequate allocation of resources,
- ◆ Development and use of teaching and learning resources,
- ◆ Access to and use of ICTs,
- ◆ Recognition of exiting practice and strengths,
- ◆ Stakeholder and partnership approaches,
- ◆ Research capacity, and
- ◆ Monitoring and evaluation strategies and capacity.

Main sector	Key ESD contributions
<b>Ministries and Departments of Education</b>	Policy development Teacher development Curriculum development Evaluation and assessment Whole school development Learning and teaching support materials
<b>Ministries of Labour, Youth and Sports</b>	Skills development Quality assurance of workplace skills development programmes New venture creation, job creation and addressing unemployment Empowerment programmes
<b>Ministries of Environment, Natural Resources, Social Welfare, Health, Agriculture</b>	Provision and development of technical information Development of teaching and learning support materials Research and innovation Funding of ESD initiatives Access to sustainable development networks for educators
<b>Higher Education</b>	Capacity development through teacher education Research and innovation, knowledge creation Curriculum interpretation Monitoring and evaluation Critical analysis and response Curriculum development and campus management Advocacy International networking

Main sector	Key ESD contributions
Private sector	Meeting legislative imperatives Skills development and training Policy development and networking International expertise exchange Empowerment programmes Funding of ESD initiatives
Civil society	Innovations in sustainable development and sustainable living practices in local contexts Empowerment of youth and marginalised groups in society (e.g. women, the rural poor) Critical analysis and response Creating access Development of support education, training and public awareness programmes and learning support materials Creating platforms for people's participation in ESD debates Promoting democratic processes
Science and Technology	Research and innovation ICT development and provisioning Indigenous knowledge and applied technologies
Local Government	Provide technical support for schools at a local level Community-based education Local economic development programmes Funding ESD initiatives Facilities for ESD fieldwork and investigation projects

**Note: this list is not complete and can be adapted to various local / national contexts.**

Further details on this presentation can be sourced from the SADC REEP consultation report 'Policy support for ESD in Southern Africa' (see [www.sadc-reep.org.za](http://www.sadc-reep.org.za)).

Closely associated with policy issues that affect ESD is the question of partnerships and networking. Ms Mumsie Gumede provided a short presentation on partnerships, and a group discussion on the issue provided insight into the enormous potential for a partnership orientation to the UNDESD in Southern Africa. The presentation indicated that a rich array of partnerships already exist in southern Africa for the implementation of the UNDESD goals. There is, however, a great need to co-ordinate, manage, extend, sustain and maximise existing partnerships, and form new partnerships to ensure inclusivity in terms of ESD coverage and focus. It was noted that the following stakeholders are already participating or can participate in the implementation of the UNDESD, each bringing different contributions:



The presentation also highlighted that currently there appears to be strong participation from environmental and natural resource management stakeholders, as well as a diverse range of education sector stakeholders. Sectors that appeared to be under-represented in ESD discussions appeared to be the training sectors (TVET), business and industry and local government (although there was some interest from a few stakeholders in these sectors).

An example of networking was presented, which told the story of the Environmental Education Association of Southern Africa (EEASA) that has been networking on ESD issues (particularly those related to environmental sustainability) for a long time (25 years). It holds regular conferences, has a communication structure, employs lobbying strategies, is involved in regionalisation activities and forms formal and informal partnerships. This network has contributed a range of outcomes to ESD in Southern Africa already including: enhanced research, establishment of professional development programmes, joint project development, policy changes and enhanced communication across the region. This association would be hosting the World Environmental Education Congress (WEEC) from 2-6 July 2007, providing an opportunity for Southern African individuals and institutions to promote and learn more about the ESD agenda (see [www.weec2007.com](http://www.weec2007.com)). This provides Southern Africa with an opportunity for global networking and partnerships at the start of the UNDESD.

### **Strengthening partnerships and networking**

Group discussions indicated that there were already a range of existing partnerships and networks operating in southern Africa that could further ESD goals at a national level. Every group was able to identify a range of potential partners that could be mobilised at a national level.

It was also noted that sub-regional networking should be enhanced, for example between UNESCO and SADC, as well as between UNESCO focal points responsible for the UNDESD implementation. Other sub-regional organisations that should be linked into ESD networks, were identified as: Distance Education Association of Southern Africa (DEASA), SARUA (Southern African Regional University Association); SATO (Southern African Teachers Organisation); NEPAD; SADC Parliamentary Committee; MISA (Media Institute of Southern Africa) amongst others.

The following suggestions were made to strengthen and extend networking and partnerships:

- ◆ Making efforts to share information and materials on ESD.
- ◆ Undertaking joint initiatives to enable capacity building and professional development of policy makers, teachers and teacher educators.
- ◆ Establishing national co-ordination structures for ESD.
- ◆ Mobilising resources for co-operative activities.
- ◆ Encouraging existing organisations and networks to broaden their scope to accommodate the breadth of ESD.



## 8. ESD PRACTICE

The morning of Day 3 was dedicated to exploring different dimensions of ESD practice. The session was led by Dr Irma Allen, who made the first presentation on ESD practice and quality. This was followed by group work in which groups focussed on a particular aspect of ESD practice (they did not cover all aspects) and provided some insights into what is already being done, and how these aspects could be mainstreamed and strengthened in education and training systems. The main points generated by the presenters and different groups are reflected in the discussion below:

### ESD practice and quality

The presentation highlighted the fact that there is a rich variety of educational practice that is responding to environmental and other sustainability challenges in the region. It highlighted the following dimensions of ESD practice, all of which are important to contribute to, and ensure quality education:

- ◆ Involving people in sustainable development actions,
- ◆ Adopting participatory, active and learner-centred methods,
- ◆ Dealing with complex issues,
- ◆ Working with values, ethics and cultural diversity,
- ◆ Creativity and critical thinking,
- ◆ Using locally relevant examples in teaching practices,
- ◆ Enquiry-based learning methods, and
- ◆ Mobilising and using indigenous and local knowledge in educational processes, and
- ◆ Adopting gender sensitive pedagogy and practice.

Due to time constraints, only some of these were discussed in more detail by the groups (see below).

### Values, ethics, cultural and linguistic diversity

Group discussions indicated that there was already progress in addressing issues of values, ethics and cultural and linguistic diversity in the educational sector. For example, there are language councils that are promoting the use of indigenous languages, cultural values are being introduced into the basic education curriculum, and many countries have introduced civic and moral education (citizenship education) programmes. Human rights issues and



*Participants during break up sessions*

environmental issues are also foregrounded in a number of national curricula (e.g. Angola, Namibia, Botswana, South Africa – amongst others). The African Union has emphasised the relationship between culture and education, particularly gender and culture and this is integrated into the work plan of the 2nd Decade of Education in Africa. UNESCO has advocacy programmes that address cultural diversity, and natural heritage (through their world heritage sites programme). There is also a strong move to promote the use of mother tongue in schools as a means of strengthening literacy and numeracy.

Participants indicated that there is a lot of political will to strengthen this aspect of ESD, and therefore a great opportunity exists to promote values, ethics, cultural and linguistic diversity in education efforts in southern Africa. Peace, democracy and freedom of movement also provide positive possibilities for cultural exchange and opportunities to foreground these dimensions of ESD practice into education. Community involvement, improved school-community relations, networking and partnerships (in country and inter-country) and cross-border education were all needed to further promote this dimension of ESD practice. Participants indicated that in order to mainstream this dimension of ESD practice, there was a need to harmonise the wide array of values, ethics, cultural and linguistic diversity programmes and to include this dimension of ESD practice in the SADC Protocol on Education and Training. There was also a need to strengthen communication between practitioners and decision makers and to broaden access to thinking about values, ethics and cultural and linguistic diversity across the region (through for example packaging and making relevant materials available).

### **Enquiry-based learning, ESD and critical and creative thinking**

The group discussions indicated that there is already progress being made in the southern African region in moving away from content based, unreflective approaches to education to reflective, critical thinking approaches. Participants noted that this involves undertaking the shift from teacher-centred to learner-centred education in which the learner is actively participating in knowledge creation.

Critical interventions to mainstream this kind of pedagogy were identified as being: curriculum development and teacher education. Lesson planning using questions was also identified as an important implementation strategy. Assessment strategies (for knowledge & skills acquisition, and values development) should also be developed to support critical and creative thinking, and enquiry based approaches.

### **Indigenous knowledge and local exemplars**

Group discussions highlighted the fact that there is already considerable political support for integrating indigenous knowledge into education, and in some countries this has already been done in curriculum policy. Use of local languages in early years, and use of multi-lingual teaching strategies were seen as important approaches to further the use of indigenous knowledge in education. Cultural events at schools are valued and promoted.

Some success factors included the existence of established ministries to address these issues, and policies that were at various stages of development. The following strategies were suggested to mainstream IK and use of local exemplars into different education levels and sectors:

- ◆ Reviewing the curriculum to incorporate a stronger focus on culture and local knowledge at all levels,

- ◆ Incorporating values into educational practice at all levels,
- ◆ Using community resource persons to assist with teaching using IK and culture,
- ◆ Recording, documenting and publicising available IK, with due respect for ethics and knowledge ownership.

## Gender-based pedagogy

It was noted that gender inequalities were closely related to land ownership in Southern Africa, and that some countries were beginning to develop policies to address these issues. Educational materials were being produced that were gender sensitive, and most curricula were gender sensitive. There is also an increased awareness of gender issues amongst parents.

Success factors include political will, financial support for gender-based pedagogies, and gender mainstreaming. There is a need to continue efforts to mainstream gender into education systems and curricula. Literacy and TVET in particular, needed to address gender issues as they are 'gender dominated' professional fields.

It was noted that gender discrimination and violence against women continues unabated, despite these issues, and that there appeared to be a lack of social will and practice to address gender issues. Gender equity needs a systematic and systemic and holistic approach which involves for example working with boy children. It was noted that policies and practices associated with ESD in the UNDESD should continue to promote gender equity, and an integrated, holistic perspective on gender issues.

## ESD in the field ... the Gobabeb experience

On Day 4 of the workshop participants went on an excursion to Gobabeb Training and Research Centre<sup>2</sup> to experience ESD practice first hand. The excursion focussed on the following aspects of ESD:

- ◆ Research needed to develop knowledge of sustainable development (e.g. research into local conditions, local biodiversity, and sustainable technologies),
- ◆ Insight into sustainable living practices in a harsh environment,
- ◆ Applications of sustainable development knowledge for educational purposes (e.g. how educational programmes can be designed and structured),
- ◆ Access to educational materials used for ESD, and
- ◆ Insight into ESD taking place amongst a group of tertiary level students through an internship model.



*Explanation from the Gobabeb Training Centre staff during the field trip*

<sup>2</sup>A SADC Centre of Excellence in the Namibian Desert



## 9. ESD INDICATORS

A short discussion was held on ESD indicators which involved two presentations by Santosh Khatri (UNESCO) and Dr Heila Lotz-Sisitka. The first presentation gave an overview of the indicator development process being followed by the European UNECE network. This presentation highlighted the following insights into indicator development:

- ◆ Through identifying a set of issues associated with ESD, indicators can be developed to respond to the issue. For example: Issue 1 reads 'Ensure that policy, regulatory and operational frameworks support the promotion of ESD'. Indicators associated with this issue include: Indicator 1: Prerequisite measures are taken to support the promotion of ESD; and Indicator 3: National policies support synergies between processes related to SD and ESD. Each of the indicators is then broken down into more specific sub-indicators.



*Participants during break up sessions*

It was noted that this represented a somewhat technical approach to indicator development, but that some of the aspects may be useful to consider in Southern African indicator development processes. It was also noted that indicator development for ESD should align with other reporting instruments (e.g. EFA reporting), and it may be more appropriate to integrate an ESD indicator into EFA indicators for example. This issue would require further investigation and discussion.

The second presentation reflected on the indicator development process taking place in the Asia Pacific region. It provided the following insights into indicator development:

- ◆ There are a range of different types of indicators (e.g. baseline indicators, context indicators, output indicators, process indicators, impact indicators, learning indicators and communication indicators) that have been identified by the Asia-Pacific research group.
- ◆ Debates associated with the indicator development process showed that indicator development is a contested process, and requires participation. Some issues that emerged in Asia Pacific indicator development process included: the relevance of adopting indicators developed in other contexts; the difference between ESD indicators and indicators for implementing ESD strategy; the limitations of performance based indicators; contextually relevant indicators that address key societal, economic

# 10. ESD FROM A NATIONAL PERSPECTIVE

or environmental issues (or the relationships between these); the purpose of indicators (i.e. self reflection and reflexivity or external monitoring / measurement).

- ◆ The Asia Pacific debate seemed to be centred on the value of an indicator development process that encourages reflexivity, rather than top down monitoring. It was noted that indicators and indicator development could potentially be a valuable learning process or an ESD learning process in itself.
- ◆ The Asia-Pacific debate also illustrated that ESD means different things in different contexts, and there is not necessarily 'consensus' on what ESD is all about, which affects indicator development.

It was noted that indicators for Southern Africa / SSA ESD would need to be developed through a consultative process. UNESCO has also established an international monitoring and evaluation team who would be considering indicator development processes.

The afternoon of Day 3 was dedicated to planning what would take place at national level after the workshop, and for defining a way forward for the UNESCO led initiative to support implementation of the UNDESD in Southern Africa. This session built on all previous sessions, and consolidated aspects of the various presentations in the context of national planning. Background to the session was provided by various inputs from different countries during the workshop, and by country contexts and progress being made towards the implementation of the UNDESD in different countries.

Throughout the workshop participants were encouraged to present country case studies / stories of what is happening in their countries with regards to ESD. Some insights from these contributions are included below, although it was not possible to get a full picture of what is happening in each country. The summary below does, however, show that there is considerable progress being made with regards to the implementation of ESD in the Southern African region. Key priorities that are related to education for sustainable development, and that are already being addressed by all countries include: Education for All interventions; adult literacy programmes, poverty alleviation initiatives; environmental education; gender and human rights education; and population and HIV & AIDS education. Many countries in the region are in the process of undertaking curriculum reforms to strengthen African cultural perspectives and values, and to integrate indigenous knowledge and local languages into curricula. Curriculum reform initiatives are also integrating sustainable development concerns into mainstream curriculum through various models of integration, infusion or ensuring that subject knowledge boundaries are redefined to incorporate these issues as a legitimate dimension of the knowledge field. Universities from all the countries represented in the UNESCO DESD workshop are participating in the UNEP/AAU / UNESCO Mainstreaming Environment and Sustainability into Higher Education (MESA) partnership initiative, and have received training from UNEP in 2006 as part of the UNEP efforts to support the UNDESD in Africa.

## Experience from Swaziland

Swaziland has, for a number of years, been implementing environmental education policy in both formal and non-formal education sectors. It has also well developed policies for other ESD related issues such as population and HIV & AIDS education. A case study of progress in Swaziland was presented by Dr Irma Allen, illustrating that progress in ESD is not only confined to formal education, but should reach beyond the mainstream education efforts, to include ESD training in a range of different sectors. She presented a case study of vocational education and training in Swaziland, involving the training of police officers to understand environmental legislation. Swaziland held a multi-stakeholder ESD consultation workshop in

2005 under the auspices of the SADC REEP. It has not, as yet, developed a national ESD strategy, but ESD is being discussed at national level.

### **Experience from Zimbabwe**

Zimbabwe has developed various policies on education for sustainable development priorities such as an environmental education policy and an HIV & AIDS policy. Zimbabwe participated in the ESD consultation process of the SADC REEP in 2005. This country has now begun the formal process of integrating these diverse focus areas under the auspices of ESD and a national consultation was hosted by the Ministry of Education to consider the implications of the ESD for Zimbabwe. The workshop discussed ESD and existing initiatives, ESD and future initiatives, national priority sustainable development issues, and opportunities for mainstreaming ESD. The meeting also established a draft vision and mission and a National ESD Forum and task force, to be chaired by the Ministry of Education, to take the process further.

### **Experience from Mozambique**

Mozambique has recently undertaken a process of curriculum reform after 20 years without curriculum change. The new curriculum is focussed on addressing the needs of society and it introduces new subjects and innovations. For example bilingualism has been introduced in teaching (Portuguese and own language), and mother tongue instruction is encouraged up till Grade 3. Civic education has been introduced as a subject which addresses issues of human rights, religious diversity, culture, democracy, moral and civic education. A key innovation has been the introduction of 20% local curriculum content, which is decided upon by the school community. Secondary school reforms are now underway, and initiatives are being developed to support vocational education and training through a process of reforming technical and professional teaching. No national ESD strategy has been developed as yet.

### **Experience from Angola**

Angola, like Mozambique, is undergoing a process of social reconstruction following years of war. Curriculum reform initiatives are being implemented. There are a number of NGOs and other groups, including the Ministry of Environment, which are promoting ESD practices in various ways. Angola hosted a national multi-stakeholder ESD workshop under the auspices of the SADC REEP in 2005. No national ESD strategy has been developed as yet. The national curriculum allows for contextual applications of content. Angola is also implementing a policy that allows for use of local languages in teaching.

### **Experience from South Africa**

South Africa has been implementing a number of projects and initiatives that address ESD goals such as environmental education (through the National Environmental Education Project), population and HIV & AIDS education, human rights education and policies exist to guide inclusivity, HIV & AIDS education and the incorporation of local languages into the education system. The new National Curriculum Statement is oriented towards sustainable development and considers the relationships between human rights, social justice, inclusivity, and a healthy environment. Indigenous knowledge has also been incorporated into the curriculum. It has a number of Universities that offer post-graduate training in ESD related courses. The National Skills Development Strategy has not yet integrated ESD appropriately into the training system.



The Department of Education, in partnership with the SADC REEP hosted a national ESD consultation in 2005. Work has started development on a national ESD Strategy, and a draft of this Strategy has been produced for further internal consideration in the DoE.

### **Experience from Namibia**

Namibia has been implementing a number of projects and initiatives that address sustainable development issues such as environmental education (through the Supporting Environmental Education in Namibia (SEEN) Project) and population education projects. Namibia has an HIV & AIDS education policy and is implementing various HIV & AIDS education programmes. Through the SEEN project Namibia developed a model of process to support ESD through whole school development and through curriculum implementation. Namibia has also developed an ESD training programme for non-formal education, and there are a wide range of stakeholders working on ESD type education activities. Namibia also hosted a national ESD consultative workshop under the auspices of the SADC REEP in 2005. No national ESD strategy has been developed as yet, but there is some co-ordination of ESD type priorities through the NIED.

### **Experience from Lesotho**

Lesotho has been implementing a number of projects and initiatives that address education for sustainable development goals such as environmental education (through the Lesotho Environmental Education Support Project), and the Population / Family Life Education Project. A mechanism for co-ordinating these initiatives exists in the National Curriculum Development Centre. Other government departments are actively supporting ESD priorities. A national consultation was held under the auspices of the SADC REEP's 'bottom up' consultation process in 2005. No national ESD strategy has been developed as yet.

### **Experience from Zambia**

Zambia's curriculum policy supports 20% local context / content to be implemented by schools and teachers. This provides an opportunity for ESD priorities to be included in mainstream curriculum interventions. Teacher education colleges have introduced a compulsory module on environmental education in all colleges. Zambia has policies and programmes in place to address other sustainability issues such as HIV & AIDS. A national consultation on ESD was held under the auspices of the Environmental Council of Zambia and the SADC REEP in 2005. No national ESD strategy has been developed as yet.

### **Experience from Botswana**

Botswana has incorporated environmental education and other sustainability issues such as HIV & AIDS education into its Revised National Policy on Education (1994) and into its Vision 2016. It has adopted an infusion model to ensure that sustainability issues (such as environment, human rights etc.) are incorporated

into the curriculum. A national ESD consultation process took place under the auspices of the Department of Environmental Affairs and Tourism, working with key national stakeholders and the SADC REEP in 2005. No national ESD strategy has been developed as yet.

## **National ESD Strategy Development**

Participants undertook to do the following:

- ◆ Share the outcomes of the UNESCO workshop at a national level.
- ◆ Increase support for policy development and planning for ESD.
- ◆ Create and/or motivate for national co-ordination structures for ESD in the Ministries of Education.
- ◆ Improve the quality and relevance of basic education (including Early Childhood Development), secondary, tertiary and vocational education by integrating environmental and sustainability issues.
- ◆ Undertake or motivate for advocacy and public awareness campaigns within the formal and non-formal education sectors.
- ◆ Support and/or motivate for capacity development (professional development) for teachers, teacher educators, NGO's, CBO's, FBO's and traditional leaders to support and implement ESD practice.
- ◆ Integrate ESD concepts and principles into existing professional development programmes for teachers and teacher educators.

## **Proposal development**

Participants were encouraged to develop proposals for the establishment of national ESD strategies and activities. Prof Overson Shumba provided a presentation on the experience gained in developing a proposal for the UNESCO Harare cluster office for the development of ESD strategies.

It was noted that proposals were normally built around national action plans. The UNESCO Harare cluster office had already developed a proposal to support ESD strategy development in its countries. In the UNESCO Harare cluster office proposal 5 key elements were identified for further action:

- ◆ Organising stakeholder consultations to reach consensus on the concept of ESD,
- ◆ Establishing a framework for stakeholders to communicate,
- ◆ Reviewing educational policies and curricula to incorporate ESD,
- ◆ Developing and piloting text books and other materials to exemplify ESD,
- ◆ Reorienting teacher education.

# 11. A SOUTHERN AFRICAN ESD TOOLKIT

It was noted that a joint proposal for Mozambique and Angola could be developed, and a joint proposal for the UNESCO Windhoek Cluster Office.

The first step in such processes, however, is to establish national co-ordinating task teams and/or a management committee who could produce the proposals.

In terms of funding the proposals, it was noted that participants should present their proposals at a national level, and as far as possible, integrate the process into existing budget lines and activities, to avoid failure resulting from a lack of funds. Other ideas were to ask for a seconded post, dedicated to ESD activities in the proposals, which would not really cost governments much, but would allow for momentum to develop around ESD. UN country teams were also requested to cooperate through the UN Resident Coordinators. So were other development partners.

A key aspect of the workshop was to consider the process of supporting further work on ESD in country contexts. To this end, a variety of resources were provided during the workshop, which provided the first 'tools' for ESD work. Resources shared include:

- ◆ Copies of key documents and publicity materials produced by UNESCO and other stakeholders
- ◆ Ideas and inputs to guide thinking (as captured in this report)
- ◆ Examples of processes taking place elsewhere (as captured in the country cases)
- ◆ Southern African voices and examples of progress being made
- ◆ Monitoring and evaluation instruments and guidelines (the UNECE and Asia-Pacific examples were shared)
- ◆ Examples of training programmes (participants were referred to UNEP's MESA training programme which is available on the UNEP website: [www.unep.org](http://www.unep.org). which can be used to support teacher training)
- ◆ Resources (financial and technical – the workshop did not provide financial resources, but provided access to a range of technical resource persons).

These and other aspects can be further developed in future to form a more consolidated 'toolkit' for ESD work, perhaps once further progress has been made with national strategies and actions in the region.



# 12. WORKSHOP EVALUATION

## Expectations and goals

Workshop evaluation results are provided through linking them to the expectations of workshop participants and to the goals of the workshop (outlined in section 2 of this report).

Expectations and Goals	Some comments from workshop participants
<p><i>Concept clarification and understanding of policy implications of the UNDESD</i></p> <ul style="list-style-type: none"> <li>◆ To clarify the concept of ESD.</li> <li>◆ Understand what activities need to be done within the context of ESD.</li> <li>◆ o gain familiarity with the UNESCO DESD International Implementation Plan and implications for actions at regional and national levels.</li> </ul>	<p>Have gained awareness of ESD and its challenges.            Have gained understanding of the ESD concept and its broad context.            ESD concept was well explained.            Increased my understanding of ESD.            Have knowledge of ESD and local curriculum.            Have knowledge of progress being made in Southern Africa with regard to ESD (<i>mentioned by all participants</i>)</p>
<p><i>Support for implementing the UNDESD at country level</i></p> <ul style="list-style-type: none"> <li>◆ Contribute to a toolkit for integrating ESD into teacher education and sharing information.</li> <li>◆ Evaluation and review of teaching materials for ESD relevance and content.</li> <li>◆ Understand what support UNESCO can provide to countries.</li> <li>◆ Gain financial support for ESD at country level.</li> </ul>	<p>Toolkit and resources can help me to carry forward the goals.            Have knowledge on global initiatives in the UNDESD and information on the SSA ESD strategy.</p>
<p><i>Apply workshop knowledge and experience at national level</i></p> <ul style="list-style-type: none"> <li>◆ Develop insight into implementation strategies.</li> <li>◆ Develop strategic national implementation plans.</li> <li>◆ Gain knowledge on national co-ordination structures and strategies.</li> <li>◆ Receive guidance on how to integrate ESD strategies into other strategies and action plans at national and local levels.</li> </ul>	<p>Actions planned by participants:</p> <ul style="list-style-type: none"> <li>◆ Establishment of national task force Undertake advocacy</li> <li>◆ Develop national strategy and plan of action, implementation plans and capacity building strategy.</li> <li>◆ Network with other groups and establish partnerships.</li> <li>◆ Incorporate ESD into curricula and programmes.</li> </ul> <p><i>Comments:</i>Has helped me to understand my own ministry's responsibility towards ESD and strategise the way forward.</p>

Expectations and Goals	Some comments from workshop participants
	<p>Outlining the format for proposal development was useful. I have a clear action plan to follow now.</p> <p>Have received clear guidance on the monitoring and evaluation tools.</p> <p>Have made action plans to follow up with at home.</p>
<p><i>Capacity development and networking</i></p> <ul style="list-style-type: none"> <li>◆ Develop own capacity for ESD work.</li> <li>◆ Learn from others through experience sharing</li> <li>◆ Improve regional networking.</li> </ul>	<p>Have met ESD network partners with the same enthusiasm for ESD.</p> <p>Have learned from the experiences of other countries. Shared and learned about ESD from fellow participants.</p> <p>Have learned from others. <i>(mentioned by all participants)</i></p>
<p>Other comments on workshop organisation etc.</p>	<p>I have enjoyed the workshop and the facilitators. Arrangements (flights, allowances) need to be done properly. Thank you for a <i>WONDERFUL</i> workshop!</p>

Most of the participants' expectations were met. In particular they appeared to have gained much in terms of clarifying the meaning of ESD, and from learning from each other (almost all cited these). They also appear to have appreciated the materials provided (the toolkit components), and the guidance provided for national strategy development work.

### Expectations and goals not met

Gaining access to financial resources for ESD.

Reviewing of teaching and learning resources.

Action plans and proposals were not fully developed by the end of the workshop, but will be taken forward at country level, and at the UNESCO cluster level.

### Follow up actions requested of UNESCO

- ◆ Advocate and sensitise education ministries about their responsibility to ESD.
- ◆ Share experiences across cluster networks. Share implementation approaches and strategies.
- ◆ Host annual review workshop.
- ◆ Request progress reports from focal points regularly.
- ◆ Facilitate further debate on the concept of ESD.
- ◆ Intensify communication on the DESD.



- ◆ Devise cross-country monitoring and evaluation system.
- ◆ Help countries to establish process plans.
- ◆ Establish a SADC wide network to share resources and materials.
- ◆ Create a website.
- ◆ Facilitate the understanding of various international frameworks (EFA, UNLD, Second Decade of Education in Africa, MDG, etc.) and create synergies in their implementation.

### **Suggestions for future workshops of this nature**

- ◆ Sending information to participants before the time, with an outline of the programme.
- ◆ Meeting all the focal point officials.
- ◆ High level officials (PS or Under Secretary) must attend workshops of this kind.
- ◆ Share country-specific actions to incorporate ESD into educational curricula across all levels.
- ◆ Other stakeholders should be invited such as the Departments of Environmental Affairs, NGOs, teacher unions and youth organisations, civil society.
- ◆ Future workshops should be oriented towards progress reporting.
- ◆ Future workshops should focus more on strategies for resource mobilisation.
- ◆ Allocate more time for hands-on activities (e.g. proposal development, training manual development etc.)
- ◆ Give more time in the plenary for discussing the way forward and come up with concrete, action oriented solutions.
- ◆ Workshops to address issues relevant to non-formal and informal education, not only formal education.
- ◆ Include more case studies.



# 13. THE WAY FORWARD

## **The Millennium Development Goals and Education for Sustainable Development in Southern Africa**

As emphasised throughout the workshop, ESD has an important contribution to make to the achievement of the MDGs. It was noted that it would be important for ESD practitioners to communicate the contribution of ESD to mainstream initiatives such as EFA, UN Literacy, the AU's 2nd Decade of Education in Africa's goals etc. A clear case needs to be made that ESD adds relevance and quality to educational initiatives. This will need conceptual work and possibly even research work.

### **Quality education and ESD**

A clear case needs to be made for the contribution of ESD to quality education, particularly in the context of EFA, understood as covering all sub-sectors and forms of education such as TVET, ECD, Higher Education etc. It was suggested that such a case be prepared for the 2008/9 ADEA Biennale. ESD also needed to be mainstreamed into budgets and planning in the context of EFA, TVET, Higher Education etc. at a national level as soon as possible.

### **A UNESCO-led Southern African Network for ESD**

It was proposed that UNESCO continue to lead and communicate with the group attending the workshop, to ensure continuity and progress. A formal UNESCO led ESD network for Southern Africa was proposed, as well as the establishment of a website where ESD experiences and products could be posted for easy access and sharing. The UNESCO-led network should be inclusive of other major educational stakeholders at a sub-regional level (e.g. SADC, SARUA etc.). The sub-regional network could address issues such as indicator development, sharing of materials and experience etc. A mechanism for permanent communication needs to be established to improve communications with others across borders.

UNESCO should organise annual sub-regional meetings to review and report on progress being made, and to continue with the capacity building process started in this workshop.

### **Development of National Strategies and Action Plans**

It was agreed that the first step would be to establish a national co-ordinating structure or task team to take the process forward. Participants were encouraged to do this by January 2007 or as early as possible in the new year.

Another important dimension of the national ESD process would be to convince other stakeholders that ESD 'adds value' to existing educational initiatives. This would involve reviewing existing initiatives in order to identify how they might be strengthened by ESD.

Individual countries could request support for national ESD strategy development from UNESCO and all other UN agencies.

Individual countries were encouraged to integrate financial and other resource requirements with national budgeting frameworks and processes to ensure longer term sustainability of the initiatives within national systems. This would require harmonisation with country policies, country development strategies, and educational priorities and issues.

### **Gaining political support**

Participants noted that gaining political support would be critical to the success of the ESD initiative in the UNDESD, and asked UNESCO to assist with this process. Participation in key events such as the World Congress on Environmental Education may also assist with gaining political support.

### **Evaluation and monitoring**

There was consensus that monitoring and evaluation systems need to be set up for Southern Africa as this would 'force' governments to incorporate ESD into other national processes. This was a matter that required attention, as outlined in the discussion on ESD indicators above, as establishing context-relevant ESD indicators is a relatively complex process that will require consultation and deliberation.

### **Capacity building of national teams**

Participants all recognised the need for capacity building for national teams. Workshop participants were informed that their local universities had all participated in the MESA initiative, and had received training from UNEP to work with the MESA materials (which provide orientation to ESD in Higher Education). This could potentially provide a useful resource for capacity building. Other groups, such as the SADC REEP also provided professional development opportunities (see [www.sadc-reep.org.za](http://www.sadc-reep.org.za)). The UNESCO Guidelines for integrating ESD into teacher education also provide a useful resource for capacity building.



*Participants during break up sessions*

# APPENDIX A: AFRICAN MINISTERS STATEMENT OF COMMITMENT TO IMPLEMENT THE UNDES

## UNITED NATIONS DECADE OF EDUCATION FOR SUSTAINABLE DEVELOPMENT



### STATEMENT OF COMMITMENT AND CALL FOR SUPPORT AND ACTION IN THE IMPLEMENTATION OF EDUCATION FOR SUSTAINABLE DEVELOPMENT IN SUB-SAHARAN AFRICA

Libreville, Gabon, the 28<sup>th</sup> March 2006



**We, Ministers of Education of Sub-Saharan African States, meeting in Libreville, Gabon on 28<sup>th</sup> march 2006 during the Association for the Development of Education in Africa (ADEA) Biennial,**

1. Reaffirming our commitment to the Millennium Development Goals;
2. Recalling the United Nations Declaration on the New Partnership for African Development (NEPAD), adopted by the General Assembly on the 16<sup>th</sup> of September 2002;
3. Considering the declaration of the African Union Second Decade on Education
4. Reaffirming our commitment to the implementation of the Dakar Framework for Action so as to attain the Education for All Goals;
5. Recognising the need to support the sustainable development of African societies based on a healthy balance between African cultures, indigenous knowledges and ways of life, and global trends as well as scientific and technological demands;
6. Noting the persistence of conflicts, human rights violations, as well as pandemics such as HIV & AIDS;
7. Acknowledging that education for sustainable development contributes to sustainable livelihoods and lifestyles, environmental sustainability and health promotion and gender equality;
8. Recalling the United Nations Resolution 57/254, adopted by the General Assembly on the 21<sup>st</sup> of February 2003, that proclaims the United Nations Decade on Education for Sustainable Development – 2005-2014;
9. Noting the draft strategic framework for the Implementation of the United Nations Decade on Education for Sustainable Development in Sub-Saharan Africa;

**Hereby agree:**

10. To support the United Nations Decade on Education for Sustainable Development;
11. To ensure further consultations on the framework of the draft strategic framework;
12. To support the development of Strategies for the implementation of the United Nations Decade on Education for Sustainable Development in our respective countries and on the continent, within the framework of the AU second Decade on Education;
13. To ensure that the principles of sustainable development are included in educational development frameworks, programmes and activities at all levels;

14. To ensure that African cultures, knowledge systems, languages and ways of life are integrated into frameworks, programmes and activities developed within the Decade;
15. To strengthen existing partnerships and promote new ones for the implementation of regional and national strategies on education for sustainable development;
16. To call upon the International community to support the implementation of United Nations Decade on Education for Sustainable Development in Sub-Saharan Africa; and
17. To urge UNESCO to strengthen its role as a lead agency in support of Sub-Saharan Member States to achieve the goals of the United Nations Decade on Education for Sustainable Development.

**Done in Libreville, 28<sup>th</sup> of March 2006**

## APPENDIX B: ESD AND THE MILLENNIUM DEVELOPMENT GOALS

The MDGs provide important direction for ESD education and training policy and programmes. The following table outlines how ESD can be applied to address education and training policy and programmes.

1. Eradicate extreme poverty and hunger	ESD programmes should seek to promote viable alternatives and sustainable livelihood strategies, enhance food security programmes through participatory approaches, skills development and knowledge.
2. Achieve universal primary education	ESD programmes should contribute to the quality, relevance and focus of Education for All initiatives. ESD should also seek to develop innovative solutions for children at risk to assist them to stay in school or achieve the learning outcomes required of basic primary education.
3. Promote gender equality and empower women	ESD should contribute to the mainstreaming of gender issues in education, and should adopt gender sensitive methodologies and approaches.
4. Reduce child mortality	ESD should contribute pro-actively to Early Childhood Education Programmes, and programmes that support women and children's health and well-being.
5. Improve maternal health	ESD should support community-based education programmes that address women's issues and priorities, including maternal health.
6. Combat HIV & AIDS, malaria and other major diseases	ESD should strengthen contextual approaches to HIV & AIDS education and other health education programmes, and seek to integrate health education concerns with other dimensions of ESD such as gender education, and environmental education.
7. Ensure environmental sustainability	ESD programmes should have a strong environmental education component that addresses the relationship between human well-being and environmental sustainability, and develops the skills, values and knowledge needed to achieve environmental sustainability within a context of poverty, risk and vulnerability and within current macro-economic development frameworks and tensions. Water and Sanitation, Health, Biodiversity, Agriculture and Energy are key themes that have been identified as part of the sustainable development agenda.
8. Develop a global partnership for development	ESD can contribute to the strengthening of capacity for delivery of services and to co-ordinated interactions between major stakeholders involved in conceptualising and implementing sustainable development. Professional development programmes for government officials responsible for service delivery is a key priority across southern Africa.

ESD therefore offers an integrating framework for education and training efforts aimed at implementing the MDGs. It creates a framework for integrating environmental and health concerns, environmental and gender perspectives, health and gender issues etc. and for enabling greater relevance and purpose to Education for All initiatives, Literacy education initiatives. ESD has a much to contribute to Africa's Second Decade of Education, and to sustainable development in Africa

*(adapted from 'Policy support for ESD in Southern Africa' – a publication of the SADC REEP, available on [www.sadc-reep.org.za](http://www.sadc-reep.org.za) from March 2007)*



## APPENDIX C: FULL PARTICIPANTS LIST

Title	Given Name	Family Name	Country	Institution	Title/Position	Address	Tel	Fax	E-mail
<b>Dr</b>	Heila	Lotz-Sisitka	South Africa	Rhodes University	Chair of Environmental Education & Sustainability, Member of UNESCO Reference Group for DESD	PO Box 94, Rhodes University, Grahamstown, 6140	27 46 603 8390	27 46 636 1495	h.lotz@ru.ac.za
<b>Mr</b>	Santosh	Khatri	France	UNESCO Paris	Programme Specialist, DESD	PC 058, 7 Place de Fontenoy, Paris	0033 1456 81305		s.khatri@unesco.org
<b>Ms</b>	Sibusisiwe	Gumede	South Africa	Wildlife and Environment Society of Southern Africa	CEO	PO Box 394, Howick, 3290, RSA	27 33 330 3931		mumsie@wessa.co.za
<b>Prof</b>	Overson	Shumba	Zimbabwe	University of Zimbabwe	Resource Person	Box MP167, Mt Pleasant, Harare	263 4 303 211 ext 1317	263 4 333 550	oshumba@yahoo.co.uk
<b>Dr</b>	Heila	Khatri	France	UNESCO Paris	Programme Specialist, DESD	PC 058, 7 Place de Fontenoy, Paris	0033 1456 81305		s.khatri@unesco.org

Title	Given Name	Family Name	Country	Institution	Title/Position	Address	Tel	Fax	E-mail
Mr	Pedro	Nsianguengo	Angola	MED, National Institute for Research & Development of Education	Deputy Director	Min. Education, G.P.1281	00 244 92334 3885	27 46 636 1495	nsiangengo@hotmail.com
Mr	Dinis S I	Nhenba	Angola	Ministry of Education	School Project Coordinator	Min. Education, GEPE CXP1281	00 244 91241 8626		dinissimbi@hotmail.com
Ms	Lemohang	Sekhamane	Lesotho	Ministry of Tourism, Environment and Culture	Senior Environment Officer	P.O. Box 10993, Maseru 100	266 22 311767	266 22 311139	lemohangs@yahoo.com
Mrs	Machabeli A	Ramakatlane	Lesotho	Lesotho College of Education	Acting Director	P.O. BOX 1393, Maseru Lesotho	266 223 2721	266 587 37359	adelrama4000@yahoo.co.uk
Mr	Thulaganyo	Thutoetsile	Botswana	Southern African Dev. Community- Centre for Distance Edu.	Director	Private Bag BO 187 Gaborone Botswana	267 318 0094	267 393 0018	tthutoetsile@bocodol.ac.bw

Title	Given Name	Family Name	Country	Institution	Title/Position	Address	Tel	Fax	E-mail
<b>Ms</b>	Arabang	Kanego	Botswana	Dep. of Environmental Affairs Min. of Environment Wildlife and Tourism	Principal Natural Resources Officer I	Private Bag 0068 Gaborone Botswana	267 390 2056	267 390 2050	akanego@gov.bw
<b>Mr</b>	Reinhard	Kuhles	South Africa	the Schools Directorate of the National Department of Education	Chief Education Specialist Curriculum development	P/Bag x895, Sol Plaatje House, 123 Schoeman Street, Pretoria 0001	27 12 312 5210	27 12 325 74001	kuhles.r@doe.gov.za
<b>Ms</b>	Zodwa	Tsajwa	South Africa	South Africa National Commission for UNESCO	Education programme coordinator	P/Bag x895, Sol Plaatje House, 123 Schoeman Street, Pretoria 0001	27 12 312 5513	27 12 325 7284	tsajwa.z@doe.gov.za
<b>Ms</b>	Dzelisa N.	Dlamini	Swaziland	Swaziland National Trust Commission	Coordinator of the National Environmental Edu. Programme(NEEP)	P.O. Box 100/401, Lobamba H107	268 41 61 489	268 416 1875	dzalisa2020@yahoo.com.au
<b>Dr</b>	Irma	Allen	Swaziland	Swaziland Environmental Authority	Chairperson	P.O. Box 135, Mbabane, Swaziland	268 404 2376	268 518 6284	irmaviola@yahoo.com



Title	Given Name	Family Name	Country	Institution	Title/Position	Address	Tel	Fax	E-mail
Mr	Constancio A	Xerinda	Mozambique	Ministry of Education and Culture	Head of Department of General Education	AV. 24 De Julho, Maputo, MOZAMBIQUE	258 21 4916 58	258 21 492196	xerinda@mec.gov.mz
Ms	Custódio Carlos	Tamele	Mozambique	Mozambique National Commission for UNESCO	Programme Officer for Education	45, Street Dr. Egaz moniz, P.O.BOX 3674, Maputo, MOZAMBIQUE	258 21 493 385	258 21 491766	tamele.natcom@tcabo.co.mz
Ms	Thokozile	Chimuzu	Malawi	Ministry of Education and Vocational Training	Principal Planning Officer	P/Bag 328, Lilongwe 3	265 1 789 422	265 1 788 064	thokotama@yahoo.co.uk
Mr	Edward	Kabwinja	Malawi	Ministry of Economic Planning and Development	Economist (Grade 1)	PO Box 30316 Lilongwe 3	265 1 788 888	265 1 788 247	kabwinja@yahoo.co.uk
Mrs	Felicitas	Chinanda	Zambia	Zambia National Commission for UNESCO	Secretary General	Box 50619, Lusaka	260 1 254340	260 1 254340	ncunesco@zamnet.zm

Title	Given Name	Family Name	Country	Institution	Title/Position	Address	Tel	Fax	E-mail
<b>Ms</b>	Hellen	Kafula	Zambia	Curriculum Development Centre	Principal curriculum specialist combined Services I	Box 50092, Lusaka	260 1 254071	260 1 254340	kafulangosa@yahoo.co.uk
<b>Mr</b>	Phillip C	Manyaza	Zimbabwe	Environmental mgt Agency	EE and Publicity Manager	BOX CY385, Causeway, Harare	263 4 793 125	263 04 793123	zpn143@mweb.co.zw
<b>Dr</b>	Stephen Max	Mahere	Zimbabwe	Ministry of Education, Sport and Culture	Permanent Secretary	PO Box CY121, Causeway, Harare	263 4 253 652	263 4 707 599	moeho@zamet.ac.zw
<b>Mr</b>	Matheus	Shimhopileni	Namibia	MoE, Directorate Programme Quality Assurance	Senior Education Officer	P/Bag 13186, Windhoek	264 2933200	264 2933922	mshimho@mec.gov.na
<b>Mr</b>	David	Sampson	Namibia	MoE, National Institute for Educational Development	Senior Education Officer	P/Bag 2034, Okahanja, Namibia	264 62 509000	264 62 509004/509073	dsampson@nied.edu.na

Title	Given Name	Family Name	Country	Institution	Title/Position	Address	Tel	Fax	E-mail
<b>Ms</b>	Erica	Shilongo	Namibia	MoE, NIED, Okahanja	Education Officer	P/Bag 2034, Okahanja, Namibia	264 62 509 000	264 62 509 004	eshilongo@nied.edu.na
<b>Mr</b>	Amon	Uiseb	Namibia	MoE, Directorate of Higher Education	Education Officer Pre-Service Training	P.O. Box 4661, Windhoek	264 61 2706137	264 61 2706100	auseb@mec.gov.na
<b>Mr</b>	Job	Hengari	Namibia	University of Namibia	Senior Education Officer	P.O.Box 8837, Windhoek	264 61 2063616	264 61 2063980	jhengari@unam.na
<b>Mr</b>	Tuaunda	Keeja	Namibia	MoE, Corporate Planning	Deputy Director	P.O. Box 8016, Windhoek	264 61 2933335	264 61 2933923	tkeeja@mec.gov.na
<b>Mr</b>	Andreas	Schott	Germany	GTZ, Basic Education Programme Namibia	Director	P.O.Box 8016, Bachbrecht, Namibia	264 61 2933345	264 61 2933304	andreas.schott@gtz.de
<b>Mr</b>	Edem	Adubra	Namibia	UNESCO Windhoek	Programme Specialist, Education	P.O.Box 24519, Windhoek	264 61 2917211	294 61 291 7220	e.adubra@unesco.org
<b>Ms</b>	Hiromi	Omure	Namibia	UNESCO Windhoek	Education Intern	P.O.Box 24519, Windhoek	264 61 2917218	294 61 291 7220	h.omure@unesco.org



# APPENDIX D: WORKSHOP PROGRAMME (SUMMARY PROGRAMME AND DETAILED PROGRAMME)

## Monday, 27 November

0830 – 0900 Registration

0900 – 1000 Opening Ceremony<sup>0</sup>(Chair: Mr. Edem Adubra)

1000 – 1030 Tea/Coffee Break

1030 – 1100 Overview of the Workshop: Dr Heila Lotz-Sisitka, Rhodes University

Objectives: This session will consider the purpose of the workshop, and what outcomes we need to achieve by the end of the workshop. We will also map out a pathway for achieving the workshop objectives.

1100 – 1300 Session 1-1: Presentation: Mr. Santosh Khatri, UNESCO HQ

‘Overview of Education for Sustainable Development’

Objectives: This session will introduce the United Nations Decade of Education for Sustainable Development (DESD). It will discuss the objectives of the UNDESD, and International Implementation Scheme, its objectives and UNESCO’s role in the Decade.

The session will also provide a report back on progress made to date in implementing the UNDESD, with a view to mapping out a Southern African pathway for achieving the goals of the UNDESD.

Session 1-2: Presentation: Mr. Edem Adubra, UNESCO Windhoek

‘Overview of ESD Strategy in Sub-Saharan Africa’

Objectives: This session will introduce ESD Strategy in Sub-Saharan Africa, highlighting key articulations of the Strategy. The presentation will outline the challenges, issues and opportunities ESD brings in improving education in the sub-region. The Libreville Agreement, in which African Ministers of Education made a commitment to implement the goals of the UNDESD, in the context of the Second Decade on Education in Africa, will be introduced to participants.

1300 – 1400 Lunch Break

**1400 – 1530 Session 2: Presentation & Group Discussion**  
**Presentation: Prof Overson Shumba, University of Zimbabwe**  
**Chair: Dr. Stephen Mahere, PS of Zimbabwe MoE**

**‘Education for Sustainable Development in Sub-Saharan Africa: Strategy, Problems, Challenges and Opportunities’**

**Objectives:** This session will discuss the progress that is being made in terms ESD Strategy development for Sub-Saharan Africa. The current version of the Sub-Saharan African strategy will be discussed by participants. In particular, its aims, objectives and lines of action will be discussed in terms of their relevance and validity in a Southern African context.

The session will also focus on the process of integrating ESD perspectives into national education policies. The Zimbabwe experience will serve as example here.

1530 – 1600 Tea/Coffee Break

**1600 – 1730 Session 3: Group Work Facilitator: Dr Heila Lotz-Sisitka**

**‘Working with the SSA ESD Strategy – What do we plan to do and what tools will we need?’**

**Objectives:** This session will be aimed at identifying the kinds of support that the participants might need in working with ESD and the ESD strategy process in their countries. This discussion will help to focus all of the rest of the workshop sessions and activities towards responding to the needs of the workshop participants.

## **Tuesday, 28 November**

**0900 – 1030 Session 1-1: Presentation:**  
**Dr. Irma Allen, Swaziland Environmental Authority**  
**Chair: Ms. Arabang Kanego, SADC-CDE, Botswana**

**‘ESD and Science’ (9:00 – 9:45)**

**Objectives:** Dr. Irma Allen has extensive experience in environmental science. Roughly a year ago, she wrote a resource book for teachers in South Africa called “Learning about Climate Change”, (followed by teacher training workshops). Dr Allen will draw on this experience as a case study in the presentation. Other science-based topics that may also be relevant to ESD that include water management, land-use management, biodiversity management and agricultural sciences, as these are all critical for development in Southern Africa. The relationship between science, technology and society will be brought into focus, and a discussion can be held on the implications for re-orienting education towards sustainability.

**Session 1-2: Presentation: Dr Heila Lotz-Sisitka;  
Chair: Mr. Ben Boys, UNESCO Windhoek**

**‘ESD, HIV & AIDS and Livelihood Strategies’ (9:45 – 10:30)**

**Objectives:** This presentation will report on a recent ESD research project undertaken for the SADC Food, Agriculture and Natural Resources Directorate’s Environmental Education Programme, in 10 southern African countries, to investigate the relationships between HIV & AIDS (and other health risks), poverty, increased environmental degradation and livelihood strategies. This research project explores the three dimensions of sustainable development (society, economy and environment), and the interface between them, and provides valuable insights for educational reform in a Southern African context. Findings of this research will be presented for discussion. In particular, this discussion will explore the implications for the Education for All agenda, and the UN Decade of Literacy, and will also examine implications for formal schooling, teacher education programmes, adult education and higher education.

1030 – 1100 Tea/Coffee Break

**1100 – 1300 Session 2-1: Presentation: Ms. Mumsie Gumede, Wildlife and Environment Society of Southern Africa  
Chair: Tuaunda Keeja, MoE Namibia**

**‘ESD and Policy Issues’ (11:00 – 12:00)**

**Objectives:** This session will report on a booklet that has been produced by the SADC FNAR following a consultation process on ESD in 14 Southern African countries which highlights ESD and policy issues. The presentation will consider key policy issues which include:

- ◆ ESD and achievement of the Millennium Development Goals in Southern Africa
- ◆ Advocacy, policy synergy and political will
- ◆ Policy review and evaluation
- ◆ Policy implementation challenges, participation and capacity development
- ◆ Resources and support for ESD
- ◆ Partnerships and networks (maximizing our capacity through synergy and co-operation)
- ◆ Development of national strategies for ESD
- ◆ Monitoring and evaluation

**Session 2-2: Presentation: Dr. Irma Allen (Swaziland);  
NIED (Namibia)**

**‘Country Cases, Swaziland and Namibia’ (12:00 – 13:00)**

**Objectives:** This session will create an opportunity for a discussion on country-based initiatives. Two short case studies of country-based initiatives will be presented (15 minutes each), after which other countries will be invited to contribute on their initiatives or discuss how they might take ESD forward in their country contexts.

1300 – 1400 Lunch Break



1400 – 1530 Session 3-1: Presentation: Mr. Custódio Tamele

‘Country Cases, Mozambique’

Session 3-2: Group Work Facilitator: Dr. Stephan Mahere

Chair: Ms. Arabang Kanego, Min of Environment Wildlife & Tourism

‘ESD, Education and Culture’

**Objectives:** This session will address cultural dynamics that influence education for sustainable development notably, gender relationships, culture, indigenous knowledge, human rights, social justice, peace and other socio-cultural issues that need to be addressed in the process of working towards sustainable development will be discussed during this session. In particular, these discussions will focus on the implications for education such as curriculum reform, textbook development, teacher training etc.

Participants will be asked to consider the links to the Education for All commitments, and to provide case examples of how these issues have been addressed in educational reform efforts, in order to identify what can be done in current and future programming for sustainable development in this context.

1530 – 1600 Tea/Coffee Break

1600 – 1730 Session 4: Group Work Facilitator: Ms Mumsie Gumede; Chair: Mr. Andreas Schott, GTZ

‘Partnerships and Networks for ESD’

**Objectives:** This session will consider the partnership framework proposed in the UNESCO ESD International Implementation Scheme, and workshop participants will be requested to identify which partnerships would facilitate and strengthen implementation of ESD in country context. Participants will also be asked to discuss which cross-country networks would be most helpful in furthering participation in the implementation of the UNDESD, and how these should be established and / or engaged with.

## **Wednesday, 29 November**

0900 – 1030 Session 1: Group Work  
Facilitator: Dr. Irma Allen  
Chair: Mr. David Simpson, National Institute of Edu. Dev (NIED)

‘Insights into ESD Practice - implications for planning and country based work’

**Objectives:** This session will focus on the ‘heart of the matter’, namely ESD teaching and learning processes. Here groups can consider some insights on what ESD practice might look like, and will discuss the implications of this for country-based work that supports ESD. Participants can choose to discuss any of the following dimensions of ESD practice:

- ◆ active learning approaches
- ◆ critical and creative thinking
- ◆ using locally relevant examples in teaching practices

- ◆ enquiry based learning methods
- ◆ dealing with complex issues in education
- ◆ gender sensitive pedagogy and practice
- ◆ cultural and linguistic diversity in learning processes
- ◆ inclusivity in ESD learning processes
- ◆ values and ethics
- ◆ mobilizing and drawing on indigenous knowledge

The focus here will be on how to strengthen and mainstream these 'ESD friendly' approaches in country-based engagements with ESD.

1030 – 1100 Tea/Coffee Break

1100 – 1200 **Session 2-1: Presentation**

**Dr Heila Lotz-Sisitka; Mr. Santosh Khatri**

**Chair: Ms Zodwa Tsajwa, SA National Commission for UNESCO**

**'Insights into National Strategies for ESD and ESD Indicators – implications for planning and country-based work'**

**Objectives:** This session will introduce a discussion on monitoring and evaluating ESD practices at local, national and sub-regional levels. We will discuss and consider work done on the development of ESD indicators in the Asia Pacific region, and will look critically at what can be done in terms of national strategies for ESD, and how we might want to consider the question of indicator development for ESD. The emphasis here will be on finding ways to synergies with existing reporting frameworks (e.g. EFA, UN Decade on Literacy) rather than creating a 'new bureaucracy' for ESD reporting.

1200 – 1300 **Session 2-2: Group work Chair: Dr Irma Allen, Presenter: Prof. Overson Shumba, University of Zimbabwe; Mr. Santosh Khatri**

**'Template and Project Proposals or Action Plans for Home Countries'**

**Objectives:** During this session we will look at a template to guide Project Proposals. We will also examine and discuss the Harare Cluster Proposal as an example. These discussions will guide development of proposals at country level. We will also discuss National Action Plans.

1300 – 1400 Lunch Break

1400 – 1600 **Session 3: Group work Facilitator: Dr Heila Lotz-Sisitka; Mr. Santosh Khatri; Mr. Edem Adubra**

**'Our Toolkit and Way Forward'**

**Objectives:** This session will focus on the following:

- ◆ Consolidation of the tools needed to extend ESD initiatives in home country
- ◆ Consolidation of the way forward

- ◆ Consolidation of the UNESCO ESD network and process
- ◆ Way forward
- ◆ Closing

**WORKSHOP MATERIALS:**

- ◆ Copy of the UNESCO ESD International Implementation Scheme
- ◆ Copy of the SSA ESD Strategy
- ◆ Guideline and Recommendations for Reorienting Teacher Education to Address Sustainability
- ◆ Links between the Global Initiatives in Education
- ◆ Teaching and learning for a sustainable future CDrom
- ◆ Policy support for ESD in southern Africa.

1600 – 1630 Tea/Coffee Break

## Thursday, 30 November

### Day Excursion to the Gobabeb Training and Research Centre

**About Gobabeb:**

The Gobabeb Training and Research Centre is a Southern African Development Community (SADC) Centre of Excellence focusing on promoting understanding of the interactions between arid zone ecology and human activities.

Since 1962, the Centre has been one of Southern Africa’s foremost centres of arid lands research. Its new focuses on appropriate technology and training mean that the Centre remains highly relevant to sustainable development in Namibia and Southern Africa as a whole.

Nestled in the heart of three fascinating ecosystems —the central Namib gravel plains and the Namib dune sea, with the narrow ephemeral Kuiseb River in between—the Centre is ideally situated for cutting-edge research, life-changing training and workshops, and memorable conferences.

Gobabeb is located in Namibia’s Namib-Naukluft Park, on the Kuiseb River, approximately 120 km from Walvis Bay. The Gobabeb Training and Research Centre is primarily an education and research institute, not generally open to the public. The Gobabeb Centre is the result of a joint venture between the Desert Research Foundation of Namibia (DRFN), and the Ministry of Environment and Tourism (MET). The Gobabeb Centre is a Namibian not-for-profit trust, funded through donor, research, training, education and awareness programmes. The Centre hosts researchers, environmentalists, film teams and small education groups such as university and college classes, as well as intern students who stay for variable periods of time.

(Cited from the homepage: <http://www.gobabeb.org>)



## **Schedule:**

**0600 – 1000**      **Leave Hotel Safari for Gobabeb Training and Research Centre**

Breakfast on the way

**1000 – 1300**    **Tour** (to be informed)

**1300 – 1330**    **Lunch Break**

**1330 – 1500**    **Tour** (to be informed)

**1500 – 1900**    **Leave Gobabeb for Windhoek**

**\*\*\*\*\***

