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## **BIENNIAL REPORT BY THE DIRECTOR-GENERAL ON UNESCO'S EFFORTS FOR THE UNITED NATIONS DECADE OF EDUCATION FOR SUSTAINABLE DEVELOPMENT (2005-2014) INCLUDING THE BONN DECLARATION AND DRAFT STRATEGY**

### **SUMMARY**

In pursuance of 171 EX/Decision 6, 172 EX/Decision 10, 177 EX/Decision 9, 34/C Resolution 19 (Further promotion of the United Nations Decade of Education for Sustainable Development) and 181 EX/Decision 5 (I), this report provides information on the progress made in the implementation of the United Nations Decade of Education for Sustainable Development (DESD, 2005-2014), both internationally and within UNESCO, during the period 2008-2009.

There are no additional policy implications of a financial or administrative nature.

Action expected of the Executive Board: proposed decision in paragraph 31.

1. UNESCO is the lead agency for the United Nations Decade of Education for Sustainable Development (DESD, 2005-2014), which aims to integrate the principles, practices and values of sustainable development into all aspects of education and learning.
2. The year 2009 marks the mid-way point of the DESD. The time is right not only for taking stock of all that has been achieved, but also for developing strategies for the years to come. This process of reflection was started in November 2007 at the Fourth International Conference on Environmental Education, "Environmental Education towards a Sustainable Future – Partners for DESD", in Ahmedabad, India (see documents 179 EX/INF.4 Rev. and 180 EX/5 (Part IX)), and evolved through a series of conferences leading up to the 2009 "World Conference on Education for Sustainable Development – Moving into the Second Half of the Decade" in Bonn, Germany (see documents 181 EX/5 Add.1 and 181 EX/INF.15). The Bonn Conference was the key moment in the mid-term review process.

## I. UNESCO's initiatives

3. Building on the considerable support for education for sustainable development (ESD) that has arisen since the launch of the DESD, UNESCO has focused its actions in 2008-2009 on five key areas:

- enhancing its international leadership and coordination of the DESD as well as its advocacy in favour of the Decade;
- supporting Member States' capacities for formulating ESD policies and monitoring and evaluating implementation;
- preparing the mid-term review conference for the DESD in Bonn, Germany;
- supporting the development of publications and learning resources for ESD as well as the dissemination of good practices and guidelines in ESD; and
- promoting an intersectoral approach to ESD through management of UNESCO's intersectoral platform on this topic.

Statutory reporting on achievements against each of these focus areas has been provided at all Executive Board sessions through the EX/4 and EX/5 documents.

## II. Key findings from the mid-Decade review

4. The DESD has reached its mid-point. This section, drawing on the DESD Monitoring and Evaluation (M&E) Global Report for 2009, reports on progress made and obstacles encountered during the first five years in establishing provisions, strategies, mechanisms and contexts that support the development and implementation of ESD.

### Phase I of the DESD Monitoring and Evaluation Process

5. The DESD M&E process is guided by the Global Monitoring and Evaluation Framework (GMEF) developed by the UNESCO-convened Monitoring and Evaluation Expert Group (MEEG) together with the DESD Secretariat. It comprises three phases that span the Decade:

- Phase I: 2007-2009, focusing on contexts and structures of work on ESD;
- Phase II: 2009-2011, focusing on processes and learning for ESD;
- Phase III: 2011-2014, focusing on the impacts and outcomes of the DESD.

A series of three reports corresponding to the three DESD M&E phases will be prepared and published by UNESCO in 2009, 2011 and 2015 respectively.

6. The DESD M&E Global Report for 2009, entitled *Learning for a Sustainable World: Review of contexts and structures for Education for Sustainable Development*, is the result of the completion of the first phase of the DESD M&E process (2007-2009) (Copies are available from the DESD website and Secretariat). Ninety-seven out of 193 countries responded to the DESD M&E. Information generated from the questionnaires was supplemented by conducting complementing research.

### The 2009 mid-term review conference for the DESD

7. The World Conference on Education for Sustainable Development in Bonn, Germany, provided an opportunity to examine the contribution of ESD to efforts to achieve quality education

for all, provide a platform for international exchange on ESD, review progress achieved and develop strategies for the way ahead for the DESD. The conference was a major success, as illustrated by the positive feedback given to it during the 181st session of UNESCO's Executive Board. Indeed, it provided a valuable opportunity for ministers, government officials, policy-makers, civil society representatives, experts and practitioners to exchange ideas, experiences and good practices on ESD; to examine regional, national and cultural differences as well as challenges in the implementation of the DESD; and to discuss mechanisms for enhanced cooperation in the implementation of the Decade.

### **Meanings of ESD**

8. Regional, national and local differences mean that ESD may be understood in many different ways. These differences in interpretation are often rooted in a nation's particular tradition in governance, but may also derive from the concrete challenges faced by a country or region. As a result, there are a wide range of interpretations of ESD. The tradition in governance, for instance, affects whether a country adopts a more pedagogical orientation towards ESD that emphasizes learning, participation and capacity building, or a more instrumental orientation that emphasizes changing people's behaviour. Countries facing extreme poverty, problems of HIV/AIDS and rapid loss of biodiversity are likely to focus the content of ESD differently from those facing high oil-dependency and high levels of wasteful consumption. Thus, national and local debates are crucial to arriving at a consensus over the meaning of ESD.

9. Although there should be space for multiple interpretations and meanings of ESD, there is a common understanding that education and learning in the context of sustainable development cannot ignore the interconnections between the environmental, social, economic and cultural aspects of SD. While many countries have a tradition in addressing the environmental dimension of sustainability and are quite comfortable in doing so, this is less the case when it comes to the social, economic and cultural dimensions. During the remaining half of the DESD, multi-stakeholder dialogue among individuals and organizations that represent all aspects of SD should be encouraged.

### **ESD national coordination bodies**

10. Some 80 countries have reported that a national ESD coordinating body has been created. This is a substantial achievement in a period of roughly five years. However, there are some regional variances. A large number of countries in the Europe and North America region have an ESD national coordination body. However, progress in creating such a body in a number of African countries has been slow. From responding countries, by the end of 2008, at least 73 countries in the world had a ESD coordinating body while in 2006 only 44 mentioned such a body. In Africa where response rate was very low, one coordinating body was reported in 2006 for seven in 2008.

11. Some countries have instead appointed a national focal point (this is the case, for example, in Cameroon) or a nodal institution (this is the case in India, with the Centre for Environmental Education (CEE) acting as national focal agency for the DESD).

### **Interdepartmental governmental cooperation on ESD**

12. In most parts of the world, a structure for interdepartmental governmental cooperation on ESD is still lacking as there is little experience in cross-boundary thinking among policy-makers and governmental departmental structures. Nonetheless, many responding countries do report increased efforts to establish ESD linkages between ministries and other stakeholders.

13. However, many countries are still searching for intergovernmental and inter-institutional coordination mechanisms as well as forms of governance that transcend vested sectoral interests. Capacity building for ESD policy development within all relevant ministries, including the Ministry of Economic Affairs, is a priority for realizing intersectoral synergy and improved coordination.

## **ESD in national policy documents**

14. There is a notable presence of ESD in national policy documents. The majority of them address broadening participation in ESD and its integration in national educational policies and curricula, especially in primary and secondary education, but also in sustainable development and environmental strategies. At the same time, it can be concluded that most countries do not yet have a specific national ESD policy or strategy. Specific policies that support informal and non-formal learning in the context of sustainable development (SD) were not reported, which is not to say that they do not exist in countries and regions that stress the importance of community participation and multi-stakeholder social learning. Responding countries from all regions report that mechanisms are either in place or are being developed to support the conservation, use and promotion of indigenous knowledge and ways of living, also in the context of ESD.

## **ESD in formal education**

15. Many countries have committed themselves to supporting the inclusion of ESD in formal education, most notably in primary and secondary education. This inclusion can lead to a re-design of curricula, teaching and learning and, indeed, the way an entire educational institution operates (e.g. in the case of a “whole school” approach). A more common response is to make minor adjustments to the existing system to create more space for sustainability issues, sometimes using existing facilities that have been created in the past for accommodating Environmental Education (EE).

16. Occasionally, the inclusion of ESD also leads to the adoption of new approaches to learning, such as cross-curricular and interdisciplinary teaching and learning. Few countries report the support of ESD in early childhood education. The situation is more positive for teacher education, higher education, and technical and vocational education and training (TVET).

## **ESD in non-formal education and informal learning**

17. ESD in non-formal education and informal learning is on the agenda of most countries, stakeholder networks and civil society organizations. However, it is impossible to say whether both the volume and quality of support are sufficient. Little information is available concerning the level of funds allocated to ESD in informal and non-formal education. Similarly, not enough is known about the way in which the many freely provided resources, both in printed and in digital form, are used. Information is also needed on which groups use these resources and in what numbers. Furthermore, the promotion of ESD in informal and non-formal settings may require new ways of distributing funds to non-governmental organizations (NGOs), faith-based groups and civil society organizations that wish to develop ESD in semi-structured learning environments.

## **ESD research, development and dissemination**

18. ESD research and development receive little financial support around the globe. The vast majority of reporting countries do not provide ESD scholarships and do not report financial support for ESD innovation and capacity building. ESD-related research is mostly focused on formal education and on the policy and regulatory measures related to ESD implementation. As ESD practice is on the rise, there is an increased need for quality assessment. Much of the existing ESD quality assessment schemes (e.g. the development of ESD indicators) is supported by international bodies rather than national governments.

19. Support for ESD-related research is needed to enhance both the quality and the evidence base of ESD. Such research could focus on: (1) significant shifts and trends in the theoretical underpinnings and critical discourse of ESD; (2) identifying and analysing elements and efforts that support or hinder ESD; (3) identifying and analysing ESD’s evolving contribution to the educational community (e.g. teaching/learning practices, curriculum and education outcomes); (4) identifying and analysing ESD’s evolving contribution to the sustainability of society; (5) using research-

derived data on ESD to inform decisions; and (6) tracking the progress of the DESD (i.e. monitoring and evaluation).

### **ESD networking**

20. Establishing coordinated and well-supported national, provincial/state and local ESD networks and partnerships remains a priority. In countries where national ESD commitments are still lacking, such mechanisms should be developed during the second half of the Decade, taking advantage of the national SD Commissions or agreements that in many cases are already in place. In countries where such strategies already exist, they should be reinvigorated in participatory ways as conditions change and more stakeholders become involved. Nationally-networked ESD should also allow for the inclusion of local and more indigenous perspectives on SD.

21. From all regions, a wide range of rich examples of regional cooperation is provided, suggesting a remarkable increase in international ESD networking. However, some of the regional synthesis reports note that not all examples necessarily facilitate ESD networking; rather, these examples constitute ways to promote ESD. Groups or organizations commonly involved in ESD-related networks include: universities; national governments (ministries); municipal and local governments; the private sector and NGOs.

### **North-South and South-South cooperation**

22. The way forward in all regions depends in part on the development and use of inter- and intra-regional networking. North-South collaboration will remain crucial but in the coming years, South-South collaboration and the associated subregional networking that takes place in the context of sustainable development in general and ESD in particular would also need to be well supported.

23. Currently, some powerful regionally networked ESD initiatives are already taking place around the world that help promote and strengthen ESD at the national level. These networked initiatives must be supported or developed by active ESD focal points, ESD national coordinating bodies, UNESCO's Regional Bureaux for Education, UNESCO National Commissions and UNESCO Chairs, in collaboration with the private sector and civil society organizations.

### **Funding for ESD**

24. In most countries, the availability of public budgets and/or economic incentives for ESD is either non-existent or at best minimal. It is widely acknowledged that raising funds for ESD activities and projects is key to ensuring the successful achievement of the DESD. It is also important to incorporate ESD into national budget structures. Countries are now beginning to take into consideration financing and budgeting for ESD across a range of Ministries.

25. However, the provision of financial resources for ESD should not be left to governments alone. Multi- and bilateral donors and the private sector have the potential to be important contributors. To gain the full support of donors and stakeholders, ESD needs not only to be included on the national agenda, but also to be incorporated into budgeting frameworks, national development plans and national sustainable development strategies (if available). As with EFA, ESD must have budget support. Budget ownership for ESD also needs to be advocated within all relevant ministries.

### **Involvement of National Commissions**

26. UNESCO National Commissions have been key partners in the promotion and implementation of DESD at national and regional levels. At the national level, National Commissions have established national Decade committees; indeed, some are members of such committees.

27. As a vital link between UNESCO programmes, national institutions, NGOs and civil society at large on various issues related to ESD, National Commissions have played advisory and advocacy roles. They have also provided a link or interface with governments, informing and influencing decision-makers, including ministers of education, science, culture, environment, trade and finance. Moreover, some National Commissions are helping to strengthen international cooperation towards the development of innovative policies and programmes, and the practice of education for sustainable development.

### **United Nations cooperation and contribution to the DESD**

28. The United Nations contribution to the DESD is expressed through the implementation of ESD by a number of agencies. ESD-related meetings and workshops have taken place around the globe and a number of United Nations-supported ESD documents and ESD resource materials have appeared both digitally and in print. At the mid-point of the Decade, however, it is too early to speak of a concerted United Nations response to ESD and much work remains to be done.

29. Within the United Nations system itself, ESD requires cross-boundary “out-of-the-box” thinking and a genuine, rather than a merely formal, commitment to ESD. Such thinking and commitment must be strengthened within the United Nations system if a “one concerted United Nations” effort is to become a reality in the years to come. In many developing countries, active involvement of the United Nations Country Team and the inclusion of ESD in United Nations Development Assistance Frameworks (UNDAFs) are needed to provide a basis for national assistance. In those countries, collaboration with donor organizations is also crucial in the process of developing national strategies and frameworks to support ESD. In this way, United Nations efforts in developing and supporting ESD around the world will amount to more than just a sum of the contribution of individual agencies, networks and National Commissions.

### **III. The way forward – key elements of the post-Bonn process**

30. UNESCO has already begun a multi-stakeholder consultative process to develop a strategy for the second half of the Decade. This strategy addresses several key areas of focus to put knowledge into action and promote further progress in ESD during the next five years. It is being developed through a process involving multi-stakeholder consultations through various mediums, including at upcoming conferences and events, as well as through electronic means. A draft outline of the strategy for the second half of the DESD is presented in document 182 EX/INF.10.

### **Action expected of the Executive Board**

31. In the light of the above report, 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 and 181 EX/Decision 5 (I),
2. Welcoming the report and its evidence of progress in the implementation of the DESD in terms of the context and structures of work on ESD,
3. Recognizes the important stimulus and support provided by the Bonn Conference, especially the orientations contained in the Bonn Declaration for guiding work on ESD in the second half of the Decade;
4. Further recognizes the valuable work undertaken on monitoring and evaluation and encourages all Member States and other partners to contribute to the monitoring and evaluation process;

5. Welcomes the initial elaboration by UNESCO of a roadmap for the second half of the Decade;
6. Invites all Member States of UNESCO to participate actively in promoting the goals of the Decade, especially by incorporating the vision and practice of ESD into their educational policies, plans, programmes and in close linkage with EFA, MDGs, and other development challenges;
7. Calls upon the Director-General, in close collaboration with all partners, especially other United Nations agencies, to develop further the roadmap in readiness for its presentation to the United Nations General Assembly at its 66th session in autumn 2010.

## ANNEX

***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 20th 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 21st 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 21st 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 emphasises 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 UN Decade of Education for Sustainable Development**

11. During the first five years of the UN Decade of Education for Sustainable Development (DESD), led and co-ordinated by UNESCO, many countries have made progress in implementing ESD and have designed innovative policy frameworks. A number of UN 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 recognise 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 organisations 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 UN 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) **Re-orient education and training systems to address sustainability concerns through coherent policies at national and local levels**. Develop and implement ESD policies through co-ordinated inter-sectoral/inter-ministerial 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 co-operation**.

*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. Re-orient 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 organisations 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. Mobilise 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 multi-disciplinary 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 UN Decade of Education for Sustainable Development and other ongoing Decades, such as the UN 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 UN 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 co-ordination role for the DESD based on the International Implementation Scheme in co-operation with other UN 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, UN Chief Executives Board, and UNESCO world conferences (amongst 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 UN Summit on Climate Change (COP 15) in Copenhagen, Denmark, in December 2009 in consultation and co-operation 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 UN-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.