



United Nations
Educational, Scientific and
Cultural Organization



UNESCO Global Action Programme on
Education for Sustainable Development

Profile booklet

Key Partners of the Global Action Programme on Education for Sustainable Development (July 2016)



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**Key Partners of the Global Action Programme on
Education for Sustainable Development (July 2016)**



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Introduction

UNESCO's Global Action Programme (GAP) was launched at the World Conference on Education for Sustainable Development (ESD) in November 2014 in Aichi-Nagoya, Japan as a follow-up programme to the Decade of ESD (2005-2014).

Five Partner Networks were established by UNESCO to drive implementation of the GAP on ESD and to serve as a global community of practice. A Partner Network exists for each of the GAP's five Priority Action Areas, which are:

- 1) advancing policy;
- 2) transforming learning and training environments;
- 3) building capacities of educators and trainers;
- 4) empowering and mobilizing youth;
- 5) accelerating sustainable solutions at local level.

This booklet contains profiles of the current 87 members (also called Key Partners) of the GAP Partner Networks. Each Key Partner is listed in alphabetical order within one of the five Partner Networks. Each profile presents the main objective of their work, their GAP launch commitment and specific activities that contribute to the GAP, as well as related website links and contact information for the organization's focal point.

Key Partners are chosen from all regions of the world for their extensive outreach capacity and their ability to innovate and have major impact on ESD. Key Partners are expected to create synergies and joint activities among themselves, as well as to reach out to a wider group of stakeholders beyond the Partner Networks. This booklet will facilitate and intensify synergies between the GAP activities of the Key Partners, and catalyze further action from other ESD stakeholders. It complements the GAP Information folder (http://en.unesco.org/sites/default/files/gap_folder_online.pdf) by offering additional details on each GAP Key Partner.

The Key Partners' profiles will also be made available on the UNESCO GAP Clearinghouse website: <http://en.unesco.org/gap-esd-clearinghouse>

At the back of the booklet you will also find a list of UNESCO GAP Secretariat staff who can be contacted for assistance on relevant topics and activities.

PN 1

ADVANCING POLICY

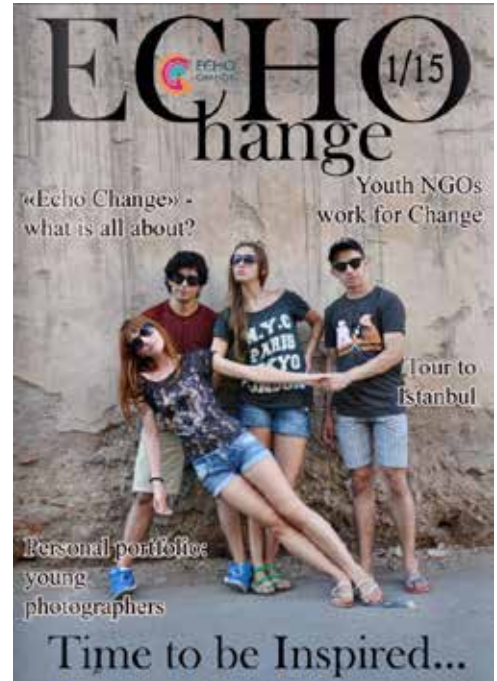
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Beydaar Society and Echo Change, Pakistan

We aim to change the perspectives of those who believe youth are irrelevant, and to help catalyze the necessary change for youth participation in decision-making processes and action projects. We connect youth with other youth around the world to share ideas, collaborate on projects and campaigns, and promote opportunities for youth.

Our GAP commitment

Most recently we held a COY 11 satellite conference in Morocco, organized training sessions for youth participation in civil society in Pakistan, partnered and created a video with the Youth Advocacy Group of the UN Education First Initiative for its #DrawDisability campaign, partnered and created a video with A World At School's #UpForSchool campaign, and launched our Echo Change Magazine which has published two issues. Upcoming activities include organizing a COY 12 event in Marrakesh, Morocco.



© Echo Change

One of our activities

One activity that contributed to the GAP and advancing policy was the submission by one of our co-founders of ESD policy resolutions to the Liberal Party of Canada at a Policy Convention. One policy focused on youth participation in achieving the sustainable development goals through ESD and the other focused on creating government departmental sustainable development plans. This activity is still ongoing and we will report back with outcomes at the next GAP meeting in Paris.

Links

<https://www.facebook.com/echochangeofficial>

Focal Points

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Centre for Environment Education (CEE), India

As a Centre of Excellence of the Ministry of Environment, Forest and Climate Change, Government of India, CEE's primary objective is to improve public awareness and understanding of the environment with a view to promoting the conservation and sustainable use of nature and natural resources, leading to a better environment and a better quality of life. To this end, we develop innovative programmes and educational material, and build capacity in the field of Education and Sustainable Development (ESD). We undertake demonstration projects in education, communication and development that endorse attitudes, strategies and technologies that are environmentally sustainable.



© Centre for Environment Education

Our GAP commitment

CEE signed a MoU with CBD Secretariat to facilitate the educational efforts in the promotion of Aichi Biodiversity Targets. In partnership with UNFCCC and UNESCO, we conducted joint research for identifying and documenting best practices on climate change education that resulted in climate change mitigation. We have ECOSOC Consultative status with UNDESA, and have participated in developing India's contribution to the SDG dialogue. We look forward to collaborating with UNCCD, Ozone Secretariat, UNEP for the 10 year Framework Programme on Sustainable Consumption and Production, Ramsar Convention, and ITPGRFA, to demonstrate ESD as a way to achieve their targets.

One of our activities

Organized in January 2016, the International Conference on "Education as a Driver for Sustainable Development Goals" addressed the role of education in amplifying actions for implementing the 17 SDGs through 20 workshops. A range of stakeholders participated in this Conference relevant to GAP thrust areas. In partnership with Niti Aayog, the National Planning Commission, an India level Workshop was conducted for government officials, to familiarize them with the SDGs and facilitate its integration in their work. Case studies at local, national and international levels profiled at the conference showed unequivocally that education can drive action and change towards sustainable development.

Links

<http://www.cceindia.org>

<http://www.handprint.in>

<http://www.paryavaranmitra.in>

Focal Point

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Federal Ministry of Education and Research, Germany

The Federal Ministry of Education and Research (BMBF) is a cabinet-level ministry of the Federal Republic of Germany (annual budget for 2016 €16.4 billion; staff approx. 1.000). Our responsibility in education addresses early childhood learning through to lifelong learning. During the DESD, governmental ESD activities were spearheaded by the BMBF. In 2009, the first UNESCO World Conference on ESD was held in Germany. The Ministry is funding research projects on ESD and is in the process of strengthening the links between research on sustainability and ESD.



© Christoph Wehrer/ Stiftung Haus der kleinen Forscher

Our GAP commitment

The German Federal Government attaches considerable political importance to the national implementation of the GAP. In our role as lead ministry, we have established a National Platform consisting of high-ranking decision-makers of all sectors of society with support structures in form of expert forums and partner networks scaling up ESD implementation at all levels of education. A National Plan of Action will be adopted in 2017. An annual congress will bring together a nationwide network of ESD experts. All activities will be monitored and evaluated. An award system highlighting good ESD practice in whole institution approaches, network building and local authorities has been launched in cooperation with the German Commission for UNESCO.

One of our activities

Beyond our commitment to policy support, we are contributing to GAP priority action area 3 “Building capacities of educators and trainers” by integrating the training of ESD into the mission of the Foundation “Haus der kleinen Forscher” (House of little scientists). The network of the Foundation has an outreach of more than 26.500 institutions of early childhood education and care centres, after-school centres, and primary schools in Germany. From now on the foundation will offer trainings for heads of institutions to support them in implementing a whole-institution approach to sustainable development (teaching content and methods, building, interior design, regional food, consumption of resources).

Links

<http://www.bmbf.de/bne>

<http://www.bne-portal.de>

Focal Point

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Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES)

Strengthen global coordination, information and knowledge, as well as advocacy on Disaster Risk Reduction education and safety of educational facilities, and ultimately contribute to a global culture of safety and resilience.

Our GAP commitment

Advance DRR education as part of the Worldwide Initiative for Safe Schools at the local, national and international levels in support of the Sendai Framework for Disaster Risk Reduction implementation.



© 2014 GADRRRES

The Alliance will by 2020: • Develop a comprehensive capacity-building programme for schools' safety. • Support adaptation and adoption of evidence and consensus-based, action-oriented key messages for household risk reduction and resilience through national workshops. • Support countries in the development of assessment strategies to measure school safety (e.g. CSS Assessment Suite, which includes 3 applications). • Support countries to integrate CSS into their education system's policies, plans and programmes. • Organizes high-level events during relevant international fora. • Provide a general framework of targets and indicators to measure progress on school safety.

One of our activities

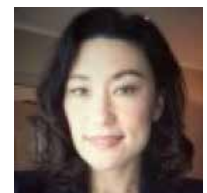
The Comprehensive School Safety Framework rests on three pillars (Safe Learning Facilities, School Disaster Management and Risk Reduction and Resilience Education). GADRRRES promotes a comprehensive approach to DRR education based on education policy, plans and programmes that are aligned with disaster management at national, regional, district and local school site levels.

Links

<http://www.gadrrres.net>

Focal Point

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Global Campaign for Education (GCE)

Our objective is to ensure recognition of sustainability as a core component of quality education and ESD at being at the heart of the new Sustainable Development agenda and an integral part of the 2030 Education Framework for Action. We emphasize that ESD is a critical component of curricula to be transacted in classrooms and a critical area of teacher training as part of our work in 100 countries worldwide. This is reflected in our policy work with our members, to ensure education policies further the mission of common responsibility towards ensuring a life of dignity for all. We further reiterate the need for focused strategies to deliver ESD in disaster prone and climate change affected countries (like Small Island Developing States) that are on the front lines of climate change.



© GCE

Our GAP commitment

GCE's concrete commitment to GAP was to advocate for a commitment to the delivery of ESD, as indicated in the Incheon Declaration and later in the FFA, using the post-2015 policy development frameworks and in particular those related to the development of indicators for the evaluation of the SDGs. GCE launched a concerted effort among its members and partners in August 2015 to advocate on both the global and thematic indicators, working to the underlying principle that the indicators must be driven by the nature of change that the SDG agenda seeks to achieve, should reflect the spirit of the education goal and targets, and be conducive to measuring policy interventions that can address underlying barriers to progress.

One of our activities

GCE is supporting its national coalitions in Europe, which are also working on a project to deliver global citizenship education (GCED) programmes, in the context of ESD and target 4.7, across 11 countries. This proposal, led by GCE member Oxfam IBIS in Denmark, brings together national civil society education coalitions, national teachers' unions, NGOs and other civil society networks to develop new programmes for the empowerment of teachers and learners in GCED and ESD, to evaluate the impact of the programmes and disseminate good practice to last during the period of the SDGs. At the national level our member in Vanuatu conducted an assessment of the national policy on environment and climate change education in schools and the knowledge of communities on the impact of climate change on Vanuatu's biodiversity.

Links

<http://www.campaignforeducation.org/en/news>

<http://www.campaignforeducation.org/en/campaigns/education-post-2015>

Focal Point

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Institute for Global Environmental Strategies (IGES)

The Institute for Global Environmental Strategies (IGES) aims to achieve a new paradigm for civilization through innovative policy development and strategic research for environmental measures, reflecting the results of research into political decisions for realizing sustainable development in the Asia-Pacific region and globally. At a socio-cultural level, IGES will tackle fundamental challenges to human society and redefine value systems of present societies that have resulted in the global environmental crisis. In the field of education, IGES will produce research and policy recommendations for advancing ESD practice, while also networking regionally and internationally for greater exchange of knowledge and expertise.



© Institute for Global Environmental Strategies

Our GAP commitment

(1) Advancing ESD as a vehicle for quality education reform: Target – develop an integrated ESD model for educational policy reform. (2) Strengthening ESD monitoring and evaluation: Target – pilot ESD indicators for M&E and learning assessment approaches. (3) Research and capacity building on Education for Sustainable Consumption and Sustainable Lifestyles: Target - capacity assessment and stocktaking on ESC/SL policies and practices of several countries, and support development of National ESC/SL Guidelines. (4) “Transforming training environments” for strengthening SD capacities of government officers and on “accelerating sustainable solutions at local level” through advancing low carbon, sustainable city planning and participation.

One of our activities

We have been working over the past two years to promote the strong inclusion of ESD into the Sustainable Development Goals and to demonstrate education’s fundamental role as a means of implementation across all of the SDGs. These efforts culminated in the publication of a book chapter on “The Role of Education in the Sustainable Development Agenda”. In addition to this publication, we provided direct recommendations (primarily to the Japanese government) for national inputs into the international negotiations; we made comments to the Open Working Group on the SDGs; and we disseminated proposals through the International Research Forum.

Links

<http://www.iges.or.jp/en/pmo/education/esd-me.html>

<http://pub.iges.or.jp/modules/envirolib/view.php?docid=6070>

https://www.youtube.com/playlist?list=PLNNslwnSnPNAihVFW5_tlNQmgc9-UnasX

Focal Point

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Intergovernmental Oceanographic Commission (IOC) of UNESCO

Better public understanding of the ocean is an important element of resolving critical environmental challenges and supporting the science and management measures for sustainable development. Increasing ocean literacy at all levels of leadership will build the capacity for adaptation and enhance the resilience of vulnerable communities. Leaders and citizens who have an understanding of ocean and climate science and who can access information will be better prepared to respond effectively to future ocean challenges. We aim at supporting Member States to develop integrated programmes of research, education and community awareness to build fundamental understanding of the importance of ocean research



© UNESCO

Our GAP commitment

We aim at promoting a better awareness of sustainable development issues related to the ocean, i.e. ocean acidification, marine biodiversity protection, prevention and preparedness of marine hazards, through the integration of marine matters in education curricula and in citizens awareness raising campaigns. Results are achieved through the definition of advocacy activities tailored to governments and other international organisations. We promote Ocean Literacy, building on the support of Member States, through an established partnership with experts and institutions from different regions of the world. We organize campaigns, and awareness raising events on ocean sustainability issues, taking advantage of major international events.

One of our activities

We are participating in the successfully created consortium of Sea Change (2015–2018), part of the European Union's Horizon 2020 programme, led by the Marine Biological Association (United Kingdom). Sea Change aims to establish a fundamental change in the way citizens view their relationship with the sea, by empowering them, as Ocean Literate citizens, to take sustainable action towards a healthy ocean and seas, healthy communities and ultimately a healthy planet. Through the project partnership, we design information campaigns as the basis for mobilisation activities aimed towards key target end stakeholder groups: formal educators and students, the public, and policy makers.

Links

<http://www.unesco.org/new/en/natural-sciences/ioc-oceans/priority-areas/capacity-development/>
<http://www.seachangeproject.eu>, <http://www.oceanteacher.org>;
<http://www.ocean-climate.org/?lang=en>, <http://www.coexploration.org/gose/>

Focal Point

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International Union for Conservation of Nature (IUCN)

Education for Sustainable Development (ESD) is key to the attainment of IUCN's conservation mission and ecosystem protection goals. It recognizes that people are at the heart of any nature based solutions to climate change. IUCN, represented through its Commission on Education and Communication (CEC), is a formal partner of the UNESCO Global Action Programme (GAP) on Education for Sustainable Development. As such, IUCN and GAP Partners seek to advocate for embedding of learning and engagement strategies in climate change, biodiversity and other environmental related policies and action. CEC is currently re-organizing its specialty groups, and the ESD work is now part of the Specialty Group on the Sustainable Development Goals (SDGs).

Our GAP commitment

IUCN CEC has a focus on advancing ESD policy and is working with: (i) University Educators for Sustainable Development in progressing ESD in higher education policies and structures; (ii) UNFCCC to raise awareness and create communication platforms to advance ESD as a change strategy to address climate change concerns; government and other key stakeholders to embed education, communication, capability building and awareness raising into nature conservation strategies and policies.

One of our activities

CEC is embedding ESD related work in its global #NatureForAll campaign, connecting young people and new audiences with nature.



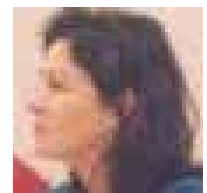
© Louisa Nakanuku-Diggs

Links

<https://iucn.org/about/union/commissions/cec/>
<http://www.cectalksnature.org>

Focal Point

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Mediterranean Initiative for Environment and Sustainability (MEdIES)

MEdIES is a Mediterranean network of approx. 5,000 educators engaged in ESD. Launched at the Johannesburg Summit on Sustainable Development (2002) as a Type II Initiative, it is closely linked with the UNESCO Chair on Sustainable Development Management and Education in the Mediterranean (at the University of Athens/UoA). It operates having its secretariat in Athens (Greece) and assisted by a pedagogical Task Group of 50 experts/practitioners in ESD from the region. Our work focuses on competences development in ESD of formal educators at all levels as well as of non-formal ones, and on promoting policy on ESD at regional and national level.



© MEdIES, 2015

Our GAP commitment

During the period between December 2014 and February 2016, we managed to develop the competences in ESD of approximately 1,000 formal and non-formal educators, from primary school teachers to university staff, from Cyprus, Egypt, Finland, France, Germany, Greece, Ireland, Italy, Jordan, Lebanon, Malta, Norway, Morocco, Netherlands, Norway, Palestine, Poland, Portugal, Romania, Slovenia, Sweden, Spain, Tunisia and Turkey. This was accomplished through several experiential workshops and seminars as well as through e-learning courses promoting the SDGs agenda and emphasizing: water/non-conventional water resources, marine litter, biodiversity/protected areas, sustainable consumption, climate change, etc.

One of our activities

Our continuous efforts in “advancing policy” together with other concerned stakeholders contributed to the fact that the Mediterranean Strategy on ESD was included as an integral part of the new Mediterranean Strategy on Sustainable Development, and in the Ministerial Declaration (Athens, 9-12 February 2016) as “important to achieve the implementation of the SDGs” (see <http://www.unepmap.org/index.php?module=news&action=detail&id=200>). Along these lines, a high level education meeting is scheduled for the last quarter of 2016 (on invitation by Cyprus) to approve the Action Plan of the Mediterranean Strategy on ESD, drafted by MEdIES and the UoA through a wide participatory process.

Links

<http://www.medies.net>

<https://www.facebook.com/MEdIES.net>

<http://www.mio-ecsde.org>, <http://unescochair.chem.uoa.gr/>

Focal Point

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Ministry of Education and Training, Viet Nam

We are dedicated to advancing ESD in national policies and programmes by raising awareness and building the capacity of national and Education Sector authorities, policymakers, teachers and students at all levels on environmental education, climate change adaptation and mitigation and disaster preparedness, as well as strengthening links and cooperation between national and international stakeholders in all sectors, levels and areas of education to promote ESD.



© UNESCO Office HaNoi

Our GAP commitment

Through the Global Action Programme on ESD we commit to: (i) strengthen the development and implementation of ESD policies and programmes by enhancing intersectoral coordination mechanisms for ESD; (ii) enhance the capacity of education authorities and policymakers to develop and implement ESD policies and programmes in Viet Nam; (iii) develop a comprehensive framework for Environmental Education for Sustainable Development to develop the necessary knowledge, skills, attitudes, competences and values of sustainable development and global citizenship in teachers and students from early childhood to higher education; and (iv) enhance regional coordination, collaboration, knowledge sharing and awareness on ESD.

One of our activities

An activity that will contribute to the GAP is the establishment of a National Framework for Environmental Education in Viet Nam to ensure that students at all levels have the knowledge, skills and attitudes for environmental awareness. This activity includes a study of existing environmental education materials, frameworks and models for all levels of education, as well as a needs assessment on environmental education and ESD-related issues in schools and communities in Viet Nam. The framework will then be developed and refined through national consultation workshops with the Education Sector Group, education authorities and policymakers prior to its official validation.

Links

<http://www.moet.gov.vn/>

Focal Point

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Ministry of Education, Culture, Sports, Science and Technology (MEXT) – National Commission for UNESCO, Japan

We are in charge of the promotion of UNESCO activities in Japan. While the areas we cover are broad including education, science, sports and culture, ESD stays in the center of our activities. As the country that proposed the United Nations Decade of ESD in 2002, we are committed to playing a central role in promoting ESD both internationally and domestically. Our efforts on ESD crystallized in 2014 as the co-organizer of the UNESCO World Conference on ESD held in Aichi-Nagoya and Okayama. We wish to continue to play a leading role in promoting and scaling up ESD activities.



© MEXT-MOE

Our GAP commitment

We provide financial support to the UNESCO-Japan Prize on ESD, which was established in October 2014. The prize is now entering its second edition. We are also supporting the implementation of the GAP through Japanese Funds-in-trust. Domestically, we are promoting a project in which multiple stakeholders such as boards of education, ASPnet schools, universities, private sectors, NGOs etc form a consortium and cooperate to implement ESD activities in their area.

One of our activities

Together with related ministries, we developed the “National ESD Implementation Plan for Implementing the GAP” in March 2015. The plan stipulated the activities that need to be conducted by ministries following the categorization of the five priority action areas. Following the proposal made by the special subcommittee on ESD placed under the Japanese National Commission for UNESCO, we are developing a set of guidelines on promoting ESD whose target audiences are superintendents and management level teachers. The guidelines aim to explain the important aspects of teaching ESD in schools. We are planning to conduct training on ESD during which teachers will be expected to use the guidelines and apply them to their schools’ context.

Links

<http://www.mext.go.jp/english/unesco/index.htm>

Focal Point

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Ministry of Education, Science and Technology, Kenya

We are charged with developing and managing policies and programs on education. The goal of the National Education Sector Plan (NESP) 2013-2018 is: Quality Basic Education for Kenya's Sustainable Development. Focus is on improvement of education quality and among others target development of relevant skills. Reforms and provision of quality education and training to all Kenyans are fundamental to the government's overall strategy for socio-economic development. Social Competencies and values are among the six priority investment areas to be delivered through the sub-themes of: Education for Sustainable Development, Life Skills Education, Guidance and Counselling, HIV and AIDS and Peace Education.



© Ministry of Education, Science and Technology, Kenya

Our GAP commitment

Education Sector ESD Policy and implementation guidelines developed. Strategies employed so far: Identification of appropriate Human resources, Partnerships and collaborations for financial and technical assistance and Public participation throughout the country. ESD Mainstreamed into curriculum. Curriculum reform is on course with special attention to values and social competences. The focus is creation of an enabling environment for performance based learning and transformation of assessment to check knowledge, skills and abilities required for the performance of certain tasks and provide guidelines for a continuum of competences that build up systematically from basic education institutions and feeds into tertiary education and labour market.

One of our activities

Kenya has a diversified large population faced with varied Sustainable Development challenges that require specific solutions. On this basis, public dialogues are necessary to ensure incorporation of public values, knowledge and experiences in the ESD policy development process. The overall objective is to contribute to the development of the ESD policy and guidelines for the Education sector through consultative stakeholder dialogues. This takes the form of interactive face to face deliberations with/amongst stakeholders at National and County levels. These dialogues are a powerful tool for gaining insights across different sectors and from stakeholders at community level.

Links

<http://www.education.go.ke>

Focal Point

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Ministry of Environment, Green Development and Tourism (MEGDT), Mongolia

The MEGDT has eight priority strategic objectives. One is to develop environmental and green development legislation, strategies and national programmes to advance sustainable development. The main objective of my work is to promote green development and environmental protection through developing and mobilizing related laws, policies and regulations, and national programmes.

Our GAP commitment

The DGDPP led the development of implementation of Green Development policy adopted by the Government of Mongolia. In addition, MEGDT in collaboration with the Ministry of Education, Culture and Science is implementing the Education for Sustainable Development project funded with the support of Swiss Development Cooperation. The purpose of the project is to ensure ESD is integrated in the Mongolian school system, and a framework (institutional, legal and organizational) for sustainable development (SD) and green development (GD) is in place. Within the framework of these initiatives, 628 schools in Mongolia are having ESD integrated into the regular curricula, which are in a process of continued revision. Also, through life long training centres, ESD training has been carried out in order to educate the general public. As a change agent, MEGDT has been training all its governmental agencies on ESD to promote SD.



© MEGDT

One of our activities

Currently, on behalf of MEGDT, I am part of the development of Green Development Strategic planning 2030 for several provincial governments and the National Programme on ESD. ESD is my passion in order to make real changes in my country and a contribution to our planet

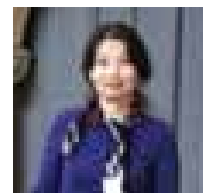
Links

<http://www.mne.gov>

<https://www.facebook.com/NogoonKhogjil>

Focal Point

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Ministry of Public Education, Costa Rica

The Ministry of Education is the constitutional organ of executive power in the field of education and manages all elements of the formal education system. The Ministry is the link between the executive and other institutions working in both public and private, national and international educational and cultural field. In particular, we promote the incorporation of education for sustainable development within the ministerial activities and coordinate actions in different areas such as curricular activities and workshops. We also help establish relationships between government organizations and civil society and the Ministry in the field of ESD.



© Ministry of Public Education, Costa Rica

Our GAP commitment

To fulfill the commitment, we promote the incorporation of Education for Sustainable Development in the curriculum as part of the curriculum transformation of Costa Rica. In addition a proposal of a Teacher Training Program on Education for Sustainable Development was developed, to be implemented in late 2016 and throughout 2017. There are also organized activities carried out in schools to learn about successful educational experiences in environmental and sustainable development.

One of our activities

The development of the first policy of education for sustainable development through coordinated work with ministries and other institutions, and with the active participation of key stakeholders. Our intention is to promote awareness and dissemination for the integration of environmental culture, institutional responsibility and social equity in all areas of the educational community through the consolidation of a strong policy of Education for Sustainable Development.

Links

<http://www.mep.go.cr/>

Focal Point

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National Council on Climate Change and Clean Development Mechanism (CNCCMDL), Dominican Republic

To define the national public policies regarding climate change mitigation and adaptation, including a special focus on climate change education. We are a council under the Office of the Presidency of the Dominican Republic and our membership is composed of 14 ministries and government institutions that have responsibilities in climate change policy, such as the Ministry of Agriculture and Ministry of Tourism. We are officially the Art. 6 National Focal Point under the UNFCCC and are the G77 + China coordinators of Art. 6 on climate change education.



© CNCCMDL

Our GAP commitment

To establish a regional program on climate change education with the 8 countries of the Central America Integration System. Up to now we officially launched the program with a press conference on December 4th 2015 at COP 21 in Paris and have already begun in each country to develop a report on climate education policies and best practices, with the aim of defining a common priority action for the whole region to be implemented between 2016 and 2017.

One of our activities

We organized in February 2016 a Virtual Dialogue about climate change solutions and education with close to 50 youths from 4 Central American countries: Costa Rica, Dominican Republic, Guatemala and Panama. This Dialogue provided a space for sharing ideas and identifying potential common actions among youth of these four countries. Another result of this activity is that conclusions of the dialogue will serve as input for the positions of these Central America countries in the UNFCCC process.

Links

<http://http://cambioclimatico.gob.do/>

Focal Point

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The One UN Climate Change Learning Partnership (UN CC:Learn)

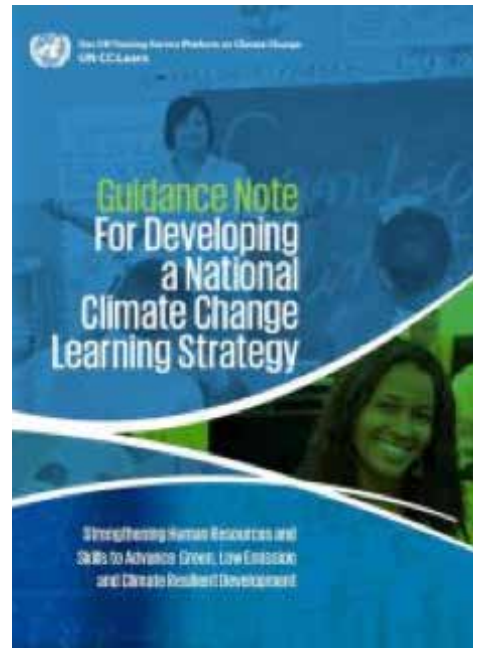
UN CC:Learn is a partnership of more than 30 multilateral organizations supporting countries to design and implement systematic, recurrent and results-oriented climate change learning. At the global level, the partnership supports knowledge-sharing, promotes the development of common climate change learning materials, and coordinates learning interventions through a collaboration of UN agencies and other partners. At the national level, UN CC:Learn supports countries in developing and implementing national climate change learning strategies. The Secretariat for UN CC:Learn is hosted by the UN Institute for Training and Research (UNITAR).

Our GAP commitment

To advance ESD, UN CC:Learn commits to promote climate change education at the national and international level. In particular, we support the development of national climate change learning strategies and action plans including education, in Africa, Asia and Central America. Through our activities at the global level, we also enhance knowledge-sharing and offer a variety of online materials for climate change learning available to anyone interested.

One of our activities

UN CC:Learn is promoting a regional approach to climate change learning through the Central American Integration System. The programme aims to leverage the region's existing experience and capacities in the area of climate change learning, define a concrete action plan that generates synergies among participating countries, jointly implement priority actions and scale up this collaboration for long-term impact.



© UN CC:Learn

Links

<http://www.unclearn.org>

Focal Point

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Cristina Rekasavas: cristina.rekasavas@unitar.org



United Nations Alliance on Climate Change Education, Training and Public Awareness

Main objective of your work: The United Nations Alliance on Climate Change Education, Training and Public Awareness (UN Alliance) is a collaborative platform involving 13 United Nations organizations, which supports Parties to the UN Framework Convention on Climate Change (UNFCCC) in their efforts to design, initiate and undertake activities related to climate change education, training, public awareness,

public participation and public access to information. The UN Alliance aims at maximizing existing synergies, eliminating duplication and optimizing the impact of the collective effort of UN organizations in enhancing the implementation of Article 6 of the UNFCCC. The Secretariat for the UN Alliance is provided by the UNFCCC.



© UNFCCC

Our GAP commitment

We support the implementation of the GAP by:

- Enhancing the implementation of the Doha Work Programme on Article 6 of the Convention;
- Developing guidelines for national focal points for Article 6 of the Convention;
- Establishing a network of national focal points for Article 6 of the Convention;
- Developing educational materials and disseminating them through web-based platforms;
- Supporting countries in adopting and implementing climate change learning strategies and action plans;
- Organizing annually a Dialogue on Article 6 of the Convention;
- Organizing high-level events on education, training and public awareness during the United Nations Climate Change Conferences.

One of our activities

Dialogues on Article 6 of the Convention: The objective of the Dialogue is to provide a regular forum for Parties, experts, practitioners and stakeholders to share their experiences and exchange ideas, best practices and lessons learned regarding the implementation of the Doha work programme on Article 6 of UNFCCC. The Dialogue clusters the six elements of Article 6 of the Convention into two focal areas, which alternate on an annual basis, with the first focal area consisting of education and training, the second consisting of public access to information, public participation and public awareness. International cooperation is a cross-cutting theme.

Links

http://unfccc.int/cooperation_and_support/education_and_outreach/education_and_training/items/8958.php
http://unfccc.int/cooperation_support/education_outreach/overview/items/8946.php
<http://unfccc.int/resource/docs/2012/cop18/eng/08a02.pdf#page=17>

Focal Point

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United Nations Economic Commission for Europe (UNECE)

The UNECE Strategy on ESD, adopted in 2005 by the governments of the UNECE member states, is a practical instrument to incorporate key themes of sustainable development into the region's education systems. The implementation of the Strategy and review of its progress is decided on and overlooked by the UNECE Steering Committee whose members are designated by governments of the member States and include representatives of environment and education sectors, as well as international and non-governmental organizations participating as observers. The Steering Committee constitutes the principal decision-making body for the Strategy's activities in the UNECE region, responsible for giving guidance and strategic directions to its implementation.

Our GAP commitment

The next milestone in the process will be organizing the High-Level Meeting on ESD to be held on 8-10 June in Batumi, Georgia during the 8th Environment for Europe Ministerial Conference. The Meeting is expected to assess progress achieved during the first 10 years of the implementation of the UNECE Strategy for ESD; renew countries' commitment to ESD; and agree on ESD future priorities in the region. The renewed mandate is expected to continue implementing the Strategy for ESD on the regional level beyond implementation phase III; adopt a future implementation framework; continue to focus on teacher education; and to extend the focus on formal education to also address informal and non-formal education.

One of our activities

The UNECE Steering Committee on ESD regularly undertakes evaluation of progress made in implementing the Strategy by its member States. The latest progress report was focused on the implementation of the Strategy during the first decade with particular attention to the third phase of implementation (2011–2015), based on 38 national implementation reports submitted by its member States for that phase. The findings of this report have been taken into consideration in drafting the future implementation framework for the Strategy and will be discussed at the high-level segment on ESD at the Environment for Europe Ministerial Conference in Batumi, Georgia, in June 2016 (link to the report at <http://www.unece.org/fileadmin/DAM/env/esd/11thMeetSC/Documents/1521609E.pdf>).

Links

<http://www.unece.org/env/esd.html>

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PN 2

TRANSFORMING LEARNING AND TRAINING ENVIRONMENTS

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Asia-Pacific Cultural Centre for UNESCO (ACCU), Japan

The Asia-Pacific Cultural Centre for UNESCO (ACCU) is a not-for-profit organization dedicated to working with children, youths, families and schools to create a peaceful and sustainable society through promoting education for sustainable development and cultural cooperation among peoples in the Asia-Pacific Region. For over 40 years, we have developed various teaching and learning materials (literacy, environment and disaster risk reduction, etc.) and supported catalysts of change in close collaboration with UNESCO. Since 2005, ACCU added ESD to its focus areas and collaborated with organizations and schools in order to promote the principles of ESD.

Our GAP commitment

We commit to promote and scale up the whole institution approach for the holistic nature of ESD to create a sustainable society. A powerful tool for implementing ESD is the HOPE Framework that was developed by ACCU. Specific goals for the next three years are to promote and develop the whole institution approach to formal and non-formal schools through (international) collaborative learning. The collaborative learning activities focus on a school and community based approach. The project is designed to coordinate formal and non-formal schools. The project will develop a framework for the whole institution approach, organize coordinators and educators' workshops and conduct monitoring and evaluation missions.

The collaborative learning activities focus on a school and community based approach. The project is designed to coordinate formal and non-formal schools. The project will develop a framework for the whole institution approach, organize coordinators and educators' workshops and conduct monitoring and evaluation missions.

One of our activities

The ESD Food Project is an international collaborative learning activity to nurture youth to become change agents for creating a sustainable society through implementing a whole school/institution approach to ESD. The project also tries to link schools and communities and promote interactions among schools. We identified food as an entry point to ESD. The project does not aim to promote a study about food but to nurture various skills for students to be able to take actual actions for social change. We encourage teachers to become facilitators in order to let student take initiative in their learning.

Links

<http://www.accu.or.jp/esd/index.shtml>

<http://en.unesco.org/greencitizens/stories/using-rice-farming-methods-teach-environmental-protection>

Focal Point

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© ACCU



Foundation for Environmental Education (FEE)

With members in 73 countries around the world, our programmes represent the absolute cutting edge in Education for Sustainable Development and Environmental Education. While our Eco-Schools, LEAF and Young Reporters for the Environment programmes educate young people to cultivate a more environmentally conscious approach in their lives, our Green Key and Blue Flag initiatives are known across the world for their promotion of sustainable business practices and the protection of our valuable natural resources. It is the vision of the Foundation for Environmental Education that our programmes empower people everywhere to live sustainably and in an environmentally conscious manner.



© Foundation for Environmental Education

Our GAP commitment

FEE ascribed to the maximum period of 5 years' commitment within the Priority Action Area of accelerating sustainable solutions at the local level. We continue to expand our activities into new countries and increase the number of participants enrolled in our programmes, in countries where we are present already. We will continue to approach Education for Sustainable Development through positive means and will work to create projects that allow for inclusiveness for all countries and cultures, respecting the diverse needs and capabilities of different groups, especially in our school-based programmes.

One of our activities

The Great Plant Hunt is our Eco-Schools' Biodiversity Educational Project, a joint initiative with Toyota Motor Europe. The campaign focuses on biodiversity with a particular emphasis on plants and their associated species, including educational aspects, based on the FEE Educational Principles, and practical activities based on resources developed by the Royal Botanic Gardens, Kew with funding from the Wellcome Trust. The aim is to develop young people as advocates for conservation and promoting local biodiversity actions. The Great Plant Hunt was officially launched in November 2015 and currently involves 308 schools, 3,244 teachers and 3,4287 students in 10 countries.

Links

<http://www.fee.global/our-work/> <http://www.fee.global/> <http://www.ecoschools.global/>
<http://www.ecoschools.global/> <http://www.blueflag.global/> <http://www.greenkey.global/>
<http://www.yre.global/> <http://www.leaf.global/>

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Global Universities Partnership on Environment and Sustainability (GUPES)

GUPES, the Global Universities Partnership on Environment and Sustainability, is UNEP's flagship programme on higher education and sustainability, which was launched at Rio+20. The goal of the platform is to mainstream environmental education in higher education, both through curricula and greening practices on campuses. GUPES currently has close to 800 partner universities worldwide.



© GUPES

Our GAP commitment

GUPES is member of the GAP Partner Network 2 and seeks to support the GAP Priority Action Area 2: Transforming learning and training environments. GUPES has 3 pillars: education, training, and networking.

One of our activities

On 4 and 5 February 2016, UNEP, together with the Kenyan National Environment Management Authority (NEMA) and the Commission for University Education (CUE), launched the Kenya Green Universities Network (KGUN). Close to 200 participants attended the launch, including UNEP's Executive Director and Kenya's Cabinet Secretary for Environment. KGUN aims at developing environmentally sound practices in higher education, fostering low carbon, climate resilience development strategies and sustainability across campuses. The network will cover all aspects of higher education including curricula development, training and campus operations, as well as promoting greater student engagement across the 71 public and private universities in Kenya that constitute the network. The network will also support Kenya's response to the Global Action Programme on Education for Sustainable Development (ESD).

Links

<http://www.unep.org/training/>

<http://en.unesco.org/news/unep-launches-kenya-green-university-network?language=en>

Focal Point

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Alianza de Redes Iberoamericanas de Universidades por la Sustentabilidad y el Ambiente (ARIUSA)

Our work is the coordination of the Alliance of Ibero-American Networks of Universities for Sustainability and Environment. ARIUSA is a network of university environmental networks, created in 2007. The mission of this network of networks is to promote and to support coordinated actions in the field of environmental higher education, as well as the academic and scientific cooperation between university networks on environment and sustainability. Currently the Alliance has 21 environmental university networks, at national and regional scale. As a whole, they include more than 300 universities in 14 Latin American countries and Spain



© ARIUSA

Our GAP commitment

We are developing a second series of National Universities and Sustainability Forums. In the context of these events, academic researchers present the results of diagnoses and studies in the region that examine the current state of progress in the commitment of the institutions of higher education to sustainability. The first series of National Forums of Universities and Sustainability took place in 10 Latin American and Caribbean countries, during 2013. In these events participated delegates from 225 universities and 76 others institutions, such as the National Ministries of Environment and Education.

One of our activities

From 2014 until April 2016, ARIUSA organized 10 National Universities and Sustainability Forums in 6 countries of Latin America and the Caribbean: Peru, Panama, Dominican Republic, Colombia, Ecuador and Costa Rica. In addition, we are organizing other similar events in Mexico and Venezuela for the coming months. In these events, the researchers present the results of 4 national diagnoses on the environmental commitment of the higher education institutions. These diagnoses are from Peru, Colombia, Ecuador and Mexico. All the national diagnoses share the same methodology, which coincides with the whole-institutional approaches that UNESCO and the GAP promote.

Links

<http://ariusa.net/>

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International Association of Universities (IAU)

Higher Education and Research for Development is one Key Thematic Priority in of the IAU Strategic Plan 2016-2020 (to be adopted at the IAU General Conference 2016) to foster and showcase higher education activities addressing the SDG's and the 2030 Development Agenda. We



© IAU

raise awareness and trigger action; organize thematic events and conferences and publish on related topics in all IAU communication tools; and make presentations at key conferences. IAU developed and maintains the IAU Global Portal on Higher Education and Research for Sustainable Development (HESD). It showcases initiatives of Higher Education Institutions (HEIs) and research bodies and provides news, events and resources on Sustainable Development and tools for decision-makers, academia, staff and students. The aim is for it to become a global reference portal and to facilitate networking, and cooperation between stakeholders. The portal complements the UNESCO GAP clearinghouse and focuses specifically on higher education.

Our GAP commitment

We filter initiatives, events, news, resources and actions on HESD and invite HEIs to register their own sustainable development activities on the portal. It holds already a representative pool of institutions committed to the SDGs and the 2030 Agenda for Sustainable Development, creating a unique educational and research instrument on HESD accessible to everyone. The portal contains more than 1,700 items published in English and French, connecting around 400 HEIs worldwide. It lists more than 160 news and resources and almost 370 actions and events. We also promote sustainable development initiatives of HEIs through other IAU communication channels and in meetings and conferences. Another important part of our commitment is to build strong connections with other higher education associations, HESD networks and organizations to scale up action jointly.

One of our activities

We monitor the field of HESD globally so we can create a centralized, common space where leaders and HESD managers can find the resources they need to develop their own policies and initiatives, benchmark their projects with peers, increase visibility, and develop partnerships with other organizations. We publish on GAP, the SDGs and the 2030 Development Agenda in various IAU communication tools (monthly e-bulletin, the portal, iIAU Horizons, iHEDBIB) and contribute to the debate by presenting on the role of HE for SD at key events.

Links

<http://iau-hesd.net/en> <http://www.iau-aiu.net/>

<http://iau-aiu.net/civicrm/mailling/subscribe> <http://iau-aiu.net/content/iau-horizons>

<http://iau-aiu.net/content/hedbib>

Focal Point

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Korean National Commission for UNESCO, Republic of Korea

We carry out ESD programmes primarily for the UNESCO Associated Schools Project Network (ASPnet) with a focus on implementing sustainability principles within the school environment. We specifically aim at implementing the ESD whole-school approach in Korean ASPnet schools by organizing workshops, and supporting teachers' ESD learning communities and student-led ESD projects. These activities will contribute to addressing sustainability in curricula, teaching, teacher and student projects, facilities, operations and community relations.



© Korean National Commission for UNESCO

Our GAP commitment

We jointly organized two ASPnet teacher training sessions on ESD in 2015, one with the Korean National Youth Agriculture and Life Center and the other with the Man and the Biosphere Programme (MAB) National Committee of the Republic of Korea. In addition, the number of student-led ESD projects carried out under our Rainbow Youth Global Citizenship Project (a year-long programme that supports students to seek their own ways of solving the ESD-related issues that their schools and local community are facing) has increased from 34 in 2010 to 115 in 2015.

One of our activities

As the national coordinator for ASPnet, we provide ASPnet teachers with various ESD-related capacity-building opportunities, by supporting teachers' ESD learning communities, organizing training sessions and distributing teaching and learning materials on ESD. Also, we encourage ASPnet students to actively engage in various ESD projects within their schools, including the Rainbow Youth Global Citizenship Project.

Links

<http://www.unesco.or.kr/>

<http://asp.unesco.or.kr/>

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Manitoba Education and Training, Canada

We coordinate Manitoba Education and Training's ESD priority action area. This involves taking a whole-school approach toward implementing ESD throughout the kindergarten to grade 12 school system in Manitoba. Some of our work activities include: incorporating ESD into existing curricula; reorienting technical-vocational education; providing ESD professional learning opportunities; providing funding to schools in support of ESD; developing ESD curriculum support resources, undertaking research; working with faculties of education to incorporate ESD in teacher education; and working with a variety of partners in the promotion of ESD.

Our GAP commitment

We have encouraged all schools to have ESD school plans in place by 2019. As of 2014, 31% of the 754 (funded and publicly independent) schools in Manitoba have ESD school plans in place. We have collected data by school divisions for 2015 and this data will be available in June 2016. Indications to date show a large increase since 2014 in the number of schools having plans in place. Professional development on ESD school planning and the whole-school approach to ESD is being provided to schools in Manitoba and pre-services teachers.

One of our activities

We continue to foster a whole-school approach through our annual Eco-Globe Schools Program which recognizes schools involved in activities that promote and integrate ESD. This initiative recognizes three levels of sustainability: awareness, action, and transformation. It helps to start a dialogue for schools seeking to attain a high level of sustainability performance across their whole school. It is through the shared efforts and commitments from the school community (principal, superintendents, trustees, teachers, students, parents, etc.) where real change is happening; Manitoba schools are becoming more sustainable. All schools and their level of recognition are posted on Manitoba's ESD website annually.

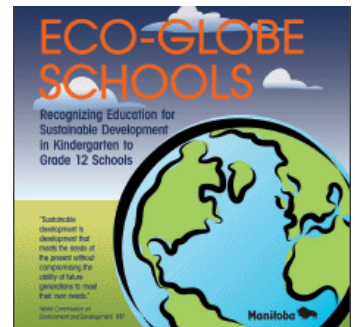
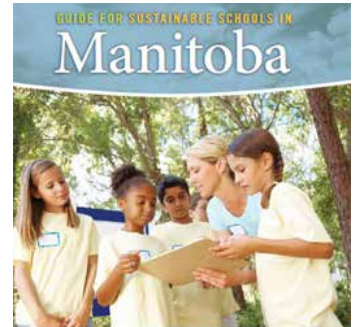
Links

<http://www.edu.gov.mb.ca/k12/esd/>

http://www.edu.gov.mb.ca/k12/esd/eco_globe/index.html

Focal Point

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© Manitoba



Millennium@EDU Sustainable Education

We, as Millennium@EDU Sustainable Education, are a multi-stakeholder initiative led by the private sector including some of the largest multinationals involved in education and technology that are willing to provide their contribution for the achievement of the United Nations Sustainable Development Goals (SDGs). Most of our activities, in particular the educational projects, are related to Education for Sustainable Development, having a global approach in geographical and thematic terms.



© Millennium@EDU Sustainable Education

Our GAP commitment

Our Commitment “World Classroom for Sustainable Development” aims to connect students and teachers through Model Classrooms in different countries under a comprehensive education plan, based on scientific experiments and sustainable development issues, like water, climate, economic growth and, in particular, energy, in order to improve the quality of Education for Sustainable Development. The Model Classroom is a combination of technological infrastructure with training and educational content. Since the launch of our commitment we have added new countries and classrooms, namely in Benin, Uganda, Bolivia and Tunisia.

One of our activities

We have launched Awards for the best coded videos on climate change and energy, thus making a contribution to the development of Climate and Energy Literacy, while developing coding skills, and a contribution to gender equality by giving special emphasis to girls and women. These awards were launched in the context of the Code4Girls@EDU Initiative, a partnership with Vidcode, a video coding platform. This Initiative aims to develop Coding Literacy, with a special focus on girls and women.

Links

<http://millenniumedu.org/sustainable-education>

Focal Point

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rootAbility, Germany

(ESD Prizewinner 2015)

rootAbility empowers students to advance sustainability at universities. We do this by enhancing the change-maker competencies of students through workshops, as well as supporting them to set up student-led and staff-supported sustainability hubs, based on the Green Office Model. We are active across Europe.

Our GAP commitment

We commit ourselves to continue to inspire and empower students and staff at European universities, colleges, schools and universities of applied sciences to design and lobby for student-led and staff-supported sustainability units – based on the Green Office Model - to advance ESD within their organizations and communities. By 2025, we aim to reach 10,000 students and staff engaging in ESD activities at 100 Green Offices around the globe.

One of our activities

One of our main activities is to support the grassroots lobbying activities of students, staff and faculty to set up sustainability hubs, inspired by the Green Office Model. We do this primarily by publishing open-source materials, providing support via Skype, organizing workshops, and connecting people.



© rootAbility gUG

Links

<http://www.rootAbility.com>

Focal Point

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Sustainability and Environmental Education (SEEd), United Kingdom

SEEd developed out of CEE, the Council for Environmental Education in the UK, founded in the 1960s. We are a membership organization focusing on environmental education and ESD and we are the founder/manager of the innovative collaborative Sustainable Schools Alliance (SSA). The Alliance consists of 18 organizations, across the whole of sustainability, and reflects the way SEEd works to enable, empower, facilitate and influence by developing partnerships to build capacity and embed ESD and environmental education into the UK education system. We run workshops, conferences, online services e.g webinars and policy forum.



© SEEd

Our GAP commitment

SEEd is committed to transformational learning for change and so we are promoting whole school approaches, action learning, social learning and collaborative working for greater impact. Our key commitment to GAP include campaigning to embed ESD in the UK Education law, to support schools, teachers and educators to continue this work and identify best practice and long-term impacts.

One of our activities

Whole school approaches for ESD have had a long history in the UK with evidence that supports their benefits. We are contributing this expertise to the whole Institutional approach of GAP Partner Network 2 and encouraging our own networks to participate. We are helping schools and their networks to get started both in the UK and internationally with workshops and advice.

Links

<http://se-ed.co.uk/edu/>

<http://se-ed-elearning.co.uk/>

<http://sustainable-schools-alliance.org.uk/>

Focal Point

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Higher Education Sustainability Initiative (HESI)

The Higher Education Sustainability Initiative (HESI) was initiated in the lead up to the Rio+20 Conference by a group of UN partners: the Executive Coordinator of Rio+20, UN-DESA, UNEP, UNESCO, UN Global Compact's Principles for Responsible Management Education (PRME), UNU, and - as of 2016 - UN-HABITAT, with the objective of creating coherence among United Nations entities working on issues related to the higher educations, and to spur institutions of higher education to commit to teach sustainable development concepts, encourage research on sustainable development issues, green their campuses, and support sustainability efforts in their communities. The Higher Education Sustainability Initiative is also supported by a range of international networks, national and regional organizations, and several student organizations.



© Hesu

Our GAP commitment

As of 2016, over 300 Higher Education Institutions (HEIs) in over 50 countries have made commitments and joined the HESI network. Many of these organizations are also affiliated to other UN initiatives, such as the Global Universities Partnership on Environment and Sustainability (GUPES) and around two-thirds of the organizations are signatories to the UN Global Compact or PRME. The HESI partnership has also helped spearhead the implementation of the Sustainability Literacy Test (Sulitest.org), the first international training and assessment tool for assessing sustainability literacy.

One of our activities

In 2015, the HESI partners prepared a report on “Climate Change Action for Sustainable Development”, which was presented on the occasion of the event “From Rio to Paris: Higher Education for Climate Change Action”, held on 14 October 2015 at UNESCO headquarters, organized by the partners of the HESI initiative in close collaboration with the Kedge Business School, itself a signatory of the HESI initiative, as contribution to the XXI Session of the Conference of the Parties to the UNFCCC (COP21).

Links

<https://sustainabledevelopment.un.org/sdinaction/hesi>
<https://sustainabledevelopment.un.org/partnerships/hesi>

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UN Global Compact's Principles for Responsible Management Education (PRME) initiative

The Principles for Responsible Management Education (PRME) is the UN Global Compact-backed initiative with the mission to inspire and champion responsible management education, research, and thought leadership globally by bridging relationships and catalyzing collaboration between the UN, the Global Compact, and academia. The Six Principles of PRME are based on internationally-accepted values endorsed by UN Member States. They provide a framework for higher education institutions to embed responsibility and sustainability in education, research, and campus practices through a process of continuous improvement, thus supporting the development of leaders capable of managing the complex challenges faced by business and society today.



© PRME

Our GAP commitment

Management education-related HEIs have a critical role in the implementation of the post-2015 agenda through thought leadership, educating future leaders and developing research for managers and organizational change leaders. We, supported by the PRME Steering Committee, commit to mainstreaming the objectives of ESD and the Sustainable Development Goals (SDGs) through all PRME work streams and regional platforms, by ensuring that PRME signatories address the SDGs in mandatory Sharing Information on Progress reports and by enabling PRME Regional Chapters to develop priority areas and activities for addressing ESD and SDGs.

One of our activities

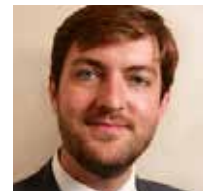
At the conclusion of the 2015 Global Forum for Responsible Management Education – 6th PRME Assembly, participants endorsed the SDGs, calling upon governments, business leaders, accrediting bodies, rankings providers, and UN system entities to support management educators in their key role in developing future leaders and helping to achieve the SDGs. This year, SDGs will act as the Flagship Issue for PRME. We are excited to announce that PRME has already begun integrating the SDGs into work streams, including PRME Chapters. PRME Chapters will continue discussing SDGs, providing an opportunity to work with and adapt the SDGs into a local context and thereby approach region-specific issues.

Links

<http://unprme.org>

Focal Point

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UNESCO Associated Schools Project Network (ASPnet), Argentina

To develop the necessary skills to preserve cultural and natural heritage from a sustainable perspective, focusing on transforming learning environments of secondary schools implementing ESD in partnership with the broader community.

Our GAP commitment

The main objective of the project is to create a network of secondary schools located in the World Heritage Site of Qhapaq Ñan, Andean Road System (site located along six Latin



© ASPnet, Argentina

American countries and seven Argentinean provinces). The main objective of the project is for students to reflect on their views on Heritage and to promote activities related to its preservation. During 2015, students of seven schools in different provinces of Argentina (Jujuy, Salta, Catamarca, Tucumán, La Rioja, San Juan and Mendoza) focused on World Heritage from a cross-curricular perspective.

One of our activities

The NatCom produced and provided training and materials for over 600 teachers and students in each school. Also, students were invited to produce material reflecting their views on “Qhapaq Ñan” and delivered their own workshops on World Heritage and sustainability for their local communities. This activity contributed to the GAP as part of Priority Action 2, which focuses on changing learning and training environments. During 2016 the objective of the project is to generate an exchange between students and teachers in the different provinces and invite other countries (Perú, Colombia, Ecuador, Chile and Bolivia) to share their own local experience and develop a regional one.

Links

<http://portales.educacion.gov.ar/dnci/comision-nacional-para-la-unesco/>

<http://www.repotur.gov.ar/handle/123456789/5678>

Focal Point

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UNESCO Associated Schools Project Network (ASPnet), Côte d'Ivoire

Through an innovative approach integrating the social, economic, environmental and cultural dimensions of development, introduce ESD to learners through self-transformation, and transformation of the social environment and society.

Our GAP commitment

Train and educate students, teaching staff, parents and school partners about sustainable development, develop agricultural entrepreneurship for green agriculture through promoting our cultural heritage (growing of medicinal plants), produce viable business models.

One of our activities

Recycling e-waste by youth and for youth so they can play their role as change agents for sustainable development through ESD. This learning coupled with agricultural entrepreneurship in a participatory business model will enable young people to build a better future not only for themselves but also for future generations.



© ASPnet, Côte d'Ivoire

Links

<http://www.aspnet-ci-unesco.org>

Focal Point

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UNESCO Associated Schools Project Network (ASPnet), Greece

ASPnet Greece is a network of 150 schools from all levels of education. The majority of our schools, run projects based on the GAP aiming at integrating sustainability in daily school life. Teachers and students participate in ESD international activities such as the Okayama ASP Conference in Japan and UNESCO Climate Change Seminar in Paris. They also participate in projects at national level such as "The Sustainable School Label", "Eco-Schools", "Sustainable City".

With the teachers- coordinators, we are creating synergies and joint projects with other networks, including the European e-twinning project. Through our network we aim at equipping our students with the ability to make sustainable judgements and choices following the principles of sustainable development.



© ASPnet, Greece

Our GAP commitment

The two first phases (student's preparation, discussions) started in September and were completed in February when we organized two Students' Symposiums in cooperation with the National Commission for UNESCO: "Targeting Sustainable Development through Education" in Athens and "Education as a vehicle for Sustainable Development" in Thessaloniki. During the symposiums, which lasted two days, the students of 37 ASP schools discussed both in commissions and in plenary as if they were participating in a General Conference. At the end they adopted a resolution. The dissemination phase beginning in March aims to inform 7,500 students and teachers about the results of the Symposiums.

One of our activities

We organized an experiential event in cooperation with the UNESCO Chair of the University of Athens and MEDIES. The goal was to facilitate a discussion with the students, so as to generate and negotiate priorities to effectively "green" their school and accelerate the progress of their school communities towards sustainability. The students were exposed to the UNESCO GAP and the newly introduced SDGs. They set priorities that came out of the interactive discussion and brainstorming, focused on issues such as the student-centered model of teaching and learning, promoting equity in their school environments, and dealing with global challenges including the current Syrian refugees' crisis.

Links

<http://aspnetunesco.arsakeio.gr/>

<http://www.medies.net/articles.asp?cID=8&aID=1025>

Focal Point

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UNESCO Associated Schools Project Network (ASPnet), Indonesia

For ESD GAP Programmes in Indonesia, we developed *Adiwiyata* Green School Indonesia (AGSI). AGSI is a model of Education for Sustainable Development (ESD) in Indonesia. The AGSI programme is directed towards building an ideal school as the basis for humans to reach the sustainable developments goals and prosperity. With the AGSI programme, we developed the capability of school to integrate the elements of ESD into the learning process and all school activities, based on the national curriculum and the existing education system in Indonesia. As a result, the AGSI schools are able to create school strategic policy, school management, learning, and planning programme implementation to develop awareness, concern, and environmental management to encourage knowledge and skills related to sustainable development.



© Adiwiyata Green School Indonesia (AGSI)

With the AGSI programme, we developed the capability of school to integrate the elements of ESD into the learning process and all school activities, based on the national curriculum and the existing education system in Indonesia. As a result, the AGSI schools are able to create school strategic policy, school management, learning, and planning programme implementation to develop awareness, concern, and environmental management to encourage knowledge and skills related to sustainable development.

Our GAP commitment

We implement the AGSI program step by step because there are around 230,000 schools between elementary and high school levels in Indonesia. Recently, we developed the AGSI programme for elementary schools by preparing the AGSI guidelines and training materials for school teachers, principals, committees, and school attendants. We implemented the AGSI programme in five pilot elementary schools in Mataram city, located in Nusa Tenggara Barat, one of Indonesia's small islands. The programme is very successful in terms of school quality improvement, in which the ESD aspects are integrated into the learning process, school activities, and school management. Recently, we were asked by the Mataram city mayor to scale up the programme to all elementary schools in the city. To achieve this goal, the five pilot elementary schools will introduce the AGSI programme to other neighbouring schools and will guide them.

One of our activities

In implementing the AGSI programme in Indonesia, we are preparing the AGSI guidelines and training materials for school teachers, principals, committees, and school attendants. We are also carrying out workshop for them all to practice implementing the AGSI guidelines and training materials. We are also assisting and accompanying school principals and teachers in creating school strategic policy, school management, and teaching, learning and planning programme implementation.

Links

<https://www.its.ac.id>
lppm.its.ac.id

Focal Point

Focal point under nomination

UNESCO Associated Schools Project Network (ASPnet), Oman

Through our projects and programmes we are working to enhance knowledge, skills and values of ASP students regarding ESD, in order to prepare a responsible generation, activate partnerships between ASP schools in Oman and other countries, and build partnership with NGOs and the private sector to implement ESD projects in schools.

Our GAP commitment

Since June 2015, I have worked with the ESD team in the UNESCO National Commission to raise awareness of ESD through a number of activities and projects. We are also building partnerships with the private sector that fund a number of projects and workshops. Good cooperation has been established between the Oman NATCOM and NGOs to develop public environmental awareness and knowledge through schools. We also promote cultural diversity programmes involving Omani students and other students from Arab countries and Europe. A number of competitions were organized in ASP schools on energy saving, climate change and recycling in cooperation with NGOs.



© OMAN NATCOM 2015

One of our activities

The Oman NATCOM started this project in 2015. Phase 1 included two schools for girls and one school for boys. (Phase 2) Looking at the success of the Green Schools Project in these three schools during 2015-2016, the Oman NATCOM decided to proceed with the expansion project in 2016-2017 and plans to add 10 more schools for boys and girls, in cooperation with the Ministry of Education, UNESCO's Doha Office and Petroleum Development Oman (PDO). This phase focuses on implementing sustainability projects that serve the students and the school environment directly, related for instance to energy provision, water conservation, waste recycling and other vital programmes. The project has implemented a number of activities and programmes targeting students, teachers and administrators at school, as well as parents, to make them aware of ESD.

Links

<http://www.onc.com>

Focal Point

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UNESCO Chair in Higher Education for Sustainable Development (University of Lüneburg, Germany)

Our purpose is to create a network of dedicated UNESCO Chairs, UNITWIN Networks and other UNESCO entities (ideally a global network, or at least a network comprising more than one continent/region). This Network is meant to play a decisive role in bringing the Global Action Programme on ESD in higher education institutions forward, e.g. by connecting of inter- and transdisciplinary sustainability science and higher education for sustainable development; extracting and utilizing empirical findings to sustainability-oriented higher education; capacity building of multipliers in the field of education for sustainable development (professors, teacher education, training of trainers); scientific qualification of sustainability researchers; and regularly monitoring and reviewing progress.



© Ethiopian Graduate School of Theology

Our GAP commitment

In our role as a coordinator within a bigger framework of the project “University Educators for Sustainable Development” (led by University of Gloucestershire), we bring together 52 partners in 33 countries, which focuses on support for teaching colleagues, to enable them to prepare students, regardless of their courses or specialization, to understand and apply their professional and global responsibilities in sustainability. The project includes plans for university staff to develop professional competences and the academic leadership capabilities linked to Education for Sustainable Development (<http://www.ue4sd.eu>).

One of our activities

We jointly organized a training on the subject of environmental and sustainability education from 21 to 29 July 2015. Participants were drawn from Teachers’ Education Colleges and Theological Seminaries in Southern Nations, Nationalities, and Peoples Regional State (SNNPRS). Twenty two participants completed the workshop. At the close of the training, the four teacher education colleges established a local network of Teacher Education for Sustainable Development. Similarly, the four theological colleges established a local network of Environmental Education for Sustainable Development. The local networks are envisioned to be part of the International Network at York University, Canada where EGST and Leuphana will serve as catalysts for the growth and development of the local networks in all regions of Ethiopia.

Links

<http://www.leuphana.de/en/unesco-chair.html>

<http://egst.edu.et/training-completed-on-environmental-and-sustainability-education/>

Focal Point

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Wildlife and Environment Society of South Africa (WESSA), South Africa

Coordinate and support the Eco-Schools movement across South Africa. Explore and develop regional projects that promote ESD such as the Stepping Up to Sustainability project which is functioning in 6 SADC countries.

Our GAP commitment

Eco-Schools remains the school-based ESD project of choice in South Africa with close to half a million learners engaged in all parts of South Africa. Projects conducted by schools include Water Explorer, Re-cycling, biomonitoring, food gardens, biodiversity gardens, invasive alien species eradication, adapting curriculum materials in support of sustainability practices etc. WESSA has agreed to host the global Eco-Schools National Operators Meeting (NOM), for all Eco-Schools countries from around the world, in South Africa in 2016.



© Charissa Jaganath, Jim Taylor

One of our activities

The Stepping Up to Sustainability Project, which is now operating in 6 countries, provides all participants with “change – choice – practices” through which they can live more gently on the Earth and learn about reducing their carbon footprint. We call these activities handprints for sustainability. This project is supported by USAID and includes accredited and non-accredited training courses for adults. All training courses include a “Change Project” that each participant must complete and implement in his or her work-place to ensure they graduate from the course. This work is supported by an innovative citizen science project that involves biomonitoring of streams and rivers and placing the results live on a Google Earth based platform – see www.minisass.org

Links

<http://www.minisass.org/en/map/>

Focal Point

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PN 3

BUILDING CAPACITIES OF EDUCATORS AND TRAINERS

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Asia-Pacific Centre of Education for International Understanding (APCEIU)

Our mission is to promote and develop Education for International Understanding (EIU) to foster a Culture of Peace. To fulfil this mission, we strive to become a catalyst for fostering EIU and Global Citizenship Education (GCED) through: capacity-building of educators, research and policy development, dissemination of information, development of teaching/learning materials and enhancing networks and partnerships. We recognize ESD as a key area of EIU and GCED, along with peace, human rights, cultural diversity and globalization. In this context, we are strengthening our efforts to contribute to achieving the SDG target 4.7 in collaboration with educational stakeholders and partners.



© APCEIU

Our GAP commitment

We are committed to promoting ESD within the context of Global Citizenship Education (GCED) through our various annual capacity-building programmes as follows: 1) Global Capacity-Building Workshop on GCED for 30 teacher educators and trainers from developing countries, 2) Asia-Pacific Training Workshop on EIU for 30 educators and teacher-trainers in the region, 3) Country-based Capacity-building Workshops (In 2016, for over 200 teachers and educational officials), 4) KOICA-UNESCO Joint Fellowship, which is a 2-month course for 25 educators from Africa and the Asia-Pacific region, 5) Global Youth Leadership Workshop on GCED for 50 youth leaders around the world.

One of our activities

We are organizing the 1st Global Capacity-Building Workshop on GCED in Seoul, Korea on June 19 – July 2, 2016. The workshop aims to contribute to achieving the SDG target 4.7 by enhancing the capacity of teacher educators and trainers in developing countries to implement GCED training initiatives. Through the 2-week workshop, we will provide 30 teacher educators with the opportunities to better understand the concept of GCED and ESD, internalize the relevant pedagogical principles, and strengthen their practical skills to design and implement GCED training programmes tailored to their respective national and regional contexts.

Links

<http://www.unescoapceiu.org>

<http://www.gcedclearinghouse.org>

Focal Point

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Association for the Development of Education in Africa (ADEA)

We are a forum for policy dialogue on education policies and a partnership between African education and training ministries and their technical and funding partners. We envisage a high quality African education and training geared towards promoting critical knowledge and skills for accelerated and sustainable development in the continent. Our mission is to serve as an open and flexible pan-African organization that informs and facilitates the transformation of education and training to drive Africa's accelerated and sustainable development.



© ADEA

Our GAP commitment

ADEA's involvement in ESD stems from the 2012 Triennale outcomes under the theme of "Promoting critical knowledge, skills and qualifications for sustainable development in Africa: How to design and implement an effective response by education and training systems". ESD activity implementation is anchored in three key areas: (1) contributing to advancing policies, strategies, practices and programmes that promote critical knowledge, skills and qualifications; (2) promoting African-led education and training solutions to address national and regional needs; and (3) fostering greater utilization of relevant ICT to accelerate the transformation of education and training approaches and outcomes.

The ADEA 2017 Triennale in Morocco (15th to 17th March) seeks to "revitalize education towards the 2030 Global Agenda and Africa's Agenda 2063" and has four sub-themes: (1) Implementing education and lifelong learning for sustainable development; (2) Promoting science, mathematics, and information and communication technology; (3) Implementing education for African cultural renaissance and pan-African ideals; and (4) Building peace and global citizenship through education. Preparatory activities involve analytical work and regional consultations. They are participatory, focus on implementation issues and embrace a holistic approach taking into account all educational levels and all learning approaches for every age group.

Links

<http://www.adeanet.org>

<http://www.adeanet.org/triennale-2017/>

Focal Point

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Education International (EI)

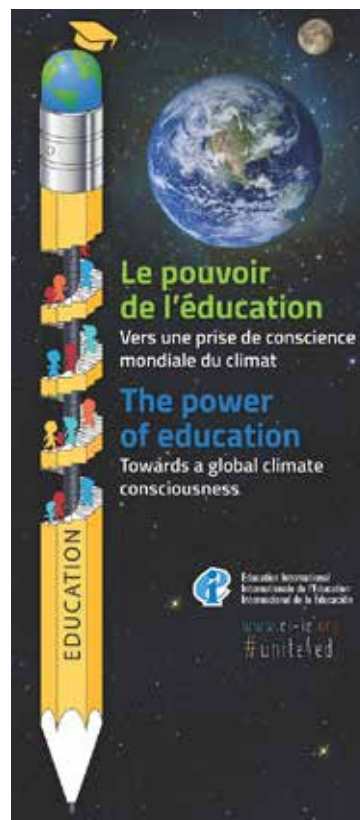
Our primary objective is enabling our affiliated unions to become familiar with the knowledge, skills, values and attitudes needed to contribute to sustainable development and especially to the debate on climate change. We also seek to increase the place of education and learning in all action plans, programmes and activities that aim to combat climate change.

Our GAP commitment

We are presently working on the development of international guidelines on minimum professional teaching standards. We will incorporate ESD in the guidelines. This work will be completed within the next two years. ESD will also be promoted through a professional network of classroom teachers being set up by our organization. Moreover, regarding teacher professional development and capacity building, we will ensure that relevant SDGs and targets are covered during ongoing capacity development and union mobilization workshops. ESD will also be included in professional development programmes for teachers and teacher educators within the framework of our Quality Educators for All programme, currently implemented in Mali, Uganda, Niger and Bangladesh. The above will be complemented by the various activities of our member organizations around the world.

One of our activities

During the COP21 Conference, we organized an event regarding the role of education in the debate on climate change. This roundtable on the theme “The Power of Education: towards a global climate awareness” was held in Espace Génération Climat on 4 December. The event was attended by 100 participants. In addition to the opening comments made by our General Secretary, four panelists set out their views on the role of education and education unions in the climate change battle: a representative of the SNES, France; the Secretary General of SYNAFEN, Niger; a representative of AFT, United States; and a representative of the international coalition of students, SOS.



© Education International

Links

<http://www.ei-ie.org>

Focal Point

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Environmental Education Association of Southern Africa (EEASA)

The main objective of EEASA is to support educational practitioners including policy makers, educators and trainers in the Southern Africa region to design and deliver ESD relevant training at all educational levels – both formal and non-formal. For close to two decades EEASA's annual conferences and journal themes have been designed to deepen localized conceptualization and understanding of sustainable development. We are now ready to contribute to the GAP priority areas, specially priority Area 3, by scaling up our educator capacity-building implementation throughout the Southern Africa region through our nodes, individual members and member institutions with the support from our partners.



© EEASA

Our GAP commitment

We held our annual sub-regional Conference in September 2015 in Swaziland. The theme was “Creating Sustainable Societies: Scaling up ESD through the Global Action Programme” in response to the post-UN Decade of Education for Sustainable Development, as well as the end of the Millennium Development Goals. Membership was also briefed about the EEASA commitment during the Annual General Meeting. The 2016 Annual conference continues in that vein with the theme “Environment and Sustainability Education and Training to meet the Post-2015 Sustainable Development Goals”.

One of our activities

EEASA members attended an annual regional conference in September 2015, in Swaziland, where they reported on progress in implementing ESD activities at different levels. The conference had youth parallel sessions where they shared ESD experiences, and hands-on projects and produced their resolutions committing to ESD. These resolutions contributed to the conference declaration, Matsapha Declaration of 2015. EEASA continued sharing information among educators and trainers through its publication and website. At the conference, one of our members reported on the eLearning and mLearning projects that were progressing well in rural Namibia.

Links

<http://eeasa.org.za/>

<http://eeasaconference2016.co.za/>

http://www.eeasaconference2015.com/Programme_Overview.php

Focal Point

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GroenGelinkt, The Netherlands

GroenGelinkt improves the access to and dissemination of Dutch educational resources in the field of nature, environment and sustainability. With GroenGelinkt we created a nationwide information platform on which all organizations can make their ESD products, activities and venues widely available. GroenGelinkt stimulates knowledge sharing between ESD providers and at the same time improves the distribution of ESD materials to schools and other end-users. GroenGelinkt is not a portal in the traditional sense. GroenGelinkt provides a set of easily implementable and adjustable search widgets to enrich websites with (parts of) the GroenGelinkt data collection.

Our GAP commitment

Our ambition is to make the system available for other countries and (ESD) communities. Of course we could start with sharing our knowledge and experience and thus support other countries in setting up a knowledge platform like GG. It is also possible to use the ICT architecture and system itself. First we would have to make the platform suitable for use outside The Netherlands.

One of our activities

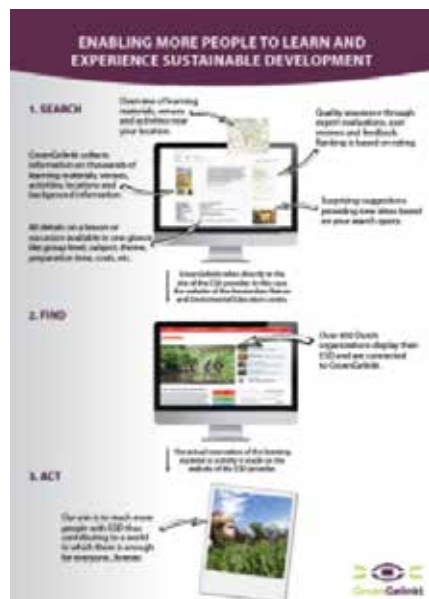
We have had several meetings and correspondence with interested parties in Vlaanderen about GroenGelinkt. We have shared our experiences, best cases and ICT infrastructure with the Flemish government (LNE), and the organization for waste management companies (OVAM). We participated in the research of Goodplanet Belgium on how ICT platforms can be used to make education widely available. They will use this information to create their own platform on ESD for the circular economy.

Links

<http://www.groengelinkt.nl/unesco-gap-esd-keypartner>

Focal Point

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© GroenGelinkt foundation



International Network of Teacher Education Institutions, UNESCO Chair, York University, Canada

The objective of the International Network of Teacher Education Institutions (INTEI) is to assist in the process of scaling up education for sustainable development (ESD) in teacher education programmes. The INTEI learned a great deal during the UN Decade on ESD related to implementing ESD in teacher-education programmes, practices and policies. Members of the INTEI are willing to share their experiences with raising awareness, capacity building, implementation and evaluation of ESD with other TEIs, especially related to pre-service and in-service teacher education programmes.



© International Network of Teacher Education Institutions, UNESCO Chair, York University, Canada

Our GAP commitment

To scale up the number of teacher education institutions (TEIs) practicing ESD. One of the paths forward with scaling up is the formation and maintenance of national and regional networks of TEIs. Members of these networks share ESD experiences to increase the number of TEIs practicing ESD and to increase the number of faculty members within TEIs that practice ESD.

One of our activities

The INTEI hold biennial meetings to bring together teacher educators who practice ESD as well as administrators who support ESD, and decision-makers responsible for teacher certification standards. At these meetings participants share their successes and challenges related to practicing ESD and their experiences institutionalizing ESD within their institution. These biennial meetings typically bring together teacher educators from 35 to 40 countries. The theme of the next meeting to be held in August 2016 in Visby, Sweden is ESD's contribution to quality education and curricular relevance.

Links

<http://unesco.ca/~media/unesco/education/chairs/fiche%20des%20chaires%202014/17%20reorientingteachereng.pdf?mw=1382>

<http://unesdoc.unesco.org/images/0014/001433/143370e.pdf>

<http://www.esdtoolkit.org>

Focal Point

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Learning Teacher Network

The Learning Teacher Network is an independent, international network association which unites professionals in the ambition of creating front-line and sustainable strategies for and approaches to teaching and learning. Our mission is to empower and build capacity of “The Teacher of Tomorrow” as an agent for sustainable education and transformation in society. We organize international conferences, seminars and training courses. We publish a quarterly, illustrated Magazine as well as frequent electronic Newsletters in order to give practitioners and educationalists a voice. All these network activities provide platforms for educators from many countries to meet and to learn, share knowledge and experiences, which in turn empower and build capacity in teachers, leaders, teacher trainers and researchers.



© The Learning Teacher Network

Our GAP commitment

We strongly believe that organizing international conferences, seminars and courses on ESD/GAP on a regular basis contributes to the capacity building of educators. Bringing educators from all levels of education and training from a wide range of countries to these events – where colleagues share knowledge and experiences, learn, discuss, and network – creates unique venues for learning, empowerment, and action “back home”, including a high level of local and regional dissemination to educational institutions. New or more advanced ESD practice in schools and teacher education derives from these events.

One of our activities

- the International Conference, entitled “Innovation for Development in Learning and Sustainability” in Zagreb, Croatia in April 2015 – 100 participants from 22 countries;
- the 2nd International Seminar on ESD/GAP in Edinburgh, Scotland UK in November 2015 under the title “Capacity Building for Educational Action in ESD” – 72 participants from 12 countries;
- European five-day training course “The Global Classroom – Educating for a just and sustainable world” in Malta in October 2015 – 35 participants from 7 countries;
- Articles on ESD in practice published in *The Learning Teacher Magazine*;
- ESD/GAP information published in *The Learning Teacher Newsletter* throughout 2015.

Links

<http://www.learningteacher.eu>

<http://www.learningteacher.eu/global-action-programme>

<http://www.learningteacher.eu/conferences>

Focal Point

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Microsoft Devices, India

The Microsoft Create to Inspire School Programme is a thought leadership initiative for schools on environmentally sustainable living. It builds the capacity of teachers from participating schools, provides them with an advanced environmental curriculum mapped to existing subjects, and via them engages with students. The programme leads to a) Engaging and inspiring teachers, students and via them communities to take actions on sustainable living and environment protection. b) Building a school culture that offers a vision of innovation, enables teacher collaboration and sharing of teaching practices. c) Building teachers' skills for using new pedagogies and creating conditions for deep learning by implementation of the provided environmental curriculum and d) Developing 21st century skills amongst students including Collaboration, Critical Thinking, Creativity, Communication, Social Skills, ICT Competences, Self-Direction, and Planning.



© Microsoft

© Microsoft

Our GAP commitment

We have completed the programme in 3000+ schools across India. Every participating school nominated 1-2 lead teachers for the programme. Microsoft conducted capacity-building workshops for teachers and provided them with toolkits to guide and assist them in becoming harbingers of environmental awareness and change. We created a toolkit with 14 exercises for students on the themes of Biodiversity, Energy, Waste, Transportation, Water, Food, Environmental Careers, and Environmental Activism. Each exercise enables building 21st century skills and uses new pedagogies. The teachers discussed the environmental concepts with the students, who then conducted the activities which ranged from creating short environmental films, conducting street plays, engaging with local shops, conducting audits on waste, water and energy, and carrying e-waste collection drives.

One of our activities

An activity on electronic waste e.g. by a school resulted in the collection and recycling of 5 tons of e-waste including 1,800 dead mobile phones, and other IT equipment. Water and energy audits were done in over 100 schools, over 20 short environmental films were created by the students, and most schools engaged their neighbouring colonies and markets. A private school saved 50,000 rupees' worth of energy costs in a period of 3 months of programme implementation. The programme overall engaged 60,000+ school students via teachers and a wide community via students.

Links

<https://www.facebook.com/microsoftcreatetoinspire/>

Focal Point

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The Mohammed VI Foundation for Environmental Protection, Morocco

Since the inception of the Mohammed VI Foundation for Environmental Protection in June 2001 by His Majesty King Mohammed VI, who entrusted the Presidency to Her Royal Highness Princess Lalla Hasnaa, the Foundation has placed education and awareness-raising at the heart of its mission. Be it developed on a limited scope basis, such as an educational trail in a garden, or instead as deployment of one of the Foundation's general education programmes, such as Eco-Schools or Young Reporters for the Environment. To attain its mission, the Foundation understood the importance of empowering educators with the necessary knowledge and tools, as being the entry point to learners. Although the Foundation focuses its ESD activities on learners, it also conducts awareness outreach for citizens, policymakers, the administration and enterprises.



© The Mohammed VI Foundation for Environmental Protection

Our GAP commitment

Since 2005, The Foundation joined the UN Decade of ESD, a commitment that it renewed in 2014, by integrating the third network partners of the GAP on building capacities of educators. In fact, from 2002 to now, in partnership with the Ministry of Education, the Foundation launches capacities building of directorate supervisors, headmasters and classroom teachers of primary and secondary levels nationwide. Their objective is to prepare skilled profiles to sustain ESD practices within schools and integrate ESD themes in the curricula. Key educators have been identified and train the newly enrolled ones: Trained Educators becomes Local Relays.

One of our activities

The Foundation, with learners of fifth and sixth grade and supervisors from a primary school from north of Morocco, as members of the Eco-schools committee, worked on how to draw up an inventory of aromatic and medicinal plants. The objective of this academic and practice-oriented action is to make learners name each one of the plants, identify their roles, benefits and methods of distillation. The committee also presented their activities during a workshop gathering other schools of the region. They took the opportunity to display the essential oils in presence of the association of parents and other local actors.

Links

<http://www.fm6e.org>

<http://www.jre.ma> <http://www.ecoeco.ma> <http://edd-elearning.ma/Edd-Elearning/>

<http://www.plagespropres.org> <http://www.clefverte.ma>

Focal Point

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National Institute of Teacher Training of the Dominican Republic (INAFOCAM)

We facilitate life-long learning programmes for primary and secondary level teachers of the Dominican Republic in all relevant topics that enhance the quality and social impact of the formal education system. We facilitate the training through higher level institutions serving as financiers and coordinators of the programmes, reaching more than 60,000 teachers per year.

Our GAP commitment

We have committed to train 3,000 primary and secondary teachers on climate change for sustainable development and to make an investment of around US\$ 1 million from national government funds. By March 2016 we completed the training of 2,300 teachers for an investment of more than US\$ 600,000, having implemented more than 60 courses in all regions of the country, empowering seven institutions as training providers.



© INAFOCAM

One of our activities

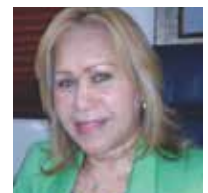
In 2015 we provided 30 training courses of 60 hours of face to face teaching, reaching around 1,000 teachers. This program is managed together with five universities and two NGOs that are responsible for organizing the courses in all regions of the Dominican Republic. The main material used in this course is the translated to Spanish version of the UNESCO CCESD in the Classroom which we complement with IPCC readings; it also includes a field visit and a component of two follow-up visits in the classroom to ensure the implementation of CCESD in the curricula.

Links

<http://www.inafocam.edu.do/portal/>

Focal Point

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National Working Committee on ESD, China

We aim to actively promote Priority Action Area 3: Building capacities of educators and trainers, using UN GAP as the main training material; creating the national demonstration areas in three provinces, in which ESD is implemented to promote quality education.

Our GAP commitment

We will develop training material, The Collections of Latest Literature on UN ESD, including such materials as the GAP Roadmap, the 2030 Agenda for Sustainable Development, and Education 2030: Framework for Action; organize 2 national and 5 local training sessions to build ESD capacity of principals and teachers in 1,000 experimental schools; hold the 7th Beijing International Forum of ESD and a training conference for educators in the Asia-Pacific region; guide 5 provinces to carry out training on ESD and good practices; create and develop the Chinese information base on ESD; and finish the writing of *The Educator Training Handbook for ESD in the Asia-Pacific Region*.



© 2014 Zhang Jing

and finish the writing of *The Educator Training Handbook for ESD in the Asia-Pacific Region*.

One of our activities

From May to October in 2015, CNWCESD organized the experts group to guide 20 schools to conduct school training, including how to integrate ESD ideas into school management, how to design school-based curriculum under the guidance of ESD (e.g. with special courses, like causes and solutions of air pollution; sustainable development of urban traffic, green travel, reduction and recycling of school waste; climate change and the responsibility of teenagers), how to teach experimental classes in sustainable learning classrooms, and how to organize students to have practical activity classes on sustainable development topics.

Links

<http://www.esdinchina.org/>
<http://www.moe.edu.cn/>

Focal Point

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Organización de Estados Iberoamericanos para la Educación, la Ciencia y la Cultura (OEI)

We seek to address different challenges in order to encourage and develop educational quality. We work towards achieving more cohesion, social justice and integration in the Ibero-American community. The aim is to deal, at the same time, with the stringent demands of the information and knowledge society. We are actually in an exciting process of consolidating a cohesive Ibero-American space with more presence in the rest of the world. It will also contribute to supportive progress and development of people and nations.



© OEI

Our GAP commitment

The Organization of Ibero- American States for Education, Science and Culture (OEI) is, from a historical point of view, the first intergovernmental body among the Ibero-American States. It was created more than 65 years ago before the Summits of Heads of States and Government. Today, OEI is an established Organization. It works as a useful cooperation tool to support countries when they develop their own public policies in terms of education, science and culture.

One of our activities

Lights to Learn (Luces para Aprender) is a project coordinated by OEI that promotes quality rural education and drives community development in the Ibero-American region. The starting point for LPA was the existence of a multi-sector problem with multiple stakeholders, and an attempt to tackle inequality, involving the corresponding sectors in each stage of the project. LPA has been adapted to the specificities of each country, respecting their institutional, legal and social context. It is an Ibero-American regional project supported by the Ministers of Education from each of the countries, approved at the XXI Ibero-American Conference of Ministers of Education held in Paraguay in September 2011.

Links

<http://oei.es/index.php>

Focal Point

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Partnership for Education and Research about Responsible Living (PERL)

PERL aims to advance education for responsible, sustainable living by focusing on values-based learning, consumer citizenship, education for sustainable consumption and social innovation. Our mission is twofold: to empower individuals to recognize their roles as active citizens who make more responsible daily choices; and to influence governments, businesses and schools to educate individuals and to make sustainable lifestyle choices both available and attractive. We develop and promote policy changes; develop curricula; give visibility to those creating innovative, sustainable lifestyles; develop relevant teaching methods and materials and research product and consumer trends, social responsibility, information management and social innovation.



© PERL

Our GAP commitment

PERL has developed new learning methodologies and materials to help overcome the knowledge/action gap through the use of values-based indicators and active learning. We are contributing the 10-Year Framework of Programmes on Sustainable Lifestyles and Education and consulting with 12 countries about how they can cooperate with relevant stakeholders to develop education for sustainable lifestyles as an integral part of ESD in their countries. We are carrying out research about sustainable lifestyles and assisting with the building of capacity amongst teacher trainers. PERL has, collects and shares information about best practices of education for sustainable lifestyles.

One of our activities

The PERL values-based learning toolkits help individuals and groups to identify the values upon which their actions are based and assist them in changing their behaviour to become more in harmony with their values. Three toolkits, “Measuring What Matters”, “Growing a Shared Vision”, and “Discovering What Matters”, have been completed, printed and distributed online and in hard copies to teachers in 50 countries. They have been used in schools in the United Kingdom, Ireland, the Netherlands, and Tanzania. The toolkits are being translated into Spanish.

Links

<http://www.livingresponsibly.org>

Focal Point

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© Lee Yangsook

Planeta Océano, Peru

Planeta Océano is a Peruvian non-profit organization focused on empowering coastal communities in marine conservation. We work to strengthen formal and non-formal ESD among educational institutions and communities, raising awareness regarding marine environments and fostering participatory action to address local environmental challenges. Through our participatory and interdisciplinary approach, we thus aim to contribute to healthy marine ecosystems and sustainable coastal development, while promoting 'hands-on' education and bringing the community together as a whole.



© Carmen Forsberg, Planeta Océano

Our GAP commitment

We are strengthening marine education in Peru by consolidating a Marine Educators Network, a collaborative initiative connecting pre-school, primary and secondary teachers in coastal regions of Peru. Building this network also includes strengthening capacity in teachers regarding marine education, raising awareness in students regarding marine environments, and transversally incorporating marine topics in the educational curricula. Teacher training workshops are organized, and youth-led environmental projects and game-based learning for students are fostered. Based on this experience, a Teacher's Guidebook is being developed with support from Peru's Ministry of Education and Ministry of Environment, to be shared nationwide. Our long-term goal is for this approach to scale nationally and internationally.

One of our activities

Our Teacher's Marine Education Guidebook aims to transversally introduce 'Ocean Literacy' throughout the school curricula and strengthen ESD in Peru. By addressing topics from marine biodiversity to human-ocean connections with a multi-disciplinary approach, it will build capacities for educators and enhance ESD in schools. Promoting a hands-on approach, it will additionally promote critical thinking in students and encourage teachers to spearhead game-based learning, nature-based learning and student-led initiatives that generate positive community impact. This Guidebook is currently being developed through a participatory process that engages local teachers and Environmental and Sustainable Development specialists. It will be formally incorporated in schools with support from Peru's Ministries of Education and Environment, among other partners.

Links

<http://www.facebook.com/planetaoceano>

<http://www.planetaoceano.org>

Focal Point

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Queen Rania Teacher Academy, Jordan

I'm sure all of us can recall a special teacher who inspired us in a way that enduringly impacted our lives. At the Queen Rania Teacher Academy, the goal of the Education for Environmental Sustainability teacher training program is to motivate teachers to become stewards of the environment and work towards fostering respect for the environment among their students. This is achieved through a specially designed training programme focusing on pedagogical approaches conducive to changing students' perceptions and attitudes, and activities that promote students to take action within schools while enhancing the overall quality of teaching presented in the classroom.



© Queen Rania Teacher Academy, Jordan

Our GAP commitment

As of March 2016, QRTA's EES teacher training programme has met the following GAP commitments: (1) We have trained 200 out of 600 classroom teachers from grades 4, 6 and 9. (2) We have trained 16 out of 48 Directorate Supervisors. (3) We have initiated EES PD training Networks in 50 out of 150 schools. (4) We have supported the initiation of 50 out of 150 Environmental Clubs in schools; (5) We have presented 7 of 8 EES training courses to 271 of 320 public & private school teachers.

One of our activities

The example of Samar Odeh, a G6 teacher originally from Iraq al Amir School in Amman, provides an illustration of how the GAP priority of building teachers' capacity is being met by QRTA's EES programme. After completing the EES training with QRTA, Ms Odeh was transferred to Sweifiyeh Secondary school. Despite the changes and the new environment, Ms. Odeh successfully continued applying the skills and knowledge acquired through her training for raising environmental awareness in her new school, and organized a school-wide event that was publicized on national television.

Links

<http://www.qrta.edu.jo/what-we-do.html#gapunesco> <http://www.qrta.edu.jo/>
<https://www.facebook.com/groups/1007153116008422/>

Focal Point

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RCE Tongyeong, Republic of Korea

Since 2005, RCE Tongyeong has aimed to raise public understanding of sustainable development and induce policy and behavioral change through formal, informal and non-formal education programmes. With the vision of “Learning and Sharing for a Sustainable Future,” we have been working toward (1) nurturing talents for a sustainable future, (2) supporting happy life-long learning, (3) promoting the edu-tourism industry, (4) promoting the Asia-Pacific path towards sustainability. In May 2015, “RCE Tongyeong Sejahtera Forest and Sejahtera Centre for RCEs in Asia Pacific” opened in a beautiful seaside valley serving as a ESD learning and networking centre for Asia Pacific and beyond.



© RCE Tongyeong

Our GAP commitment

For the five years from 2015 to 2020, RCE Tongyeong aims at raising public understanding; not only the formal education curriculum but also the informal, non-formal education sector has to be involved in ESD activities. Thus RCE Tongyeong is reorganizing the informal education committee to deliver ESD to local and regional communities. Also, teachers from Kindergarten to University will participate in the RCE Tongyeong formal education committee to deliver ESD to local school students. RCE Tongyeong continues to promote ESD by creating a network.

One of our activities

The “Sejahtera Forest and Sejahtera Centre for RCEs in Asia Pacific”, offers a variety of programmes to promote ESD in the region. (1) Sejahtera Residency programme; it is offered to experts, researchers and artists working for sustainable development as an opportunity to enjoy time and space away from their usual environment and stay at accommodations provided at Sejahtera Forest. Residencies are invited to explore new ideas and projects on ESD with opportunities to connect to local networks, (2) ESD Teacher training programmes are offered to teachers and public servants at the Centre to enhance their understanding of ESD and to learn from local ESD facilitators using real-life cases.

Links

<http://ecopark.rce.or.kr>
<http://www.rce.or.kr>
www.facebook.com/tyrce

Focal Point

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The Regional Environmental Center for Central and Eastern Europe (REC)

The REC supports the promotion of Education for Sustainable Development (ESD) within the framework of the UNESCO Global Action Programme and the new UN Sustainable Development Goals. Its activities are based on four main objectives: develop a political framework and support for ESD at sub-regional and national levels; create specific ESD tools promoting sustainable development values through a holistic and interdisciplinary approach; strengthen teacher education through training, the sharing of experience and cooperation; and raise public awareness by developing tools and campaigns to increase public knowledge and awareness of sustainable development issues.



© REC

Our GAP commitment

Since GAP Launching in 2014: Support of national policy and Education for Sustainable Development (ESD) reform in 6 countries from Western Balkans; Development of an ESD multimedia tool promoting 17 UN Sustainable Development Goals (SDG) and ESD Tool addressing CEE families; organization of ESD training for educators, teachers and NGO activists from 8 European countries; organization of Regional Consultation on UN SDG (for CEE); organization of Course on SD for representatives of Ukrainian national and local authorities and NGOs Capacity-building and awareness-raising activities on SD at local level in 7 Ukrainian regions.

One of our activities

In November 2015, the REC began implementing the project SEEDLING – Introducing the UN Sustainable Development Goals in Schools in South Eastern Europe that aims at strengthening education, capacity-building and awareness-raising on the new Sustainable Development Goals (SDGs) in SEE (Albania, Bosnia and Herzegovina, Kosovo, FYR of Macedonia, Montenegro, Serbia and Moldova) by developing an on-line educational tool and by means of regional cooperation and networking among decision makers, educators and teachers.

Links

<http://education.rec.org/>

<http://www.greenpackjunior.org/?lang=en> <http://www.greenpackonline.org/english/index.php>

<http://greensteps.rec.org/en> <http://www.rec.org/news-item.php?id=1059>

Focal Point

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Swedish International Center of ESD (SWEDES)

Southern Africa is one region most vulnerable to environment and sustainability risks including climate change, environmental degradation, increasing public health risk, social instability and lack of equity. To respond to these, we need teaching and learning approaches that result in a different way of thinking and acting leading to social transformation. To meet this challenge, the Southern African Development Community (SADC) and the Swedish International Centre of Education for Sustainable Development (SWEDES) initiated a partnership to mainstream ESD in teacher education. Approximately 84 teacher educators from 42 institutions have participated in professional development that enabled them to reflect on their practice through a work-based assignment called “The Change Project”.



© SWEDES

Our GAP commitment

Although participating teacher educators have developed capacity to integrate ESD in their teaching and learning, there are emerging problems resulting from frustration as a result of the tension between transformation demands on one hand, and demands of the dominant assessment culture and inadequate policy support on the other hand. Change needs to happen at the same time. Based on these findings, UNESCO Southern Africa, SADC and SWEDES collaborated in developing strategies for national implementation of the Global Action Programme. The partnership facilitated dialogue among national teams of 24 key education officials (six from each country, responsible for Schools, TVET, Teacher Education, Curriculum and Assessment/Examinations) from 4 SADC countries (Botswana, Mauritius, South Africa and Zimbabwe). This project was launched in August 2015 in Harare, Zimbabwe

One of our activities

During 2015 SWEDES developed a scaling model called The ReSolve. A workshop to co-develop and contextualize the ReSolve was held in March 2016 to discuss creating a joint scaling research group to help us to better understand GAP and to influence policy. We have seen from our reviews that there is a lack of critical research on scaling in education.

Links

<http://swedesd.uu.se/?languageId=1>

Focal Point

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World Organization for Early Childhood Education (OMEP)

At World OMEP we are a committed NGO with a focus on advocacy and action for early childhood, a critical period when young children's values and attitudes towards the environment and the world around them are being formed. Since 2009 OMEP Sweden has taken a lead in ESD by calling on OMEP member countries to contribute to research projects where local early childhood teachers and researchers focus on children's ways of learning and action to make their world more sustainable. We are passionate about making a difference for teachers so that they will be leaders for sustainability in their communities.



© OMEP

Our GAP commitment

We are developing our OMEP project so that our contribution to GAP will enhance the awareness of Education for Sustainable Development among OMEP members, young children and early childhood education at large. We see the urgency in providing practical support for teachers and teacher educators by providing a teachers' resource that will support the opportunity for further learning of ESD. When children are learning and engaged in ESD experiences, teachers observe and document what is occurring, taking notice of the child/children's voice to be able to better plan for further experiences.

One of our activities

Research in the area of ESD Participation in the project of developing and testing the OMEP-ESD rating scale in Sweden. This resulting in a chapter to be published in the book International Research on Education for Sustainable Development in Early Years. Full reference below. ESD in teaching activities at university level Responsible (partly) for three different modules at the preschool teacher education programme. The modules are running for five weeks (7.5 ectc) each semester, and include sustainable development and global issues together with pedagogical content knowledge in the area of science and technology. One of the modules is on an advanced level. Doctoral research carried out by Jonna Larsson, University of Gothenburg, Sweden

Links

<http://www.worldomep.org/en/education-for-sustainable-development/>
<http://www.worldomep.org/es/educacion-para-el-desarrollo-sustentable/>
<http://www.worldomep.org/fr/leducation-au-developpement-durable/>

Focal Point

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PN 4

EMPOWERING AND MOBILIZING YOUTH

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3BL Associates, Bahrain

3BL is a people + planet strategy consultancy and think-do-tank, that was established to re-imagine a more sustainable and regenerative Middle East. We are also a member of the Okayama Youth ESD group: 50 ESD youth leaders from around the world were invited to participate in the UNESCO ESD Youth Conference in Okayama, Japan. This is a group that is committed to supporting the GAP and is made up of young leaders who are not afraid to push boundaries, educate minds, lift spirits and enliven hearts across the world.



© 3BL Associates

Our GAP commitment

We created a new education programme for economically, socially and politically marginalized youth. It is not about how to go from dictatorship to democracy. Rather than 'revolution' becoming the means and the end, this program asks: how do we go from violent or even non-violent resistance to non-violent resilience? We have conducted pilots across the Middle East and North Africa, and shared the model with social movement communities across four continents.

One of our activities

We are conducting youth-led social entrepreneurship training that builds capacity and engages marginalized, at-risk Arab youth, and transforms them into change makers who drive regional sustainable development and peace – regardless of the institutions that govern them.

Links

www.3blassociates.com

<https://www.youtube.com/watch?v=Z2bBborRb18>

Focal Point

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Asociación SERES, Guatemala and El Salvador (ESD Prizewinner 2015)

We provide empowering opportunities for youth to lead the transition towards a peaceful, just and sustainable future by unleashing local youth leadership to strengthen climate resilience, deepen democracy, increase community voice, and create more sustainable and equitable economies. Our work simultaneously galvanizes youth's potential while creating new activated leaders and entrepreneurs. Our programs inspire and equip individuals to take action, increase their capacity, confidence and impact as young change agents, and strengthen the pathway for youth to achieve the ambitious goal of a more socially and environmentally equitable future.



© Ben Rosenzweig

Our GAP commitment

To train a cohort of 7,000 sustainability leaders by 2020: Our training consists of a series of multi-day modules, using a funnel model that channels trainees to further training and leadership development opportunities. Entry-level provides easy access to trainees, and more commitment and participation is required as they move deeper into the funnel.

SERES Institute for Sustainability Leadership and Learning: The Institute will be a training ground and meeting place for the next generation of emerging community leaders, knowledge brokers and practitioners that are working to transform the global sustainability crisis.

One of our activities

Youth Leaders for the Pachamama (YLP) is a peer-led 3-day introduction to sustainability leadership. Each program has on average 25-30 trainees, and SERES runs 20 of these programmes per year. The purpose of the programme is to foster a culture of environmental awareness and sustainability through collaboration and shared leadership to help youth develop community vision and critical thinking about pressing social-environmental issues. The result of the program is a community network of young leaders with a high level of personal confidence who are actively working to create positive change in their communities.

Links

www.seres.org

www.serescentroamerica.org

Focal Point

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Earth Charter International Center for Education for Sustainable Development

Our mission is to support and promote the transition to sustainable ways of living and a global society founded on a shared ethical framework that includes respect and care for the community of life, ecological integrity, universal human rights, respect for diversity, economic justice, democracy, and a culture of peace.

Our GAP commitment

ECI has two GAP commitments. One is in Priority Action Area 4 to empower and mobilize youth through an online training programme in Leadership, Sustainability, and Ethics. The programme will be offered twice in English and twice in Spanish annually, training at least 300 young leaders in 3 years. The second commitment is in Priority Action Area 3 to build capacities of educators and trainers through online and face to face educational programmes on values for sustainability. Current programmes are being offered to educators in Spanish and Portuguese.



© Earth Charter International

One of our activities

The Leadership, Sustainability, and Ethics programme is a practical, accessible way for emerging young leaders around the world to develop their expertise in sustainability, ecoliteracy, systems thinking, leadership, ethics, and the Earth Charter. During the programme, participants will engage with content in an online classroom setting and will implement sustainability leadership through dialogue, facilitation, and social media. For 2016 the English programme will start in April and the Spanish programme in July. The programme is designed for youth from 18 to 30 years old.

Links

<http://earthcharter.org/learn/>

<http://earthcharter.org/leadership-sustainability-ethics/>

<http://cartadelatierra.org/diplomadoeds>

Focal Point

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ECO UNESCO (Clubs), Ireland

ECO-UNESCO Clubs is an environmental education and youth focused organization. Founded in 1986, we work with approximately 10,000 people annually and provide a range of innovative ESD programmes for children, young people and adults. Our main objective is to promote youth empowerment and youth action for sustainable development. Our work is based on two simple ideas: “learning by doing” and “thinking globally, acting locally”. When a young person gains hands-on, practical experience through local environmental projects, they develop new skills, confidence and self-esteem.



© ECO UNESCO (Clubs), Ireland

Our GAP commitment

We have two GAP commitments. The first commitment is to increase young people’s participation in our Young Environmentalist Awards (YEA) programme and establish ECO-UNESCO Clubs for long-term engagement. The second one is to expand our successful Youth for Sustainable Development, Global Youth leaders for Change peer education programme (YSD), which promotes ESD in the non-formal education sector, by increasing participation nationally throughout Ireland over the next 3 years with an increase in numbers of Global Youth Leaders for Change.

One of our activities

Our Young Environmentalist Awards (YEA) programme promotes environmental protection through local action projects in schools and communities all across Ireland. YEA motivates young people (aged 10-18) through recognition and rewards scheme; there is a 6-Steps-to-Success project framework which groups can follow to carry out a project. In 2015 we had over 300 registered projects with more than 3,000 young people engaged; over 100 shortlisted projects and 1,200 young people attended 5 Regional ECO-Dens; over 80 Finalists and 650 young people attended an Annual Young Environmentalist Showcase and Awards Ceremony.

Links

<http://www.ecounesco.ie/programmes/education-for-sustainable-development>
<http://www.ecounesco.ie/programmes/youth-for-sustainable-development>
<http://www.ecounesco.ie/youth-peer-education-programme>
<http://www.ecounesco.ie/what-is-the-young-environmentalist-award/item/8>
<http://www.ecounesco.ie/environmental-education-training>
<http://www.ecounesco.ie/eco-unesco-s-introduction-to-sustainable-development-fetac-15>
<http://www.ue4sd.eu>

Focal Point

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Engagement Global gGmbH – Service for Development Initiatives, Germany

Engagement Global is the central, government owned, contact agency in Germany for sustainable development policy initiatives, both at a national and international level. In cooperation with partners worldwide, we aim at educating the German public in sustainable development issues. Several programmes on education for sustainable development, supported by us, have become official programmes of the German ESD-Decade and will be part of the German Action Plan of the Gap. The ESD Expert Net Programme is one of those.



© Hannes Siege

Our GAP commitment

The ESD Expert Net aims at improving the implementation of ESD in Germany, India, Mexico, and South Africa through capacity development among youth and other target groups. Our GAP commitment focuses on the continuation of the Expert Net from the ESD-Decade into the GAP. Main activities are: Designing and implementing activities with the focus on youth, in particular a youth leadership programme. We also committed ourselves to the action area “building capacities of educators and trainers.”

One of our activities

We have developed a curriculum for a Youth Leadership Training programme. The programme offered young professionals from the participating countries a platform to investigate ESD concepts, to learn from other institutions and to implement innovation projects in their home organizations. The training consisted of various stages both in Germany and in one of the participating countries. Most of the 40 participants have now become members of the Expert Net. For the next stage, from mid 2016, it is planned to continue with a Youth Mentorship Programme on ESD, transferring the central experience/core values of the ESD Youth Leadership Training to a new format. In addition, we plan a cooperation programme with the MGIEP, Youth as Changemakers: Transformative Learning towards Education for Peace, Sustainable Development and Global Citizenship.

Links

<http://www.engagement-global.de>

<http://www.esd-expert.net>

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Goi Peace Foundation, Japan

Whether it is war and conflict, climate change, poverty or terrorism, all of the world's problems boil down to people's consciousness. Our consciousness is what determines our values and priorities, forms the vision for our personal and collective future, and musters the will to achieve it. The main objective of our work is to transform human consciousness, primarily through awareness-raising and education for peace and sustainable development, local and global community building, and empowerment of citizens, especially young people.



© Goi Peace Foundation



Our GAP commitment

In addition to continuing our existing ESD programmes including the Earth Kids Space Program, the annual International Essay Contest for Young People, the Youth Citizen Entrepreneurship Competition & Entrepreneurship Campus, and the Living New dialogues to build sustainable lifestyle communities, we organized the second ESD Japan Youth Conference in October 2015 and a follow-up conference in January 2016 in collaboration with MEXT, in an effort to expand the youth network/platform for advancing ESD nationally.

One of our activities

The Youth Citizen Entrepreneurship Competition is a global programme and an online platform to mobilize youth-led innovations for the Sustainable Development Goals. We invite young entrepreneurs (age 15-35) from around the world to submit their innovative ideas and projects with a societal impact, which implement one or more of the 17 SDGs. Through the competition process, youth will have the opportunity to optimize their ideas and develop their enterprise by receiving online training at the Entrepreneurship Campus and support from the global online community. Winners of the competition will receive international recognition and are showcased as models for sustainable development.

Links

<http://www.youth-competition.org/>

<http://www.goipeace.or.jp>

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International Foundation for the Young Masters Programme (ISYMP)

The Foundation has launched TheGoals.org. TheGoals.org mobilizes young people to take active and innovative steps in tackling global challenges in their local environments, all the while they create real change and shape a sustainable world for themselves and future generations. Based on the UN Sustainable Development Goals and by combining a unique pedagogy called crowdlearning that facilitates learning-by-doing on a mobile-first platform, we connect learners worldwide. Through the cooperation with global partners and their strong presence in different parts of world, already working directly with young people on the ground, we have an initial reach of 100 million young people.



© Torvald Jacobsson

Our GAP commitment

Our launch commitment was to adapt the existing Young Masters Programme (YMP) to the post-2015 agenda. Thus far this has meant creating 17 courses based on the Sustainable Development Goals. All courses are designed with the proven crowdlearning method of the YMP and are currently prepared for the rollout through our network of partners. With an initial reach of 100 million youth we are excited to see the connections made and solutions created while exploring global challenges and local circumstances in true learning-by-doing fashion – online learning and offline action.

One of our activities

One of our main outreach activities was the launch of an alpha version of TheGoals.org at the 23rd World Scout Jamboree in Yamaguchi, Japan. TheGoals.org was presented as a core global activity and 900 scout ambassadors were educated and joined the network of TheGoals.org in on-site workshops. The workshop aimed at unlocking the young people' potential to explore and discuss global sustainability matters in their core group. They then chose an area in which to take action individually to create change in their communities – solution-oriented and action-focused, in true crowdlearning style, immediately contributing to the GAP.

Links

<http://www.thegoals.org>

Focal Point

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International Youth Foundation (IYF)

A signature initiative of the International Youth Foundation, YouthActionNet believes that the world's largest resource – youth – can solve the world's largest challenges. In the last 15 years, the initiative has supported more than 1,350 young social entrepreneurs in 90 countries. These young leaders founded social ventures, movements or organizations impacting millions of lives. We've expanded our locally-owned and adapted model through 23 national/regional institutes around the world, providing leadership training, coaching, advocacy and funding to innovative youth-led ventures. We lead grassroots change globally by equipping those closest to community challenges with the resources they need to solve them.



© IYF 2016

Our GAP commitment

YouthActionNet's leadership curriculum is being utilized in more than 20 countries to equip young leaders with the skills to make impactful change in their communities. Our young leaders' social ventures are addressing a majority of the sustainable development goals. We intend to digitize some of these curriculum modules and provide practical applications of SDGs through videos and associated learning materials to be incorporated in leadership trainings around the world. This could also include case studies and practical tools for young leaders to understand SDGs through a solution-oriented approach.

One of our activities

Each year, YouthActionNet and its network of institutes around the world selects young social entrepreneurs who are addressing a host of challenges in their communities, most of these issues directly related to SDGs. Collectively, we build the capacity of these youth-led social ventures thus mobilizing the entire network in addressing development challenges in their communities. So far, the programme has been adapted in 23 locations around the world.

Links

www.iyfnet.org

www.youthactionnet.org

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Okayama ESD Youth Leaders

Fifty two young ESD leaders attended the UNESCO ESD Youth Conference on 7 November 2014. More than 5000 applications were received from 180 countries. The participants came from all corners of the world, including Madagascar, Sierra Leone, Oman, Morocco, Fiji, India, Moldova, the United States of America, Brazil and Jamaica. During the ESD Youth Conference in Okayama City, Japan on 7 November 2014, participants exchanged ideas and experiences with peers. They discussed innovative approaches to ESD and ways to promote young people's contribution and further involvement in the global ESD movement. As a group beyond the conference, our objective is to support the implementation of the GAP.

Our GAP commitment

Okayama Youth developed recommendations for the UNESCO World Conference on ESD, to provide a vision, commitment and recommendations from youth for advancing ESD beyond 2014 in line with the Global Action Programme on ESD. It represents the voices of 50 ESD youth leaders in the conference, who in turn represent thousands of young people around the globe, and also includes contributions from over a hundred youth who participated in pre-conference online discussions.

One of our activities

Okayama Youth have submitted GAP commitments across all 5 action areas, making 47 commitments in total. Okayama Youth would join in the GAP youth network platform as mentors, in order to facilitate youth leadership training programmes on ESD.

Links

http://www.esd-jpnatcom.jp/conference/20141104_okayama/pdf/Participant_Profiles_14-10-01.pdf

http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/pdf/esd2014/UNESCO_ESD_Youth_Statement_English_Final.pdf

Focal Point

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© Goi Peace Foundation



Organisation de Développement Durable (ODDD), Lebanon

ODDD is a local global NGO spreading the sustainable development concept among youth and local and worldwide communities. We are a platform that promotes and implements sustainable living and development at both local and international levels. Through our work, we are committed to creating a transnational community that flourishes while securing economic development, social equity and environmental protection. ODDD aims to change this world to a better, sustainable one.



© ODDD

Our GAP commitment

Besides committing to the UNESCO ESD youth conference outcome, we plan to extend our empowering and mobilizing youth area from local to regional then international level. We work a lot at university level, so during the upcoming 5 years we will proceed as follows: during the first three years, we will begin a local/regional expansion, based on collaboration with different universities on sustainable development initiatives for the youth sector. Creating an international ESD project, within an educational framework and in collaboration with international organizations, will be our main focus during the fourth and fifth year. It's about showing the local societies examples of how to respond to existing problems and solve them in a sustainable way.

One of our activities

One of the latest and most interesting activities we took part in was the Byblos sustainable public transportation strategy. In a country where there is no appreciation or support of sustainability causes, we formed and empowered, during one year, a group of students from three different universities (USEK, ALBA & LAU). With our help, these students developed a sustainable public transportation strategy for the world's oldest inhabited city, organized a Lab that included 6 international cities to share their experience in this field, launched, during three days, the first Bus commuting system ever for the city and initiated a competition to build a sustainable Bus shelter for the city. The competition outcome will soon be executed by the community's young generation .

Links

<https://www.facebook.com/OrganisationdeDD/>

<https://www.youtube.com/watch?v=1Kws9iwYce8>

Focal Point

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The Energy and Resources Institute (TERI)

The main objectives of our work are to promote an understanding among youth of their relationship with environment in 'glocal' context, to foster a spirit of learning and enquiry about sustainable development issues and to create leadership in the field of sustainable development.

Our GAP commitment

The Educating Youth for Sustainable Development (EYSD) Division works diligently to enable youth to comprehend the importance of the environment and to make concerted efforts to conserve it. It firmly believes that governments, civil society

organizations, academic institutions and individuals have to work in solidarity along with youth for the protection of nature and they are our key priority target group. The work involves implementing projects with youth on key issues of sustainable development and their reach and influence. We are also involved in cutting-edge research on education for sustainable development, and in publishing books, newsletters, workbooks, manuals, films, and other IEC materials periodically.



© TERI

One of our activities

One specific programme that contributes to GAP and particularly the priority action area on Empowering and mobilizing youth is a programme launched by TERI, LEADearthSHIP. It focuses on leadership and sustainability and targets undergraduate and postgraduate students from recognized universities and institutions of higher learning in India. The main objective of the programme is to develop competencies in young people that are relevant for creating an empowered workforce that would work towards building low carbon societies. This includes creating learning opportunities for students that complement and build on the knowledge, skills and values acquired through education.

Links

<http://www.teriin.org/EYSD>

Focal Point

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UNESCO Youth Forum Network

Young people are at the forefront of social change, playing a central role in a plethora of movements and activism. Now, more than ever, they are mobilizing and coming together to demand that their rights be respected and opinions taken into account. They are no longer content to be the future. They are the now. We, the UNESCO Youth Team, coordinate UNESCO's Youth Programme activities world-wide, across all UNESCO fields of competence, based on this recognition. UNESCO's Operational Strategy on Youth (2014-2021), which guides our work as well as all youth-related work at UNESCO, aims to ensure young women and men's engagement in policies and programmes that affect them and their leadership in action to promote peace and sustainable development in their countries and communities. Work under the Strategy focuses on 3 areas: Policy formulation and review with the participation of youth; Capacity development for the transition to adulthood; and Civic engagement, democratic participation and social innovation.



© UNESCO

The UNESCO Youth Forum is central to ensuring that young voices remain top of the Organization's agenda, and young people are encouraged to drive action in their countries. It culminates in the drafting of recommendations to be presented at UNESCO's highest decision-making body, the General Conference, which take into account the lived experiences and unique perspective of youth. As part of our GAP commitment, the Forum's 9th edition took place from 26 to 29 October 2015 on the theme "Young Global Citizens for a Sustainable Planet", focusing on how young women and men can contribute to building sustainability, from the global to the local level. This theme allowed discussions of sustainable development challenges, while also maintaining specific focus on climate change.

Our GAP commitment

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One of our activities

Some 500 Youth Forum participants from 159 countries developed global recommended actions on issues related to Agenda 2030 and climate change (at: <http://unesdoc.unesco.org/images/0023/002351/235185e.pdf>). To guide the Forum's participants and other young leaders in implementing these recommendations in their own communities, we will develop an interactive web application to provide them with the know-how required to set up a project and learn from each other's experiences.

Links

<https://en.unesco.org/youth-forum>

<http://www.unesco.org/new/en/social-and-human-sciences/themes/youth/strategy/>

<http://www.facebook.com/UNESCOyouth>

Focal Point

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Untouched World Charitable Trust (UWCT), New Zealand

We provide 100 youth leadership scholarships across our programme sites in New Zealand that connect secondary school students, teacher education, tertiary vocational education, local government organizations and business. The context of our programmes is either the quality, use and availability of water or biodiversity. Our programme design provides a layered leadership model between specialists, teachers, tertiary students and secondary school students. The learning process focuses on behaviour change, empowering youth action for education for sustainable development, experiential learning, inquiry and cooperative learning that helps youth develop the learner capabilities required to implement and lead change.

Our GAP commitment

We committed to providing approximately 100 leadership scholarships to NZ secondary school students and 20 scholarships to pre-service teachers and Polytechnic outdoor and environmental education students. In the second half of 2015, we already delivered two major leadership programmes.

Both programmes piloted our new tiered leadership model and the feedback from youth participants, programme partners, teacher leaders and UWCT board has been outstanding. We have also implemented a new set of learner capabilities to help assess participant performance and growth as leaders, sustainable practitioners, change agents and future focused thinkers. We are currently exploring options to scale up what we do with MGIEP in India, and how we might scale up our programmes with our partners in New Zealand.

One of our activities

The Waterwise Programme in Central Otago focused on water quality issues currently impacting biodiversity and human health. We explored a wide range of water users and water availability issues, specifically in relations to demand versus available supply, in partnership with our regional regulatory authority. We encouraged participants to analyze, challenge and problem solve, to help them provide a solutions focused approach when they reported back to the local community. We received positive feedback from participants saying they “learnt a lot about the problems faced by different water users in the different catchments and enjoyed working together to look for solutions”.

Links

<http://www.untouchedworld.com/charitable-trust.htm>

Focal Point

Barry Law: Barry.Law@untouchedworld.co.nz



© UWCT



World Wide Fund for Nature (WWF), Kenya

WWF's vision in Africa is to be an influential and respected conservation organization in Africa; making Africa a model in demonstrating a sustainable relationship between humans and nature. WWF Africa is also seeking to maximize Africa's impact on global priorities by engaging on matters critical to Africa with a strong involvement of the African public and youth in conservation. It is in this context that WWF in Africa is working to generate young leaders who will bring about transformational change to promote sustainable socio-economic development while taking into consideration the need to conserve Africa's environment and rich biodiversity.



© WWF, Kenya

Our GAP commitment

WWF Regional Office for Africa (ROA) made a GAP commitment on advancing policy. WWF's ROA ESD Programme has been implemented in an integrated approach that has addressed all five GAP areas. The programme has built capacities of educators and trainers, empowered and mobilized youth and combined this with accelerating sustainable solutions at local level. The programme has also supported countries in East Africa to work towards having ESD policies and mainstreaming ESD in the school curriculum.

One of our activities

WWF in Eastern Africa has established a Youth Conservation Leadership Programme. The programme has built the capacity of 1,274 youth in organized Community-based organizations in Kenya, Uganda, Tanzania and Rwanda on leadership, policy advocacy, environment and sustainable entrepreneurship. All the youth CBOs have been supported to initiate or scale up their initiative, which has led them to become self-sustaining. The youth at local levels are actively influencing policy-making and engaging stakeholders to ensure sustainable developments take place. The programme has worked with university environmental clubs to engage in sustainable projects with a mentorship programme that prepares new students to continue with the initiatives as the older students graduate.

Links

http://wwf.panda.org/who_we_are/wwf_offices/regional_office_for_africa/our_solutions/cross_cutting_issues/environmental_education/

http://wwf.panda.org/wwf_news/?212519/Learning-for-Sustainability---Launch-of-PanAfrican-Youth-Strategy

Focal Point

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Youth for Education, Sustainability and Peace Network (YESPeace Network) of the UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP)

The Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) is UNESCO's first category 1 institute in Asia-Pacific, established with support from the Government of India in 2012. It is a specialist research institution focusing on transforming education for humanity by exploring innovation, curriculum and youth interventions. Based in New Delhi, India the Institute specializes in research, knowledge sharing and policy formulation in the areas of education for peace, sustainable development and global citizenship. Youth is the main partner and stakeholder in the work of MGIEP, which has initiated several youth projects to mobilize youth action on SDGs.

Our GAP commitment

In 2015, UNESCO MGIEP conducted research and produced a report on youth perspectives about higher education in India, which informed the New Education Policy. Please see at <http://mgiep.unesco.org/indias-youth-speak-out-about-higher-education/>.

MGIEP supported the active participation of qualified Youth to key global Youth events.

In the years 2016-17, UNESCO MGEIP will fulfill its commitment to GAP via the following activities: Mobilizing youth dialogue on intercultural competencies and youth networking through the Campus Ambassadors and YESPeace (Youth for Education, Sustainability and Peace) Projects; Developing the new Changemakers Leadership Project; Generating youth-led, generated and curated data on monitoring of SDGs; Promoting youth voices in international policy paradigms and forums on SDGs; Organizing Talking Across Generation on Education (TAGe) dialogues and a global campaign called 24 X7 on youth and education.

One of our activities

The Talking Across Generations on Education (TAGe) events allow qualified Youth to effectively interact with Education decision-makers and policy-makers to directly influence or positively transform the systems of education and types of learning they receive and in expanding opportunities towards the achievement of SDG 4.7. The qualified Youth are selected through a comprehensive social media campaign in the 2-months leading up to the TAGe event with MGIEP identifying future YESPeace partners or YESPeace Fellows.

Links

<http://mgiep.unesco.org/a-voyage-of-discovery-yespeace-network-international-strategy-workshop-2016/>
<http://mgiep.unesco.org/indias-youth-speak-out-about-higher-education/>
<http://mgiep.unesco.org/the-youth-program/>
<http://mgiep.unesco.org/unesco-mgiep-launches-yespeace-india/>

Focal Point

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© MGIEP



PN 5

ACCELERATING SUSTAINABLE SOLUTIONS AT LOCAL LEVEL

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Barcelona More Sustainable Schools Programme, Spain

The programme aims to stimulate and support schools in designing, carrying out and appraising ESD plans of action, as well as improving educational practices towards that end. We provide continuous support and training to school directors, teachers, families and district supervisors. The number of schools in Barcelona that have initiated projects or included ESD topics in their curriculum has grown considerably. A network of more of 350 schools committed to sustainability has been developed to share the learning process and to work towards common objectives. A participatory philosophy embraced by Local Agenda 21 is reflected in the prominence and leadership given to students and to the entire school community, and the interaction between the school and other city actors (enterprises, associations or the public administration). We operate as part of the local administration (Urban Ecology – Culture and Sustainability Strategy Department).



© Barcelona Escoles + Sostenibles

Our GAP commitment

Our commitment is to advance and deepen ESD within the BCN school network (Barcelona Escoles + Sostenibles). To accelerate changes locally, we would like to define the criteria for good practices on the collaboration between schools and local government for ESD. We would like to work with it and share it with urban school networks similar to ours.



One of our activities

The “Municipal Action Plan” of Barcelona (2015-2019) aims to create strategic and priority lines, objectives and actions for the next 4 years in the city context. One of this Plan’s theme is on environment, public spaces, public green and biodiversity, urbanism for neighborhoods, sustainable mobility, energy and climate change. Five secondary schools participated in the process. Agreed student proposals were uploaded to the city council web platform with the rest of the organizations and citizen’s contributions.

Links

<http://www.bcn.cat/agenda21/a21escolar/>
<http://www.sostenibilitatbcn.cat/>
<http://www.xesc.cat/>
<http://confint-esp.blogspot.com.es/p/esenred.html>

Focal Point

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Center for Development of Early Childhood, Non Formal and Informal Education (Jayagiri Center), Indonesia (ESD Prizewinner 2015)

Jayagiri Center's main tasks are to develop, implement, maintain and assure the quality of EC-NFIE learning models and programmes. ESD is integrated in all models and programmes. The "eco-friendly Entrepreneurship for Youth and Adults" programme aims to enhance economic improvement, preserve local resources, potentials and wisdoms as well as local cultures and traditions, and develop community awareness of resources sustainability. Further ESD action programmes seek to empower the project groups to be self-determining, replicating best practices and disseminating the practices in other areas.



© Jayagiri Center

Our GAP commitment

Our commitments are (1) to accelerate sustainable solutions at the local level; (2) to work on our objectives from 2016 to 2020; (3) to pursue the following activities a) developing an ESD action plan, (b) developing guidelines for ESD implementation (c) developing a training kit (d) conducting ESD training (e) compiling profile books of lab sites (f) enhancing quality of lab sites (g) expanding implementation; (4) establishing a main task force and (5) strengthening partnerships with District Learning Centre and Lab Sites Groups.

One of our activities

Our concern is accelerating sustainable solutions at the local level. Along with developing many aspects of living in rural communities, there also come sustainability challenges. Most happening in the Centre areas are constructing of settlement or transportation facilities that decrease farming area; growing population along with pollution (air, water, and land); decreasing youth awareness toward local wisdom and culture and so on. These things lead to problems of decreasing income, healthy environment, and cultural preservation. To overcome these challenges, cooperation among local authorities, local public figures, and local entrepreneur to collaborate.

Links

<https://en.unesco.org/prize-esd/2015laureats/jayagiri>

Focal Point

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Gaia Education

Gaia Education is a leading-edge provider of sustainability education and capacity building that promotes thriving communities within planetary boundaries. With a 10 year track-record in 41 countries, programmes take place in settings ranging from tribal and traditional communities to ecovillages, from urban slum to universities and R&D centers. The newly revised GE Designing for Sustainability 450-hours online programme completes this range of offers. Our courses equip students of all ages with the appropriate skills and tools to play active roles as change agents in transitioning their existing communities and neighbourhoods to sustainable and regenerative practices, lifestyles and infrastructures.



© Gaia Education

Our GAP commitment

In partnership with the University of Catania, we are currently developing a set of educational tools related to regenerative organic agriculture techniques and sustainable community design to support the socio-economic integration of migrants and the professionalization of unemployed youth in European Mediterranean countries. The development of the training units will incorporate the three dimensions of sustainability with the view of empowering migrants and unemployed youths with the appropriate skills to contribute to local food systems with a multiplicity of local economies and hundreds of small enterprises. The 4 Keys for Sustainability Books are currently being translated into Portuguese and a Mandarin version is in negotiation. In terms of expansion of our programmes to 50, countries we have already expanded to 41, and now conducting programmes in Palestine, Switzerland and Ghana.

One of our activities

The Project-Based Learning Building Capacity and Empowering Communities addressing climate change in the Southeastern coastal areas of Bangladesh targets 42 villages to strengthen their agro-ecological productivity while breaking the cycle of food insecurity and creating the space for empowered women to enhance their livelihoods. This has generated a series of small-scale community-led projects like fisheries, vermiculture and horticulture. The first organic shop was opened recently in the Delta region by the community.

Links

<http://www.gaiaeducation.org/index.php/en>

Focal Point

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UNESCO Global Network of Learning Cities (UNESCO GNLC)

The UNESCO Global Network of Learning Cities, its members and partners work towards realizing the vision of “lifelong learning for all is our city’s future”. The Network aims to support and accelerate the practice of lifelong learning in communities by promoting policy dialogue and peer learning among member cities; forging links; fostering partnerships; providing capacity development; and developing instruments to encourage and recognize progress made in building learning cities.



© UIL

Our GAP commitment

A learning city promotes inclusive learning from basic to higher education; revitalizes learning in families and communities; facilitates learning for and in the workplace; extends the use of modern learning technologies; enhances quality and excellence in learning; and nurtures a culture of learning throughout life. Promoting and furthering the concept of a learning city, the UNESCO Global Network of Learning Cities provides a framework to implement and accelerate ESD at the local level. It provides guiding documents that outline the roadmap towards advancing sustainable development through education and lifelong learning, advancing member states’ capacities in developing inclusive, sustainable and gender-responsive lifelong learning policies, and supporting and showcasing the best practices of member cities on ESD.

One of our activities

Together with Mexico City’s government, we co-organized the 2nd International Conference on Learning Cities. Themed “Towards Building Sustainable Learning Cities”, the conference adopted the Mexico City Statement on the Sustainable Learning City. The statement specifically calls on the Global Network of Learning Cities to synchronize its actions with the GAP. Mr. Masao Omori, Mayor of Okayama City, Mr. José Carlos Tenorio from the International Council for Local Environmental Initiatives (ICLEI), and Alejandra Barrales from Mexico City (all members of GAP Partner Network 5) presented their unique practice in implementing ESD at local level to over 650 participants from 95 countries.

Links

<http://learningcities.uil.unesco.org/>

<http://unesdoc.unesco.org/images/0023/002349/234986e.pdf>

Focal Point

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Free and Hanseatic City of Hamburg, Germany

We provide examples of ESD best practice in all fields of education published in the “Hamburg ESD Plan of Action”, e.g. Fairtrade City Hamburg, Climate friendly Schools, ESD in Kindergarten. Our current projects are “Climate Scale for Schools” and “Integrating Refugees through Voluntary Work for the Environment”. We also run a quality management project with certificate for freelancers and non-formal education institutions to improve the quality of ESD. Currently we are working on “Learning Landscapes” to implement ESD on a local level.



© FHCH

Our GAP commitment

The mayors of 21 cities and villages who received awards during the UN Decade for ESD in Germany signed a commitment for the GAP in 2014. The size of the cities varies from Hetlingen (1,500 inhabitants) to Hamburg (1.8 million). I am the chair of the working group, which meets twice a year to exchange and discuss questions of funding and implementing ESD. Currently we support the implementation of the GAP-process in Germany, steered by the German Ministry for Education and Science. We are developing an “ESD Codex” for German cities and discussing advocatory measures for cities, such as developing regional centers for ESD competencies – ideas that might become part of the German National Plan for ESD.

One of our activities

In Hamburg and Northern Germany (NUN), we established the NUN-Certification Scheme, an ESD quality management system for freelancer educators and ESD institutions working in the informal and non-formal education sector. We help them to develop a professional ESD profile and a future-oriented educational concept. To gain the certificate, six quality areas have to be fulfilled. We provide workshops, information materials and seminars for experienced and new applicants. An inspection group visits the applicants onsite and a commission decides on on certification. Certificates are handed out by our Minister of the environment once a year. By this, we support GAP priority action areas 2 and 3.

Links

<http://www.hamburg.de>

Focal Point

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ICLEI-Local Governments for Sustainability

ICLEI is an association of local governments that works to promote global sustainable development through cumulative actions of local governments. Its mandate is to work with local governments to build their capacity to build and share solutions to the challenges of climate change, water and air pollution, waste management, energy, sustainable transportation and environmental management systems. Capacity-building in local governments for sustainable development is one of our basic mandates that we carry out through training workshops as part of projects and campaigns and through conferences.



© ICLEI South Asia

Our GAP commitment

We have conducted more than 25 training or capacity building workshops on sustainable development issues, including climate change, resilience and climate mitigation, and solid waste management with local governments in India, Bangladesh, Indonesia and Malaysia. More than 25 local governments from different countries, such as India, Bangladesh, Indonesia and Malaysia, were involved in these workshops. We provided training to the local government officials and political representatives, but also to individuals. We trained more than 300 individuals, including both political and administrative officials of local governments through these workshops. The 2nd Asia Pacific Forum on Urban Resilience and Adaptation was organized in Melaka Malaysia on 2-4 March, with more than 90 cities participating from 30 countries. It brought together local and subnational government agencies along with UN agencies, multilateral and bilateral funding agencies, researchers and practitioners on a platform to discuss urban resilience and its various aspects.

One of our activities

Under the British Deputy High Commission sponsored project for Kolkata Municipal Corporation on Climate Change, we conducted a series of 16 training workshops on climate resilience. The training workshops were aimed towards the local councilors, but also included executive officers, as well as representatives from local NGOs. Through these training sessions, we provided information on the basics of climate change, adaptation and mitigation, and how local governments can take action to tackle this challenge. We have also developed a graphic booklet on climate change (in English, Bengali and Hindi) that was given to the participants. A compendium of case studies on action taken on climate change by local governments and NGOs has also been developed along with a poster of climate action Dos and Don'ts.

Links

<http://southasia.iclei.org/our-activities/our-agendas/>

<http://resilientcitiesasiapacific.iclei.org/>

Focal Point

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Mexico City, Mexico

One of the most important policies of the Mexico City Ministry of Environment (SEDEMA) is the development of strategies aimed to strengthen environmental education and the values of sustainability in citizens so that they can be reflected in actions. Through the participation of government, civil society and the private sector, SEDEMA seeks to form an informed society willing to actively participate in solving the environmental challenges the City faces.



© SEDEMA 2015. Enrique Abe.

Our GAP commitment

SEDEMA will scale up the activities and strategies of Education for Sustainable Development at local level and promote the participation of the government, civil society and private sector.

One of our activities

There are 3 Centers of Environmental Education in Mexico City coordinated by SEDEMA (Ecoguardas, Yautlica and Acuexcóatl). They are located in the south of the city in an area classified as “Conservation Land”. Education Centers of SEDEMA promote the participation of schools, teachers and private institutions in the activities of SEDEMA through courses, workshops, tours and camps . In these centers, people receive training and courses on mobility, conservation of natural areas, biodiversity, climate change, efficient use of water, solid waste management, alternative energy and environmentally friendly habits that can make a difference.

Links

<http://www.sedema.df.gob.mx/educacionambiental/index.php/en/>
<https://www.facebook.com/educando.actuando.conservando/?fref=ts>

Focal Point

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Namib Desert Environmental Education Trust (NaDEET), Namibia

NaDEET is a vibrant environmental education organization. At the core of our programmes is NaDEET Centre located on the NamibRand Nature Reserve in Namibia's southern Hardap Region. Children and adult participants learn first-hand about sustainable living, biodiversity and the balance between humans and the environment. At NaDEET Centre, theory meets practice so our participants gain the tools to take action in their homes and communities. Our environmental literacy and outreach programmes complement the Centre's activities and expand its reach nationwide.



© NaDEET

Our GAP commitment

NaDEET's commitment is to expand our reach from NaDEET Centre to three communities in the Hardap Region- Rietog, Uibes and Gochas. This action entitled, RUG for Sustainability, is using a school-centred approach to reach all ages within the communities. We are conducting ESD activities at school, in the community and with participants at NaDEET Centre. A key component of the action has been integrating environmental education with improving access to sustainable living technologies such as solar cookers in areas that are far from commercial areas and services.

One of our activities

One of the highlights for adult participants is their visit to NaDEET Centre for our community programme. During one week, adult community members experience a whole other way of living in the beauty of the NamibRand Nature Reserve. Through the residential, intensive programme, we are able to create a learning atmosphere that takes community members away from their daily concerns and allows them to look at larger issues regarding the environment and their households. Through discussions and practical activities such as solar cooking, constructing fuel-efficient stoves and making recycled fire balls as a fuel alternative, our participants gain valuable skills to help them implement changes when they return home.

Links

www.nadeet.org

<https://www.youtube.com/user/nadeettube>

Focal Point

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Okayama City, Japan

In Okayama City, we face various and complex issues to be solved in cooperation among multiple stakeholders such as administrations, citizens, NGOs, enterprises and universities. We have been implementing ESD to nurture responsible people who recognize local and global issues and act for future generations to build a sustainable society.

Our GAP commitment

We made a commitment to strengthen ESD implementation both in formal and non-formal education, and to carry out capacity-building of school teachers and staffs of public institutions. We conducted training and workshops to improve their skills and abilities for empowering citizens from children to adults to think globally and act locally to build a sustainable society. We also committed ourselves to enhancing cooperation and partnership at national and international level through the use of various ESD related networks. For instance, to support community learning centers damaged by the earthquake in Nepal, we made a donation.

One of our activities

We provide opportunities for capacity-building of school teachers and staffs of public institutions, as well as NGO personnel and youth, in order to improve their skills and abilities to promote ESD. For example, they acquire skills for facilitating dialogue among people with different backgrounds, for developing educational programmes including principles of ESD such as participatory and problem-solving learning, for facilitating the process of empowering citizens to identify local issues, and for finding solutions and mobilizing resources to take action to build sustainable communities. We also provide university students with programmes involving work experience at local NGOs and CLCs so they can recognize and tackle local issues. Most of the students are continuously engaged in NGO activities.



© Okayama City

Links

<http://www.city.okayama.jp/esd/top.html>

<http://www.okayama-tbox.jp/esd/>

Focal Point

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RCE Chubu, Japan

RCE Chubu seeks to promote ESD through local initiatives in collaboration with multiple stakeholders, based on the idea that socio-cultural and economical phenomena in the community rest on a foundation of ecosystems and natural resources. We have been conducting ESD activities in a “bioregion”, called Ise-Mikawa Bay Watershed in central Japan. RCE Chubu established an ESD model called the “Bioregional (Watershed) ESD model” before the UNESCO World Conference on ESD and plans to develop the model in the GAP.



© Reita Furusawa

Our GAP commitment

We are planning to establish a research facility to serve as a clearing house and human resources development centre that will be the hub for “the Bioregional ESD model” both locally and globally. It also corresponds to the “science-policy ESD practice interface.” The model promotion, promoting the formulation of ESD programmes based on the Bioregional/ Watershed ESD Model at the community level, fits particularly into GAP Priority Area 5. Outcomes of our activities will be shared nationwide and worldwide through ASPUnivNet, the ESD Consortium network by MEXT, and the RCE network.

One of our activities

Our specific activity is to promote an international or inter-regional dialogue on multi-stakeholder local participation in ESD using the concept of a bioregion as a targeted area to promote ESD. We have been overcoming issues due to fragmentation by administrative district (i.e., difficulties of cross-border river management), and accelerating the learning process for problem solving based on understanding regional ecological diversities by using the concept of bioregion. Through the dialogue on the Bioregional-based ESD practices in GAP, we are hoping to develop an ESD model which will work effectively in the transformations of both formal and non-formal/in-formal education.

Links

<http://www.chubu-esd.net>

Focal Point

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Ricoh Company & Drishtee, Japan/India

Ricoh, a Japanese multinational, works in the rural areas of Bihar and Uttar Pradesh, India since 2011 to support local entrepreneurs and their businesses. Ricoh simultaneously searches for opportunities that are linked to their own business model. Drishtee, an Indian social enterprise, works in 5,000 villages in India with more than 14,000 entrepreneurs and 300 team members. Their key focus is service delivery as well as livelihood generation by a 4C approach of: (1) Community engagement, (2) Capacity building, (3) Capital facilitation through micro-credit and (4) Channel linkage to and from the market. Both Drishtee and Ricoh are working closely as partners to develop and nurture sustainable micro-enterprises in rural areas, to address local issues and utilize local resources. Ricoh enables the process through technical as well as non-technical expertise and resources.



© Drishtee & Ricoh

Our GAP commitment

Ricoh and Drishtee jointly commit “to empower 250 rural women in the next 5 years, by engaging in sustainable local livelihood opportunities, enhancing their quality of life, self-esteem and self-reliance, while impacting communities, esp. women.” Ricoh commits their support to the start and expansion of the concept in existing and new areas. Drishtee commits overall support through their 4C approach to these rural women’s enterprises. The target is to enable 250 such women-to-women rural retail shops, owned and run by women entrepreneurs, with the 4As – Accessibility, Affordability, Awareness & Approachability – for rural women. The impact would affect 50,000 women in 250 villages through customer benefits (4As), role model effect and inclusion of local products of women producers.

One of our activities

In 2015-16, we supported 35 women entrepreneurs through Skill Development Programmes in Retail Management, Sales and related Soft skills. We are now developing the template for a POS-based app to support operation and enhance efficiency of micro-entrepreneurs. The physical as well as virtual connect with these entrepreneurs is building a scalable platform for a two way flow of information, capacity and knowledge sharing leading to sustainable development. Each of these entrepreneurs is reaching out to at least 1,000 women beneficiaries in the remote locations, strengthening local livelihoods and status of women in the community.

Links

<http://www.ricoh.com/csr/community/value.html>

<http://www.drishtee.com/>

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UN-Habitat

UN-Habitat is mandated by the UN General Assembly to promote socially and environmentally sustainable towns and cities. It is the focal point for all urbanization and human settlement matters within the UN system. The Capacity Development Unit of UN-Habitat develops learning activities to enhance capacities of city officials and urban practitioners in urban planning, housing, land management, urban development monitoring and development of urban strategies in general. Within this framework Habitat UNI aims to support collaboration between universities and cities.



© UN-Habitat University Network Initiative

Our GAP commitment

The Urban Centre of Excellence to support the New Urban Agenda is a centre of excellence specialized in capacity development of cities and urban institutions that provides knowledge, action learning, know-how and complementary services that aim at the strengthening of capacities of cities and their technical cadre as well as policy makers and city managers in order to respond effectively to the challenges of urbanization. The Urban Centre of Excellence has been formalized and a call for Expressions of Interest is about to be launched.

One of our activities

A working group meeting was held during the “European Habitat” conference in Prague in March 2016 to develop an action programme for universities to better collaborate with cities in seeking the path to sustainable urbanization. The meeting also collected input for the position paper on Knowledge and Capacity Development in the New Urban Agenda that highlights the role of education and education institutions in the achievement of SDG 11 and New Urban Agenda goals.

Links

www.unhabitat.org

Focal Point

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United Nations Environment Programme (UNEP)

Our activities are geared towards enhancing understanding of sustainable lifestyles and their potential as an engine for urban change. At the city level, we engage stakeholders, including youth, in the development of initiatives around sustainable lifestyles (e.g. food, mobility, consumer goods) through the use of targeted messaging, awareness-raising efforts and monitoring behaviour change. We are engaging formal and informal educators in developing core sustainable lifestyles curricula for use at the graduate (Master's) level as part of business schools and sustainable development degrees. We also engage youth as consumers of tomorrow through the YouthXchange Initiative, by developing training kits / guidebooks on sustainable lifestyles.



© Mari Nishimura

Our GAP commitment

Our commitment is focused on accelerating the development and dissemination of educational tools/resources aimed at promoting sustainable lifestyles around the world, with a particular focus on urban environments in emerging and developing regions in sub-Saharan Africa, Asia-Pacific and Latin America and the Caribbean. To date, we have developed various publications designed to increase our understanding of sustainable lifestyles, including a typology on sustainable lifestyles, guidebooks for youth on sustainable lifestyles as well as sustainable lifestyles and consumption curricula.

One of our activities

The YouthXchange Initiative empowers and mobilizes youth towards sustainable lifestyles through education, capacity-building and awareness-raising. At local level, partners adapt and translate YouthXchange educational resources to their contexts and use the adapted materials to build the capacities of youth and youth leaders on sustainable lifestyles. Through these efforts, youth are mobilized and call upon their peers and local authorities/leaders to act on promoting sustainable lifestyles at local level. This Initiative empowers youth to play their rightful role as critical agents of change in seeking sustainable solutions that can improve their lifestyles and opportunities.

Links

<http://www.unep.org/resourceefficiency/>

Focal Point

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United Nations University Institute for the Advanced Study of Sustainability (UNU-IAS)/Regional Centres of Expertise on Education for Sustainable Development

UNU-IAS works to advance the global sustainable development agenda through policy-relevant research and capacity development focused on sustainability in its social, economic, and environmental dimensions. As part of the UNU system, UNU-IAS functions as a think tank for the UN. UNU-IAS works to establish Regional Centres of Expertise (RCEs) for multi-stakeholder engagement processes in ESD. The overall objective of the global RCE network is to utilize education as a mechanism for implementing the DGs. The RCEs assemble ESD practitioners and innovators at the regional (sub-national) and local level around the world to deliver ESD within their communities.



© UNU-IAS

Our GAP commitment

UNU-IAS works with the RCEs in developing ESD good practices that translate global ESD visions into local realities. These practices include strengthening governance and coordination of ESD actors within local and regional contexts, enhancing the capacity development of stakeholders, and strengthening the impact of actions by linking local processes across the globe. In addition, RCEs have great potential to synergize among all five of the GAP Priority Action Areas. RCEs will also contribute to (a) advancing policies through policy research, (b) implementing capacity development of educators, (c) supporting youth-led ESD initiatives, and (d) transforming educational environments.

One of our activities

UNU-IAS is continuing to expand the global network of RCEs to scale up and provide multipliers to existing ESD actions. The global RCE network will share experiences and collaborate strategically among members in developing and implementing good practices around thematic networks and geo-regions, through annual regional and global meetings, and through quality communication channels such as monthly bulletins and the RCE portal. UNU-IAS as the secretariat provides an up-to-date database of RCE activities for collaboration and learning among and between the RCE communities. Inter-RCE thematic working groups (e.g. climate change, sustainable consumption and production, biodiversity) will also be enhanced. By mobilizing their own resources and expertise, individual RCEs continue to translate the global ESD vision into local realities.

Links

<http://ias.unu.edu/en/>

<http://www.rce-network.org/portal/home>

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Wahamba Development Organization, Nigeria

The main objectives of the organization are to develop innovative capacity-building curricula for youths to design and implement environmentally sustainable agricultural solutions in Nigeria.

Our GAP commitment

The Wahamba ESD project evolved from our former environmental education organization, Bailiff Africa. Between 2014 and 2015 – our first year of proper operation – we ran a US\$7,000 budget, hosting innovative workshops, forums and training on ESD for Nigeria. By the end of 2016, we will launch our agricultural incubator for sustainable development. In the next 5 years, we will train 300 youths (60 per year) on best agricultural practices for sustainable development. In order to do so, we will have to raise US\$30,000 per year to build an incubator space for “ESD in agriculture” training.



© Wahamba Development Organization

One of our activities

We developed a living curriculum to place local ESD activities in a global context. This curriculum is the basis for sustainable development workshops for secondary school students in Nigeria and was developed in a joint implementation activity with UNESCO GAP members as well as community members and schools.

Links

<http://www.bailiffafrica.org/>

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World Network of Biosphere Reserves of the UNESCO Man and the Biosphere (MAB) Programme

By placing human beings at the centre of ecological issues, MAB keeps pace with emerging environmental, scientific and societal issues and contributes to addressing global challenges that our planet is facing through an interdisciplinary approach and collective actions. In that regard, the World Network of Biosphere Reserves (WNBR) provides an unique set of learning sites to shape and to implement the 2030 development agenda. We are committed to supporting Member States and stakeholders to meet the SDGs in implementing the MAB Strategy (2015-2025) and the Lima Action Plan (2016-2025) in which ESD plays an important role.



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Our GAP commitment

The 4th World Congress of Biosphere Reserves held in Lima from 14 to 18 March 2016 gathered about 1,100 participants from 115 countries. They adopted the Lima Declaration, which commits the MAB programme to use the WNBR as sites for sustainable development and to share its experiences to recall the importance of ESD. The MAB Strategy and Lima Action Plan refer to ESD, including one expected result of the LAP (A.4) specifically referring to the GAP for ESD.

One of our activities

We developed a global strategy and an action plan for the next ten years, which particularly foresees “education for sustainable development and capacity building”. The Lima action Plan outcome “Research, practical learning and training opportunities that support the management of BRs and sustainable development in BRs” calls upon BRs, MAB National Committees, National UNESCO Commissions, educational and training institutions, including those involved in the Global Action Programme on ESD, to take primary responsibility. A side event on ESD and citizen science took place during the 4th Congress of BR in Lima, aimed at sharing ESD experiences in biosphere reserves and using the results to fine tune the implementation of the Lima Action Plan.

Links

<http://www.unesco.org/new/en/natural-sciences/environment/ecological-sciences/man-and-biosphere-programme/>

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GAP SECRETARIAT



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GAP role

Overall coordination of the ESD team



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GAP role

Coordinating the ESD Team and Focal Point of Partner Network 1: “Advancing Policy” and Partner Network 3: “Building Capacities of Educators and Trainers.”



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GAP role

Focal Point for Partner Network 2 “Transforming Learning and Training Environments”



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GAP role

Focal Point of Partner Network 4 “Youth Priority Action Area”
ESD Success Stories and media related activities



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Focal Point for Partner Network 5 “Accelerating sustainable solutions at local level”; Communication, Education and Public Awareness activities on biodiversity and sustainable lifestyles; UNESCO focal point for the Earth Charter



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GAP role

Coordination of GAP Partner Networks and Japanese Funds-In-Trust



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GAP role

Support to administrative tasks related to the GAP, in particular for the annual meeting of GAP partner network



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GAP role

Focal Point for the ESD Prize; ESD Zoom newsletter and other communication-related issues; support of overall GAP coordination



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GAP role

Support to administrative tasks related to the GAP, in particular for the annual meeting of GAP partner network. Assists with the communication around the GAP, collecting and disseminating visual material GAP



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GAP role

Support measurement efforts related to SDG4 Target 4.7 and global GAP monitoring and reporting



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GAP role

Support to the coordination of GAP Partner Network 2 “Transforming Learning and Training Environments”



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