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 World Conference on Education for Sustainable Development (Bonn, Germany)

From 31 March to 2 April 2009, the "UNESCO World Conference on Education for Sustainable Development – Moving into the Second Half of the UN Decade" was held in Bonn, Germany. Organizers of the conference were UNESCO and the German Federal Ministry of Education and Research, in cooperation with the German Commission for UNESCO.

The Conference brought together around 900 participants – including nearly 50 ministers or deputy ministers of education – from 147 countries of the world to review progress under the United Nations Decade of Education for Sustainable Development. Ms Annette Schavan, German Federal Minister of Education and Research, opened the Conference alongside Mr Nicholas Burnett, UNESCO Assistant Director-General for Education, who delivered a speech on behalf of Director-General Koichi Matsuura. Ms Graça Machel, former Minister of Education and Culture of Mozambique, gave a keynote presentation and Her Royal Highness Queen Rania of Jordan sent a video message to the opening ceremony.

"In a world trying to come to grips with a major financial and economic crisis, with environmental degradation and climate change, with social tensions and conflict, there is growing global consensus that the international community must unite to prepare for a better common future. This consensus was anticipated by the decision of the UN General Assembly to create a Decade of Education for Sustainable Development (DESD), running from 2005 to 2014, in recognition of the critical role that education plays in development. But it is not just any kind of education. It is about learning for change and about learning to change. In particular, it is about the content and processes of education that will help us to learn to live together sustainably", Mr Matsuura said in his address.

In conclusion, he said: "ESD is a process of learning how to make decisions that consider the long-term future of the economy, ecology and the equitable development of all communities. Building the capacity for such future-oriented thinking is a key task of education. [...] I would like to stress that each of us is an agent of change and that we can individually and together contribute to creating a better world. All of us have responsibility, whether at the local, national, regional or international level, for the implementation of the Decade. But I do not wish to make this duty sound like a burden because it is quite the reverse – it is a way to express our creativity and our capacity for innovation as well as to enjoy working and living with others in common cause."

Five years into the Decade, the conference had four main objectives: to highlight the relevance of ESD to all of education; to promote international exchange on ESD, especially between the North and the South; to carry out a stock-taking of the implementation of the UN Decade, and to develop strategies for the way ahead.
Conference participants were able to exchange ideas, experiences and good practices on education for sustainable development (ESD) through the 4 plenaries, the 22 workshops on specific thematic and strategic issues with regard to ESD, the project-based workshops in and around Bonn providing ‘hands-on’ experiences of ESD, the various special events, and the ESD Projects Exhibition which presented 25 concrete good practice projects selected from all over the world. Five projects per world region, representing different ESD approaches and stakeholders, were on display.

Participants examined regional, national and cultural differences as well as challenges in the implementation of the UN Decade. They also discussed mechanisms for enhanced cooperation in the implementation of the UN Decade, especially focusing on exchange between developing countries, countries in transition and industrialized countries.

At the end of the conference, the Bonn Declaration reflecting the debates and proposing strategic orientations for the implementation of the UN Decade in its second half was adopted. It attests the importance of ESD in the current world situation. In particular, in light of the present context of financial and economic crises and global challenges, it places emphasis on several key areas, which include: reinforcing the educational response to sustainable development challenges; developing and building capacities for adapting to change; sharing knowledge and experiences; and reinforcing synergies between different education and development initiatives.

The Bonn Declaration is a call for action, stating that, “in the coming years, there is a clear need for both developed and developing countries, civil society and international organizations to make significant efforts to:

At policy level in member states
- Promote ESD’s contribution to all of education and to achieving quality education
- Increase public awareness and understanding about sustainable development and ESD
- Mobilize adequate resources and funding in favour of ESD
- Re-orient education and training systems to address sustainability concerns through coherent policies at national and local levels
- Develop and strengthen existing international, regional and national enabling mechanisms and cooperation for ESD that respect cultural diversity and enhance North-South-South and South-South cooperation

At practice level
- Support the incorporation of sustainable development issues using an integrated and systemic approach in formal education as well as in non-formal and informal education at all levels
- Reorient curriculum and teacher education programmes to integrate ESD into both pre-service and in-service programmes
- Promote evidence-informed policy dialogue on ESD, drawing upon relevant research, monitoring and evaluation strategies, and the sharing and recognition of good practices
- Develop and extend ESD partnerships to integrate ESD into training, vocational education and workplace learning
- Involve youth in the design and implementation of ESD.
- Enhance the major contribution and key role of civil society
- Value and give due recognition to the important contribution of traditional, indigenous and local knowledge systems for ESD
- Actively promote gender equality through ESD
- Develop knowledge through ESD networking
- Encourage and enhance scientific excellence, research and new knowledge development for ESD through the involvement of higher education institutions and research networks in ESD
- Develop institutional mechanisms to ensure that ESD continues to be implemented beyond the DESD
- Engage the expertise available within the UN system to strengthen ESD in key sustainable development conventions
- Intensify efforts in education and training systems to address critical and urgent sustainability challenges”

It calls for making a compact with the global DESD movement aimed at improving knowledge, skills and competencies and strengthening values and attitudes oriented towards a transition to a more just, fair and viable world. The Bonn Declaration will serve as the backbone for the development of the post-Bonn process within the framework of the DESD.

@ Conference website – http://www.esd-world-conference-2009.org/
DESD Monitoring & Evaluation process: Phase 1 nearing completion

The 3rd draft of the DESD Global Report on contexts and structures for ESD was presented at the Bonn World Conference on ESD. This was done in one of the Conference plenaries with a presentation of the key findings of the draft Global Report, as well as regional perspectives.

This report is an output of the DESD Global Monitoring and Evaluation Framework, developed with the generous support of Japan, to assist countries in assessing the progress achieved with regard to contexts and structures of work on ESD. Through this, UNESCO is able to assess both global progress and how the Decade is meeting local needs and priorities.

Findings generated from the implementation of four components have informed the draft DESD Global Report:

- Questionnaire
- Complementary research
- Multi-stakeholder consultation process
- UNESCO’s self-evaluation portfolio

The questionnaire was sent to all UNESCO National Commissions with a guidelines document and glossary. The UNESCO Regional Bureaux extended assistance to countries in completing the questionnaire and coordinated the DESD M&E process at regional level.

Complementary research (interviews with key ESD experts, review of existing ESD case studies, etc.) was conducted by the UNESCO Regional Bureaux to provide additional information. A global data collation & analysis template based on the indicators corresponding to the theme of the 2009 report was developed. The template was adapted by the UNESCO Regional Bureaux and completed with data generated by implementing the questionnaire and conducting complementary research.

A multi-stakeholder consultation process was conducted by requesting 11 major stakeholder networks (e.g. IUCN, Earth Charter International, etc.) to answer a set of questions related to the theme of the 2009 report.

A UNESCO self-evaluation portfolio, based on interviews with the DESD Thematic Programme Leaders, showcases UNESCO’s own work on ESD. This component is in line with the ‘one-UNESCO’ approach to the DESD that underpins the DESD Action Plan.

Global Action Week 2009 - The Big Read

Under the slogan ‘Open Books, Open Doors’, Global Action Week 2009 (April 20 to 26) focuses on youth and adult literacy and life-long learning to raise awareness about the global literacy challenge. Worldwide, some 776 million adults lack literacy skills, 75 million children are out of school and millions more leave school early without acquiring basic literacy and numeracy skills. Literacy is a basic right. It is a fundamental condition for being part of today’s knowledge societies. Literacy is key to reducing poverty, increasing economic opportunities, improving child and maternal health, preventing HIV and AIDS and encouraging political participation.

Global Action Week, led by the Global Campaign for Education, will send a strong signal to policy-makers and the international community on the importance of one of the most neglected Education for All goals. More political commitment, more effective literacy programmes and more funding are required to make literacy a basic right for all.
The highlight of the campaign is the “Big Book”, a collection of short stories about how education changes lives. “Big Read” events will be organized, during which individuals will read from this book and sign a statement at the back of it calling for more commitment and investments to ensure that everyone is able to read and write.

The Global Action Week is an advocacy campaign organized each year by the Global Campaign for Education. UNESCO, as coordinator of the EFA movement and of the United Nations Literacy Decade (2003-2012), supports this campaign and will be organizing activities around the world relating to the “Big Read.”

\[\text{http://www.campaignforeducation.org/en/big-read}\]

**2009 Earth Hour**

Earth Hour began in Sydney in 2007, when 2.2 million homes and businesses switched off their lights for one hour. In 2008, the message had grown into a global sustainability movement, with 50 million people switching off their lights. Global landmarks such as the Golden Gate Bridge in San Francisco, Rome’s Colosseum, the Sydney Opera House and the Coca Cola billboard in Times Square all stood in darkness.

In 2009, besides turning off lights for one hour, Earth Hour was taken to the next level, with the goal of 1 billion people casting their vote for Earth. Unlike any election in history, it is not about what country you are from, but instead, what planet you are from.

VOTE EARTH is a global call to action for every individual, every business, and every community – a call to stand up and take control of the future of our planet. This year, Earth Hour was transformed into the world’s first global election regarding Earth and global warming. For the first time in history, people of all ages, nationality, race and background have an opportunity to cast their vote for Earth. WWF are urging the world to VOTE EARTH and reach the target of 1 billion votes by the time world leaders meet in Copenhagen for the Global Climate Change Conference in December 2009. This meeting will determine official government policies to take action against global warming, which will replace the Kyoto Protocol. It is the chance for the people of the world to make their voice heard.

\[\text{http://www.earthhour.org/home/}\]

**FROM THE BONN WORLD CONFERENCE ON ESD**

**Mrs Graça Machel at the Opening Session**

The Opening Session helped to frame the context of the Conference and set the tone for ensuing discussions and subsequent sessions. This was done through several keynote addresses, including a video message from Queen Rania of Jordan, and an inspirational speech by Mrs Graça Machel, who reminded participants of the need to keep the promises made in Jomtien and Dakar regarding education and sustainable human development.

She remarked: “Here we are: 19 years after Jomtien, 9 years after Dakar and halfway through the Decade of Education for Sustainable Development. If we are to avoid meeting again in 2015 and being forced to admit to our continuing failure to fulfil our promises to our children, we need to be more decisive, strategic, sustained and meaningful in our actions and we need to take those actions now”.

She went on to argue: “We know that education is key to individual growth as well as social, economic and political development. Yet education does not take place in a vacuum. I believe that the best education, of whatever kind, promotes the development of strong value systems to guide the learner. We need education that empowers learners with knowledge, skills and values. [...] As educators, administrators, politicians and activists – individually and collectively – those of us attending this conference have the opportunity to promote education that enables us to rebuild a stronger, more sustainable, more accountable world”.

In conclusion, she said: “I hope that when we meet again in 2015, it is because we can look our children in the eye and at ourselves in our mirrors, knowing that we have at last moved from rhetoric to significant action and fulfilled our promises of access to good quality, sustainable education to our children and each other”.

High-Level Segment

A High-Level Segment gave 47 ministers and deputy-ministers of education the opportunity to discuss achievements in their respective countries and the way ahead regarding implementation of the DESD, especially in the perspective of ESD’s contribution to quality education.

This session was the occasion for ministers to review some of the developments and achievements since the launch of the DESD, and to look at what would be priority areas to focus on for the remaining years of the Decade. They were also able to discuss some of the obstacles encountered in the implementation of the Decade in their respective countries and regions.

The session stressed that ESD is one of the key drivers towards sustainability, the need to accelerate actions in the second half of the Decade, and the urgency of moving towards more sustainable practices.

Workshops

A total of 22 Workshops addressed specific thematic and strategic issues with regard to ESD. They were grouped according to the four thematic clusters of the conference:

- Relevance of ESD for key sustainable development challenges
  - Education for Water Sustainability
  - Strengthening the educational response to climate change internationally
  - Advancing sustainable lifestyles and responsible consumption through ESD
  - ESD and disaster risk reduction: building disaster-resilient societies
  - Educating for food security: the contribution of ESD
  - AIDS, Health and Education for Sustainable Development
  - Mainstreaming Biodiversity into education and learning
  - The economic pillar of Sustainable Development: educational approaches

- Building partnerships to promote ESD
  - UNESCO Biosphere Reserves as learning sites for integrating local and global sustainability issues
  - The Role of Private Sector in Education Sustainable Development
  - Media as partners for ESD
  - ESD in North-South-South & South-South partnerships and development cooperation

- Capacity development for ESD
  - Global responsibilities and local realities to foster ESD through institutional frameworks
  - The role of Civil Society in ESD
  - From the margins into the center: Establishing ESD in education plans and curricula
  - Teacher Education to address sustainability
  - Monitoring and Evaluation of ESD – Results and lessons learnt from the DESD M&E process and indicators for measuring progress in ESD

- ESD and the teaching-learning process
  - Synergies and differences between EFA and ESD
  - Better schools at preschool, primary and secondary levels through ESD
  - The role of Higher Education and research in ESD
  - ESD and lifelong learning
  - ESD and TVET – developing skills and labour force competencies

Project-based workshops

Project-based workshops were held in and around Bonn to strengthen the international exchange of good practice. Project-based workshops were organised by local ESD projects and focused on the implementation of ESD in practice. Examples from Germany were showcased through discussions and with hands-on experiences. In addition, project presentations and guided tours around the project area were provided.

Project-based workshops also provided space for informal exchange between project representatives and conference participants. The project-based workshops complemented the on-site conference programme by providing ‘hands-on’ experiences of ESD.
"Young ESD Voices from around the World" workshop

The day before the World Conference, a workshop "Young ESD Voices from around the World" brought together 25 young people from different parts of the world who have demonstrated engagement in ESD.

Workshop participants discussed ESD in their respective countries and looked at what should be the main emphases for the second half of the DESD, as well as what their joint and individual engagement towards implementing the DESD in its second half could be. Workshop results were presented at the Opening Plenary of the Conference. The youth workshop participants then took part in the Conference.


Special events, documents and background information

The Conference website (www.esd-world-conference-2009.org/) can be consulted for further information on the different conference sessions, including special events and documents of the conference.


AFRICA – ESD projects presented at the Bonn World Conference on ESD

Chanuka Express

With the motto "Learning for sustainable living", this pro-active youth-to-youth advocacy programme in Kenya is offering practical learning and training outreach services. Learning practical skills and how to use them empowers young people to embrace positive attitudes to improve health, protect themselves and the environment, creating their own more peaceful and productive lives. Operating from a fuel-supplied, sound-equipped and donated bus, the trained Chanuka Express team provides hands-on training by building on the practical knowledge and skills contents of the innovative Young African Express educational newspaper. Reinforced by their receiving monthly issues of this newspaper this training extension programme prepares teenagers and young adults to become positive players in promoting peace, improving health and protecting the environment. Uniquely, the interactive approach inspires young people to heighten their self-reliance, entrepreneurship and social responsibility in building productive sustainable lives within households and communities, contributing toward a more secure and prosperous nation.

@ http://www.education.nairobi-unesco.org/index.php?option=com_content&task=view&id=2648&Itemid=56

Mainstreaming Environment and Sustainability into African Universities (MESA)

Mainstreaming Environment and Sustainability into African Universities (MESA) is a partnership programme to mainstream environment and sustainability concerns into the teaching, research, community engagement and management of universities in Africa. The partnership programme includes an ESD innovations short course developed and implemented by partners in order to strengthen capacity to establish ESD innovations in universities; seminars for university leaders; a biennial conference providing an opportunity for universities to report on ESD innovations associated with the university's triple mission of research, teaching and community engagement, and to engage in North-South dialogue; and pilot programmes linking universities, communities and business and industry in sustainable development partnerships. The Project also develops a tool for use in assessing the extent to which universities have integrated sustainability issues in their teaching, research and community engagement activities, management practices and students' involvement in sustainability initiatives.

@ http://www.unep.org/training/
@ http://www.ru.ac.za/eesu
The San Development Programme & sustainable living in an arid country, Namibia

The San Development Programme
San are the most marginalized people in Namibia and southern Africa and do not commonly enjoy access to schools or health facilities. The integrated approach to education for San children was developed to address both their educational and social needs. The main goal of the project is to provide quality early childhood education and development for San children and to enable them to access to primary education, and to successfully complete primary and secondary education. A feeding programme was established as well as other amenities such as basic clothing and facilitating access to health facilities for the San children. The programme also offers leadership vocational skills training for underprivileged youth in the Ohangwena region, including the San youth. In partnership with national stakeholders and international partners, the project also aims to assist in reducing poverty through capacity-building and the provision of vocational skills for adult San members to enable them to develop income-generating activities.

Habitat Research and Development Centre (HRDC)
The HRDC is the focal point for Research and Development in the promotion of sustainable human settlements, through the promotion and demonstration of alternative building materials, design, infrastructure (water, sanitation, energy), community support, policy support, and education and information dissemination. Capacity-building is achieved through supporting formal education at various educational institutions, experimental learning at the HRDC, and informal education in community-based activities. This involves lecturing at tertiary institutions, and involvement in projects or in educational activities of schools, civil society, decision-makers, and communities in urban and rural areas. On-site facilities offered include training workshops, conference halls, or educational tours through the Centre.

Namib Desert Environmental Education Trust (NaDEET): Educating for Sustainable Living
Located in the Namib Desert, NaDEET aims to empower and educate Namibians for a sustainable future. The main focus is conducting environmental education programmes at the NaDEET Centre. As a model in sustainable living, NaDEET Centre believes environmental education must not only increase awareness and knowledge but also eco-friendly attitudes and skills in Namibia’s youth and educators to promote participation. The Environmental Literacy Project, the Bush Telegraph magazine, aims to encourage lifelong learning and investigation in local environmental issues. It is distributed biannually to over 13,500 readers.

SADC Regional Environmental Education Programme
The overall objective of the project is to enable environmental education practitioners in the SADC region to strengthen environmental education processes for equitable and sustainable environmental management choices. In order to achieve this objective, a range of training and networking opportunities have been developed. The programme seeks to responsively support educators working in diverse educational settings, and engaging with a wide range of environmental issues and sustainable development challenges. The SADC Regional Environmental Education Programme has been working at the interface between the social, political, economic and biophysical dimensions of life in southern Africa. Working within this complex realm, the programme has sought to support innovative and quality education initiatives that are participatory and responsive to local contexts, and that seek to support informed critical action for social transformation.

Gaia Education, Design for Sustainability - Eco villages in Senegal
The project aims at developing courses on sustainable community design and development and is driven by a circle of experienced ecovillage educators with academic and professional backgrounds in a wide range of disciplines. The major achievement so far has been the development of the “Design for Sustainability Curriculum” which draws from the experience and expertise of the most successful ecovillages and community projects worldwide. It has been used on the five continents and more than 1100 people have been trained over the last three years. The subjects are arranged around four dimensions: Social, Economic, Ecological, Worldview. Virtual programmes are offered as well as programmes in ecovillages, cities and traditional villages around the globe.
The first African national ecovillage network, GEN Senegal, seeks to improve and protect its 45 member villages. GENSEN promotes sustainable local development practices, the Millennium Development Goals and Ecovillage Design Education through action learning and participatory community development programmes. GENSEN’s university courses have accredited more than 300 Senegalese and international students through the University of Massachusetts, educated several hundred villagers and ecovillage interns and developed community programmes including biological agriculture, health/nutrition services, solar energy, microcredit, cultural preservation, ecotourism, computer literacy among others.

@ http://www.gaiaeducation.org/
@ GENSEN - http://gensenegal.org/

ARAB STATES – ESD projects presented at the Bonn World Conference on ESD

SUMAMAD - Sustainable Management of Marginal Drylands

This UNESCO project studies sustainable management and conservation of marginal drylands in northern Africa and Asia. The project, which was launched in 2002, uses a harmonized methodology for 9 selected study sites, allowing results comparing and knowledge-sharing. Scientists from Belgium, China, Egypt, I.R. of Iran, Jordan, Pakistan, Syria, Tunisia and Uzbekistan collaborate in this project.

The SUMAMAD Project seeks to improve alternative livelihoods of dryland dwellers; to reduce vulnerability to land degradation in marginal lands through rehabilitation efforts of degraded lands; and to improve productivity through identification of wise practices using both traditional knowledge and scientific expertise. It focuses on rehabilitating degraded lands and managing water resources by combining traditional knowledge and modern technologies, building capacities, sharing of scientific knowledge and creating networking among participating countries.

@ http://www.unesco.org/mab/ecosyst/drylands/Sumamad.shtml

Culture of Care & Water for Life

The project has successfully mobilized youth aged 13-17 at "50 + 50" schools in 13 Arab countries plus 10 countries world-wide around two ESD actions from the Life-Link Friendship-Schools programme: Culture of Care & Water for Life. Each action is composed of three 2-hour lessons (one per week) combined with two 3-hour students Self- & Field studies. A specific "Dialogue-Schools” initiative has been introduced into this project: each participating school communicating their Water for Life results with two schools in other countries; one in a neighbouring country, the second school at another continent. The performed pilot project has included an assessment study on the level of each student as well as each participating teacher. An evaluation conference held in June 2008 in Petra, Jordan unanimously recommended an extended project involving more countries and schools for the years 2009-2011.

@ http://www.life-link.org/

Kids ISO 14000 programme in Kuwait

This project was initiated by the Japanese NGO ArTech with the support of UNU. The programme seeks to have participants implement a Plan-Do-Check-Act (PDCA) cycle in their own homes to measure aspects such as water and energy consumption. UNESCO has co-organized and hosted for several years an annual international training workshop of Eco-Kids instructors.

The project aims at contributing to the solution of environmental problems and issues related to consumption. It aims at promoting environmental awareness among students and enhancing cooperation between them. In Kuwait, this project was implemented in two schools of each educational area in the intermediate stage in 2007. Teacher training took place as well. During 2009, the programme will be implemented within all schools throughout Kuwait.

@ http://www.iso.org/iso/kidsiso_home.html
**Rashid and Dana the Recyclers**

The "Rashid the Recycler" guide, including poster, CD-Rom, quiz, photographic contest and an environment award for young people, was put into practice in selected Qatari schools. The experience was highly successful and received massive attention by the local and regional newspapers. The Qatari version is now completed, and UNESCO is planning for a second version called “Rashid & Dana the Recyclers” as younger sister Dana has joined Rashid. The guide, based on the motto “Reduce, Reuse, Recycle”, will provide statistics, relevant addresses, and country-specific information.

The project aims to raise awareness and build capacity regarding the importance of waste management. Students will learn how to actively contribute to reducing, reusing, and recycling waste products. The rationale is to contribute to better management of valuable resources, better waste management, and a cleaner environment, and to make students aware that there is an international market, and an increasingly important career path, in the recycling and waste management industry. The project offers students a comprehensive introduction to waste management based on greater knowledge of various materials’ life cycles.

@ http://www.rashid-and-dana.org/

**YouthXchange: adopting sustainable lifestyles**

This joint UNEP/UNESCO project on youth and sustainable consumption is designed to assist teachers, youth groups, and NGOs to raise awareness of sustainable consumption and empower youth to put theory into practice.

To make sustainable consumption more immediate to youth, the YouthXchange toolkit refers to the notion of lifestyles rather than consumption. This way, healthy eating, climate change or media literacy are included in the discourse as significant factors in developing consumer awareness.

@ http://www.youthxchange.net/main/dubai.asp

**ASIA & THE PACIFIC – ESD projects presented at the Bonn World Conference on ESD**

**Water School for a Living Yangtze**

Water School for a Living Yangtze is a component of the International Water School Programme initiated in Austria by Swarovski. The long-term goal of the Water School for a Living Yangtze is to restore the ecological integrity of the Yangtze River by increasing public participation in sustainable water resource management. In the short term, the programme seeks to foster environmental stewardship in select watersheds of the Yangtze through education and community outreach. The project aims to create opportunities for empowerment and action, promote awareness and understanding of the importance of the resource water, the principles of wise and sustainable water management and the need for responsible actions to be taken. At present, the programme is in effect in twenty-seven different schools and communities along the Yangtze River in the Shangri-la (Yunnan), Sichuan and Shanghai regions. The programme process involves developing water school teaching material, training teachers, implementing the project in the selected pilot schools over three years and fostering and supporting water community action. It is also a platform for cultural exchange between students from different cultural and ethnic backgrounds, both within China and internationally through links with other Water School projects around the world.

@ http://www.shangrilainstitute.org/

**Global Communities for Sustainability & Samvardhan – Nurturing Nature and People**

Global Communities for Sustainability

The project involved high schools in Australia working with high schools in India on identifying and addressing sustainability issues in their own local areas in partnership with local community stakeholders while sharing their learnings through online discussions on the project website. The project involved showcasing of project action and exchange visits by student representatives to Australia and India. The project provided an intense learning opportunity for students over the period of the academic year. It builds models of exchange and sharing and develops cultural
understanding, leadership and problem solving skills for sustainability among young people. Community actions are initiated by students in partnership with local councils and officials.

**Samvardhan – Nurturing Nature and People**
The Samvardhan project is improving the quality of life of nearly 4500 families in the tribal area of South Gujarat (located in Western India). The focus of the project is on access to safe water, improving livelihoods and enhancing effective primary education. The approach to achieve the desired results and to sustain it is by building sustainable community institutions and by enhancing capacity of the existing. This also strengthens grass root level democracy at the village level which empowers the community to get access to entitlements. This has been achieved through a unique model of building cadre of rural entrepreneurs named as “Community Entrepreneurs” (CEs). This cadre lives in each of the villages and enhances local capacity for sustainable change. The project is implemented by Centre for Environment Education (CEE), India, with Field Studies Council, UK as overseas partner.

@ Global communities - http://www.ceeaustralia.org  
@ Samvardhan - http://www.ceeindia.org/cee/index.html

**Reuse young coconut husk, Malaysia**
The project wants to find a solution to using the waste of young coconut husks after its pulp has been scraped and the water is used as a drink. Coconuts are sold on the streets of Malaysia everywhere, with the husks being thrown on the streets. These husks are the food of worms that produce good compose. In the same time, the skin of young coconuts can be used as a substitute for plastic bags during plant propagation and growing seedlings. This method avoids the normal practice of leaving the husks on the street, where the accumulated water in the husk is a breeding ground for mosquitoes, and burning them will cause damage to the environment. The aim is to encourage and support public and community participation through schools. Compost can be made in the local area with local organic waste. Because the project is just about to start, ideas and decision-making are still needed in detail. To achieve this, the teachers shall show examples as ideas do come from teachers too and modify them to suit special needs.

**Untouched World Charitable Trust, New Zealand**
The New Zealand lifestyle essentials clothing brand Untouched World and its sibling Untouched World Charitable Trust grew out a desire to create a positive, sustainable future with social, cultural and environmental sustainability built deep within the DNA of the business. The aim of this close relationship between the Trust and its parent company is to facilitate a full circle chain of influence internally and externally which actively challenges people to think and act more sustainably. A matrix model has been developed to determine the social, economic political and environmental impacts of current practices across the business. Therefore, an inclusive staff education programme that increases understanding of sustainability and provides concrete examples of current actions being taken by staff in the business is developed and implemented.

The main focus of the Untouched World Charitable Trust itself is youth leadership. It provides young adults with unique learning experiences in a diverse array of sites throughout New Zealand, developing practical, intellectual and life skills to maximise their potential and inspire them to lead the way in achieving a sustainable future. The programmes involve school students, years 11-13, and pre-service teachers beginning their teaching career. In both cases, the programme is trying to build leadership capability and a ‘shift in thinking’. The students and pre-service teachers are mentored by lecturers, teachers and community educators from a range of backgrounds, and follow-up continues into their adult lives.

@ http://www.untouchedworld.com/

**Small is beautiful, Tuvalu**
Tuvalu’s citizens are threatened with becoming the planet’s first entire nation of environmental refugees. Small is Beautiful's primary objective is to assist Tuvaluans to survive as a nation and, if possible, to allow them to remain on their ancestral land. This can be achieved by a combination of the reduction of greenhouse gas emissions and raising awareness of other sustainable development solutions and initiatives (using some of the Small is Beautiful tools, participating in campaigns for the application of international directives and by changing individual habits through education); by the study of appropriate on-site solutions for local environmental
problems; and by planning for worst case scenario per identifying a new homeland where the nation of Tuvalu can be resettled, and establishment of an official status for environmental/climatic refugees. The ultimate objective is to participate in an active, global movement to create tools for safeguarding our environment and hopes of a solution for us all. The project focuses on most of the environmental issues such as energy, waste, biodiversity, water, air and erosion but also cultural preservation and education about all these issues.

@ http://www.alofatuvalu.tv/

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**EUROPE & NORTH AMERICA – ESD projects presented at the Bonn World Conference on ESD**

**Dalhousie University College of Sustainability, Canada**

The College of Sustainability at Dalhousie University provides an interdisciplinary forum for collaborative teaching and learning to address global sustainability issues. The College is unique in Canada, offering an approach to sustainability issues that cuts across disciplinary boundaries and provides a common place at the centre of the community for the study of sustainability. Experiential learning is built into the curriculum, and students have multiple opportunities to work with community stakeholders on current sustainability problems.

@ http://ess.dal.ca/College_of_Sustainability.php

**Memo’Risks, “Disaster Risk Reduction Begins at School” World Campaign & Digital database on disaster risk reduction education materials**

Memo’Risks teaches a local and practical disaster reduction education. “Memo’Risks” associates the city and the educational institution in a global project for communication upon major risks. Based upon a true partnership, the project couples risk education among the children with risk awareness among the population. The method applies to natural and technological risks, and is adaptable to any territory and any language.

Besides this main target, “Memo’Risks” raises adult awareness and leads the school to take all necessary preparation to face crisis. Finally, it gives the pupils an opportunity to take part in public life and encourages authorities to lead more efficiently their mission of spreading preventive information to the inhabitants. This project concerns children of 11 years old and older, attending general, technical and agricultural schools. Initiated in 2004, «Memo’Risks» is mainly developed on the Loire catchment basin (flooding & nuclear risks) and in the French PACA & Caribbean Regions (hurricane & seismic risks/flash flooding).

**World Disaster Reduction Campaign “Disaster Risk Reduction Begins at School”**

The Campaign seeks to promote mainstreaming of disaster risk reduction into school curricula and school activities, as well as safety of school buildings. As a follow-up of this campaign, a number of activities carried out and still ongoing lead towards building a culture of prevention at local, national and regional levels.

**Digital database on disaster risk reduction education materials**

The multilingual collection of educational tools in the field of disaster risk reduction from Member States is a compilation of hard-copy documents, electronic resources (books, brochures, manuals, DVDs, posters etc.) and useful websites covering disaster risk reduction materials for both formal and informal education.

@ Memo’Risks - http://www.prevention2000.org/memorisks/
@ World Campaign - http://www.unisdr.org/wdrc-2006-2007
@ DR Database - http://www.unisdr.org/eng/library/lib-index.htm

**Fostering good ESD practice through awarding the status of Official German DESD Project**

The German National Committee, which is the central steering body for the UN Decade ESD in Germany, awards the status of Official German Project of the UN Decade ESD to successful and innovative projects in order to highlight and encourage good practice. The main aims of this are to raise the visibility of successful ESD projects, to foster innovative approaches, to promote an integrative vision of ESD and to give recognition to practitioners in the field. The scheme is carried out in several successive steps from application to awarding along clearly defined criteria. As of October 2008, more than 700 projects have been recognized. The range of institutions that carry out Decade Projects reflects the diversity of ESD:
kindergartens, schools, universities, vocational and further training institutions, ministries, non-governmental organizations, businesses. The broad thematic spectrum of ESD is represented as well: there are projects with an emphasis on environmental education, on consumer education, on development education, projects that link cultural education and sustainable development, etc.. A particularly important aspect of the scheme is the stipulation that the projects subscribe to a complex and multidimensional concept of ESD. That is, for example, purely environmental projects that do not also consider some other dimension of sustainable development cannot be recognized.

@ http://www.bne-portal.de/coremedia/generator/unesco/en/01__Home/English_20Homepage.html

**ISE: Building the capacity for international partnership**

The aim of the project is to reorient education in general and teacher education in particular, towards sustainability. Research shall help to develop a methodological basis for sustainable development in education. In order to achieve these goals the ISE designs study programs for BA, MA and doctoral degrees in Education integrating Sustainable Development. Furthermore, two volumes of the Journal of Teacher Education for Sustainability are issued which are designed to disseminate the idea of ESD.

To facilitate networking, annual conferences on “Sustainable Development, Culture, Education” are held in different European countries. These conferences form part of a broader European networking strategy which also includes participation in European projects such as ERASMUS, COMENIUS or the Baltic and Black Sea Circle Consortium.

@ http://www.ise-lv.eu/

**CO2nnect – CO2 on the way to school**

Co2nnect is an international ESD school campaign held from 16 to 29 March 2009. It is about engaging schools in an internationally coordinated, internet-based activity in which schools, researchers and local decision-makers cooperate on the topic of CO2 emissions from local transport. The aim is to engage a large number of schools, pupils, parents and communities in Europe to work with sustainable development in the field of climate and transportation. To this end, ICT-based tools including guidelines, links and a CO2 transport emissions calculator will be provided.

During the campaign CO2-emissions on the way to school will be registered in a shared database and analyzed using tools on the campaign website. In a second step, reflections on the local transport system, its impact and room for improvement shall be undertaken. Finally, dialogue and debate with local decision makers about the situation of local transport shall be initiated.

@ http://www.co2nnect.org/

**LATIN AMERICA & CARIBBEAN – ESD projects presented at the Bonn World Conference on ESD**

**Spring’s Seeds - Exercising Citizenship since Childhood, Brazil**

The aim of the project is to create conditions for the exercise of citizenship since childhood, acknowledging that children and adolescents are citizens with a voice, who can actively participate in the life of the schools and the city where they live, contributing to building more socially equitable and sustainable societies. Their contributions are integrated into the pedagogical projects of schools and into the educational policies of the city, emphasizing education as a right of children and youth. The proposals made by the children and young people participating in the project are based on observations and discussions taking into account local problems and realities.

To stimulate attitude and behaviour changes throughout the school community, suggestions and proposals are incorporated into the Eco-Political-Pedagogical Project (PEPP) of the Educational Units of Osasco, to ensure that the different social actors are involved in the implementation of these actions. Currently, 101 schools are participating in this project.

@ http://www.paulofreire.org/
**National Program of Environmental Education, Colombia**

The National Program of Environmental Education describes the strategy of the Colombian government for the institutionalization of Environmental Education in Colombia at both local and national level. The program aims at developing a conceptual framework and methodology which shall guide environmental education. To this end, research on an ongoing basis shall be established, the results of which shall be disseminated. Environmental Education shall be incorporated at all levels of education, including disaster prevention and management education.

The program already started in 1992 and has made some progress so far. Environmental education has been integrated into the legal framework, a strategy for implementation has been adopted, and a permanent research program has been established. Half of the regions of Colombia are part of the project, 15 publications on Environmental Education were issued, about 900 teachers have formed coordination centers in the region and 511 educational institutions have introduced Environmental School Projects.

[@http://www.mineducacion.gov.co/1621/channel.html](http://www.mineducacion.gov.co/1621/channel.html)

**Education, protection and solution of environmental problems & prevention of natural disasters, Cuba**

The initiative aims at integrating education on environmental protection and disaster prevention into the Cuban educational system, and more precisely in regions at risk such as the river Cuaguateje and Toa and the National Parks Guanahacabibes and Viñales. Educational programs on Environment and Disaster Prevention are designed for teachers and community leaders starting from a survey of the environmental problems of communities in the area. Environmental issues shall be integrated on all levels of education and environmental education of teachers is to be strengthened. Risk maps are developed and Risk Management Centres created. Environmental activities in schools are promoted and created. Families and communities shall be involved to the same extent as students. Educational material and research shall be developed. The overarching goal is to achieve broad knowledge of environmental issues and disaster prevention among the population in the affected areas.

[@http://www.rimed.cu/](http://www.rimed.cu/)

**Sistema Nacional de Certificación Ambiental de Establecimientos Educativos, Chile**

During 2003 the Ministry of Education, the National Commission for the Environment, the National Forestry Corporation, UNESCO and the Chilean Association of Municipalities, signed a collaboration agreement to jointly undertake the implementation of the National Environmental Certification of Educational Establishments (SNCAE). During the year 2008, the General Directorate of Waters (DGA), also joined this collaborative effort.

During the period 2003-2008, more than 1,000 educational establishments have joined SNCAE across the country, benefiting 400,000 students who are at different levels of progress in its educational and environmental strategies. Of these, it is estimated that 500 will be environmentally certified by the end of 2009.

The SNCAE provides indicators of environmental quality for three areas of education: teaching; management; and scope of relations with the environment. These three areas should be working from a holistic perspective, across the environmental issues arising from local environments. The aim is to generate the knowledge and action, through the contextualization of educational content, the involvement of the authorities of the school through the use of environmental management and the generation of recovery and conservation in their living spaces.

[@http://www.conama.cl/educacionambiental/1142/channel.html](http://www.conama.cl/educacionambiental/1142/channel.html)

**Sandwatch Project**

Sandwatch seeks to modify the lifestyle and habits of children, youth and adults on a community-wide basis and to develop awareness of the fragile nature of the marine and coastal environment and the need to use it wisely.

It is an educational process through which school students and community members learn and work together to scientifically measure changes and critically evaluate the problems and conflicts facing their beach environments, and then to develop and
implement sustainable approaches to address these issues. The Project provides opportunities for students and communities to be actively involved in the management and wise use of the coastal environment.

@ http://www.sandwatch.ca/

UPCOMING EVENTS

**World Civic Forum – Building Our Humanitarian Planet**
(5-8 May, Seoul, Korea) initiated by Kyung Hee University and the UN Department of Economic and Social Affairs (UNDESA)

@ http://www.wcf2009.org/

**7th International JTEFS/BBCC Conference "Sustainable Development. Culture. Education" - Research and Implementation of Education for Sustainable Development**
(5-8 May, Daugavpils University, Latvia) hosted by 11 universities: Daugavpils University (Latvia), Tallinn University (Estonia), University of Vechta (Germany), University of Helsinki (Finland), University of Joensuu (Finland), University of Debrecen (Hungary), Anadolu University (Turkey), Rhodes University (South Africa), York University (Canada), Vilnius University (Lithuania), and Siauliai University (Lithuania).

@ http://www.ise-lv.eu/

**5th World Environmental Education Congress – Earth, our Common Home**
(10-14 May, Montreal, Canada)

@ http://www.5weec.uqam.ca/EN/

**Regional Conference on TVET and ESD**
(14-16 May, Minsk, Belarus) organized by UNESCO Moscow Office in cooperation with the Government of the Republic of Belarus and the Council on Cooperation in Education of the Commonwealth of Independent States (CIS)

**CONFINTEA VI - “Living and Learning for a Viable Future – The Power of Adult Learning”**
(19-22 May, Bélem, Brazil)

@ http://www.unesco.org/UIL/en/focus/confintea.htm

**Colloque international - Changements climatiques et évaluation environnementale : enjeux et outils pour l’évaluation des impacts et l’élaboration de plans d’adaptation**
(26-29 May, Niamey, Niger) organized by the Secrétariat international francophone pour l’évaluation environnementale (SIFÉE)

@ http://www.sifee.org/Niamey_2009/Niamey_2009.htm

**4th International Conference on ICT for Development, Education and Training – eLearning Africa 2009**
(27-29 May, Dakar, Senegal)

@ http://www.elearning-africa.com

**17th triennial Conference of Commonwealth Education Ministers (17CCEM) - "Making Connections and Partnerships: Towards and beyond global goals and targets”**
(15 - 19 June, Kuala Lumpur, Malaysia) hosted by the Government of Malaysia (Ministries of Education and Higher Education) in association with the Commonwealth Secretariat, the Commonwealth of Learning, the Commonwealth Foundation, the Association of Commonwealth Universities, the Commonwealth Teachers' Association, Nexus Strategic Partnerships and others.

@ http://www.17ccem.com/01_home.html
**World Conference on Higher Education** - “The New Dynamics of Higher Education”  
(6-8 July, UNESCO HQ, Paris)  

**International Seminar on Climate Change Education**  
(27-29 July, UNESCO HQ, Paris) organized by the UNESCO Intersectoral Platforms on Climate Change, ESD and SIDS with Danish funding and support.  

**SELECTED RESOURCES FOR THE DESD**

**ASPNet: Good Practices for Education for Sustainable Development**

UNESCO’s Associated School Network (ASPNet) has published its Second Collection of Good Practices: ASPnet in Support of Education for Sustainable Development. The publication, which targets coordinators and teachers, presents a variety of successful school-based projects, activities and approaches contributing to Education for Sustainable Development. These good practices emanate from ASPnet’s 8,500 Associated Schools in 178 countries.  

**Educational Volga Kits**

On World Water Day 2009, UNESCO Moscow Office, Coca-Cola HBC Eurasia and the Coordination Centre of the Movement “Let’s Help the River” within the Ecological Centre “Dront” officially launched the Volga Kits, developed in the framework of the Living Volga Programme in cooperation with Astrakhanskiy Biosphere Reserve.

The two Volga Kits contain a set of educational and information materials that should be used for education and environmental awareness-raising purposes among different population groups. The *Awareness Volga Kit* is prepared for local private and governmental organizations, general local public and mass media. The *Educational Volga Kit* is developed for educational institutions, schoolchildren, youth and local population.

The Kits include strategy and action plans for raising environmental awareness, brochures on the ecological situation in the Volga Basin, press-kit, leaflets describing the ecological behaviour of different stakeholder groups, a map with indicated location of Volga biosphere reserves and sites of World Cultural Heritage, and postcards and posters on species of fauna and flora of the Volga Region. The Volga Kits will be constantly updated in order to assist in the development of a careful attitude towards natural resources of the Volga Basin.  

**Learning and Knowing in Indigenous Societies Today**

The book is organised into three sections. The first addresses the link between indigenous knowledge and indigenous language, and explores the opportunities this interconnection provides for understanding and countering declines in both. The second section examines how the loss of indigenous knowledge due to insensitive school programmes may be countered by integrating indigenous knowledge and languages into school curricula. The third section explores the need for the revitalisation of indigenous ways of learning, generally outside of a classroom environment, and how this may be practically viable in modern contexts.  

**TVETipedia - global knowledge sharing platform on technical and vocational education**

The UNESCO-UNEVOC International Centre has launched TVETipedia. It is an online portal for the exchange of information on technical and vocational education and training (TVET). It is a place to find:  
- general information on TVET (e.g. the glossary)  
- examples of good practices and lessons learned  
- collaboration on TVET projects
TVETipedia aims to:
- become an important source of information about TVET worldwide
- engage TVET stakeholders
- increase awareness of the importance of TVET

@ http://www.TVETipedia.org

Francophone ESD web portal
Terra Project, in partnership with the French Environment and Energy Management Agency (ADEME), UNESCO/MAB and the French Research Institute for Development (IRD) and with the support of the French Ministry of Education, has developed the first Francophone web portal providing free access to thousands of teaching and learning resources on sustainable development for primary through high school, along with a work space for teachers and their students.

Focusing on the main themes of sustainable development, with a multidisciplinary approach, hundreds of interactive activities are available, as well as diverse multimedia resources for secondary and high school level.

@ http://www.education-developpement-durable.fr

DESD PARTNERS & STAKEHOLDERS CORNER
Building up Education towards Sustainable Urban Development: UNESCO Networking Event at the 4th World Urban Forum in Nanjing (China, 3-6 November 2008)
As lead agency for the UN Decade of Education for Sustainable Development (DESD), UNESCO organized a Networking Event during the 4th World Urban Forum in Nanjing (China), during which experts and representatives of UNESCO, international organizations, universities and local governments presented projects on harmonious cities, including:
- social inclusion
- ecological sustainability
- political participation and good governance
- multicultural expressions and societies
- appropriate planning and landscape design

Introducing the Networking Event, Brigitte Colin¹ argued that Education for Sustainable Urban Development plays a central role in promoting knowledge and educating people to create sustainable urban environments for future generations. It is a strategy to enable individuals to take informed and responsible decisions and actions at all levels of urban life, now and in the future. Education initiatives such as the UNESCO Chairs can foster people’s participation in civic and democratic life in cities.

The Networking Event was an ideal opportunity to introduce the newly created UNESCO Chair in Sustainable Urban Development for Asia and the Pacific to a wider audience. The Chair, established in August 2008 at the University of Newcastle (Australia), has the mission to work with governments and academics across the Asia-Pacific region, identifying better ways to harmonize the rapid urbanization processes, which characterize the region. In his presentation, Professor Steffen Lehmann² outlined the Chair’s focus on scientific research in sustainable urban development, reflecting regional needs and UNESCO’s priorities. The UNESCO Chair will contribute to capacity-building and professional training, enhance international cooperation in higher education and research and disseminate research-based best practice for transforming existing urban areas into sustainable cities through the development of an Action Plan for the Asia-Pacific region.

Professor Shao Yong³ presented the outcomes of the fifth edition of the International Workshop (WAT) organized by the UNESCO Chair in Landscape and Environment of the University of Montreal-CUPEUM (Canada), and held in Jinze (China) from 20 to 31 October. Carried out in close cooperation with the Tongji University (Shanghai, China) and the local and regional authorities, the Workshop is a unique collaboration between research and policy. The local authorities of the Qingpu District, a satellite city of Shanghai, focused on

¹ Brigitte Colin is programme specialist in ‘Cities and Architecture’ in the Section of International Migration and Multicultural Policies of UNESCO.
² Dr. Steffen Lehmann is Chairholder of the UNESCO Chair in Sustainable Urban Development for Asia and the Pacific at the University of Newcastle (Australia).
³ Shao Yong is Associate Professor at the College of Architecture and Urban Planning of the Tongji University in Shanghai (China).
Jinze, responding to development issues in this medium-sized town. Over 40 students led by 10 professors from 11 universities from China, Canada, Italy, Tunisia, Syria, Lebanon, Morocco and the Republic of Korea designed 12 landscape projects out of which three were selected by the Qingpu local authorities for further examination. The final selected project will lay the foundation for the future planning of the water city of Jinze, located on the outskirts of Shanghai.

The contribution of the UNESCO’s International Hydrological Programme (IHP) to the Networking Event was made by Dr. Sarantuyaa Zandaryaa on ‘Education for Sustainable Urban Water Management’, complemented by the presentation on ‘Urban Water Governance: The European Perspective’ by Professor Bernard Barraqué. It was highlighted that fostering science for sustainable use and management of water resources has always been at the core of UNESCO-IHP, implementing a wide range of activities promoting knowledge and education for sustainable urban water management. Significant achievements were emphasized, including: the development of the U WET TT – Urban Water Education and Training Tool designed to promote capacity building on urban water management and the publication of UNESCO-IHP Urban Water Series, which comprises several books examining various aspects of integrated urban water management. Recognizing the need to develop science-based approaches addressing impacts of urbanization, the seventh phase of UNESCO-IHP (2008-2013) places a special focus on strategies for adaptation of urban water systems to global changes such as climate change and climate variability, population growth and the formation of megacities.

The presentation on ‘Education for a Rights-based Approach to Social Inclusion’ by Alison Brown, explored the UNESCO/UN-Habitat project ‘Urban Policies and the Right to the City: Rights, responsibilities and citizenship’, initiated in 2005, and launched the project report compiled with Annali Kristiansen in 2008. Exploring the theme of inclusive cities, the project drew on UNESCO’s social transformations and human rights agendas and UN-Habitat’s global campaign on urban governance. Meetings in three continents debated extensive evidence on city initiatives promoting social inclusion including the groundbreaking Brazil City Statute 2001 which reframed urban property rights to reflect social need, and the Montréal Charter of Rights and Responsibilities 2002 which forms a mandate for all city government action. The paradigm of the right to the city is seen as an opportunity for radical reappraisal of urban policy to enable all urban residents’ full freedoms in civic life. It recognizes rights for marginalized communities — women, migrants, informal economy workers or religious minorities — reframing relations between city residents and the state within a spectrum of human rights. The growing interest in this powerful agenda is testimony to its potential in promoting the inclusive city as a city for all.

‘Building Education towards Sustainable Urban Development’ also relates to ‘Education for building inclusive multicultural cities’. For this, local governments have a strategic role to play when it comes to countering racism and all forms of discrimination. The International Coalition of Cities against Racism, an initiative launched by UNESCO in 2004, offers a platform for cities to share experiences to improve their policies to fight discrimination. The Canadian Coalition of Municipalities against Racism and Discrimination (CMARD) is one of the six regional coalitions set up within this framework. John Reilly focused on the Office of Diversity and Inclusion (ODI) of the City of Edmonton, since 2007 part of CMARD. The ODI was established in 2005 to support the City Council and Administration in developing strategies to increase diversity within the City’s workforce, create inclusive workplaces and better serve the city’s diverse population. To honour the City’s commitment to CMARD, the ODI is implementing the Racism Free Edmonton Action Plan. The plan calls for a major public awareness campaign, policy change and the development of effective monitoring, reporting and public response systems.

Since more than half the world’s population lives in cities today, acquiring tools and skills to create sustainable urban environments is now critical. UNESCO’s urban sustainability strategy for the 21st century builds on the agenda of Education for Sustainable Development. The overall goal of Building up Education towards Sustainable Urban Development is to integrate the values inherent in sustainable development into all aspects of learning to encourage changes in behaviour that allow the construction of sustainable and inclusive cities for all.

@ WUF4 - http://www.unhabitat.org/categories.asp?catid=535
@ UNESCO & urban issues - http://www.unesco.org/shs/urban
@ UNESCO & water issues - http://www.unesco.org/water
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.

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