



**UN Decade of Education for Sustainable Development (DESD, 2005-2014)**

**Regional Expert Meeting on  
Education for Sustainable Development in the Arab States:  
DESD Final Assessment and Post-2014 ESD Framework**

**Beirut, 15-16 May 2013**

**Final Report**

**UNESCO Regional Bureau – Beirut  
June 2013**

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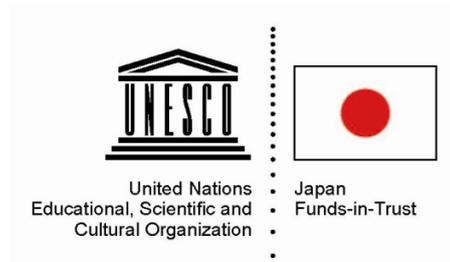
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# Table of Contents

|  |           |
|--|-----------|
| <b>I. Organization of the Expert Meeting</b>   | <b>4</b>  |
| • Introduction   | 4         |
| • Context and Reference Documents  | 4         |
| • Objectives   | 5         |
| • Participants   | 5         |
| <b>II. Programme and Discussions</b>   | <b>6</b>  |
| • Day One 15 May 2013  | 6         |
| • Day Two 16 May 2013  | 8         |
| • Working Groups   | 16        |
| <b>III. Results and Recommendations</b>  | <b>24</b> |
| • Working Groups Results   | 24        |
| • General Recommendations  | 24        |
| • Evaluation and Follow up   | 24        |
| <b>Annexes:</b>  |           |
| (1) Programme/Agenda   |           |
| (2) List of Participants   |           |
| (3) Suggested Initiatives and Projects in the Arab Region<br>(Post-2014 ESD Framework) | <b>26</b> |
|  | 26        |
|  | 28        |
|  | 30        |

## I. Organization of the Expert Meeting

- **Introduction**

UNESCO Regional Bureau-Beirut and the Education for Sustainable Development Section at UNESCO HQ (ED/PSD/ESD) organized the Regional Expert Consultation Meeting on Education for Sustainable Development in the Arab States: Final Assessment of the Decade and Post-2014 ESD Framework (Beirut, 15-16 May 2013), in cooperation with the Lebanese National Commission for UNESCO and the Educational Center for Research and Development (ECRD)-Lebanon, according to UNESCO's work plan for 2012-2013. The Expert Meeting was funded by the Japan Fund-in-Trust for ESD/DESD (ESD-JFIT).

The ESD Section provided technical and financial contributions in order to hold regional consultations in all regions of UNESCO, including the Arab States region, in line with the 190<sup>th</sup> Executive Board decision on Post-2014 ESD Framework, as follow-up for the **UN Decade of Education for Sustainable Development (DESD, 2005-2014)**. The Framework will cover at least the UNESCO Mid-Term Strategy for 2014-2021.

- **Context and Reference Documents**

The Regional Guiding Framework for ESD in the Arab region (Beirut, June 2008) highlighted the implementation of the UN Decade activities into three Phases:

- Phase One (2005-2007): Launching of Activities and Planning;
- Phase Two (2008-2011): Commitment and Construction; and
- Phase Three (2012-2014): Support, Follow-up and Evaluation.

Between fall 2012 and the end of 2014, when the UNESCO World Conference on Education for Sustainable Development (ESD) in Japan will mark the end of the UN Decade of Education for Sustainable Development (DESD, 2005-2014), UNESCO as the lead Agency for the Decade have conducted regional consultations with Member States and relevant stakeholders and 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 in Japan (November 2014);
2. Preparation of a framework for post-2014 ESD work; and
3. Overview of ESD World Conference preparations, and its outputs.

The three processes will provide powerful incentives to bring together policy makers, experts and stakeholders from the Arab region, as well as other regions to contribute and shape the remaining years of the DESD and beyond (development of post-2014 ESD framework).

UNESCO had communicated with Member States and the National Commissions for UNESCO on the ESD/DESD **Online Country Survey** (for national and regional contributions):

Questionnaire 1 (due date 30/3/2013): **Education for Sustainable Development after 2014**

English: <https://secure.unesco.org/survey/index.php?sid=89626&lang=en>

French: <https://secure.unesco.org/survey/index.php?sid=89626&lang=fr>

Questionnaire 2 (due date 31/10/2013): **UN Decade of ESD Final Report**

English: <https://secure.unesco.org/survey/index.php?sid=57756&lang=en>

French: <https://secure.unesco.org/survey/index.php?sid=57756&lang=fr>

The Questionnaire and the Regional Guiding Framework for ESD in the Arab Region-2008 formulated the main reference documents for the Expert Meeting in Beirut.

- **Objectives**

The objectives for the Arab region Consultation Meeting are:

1. Building indicators and guidelines for national and regional contributions on ESD to prepare the DESD-M&E Final Report;
2. Collect contributions from the Arab States and ESD Stakeholders to prepare the post-2014 ESD regional framework; and
3. Regional preparation for the UNESCO World Conference on Education for Sustainable Development (Japan, 2014).

- **Participants**

Based on the invitations sent to the National Commissions for UNESCO in the Arab region, thirty one (31) officials and experts representing (15) Arab countries, 3 international organizations (UNESCO, ESCWA, and ICARDA), and two NGOs from Lebanon took part in the Expert Meeting. Four Secretary Generals of UNESCO National Commissions (Egypt, Jordan, Lebanon, and Morocco), ESD Coordinators, and concerned Programme Specialists were among the participants.

**Table (1): Distribution of Participants according to Gender**

| Countries and Organizations        | Men | Women | Total |
|------------------------------------|-----|-------|-------|
| <b>Lebanon</b>                     | 1   | 7     | 8     |
| <b>Other Arab Countries (14)</b>   | 10  | 6     | 16    |
| <b>International Organizations</b> | 4   | 1     | 5     |
| <b>NGOs</b>                        | 0   | 2     | 2     |
| <b>Total</b>                       | 15  | 16    | 31    |
| <b>Percentage %</b>                | 48% | 52%   | 100%  |

## II. Programme and Discussions

- **Day One: 15 May 2013**

- **Opening of the Meeting**

The Meeting was opened on Wednesday, 15/5/2013 at 9:45 (Holiday Inn, Dunes-Beirut) by the Lebanese National Anthem. Dr. Sulieman Sulieman, Officer-in-Charge (OIC) delivered a short speech on behalf of Dr. Hamed Alhamami, Director, UNESCO Regional Bureau-Beirut. He welcomed the participants in Beirut and emphasized on UNESCO's effort in preparing the Final Assessment Report of the Decade (2005-2014)-**Results and Impact**, which will be part of the World Conference on ESD Programme (Japan, November 2014). He thanked the Lebanese National Commission for UNESCO and the Educational Center for Research and Development (ECRD)-Lebanon on their cooperation in organizing the Expert Meeting in Beirut, as well as the implementation of UN Decade activities in Lebanon and the region.

Dr. Zahida Darwich Jabbour, Secretary General, Lebanese National Commission for UNESCO, welcomed the participants in Lebanon (representatives of governments, international organizations, and NGOs). She highlighted the role of ESD in resolving environmental, social, and economic difficulties that the society is facing. She gave examples on the role of ESD in climate change, desertification, environmental crises, wars and disputes, and energy sources.

Dr. Leila Maliha Fayad, President, ECRD-Lebanon emphasized in her speech the challenges that the educational institutions have during the implementation of ESD programmes and initiatives. She focused on the role of non-government organizations (NGOs) in cooperating with government institutions in developing curricula and resource books (ESD Resource Materials), and training of teachers. She highlighted the fruitful cooperation with UNESCO and the National Commission for UNESCO in Lebanon on ESD/DESD programme and activities.

Then acquaintance among the participants and a brief overview of their expectations were made. Dr. Sulieman Sulieman explained the amendments to the agenda and the distribution of tasks for chairpersons and rapporteurs of the meetings, as well as the distribution of the working groups. The Programme was adopted in accordance with Annex (1).

### **Session One (11:15-13:00): DESD Final Assessment**

**Chairperson:** *Dr. Mazen El Khateeb*

**Rapporteur:** *Dr. Ghada Kheirbek*

**Speakers:** *Mr. Bernard Combes/ Dr. Abdulla Ambusaidi*

**Mr. Bernard Combes, UNESCO – Paris**, in his presentation, noted what has been achieved in the last ten years, which is the key stone to launch post-2014 ESD Framework, and the process taken by UNESCO to prepare the Final Report on the Decade, through the following:

1. Where do we stand with DESD –M&E?
2. ESD National Coordination bodies.
3. Unevenness of DESD implementation (countries and regions).
4. Achievements and challenges.
5. What will the DESD-M&E Final Report contain?
6. How will the data be collected?

**Dr. Abdulla Ambusaidi, Sultan Qaboos University** presented Oman's most important achievements and challenges faced by the implementation of activities and events in the International Decade of the Sultanate of Oman, a Gulf Arab countries in general, in particular the social and economic transformations and financing witnessed by the region and the world. He then presented proposals regarding Education for Sustainable Development and the development of education programs, and rework patterns of teaching and learning so that it affects all segments of society inside and outside the school. And he gave examples of some of the priorities for the next stage, namely:

1. Promote the values of citizenship among young people;
2. Providing opportunities for education;
3. Teacher preparation and training;
4. Respect for cultural diversity;
5. Respect of employment and occupation and promote the values of the work.

After a general discussion by experts, the interventions where from: Mrs. Ibtisam Saleh (Lebanon) who focused on the importance of strengthening the skills and the important role of the media in education programmes and activities for sustainable development. Dr. Ahmed Qablan (Jordan) added the need to intensify and concrete efforts for the application and practice in the preparation of teachers. As mentioned Dr. Ali Almaye, (Saudi Arabia) that the most important difficulties faced by the activities of the International Decade are to deal between the experiences at the Arab region level and at the national level (the state). Mrs. Samira Baghdadi (Lebanon) emphasized the need to adopt behaviors and values of sustainable development through schools, universities and civil society. As Mr. Abdulbaset Aqel (Yemen), referring to the experience of educational institutions in Yemen and a number of achievements in the framework of the International Decade, the need is to take into account the specificity of each country in terms of needs and resources.

The session included three presentations of ESD coordinators:

- **Tunisia:** Mr. Mosbah Abaza;
- **Oman:** Mrs. Fatima Al Hinai;
- **Palestine:** Mr. Tharwat Zaid.

**Mr. Mosbah Abaza, Tunisia** focused on the Tunisian experience on the importance of legislation in the educational institutions and the relevant ministries, and that they must coordinate with each other on the initiatives and activities related to Education for Sustainable Development (Ministry of Education and the Ministry of Environment and Sustainable Development). He cited a range of examples and applications relating to educational policies and programmes in the Republic of Tunisia.

**Part I:** some thoughts on Education for Sustainable Development, this section defines the objectives of the work, activities, and results.

**Part II:** the results of some of the projects and environmental education programs. This section includes 3 projects are:

- LIFE project in cooperation with the European Union and Italy (TOSCANA).
- "Sustainable Schools Network Project".
- Convoy raise environmental slogan, "I am with you" This materialize the innovative concept in a new environmental education in Tunisia.

**Part III:** A National Strategy for Education for Sustainable Development, which includes two phases:

**Phase 1:** Evaluation of results, Part III (Programmes for ESD)

**Phase 2:** A Proposal for a framework on the short and medium term, according to the National Strategy vision on Education for Sustainable Development to meet the new guidelines for the country.

**Mrs. Fatima Alhinai, Oman** presented the aspects of Education for Sustainable Development in the education system of the Sultanate of Oman, consisting in the following:

1. The importance of investing in cultural diversity and intercultural dialogue;
2. The need to maintain biodiversity to protect life on the planet;
3. The need to provide appropriate opportunities for youth within the framework of Education for Sustainable Development;
4. The role of the UNESCO Associated Schools (ASPnet) in applying Sustainable Development programmes

**Mr. Tharwat Zaid, Palestine** presented a number of programmes and projects implemented by the Ministry of Education and Higher Education in the framework of the activities of the United Nations Decade of Education for Sustainable Development. He pointed out a number of challenges faced by the Palestinian experience:

1. The political responsibility directed towards Education for Sustainable Development programme;
2. Curriculum development commensurate with sustainable development;
3. Develop an educational culture to foster Education for Sustainable Development.

A number of participants discussed the interventions and inquired about some of the experiences and expertise contained in the interventions in the framework of cooperation for the exchange of experiences among the participants in the policies, programmes and projects aspects related to Education for Sustainable Development in the three countries.

### **Session Two (14:00-16:30): DESD Final Assessment (Continued)**

**Day Two: 16 May 2013**

**Chairperson:** *Dr. Ali Alalmaey*

**Rapporteur:** *Mrs. Fatma Al Hinai*

**Speakers:** *ESD Focal Points (Jordan, Sudan, Mauritania, Algeria)*

The Session included four country presentations by ESD Coordinators:

- **Jordan:** Mrs. Intisar Al Qheiwj;
- **Sudan:** Mrs Huda Abdellatif;
- **Mauritania:** Mr. Moktar Ould Aoufa;
- **Algeria:** Mr. Said Bensalem.

**Mrs. Intisar Al Qheiwj, Jordan** focused on the achievements of the national team of Education for Sustainable Development in the development of strategies, mechanisms and frameworks that support the development and design of education programmes for sustainable development, including:

1. Conduct a survey to study the development of curricula;
2. Educational training workshops on Education for Sustainable Development for teachers of the UNESCO Associated Schools (ASPnet) in coordination with the UNESCO Office in Amman.

She pointed out to the most important challenges faced by the national team, which included clarifying the concept of Education for Sustainable Development for teachers and students, and the coordination and follow-up procedures between the educational institutions in Jordan. And she stressed on the need to pay more attention to research and development and publication in the field of Education for Sustainable Development. Also she included a vision of the Ministry of Education in Jordan to the need to integrate the concepts of Education for Sustainable Development in the curriculum and textbooks by:

1. The curriculum should include activities related to sustainable development;
2. Training members and curriculum specialists;

3. Preparation of a reference manual on these areas and concepts contained therein;
4. Teacher training on these areas and concepts.

Finally, Mrs. Intisar touched on the future vision of Education for Sustainable Development, which includes:

1. The importance of increasing awareness of Education for Sustainable Development;
2. Reorienting of the educational curricula, teaching and learning;
3. Support research, monitoring and evaluation;
4. Find resources and materials for Education for Sustainable Development;
5. Promote international cooperation, regional and national networking;
6. Increase funding for Education for Sustainable Development.

**Mrs. Huda Abdellatif, Sudan** indicated the geographic and cultural diversity, and environmental cooperation in Sudan, which contributes to the economic, asocial, and environmental dimensions of Education for Sustainable Development. Many workshops, conferences and studies were held that fall within the framework of the United Nations Decade, most notably the Third National Conference on Education (Khartoum, 2012), which focused on the use of information and communication technology in the training of trainers in different disciplines especially languages, modernization and development of the teaching of basic sciences, using Model Instructional Laboratories/Centres. She added the curriculum development, the introduction of the concepts of Education for Sustainable Development and the promotion of education-related life skills in the national education system.

With regard to pre-school education, an early childhood development center has been established in Sudan. There are also various activities in the field of Associated Schools Programme, UNESCO Clubs and the development of pilot projects in the field of Education for Sustainable Development.

**Mr. Mokhtar Ould Aoufa, Mauritania** confirmed that the activities of the International Decade in Mauritania are characterized as follows: the period of the Decade is characterized in Mauritania by two important changes:

- **Institutional work:** the creation of the Ministry Environment and Sustainable Development in 2008, and the Ministry has formulated a national strategy for sustainable development, including the seventh component of the strategy (which is updated every year) is on education, media and communication.
- **The ESD programmes and projects are implemented in both basic and secondary education and cover:** the integration of ESD concepts in the curricula on stages (2008-2013), conducting national forums and workshops, and contribute to the implementation of various policies and programmes. He pointed a range of challenges facing the implementation of programmes and projects, including: coordination between all ministries and sectors; networking; financing; and monitoring and evaluation.

**Mr. Said Bensalem, Algeria** indicated the features of the educational policy in Algeria, which show that education is a fundamental right for all, through the constitution promulgated in 2008. Primary education is compulsory and the importance to introduce the principles of sustainable development in reference subjects; and the importance of teacher training, of building social awareness and understanding about sustainable development.

The most important achievements in the context of the Decade are the following:

1. Sustainable development was evaluated in 2010 and a systematic evaluation guidelines of the professor, teachers and brochures for learners' activity;
2. Preparation of model lessons on Education for Sustainable Development affecting the climate, desertification and drought made during the school year as outside the class activities for learners;
3. Launching of the Education for Sustainable Development Schools;
4. Celebration of the International Day for the Wetlands 2<sup>nd</sup> February 2013;
5. Establishment of the first research institute for sustainable development with the support of UNESCO, challenges and priorities: desertification and drought; urban expansion at the expense of agricultural land; pollution of the environment.

Aspirations for the future included the following:

1. Provide political leadership for the activation and renewal of the educational system and directed to achieve sustainable development;
2. Mandatory building of a knowledge society - distance learning - and the dissemination of education for all.
3. Adoption of Education and Training for life;
4. The establishment of research institutes on sustainable development;
5. Mandatory building a knowledge society - distance learning - and the dissemination of education for all.

National presentations followed by general discussions that included:

1. The quality of the national study in Jordan for the development of curricula and textbooks (Dr. Abdulla Ambusaidi, Oman);
2. The name of the Ministry of Environment and Sustainable Development in Mauritania (Mrs. Huda Abdellatif, Sudan);
3. Education programmes for nomads in Sudan, using learning stations.
4. Cooperation between ministries and educational institutions in the activities of the Education for Sustainable Development (ministries of youth, culture, environment, and education) in Algeria.
5. Dr. Chaker Ahmed, Egypt spoke about the principles of Education for Sustainable Development in adult education.

## Session Two (9:45-11:00): Post-2014 ESD Framework

**Chairperson:** *Dr. Chaker Ahmed, Egypt*

**Rapporteur:** *Mr. Mosbah Abaza, Tunisia*

**Speakers:** *Dr. Sulieman Sulieman/Dr. Ahmad Qablan*

**Dr. Sulieman Sulieman, UNESCO Regional Bureau-Beirut** presented the background and context of the suggested Post-2014 ESD Framework, in line with UNESCO Programmes and Actions for the period 2014-2021 (the new Mid-Term Strategy). He emphasized that the next Programme and Budget cycles will cover 2014-2017 and 2018-2021 (four years each), and how this will affect ESD actions in the Arab region.

### He presented the components of Questionnaire 1:

- Which areas and levels of education should a global programme framework for ESD after 2014 particularly highlight?
- Which sustainability challenges should a global programme framework for ESD after 2014 particularly highlight?
- Which ESD initiatives have been particularly successful?
- What challenges did your Sector/Field Office/Institute encounter in the implementation of ESD?
- Which other considerations have to be taken into account when developing the post-2014 ESD framework?

He suggested a model for developing the framework based on **“Competencies and Skills”** related to ESD in the education and learning systems: general education, higher education, and continuing education and training. The model include: Policies, Practices/Programmes, Partners, Budget, Evaluation and Feedback.

**Dr. Ahmad Qablan, Queen Rania Teacher Academy-Jordan** presented a framework for post-2014 sustainability in the educational institutions. The framework consists of National Policies and Planning, Implementation Mechanisms, Partnerships, Standards and Indicators, Measurement, Evaluation and Follow-up. He linked the framework to educational goals and basic principals in the country and society, as well as international development and achievements in ESD.

He provided examples from Education for All (EFA) programmes and their links to ESD dimensions: economic, social, and environmental, as follow-up for the ESD Regional Guiding Framework in the Arab Region (Beirut, 2008) - Phases Two and Three. The presentation included a set of recommendations for future ESD actions in the region, such as development of comprehensive educational policies, standards for evaluation and feedback, and enhancing coordination between formal and non-formal education programmes.

Participants discussed the two presentations and provided applications and examples on the national educational systems as part of exchange of experiences on evaluation methods and tools for ESD activities, and linking of ESD to achievements/outcomes of learning (for students).

The Session included four country presentations:

- **Syria:** Dr. Ghada Kheirbek;
- **Saudi Arabia:** Dr. Ali Alalmaey;
- **Iraq:** Mrs. Duaa Yaqoub;
- **Morocco :** Mrs. Touriya Majdoline.

**Dr. Ghada Kheirbek, Syria** shared the experience of the Faculty of Education, Damascus University in developing the ESD-Teacher Education Guiding Framework, in cooperation with UNESCO Regional Bureau-Beirut and formulation of a national team in the country to disseminate ESD knowledge and concepts in schools and universities. There are several difficulties currently facing the educational institutions in the implementation of ESD projects and initiatives.

**Dr. Ali Alalmaey, Saudi Arabia** in his intervention focused on the role of the Central and Districts Committees formulated by the Ministry of Education on ESD, as follow-up for the UN Decade of Education for Sustainable Development (DESD, 2005-2014) actions. A budget had been given to schools and institutions to assist in the implementation of awareness activities, in cooperation with community clubs and scientific centres. Two challenges for ESD in Saudi Arabia were pointed by Dr. Alalmaey: globalization and population growth. Also he mentioned the role of ESD in enhancing citizenship and promotion of quality in the educational system.

**Mrs. Duaa Yaqoub, Iraq** focused in her intervention on integrating ESD concepts in the education strategy implemented by the Ministry of Education in Iraq. The educational institutions (schools and universities) demand capacity building and training programmes for teachers to disseminate ESD concepts and enhance teaching and learning activities in all levels of education.

**Mrs. Touriya Majdoline, Morocco** presented the curriculum (educational classroom activities) and the school life (educational activities outside the classroom). In 2010 was published the National Charter for Environment and Sustainable Development. And the educational system works to create a "community of practice".

Strategy based on education for sustainable development:

1. National Initiative for Human Development;
2. National Charter for Environment and Sustainable Development (Post-2014);
3. Create a community and advocacy approach to investment techniques to follow the merger sessions;
4. The production of the necessary means to activate and interact;
5. Thinking in ensuring food security and partner.

The discussion for the presentations focused on cooperation fields between ministries and educational institutions on ESD project (Lebanon); how to benefit from UNESCO and International Organizations programmes on ESD-Yemen; provide technical support to educational institutions in the implementation of ESD activities (Mauritania); developing indicators and standards for evaluation; and promotion of scientific research on ESD in the universities.

### **Session Two (11:30-13:00): Post-2014 ESD Framework (Continued)**

**Chairperson:** *Mrs. Touriya Majdouline, Morocco*    **Rapporteur:** *Mr. Moktar Aoufa, Mauritania*

**Speakers:** *ESD Focal Points (Lebanon, Kuwait, Egypt, Yemen)*

The Session included five presentations on country experiences and vision on Post-2014 ESD Framework:

- **Lebanon:** Mrs. Gisèle Fadoul;
- **Kuwait:** Mrs. Ebtesam Alhay;
- **Egypt:** Dr. Chacker Ahmed;
- **Yemen:** Mr. Abdulbaset Akeel;
- **Safadi Foundation, Lebanon:** Mrs. Samira Baghdadi.

**Mrs. Gisèle Fadoul, Lebanon** focused in her presentation on CRDP effort in the UN Decade (2005-2014) in preparing Educational Modules for ESD in Lebanon covering the following themes: Environment and Health; Consumption Management; Citizenship; Energy, and Disaster Risk Reduction (DRR). The CRDP started initial training programmes for teachers on the implementation of these Modules in Basic and Secondary Education. There is a need for more training programmes for teachers and budget. CRDP is in the process of developing the Modules digitally through the use of internet and website. She provided CD of the Modules to all participants at the end of her presentation.

**Mrs. Ebtesam Alhay, Kuwait** presented the Ministry of Education follow-up actions to Rio+20 Sustainable Development Conference (June 2012) through the ESD programme. The ESD programme focuses on developing leadership competencies in schools, and the participation of community and family in the educational activities targeting sustainable development. She mentioned the experience of the Future (Model) Schools and ASPnet in the education system of Kuwait. The Ministry of Education is currently developing educational materials for pre-school (early childhood) programmes, with focus on ESD activities.

**Dr. Chaker Ahmed, Egypt** focused in his presentation on several initiatives that Egypt is implementing in the society, in line with ESD/DESD objectives and programmes. These initiatives include awareness seminars and workshops, as well as joint projects with international organizations and civil society. Most of these initiatives are under evaluation for the integration

into Post-2014 ESD Framework at the country level. In general, the initiatives are trying to promote growth, innovation, and competition in the educational institutions and society. Initial standards and indicators were developed to assist in the evaluation process of the projects.

**Mr. Abdulbaset Akeel, Yemen** presented three programmes undertaken by the Ministry of Education with linkages to ESD: School Based Development; Enhancing Local Community Capabilities; and the Female Teachers Contracts. The first programme includes competencies and teaching/learning approaches in both Basic and Secondary Education; improving educational environment; promotion of quality and services as means to build learners attitudes, skills and knowledge. The second and third programmes are part of the capacity building and training that the Ministry is trying to achieve in ESD, through cooperation with NGOs and International Organizations.

**Mrs. Samira Baghdadi, Safadi Foundation-Lebanon** presented the services implemented by the Foundation (NGO) in North Lebanon (Tripoli) covering the social, cultural, agricultural, and education fields. The programmes are usually targeting women, youth, and local communities. Examples of the ESD initiatives/projects are: Environment Police from Children in Poor Areas as awareness and training; Youth Clubs; and “a House for a Citizen” Project, in cooperation with Al-Mina Municipality.

The discussion of the presentations included development of the educational plans jointly between concerned ministries with focus on ESD (Oman); ESD approaches (Tunisia); examples of ESD initiatives in Palestine: “ a Flower in a Cub” and “Environmental Dialogue”; ESD indicators and standards (Oman); promotion of scientific research in universities (Jordan); and empowering national institutions (Tunisia); support of networks for efficiency (Egypt).

### **Session Three (14:00-16:00): World Conference on ESD Programme (Japan, 2014)**

**Chairperson:** *Dr. Abdulla Ambusaidi, Oman*

**Rapporteur:** *Ms. Christiane Jeitani, Lebanon*

**Speakers:** *Mr. Bernard Combes/Mr. Sung Eun Kim/Dr. Hassan Mashlab/Mrs. Dina Karam*

**Mr. Bernard Combes, UNESCO-Paris** outlined the UNESCO World Conference on ESD entitled “Learning Today for a Sustainable Future” planned in Aichi-Nagoya, Japan (10-12 November 2014). Before the Conference, a Stakeholder Meeting will be held in Okayama, (4-8, November 2014). He formulated clear overall objectives for the ESD conference and themes: What have we achieved, what are the lessons learnt? How does ESD reinforce quality Education? How is sustainability challenge addressed through ESD? What are the strategies for our common future? The Conference programme will include: high-level segment, workshops, exhibitions, and side-events. The DESD-M&E Final Report and Post-2014 ESD Framework will be part of the discussion during the Conference. Also he enumerated the expected outcomes of the conference such as ESD activities post-2014 prepared; and ESD post-2014 programme framework refined.

**Mr. Sung Eun Kim, ESCWA** introduced in his presentation the capacity building activities of ESCWA for sustainable development: implementation approach, productive sectors section, energy section and water resources section. ESCWA supports capacity-building activities that have both a regional dimension and a multiplier effect, responding to requests from Member countries with tailored capacity-building programmes, workshops and seminars. He presented the activities section in energy efficiency, renewable energy, climate change mitigation, climate change impact, assessment, as well as the Arab Integrated Water Resources Management Network (AWARENET).

**Dr. Hassan Machlab, ICARDA** noted in his presentation that sustainability takes various forms in the International Center for Agricultural Research in the Dry Areas (ICARDA) mission to achieve sustainable development in agricultural productivity and income, research, training and capacity building. The Centre is following a multidisciplinary approach adjusted for socioeconomic, agricultural and climate change circumstances. Training is an integral part of agricultural research. Research and training are two sides of the same coin. ICARDA as a CGIAR Center (Consultative Group on International Agricultural Research) has four research programmes located in the Arab Region/Middle East: North Africa, West Asia, the Arabian Peninsula, and the Nile Valley and Sub-Saharan Africa.

**Mrs. Dina Karam, UNESCO-Beirut** presented the challenges of ESD Good practices in general and listed some of them in the Arab region based on UNESCO publications on one hand and on another scaling up of UNESCO-Beirut activities in the region such as conferences and workshops to share the best experiences. She detailed the synthesis report on ESD Teaching and Learning Modules for Teachers in the Arab Region prepared in Arabic and English on Jordan, Lebanon, Oman, Palestine, Syria, Tunisia, and UAE. She also discussed the need for the development of data collection of best practices in ESD. The objective is to urge the participants to share the best practices for the ESD post-2014 report.

During the discussions on the above presentations, the participants emphasized on how can ESD/DESD actions at the national level can be integrated into regional and global efforts for the World Conference on ESD Programme (November 2014). This can be achieved through policy makers involvement and orientations towards ESD objectives and goals. Enhancing capacity building and training programmes for teachers and students at universities and higher education in general. Several participants emphasized the importance of promoting research and development (R&D) at the school and university levels.

## Closing Session

During the Closing Session the Rapporteurs of the Working Groups (A, B, and C) presented the main outcomes and results of each Working Group, with linkages to the three themes of the Expert Meeting.

- **Working Group (A):** Mr. Tharwat Zaid/Dr. Ahmed Qablan;
- **Working Group (B):** Mrs. Fatma Alhanai;
- **Working Group (C):** Mr. Moktar Aoufa.

The Rapporteurs asked for additional time to review the outcomes/results, as the time for Group discussion was not enough.

Dr. Chaker Ahmed, Secretary General, National Commission for UNESCO-Egypt (on behalf of participants) delivered a speech highlighted the results of the Expert Meeting and cooperation between experts during the Meeting. He thanked UNESCO and the National Commission for UNESCO in Lebanon on their efforts in organizing the Meeting in Beirut.

Mrs. Ramza Jaber, the Lebanese National Commission for UNESCO-Lebanon thanked the participants on their contributions and commitments to ESD/DESD.

Dr. Sulieman Sulieman, UNESCO-Beirut thanked the Chairpersons, Rapporteurs, and Participants on their contributions in the plenary sessions and the working groups. He wished the participants a safe return to their countries and more follow-up will be arranged with the participants on the Meeting report by e-mail during the coming weeks.

Mrs. Gisèle Fadoul, ESD Coordinator-Lebanon thanked the participants on their effort and emphasized the networking between ESD Coordinators on the outcomes and results.

## Working Groups

Participants were distributed to the three working groups (A, B, C), according to the geographical distribution of the Arab countries and the nature of the implementation of UNESCO's programmes in the Arab region (national and sub-regional level), as presented in the following table:

| <b>Group(C)</b><br><b>North Africa/Maghreb Countries</b> | <b>Group(B)</b><br><b>Gulf Countries/Yemen</b> | <b>Group(A)</b><br><b>Mashrek Countries</b> |
|--|--|---|
| <b>Chairperson:</b><br>Thouraya Majdouline               | <b>Chairperson:</b><br>Ali Alalmaey            | <b>Chairperson:</b><br>Ghada Kheirbek       |
| <b>Rapporteur:</b><br>Moktar Ould Aoufa                  | <b>Rapporteur:</b><br>Fatima Alhanai           | <b>Rapporteur:</b><br>Tharwat Zaid          |
| Chaker Ahmed   | Adbulla Ambusaidi                              | Intisar Al Qheiw                            |
| Huda Abdellatif  | Ebtesam AlHay                                  | Ahmed Qablan                                |
| Mosbah Abaza   | Abdulbaset Aqel                                | Duaa Yacoub                                 |
| Said Bensalem  | Hanane Suleiman                                | Christiane Jeitani                          |
| Vicky Ghosn  | Suha Labban                                    | Gisèle Fadoul                               |
| Samira Baghdadi  | Bernard Combes                                 | Ibtihaje Saleh                              |
| Dina Karam   |  | Nabila Babti                                |
|  |  | Sulieman Sulieman                           |

In the beginning of the Group's Work, a Coordinator and a Rapporteur has been nominated for each Group according to the forms that have been distributed by the Organizational Committee, where the tasks included in the first day the achievements and challenges; priorities and orientations; initiatives and projects proposed for the Post-2014 ESD Framework.

In the second day, tasks included: elaboration of initiatives and projects on Education for Sustainable Development at the country and sub-regional levels, covering general education, higher education, continuing education and training.

The following Tables present the results of each Working Group (A, B, C).

## Working Group (A): Mashrek Countries - Day One

| المبادرات والمشروعات<br>Initiatives and Projects   | الأولويات والتوجهات<br>Priorities and Orientations   | الإنجازات والتحديات<br>Achievements and Challenges   |
|--|--|--|
| <ul style="list-style-type: none"> <li>• My school.</li> <li>• Save the Children.</li> <li>• Developing school leadership.</li> <li>• The School a development unit.</li> <li>• The development of the school and the Directorate.</li> <li>• The use of ICT in Education</li> <li>• Kit Packages in support to sustainable Development.</li> <li>• Strategy preparation and qualification of pre-service and in-service teachers.</li> <li>• Create a database and an Observatory</li> <li>• Research on the region level.</li> <li>• Create Directorates and national bodies for educational standards.</li> <li>• Jordan Education Initiative.</li> <li>• Palestinian E-Learning Initiative.</li> <li>• Word project, including Linux, Intel and Seed.</li> <li>• The World Bank, the British Council and the U.S. Agency for International Development programmes.</li> <li>• Networking Initiative, Queen Rania Academy for the training of teachers in Jordan.</li> <li>• Jordan River Foundation.</li> <li>• Literacy Initiative.</li> <li>• Empowering communities initiative</li> </ul> | <ul style="list-style-type: none"> <li>• Strengthening community partnerships in the educational sector in order to achieve the quality of education</li> <li>• Providing financial support</li> <li>• Generalizing the use of educational standards and indicators of quality control.</li> <li>• Deduct and prepare specialized programs in sustainable development.</li> <li>• Provide professional development specializing in the recruitment of technology in education.</li> <li>• Strengthen regional and international cooperation.</li> <li>• Providing sustainable professional development for teachers for teaching how to guide in terms of sustainable development.</li> <li>• Promote awareness of opportunities and community development on the issues of sustainable development.</li> <li>• Provide training programs for the various sectors of society.</li> </ul> | <ul style="list-style-type: none"> <li>• Expansion of kindergarten education and the existence of policies to adjust the school construction standards.</li> <li>• Develop curricula include the concepts of sustainable development in most countries.</li> <li>• Some countries encourage and support research interested in the issues of alternative energy and water.</li> <li>• There is a problem in the monitoring of national research institutions interested.</li> <li>• There are criteria and indicators for performance tuning and quality of education.</li> <li>• There are programmes in some countries and certificates awarded in the field of sustainable development.</li> <li>• Expand into mainstream employment of technology in education.</li> <li>• A lack of specialist staff in computing education.</li> <li>• Promote citizenship and partnership between the private and public Sectors.</li> <li>• There is awareness about development programs in the community.</li> </ul> |

## Working Group (A): Mashrek Countries - Day Two

| المبادرات والمشروعات<br>Initiatives and Projects   | آليات التنفيذ<br>Implementation Mechanisms   | الممارسات/برامج العمل<br>Practices/Programmes  | السياسات<br>Policies   | المجال<br>Field  |
|--|--|--|--|--|
| <ul style="list-style-type: none"> <li>• Packages, guides, stimulating project, flower cup.</li> <li>• Employ technology.</li> <li>• Twinning between Schools</li> </ul>   | <ul style="list-style-type: none"> <li>• Training of trainers and teachers at the district and school level.</li> </ul>  | <ul style="list-style-type: none"> <li>• Develop materials and interactive guides for teachers and students.</li> </ul>  | <ul style="list-style-type: none"> <li>• Integrate the concepts of sustainable development in the curriculum.</li> </ul>   | التعليم العام<br><b>General Education</b>                            |
| <ul style="list-style-type: none"> <li>• A regional committee of the Association of Arab Universities.</li> <li>• Twinning between universities within the country and with universities in other countries.</li> <li>• Support sustainable development projects in universities.</li> <li>• Establishment of research centers for sustainable development in universities.</li> </ul> | <ul style="list-style-type: none"> <li>• Expert meetings, workshops, conferences.</li> </ul>   | <ul style="list-style-type: none"> <li>• Reorient undergraduate programmes to integrate the concepts of environmental sustainability.</li> <li>• Provide a heuristic staff to support sustainable development programs in universities.</li> </ul> | <ul style="list-style-type: none"> <li>• Extend the integration of sustainable development concepts in undergraduate programmes.</li> </ul>                              | التعليم العالي<br><b>Higher Education</b>                            |
| <ul style="list-style-type: none"> <li>• Community empowerment project.</li> <li>• Capacity-building project on water issues, energy and solid waste, health, food and the environment.</li> </ul>   | <ul style="list-style-type: none"> <li>• Partnerships with community organizations.</li> <li>• Partnerships with regional and international institutions.</li> </ul> | <ul style="list-style-type: none"> <li>• Develop training manuals and activities inside and outside the classroom and life skills development. And lifelong learning.</li> </ul>   | <ul style="list-style-type: none"> <li>• Integrate the concepts of sustainable development in the continuing professional development programs for educators.</li> </ul> | التعليم والتدريب المستمر<br><b>Continuing Education and Training</b> |

## Working Group (B): Arab Gulf Countries and Yemen - Day One

| المبادرات والمشروعات<br>Initiatives and Projects  | الأولويات والتوجهات<br>Priorities and Orientations   | الإنجازات والتحديات<br>Achievements and Challenges   |
|---|--|--|
| <ul style="list-style-type: none"> <li>• Conference on Education for Sustainable Development to support the cultural and biological diversity establishing a strategy for e-learning</li> <li>• assess the experience of introducing learning tools in kindergarten</li> <li>• Education for Sustainable Development Document</li> <li>• Focus on schools as a nucleus for development</li> <li>• strengthen the capacity of local community participation in education</li> <li>• hiring female teachers to teach in rural schools</li> <li>• implementation of a number of workshops in the field of sustainable development</li> </ul> | <ul style="list-style-type: none"> <li>• Adoption of the budgets for the implementation of post-2014 trends</li> <li>• Attention to media coverage and social networking</li> <li>• Integration between the sectors involved in the implementation of the contract</li> <li>• Outreach to all segments of society on the importance of sustainable development</li> <li>• Increasing support for research and qualitative studies in the field of sustainable development</li> <li>• Formation of networks means of education for sustainable development at the national regional and international level.</li> </ul> | <p>Organizing Conferences and workshops on the Decade</p> <p>Developing strategies for gender equality Including sustainable development in the curriculum</p> <p>Development of new standards and competencies in education for all fields of study</p> <p>Reducing the Study Plan</p> <p>Promoting extra-curricular activities and teacher training</p> <p><i>Challenges</i></p> <ul style="list-style-type: none"> <li>• Increasing illiteracy in some countries</li> <li>• Scarcity of financial resources Enhanced for sustainable development</li> <li>• Poor coordination and integration among stakeholders on sustainable development</li> <li>• -Lack of adoption by senior management convinced of the importance of sustainable development</li> </ul> |

## Working Group (B): Arab Gulf Countries and Yemen - Day Two

| المبادرات والمشروعات<br>Initiatives and Projects   | آليات التنفيذ<br>Implementation Mechanisms   | الممارسات/برامج العمل<br>Practices/Programmes   | السياسات<br>Policies   | المجال<br>Field   |
|--|--|---|--|---|
| Leave the different countries to propose and implement initiatives and projects in line with the realities and needs of the state. | <ol style="list-style-type: none"> <li>1. Hold conferences, seminars and workshops.</li> <li>2. Design Maps for the activities and programs.</li> <li>3. Providing educational tools and supplies for Education on Sustainable Development.</li> <li>4. Implementation on field application life.</li> <li>5. Design media programmes, for awareness and guiding.</li> <li>6. Prepare Studies and Research supporting sustainable development objectives.</li> <li>7. Networking among the countries on the local, regional and international levels concerning ESD activities.</li> </ol> | Changing the plans and policies Powered to achieve the objectives of Education for Sustainable Development. | <ul style="list-style-type: none"> <li>• Continuing to provide free Education for All</li> <li>• Reduce the gender gap in primary school enrollment</li> <li>• Acquiring learner the skills and competencies of Education for Sustainable Development</li> <li>• (Learning to be, learning to know, learning to live together, learning to work).</li> </ul> | التعليم العام<br>General Education                            |
| Leave the different countries to propose and implement initiatives and projects in line with the realities and needs of the state  |  |   | <ul style="list-style-type: none"> <li>• Connecting the outputs of university education to the needs of the labor market</li> <li>• Coordination between the Ministry of Education and teacher preparation colleges</li> <li>• Exchange of experiences between higher education institutions in the Arab countries</li> </ul>                                | التعليم العالي<br>Higher Education                            |
| Leave the different countries to propose and implement initiatives and projects in line with the realities and needs of the state  |  |   | <ul style="list-style-type: none"> <li>• Development of school principles to assume responsibility to implement ESD programmes</li> <li>• Training of on-the-job what is new in their field</li> <li>• Ensure the needs of the different production areas of craftsmen and technicians</li> </ul>  | التعليم والتدريب المستمر<br>Continuing Education and Training |

## Working Group (C): North Africa/Maghreb Countries- Day One

| المبادرات والمشروعات<br>Initiatives and Projects  | الأولويات والتوجهات<br>Priorities and Orientations   | الإنجازات والتحديات<br>Achievements and Challenges  |
|---|--|---|
| Mandatory access to free Kindergarten.  | Priority to early childhood education<br>Objective: need self-expansion in all states and should take care qualitative with quantification.<br>Interest in building eco-friendly school:<br>educational botanical gardens, ... | The challenge of the demographic explosion.<br>Funding possibilities.<br>Training Human cadre.  |
| The introduction of interest in education for sustainable development programmes at the heart of national policy.<br>Coordination between the ministries of higher education, vocational and technical education in the Arab region and work closely with international experience. | Development of specialties interfaces (fusion) and the development of relevant programmes that fit the needs of the changing society.  | Training Human cadre.<br>Giving value to the craft occupations.<br>The involvement of the owners, professional associations and the private sector in the development of appropriate programmes to the needs of the labor market. |
| Organizing field visits and volunteer work.<br>Analysis and completion of diagnostic programmes.  | Promoting school and university press. Give greater importance to school life.   | Dissemination of a democratic culture.  |

## Working Group (C): North Africa/Maghreb Countries - Day Two

| المبادرات والمشروعات<br>Initiatives and Projects   | آليات التنفيذ<br>Implementation Mechanisms  | الممارسات/برامج العمل<br>Practices/Programmes   | السياسات<br>Policies  | المجال<br>Field   |
|--|---|---|---|---|
| Foundation Project (Agenda 21)<br>Student Project, School Project  | Decentralization<br>Improve the regulatory texts<br>Keep up with the court changes<br>Prepare a national and local plan in the field        | Involve practices in preparation decisions<br>Multiplicity overlapping and lack of coordination | Free and compulsory education and equality<br>Nomadic<br>Alignment between the political decisions and the fact<br>Human Resources (qualifying)<br>Financial resources  | التعليم العام<br>General Education                                      |
| Research Centers for Excellence<br>Introduce the concepts of education for sustainable development in the training programmes of general education teachers. | Continuous training (study visits, participation in international conferences)  | The development of the university activities  | Competitive excellence<br>Create specialization convenient to the labor market and sustainable development specializations<br>Scientific Research<br>Encouraging partnership with civil society   | التعليم العالي<br>Higher Education                                      |
| Create vocational training centers in the production sector<br>Freedom to move from general to vocational education and vice versa                           | Guidance and counseling young dropouts<br>Training of Trainers on the concepts of education for sustainable development (teacher and coach) | Networking with civil society   | Change mentalities and rehabilitation of manual and craft occupations<br>Taking into account education for sustainable development in technical and vocational education<br>Open the doors for all young people (not enrolled ) outside the school to enter | التعليم والتدريب المستمر (التكوين)<br>Continuing Education and Training |

### III. Results and Recommendations

- **Working Groups Results**

The Working Groups have suggested a number of initiatives and projects for Post-2014 ESD Framework in the Arab Region:

1. Preparation and development of ESD Resource Modules in Basic and Secondary Education (Lebanon, Jordan);
2. Preparation of guiding framework for ESD in the Faculties of Education (Public and Private Universities) to integrate ESD Concepts in Teacher Preparation and Training Programmes (Syria, Iraq);
3. Young Environmental Project (Ministry of Education, Palestine);
4. Health Awareness for Children and Students-Obesity is an Imminent Health Crises and Consuming Styles in the Society (Ministry of Education/Ministry of Health, Oman);
5. ESD in TVET Programmes (Egypt, Sudan);
6. Developing a National/Sub-Regional Network for **“Sustainable”** Vocational-Takween Centres (Algeria, Tunisia);
7. Promoting Equity and Access in the Educational system through ESD (Morocco, Mauritania).

More information on these initiatives and projects will be presented in Annex (3).

- **General Recommendations**

The participants adopted a set of general recommendations, which has been re-drafted by the Organizing Committee as follows:

1. Promote dissemination of national experiences discussed during the Expert Meeting on ESD between countries in the region, through publications or available websites.
2. Promote the use of information and communication technologies (ICTs) in teacher training programmes and curriculum specialists (Portals and Social Media).
3. Benefit from other countries and regions experiences in developing Post-2014 ESD Framework, through cooperation between Regional Offices and UNESCO concerned Units.
4. Attention should be given to ESD Research and Development (R&D) and Studies in the Arab region, in coordination with Universities and Research Institutes, such as UNESCO Chairs Network in the Arab region.
5. Enhance the role of NGOs and Civic Society in joint ESD initiatives and projects (National and Regional).
6. Study the option of involving the private sector and business in the economic and environmental dimensions of ESD, and promote funding for joint initiatives and projects.

### **Evaluation and Follow-up**

The Organizing Committee disseminated evaluation forms on positive/negative aspects of the Meeting, and suggestions for improvement and development, before the Closing Session. Twenty-four (24) forms were completed and analyzed (21 in Arabic and 3 in English). The summary of the evaluation forms are:

#### ***Positive Aspects:***

- Sharing and exchange of ESD experiences between countries in the region;
- The quality of papers, presentations, and interventions during the programme;
- Excellent organization and understanding between the participants;
- Availability of DESD publications in Arabic, English, and French;
- The selection of Beirut, Lebanon as venue for the Meeting and cooperation with the National Commissions for UNESCO on the Decade's activities.

#### ***Negative Aspects:***

- Interpretation between Arabic and English was not available during the Meeting;
- The short time for the Working Groups and discussion in the plenary sessions;
- Some countries presentations need more preparations (before coming to the Meeting).

#### ***Suggestions for Improvement and Development:***

- Add one day to the Programme (two days is a short period);
- Provide interpretation and translation during such Meeting in the future;
- Include a field visit to local institutions, as a mean of sharing experiences between Member States on ESD.

**Annex (1): Programme/Agenda**  
**Regional Expert Meeting on Education for Sustainable Development in the Arab States:**  
**DESD Final Assessment and Post-2014 ESD Framework**  
**(Beirut, 15-16 May 2013)**

**Day One: 15 May 2013**

|               |   |
|---------------|---|
| 9:00 – 9:30   | Registration  |
| 9:30 – 10:15  | Welcome and Opening of the Meeting: <ul style="list-style-type: none"><li>• Dr. Hamed Alhamami, Director, UNESCO Regional Bureau-Beirut</li><li>• Dr. Zahida Darwish Jabbour, Secretary General, National Commission for UNESCO-Lebanon</li><li>• Dr. Leila Maliha Fayad, President, Educational Center for Research and Development-Lebanon</li></ul>  |
| 10:15 – 10:45 | Introductions of participants: Tour-de-table<br>Objectives of the Meeting and participants' expectations  |
| 10:45 – 11:15 | Coffee break  |
| 11:15 – 13:00 | <b>Session I: DESD Final Assessment</b><br><b>Chairperson:</b> Dr. Mazen El Khateeb, Lebanon<br><b>Rapporteur:</b> Dr. Ghada Kheibek, Syria<br><b>Speakers:</b> Mr. Bernard Combes/Dr. Abdulla Ambusaidi <ul style="list-style-type: none"><li>• Overview of DESD M&amp;E-Phase III at UNESCO</li><li>• Introduction and presentation of M&amp;E assessment tools</li><li>• National/Regional contributions to evidence base for ESD: <b>Tunisia, Oman, and Palestine (ESD Coordinators)</b></li><li>• Discussion</li></ul>   |
| 13:00 – 14:00 | Lunch   |
| 14:00 – 16:30 | <b>Session I: DESD Final Assessment [continued]</b><br><b>Chairperson:</b> Dr. Ali Al-Almaey, Saudi Arabia<br><b>Rapporteur:</b> Mrs. Fatma Al Hinai, Oman<br><b>Speakers:</b> ESD Coordinators: Jordan, Sudan, Mauritania, and Algeria <ul style="list-style-type: none"><li>• Status of ESD in the domain of policy of the Arab region</li><li>• <b>Group Discussion (A,B,C)</b> of strengths and weaknesses of exemplary ESD initiatives and projects in the Arab States (national and regional)</li><li>• Collaborative work on suggestions for final DESD report</li></ul> |

## Day Two: 16 May 2013

- 9:30 – 11:00      **Session II: Post-2014 ESD Framework**  
**Chairperson:** Dr. Chaker Ahmed, Egypt  
**Rapporteur:** Mr. Mosbah Abaza, Tunisia  
**Speakers:** Dr. Sulieman Sulieman/Dr. Ahmad Qablan
- Presentation on the basic outline of the post-2014 ESD framework
  - National and regional inputs to the basic outline of the post-2014 ESD framework: **Syria, Saudi Arabia, Iraq, and Morocco (ESD Coordinators)**
    - Identification of ESD priority areas for activities for post-2014
    - Identification of ESD initiatives/projects that can be scaled-up in the post-2014 framework
  - Discussion
- 11:00 – 11:30      Coffee Break
- 11:15 – 13:00      **Session II: Post-2014 ESD Framework [continued]**  
**Chairperson:** Mrs. Touriya Majdouline, Morocco  
**Rapporteur:** Mr. Mohtar Aoufa, Mauritania  
**Speakers:** **ESD Coordinators: Lebanon, Kuwait, Egypt, and Yemen**
- Regional recommendations for post-2014 ESD programme and activities
  - **Group Discussion (A,B,C)** of challenges to ESD implementation and possible solutions (national & sub-regional)
  - Identification of key partners to involve in a post-2014 framework
- 13:00 – 14:00      Lunch
- 14:00 – 16:00      **Session III: Preparing the World Conference on ESD-2014**  
**Chairperson:** Dr. Abdulla Ambusaidi, Oman  
**Rapporteur:** Ms. Christiane Jeitani, Lebanon  
**Speakers:** Mr. Combes/Mr. Sung Eun Kim/Mr. Machlab/Mrs. Karam
- Presentation of ESD World Conference Planning to date
  - What activities within the Arab region in the lead up to the Conference?
  - Regional input on the outcome of the Conference
  - Recommendations for further possible outcomes of the World Conference
  - Discussion
- 16:00 – 16:30      **Evaluation, Wrap-up and Concluding Remarks**  
**Chairperson:** **Dr. Zahida Darwish Jabbour/Dr. Sulieman Sulieman**  
UNESCO/National Commission for UNESCO-Lebanon/CRDP-Lebanon

**Annex (2): List of Participants**  
**Regional Expert Meeting on Education for Sustainable Development in the Arab States:**  
**DESD Final Assessment and Post-2014 ESD Framework**  
**(Beirut, 15-16 May 2013)**

**I- Arab Countries**

**1. Algeria**

- Mr. Said Bensalem, General Inspector, Ministry of Education

**2. Egypt**

- Dr. Chaker Mohamed Ahmed, Secretary General, Nat. Commission for UNESCO

**3. Iraq**

- Mrs. Duaa Abdul Rahman, Director, Follow-up Dept., Ministry of Education

**4. Jordan**

- Mrs. Intisar Al Qheiji, Secretary General, Nat. Commission for UNESCO
- Dr. Ahmad Qablan, Professor, Hashemite Univ./Queen Rania Teachers Academy

**5. Kuwait**

- Mrs. Ebtessam Alhay, Supervisor Technical Office, Ministry of Education

**6. Lebanon**

- Mr. Mazen Al Khateeb, Senior Advisor, Minister of Education and Higher Education
- Ms. Christiane Jeitani, ASPnet Coordinator, National Commission for UNESCO
- Mrs. Gisèle Faddoul, Head, Educational Installation & Aids Bureau, CERD
- Mrs. Ibtihaje Saleh, Chief, Science Department, CERD
- Ms. Nabila Babti, Head, Minister of EHE Office for External Relations and Int'l. Cop.
- Ms. Hanane Sleiman, Project Coordinator for Youth and Awareness, MOSA
- Mrs. Vicky Ghosn, President, Mer-Terre Ass. Lebanon/Environmental Ed. Specialist
- Ms. Suha Labban, Social Programmes Coordinator, Orphanage Association

**7. Mauritania**

- Mr. Moktar Aoufa, Educational Expert, National Commission for UNESCO

**8. Morocco**

- Mrs. Touriya Majdouline, Secretary General, Nat. Commission for UNESCO

## **9. Oman**

- Mrs. Fatma Alhinai, International Relation Specialist, Ministry of Education
- Dr. Adbulla Ambusaidi, Professor of Science Education, Sultan Qaboos University

## **10. Palestine**

- Mr. Tharwat Zaid, DG of Supervision and Qualification, Ministry of Education

## **11. Saudi Arabia**

- Dr. Ali Alalmaey, Director General, Planning and Ed. Policy, Ministry of Education

## **12. Sudan**

- Mrs. Huda Abdellatif, Assistant Secretary General for Education, National Comm.

## **13. Syria**

- Dr. Ghada Kheirbek, Professor of Education, Damascus University

## **14. Tunisia**

- Mr. Mosbah Abaza, Deputy Director, Directorate General for SD, Ministry of Env.

## **15. Yemen**

- Mr. Abdulbaset Akeel, Director, Human Sc. Curriculum Dev. Dept., ERDC-Sana'a

## **II- International Organizations**

### **1. UNESCO**

- Dr. Sulieman Sulieman, Programme Specialist: STV, UNESCO Regional Bureau-Beirut
- Mr. Bernard Combes, Communication Officer, ED/PSD/ESD, UNESCO-Paris
- Mrs. Dina Karam, UNESCO Regional Bureau-Beirut

### **2. ESCWA**

- Mr. Sung Eun Kim, Programme Specialist, Water Resources Section-Beirut

### **3. ICARDA**

- Dr. Hassan Machlab, Director, ICARDA-Lebanon

## **II- Non-Government Organizations (NGOs)**

- Mrs. Sallama Namani, Director of Projects, Makhzoumi Foundation-Lebanon
- Mrs. Samira Baghdadi, Director, Soc. Dev. Sector, Safadi Foundation-Lebanon

### Annex (3-1)

## Regional Expert Meeting on Education for Sustainable Development in the Arab States: DESD Final Assessment and Post-2014 ESD Framework (Beirut, 15-16 May 2013)

### Working Groups: ESD Initiatives and Projects (Group A)

مجموعات العمل: المبادرات والمشروعات المقترحة (مجموعة أ)

|  |   |
|--|---|
| <b>Title:</b><br>Preparation and development of ESD Resource Modules in Basic and Secondary Education (Lebanon, Jordan)  | <b>العنوان:</b><br>تطوير الرزم التربوية في إطار مشروع التربية من أجل التنمية المستدامة (لبنان، الأردن)  |
| <b>Target Groups/Educational Level:</b><br>Basic and Secondary Education   | <b>الفئات المستهدفة/المرحلة التعليمية:</b><br>التعليم الأساسي والثانوي  |
| <b>Short Description of the Initiative/Project:</b><br>Reorganizing the content of ESD Modules and Produce them  | <b>وصف مختصر للمبادرة/المشروع:</b><br>إعادة تنظيم محتوى الرزم وإنتاج مضمون رقمي   |
| <b>Implementation Mechanisms:</b><br>- Integration of content for inter-disciplinary subjects<br>- Activities and projects (inside schools and community) in cooperation with NAOs/Civil Society | <b>آليات التنفيذ:</b><br>- مقارنة اندماجية متعددة الاختصاصات<br>- أنشطة صافية ولا صافية ومشاريع مدرسية بمشاركة المجتمع المدني                       |
| <b>Expected Results:</b><br>- Changing of practices and enhancing responsible attitudes behaviors  | <b>النتائج المنتظرة:</b><br>- تغيير في الممارسات وتثبيت السلوك المسؤول ذات الصلة بالتنمية المستدامة   |
| <b>Partners/Stakeholders:</b><br>- CRDP<br>- MOEHE<br>- Civil Society<br>- Non-Government Organization (NAOs)  | <b>الشركاء:</b><br>- المركز التربوي للبحوث والإنماء<br>- وزارة التربية والتعليم العالي<br>- مؤسسات المجتمع المدني<br>- المنظمات غير الحكومية (NGOs) |
| <b>Time Table:</b><br>2014 - 2017  | <b>الجدول الزمني:</b><br>2017 - 2014  |
| <b>Budget:</b><br>\$800,000  | <b>الموازنة:</b><br>\$800,000   |

Annex (3-2)

Regional Expert Meeting on Education for Sustainable Development in the Arab States: DESD  
Final Assessment and Post-2014 ESD Framework  
(Beirut, 15-16 May 2013)

Working Groups: ESD Initiatives and Projects (Group A)  
مجموعات العمل: المبادرات والمشروعات المقترحة (مجموعة أ)

|  |  |
|--|--|
| <b>Title:</b><br>Preparation of Guiding Framework for ESD in the Faculties of Education (Public and Private Universities) to integrate ESD Concepts in Teacher Preparation and Training Programmes (Syria, Iraq) | <b>العنوان:</b><br>إعداد دليل توجيهي لكليات التربية في الجامعات الخاصة والحكومية (سورية، العراق)   |
| <b>Target Groups/Educational Level:</b><br>Students in Faculties of Education at Private and Government Universities   | <b>الفئات المستهدفة/المرحلة التعليمية:</b><br>طلبة كليات التربية في الجامعات الخاصة والحكومية  |
| <b>Short Description of the Initiative/Project:</b><br>Integration of Sustainable Development concepts in studying courses content   | <b>وصف مختصر للمبادرة/المشروع:</b><br>إدماج مفاهيم التنمية المستدامة في مضامين المقررات الدراسية   |
| <b>Implementation Mechanisms:</b> <ul style="list-style-type: none"> <li>- Preparation of guiding Frameworks</li> <li>- Reorient Curricula and Study Plans</li> </ul>  | <b>آليات التنفيذ:</b> <ul style="list-style-type: none"> <li>- إعداد دليل توجيهي/أدلة توجيهية</li> <li>- إعادة توجيه المناهج والخطة الدراسية</li> </ul>                            |
| <b>Expected Results:</b> <ul style="list-style-type: none"> <li>- Environmental Awareness</li> <li>- Change of behaviors and initiation of support groups for Environment Sustainable Development</li> </ul>     | <b>النتائج المنتظرة:</b> <ul style="list-style-type: none"> <li>- نشر وعي بيئي</li> <li>- تعديل سلوك المتعلمين وتحويله الى سلوك داعم للبيئة والتنمية المستدامة</li> </ul>          |
| <b>Partners/Stakeholders:</b> <ul style="list-style-type: none"> <li>- Civil Society/Non Governmental Organizations (NGOs)</li> <li>- International Organizations</li> </ul>                                     | <b>الشركاء:</b> <ul style="list-style-type: none"> <li>- مؤسسات المجتمع المدني/ المنظمات غير الحكومية NGOs</li> <li>- مؤسسات المجتمع المدني</li> <li>- المنظمات الدولية</li> </ul> |
| <b>Time Table:</b><br>Four years (2014 – 2017)   | <b>الجدول الزمني:</b><br>أربعة سنوات (2014 – 2017)   |
| <b>Budget:</b><br>\$400,000 (for each Country)   | <b>الموازنة:</b><br>\$400,000 (لكل دولة)   |

Annex (3-3)

Regional Expert Meeting on Education for Sustainable Development in the Arab States: DESD  
Final Assessment and Post-2014 ESD Framework  
(Beirut, 15-16 May 2013)

Working Groups: ESD Initiatives and Projects (Group A)  
مجموعات العمل: المبادرات والمشروعات المقترحة (مجموعة أ)

|  |  |
|--|--|
| <b>Title:</b><br>Young Environmental Project<br>(Ministry of Education- Palestine)   | <b>العنوان:</b><br>مشروع البيئي الصغير<br>(وزارة التربية والتعليم - فلسطين)                        |
| <b>Target Groups/Educational Level:</b><br>Students in Basic Education, Classes 7-9  | <b>الفئات المستهدفة/المرحلة التعليمية:</b><br>طلبة التعليم الأساسي، الصفوف 7-9                     |
| <b>Short Description of the Initiative/Project:</b><br>Utilization of sewage water in agriculture and initiation per special treatment units | <b>وصف مختصر للمبادرة/المشروع:</b><br>الإفادة من الصرف الصحي في الزراعة وإيجاد وحدات خاصة للمعالجة |
| <b>Implementation Mechanisms:</b><br>Initiation of water treatment units in schools/society  | <b>آليات التنفيذ:</b><br>إنتاج وحدات إعادة توفير المياه في المدرسة/المجتمع                         |
| <b>Expected Results:</b><br>Awareness on water consumption in school and society and use of water in agriculture                             | <b>النتائج المنتظرة:</b><br>ترشيد استهلاك المياه في المدرسة والمجتمع – واستخدامها في الزراعة       |
| <b>Partners/Stakeholders:</b><br>Water Authority   | <b>الشركاء:</b><br>سلطة المياه   |
| <b>Time Table:</b><br>2014 - 2017  | <b>الجدول الزمني:</b><br>2017 - 2014   |
| <b>Budget:</b><br>\$100,000 (for each school)  | <b>الموازنة:</b><br>\$100,000 (لكل مدرسة)  |

Annex (3-4)

Regional Expert Meeting on Education for Sustainable Development in the Arab States: DESD  
Final Assessment and Post-2014 ESD Framework  
(Beirut, 15-16 May 2013)

Working Groups: ESD Initiatives and Projects (Group B)  
مجموعات العمل: المبادرات والمشروعات المقترحة (المجموعة ب)

|   |   |
|---|---|
| <b>Title:</b><br>Health Awareness for Children/Students: Obesity is an Imminent Danger – Consuming Styles in the Society (Oman)   | <b>العنوان:</b><br>التوعية الصحية – السمنة خطر محقق وأنماط الاستهلاك في المجتمع (سلطنة عُمان)   |
| <b>Target Groups/Educational Level:</b><br>Students in Kinder garden and Basic Education  | <b>الفئات المستهدفة/المرحلة التعليمية:</b><br>رياض الأطفال وطلبة التعليم الأساسي  |
| <b>Short Description of the Initiative/Project:</b><br>Students and teachers and planets/awareness on good health and food practices and the necessary like behaviors   | <b>وصف مختصر للمبادرة/المشروع:</b><br>توعية التلاميذ وأولياء الأمور والمعلمين بالعادات الصحية الغذائية والأطعمة المناسبة لهذه الفئة   |
| <b>Implementation Mechanisms:</b> <ul style="list-style-type: none"> <li>- Identification of good practices in the region</li> <li>- Exchange of experiences between countries</li> <li>- Health and training programmes</li> <li>- Providing healthy meals in schools per children – Awareness' programmes on</li> </ul> | <b>آليات التنفيذ:</b> <ul style="list-style-type: none"> <li>- التعريف بالتجارب الناجحة في المنطقة العربية</li> <li>- تبادل الخبرات بين الدول العربية</li> <li>- تصميم برنامج رياضي صحي</li> <li>- تقديم وجبة صحية للأطفال</li> <li>- عرض برامج توعية متعلقة بمخاطر السمنة</li> </ul> |
| <b>Expected Results:</b> <ul style="list-style-type: none"> <li>- Reduce percentage of students with obesity</li> <li>- Awareness of parents on obesity danger</li> </ul>   | <b>النتائج المتوقعة:</b> <ul style="list-style-type: none"> <li>- انخفاض نسبة السمنة لدى الأطفال</li> <li>- وعي أولياء الأمور بمخاطر السمنة</li> </ul>  |
| <b>Partners/Stakeholders:</b> <ul style="list-style-type: none"> <li>- Ministry of Education (MOE)</li> <li>- Ministry of Health (MOH)</li> <li>- Parents</li> <li>- Physical Training Clubs</li> </ul>   | <b>الشركاء:</b> <ul style="list-style-type: none"> <li>- وزارة التربية والتعليم</li> <li>- وزارة الصحة</li> <li>- أولياء الأمور</li> <li>- الأندية الرياضية</li> </ul>  |
| <b>Time Table:</b><br>During the School Year  | <b>الجدول الزمني:</b><br>خلال العام الدراسي   |
| <b>Budget:</b><br>To be discussed with partners   | <b>الموازنة:</b><br>تناقش مع الجهات المعنية المشاركة في المشروع   |

Annex (3-5)

Regional Expert Meeting on Education for Sustainable Development in the Arab States: DESD  
Final Assessment and Post-2014 ESD Framework  
(Beirut, 15-16 May 2013)

Working Groups: ESD Initiatives and Projects (Group C)  
مجموعات العمل: المبادرات والمشروعات المقترحة (المجموعة ج)

|   |  |
|---|--|
| <b>Title:</b><br>ESD in TVET Programmes (Egypt, Sudan)  | <b>العنوان:</b><br>التربية من أجل التنمية المستدامة في برامج التعليم والتدريب التقني والمهني (مصر، السودان)                      |
| <b>Target Groups/Educational Level:</b><br>Teachers, Instructors' and Students in TVET programmes                       | <b>الفئات المستهدفة/المرحلة التعليمية:</b><br>معلمو ومدربو وطلبة التعليم والتدريب التقني والمهني (الفني)                         |
| <b>Short Description of the Initiative/Project:</b><br>Education Projects on ESD in TVET Institutes/Centers             | <b>وصف مختصر للمبادرة/المشروع:</b><br>مشروعات تربية تعنى بالتربية من أجل التنمية المستدامة في معاهد ومراكز التدريب المهني والفني |
| <b>Implementation Mechanisms:</b><br>UNEVOC Centres, in cooperation with UNESCO-Beirut and UNESCO – UNEVOC centre, Bonn | <b>آليات التنفيذ:</b><br>شبكة يونيفوك بالتعاون مع مكتب بيروت والمركز الدولي للتعليم والتدريب التقني والمهني - بون                |
| <b>Expected Results:</b><br>Linkages between ESD objectives and sustainable development in the society                  | <b>النتائج المنتظرة:</b><br>الربط بين أهداف التربية من أجل التنمية المستدامة والتنمية الشاملة في المجتمع                         |
| <b>Partners/Stakeholders:</b><br>Labour and production sectors  | <b>الشركاء:</b><br>قطاعات العمل والإنتاج   |
| <b>Time Table:</b><br>2014 - 2017   | <b>الجدول الزمني:</b><br>2017 - 2014   |
| <b>Budget:</b><br>\$1,000,000 (for each country)  | <b>الموازنة:</b><br>\$1,000,000 (لكل دولة)   |

### Annex (3-6)

## Regional Expert Meeting on Education for Sustainable Development in the Arab States: DESD Final Assessment and Post-2014 ESD Framework (Beirut, 15-16 May 2013)

### Working Groups: ESD Initiatives and Projects (Group C)

مجموعات العمل: المبادرات والمشروعات المقترحة (مجموعة ج)

|   |   |
|---|---|
| <b>Title:</b><br>Developing a National/Sub-Regional Network for “Sustainable” Vocational (Takween) Centres (Algeria, Tunisia)   | <b>العنوان:</b><br>شبكة مراكز التكوين (التدريب) المهني "المستدامة" (الجزائر، تونس)  |
| <b>Target Groups/Educational Level:</b><br>Students and Instructors in Vocational Professional Training Centres   | <b>الفئات المستهدفة/المرحلة التعليمية:</b><br>تلامذة ومؤطري (مدربي) مراكز التعليم والتدريب المهني   |
| <b>Short Description of the Initiative/Project:</b> <ul style="list-style-type: none"> <li>- Integration of Sustainable Development Concepts in Vocational Professional Curricula</li> <li>- Preparation of Model Curricula and text books in this areas</li> </ul> | <b>وصف مختصر للمبادرة/المشروع:</b> <ul style="list-style-type: none"> <li>- إدراج مبادئ التنمية المستدامة في مناهج التدريب</li> <li>- إعداد نماذج للمواد الدراسية في هذا المجال</li> </ul>                      |
| <b>Implementation Mechanisms:</b> <ul style="list-style-type: none"> <li>- Initiation of educational training programme</li> <li>- Training of instructors</li> <li>- Expansion of training at Centres/Institutes</li> </ul>  | <b>آليات التنفيذ:</b> <ul style="list-style-type: none"> <li>- وضع برنامج تعليمي/تدريب</li> <li>- تدريب المعلمين والمدربين (الأطر التعليمية)</li> <li>- التوسع في التدريب في المراكز والمعاهد الفنية</li> </ul> |
| <b>Expected Results:</b> <ul style="list-style-type: none"> <li>- Graduates with basic knowledge on sustainable development</li> </ul>  | <b>النتائج المنتظرة:</b><br>تخريج متدربين متمكنين من المبادئ الأساسية للتنمية المستدامة   |
| <b>Partners/Stakeholders:</b> <ul style="list-style-type: none"> <li>- Concern and Ministries Institution</li> <li>- Civil</li> </ul>   | <b>الشركاء:</b> <ul style="list-style-type: none"> <li>- الوزارات المعنية والمعاهد والمؤسسات</li> <li>- المجتمع المدني والواردات المعنية</li> </ul>   |
| <b>Time Table:</b><br>2014 - 2017   | <b>الجدول الزمني:</b><br>2017 - 2014  |
| <b>Budget:</b> <ul style="list-style-type: none"> <li>- Local Budget in Centres / Institution</li> <li>- International Cooperation/International Organizations</li> </ul>   | <b>الموازنة:</b> <ul style="list-style-type: none"> <li>- الموازنة المرصودة في المعاهد والمراكز التدريبية</li> <li>- التعاون الدولي/المنظمات الدولية</li> </ul>   |

Annex (3-7)

Regional Expert Meeting on Education for Sustainable Development in the Arab States: DESD  
Final Assessment and Post-2014 ESD Framework  
(Beirut, 15-16 May 2013)

Working Groups: ESD Initiatives and Projects (Group C)

مجموعات العمل: المبادرات والمشروعات المقترحة (مجموعة ج)

|   |   |
|---|---|
| <b>Title:</b><br>Promoting Equity and Access in the Education System through ESD (Morocco, Mauritania)                                    | <b>العنوان:</b><br>تعزيز ضمان المساواة والالتحاق في المنظومة التربوية (المغرب، موريتانيا)   |
| <b>Target Groups/Educational Level:</b><br>Students, Teachers, and Families   | <b>الفئات المستهدفة/المرحلة التعليمية:</b><br>التلاميذ، الأساتذة، الأسرة  |
| <b>Short Description of the Initiative/Project:</b><br>Women's participation in development starts in schools                             | <b>وصف مختصر للمبادرة/المشروع:</b><br>الحث على أهمية مشاركة المرأة في التنمية يبدأ من المدرسة   |
| <b>Implementation Mechanisms:</b><br>- Workshop and seminars and activities, including awareness, recreation, and orientation             | <b>آليات التنفيذ:</b><br>ورش عمل وندوات ونشاطات تشمل التوعية والترفيه والتوجيه  |
| <b>Expected Results:</b><br>- Access of girls in education system based on gender<br>- Limit budget waist based on gender                 | <b>النتائج المنتظرة:</b><br>- إقبال التلميذات على الدراسة<br>- الحد من الهدر المدرسي القائم على النوع                                   |
| <b>Partners/Stakeholders:</b><br>- Ministry of Family<br>- UNICEF<br>- UNFPA<br>- National Commissions for UNESCO<br>- Civil Society/NGOs | <b>الشركاء:</b><br>- وزارة الأسرة<br>- اليونيسيف<br>- اللجان الوطنية لليونسكو<br>- المجتمع المدني NGOs<br>- برنامج الأمم المتحدة للسكان |
| <b>Time Table:</b><br>September 2013 – May 2014 (School Year)   | <b>الجدول الزمني:</b><br>سبتمبر 2013 - مايو 2014 (العام الدراسي)  |
| <b>Budget:</b><br>\$100,000 (for each Country)  | <b>الموازنة:</b><br>\$100,000 (لكل دولة)  |