

## DESD Quarterly Highlights

August 2009



The UN Decade of Education for Sustainable Development (DESD, 2005-2014) seeks to integrate the values inherent in sustainable development into all aspects of learning to encourage behaviour changes that allow for a more sustainable and just society for all, through four objectives:

- Facilitate networking, linkages, exchange and interaction among stakeholders in ESD;
- Foster an increased quality of teaching and learning in ESD;
- Help countries make progress towards and attain the MDGs through ESD efforts;
- Provide countries with new opportunities to incorporate ESD into education reform efforts.

### IN FOCUS – UNESCO International Seminar on Climate Change Education



This three-day expert seminar on climate change education was organized by UNESCO with financial support from Denmark at UNESCO Headquarters in Paris. It brought together some 60 experts in climate change, education for sustainable development and curriculum development, in particular coming from Small Island Developing States (SIDS).

Recognizing the increasing rate of climate change and the severity of its impacts, and in advance of the UN Climate Change Conference to be held in Copenhagen in December, UNESCO Director-General Koïchiro Matsuura called for a “*radical change in the ways we think and act*”, in particular as regards education and teacher training. “*For UNESCO, climate change education is an integral part of the vision of education for sustainable development (ESD). That is the vision of a world where everyone has the opportunity to benefit from quality education and gain the knowledge and skills required for sustainable development and positive societal transformation*”, he emphasized. “*As lead coordinator of the UN Decade of Education for Sustainable Development, UNESCO is encouraging all its Member States to reorient their education systems in this direction. This means encouraging greater interdisciplinarity – recognizing the social, environmental, economic and cultural dimensions of development and how they interrelate. ESD also means empowering learners to think critically and creatively, to solve complex problems, and to take decisions that consider the long-term future. Above all, ESD is about promoting values that will enable learners to become real agents of change – values such as peace, equality, and respect for others and the wider social and natural environment*”, he added.

The Seminar recognized that climate change is a truly global challenge that will impact all ecosystems and human societies, but in different ways and to different degrees. Addressing climate change requires involvement and action at the local, regional and global level, and education has a central role to play in understanding, mitigating and adapting to climate change.

The Seminar was designed to reach and involve the key stakeholders involved in climate change education – from policy to action level. Participants included numerous climate change experts and educators, representatives of governments and civil society from all regions, including many small island developing states (SIDS), and several multilateral agencies. It is hoped the outcomes (recommendations and actions) of the Seminar will be transmitted and disseminated when the participants return to their countries and communities.

The Seminar focused on SIDS. While contributing very little to causing climate change, SIDS stand to be severely impacted by the projected rise in sea levels and increase in extreme weather events. While innovative and effective educational resources on climate change do exist, ensuring their integration into national curricula and educational programmes represents a considerable challenge. Small island regions with limited funding and institutional capacity in the formal education sector, face particular constraints in terms of undertaking often

costly curriculum reviews, procurement of new materials, and training of personnel required for the introduction of such new material.

The Seminar provided a unique opportunity, particularly for individuals from Small Island Developing States, to gather and exchange experiences, good practices, knowledge, tools and resources for climate change education. Its added-value was undoubtedly to give the participants the opportunity to break into three different working groups, and let them work for two days on issues related to:

- Integrating climate change education into educational policies, programmes and curricula
- Climate change education tools, materials and good practices
- Mobilizing / engaging networks and partnerships for climate change education

Discussions showed that, while many climate change education materials are already in existence and use in various contexts around the world, little has been done at the international level to take stock of existing materials, their applicability, content, quality, and area of focus. The Seminar served to prepare the ground towards initiating a global review of existing climate change education material. It identified materials of particularly high quality and applicability, thereby starting to develop a list of “good materials/tools/practices”, with attention given to the identification of those which may be replicable elsewhere.

The Seminar also highlighted the stark lack of, and the particular need for, materials to address the ethics of climate change and the social dimensions of climate change mitigation and adaptation.

There was general consensus that integration of climate change across the curricula is not enough and probably not the best way to go. We need to prepare students for the future and not just teach them about climate change. Therefore we need to review the whole education system. We need to teach young people about how to be critical thinkers, how to be lifelong learners, how to manage uncertainties and change, how to be adaptable. We need to produce citizens and not students who know about what is climate change.

@ Seminar website – [http://portal.unesco.org/science/en/ev.php-URL\\_ID=7602&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/science/en/ev.php-URL_ID=7602&URL_DO=DO_TOPIC&URL_SECTION=201.html)

@ UNESCO Director General's opening speech - <http://unesdoc.unesco.org/images/0018/001833/183375e.pdf>

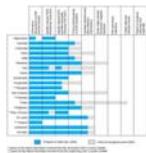
@ UNESCO actions to address Climate Change - [http://portal.unesco.org/science/en/ev.php-URL\\_ID=5296&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/science/en/ev.php-URL_ID=5296&URL_DO=DO_TOPIC&URL_SECTION=201.html)

## HIGHLIGHTS FROM AROUND THE WORLD



### WITHIN UNESCO

#### **Preparation of a strategy for the 2<sup>nd</sup> half of the DESD**



Following internal consultations and contact with the DESD Reference Group, the DESD Monitoring & Evaluation Expert Group, the International Advisory Group for the UNESCO World Conference on ESD, and the United Nations Inter-Agency Committee for the DESD, UNESCO has been developing a strategy for the second half of the Decade. An initial draft of the UNESCO strategy will be presented to the 182<sup>nd</sup> session of the UNESCO Executive Board at its September 2009 session.

The strategy is built on the Bonn Declaration and draws on the findings of the first phase of the DESD monitoring and evaluation (M&E) process as well as on the outcomes of other international ESD meetings and the Fourth International Conference on Environmental Education in Ahmedabad (2007). The UNESCO strategy will be implemented in line with the International Implementation Scheme (IIS) which, along with the Bonn Declaration, will provide the global strategic framework for UNESCO and its DESD partners during the second half of the Decade. The overall goal is thus to support Member States and other stakeholders in addressing global sustainable development challenges through ESD.

The strategy provides a set of focused priorities through which UNESCO will put knowledge into action and promote the further integration of ESD into all types and settings of education at all levels. UNESCO will seek to create an enabling environment for promoting ESD and will undertake capacity-building necessary for Member States and other stakeholders/partners to achieve the goals of the DESD, thereby also contributing to the fulfilment of the Education for All (EFA) goals and the Millennium Development Goals (MDGs).

UNESCO will focus its efforts for the second half of the DESD on four key areas of strategic action:

- Enhancing synergies with different education and development initiatives (EFA, MDGs, UNLD, EDUCAIDS) and strengthening partnership among ESD stakeholders;

- Developing and strengthening capacities for ESD;
- Building, sharing and applying ESD-related knowledge;
- Advocating for ESD, and increasing awareness and understanding of sustainability.

In each area of strategic action, UNESCO will strive to stimulate fresh initiatives, promote new forms of cooperation and boost the spread of good practices in ESD. Throughout the strategy, special emphasis will be placed on gender and youth.

@ <http://unesdoc.unesco.org/images/0018/001837/183777e.pdf>



## AT GLOBAL LEVEL

### **International Youth Day - “Sustainability: Our Challenge. Our Future”**



The theme of this year’s International Youth Day (August 12) – “Sustainability: Our Challenge. Our Future” – is a global call to action for young men and women. Sustainability includes three facets of life: the environment, society, and the economy.

UNESCO Director-General Koïchiro Matsuura issued a message on this occasion to reaffirm UNESCO’s commitment to youth, outlining the Organization’s approach which focuses on:

- strengthening knowledge acquisition and management on youth issues;
- fostering relevant evidence-based research and policy development; and
- encouraging youth participation in decision-making.

International Youth Day was established by the UN in 1999 to raise awareness of the importance of youth participation and investing in youth.

@ <http://www.un.org/esa/socdev/unyin/iyouthday.htm>

@ UNESCO Director-General’s message - [http://www.unesco.org/education/message\\_youthday2009.pdf](http://www.unesco.org/education/message_youthday2009.pdf)

### **2009 G8 Summit**

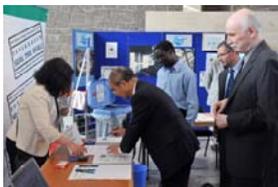


During the 2009 G8 Summit in L’Aquila (Italy), discussions reaffirmed that “education can play a key role in global recovery, growth and development.”

The final G8 Communiqué states: *“We appreciate and encourage accelerating the ongoing international efforts, in particular by UNESCO and other organizations, in promoting Education for Sustainable Development, as a life-long learning process enabling communities to find new solutions to emerging social, economic and environmental challenges.”*

@ <http://www.g8italia2009.it/>

### **Seal the Deal campaign**



The UN-led Seal the Deal Campaign aims to galvanize political will and public support for reaching a comprehensive global climate change agreement in Copenhagen in December. On June 12, UNESCO Staff Day, UNESCO Director-General Koïchiro Matsuura and some 128 staff members signed the “Seal the Deal” petition.

Climate change affects us all. Nine out of every ten disasters recorded are now climate-related. Rising temperatures and more frequent floods, droughts and storms affect millions of people’s lives. This is set against a backdrop of financial crisis and food insecurity.

On December 7, governments will gather in Copenhagen, Denmark to respond to one of the greatest challenges facing humanity. The main question will be how protect the planet and create a green economy that will lead to long-term prosperity. Reaching a deal by the time the meeting ends on December 18 will depend not only on complex political negotiations, but also on public pressure from around the globe.

The United Nations has launched “Seal the Deal” campaign that encourages users to sign an online, global petition which will be presented by civil society to the governments of the world. United Nations Secretary-General Ban Ki-moon is leading the call for communities around the world to take advantage of Global Climate Week from 21 to 25 September to encourage leaders to seal a fair, balanced and effective agreement on climate change.

The petition will serve as a reminder that our leaders must negotiate a fair, balanced and effective agreement in Copenhagen, and that they must seal a deal to power green growth, protect our planet and build a more sustainable, prosperous global economy that will benefit all nations and people.

@ <http://www.sealthedeal2009.org/>

@ [Global Climate Week - http://www.sealthedeal2009.org/global-climate-week](http://www.sealthedeal2009.org/global-climate-week)

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## AFRICA

### **Education for Sustainable Development Lens Workshop in Swaziland**



The “Mainstreaming of Culture in Education for Sustainable Development and for Piloting the draft Education for Sustainable Development (ESD) Lens for Reviewing and Improving Educational Policies and Practices towards ESD” workshop was held in Mbabane, Swaziland, from 26th to 29th May 2009. The workshop was organized by the UNESCO Windhoek Office, in collaboration with the Southern African Development Community – Regional Environmental Education Programme (SADC-REEP).

The workshop aimed at undertaking the piloting of the draft “ESD Lens” with a group of multi-disciplinary policy-makers and practitioners from 7 Southern African countries (Botswana, Lesotho, Namibia, South Africa, Swaziland, Zambia and Zimbabwe) and UNESCO on the relevance and usability of the ESD Lens as a tool for assessing and monitoring ESD policies and practices in 4 key areas:

- Culture;
- Curriculum;
- Environment; and
- Teacher Education.

Another purpose of the workshop was to share country experiences and to come up with concrete strategies for mainstreaming culture in Education for Sustainable Development. One impact of the workshop is that there is now a core group of focal points and experts in key relevant sectors for ESD equipped to engage in follow-up work in the countries of the sub-region.

@ [http://portal.unesco.org/en/ev.php-URL\\_ID=45490&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/en/ev.php-URL_ID=45490&URL_DO=DO_TOPIC&URL_SECTION=201.html)

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### **Establishment of a National Committee on ESD in Nigeria**



Following the Bonn World Conference on Education for Sustainable Development, the National Commission for UNESCO of Nigeria is currently establishing a National Committee on ESD.

@ <http://www.fmcc.gov.ng/news.asp?Index=160>

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## ARAB STATES

### **Queen Rania Al-Abdullah of Jordan support to ESD**



Her Majesty Queen Rania Al-Abdullah of Jordan delivered a video message to the World Conference on ESD highlighting the Jordanian “Madrasati” experience. Queen Rania’s activities in Jordan focus on three core issues: promoting excellence and innovation in education; building prosperous communities; and supporting greater sustainable development across the region. Last year, Queen Rania launched “Madrasati” (“My School”), a public-private school adoption initiative aimed at refurbishing Jordan’s public schools.

Queen Rania Al-Abdullah of Jordan is a UNESCO goodwill ambassador and Chair of the Arab Sustainability Leadership Group (ASLG), a regional network of leaders of business, government, NGOs and civil society, launched in May 2008 by Her Majesty. The group aims to accelerate regional uptake of sustainability practices through leadership and advocacy, and to be a link between the Arab region and the rest of the world on key sustainability issues. Currently spanning five countries with 13 organizations, the group plans to expand to include all Arab countries in the near future.

@ <http://www.esd-world-conference-2009.org/en/programme/keynote-speakers.html>

@ <http://www.queenrania.jo/content/modulePopup.aspx?secID=&itemID=1942&ModuleID=press&ModuleOrigID=news>

### **Sub-Regional Workshop on ESD in ASPnet (Syria, Lebanon and Jordan)**



The UNESCO Regional Bureau for Education in Beirut, UNESCO Amman Office and the Syrian National Commission for UNESCO organized a two-day workshop in Damascus, Syria (27-28 July 2009) on the role of ASPnet in achieving ESD. The workshop included ASPnet coordinators and teachers in Syria, Lebanon, and Jordan.

The two-day workshop comprised of several presentations on key subjects and group discussions. Delegates from the participating countries delivered their countries' experiences related to ESD in ASPnet. Group work was conducted on identification of activities and projects on ESD within ASPnet in the Arab Region.

The programme included updates on ASPnet themes as well as on joint activities/projects on ESD in the Associated Schools in the Arab Region. The workshop's main issue was to raise awareness and understanding of the essential features of the knowledge and skills related to ESD in the ASPnet schools in the participating countries.

@ <http://www.unesco.org/en/beirut/education/>



## **ASIA & THE PACIFIC**

### **2009 Pacific Year of Climate Change**



Environment Ministers throughout the Pacific have endorsed 2009 as the Pacific Year of Climate Change (PYCC). The overarching theme for the Pacific Year of Climate Change: *“Our Century’s Challenge, our Pacific response,”* highlights the fact that Pacific people and nations cannot rely on others but need to work together to address the challenge of living with a changing climate.

Activities for the PYCC include initiatives such as a Climate Change Photo competition.

The region has also launched a Pacific Adaptation to Climate Change (PACC) 5 year project.

@ PYCC - [http://www.sprep.org/climate\\_change/PYCC/index.asp](http://www.sprep.org/climate_change/PYCC/index.asp)

@ PACC - [http://www.sprep.org/climate\\_change/PACC/index.asp](http://www.sprep.org/climate_change/PACC/index.asp)

### **Kobe ESD Symposium focuses on social work**



An ESD Symposium was held in Kobe, Hyogo Prefecture, Japan from 7 to 9 March 2009. This three-day symposium, organized by Kobe University and the Kobe Project Committee of the Centennial of Toyohiko Kagawa’s Sacrificial Lifestyle, featured a wide range of ESD actions with special focus on the importance of social work from the viewpoints of poverty, welfare and peace, all of which play a vital role in attaining a sustainable future.

In order to seek its future direction, this symposium focused on two significant approaches; first on the efforts of Prof. Muhammad Yunus, the 2006 Nobel Peace Prize Laureate and the founder/member of the Grameen Bank, Bangladesh, and then the activities of Toyohiko Kagawa who created a CO-OP movement from his poor-relief activities in Kobe, Japan in the 1920’s.

Prof. Yunus delivered a keynote lecture on “Sustainable Development and Social Business” and held an informal and open dialogue session with the university’s students. More than 1,000 people including researchers, students and staff members of NGOs and NPOs from various fields participated in the symposium.

@ <http://www.h.kobe-u.ac.jp/2782>

@ [http://www.kobe-u.ac.jp/en/info/event/e2009\\_03\\_07\\_01.htm](http://www.kobe-u.ac.jp/en/info/event/e2009_03_07_01.htm)

### **Schools can make a difference! A call for Education for Sustainable Development projects in Asia-Pacific**



“Schools can make a difference!”, a good practice development project, encourages teachers in the Asia-Pacific region to submit good educational practices to promote Education for Sustainable Development (ESD) and the Millennium Development Goals (MDGs).

Schools can make a difference! aims to

- promote students' awareness of MDGs and ESD in the region
- encourage UNESCO Associated Schools (ASPnet) teachers to develop and share successful pedagogical projects on these themes
- diffuse good practices on the MDGs and ESD in the Asia Pacific region

An expert jury will select successful projects and conduct field observation of how the practices are being implemented, as well as interview teachers and students. Selected projects will receive funds to support further implementation. In addition, winners will be invited to attend the Asia-Pacific ASPnet Forum on ESD/MDGs in November 2009 to develop inter-regional ASPnet partnership projects. A publication of good practices is planned for the end of 2009.

Schools can make a difference! is jointly organized by UNESCO Associated Schools, the Korean National Commission for UNESCO and UNDP. National Coordinators of the UNESCO Associated Schools from eight Asia-Pacific countries discussed this project in Bangkok, 25 March 2009.

@ <http://www.unescobkk.org/education/esd/esd-news-and-events/news/article/schools-can-make-a-difference-a-call-for-education-for-sustainable-development-projects-in-the-asia/>

### **National ESD Action Plan Australia**



In early April 2009 the Australian Minister for Environment for the Environment, Heritage and the Arts launched *Living Sustainably: The Australian Government's National Action Plan for Education for Sustainability*.

The plan sets out the work to date on education for sustainability in Australia and the issues to be addressed in the following years. It outlines the plan's vision and mission with strategies and actions to achieve the plan's objectives. It was developed to address Australian needs following an extensive community consultation process in 2007-2008. Its aim is equip all Australians with knowledge and skills required to live sustainably.

There are 4 main actions listed in the plan:

- ▶ Strengthen the government's leadership role in education for sustainability as an exemplar for change through its own policies, programmes and operations and by promoting system-wide change through greater coordination and collaboration with state, territory and local governments.
- ▶ 'Reorienting education systems to sustainability' focuses on achieving a culture of sustainability in which teaching and learning for sustainability are reinforced by continuous improvement in the sustainability of campus management.
- ▶ 'Fostering sustainability in business and industry' will build capacity in business and industry to plan for sustainability, adopt appropriate frameworks and tools, and harness incentives for change such as improved efficiencies, cost savings, corporate reputation, and staff morale and retention.
- ▶ 'Harnessing community spirit to act' emphasises collaboration with the many diverse providers of education for sustainability to help improve community and practitioners' access to knowledge and tools. It also supports research to better understand issues, attitudes and behaviour.

@ <http://www.environment.gov.au/education/nap>

### **Creating Sustainability Mindsets: Toolkit launch in Sri Lanka**



MAS Holdings Ltd., a Sri Lanka-based apparel manufacturing company and UNESCO Bangkok's private sector ESD partner, piloted the "Creating Sustainability Mindsets" toolkit from the 5<sup>th</sup> -6<sup>th</sup> of June 2009, in conjunction with the MAS Holdings Eco GO Beyond Schools Sustainable Development Leadership Camp. A total of 55 students and 51 teachers from 28 rural schools from various districts in Sri Lanka actively participated in the one and a half day workshop, held at the MAS Institute of Management and Technology in Thulhiriya.

Students were taken through the sustainable development priorities section, specifically looking into issues like Food Security and Climate Change, whilst engaging in the worksheet activities provided. In celebration of the UN World Environment Day (June 5<sup>th</sup>), the students took part in planting trees at the MAS Fabric Park in Thulhiriya. Each school was then given a copy of the toolkit and asked to replicate the lessons in their schools and to provide feedback on curriculum integration and adaptation.

This interactive toolkit is at its pilot stage and is currently available in Sinhala and English, with hopes to be translated into more Asia-Pacific languages. The pilot toolkit contains six different sections: ESD concepts; Asia-Pacific priorities (such as climate change and food security); project development (to encourage independent

learning and action-oriented thinking); partnerships (engaging in traditional and non-traditional partners within the public and private sector); and corporate responsibility.

As communities in the Asia-Pacific region and around the world continue to be affected by global issues which range from climate change to gender inequality, the Asia-Pacific needs all governments, businesses, communities and generations to work together to address these pressing concerns. This toolkit attempts to create a mindset and learning environment for users to understand sustainable development in both their local and global contexts, and to take ownership and prompt action towards a sustainable future.

@ [http://www.unescobkk.org/fileadmin/user\\_upload/apeid/workshops/MTT\\_09/CREATING\\_SUSTAINABILITY\\_.pdf](http://www.unescobkk.org/fileadmin/user_upload/apeid/workshops/MTT_09/CREATING_SUSTAINABILITY_.pdf)  
@ <http://www.unescobkk.org/education/esd/networks/private-sector/unesco-and-mas-holdings-partnership/>



## EUROPE & NORTH AMERICA

### ***The Future of Education: 24-hour online student conference “Agenda21 Now!”***



For the tenth time, the International Internet Conference for students "Agenda 21 Now!" took place over 24 hours on 23 April 2009. Over 600 students and educators contributed to the online discussions under the topic “Education is the Future – What is the Future of Education?”. Participants from 58 countries discussed about what schools and educational systems should look like, two or three decades ahead from now.

A final resolution summarized the most important topics: Participants stressed, for example, that education should not depend of income, and that children of irregular migrants had the same right to education as all other children. They estimated that modern media will not replace the need for qualified teachers. Another topic was the teaching of modern foreign languages and school exchanges, considered crucial for intercultural learning.

The Conference, taking place every year since the year 2000, is a joint project of the German UNESCO Associated Schools and the UNESCO/ASPnet Baltic Sea Project.

@ *2009 conference* - <http://www.agenda21now.org/>  
@ *Baltic Sea Project* - <http://www.bspinfo.lt/>

### ***International Conference on Vocational Training and Education for Sustainable Development***



The International Conference on Vocational Training and Education for Sustainable Development” (14-16 May 2009) was held in Minsk (Belarus) at the initiative of the Ministry of Education of Belarus and the Conference of the CIS Ministers of Education in cooperation with the CIS Executive Committee, the UNESCO Moscow Office, the CIS Intergovernmental Foundation for Educational, Scientific and Cultural Cooperation (IFESCO), the CIS Ministries of Education and Science, the European Training Foundation (ETF), the UNESCO International Centre for Technical and Vocational Education and Training (UNESCO-UNEVOC), the UNESCO Institute for Information Technologies in Education (IITE), the Capacity Building International (InWent), and the Institute for International Cooperation of the German Adult Education Association (DVV).

The Conference was a timely follow-up to the Bonn World Conference on ESD (March 31-April 2 2009) and the International Forum “Education for Sustainable Development: On the Way to the Knowledge Society” (April 5-6, 2005, Minsk). Along with the International Conference, the XVI Conference of the CIS Ministers of Education (14-15 May, 2009, Minsk) ran in parallel. Participation in the Conference of the Ministers of Education strengthened cooperation between UNESCO and the CIS in the sphere of TVET and ESD development within the CIS.

Along with the CIS and several European Ministers of Education, the Conference brought together heads of TVET departments of the CIS Ministries of Education; heads and rectors of vocational education development institutes of the CIS states; educational policy-makers and authorities; representatives of the CIS Executive Secretariat, IFESCO, the CIS Intergovernmental statistics committee; UNESCO Headquarters, UNESCO Moscow Office, ETF, IITE, UNESCO-UNEVOC, national coordinators of the CIS UNEVOC network, InWent, DW, experts of the World Bank, the International Labour Organization, UNESCO Institute for Statistics (UIS), the UNESCO International Bureau of Education (IBE), TVET system representatives of the Republic of Belarus and others.

The Conference adopted a resolution on TVET for sustainable development of the CIS member states and recommendations for strengthening regional cooperation in qualified work force training.

@ [http://www.unesco.org/en/tvet/single-view/news/international\\_conference\\_on\\_technical\\_and\\_vocational\\_education\\_and\\_training\\_and\\_education\\_for\\_sustai/back/10054/](http://www.unesco.org/en/tvet/single-view/news/international_conference_on_technical_and_vocational_education_and_training_and_education_for_sustai/back/10054/)

@ [http://www.unesco.ru/eng/articles/2004/PressRelease\\_CIS\\_Conf\\_TVET.php](http://www.unesco.ru/eng/articles/2004/PressRelease_CIS_Conf_TVET.php)

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### **Call to Action to reconnect children to nature**



Children in today's world are being adversely affected by their diminishing connection with the natural world. The Nature Action Collaborative for Children (NACC) launched a *Call to Action to reconnect the world's children to nature*. It encourages families, educators, and community leaders worldwide to take action, and to strengthen children's connection to nature - making developmentally appropriate nature education a sustaining and enriching, fully integrated part of the daily lives and education of the world's children.

As an educator, a community leader, a parent, where can the skills and passions of each one of us intersect with this goal? In communities worldwide, alert and caring adults are increasingly talking and planning together about building environments that foster an appreciation for and knowledge of nature.

@ *Call to Action* - [http://www.worldforumfoundation.org/wf/nacc/call\\_to\\_action.pdf](http://www.worldforumfoundation.org/wf/nacc/call_to_action.pdf)

@ NACC - <http://www.worldforumfoundation.org/wf/nacc/index.php>

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### **Co-operation of biosphere reserves at the eastern coast of the Baltic Sea**



There are three biosphere reserves along the east coast of the Baltic Sea, namely in Finland (Archipelago Biosphere Reserve), Estonia (West Estonian Archipelago Biosphere Reserve), and Latvia (North Vidzeme Biosphere Reserve).

As the Baltic Sea is geologically young and was born only after the last ice age, there has always been human activity on its shores. Inhabitants of the biosphere reserves trace back their traditions, culture and livelihoods to the very roots of the nature-human interaction in the Baltic area. Nowadays, the area is under constant and growing pressure and conflicting interests. A former "iron curtain sea" of political confrontation has mainly become the internal sea of the European Union, which poses new problems of coastal management, such as rapid growth of the economy, increased sea transport, an explosion of tourism, plans for new gas pipelines, etc. The sustainable use of coastal resources is therefore of increased importance here.

Protected areas constitute a huge resource for developing rural coastal communities and their economies. They maintain valuable natural and cultural heritage. They also have potential in developing new, sustainable ways to use natural resources and to find local people new ways to make their living. But how to combine nature conservation with increasing development pressure? How to maintain traditional knowledge in the changing social environment? How to better communicate ecological knowledge to local people, authorities and visitors?

The biosphere reserves in the East Baltic have been able to improve co-operation with local actors. Establishment of biosphere reserves as a part of UNESCO's Man and Biosphere Programme (MAB) has given momentum to local grass-root-level communication and sustainable use of protected areas. The experiences gained from some areas could be communicated more efficiently to other protected areas with similar problems.

In 2005-2007, these biosphere reserves participated in the project named 'Coastal Sustainability as a Challenge', which was partly financed by the EU Interreg IIIB Neighbourhood Programme. The project was aimed at contacts between protected areas which face similar problems in the coastal areas around the Baltic Sea. The goal was also to improve communication with local stakeholders, and to give local communities the possibility to use protected areas in a sustainable way without jeopardising the natural values of those areas. A comparative study entitled '*Co-operation between coastal protected areas and local societies: from experiences to recommendations*' took place during the project.

@ *Environmental Communication Action Programme* -

<http://www.coastsust.eu/dmdocuments/Action%20Prog%20Guidebook%20summary%20Eng%202.pdf>

@ *Handbook on Environmental Communication in Coastal Municipalities* -

[http://www.coastsust.eu/dmdocuments/Env\\_Communic\\_HANDBOOK\\_Eng%202.pdf](http://www.coastsust.eu/dmdocuments/Env_Communic_HANDBOOK_Eng%202.pdf)

@ <http://www.coastsust.eu>

@ <http://www.arhipelaag.ee>

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## LATIN AMERICA & CARIBBEAN

### **Study of regional, sub-regional and national policies, strategies and plans in ESD and environmental education in Latin America and the Caribbean**



UNESCO's Regional Bureau of Education for Latin America and the Caribbean carried out this study, within the DESD framework, through its Regional ESD Programme and the Regional Project "Leading the DESD in Latin America and the Caribbean", funded by the Government of Japan.

The objective of the study is to obtain information regarding the initiatives countries have undertaken at a regional, sub-regional and national level in ESD and/or environmental education, within the framework of the DESD. The aim is to gain insight into the progress the DESD has achieved at the policy level in the region. Regional, sub-regional and national initiatives include commitments, policies, strategies, plans and/or programmes. The specific objectives of the study include: to gain knowledge regarding the main characteristics of the progress of the DESD in the region and the regional, sub-regional and national initiatives that Latin American and Caribbean countries have undertaken within the DESD framework.

@ <http://unesdoc.unesco.org/images/0018/001819/181906S.pdf>

### **Preparations of the Brazil 2010 Children and Youth International Conference - Let's Take Care of the Planet**



global issues.

The International Children and Youth Conference – *Let's Take Care of the Planet* - is seen as a pedagogical campaign that brings a dimension of environmental policy to education. The conference seeks to mobilize and engage youth (between 12 and 14 years) within the school community in research and debates about current sustainability challenges. The International Conference will focus on climate change and its pressing

Currently, the next organizational phase has been initiated: the launch of the online Support System. The Support System was developed and financed by the Charles Léopold Mayer Foundation, with technical contributions from the Brazilian Ministry of Education. This tool enables an exchange of experiences and methodologies between all the National Organizing Commissions, as well as allows the coordination team of the International Conference to support the national processes at all stages.

This tool will also help to manage information needed to organize and carry out the stages of school conferences, national conferences, and elections of delegates. Through this system, the numerous interactions and exchanges of experiences will contribute to enriching the International Conference process leading up to the actual event in Brasilia, Brazil (5 to 10 June 2010).

@ <http://portal.mec.gov.br/brasil2010/en/index.php>

## UPCOMING EVENTS

**World Climate Conference 3 - Climate prediction and information for decision-making**  
(31 August – 4 September, Geneva, Switzerland)

@ [http://www.wmo.int/pages/world\\_climate\\_conference/index\\_en.html](http://www.wmo.int/pages/world_climate_conference/index_en.html)

**International Conference on Broadcast Media and Climate Change**  
(4-5 September, UNESCO HQ, Paris, France)

@ [http://portal.unesco.org/ci/en/ev.php-URL\\_ID=28475&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/ci/en/ev.php-URL_ID=28475&URL_DO=DO_TOPIC&URL_SECTION=201.html)

**VI Congreso Iberoamericano de Educación Ambiental**

(16-17 September, La Plata, Argentina) organized by the Secretaría de Ambiente y Desarrollo Sustentable and the Ministerio de Educación de Argentina, among others

@ <http://www.6iberoea.ambiente.gov.ar/index.html>

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### **Internacional Congress of UNESCO Chairs in Education for Sustainable Development**

(17-19 September, Khanty-Mansiysk, Russian Federation) organized by the Commission of the Russian Federation for UNESCO and the Government of the Khanty-Mansiysk Autonomous Okrug-Yugra, in cooperation with UNESCO

@ <http://education-eng.unesco.ru/set/kafedra/>

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### **European Conference on Education for Sustainable Development - EU as Global Actor, meeting global challenges through creativity and innovation in local education**

(28-29 September, Lund, Sweden) in association with the Swedish Presidency of the European Union and offered by the International Programme Office for Education and Training in cooperation with the City of Lund, Lund University and Region Skåne

@ <http://www.lucsus.lu.se/lundcalling/index.aspx>

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### **International Seminar on Greening Education**

(30 September - 2 October, Karlsruhe, Germany)

@ [http://www.etechgermany.com/en/greening\\_education.html](http://www.etechgermany.com/en/greening_education.html)

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### **Learning Teacher Network's 6<sup>th</sup> International Conference - 'Creative Learning for a Sustainable World'**

(1-4 October, Ljubljana, Slovenia)

@ <http://www.learningteacher.org>

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### **1<sup>st</sup> International Conference on Sustainable Cities**

(25-29 October, Morella Michoacan, Mexico)

@ <http://www.sustainablecitiesweb.org/enindex.html>

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### **3rd European Fair on Education for Sustainable Development - "Renewable Energy and Climate Change: Thematic Challenges to European Schools and Universities"**

(28-30 October, Hamburg, Germany) organized by the Hamburg University of Applied Sciences

@ <http://www.haw-hamburg.de/esd2009.html>

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## **SELECTED RESOURCES FOR THE DESD**

### **School for the Future**



Preserving the environment, respecting biodiversity and safeguarding human rights represent new dimensions for education. Since the 2005 launch of the United Nations Decade of Education for Sustainable Development, ESD is becoming reality through myriad initiatives, which are described in the May issue of the UNESCO Courier.

@ [http://portal.unesco.org/en/ev.php-URL\\_ID=45006&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/en/ev.php-URL_ID=45006&URL_DO=DO_TOPIC&URL_SECTION=201.html)

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### **ESD Currents**



*ESD Currents: Changing Perspectives from the Asia-Pacific* is a publication which consists of a collection of articles prepared by many collaborators in the region and intends to provide a snapshot of action-oriented activities under the widening umbrella of ESD.

The publication shares lessons learned, best practices and reflections upon challenges and future possibilities for ESD in the Asia-Pacific

@ <http://unesdoc.unesco.org/images/0018/001811/181159e.pdf>

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## **Media as Partners in Education for Sustainable Development in Russian**



UNESCO's Office in Almaty has released the Russian version of *Media as Partners in Education for Sustainable Development: A Training and Resource Kit*, which was originally published in English in 2008.

The kit was translated into Russian and adapted for the Central Asian context in cooperation with the Digital Informational Network on Environment and Sustainable Development in Central Asia and Russia (CARNet).

@ <http://unesdoc.unesco.org/images/0015/001587/158787r.pdf>

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## **Earth Charter Schools Network for ESD**



The Earth Charter Schools Network for ESD is a space for collaboration and sharing for teachers and students who are putting into practice activities and projects on education for sustainable development using the Earth Charter.

This wiki was created by the Earth Charter Secretariat in response to requests made by many students and teachers that are using the Earth Charter as an educational tool. They expressed interest in having a place to discuss and exchange ideas in a safe, open and accepting environment. This virtual space seeks to provide students and teachers with access to beneficial resources and create a sense of global community.

@ <http://ec-snet.wikispaces.com/>

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## **New Patrimonto cartoon on climate change**



As part of the cartoon series entitled "Patrimonto's World Heritage Adventures", the new episode introduces the Great Barrier Reef, a Pacific World Heritage site since 1981. It presents the negative impact of global warming on the biological diversity of the coral reef system.

The cartoon targets students at primary and secondary school level worldwide. It is a useful teaching tool to involve young people in reflecting on the issue of climate change and its impact on World Heritage and to promote sustainable behaviours.

@ <http://whc.unesco.org/en/patrimonto/>

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## **Report of the Pacific Workshop on Education for International Understanding for Sustainable Development**



A report of the Pacific Workshop on Education for International Understanding (EIU) for Sustainable Development held in Nadi, Fiji (7-10 May 2008), bringing together education experts from Australia, Cook Islands, Fiji, Kiribati, Nauru, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tokelau and Tuvalu.

The participants discussed in particular some of the following issues: how EIU relates to ESD; developing a better understanding of, and promoting EIU for Sustainable Development in the Pacific; as well as looking at the process for developing policies and programmes of EIU for Sustainable Development in the Pacific.

@ [http://apceiu.org/bbs/board.php?bo\\_table=activity&wr\\_id=460&page=](http://apceiu.org/bbs/board.php?bo_table=activity&wr_id=460&page=)

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## **Passeport « Je consomme responsable » (I am a responsible consumer brochure)**

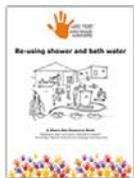


To engage young people with sustainability issues, the « *Je consomme responsable* » (*I am a responsible consumer*) brochure was co-published by the Editions ELKA and the City Hall of the 10th arrondissement of Paris, for the 2009 French national Sustainable Development Week.

Mixing reflection points and activities, this brochure seeks to offer the opportunity for young people to reflect in just 16 pages on the issues of fair trade, recycling, energy savings, food, preservation of biodiversity ..., in a very attractive format where pictures and drawings remind us that these are issues that concern all of us in our daily lives.

@ <http://www.lespiedssurterre.fr/telechargement/passeportdd.pdf>

## Increasing your Handprint



Launched at the 4th International Conference on Environment Education in Ahmedabad, India (November 2007), the Handprint is a concept developed by CEE India to denote action towards sustainability. Today, many partners across the globe are promoting and further developing this tool.

A set of 12 Handprint Resource books have been developed in South Africa by Rhodes University Environmental Education and Sustainability Unit. These are for teacher educators and teachers looking for practical ideas to work in the learning areas of the national curriculum. The focus is on sustainability practices and locally relevant knowledge support materials in the context of African schools.

@ <http://www.handsforchange.org/>

## The Switch



The Northern Alliance for Sustainability (ANPED), whose international secretariat is based in the Netherlands, links NGOs working to empower civil society in creating and protecting sustainable communities worldwide. *The Switch* is ANPED's monthly newsletter on initiatives that are making the switch to a society of sustainable consumption and production. The Switch includes recommended selected articles, interesting websites, and provides links to more in-depth information on new developments and publications. *The Switch* also keeps you updated on upcoming conferences and events.

@ <http://www.anped.org/index.php?section=theswitch>



## DESD PARTNERS & STAKEHOLDERS CORNER

### Architects of Change international documentary series



Is there a way that allows everyone to benefit from our planet's riches without compromising our resources for future generations? The answer has been given by men and women from all corners of the Earth who have succeeded in creating new models for economical development. They have designed new ways to achieve sustainable and lasting growth for mankind and our planet. They are farmers, chemists, architects, doctors, tradesmen and bankers. These Architects of Change are looking for and practicing innovative solutions which counteract the many threats to our future.

The Architects of Change international documentary series seeks to visit and present these new kinds of pioneers. They believe in a capitalism that can create social, economic and environmental wealth. They are not the only ones who promote such ideas, but they are the only ones who can prove that their ideas work out in day-to-day life.

The producers of the series chose a first set of 10 topics from among the most significant of those having an impact on the future of our planet. Each topic corresponds to a 52-minute documentary featuring three representative and ground-breaking characters in their field.

- *To innovate is to imitate*
- *Philanthropy and capitalism - an unlikely marriage ?*
- *Made to last*
- *The need for biodiversity*
- *Economy of taste*
- *Growth the green way*
- *Nothing is lost*
- *Spreading hope*
- *The right to be healthy*
- *The traditional and the new*

Each film will deal with a particular topic. Each topic will be developed around three *Architects of Change*, who are working in this field in particular. Each from a different country, they will illustrate the main theme of the film through different situations and experiences. At the same time, they will provide food for thought on what their struggles have in common, over and above distances and cultural differences.

These *Architects of Change* have been selected for their remarkable work and their experience in sustainable development. They also symbolize a way of going about things and a change in attitude with regard to social and ecological problems. This awareness is to be found in their daily work, their convictions, the questions they ask themselves and their way of life. Most of them are recognised in their field. Some are, of course, less famous, but what they are doing is at the cutting edge of sustainable development. Their actions are generally recognised as successes in their country or region.

The aim of this series is not to present a list of solutions to environmental and social problems, through the principles of sustainable development. It is above all about meeting those which have had courage to think about the future without forgetting that it belongs to everyone, and who, before asking the world to change, have tried to achieve it themselves, in their life and in their companies

On the five continents, these “Architects of Change” have solved the equation that defines the objectives of sustainable development: each solution that they find must be sustainable for People, for the Planet and also for Profit. This combination must be just right: none of the three aspects must be given preference over the others. This delicate balance is the common feature of all our characters and opens up the way to thinking on sustainable development.

This series of documentaries will be broadcast by a number of cable, satellite or conventional television channels in more than 24 countries who have already shown an interest in the project and are ready to back it.

@ <http://www.actfortheplanet.org>

@ [http://artisansdunchangement.latosensu.tv/documents/ArchitectsOfChange\\_Press.pdf](http://artisansdunchangement.latosensu.tv/documents/ArchitectsOfChange_Press.pdf)



## UNESCO'S LEADERSHIP AND COORDINATION ROLE FOR THE DESD

UNESCO will use its DESD coordination role to:

- catalyse new partnerships with the private sector, with youth, and with media groups;
- encourage monitoring and evaluation;
- encourage a research agenda and serve as a forum for relevant research on ESD;
- serve as forum for bringing together important stakeholders in the Decade such as: representatives of UN bodies, the corporate sector, faith-based institutions, youth associations, indigenous people, etc.;
- share good ESD practices;
- link Member States that have put in place ESD curricula, policies, research, etc., with those Member States that are requesting help;
- convene flexible working groups on particular topics; and
- fulfill its strategic role with regard to ESD.

*This document highlights developments of the UN Decade of Education for Sustainable Development (DESD) which are only a small reflection of the extraordinary number of activities, events, networks and support for the DESD from countries, regions, civil society, non-governmental organizations (NGOs) and stakeholders from all over the world.*



*Its compilation is supported by the Funds-in-Trust for ESD established by the Government of Japan to support UNESCO's efforts in the global leadership and coordination of the DESD.*

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