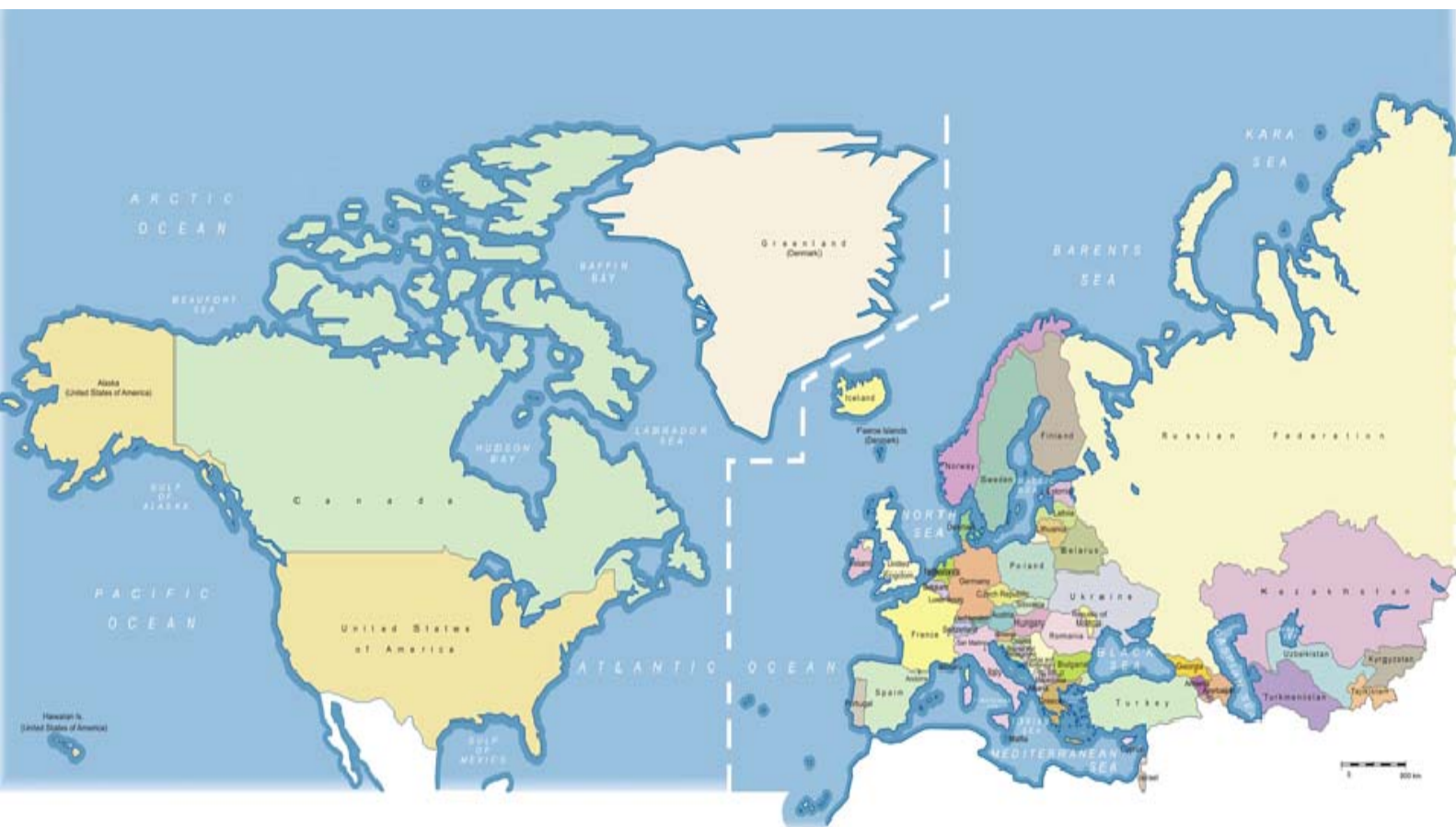


UNECE

Strategi för utbildning för hållbar utveckling

Antagen 23 mars 2005 vid högnivåmöte i Vilnius mellan utbildnings- och miljöministrar i 55 länder inom ramen för FN:s ekonomiska kommission för Europa



REGERINGSKANSLIET

Utbildnings- och
kulturdepartementet

UNECE Strategi för utbildning för hållbar utveckling

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FÖRORD

I ett hållbart samhälle går ekonomiska, sociala och miljömässiga mål hand i hand och förstärker varandra i en positiv utveckling. Det karaktäriseras av solidaritet, såväl mellan generationer som inom och mellan länder. Arbetet med hållbar utveckling är långsiktigt och utbildning spelar en viktig roll. Hållbar utveckling kan inte byggas utan kunskap och engagemang.

För oss handlar hållbar utveckling i mångt och mycket om ansvar. Ett ansvar för såväl nuvarande som framtida generationer, våra egna och andras barn. Vi har en tradition av att dela upp vår verklighet i olika delar för att kunna förstå vår omvärld. Hållbar utveckling utmanar vår nuvarande världsbild – den kräver ett helhetstänkande, att kunna förstå samband. Hållbar utveckling i Sverige och andra länder kan endast uppnås inom ramen för såväl globalt som regionalt och lokalt samarbete.

Ett samhälle med hållbar utveckling är ett samhälle som genomsyras av demokratiska värderingar. Det är ett samhälle som kan ge varje människa, barn och gamla, kvinnor och män, rätt till ett värdigt liv. Stat, regioner och kommuner har ett stort ansvar för att utforma samhället för en hållbar utveckling, men även många enskilda beslut hos företag, i hushåll och familjer har stor betydelse.

Det är viktigt att allt lärande, utbildning och forskning samt kompetensutveckling präglas av perspektivet hållbar utveckling vilket är nödvändigt för en hållbar samhällsutveckling såväl i Sverige som internationellt.

Lärandet bör stimulera till aktivt deltagande och kritiskt tänkande kring byggandet av ett hållbart samhälle. För individen är utbildning avgörande för att tillgodogöra sig information om hållbar utveckling och göra medvetna val som konsument och samhällsmedborgare. Universitet och högskola har en särskild roll för att fylla begreppet med konkret innehåll och för att sprida kunskap till framtidens lärare och andra yrkesgrupper.

Regeringens nyligen reviderade hållbarhetsstrategi har som mål att Sverige skall vara ett ledande land när det gäller utbildning för hållbar utveckling i det livslånga lärandet. Utbildning från förskola till högre utbildning såväl som folkbildning samt kulturområdet bör genomsyras av perspektivet hållbar utveckling och en fri och oberoende mediestruktur skall upprätthållas. Det samförstånd som kom till uttryck i UNECE:s strategi för utbildning för hållbar utveckling är en viktig del i strävan att hela befolkningen skall ha kunskaper om och möjlighet att agera för en hållbar samhällsutveckling. Strategin sammanfaller i huvudsak med Agenda 21 för utbildning för hållbar utveckling i Östersjöregionen, Baltic 21E.

För alla i utbildningssektorn finns dessutom ett specifikt och mycket viktigt ansvar nämligen att se till att vi skapar förutsättningar för utbildning för hållbar utveckling på alla lärosäten och på alla utbildningar. Att framtidens generationer och beslutsfattare får kunskap för hållbar utveckling. Men det är viktigt att vi inte enbart stannar där. Vi måste också se till att dessa förutsättningar omvandlas till praktisk handling. Att utbildningen för hållbar utveckling inte enbart är en möjlighet, utan också inbjuder till handling. Genomförandet av såväl Baltic 21E som UNECE strategin är betydelsefulla verktyg i regeringens strävan till en hållbar utveckling i Sverige och internationellt.

Leif Pagrotsky

Utbildnings- och kulturminister

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Samhällsbyggnadsminister

Lena Sommestad

Miljöminister

UNECE – vad är det?

UNECE

United Nations Economic Commission for Europe

UNECE är en av FN:s fem regionala kommittéer. Organisationen bildades 1947 och består av 55 medlemsstater från Europa, Nordamerika och Centralasien och Södra Kaukasien. Sverige har varit medlem i organisationen sedan den 28 mars 1947.

Den främsta uppgiften för UNECE består i att uppmuntra till ekonomiskt samarbete mellan medlemsstaterna. Arbetet fokuseras på ekonomiska analyser, miljöfrågor, hållbar energi, handel och industri, transporter samt vattenfrågor. UNECE rapporterar till FN:s ekonomiska och sociala råd, ECOSOC (*United Nations Economic and Social Council*).

Inom UNECE tas gemensam policy och regionala konventioner fram. Bland annat har fem konventioner slutits för att begränsa gränsöverskridande miljöproblem i regionen. Sedan 1991 har regionens miljöministrar genom "Environment for Europe" träffats för att stärka miljöarbetet och bättre knyta ihop väst och öst. Sambandet mellan miljö och andra områden har alltmer aktualiserats. Inom UNECE samarbetar därför medlemsländerna i tvärssektoriella processer på exempelvis miljö-, transport- och hälsoområdet samt utbildning för hållbar utveckling.

Frågan om utbildning för hållbar utveckling uppmärksammades inför FN:s Internationella konferens om hållbar utveckling i Johannesburg 2002 samt inför den femte alleuropeiska miljökonferensen i Kiev 2003. I Vilnius 2005 beslutade länderna om en UNECE strategi för utbildning för hållbar utveckling. Strategin blir vägledande i genomförandet av FN:s årtionde för utbildning för hållbar utveckling i regionen.

UNECE Strategi för utbildning för hållbar utveckling

Antagen vid högnivåmöte i Vilnius
mellan utbildnings- och miljöministrar
23 mars 2005

Ekonomiska och sociala rådet

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**EKONOMISKA KOMMISSIONEN FÖR EUROPA
KOMMITTÉN FÖR MILJÖPOLITIK**

Möte på hög nivå med miljö- och utbildningsdepartement
(Vilnius, 17-18 mars 2005)
(Punkt 5 och 6 på dagordningen)

**UNECE-STRATEGIN FÖR UTBILDNING
FÖR HÅLLBAR UTVECKLING**
antagen vid högnivåmötet**Vision**

Vår framtidsvision är en region som omfattar de gemensamma värderingarna solidaritet, jämlikhet och ömsesidig respekt folk, länder och generationer emellan. Den är en region som utmärks av hållbar utveckling, vilket innefattar ekonomisk livskraft, rättvisa, social sammanhållning, miljöskydd och en hållbar hushållning med naturresurser, så att dagens generations behov kan mötas utan att kompromissa med möjligheten för framtida generationer att tillgodose sina behov.¹

Utbildning är inte bara en mänsklig rättighet² utan även en förutsättning för att kunna uppnå en hållbar utveckling och ett absolut nödvändigt verktyg för en god samhällsförvaltning, välinformerat beslutsfattande och främjande av demokrati. Av det skälet kan utbildning för hållbar utveckling vara till hjälp för att förverkliga vår vision. Utbildning för hållbar utveckling utvecklar och stärker förmågan hos enskilda, grupper, samhällen, organisationer och länder att göra bedömningar och träffa val till fromma för hållbar utveckling. Detta kan befordra en attitydförändring hos människor och därigenom göra det möjligt för dem att skapa bättre säkerhet, bättre hälsa och större välstånd i vår värld, och på det viset förbättra livskvaliteten. Utbildning för hållbar utveckling kan tjäna som grund för kritiskt tänkande, högre medvetandegrad och självbestämmande så att nya visioner och idéer kan utvecklas och nya arbetssätt och verktyg utarbetas.

¹ Se även World Commission on Environment and Development, "Our Common Future", 1987.

² Se även Statement on Education for Sustainable Development; femte ministerkonferensen "Miljö för Europa", Kiev, 2003.

Inledning

1. Uppdraget att utarbeta strategin härrör från det uttalande som gjordes av UNECE-miljöministrarna vid den femte konferensen "Miljö för Europa" (Kiev, maj 2003). Vid utarbetandet av strategin har man haft nytta av erfarenheter som gjorts såväl inom regionen som globalt. Den är ett bidrag till och är i linje med riktlinjerna för utkastet till en genomförandeplan för Förenta nationernas årtionde för hållbar utveckling som tagits fram av Förenta nationernas organisation för utveckling, vetenskap och kultur (UNESCO) och strategin bör användas som en grundval för genomförandet i regionen av Årtiondet och tillämpningen av slutsatserna från Världstoppmötet om hållbar utveckling.
2. Strategin har utarbetats genom en process som omfattat regeringar, utbildningsinstitutioner, icke-statliga organisationer och andra intressentgrupper inom UNECE-regionen såväl som internationella organisationer och har präglats av mångas deltagande.
3. Denna strategi bör underlätta införandet och främjandet av utbildning för hållbar utveckling (UHUT) inom UNECE-regionen och därigenom bidra till förverkligandet av vår gemensamma vision.
4. UNECE-regionen omfattar länder med en stor kulturell mångfald och med skiftande socioekonomiska och politiska förhållanden. Framtidsutsikterna för hållbar utveckling är till stor del beroende av levnads-, konsumtions- och produktionsmönster som är stadda i förändring, samtidigt som hänsyn måste tas till behoven i länder där fattigdomsminskning allttjämt är en viktig angelägenhet.
5. Det finns i regionen både nödvändiga förutsättningar för och behov av att genomföra strategin. Flertalet länder i regionen har upprättat utbildningssystem med professionella utbildare i sin tjänst, säkrat tillgången till grundläggande utbildning och lika rätt till utbildning för alla, uppnått höga läs- och skrivkunnighetsnivåer, utvecklat en forskningspotential och sört för medverkan från det civila samhället. Dock kvarstår det utmaningar som måste mötas om UHUT ska kunna genomföras effektivt. Undervisningssystemen bör förbättras för att ta hänsyn till UHUT:s tvärvetenskapliga karaktär, involverandet av det civila samhället bör stärkas och en ändamålsenlig institutionell struktur och erforderliga materiella förutsättningar bör tillhandahållas.

I. SYFTE OCH MÅL

6. Syftet med denna strategi är att uppmuntra UNECE:s medlemsstater att utveckla och integrera UHUT i sina formella utbildningssystem, i alla relevanta ämnen, och i icke-formell och informell utbildning. Detta kommer att förse människor med kunskaper om hållbar utveckling och med färdigheter inom området, vilket ger dem större kompetens och självförtroende och ökar deras möjligheter att agera för ett hälsosamt och produktivt liv i samklang med naturen³ och med hänsyn till samhälleliga värdemönster, rättvis behandling av människor oavsett kön samt kulturell mångfald.

7. Målen för denna strategi, som kommer att bidra till att syftet uppnås, är att:

- (a) Tillse att politiska, reglerande och verksamhetsstrukturer främjar UHUT;
- (b) Arbeta för hållbar utveckling genom formellt, icke-formellt och informellt lärande;
- (c) Ge utbildarna kompetens att integrera hållbar utveckling i undervisningen;
- (d) Tillse att erforderliga verktyg och lämpligt material för UHUT finns tillgängliga;
- (e) Främja forskning om och utveckling av UHUT;
- (f) Stärka samarbetet på UHUT-området på alla nivåer inom UNECE-regionen.

³ Riodeklarationen om miljö och utveckling fastslår att människor står i centrum för frågor om hållbar utveckling, och att de är berättigade till ett hälsosamt och produktivt liv, i samklang med naturen (se även Genomförandeplanen, Världstoppmötet om hållbar utveckling, FN, 2002).

II. OMFATTNING

8. Strategin kommer att antas av de av UNECE:s medlemsstater som så önskar. Stater utanför regionen uppmuntras också att följa den.

9. Strategin riktar sig till regeringar, och ger dem motivation och råd om hur riktlinjer och metoder kan utarbetas som integrerar hållbar utveckling i utbildning och lärande med medverkan av utbildare och andra intressentgrupper. Då utbildning för hållbar utveckling måste beakta förhållanden på lokal, subnationell, nationell och regional nivå kan olika vikt läggas vid olika aspekter av hållbar utveckling, beroende på land och utbildningsområde. Strategin kommer att tjäna som en flexibel ram för regionens länder, eftersom genomförandet av den drivs fram av ländernas prioriteringar och initiativ som tar upp deras särskilda behov och omständigheter.

10. Strategin uppmuntrar till interdepartementalt samarbete och till samarbete och partnerskap mellan flera intressentgrupper på myndighetsnivå⁴, och stimulerar därigenom investeringar av materiella resurser och humankapital i UHUT.

11. Strategin inbegriper de grundläggande föreskrifterna i Education for All: Meeting our Collective Commitments⁵.

12. Strategin befrämjar tillämpningen av bestämmelserna om kommunikation, utbildning, och om att öka allmänhetens medverkan och att höja det allmänna medvetandet som återfinns i multilaterala miljööverenskommelser och andra relevanta överenskommelser. Den bör också befrämja tillämpningen av princip 10 i Riodeklarationen om miljö och utveckling, Århuskonventionen⁶, Förenta nationernas millenniemål⁷ och kvalitetsutbildning⁸ genom att främja beslutsfattande präglat av öppenhet och insyn, delaktighet och möjlighet till utkrävande av ansvar liksom att människor ges makt att påverka sin egen situation.

III. PRINCIPER

13. Det finns ett behov av att beakta hur begreppet hållbar utveckling utvecklas. Utvecklingen av ett hållbart samhälle bör av den anledningen ses som en fortlöpande inlärningsprocess som utforskar frågor och problem, där korrekta svar och lösningar kan ändras i takt med att vår erfarenhet växer. Inlärningsmål för UHUT bör innefatta kunskaper, färdigheter, förhållningssätt och värderingar.

⁴ Mellan statliga organ.

⁵ The Dakar Framework for Action, UNESCO, 2000.

⁶ UNECE:s konvention om allmänhetens tillgång till miljöinformation och deltagande i beslutsfattande på miljöområdet samt rättslig prövning av miljöfrågor, Århus (Danmark), 1998.

⁷ Förenta nationernas millenniedeklaration, Generalförsamlingen, 8:e plenarmötet, 2000.

⁸ Ministers of Education Joint Communiqué, 32nd General Conference of UNESCO, 2003.

14. Utvecklingen av UHUT såsom varande ett vittomfattande och innehållsrikt begrepp är ännu inte avslutad, ett begrepp där beslätade miljömässiga, samhällsrelaterade och ekonomiska frågor ingår. UHUT vidgar begreppet miljöutbildning (Environmental education, EE), som i allt större utsträckning tagit upp ett brett spektrum av utvecklingsteman. UHUT innefattar även olika element av utvecklingsinsatser och andra riktade utbildningsformer. Följaktligen bör miljöutbildning utvecklas och kompletteras med andra utbildningsområden inom ett integrerande förhållningssätt till utbildning för hållbar utveckling.

15. Centrala teman inom hållbar utveckling är bland annat fattigdomsminskning, medborgarskap, fred, etik, lokalt och globalt ansvarstagande, demokrati och förvaltning, rättvisa, säkerhet, mänskliga rättigheter, hälsa, likställdhet mellan könen, kulturell mångfald, utveckling av stad och landsbygd, miljöskydd, hushållning med naturresurser samt biologisk mångfald och landskapsvariation⁹. Att ta upp sådana mångskiftande ämnen inom UHUT kräver en helhetssyn¹⁰.

16. Vid genomförandet av UHUT bör följande områden uppmärksammas: en förbättring av grundläggande utbildning en omorientering av utbildningen mot en hållbar utveckling, ett höjande av det allmänna medvetandet och främjande av yrkesutbildning¹¹.

17. UHUT bör främja respekt för och förståelse av olika kulturer och välkomna bidrag från dessa. Ursprungsbefolkningars roll bör uppmärksammas och de bör vara delaktiga i utvecklingen av utbildningsprogram. Traditionella kunskaper bör värdesättas som en integrerad beståndsdel av UHUT.

18. De studerande på alla nivåer bör uppmuntras att använda kritiskt och kreativt tänkande, systemtänkande samt eftertanke i både lokala och globala sammanhang; detta är förutsättningar för att agera för hållbar utveckling¹².

19. UHUT är en livslång process från tidig barndom till högre utbildning och vuxenutbildning och omfattar mer än formell utbildning. Då grunden till värderingar, levnadssätt och attityder läggs redan vid tidig ålder har utbildningens roll särskild betydelse för barn. Eftersom inläring sker i det att vi ikläder oss olika roller under våra liv måste UHUT betraktas som en "livslång" process. Det bör genomsyra utbildningsprogram på alla nivåer, inklusive yrkesutbildning, utbildning för utbildarna (inklusive fortbildning), och fortbildning för yrkesverksamma och beslutsfattare.

20. Högre utbildning bör bidra avsevärt till UHUT gällande utveckling av adekvat kunskap och kompetens.

21. UHUT bör beakta skiftande lokala, nationella och regionala omständigheter liksom det globala sammanhanget, och eftersträva jämvikt mellan globala och lokala intressen.

⁹ Se även Framework for a draft implementation scheme for the Decade of Education for Sustainable Development, UNESCO, 2003.

¹⁰ Se även Statement on Education for Sustainable Development.

¹¹ Se även Agenda 21.

¹² Se även Statement on Education for Sustainable Development.

22. UHUT kan även bidra till att utveckla städer och landsbygdsområden genom att öka tillgången till utbildning och förbättra dess kvalitet. Detta skulle i synnerhet vara till gagn för befolkningen i landsbygdsområden.

23. Hänsyn till det etiska perspektivet, däribland frågor om jämställdhet, solidaritet och ömsesidigt beroende inom dagens generation och mellan generationer, liksom relationer mellan människan och naturen samt mellan rika och fattiga, står i centrum för hållbar utveckling och är följaktligen av avgörande betydelse för UHUT. Ansvarstagande är något inneboende inom etiken och får inom UHUT praktisk betydelse.

24. Formell UHUT bör genomsyras av livs- och arbetserfarenheter utanför klassrummet. Utbildare¹³ som arbetar med UHUT har en viktig uppgift när det gäller att underlätta denna process och att uppmuntra till dialog mellan elever och studenter och myndigheter och det civila samhället¹⁴. På detta sätt innebär UHUT en möjlighet för utbildningsväsendet att bryta sin isolering gentemot samhället.

25. UHUT innefattar initiativ som syftar till att utveckla en anda av ömsesidig respekt inom kommunikation och beslutsfattande, genom att flytta fokus från att enbart överföra information till att underlätta för delaktighetsbaserad inläring¹⁵. UHUT bör därför uppmärksammas för sitt bidrag till att riktlinjer skapas och beslut fattas på ett interaktivt och integrerat sätt. UHUTs roll för att utveckla och förbättra en demokrati präglad av deltagande¹⁶ bör också beaktas, i synnerhet som något som kan bidra till att lösa konflikter i samhället och att åstadkomma rättvisa, inklusive genom Lokal Agenda 21.

26. UHUT förutsätter samarbete och partnerskap mellan flera intressentgrupper. Huvudaktörerna innefattar regeringar, centrala och lokala myndigheter, utbildnings- och forskningssektorerna, hälso- och sjukvårdsområdet, den privata sektorn, näringslivet, transport- och jordbrukssektorerna, fackliga organisationer, massmedia, frivilliga organisationer, samhällen och grupper av olika slag, ursprungsbefolkningar samt internationella organisationer.

27. UHUT bör verka för genomförande av bestämmelserna i multilaterala miljööverenskommelser och relevanta internationella överenskommelser kopplade till hållbar utveckling.

IV. KONSEKVENSER FÖR UTBILDNING

28. UHUT ställer krav på en omorientering från att enbart fokusera på att tillhandahålla kunskap till att hantera problem och identifiera möjliga lösningar. Utbildning bör därför behålla sin traditionella fokus på enskilda ämnen, och samtidigt möjliggöra mång- och tvärvetenskapliga studier av situationer ur verkliga livet. Detta

¹³ Utbildare innebär undervisande personal i skolor, folkhögskolor och på universitet/högskolor, instruktörer och alla andra yrkesverksamma med utbildningsuppgifter, liksom även studiecirkelledare.

¹⁴ Se även Statement on Education for Sustainable Development.

¹⁵ Thessaloniki Declaration; Thessaloniki, Grekland, 1997. Vissa länder använder termen "socialt lärande" för delaktighetsbaserad inläring.

¹⁶ Agenda 21.

kan påverka såväl strukturen hos utbildningsprogram som undervisningsmetoder, och kräver en förändring, så att utbildare inte längre enbart fungerar som förmedlare och att studerande inte längre enbart är mottagare. Utbildning ska i stället vara ett lagarbete.

29. Institutioner för formell utbildning fyller en viktig funktion vad gäller utveckling av färdigheter redan i tidig ålder. De tillhandahåller kunskap och påverkar attityder och beteenden. Det är viktigt att säkerställa att alla elever och studenter får adekvat kunskap om hållbar utveckling och är medvetna om konsekvenserna av beslut som inte främjar hållbar utveckling. En utbildningsinstitution i sin helhet, inbegripet elever och studenter, lärare, ledning och annan personal samt även föräldrar, bör följa principerna för hållbar utveckling.

30. Det är viktigt att främja icke-formell och informell verksamhet inom UHUT-området, eftersom den utgör ett grundläggande komplement till formell utbildning, inte minst vad gäller vuxenutbildning. Icke-formell UHUT intar en särställning eftersom den ofta är mer mottagarorienterad, delaktighetsbaserad och främjar livslångt lärande. Informellt lärande på arbetsplatsen skapar mervärde för såväl arbetsgivare som arbetstagare. Därför bör samarbete mellan de olika aktörerna inom alla former av UHUT uppmärksammas och uppmuntras.

31. Lämplig utbildning och fortbildning av utbildare samt möjlighet för dessa att utbyta erfarenheter är av oerhörd vikt för UHUT:s framgång. Med ett ökat medvetande och ökad kunskap om hållbar utveckling samt, framför allt, aspekter av hållbar utveckling inom deras verksamhetsområden, kan utbildarna agera mer effektivt och föregå med gott exempel. Det bör även finnas en nära koppling mellan yrkesutbildning och relevanta forskningsresultat på området hållbar utveckling.

32. In- och utläring av UHUT förstärks av innehållet, kvaliteten och tillgången på läromedel. Sådana finns dock inte tillgängliga i alla länder. Detta innebär ett problem för hela det formella utbildningsområdet liksom även för icke-formellt och informellt lärande. Därför bör betydande ansträngningar göras för att utveckla och framställa dessa läromedel. Samstämmighet mellan läromedel inom formell och icke-formell utbildning bör uppmuntras. Utmaningen består i att tillse att läromedlen är relevanta för hållbar utveckling och tillgängliga till ett överkomligt pris.

33. För att få genomslagskraft bör UHUT:

- (a) Genomförs på två sätt: (i) genom att UHUT-teman integreras i alla relevanta ämnen, program och kurser; och (ii) genom att särskilda program och kurser erbjuds;
- (b) Fokusera på att möjliggöra meningsfulla erfarenheter av lärande, vilka formar ett hållbart beteende, bland annat inom utbildningsinstitutioner, på arbetsplatser, inom familjer och samhällen;
- (c) Intensifiera samarbete och partnerskap mellan personer som är verksamma inom utbildningssektorn och andra intressentgrupper. Ökat engagemang i utbildningsprocesser från den privata sektorns och näringslivets sida bidrar till att möta en snabb teknisk utveckling och förändrade arbetsvillkor.

Inlärningsaktiviteter i nära samverkan med samhället bidrar till att göra de studerandes praktiska erfarenheter rikare;

- (d) Ge insikter i globala, regionala, nationella och lokala miljöproblem samt förklara dessa genom ett livscykel tänkande och inte fokusera enbart på miljöpåverkan utan även på ekonomiska och sociala följdverkningar, med hänsyn till både den naturliga miljön och den som påverkats av människan;
- (e) Använda sig av ett brett spektrum av delaktighetsbaserade, processinriktade och problemlösningsorienterade undervisningsmetoder, särskilt anpassade till de studerande. Förutom de traditionella metoderna bör man även använda sig av exempelvis diskussioner, åskådliggöra begrepp och åsikter, filosofiska samtal, värderingsövningar, experiment, scenarier, modellering, rollspel, lekar, informations- och kommunikationsteknik (ICT), undersökningar, fallstudier, exkursioner och utomhuslärande, elevledda projekt, analys av god praxis, praktisk arbetsplatserfarenhet och problemlösning;
- (f) Understöddas av relevanta läromedel såsom metodologiska, pedagogiska och didaktiska publikationer, läroböcker, visuella hjälpmedel, broschyrer, fallstudier och goda exempel samt elektronik-, ljud- och videoresurser.

34. Regeringar bör stödja icke-formellt och informellt lärande eftersom välunderrättade medborgare och kunniga konsumenter är av avgörande betydelse, då de agerar för hållbar utveckling genom sina val och handlingar, inklusive lokala Agenda 21.

35. Icke-formellt och informellt lärande, inklusive program för att höja det allmänna medvetandet, bör syfta till att skapa en bättre förståelse av sambanden mellan sociala, ekonomiska och miljöfrågor i ett lokalt och globalt sammanhang, samt inkludera ett tidsperspektiv. Samhällen, familjer, media och frivilliga organisationer är viktiga aktörer för att öka det allmänna medvetandet på området hållbar utveckling.

36. Folkhögskolor, Studieförbund och frivilliga organisationer är av stor betydelse när det gäller att tillhandahålla informellt och icke-formellt lärande, och kan genomföra processer för att stärka medborgarnas inflytande samt sammanställa och omvandla vetenskaplig kunskap och fakta till lättfattlig information. Deras roll som förbindelselänk mellan regeringar och allmänhet bör uppmärksammas, främjas och stödjas. Samverkan mellan frivilliga organisationer, regeringar och den privata sektorn skulle i betydande grad öka värdet av UHUT.

37. Massmedia har stort inflytande över konsumenters val och levnadsmönster, i synnerhet vad gäller barn och unga människor. Utmaningen består i att ta tillvara kunskapen och distributionskanalerna inom media för att förmedla tillförlitlig information och centrala budskap i frågor som rör hållbar utveckling.

38. Alla yrkesgrupper kan bidra till nationell, regional och global hållbarhet. Att utveckla specialiserade yrkesutbildningar för att förse yrkesverksamma och beslutsfattare med de kunskaper och färdigheter som krävs för att bidra till en hållbar utveckling är en avgörande del av utbildning för hållbar utveckling.¹⁷

¹⁷ Se även Framework for a draft implementation scheme for the Decade of Education for Sustainable Development.

39. Följaktligen är yrkes- och vidareutbildning av stor betydelse och beslutsfattare och yrkesverksamma, särskilt de som deltar i planering och ledning, bör erbjudas sådan utbildning. Utbildningen ska ha som mål att skapa kunskap och medvetande om hållbar utveckling. Fort- och vidareutbildning har två huvudsakliga syften: (a) att förbättra kunskaper och färdigheter; och (b) att ge ny kompetens som behövs inom olika yrken och i olika situationer. Vidareutbildning är ett av de områden som skulle gagnas av samverkan mellan utbildningssektorn, intressentgrupper och samhället som helhet.

40. Yrkesutbildningar bör ta upp de centrala frågorna inom området hållbar utveckling, men bör samtidigt ta i beaktande vilka behov som finns inom olika yrken och hur relevanta frågeställningarna är för yrkesgruppernas verksamhetsområden. Särskild uppmärksamhet bör ägnas åt frågor med samband till ett yrkes främsta ansvarsområde och dess ekonomiska, sociala och miljöpåverkan.

41. För att UHUT ska bli en integrerad del av omställningen till ett mer hållbart samhälle måste även utbildningssektorn i sig genomgå förändringar. Forskning som kan bidra till UHUT bör främjas. Det finns ett behov av ökat samarbete och partnerskap mellan intressentgrupper inom forskning och utvecklingsverksamhet, från att formulera viktiga frågeställningar till att arbeta med ny kunskap och se till att människor känner till och använder sig av denna kunskap. Resultat av forskning och insatser för utveckling bör spridas till lokala, regionala och globala aktörer, samt integreras i olika delar av utbildningssystemet, liksom i erfarenhet och praxis.

V. RIKTLINJER FÖR GENOMFÖRANDE

1. Nationellt/statligt genomförande

42. Varje land är ansvarigt för att genomföra denna strategi. Det kommer att krävas starkt politiskt stöd på alla förvaltningsnivåer för att integrera aspekten hållbar utveckling inom all utbildning. För att uppnå detta mål rekommenderas att länder låter översätta denna strategi till sitt/sina inhemska språk och, i tillämpliga fall till minoritetsspråk, sprider den till berörda myndigheter och utser en ansvarig kontakt.

43. Ett effektivt genomförande av strategin förutsätter att dess innehåll införlivas i planerings-, investerings- och förvaltningsstrategier hos statliga och lokala myndigheter för alla utbildningsnivåer och för alla utbildningsinstitutioner och utbildningsorganisationer. Samtidigt bör genomförandet ske i enlighet med och dra nytta av andra relevanta statliga, bilaterala och multilaterala initiativ. Juridiska, ekonomiska och kommunikationsinstrument bör anpassas till landets förutsättningar. Länderna kan på så sätt genomföra innehållet, där så är lämpligt, i enlighet med sin lagstiftning, sin politik och sina verksamhetsstrukturer.

44. Länder bör identifiera sina befintliga åtaganden gällande kommunikation, utbildning och allmänhetens delaktighet och medvetande om internationella miljöavtal och andra relevanta överenskommelser för att genom UHUT kunna ta upp dessa på ett sammanhängande sätt.

45. Utbildningssektorn består av en mängd aktörer där beslut om regelverket sker olika i olika länder. Den riktar sig även till människor i olika åldrar och livssituationer. Utmaningen kommer att bestå i att arbeta fram och genomföra nödvändiga reformer av politikens uppläggning och utbildningssektorns verksamhetsstruktur, baserat på förtroende, delaktighet och närhetsprincipen, samt att uppmuntra självutvärdering. Det är viktigt att de som är ansvariga för formell, icke-formell och informell utbildning samarbetar med andra berörda statliga myndigheter för att genomföra strategin.

46. Samarbete, delat ansvar och ledarskap hos alla berörda statliga organ bör erkännas som en viktig mekanism för att åstadkomma god samhällsstyrning och bör stärkas. I synnerhet utbildnings- och miljödepartementen bör samarbeta och gå i bräschen för att initiera och uppmuntra ytterligare integrering av frågor gällande hållbar utveckling i formell utbildningspolitik, program och läroplaner på alla nivåer samt utvärdera genomförandet av strategin. Ett nära och effektivt samarbete med såväl andra offentliga myndigheter som övriga intressentgrupper krävs dock också, särskilt med myndigheter med ansvar för ekonomiska frågor.

47. Det finns behov av en samordningsmekanism för att genomföra strategin på statlig nivå, liksom för att utbyta information och stimulera samarbete mellan olika aktörer¹⁸. Ett alternativ är att skapa en "nationell UHUT- plattform", möjligen under rådet för hållbar utveckling eller andra berörda organ, så att yrkesverksamma från olika områden kan sammanföras.

¹⁸ Vissa länder har infört den s.k. "knowledge managementmodellen".

48. Nationella¹⁹ genomförandeplaner bör fungera som en central beståndsdel i genomförandet. Länder bör fatta beslut om att låta ett organ vara ansvarigt för att ta fram den nationella genomförandeplanen.

49. Den nationella genomförandeplanen bör utarbetas i enlighet med delaktighets. Detta innebär att alla intressentgrupper bör involveras. Den bör beakta den faktiska situationen i ett land. Med beaktande av att länder kan vilja fastställa sina egna prioriteringar och tidsplaner för genomförandet i enlighet med sina behov, sin politik och sina program, kan föreskrifterna i detta kapitel tjäna som en vägvisare för detta arbete. Nationella genomförandeplaner bör omfatta mål, aktiviteter, åtgärder, preliminär tidsplan, medel för genomförandet och utvärderingsinstrument.

2. Handlingsområden

Tillse att regelverken aktivt stödjer främjandet av UHUT

50. Målsättningar, lagstiftning, läroplaner och andra regelverk bör inkludera och främja UHUT. Särskilt viktiga åtgärder för att uppnå detta kan vara att: införa strukturer för UHUT för alla utbildningsnivåer; stimulera utveckling av samarbete mellan förvaltningsgrenar och flera intressentgrupper, inklusive inrättandet av samrådsmekanismer, där så är lämpligt; integrera principer för hållbar utveckling i grundutbildning och specialiserade kurser på alla nivåer inom högre utbildning, särskilt inom lärarutbildning; förbättra tillhandahållande och skötsel av utbildningsresurser i riktning mot hållbar utveckling och stärka kopplingen mellan naturvetenskap, ekonomi, statsvetenskap och samhällskunskap inom tvärvetenskapliga, mångvetenskapliga och specialiserade studier. Det bör finnas en god balans mellan tvärvetenskapliga och specialiserade studier.

Främja hållbar utveckling genom formellt, icke-formellt och informellt lärande

51. Att höja det allmänna medvetandet om hållbar utveckling inom och genom både institutioner för formell utbildning och samhällen och organisationer, familjer, media och frivilliga organisationer bör uppmuntras.

52. Yrkesrelaterade färdigheter och kunskaper på området hållbar utveckling bör kontinuerligt utvecklas och fördjupas och, följaktligen, utgöra en del av det livslånga lärandet för individer, inkluderande personer inom områden såsom offentlig förvaltning, den privata sektorn, näringsliv, transport- och jordbrukssektorerna. Utvecklingen av ny kunskap och behovet av att introducera nya färdigheter för att ge ett mer specifikt innehåll åt begreppet hållbar utveckling kommer även fortsättningsvis att vara en nödvändighet, då många kunskapsområden befinner sig i ständig utveckling.

53. Särskilt viktiga åtgärder för att uppnå detta kan vara att: erbjuda inlärningsmöjligheter med koppling till hållbar utveckling inom fortbildning för yrkesverksamma, inkluderande de verksamma inom planering, ledning och massmedia; att uppmuntra och stödja samhällsbaserade aktiviteter för att höja medvetandet om hållbar utveckling; utveckla samarbetet med icke-statliga

¹⁹ För länder med en federal myndighetsstruktur är alla hänvisningar till nationella planer tillämpliga på planer på Statlig nivå och nivåer därunder, där så är lämpligt.

organisationer och stödja deras utbildningsverksamhet; främja samarbete mellan institutioner för formell utbildning och icke-formella organisationer liksom informella verksamheter; uppmuntra media att tillhandahålla information och föra en debatt så att hållbar utveckling når den breda allmänheten.

Utveckla kompetens att delta i UHUT inom utbildningssektorn

54. Utbildningsverksamma, ledare och beslutsfattare på alla nivåer inom utbildningssektorn behöver öka sin kunskap om utbildning för hållbar utveckling för att kunna ge lämplig vägledning och stöd. Kompetensstärkande åtgärder är därför nödvändiga på alla nivåer inom såväl formell som icke-formell utbildning.

55. Särskilt viktiga åtgärder för att uppnå detta kan vara att: stimulera kompetensutveckling för personal inom utbildningssystemet, inklusive åtgärder riktade till ledare för att öka deras medvetenhet om frågor som rör hållbar utveckling; ta fram kriterier för tillgodoräknande av professionell kompetens i UHUT; introducera och utveckla ledningssystem för hållbar utveckling för formella utbildningsinstitutioner och icke-formella utbildningsmiljöer; integrera frågor som rör hållbar utveckling i yrkesutbildning och kompetensutvecklingsprogram för utbildningsverksamma på alla utbildningsnivåer; samt uppmuntra utbildningsverksamma, inklusive de som är aktiva inom informell och icke-formell utbildning, att dela med sig av sina erfarenheter.

Tillse att ändamålsenliga verktyg och lämpligt utbildningsmaterial för UHUT finns tillgängliga

56. Utbildningsmaterial måste tas fram för UHUT på alla nivåer, såväl för allmänna kurser som för specialiserad utbildning och självstudier, och anpassas till lokala förhållanden och behov.

57. Särskilt viktiga åtgärder för att uppnå detta kan vara att: stimulera utveckling och produktion av utbildningsmaterial för utbildningsverksamma, studerande och forskare på alla nivåer inom utbildning och yrkesutbildning, i synnerhet på lokala språk; uppmuntra utveckling och användning av elektronik-, ljud-, video- och multimedia-resurser och visuella hjälpmedel, både i inlärningssyfte och för informationsutbyte; förbättra tillgången till resurser och information som rör UHUT med hjälp av elektroniska medel och Internet; säkerställa samstämmighet mellan material avsett för formellt, icke-formellt och informellt lärande; samt utveckla relevanta spridningsstrategier.

Främja forskning om och utveckling av UHUT

58. Det finns ett behov av forsknings- och utvecklingsinsatser inom olika områden av UHUT, till exempel effektiva inlärningsmetoder, utvärderingsinstrument, formande av förhållningssätt och värderingar, utveckling av skolor/institutioner och användning av ICT. Forskning och utveckling på UHUT-området bör utgöra en kontinuerlig grund för vidare utveckling av UHUT.

59. Resultaten av arbetet inom forskning och utveckling bör spridas till aktörer lokalt, regionalt och globalt, och integreras i olika delar av utbildningssystemet.

60. Särskilt viktiga åtgärder för att uppnå detta kan vara att initiera och främja forskning och utbildning inom följande områden: innehållet i UHUT och in- och utlärningsmetoder; ekonomiska följder av och incitament för UHUT; metoder för att integrera aspekter av hållbar utveckling och dessas lokala anknytning i olika ämnen, varvid forskning som förenar olika dimensioner av hållbar utveckling ges företräde; indikatorer och utvärderingsinstrument för UHUT; samt spridning av forskningsresultat och exempel på god praxis.

3. Internationellt samarbete

61. Samarbete om utbildning för hållbar utveckling bidrar inte bara till att stärka och förbättra UHUT i länderna, utan kan även hjälpa till att trygga ömsesidig förståelse, stärka förtroendet och fördjupa respekten för kulturella värderingar och därigenom skapa vänskapliga relationer mellan folk och nationer och bidra till fred och välbefinnande.

62. Det finns ett behov av att på regional nivå se över och underlätta genomförandet av strategin och befrämja samarbete om UHUT. Den regionala processen bör ta hänsyn till annan utveckling som sker i samband med FN:s årtionde för utbildning för hållbar utveckling och ses som ett bidrag till de globala initiativen för UHUT.

63. Inom regionen finns rika erfarenheter av internationellt samarbete inom utbildning, i synnerhet inom högre utbildning. Ett antal nationella och subregionala nätverk, utbildningsinstitutioner, arbetsgrupper, nätverk och sammanslutningar för universitet, program och partnerskap har börjat arbeta för att utveckla mångvetenskapliga utbildningsformer i syfte att ta fram lösningar på problem kopplade till hållbar utveckling. Den stora utmaningen består i hur man på bästa sätt ska dra nytta av deras erfarenhet och potential för att främja UHUT. En annan utmaning är forskning om frågor som rör UHUT, som fortfarande inte intar någon framträdande ställning internationellt. Det finns även ett behov av internationellt samarbete om UHUT på förskole- och skolnivå.

64. Regionala och subregionala forum som sammanför personer inom utbildningsområdet, såsom statstjänstemän, utbildningsverksamma och forskare samt andra berörda aktörer för ett utbyte av erfarenheter och god praxis inom områden relaterade till hållbar utveckling och UHUT bör prioriteras högt.

65. UHUTs komplexa beskaffenhet gör det nödvändigt att inte enbart inbjuda utbildningssfären utan även andra berörda internationella aktörer för att samverka för att genomföra strategin. Detta gäller särskilt för internationellt samarbete som syftar till att fördjupa kunskaper och utveckla färdigheter med koppling till hållbar utveckling för olika yrkesgrupper och beslutsfattare.

66. Erfarenheter och behov skiljer sig åt mellan olika delar av UNECE-regionen. Subregionalt samarbete behöver stärkas. Detta skulle möjliggöra ett nära samarbete i frågor som är av stor vikt för en viss subregion, vilket skulle hjälpa länder att uppnå bästa praktiska resultat.

67. Det krävs ytterligare analys av behoven i olika subregioner. Särskild vikt bör läggas vid länderna i Östeuropa, Kaukasus och Centralasien (EECCA)²⁰ och Sydösteuropa när det gäller att lösa deras huvudsakliga problem inom miljöutbildning och utbildning för hållbar utveckling. Vissa av deras problem består i brist på lämpliga läromedel, ineffektivt kapacitetsutnyttjande inom högre utbildning och forskningsinstitutioner, bristen på kvalificerade utbildningsverksamma och otillräckligt höjande av kunskapen såväl som bristen på samarbete mellan olika departement och förvaltningsgrenar och flera intressentgrupper om UHUT. En annan utmaning som måste mötas i Sydösteuropa och EECCA är den bristfälliga utbildningskvaliteten för barn i landsbygdsområden och bristande ekonomiska resurser och humankapital för att utveckla UHUT i dessa områden. Därför bör kapacitetsuppbyggnad, ekonomiskt bistånd och stöd till utbildning, forskning och program för att höja kunskapen om hållbar utveckling i länder med övergångsekonomier uppmärksammas som en viktig fråga och behandlas av regeringar, berörda organisationer och bidragsgivare i enlighet därmed²¹.

68. Särskilt viktiga åtgärder kan vara att: stärka befintliga regionala och subregionala sammanslutningar och nätverk som arbetar med UHUT och uppmuntra twinningprogram, bilateralt samarbete och partnerskap; använda sig, där så är lämpligt, av befintliga internationella juridiskt bindande instrument som Århuskonventionen och andra relevanta överenskommelser för att höja kunskapen om hållbar utveckling; underlätta utbyte av god praxis och erfarenheter, innovationer och information rörande nationella erfarenheter och projekt inom utvecklingssamarbetet om UHUT-relaterade frågor, t ex genom att använda ICT-verktyg och UNECE:s webbplats; integrera UHUT i relevanta bilaterala och multilaterala program; uppmuntra icke-statliga organisationers och andra viktiga gruppers deltagande i det internationella samarbetet om UHUT; uppmuntra och samordna internationella arrangemang för att höja kunskapsnivån kring hållbar utveckling; samt uppmuntra till utbyte av erfarenheter.

69. För att trygga effektiv regional ledning och kommunikation fordras att kontaktpunkter för UHUT upprättas i samtliga UNECE:s medlemsstater samt i berörda internationella organisationer. Ett ledningsorgan som består av representanter för utbildnings- och miljö- (eller andra relevanta) sektorer bör inrättas för att följa upp genomförandet av strategin. Processen "Miljö för Europa" kan eventuellt användas som en samarbetsplattform för regionalt samarbete om UHUT och UNECE:s kommitté för miljöpolitik som ett organ med uppgift att granska hur strategins genomförande fortskrider i enlighet med kommitténs arbetsprogram.

70. Vid sina "Miljö för Europa"- konferenser kan ministrar tänkas vilja diskutera hur strategins genomförande fortskrider utifrån nationella eller andra relevanta rapporter. Granskningar av länders miljöarbete kan även innehålla en analys av det utvärderade landets insatser inom UHUT.

²⁰ Se även Environmental partnerships in the UNECE region: Environment Strategy for countries of Eastern Europe, the Caucasus and Central Asia. Strategic Framework; femte ministerkonferensen "Miljö för Europa", Kiev, 2003.

²¹ Se även Genomförandepånen, Världstoppmötet om hållbar utveckling.

4. Rollfördelning och ansvarsområden

71. Regeringar bör vara pådrivande för att främja och underlätta genomförandet av strategin i sina länder. De bör granska och regelbundet följa upp dess genomförande på alla förvaltningsnivåer.

72. Lokala utbildningsmyndigheter och institutioner för formell utbildning uppmanas att påta sig ansvar för tillämpningen av relevanta föreskrifter i strategin och övervaka dess genomförande.

73. Berörda intressentgrupper, däribland lokala myndigheter, utbildnings- och forskningssektorerna, hälso- och sjukvårdsområdet, den privata sektorn, näringslivet, transport- och jordbrukssektorerna, fackliga organisationer, massmedia, frivilliga organisationer, samhällen och grupper av olika slag, ursprungsbefolkningar samt internationella organisationer bör uppmanas att fastställa sina prioriteringar och ta ansvar för genomförande och uppföljning av strategin.

5. Ekonomiska frågor

74. En viktig förutsättning för strategins framgång är att erforderliga ekonomiska medel för dess genomförande garanteras. För att kunna göra en korrekt uppskattning av kostnaden för att genomföra de åtgärder som är absolut nödvändiga för att uppnå strategins mål och för avkastningen på denna investering, är det viktigt att förstå värdet av utbildning när det gäller att introducera riktlinjer och metoder för hållbar utveckling i samhället. Utbildning bör betraktas som en investering som kommer att betala sig på lång sikt.

75. Kostnaden för genomförandet av denna strategi bör i allmänhet axlas av varje land. Regeringar bör därför svara för att erforderliga resurser finns tillgängliga. Många av de åtgärder som föreslås kan integreras i pågående utvecklingsarbete inom utbildningssektorn. En del åtgärder kan lättare genomföras som subregionala projekt eller projekt omfattande hela regionen.

76. Regeringar bör överväga att använda sina budgetar och ekonomiska incitament för att finansiera UHUT för alla utbildningsformer, genom att bland annat införa stipendier om UHUT och kapacitetsuppbyggnad i utbildningsinstitutioner. Åtgärder bör vidtas för att integrera UHUT-element i relevanta bilaterala och multilaterala program. Partnerskap kan upprättas och bör uppmanas att söka stöd, inklusive bidrag, från internationella finansieringsorgan och den privata sektorn. I första fasen av strategins genomförande är ekonomiskt bistånd till en del områden i regionen, i synnerhet EECCA och länder i Sydösteuropa, avgörande för att hjälpa dessa länder att inleda processen.

6. Utvärdering och tidsplan

77. För att kunna utvärdera strategins genomförande bör en tidsram fastställas och indikatorer tas fram. Att ge människor möjlighet att agera för hållbar utveckling är en fråga om utbildningskvalitet och en följd av deras studier. Att införa aspekter av hållbar utveckling i alla utbildningsformer och på alla utbildningsnivåer är en lång process och resultatet kan därför bara mätas över lång tid.

78. Strategins genomförande bör betraktas som en kontinuerlig process. För att underlätta bedömningen av hur arbetet fortskrider föreslås dock tre faser för genomförandet:

Fas I (till 2007): god grund för att påbörja genomförandet av strategin, det rekommenderas att varje land identifierar vad som redan görs som skulle kunna passa inom ramen för strategin. Detta skulle omfatta en översyn av befintlig politik, juridiska strukturer och verksamhetsstrukturer, ekonomiska mekanismer samt utbildningsverksamhet, och detta skulle även omfatta identifiering av eventuella hinder eller brister. Stödåtgärder bör övervägas för att komma tillrätta med svagheter och en avpassad nationell genomförandeplan tas fram. Utvärderingsmetoder och indikatorer för genomförande av UHUT, särskilt kvalitativa sådana, bör utvecklas. Vid "Miljö för Europa"-konferensen har ministrar tillfälle att visa sitt engagemang för strategin, lyfta fram framgångar, föra samtal om viktiga frågor, samt rapportera om hur arbetet med deras nationella/statliga strategier fortskrider.

Fas II (till 2010): genomförandet av strategins föreskrifter, där de är tillämpliga, bör vara på god väg. I detta hänseende bör länderna granska de framsteg som gjorts vad gäller genomförandet av deras respektive nationella strategier och revidera dem vid behov.

Fas III (till 2015 och därefter): länderna bör ha gjort betydande framsteg i genomförandet av UHUT.

79. För att underlätta processinriktad utvärdering och benchmarking av Strategin bör ett antal frågor tas i beaktande. Dessa omfattar följande exempel: utnämning av ledare och samordnare för att driva strategin framåt; politiska, juridiska och verksamhetsstrukturer som främjar strategin; riktlinjer för samarbete mellan departement och flera intressentgrupper; graden av relevans i formella läroplans- och inlärningsprogram; utbildning och fortbildning om frågor som rör hållbar utveckling, särskilt för utbildare; verktyg och utbildningsmaterial för UHUT; forskning och utveckling om UHUT; utveckling av icke-formell och informell utbildning; samt medverkan från media och dess inverkan på studerande.

Två dokument finns att tillgå för bakgrundsinformation: det ena behandlar genomförda och pågående internationella processer om utbildning för hållbar utveckling (CEP/AC.13/2004/8/Add.1, här som bilaga 3) medan det andra klargör betydelsen av vissa termer som används i strategin(CEP/AC.13/2004/8/Add.2, här som bilaga 4).

BILAGOR

(ej översatta till svenska)

Bilaga 1

UNITED NATIONS

E

Economic and Social Council

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GENERAL
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Introduction

1. The mandate to develop the Strategy derives from the statement made by the UNECE Environment Ministers at their fifth “Environment for Europe” Conference (Kiev, May 2003). The Strategy benefited from experience gained both within the region and globally. It is a contribution to and in line with the Framework for a draft implementation scheme for the United Nations Decade of Education for Sustainable Development developed by the United Nations Educational, Scientific and Cultural Organization (UNESCO) and should be used as a foundation for the regional implementation of the Decade and outcomes of the World Summit on Sustainable Development.
2. The Strategy was developed through a participatory process involving governments, educational institutions, NGOs and other stakeholders of the UNECE region as well as international organizations.
3. This Strategy should facilitate the introduction and promotion of education for sustainable development (ESD) in the UNECE region and thereby contribute to the realization of our common vision.
4. The UNECE region encompasses countries with a rich cultural diversity and with different socio-economic and political conditions. The prospects of sustainable development depend to a great extent on changing lifestyles and patterns of consumption and production, respecting at the same time the needs of countries where poverty alleviation is still a major concern.
5. The region has both preconditions and needs for implementing the Strategy. Most countries in the region have established education systems employing professional educators, ensured access to basic education and equal rights to education for all, achieved high levels of literacy, developed a scientific potential and provided for the participation of civil society. However, there are still challenges to be met in order to implement ESD effectively. Education systems should be improved to address the interdisciplinary nature of ESD, the involvement of civil society should be strengthened and adequate institutional and material provisions should be mobilized.

I. AIM AND OBJECTIVES

6. The aim of this Strategy is to encourage UNECE member States to develop and incorporate ESD into their formal education systems, in all relevant subjects, and in non-formal and informal education. This will equip people with knowledge of and skills in sustainable development, making them more competent and confident and increasing their opportunities for acting for a healthy and productive life in harmony with nature³ and with concern for social values, gender equity and cultural diversity.

7. The objectives of this Strategy, which will contribute to the achievement of the aim, are to:

- (a) Ensure that policy, regulatory and operational frameworks support ESD;
- (b) Promote SD through formal, non-formal and informal learning;
- (c) Equip educators with the competence to include SD in their teaching;
- (d) Ensure that adequate tools and materials for ESD are accessible;
- (e) Promote research on and development of ESD;
- (f) Strengthen cooperation on ESD at all levels within the UNECE region.

II. SCOPE

8. The Strategy will be adopted by interested UNECE member States. States outside the region are also encouraged to follow it.

9. The Strategy is addressed to governments, motivating and advising them on how to develop policies and practices that incorporate sustainable development into education and learning with the involvement of educators and other stakeholders. Since education for sustainable development must take account of local, subnational, national and regional circumstances, it may place varying degrees of emphasis on the different aspects of sustainable development, depending on the country and the field of education. This Strategy will serve as a flexible framework for the countries of the region, given that its implementation is driven by countries' priorities and initiatives addressing their specific needs and circumstances.

10. The Strategy encourages interdepartmental⁴, multi-stakeholder cooperation and partnerships, thereby stimulating investment of material and human resources in ESD.

³ The Rio Declaration on Environment and Development states that human beings are at the centre of concerns for sustainable development, and that they are entitled to a healthy and productive life, in harmony with nature (See also Plan of Implementation, World Summit on Sustainable Development, UN, 2002).

⁴ Between State bodies.

11. The Strategy encompasses the basic provisions of Education for All: Meeting our Collective Commitments⁵.

12. The Strategy supports the implementation of the communication, education, public-participation and awareness-raising provisions of multilateral environmental and other relevant agreements. It should also support the implementation of principle 10 of the Rio Declaration on Environment and Development, the Aarhus Convention⁶, the United Nations Millennium Development Goals⁷ and Quality Education⁸ by promoting transparent, inclusive and accountable decision-making as well as people's empowerment.

III. PRINCIPLES

13. There is a need to consider the evolving meaning of SD. The development of a sustainable society should, therefore, be seen as a continuous learning process, exploring issues and dilemmas, where appropriate answers and solutions may change as our experience increases. Learning targets for ESD should include knowledge, skills, understanding, attitude and values.

14. ESD is still developing as a broad and comprehensive concept, encompassing interrelated environmental, economic and social issues. It broadens the concept of environmental education (EE), which has increasingly addressed a wide range of development subjects. ESD also encompasses various elements of development and other targeted forms of education. Therefore, environmental education should be elaborated and complemented with other fields of education in an integrative approach towards education for sustainable development.

15. Key themes of SD include among other things poverty alleviation, citizenship, peace, ethics, responsibility in local and global contexts, democracy and governance, justice, security, human rights, health, gender equity, cultural diversity, rural and urban development, economy, production and consumption patterns, corporate responsibility, environmental protection, natural resource management and biological and landscape diversity⁹. Addressing such diverse themes in ESD requires a holistic approach.¹⁰

⁵ The Dakar Framework for Action, UNESCO, 2000.

⁶ The UNECE Convention on Access to Information, Public Participation in Decision-making and Access to Justice in Environmental Matters, Aarhus (Denmark), 1998.

⁷ United Nations Millennium Declaration, The General Assembly, 8th plenary meeting, 2000.

⁸ Ministers of Education Joint Communiqué, 32nd General Conference of UNESCO, 2003

⁹ See also Framework for a draft implementation scheme for the Decade of Education for Sustainable Development, UNESCO, 2003.

¹⁰ See also Statement on Education for Sustainable Development.

16. While implementing ESD, the following areas should be addressed: improving basic education, reorienting education towards sustainable development, increasing public awareness and promoting training.¹¹

17. ESD should foster respect for and understanding of different cultures and embrace contributions from them. The role of indigenous peoples should be recognized and they should be a partner in the process of developing educational programmes. Traditional knowledge should be valued and conserved as an integral part of ESD.

18. Learners at all levels should be encouraged to use systemic, critical and creative thinking and reflection in both local and global contexts; these are prerequisites for action for sustainable development.¹²

19. ESD is a lifelong process from early childhood to higher and adult education and goes beyond formal education. As values, lifestyles and attitudes are established from an early age, the role of education is of particular importance for children. Since learning takes place as we take on different roles in our lives, ESD has to be considered as a “life-wide” process. It should permeate learning programmes at all levels, including vocational education, training for educators, and continuing education for professionals and decision makers.

20. Higher education should contribute significantly to ESD in the development of appropriate knowledge and competences.

21. ESD should take into account diverse local, national and regional circumstances as well as the global context, seeking a balance between global and local interests.

22. ESD could also contribute to developing rural and urban areas by increasing access to education and improving its quality. This would be particularly beneficial to people living in rural areas.

23. Addressing the ethical dimension, including issues of equity, solidarity and interdependence in the present generation and between generations, as well as relationships between humans and nature and between rich and poor, is central to sustainable development and, therefore, vital for ESD. Responsibility is inherent in ethics and becomes a practical matter for ESD.

24. Formal ESD should be permeated by experience of life and work beyond the classroom. Educators¹³ involved in ESD play an important role in facilitating this process and in encouraging dialogue among pupils and students and the authorities and civil society¹⁴. In this way, ESD presents an opportunity for education to overcome its isolation vis-à-vis society.

¹¹ See also Agenda 21.

¹² See also Statement on Education for Sustainable Development.

¹³ Educators are teachers, lecturers, trainers and all other professionals with educational tasks, as well as voluntary education leaders.

¹⁴ See also Statement on Education for Sustainable Development.

25. ESD involves initiatives for developing a culture of mutual respect in communication and decision-making, shifting the focus away from solely transmitting information towards facilitating participatory learning¹⁵. ESD should therefore be recognized for its contribution to interactive and integrated policy- and decision-making. The role of ESD in developing and enhancing participatory democracy¹⁶ should also be considered, in particular as a contribution to resolving conflicts in society and achieving justice, including through Local Agenda 21.

26. ESD requires multi-stakeholder cooperation and partnership. The main actors include governments and local authorities, the education and scientific sectors, the health sector, the private sector, industry, transport and agriculture, trade and labour unions, the mass media, non-governmental organizations, various communities, indigenous peoples and international organizations.

27. ESD should promote provisions of multilateral environmental agreements and relevant international agreements related to SD.

IV. IMPLICATIONS FOR EDUCATION

28. ESD demands a reorientation away from focusing entirely on providing knowledge towards dealing with problems and identifying possible solutions. Therefore, education should retain its traditional focus on individual subjects and at the same time open the door to multi- and inter-disciplinary examination of real-life situations. This could have an impact on the structure of learning programmes and on the teaching methods, demanding that educators change from being solely transmitters and learners change from being solely recipients. Instead both should form a team.

29. Formal education institutions play an important role in developing capacities from an early age, providing knowledge and influencing attitudes and behaviour. It is important to ensure that all pupils and students acquire appropriate knowledge of SD and are aware of the impact of decisions that do not support sustainable development. An educational institution, as a whole, including pupils and students, teachers, managers and other staff as well as parents, should follow principles of SD.

30. It is important to support non-formal and informal ESD activities, since they are an essential complement to formal education, not least for adult learning. Non-formal ESD has a special role as it is often more learner-oriented, participatory and promotes lifelong learning. Informal learning in the workplace adds value for both employers and employees. Therefore, the cooperation among the different actors involved in all forms of ESD should be recognized and encouraged.

¹⁵ Thessaloniki Declaration; Thessaloniki, Greece, 1997. Some countries use the term “social learning” for participatory learning.

¹⁶ Agenda 21.

31. Appropriate initial training and re-training of educators and opportunities for them to share experiences are extremely important for the success of ESD. With heightened awareness and knowledge on sustainable development and, in particular, SD aspects in the areas where they work, educators can be more effective and lead by example. Training should also be closely linked to the relevant research findings on SD.

32. Teaching and learning in ESD are greatly enhanced by the content, quality and availability of instruction materials. Such materials, however, are not available in all countries. This is a problem for entire sector of formal education as well as non-formal and informal learning. Therefore considerable efforts should be devoted to developing and reproducing them. Coherence between the instruction materials of formal and non-formal education should be encouraged and the challenge is to ensure that they are relevant to SD and locally affordable.

33. To be effective ESD should:

(a) Be addressed in two ways: (i) through the integration of ESD themes across all relevant subjects, programmes and courses; and (ii) through the provision of specific subject programmes and courses;

(b) Focus on enabling meaningful learning experiences that foster sustainable behaviour, including in educational institutions, the workplace, families and communities;

(c) Increase cooperation and partnerships among members of the educational community and other stakeholders. Further involvement of the private sector and industry in educational processes will help to address rapid technological development and changing working conditions. Learning activities in close relation with society will add to learners' practical experience;

(d) Provide an insight into global, regional, national and local environmental problems explaining them by means of a life-cycle approach and focusing not only on the environmental impact, but also on the economic and social implications, addressing both the natural environment and that modified by humans;

(e) Use a wide range of participatory, process- and solution-oriented educational methods tailored to the learner. Apart from the traditional ones, these should include among other things discussions, conceptual and perceptual mapping, philosophical inquiry, value clarification, simulations, scenarios, modelling, role playing, games, information and communication technology (ICT), surveys, case studies, excursions and outdoor learning, learner-driven projects, good practice analyses, workplace experience and problem solving;

(f) Be supported by relevant instruction materials, such as, methodological, pedagogic and didactic publications, textbooks, visual aids, brochures, cases studies and good practices, electronic, audio and video resources.

34. Governments should be supportive of non-formal and informal learning because informed citizens and knowledgeable consumers are essential in enacting sustainability measures through their choices and actions, including local Agenda 21.

35. Non-formal and informal learning, including public awareness programmes, should aim to provide a better understanding of the links between social, economic and environmental issues in local and global contexts, including a time perspective. Communities, families, the media and NGOs are important actors in raising public awareness on SD.

36. Non-governmental organizations (NGOs) are important providers of informal and non-formal learning, able to implement processes of civil empowerment as well as integrating and transforming scientific knowledge and facts into easily understandable information. Their role as mediators between governments and the general public should be recognized, promoted and supported. Partnerships among NGOs, governments and the private sector would add significant value to ESD.

37. Mass media is a powerful force in guiding consumer choice and lifestyles, especially for children and young people. The challenge is to mobilize their know-how and distribution channels to pass reliable information and key messages on SD-related issues.

38. All sectors of the workforce can contribute to national, regional and global sustainability. The development of specialized training programmes to provide professionals and decision makers with the knowledge and skills to contribute to SD has been identified as a critical component of education for sustainable development.¹⁷

39. Thus, vocational and continuing education have a very important role to play and should therefore be offered to decision makers and all professionals, especially those with a role in planning and management. It should be aimed at building knowledge and awareness of SD. Continuing education has two main activity areas: (a) upgrading knowledge and skills; and (b) providing new competencies needed in different professions and in different situations. Continuing education is one of the areas that would benefit from cooperation among the education sector, stakeholders and the community at large.

40. Training programmes should address the key themes of SD, but at the same time take into consideration the needs of different professions and the relevance of these themes to their areas of work. Special attention should be given to subjects linked to the primary responsibility of a profession and its economic, social and environmental impacts.

41. For ESD to become part of an agenda for change towards a more sustainable society, education itself must be subject to change. Research that might contribute to ESD should be encouraged. There is a need for increased cooperation and partnerships between stakeholders in research and development activities, ranging from identifying issues to working with new knowledge and making it known and used. The results of research and development efforts should be shared with actors locally, regionally and globally, and be incorporated into different parts of the education system, experience and practice.

V. FRAMEWORK FOR IMPLEMENTATION

1. National/State implementation

42. Each country is responsible for implementing this Strategy. To include SD perspectives throughout education, strong political support will be necessary at all levels of governance. To that end, it is recommended that countries should translate

¹⁷ See also Framework for a draft implementation scheme for the Decade of Education for Sustainable Development

this Strategy into their official language(s), and, as appropriate, language(s) of minorities, and distribute it to the relevant authorities and designate a focal point.

43. Effective implementation of the Strategy requires its provisions to be integrated into the planning, investment and management strategies of the State and local government for all levels of education and for all educational institutions and organizations. At the same time, the implementation should be in accordance with and benefit from other relevant State, bilateral and multilateral initiatives. The legal, economic and communication instruments should be adapted to the State's circumstances. Thus, countries would implement the provisions, as appropriate, in relation to their legislation, policies and operational frameworks.

44. Countries should identify their existing obligations regarding communication, education and public participation and awareness raising in international environmental and other relevant agreements in order to address these in a coherent manner through ESD.

45. The education sector consists of a broad field of actors with different regulatory management systems in different countries. It is also geared to people of different ages and in different positions in life. The challenge will be to address and implement necessary reform of policy-making and the operational framework of the education sector on a basis of trust, inclusivity and subsidiarity, and to encourage self-evaluation. It is important that those responsible for formal, non-formal and informal education cooperate with other relevant State authorities in implementing this.

Strategy.

46. The cooperation, shared responsibility and leadership of all relevant State bodies should be recognized as an important mechanism for good governance and be strengthened. Education and Environment Ministries, in particular, should cooperate and take the lead in initiating and encouraging the further integration of SD concerns into formal education policies, programmes and curricula at all levels and assess the implementation of the Strategy. However, close and effective cooperation with other public authorities as well as with stakeholders is also required, in particular with authorities responsible for economy.

47. There is a need for a coordination mechanism for implementing the Strategy at the State level, as well as for sharing information and stimulating partnerships among different actors.¹⁸ One option is to set up a “national ESD platform” possibly under the umbrella of the councils on sustainable development or other relevant bodies, bringing together professionals from different sectors.

48. National¹⁹ (State) implementation plans should serve as a core element of

¹⁸ Some countries have introduced the "knowledge management" approach.

¹⁹ For countries with a federal governmental structure, all references to national plans apply to State and sub-State plans, when appropriate

implementation. Countries should decide on a body that will be responsible for drafting their national implementation plan.

49. The national implementation plan should be developed with a participatory approach. Thus, all relevant stakeholders should be involved. It should take into consideration the actual situation in a country. Recognizing that countries may wish to set their own priorities and schedules for implementation in accordance with their needs, policies and programmes, the provisions of this chapter could serve as a guide for this work. National implementation plans should address objectives, activities, measures, tentative timetable, means of implementation and evaluation instruments.

2. Areas for actions

Ensure that policy, regulatory and operational frameworks support the promotion of ESD

50. Policy, legislation, operational frameworks and curricula should include and support ESD. Key actions to achieve this could be to: adopt frameworks for ESD for all levels of education; stimulate the development of interdepartmental and multi-stakeholder cooperation, including the establishment of consultative mechanisms, as appropriate; to integrate SD principles into the study programmes and special courses at all levels of higher education, especially in initial teacher training; improve the provision and management of education facilities towards SD and strengthen the connection between natural, economic, political and social sciences in interdisciplinary, multidisciplinary and specialized studies. Interdisciplinary and specialized studies should be properly balanced.

Promote SD through formal, non-formal and informal learning

51. Raising public awareness of SD in and through institutions of formal education as well as communities, families, the media and NGOs should be encouraged.

52. Professional skills and knowledge of sustainable development should be improved continuously and, consequently, be part of the lifelong learning of individuals including those in sectors such as public administration, the private sector, industry, transport and agriculture. The development of new knowledge and the need to introduce new skills in order to give more specific substance to the concept of SD will remain a constant need, as many areas of expertise are constantly developing.

53. Key actions to achieve this could be to: offer SD-related learning opportunities in continuing education for professionals, including those in planning, management and the mass media; encourage and support community-based SD-awareness-raising activities; develop cooperation with NGOs and support their educational activities; promote cooperation among formal educational institutions and non-formal organizations as well as informal activities; encourage the media to inform and debate issues for SD to reach the general public.

Develop the competence within the education sector to engage in ESD

54. Educators, leaders and decision makers at all levels of education need to increase

their knowledge about education for sustainable development in order to provide appropriate guidance and support. Therefore, competence-building efforts are necessary at all levels of both formal and non-formal education.

55. Key actions to achieve this could be to: stimulate competence development for staff in the education system, including actions for the leaders to increase their awareness of SD issues; develop criteria for validating professional competence in ESD; introduce and develop management systems for SD in formal educational institutions and non-formal education settings; include SD-related issues in training and re-training programmes for educators for all levels of education; and encourage educators, including those involved in non-formal and informal education, to share experiences.

Ensure that adequate tools and materials for ESD are accessible

56. Materials for ESD at all levels need to be developed, both for general courses and specialist education and for self-study and be adapted to the local conditions and needs.

57. Key actions to achieve this could be to: stimulate the development and production of materials for educators, learners and researchers for all levels of education and training, especially in local languages; encourage the development and use of electronic, audio, video and multi-media resources and visual aids for both learning purposes and sharing information; facilitate access by electronic means and the Internet to resources and information relevant to ESD; ensure coherence between materials for formal, non-formal and informal learning, develop relevant dissemination strategies.

Promote research on and development of ESD

58. There is a need for research and development activities in different areas of ESD, such as effective learning methods, evaluation tools, formation of attitudes and values, school/institutional development and implementation of ICT. Research and development on ESD should offer a continuing basis in developing ESD.

59. The results of research and development efforts should be shared with actors locally, regionally and globally, and incorporated into different parts of the education system.

60. Key actions to achieve this could be to initiate and promote research on and development of: the content of ESD and teaching and learning methods; the economic effects of and incentives for ESD; ways of including aspects of SD and their local context in different subjects, giving priority to research that brings together the different dimensions of SD; indicators and evaluation instruments for ESD; and share the results of research and examples of good practices.

3. International cooperation

61. Cooperation on education for sustainable development, apart from contributing to the strengthening and improvement of ESD in countries, could help to ensure mutual

understanding, strengthen trust and develop respect for cultural values, thereby building friendly relations between peoples and nations and contributing to peace and wellbeing.

62. There is a need at the regional level to review and facilitate the implementation of the Strategy and support cooperation on ESD. The regional process should take into account other developments that take place in connection with the United Nations Decade on Education for Sustainable Development and be seen as a contribution to the global initiatives on ESD.

63. The region has a wealth of experience in international cooperation on education, especially in higher education. A number of national and subregional networks, education, working groups, networks and associations of universities, programmes and partnerships have started work on the development of multidisciplinary forms of education to devise solutions to the problems linked to sustainable development. The challenge is how best to use their experience and potential to promote ESD. Another challenge is research into ESD-related issues, which still does not have a prominent role internationally. There is also a need for international cooperation on ESD in pre-school and school education.

64. Regional and subregional forums that bring together members of the education community, such as civil servants, educators and researchers, and other relevant actors to share their experience and good practices on SD- and ESD-related issues should receive high priority.

65. The complex nature of ESD requires that, in addition to the education community, other relevant international actors should be invited to work in partnership to implement the Strategy. This is especially relevant for international cooperation aimed at improving SD-related knowledge and skills for different professionals and decision makers.

66. Experiences and needs vary in different parts of the UNECE region. Subregional cooperation needs to be strengthened. This would make it possible to work closely on those issues that are of high importance for a given subregion, thereby helping countries to attain the best practical results.

67. Further assessment of the needs in different subregions is required. Special emphasis should be given to the countries in Eastern Europe, the Caucasus and Central Asia (EECCA)²⁰ and South-Eastern Europe in solving their main problems in environmental education and in education for sustainable development. Some of their problems are lack of adequate instruction materials, the inefficient use of the capacity of higher education and research institutions, the shortage of skilled educators and insufficient awareness raising as well as a lack of interdepartmental and multi-stakeholder cooperation on ESD. Another challenge that should be addressed in South-Eastern Europe and EECCA is the poor quality of education for children living in rural areas and the lack of financial and human resources to develop ESD in those

²⁰ See also Environmental partnerships in the UNECE region: Environment Strategy for countries of Eastern Europe, the Caucasus and Central Asia. Strategic Framework; Fifth Ministerial Conference “Environment for Europe”, Kiev, 2003.

areas. Thus, providing capacity building, financial assistance and support to education, research and public awareness programmes on SD in countries with economies in transition should be recognized as an important issue and be considered by governments, relevant organizations and donors accordingly.²¹

68. Key actions could be to: strengthen existing regional and subregional alliances and networks working on ESD and encourage twinning programmes, bilateral cooperation and partnerships; use, as appropriate, existing international legally binding instruments such as the Aarhus Convention and other relevant agreements to raise awareness of SD; facilitate the sharing of good practices and experiences, innovations and information of national experiences and projects in development cooperation on ESD-related issues, e.g. by using ICT tools and the web site of UNECE; include ESD in relevant bilateral and multilateral programmes; encourage the participation of NGOs and other major groups in international cooperation on ESD; encourage and coordinate international events for SD awareness raising; and encourage the share of experience.

69. To ensure efficient regional governance and communication, the establishment of ESD focal points in all UNECE member States and in relevant international organizations is required. A steering committee consisting of representatives of the education and environment (or other relevant) sectors might be established to follow up the implementation of the Strategy. The “Environment for Europe” process might be used as a partnership platform for regional cooperation on ESD and the UNECE Committee on Environmental Policy as a body to review progress in the Strategy’s implementation in accordance with the Committee’s work programme.

70. At their “Environment for Europe” Conferences, Ministers may wish to discuss progress in the Strategy’s implementation based on national and other relevant reports. Environmental performance reviews may also include an assessment of the reviewed country’s efforts on ESD.

4. Roles and responsibilities

71. Governments should play a proactive role in promoting and facilitating the Strategy’s implementation in their countries. They should assess and regularly follow up its implementation at all levels of governance.

72. Local educational authorities and institutions of formal education are encouraged to take on responsibility for implementing the relevant provisions of the Strategy and monitoring it.

73. Relevant stakeholders, including local authorities, the education and scientific sectors, the health sector, the private sector, industry, transport and agriculture, trade and labour unions, the mass media, non-governmental organizations, various communities, indigenous peoples and international organizations should be invited to define their priorities and take responsibility for implementing and following up the Strategy.

²¹ See also Plan of Implementation; World Summit on Sustainable Development.

5. Financial matters

74. Ensuring adequate financial means to implement the Strategy is an important precondition for its success. To assess accurately the costs of implementing measures that are necessary to achieve the objective of the Strategy and the return on this investment, it is essential to understand the value of education in introducing SD policies and practices in society. Education should be seen as an investment that will pay off in the long term.

75. The cost of implementing this Strategy should, in general, be borne by each country. Governments should therefore ensure that appropriate resources are available. Many of the proposed actions can be incorporated into ongoing development work in the education sector. Some actions could be more easily carried out as sub-regional or region-wide projects.

76. Governments should consider using budgets and economic incentives to finance ESD for all forms of education, including introducing scholarships on ESD and capacity building in educational institutions. Efforts should be made to include ESD components in relevant bilateral and multilateral programmes. Partnerships may be formed and should be encouraged to seek support, including contributions in kind, from international funding agencies and the private sector. At the first stage of implementation of the Strategy, financial assistance to some parts of the region, in particular EECCA and countries of South-Eastern Europe, is crucial to help those countries to start the process.

6. Evaluation and timetable

77. To assess the implementation of the Strategy, a time frame should be set and indicators be developed. Enabling people to act in favour of SD is a matter of quality of education and result of their studies. Introducing SD aspects into all forms and levels of education is a long process and the outcome can, therefore, be measured only over a long period of time.

78. Implementation of the Strategy should be seen as a continuous process. However, in order to facilitate assessment of its progress three phases for implementation are proposed:

Phase I (by 2007): good basis to start implementation, it is recommended that each country should identify what it is already doing that would fit within the remit of the Strategy. This would include a review of current policies, legal and operational frameworks, financial mechanisms, and educational activities, and would also include identification of any obstacles or gaps. Remedial action should be considered to overcome weaknesses and a relevant national implementation plan drafted. Evaluation methods and indicators for the implementation of ESD, in particular qualitative ones, should be developed. At their "Environment for Europe" Conference, Ministers can demonstrate their commitment to the Strategy, celebrate successes, share issues and concerns, and report on progress of their national/State strategies.

Phase II (by 2010): the implementation of the Strategy's provisions, as appropriate, should be well under way. In this respect, countries should review progress made in the implementation of their respective national/State strategies and revise them, if

necessary Phase III (by 2015 and beyond): countries should have made considerable progress in implementing ESD.

79. To help process-oriented evaluation and benchmarking of the Strategy a number of issues should be considered. This includes the following samples: identification of leaders and coordinators to drive the Strategy; policy, legal and operational frameworks to support the Strategy; framework for intergovernmental and multi-stakeholder cooperation and partnerships; relevance of formal curriculum and learning programmes; initial and continuing training on SD-related issues, in particular for educators; tools and materials for ESD; research and development on ESD; the development of non-formal and informal education; and the involvement of the media and the impact on learners.

Note

Two background documents are available for information: one on past and ongoing international processes on education for sustainable development (CEP/AC.13/2004/8/Add.1), and another to clarify some terms used in the strategy (CEP/AC.13/2004/8/Add.2).

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ECONOMIC COMMISSION FOR EUROPE**COMMITTEE ON ENVIRONMENTAL POLICY**

High-level Meeting of Environment and Education Ministries
(Vilnius, 17-18 March 2005)
(Agenda items 5 and 6)

**VILNIUS FRAMEWORK FOR THE IMPLEMENTATION OF THE UNECE
STRATEGY FOR EDUCATION FOR SUSTAINABLE DEVELOPMENT**

adopted at the High-level meeting

1. The Task Force on Education for Sustainable Development recognized that various projects in relation to education for sustainable development (ESD) are taking place in the region and that these should be taken note of and used in support of the implementation of the Strategy. At the same time, it agreed that there are still challenges in implementing education for sustainable development effectively, including strengthening cooperation among governments and stakeholders, improving education systems to address the interdisciplinary nature of education for sustainable development, improving and streamlining formal, non-formal and informal learning, and mobilizing adequate institutional and material provisions for education for sustainable development. The UNECE Strategy for education for sustainable development is a useful tool for addressing those issues.

2. Furthermore, the Task Force noted that experiences and needs varied in different parts of the UNECE region. It is, therefore, important to further assess the needs in different subregions and strengthen subregional cooperation. This would make it possible to concentrate on those issues that are particularly important for a given subregion, thereby helping countries to attain the best practical results. The countries of Eastern Europe, the Caucasus and Central Asia (EECCA) and South-Eastern Europe emphasized their need for support to implement the strategy. Partnerships with these countries for the implementation of the Strategy should be encouraged.

3. At its eleventh session (13 - 15 October 2004), the Committee on Environmental Policy discussed the proposal of the Task Force and there was broad support for continuing the process. The Committee agreed that the framework for implementation should be further discussed at the High-level meeting on 17-18 March 2005.

4. Once the Strategy has been adopted at the High-level meeting, member States should begin to implement it without delay. The UNECE secretariat will, resources permitting, facilitate implementation. Activities will be pursued in cooperation with the United Nations Educational, Scientific and Cultural Organization (UNESCO), the Organisation for Security and Co-operation in Europe (OSCE), the Council of Europe, regional environmental centres, relevant NGOs and other organizations and institutions.

5. The Strategy for education for sustainable development could also help to further the EECCA Environment Strategy.

6. The implementation of the Strategy is a continuous, long-term process, with three major phases:

(a) Phase I (until 2007): countries will identify what they are already doing that fits within the remit of the Strategy and also identify priorities for further action required to implement the Strategy. This will include a review of current policies, legal and operational frameworks, financial mechanisms, and educational activities. It will also include the identification of obstacles and gaps. Remedial action should be considered to overcome weaknesses. Countries should approve national implementation plans as a framework and operational tool for implementation. Evaluation methods and indicators for the implementation of ESD, in particular qualitative ones, should be developed. The results should be presented to the "Environment for Europe" Ministerial Conference in Belgrade in September-October 2007;

(b) Phase II (until 2010): the implementation of the strategy should be well under way. Countries should review progress made in the implementation of their national/State strategies and revise them, if necessary;

(c) Phase III (until 2015): countries should have made considerable progress in implementing education for sustainable development.

7. This paper was prepared on the basis of the considerations expressed by the Task Force and taking into account comments provided by the Committee on Environmental Policy. It suggests activities that aim at facilitating the start of the implementation of phase I and, in some cases, beyond. These activities are focused on: coordination, sharing experience and good practices; capacity-building; raising public awareness; and strengthening subregional cooperation. It is also suggested to develop a set of indicators to measure the effectiveness of the implementation.

I. ACTIVITIES

A. Subregional workshops

8. Subregional workshops (e.g. EECCA, South-Eastern Europe, North America and Western Europe) would facilitate work on specific issues that are particularly important for a given subregion and strengthen subregional cooperation. These activities should be organized and coordinated with relevant events that take place within other processes, including those of the Council of Europe, the Bologna process, EU, Baltic 21, etc. Broad involvement of NGOs is essential.

9. Funds are required to cover the organizational expenses and the travel of eligible delegates from countries with economies in transition and NGOs to the respective subregional workshops.

B. Compilation of national good practices

10. Governments will be invited to provide the secretariat with examples of their good practices in education for sustainable development. A compilation could be prepared (up to 120 pages) and published electronically (CD-Rom) and in print. Funds are required to cover translation into English, French and Russian, and a consultancy fee for formatting and designing the publication. Printing would be at the expense of the United Nations. Costs might be reduced if countries provide input in three languages. Alternatively, this compilation could be in electronic format only and be posted on the UNECE web site. This activity could be an input to the Belgrade Conference.

C. Development of indicators

11. The High-level Meeting may establish a small group of experts to develop indicators to measure the effectiveness of the implementation of the Strategy. Its members should have extensive experience in national and international environmental and education policies, in environmental education and in education for sustainable development. Its composition should ensure equitable geographical representation of the UNECE member States. Representatives of international organizations and major groups could be invited to join. The group would hold about four meetings in 2005 and 2006. Funds are required to cover travel costs of one person from up to five eligible countries and one NGO representative. Member States may wish to host meetings (for terms of reference, see annex II).

D. Use of a web portal

12. A web portal on education for sustainable development would be an important tool to facilitate the sharing of good practices, innovative approaches, experiences, projects and other information. UNECE could explore the possibility of having link to or using jointly the web portal on ESD developed by UNESCO. The funds required to cover possible expenses can be estimated at a later stage.

II. COORDINATION AND REVIEW OF IMPLEMENTATION

13. To ensure efficient regional governance and communication, focal points for education for sustainable development are required in all UNECE member States and in relevant international organizations. The High-level Meeting proposes to set up a steering committee on ESD to decide on the Strategy's implementation and review its progress. The steering committee would include representatives of both sectors envi-

ronment and education, as well as observers from relevant stakeholders. It could hold annual meetings or meet less frequently if deemed appropriate. In order to streamline logistics and budgetary concerns its meetings could be organized back to back with the meetings of the UNECE Committee on Environmental Policy. Funding would be provided to one person per eligible country to participate in these meetings (for terms of reference, see annex I).

14. The “Environment for Europe” process could be used as a platform for the regional highlevel promotion of the implementation of the Strategy. At their “Environment for Europe” Conferences, Ministers may wish to discuss and assess progress in the Strategy’s implementation based on national and other relevant reports (e.g. NGO reports). Ministers for Education should be invited to participate in these sessions. The first meeting could be held as part of the Belgrade Conference in 2007 or back-to-back with it. Funds required to assist delegates from the eligible countries to participate in this meeting should be considered within the preparatory framework for the Belgrade Conference.

15. Environmental performance reviews in both the Organisation for Economic Co-operation and Development (OECD) and UNECE programmes may also include an assessment of the implementation of policies for education for sustainable development.

16. Continuity is essential for the success of the Strategy. To carry out the above-mentioned tasks, extrabudgetary resources will be needed to cover the salary of a P3 post for 28 months to manage the process and provide substantive documentation.

III. FINANCIAL ARRANGEMENTS

17. Effective implementation of the Strategy depends, *inter alia*, on the availability of sufficient financial and human resources. There is a need for stable and predictable sources of funding, and a fair sharing of the burden should be the guiding principle of any financial arrangements established for this purpose.

18. A voluntary scheme of contributions, in cash or in kind, by countries and other interested donors could provide an effective and workable solution in the short to medium term. The proposed scheme is: for “big” donors to contribute €20,000 or more, for “medium” donors to contribute €2,000 or more, and for “small” donors to contribute €200 or more. The Meeting may consider establishing stable and predictable financial arrangements through this interim, voluntary scheme of contributions. A budget is set out in the annex III.

Annex I

DRAFT TERMS OF REFERENCE OF THE UNECE STEERING COMMITTEE ON EDUCATION FOR SUSTAINABLE DEVELOPMENT

Mandate

1. Pursuant to the adoption of the Strategy for education for sustainable development, the High-level Meeting establishes the UNECE Steering Committee on Education for Sustainable Development (ESD) to decide on the Strategy's implementation and review its progress.*
2. The UNECE secretariat will provide secretariat support to the Steering Committee in accordance with UNECE rules and practices.

Composition

3. The members of the Steering Committee will be designated by Governments of the UNECE member States. The Steering Committee will include at least representatives of both sectors, environment and education, and will be open-ended. Its members will be responsible for representing the consolidated national position in the work of the Steering Committee. The candidatures for membership should be submitted to the secretariat by June 2005. Representatives of international organizations and nongovernmental organizations will be invited as observers, as decided by the Steering Committee. UNESCO will be a permanent observer.

Purpose

4. The Steering Committee will constitute the principal decision-making body for the activities on the Strategy for education for sustainable development in the UNECE region and be responsible for giving guidance and strategic directions to the implementation of the Strategy. It will also review the progress of its implementation. In particular, it will:
 - (a) Promote and coordinate the implementation of the Strategy with other international activities, seeking synergies and avoiding overlaps;
 - (b) Monitor the progress of the implementation of the Strategy; prepare assessments of progress made and propose priorities for actions, identify issues and propose corrective measures, where appropriate;
 - (c) Liaise and cooperate closely with relevant intergovernmental organizations and nongovernmental organizations that are active in education, the environment and sustainable development;
 - (d) Facilitate cross-sectoral coordination and international cooperation of public and private institutions;

* For relevant related information, see the website of the UNECE Steering Committee for Transport, Health and Environment Pan-European Programme, <http://www.thepep.org/en/commitee/committee.htm>.

Annex I

- (e) Establish ad hoc working groups, task forces and other bodies as needed to implement the activities;
- (f) Provide guidance on the need for possible new instruments promoting education for sustainable development;
- (g) Serve as a forum for the consideration of issues related to education for sustainable development at regional and international level;
- (h) Prepare ESD-related inputs for the Commission for Sustainable Development and other relevant processes;
- (i) Liaise, as required, with the other United Nations regional commissions for matters related to its competence;
- (j) Keep the UNECE Committee on Environmental Policy informed about its activities, unless it is decided otherwise.

Officers

5. At each ordinary meeting, a chairperson and a vice-chairperson will be elected from among the representatives of the UNECE member States present at the meeting. Officers should represent different sectors (e.g. environment and education). They shall serve as the officers of the Steering Committee until their successors have been elected.

Meetings

6. The meetings of the Steering Committee will be convened by UNECE. They will ordinarily be held at the United Nations Office at Geneva (UNOG), unless there is a feasible proposal by a member State to host the meeting. In order to streamline logistics and budgetary requirements, the meetings of the Steering Committee could be organized back to back with the meetings of the UNECE Committee on Environmental Policy. If resources permit, funding will be provided to one person per eligible country to participate in these meetings, in accordance with the rules established by the UNECE Committee on Environmental Policy. The Steering Committee will take decisions by consensus and vote on decisions, if required.

Duration

7. The UNECE Steering Committee on ESD will be in office until the High-level Meeting in conjunction with the next Ministerial Conference "Environment for Europe" (tentatively October 2007).

Annex II

DRAFT TERMS OF REFERENCE OF THE EXPERT GROUP ON INDICATORS

Mandate

1. Pursuant to the adoption of the Strategy for education for sustainable development, the High-level Meeting establishes the ad hoc group of experts to develop indicators to measure the effectiveness of the implementation of the Strategy. The report of the group will be presented for endorsement to the Steering Committee on Education for Sustainable Development.

2. The UNECE secretariat will provide secretariat support to the group in accordance with UNECE rules and practices.

Composition

3. The members of the group should have extensive experience in national and international environmental and education policies, in environmental education and in education for sustainable development. Its composition should ensure equitable geographical representation of the UNECE member States.

4. The members of the expert group will be designated by Governments. Representatives of international organizations, in particular UNESCO, and non-governmental organizations can be invited as observers. Candidatures should be submitted to the secretariat by June 2005.

Annex III (Ej med här. Saknar relevans i detta sammanhang)

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**DRAFT UNECE STRATEGY FOR EDUCATION FOR SUSTAINABLE DE-
VELOPMENT**

**Addendum
BACKGROUND**

1. The United Nations Conference on the Human Environment, in 1972, recommended that the Secretary-General, the organizations of the United Nations system and the other international agencies concerned should, after consultation and agreement, take the necessary steps to establish an international programme in environmental education, interdisciplinary in approach, in school and out of school, encompassing all levels of education and directed towards the general public, in particular the ordinary citizen living in rural and urban areas, youth and adult alike, with a view to educating him as to the simple steps he might take, within his means, to manage and control his environment.
2. In 1975, participants of the United Nations Educational, Scientific and Cultural Organization (UNESCO) environmental education workshop in Belgrade proposed a global framework for environmental education, referred to as the Belgrade Charter. It states that the goal of environmental education is to develop a world population that is aware of, and concerned about, the environment and its associated problems, and has the knowledge, skills, attitudes, motivations and commitment to work individually and to collectively solve current problems and prevent new ones.
3. Two years after the workshop in Belgrade, UNESCO held an environmental education conference in Tbilisi. The Tbilisi Declaration built upon the Belgrade Charter and produced the following goals for environmental education: (a) to foster clear aware-

ness of, and concern about, economic, social, political and ecological interdependence in urban and rural areas; (b) to provide every person with opportunities to acquire the knowledge, values, attitudes, commitment and skills needed to protect and improve the environment; and (c) to create new patterns of behaviour of individuals, groups and society as a whole towards the environment. The Declaration also identified five categories of objectives for individuals and groups that should be acquired through environmental education: (a) awareness and sensitivity to the environment and environmental problems; (b) knowledge and understanding of the environment and environmental problems; (c) attitudes of concern for the environment; (d) skills to identify and solve environmental problems; and (e) participation for active involvement in solving environmental problems.

4. In 1990 at the World Conference on Education for All (Jomtien, Thailand), basic learning were defined as comprising both essential learning tools (such as literacy, oral expression, numeracy and problem solving) and the basic learning content (such as knowledge, skills, values and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions and to continue learning (World Declaration on Education for All, art. 1, para. 1). The Dakar Framework for Action (World Education Forum, Dakar, April 2000) also confirms that education is a fundamental human right. It is the key to sustainable development and peace and stability within and among countries, and thus an indispensable means for effective participation in the societies and economies of the 21st century, which are affected by rapid globalization.

5. The Rio Declaration on Environment and Development and Agenda 21: Programme of Action for Sustainable Development were adopted at the United Nations Conference on Environment and Development in 1992 in Rio de Janeiro, Brasil. In chapter 36 of Agenda 21, it is emphasized that education, including formal education, public awareness and training should be recognized as a process by which human beings and societies can reach their fullest potential. Education is critical for promoting sustainable development and improving the capacity of the people to address environment and development issues. At all United Nations conferences thereafter, regardless of the subject under consideration (environment, population, social development, human rights and democracy, women, and habitat), sustainable development has been a common concern and there has also been a consensus that education is a driving force for the change needed. It has been pointed out that peace, development, health and democracy are mutually reinforcing prerequisites for sustainable development.

6. Education for sustainable development is the result of the 1992 United Nations Conference in Rio. One problem with environmental education before 1992 was that the environment had become a very broad subject encompassing many independent sciences, including economic, natural and social sciences. This had made the subject of the environment difficult to treat and educators felt at a loss when faced with such a complex subject. Then the Rio Conference advised that the environment should be expanded to sustainable development. The definition of Education for Sustainable Development reflects the parent term – sustainable development.

7. In 1992, the World Congress for Education and Communication on Environment and Development was held in Toronto, Canada. It was the first major international

gathering, after the Rio Conference, to focus on chapter 36 of Agenda 21, promoting education, public awareness and training. Development was viewed from a growth perspective, where nature is capital to be managed by reducing, in particular, the impact of levying activities on the environment. In this context sustainable development is viewed as a compromise, where too great a turnabout of the predominant order of things can be avoided. Education must meet the needs of sustainable development by training human resources to optimize productivity by encouraging technical progress and by promoting cultural conditions conducive to social and economic change. The objective is to make the use of all forms of capital (including human capital) to achieve rapid, more equitable economic growth while reducing impacts on the environment.

8. Following a recommendation made in Agenda 21, the United Nations established the Commission on Sustainable Development in 1993 to ensure that Agenda 21 is effectively implemented. The Commission is a functional commission of the United Nations Economic and Social Council. It systematically deals with individual Agenda 21 topics at annual conferences. It adopted wide-ranging resolutions on education and communication at its sixth session in 1998. It also approved an extensive work programme that calls upon governments to incorporate sustainable development objectives into curricula at all levels of education and supports their resolve in this connection.

9. In the report "Learning: the treasure within", which was addressed to UNESCO in 1996 by the International Commission on Education for the Twenty-first Century, the need for education for a democratic and sustained future is underpinned. It sets out four pillars as the foundation for education: learning to live together, learning to know, learning to do and learning to be.

10. The International Conference on Environment and Society: Education and Public Awareness for Sustainability (Thessaloniki, Greece, 1997) stated that a curriculum reoriented towards sustainability would place the notion of citizenship among its primary objectives. The traditional primacy of nature study needed to be balanced by the study of social sciences and humanities. Learning about the interactions of ecological processes would then be associated with market forces, cultural values, equitable decision-making, government action and the environmental impact of human activities in a holistic interdependent manner. Students needed to learn how to reflect critically on their place in the world and to consider what sustainability means to them and their communities. They needed to practise envisioning alternative ways of development and living, evaluating alternative visions, learning how to negotiate and justify choices between visions, and making plans for achieving these, as well as participating in community life to bring such visions into effect. These were the skills and abilities which underlay good citizenship, and made education for sustainability part of a process of building an informed, concerned and active population. The Conference concluded that in this way education for sustainability contributed to education for democracy and peace.

11. Since 1992, an international consensus has emerged that achieving sustainable development is essentially a process of learning. At major United Nations conferences of the 1990s, including those on human rights in Vienna (1993), population and development in Cairo (1994), small island developing States in Barbados (1994), social development in Copenhagen (1995), women in Beijing (1995), food security in Rome

(1996) and human settlements in Istanbul, Turkey (1996), the critical role of education was stressed.

12. According to the report “Education for Sustainability From Rio to Johannesburg: Lessons learnt from a decade of commitment” (UNESCO, 2002), some of the key lessons that have been learnt about education for sustainable development (ESD) over this decade are: (a) ESD is an emerging but dynamic concept that encompasses a new vision of education that seeks to empower people of all ages to assume responsibility for creating a sustainable future; (b) basic education provides the foundation for all future education and is a contribution to SD in its own right; (c) there is a need to re-focus many existing education policies, programmes and practices so that they build the concepts, skills, motivation and commitment needed for SD; (d) education is the key to rural transformation and is essential to ensuring the economic, cultural and ecological vitality of rural areas and communities; (e) lifelong learning, including adult and community education, appropriate technical and vocational education, higher education and teacher education are all vital ingredients of capacity-building for sustainable future.

13. Within the United Nations system of organizations, UNESCO is the lead agency, but other organizations also carry out relevant activities. These include the United Nations Division for Sustainable Development, the United Nations Development Programme and the United Nations Environment Programme (UNEP). UNESCO has also developed partnerships with many United Nations agencies, including the United Nations Population Fund (UNFPA), the World Health Organization (WHO) and the International Labour Organization (ILO) to promote population education, WHO to develop new approaches to health education, the Food and Agriculture Organization of the United Nations (FAO) to advance education in rural areas and promote food security, WHO and the Joint United Nations Programme on HIV/AIDS (UNAIDS) to combat the pandemic, the United Nations Children’s Fund (UNICEF), the Office of the United Nations High Commissioner for Refugees (UNHCR) and major NGOs to assist in the reconstruction of education in crisis and post-conflict situations, and many more. In addition, the European Union, the Council of Europe, the Centre for Educational Research and Innovation of the Organisation for Economic Co-operation and Development have also contributed to an understanding and implementation of environmental education and education for sustainable development.

14. There are number of subregional intergovernmental processes, including Agenda 21 for education for sustainable development in the Baltic Sea region; the Working Group on Environmental Education of the Inter-State Environmental Council of the Newly Independent States; the Central Asian Inter-State Working Group on environmental education and the North American Association for Environmental Education.

15. A number of networks, educational centres and associations of universities and NGOs have started work on the development of multidisciplinary forms of education to devise solutions to the problems linked to sustainable development. Among these initiatives are the 1988 Magna Charta Universitatum Europaeum, the 1999 Bologna Declaration, the 1993 Copernicus University Charter for Sustainable Development and the 2000 Earth Charter.

16. The UNECE Aarhus Convention on Access to Information, Public Participation in Decision-making and Access to Justice in Environmental Matters opens up a new dimension for environmental education. Citizens should gain a better understanding of links between environmental, social and economic concerns. They should learn to implement in practice their rights of access to information and justice, and of participation in decision-making. Active involvement of major groups, including environmental civil society organizations, consumer groups and youth, is widely considered to be indispensable for making environmental policies more effective and legitimate.

17. The Regional Ministerial Meeting for the World Summit on Sustainable Development (Geneva, 24-25 September 2001) considered the subject and called for initiatives in education. Specifically, the Ministers agreed to improve education systems and the design of learning programmes on sustainable development to increase the general understanding of how to implement and promote sustainable development in practice.

18. The Declaration and the Plan of Implementation of the 2002 World Summit on Sustainable Development in Johannesburg, South Africa, underpinned the need to integrate SD into education systems at all levels to promote education as a key agent for change. The Summit also recommended that the United Nations General Assembly should adopt a decade of education for sustainable development starting in 2005.

19. During the preparations for the fifth Ministerial Conference “Environment for Europe” (Kiev, 2003), considerable interest was shown, both by governments and non-governmental organizations, in improving environmental education (EE) and education for sustainable development. UNECE Environment Ministers recognized that education was a fundamental tool for environmental protection and sustainable development and that environmental education had increasingly addressed a wide range of issues included in Agenda 21 and they endorsed the Statement on Education for Sustainable Development.

20. They invited all countries to integrate sustainable development into their education systems at all levels from pre-school to higher education and in non-formal as well as informal education, in order to promote education as a key agent for change. They welcomed the proclamation by the United Nations General Assembly, at its fifty-seventh session (December 2002), of the United Nations Decade of Education for Sustainable Development starting in 2005, as recommended by the World Summit on Sustainable Development, and agreed to take the lead in promoting it regionally.

21. To this end, they invited UNECE to work, in accordance with its mandate, with UNESCO and the Council of Europe on a regional strategy for education for sustainable development, in a dialogue with all relevant international actors, including NGOs and major groups contributing to the United Nations Decade of Education for Sustainable Development led by UNESCO.

22. Thus, the strategy should benefit from experience gained both within the region and globally and will be derived from the Statement on Education for Sustainable Development and the Basic elements for a UNECE strategy for education for sustainable development submitted at the fifth Ministerial Conference “Environment for Europe”.

It is also a contribution to and in line with the Framework for a draft implementation scheme for the Decade of Education for Sustainable Development developed by UNESCO and should be used as a foundation for the regional implementation of the Decade.

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**DRAFT UNECE STRATEGY FOR EDUCATION FOR SUSTAINABLE DEVELOPMENT
Addendum
EXPLANATORY NOTES**

1. **Education** is derived from the Latin *educare*, meaning to rear or foster and from *educere*, which means to draw out or develop. While this developmental and transformative meaning retains currency, it has largely been overshadowed by transmissive ideas relating to instruction and teaching. Education (as a verb) is commonly used to describe a process and also (as a noun) shorthand for the 'education system', which involves policies, institutions, curricula, actors, etc.

2. **Learning** is the process through which knowledge, values and skills are developed. The processing of information results in a relatively stable change in the behaviour of an individual or organization. Learning is absorbing information and integrating the information in and considerations in such a way that this leads to different choices, different behaviour. Information (consisting of data, basic information) is connected with our knowledge, our experience, our norms and values and the way we lead our lives (giving meaning to life).

3. **Education for sustainable development** reflects the parent term "sustainable development", defined as development "that meets the needs of the present without compromising the ability of future generations to meet their own needs (World Commission on Environment and Development Report, 1987). Sustainable development is a complex issue, encompassing economic, environmental and social

dimensions. In other words, development is essential to satisfy human needs and improve the quality of human life. At the same time, development must be based on the efficient and responsible use of all of society's scarce resources - natural, human and economic.

4. **Training** in this context means the same as education, but includes practical application.

5. **Continuing education/training** covers activities aimed at updating, refreshing or extending knowledge and skills gained during basic education/training.

6. **Educators** are teachers, lecturers, trainers and voluntary education leaders.

7. **Learners** are pupils, students and participants of trainings.

8. **Sustainable society** is one that persists over generations, one that is far-seeing enough, flexible and wise enough not to undermine either its physical or social systems of support.

9. **Learning processes** are often described at an individual level. However, it might be based on the learning citizen, at three levels:

(a) As a learning person: individual skills, self-development, the individual position in society, leading to sustainable behaviour or not;

(b) Within the learning organization: the organization tries to improve the quality of its own structure and performances. The qualification "learning organization" applies only if there are sufficient numbers of individuals who adopt a behavioural change leading to changes in the structure and performances;

(c) Within the learning society: an addition of learning processes of different organizations and individuals with their own perspectives, but with a cumulative effect.

Categories of learning or education

10. **Formal learning** takes place in education and training institutions, leading to recognized diplomas and qualifications.

11. **Non-formal learning** takes place outside and sometimes parallel to mainstream systems of education and training, and does not typically lead to formal certificates. Non-formal learning may be provided at the workplace and through the activities of civil society, organizations and groups (such as youth organizations, trade unions and political parties). It can also be provided through organizations or services that have been set up to complement formal systems (such as arts, music and sport classes or private tutoring to prepare for examinations).

12. **Informal learning** is a natural accompaniment to everyday life. Unlike formal and non-formal learning, informal learning is not necessarily intentional learning, and as such may not even be recognized by the individuals themselves as contributing to their knowledge and skills.

13. **Lifelong learning** is learning throughout life, either continuously or periodically. Lifelong learning stimulates and empowers individuals to acquire all the knowledge, values, skills and understanding that they require throughout their lifetime and to apply them with confidence, creativity and enjoyment in all roles,

circumstances and environments.

14. *Life-wide learning* enriches the concept of lifelong learning by drawing attention to the breadth of learning, which can take place across the full span of our lives at any one stage in our lives. The life-wide dimension brings the complementarity of formal, non-formal and informal learning into sharper focus. It reminds us that useful and enjoyable learning can and does take place in the family, in leisure, in community life and in daily working life. Life-wide learning also makes us realize that teaching and learning are activities that can be changed and exchanged in different times and places and through different roles. Not all the categories may be coherent – informal learning can, for example, also take place in classrooms – but the categories reflect the understanding that learning takes place not only in classrooms.

15. *Social learning* The development of knowledge and understanding has both personal and shared elements. The term social learning often refers to an understanding emphasizing that learning is always a social process, because it always takes place in a social setting or context. And the practices that learners take part in, the means and technology that they learn to use, the skills or insights that they develop have a social context. Furthermore, cooperation or being part of a certain division of labour is often the situation for learners. Social interaction allows learners to relate or mirror their ideas, insights, experiences and feelings to those of others. In this process of “relating to” or “mirroring” these personal ideas, insights, experiences and feelings are likely to change as a result. This mirroring may lead learners to rethink their ideas in the light of alternative, possibly contesting, viewpoints or ways of thinking and feeling. At the same time (learning) experiences which are shared with others are likely to gain importance. However, the term “social learning” is sometimes also used to characterize certain educational settings or processes whereby a group, organization or whole society is collectively engaged in competence development. In this sense, social learning is used to broaden the meaning of learning in relation to its normally very individualistic meaning. It includes learning by individuals, but recognizes that groups as a whole can learn. Arguably, progress towards sustainability is dependent on such learning.

16. The thought behind social learning is that people do not learn alone, or not as usefully as possible, by means of individual routes, but that they also learn, and often better, by relating their personal experiences to the experiences of others. It is assumed that other people play an important role in the recognition, formulation and generalization of individual experiences. In social learning four elements (‘axes’) that provide the basis for learning processes can be distinguished:

(a) *Action*: people have to be able and prepared to consider themselves to be people who can actively take their own situation in hand (motivation). The organizers of the learning process are therefore required to approach the participators as competent actors and to review what they can do *themselves*;

(b) *Cooperation*: people have to be able and prepared to collaborate with others. This presents an area of tension of consensus and dissensus in a group;

(c) *Reflection*: people have to be able (to learn) to reflect on what they have done; look back, evaluate, draw conclusions and translate into changed behaviour;

(d) *Communication*: it is conditional for social learning that people can communicate about it, explain and demonstrate it to others – transfer of experience.

Approaches and methods

17. *Action-oriented teaching and learning* approaches emphasize that education for sustainable development (ESD) aims of contributing to sustainable changes in society and the environment. It is thus recommended that ESD should involve concrete environmental actions taken by students and other target groups as integrated parts of teaching and learning processes. An action is targeted at change: a change in a person's lifestyle, in the local society or in the global society. And an action is intentional. The action-oriented approach has two main goals: to contribute to the development of students' own competences to take action and to facilitate sustainable changes in the short and the longrun.

18. *Critical thinking* in this context means that ESD should be ideologically aware and socially critical, thereby recognizing that no educational values are politically neutral. In general, critical thinking can be defined as how individuals consciously adapt information into their own understanding within their existing values, interests and knowledge. This general definition applies to critical thinking in learning processes, but it is important to emphasize willingness to take open-mind approaches by both learners and teachers, particularly to various cultural, economic, ecological, political and social issues. At best, critical thinking could lead to socio-cultural and intellectual flexibility with an understanding that, in addition to human capabilities, all information is principally related to place and time.

19. *Democratic process* According to Agenda 21, it is imperative that youth from all parts of the world should participate actively in all relevant levels of decision-making processes because it affects their lives today and has implications for their futures. In addition to their intellectual contribution and their ability to mobilise support, they bring unique perspectives that need to be taken into account (chap. 25, children and youth in sustainable development). Furthermore, municipalities should undertake a consultative process with their populations and achieve a consensus for the community (Agenda 21, Chap. 28). Democracy has traditionally been understood as equal rights and opportunities for all people to participate in decision-making in the institutions and issues that concern them. This well-established tradition also stresses the strong role of sovereignty particularly among nations. Rapid economic and environmental globalization during recent decades has provided a challenge to achieving sustainable development for all people in their everyday lives, although possibly not visible nevertheless exists.

20. *Dynamic qualities* in the learning process mean an emphasis on qualities in educational activities that engage learners in active and participative positions and assign teacher and learner more reciprocal roles that respect the existing knowledge and ability of the learner. Dynamic qualities can be seen as opposed to *static qualities*, which are more mechanical and see teaching and learning as little more than a transfer of information and the learner as a passive recipient.

21. *Holism* is the belief that anything natural is connected to everything else and that each thing is a part of the whole, which is more important than the parts that make it up. The term holistic in this context refers to an understanding where learners and learning processes are seen in a holistic or coherent view, i.e. learners and their needs/motivation as "whole persons" (including spiritual and emotional) and learning processes as professional, personal, disciplinary, social and so on.

22. *Integration* needs to be seen at the opposite end of the spectrum from

fragmentation/segregation/disintegration. Integration in this context is understood as integration of subjects, departments, educational institutions and their communities, and also of what has been called the five dimensions of an educational institution - its ethos, its curriculum (if there is any), its pedagogy, its organization and management, and its community. Integrative efforts aim at systemic change across all areas and dimensions reflecting sustainability rather than just 'piecemeal' change in one area. Integration also means more emphasis in educational activities on interdisciplinary and trans-disciplinary inquiry, reflecting that no subjects, factors or issues exist in isolation. Inter- and trans-disciplinary inquiry has the potential of breaking free of disciplinary perceptions and traditions to create new meaning, understandings and ways of working. Simply putting disciplines together, by contrast, is often no more than the sum of the parts.

23. *Interdisciplinary approach* means that the emphasis is on the interconnections between different perspectives. Interdisciplinary approach - courses studied at college or university involving two or more different subjects; cooperation within a common framework shared by the disciplines involved.

24. *Multidisciplinary approach* refers to looking at an issue from many knowledge or practical disciplinary perspectives but not integrating them. The multidisciplinary approach involves different subjects of study in one activity, without changes in disciplinary and theoretical structures.

25. *Problem-oriented* means that, instead of organizing the teaching around topics from one of the usual disciplines, the subject concerns with an issue or a problem.

26. *Process-oriented* in this context means widening the scope in planning, pedagogy, didactics, etc. in educational activities from narrow content focus to an awareness of learning and education as processes, thereby highlighting the activities, the dynamics, the actors, the phases and the relation between areas more than decontextualized contents of information.

27. *Problem-based learning* is characterized by contextualized problem-setting and situations. The content of the course of study is introduced in the context of real-world problems. Problems or cases from the real world are used as a means to motivate and initiate students' learning processes, i.e. acquiring a predetermined content and at the same time developing transferable personal competencies (interpersonal skills, critical thinking, etc). The distinctions between problem-based learning and other forms of cooperative or active learning are often blurred because they share certain features.

28. *Project work* is characterized by problem orientation, product orientation, interdisciplinarity, coherence between theory and practice, and joint planning by teachers and students. The issue or problem in focus has to be found in the surrounding world (authenticity) and the relevant knowledge from subjects and disciplines has to be chosen according to the problem in focus. Project work is an individual and collective learning process based on scientific principles (action research) aiming at finding possible solutions/proposals for change (the product) – the answers are not given in advance.

29. *Knowledge management* is about bringing together demand and supply of knowledge. This knowledge is based on understanding and experiences: the best working

methods, new ideas, creative 'solutions', breakthrough processes, skills, etc. It concerns knowledge with an added value that promotes wisdom and provides understanding. Therefore, knowledge management is not only about storing data. The premise of knowledge management is not so much that there is a lack of knowledge and understanding concerning learning processes with respect to sustainability, but that this knowledge is insufficiently available. This knowledge has to flow and be available in a wider circle wherever needed. Connecting knowledge and understanding with 'adjacent' sectors and policy areas is crucial.

30. *Conceptual and perceptual mapping.* Concept mapping is considered as a representational educational tool for showing the relationship between one entity, concept, etc. and another, building relationships and links between them and representing them in a figure, schema or map (concept map). In brief, the main differential points between the interrelated terms of “conceptual”, “concept” and “perceptual” mapping are the following:

- (a) Perceptual mapping: the construction of a schema by the human mind when experiencing, capturing images and perceiving the observable features of the world, as well as the links among them;
- (b) Conceptual mapping refers to the development of abstract schemata by the human mind to conceptualize, give meaning to and include an “object” (regularity) into the individual’s conceptual net;
- (c) Concept maps are the concrete graphical expressions of such abstract schemata. However, even before the conceptualization and creation of conceptual maps, the human mind first constructs.

31. *Value clarification* is a method to encourage learners to clarify their thoughts, feelings and commitment, and thus enrich their awareness about their own values, clarifying their exact content and their full meaning.

32. *Simulations* refer to cases in which a certain number of data are reproduced in another context: the simulated learning situation is provided to learners and the assumed “replica” usually reflects an issue and situation of the real world, linking the class with environmental realities. Studies have identified four basic types of simulation methods: roleplaying, case studies, computer simulations and other games.

33. *Roleplaying* is traditionally based on asking learners to portray certain well defined persons, e.g. a local authority officer, a farmer, an ecologist, a consumer, in the context of a particular issue, a given situation with clearly defined values, seeking for a resolution. (In some cases the characters to be portrayed could even be animals in the food chain or the “spirits” of the forest, etc., and these cases are also known as “theatrical games”, usually played by younger pupils).

34. *The case-study method* is a teacher-directed analysis of a given environmental issue, within which students, working in small groups use and elaborate mainly secondary sources of information (provided by the educator, e.g. printed material, guest speakers, films, videotapes) in order to explore and draw conclusions on the particular issue.

35. *Modelling* aims to recreate the main aspects of what occurs occasionally during an event (phenomenon) in nature or in the laboratory or even in society. Models are cre-

ated based on multiple analogies which may function as the “building blocks” of the model.

36. *The survey method* involves the collection of primary data, data analysis, reaching conclusions and presenting them. The survey is an “autonomous” learning method, though it could be conducted in the framework of a project or a problem-solving process. In general, surveys are carried out through questionnaires, opinion sheets (*opinionnaires*) and interviews, to elicit information on individuals’ opinions and attitudes towards the issue studied. Conducting survey research is a student-centred method. It is very effective for developing communication and investigation skills and raising awareness on a variety of issues.

37. *Philosophical inquiry* is an approach based on the examination of the deeper motivations and consequences of human activities with an impact on the environment and/or society and their ethical justification.

38. *Scenarios* are analyses of hypothetical problems, their impacts and possible solutions by examining a series of alternative combinations of critical parameters and hypotheses. Through scenarios we try to predict the consequences of changes by using extrapolation.

39. *Workplace experience*. The system of knowledge, skills, feelings and views formulated by a learner, usually a worker, through interactions with others and the environment after a period of work in one particular place.

Link between environmental education and education for sustainable development

40. *Environmental education* (EE) and *education for sustainable development* (ESD) are considered by many to be equivalent. In practice, however, there are differences. EE typically focuses on the environmental impact on society of pollution, waste water, emissions from cars, factories, etc., their causes and effects and how to reduce them, as well as on concern for nature and nature protection. ESD more often focuses on the use of natural resources and the importance of their renewability (sustainability). Different methods of mapping resources such as ecological footprints or material flows are pedagogical tools in ESD, especially at university.

Negative environmental impact is in the first instance seen as a consequence of the unsustainable use of resources. It is also recognized that a good environmental situation will not develop unless people have a decent social and economic situation, and that a healthy environment is a prerequisite for a vital economy in the longterm. Thus environmental, social and economic aspects are interwoven in ESD. Ethics and justice, as expressed in democratic government and social and global responsibility, become important components in the larger context of ESD.

41. The view of environmental issues in the education system has gradually changed from being a knowledge problem into being seen as a conflict between man and nature, and today also as a conflict between different human interests. This has implications for the approaches to be used. In education in early EE, the transmission of scientific facts was the most common method used. This approach was later further developed and combined with active student involvement and problem-solving approaches. Today the conflict-oriented perspective of ESD, based on society as a

whole, implies a focus on the democratic process. An important approach is thus a discussion among students in which different views are aired and debated. The purpose is to ensure that students actively and critically evaluate alternatives and develop skills in forming arguments based on knowledge and related ethical issues.

42. At the end of the 1996 - 1999 period three relatively new definitions were emerging, which structured the broadly interpreted EE-concept: ecological basic education, learning for liveability and learning for sustainability. These three parts of EE (see descriptions below) can be distinguished in theory. In practice the lines are not that clear. Many EE-activities and -projects will cover a little of everything. The diagram below shows that the influence impact of the EE-working area is different for each part.

43. *Ecological basic education* (EE in the classical way) concerns learning to know and to appreciate the living and non-living environment and the role of personal behaviour in this respect. In ecological basic education learning is directed at the learning objectives of the individual, who wants to develop him-/herself in having knowledge of ecological processes or mastering skills to for example support environmental interests. Ecological basic education can often be perceived in primary education, in the work carried out in information centres in nature areas and in activities of nature directed organizations.

44. *Learning for liveability* is directed at making and keeping the school, the schoolyard, the street, the estates and the city liveable. In primary school children learn about waste segregation, preventing street litter, clearing litter together, internal environmental care, etc. Learning for liveability has an important behavioural component and is concerned with 'here and now'. Learning for liveability often takes place in residential estates and industrial estates: together they learn about the best approach to enhance liveability. In some aspects the activities are more like “information, communication, participation, public awareness” as in a traditional view on “education” as an “emancipative way of learning”. Using EE as a policy-tool (for environment-, nature-, area development- policies) was – despite of discussion – developed fast, along the more traditional practices of environmental education.

45. With *Learning for sustainability* the key concept is sustainable development. An often used description of sustainable development is: a well-balanced development of the three perspectives economy, physical living environment and society. Well-balanced means that future generations and also developing countries can supply their needs. Sustainable development focuses on 'here and now' in combination with 'there and then'. Sustainable development is a subjective concept, which means that sustainability cannot be imposed from above. It is a joint consideration of interests, opinions, norms and values and therefore is formed by the dialogue between different actors.

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