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UNESCO Global Action Programme on Education for Sustainable development

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The Global Action Programme on ESD

A coordinated worldwide effort to build momentum

What is the Global Action Programme on Education for Sustainable Development?

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. It focuses on generating and scaling up ESD action at all levels and in all areas of education, and in all sustainable development sectors.

Endorsed by UNESCO's 37th General Conference (November 2013), the GAP was acknowledged by UN General Assembly Resolution A/RES/69/211 as official follow-up to the UN Decade of Education for Sustainable Development (2005-2014), led by UNESCO.

The Decade on ESD envisioned a world "where everybody has the opportunity to benefit from education and learn the values, behaviour and lifestyles required for a sustainable future and for positive societal transformation". The Global Action Programme furthers this ideal.

To enable strategic focus and foster stakeholder commitment, the GAP has identified five Priority Action Areas: 1) Advancing policy; 2) Transforming learning and training environments; 3) Building capacities of educators and trainers; 4) Empowering and mobilizing youth; and 5) Accelerating sustainable solutions at local level.

These Action Areas will be furthered by maintaining a global Network of ESD Partners that have committed to promoting ESD action; holding a Global Forum in 2017 and again in 2019 to generate ideas and monitor progress; developing outreach and communication tools, including an online Clearinghouse; and awarding a Prize to showcase the best ESD projects.

Why a GAP on ESD?

Learning to live in a sustainable way is a long-term proposition requiring everyone's attention and involvement. The GAP is intended to help drive this worldwide effort, thus ensuring its contribution to the post-2015 agenda.

Who are the stakeholders and Partners of the GAP?

More than 500 ESD stakeholders have so far committed to undertake GAP activities through GAP Launch Commitments which are plans for concrete activities that support one or more of the five Priority Action Areas, that stakeholders have submitted to UNESCO (<https://unesco4esd.crowdmap.com>). They include policy-makers, institutional leaders, educators, youth, local authorities, and civil society organizations. Eighty of these stakeholders have been identified as Key Partners for the GAP Partner Networks (see Section 2: Partner Networks).





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Education for Sustainable Development 2014
World Conference, Aichi-Nagoya (Japan), 10-12 November
Stakeholder Meetings, Okayama (Japan), 4-8 November



Aichi-Nagoya Declaration on Education for Sustainable Development

We, the participants of the UNESCO World Conference on Education for Sustainable Development held in Aichi-Nagoya, Japan, from 10 to 12 November 2014, adopt this Declaration and call for urgent action to further strengthen and scale up Education for Sustainable Development (ESD), in order to enable current generations to meet their needs while allowing future generations to meet their own, with a balanced and integrated approach regarding the economic, social and environmental dimensions of sustainable development. This Declaration recognises that people are at the centre of sustainable development and builds on the achievements of the United Nations (UN) Decade of ESD (2005-2014); the deliberations of the UNESCO World Conference on ESD in Aichi-Nagoya; and the Stakeholder Meetings held in Okayama, Japan, from 4 to 8 November 2014, namely, UNESCO ASPnet International ESD events, the UNESCO ESD Youth Conference, the Global Regional Centres of Expertise Conference, and other relevant events and consultation processes, including regional ministerial meetings. We express our sincere gratitude to the Government of Japan for hosting the UNESCO World Conference on ESD.

1. **CELEBRATING** the significant achievements made by the UN Decade of ESD (2005-2014), in particular, in putting ESD higher on national and international agendas, advancing policy, improving the conceptual understanding of ESD, and generating substantive good practice amongst a wide range of stakeholders,
2. **EXPRESSING** our appreciation to many governments, UN entities, non-governmental organizations, all types of educational institutions and setups, educators and learners

in schools, communities and workplaces, youth, the scientific community, academia and other stakeholders who have actively committed to and participated in the implementation of the UN Decade of ESD, and to UNESCO for the leadership role it has played as lead agency of the Decade,

3. **RECALLING** the international commitment to further promoting ESD that was included in the outcome document of the 2012 UN Conference on Sustainable Development (Rio+20), *The Future We Want*,
4. **NOTING** that the Global Action Programme (GAP) on ESD, endorsed by the 37th session of the General Conference of UNESCO as a follow up to the Decade of ESD and a concrete contribution to the post-2015 agenda, aims at generating and scaling up ESD actions in all levels and areas of education, training and learning,
5. **REAFFIRMING** ESD as a vital means of implementation for sustainable development, as recognised in intergovernmental agreements on climate change (Article 6 of the UN Framework Convention on Climate Change and its Doha work programme), biodiversity (Article 13 of the Convention on Biological Diversity and its work programmes and related decisions), disaster risk reduction (Hyogo Framework for Action 2005-2015), sustainable consumption and production (Sustainable Lifestyles and Education Programme of the 10-Year Framework of Programmes on Sustainable Consumption and Production 2012-2021), and children's rights (Articles 24[2], 28 and 29 of the UN Convention on the Rights of the Child), among many others,



6. **WELCOMING** the growing international recognition of ESD as an integral and transformative element of inclusive quality education and lifelong learning and an enabler for sustainable development, as demonstrated by the inclusion of ESD as a target in the Muscat Agreement adopted at the 2014 Global Education For All Meeting and in the proposal for Sustainable Development Goals (SDGs) by the Open Working Group of the UN General Assembly on SDGs,
7. **RECOGNISING** the establishment of the UNESCO-Japan Prize on ESD approved by the Executive Board of UNESCO at its 195th session,

We, the participants,

8. **EMPHASISE** the potential of ESD to empower learners to transform themselves and the society they live in by developing knowledge, skills, attitudes, competences and values required for addressing global citizenship and local contextual challenges of the present and the future, such as critical and systemic thinking, analytical problem-solving, creativity, working collaboratively and making decisions in the face of uncertainty, and understanding of the interconnectedness of global challenges and responsibilities emanating from such awareness,
9. **STRESS** that ESD is an opportunity and a responsibility that should engage both developed and developing countries in intensifying efforts for poverty eradication, reduction of inequalities, environmental protection and economic growth, with a view to promoting equitable, more sustainable economies and societies benefiting all countries, especially those most vulnerable such as Small Island Developing States and Least Developed Countries,
10. **UNDERScore** that the implementation of ESD should fully take into consideration local, national, regional and global contexts, as well as the contribution of culture to sustainable development and the need for respecting peace, non-violence, cultural diversity, local and traditional knowledge and indigenous wisdom and practices, and universal principles such as human rights, gender equality, democracy, and social justice,
11. **APPRECIATE** the commitments to ESD expressed by all concerned stakeholders through their specific contributions to the GAP Launch Commitments,
12. **COMMIT** ourselves to building and maintaining the momentum of the launching of the GAP, in its five Priority Action Areas for ESD, namely policy support, whole-institution approaches, educators, youth, and local communities, through inclusive quality education and lifelong learning via formal, non-formal and informal settings,
13. **CALL UPON** all concerned stakeholders, including governments and their affiliated institutions and networks, civil society organisations and groups, the private sector, media, the academic and research community, and education and training institutions and centres as well as UN entities, bilateral and multilateral development agencies and other types of intergovernmental organisations at all levels, to:
 - a) set specific goals,
 - b) develop, support and implement activities,
 - c) create platforms for sharing experiences (including ICT-based platforms), and
 - d) strengthen monitoring and evaluation approaches in the five Priority Action Areas of the GAP in a synergistic manner,
14. **URGE** all concerned stakeholders, in particular Ministries of Education and all ministries involved with ESD, higher education institutions and the scientific and other knowledge communities to engage in collaborative and transformative knowledge production, dissemination and utilization, and promotion of innovation across sectoral and disciplinary boundaries at the science-policy-ESD practice interface to enrich decision-making and capacity building for sustainable development with emphasis on involving and respecting youth as key stakeholders,
15. **INVITE** governments of UNESCO Member States to make further efforts to:
 - a) Review the purposes and values that underpin education, assess the extent to which education policy and curricula are achieving the goals of ESD; reinforce the integration of ESD into education, training, and sustainable development policies, with a special attention paid to system-wide and holistic approaches and multi-stakeholder cooperation and partnerships between actors of the education sector, private sector, civil society and those working in the various areas of sustainable development; and ensure the education, training and professional development of teachers and other educators to successfully integrate ESD into teaching and learning;
 - b) Allocate and mobilise substantial resources to translate policies into actions, especially building necessary institutional capacities for both formal and non-formal education and learning at national and sub-national levels along the five Priority Actions Areas of the GAP; and
 - c) Reflect and strengthen ESD in the post-2015 agenda and its follow-up processes, ensuring, first, that ESD is maintained as a target in the education goal and also integrated in SDGs as a cross-cutting theme; and, second, that the outcomes of the 2014 World Conference on ESD are taken into consideration at the World Education Forum 2015 to be held in Incheon, Republic of Korea from 19 to 22 May 2015,
16. **REQUEST** UNESCO's Director-General to continue to:
 - a) Provide global leadership, support policy synergy, and facilitate communication for ESD, in cooperation with governments, other UN entities, development partners, private sector and civil society, within the framework of the UNESCO Roadmap to Implement the GAP;
 - b) Harness partnerships and mobilise networks including the UNESCO ASPnet, UNESCO Chairs, Centres under the auspices of UNESCO, the World Network of Biosphere Reserves and World Heritage Sites, as well as UNESCO Clubs and Associations; and
 - c) Advocate the importance of ensuring adequate resources including funding for ESD.





Partner Networks

Creating a global community of practice

What are the Partner Networks?

Established by UNESCO, Partner Networks drive implementation of the Global Action Programme (GAP) on Education for Sustainable Development (ESD). They serve as a global community of practice and exist for each of the five Priority Action Areas of the GAP: 1) advancing policy; 2) transforming learning and training environments; 3) building capacities of educators and trainers; 4) empowering and mobilizing youth; and 5) accelerating sustainable solutions at local level.

Why Partner Networks?

Partner Networks intensify synergies between the GAP activities of their members, the Key Partners, and catalyse further action from other ESD stakeholders. All activities focus on scaling up ESD efforts, including through joint Flagship Projects.

Who are the members of the Partner Networks?

The Partner Networks consist of more than 80 major ESD stakeholders from all regions of the world with extensive outreach capacity and the ability to innovate and have major impact on ESD. UNESCO selects the members of the Partner Networks based on the GAP Launch Commitments received from stakeholders.



What are Flagship Projects?

Flagship Projects are major projects in each of the GAP's five Priority Action Areas.

They are developed jointly by UNESCO and members of each Partner Network, and focus on scaling up ESD actions. Flagship Projects ensure that the work of the Partner Networks has maximum impact.



➤ **Untouched World Charitable Trust (UWCT)**

Untouched World Charitable Trust (UWCT) is an integral part of an innovative sustainable lifestyle business model developed by Snowy Peak Ltd. It provides over 100 youth leadership scholarships across four programme sites in New Zealand. Each programme focuses either on water quality, use and availability, or the biodiversity of the country's national bird (Kiwī) and is designed to encourage changes in behaviour and empower youth action for ESD. As part of their GAP initiative, UWCT is currently exploring a collaboration with the Mahatma Gandhi Institute of Education for Peace and Sustainable Development to create an international cross-cultural partnership on global water education. See: www.untouchedworld.com/charitable-trust

➤ **The International Foundation for the Young Masters Programme on Sustainable Development (ISYMP)**

The International Foundation for the Young Masters Programme on Sustainable Development (ISYMP) is a global web-based education and learning network. It offers an original learning experience that connects youth and builds understanding and cooperation about sustainability issues. As a commitment to the GAP, ISYMP has set up TheGoals.org, a new and free crowd-learning resource on the Sustainable Development Goals for youth, teachers and youth leaders. TheGoals.org is addressing a number of GAP priorities: global citizenship education; youth empowerment and mobilization; connecting global challenges to local realities; and connecting communities across the globe. TheGoals.org will eventually replace the former website (goymp.org), which has been running for over ten years. See: www.goymp.org / www.TheGoals.org

PARTNER NETWORK 5: ACCELERATING SUSTAINABLE SOLUTIONS AT THE LOCAL LEVEL

- Barcelona More Sustainable Schools Programme, Spain
- Centre for Development of Early Childhood, Non-formal and Informal Education (Jayagiri Centre), Indonesia
- Enda énergie, Senegal
- Gaia Education
- Global Network of Learning Cities of the UNESCO Institute for Lifelong Learning
- Free and Hanseatic City of Hamburg, Germany
- ICLEI-Local Governments for Sustainability
- Mexico City, Mexico
- Namib Desert Environmental Education Trust (NaDEET), Namibia
- Okayama City, Japan
- RCE Chubu, Japan
- Ricoh Company & Drishtee, Japan/India
- UN-HABITAT
- UNEP
- United Nations University Institute for the Advanced Study of Sustainability (UNU-IAS)/Regional Centres of Expertise on Education for Sustainable Development
- Wahamba Development Org, Nigeria
- World Network of Biosphere Reserves of the UNESCO Man and Biosphere Programme

Examples of GAP commitments:

➤ **Namib Desert Environmental Education Trust (NaDEET)**

Namib Desert Environmental Education Trust (NaDEET) is an environmental education organization that offers children and adults hands-on education programmes about sustainable living, biodiversity and the balance between humans and the environment. Participants learn not only by seeing and hearing, but also by doing and living; they gain the tools that empower them to take action in their homes and communities to improve their quality of life and protect the environment. As a commitment to the GAP, NaDEET intends to expand its reach from its Centre to three other local communities, focusing mainly on education and improving access to sustainable living technologies such as solar cookers in areas far from commercial services. See: www.nadeet.org

➤ **More Sustainable Schools Programme – Barcelona, Spain**

The More Sustainable Schools Programme in Barcelona stimulates and supports schools in designing, carrying out and appraising sustainability plans of action, as well as improving educational practices towards that end. Continuous support and training is provided to school directors, teachers and district supervisors. A network of schools committed to sustainability has also been developed to share the learning process and to work towards common objectives. Thanks to this programme the number of schools in Barcelona that have initiated environmental projects or included such topics in their curriculum has grown considerably. See: www.sostenibilitatbcn.cat/index.php/agenda-21-escolar

➤ **Global Network of Learning Cities of the UNESCO Institute for Lifelong Learning**

The UNESCO Institute for Lifelong Learning (UIL) is a policy-driven, international research, training, information, documentation and publishing centre. UIL promotes lifelong learning policy and practice with a focus on adult learning and education, especially literacy and non-formal education and alternative learning opportunities for marginalized and disadvantaged groups. For the GAP, UIL commits to strengthen the UNESCO Global Network of Learning Cities (GNLC). The network is set up to be an international exchange platform to 1) share know-how and best practices in enhancing lifelong learning and developing learning cities, and 2) enrich human potential to foster lifelong personal growth, promote equality and social justice, maintain social cohesion, and create sustainable prosperity. See: www.learningcities.uil.unesco.org





Members of the Global Action Programme on ESD Partner Networks (as of February 2017)

PARTNER NETWORK 1: ADVANCING POLICY

- Beydaar Society and Echo Change, Pakistan
- Centre for Environment Education, India
- German Federal Ministry of Education and Research, Germany
- Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES)
- Global Campaign for Education (GCE)
- Institute for Global Environmental Strategies (IGES), Japan
- Intergovernmental Oceanographic Commission (IOC) [jointly with the World Ocean Network]
- International Union for Conservation of Nature (IUCN)
- Mediterranean Initiative for Environment and Sustainability (MEdIES)
- Ministry of Education and Training, Viet Nam
- Ministry of Education, Culture, Sports, Science and Technology – Japanese National Commission for UNESCO, Japan
- Ministry of Education, Science and Technology, Kenya
- Ministry of Environment, Green Development and Tourism, Mongolia
- Ministry of Public Education, Costa Rica
- National Council on Climate Change and Clean Development Mechanism, Dominican Republic
- The One UN Climate Change Learning Partnership (UN CC:Learn)
- UN Alliance on Climate Change Education, Training and Public Awareness (Secretariat UNFCCC)
- United Nations Economic Commission for Europe (UNECE)

Examples of GAP commitments:

➤ Ministry of Education, Science and Technology, Kenya

The Ministry of Education, Science and Technology of Kenya has committed to the GAP through its five-year (2013 to 2018) National Education Sector Plan. In the plan, the Ministry commits to integrate ESD systematically into education policies. The geographical coverage includes both national and sub-national levels with particular focus on learning institutions. See: www.education.go.ke

➤ Institute for Global Environmental Strategies (IGES), Japan

The Institute for Global Environmental Strategies (IGES) is a research institution in the Asia-Pacific region that studies fundamental environmental challenges to human society and explores new sustainability paradigms. In practice, IGES produces research and policy recommendations for advancing ESD practice. For the GAP, IGES has committed to conduct activities such as the development of an integrated ESD model for educational policy reform, ESD indicators for learning assessment approaches, and capacity assessment and stocktaking on the policies and practices of several countries. See: www.iges.or.jp

Photo: © UNESCO/Ben Rosenzweig, SERES



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

The United Nations Alliance on Climate Change Education was established by 13 UN agencies in 2012 with a view to promoting meaningful, result-oriented and effective international cooperation in support of action on climate change education. For the GAP, the Alliance has committed to advance climate change education

within the framework of ESD at the local, national and international levels. Specifically, the Alliance is developing guidelines as well as educational materials; establishing a network of national focal points; supporting countries in adopting and implementing climate change learning strategies and action plans; and conducting advocacy on climate change education at ten high-level international ESD events. See: https://unfccc.int/cooperation_and_support/education_and_outreach/items/7403.php

PARTNER NETWORK 2: TRANSFORMING LEARNING AND TRAINING ENVIRONMENTS

- Asia-Pacific Cultural Centre for UNESCO (ACCU), Japan
- Foundation for Environmental Education (FEE)
- Global Universities Partnership on Environment and Sustainability (GUPES)
- Ibero-American Alliance of University networks for environmental sustainability (ARIUSA)
- International Association of Universities (IAU)
- Korean National Commission for UNESCO, Republic of Korea
- Manitoba Education and Training, Canada
- Millennium @ EDU Sustainable Education
- rootAbility, Germany
- Sustainability and Environmental Education (SEEd), United Kingdom
- Higher Education Sustainability Initiative (HESI)
- UN Global Compact's Principles for Responsible Management Education (PRME) initiative
- UNESCO Associated Schools Project Network (ASPnet) Argentina, Côte d'Ivoire, Greece, Indonesia, Oman
- UNESCO Chair in Higher Education for Sustainable Development (University of Lüneburg, Germany)
- Wildlife and Environment Society of South Africa (WESSA), South Africa

Examples of GAP commitments:

➤ **Foundation for Environmental Education (FEE)**

The Foundation for Environmental Education (FEE) is an international non-government, non-profit organization that promotes environmental education for sustainable development worldwide. Founded in 1981, FEE has 81 member organizations in 68 countries. FEE is active through five environmental education programmes, which are all related to ESD: Blue Flag, Green Key, Eco-Schools, Young Reporters for the Environment (YRE) and Learning about Forests (LEAF). For the GAP, FEE commits to expanding its activities into new countries and enlarging the number of participants enrolled in its programmes. See: www.fee-international.org

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

The Wildlife and Environment Society of South Africa (WESSA) is a non-governmental organization with almost 90 years of history. During this time, it has sought to build the human capacity required for a sustainable management of South Africa's unique natural heritage and the social and economic systems that depend on it. In the process, WESSA has become a leading implementer of regional and national environmental initiatives. The WESSA programmes include the Southern African Development

Community (SADC), a regional environmental education programme operating in 15 countries in southern Africa, and the EcoSchools programme involving more than 500,000 learners in South Africa. WESSA supports the transformation of schools and the role they play in their communities through education on sustainability practices. For the GAP, WESSA commits to include a whole-school development with a focus on quality education as well as to enhance community engagement with sustainability issues. See: www.wessa.org.za

➤ **Manitoba Education and Training**

Manitoba Education and Training provides direction and allocates resources to public and independent schools in Manitoba, Canada, to support education and youth programming. Their mission is to provide all Manitoba's children and youth with an array of educational opportunities enabling every learner to experience success through relevant, high-quality education that prepares them for lifelong learning and citizenship in a just and sustainable society. Manitoba's commitment to the GAP is to encourage every school in the province to incorporate an ESD School Plan in 2015. See: www.edu.gov.mb.ca/k12/esd



PARTNER NETWORK 3: BUILDING CAPACITIES OF EDUCATORS AND TRAINERS

- Asia-Pacific Centre of Education for International Understanding (APCEIU), Republic of Korea
- Association for the Development of Education in Africa (ADEA)
- Education International (EI)
- Environmental Education Association of Southern Africa (EEASA)
- Groen Gelinkt, the Netherlands
- International Network of Teacher Education Institutions, UNESCO Chair, York University, Canada
- Learning Teacher Network
- Microsoft Devices, India
- Mohammed VI Foundation for Environmental Protection, Morocco
- National Institute of Teachers Training of the Dominican Republic (INAFOCAM), Dominican Republic
- National Working Committee on ESD, China
- Organización de Estados Iberoamericanos para la Educación, la Ciencia y la Cultura (OEI)
- Partnership for Education and Research about Responsible Living (PERL)
- Planeta Océano, Peru
- Queen Rania Teacher Academy, Jordan
- RCE Tongyeong, Republic of Korea
- Regional Environmental Center for Central and Eastern Europe (REC)
- Réseau UNITWIN sur l'EDD
- Swedish International Centre of Education for Sustainable Development (SWEDESD)
- World Organization for Early Childhood Education (OMEP)

Examples of GAP commitments:

➤ Queen Rania Teacher Academy, Jordan

The Queen Rania Teacher Academy (QRTA) is an independent non-profit organization committed to empowering educators with the skills, recognition and support necessary to excel in classrooms throughout Jordan and the region. QRTA's ESD teacher training programme is an interdisciplinary and project-based approach to incorporating ESD concepts into the national curriculum. For the GAP, QRTA has committed to offer ESD workshops to teachers from both the public and private sectors annually. Each course will include training in ESD strategies and classroom practices. See: www.qrta.edu.jo

➤ GroenGelinkt, the Netherlands

GroenGelinkt is a nationwide information platform for all ESD organizations in the Netherlands. GroenGelinkt improves the distribution of ESD materials to schools and other users and at the same time stimulates knowledge-sharing between ESD providers. For the GAP, GroenGelinkt

has committed to make the system available for ESD communities outside the Netherlands and to implement national platforms in one or two new pilot countries. See: www.groengelinkt.nl

➤ Planeta Océano, Peru

Planeta Océano is a non-profit organization educating and empowering communities in Peru to sustainably manage their coastal and marine environments. Their key actions in ESD include formal and non-formal marine education that builds the capacity of teachers, students, fishermen and authorities through participatory investigations on environments, communities, and coastal and marine species; and through project incubators that empower environmental leaders and environmentally-friendly economic activities, such as eco-tourism. By strengthening participatory marine education in Peru, Planeta Océano expects to design a programme that can later be scaled up internationally. See: www.planetaoceano.org

PARTNER NETWORK 4: EMPOWERING AND MOBILIZING YOUTH

- 3BL Associates, Bahrain
- Asociación SERES, Guatemala and El Salvador
- Centre for Community Regeneration and Development (CCREAD-Cameroon), Cameroon
- Earth Charter International Center for Education for Sustainable Development
- ECO UNESCO (Clubs), Ireland
- Engagement Global gGmbH – Service for Development Initiatives, Germany
- Goi Peace Foundation, Japan
- International Foundation for the Young Masters Programme on Sustainable Development (ISYMP)
- National Union of Students UK (NUS-UK), United Kingdom
- Okayama ESD Youth Leaders
- Organisation de Développement Durable (ODDD), Lebanon
- The Energy and Resources Institute (TERI)
- The International Youth Foundation (IYF)
- UNESCO Youth Forum Network
- Untouched World Charitable Trust (UWCT), New Zealand
- World Wide Fund for Nature (WWF), Kenya
- Youth for Education, Sustainability and Peace Network (YESPeace Network) of the UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP)

Examples of GAP commitments:

➤ 3BL Associates, Bahrain

3BL Associates is a "people + planet" strategy consultancy and "think-do-tank", established to reimagine a more sustainable Middle East. 3BL works at the intersection of issues through a systems-thinking, values-based approach. For the GAP, they commit to 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. By creating a network, the programme also intends to connect youth activists across the region so they can collaborate on regional sustainable development and wellbeing. See: www.3blassociates.com





Partner Networks: Role and working methods

What are Partner Networks?

Partner Networks help implement the Global Action Programme (GAP) on Education for Sustainable Development (ESD), the follow-up to the UN Decade of ESD. They create synergies between the activities of their members and catalyse further action from other ESD stakeholders. Partner Networks are a global community of practice set up for GAP implementation.

How many Partner Networks have been set up?

UNESCO has established five Partner Networks, one for each of the five Priority Action Areas of the GAP: advancing policy; transforming learning and training environments; building capacities of educators and trainers; empowering and mobilizing youth; and accelerating sustainable solutions at local level.

Who are the members of the Partner Networks?

Partner Networks consist of major ESD stakeholders having outreach capacity and the ability to innovate and make an impact. UNESCO selected the members of the Partner Networks (also called 'Key Partners') based on the GAP Launch Commitments received from each organization. The five Partner Networks currently have more than 80 members in total. Membership is reviewed every two years for possible renewal. Only those Key Partners that have fulfilled their responsibilities to the Partner Network, as laid out in the present document, can have their membership renewed.

Can a stakeholder belong to more than one Partner Network?

Membership is limited to only one Partner Network. However, Key Partners are free to contribute to the other Partner Networks by supporting and participating in their work. A Key Partner can make Launch Commitments in several Priority Action Areas, but will remain a member of only one Partner Network.

How do Partner Networks work?

Partner Networks work through annual meetings organized by UNESCO as well as through online exchanges and possible additional meetings arranged by the Partner Networks themselves. In addition, all Key Partners will come together for Global Forums on the GAP in 2017 and 2019.

What responsibilities do Partner Network members have?

Key Partners contribute to the GAP by initiating Commitment and Joint activities that will advance ESD (see below). They share their experiences and expertise with other Key Partners. They provide ESD resources (documents and audio-visual materials) for the UNESCO GAP Clearinghouse and data for the UNESCO GAP reports to be published in 2017 and in 2019. Key Partners develop joint strategies for the implementation of the GAP. They reach out to a wider group of stakeholders beyond the Partner Networks through communication and advocacy.



What kind of activities do Partner Network members carry out?

Key Partners undertake Commitment Activities that are based on their Launch Commitments to the GAP. These can be carried out individually by each Key Partner or coordinated among Key Partners to create synergies. Key Partners are also expected to carry out Joint Activities, which arise from discussions in the Partner Networks. Through their Commitment Activities and/or their Joint Activities, Key Partners should also contribute to UNESCO Flagship Projects for the GAP (see below). All activities should focus on scaling up ESD actions.

How can ESD activities be scaled up?

Basically, there are three different ways. Horizontal scaling up entails the expansion or replication of an activity so that it reaches additional populations. Vertical scaling up can be achieved by the institutionalization of an activity, typically through governmental action. The third type of scaling up is by diversification, which means adding an element to an existing activity. For the GAP, all three types are relevant, but an emphasis is placed on horizontal expansion and replication.

What are Flagship Projects?

Flagship Projects serve the five Priority Action Areas of the GAP carried out by UNESCO together with Key Partners. They

require coordination among Key Partners and should be in line with existing Commitment and Joint Activities. UNESCO provides some funding for the Flagship Projects while Key Partners provide financial or in-kind contributions. Flagship Projects focus on scaling up ESD actions.

How are the activities of Partner Networks funded?

The activities of Key Partners are self-funded. UNESCO's resources are only available to help with the launching of joint Flagship Projects that Key Partners and UNESCO agree to launch together. Funding is available to support the participation of Key Partners in the annual meetings organized by UNESCO.

How will the work of the Partner Networks be recognized?

Information on the activities of the Key Partners will be available on the UNESCO GAP Clearinghouse website and reported in various UNESCO documents. Key Partners will be allowed to use the title of "Key Partner for the UNESCO Global Action Programme on ESD." Visuals associated with membership in the Partner Networks will also be available in accordance with the rules and regulations of UNESCO.





Reviewing progress

Evaluating results and mapping the future

GAP progress will be reviewed in 2017 and 2019 through a GAP report and a Global Forum in each of the years.

What are the GAP Reports?

UNESCO will develop two reports to assess the progress of the GAP's implementation and its impact on scaling up ESD around the world. A mid-term report has been published in 2017 and a final report on the first phase of the GAP will be published in 2019.

The reports will measure the GAP's progress towards its strategic objectives – building new momentum, harnessing partnerships, fostering a global community of practice and showcasing good practice. They will have quantitative and qualitative components.

What is the Global Forum on ESD?

The Global Forum on ESD brings together stakeholders from governments, non-governmental organizations, academia and the private sector from all regions to review GAP implementation and debate emerging ESD issues, trends and ideas. The first Forum takes place in March 2017, with a second one to be held in 2019 to conclude the first phase of the GAP.





The Global Forum on GAP

What is the Global Forum?

The Global Forum is an opportunity for ESD stakeholders to meet and exchange ideas, experience and information. It will serve as an important platform to review GAP implementation and debate on emerging ESD issues, trends and ideas. It will also support advocacy efforts on behalf of ESD. The first Global Forum on the Global Action Programme is scheduled for 2017; it will be followed by another in 2019 to conclude the first phase of the GAP.

Why a Global Forum on GAP?

The first Global Forum will:

- review progress of GAP implementation since the 2014 World Conference on ESD;
- discuss emerging issues and innovative developments in ESD;
- draw up plans for the coming years of the Global Action Programme.

The second Global Forum will:

- review progress of GAP implementation during its first 5 years;
- discuss lessons learned, as well as challenges and emerging issues related to ESD;
- draw up plans for the possible continuation of the Global Action Programme.

Who are the Global Forum participants?

Over 200 stakeholders from governments, non-governmental organizations, academia and the private sector from all regions will attend the Global Forum. These will include the Partner Networks (see Section 2: Partner Networks) of the Global Action Programme on ESD. Participation is by invitation, with an emphasis on encouraging young people to take part.

Programme of the 2017 Global Forum

UNESCO will organize two back to back events – the *Review Forum for the Global Action Programme on ESD: Implementation and Innovation* and the *Third Forum on Global Citizenship Education* under the banner: **The UNESCO Week for Peace and Sustainable development : the Role of Education** and takes place in Ottawa Canada from 6 to 10 March 2017.

Day 1	Day 2	Day 3	Day 4	Day 5
Review Forum for the Global Action Programme on ESD	Review Forum for the Global Action Programme on ESD	Education for sustainable development and global citizenship (Joint Session)	3 rd Forum on GCED	3 rd Forum on GCED

Photo: © UNESCO





The GAP Report 2017 and 2019

A mid-term report published in 2017 assesses the progress of the GAP's implementation and its impact on the scaling up of ESD globally.

The report measures the GAP's progress towards its strategic objectives – building new momentum, harnessing partnerships, fostering a global community of practice and showcasing good practice.

It examines the work of GAP Key Partner Networks and the activities of the larger community of GAP stakeholders, with particular focus on the implementation of their Launch Commitments.

It evaluates the GAP's impact on integration of ESD in policies and practices through sample country and stakeholder surveys.

In addition, the report provides qualitative reporting through a compilation of good practice in the GAP's five Priority Action Areas, collected notably through the GAP Clearinghouse.

UNESCO's role as coordinator and implementer during the first half of the GAP is also considered.

In line with the monitoring and evaluation of the post-2015 agenda, the report cites evidence of ESD impacts in the context of Target 4.7¹ of the Education Sustainable Development Goal.

The GAP mid-term Report will be launched and presented during Review Forum for the GAP to be held in 2017.

UNESCO will publish a final report on the first phase of the GAP in 2019.



Photo: at the top, © German Commission for UNESCO; on the left © UNESCO

1 "By 2030 ensure all learners acquire the knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development."





UNESCO-Japan Prize on ESD

Celebrating ESD action and innovation

What is the UNESCO-Japan Prize on ESD?

The UNESCO-Japan Prize on Education for Sustainable Development (ESD) consists of three annual awards of US\$50,000 each. Funded by the Government of Japan, the Prize was awarded for the first time in 2015.

Why a Prize on ESD?

The UNESCO-Japan Prize on ESD honours and showcases outstanding efforts by individuals, institutions, organizations and other entities engaged in activities promoting education for sustainable development, as part of the Global Action Programme (GAP) on ESD. Three criteria are applied to assess the projects of nominees:

- **Transformation:** The project/programme uses ESD as transformative education in support of sustainable development and produces evidence of individual and social change, involving values and action.
- **Integration:** The project/programme addresses the three dimensions of sustainable development (society, economy, environment) in an integrated way.
- **Innovation:** The project/programme demonstrates an innovative and imaginative approach to ESD.

In addition, the project/programme should be ongoing and should have been running for **at least four years**; have a **high impact** relative to the invested resources; be **replicable and scalable**; and

contribute to one or more of the GAP's five Priority Action Areas (advancing policy, learning and education, capacity building, mobilizing youth, local action).

Who can win the UNESCO-Japan Prize on ESD?

Individuals, institutions, organizations or other entities engaged in ESD are eligible to win the UNESCO-Japan Prize on ESD. The nominations must be made by governments and by non-governmental organizations (NGOs) in official relations with UNESCO. Self-nominations are not accepted.

Who can submit nominations?

Nominations should be submitted to the Director-General of UNESCO by **governments of Member States and non-governmental organizations in official relations with UNESCO**. Each government or NGO is allowed up to **three** nominations. Nominations by governments must be submitted online by the Member State's Permanent Delegation to UNESCO.

The 2017 Selection Process

- 17 January 2017: Launch of call for nominations
- 2 May 2017: Last date to submit nomination forms
- 15-16 June 2017: International jury meeting
- September 2017: Announcement of the prize winners
- November 2017 : Award ceremony

For further information on the UNESCO-Japan ESD Prize, see: <http://en.unesco.org/prize-esd> #ESDprize

Photo: © UNESCO/ASPnet





The laureates of the 2015 UNESCO-Japan Prize on ESD

The winners of the UNESCO-Japan Prize on ESD are selected by the Director-General of UNESCO on the basis of the recommendations of an international jury.

Generously funded by the Government of Japan, the Prize is being awarded for the first time in 2015. It comprises three annual awards of US\$50,000 each.

The three laureates of the 2015 Prize were chosen from among 60 nominations received from Member State governments and non-governmental organizations in official relations with UNESCO.

They were selected for outstanding projects inspiring and empowering youth to take action to create more sustainable lifestyles through individual and collective activities and commitment. The prize and award winners recognize the role of education in connecting the social, economic, cultural and environmental dimensions of sustainable development.



Photo: at the top, © UNESCO/rootAbility; at the bottom, © UNESCO/Ceci



ASOCIACIÓN SERES (GUATEMALA & EL SALVADOR)

Asociación SERES empowers and educates youth to build and lead healthy, just and sustainable communities. The Guatemalan non-profit organization has been operating in Guatemala and El Salvador since 2009, and in the USA since 2015.

SERES receives the award for its ESD Youth Ambassadors programme.

ESD Youth Ambassadors

The SERES ESD Youth Ambassadors programme aims to build a cohort of facilitators to inspire, mobilize and unleash youth leadership for community resilience to a changing climate. The project certifies youth ambassadors to train other young people to become multipliers of established sustainability programmes.

These programmes teach about sustainability through a leadership lens which helps identify individual and collective actions that help build more resilient, thriving communities. Ambassadors replicate these programmes in their communities, in collaboration with SERES, providing sustainability role models for other youth.

The desired outcome is for the SERES Ambassadors to have not just the knowledge but also the skills, attitudes and values to act as powerful and effective transformative change agents.

So far, 1,900 youth and young adults in Central and North America have been reached this way.

International Jury recommendation:

"The project reflects an approach which is unusually thorough and imaginative in its grasp of the meaning, practice and potential of ESD, leading to an impressive set of human skills, leadership competencies and attitudes amongst the Ambassadors, which accelerate societal transition towards sustainability and is truly transformative. The project facilitates an effective multiplication process which is organic in nature, and there is great potential for much wider take-up."

For more information: www.seres.org



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JAYAGIRI CENTRE (INDONESIA)

The Centre for Development of Early Childhood, Non-Formal and Informal Education (Jayagiri Centre), established in 1961, is an educational office under the Directorate General of the Indonesian Ministry of National Education and Culture.

The Jayagiri Centre attempts to develop and implement ESD learning models and programmes in local communities, considering their specific needs, potentials and typology. These programmes act as lab sites, which can be scaled up, adapted or duplicated by other communities in the region.

The Centre receives the award for its Eco-Friendly Entrepreneurship programme.

Eco-Friendly Entrepreneurship for Youth and Adults

Eco-Friendly Entrepreneurship for Youth and Adults is an adaptable entrepreneurship programme targeting mainly youth and adults between the ages of 18 and 45 in rural areas. The goal is to shape new entrepreneurs based on a local specialty and competitiveness in order to improve the economy of the community, while preserving local culture and traditions and the neighbouring environment.

The method creates real-life learning conditions. The entry point is entrepreneurship through various vocational skills, such as handcrafts (making wooden puppets and sculptures), freshwater fish farming, growing of organic vegetables, bamboo weaving, compost making and wood carving – using mostly recycled substances as raw materials. The programme employs cooperative-competitive strategies, stimulating learners' team spirit while at the same time encouraging them to familiarize themselves with healthy competitiveness with the other groups.

Since its initiation in 2010, the programme has already reached over 15,000 learners.

International Jury recommendation:

"Achieving sustainable lifestyles and an eco-economy remains a major challenge. This project is an innovative and committed approach to the development of entrepreneurial skills and engagement with the local economic needs, societal interaction and resource use based on sustainability principles and pedagogy. This approach results in a more sound local economy, socially cohesive community whilst maintaining local culture and ensuring ESD through practice."

For more information:

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



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ROOTABILITY (GERMANY)

rootAbility is an organization run by youth for youth. Most of its members are between 20 and 30 years of age. rootAbility supports and inspires students to make their universities more sustainable, resilient and fair, by designing, advocating and running student-led and staff-supported sustainability hubs. rootAbility is a member of the GAP Partner Networks.

The organization receives the award for its “Green Office” initiative.

The Green Office Model

Students around the world strive to make their educational organizations more sustainable. However, many lack the resources, time and knowledge to do so. The Green Office Model addresses this problem, by structurally integrating the energy and creativity of youth into a whole-institution approach towards ESD in their universities, colleges and schools.

The model is based on open-source principles, which are adapted to the context of each institution: a team of students and staff runs the Green Office with a mandate to advance sustainability within the institution. The Green Office receives resources in the form of office space and a budget for salaries. The team members are trained to run their own activities, such as waste recycling and sustainable catering, while raising their own funding.

Until today, the Green Office Model has inspired 14 student-led and staff-supported sustainability hubs at universities in Germany, the Netherlands, the United Kingdom and Belgium, reaching more than 2,000 young people across Europe.

International Jury recommendation:

“This project models the youth as transformation agents by structurally integrating their energy and creativity into a whole-institution approach towards ESD. Through the sustainability hubs, called green offices, they have developed strong partnerships with staff members of the institutions. This intense collaboration and inclusive participation have ensured the best conditions for the necessary changes towards sustainability. The effectiveness of this model is dependent only on the initiatives of students. Further, the model is capable of utilisation and adaptation to many private, public and non-governmental organizations, quite beyond universities and colleges.”

For more information: <http://rootability.com>





© Okayama ESD Promotion Commission



The laureates of the 2016 UNESCO-Japan Prize on ESD

The three laureates of the 2016 UNESCO-Japan Prize on Education for Sustainable Development (ESD) are the **Centre for Community Regeneration and Development** (CCREAD-Cameroon) from Cameroon; the **Okayama ESD Promotion Commission** from Japan; and the **National Union of Students UK** (NUS-UK) from the United Kingdom of Great Britain and Northern Ireland.

This is the second edition of the Prize, which was established in 2014 to honour and showcase outstanding and innovative ESD projects and programmes within the framework of the Global Action Programme on ESD (GAP). Generously funded by the Government of Japan, the Prize comprises three annual awards of US\$50,000 each.

Winners are selected every year by the Director-General of UNESCO on the basis of recommendations by an independent jury composed of five international ESD experts. The three laureates of this year's Prize were chosen from among 120 nominations submitted by 64 UNESCO Member States and 10 NGOs in official partnership with UNESCO.

The Prize on ESD and its laureates highlight the crucial role of education in connecting the social, economic, cultural and environmental dimensions of sustainable development.

For more information:

- <http://en.unesco.org/prize-esd/2016laureats>



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CENTRE FOR COMMUNITY REGENERATION AND DEVELOPMENT (CAMEROON)

The Centre for Community Regeneration and Development (CCREAD-Cameroon) is a civil society organization based in Cameroon with a United Nations Special Consultative Status. It runs strategic programmes developed in collaboration with state and non-state actors. Its interventions aim to introduce marginalized people and communities to social and economic empowerment opportunities and foster environmental sustainability.

CCREAD-Cameroon receives the award for its programme "Integrated ESD schemes".

Integrated ESD schemes in schools and communities in Cameroon

The youth-led programme operates in schools and through ESD community learning centres. It helps children, youth, women and indigenous groups in marginalized hard-to-reach communities to enhance their social, economic and cultural empowerment to reduce poverty and health threats, improve governance and preserve the environment. The programme aims to build capacities and change the mind-sets of indigenous people to create a more sustainable community.

A central ESD institute was created in Buea in West Cameroon that trains school teachers and administrators to transform learning centres; it also runs vocational training units. In schools, trained ESD educators give workshops on sustainable development themes such as sexuality and family planning, leadership and entrepreneurship, accountability and transparency, conflict

prevention, environmental protection, and climate change adaptation and mitigation.

In addition, the programme trains entire households on population control, climate smart agriculture, human rights, biodiversity conservation and the creation of community-led ESD Platforms.

Since its launch in October 2011, the programme has supported around 39,000 students in 147 schools, 260 teachers and administrators, and 3,640 households.

International Jury recommendation:

"The breadth of vision demonstrated by this project is evidenced through its approach to its ESD work, successfully empowering marginalized and disadvantaged children, youths, women and indigenous populations of Cameroon. Not only are there benefits to their wellbeing and livelihood through sustainable development of their communities, but evidence of a change of mind-set supportive of such change. This project is inspirational and exemplary, providing a model from which other educational initiatives could gain much but also local councils, planners and administrators across sectors and regions."

For more information:

- <http://en.unesco.org/prize-esd/2016laureates/ccread>
- www.ccreadcameroon.org/esd





© Okayama ESD Promotion Commission



OKAYAMA ESD PROMOTION COMMISSION (JAPAN)

The Okayama ESD Promotion Commission has been promoting ESD since 2005 in the Okayama Region, initiated by the United Nations University and recognized as a Regional Centre of Expertise on ESD. The Commission's Secretariat is headquartered in the ESD Promotion Division at Okayama City Hall, which supports and coordinates organizations promoting ESD, and facilitates a "whole-city approach" to ESD. At present, more than 250 organizations are members of the Commission, including NGOs, companies and educational institutions.

The ESD Promotion Commission receives the award for its "Okayama ESD Project".

Okayama ESD Project

The project addresses and involves various sectors and actors of the local community through both formal and informal education throughout the city of Okayama. It offers various activities and training organized in community learning centres called "Kominkan", schools, parks and shopping malls as well as in places close to nature. For example, "ESD Café" sessions provide citizens with an opportunity for collective gathering, learning and acting towards a sustainable society.

Besides freely accessible workshops and activities, "ESD Coordinator Trainings" build capacities of educators and youth. University students can undertake an "ESD internship" with a local NGO. The internships strengthen youth participation and action in support of sustainable communities.

In 2015, the Commission initiated the annual "ESD Okayama Award" to reward the good practices of local communities in the region and internationally.

So far, approximately 150,000 people have participated in ESD activities conducted by groups and organizations from the Okayama ESD Promotion Commission.

International Jury recommendation:

"This project affords a highly unusual systemic and city-wide approach to ESD. An outstanding and comprehensive example of managing a city through a 360-degree locally-rooted approach to sustainability, involving very wide citizen and community engagement across a range of sectors. A broad and imaginative range of initiatives and replicable methods are in evidence, providing an inspirational model for other communities and cities globally, striving towards sustainability."

For more information:

- <http://en.unesco.org/prize-esd/2016laureates/okayama>
- <http://www.okayama-tbox.jp/esd/pages/4989>
(in Japanese, including material in English)
- <http://www.city.okayama.jp/esd/top.html> *(in Japanese)*





© NUS-UK

NATIONAL UNION OF STUDENTS (UNITED KINGDOM)

The National Union of Students (NUS-UK) is a voluntary membership organization, run by students for students at universities in the United Kingdom. Founded in 1922, NUS-UK is headquartered in one of the greenest buildings in London and has national offices in Wales, Scotland and Northern Ireland. Through 600 students' union members, NUS-UK represents the interests of over 7 million students with the aim to fight discrimination, isolation and injustice, and promote, defend and extend student rights.

NUS-UK receives the award for its "Green Impact" programme.

Green Impact

Green Impact is a change and engagement programme in its tenth year covering themes from wellbeing and happiness to traditional environmental management. Based on social change theory, it enables, accredits and awards university departments for sustainability efforts while helping them reduce costs. Training students as mentors, the programme encourages university staff to make their workplace "greener" while generating economic savings.

The Green Impact framework ranges from simple actions such as advice on double sided printing to setting up an ethical credit union. Through peer to peer engagement, the programme creates collaboration across departments and institutions, and provides legitimacy by empowering students and staff to shape their own departments. Participating teams gain credits for sustainability actions – such as encouraging the use of local transport and

bikes, creating a community garden or abolishing plastic cups in the canteen – and can achieve a bronze, silver or gold award every year.

Having reached more than 100,000 university students and staff, the Green Impact framework is already being adapted by institutions outside higher education, such as hospitals and fire brigades.

In the last ten years, NUS-UK has trained more than 3,600 students; 239,792 sustainability actions have been completed, 143,753 of them as a direct result of the scheme.

International Jury recommendation:

"This student-led project provides a model of scalability and applicability beyond the UK, and already has evidence of impact beyond Higher Education into the workplace, and evidence of outreach and emulation internationally. There is commendable demonstration of impact and wide uptake, and the project is an exemplar of youth leadership in educational change. Further, the initiative is sustainable in terms of generating funding and facilitating widespread engagement."

For more information:

- <http://en.unesco.org/prize-esd/2016laureates/nus>
- www.nus.org.uk/greenimpact



Communication and knowledge management

Spreading the word on ESD

What are the basic tools of GAP communication and knowledge management?

UNESCO provides different tools to identify, promote and disseminate Education for Sustainable Development (ESD) activities and resources. These include the ESD website and GAP Clearinghouse, a special GAP visual and the ESD Zoom Newsletter.

Why these tools?

The tools help to promote and disseminate information on innovative and effective initiatives, practices, approaches and processes that support the GAP's implementation. For example:

- The updated ESD website provides greater visibility and recognition for efforts to implement the GAP.
- The GAP Clearinghouse allows stakeholders to share information and knowledge, identify gaps, develop joint initiatives, raise funds and build capacities.
- The GAP visual, a dynamic blue arrow, increases the visibility of the programme and its major actors at global, regional and national levels.



Who are the target audiences?

The various information and communication tools provide information on the GAP as well as UNESCO's ESD-related activities to ESD stakeholders who work on the five GAP Priority Action Areas: policy-makers, institutional leaders, educators, youth, civil society and local authorities, as well as the wider public.

The GAP visual will promote UNESCO's own contributions to the GAP as well as those of Key Partners and a wide range of other stakeholders.

Photo: at the top, © UNESCO/Jacaranda Designs, Chanuka Express; on the left © UNESCO





The GAP visual

The Global Action Programme (GAP) on Education for Sustainable Development (ESD) seeks to generate and scale up action in education at all levels in order to accelerate progress towards sustainable development.

The GAP image (visual), with its dynamic arrow suggesting a forward movement around the world, was designed to increase the Programme's visibility at the national, regional and global levels.

Use at global and regional level

Members of UNESCO networks as well as other partners and stakeholders of the GAP are encouraged to use the visual on communication materials for their relevant activities. To obtain the required prior written authorization from UNESCO, please address your request to esd@unesco.org.

Key Partners of the GAP will use the visual with the wording 'Key Partner' on their communication materials.

Use at national level

A National Commission for UNESCO can use the GAP visual on the communication materials for its activities contributing to the GAP as long as the National Commission's logo is placed on the materials.

A National Commission for UNESCO can also authorize the use of the visual on the communication materials of stakeholders that organize national activities contributing to the GAP, as long as the

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UNESCO Global Action Programme on
Education for Sustainable Development



Key Partner

UNESCO Global Action Programme on
Education for Sustainable Development

use of the National Commission's logo, accompanied by the text 'With the support of', is authorized regarding the same activities.

Should a National Commission wish to develop a specific mechanism and adapt the visual for national implementation purposes, the National Commission concerned should contact UNESCO (esd@unesco.org).



GAP ESD Clearinghouse



The UNESCO ESD website and Clearinghouse

Many innovative and effective Education for Sustainable Development (ESD) initiatives, practices, approaches and processes support the worldwide implementation of the Global Action Programme (GAP). It is important to document and publicize these activities in order to inspire others and encourage the scaling up of ESD.

The UNESCO ESD website with its online Clearinghouse serves these objectives, providing information and resources for everyone involved in implementing the GAP.

UNESCO ESD website

The ESD website (<http://en.unesco.org/themes/education-sustainable-development>) provides information on GAP objectives, strategies and Key Partners in English and French.

The following information can be found on the website:

- introduction to ESD, the UN Decade on ESD, the World Conference on ESD and the 2015 World Education Forum;
- presentation of the goal, objectives, and strategies of the GAP;
- description of the five Priority Action Areas of the GAP;
- description of the Partner Networks and a presentation of all Key Partners in the Networks;
- collection of ESD resources provided in the GAP Clearinghouse.

GAP ESD Clearinghouse

The GAP Clearinghouse is a repository for ESD resources, news and events from all over the world, featuring shared experiences and practices from each UNESCO region (Africa, Arab States, Asia and the Pacific, Europe/North America, Latin America and the Caribbean). It showcases learning resources, good ESD practices and innovative research of not only the GAP Partner Networks but a wide variety of ESD stakeholders/actors. It is designed to help create synergies and cross-cutting collaboration.

All Clearinghouse material is available at no cost to the user. The interface is in English and French. You can visit the GAP Clearinghouse at: <http://en.unesco.org/gap-esd-clearinghouse>



UNESCO Global Action Programme on Education for Sustainable development

Education for Sustainable Development:

- allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future;
- empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations;
- is a holistic and transformational education that addresses learning content and outcomes, pedagogy and the learning environment;
- achieves its purpose by transforming social institutions so they can respond creatively to global sustainability challenges.

One goal: generate and scale up ESD action to accelerate progress towards sustainable development.

Five Priority Action Areas:

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

For more information:
<http://en.unesco.org/gap>
Contact: esd@unesco.org



UNESCO Global Action Programme on
Education for Sustainable Development