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IMPLEMENTATION OF THE UNITED NATIONS DECADE OF EDUCATION FOR SUSTAINABLE DEVELOPMENT (2005-2014): ADOPTION AND IMPLEMENTATION OF THE UNESCO STRATEGY FOR THE SECOND HALF OF THE DECADE

SUMMARY

Pursuant to 171 EX/Decision 6, 172 EX/Decision 10, 177 EX/Decision 9, 34 C/Resolution 19, 181 EX/Decision 5(I), 182 EX/Decision 8, 35 C/Resolution 13 and 184 EX/Decision 11, the Director-General presents the UNESCO Strategy for the Second Half of the United Nations (UN) Decade of Education for Sustainable Development (DESD, 2005-2014) and provides information on its implementation. Document 185 EX/INF.9 gives full details on the UNESCO strategy.

This document has financial and administrative implications (see paras. 16-17).

Action expected of the Executive Board: decision in paragraph 18.

1. The UNESCO Strategy for the Second Half of the United Nations (UN) Decade of Education for Sustainable Development (DESD) aims to support Member States and key stakeholders in addressing global sustainability challenges through education. The deliberations of the World Conference on Education for Sustainable Development (Bonn, 2009) and the 2009 Global Report on Learning for a Sustainable World: Review of Contexts and Structures for Education for Sustainable Development showed that much was achieved during the first half of the Decade. Particularly strong progress was made in increasing awareness of the significance of education for sustainable development (ESD), establishing national ESD coordination bodies and incorporating ESD into formal education. However, efforts must now be redoubled, in particular as regards the mobilization of resources, formulation of national policies, promotion of ESD in non-formal and informal education, enhancement of national and international networks and partnerships, and advocacy.

THE UNESCO STRATEGY FOR THE SECOND HALF OF THE UN DESD (2010-2015)

2. At its 184th session, the Executive Board examined the UNESCO Strategy for the Second Half of the United Nations Decade of Education for Sustainable Development (see document

184 EX/11), the full version of which is presented in document 185 EX/INF.9. This Strategy is now presented for final adoption by the Board in accordance with 184 EX/Decision 11.

3. Developed through an extensive multi-stakeholder consultative process,¹ and drawing on the findings and lessons learned from the first phase of the monitoring and evaluation process,² the Strategy takes into account the context of the global financial and economic crises, the 2015 Millennium Development Goal targets, the “green economy”, biodiversity and climate change as well as particular challenges within the different regions. Through this comprehensive strategy, UNESCO guides the international community towards achieving the goals of the Decade, while preparing the end-of-decade conference in Japan to sum up the DESD’s achievements and efforts (see Annex I and II) The Organization will serve as a change agent through education to stimulate fresh initiatives, promote new forms of cooperation, boost the spread of good practices in ESD and enhance partnerships in ESD to better mobilize and engage Member States and National Commissions, United Nations agencies, key civil society and private sector stakeholders, communities and individuals in order to promote the further integration of ESD into all types and settings of education at all levels, in **four key areas of strategic action**.

4. The Strategy will be implemented in collaboration with UNESCO’s DESD partners in line with the International Implementation Scheme (IIS) for the DESD and the Bonn Declaration. It will entail enhanced engagement with key stakeholders, including but not limited to National Commissions, youth, civil society including women’s and faith-based organizations, the private sector and the media.

5. In implementing the Strategy, the particular challenges and opportunities that have been identified for each region through different regional conferences, consultations and strategies will be fully reflected.

The UNESCO Strategy for the Second Half of the UN DESD: areas of action

6. An abbreviated version of the UNESCO Strategy for the Second Half of the UN DESD is set out below.

In 2010-2015, UNESCO will focus its efforts on four key areas of strategic action:

1. enhancing synergies with different education and development initiatives and strengthening partnerships among ESD stakeholders;
2. developing and strengthening capacities for ESD;
3. building, sharing and applying ESD-related knowledge; and
4. advocating for ESD, and increasing awareness and understanding of sustainability.

A. Enhancing synergies with different education and development initiatives

7. Achieving sustainable development requires a global change of mindsets, beliefs and behaviours, and education is vital to this task. Furthermore, sustainable development requires the

¹ The Strategy draws on the findings and lessons learned from the first phase of the monitoring and evaluation (M&E) process. It also builds on the UNESCO World Conference on Education for Sustainable Development and the Bonn Declaration (see 181 EX/INF.15) as well as on the outcomes of other key international ESD meetings (see 179 EX/INF.4 Rev., 180 EX/5 (Part IX) and 181 EX/5 Add.1). Finally, the Strategy is shaped by the shared vision of education that emerged from the four UNESCO international education conferences held in 2008-2009 (see 35 C/INF.16 and 35 C/INF.28 Rev.): a vision of holistic education systems that encourage equity and inclusion, quality learning, flexibility and innovation.

² As reflected in the 2009 DESD M&E report “Learning for a Sustainable World: Review of Contexts and Structures for Education for Sustainable Development” (<http://unesdoc.unesco.org/images/0018/001849/184944e.pdf>). See also document 35 C/54.

building of partnerships at all levels – local, national, regional and global – and this certainly applies to education where creating synergies between different education initiatives and harnessing the expertise existing within United Nations agencies, funds and programmes are essential. Moreover, ESD has a demonstrable relevance to the wider development agenda, particularly the MDGs. The integrated and systemic approach adopted by ESD is especially well-suited to creating and enhancing such synergies.

8. In line with its role as a catalyst for international cooperation, UNESCO will:

- (a) strengthen its leadership and coordination role for the DESD, in cooperation with other entities such as the United Nations Environment Programme (UNEP), UN-Habitat, the United Nations University (UNU) and the Education for All convening agencies (among others), through further enhancing:
 - coordination between United Nations agencies and other international and regional organizations for the implementation of DESD regional and national strategies and frameworks, as well as to incorporate ESD into “Delivering as One” United Nations strategies and MDG-related efforts;
 - inter-agency cooperation and engagement of the United Nations with the DESD, to foster closer synergies and linkages with other Decades, global initiatives and MDG-related processes;
- (b) continue and further extend dialogue with governments and other key stakeholders (in particular from civil society, the media and the private sector) in order to:
 - facilitate South-South and North-South-South cooperation, exchanges of experience and partnerships, and enhance the role of civil society, media and the private sector in arranging new ESD partnerships;
 - promote national ESD coordination efforts, by enhancing the linkages between ESD and EFA actions as well as between ESD and gender, livelihoods, climate change and disaster risk reduction;
- (c) continue to integrate ESD into UNESCO programming processes by:
 - further developing ESD intersectoral approaches, in particular through the ESD Intersectoral Platform, and by enhancing linkages between ESD and human rights education, inclusive education, water education, cultural diversity and gender equality;
 - further exploring and promoting linkages between the DESD and key international conventions focusing on biodiversity, climate change, desertification and cultural diversity;
 - enhancing synergies and complementarities with education initiatives such as the Teacher Training Initiative for Sub-Saharan Africa (TTISSA), the Literacy Initiative for Empowerment (LIFE).

B. Developing and strengthening capacities for ESD

9. Education must be reoriented so that it integrates sustainable development principles, values and practices that must take place, not only in formal education institutions, but also in many other learning processes and social settings. Moreover, although creating an education that empowers people to address important sustainable development challenges is a multistakeholder endeavour – a task for the whole society – the primary responsibility rests with government. To support this task, UNESCO recognizes that suitable policies and well-designed programmes must be put in

place. Reinforcing the abilities, competencies and professional knowledge of teachers and educators, and promoting a culture of monitoring and evaluation, are critical elements in this regard.

10. In line with its role as a capacity-builder, UNESCO will thus:

- (a) support Member States and other partners in implementing the DESD, particularly through:
 - providing support to ESD national implementation, through capacity development and policy advice, conducting training workshops for key stakeholders, and developing ESD policy tools/briefs and rosters of experts;
 - supporting regional reviews of ESD integration into sector-wide policies, as well as interregional cooperation on the development of educational policies and quality through ESD;
- (b) support Member States to reorient teacher education and training programmes towards sustainability, in particular by:
 - providing support to teacher education for all levels, settings and relevant subjects of education, in particular through assistance to ministries of education and higher education institutions in the analysis and revision of programmes and curricula;
 - strengthening ESD-specific teacher education, by reinforcing and supporting educators' communities of practice for adapting tools to local contexts, and exchanging on innovative approaches in ESD teaching and learning;
- (c) assist Member States in the further development of monitoring and evaluation frameworks, tools and indicators to assess ESD progress through:
 - continued implementation of DESD monitoring and evaluation, in:
 - Phase II on processes and learning related to ESD (2010-2011);
 - Phase III on impacts and outcomes of the DESD (2012-2015);
 - conducting M&E capacity development activities to develop and support integration of ESD indicators in educational policies and poverty reduction strategies, and enhancing interregional cooperation.

C. Building, sharing and applying ESD-related knowledge

11. Knowledge is an essential component of education for sustainable development. Promoting research, supporting the development of scientific understanding, and sharing and disseminating the vast amount of available knowledge, including traditional and indigenous knowledge, are central activities within the DESD. UNESCO will support the development of national research agendas and assist in building the capacity of higher education institutions to engage in ESD-related research and innovation.

12. In line with its role as a laboratory of ideas, UNESCO will:

- (a) promote ESD-related research through UNESCO's programmes, institutes and networks by:

- generating knowledge, sharing new approaches and enhancing evidence-informed policy dialogue, by promoting research programmes, initiatives, good practices and consultations, in particular in areas such as TVET, water education and public/private partnerships;
 - supporting the development of national research agendas, including further networking with communities of research and practice, and developing ESD policy research on curricular innovations and teacher training;
- (b) strengthen its performance as a clearing house by:
- promoting and disseminating information on ESD programmes, research, innovations, good practices, guidelines and learning materials, through various means;
 - pursuing the DESD publication series through further identification and dissemination of good practices, publication of technical papers, policy briefs, case studies and guidelines;
- (c) mobilize and make full use of the expertise that exists within UNESCO's programme sectors and its networks with a view to:
- continuing intersectoral activities and enhancing cooperation between Intersectoral Platforms (ESD, Climate Change, PCPD, SIDS, Foresight and Anticipation, Science Education);
 - promoting, build and share ESD knowledge and learning, by reinforcing cooperation with UNESCO networks, in particular UNESCO Chairs, the UNESCO Associated Schools Project Network (ASPnet), the MAB Network of Biosphere Reserves and World Heritage.

D. Advocating for ESD, and increasing awareness and understanding of sustainability

13. The success of the Decade rests on formulating and sharing a common vision of ESD and on mobilizing support for the DESD in both general and targeted ways. Civil society, the media and the private sector are vital partners for achieving large-scale mobilization. Increasing the visibility and improving the profile of ESD, especially among educators, policy-makers and young people, are needed to ensure that the sustainable development agenda becomes better known and more widely accepted.

14. In line with its role as a clearing house, guided by its task manager responsibilities for Chapter 36 (Promoting Education, Public Awareness and Training) of Agenda 21, and building on the revised DESD Communication Strategy, UNESCO will:

- (a) strengthen its lobbying/advocacy role to increase the visibility of the Decade by:
- enhancing public outreach, awareness and mobilization through a multifaceted communication approach, including advocacy campaigns and events, training for media professionals, and communication at international and regional events;
 - supporting initiatives linking education to socio-economic development, encouraging the development of schools-community partnerships, and supporting stakeholders in lobbying for proper ESD implementation measures;
- (b) develop advocacy resource tools to highlight ESD's relevance and importance by:

- highlighting ESD's relevance to global sustainability challenges by mobilizing around key themes and events, developing training and advocacy tools for different stakeholders, and documenting DESD implementation from local and global viewpoints;
 - advocating for the mobilization of adequate resources and funding for ESD, through information exchange on innovative tools for resource mobilization, development of fundraising strategies and identification of possible donors;
- (c) intensify its efforts and initiatives to put ESD higher on the international agenda through:
- promoting the DESD by positioning ESD around relevant issues being debated, participating in key events on education and bringing ESD to the agenda of these meetings; and
 - highlighting the relevance and importance of ESD in major education and development forums and processes (such as G8, G20, CSD, EFA High-Level Group, E-9 initiative, United Nations Chief Executives Board, Davos Forum, 2012 United Nations Conference on Sustainable Development (Rio+20), etc.).

Implementation of the Strategy

15. In line with the Strategy, UNESCO is providing support to Member States in implementing the DESD through the four key areas of action set out above. Member States are invited to consult document 185 EX/4 for further information in this regard. Some examples of recent action include: building of partnerships and advocating for ESD at fora such as the Commission on Sustainable Development (New York, May 2010) and through the development of an electronic-medium resource (CD-ROM) on Climate Change Education for Sustainable Development; work with media and education ministries in Asia and the Pacific to increase awareness of the relevance of ESD in relation to internationally agreed development goals; provision of technical support to governments in Latin America and the Caribbean to monitor and evaluate national implementation of the Decade in their countries; development by UNESCO Chairs of an interactive online platform on research and teaching of ESD. Moreover, a new initiative on climate change and education is currently being prepared in response to Member States' requests for activities focused on this area. Finally, preparations are under way for the presentation of the Mid-Decade Review of the DESD at the United Nations General Assembly (New York, November 2010), with associated side events.

Financial and administrative implications

16. The DESD Secretariat will seek to increase and diversify extrabudgetary funds in order to support the implementation of the Strategy. Indeed, executing the strategy will require building up stronger ESD backstopping capacity at Headquarters, in regional bureaux and field offices. This may require UNESCO to seek assistance from external experts, possibly via extrabudgetary funding and secondments, and to strengthen partnerships and networking.

17. The financial and administrative implications of the activities proposed in this strategy for 2010-2011 therefore fall within the parameters of the current 35 C/5 document, while those for the following two biennia (2012-2013 and 2014-2015) will be taken into account in the planning and preparation of the biennial work plans. Furthermore, Member States are invited to make voluntary contributions to ensure the full implementation of the strategy.

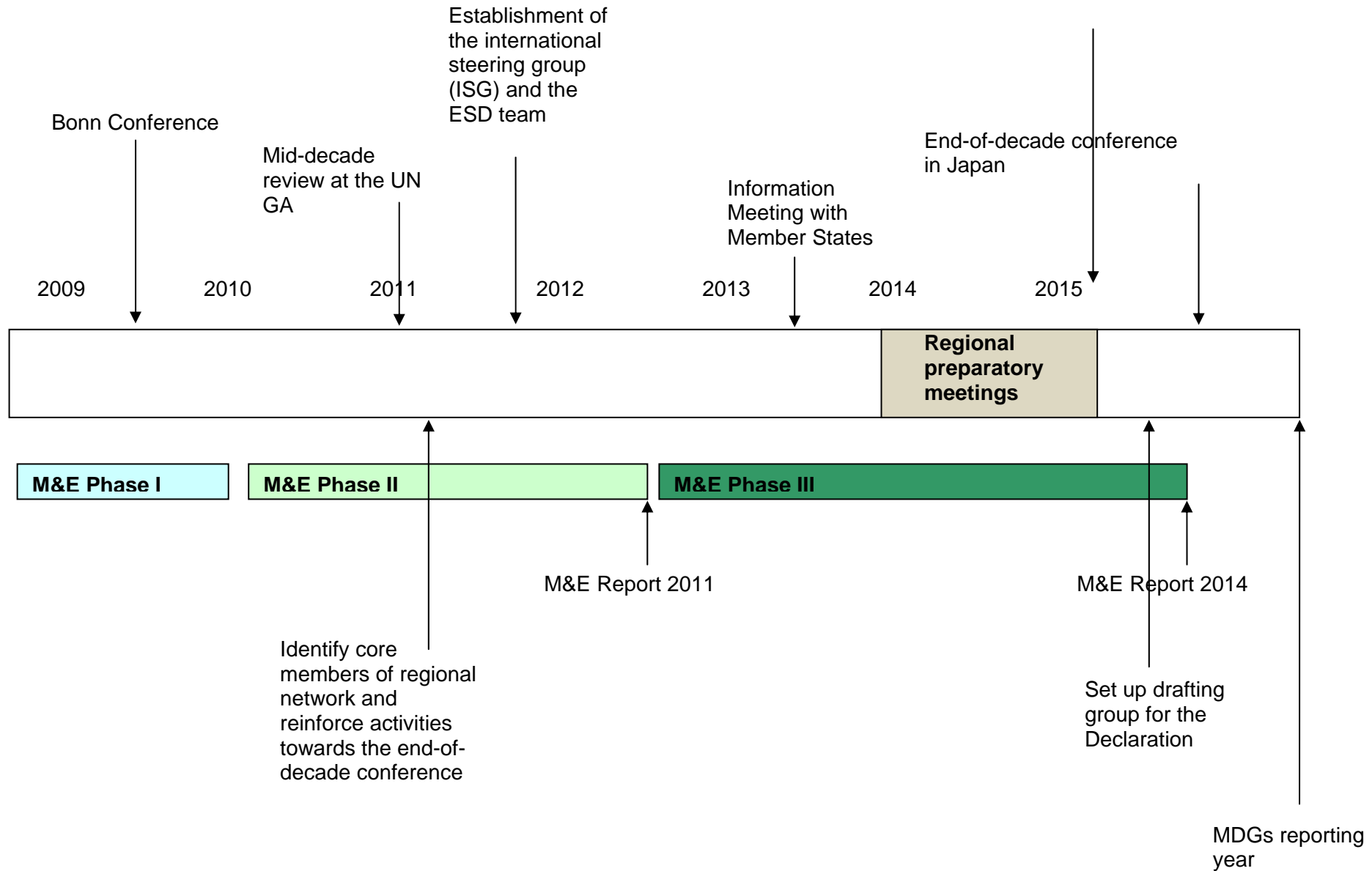
Action expected of the Executive Board

18. In the light of the above, the Executive Board may wish to adopt a decision along the following lines:

The Executive Board,

1. Recalling 171 EX/Decision 6, 172 EX/Decision 10, 177 EX/Decision 9, 34 C/Resolution 19, 181 EX/Decision 5(I), 182 EX/Decision 8, 35 C/Resolution 13 and 184 EX/Decision 11,
2. Having examined documents 185 EX/9 and 185 EX/INF.9,
3. Adopts the UNESCO Strategy for the Second Half of the United Nations Decade of Education for Sustainable Development, and recognizes the comprehensive nature of the Bonn Declaration as an important contribution for guiding work on ESD in the second half of the United Nations Decade of Education for Sustainable Development;
4. Invites all Member States to participate actively in the implementation of the UNESCO Strategy for the Second Half of the United Nations Decade of Education for Sustainable Development;
5. Calls upon the Director-General to:
 - (a) mobilize all UNESCO's programme sectors and networks to actively contribute to the implementation of the Strategy;
 - (b) present the Strategy to the United Nations General Assembly at its 65th session in autumn 2010.

ANNEX I



ANNEX II

Draft road map to the end-of-Decade conference

On the basis of a proposal by the Japanese Permanent Delegation

1. Issues requiring prompt decisions

- (a) Venue, dates and category of the end-of-Decade conference

2. Essential items for preparing and running the Conference

- (a) Identify core members of regional networks and reinforce ESD activities

Identify key stakeholders and activity details for reinforcing regional networks in preparation of the last years of the Decade

- (b) Establishment of an international steering group (ISG) for the conference

- (c) Regional preparatory meetings

Regional preparatory meetings will be organized through cooperation between UNESCO offices in the different regions and the respective core members of regional networks

- (d) Establish a team-in-charge at UNESCO Headquarters

(i) Establish a cross-sectoral "ESD team" to facilitate true intersectoral cooperation within Headquarters

(ii) Provide information to Member States in a timely manner (organizing an information meeting)

- (e) Create a dedicated conference website

- (f) Drafting the final declaration

Establish a drafting group to discuss and prepare the conference's final declaration



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FOR SUSTAINABLE DEVELOPMENT (2005–2014):
ADOPTION AND IMPLEMENTATION OF THE UNESCO STRATEGY
FOR THE SECOND HALF OF THE DECADE**

ADDENDUM

SUMMARY

This document sets out the full UNESCO strategy for the Second Half of the United Nations Decade of Education for Sustainable Development (DESD, 2005-2014).

INTRODUCTION

The UNESCO Strategy for the Second Half of the United Nations (UN) Decade of Education for Sustainable Development (DESD) draws on the findings and lessons learnt from the first phase of the DESD monitoring and evaluation (M&E) process (as reflected in the 2009 DESD M&E report *Learning for a Sustainable World: Review of Contexts and Structures for Education for Sustainable Development*,¹ (see also document 35 C/54). It also builds on the UNESCO World Conference on ESD and the Bonn Declaration (see Annex 2 and document 181 EX/INF.15) as well as on the outcomes of other key international ESD meetings (see documents 179 EX/INF.4 Rev., 180 EX/5 (Part IX) and 181 EX/5 Add.1). The Bonn Declaration gives particular emphasis to the importance of education for the global development agenda and underlines the essential contribution of ESD to shaping the purpose, content and quality of all education. The UNESCO strategy will be implemented in line with the International Implementation Scheme (IIS), which, along with the Bonn Declaration, will provide the global strategic framework for UNESCO and its DESD partners during the second half of the Decade.

The Strategy takes into account key DESD regional challenges² and opportunities. It is also shaped by the shared vision of education emerging from the four 2008-2009 UNESCO international education conferences (see documents 35 C/INF.16 and 35 C/INF.28 Rev.):³ one of education systems that encourage equity and inclusion, quality learning, flexibility and innovation. While UNESCO puts highest emphasis on achieving Education for All (EFA), the Organization's actions in education extend beyond this, to pay explicit attention to inclusion, social cohesion and social justice, to lifelong learning and to the crucial role of higher education and research.

Through this comprehensive strategy for an accelerated and focused implementation of the DESD, UNESCO will strive to guide the international community towards achieving the goals of the Decade while preparing the End-of-Decade Conference to be held in Japan in 2014 to sum up the DESD's achievements and efforts. The results from the M&E process and the Decade in general will be presented and summarized at the Conference.

The overall goal of the UNESCO Strategy for the Second Half of the DESD is to support Member States and other stakeholders in addressing global sustainable development challenges at regional, national and global level through ESD, thus addressing the challenges of learning for bringing about a more sustainable world.

THE GLOBAL CONTEXT

The global financial and economic crisis⁴ has highlighted the weaknesses of prevailing economic paradigms and, in the process, stimulated a questioning of widely held assumptions about desirable lifestyles, development models and personal values. The very suddenness with which the crisis occurred was a shock to those who took stability and continuity for granted. Hopes for speedy recovery have therefore been joined by a desire for viable, long-term solutions and greater sustainability, especially in the perspective of other crises concerning climate change, natural disasters, food and energy.

Education in general has been affected by the multiple crises – not only in terms of threats to budgets, aid flows and learning opportunities, but also in terms of the very purposes of

¹ See <http://unesdoc.unesco.org/images/0018/001849/184944e.pdf>.

² See Chapter 2 of the 2009 DESD M&E report, <http://unesdoc.unesco.org/images/0018/001849/184944e.pdf>.

³ See also <http://unesdoc.unesco.org/images/0018/001841/184163e.pdf>.

⁴ See also documents 35 C/INF.11, 35 C/INF.27 and 35 C/INF.33.

education: what kind of society and economy, indeed what kind of future, should education prepare learners for? And how should it respond to the changing realities around us as well as prepare for – and contribute to – a different future? These types of questions have long been important components of Education for Sustainable Development (ESD), but have now, in 2010, acquired new urgency and relevance. This was well captured by the Bonn Declaration: “Investment in Education for Sustainable Development is an investment in the future”.

The United Nations system sees an alternative future emerging out of the crisis in terms of a “Green Economy”. The Interagency Statement of 25 June 2009 on “Green Economy: a Transformation to Address Multiple Crises”⁵ clearly states that “the shift towards a green economy requires education for sustainable development”. Indeed, building green economies and sustainable societies requires more than clean technologies. Humankind will not solve the problems it faces today with the same values and approaches that created them. Hence, the international community needs to understand green economies as sustainable societies, creating a balance between environmental, societal, cultural and economic considerations in the pursuit of an enhanced quality of life.⁶ A key advantage of the concept of sustainable development is that, through its social, economic and environmental pillars as well as its cultural and ethical dimensions, global challenges are understood in all their complexity.

A case in point is climate change, the debate over which in recent years has drawn on scientific evidence regarding the impact of human activities on global warming and has mobilized the international community to address climate change⁷ and the increase in climate-related disasters. From Kyoto to Copenhagen, this problem is perceived by a great majority as having implications only for the environment. However, its complexity, its multiple implications, its global scale and the need for local action call for considering climate change through a dynamic interface between environmental, economic, social and cultural factors. Indeed, climate change is not solely environmental in terms of its root causes (economic development models, industrialization, urbanization, consumption and lifestyle patterns, etc.), nor in terms of its actual and anticipated effects (increased scarcity of resources, flows of refugees, etc.), or the means through which it may be mitigated (international conventions on carbon emissions, national green taxes, awareness-raising programmes, etc.) This is why UNESCO promotes ESD as the best framework for addressing climate change issues through education.

To make an enhanced and more visible educational contribution to the international response to climate change, in line with paragraph 16 (g) of the Bonn Declaration, UNESCO is developing a Climate Change Education for Sustainable Development Initiative, to enhance and promote active learning and innovative ways of framing the climate change issue so that it makes sense in the context of people’s daily lives, helping to translate passive awareness into active concern and behaviour change. This initiative seeks to help children and young people understand, address and adapt to the impacts of climate change and to

⁵ See <http://content.undp.org/go/newsroom/2009/june/green-economy-a-transformation-to-address-multiple-crises.en>.

⁶ See UNESCO Future Forum on “Moving Towards a Green Economy and Green Jobs” (http://portal.unesco.org/en/ev.php-URL_ID=46207&URL_DO=DO_TOPIC&URL_SECTION=201.html) and on “Mitigating Climate change – Building a Global Green Society” (http://portal.unesco.org/en/ev.php-URL_ID=46713&URL_DO=DO_TOPIC&URL_SECTION=201.html)

⁷ See also UNESCO’s Strategy for Action on Climate Change (<http://unesdoc.unesco.org/images/0016/001627/162715e.pdf>); http://www.unesco.org/en/education/dynamic-content-single-view/news/education_for_sustainable_development_crucial_to_tackle_climate_change/back/9195/cHash/633f273139/, and ESD Day at 35th General Conference (http://www.unesco.org/en/education/dynamic-content-single-view/news/esd_day_at_unescos_general_conference/browse/1/back/9195/cHash/c8b38482f6/).

build a new generation of climate change aware citizens, while also encouraging the changes in attitudes and behaviours needed to put our world on a more sustainable development path. In particular, the initiative aims to;

1. strengthen the capacity of Member States to provide quality climate change education focusing at primary and secondary school level in the area of policy reform and development, curriculum review and renewal, and education of teachers and other educational personnel;
2. encourage and enhance innovative teaching approaches to integrate quality climate change education for sustainable development in school through science education, disaster and risk education, TVET, skills development for green economy, preparing for skills adapted to a changing environment and by applying “whole school approaches”;
3. raise awareness about climate change and enhance non-formal education programmes through media, networking and partnerships.

The DESD must be seen in the framework of the wider development agenda. Indeed, ESD is a long-term endeavour going far beyond the end of the Decade. While the Decade will come to an end in 2014, the year 2015 will be crucial, as it is the reporting year for both the Hyogo Framework of Action⁸ and the United Nations Millennium Development Goals (MDGs).⁹ ESD is closely linked to MDG 2 (focused on primary education), MDG 7 (concerning environmental sustainability) and MDG 8 (for a global development partnership), but relates and clearly contributes to the achievement of each of the other MDGs. ESD is relevant to all environmental, cultural, economic and socio-political contexts, and provides a concrete tool for addressing global sustainable challenges through education, taking into account regional specificities, challenges and priorities.

ESD influences education towards effectively addressing current global challenges. ESD promotes, for instance, a sense of both local and global responsibility, encourages future-oriented and critical thinking, integrates traditional knowledge, builds recognition of global interdependence and promotes reflection on new lifestyles that combine well-being, quality of life and respect for nature and other people. ESD is transformative education at heart. The current context therefore gives us a chance to improve educational systems with a view to increasing both the quality and the relevance of education in this fast-changing world.

KEY AREAS OF STRATEGIC ACTION FOR THE SECOND HALF OF THE DESD (2010-2015)¹⁰

The DESD concerns everyone. It is up to everyone to contribute, in ways large and small, to changes in thinking, values, attitudes and behaviours conducive to achieving sustainable development. To this end, UNESCO is committed to serving as a change agent through education to mobilize Member States, United Nations agencies, partners, communities and individuals to promote ESD and implement the Decade.

Based on the recommendations from the resolution of the 35th session of the General Conference and the decision of the 182nd session of the Executive Board, extensive consultations have been conducted internally and externally, including with DESD technical and advisory expert groups and committees, such as the member agencies of the United Nations Inter-Agency Committee for the DESD.

⁸ See <http://www.unisdr.org/eng/hfa/hfa.htm>.

⁹ See <http://www.un.org/millennium/declaration/ares552e.htm>.

¹⁰ See also document 35 C/54.

Developed through a multi-stakeholder consultative process, this global strategy aims to ensure ownership and commitment on the part of UNESCO's programme sectors, institutes and field offices for an accelerated and focused implementation of the DESD, and support to the regional and national ESD strategies and frameworks¹¹ currently in place. The Strategy provides a set of focused priorities through which UNESCO will put knowledge into action and promote the further integration of ESD into all types and settings of education at all levels. UNESCO seeks to create an enabling environment for promoting ESD and developing the capacity of Member States and other stakeholders and partners to promote the goals of the DESD, thereby also contributing to the fulfilment of the Education for All (EFA) goals and the Millennium Development Goals (MDGs).

UNESCO will serve as a change agent through education to stimulate fresh initiatives, promote new forms of cooperation, boost the spread of good practices in ESD and place strong emphasis on enhancing partnerships in ESD to better mobilize and engage with key stakeholder groups. The Strategy will entail enhanced engagement with key stakeholders, including but not limited to UNESCO's National Commissions, youth, civil society including women's and faith-based organizations, the private sector and the media.

Evidence from good practices in ESD indicates that success factors include strong and effective partnerships that can contribute to promoting ESD, as well as enhanced promotion of ESD in school education and school-community coordination. There is, however, a need to strategically and carefully plan to ensure the benefits of partnerships. In particular, establishing and managing a wide range of stakeholders with different objectives, interests and approaches can be very time-consuming, and lack of clarity about the respective roles and responsibilities of partners can create difficulties. An essential element for ensuring an efficient implementation of the DESD is thus better engaging with key stakeholders, such as:

- UNESCO National Commissions, through providing them support and assistance in addressing ESD issues, in encouraging the development of coordinating mechanisms and in playing an important role in the DESD monitoring and evaluation process;
- youth, through fostering initiatives and partnerships that open up spaces for identifying, testing and implementing youth-led ideas and innovative approaches, in collaboration with a variety of international, regional and national youth and student organizations;
- civil society, including women's organizations and faith-based organizations, through support for ESD communities of practice and exchanges of good ESD experiences;
- United Nations agencies like United Nations Environment Programme (UNEP), UN-Habitat, United Nations Children's Fund (UNICEF) and others, notably through the UN Inter-Agency Committee for the DESD (IAC);
- the private sector, through assistance with staff awareness-raising and outreach programmes, within the framework of professional development and corporate social responsibility activities; and

¹¹ See Africa (http://www.dakar.unesco.org/news/pdf07/observatory_strat.pdf), Arab States (<http://unesdoc.unesco.org/images/0016/001619/161944m.pdf>), Asia (http://www.unescobkk.org/fileadmin/user_upload/esd/documents/esd_publications/working-paper.pdf), Pacific (<http://unesdoc.unesco.org/images/0014/001476/147621e.pdf>), Latin America (<http://www.oei.es/decada/portadas/estrategiaregional.htm>) and Europe & North America (<http://www.unece.org/env/documents/2005/cep/ac.13/cep.ac.13.2005.3.rev.1.e.pdf>).

- the media, through providing good ESD examples, stories and contacts to stimulate debate and disseminate information among the wider public.

In 2010-2015, UNESCO will focus its efforts on the following four key areas of strategic action:

A. Enhancing synergies with different education and development initiatives (EFA, MDGs, United Nations Literacy Decade (UNLD), the Global Initiative on Education and HIV/AIDS (EDUCAIDS), Hyogo Framework of Action, etc.) and strengthening partnerships among ESD stakeholders

Achieving sustainable development requires a global change of mindsets, beliefs and behaviours, and education is vital to this task. Furthermore, sustainable development requires the building of partnerships at all levels – local, national, regional and global – and this certainly applies to education, where creating synergies between different education initiatives and harnessing the expertise in United Nations agencies, funds and programmes are essential. Moreover, ESD has a demonstrable relevance to the wider development agenda, particularly the MDGs. The integrated and systemic ESD approach is especially well suited to creating and enhancing such synergies.

As a promoter of international cooperation, UNESCO will focus its actions on:

- the leadership and coordination role of UNESCO for the DESD, through enhancing coordination between United Nations agencies and international and regional organizations for the implementation of DESD regional and national strategies and frameworks, fostering closer synergies and linkages with other Decades, global initiatives and MDG-related processes, and incorporating ESD into “Delivering as One” United Nations strategies and MDG-related efforts;
- dialogue with governments and other key stakeholders to facilitate global and regional partnerships, through promoting South-South and North-South-South cooperation through building more effective networks and promoting national ESD coordination efforts, notably enhancing the linkages between ESD and EFA actions as well as between ESD and gender, sustainable livelihoods, climate change, biodiversity and disaster risk reduction; and
- integration of ESD in UNESCO’s own programmes and relevant international normative instruments, by further developing intersectoral approaches, in particular through the ESD Intersectoral Platform, and by enhancing linkages between the DESD and key international conventions focusing on biodiversity, climate change, desertification and cultural diversity.

B. Developing and strengthening capacities for ESD

Reorienting education to integrate sustainable development principles, values and practices must take place not only in formal education institutions but also in other learning processes and social settings. Moreover, although creating an education that empowers people to address important sustainable development challenges is a multi-stakeholder endeavour – a task for the whole society – the primary responsibility rests with government. To support this task, UNESCO recognizes that suitable policies and well-designed programmes must be put in place. Reinforcing the abilities, competencies and professional knowledge of teachers and educators as well as promoting a culture of monitoring and evaluation are critical elements in this regard.

As a capacity-builder, UNESCO will focus its actions on:

- capacity-building and policy advice to support national ESD implementation, especially in formal schooling, by enhancing upstream capacity development and policy advice, conducting training workshops for key stakeholders, using and reinforcing existing networks in ESD capabilities, including UNESCO networks, such as the UNESCO Associated Schools Project Network (ASPnet), developing ESD policy tools/briefs and supporting regional reviews of ESD integration into sector-wide policies as well as interregional cooperation on the development of educational policies and quality through ESD;
- reorientation of teacher education and training programmes, through providing support and assistance to Ministries of Education and higher education institutions in the analysis and revision of programmes and curricula, reinforcing and supporting educators' communities of practice for adapting tools to local contexts, and exchanging on innovative approaches in ESD teaching and learning, in particular with view of integrating climate change education; and
- assessment of ESD progress, through conducting new M&E capacity development activities, enhancing interregional cooperation and continuing the implementation of qualitative and quantitative DESD Monitoring and Evaluation for Phase II (2010-2011) on the processes and learning related to ESD and Phase III (2012-2015) on the impacts and outcomes of the DESD.

C. Building, sharing and applying ESD-related knowledge

Knowledge is an essential component of ESD. Promoting research, supporting the development of scientific understanding, and sharing and disseminating the vast amount of available knowledge, including traditional and indigenous knowledge, are central activities within the DESD. UNESCO will support the development of national research agendas and assist in building the capacity of higher education institutions to engage in ESD-related research and innovation.

As a laboratory of ideas, UNESCO will focus its actions on:

- supporting research institutions to generate knowledge, share new approaches and enhance evidence-based policy dialogue, by promoting the development of national research agendas, research programmes, initiatives, good practices and consultations in particular in areas such as technical and vocational education and training (TVET), climate change, water education and public/private partnership;
- collecting and disseminating information on ESD programmes, research, innovations, good practices and materials, through various means, including the DESD publication series; and
- applying the expertise available in UNESCO networks to its education programmes (in particular UNESCO Chairs, Teacher Training Initiative for Sub-Saharan Africa (TTISSA), UNESCO Associated Schools and the Man and Biosphere (MAB) Network of Biosphere Reserves, etc.) to promote, build and share ESD knowledge and learning; and enhancing cooperation amongst Intersectoral Platforms (ESD, climate change, post-conflict post disaster (PCPD), small island developing states (SIDS), Foresight and Anticipation, Science Education).

D. Advocating for ESD, and increasing awareness and understanding of sustainability

The success of the Decade rests on the formulation and sharing of a common vision of ESD and on mobilization of support for the DESD in both general and targeted ways. Civil society, the media and the private sector are vital partners for achieving large-scale mobilization. Increasing the visibility and improving the profile of ESD, especially among educators, policy-makers and young people, are necessary to ensure that the sustainable development agenda becomes better known and more widely accepted.

As task manager for Chapter 36 (Promoting Education, Public Awareness and Training) of Agenda 21, UNESCO will focus its actions on:

- lobbying/advocacy to increase the visibility of the Decade through public outreach, awareness and mobilization, including advocacy campaigns and events, training for media professionals, and communication at international and regional events, in particular concerning climate change;
- highlighting ESD's relevance to global sustainability challenges by mobilizing around key themes and events, developing training and advocacy tools for different stakeholders in formal, non-formal and informal educational contexts, paying particular attention to early childhood care and education and lifelong learning pathways, and documenting DESD implementation from local and global viewpoints;
- mobilization of increased funding for ESD, through information exchange on innovative tools for resource mobilization, development of fundraising strategies and identification of possible donors; and
- lobbying for the inclusion of ESD on the agenda of international fora and conferences, through highlighting the relevance and importance of ESD to relevant issues being debated, participating in key events on education, and bringing ESD to the agenda of major education and development forums.

The Strategy will be implemented in line with the proposed actions in Annex I.

LOOKING TO THE FUTURE

Information on progress made in the implementation of the Strategy will be provided through the Director-General's reports on the execution of the programme adopted by the General Conference (EX/4), at every session of the Executive Board until the end of 2014, as well as through specific progress reports to the 2011 and 2013 Executive Board sessions prior to the 36th and 37th sessions of the General Conference.

A key moment, marking the conclusion of the DESD, will be the End-of-Decade Conference to be co-organized in 2014 by Japan and UNESCO. This will provide an opportunity to take stock of achievements during the DESD and explore how to continue the work of this global movement in favour of education and learning for sustainability in future years. Furthermore, an end-of-decade report will be presented to the United Nations General Assembly in 2015.

ANNEX I

PROPOSED ACTIONS FOR IMPLEMENTING THE KEY AREAS OF STRATEGIC ACTION

A. Enhancing synergies with different education and development initiatives and strengthening partnerships among ESD stakeholders

(a) strengthen UNESCO's leadership and coordination role for the DESD

- incorporate ESD into “Delivering as One” United Nations strategies at country level, particularly through United Nations Development Assistance Framework (UNDAF) processes, as well as strengthening MDG-related efforts in partnership with other agencies and organizations;
- further enhance the United Nations' engagement with the DESD, especially through cooperation with other United Nations entities such as the United Nations Environment Programme (UNEP), UN-Habitat, United Nations University (UNU), United Nations Children's Fund (UNICEF), the United Nations International Strategy for Disaster Reduction (UN/ISDR) and the Education for All convening agencies;
- strengthen inter-agency cooperation, particularly through:
 - o enhanced coordination between United Nations agencies, international and regional organizations on DESD strategies and actions, such as:
 - in Africa, strengthen partnerships with UNEP/Global Environment Facility (UNEP/GEF) at regional level;
 - in the Arab States region, expand the DESD Regional Task Force to include new members from United Nations agencies, international and regional organizations;
 - in Asia and the Pacific, strengthen the United Nations DESD Interagency Steering Committee's consultative role;
 - in Latin America and the Caribbean, strengthen partnership with the UNEP Regional Office and the Earth Charter Secretariat;
 - o the Inter-Agency Committee for the DESD to enhance the visibility of United Nations involvement in the DESD, to organize joint events at key United Nations meetings including Commission on Sustainable Development (CSD) sessions, to develop joint publications related to ESD;
 - o follow-up on agreements signed between UNESCO and various organizations that concern ESD, such as those with UNEP, UN-Habitat, Organization for Economic Co-operation and Development (OECD), the Commonwealth Secretariat;
 - o support the implementation of the different regional ESD strategies and frameworks, in coordination with relevant partners in the regions;
- foster closer linkages between human rights education and ESD in the development and implementation of a plan of action for the 2nd phase (2010-2014) of the World Programme for Human Rights Education (WPHRE);

- enhance cooperation with UNESCO networks such as University Twinning and Networking (UNITWIN), the UNESCO Chairs and the UNESCO Associated Schools Project Network (ASPnet);
- strengthen collaboration with category I and II centres and institutes to create synergies of expertise in pursuit of DESD goals;
- enhance possible synergies and linkages with other Decades and global initiatives: United Nations Literacy Decade, United Nations Decade for Action – Water for Life, United Nations Decade of the World's Indigenous Peoples, Alliance of Civilizations, the Global Initiative on Education and HIV/AIDS (EDUCAIDS), Hyogo Framework for Action 2005-2015 and with MDG-related processes, as well as United Nations commitments to cultural diversity and intercultural dialogue;
- coorganize the end-of-Decade Conference with Japan.

(b) continue and further extend dialogue with governments and other key stakeholders to facilitate global and regional partnerships

- facilitate South-South and North-South-South cooperation and partnerships within the Decade;
- enhance the linkages between ESD and EFA through initiating ESD/EFA dialogues with key stakeholders as well as looking at enhancing linkages between ESD and gender, climate change and disaster risk reduction, in particular with regard to the implementation of the Hyogo Framework for Action Priority 3;
- initiate the development of stronger liaison with the media for regular and high-quality reporting on sustainable development issues;
- organize meetings with, promote exchanges with, and enhance the role of civil society, including youth organizations and faith-based organizations, non-governmental organizations (NGOs), and the private sector in arranging new partnerships and the implementation of ESD activities;
- advocate the incorporation of ESD into school curricula and national educational plans as well as in non-formal and informal educational methods;
- engage closer with National Commissions, responsible Ministries, Permanent Delegations and other State actors in order to promote national coordination of ESD efforts, in particular:
 - o in Africa, advocate for the establishment of national ESD multisectoral committees in the Economic Community of West African States (ECOWAS) and Commission de la Communauté Economique et Monétaire de l'Afrique Centrale (CEMAC), as well as support the work of ESD National Committees in Southern African Development Community (SADC) and East African Community (EAC);

- o in the Arab States region, provide technical support to Member States in expanding the role of ASPnet, International Centre for Technical and Vocational Education and Training (UNEVOC), and UNESCO Chairs in achieving the EFA goals and the MDGs through ESD actions;
- o in Asia and the Pacific, provide technical assistance to Member States on the integration of ESD into education policy and planning while taking existing EFA efforts into account;
- o in Latin America and the Caribbean, include and maintain ESD in the Regional Project on Education for Latin America and the Caribbean (PRELAC), 2002-2017 agenda;
- o in Europe and North America, further develop cooperation with United Nations Economic Commission for Europe (UNECE) on the use of ESD indicators developed by its expert group;

(c) further integrate ESD into UNESCO programming processes and in important international normative instruments

- further develop ESD intersectoral approaches, in particular through the ESD Intersectoral Platform, and the development of joint intersectoral material to promote multiperspective approaches to sustainable development challenges;
- enhance linkages between ESD and human rights education, inclusive education, cultural diversity and gender equality in order to move the ESD and EFA agendas closer together;
- further explore and promote linkages between the DESD agenda and key international conventions, such as those focusing on biodiversity (contributing to the 2010 International Year of Biodiversity), climate change, desertification and cultural diversity (notably World Heritage, Intangible Heritage and Diversity of Cultural Expressions);
- promote ESD as the best framework for addressing climate change issues through education in the follow-up actions to the Bonn Declaration and the UNESCO International Seminar on Climate Change Education (July 2009) and to the Copenhagen Accord;
- further develop cooperation with the media in ESD, as well as working with community multimedia centres;
- create spaces and opportunities for the Education Sector and other sectors to influence and advance the ESD agenda, in particular:
 - o in Africa, support the inclusion of an ESD perspective in UNESCO programmes (Basic Education Programme in Africa Technical and Vocational Education and Training, Literacy Initiative for Empowerment, Teacher Training in Sub-Saharan Africa, etc.);
 - o in the Arab States region, provide technical support to Member States in the implementation of national ESD/DESD strategies and work plans;
 - o in Asia and the Pacific, develop and adopt an intersectoral approach to ESD and disaster risk reduction, culture and indigenous knowledge;

B. Developing and strengthening capacities for ESD

(a) support Member States and other partners in implementing the DESD

- enhance upstream capacity development and policy advice, and develop new sets of policy tools/briefs to provide recommendations and guidance to decision-makers in terms of appropriate ESD policy formulation;
- provide support to ESD national implementation, including through:
 - o providing capacity-building on integrating ESD strategies into Common Country Assessment (CCA) and UNDAF programmes at country level;
 - o developing rosters of ESD experts to provide timely technical support on request from the Member States and UNESCO's programme sectors;
 - o in Africa, support the integration of ESD in education, poverty reduction/development policies and programmes;
 - o in the Arab States region, provide policy advice to Member States in the implementation of Phase 2 of the Regional Guiding Framework on ESD (2008-2011) – Commitment and Construction;
 - o in Asia and the Pacific, ensure education sector-wide ESD delivery from planning (through curriculum and teacher training) to the local community level by focusing on the issues and needs of the local context (through such projects as the Myanmar Education Recovery Programme (MERP) and Climate Change in Cambodia);
 - o in Latin America and the Caribbean, stocktaking of actual implementation of policies on ESD developed by Member States, and providing technical assistance to other Member States in the process of developing policies;
- support regional reviews of ESD integration into sector-wide policies as well as interregional cooperation on the development of educational policies and quality programmes through tools such as the ESD Lens;
- conduct ESD training workshops for journalists using the UNESCO “Media as partners” kit;
- strengthen capabilities of decision-makers and staff of the private sector for ESD implementation;
- support capacity-building on ESD in relation to literacy and non-formal education for policy-makers and planners;
- promote ESD as a way to address climate change, disaster risk reduction and freshwater sustainability as parts of the curriculum and educational planning in countries most at risk, especially in small island developing states;
- promote the whole school approach as an effective means to implement holistic learning approaches;
- promote ESD in early childhood care and education (ECCE) especially through contributing to the World Conference on Early Childhood Care and Education, Moscow, 27-29 September, 2010 and its follow-up;

(b) support Member States to reorient teacher education and training programmes towards sustainability

- provide support to teacher education (TE), in particular:
 - o assist Ministries of Education and higher education institutions in analysis and revision of TE programmes and curricula;
 - o organize regional consultation meetings and capacity-building activities in TVET teacher education;
 - o in Africa, develop guidelines and tools for incorporating ESD principles into TTISSA programmes;
 - o in the Arab States region, support capacity development for policy-makers and institutions in reorienting teacher education using ESD Teaching and Learning Modules (Teaching and Learning for a Sustainable Future – Arabic version);
 - o in Asia and the Pacific, work closer with the Philippine-hosted Southeast Asian Centre for Lifelong Learning and Sustainable Development (SEA-CLLSD), and once inaugurated, forge ties with the Mahatma Gandhi Institute of Education for Peace and Sustainable Development in New Delhi, India;
 - o in Latin America and the Caribbean, develop and implement pre-service teacher training modules on ESD;
- strengthen ESD teacher education, by supporting the International Network of Teacher Education Institutions associated with the UNESCO Chair at York University, in particular through the organization of network consultations (i.e. May 2010 meeting), creation of subregional networks, development of exchange platforms, etc.;
- support educators' communities of practice for adapting tools to their contexts, for enhanced exchange on ESD approaches, on innovative experiences in ESD teaching and learning, including through electronic networking;

(c) assist Member States in the further development of monitoring and evaluation frameworks, tools and indicators to assess ESD progress

- conduct M&E capacity development activities in Member States in collaboration with UNESCO Regional Bureaux and Cluster offices;
- enhance interregional cooperation on DESD M&E and share experiences to promote monitoring and evaluation culture and practices;
- support regional efforts to develop tools and indicators for ESD, to support the collection of data, the integration of ESD indicators in ED policies and poverty reduction strategies;
- continue the implementation of the global DESD Monitoring and Evaluation project;

- o Phase II on processes and learning related to ESD (2010–2011);
- o Phase III on impacts and outcomes of the DESD (2012–2015);
- ensure that the principles of cultural diversity and intercultural dialogue are taken into account in the monitoring and evaluation process;
- ensure coherence in terms of monitoring and evaluation with the regional ESD strategies and frameworks currently in place.

C. Building, sharing and applying ESD-related knowledge

(a) promote ESD-related research through UNESCO's programmes, institutes and networks

- generate knowledge, share new approaches and enhance evidence-based policy dialogue, including by:
 - o pursuing exchange on the DESD research agenda and following up on its implementation;
 - o promoting research programmes, initiatives, good practices and findings, including those in the private sector;
 - o enhancing and better capitalizing on the UNESCO Chairs' contribution to the Decade;
 - o cooperating with United Nations University in the framework of Regional Centres of Excellence;
 - o exploring the creation of an online platform for research in ESD;
- support the development of national research agendas, including by:
 - o in the Arab States region, developing policy research on ESD in selected universities and centres on curriculum innovations and teacher training;
 - o in Asia and the Pacific, establishing a working relationship and exchanges with the category 1 institutes and category 2 centres in the region, in particular concerning climate change;
 - o in Latin America and the Caribbean, mobilizing the UNESCO Institute for Higher Education in Latin America and the Caribbean (IESALC) to address ESD as one priority in its programmes and activities;
- expand networking with communities of research and practice to explore the linkages between culture and ESD at the policy and practice levels, including through the establishment of a UNESCO Chair in "culture" and ESD;
- organize regional consultation meetings to promote ESD-related research in TVET in the areas of youth, HIV/AIDS, water education, and public/private partnership among the UNEVOC Network members;
- disseminate the findings gathered by the International Strategy on Disaster Reduction (ISDR), the United Nations Thematic Platform on Knowledge and Education (TPKE) and ISDR partners (UNICEF, Plan International, Save the Children, etc.) on ESD and DRR;

(b) strengthen UNESCO's performance as a clearing house

- collect and disseminate information on ESD programmes, innovations, good practices, guidelines and materials, and share them with policy-makers and professionals using ICT tools, websites and other means;
- pursue the DESD publication series through:
 - o further identification and dissemination of good practices;
 - o publication of ESD technical papers, policy briefs, guidelines and tools;
 - o commissioning case studies and collection of best practices on ESD-related issues in TVET;
- promote and disseminate research and innovations, good practices and learning materials on ESD through:
 - o the use of UNESCO's ESD Lens, tool kits and teacher education resource materials;
 - o the use of UNESCO's Cultural Diversity Programming Lens and Intercultural Dialogue Tools from an ESD perspective;
 - o UNEVOC Online Services and UNEVOC Publication Programmes;
 - o development and launching of an electronic resource platform for the Asia-Pacific region;
 - o further development of the ESD circuit on UNESCO Santiago's online platform on educational innovations RED INNOVEMOS;
 - o enhancement of existing ESD websites at UNESCO Headquarters and field offices in terms of the clarity and structure of DESD messages;
 - o UNESCO Water Portal and newsletter;
 - o further cooperation on the development of UN/ISDR Golden Library on Disaster Risk Education Materials;

(c) mobilize and make full use of the expertise that exists within UNESCO's programme sectors and its networks

- implement a joint intersectoral activity on developing a tool to facilitate multi-perspective thinking in ESD through interdisciplinary and intercultural learning, to be used in different educational settings, including the media;
- articulate ESD principles with those of gender equity, cultural diversity and intercultural dialogue, notably in the context of using and adapting policy and programming tools and promote their use in the context of DESD;

D. Advocating for ESD, and increasing awareness and understanding of sustainability

(a) strengthen UNESCO's lobbying/advocacy role to increase the visibility of the Decade

- enhance public outreach, awareness and mobilization in support of ESD and the DESD, by implementing a multifaceted communication approach, including by:
 - o organizing various events, especially in connection with international days celebrated by the United Nations;
 - o developing educational materials to accompany audiovisual materials (Architects of Change international documentary series);
 - o communicating about ESD and DESD at conferences, seminars, international and regional workshops, and through advocacy campaigns;
 - o encouraging the establishment of DESD/ESD focal points at national level;
 - o highlighting DESD achievements at the end of the Decade;
- increase work with the media on ESD topics to maximize audience and outreach, including capacity development activities for media professionals/journalism students on selected issues;
- strengthen lobbying/mobilizing around the DESD, through regional meetings of ministers from various departments to establish consensus around ESD and its intersectoral implementation;
- support to NGOs, civil society and other groups in lobbying for proper implementation measures for ESD;
- support ESD initiatives in Member States with objectives to link education to socio-economic development;
- encourage the development of schools-community partnership on ESD;
- popularize ESD through information technologies and in particular through the use of web 2.0 tools.

(b) develop advocacy resource tools

- highlight ESD's relevance and importance to global sustainability challenges in mobilizing around key themes and events such as climate change and Disaster Risk Reduction (DRR);
- cooperate with United Nations agencies, international and regional organizations in the implementation of ESD programmes, involving key policy-makers and celebrities;
- develop and disseminate information briefs as well as learning, training and advocacy tools on various themes related to ESD and in various formats (including e-learning resources) for different stakeholders, i.e. governments, the private sector, etc.;

- advocate for the mobilization of adequate resources and funding in favour of ESD, including through the exchange of information and practices between Field Offices and National Commissions on innovative tools for ESD resource mobilization and development of fundraising strategies;
- conduct a series of media training workshops in different regions to enhance coverage of ESD and the DESD;
- document, through various mediums, the Decade's implementation from both local, national, regional and global viewpoints;

(c) intensify UNESCO's efforts and initiatives to put ESD higher on the international agenda

- promote the DESD by organizing debates/round tables on challenging issues for ESD, and encouraging the exchange of experiences between Field Offices on ESD and sharing these with Member States and the general public;
- highlight the relevance and importance of education and training for sustainable development in major education and development forums such as international conferences and processes, including the G8, the G20, the Commission on Sustainable Development, the EFA High-Level Group, the E-9 initiative, the United Nations Chief Executives Board, the World Economic Forum and United Nations world conferences (notably the 2012 United Nations Conference on Sustainable Development (Rio+20) in Brazil);
- ensure proper awareness and implementation of the regional ESD strategies and frameworks, as well as that DESD work is tied closely to MDG efforts and CCA/UNDAF, United Nations Country Programme Document (UNCPD), UNESCO National Education Support Strategy (UNESS) and other relevant processes at country level, including by positioning ESD around relevant issues being debated at international level;
- advocate the role of the Inter-Agency Committee for the DESD and other inter-agency mechanisms or intergovernmental initiatives at regional levels (such as PRELAC) in promoting integration and follow-up of ESD projects and initiatives between United Nations agencies, international and regional organizations;
- participate in key events on education and bring ESD to the agenda of these meetings.

ANNEX II

THE BONN DECLARATION

We, the participants gathered at the UNESCO World Conference on Education for Sustainable Development held in Bonn, Germany on 31 March to 2 April 2009, issue the following statement and call for action:

1. Despite unprecedented economic growth in the twentieth century, persistent poverty and inequality still affect too many people, especially those who are most vulnerable. Conflicts continue to draw attention to the need for building a culture of peace. The global financial and economic crises highlight the risks of unsustainable economic development models and practices based on short-term gains. The food crisis and world hunger are an increasingly serious issue. Unsustainable production and consumption patterns are creating ecological impacts that compromise the options of current and future generations and the sustainability of life on Earth, as climate change is showing.
2. A decade into the twenty-first century, the world faces substantial, complex and interlinked development and lifestyle challenges and problems. The challenges arise from values that have created unsustainable societies. The challenges are interlinked, and their resolution requires stronger political commitment and decisive action. We have the knowledge, technology and skills available to turn the situation around. We now need to mobilise our potential to make use of all opportunities for improving action and change.
3. The impacts of unsustainable development, priorities, responsibilities and capacity differ between regions and between developing and developed countries. All countries will need to work collaboratively to ensure sustainable development now and in the future. Investment in education for sustainable development (ESD) is an investment in the future, and can be a life-saving measure, especially in post-conflict and least developed countries.
4. Building on the Jomtien, Dakar and Johannesburg promises, we need a shared commitment to education that empowers people for change. Such education should be of a quality that provides the values, knowledge, skills and competencies for sustainable living and participation in society and decent work. The Education for All agenda underlines that the availability of basic education is critical for sustainable development. It similarly emphasises pre-school learning, education for rural people and adult literacy. Achievements in literacy and numeracy contribute to educational quality, and will also be critical to the success of ESD.
5. Through education and lifelong learning, we can achieve lifestyles based on economic and social justice, food security, ecological integrity, sustainable livelihoods, respect for all life forms and strong values that foster social cohesion, democracy and collective action. Gender equality, with special reference to the participation of women and girl children in education, is critical for enabling development and sustainability. Education for sustainable development is immediately necessary for securing sustainable life chances, aspirations and futures for young people.

Education for sustainable development in the twenty-first century

6. Education for sustainable development is setting a new direction for education and learning for all. It promotes quality education, and is inclusive of all people. It is based

on values, principles and practices necessary to respond effectively to current and future challenges.

7. ESD helps societies to address different priorities and issues: *inter alia*, water, energy, climate change, disaster and risk reduction, loss of biodiversity, food crises, health risks, social vulnerability and insecurity. It is critical for the development of new economic thinking. ESD contributes to creating resilient, healthy and sustainable societies through a systemic and integrated approach. It brings new relevance, quality, meaning and purpose to education and training systems. It involves formal, non-formal and informal education contexts, and all sectors of society in a lifelong learning process.
8. ESD is based on values of justice, equity, tolerance, sufficiency and responsibility. It promotes gender equality, social cohesion and poverty reduction and emphasises care, integrity and honesty, as articulated in the Earth Charter. ESD is underpinned by principles that support sustainable living, democracy and human well-being. Environmental protection and restoration, natural resource conservation and sustainable use, addressing unsustainable production and consumption patterns, and the creation of just and peaceful societies are also important principles underpinning ESD.
9. ESD emphasizes creative and critical approaches, long-term thinking, innovation and empowerment for dealing with uncertainty, and for solving complex problems. ESD highlights the interdependence of environment, economy, society, and cultural diversity from local to global levels, and takes account of past, present and future.
10. Linked to different needs and the concrete living conditions of people, ESD provides the skills to find solutions and draws on practices and knowledge embedded in local cultures as well as in new ideas and technologies.

Progress in the United Nations Decade of Education for Sustainable Development

11. During the first five years of the United Nations Decade of Education for Sustainable Development (DESD), led and coordinated by UNESCO, many countries have made progress in implementing ESD and have designed innovative policy frameworks. A number of United Nations agencies, NGOs, regional bodies, and partner networks are engaged in concrete activities that support specific areas of ESD. Many people and organisations are committed and engaged in action. Efforts towards better understanding, promotion, implementation and assessment of the quality of ESD are underway. A global monitoring and evaluation framework has been designed. Efforts at the global level have been complemented by regional strategies and initiatives.
12. We recognize that education is a significant factor in improving human well-being. We now have the knowledge and experience available to significantly improve the contents, methods and purposes of education. We know how to begin reorienting education systems to emphasise lifelong learning. Through ESD, we are learning how to improve links between formal, non-formal and informal education. We know the importance of strengthening and sharing knowledge of educational change processes.
13. Science has provided us with a better knowledge of climate change and of the Earth's life-support systems; it has gathered significant knowledge about HIV and AIDS, malaria, tuberculosis, heart diseases, and other serious health challenges. We know more about natural systems, and human impacts on them, and the ways that biodiversity supports our well-being. We know that current economic thinking has to change, and that there is a need to avoid unsustainable production and consumption

and promote and support the emergence of “sustainably developed” countries. Social science has provided insight into ethical, cultural, cognitive and affective aspects of human development, as well as sociologies of change.

14. We now need to put this knowledge into action. This is especially important to strengthen and extend the outcomes of the DESD in the next five years, but also to ensure longer term implementation of ESD.

A call for action

15. The progress of ESD remains unevenly distributed and requires different approaches in different contexts. In the coming years, there is a clear need for both developed and developing countries, civil society and international organizations to make significant efforts to:

At policy level in Member States

- (a) **Promote ESD's contribution to all of education and to achieving quality education**, with particular regard to fostering the linkages between ESD and EFA within a coherent and systemic approach. Foster the goals of the ESD agenda in international fora and at the national level.
- (b) **Increase public awareness and understanding about sustainable development and ESD**, by mainstreaming and expanding the learning and insights gained in the first five years of the DESD into public awareness policies and programmes and various forms of informal learning. This should include promoting the role and contribution of the media for fostering public awareness and understanding of sustainability issues. It should also include capacity-building of media professionals.
- (c) **Mobilize adequate resources and funding in favour of ESD**, in particular through integrating ESD into national development policy and budgetary frameworks, into United Nations common country programming processes and other country-level policy frameworks (such as sector-wide approaches), as well as into EFA and MDG initiatives. Promote and include ESD in the priorities of foundations and donors.
- (d) **Reorient education and training systems to address sustainability concerns through coherent policies at national and local levels**. Develop and implement ESD policies through coordinated intersectoral/interministerial approaches that also involve business and the corporate sector, civil society, local communities and the scientific community.
- (e) **Develop and strengthen existing international, regional and national enabling mechanisms and cooperation for ESD that respect cultural diversity**. Establish regional and country-level committees, networks and communities of practice for ESD that strengthen local-national, and national-global links, and that enhance North-South-South and South-South cooperation.

At practice level

- (f) **Support the incorporation of sustainable development issues using an integrated and systemic approach in formal education as well as in non-formal and informal education at all levels**, in particular through the development of effective pedagogical approaches, teacher education, teaching

practice, curricula, learning materials, and education leadership development, and also by recognizing the significant contribution of non-formal education and informal learning as well as vocational and work-place learning. Sustainable development is a cross-cutting theme with relevance to all disciplines and sectors.

- (g) **Reorient curriculum and teacher education programmes to integrate ESD into both pre-service and in-service programmes.** Support teacher education institutions, teachers and professors to network, develop, and research sound pedagogical practice. Specifically support teachers to develop ESD strategies that can work with large class sizes, and to evaluate ESD learning processes.
- (h) Promote evidence-informed policy dialogue on ESD, drawing upon relevant **research, monitoring and evaluation strategies**, and the **sharing and recognition of good practices**. Develop national ESD indicators that inform the effective implementation and review of ESD outcomes and processes.
- (i) **Develop and extend ESD partnerships to integrate ESD into training, vocational education and workplace learning** by involving civil society, public and private sectors, NGOs, and development partners. ESD should become an integral part of the training of leaders in business, industry, trade union, non-profit and voluntary organizations, and the public services. Reorient TVET programmes to include ESD.
- (j) **Involve youth in the design and implementation of ESD.** Engage the commitment, solidarity and potential of youth and their organizations and networks in enhancing ESD. Foster young people's ownership of ESD questions and issues.
- (k) **Enhance the major contribution and key role of civil society** in stimulating debate and public participation, and initiating ESD actions. Explore ways to further this involvement and commitment.
- (l) **Value and give due recognition to the important contribution of traditional, indigenous and local knowledge systems for ESD** and value different cultural contributions in promoting ESD.
- (m) ESD should actively promote **gender equality**, as well as create conditions and strategies that enable women to share knowledge and experience of bringing about social change and human well-being.
- (n) **Develop knowledge through ESD networking.** Identify and support schools, universities and other higher education and research institutions, education centres and education networks that could serve as centres of expertise and innovation that develop and share knowledge, and create resources for ESD. Explore the potential of specific geographical and bioregional sites which can serve as spatially defined "laboratories" for ESD.
- (o) Encourage and enhance **scientific excellence, research and new knowledge development** for ESD through the **involvement of higher education institutions and research networks** in ESD. Mobilize the core functions of universities: teaching, research and community engagement to strengthen global and local knowledge of ESD, and utilise the UNESCO ESD Chairs and UNESCO programme networks in this process. Establish institutional and organisational structures that facilitate flexibility, student participation, and multidisciplinary

programmes and develop model projects that can respond to the complexity and urgency of ESD. Reward structures should be developed and implemented to support ESD initiatives and research in higher education.

- (p) **Develop institutional mechanisms** during the United Nations Decade of Education for Sustainable Development and other ongoing Decades, such as the United Nations Decade for Action 'Water for Life', that will ensure that ESD continues to be implemented beyond those Decades.
 - (q) **Engage the expertise available within the United Nations system** to strengthen ESD in key sustainable development conventions; for example, those focusing on biodiversity, climate change, desertification and intangible cultural heritage.
 - (r) **Intensify efforts in education and training systems to address critical and urgent sustainability challenges** such as climate change, water and food security by developing specific action plans and/or programmes within the DESD umbrella and partnership framework.
16. The participants in the 2009 World ESD Conference request UNESCO, as lead agency responsible for the DESD, to:
- (a) Enhance its leadership and coordination role for the DESD based on the International Implementation Scheme in cooperation with other United Nations agencies and programmes such as UNEP, UNU, the EFA convening agencies (UNICEF, UNDP, UNFPA and the World Bank) – amongst others, and incorporate ESD into "one UN" strategies at country level, particularly through UNDAF processes.
 - (b) Support member states and other partners in the implementation of the DESD, particularly through upstream capacity-building and policy advice on the development of coherent national strategies, monitoring and evaluation, recognising and sharing good practices on ESD, advocacy and global partnership development, with due consideration to post-conflict and least developed countries.
 - (c) Represent and/or promote the ESD agenda in other major education and development forums such as international conferences and negotiations such as the G8, G20, Copenhagen Climate Change Conference, EFA High-Level Group, United Nations Chief Executives Board, and UNESCO world conferences (among other ongoing events and activities).
 - (d) Utilize the expertise that exists within UNESCO biosphere reserves, world heritage sites and other science, culture and education programmes, such as TTISSA (Teacher Training Initiative for Sub-Saharan Africa), ASPnet schools and LIFE (Literacy Initiative for Empowerment) to further ESD objectives and ensure that key priorities for ESD are integrated into longer term programmes and strategies within UNESCO.
 - (e) Promote ESD-related research through UNESCO's programmes in order to enhance the quality and evidence-base of ESD. Further develop the global monitoring and evaluation system to evaluate ESD and take initiatives to develop international strategies and practices that can lead to a successful conclusion of the DESD with visible and concrete outcomes.

- (f) Highlight the relevance and importance of education and training in the United Nations Summit on Climate Change (COP 15) in Copenhagen, Denmark, in December 2009 in consultation and cooperation with other partners.
 - (g) Intensify efforts and initiatives to put climate change education higher on the international agenda, in the framework of the DESD, in the context of UNESCO's strategy for action on climate change, and as a component of United Nations-wide action.
17. Furthermore, the participants in this conference undertake to work towards implementation of this Declaration.
 18. The participants encourage the mobilization of adequate funding in support of the recommendations contained in this Declaration.
 19. The participants in the UNESCO World Conference on Education for Sustainable Development express their gratitude to the German Government for hosting this conference, and welcome the intention announced by the Government of Japan to host jointly with UNESCO the end-of-decade world conference on ESD.