



**Australian Government**  
**Department of the Environment and Heritage**



## **EDUCATION FOR SUSTAINABLE DEVELOPMENT IN THE ASIA-PACIFIC**

*Brief written report on delegates' education for sustainable development activities.*

### **Country:**

**Organisation:** International decentralised Network "Environment and School Initiatives/ENSI" ([www.ensi.org](http://www.ensi.org))

### **Mission of Organisation:**

Environment and School Initiatives (ENSI) is an International Network set up to bring together school initiatives, educators and other stakeholders in countries worldwide to promote and understand activities promoting sustainable development in schools and their communities.

ENSI was set up in 1986 under the umbrella of OECD's Centre for Educational Research & Innovation (CERI). For almost 20 years, ENSI has supported educational developments that promote environmental understanding, active approaches to teaching and learning, and citizenship education, through research, policy development and the exchange of experiences and knowledge internationally

### **Education for Sustainable Development in the Schools Sector**

ENSI main partners are:

- Governments committed to improving environmental education and education for sustainable development.
- Pilot schools with teachers and pupils
- Researchers and experts
- Teachers educators and their students

### **Education for Sustainable Development in the Further and Higher Education Sector**

Up til now higher education is touched in the field of teacher training. Beyond this it is a field for further exploration and development of ENSI's programme of work.

### **Education for Sustainable Development in the Business and Industry Sector**

Vocational training is a field for further exploration and development of ENSI's programme of work.

### **Education for Sustainable Development in the Community Sector**

### **Other Education for Sustainable Development Activities**

On National level ENSI country co-ordinators are involved in the development of ESD strategies.

On international level ENSI has supported the development and the implementation of the UNECE strategy on Education for Sustainable Development.

### **Current Education for Sustainable Development Networks in which you participate**

UNESCO, UNECE, UNEP, Council of Europe, EU

**Country: Australia**

**Organisation:** Department of the Environment and Heritage

**Mission of Organisation:** Deliver the Australian Government's environment and heritage legislation, policies and programmes.

**Education for Sustainable Development in the Schools Sector**

- *Educating for a Sustainable Future – A National Environmental Education Statement for Australian Schools.* The Statement provides the first ever nationally agreed description of the nature and purpose of environmental education for sustainability through all years of schooling. It also highlights a range of approaches to quality teaching and school administration to enhance sustainability within schools and their communities. The Statement was approved by all Commonwealth, State and Territory Education Ministers in 2005.
- At a practical level, the *Australian Sustainable Schools Initiative (AuSSI)* is delivering environmental, financial, social and educational benefits to the 2015 schools in which it is currently operating. Developed in partnership with all State and Territory Governments, the AuSSI builds on the many existing environmental education programmes in Australian schools. The Initiative's defining feature is a whole-of school approach that it integrates sustainability principles into all aspects of a school's operations, including facilities management, the curriculum and extra curricula activities. Students, teachers and non-teaching staff are encouraged to take an active role in learning for sustainability through positive action. The programme also supports collaborative work with community and business organisations.

**Education for Sustainable Development in the Further and Higher Education Sector**

- *A review of models for professional development in pre-service teacher education.* The goal of this research project, through the Australian Research Institute in Education for Sustainability, is to identify and appraise the critical success factors of a range of professional development strategies and models which could be used to mainstream learning for sustainability approaches in pre-service teacher education programmes in Australia. A draft report is currently being considered by the Department.
- To ensure greater understanding of sustainability in the Vocational Education and Training sector, the National Centre for Sustainability, has developed the *Guideline Competency Standards (GCS) for Sustainability*. To support the uptake of these Standards, the Department funded two elements of the *Knowledge and Skills for Sustainability* project which seeks to introduce the

GCS into all national industry training packages. The 'Resource Bank' provides training deliverers with a web based search tool to locate sustainability resource materials for classroom use while the third phase of the Knowledge and Skills for Sustainability project seeks to enhance delivery and assessment of the effectiveness of the GCS.

- In support of the *Engineering Sustainable Solutions Program*, the Department has funded the Institution of Engineers Australia to develop course material for engineering students at Universities across Australia. The focus of modules developed to date has been on sustainable development through achieving energy and materials efficiency and the application and practical steps required to apply this for cost effectiveness and reduction of negative environmental impacts. These form part of broader programme intended to support engineering practice for sustainable development.

### **Education for Sustainable Development in the Business and Industry Sector**

- Through the Australian Research Institute in Education for Sustainability, the Department is undertaking two significant Business and Industry related projects.
- The *Industry Sustainability Project* focused on driving organisational change for sustainability through education with ten Australian organisations, including Amcor, IAG, NAB, Parramatta City Council, Toyota, VISY, Wesley Mission, Westpac, Yarra Valley Water and the Department of the Environment and Heritage. The project employed participative action research methodologies to assist participants to build capacity in order to achieve and embed specific sustainability changes within their organisation.
- The *Business Schools Project* is focused on mainstreaming sustainability across leading Australian Business Schools, including Macquarie Graduate School of Management (MGSM), the Australian Graduate School of Management (AGSM), the University of Technology Sydney Graduate School of Business and the University of Queensland Business School. The project was developed in response to the need for specialised sustainability MBA programs and core sustainability courses in postgraduate business education in Australia.

### **Education for Sustainable Development in the Community Sector**

- An Australian Government Strategy for the United Nations Decade of Education for Sustainable Development has been developed in consultation with the National Environmental Education Council. The Strategy was informed by the outcomes of the National Symposium on the UNDESD held in Melbourne in July 2005. The Strategy outlines the broad approach to be adopted by the Australian Government to provide national leadership in Education for Sustainable Development. Copies will be available at the meeting.

- As a part of its approach to the UNDESD the Australian Government, in consultation with the National Environmental Education Council (NEEC), is currently reviewing its existing National Action Plan for Environmental Education (2000). The review will identify specific activities to be undertaken in education for sustainable development over the next 3-5 years and will include a community consultation phase to allow input from stakeholders nationally.
- The Department is a partner in the Commonwealth Scientific and Industrial Research Organisation's (CSIRO) *Sustainable Communities Initiative* (SCI). The SCI brings together organisations from across the public, private and civil sectors to work in partnership with communities to develop and deliver innovative, knowledge based solutions addressing community specific sustainability challenges and opportunities. The SCI is as an action learning programme focussed on innovation and action aimed at achieving practical community scale sustainable development outcomes. It harnesses the knowledge, competencies and resources of all the partners of the Initiative. Partners include Insurance Australia Group, GRM International, Harvey Norman, Westpac and other government departments.

### **Other Education for Sustainable Development Activities**

- The *Australian Research Institute in Education for Sustainability (ARIES)* is a partnership between the Australian Government and Macquarie University. Macquarie University has been funded to undertake a range of research projects, designed to inform the Australian Government's education for sustainable development policies and programs, and the education activities of other bodies. Projects include:
  - Whole-School Approaches to Sustainability: An international review of whole-school sustainability programs
  - A National Review of Environmental Education and its Contribution to Sustainability in Australia
  - Professional Development in Climate Change Adaptation Education
  - Indigenous Perspectives in Sustainability Education
  - Development of a National Approach to Monitoring, Assessment and Reporting on the Decade of Education for Sustainable Development. Stage 1: Identification of National Indicators
  - Mentoring Local Government in Education for Sustainability
  - Education About and For Sustainability in Australian Business Schools: Stage 2
  - Industry Sustainability Project
  - Government Frameworks for Sustainability: Building Government Capacity towards Sustainability (Stage 1)
  - Whole School Approaches to Sustainability: A review of models for professional development in pre-service teacher education
  - Air Quality Education: Effective Programs

- The Development of a Tool for Assessing Provision and Effectiveness of Coastal Management Education
- Reef Water Quality Protection Plan: Scoping of Issues associated with Industry Practice

Further information on these research projects can be viewed at <http://www.aries.mq.edu.au>

**Current Education for Sustainable Development Networks in which you participate**

- The *National Environmental Education Network*: is an intergovernmental network of officers from State, Territory and Australian Government education and environment departments that work together to reduce duplication, share ideas and research and collaboratively implement nationwide initiatives.

**Country: Austria**

**Organisation:**

Austrian Federal Ministry of Education, Science and Culture

**Mission of Organisation:**

The Ministry is responsible for schools, higher education as well as for adult education.

**Austrian initiative to develop a National Strategy for Education for Sustainable Development**

In the year 2004 – 2006 there was the Austrian initiative to develop a National Strategy for Education for Sustainable Development. The process was initiated, financed and contracted both by the Federal Ministry of Agriculture, Forestry, Environment and Water Management and the Federal Minister for Education, Science and Culture.

The process as such targeted a large number of stakeholders in the formal, non-formal and informal educational sector. Overall some 350 to 400 people participated mainly in the 10 events that were taking place during the process.

The stakeholders were actively informed of results of the process and had the chance to participate in a feedback-process via a website.

The primary result was a draft of an Austrian Strategy for Education for Sustainable Development which at the moment is in the process of approval by the Austrian Government. The second result was that the process greatly improved the awareness of the UN-decade as well as of ESD.

**EU-Presidencyconference on ESD, March 2006.**

From March 13 to 15, 2006 the Austrian Presidency hosted a conference on education for sustainable development in Vienna: “*Education for Sustainable Development towards Responsible Global Citizenship*”, thus linking to the focus of the Dutch Presidency “*Education for Democratic Citizenship*”. This meeting addressed in detail and developed further the link between education and sustainability.

An aim of the Austrian Presidency was to highlight the importance of Education for Sustainable Development and to agree a strategic text on the role of education as a basis and a precondition for sustainable development in the revised EU strategy on Sustainable Development.

This was achieved as a result of the Ministers’ debate during the Education Council on May 19, 2006.

During the EU summit of the state chiefs and leaders of government in June 15/16, 2006 the revised EU-strategy on sustainable development was decided.

The importance of education for sustainable development is made clearly visible and is codified as a basis and presupposition for sustainable development.

**Education for Sustainable Development in the Schools Sector**

**Programme „Ecologisation of schools – Education for Sustainable Development”**

The Programme is launched and supported by Ministry of Education, the school network is supported by an NGO in contract with the ministry and by the regional education administration as well as by regional government (environment) departments

Target groups are schools, the whole school community (teachers, students, head teachers, non-teaching personnel)

In the Eco-school network 180 schools with about 54.000 students are involved.

ÖKOLOG (see [www.oekolog.at](http://www.oekolog.at)) is the first and main Austrian programme for schools at the interface of Environmental Education and School development. It is based on the ENSI approach (see [www.enis.org](http://www.enis.org)) to EE and ESD taking into account the challenges and opportunities of school autonomy and school programme development.

Schools define ecological, technical and social conditions of their environment and, on the basis of these results, define objectives, targets and/or concrete activities and quality criteria, to be implemented and evaluated.

Students as well as all the other actors at school should be involved in a participatory way and collaboration with authorities, business and other interested parties is encouraged.

Central support is provided by the Ministry of Education, Science and Culture and by the Forum Umweltbildung ([www.umweltbildung.at](http://www.umweltbildung.at)). This comprises the central co-ordination of the regional support teams including two meetings per year for exchange purposes, the maintenance of the web site [www.oekolog.at](http://www.oekolog.at), the publication of a monthly electronical newsletter and of a quarterly ÖKOLOG-newspaper, the provision of a hand book on didactics and teaching methods, a file full of information and checklists, the organisation of events, a scheme for extra-curricular certification of student achievements, an annual summer academy and the financing of regional in-service training workshops (two per year and province). All together the costs amount to Euro 93.000.-- per year.

For reporting a standard framework is provided and additionally some writing workshops are offered to assist teachers in writing well readable and informative reports.

On a regional level support is provided by the ÖKOLOG regional teams. Their major task is to organise further education and training and - closely connected to that - to promote the exchange of experiences between schools in order to derive maximum benefit from the pool of competence which is accumulating at the schools. They are constituted by nominees from the regional school boards, the regional teacher in-service training institutes, and a member of the ENSI-teacher team. In some provinces, the ÖKOLOG regional teams managed to establish co-operation with the Environment Departments of the provincial governments and with NGOs and were able to get some financial support as for the ECOLOG network schools.

Since the end of 2003, the Environment and Health Education Fund (see above) has been offering a three times higher financial allowance for project funding to Eco-Schools.

## **Education for Sustainable Development in the Further and Higher Education Sector**

### **Project "Sustainable Universities"**

The project started in 1999 and is a joint initiative by the Federal Ministry of Agriculture, Forestry, Environment and Water Management and the Federal Minister for Education, Science and Culture and addresses all public universities and higher education institutions in Austria. The project is run by FORUM Umweltbildung, the budget is approximately 15 000€ per year

The main objective is to strengthen and to integrate the issues of sustainable development in the daily life of higher education institutions in Austria. After a starting phase of networking and communication with the relevant stakeholders, the project aims at 1) raising the motivation for sustainable higher education, and 2) supporting the pioneers in this field by the development of a nationwide “sustainability award” for higher education institutions in the public sector.

The general approach is to start a benchmarking and nationwide learning process among public higher education institutions. This shall be done due to a “sustainability award contest” which will be held every second year. Herein, the main focus is on continuous processes of “sustainable higher education” and not on temporary projects, single persons or singular events. Additionally, participation, open learning and renewal should be at the very heart of such processes. As the award is divided into 8 different action fields (such as curricula, operations or students initiatives), universities can submit their contribution to this contest according to their individual strengths to win the award in one particular action field related to their own opportunities. Subsequently, universities shall use this experience to improve their performance in the other fields and to aim for more awards of other action fields in the long run.

Results: Assembly of an expert commission for evaluating the particular contest contributions according to a list of different sustainability criteria for higher education institutions.

Strengths: 1) Benefiting from a national network of university stakeholders which was established by the project over the last five years. 2) The focus on processes. 3) The possibility of starting with sustainability in “easy” areas (according to the individual strengths of the institution). 4) Bridging a wide spectrum of different stakeholder-experts in the award commission.

Weaknesses and risks: 1) No monetary donation with the award, 2) Complexity of universities, 3) Heterogeneity among higher education institutions

### **Education for Sustainable Development in the Business and Industry Sector**

The Austrian Business Council for Sustainable Development (ABCSD) [www.abcsd.at/](http://www.abcsd.at/) offers a platform for meetings, information and organises seminars.

### **Education for Sustainable Development in the Community Sector**

There are community oriented activities on regional basis, e.g. focussing on Agenda 21 development.

## **Other Education for Sustainable Development Activities**

### **Current Education for Sustainable Development Networks in which you participate**

On national basis the Austrian Federal Ministry of Education, Science and Culture is member of the National Board of SD and its working group on ESD. This board comprises all ministries, the social partners as well as representatives of the provincial governments.

Internationally the ministry is member of the International decentralised Network "Environment and School Initiatives/ENSI" since 1986 and is represented in the UNECE steering committee on ESD since 2005.

**Country: Australia**

**Organisation:** Centre for Environment Education Australia Incorporated

**Mission of Organisation:** Design and deliver innovative partnership-based environmental and sustainability education programs that build awareness and promote conservation and sustainability in Australia and the Asia-Pacific region

**Education for Sustainable Development in the Schools Sector**

1. Launching the Global Communities for Sustainability program in 2007 in partnership with the Australian Government
2. Developed and implemented a national wetlands education and conservation program supported by WWF-Australia

**Education for Sustainable Development in the Further and Higher Education Sector**

- Developing distance learning modules and studios on Sustainable Development in collaboration with the Faculty of the Built Environment, University of New South Wales
- Distance learning program on sustainable development being extended to Asia Pacific
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**Education for Sustainable Development in the Business and Industry Sector**

**Education for Sustainable Development in the Community Sector**

Developing a Network Newsletter on SD issues for the Asia Pacific Region

**Other Education for Sustainable Development Activities**

- Developed Audio Visual and Print communication materials for UNESCO on ESD
- Developing a Knowledge Resource Centre for SD for the region (case studies and internet discussion forum)

**Current Education for Sustainable Development Networks in which you participate**

- Working on developing an ESD network across the community in the Asia Pacific Region

## German Report on ESD for the Asia-Pacific meeting October 9<sup>th</sup> 2006

Reiner Mathar

### THE GERMAN PROGRAMME BLK "21" EDUCATION FOR SUSTAINABLE DEVELOPMENT AS A WHOLE SCHOOL APPROACH

In Germany, following the expertise of de Haan and Harenberg (BLK, 1998), a nation-wide programme on education for sustainable development was prepared by the federal government and the fifteen states. The programme, titled BLK "21", started as a joint venture between the federal government and the states in the Summer 1999.

#### The general characteristics

BLK"21" was planned with a life span of five years from 1999-2004 and was budgeted by fifteen (with the exception of the State of Saxony) federal states and the federal Ministry of Education with €12.5 million. This common school development programme represents the frame for education for sustainable development in Germany. In the programme BLK"21" the fifteen states worked together on the acquisition and testing of teaching concepts for education for sustainable development. We can trace the way the programme developed and explain the accompanying measures since this provides the framework for eco-school development. The green school programme of the German FEE (Foundation of Environmental Education) was linked to the federal programme at the state level.

The programme is divided into three modules:

- Interdisciplinary knowledge
- Participative learning
- Innovative structures

Teaching materials have been developed and their implementation is being tested in 180 pilot schools. The schools identify themselves as development workshops (or laboratories), disseminating their experiences to other schools outside the programme even during the life of the programme.

#### *Interdisciplinary knowledge*

Experience has shown that within different forms of co-operation the sociological, scientific and linguistic-artistic subjects cope very well together. The introduction of a spiral curriculum has proved to be very appropriate. It assigns the issues and areas of sustainable development in an obligatory form to each school year. Thus it is guaranteed that social, economic and ecological aspects are equally communicated. As a result of the first three programme years it may be recorded as a matter of fact that environmental education adopts the decisive role of a linking tool between the different areas of sustainable development.

Within the interdisciplinary knowledge module a recommendation was prepared at the Free University of Berlin (by Professor de Haan) for a lasting integration of the contents of education for sustainable development and this was made available to the Curriculum Commission of the Federal States (BLK21, 2003). Additionally, this module is being accomplished for the first time in the current definition of educational standards in the context of education for sustainable development, as far as possible, for all subjects. A particular significance (an additional consequence of BLK"21") will be attributed to the competencies for active involvement in future development, including:

- Future-oriented thinking and knowledge about future scenarios and planning
- Ability for interdisciplinary work on solutions to problems and innovation
- Networked (connected and combined) thinking and planning competence
- Solidarity
- Ability to communicate and co-operate
- Ability to motivate oneself and others
- Ability to look critically at one's own culture and foreign cultures

A considerable developmental step will be to assign these competencies to individual issues and subjects.

#### *Participatory learning*

Within this module schools are developing new methods of participation for pupils and new ways of co-operating with partners outside the schools, and the following are examples of this:

- Creation of energy consultation by vocational schools for the local region
- Project on seawater desalination, in co-operation with Tunisia
- Pedagogical design of a house where water is experienced with all of the senses
- Research conducted by high school students in co-operation with local farmers into fertilising methods which are kind to water
- Opening of the school as a learning place for the neighbourhood (adjacent suburb)
- Co-operation in the processes of the Local Agenda 21

The experiences of the programme schools demonstrate that the relevance of the schools within their social and cultural environment improves dramatically when the schools define the regional area as a teaching subject and thus contribute to the creation of local knowledge. Examples of this are:

- Issue of brochures about local water supplies
- Portraits of the pupils' villages of origin
- Development of remediation concepts for regional waters

#### *Innovative structures*

In this module pupils endeavour to achieve a continuous integration of education for sustainable development into the school curriculum, and the following examples illustrate this:

- System of energy management as a school project under the control of the pupils

- Eco audit: creation of a system of energy management in co-operation with external consultants
- School as a learning area in the environment – integration into the school profile

The experiences of work within the programme demonstrate that the crucial aspect consists of the installation and integration of planning and steering groups. As middle management, these groups are responsible for the planning, conduct and evaluation of the projects on education for sustainable development in the schools. Equipped with the corresponding mandates of the school decision-making committees, they become the pillars for continuous integration.

The necessary paradigmatic changes cannot take place as a centrally steered conversion process through 'top-down' strategies. For sustainable development, a crucial mental change is required enabling a consideration for nature, the standing for social justice and a willingness to implement with a great richness of ideas the indispensable technical, economic and social innovations.

This richness of ideas is based on a further competence requested by the German Programme of Education for a Sustainable Development called competencies to arrange the future and to be involved in the future society which is recognised as a substantial criterion of quality. It comprehends the ability to change and preserve the future of the community in which one lives in the context of sustainable development. To achieve these goals the competencies were divided into eight part-competencies:

- **to think future oriented** in the sense of being able to deal with uncertainty, prognosis expectations and drafts for the future;
- **to be accessible to 'trans-cultural' communication and new perspectives** implies the ability to understand phenomena in their world-wide context of relationship and effect;
- **to think and act in an interdisciplinary way** became necessary since problems of unsustainable development and perspectives of future-compliant changes are not compatible and cannot be solved any more with simple strategies of action;
- **to be able to participate** in the design of sustainable development processes is of fundamental significance;
- **to be able to plan and act in the context of sustainability** means to assess the course of actions from the view of necessary resources and their availability, to design networks and to consider side effects during the planning phase;
- **to show empathy, commitment and solidarity** involves fostering justice, the balance between poor and rich and the reduction of oppression;
- **to be able to motivate oneself and others** in order to deal generally with a concept of sustainability, to handle it vividly and to create satisfactory lifestyles;
- **to be able to reflect individual and cultural models** requires considerable skills of self-knowledge in order to reflect one's position in one's own cultural context and of taking up reflective positions in the debate about global justice;

## **The programme developmental process**

It is of outstanding significance for the permanent establishing of the ESD project to have an open but, in view of the outcome, a binding agreement on mutual tasks and expectations. An often applied possibility is the publication of an official announcement, for example, through an official gazette, government information document or just through the internet home page of the respective ministry.

The conditions for participation in these announced programmes for school development are always described very accurately in order to make the conditions clearer and more evident for the schools. Normally, it is expected in the initial stage that, during a process of opinion making within the school committees, the possible contents and the volume of participation are comprehensively discussed and the responsible persons nominated. For formal participation, it has proved very useful to gain the approval of the principal school decision-making committees (for example, parent's council, staff meeting, and students' representation). A further relevant instrument for the success of co-operation is the making of an agreement where both sides, the school and the school development institutions, identify their respective contributions for the success of the common project. Items for this include:

- description of the working levels;
- description of the areas of contents of education for sustainable development supposed to be handled (revised) by the schools;
- anticipated outcomes;
- installation of planning and steering groups;
- arranging a time schedule: who? what? until?
- organisation of the evaluation with associated responsibilities;
- support for the schools in their work (financial and staff resources, consultation and further education).

It is extremely important for schools and their work to be properly assisted and for them to be able to rely on support and consultation from outside. Very often, organising regular exchanges among the schools has proved to be sufficient support.

These instruments and methods, which are fundamentally based on the instruments of action research, proved to be extremely helpful during the process of school development with the establishment of education for sustainable development in Germany. These measures were additionally *permanently established* in the frame and teaching plans for all kinds of schools.

## **New and open areas of ESD:**

- school life/participation of students at all levels of planning and practice in ESD
- resource management – management structures
- curriculum – integration of themes and topics of ESD
- skills and competencies for life in the future
- profile of the school – school programme and basic declaration
- co-operation inside and outside the school

- project on global questions
- management of the school
- in service training
- general issues/improvement.

These new and open areas of ESD will be discussed in 2005. This change is part of the New programme on ESD in Germany which follows the programme BLK"21". Starting in August 2004 the programme *Transfer 21* tries to establish ESD in ten per cent of public schools in Germany by the end of 2008. The programme, which is organised by the federal government and 14 federal states, is co-ordinated at the Free University of Berlin, by Professor Gerd de Haan (For more information: [www.transfer-21.de](http://www.transfer-21.de)). It will integrate schools on different levels:

- network schools which organise regional transfer and co-operation
- co-operating schools which work in all fields of ESD and give reports on their practice
- contact schools which use the developed materials and good practice.

Additionally, there are special programmes on the integration of ESD in teacher education at all levels and the formulation of national standards of ESD where established by the regional co-ordinators on the state level. To improve this process and to build up a regional network of school improvement in the field of ESD, more than 100 'multipliers' will be trained over the next two years. This training comprises 200 hours and includes:

- project management;
- methods of moderation and leading groups;
- basic information in all fields of ESD;
- school development and evaluation;
- sustainable economics and student enterprises;
- strategies on non-sustainable development;
- global education;
- using ICT for ESD and in-service training courses ('blended learning').

### **Vocational training**

The German government and partner from the industry has started to integrate general questions on ESD in the basic vocational training at the beginning 90<sup>th</sup>. That means that most of the curriculums of different types of vocational areas have been changed. To exchange knowledge and examples of good practice the national agency of vocational training established a website in 2005 with material exchange and discussion forum.

### **Higher Education**

Universities in Germany are independent to choose their curriculum. Nearly 50% of them established already master degrees in the field of ESD and tried to development a sustainable campus.

The university based first phase of teacher education is on the way to integrated ESD questions in interdisciplinary studies on the basis of different subjects.

### **Research**

The federal ministry of education and research established a new structure and generation of research funding programmes. All funded research programmes have to integrate questions of ESD in their research design, an advisory board was established in 2005.

The programme is called: “ Research and sustainable development”

### **UN-Decade 2005-2014**

Germany established a national committee end of 2005, this committee integrates all parts of the society in Germany. As an additional advisory board a “round table” with more than 90 people is established and meets twice a year. This structure developed a national action plan and presented it January 2005 as a starting national conference. Now at the end of 2006 the first evaluation on the different issues of the action plan starts and a revised plan should be presented next year.

The national committee has two offices in Germany with two fulltime engaged persons in Berlin ( office of the President of the national committee) and in Bonn (seat of the UNESCO – Germany)

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**Country: India**

**Organisation:** Centre for Environment Education (CEE), India

**Mission of Organisation:** CEE's primary objective is to improve public awareness and understanding of environmental issues with a view to promote the conservation and wise use of nature and natural resources. To this end, CEE not only creates expertise in the field of environmental education (EE), but also develops innovative programmes and educational materials, testing them for validity and **effectiveness.**

**Education for Sustainable Development in the Schools Sector**

1. Strengthening Environmental Education in Schools – a programme with support from the Ministry of Environment and Forests, in the context of the Supreme Court of India's ruling making EE mandatory at levels of formal education. CEE is involved in facilitating State Governments through capacity building, and curricular inputs.
2. Green Teacher Diploma in Environmental Education – A Distance Education Course, launched in 2005. The pilot phase was in partnership with the Commonwealth of Learning (COL), Vancouver, Canada
3. Launching the Global Communities for Sustainability program in 2007 in partnership with the Indian Government, CEE Australia, the Australian Government

**Education for Sustainable Development in the Further and Higher Education Sector**

1. Developing distance learning modules and studios on Sustainable Development in collaboration with the Faculty of the Built Environment, University of New South Wales and the Centre for Environmental Planning and Technology, India
2. Developing Proposals for setting up Regional Centres of Expertise within universities in India
3. Developed and pilot tested a course on SD in Dhirubhai Ambani Institute of Information Technology, Ahmedabad

**Education for Sustainable Development in the Business and Industry Sector**

1. Developed guidelines to be used by implementing agencies of the Montreal Protocol for providing technical assistance for phase out of OD solvents, as part of the UNEP OzonAction Programme's framework for providing technical assistance in developing countries
2. Contributed to the development of the framework and assessed parameters which determine success of institutional mechanisms with reference to the GEF as part of the OPS 3 intervention of the GEF Secretariat

3. Researched and contributed to the development of the technical resource kit for 'good servicing practices' in the refrigeration and air-conditioning sector using non – ODS coolants and other ODS in SMEs – as part of technical capacity building initiatives of the UNEP OzonAction Programme
4. Established the scope for strengthening information support mechanisms in India with respect to integrated responses to climate change – as part of the British High Commission's initiatives in India
5. Developed the strategy for providing sector – specific information globally through country-specific integrated IEC interventions during the compliance phase – as part of the activities of the UNEP OzonAction Programme

### **Education for Sustainable Development in the Community Sector**

Documenting Community based learnings from best practices in agro-based economies and developing an electronic version of the case studies document in partnership with ESD-J, Japan

### **Other Education for Sustainable Development Activities**

1. Developing a website to document ESD learnings and activities ([www.desd.org](http://www.desd.org))
2. Carried out Situational Analysis of ESD in South Asia as part of the UNESCO Asia Pacific Study on ESD in the region
3. Identified as the Nodal Agency for DESD by the Indian National Commission to UNESCO – Facilitating the development of the National Plan for India
4. Held the first International Conference of the Decade in January 2005.

### **Current Education for Sustainable Development Networks in which you participate**

1. Working on developing an ESD network across the community in the Asia Pacific Region
2. Members of Asia-Pacific Consultative Group constituted by UNESCO Asia-Pacific Office in Bangkok, and the International Reference Group set up by UNESCO Paris
3. Secretariat of South and South East Network of Environment Education (SASEANEE); Theme – Information exchange and capacity building for EE and ESD; Areas Covered – EE and ESD
4. Secretariat of South Asia Youth Environment Network (SAYEN); Theme – Involving Youth in SD; Areas Covered – ESD
5. Host agency for LEAD (Livestock Environment and Development) India Platform, a multi-donor supported global initiative, anchored in FAO, Rome. Areas covered - creation of knowledge base, advocacy and communication for development.
6. Members of IUCN, NAAEE , ASPBAE, and GHESP

**Country: Netherlands**

**Organisation: SLO - Institute for Curriculum Development**

**Mission of Organisation:**

**Education for Sustainable Development in the Schools Sector**

In the Netherlands runs a 4-year national program called "Learning for Sustainable Development" (see attachment). This program is to be realised in 3 streams: the learning individual - formal education (from pre-school till university), the learning society - Business and Industry, the learning government - the community sector.

In the field of formal education (Primary, Secondary and Vocational Education) SLO is responsible for goals and perspectives, programs and content, development, implementation and support of ESD. SLO's vision starts from a whole school approach and a strong interrelation between ESD and civic education.

**Education for Sustainable Development in the Further and Higher Education Sector**

In the national program mentioned above further and higher education is represented also in the network on ESD for formal education. SLO is to prepare a substantial international research program together with our regional institutes for further and higher education (University of Twente, Saxion Institute for Higher Vocational Education). On this issue SLO is in contact with ARIES (Australia).

**Education for Sustainable Development in the Business and Industry Sector**

See above

**Education for Sustainable Development in the Community Sector**

See above

**Other Education for Sustainable Development Activities**

there is not only a strong relation between ESD in the 3 areas mentioned above, there is also a strong relation between formal and informal learning, between learning in school and learning outside school, between values and standards concerning sustainable development and concerning the civic and democratic society.

**Current Education for Sustainable Development Networks in which you participate**

See above. SLO is preparing pilot projects on ESD for schools for Primary, Secondary and Vocational Education. SLO is also participant in EU-programs, coordinated by ENSIO/SEED. In the mentioned research program SLO is or will be a partner in CIDREE (International Network of Curriculum Development Institutes), GIN (Greening in Industry - a mondial network for higher education), Europea (a European network for agricultural education), Curriculum Greening Europe (a European network for Vocational Education) and UNESCO/DESD.

**Country:** Pacific Island Countries

**Organisation:** The University of the South Pacific

**Mission of Organisation:** To maintain, advance, and disseminate knowledge by teaching, consultancy and research, and to provide appropriate levels of education and training responsive to the well-being and needs of the communities in the Pacific region.

#### **Education for Sustainable Development in the Schools Sector**

- The PRIDE Project, Forum Basic education implementation Project.
- School of Education and Institute of education activities, USP.
- The UNESCO Associated Schools Project.
- SPREP Pacific Regional Action Strategy for Environmental Education and Training.
- Chemistry (environmental) outreach to schools (COTS).
- Live and Learn NGO teacher training and student outreach program.
- SPaRCE Program, for rain and environmental studies.

#### **Education for Sustainable Development in the Further and Higher Education Sector**

- UC-SIS Network: Network of SIDS Unis for SD promotion.
- RCE-Pacific: UNU sponsored Program for ESD promotion.
- ACCU COE: Asia Pacific cultural centre sponsored Program for DESD.
- API Project: Asia Pacific Initiative for networked SD course delivery.
- UNU-USP MOU: for enhanced collaboration between UNU & USP for ESD.
- APFED II : Asia Pacific Framework for Environment and Development initiatives for research and development.
- USP: Faculty of Islands and Oceans, PACE-SD, PIAS-DG. New faculty and special Centres for Env and SD; Development and Governance.

#### **Education for Sustainable Development in the Business and Industry Sector**

No formal ESD approaches targeting this group, yet known. However, this group is an integral part of national economic summits, national SD strategy discussions etc.

#### **Education for Sustainable Development in the Community Sector**

- USPs continuing and community education (CCE) Program
- Activities of Live & Learn NGO.
- WWF outreach to community training.
- Council of Regional Organisations of Pacific, CROP, agency trainings (mainly USP, SPREP, SOPAC, SPC)
- Community Health Training: Fiji School of Medicine.
- Wan Smolbag Travelling Theatre of Vanuatu.
- NGO Training in general.

## **Other Education for Sustainable Development Activities**

Pacific commitment to:

- The outcomes of WSSD, JPOI.
- Mauritius (BPOA+10) outcomes
- MDG
- EFA and UNLD.
- UNESCO National Commission and Ministries of Education initiatives.
- WSSD Pacific Type II on Education based Capacity Building.

## **Current Education for Sustainable Development Networks in which you participate**

- START/APN-Oceania Network: The Oceania Secretariat of the START (SysTem for the Analysis, Research and Training) and APN (Asia Pacific Network) for global change research, October 1998.
- IOI-Pacific: Inter-governmental Oceanographic Institute Secretariat for the Pacific, 1996.
- UC-SIS: USP is one of the five founding members of the University Consortium of Small Island States launched during the BPOA+10 Meeting , Mauritius, January 2005.
- UNU/IAS Regional Centres of Expertise (RCE): USP is the RCE for the Pacific region, established in June 2005.
- UNESCO/ACCU-COE: USP recognised as a Centre of Excellence for DESD in the Pacific, September 2006.
- UNESCO-Apia ESD Technical Working Group with membership from UNESCO National commissions, CROP agencies, NGOs, and Civil Society.
- UNESCO SIV: USP's School Outreach Program works closely with the Small Island Voice Network and Live and Learn NGO.
- PYEN Network: Negotiations are continuing with UNEP for the establishment of a Pacific Secretariat for the Pacific Youth Environmental Network.

**Country:**

**Organisation:** Secretariat of the Pacific Regional Environment Programme (SPREP)

**Mission of Organisation:**

The Secretariat of the Pacific Regional Environment Programme (SPREP) is an intergovernmental organisation that works with Pacific island countries and territories to strengthen environmental management and promote sustainable development.

SPREP's membership includes 21 Pacific island countries and territories including: American Samoa, Cook Islands, FSM, Fiji, French Polynesia, Guam, Kiribati, Marshall Islands, Nauru, New Caledonia, Niue, Northern Marianas, Palau, Papua New Guinea, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu, Wallis et Futuna. SPREP's membership also includes Australia, France, New Zealand, USA.

SPREP works with partners at all levels, often serving as a mechanism to facilitate collaborative initiatives to promote environment for sustainable development. SPREP develops effective partnerships with regional and international organisations, member countries and territories, civil society and the private sector, to increase the impact of its work. A key partner is UNEP-Regional Office for Asia Pacific who has played an integral role in supporting the development of the Guiding Framework for Education and Communication for a Sustainable Pacific, and ensuing activities. SPREP is also working closely with PACE-USP on activities including the SPREP Future Leaders Forum (scheduled for Jan-Feb 2007).

**Guiding Framework for Education and Communication for a Sustainable Pacific**

(2005 – 2007)

The Guiding Framework was finalised in 2005 by representatives from Pacific island countries and territories as an overarching strategy on environment for sustainable development education in the Pacific.

Focusing on three key areas; Formal Education, Communication and Building partnerships and networks, the Framework provides realistic, achievable and measurable actions that advocate for ESD and sustainability education.

**Education for Sustainable Development in the Schools Sector**

**Curricula review: ESD in action in formal education in the Pacific**

SPREP is currently undertaking a curricula review of five Pacific island countries: Cook Islands, Fiji, Kiribati, Samoa, and Vanuatu. Working with SPREP's key partners, including UNEP, this review will aim to highlight the key gaps and opportunities to develop modules/resources that promote environment for sustainable development.

A key outcome of this project will be a series of case studies highlighting 'ESD in Action in formal education settings.

This project is a key action under Objective 1.1 of the *SPREP Education and Communication for a Sustainable Pacific: Guiding Framework 2005-2007* developed by representatives from SPREP's member countries.

SPREP is working closely with Live and Learn Environmental Education who is currently facilitating a biodiversity education project in 13 countries.

### **Resource production**

SPREP produces materials that supports and complements national curricula including:

- Going into the Mangroves Education Kit (Samoan)
- Pacific Freshwater Education Kit (Regional)
- Pacific Turtle Education Kit (Regional – in production)
- Pacific Forever Education Kit: exploring sustainable development (Regional – in production)

### **Education for Sustainable Development in the Further and Higher Education Sector**

SPREP with UNEP is facilitating the Pacific Islands Community Conservation Course (PICCC) jointly coordinated by USP.

Currently coordinating the SPREP Future Leaders Forum: a leadership course for young people working in sustainability. This joint initiative with the Pacific Youth Environment Network (PYEN) will explore topics such as: Pacific sustainable development issues, leadership, critical thinking, systems thinking, values thinking, taking action in your communities, sharing your stories – communicating results. The Forum will be held in Fiji in early 2007 and include keynote speakers from government, private sector and community sectors on leadership in sustainability.

### **Education for Sustainable Development in the Business and Industry Sector**

SPREP works with a range of private sector partners to build understanding and action in sustainable development.

### **Engaging the private sector in turtle conservation: 2006 Pacific Year of the Sea Turtle**

2006 is Pacific Year of the Sea Turtle, a regional initiative to increase the numbers of turtles in the Pacific. Through a joint initiative, SPREP and ANZ Samoa established the ANZ Save the Turtle Fund, which will support community based turtle conservation initiatives. The corpus of this Fund is derived from the sale of Turtle Bags, reusable bags sold in supermarkets, and based on the popular and highly effective Green Bag scheme of Australia and New Zealand.

From every Turtle Bag sold, ANZ Samoa has committed to donate SAT1.00 towards the Fund. With more than 80% of the Pacific held in customary tenure, community based initiatives are critical to conservation of the unique Pacific environment.

The Turtle Bags also provide a sensible, affordable alternative to non-biodegradable bags banned under new legislation introduced by the Government of Samoa.

The Turtle Bag initiative promotes the role of partnerships in sustainable development highlighting the importance of cross-sectoral collaboration to incite community based action.

### **Education for Sustainable Development in the Community Sector**

SPREP's mandate is to work with Pacific island governments to strengthen environmental management and promote sustainable development. SPREP will continue to work with its members to promote ESD, and to develop ESD initiatives in the future.

### **Other Education for Sustainable Development Activities**

#### **Building communications capacity in Pacific island countries and territories**

SPREP delivers annual communications training for representatives from Pacific island countries and territories. Key modules include: sustainability issues, systems thinking, behaviour change and social change theories (including social marketing).

### **Regional ESD dialogue**

SPREP is part of the Pacific ESD Technical Working Group responsible for finalising the Pacific ESD Framework recently presented to Pacific Ministers for Education. SPREP is working closely with UNESCO-Apia to progress regional ESD dialogue in the Pacific.

### **Current Education for Sustainable Development Networks in which you participate**

- SPREP National Contact Points for Environment for Sustainable Development Education - facilitated by SPREP
- Pacific ESD informal network established by UNESCO.

**Prepared by Tamara Logan, Education and Social Communications Officer, SPREP**

## **Country: Switzerland**

**Organisation:** Council of Ministries of Education in Cooperation with the Foundation for Education for Sustainability and Environmental Education

### **Mission of Organisation:**

#### **National Strategy on Education for Sustainable Development in the Schools Sector**

The Council of Ministers of Education (EDK) is developing a strategy plan for ESD in the Schools sector. As the whole responsibility on Curriculum development is regionalized, the process is a highly participative act in itself. All partners and stakeholders had a platform on three different sounding boards. The results will be published in December 2006. One element is already published: The international partner on ESD (Quality development, curriculum development, international exchange of strategies and research) will be ENSI.

#### **Planned projects and activities in Education for Sustainable Development in the Further and Higher Education Sector**

The EDK supports a large scaled project to develop a curriculum for higher/further education. Leading house is the University of Zurich, it is a cooperation of 12 different pedagogical universities or research institutes (in three languages). Deadline: October 2009, responsible persons: Regula Kyburz-Graber, Ueli Nagel

#### **Education for Sustainable Development in the Business and Industry Sector**

The Federal Office for Spatial development (ARE) is the Coordination platform for Sustainable Development. The political will for a Sustainable Development is in chapter 7 of the Swiss Constitution, but the transfer from strategy into projects is very slow and to be identified only by specialists. Financial support by the government is very slow and minor.

#### **Education for Sustainable Development in the Community Sector**

See above (Detail of a certain interest: In Switzerland the 'Community 21' movement doesn't include schools)

#### **Other Education for Sustainable Development Activities**

A number of organisations dedicated to ESD cooperate in a so called 'Forum ESD' (NGO's, UNESCO, different ministries, two Foundations in charge of developing supportive structures for ESD, research institutes etc). But as this 'Forum' does not have an own budget nor any legalised contracts with the connected ministries its status is weak and the work is not having a big input on the political side.

#### **Current Education for Sustainable Development Networks in which you participate**

ENSI (as Vice president and in role of Country coordinator for Switzerland), Transfers of the Strategy for ESD for the Conference of Education Ministers (EDK), Forum ESD (Non Governmental platform), Foundation for EE and ESD, Group of experts ESD of the Pedagogical University of Northwestern Switzerland

**Country:** Thailand

**Organisation:** UNESCO Bangkok

**Mission of Organisation:**

UNESCO Bangkok promotes international co-operation, sets standards and disseminates information in the fields of education, the natural sciences, the social and human sciences, culture and communication in the Asia and Pacific region.

The mandate of the United Nations Educational, Scientific and Cultural Organization (UNESCO) is the promotion of peace and human development through its operational strategies in education, science, culture and communication and information.

UNESCO programmes focus on promoting education for all; supporting the expression of cultural identities; protecting and enhancing the world's natural heritage; engaging in a new social contract between science and society at all levels; developing and promoting social policies; promoting the free flow of information, press freedom and the development of a pluralistic media; and strengthening communication capacities in developing countries.

**Education for Sustainable Development in the Schools Sector**

The engagement of youth as well as other new stakeholder groups has been initiated through the Asia-Pacific Regional UN Interagency Steering Committee. UNESCO is organizing a youth envisioning contest on ESD through the UNESCO Associated Schools Project network. The outcomes of this contest will be highlighted during the 10<sup>th</sup> APEID International Conference in Bangkok in December 2006.

**Education for Sustainable Development in the Further and Higher Education Sector**

This programme aims at consolidating stakeholders' ESD capacities through the APEID network. Target beneficiaries include teachers, teacher training institutions, curriculum developers and higher education institutions. This activity will focus on several activities. Associated classroom and teacher training materials on innovative ESD curricula will be developed. Best-practices on ESD issues, including ways of integrating local knowledge and culture, will be identified and disseminated. The establishment of ESD Higher Education courses will be promoted and training of trainers -courses and mobile training teams (MTT) will be prepared. Finally, the activity will include the development of ESD modules and toolkits that illustrate the linkages among water, poverty and cultural practices and other issues of ESD. ESD issues will be mainstreamed into EFA and MDG efforts to raise educational quality and reach.

The 10<sup>th</sup> UNESCO-APEID International Conference, “*Learning Together for Tomorrow: Education for Sustainable Development*” will be held in Bangkok, Thailand in December, 2006. This conference will serve as a platform for sharing information and knowledge, including innovative practices in education. This important conference will have a central focus on the relationship between the APEID programme and ESD as a new inter-sectoral mandate for the organization. The objectives of the conference include showcasing ESD in action and further developing an understanding of the role of education in addressing sustainability in the Asia-Pacific region. The conference will target teachers, educators, curriculum developers, educational administrators and policy makers from informal, non-formal and formal education sectors in the Asia-Pacific region, especially organizations in the APEID and ESD communities. The outcomes of this important Conference will assist in the rollout of ESD in the Asia-Pacific region during 2007 through strengthening existing networks, showcasing national examples, and developing understanding of ESD issues.

### **Education for Sustainable Development in the Business and Industry Sector**

In order the DESD to be widely successful and to reach as wide an audience as possible, the private sector is one of the key partners to engage. A concept paper on the role of the private sector in the ESD process is currently being developed. A proposal that will focus on how to engage multinational corporations and highlight community needs within the textile industry will be produced by UNU-IAS and Corporate Social Responsibility (CSR) Asia, University of Hong Kong. The first draft of the proposal has been reviewed by the Asia-Pacific Regional UN DESD Steering Committee in the 5<sup>th</sup> Interagency Meeting in July 2006.

### **Education for Sustainable Development in the Community Sector**

Support for ESD initiatives is provided for several member states in the region, e.g. Viet Nam, Mongolia, Cambodia, Afghanistan, Thailand, Indonesia and Kazakhstan.

Royally initiated ESD projects in Thailand aim to increase awareness of ESD and encourage people to make informed decisions on sustainable lifestyles. Under the UNESCO Goodwill Ambassadorship, Princess Maha Chakri Sirindhorn’s Developmental Project collaborates with UNESCO on a project entitled, “Improving the Quality of Life for Children and Youth in the Asia and Pacific Region”. In 2007 this project will expand the highly-successful model of “Total School Development” undertaken by Her Royal Highness in Thailand to the neighbouring countries of the Greater Mekong Sub-region: Cambodia, Lao People’s Democratic Republic, and Viet Nam.

### **Other Education for Sustainable Development Activities**

UNESCO Bangkok provides support for a South Asia media workshop to be held in India in October 2006. This meeting will bring together journalists and high-level media professionals as well as high-level government officials to plan and consolidate the future activities in 2007 in the sub-region. While media activities have been successfully initiated in the region, further follow-up actions require the engagement of high-level media professionals and policy- and decision makers through high-level

meetings. It is imperative that the media activities are well coordinated and involve policy-level decision makers to ensure systematic implementation of the programmes.

Monitoring and evaluation must be developed with national guidelines for the Decade of ESD. The UNESCO-IUCN DESD Indicators Project for the Asia-Pacific region is conducted in collaboration with IUCN and Macquarie University. This project directly reflects the key milestone for indicators for progress and mechanisms for monitoring achievement as introduced in the IIS. In 2007 this activity will include provision of assistance to develop and publish national ESD guidelines in selected Asia-Pacific countries. Such assistance will include support for facilitation of meetings to bring together stakeholders, to draft guidelines for implementation, to set targets for the Decade, to divide responsibilities and to ensure that appropriate mechanisms are devised for monitoring and reporting.

In 2007 this will include the development of a prototype DESD monitoring system established in pilot countries for full scale implementation, progressively rolled out to more countries as the Decade progresses. Guidelines, a framework and indicators will also be developed to measure the DESD at the regional level. This project will be expanded each year to incorporate the majority of countries in Asia-Pacific by the end of the Decade.

A UNESCO publication on national ESD guidelines will provide information on the processes various countries in the region have used to initiate DESD-related activities at national level. In particular, National Commissions, field offices of UNESCO, and other relevant groups have been asked to focus on how partnerships and coordination networks have been developed and what effect these have had.

DESD will also be promoted in the region through a project promoting ESD and Information and Communication Technologies. This project aims to optimize the use of ICT to stimulate new innovations; collect, manage and analyse information; and disseminate research findings and summarize knowledge to member states, strategic partners and civil society.

### **Current Education for Sustainable Development Networks in which you participate**

**Country:**

- § Asia-Pacific (44 countries)

**Organisation:**

- § United Nations Environment Programme (UNEP)  
Regional Office for Asia and the Pacific (ROAP)  
Bangkok, Thailand

**Mission of Organisation:**

- § UNEP has a mandate to provide leadership and encourage partnership in caring for the environment by inspiring, informing and enabling nations and peoples to improve their quality of life without compromising that of future generations.
- § UNEP catalyzes, coordinates and stimulates action on the environment within the United Nations system and the global levels.
- § To implement its regional strategy for the Asia Pacific region, UNEP has adopted the following strategic directions:
  - § Promote Regional Cooperation;
  - § Strengthen the Environment Community;
  - § Identify and Respond to Emerging Issues; and provide
  - § Leadership by Example through Demonstration Projects.
- § In view of the Region's vastness and diversities, UNEP recognizes the value of working in partnership with nations at the sub-regional level where the commonalities of social, economic and the environmental factors may be more pronounced. There are five distinct sub-regions adopted by UNEP's geographical classification:
  - § Central Asia
  - § Northeast Asia
  - § South Asia
  - § Southeast Asia
  - § South Pacific.

**Education for Sustainable Development in the Schools Sector**

- § Green School Programmes in China, Maldives, Sri Lanka, Singapore (ASEAN)
- § GLOBE
- § Youth and Environment Networks: CAYEN, SAYEN, SEAYEN, NEAYEN, PYEN

**Education for Sustainable Development in the Further and Higher Education Sector**

- § Asia Pacific Regional University Consortium (RUC) on Environment for Sustainable Development, with focus on:
  - Education (Masters degree Programme on SD)
  - Research
  - Outreach (Leadership Programme)
- § RUC is follow-up to earlier NETTLAP project.

- § RUC supports the UNEP-Tongji University Institute of Environment for Sustainable Development (IESD)
- § Part of UNEP/ROAP's "Leadership by Example" strategy

#### **Education for Sustainable Development in the Business and Industry Sector**

- § Division of Technology, Industry and Economics (DTIE), Paris
- § Asia Pacific Business Environment Forum – in progress
- § Sustainable Production and Consumption initiatives. Specific projects such as:
  - NIEM: Network for Industry and Environmental Management
  - GERIAP: Greenhouse Gas Emissions Reduction in Asia Pacific
  - GRI: Global Reporting Initiative
  - Voluntary Initiatives: GeSI
  - Ozone networks: Compliance Assistance Programme

#### **Education for Sustainable Development in the Community Sector**

- § Asia Pacific Regional Civil Society Forum
  - Parliamentarians, Youth, NGOS, Media, Academia
- § Community Empowerment through ESD – joint publication with UNESCO

#### **Other Education for Sustainable Development Activities**

- § Regional Interagency Steering Committee for UN-Decade of Education for Sustainable Development
- § Proposed Asia Pacific Ministerial Conference between Environment and Education Ministries

#### **Current Education for Sustainable Development Networks in which you participate**

- § Core themes: Air: Ozone, EANET; Water, Land, Biodiversity
- § Nexus: Health and Env., Gender and Env., Poverty and Env.
- § Cluster: Chemicals, Waste, Energy
- § Sub-regional EE Strategies: SEPD + ASEAN, SACEP, ISDC, TEMM, SPREP
- § MEAs: Atmospheric: Ozone, UNFCCC; Water: Regional Seas, GPA; Land and Biodiversity: CBD, CITES, CMS, UNCCD; Chemicals: POPs, PIC, Basel – Transboundary Movement of Wastes
- § Partners: UNESCO, UNU (RCEs), IUCN (CEC), ADB, UNDP, HSF, etc.