

UNESCO Sub-regional consultation meeting on the ESD post-2014 framework

Kingston, Jamaica, 3 – 4 April 2013

Final Report

Background

In its 190th session, the Executive Board of UNESCO expressed “its preference for a programme framework as follow-up to the United Nations Decade of Education for Sustainable Development after 2014”. The Board requested the Director-General “to develop, in consultation with Member States, and in collaboration with relevant stakeholders, the proposal for a programme framework, led by UNESCO, which should cover at least the period of the forthcoming Medium-Term Strategy for 2014-2021.” Furthermore, the framework should “address education at all levels and in all forms, be based on a comprehensive sustainable development agenda, while also encouraging strategic focus and national commitment.”

To this end, UNESCO, as the lead agency for the UN Decade of Education for Sustainable Development (DESD, 2005 - 2014), has organized expert consultations in all five UN regions between January and April 2013. The regional consultations are a crucial element in collecting positions on the post-2014 framework and preparing a final assessment of the DESD. In addition to the consultations, Member States and other stakeholders had the opportunity to individually provide input for the post-2014 framework via a questionnaire that was sent out in January 2013.

In preparation for the end of the DESD and for the World Conference on ESD (Japan, November 2014), UNESCO conducted preparatory consultations with relevant stakeholders in all five UN regions between January and May 2013. The regional consultations are a crucial element in collecting positions on the post-2014 ESD framework and preparing a final assessment of the Decade. The aim of the consultations was to gather data with regard to three related processes:

1. production of the final report on the DESD, which will be one key input into the World Conference;
2. preparation of a framework for post-2014 ESD work;
3. preparation for the World Conference on ESD in Japan 2014 and conceptualization of its output, including the final conference declaration.

The three processes are instrumental in leading the DESD to a successful completion and ensuring substantial follow-up after 2014.

Objectives and outcomes

The sub-regional consultation for the Caribbean States had the following objective:

- *To contribute to ensuring a transparent, participatory preparation of the post-2014 ESD programme framework through collecting input from relevant stakeholders from the Caribbean Member States.*

Outcomes

1. Priority areas for post-2014 ESD activities in the Caribbean identified;
2. ESD initiatives from the Caribbean that could be scaled-up in a post-2014 framework identified;
3. Key partners from the Caribbean to involve in a post-2014 framework identified;
4. Suggestions for the preparations of the UNESCO World Conference on ESD (10-12 November 2014, Japan) collected.

Participants

The meeting counted with the participation of 26 representatives from Ministries of Education, universities, NGOs and Ministry of the Environment as well as teachers from the following countries: Bahamas, Belize, Grenada, Guyana, Jamaica, Saint Kitts and Nevis, Saint Vincent and the Grenadines, and Trinidad and Tobago. Furthermore, the UNEP Regional Office for Latin America and the Caribbean was represented through its Environmental Education Programme Officer.

Organizers

The meeting was organized by the UNESCO Regional office for Education in Latin America and the Caribbean (OREALC/UNESCO Santiago) with the support from the UNESCO Cluster Office for the Caribbean and the Jamaican National Commission. Furthermore, the meeting was supported by the ESD Section of UNESCO Headquarters, and financed through Japanese Funds-in-Trust.

Proceedings

The programme of the meeting was divided into two blocks: The first day mainly dealt with reviewing the progress of the DESD and ESD in the Caribbean region to-date. The second day focused on collecting inputs for the ESD post-2014 programmatic framework. The methodology used included both presentations as well as group work. The sessions were facilitated by Ms. Astrid Hollander and Mr. Jutaro Sakamoto from UNESCO.

The first day opened with the welcoming words of Mr Robert Parua, Director a.i. of UNESCO, Kingston, Mr Everton Hannam, Secretary-General of the Jamaican National Commission for UNESCO, and Ms Grace McLean, Chief Education Officer in the Ministry of Education Ministry of Jamaica. All three set the scene for the discussions of the following days, by emphasizing the importance of education in order to achieve sustainable development and sustainable societies, in the special context of the Caribbean region.

Following the opening session, Mr Jutaro Sakamoto, UNESCO, gave an overview of the DESD monitoring and evaluation process, with special emphasis of the up-coming and final phase which

will result in the final DESD monitoring and evaluation report which will give account of the impact of the Decade. Mr Sakamoto presented the different tools which are being used in the final phase, including questionnaires, case studies, consultative meetings, experts' consultations, etc. To review the progress of ESD in the Caribbean region so far, Ms Astrid Hollander, UNESCO, presented the results of the 2012 global DESD monitoring and evaluation report as well as the key findings of the 2011 regional monitoring and evaluation report for the Caribbean (presentations are available on the micro-website of the meeting at: <http://www.orealc.cl/educaciondesarrollosostenible/educacion-para-el-desarrollo-sostenible/?lang=en>).

With regard to the collection of information from the Caribbean for the next ESD M&E report, the participants recommend the preparation of country reports, produced through participatory and multi-stakeholders processes coordinated by the National Commissions of each Member State.

With the aim to demonstrate good practices in ESD from the Caribbean region, three selected cases were presented, representing experiences at policy level, university level/teacher training, as well as at school level. Ms Petal Punalall Jetoo of the Ministry of Education of Guyana presented the recent experience of including climate change education within the science education curriculum. Dr Lorna Down from the University of the West Indies presented the ESD teacher training programmes implemented by her university. Mr Andy Paul, representing the Sandwatch Network, presented the experiences of various countries in implementing the Sandwatch Project at school (presentations are available on the micro-site of the meeting, see link above).

Following the presentations of the good practices, the participants were invited to reflect upon which ESD initiatives have been particularly successful within the region and to identify success factors and challenges. Several good ESD practices were identified both in the formal as well as non-formal sector. Success factors usually included the availability of funding, the commitment of the persons involved as well as political commitment. Challenges included the lack of funding, the lack of continuity (especially when the initiative depended on funding from external partners) as well as a lack of coordination between different stakeholders. Another challenges mentioned was the lack of documenting and evaluating good practices. Success stories such as the Sandwatch project were recommended as initiatives that should be scaled up.

The second day of the meeting was dedicated to the discussions around the ESD post-2014 programmatic framework which UNESCO is currently preparing. Mr Jutaro Sakamoto presented the basic outline of the main elements of this framework, which will be finalized by the end of 2014 and is expected to be endorsed at the UNESCO World Conference on ESD in November 2014 in Japan. The framework will be developed with the inputs from Member States and key stakeholders. In order to collect inputs from the Caribbean region, the participants were requested to discuss and respond to the following points (the prioritized and summarized responses from the participants are included below each question):

1. *Identify 3 action areas that should be addressed by the post 2014 framework*

The participants identified and prioritized the following areas:

- Multi-sectorial ESD policy development (including concrete action plans and monitoring and evaluation mechanisms)

- Communication & awareness building on ESD among relevant stakeholders and the public in general
- Coordination of the diverse stakeholders and initiatives
- ESD research, monitoring and evaluation

2. *Identify 3 areas and levels of education that should be highlighted by the post 2014 framework*

The participants identified and prioritised the following educational levels:

- Early Childhood Care and Education
- Teacher education
- Non-formal education (youth & adults), within the framework of lifelong learning

3. *Identify 3 sustainability challenges that should be addressed by the post 2014 framework*

The participants identified and prioritized the following challenges to sustainable development:

- Climate change
- Agriculture and food security
- (water, energy, sustainable cities & human settlements)

4. *Identify 3 ESD initiatives that should be scaled up*

The participants identified the following initiatives:

- Public awareness on SD and ESD issues
- Curriculum development/integration of ESD
- Networking to create synergies between the diverse stakeholders and initiatives
- Building of intellectual capacity (with communication networks, learning communities, with authentic, hands-on experience, inquiry based etc)
- Material development of the implementation of ESD

5. *Identify main partners to be involved in post 2014 framework*

The participants identified the following main partners:

- Private sector
- NGO, faith-based organisation
- Public sector
- Media
- International & regional organizations (UN, CARICOM, OAS, Banks etc.)

6. *Regional recommendations for post 2014 ESD framework*

The participants made the following recommendations:

- Creation of networks for exchange of information, good practice, resources, research (learning communities)
- Media & awareness campaigns
- Set-up of Regional Centres of Expertise in ESD (a programme promoted by the United Nations University)
- Development & promotion of a ESD research agenda
- Identification of financial resources & support /creation of continuous funding mechanisms
- Development of an action plan/steering committee for follow-up
- Include English Speaking Caribbean prominently (separate from the needs of Latin America and Spanish speaking Caribbean)

The participants stressed the need for the development of a clear action plan for the post-2014 framework, including indicators, timelines and designated responsibilities. There should also be binding reporting mechanisms for Member States.

The final session of the workshop was dedicated to the presentation of the preparations for the UNESCO World Conference on ESD which will take place in Japan in 2014 and mark the end of the DESD, but also will be the instance for the endorsement of the ESD post-2014 programmatic framework. Mr Jutaro Sakamoto presented the planning process so far, the main building blocks of the agenda as well the profiles of the participants. After the presentation, the floor was opened for questions and comments. The participants suggest the organization of side events for Caribbean Member States in order to provide a space for the exchange of good practices and lessons learnt, as well as the planning of regional initiatives in the future. Furthermore, it was suggested that youth be prominently involved either in pre-conference events and/or in side events and main events at the world conference. Among the expected outcomes of the world conference, the participants see the dissemination of lessons learnt on the whole institution and whole system approaches to ESD as well as clear statements as to how to move forward in ESD beyond the Decade.

The meeting ended with an informal closing session. The participants recommended that the outcomes of the workshop should be shared with the relevant political leaders at national level as well as with representatives of the regional bodies such as CARICOM. The facilitators emphasized that this is not only a responsibility of UNESCO, but also of the participants as they report back to their colleagues and superiors upon return to their countries.

UNESCO thanks all participants for their active participation and thoughtful contributions to the discussions which will enrich the development of the ESD post-2014 framework. Also, special thanks are expressed to the team of the Jamaican National Commission for UNESCO for the support to the organization of the meeting.



United Nations
Educational, Scientific and
Cultural Organization
Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura

Santiago Office
Regional Bureau of Education for
Latin America and the Caribbean
Oficina de Santiago
Oficina Regional de Educación
para América Latina y el Caribe



Agenda of the sub-regional consultation

3 April 2013	
8:30 – 9:00	Registration of participants
9:00 – 10:00	Opening Welcoming Remarks <ul style="list-style-type: none">• Robert Parua, Director a. i. UNESCO Kingston• Everton Hannam, Secretary-General, Jamaican National Commission for UNESCO• Grace McLean, Chief Education Officer in the Ministry of Education Ministry of Jamaica Introduction <ul style="list-style-type: none">• Introduction of the objectives of the meeting <i>Astrid Hollander, OREALC/UNESCO Santiago & Jutaro Sakamoto, ESD Section, UNESCO</i>• Introduction of the participants
10:00 – 10:30	Coffee break

10:30 – 12:30	<p>Session I: DESD Final Assessment</p> <ul style="list-style-type: none"> • Progress so far: Presentation of the results of the 2012 Global and Regional DESD monitoring report • Overview of M&E-Phase III at UNESCO • Introduction and presentation of M&E assessment tools, including Guidelines for Creating a National ESD Research Agenda and Plan <p><i>Astrid Hollander & Jutaro Sakamoto, UNESCO</i></p> <p>Discussion: Contributions from the Caribbean to the evidence base for ESD</p>
12:30 – 14:00	<p>Lunch break</p>
14:00 – 15:30	<p>Session I continued</p> <ul style="list-style-type: none"> • Presentation of successful ESD initiatives in the Caribbean <ul style="list-style-type: none"> <i>Lorna Down, University of the West Indies, Jamaica</i> <i>Andy Paul, Sandwatch Programme, Trinidad & Tobago</i> <i>Petal Punalall Jetoo, Ministry of Education, Guyana</i> • Discussion: <ul style="list-style-type: none"> ○ Which ESD initiatives have been particularly successful within the region? And why? ○ Identification of success factors and challenges
15:30 – 16:00	<p>Coffee break</p>
16:00 – 17:30	<p>Session I continued</p>

	<ul style="list-style-type: none"> • Discussion: <ul style="list-style-type: none"> ○ What were the challenges to implementing ESD during the DESD in the region? How were challenges overcome? • Development of a work plan for the participation of the Caribbean States in the final reporting phase
4 April 2013	
9:00 – 10:30	<p>Session II: Post-2014 ESD Framework</p> <ul style="list-style-type: none"> • Presentation on the basic outline of the post-2014 framework <i>Jutaro Sakamoto, UNESCO</i> • Identification of regional inputs to orientate the post-2014 framework Group work on: <ul style="list-style-type: none"> ○ Identification of action areas which should be addressed by the post-2014 framework ○ Identification of particular priorities (e.g., specific types and levels of education, specific sustainable development challenges) ○ Identification of successful ESD initiatives from the Caribbean that can/should be scaled up in the post-2014 framework ○ Identification of main partners to be involved in post-2014 activities ○ Regional recommendations for post-2014 ESD programme and activities
10:30 – 11:00	Coffee break
11:30 – 12:30	<p>Session II continued</p> <ul style="list-style-type: none"> • Group work continues
12:30 – 14:00	Lunch break

14:00 – 15:00	Session II continued <ul style="list-style-type: none">• Presentation of group work results and discussion in plenary
15:00 – 16:30	Session III: Preparing the World Conference on Education for Sustainable Development 2014 <ul style="list-style-type: none">• Presentation of conference planning to date• Discussion<ul style="list-style-type: none">○ What activities within the Caribbean region lead up to the conference?○ Regional inputs for the outcome document of the conference○ Recommendations for further possible outcomes the World Conference
16:30 – 17:00	Closing <p>Wrap-up and concluding remarks</p>