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## UNESCO World Conference on ESD

### Reports on Workshops in Cluster I: Celebrating a decade of action

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

## 1. The concept of ESD: Where we came from and where we are heading

Co-coordinated by Rhodes University, South Africa, and National Institute for Educational Policy Research (NIER), Japan

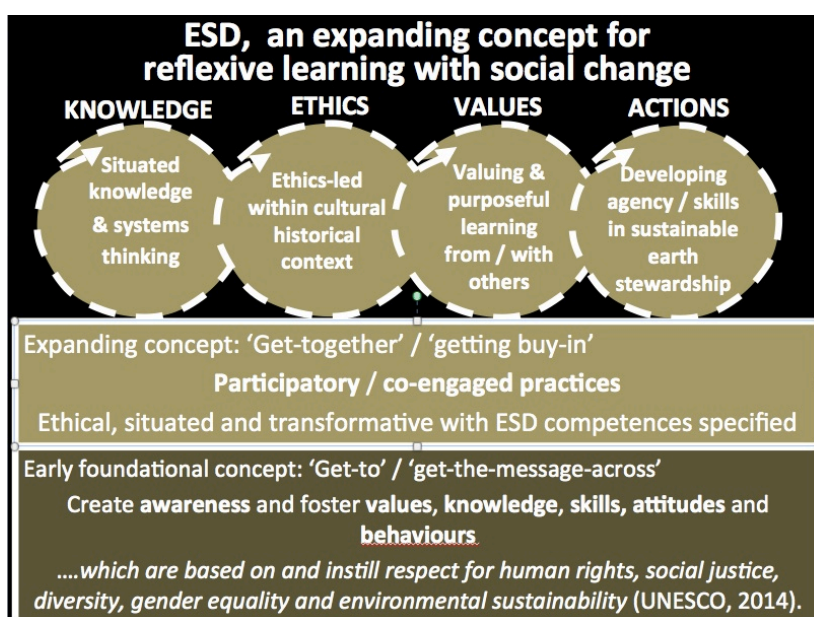
### Workshop presenters

- *Yasuhiko Okamoto*, Professor, Okayama University of Science (Visiting Researcher, NIER)
- *Masahisa Sato*, Associate Professor, Tokyo City University (Visiting Researcher, NIER), Japan
- *Kenji Matsubara*, National Institute for Education Research, Japan (**Workshop co-coordinator**)
- *Injairu Kulundu*, Youth Leadership Facilitator, Activate and Environmental Learning Research Centre, Rhodes University, South Africa
- *Stephen Sterling*, Professor of Sustainability Education, Head of ESD, Centre for Sustainable Futures, Plymouth University, United Kingdom (**Workshop rapporteur**)
- *Rob O'Donoghue*, Associate Professor, Director, Environmental Learning Research Centre, Rhodes University, South Africa (**Workshop co-coordinator**)

### Key points from presentations

#### ESD concept: Rob O'Donoghue

The concept of ESD is rich, diverse and complex. It reflects a shift from earlier technical intervention and behaviour change perspectives to collaborative learning engagements in an expanding field that engages both local and global sustainability concerns. Now ESD is less about getting a message across and more centred on getting people together to develop competences that resolve risk and enable future sustainability. The emergent dimensions of ESD in the DESD (Figure 1) include new environmental systems knowledge and an ethics-led process of learning engagement to reimagine valued practices and explore actions to resolve risk.

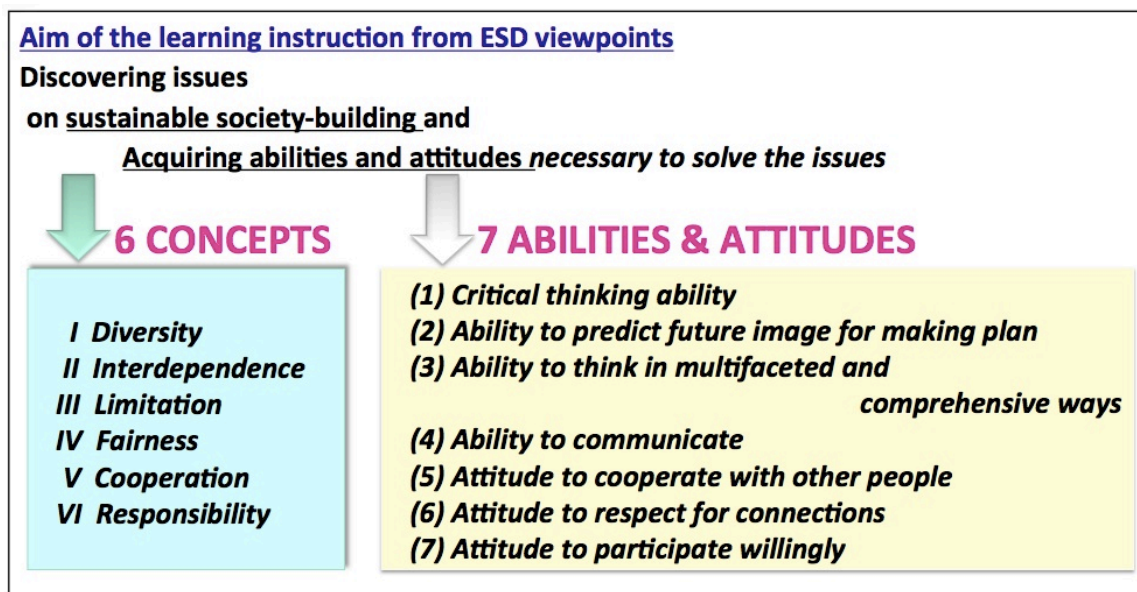


**Figure 1: The emergent scope of an expanding ESD concept**

In the workshop, participants worked in groups and shared keywords that would be important for an expanded concept of ESD as we clarify where we are heading in an expanding field.

### ESD and the NIER Sustainable society-building process: Yasuhiko OKAMOTO

An overview presentation of the National Institute of Education Research (NIER) approach and research for ESD in Japan outlined how an adapted framework was initiated to promote comprehensive understanding and to foster wider applications in school contexts whilst promoting flexibility and a dynamism in the application of ESD. Its intent was to enhance learning and localized engagement without dictating specifics of culture, society and socio-economic realities. The NIER approach addressed the bigger concepts of sustainability and education and asked the question, 'why we educate' rather than 'how' or 'what.' Much of the curriculum content was developed around natural resource issues and how the local environment might be changing. The curriculum developed around 6 concepts and 7 abilities and attitudes (See Figure 2) was intended to encourage more local participation, especially cooperation with and amongst the young generation so that they might become more involved in local action but with global thinking.



**Figure 2: The NIER Sustainable society-building ESD process**

The NIER concept is based on research and empirical study and an analytical processes, and is honest and feasible. It was noted that the process can be implemented worldwide and more broadly than schooling. By encouraging values, attitudes, skills and appropriate traditions from our diverse cultures as well as bringing in systemic thinking to deal with complexity, the NIER concept of ESD has developed to incorporate diverse elements that cover cultural, socio-economic & political concerns. It is thus an engagement that is cross-cutting in many fields and is being undertaken to facilitate transformative learning and social change.

The NIER approach exposes leaders to lived experiences, bridging theory and practice so that participants engage in real-world learning and change.

Kenji Matusuba noted that the framework may be used in non-formal contexts where it also engages lived experiences and the Japanese notion of 'zest for living.' This served to situate the NIER work

with the ESD concept and the workshop groups did a brief exercise with NIER questions before further case examples were shared.

Three brief case examples followed:

Injairu Kulundu provided a youth perspective from ACTIVATE! Change Drivers (South Africa). She opened with a song and noted that ESD is not simply about empathy but needs to be engaged as a process of radical reconnection and social-ecological rebuilding, solidarity and co-creating the future. So... *It must be a verb and be a whole system approach.*

Rob O'Donoghue then gave an overview of the Fundisa-for-Change teacher professional development programme. He noted how universities, NGOs and state institutions were collaborating in a programme of teacher professional development centred on new environmental systems knowledge in the South African Curriculum and Assessment Policy (CAPS). Here a whole-school-in-community approach was being used in work to strengthen teaching and learning and to support ecoschools.

Stephen Sterling gave a brief overview of the work on regional resilience by David Orr. This served to raise some challenging questions on how the ESD concept might engage the often intractable complexity of sustainability and begin to address some of the changes that will need to become evident for ESD to foster change in our complex social-ecological earth system.

Rob O'Donoghue noted how rather than depressing or scaring young people ESD should be engaging, hopeful and practical as well as life enhancing possibilities that contribute to the common good.

The workshop then set out to deliberate the question of how we get ESD working in the Global Action Programme (GAP). Participants were asked to identify what approaches and guiding ideas would be important for the GAP.

**The workshop was concluded by a group activity where participants reviewed the key words that they had generated together, deliberated the inputs and then came up with recommendations and conclusions that related to the forthcoming Global Action Programme (GAP):**

### Recommendations and conclusions of the workshop

- 1) **mainstreaming** ESD into education and sustainable development **policies** to create an enabling environment for ESD and bring about systemic change;
  - Wherever possible, implement ESD in a way which manifests its values, so that it is inclusive and collaborative, ensuring that all voices are heard.
  - Recognise that current models of educational policy and practice are often perpetuating unsustainability thinking and practices, so encouraging critical thinking on current models is a pre-requirement for any possibility of systemic transformation.
  - Encourage out of the box thinking and positive approaches so that people feel engaged to create their futures.
  - There is a need for top down policies to be better aligned with, and conducive to, bottom up innovation.

- The issue of funding is missing in the GAP, so there is a need to encourage strong public/private partnerships in pursuit of sustainability initiatives
- 2) integrating sustainability principles in education and training settings (**whole-institution** approaches);
    - Recognise there is no single 'one size fits all' programme – there is a need to recognise diverse settings and needs.
    - Help educational institutions to model what is being taught, so that there is consistency of message, and learning by doing is part of the pedagogy.
  - 3) increasing the **capacities of** educators and trainers for effective delivery of ESD;
    - ESD is new in many countries – so very important to develop training to equip teachers and develop ESD capacity
    - There is a need for enhanced collaboration between NGOs and school systems so that there is better knowledge transfer into schools.
    - As countries are at different stages with regard to the implementation of ESD, there needs to be global platforms so that expertise and experience can be exchanged effectively, and systemic change can be accelerated.
  - 4) generating **actions among youth**;
    - ESD cannot be embedded where basic security must be a first priority. Basic security – safety, water, food, and infrastructure - needs to be in place as a first entitlement.
    - ESD needs to include developing creativity and entrepreneurial skills so that young people can sustain themselves and their families and help build resilient societies.
    - Use music, video, art and social media to communicate ESD/SD with young people - don't rely on written materials alone.
  - 5) encouraging local communities and municipal authorities to develop **community-based** ESD programmes.
    - In fragile environments such as sub-Saharan Africa, use appropriate ESD approaches to involve parent and local producers in schools, building local resilience and self-reliance.
    - ESD is emerging as diverse, co-engaged modes of educative enquiry into current patterns of human conduct and directed at learning to produce the necessary transgressive changes for the common good and thus future sustainability.

In conclusion, participants and presenters were thanked for their input and it was noted that the quality and depth of critical engagement in the concept of ESD would inform the forthcoming Global Action Plan and continuing work on global citizenship for a sustainable future.

## 2. Shaping the future we want: ESD and policy

Co-coordinated by The Wildlife and Environment Society of South Africa (for SADC-REEP) and the Ministry of Education and Training, Viet Nam

### Workshop presenters

- *Mike Ward, Executive Director of Wildlife and Environment Society of South Africa. South African based NGO that implements the Southern African Development Community's Regional Environmental Education Programme. (Workshop co-coordinator)*
- *Hung le Trong, Deputy Director General, Department of Science, Technology, and Environment. Ministry of Education and Training, Vietnam. (Workshop co-coordinator)*
- *Mahesh Pradhan, Head of UNEP's Environmental Education and Training Unit (EETU) within the Division of Environmental Policy Implementation (DEPI). Based at UNEP's headquarters in Kenya.*
- *Tichuana Pesanayi, Programme Manager for the SADC Regional Environmental Education Programme that works in 15 countries in southern Africa.*

### Workshop rapporteur

- *Ingrid Mulà, COPERNICUS Alliance Coordinator, UK, Visiting Researcher, RCE Penang at University Sains Malaysia, Malaysia*

### Key points from presentations

First, **Mike Ward** set the stage for the workshop. The workshop was structured around three main aims. The first was to capture and celebrate some of the successes that all of the participants had been part of during the Decade of Education for Sustainable Development. The second was to recognise those areas in which we could learn from each other to address some of the challenges that remain and continue to emerge. The third was to contribute some suggestions for the Global Action Programme. The outcomes from this workshop fed directly in the policy workshop in Cluster IV and a summary was presented in this later workshop.

The workshop started with a recognition that there are a number of interlinked processes within the broad area of policy. These include:

- Development of international policies, protocols and guidelines;
- Translation of international policies, protocols and guidelines into regional policies and protocols;
- 'Domestication' of regional policies and protocols;
- Development of associated partnerships, structures and systems, strategies, action plans and programmes;
- Carrying out of activities; and
- Monitoring, evaluation and lesson learning, reporting and feeding back into international agreements.

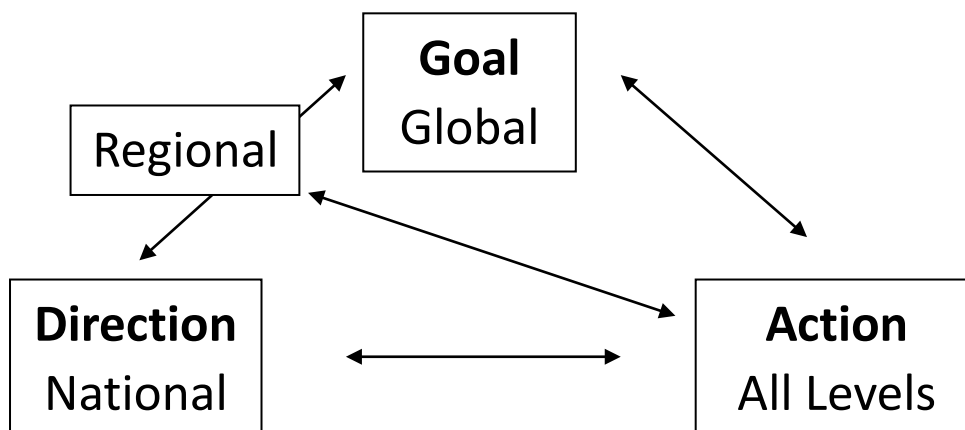
However it was also recognized that policy is not simply received and implemented but is subject to interpretation and recreation in different contexts of policy text production and ESD practices (Bowe



et al. 1992; Hallsworth 2011). Based on this understanding of policy, a framework of three interacting contexts was used to structure the workshop. The three contexts were:

- the **Goal** or Purpose (*context of influence and power*)
- the **Direction** or Design (*context of policy text production*); and
- the **Action** or Realisation (*context of practice*)

This framework was further refined to incorporate the global, regional, national and local dimensions of ESD policy.



It is the relationships between these three interacting contexts at the global, regional, national and local levels that have led to the realisation of ESD policy. Each of the presenters then explored aspects of ESD policy.

At the global level, **Mahesh Pradhan** stated that ESD needed to be understood from both educational and environmental perspectives. From the educational perspective ESD policy was important in terms of moving beyond simple access to education to a focus on the quality and relevance of education in diverse contexts. From the environmental perspective he shared a review of the Multilateral Environmental Agreements that had been prepared for Rio+20. This review revealed that there were more than 400 MEAs and that of the 90 examined in detail by the review, only four of the agreements revealed a significant level of compliance or success. This lack of compliance was linked to a number of issues within policy processes. The first related to the challenge of creating universally applicable and supported goals. The second related to the mismatch between the long-term approach of global agreements and the shorter (4-5 year) timeframes of national governments. The third was the very substantial reinterpretation of global policies and agreements as they were reworked into regional and national policies and finally into local actions. Although there is potential for this reinterpretation to be positive in terms of making policy relevant to context, there was also the very real risk of the goals within the policy being substantially undermined by regional, national and local interest groups. This presentation concluded with the point that advancing policy was a key aspect of the GAP and noted that there was a substantial need for capacity development throughout the policy process as represented in the diagram above.

**Tichuana Pesanayi** then provided an insight into regional policy processes based on over 15 years of experience in the SADC Regional Environmental Education Programme. Again the need to work across education and broader sustainable development sectors was stressed. In the SADC region in particular, while social, economic and environmental issues tended to be well integrated within the

work of the regional economic community, education tended to be more intensely dealt with at the national level. Again the capacity to implement environmental policies was highlighted as a major issue. Drawing on a substantial study of capacity within the SADC secretariat and the 15 member states (SADC REEP 2012) it was noted that capacity needed to be built at a number of different levels.

There was the systemic level, the institutional level and the individual level. In the education sphere it was noted that policy makers and implementers were battling with a very full curriculum with many lobby groups seeking to integrate an increasing number of issues: gender; democracy; sustainable development etc. This requires that those seeking to influence regional and national ESD policy need to articulate ESD in a way that can be understood by policy makers and that show the links between ESD, quality education and the many other issues that groups were lobbying to have included in the curriculum. Some of the lessons learned through the work in the SADC REEP include:

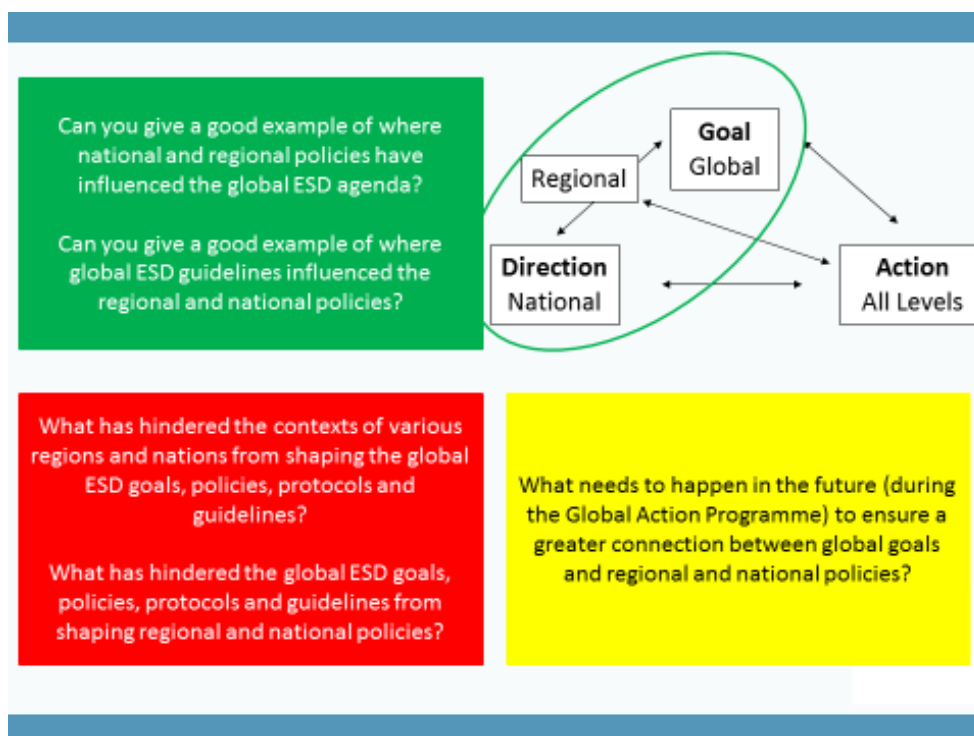
- the value of facilitating high level dialogues with decision-makers at regional and national levels (including dialogues on both policy and practice as practice often informed policy);
- the need to develop ESD strategies that connect the needs of policy planners, trainers and citizens; and
- the importance of having a strong university engagement with ESD. In SADC the Mainstreaming Environment and Sustainability (MESA) Chairs were instrumental at supporting policy related research that both informed and supported policy development and implementation.

At the national level **Hung le Trong** drew on the experience of working with UNESCO and Samsung on an innovative ESD project in Vietnam. The linking of national government, an international organisations and a company was instrumental in the success of the project. Another key success factor was the linking of ESD to disaster risk reduction, climate change adaptation and biodiversity conservation. All of these issues were priorities at the national and local level and thus were more easily integrated into school and community activities. Having the Prime Minister's support and the direct engagement of the Ministry of Education and Training were also important contributors to the success of the project. One of the challenges of this project was how to take it to scale across the country. The related opportunity is that the pilot provided by this project creates an opportunity to use practice to inform and shape both local and international policy on ESD.

### Activities

Following the four brief presentations, coloured cards were used to solicit the experiences of the participants and to use these experiences as the start of a conversation on the different dimensions of ESD policy. The following image shows how the cards were used. Participants were invited to write down positive experiences or examples of policy processes on the green cards; negative experiences or challenges on the red cards and suggestions for the GAP on the yellow cards. Three rounds were conducted concentrating on each side of the triangle.





The cards were then collected and placed on a large working area. In placing the cards the organisers identified particular trends and reflected these back to the workshop for further clarification or comment. The picture below shows Hung and Tichuana clustering the cards onto the working surface during the workshop. These clusters and the resultant trends were then used as the basis for the recommendations and conclusions of the workshop.



### Recommendations and conclusions of the workshop

1. ESD is included as a key component of the post-2015 agenda to be defined and approved next year.
2. Create structures for continuous dialogue between policy formulation and policy implementation.
3. Involve civil society (youth, NGOs), higher education and the private sector in policy creation and re-interpretation.
4. Establish or strengthen institutions that are able to raise, align and allocate resources and capacities for implementing and refining existing ESD policy.
5. To refine develop monitoring and evaluation frameworks in order to articulate the importance of ESD.

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Bowe, R., Ball, S. with Gold, A. (1992) Reforming Education and Changing Schools: Case Studies in Policy Sociology. London, Routledge.

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SADC REEP (South African Development Cooperation-Regional Environmental Education Programme) (2012). Future Capacity Building: Capacity Assessment for Environmental Policy Implementation. Available at: <http://www.sadc-reep.org.za/uploads/books/Capacity%20Building%20-%20for%20printers.pdf>

### 3. Quality teaching and learning for a common future: How ESD contributes to global development goals

*Co-coordinated by Swedish International Centre of Education for Sustainable Development and Global Campaign for Education*

#### Workshop coordinators

- *Frans Lenglet*, Swedish International Centre of Education for Sustainable Development (SWEDESD)
- *Helle Gudmandsen*, Global Campaign for Education

#### Workshop presenters

- *Ms Sanskriti Menon*, Programme Director, Centre for Environment Education, “*Has the UN Decade of ESD made a difference?*”
- *Vernor Muñoz*, Global Education Advisor, Plan International and Former UN Special Rapporteur on the Right to Education “*How has ESD contributed to the realization of the right to education including EFA?*”

#### Workshop rapporteurs

- *Cresantia Koya-Vakauta*, Associate Dean Research and Internationalisation, University of the South Pacific
- *Supriya Singh*, Associate Fellow, Educating Youth for Sustainable Development (EYSD) Division, TERI, India

#### Participants

The workshop was attended by about 90 ministerial and education representatives from government and non-government institutions, educationists, researchers and practitioners from international development agencies and the private sector. At the start of the workshop, they were asked to sit in 8 groups of 10-13 participants each.

#### Key points from the presentations

**Frans Lenglet** opened the workshop. He highlighted the double perspective of education being a global development goal (or basic human right) itself, while being instrumental in achieving other development goals and rights. He invited the participants to actively search for the defining characteristics of successful ESD initiatives, which could be replicated and scaled up. He then gave the floor to the two presenters.

**Sanskriti Menon** argued that education is the basis for achieving development goals. It can help lead societies towards sustainable livelihoods and sustainable economic development. Thus, education can make a significant contribution to improving the quality of lives. Reflecting on the experience of school-based climate change education (CCE) and biodiversity education (BE) in India, she observed that there is not yet enough evidence of the effectiveness of these initiatives. More appropriate methodologies and mechanisms are needed to assess and evaluate the impact of CCE and BE, and whether and how different CCE and BE approaches and methods can help students learn to be critical thinkers and problem solvers, while working collaboratively towards shared goals.



Despite successes in mainstreaming ESD, the main constraint on ESD/SD innovations taking root in the education system is the system's legacy. This includes a teacher-centred, rather than student-centred approach and a content-driven and rote-learning approach, rather than one based on collaborative and explorative learning. More often than not, the values, philosophical underpinning and structure of existing education systems are not aligned with ESD principles and characteristics. In order to overcome these constraints, mindsets of politicians, administrators, teachers, parents and students need to change. For this, political will is required. Moreover, a whole institution approach and multi-stakeholder initiatives are critical. Intercultural and intergenerational approaches to learning should be introduced. RCEs' role should be harnessed in order to bring actors together to better inform educational transformation.

**Vernor Muñoz** started by saying that there are some success stories on how the UN Decade on ESD (DESD) has helped the campaign to realize the right to education. But many challenges remain. They will certainly not be met before the end of 2015, the deadline of the UN Millennium Development Goals. For example, the provision of early childhood education across the world remains scattered and highly inadequate. Universal access to free primary education is not always available, let alone guaranteed. Most young people with little or no education are female. Many parts of the world know high levels of adult literacy. While access to education may have improved, the quality and relevance of what is learned in schools leaves much to be desired.

Given the current state of crisis in the world, the core question remains: Education for what? The International Covenant on Economic, Social and Cultural Rights (ICESCR) and the Convention on the Rights of the Child (CRC) agree on the aim of education. But ESD poses additional questions on the issue of (a) free versus market-oriented educational provision, and (b) ways to achieve broader sustainability and sustainable development goals and ideals. A human rights framework is useful for answering these questions. It would help in re-defining:

- Development as the transformation of power relations amongst development actors.
- Sustainability as improving living conditions and livelihoods.
- Quality education. It should go beyond quantitative measurable outcomes. It should not just focus on learning outcomes but on transforming the relationship between teacher and pupil. It should be holistic and should take into consideration the legal obligation of governments. The curriculum should be situated in the social and cultural context of the learners.

Summarizing the two presentations, Frans Lenglet suggested that workshop participants should consider and reflect on three points:

- 1) Education has made a difference and can still make a difference.
- 2) There is still a lot to be done.
- 3) Education systems all over the world have heavy legacies and bureaucracies that need to be challenged before we achieve SD/ESD.

### Activities

After the two presentations, **Helle Gudmandsen** facilitated the discussions of the 8 working groups. They, first, reviewed the learnings from the DESD. By using flip charts they reported back in plenary on the three most important findings. Thereafter, each working group was asked to reflect on these findings and make recommendations for taking them forward within the framework of the Global Action Programme (GAP) on ESD. The working groups' suggestions were presented in plenary on flipcharts. In the last plenary session the two presenters posed questions in reaction to each group's suggestions, to which representatives of each working group replied.



The workshop's set-up was based on the principle of walking the ESD talk. Working in small groups, while occasionally returning to plenary mode, created a productive dynamic. It allowed a reasonably large group of participants to actively engage in reflections and discussions. By getting off their chairs and literally down on their knees many voices were heard, understanding was co-created and consensus was built. The process produced a broadly-supported set of recommendations.

### Recommendations and conclusions of the workshop<sup>1</sup>

The workshop's recommendations are summarized under the following headings:

- 1) General approach to ESD
- 2) Transforming Formal and Non-Formal Education
- 3) Teachers and Educators
- 4) Youth
- 5) Capacity Development
- 6) Research
- 7) ICT
- 8) Local Communities

<sup>1</sup> Appendix A contains a summary in tabular form, grouped according to the 5 priority areas of the Global Action Programme on ESD.

- 1) **General Approach to ESD:** Whole-systems thinking should permeate ESD and education. This is characterized by:
  - Multi-sectoral praxis and the whole institution approach.
  - Advocacy and political will.
  - Policy reform oriented towards mainstreaming ESD principles in both formal and non-formal education. Holistic approach, i.e. coherent integration in policy, curriculum, teaching methods, learning competencies and outcomes, and assessment and evaluation.
  
- 2) **Transforming Education (formal + non-formal):** The transformation should be holistic, comprehensive and focused on 'quality', 'relevance' and 'sustainability'. It includes:
  - Addressing ongoing issues of access to and equity in education, in line with the Education for All (EFA) agenda.
  - Making education culturally inclusive.
  - Developing a curious learner approach characterized by problem solving and discovery learning.
  - Coordinating approaches to improve education and for educational reform and transformation.
  - Making the content of curriculum and pedagogy to be sustainability inclusive.
  - Expanding early childhood education (ECE), because it is essential to firmly establish ESD during the formative years.
  - Making education inclusive in terms of gender, age, abilities, ethnic and religious affiliation and any other category possible.
  - Integrating sustainability perspectives (content and methods) in learning materials.
  - Encouraging an interdisciplinary approach in teaching and research.
  - Using proactive approaches, while reducing reactive initiatives.
  - Developing and strengthening strategic partnerships for ESD and education for all.
  - Encouraging and strengthening school-community collaboration in delivering quality ESD in context.
  
- 3) **Teachers & Educators:** Up-skilling and re-thinking of current and future needs, priorities and challenges, including:
  - Training and upgrading competent teachers and educators to include sustainability and sustainable development (content, methods, competencies) in their teaching.
  - All teacher education and training must include sustainability principles and characteristics.
  - New teaching methods to develop young people who are capable of courageous and critical thinking
  - Capacity building of teachers and administrators in ESD.
  - Certification as part of teacher training/education.
  - Innovative use of ICT in teacher preparation.
  - Child-focused approaches to ESD teaching and learning prioritizing values and child learning development from ECE and upwards.
  
- 4) **Special attention to Youth:** Young people are equal partners and critical agents of sustainable development and in ESD. This includes:
  - Youth and local communities must be seen as the two parts of a whole.
  - Attention should be paid to young people – in school and out-of-school.



- 5) **Significance of Capacity Development:** Skills, knowledge, competencies and values for ESD should be developed and strengthened.
  - Capacity development for leadership and collaboration for ESD-implementation.
  - Continuous professional development of teachers and educators.
- 6) **Importance of Research:** Evidence-based practice and informed praxis on the basis of research.
  - There is need for more, more appropriate and more relevant research across the board.
- 7) **Better use of ICT:** ICT as an important tool to enhance ESD efforts, including:
  - ICT in implementation, monitoring and evaluation of ESD.
  - ICT in teacher training and education.
  - ICT in teaching and learning.
- 8) **Local Communities:** They are the grounding agency for sustainability and sustainable development in context.
  - Local communities are core partners for all ESD efforts across education, school and youth.

## 4. Learning across sectors and regions — upscaling and mainstreaming ESD through local initiatives and multi-stakeholder networks for ESD

*Co-coordinated by United Nations University Institute for the Advanced Study of Sustainability (UNU-IAS) and Environment Agency, Abu Dhabi*

### Workshop presenters

- *Zinaida Fadeeva*, [The United Nations University Institute for the Advanced Study of Sustainability \(UNU-IAS\)](#) (**Workshop co-coordinator**)
- *Gayatri Raghwa*, [The Environment Agency – Abu Dhabi](#) (**Workshop co-coordinator**)
- *Ritu Thakur*, [ICLEI](#) South Asia

### Workshop rapporteurs

- *Hirofumi Abe*, Chair holder, UNESCO Chair in Research and Education for Sustainable Development & Vice President, Okayama University, Japan
- *Kim Smith*, Coordinator, GPSEN/RCE Greater Portland, USA

### Key points from presentations

To ensure meaningful multi-stakeholder, cross-sectoral collaboration on sustainable development, collaborative learning and systems thinking are critical for bringing forward diversity of perspectives on the specific sustainability challenges and addressing the problem of power asymmetry among partners. This often leads to unsuccessful or merely superficial collaboration. Collaborative learning for change is most effective when it goes beyond individual short-term projects. In this workshop, the Regional Centres of Expertise on ESD (RCEs), sustainable schools of Abu Dhabi, and ICLEI urban programmes were presented as examples of ESD initiatives that help to sustain the transformative processes at local and global levels.

Among the critical factors for developing effective multi-stakeholder learning processes, the presentations highlighted:

- the development of a process or a platform that enables collective formulation of shared agenda and its review
- the existence of multiple champions that synergistically bring this agenda forward
- the ability to relate learning processes to changes in the region, and
- the possibility of developing capabilities of key stakeholders.

Strengthening local learning partnerships can require important and, at times, very different ways of looking at knowledge and learning in a society. It is important to recognize the legitimacy of knowledge from marginalised stakeholders, or less important stakeholders from the market perspective and to restructure facilitation and assessment of learning processes and reallocate resources for supporting such processes. The question of assessment takes a new outlook in the context of regional ESD actions. This has to focus not only on accountability but also on the opportunity to collectively learn and record achievement as understood by local stakeholders.

## Activities

The session was conducted as a series of interactive discussions – in small groups and plenary – and focused on critical factors for effective networking and collaboration with the local and regional initiatives for ESD and sustainable development.

## Recommendations and conclusions of the workshop

Developing partnerships for learning and change requires time, patience, the possibility to experiment and greater acceptance of risks and mistakes. It is necessary to develop more diverse methodologies for engaging local actors into ESD processes and, most critically, sustaining their ownership.

For ESD projects to be relevant for individual learners, communities and diverse stakeholders, they need to be connected with service projects and their learning objectives to be formulated to have a direct relevance with the sustainability issues that need to be tackled. It is not an easy task to bring knowledge to those who might benefit from it, especially in today's society which is overwhelmed by information. New strategies, such as knowledge brokerage, are possible ways to bring new insights to the communities, policy makers and others.

Establishing legitimacy of the results of collaborative learning and actions is a complex challenge that goes beyond the conventional understanding of 'monitoring' ESD projects. It is important for local partners to assess ESD projects in terms of their relations with local challenges – the uncertainties or difficulties inherent in sustainability issues.

Experience of collective learning for change within the framework of DESD could be usefully synergised with other processes that have unfolded during this period in relation to diverse sustainability issues. This would be critical not only for practices explicitly labelled as ESD but also for those that require strengthening of education and learning in the sustainability (the introduction of E into SD). Among such processes the 10 Year Framework of Programmes on Sustainable Consumption and Production (10YFP) and capacity development components under the Convention on Biological Diversity (CBD) and the UN Framework Convention on Climate Change (UNFCCC) seem to present the most promising avenues.

## 5. Ethics-based educational innovation: Implications for teaching and learning

*Co-coordinated by UNESCO Chair in Social Learning and Sustainable Development, University of Wageningen, Netherlands, University of Gothenburg, Sweden, and Earth Charter Center for Education for Sustainable Development, University of Peace, Costa Rica*

### Workshop speakers

- *Arjen Wals*, UNESCO Chair in Social Learning & Sustainable Development, Wageningen University & University of Gothenburg (**Workshop co-coordinator**)
- *Mirian Vilela*, UNESCO Chair on Education for Sustainable Development with the Earth Charter, Earth Charter Center for Education for Sustainable Development & University for Peace (**Workshop co-coordinator**)
- *Bob Jickling*, Professor Emeritus, Environmental Education and Ethics, Lakehead University in Canada
- *Waverli Maia Matarazzo-Neuberger*, Professor and Director Center for Sustainability, University Methodist, Sao Paulo, Brazil

### Key points from presentations

From the paper that introduced the key activity in the workshop provided by Bob Jickling: *In times of change, uncertainty, and stress, interest in values and ethics increases* (see Cluster I-Annex 1). Unfortunately, ethics are messy and uncomfortable. The term has multiple meanings, and few educators have had much preparation in ethics.

This workshop explicitly focused on ethics-based innovative teaching and learning. With this focus, it was initially linked to Priority Action Area 3, particularly the capacity building of educators and trainers, using the Earth Charter for illustrative purposes. As educators explore possibilities for teaching ethics, they do have a good tool in the form of the Earth Charter. Briefly it is: “a declaration of fundamental ethical principles for building a just, sustainable and peaceful global society in the 21st century” (Earth Charter Initiative, n.d., 1), conceived, as a civil society initiative, by Maurice Strong (Secretary-General of the Rio Summit in 1992) and Mikhail Gorbachev (former leader of the USSR), and a product of a decade-long consultation that involved worldwide and cross-cultural dialogues about common goals and shared values. The Earth Charter holds appeal for many educators:

- because it explicitly links caring for the earth and caring for people as two dimensions of the same task, and
- because it is an ambitious work of socio-ecological synthesis, this document provides a vision that invites environmental educators to re-examine the significance of their work in fundamentally new ways.

However, for some others it might be seen as another ‘salvation narrative or a colonialist project’. So, what are we to do with it as educators interested in education and sustainability?

Two concrete activities, designed to shed light on this question, were presented. First, an “Earth Charter Campaign” illustrated how professors and students could be helped to rethink values, attitudes, and actions and teaching could be reframed. Second, an analytical heuristic was presented to assist educators in the evaluation of their own understandings of innovative teaching and learning. In this case the Earth Charter was used to contextualize the analytic tool. There was a rich and vibrant

conversation on the role of ethics in formal education in general and the role of ethics in creating meaningful engagement—and action—around ESD.

### **Activities**

Mirian Vileila introduced the well-attended workshop with a warm-up activity that grouped people by their musical passions. Next, Arjen Wals asked people to write their own definition of ethics. Mirian Vileila then briefly introduced the notion of the Earth Charter (EC) as a systematic vision and moral compass. Waverli Neuberger described the using of the EC as master narrative for guiding the building of a culture of sustainability on the Sao Paulo Methodist University campus. Bob Jickling subsequently introduced a heuristic for framing and exploring different approaches for teaching and learning about ethics and asked participants to engage in an activity where they reflected in small groups on their definition of ethics (created earlier) and what approaches they identified with. Arjen Wals, in closing, subsequently raised three summarizing questions and opened up discussion to the audience. The audience participation was vibrant and wide ranging and reflected both the participants' deep interest in ethics and their personal response to the issues raised in the workshop.

### **Recommendations and conclusions of the workshop**

Three conclusions stand out. First, ethic-based teaching and learning has relevance for all five Priority Action Areas of the GAP but particularly for areas 1 and 3. Second, innovative teaching and learning, especially around the topic of ethics, must include an emotional component; it must have heart. Third, the movement demonstrated by workshop participants from their initial conceptions of ethics and teaching towards preferred approaches to these concepts demonstrates how critical thinking about teaching, learning, and goals can enable reflexive practice. The heuristic provided appeared to be an effective tool in enabling this reflexivity.

## 6. Principles for effective ESD partnerships between the private and the public sectors

*Co-coordinated by Boubyan Bank, Kuwait, and Amana-Key Group, Brazil*

### Workshop coordinators and presenters

- *Oscar Motomura*, Amana-Key Group, Brazil
- *Qutayba Al-Bassam*, Boubyan Bank, Kuwait

### Key points from presentations

#### Introduction

- Workshop objective: To generate insights relative to principles that will help develop healthy and effective public-private partnerships.
- Warm-up themes for conversations among workshop participants: What are the main factors that lead to success in public-private partnerships? What are the problems that may cause the failure of partnerships?
  - Success factors reported by participants: Transparency, sharing the same vision, agreeing on strategies, respecting each other, skill matching, complementarity/finding common interests, honouring differences between the parties, alignment of strategies and goals, co-sharing/co-creation.
  - Failure factors: Lack of transparency, lack of chemistry between the parties, asymmetry of power, bureaucracy, unevenness in the value given to time, cultural differences.
- Introduction (by the coordinator) to the concept of a whole society partnership, that goes beyond the idea of a two or three party partnership).

#### Case Study: The Big Tree Society Project

- A UNESCO supported program launched in some countries, but the experience shared is in Kuwait.
- The project empowers students and encourages them to get involved in environmental projects to be implemented in schools. The students have to choose one project, implement it, measure the results/impacts and present it to the school community.
  - Project categories: Efficient Use of Water; Efficient Use of Energy; Environmental Health; Waste Reduction.
- Multi-stakeholder partnership: UNESCO, Kuwait National Commission for UNESCO, Ministry of Education, Boubyan Bank, local schools.
- Difficulties encountered at the start of the project: Legal obstacles (licenses); to join the existing projects of the Kuwait Ministry of Education; to create and implement something new/never done before; how to align this project with Boubyan Bank's targets and goals (a for-profit organization); different kinds of schools (private, public); to keep stakeholders motivated during the whole project length (7 months).
- Which of the previously mentioned success factors were presented in this case?



- Good negotiation between stakeholders/consensus; common interests; goal oriented (a very common practice in the private sector); positive results yielding positive feedback to stakeholders; everyone getting what they want (win-win situation); high level purpose to be achieved; UNESCO support makes things easier; working with the right people; a lot of dialogue between the parties.
- Some corporations wish to offset their bad public image/reputation by sponsoring social projects. For Boubyan Bank, there was no commercial interest, it was simply a case of increasing awareness. It was good to have the name of the bank associated with positive impact.
- Even when projects like this are mandatory, there are different quality levels in their execution. If you do it because it is mandatory, it results in low quality. If you do it only because it's good for the company's image, it results in low quality. If you do it for the sake of the purpose (i.e., because it is good for the society and the country), it results in high quality.

### **Case Study: Global Citizen – Earth Charter (A partnership between Amana-Key, AIESEC in Brazil and The Earth Charter International)**

- A social/cultural exchange student program aimed at disseminating the Earth Charter principles among children, teenagers and university students.
- University students from all over the world associated with AIESEC took an online course about sustainability, the Earth Charter, its principles and how to be a disseminator of the Earth Charter. After completing the course, the university students came to Brazil and for 6 weeks delivered workshops about sustainability and the Earth Charter in Brazilian schools. It was a win-win project.
- In 2015, this project is going to evolve to a second phase and AIESEC will start a movement to deliver this project on a worldwide basis. The purpose is to multiply the Earth Charter principles and reach students all over the world.
- What were the factors that led to the success of this project?
  - Dedication; striking a balance between global and local; genuine involvement of all the parties; co-creation and ownership of everyone; genuine motivation of all parties; no room for ego; a sense of detachment/generosity.

### **Handout 1 (designed by Amana-Key to generate dialogue among participants; see Appendix B-1): Values for sustainable public-private partnerships?**

- 1) All parties with **genuine interest** in achieving the essential purpose (related to a specific aspect of ESD) of the joint endeavour.
- 2) **Ethics and trust** guiding every decision taken by all parties. Possible conflict of interest situations quite well managed so as to reduce to zero the possibility of distortions (*vis-à-vis* the spirit of the purpose).
- 3) **Truth and transparency** governing the relationship between parties contributing to a natural flow of day to day operations and to the sustainability of the partnership.
- 4) **Simplicity** ensures the efficiency and effectiveness of the joint effort reach very satisfactory levels thus contributing to high levels of motivation and engagement of all members involved.
- 5) **Detachment and generosity** in the core of relationships of all parties helping not only in conflict resolution but also in avoiding the emergence of conflicts in the first place.

## **Handout 2: Public-private partnerships for ESD (Points for reflection, see Appendix B-2)**

- **TWO-PARTY OR MULTI PARTIES:** Two-party partnerships **or** a whole society public-private partnership for ESD? On one side: federal, state, local, communities; on the other side: corporations, smaller business organizations, entrepreneurs, individuals. How wide is our concept of “public” or “private”?
- **INDEPENDENT OR INTEGRATED:** Large number of fragmented /disconnected partnerships **or** natural/integrated movement guided by overarching principles?
- **EDUCATION OR LEARNING:** Partnerships focused on top-down education **or** on bottom-up learning?
- **INNOVATION AND CORRECTION:** Priority placed on new updated knowledge on SD **or** also on **dis-education and unlearning** (the process of reviewing/renewing concepts and knowledge on SD that are not functional any more or never were)?
- **EDUCATION OR CULTURAL CHANGE:** A focus on pursuing/acquiring new updated knowledge on SD **or** promoting an overall **cultural** change in society?

### **Feedback from participants:**

Issues raised by participants during the dialogues generated by the contents of the handouts are summarized below.

- 1) How wide is our concept of public versus private?
  - Partnership shouldn't be formalized only between two parties. Partnerships should also include other stakeholders, such as universities, civil society, local communities, etc. functioning in a systemic mode.
  - As the level of consciousness increases, the boundary between what is public and what is private gets more subtle (e.g. socially responsible businesses have a public spirit).
  - If everyone, i.e. all societal sectors and every citizen, works for the common good, we will enable a whole society partnership. How can we catalyze a whole society process to create a more sustainable world?
  - We have been migrating from a mechanical, hierarchical, command and control form of management/leadership into a more biological process of making things happen, i.e., organizations and society seen as a living organism. How that paradigm shift will change the process of catalyzing partnerships for ESD?
  - Young people's and young leaders' energy is one of the keys for building a more sustainable world. The only problem is that many young people have been educated in the old paradigm. How can we also include “re-education” in this process instead of focusing on pushing new knowledge only when planning new initiatives towards ESD?
- 2) At this point, it is very obvious that we have to do things in a totally integrative manner. For this, we ought to have a few core principles guiding a quite natural/biological process of a whole-society evolution. What kind of principles are those? (See the last handout showing a set of principles that can trigger a productive conversation on the subject. This handout was used in the final session of the workshop).
- 3) The paradigm shift from education to learning is an extremely important issue. Why?
  - Both are important. During the discussion of some specific issues, it is important to have education coming from the top to raise people's awareness to something they are not aware of. At the same time, it is important for educators to stimulate students to learn by themselves.

- Imagining that in the 21<sup>st</sup> century anyone can acquire knowledge and learn about any topic on the Internet, what should be the role of schools and educators? Should education play a different role rather than just pushing knowledge to develop attitudes, values and skills that students cannot learn by themselves?
  - Educator training is a key point, but it is important to educate them in a really innovative way and alongside the new paradigm; otherwise we may be contributing for the past to prevail instead of building a new road into the future.
  - In schools, should a larger percentage of student time be dedicated to the development of skills, values and to raising their level of consciousness? Should just a small percentage of student time be dedicated to the acquisition of knowledge they can find anywhere outside the school/through the Internet etc.?
  - Schools should focus on the strengths and the individual/unique talents of each student.
  - Schools should be more focused on developing long-lasting skills, i.e., the ability to think systemically, the ability to think strategically, relationship skills, etc.
- 4) In the past, we were educated in a non-functional way. If we don't invest time and energy to review education we will continue just pushing new knowledge. If we look at the large number of leaders holding positions of power right now, we will realize that many of them are ecologically illiterate and lack functional mental models. This is harming society and the planet we live in.
- 5) When we talk about cultural change, what is important?
- Education and cultural change are inseparable. Education can be seen as a prior step to cultural change or can be seen as a way to develop new ways of thinking that will promote cultural change.
  - Education is really important, but it has to be done in a way in which teachers engage students in the learning process and not superimpose the knowledge they think important on their students.
  - When we talk about culture and sustainability we are talking about the way we lead our daily lives. That is why these themes are closely connected to our habits and attitudes.
  - Education "per se" will not change culture or make culture evolve. Cultural change requires many further steps, especially the "internalization" phase.
  - Cultural change is also intrinsically related to ethics. We will never build a good society and healthy economy without ethics. Without ethics it is impossible to build a fully inclusive society.
  - To change an old habit/skill or to acquire a new habit/skill, it is essential to have ongoing practice (the tatami phase).

**Handout 3 (designed by Amana-Key, see Appendix B-3) : Possible overarching principles (For a public-private whole society movement for ESD)**

- 1) A CLEAR DIRECTION
- 2) ATTENTION TO THE WHOLE
- 3) INNOVATION + CORRECTION
- 4) SELF ORGANIZING PROCESSES
- 5) NATURAL MULTIPLICATION

### Activities

- Presentation of case studies; dialogue among participants about the cases presented by coordinators.
- Conversations in pairs and trios (prepare topics for large group dialogues).
- Discussions among all participants facilitated by coordinators (“Socratic Style”; widespread use of provocative questions).
- Reading and group analysis of handouts of valuable knowledge pre-prepared by the Workshop Coordinator; meaningful knowledge transmitted through the handouts instead of using power point presentations.
- Q & A sessions (a moment for clarification of very specific questions by participants/a very important moment due to the participants’ cultural differences).

### Recommendations and conclusions from the workshop

The handouts used in the workshop may generate a very rich dialogue anywhere in the world. We recommend that the dialogues around the themes covered by the handouts which were started in this workshop continue in other forums.

Main conclusion: We need systemic multi-party partnerships for ESD instead of the traditional two-party associations. Also very important: ESD should not only be focused on new knowledge but especially on un-learning and dis-education, i.e., how to eradicate a non-sustainable modus operandi based on obsolete mental models. Furthermore, ESD on a more biological mode of dissemination rather than a top-down, mechanical, command and control form of “managing” the education processes in society.

## 7. Monitoring and Evaluation to learn – learning to Monitor and Evaluate

*Co-coordinated by DESD Monitoring and Evaluation Expert Group, UN Economic Commission for Europe (UNECE), and Institute for Global Environmental Strategies, Japan*

### Workshop presenters

- *Daniella Tilbury*, UN DESD Monitoring and Evaluation Expert Group (MEEG) (**Workshop co-coordinator and Chair**)
- *Robert J. Didham*, Institute for Global Environmental Strategies, Japan (IGES) (**Workshop co-coordinator and panellist**)
- *Roel Van Raij*, United Nations Economic Council for Europe, Monitoring and Evaluation Specialist Group (panelist)
- *Overson Shumba*, UN DESD Monitoring and Evaluation Expert Group (MEEG) (Chair of the panel)
- *Ralph Casterns*, Convener of the workshop 'ESD M&E Frameworks beyond 2014' in Cluster IV (speaker)

### Workshop rapporteur

- *Carolee Buckler*, Manitoba Education, Advanced Learning and a representative of the UNECE ESD Steering Committee

### Key points from presentations

The DESD International Implementation Scheme, approved by UNESCO Member States, identified Monitoring and Evaluation (M&E) as a core component. The DESD demonstrated that when participatory evaluation frameworks are adopted, M&E assists in capturing changes, in assessing progress and in catalysing action.

This workshop centred around sharing understanding and experiences of the M&E undertaken during the DESD with the purpose of drawing lessons for the effective implementation of the Global Action Programme (GAP) on ESD.

The workshop was opened by Daniella Tilbury with a brief presentation of four slides outlining the context – the DESD and UNESCO's monitoring and evaluation effort over the last ten years. Following this, an ice-breaker exercise enabled participants to interact, share reflections and meet one another. Participants were asked to respond to two questions:

- One key reason why we should do monitoring and evaluation?
- One key reason why we should not do monitoring and evaluation?

Three main points were raised by participants during the icebreaker:

- Monitoring and evaluation should not try to measure everything;
- It should not be measuring to rank;
- It should measure against benchmarks (i.e. objectives), rather than through comparing countries or institutions against each other.

This ice-breaker, facilitated by Daniella Tilbury, established a culture of collaboration and set the context for the moderated panel that followed.

The panel consisting of Robert Didham, Roel Van Raij, and Daniella Tilbury was convened in “Chat Show” style with Overson Shumba serving as moderator. The panelists provided brief responses to four questions posed by the moderator, capturing the diversity of experiences in the M&E of ESD during the DESD. The panelists shared lessons in: responding to policy commitments; changing contexts of ESD; collecting valid data; and engaging stakeholder groups. The panelists also provided recommendations for ESD and set the scene for future engagement with the GAP. Key points raised are as follows:

1) *How can knowledge and experiences gained in engaging stakeholders be strengthened in the Global Action Programme?*

**We need to not only consult stakeholders, but have the stakeholders participate directly in the monitoring and evaluation of their own work and share those findings/results.**

- We need to re-think the way in which we conduct M&E. It is not just done by external experts; M&E should engage and be conducted by those working in particular sectors with results shared up and across to support the implementation of change.
- There are so many different sectors and issues involved in ESD that it necessitates wider stakeholder engagement to ensure reporting across all sectors/issues of ESD.
- Increased stakeholder involvement from informal and non-formal education is necessary. Multi-stakeholder involvement is also important to capture the diverse impacts that actors have on making change sustainable.

2) *Who are the stakeholders?*

**The GAP should not be about a set of statistics, rather it should be about people working to monitor and improve how things are changing in their communities, classrooms, NGOs, etc.**

- Everyone is a learner, and everyone can be an educator. In the past, M&E has been done on us, but monitoring and data collection can be done by all of us.
- In formal education, we need to look at the schools, school administrators, teachers, teacher education institutes and students. In non-formal education it is much wider, encompassing the broader community. Identifying and engaging stakeholders from all sectors is key to advancing M&E processes.

3) *What experiences during the Decade should be brought forward in terms of resource mobilization for M&E?*

**Resources don't need to be extensive, but they need to be directed and situated.**

- Appropriate tools are needed such as self-evaluation tools, tools for formative and summative assessments in classrooms, and frameworks to support M&E. In addition, there is a need for more supportive systems for collection and analysis of data/information.
- Monitoring and evaluation is an important tool for learning what is going well; learning where there have been challenges; and reflecting lessons learnt back into the work being done in order to make improvements.
- The type of M&E needed should support planning, implementation and action for communities and actors to improve on their own action cycles.

4) *Can the monitoring and evaluation process help to build synergies between issues such as Education for All, MDGs, SDGs, and Sustainable Lifestyles?*



### **ESD provides the key mechanism for delivering on the quality education objectives.**

- There are two main issues with indicators for ESD. First, what is the learning impact? Secondly, what is the impact for sustainable development?
- We don't learn, just to learn. We learn to improve our planet. We need to look at the impact of learning on behaviours, changing consumption patterns, and how we work together.
- The SDGs are not just about learning as such, but improving different aspects of social development.
- How do we connect the tracking of implementation with the assessment of learning performance? What changes occur in the students? What is the value gained from ESD practice? How to understand in ESD what supports good practice? Understanding educational content of ESD (knowledge, skills and values) is important, but equally important are the learning processes themselves.
- ESD can help integrate the acceptability and adaptability aspects of education with the other international education goals (including access and attainment).
- We need to connect all of these agendas, but we do not yet know how to achieve this in practice. During the DESD, we learned that by asking specific questions, we encourage implementation. M&E is an important way to find answers, and it serves as an implementation strategy in itself which is aligned with tracking progress.

### **Activities**

Based on key questions and responses from the panel discussion, participants joined one of 5 discussion groups with a self-identified topic and a Chair appointed for each group. Topics covered are: stakeholder engagement; identifying and sharing resources for evaluation; the development and use of indicators; and, the bringing together of Post-2015 agendas through M&E.

In their groups, participants were asked to map opportunities, identify key challenges and make recommendations for the M&E of the Global Action Programme (see details below).

The workshop was drawn to a close by Ralph Casterns, who invited participants to explore these recommendations in greater depth at the M&E of GAP workshop scheduled for the last day of the conference (see Reports on Workshops in Cluster IV). This would ensure a continuation of conversations beyond this workshop and inform plans going forward for the GAP.

### **Recommendations and conclusions of the workshop**

At the end of the workshop, the Rapporteur, Carolee Buckler, had an opportunity to share with participants the key recommendations and conclusions captured to assure validity of the summary. The key messages included:

- Establish a baseline with a continuous and comprehensive evaluation process. There continues to be a need for baselines and monitoring as part of the assessment on ESD policy and practice.
- Set National targets for the Global Action Programme (GAP) on ESD. National authorities and stakeholders should be encouraged to identify key targets for the GAP. These targets could subsequently be used as the basis to identify indicators.
- Continue to develop leadership, create national ESD plans, and establish focal points and/or commissions.

- Strengthen ESD into existing M&E systems. Given that mechanisms for M&E are already part of international, national, regional and local education systems, integration of ESD into existing educational M&E systems may be appropriate.
- Ensure indicators are relevant and of good quality. Indicators need to be clearly defined and contextually/culturally relevant. Stakeholders' varying levels of awareness, progress and implementation need to be taken into account. What is considered to be ESD in one country may not be the same in another.
- Develop new resources and tools for monitoring and evaluation. The example of citizenship education demonstrates good innovation in M&E.
- Measure across sectors – qualitative indicators and non-standardized measures are needed.
- Share and make available more resources for stakeholders to undertake monitoring and evaluation. One example is to create an accessible database of indicators.
- Develop a system in which stakeholders are part of the M&E from the beginning.
- Consider developing several evaluation processes depending on the different stakeholders involved in ESD. There may be no single method for assessment. Issues of scale (global, national, local), sectors (formal, non-formal, in-formal), process (meta reviews of existing data, consultative processes), tools (quantitative data collection, case studies, local observations), etc. should be taken into account.

A clear message from the participants at the end of the workshop, is that going forward, the Global Action Programme on ESD will need to involve all stakeholders in the monitoring and reporting of ESD progress. Participants acknowledged the importance for M&E to look beyond the attainment of knowledge and skills, towards how ESD helps to shape citizens' lives and contributes to community and national sustainability. M&E should become a key component in making ESD implementation an evolving learning process, thus M&E serves as the pivot that moves from linear implementation to progressive cycles of action and reflection.

**Appendix A**

**Summary of Workshop I-3 Outcomes, organized according to the 5 priority action areas  
of the Global Action Programme on ESD**

Priority Action Area of the Global Action Programme on ESD		Activities	Initiatives	Proposals
<b>Priority 1</b>	<b>Mainstreaming ESD into Ed &amp; SD policies</b>	<ul style="list-style-type: none"> <li>Coordinated approaches to enable practice – policy – practice</li> <li>Leadership development to generate the political will for ESD continuity and advancement</li> <li>Advocacy and training for educational transformation of curriculum and teaching practice and development of methods/pedagogies etc...</li> </ul>	<ul style="list-style-type: none"> <li>Multi-sectoral approach</li> </ul>	<ul style="list-style-type: none"> <li>Policy reform and development</li> <li>Need to focus on Early Years (ECE) to begin S thinking during the formative, development years</li> <li>Across from ECE to higher Ed must be a holistic across the years and education levels</li> <li>Both formal and non-formal education</li> <li>Multi-sectoral and whole institutional approach is essential</li> </ul>
<b>Priority 2</b>	<b>Integrating S Principles into Ed and Training</b>	<ul style="list-style-type: none"> <li>Engage in research to look at ways of integrating S into learning to create enabling environments to develop curious learners</li> <li>Integrating across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Better use of ICT to enhance teacher development as well as the way we teach and learn</li> <li>Better links between policy, curriculum reform and pedagogical practice (teaching – learning) and evaluation of ESD work, and education in general</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensive and coherent approach to transforming education</li> <li>Redefining quality in context for sustainability</li> <li>Content-curriculum and pedagogy to be sustainability-inclusive and culture-inclusive</li> <li>Re-think the way we think about quality education and teacher education/ training</li> </ul>
<b>Priority 3</b>	<b>Capacity building educators/trainers</b>	<ul style="list-style-type: none"> <li>Need to explore new teaching methods for Sustainability thinking and practice</li> <li>Project based learning in teacher ed/training and in classrooms with students</li> <li>Capacity building for leadership in sustainability should be emphasized for better planning, holistic thinking, implementation etc...</li> </ul>	<ul style="list-style-type: none"> <li>Holistic thinking</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Education</li> <li>Capacity building at ALL Levels from ECE to Higher Ed.</li> <li>Better use of ICT in teaching and learning e.g. flipped classroom</li> </ul>
<b>Priority 4</b>	<b>Youth</b>	<ul style="list-style-type: none"> <li>A HOLISTIC approach brings together Youth and local communities</li> </ul>	<ul style="list-style-type: none"> <li>Child-to-child education or: peer learning should be encouraged in the future classrooms</li> <li>Capacity building and in-school/ out-of-school youth education and training require equal emphasis</li> </ul>	<ul style="list-style-type: none"> <li>Research – finding out about youth needs</li> <li>Young people as important agents of change within the local community</li> <li>Young people as leaders</li> </ul>
<b>Priority 5</b>	<b>Local Communities</b>		<ul style="list-style-type: none"> <li>Teachers and students should be working more closely with local communities</li> <li>Communities work more closely with schools to deliver ESD initiatives relevant to local needs</li> </ul>	<ul style="list-style-type: none"> <li>Local knowledge must be integrated into education systems, teacher ed/training</li> <li>Education must be culturally relevant if ESD is to have any real impact on the ground.</li> </ul>

Handouts distributed during Workshop I – 6**TOPIC 1****VALUES FOR SUSTAINABLE PUBLIC-PRIVATE PARTNERSHIPS**

- 1) All parties with **genuine interest** in achieving the essential purpose (related to a specific aspect of EDS) of the joint endeavour.
- 2) **Ethics and trust** guiding every decision taken by all parties. Possible conflict of interest situations quite well managed so as to reduce to zero the possibility of distortions (*vis-à-vis* the spirit of the purpose).
- 3) **Truth and transparency** governing the relationship between parties contributing to a natural flow of day to day operations and to the sustainability of the partnership.
- 4) **Simplicity** ensures the efficiency and effectiveness of the joint effort reach very satisfactory levels thus contributing to high levels of motivation and engagement of all members involved.
- 5) **Detachment and generosity** in the core of relationships of all parties helping not only in conflict resolution but also in avoiding the emergence of conflicts in the first place.

**Other relevant values?**

**Appendix B-2****TOPIC 2****PUBLIC-PRIVATE PARTNERSHIPS FOR ESD****Points for reflection:**

- **TWO-PARTY OR MULTI PARTIES:** Two-party partnerships **or** a whole society public-private partnership for ESD? (On one side: federal, state, local, communities; on the other side: corporations, smaller business organizations, entrepreneurs, individuals. How wide is our concept of “public” or “private”?)
- **INDEPENDENT OR INTEGRATED:** Large number of fragmented /disconnected partnerships **or** natural/integrated movement guided by overarching principles?
- **EDUCATION OR LEARNING:** Partnerships focused on top-down education **or** on bottom-up learning?
- **INNOVATION AND CORRECTION:** Priority placed on new updated knowledge on SD **or** also on **dis-education and unlearning** (the process of reviewing/renewing concepts and knowledge on SD that are not functional any more or never were)?
- **EDUCATION OR CULTURAL CHANGE:** A focus on pursuing/acquiring new updated knowledge on SD **or** promoting an overall **cultural** change in society?

**TOPIC 3****POSSIBLE OVERARCHING PRINCIPLES?****(for a public-private whole society movement for ESD)**

- 6) A CLEAR DIRECTION: Ensure that a well conceived vision of an ideal future (in which all citizens, quite conscious about the “*how to*” of sustainable development, live their day to day lives accordingly) guides the strategy and actions of all the members of the movement (ideally all members of society, from children and youngsters to citizens and leaders of all of its sectors).
- 7) ATTENTION TO THE WHOLE: Ensure that everything that can contribute for the actualization of that ideal future in terms of SD receives *proper attention* and as a result of it also receives adequate investments of human energy and material resources. (Important here: to avoid excessive attention to few traditional “priority” issues and little or zero attention to a large number of subtle equally or even more relevant topics).
- 8) INNOVATION + CORRECTION: Think and act systemically in pursuing that ideal future – not only taking into account innovations and new knowledge in ESD but also the correction of the distortions we have today in every activity that “educates” and builds cultural assumptions (important concepts here: “dis-education” and “un-learning”).
- 9) SELF ORGANIZING PROCESSES: Be proactive in creating stimuli that catalyzes self generated evolution of the society as a whole towards that ideal ESD vision, always counting on the ability that a society has - as a living organism - to self organize itself around a purpose/identity/vision that touches the essence of all of its members.
- 10) NATURAL MULTIPLICATION: Always relay on constructive more biological catalytic actions instead of mechanistic control actions (that tend to reduce significantly the multiplication potential of the movement). Think “virally” and use creatively the full potential of the emerging technologies and social networking capabilities.

**Other overarching principles?**