



United Nations
Educational, Scientific and
Cultural Organization



DESD Quarterly Highlights

December 2008



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

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

IN FOCUS – Four Global Education Conferences 2008-2009



Education is fundamental for *just, peaceful, adaptable societies without poverty*, and that none of the international development goals can be achieved without education. UNESCO is holding a series of key international education conferences in 2008 and 2009 on inclusive quality education, education for sustainable development, adult learning, and higher education – where some of these themes will be further explored.

It is a particular challenge for UNESCO to organise four international – and a large number of preparatory regional - education conferences in a time span of less than a year. Making them all successful requires not only careful preparation and tremendous mobilization for each single one, but also a considerable effort to identify and show linkages and synergies among the issues and themes they are addressing. If they all contribute in a visible manner to shaping our vision of education in today's and tomorrow's world, by delivering the same messages and by highlighting coherent and mutually reinforcing policy options and approaches, UNESCO will be better equipped to accompany and support national education development in the coming years.

The shared vision which runs through the four conferences is one of education systems that encourage equity and inclusion, quality learning, flexibility and innovation. They are anchored in the conviction that education is a right, a foundation and prerequisite for sustainable development and that learning happens throughout life. They offer a unique opportunity for broad dialogue on educational priorities, and will provide guidance to policy-makers and other stakeholders on paths for transforming education systems.

An innovative society prepares its people not only to embrace and adapt to change but also to manage and influence it. What do countries have to do to build education systems that are inclusive, equitable, of high quality and supportive of sustainable development – systems that promote access and quality for all learners, at every stage of their life? How can higher education and research respond to the expectations placed in them to induce change and progress in society? In situations of limited financial resources, what levels and forms of education deserve priority?

There are no straightforward answers to these questions but one statement from the Delors report (*Learning: The Treasure Within, UNESCO, 1996*) can be held up as a mirror for assessing education: “*Choosing a type of education means choosing a type of society.*”

If societies are characterized by poverty, large inequalities, discrimination and exclusion, they are on the wrong path to development. If education systems are characterized by inequality, discrimination and exclusion, they contribute to increasing existing social and economic disparities and also deviate from the path of equitable and sustainable development which we must follow. Sustainable societies are based on the belief that everyone

has the right to learn, the capacity to contribute and the commitment to ensure that others share in the benefits of development.

UNESCO's conference cycle aims to encourage a dynamic and far-reaching reflection on the transformative power of education to serve this vision and to engage policymakers, researchers and a range of institutions in reorienting education systems – from early childhood to higher education, in formal and non-formal settings - to promote equity, lifelong learning, innovation and sustainable development.

Each conference brings together representatives from UNESCO Member States, UN agencies, multi-and bi-lateral cooperation agencies, civil society organizations, the private sector and academia.

48th session of the International Conference on Education

"Inclusive Education: the Way of the Future" was the theme of this conference, a major international forum for education policy dialogue, organized by the International Bureau of Education. It was held 25-28 November 2008 in Geneva, Switzerland. It provided opportunities for lively debates about the concept of inclusive education, explored how governments can develop and implement inclusive policies, drew attention to education systems that offer opportunities for life-long learning and emphasized the role of teachers in meeting learners' diverse expectations and needs.

World Conference on Education for Sustainable Development

The conference subtitled *"Moving into the Second Half of the UN Decade"* will be held from 31 March to 2 April 2009 in Bonn, Germany. It will review what has been achieved during the first half of the UN Decade of Education for Sustainable Development and will look ahead to strategies that further promote awareness and progress in this field. Special emphasis will be placed on enhancing North-South and South-South dialogue and cooperation. The conference is organized by UNESCO and the German Federal Ministry of Education and Research, in cooperation with the German Commission for UNESCO.

Sixth International Conference on Adult Education (CONFINTEA VI)

The Sixth International Conference on Adult Education (CONFINTEA VI) will focus on *"Living and Learning for a Viable Future -The Power of Adult Learning"* and will be held 19-22 May 2009 in Belem, Brazil. It will provide an important platform for policy dialogue and advocacy on adult learning and non-formal education at the global level. It will build on the holistic understanding of adult learning and non-formal education established by CONFINTEA V twelve years ago. The conference is being organized by UNESCO's Institute for Lifelong Learning.

World Conference on Higher Education

A global platform for innovative thinking, the World Conference on Higher Education organized by UNESCO will be held 6-8 July 2009 at UNESCO Headquarters in Paris, France. The conference will look at "The New Dynamics of Higher Education", and take stock of the changes in higher education and research since the first conference held in 1998. It will address the dynamics shaping the development of higher education and identify concrete actions to meet national development objectives and individual aspirations.

@ http://portal.unesco.org/education/en/ev.php-URL_ID=57381&URL_DO=DO_TOPIC&URL_SECTION=201.html

@ *Quality Education, Equity and Sustainable Development* - <http://www.unesco.org/education/Synergies4conferences.pdf>

HIGHLIGHTS FROM AROUND THE WORLD



UNESCO'S LEADERSHIP AND COORDINATION ROLE FOR THE DESD

UNESCO will use its DESD coordination role to:

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



WITHIN UNESCO

4th DESD Monitoring & Evaluation Expert Group (MEEG) Meeting

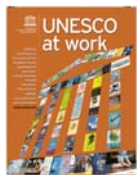


UNESCO together with its Monitoring and Evaluation Expert Group has prepared a DESD Global Monitoring and Evaluation Framework (GMEF), with support from Japanese Funds-in-Trust for ESD.

The 4th MEEG meeting took place from 3 to 5 November 2008 at UNESCO Headquarters. The meeting examined the draft 2009 global M&E report on the DESD, focusing on the context and structure of the work on ESD. The preliminary findings of the report were discussed, as well as the lessons learnt from implementing this phase of the GMEF, including discussing the responses received to the questionnaires sent to all Member States for preparing the 2009 report, possible complementary research (i.e. supplementary sources like interviews with key ESD experts in the regions, existing ESD-related case studies), and how to incorporate the responses to the Multi-stakeholder consultation process questionnaire. The UNESCO's self evaluation portfolio was also on the agenda of the meeting.

@ <http://portal.unesco.org/education/en/files/56743/12254714175GMEFoperationalfinal.pdf/GMEFoperationalfinal.pdf>

3rd DESD Reference Group Meeting



The third DESD Reference Group meeting took place from 5 to 6 November 2008 at UNESCO Headquarters. The meeting included a one-day joint session with the DESD Monitoring and Evaluation Expert Group (MEEG) to discuss the draft global M&E report on the DESD, focusing on the context and structure of the work on ESD. The preliminary findings of the report were shared with Reference Group members for their technical inputs.

The meeting also included discussions on the upcoming World Conference on ESD, as a major opportunity to advance the global agenda on ESD. Given the mounting challenges facing sustainable development such as climate change, food insecurity and the energy crisis, there is a need to reinforce educational response through ESD. In this connection, the meeting discussed the possible strategic directions for the Reference Group during the second half of the Decade.



AT GLOBAL LEVEL

The Right Livelihood Award 2008



The Right Livelihood Award
for outstanding vision and work on
behalf of our planet and its people

The Right Livelihood Award was established in 1980 to honour and support those "offering practical and exemplary answers to the most urgent challenges facing us today".

It has become widely known as the 'Alternative Nobel Prize' and there are now 133 Laureates from 57 countries. Presented annually in Stockholm at a ceremony in the Swedish Parliament, the Right Livelihood Award is usually shared by four recipients.

On Monday December 8, the 2008 Right Livelihood Award Laureates received their Prize in the Second Chamber of the Swedish Parliament. The 2008 laureates were:

- Krishnammal and Sankaralingam Jagannathan / LAFTI (India) *"...for two long lifetimes of work dedicated to realising in practice the Gandhian vision of social justice and sustainable human development, for which they have been referred to as 'India's soul'."*
- Amy Goodman (USA) *"...for developing an innovative model of truly independent political journalism that brings to millions of people the alternative voices that are often excluded by mainstream media."*
- Asha Hagi (Somalia) *"...for continuing to lead at great personal risk the female participation in the peace and reconciliation process in her war-ravaged country."*
- Monika Hauser (Germany) *"...for her tireless commitment to working with women who have experienced the most horrific sexual violence in some of the most dangerous countries in the world, and campaigning for them to receive social recognition and compensation."*

@ <http://www.rightlivelihood.org/home.html>

IUCN World Conservation Congress



The Congress is the world's largest and most important conservation event. Held every four years, the Congress aims to improve how we manage our natural environment for human, social and economic development. The 2008 Congress took place from 5 to 14 October 2008, in the Centre de Convencions Internacional de Barcelona (CCIB) in Barcelona (Spain).

More than 8,000 leaders from government, the public sector, non-governmental organizations, business, UN agencies and social organizations came to discuss, debate and decide solutions for the world's most pressing environment and development issues in the following three streams:

- A new climate for change
- Healthy environments - healthy people
- Safeguarding the diversity of life

@ http://www.iucn.org/congress_08/index.cfm

WWF's One Planet Leaders Programme



One Planet Leaders is a sustainability programme which enables business managers and senior executives to explore, challenge and apply the latest thinking on sustainable business practice. It provides an outreach and training for business managers to fully understand the concept of sustainability and become equipped to effect practical change in the context of their company. It aims to create well informed and inspired 'champions' who can transform business from within.

This professional development programme enables business managers to explore and apply cutting edge thinking on sustainability in order to drive company value. Participants will explore the depth and complexity of sustainability ideas and develop practical responses in the form of personal and strategic action plans. The programme does not replace existing company commitments to sustainability, but can be used as a tool to 'upskill' employees, build on existing policies and move from understanding to implementation.

@ http://www.panda.org/about_wwf/how_we_work/businesses/training/



AFRICA

1st MESA International Conference on Environment, Development and Climate Change



The United Nations Environment Programme (UNEP), in cooperation with UNESCO, the Horn of Africa Regional Environment Centre and Network (HoA-RECEN), the Association of African Universities (AAU) and the Southern African Development Cooperation-Regional Environmental Education Programme (SADC-REEP) organized the 1st MESA International Conference with the theme *Environment, Development and Climate Change: Universities Responding?*.

The conference was held on 24-28th November 2008 in Nairobi, Kenya and provided a forum for South North/South South dialogue, exchange, engagement and collaboration on challenges and best practice on implementing ESD in higher education institutions. It also supported and recognized innovations in African Universities that respond to Africa's most pressing economic, social and environmental challenges and opportunities. It also sought to contribute to the revitalization of higher education in Africa by enhancing capacity to build capacity in environment and sustainability issues.

Furthermore, the conference provided an opportunity to enhance knowledge of higher education stakeholders on the UN Decade of Education for Sustainable Development, as well as on issues related to environment, development and climate change, and to strengthen the voice and contribution of universities in the South to dealing with the challenges of these issues. The Conference focused on how universities in Africa were responding to environment, development and climate change challenges; on enhancing policy relevance of African university programmes; and providing a platform for collaboration on change responses and North/South, South/South and South/East dialogue on ESD best practices. The conference also sought to promote expansion and dialogue between Africa's 11 Regional Centres of Expertise in ESD, and wider sub-regional and regional networking and knowledge exchange.

It also focussed on contextualising Africa's local and scientific knowledge as a way of responding to new challenges. Innovations in the MESA Universities Partnership were highlighted and recognised at this conference. The conference was attended by over 200 participants from 40 countries. Recommendations were made to inform the MESA Universities Partnership, as well as university leaders, students and the wider higher education sector. These recommendations were discussed under five clustered themes, namely: knowledge, innovation and development; teaching and research; partnerships and networking; educational and institutional leadership in ESD and policy issues; and promoting and enabling student participation.

@ http://www.unep.org/training/mesa_conf/index.asp

Kenya's new Education for Sustainable Development Implementation Strategy



Kenya's new Education for Sustainable Development Implementation Strategy offers a plan of action to enable Kenya to implement the educational component of Agenda 21, World Summit for Sustainable Development and the Decade of Education for Sustainable Development.

The strategy calls for multi-stakeholder partnerships to build capacity for sustainable development through education at all levels in both formal and non-formal sectors. The strategy proposes the establishment of regional centres of expertise to support and promote the long-term goals of education for sustainable development which are the attainment of environmental stewardship, social justice and improvement of quality of life.

@ <http://www.education.nairobi-unesco.org/PDFs/Kenya%20ESD%20Implementation%20Strategy.pdf>

Maputo Meeting on Improving Knowledge Sharing, Agricultural Education and Learning through Collaboration and Partnerships



The ICT-KM Program of the Consultative Groups on International Agricultural Research (CGIAR), the Global Forum on Agricultural Research (GFAR) and the Commonwealth of Learning (COL) and YPARD (Young Professionals' Platform for Agricultural Research for Development), along with other partners organized a workshop to discuss priorities and develop an agenda for action through global collaboration in improving agricultural knowledge management, education and learning on 4 and 5 December 2008 in Maputo, during the CGIAR AGM08.

The day and a half meeting was documented through social reporting. *“Social reporting is where a group of participants at an event interactively and jointly contribute to some form of reporting, in text, photos, images or video. The resulting “social report” is made accessible, usually online, as soon as possible, sometimes as a half-product. This allows others to join in, to extend, to adjust or remix.”*

In particular, participants worked in 3 groups to allow them to address in depth the issues they care about. One group worked on formal education, another group addressed the issue of rural learning communities and a third group explored possible entry points for the CGIAR to work on Knowledge Management strategies. The outcomes of this meeting will feed into a planned high level conference on improving investment in agricultural research and innovation in 2009 being organized jointly by GFAR, FAO, IFAD and the CGIAR.

@ <http://kmstrategyworkshop.wikispaces.com/>

@ <http://ictkm.wordpress.com/2008/12/17/knowledge-education-and-learning-workshop-maputo-december-08-social-report-outline-2/>

Educational outreach in the Cape West Coast Biosphere region



Sustainable development is like an indicator species in nature. If it starts to show signs of weakness it reflects the nature of the whole system. Thankfully in the Cape West Coast Biosphere Reserve region, so representative of the many economic challenges facing the whole of South Africa, there are outstanding projects already running to address the key issues. Sustainable development is becoming a phrase more widely used with the understanding that our future depends on working with our environment, not against it, and in this regard the education programmes are starting to make a great impact.

The CWCBR region covers 378 000 hectares of unique landscapes including coastal lowlands and is part of the Cape Floristic region. Water is a major issue, as is over –development within the boundaries. Unique to this region and to biospheres in general is the nuclear power plant and the fact that this biosphere reserve encompasses a city boundary - that of Cape Town. These are just some of the factors influencing the approach to a sustainable future for all.

The Cape West Coast Biosphere Reserve is committed to the environmental education of the public and wants to place a strong focus on schools, especially in the surrounding areas. The CWCBR is currently working on

developing an Environmental Education and Training strategy, which will provide a framework for planning and the implementation of awareness, education and training intervention strategies.

Part of the outreach of the CWCBR is to encourage best practices, that is enhancing the sustainable utilization of natural resources. The potato farmers on the West Coast are directly benefiting from adopting best practice procedures and as a result are able to sell their produce to South Africa's leading food retailer that is pioneering food development through the use of organic produce and best practice farming methods in animal husbandry as well. In this way the farmers and the environment benefit as well as the consumers by gaining access to ethical produce.

@ <http://www.capebiosphere.co.za/html/Biosphere/environedu.html>



ARAB STATES

UN DESD Monitoring and Evaluation Regional Report

The experiences of working and developing the Draft Regional Report on DESD-M&E in the Arab Region exercise were discussed and shared during various meetings outside the region, including at the 4th MEEG Meeting on the DESD Global Report (Paris, 3-5 November 2008) and the International Forum on ESD Dialogue (Tokyo, 2-5 December 2008).



Main achievements of ESD/DESD during Phase One of the Regional Guiding Framework of ESD in the Arab Region (2005-2007) have been highlighted in the draft report, which include:

- Curriculum development in basic and secondary education;
- Training of teachers on selective ESD topics; and
- Development of resource materials in Arabic.

Furthermore, the 4th MEEG Meeting and the Tokyo International Forum facilitated bilateral discussions and initiation of joint regional projects/activities on ESD/DESD in the Arab region, with focus on the priority areas of the Arab Region.

@ <http://www.unesco.org/beirut/index.php?id=esd>

Focusing on the Arab Region Ecotechnie Network (AREN)



The Arab Region Ecotechnie Network (AREN) began its operation in November 1997 within the framework of UNESCO UNITWIN Chair Program and the UNESCO Cousteau Ecotechnie Program (UCEP). The network consists of the following universities: the University of Bahrain (Bahrain), the University of South Valley (Egypt), the University of Jordan (Jordan), the University of Mohamed V (Morocco), the University of Khartoum (Sudan), the University of Damascus (Syria), and the University of Sana'a (Yemen), and the University of Balamand (Lebanon).

UNESCO Cairo Office developed a dynamic website for the AREN Network. The website serves as an online information resource for AREN projects, activities and point of collaboration between different stakeholders in the network. It shall also play a role in promoting environmental awareness among the general public.

Training Workshop for Students and Junior Scientists from AREN member countries: Climate Change and Water Deficiency in the Arab States



A series of workshops and study visits intended for capacity building of graduate students and junior staff of AREN universities was proposed by the member universities in 2006.

The pilot AREN Ecotechnie training workshop for junior staff of AREN member universities was held in Aswan, South Valley University in April 2007 and provided very satisfactory results, demonstrating the benefit of such programme for trainees coming from the different AREN member countries.

The 2008 Workshop focused on Climate Change and Water Deficiency in the Arab States, a vital issue in the region as well as the theme of the World Youth Day for this year. The program includes: field trips, lectures, discussions and group work.

The Workshop included 15 participants from 11 AREN member countries as well as 4 participants from Host University and took place in Amman, Jordan 26-28 November 2008. The programme comprised of: field trips,

lectures, discussions and group work. At the end of the visit each participant prepared a presentation on the selected topics. At the end of the training each group is requested to present a comprehensive project proposal dealing with the issue of climate change and water deficiency. A report documenting the results of the research will be published along with project proposals which will be reviewed for further development.

@ *AREN Website* - <http://www.egywebhost.com/aren/index.html>



ASIA & THE PACIFIC

Tokyo International Forum on Education for Sustainable Development Dialogue



The International Forum on ESD Dialogue was held in Tokyo, Japan from 2-5 December, 2008. This Forum was hosted by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) and co-organized by the United Nations University (UNU) and the Asia/Pacific Cultural Centre for UNESCO (ACCU).

This Forum was organized for a number of purposes: to use collective learning as a basis for enhanced future action; to identify results oriented strategic projects for the second half of the Decade; to explore the possibility of a global consortium on ESD involving the private sector and NGOs; and to consider the possible research and innovative contributions to the Decade. This Forum is expected to further contribute to the promotion of ESD in a systematic and comprehensive manner and to enhance the visibility of DESD.

Upon recognizing that the 2009 World Conference on ESD will be an important opportunity to strengthen the implementation of the DESD, including the leadership role of UNESCO, participants of the Forum have recommended UNESCO Member States to:

- Incorporate the principles, values and practices of sustainable development as an important element of strategies in all settings;
- Assist each other in the implementation of the DESD, for example, through the exchange of good practices and innovations in ESD;
- Make full use the available networks and extended ESD community and partners, such as the Associated School Project (ASP) Network, the UNEVOC Centre, and the UNU Regional Centres of Expertise on ESD (RCEs), flagship projects and others which could guide all stakeholders in implementing ESD;
- Consolidate and strengthen partnerships with UN agencies, and build up closer connections with various stakeholders, Higher Education Institutions, NGOs, the Private Sector and media.

Furthermore, Forum participants also recognized the need and requested that steps be taken to assist Member States to develop ESD programmes in line with their needs, to build a stronger relationship between EFA and ESD, to facilitate intersectoral activities in ESD such as the Biosphere Reserves of UNESCO's Man and the Biosphere Programme as learning laboratories for ESD, and to support the development of national research agendas and to stimulate capacity of Higher Education institutions for ESD research and innovations, including incorporating relevant indigenous and local knowledge systems.

@ *MEXT online* - <http://www.mext.go.jp>

@ *ACCU* – <http://www.accu.org>

Vietnam National Strategies for Agenda 21 and DESD



The term 'sustainable development' is at the core of the current environmental government policy in Vietnam. The Five-Year Socio-Economic Development Plan 2006-2010 (SEDP) of the Socialist Republic of Vietnam is divided into three policy sectors: social, economic and environmental¹. These sectors are derived from the pillars of sustainable development as described in global sustainable development goals.

Global frameworks such as Agenda 21 and DESD have provided excellent opportunities to highlight the commitment of the government to sustainable development. The high level political commitment shows that the government and leadership of the country recognize the need for reorienting existing education to address the issues of sustainability and the opportunity to do so through the DESD process.²

It is evident that adoption of global frameworks such as Agenda 21 and DESD has provided opportunities for learning. The people participating in these processes have been exposed to new ideas and have been able to take

¹ The Socialist Republic of Vietnam (2006) The Five Year Socio Economic Development Plan 2006-2010. Hanoi.

² The 'Strategic Orientation for Sustainable Development', issued by the Prime Minister in August 2004, reflects the Agenda 21 principles agreed by world leaders at The Earth Summit in Rio de Janeiro in 1992. More recently, a high level committee chaired by Minister of Education has been created to coordinate activities for the United Nations Decade of Education for Sustainable Development 2005-2014 (DESD) and as a follow up of the resolution 254 in the 57th session of the United Nations General Assembly in December 2002.

part in the international debate on sustainable development. Government actors involved in the process of drafting national agenda have aided in recognizing the linkages between the global agenda of DESD, to the ongoing processes and situation in Vietnam.

On the other hand, without a clear implementation framework and expected outcomes, it is difficult to pinpoint the actual achievements connected to the introduction of a new strategy, such as the Vietnam Agenda 21. The establishment of high level committees with representation from different Ministries does not alone guarantee implementation. Furthermore, it is important to ensure that these frameworks are not parallel with existing government strategies, so that the monitoring system used to assess progress contributes to improving national policies within existing frameworks, with government budget support.

Hence, in order to ensure effective implementation of ESD, it is necessary to avoid duplication and parallel processes; it is crucial that the DESD national plan is clearly linked to the existing government planning processes and policy frameworks, such as the Socio Economic Development Plan in Vietnam.

@ *Vietnam Agenda 21* - http://www.va21.org/eng/va21/VA21_strategy_part5.htm

@ *Vietnam SD mechanisms* - http://www.eeac-net.org/conferences/sixteen/Presentations/Internal%20day/Thursday_16h_Nguyen.pdf

SIDA Advanced International Training Programme in ESD in Formal Education



From 1-12 December 2008, the Centre for Environmental Education (CEE) conducted an International Training Programme in ESD in Formal Education in Ahmedabad, India, sponsored by the Swedish International Development Cooperation Agency (SIDA).

The programme aimed to strengthen the ESD work being carried out by Asian institutions within their formal education contexts. Twenty-two participants took part in the training, from Nepal, Sri Lanka and Vietnam, forming 11 institutional teams to work on ESD at the national level. A 3-week intensive phase, focusing on research, theory and practice in ESD was held for participants in September 2008; following which participants returned to their countries to work together across ministries and/or departments on ESD-related projects. The training period in Ahmedabad provided guidance and support to participants to enhance on their project work in the coming 4-5 months.

@ *CEE's training programmes* - <http://www.cceindia.org/cee/training.html>

@ *SIDA Advanced International Training Programme 2009* -

http://www.rambollnatura.se/services/training%20programmes/-/media/Files/RSE/Natura/Training%20programmes/ESD%20Formal%20Education/257_Education%20for%20Sustainable2009.ashx

East Asia ESD Coordination and Capacity Building Workshop



The *East Asia Education for Sustainable Development (ESD) Coordination and Capacity Building Workshop* in Hangzhou, China was the fourth Asia-Pacific regional workshop, sponsored by the Japanese Funds-In-Trust, to assist UNESCO Member States in building additional capacity for ESD leadership, coordination and monitoring at the national level. The workshop was held 28-31 October 2008 in Hangzhou, China.

Over twenty senior level ministerial representatives and representatives from civil society participated in the event from China, Japan, Mongolia and the Republic of Korea. Workshop discussions emphasized several factors required to move ESD forward in East Asia, such as the need to include ESD in National Curricula reviews, examining processes for integrating ESD content into core subjects and looking at how ESD can be incorporated into schools which reserve space for local content.

@ <http://www.unescobkk.org/index.php?id=71>

South Asian ESD Coordination and Capacity Building Workshop



The *South Asian ESD Coordination and Capacity Building Workshop* in Colombo, Sri Lanka, was the fifth Asia-Pacific regional workshop, sponsored by the Japanese Funds-In-Trust, to assist UNESCO Member States in building additional capacity for ESD leadership, coordination and monitoring at the national level. The workshop was held on 18-21 November, in Colombo (Sri Lanka).

Seventeen participants, including senior level ministerial representatives and representatives from civil society and the private sector, participated in the event from Bangladesh, Bhutan, India, the Maldives, Nepal and Sri Lanka. Workshop discussions acknowledged several key needs required to move ESD forward in South Asia, especially the need for ESD capacity development in:

- Policy (for resource mapping, for incorporating ESD in policies and development plans, for policy makers to account for frequent transitioning of human resources, for ministerial department staff);
- Curriculum (for curriculum developers, reviewers and administrators, for teachers and administrators to share manuals, kits – on Peace Education, Environmental Education, etc. – and procedures for content integration);
- Education institutions (to develop the capacity of teacher educators, principals, etc. to support the integration of ESD content into core subjects);
- Monitoring and evaluation.

@ <http://www.unescobkk.org/index.php?id=71>

FASPPED Jakarta Declaration 2008



At the Regional Parliamentary Conference for Education in Asia and the Pacific in Jakarta, Indonesia which took place from 24-25 October 2008, 16 countries adopted the Declaration of Jakarta. This Declaration acknowledged the necessity for greater participation by parliamentarians in the work of the United Nations and their respective specialized agencies, thereby helping to bring those institutions closer to citizens and their representatives and vice

versa.

The parliamentarians reaffirmed their commitment to UN guiding instruments, such as the World Declaration on Education for All (1990) and the Dakar Framework for Action and Education for All goals (2000), and the UN Decade of Education for Sustainable Development (DESD) and recognized their singular and collective responsibility to the well being and human dignity of their citizens through quality and equitable education systems. In particular, the participants reiterated their belief *“that Education is the key to achievement of individual and social wellbeing and peace and that ignorance and illiteracy are obstacles to development and the construction of democratic societies”*.

Participating countries pledged themselves to several goals, which include the following: to revisit constitutions, legal instruments, laws and regulations currently in force of member countries, so as to reinvigorate the right to basic education for all and to work toward its realization; to mobilize human, material and financial resources in order to facilitate the achieving of Education for All goals; to promote the education of girls and women in particular, in order to eliminate gender disparities and inequalities at all education levels; recognize the role of teachers and educators and encourage the development of quality teachers in order to achieve EFA goals.

In order to achieve the goals agreed upon, the Members of the Asia-Pacific Parliamentarians have pledged to several efforts, namely to the establishment of a Forum of Asia Pacific Parliamentarians for Education (FASPPED).

@ http://portal.unesco.org/en/ev.php-URL_ID=43682&URL_DO=DO_TOPIC&URL_SECTION=201.html

@ http://portal.unesco.org/en/files/43682/12271803953FASPPED_Declaration_FINAL.pdf/FASPPED%2BDeclaration_FINAL.pdf

Seventh International Central Asian Conference on Education for Sustainable Development



The Conference was organized from 20 to 22 November in Almaty (Kazakhstan) by the Regional Environmental Centre for Central Asia (CAREC) in cooperation and with support of the European Commission and the OSCE Centre in Astana.

It was aimed to assess implementation of the UN Decade on ESD (2005-2014) and of the UNECE ESD Strategy in Central Asia, and to take stock of the CAREC ESD Programme. Representatives of Environment and Education Ministries from five Central Asian countries, international organizations - UNECE, OSCE Center in Astana and UNESCO Cluster Bureau of Central Asia, universities, high schools and NGOs from Central Asia, participated in the Conference.

During the Conference experts from Central Asian countries discussed reviews of Central Asian countries on best practices of ESD, analyzed from the point of view of the UNECE indicators for ESD; presented legal reports on ESD as a platform for ESD incorporation into legislation, policy and curricula of Central Asian countries. In addition, new interesting ESD projects and teaching materials and manuals on ESD were presented at the Conference.

@ <http://www.carec.kz/English/news/14.11.2008/14.11.2008.pdf>

@ <http://www.carec.kz/English/index.html>



EUROPE & NORTH AMERICA

OECD Workshop on ESD



The OECD Workshop on ESD took place in Paris on 11-12 September 2008 to explore how the OECD can contribute to the development of strategies, curricula, and sustainable schools for the United Nations Decade of Education for Sustainable Development (2005-2014). There were approximately 65 participants from national and provincial governments, international organisations, academia, business, trade unions and non-governmental organisations (NGOs) from a range of OECD countries.

The workshop was organized into four sessions: 1) developing strategies for education for sustainable development, 2) devising curricula for education for sustainable development, 3) promoting sustainable schools, and 4) educating for sustainable consumption.

@ http://www.oecd.org/document/16/0,3343,en_2649_37425_40771408_1_1_1_1,00.html

Bordeaux International Conference on Education for Sustainable Development



The International Conference on Education for Sustainable Development - *Working together on Education for Sustainable Development* - was held in Bordeaux (France), from 27 to 29 October 2008.

The Conference was organized in the context of the French Presidency of the European Union and provided a platform for French, European, Mediterranean and Francophone actors to discuss different themes relating to education, training, information and awareness-raising in the field of environment and sustainable development.

The conference attended by some 620 participants from 74 countries enabled those involved in ESD, - whether they belong to State organisations or regional authorities or are part of the make-up of the public or private sector -, to undertake a critical review of the progress made since the launch of the Decade and to suggest various strategies for the second phase, and therefore contribute to making this Decade one of the major influences encouraging our societies to adopt lifestyles more respectful of our planet.

@ http://www.decennie-france.fr/index.php?page=readActu&id_actu=58&lang=en

@ <http://www.decennie-france.fr/pdf/programmeen.pdf>

International Workshop “Visions and Preparations for a Common Blueprint on Education for Sustainable Development



The International Workshop “Visions and preparations for a common blueprint on Education for Sustainable Development” took place in Göteborg (Sweden) on 11-12 November 2008. The workshop was organized by Chalmers University of Technology and University of Gothenburg in collaboration with the Swedish Ministry of Education and Research, the Swedish National Commission for UNESCO and the Swedish International Centre of Education for Sustainable Development (SWEDESD).

The workshop is the fifth of a series of ESD workshops held over the period of 2004-2007 and aimed to prepare a set of recommendations as a contribution to the upcoming UNESCO World Conference on ESD in 2009. The recommendations were based on the reports produced in connection to each of the four workshops, complemented with the knowledge and experience of the participants in this fifth workshop.

@ <http://www.esd-world-conference-2009.org/en/whats-new/news-detail/item/esd-workshop-in-gothenborg-sweden.html>

Choose the Future – Education for Sustainability Conference



The Choose the Future - Education for Sustainability Conference was organized in Winnipeg, Manitoba (Canada) on 26–28 November 2008, by the Manitoba Education for Sustainable Development Working Group (MESDWG), which brings together stakeholders from the formal, non-formal, and informal education sectors in an effort to further develop, communicate and promote ESD in Manitoba.

The Conference brought together educators as well as leaders of business, NGOs and government who wish to engage their employees and stakeholders in sustainable practices and operations. The conference focused on the

fact that education is required to sustain our future and provided a unique forum on the actions and connections between achieving economic goals, just social systems, and a healthy environment.

@ http://www.mesdwg.ca/events_hom.html

University of Gloucestershire's commitment to Sustainability



The University of Gloucestershire's commitment to sustainability was recently acknowledged. The University was ranked as No.1 in the Green People and Planet League of Universities (2008) and awarded a Green Gown for Continuous Improvement (2008). It has also put in place a new Sustainability Strategy (2008-2015) to strengthen this institutional commitment to Sustainability and work to embed sustainability across all of its plans and activities.

The University of Gloucestershire also coordinates the RCE Severn, one of the UNU Regional Centres of Expertise (RCE) in Education for Sustainable Development.

@ <http://www.glos.ac.uk/vision/sustainability/news/Pages/default.aspx>

@ RCE Severn - <http://www.glos.ac.uk/vision/sustainability/unurce/Pages/default.aspx>

University of Exeter's MSc in Sustainable Development



The University of Exeter's MSc in Sustainable Development is designed to respond to this emerging agenda and approaches sustainable development from a holistic and multi-disciplinary perspective to offer students both a thorough grounding in the principles that underlie sustainability and the means by which to implement these principles in a range of contexts.

The programme has been developed in consultation with a wide range of stakeholders, representing employers and organisations from the private, public and voluntary sectors. The Exeter MSc is an innovative and flexible programme that offers:

- A foundation in sustainability principles alongside implementation-focused modules.
- A multidisciplinary and holistic perspective on sustainable development to ensure the joined-up thinking that is needed in today's policy environment.
- Teaching by experts in the field, with staff who are active researchers on sustainability.
- Part-time and distance learning options.

@ <http://education.exeter.ac.uk/projects.php?id=67>



LATIN AMERICA & CARIBBEAN

1st Meeting on Environmental Education of the MERCOSUR



In cooperation with the Brazilian Ministry of Education, UNESCO Santiago organized the 1st Meeting on Environmental Education of the MERCOSUR (*Encontro Mercosul de Educação Ambiental*), from 4 to 7 November 2008 in Foz do Iguazu (Brazil). This meeting brought together decision makers from the Ministries of Education and the Ministries of Youth from the MERCOSUR Member States and Associated States (Argentina, Brazil, Chile, Paraguay, Uruguay and Venezuela) plus several other invited countries (Costa Rica, Cuba, El Salvador, Honduras, Nicaragua, Panamá and Peru). Some of these participants are also national focal points for the DESD. The meeting was held within the framework of the Pro-Tempore Presidency of Brazil of the MERCOSUR Educativo.

The contribution of UNESCO Santiago focused on the implementation of Global Plan for Monitoring and Evaluation, and on the results of the regional report prepared in the first phase of the evaluation. Representatives from countries that had not responded to the questionnaire sent out earlier this year basically confirmed the findings of the regional report.

It should be noted that Latin America has a strong tradition of environmental education which in the past has led to critical discussions of the concept of "education for sustainable development" in the region. Many experts are reluctant to "replace" the concept of environmental education with that of ESD, since the environment is understood as the "higher order principle" which encompasses society and economy. Instead of using the terminology "ESD", countries like Brazil prefer to use "environmental education for sustainable societies". Environmental education is understood as a holistic concept which takes into consideration the inter-relations

between the environment, society and the economy. However, when looking at the country cases presented at the meeting, the concrete “on the ground” activities mainly concentrate on environmental aspects.

Two outputs of the meeting were the “*Declaración de Foz do Iguazú*” and the “*Carta MERCOSUR*”. In the Declaration, the participants reinforced the importance of environmental education as a cross-curricular issue that should reflect the local contexts of each country without losing sight of the global challenges that affect all societies and the global environment. They recommended the formation of a Regional Network for Environmental Education. The “*Carta MERCOSUR*” recommends the formation of a permanent working group of the MERCOSUR Educativo on Environmental Education.

@ MERCOSUR Educativo - http://www.sic.inep.gov.br/index.php?option=com_frontpage&Itemid=1&lang=es

@ UNESCO Santiago - http://portal.unesco.org/geography/en/ev.php-URL_ID=7459&URL_DO=DO_TOPIC&URL_SECTION=201.html

DESD Monitoring and Evaluation



The ESD Regional Program at the UNESCO Regional Bureau of Education in Santiago has continued its work on the monitoring and evaluation of the DESD in the region.

In this framework, UNESCO Santiago elaborated a complementary document about the ESD efforts developed by Argentina, Brazil, Chile, and Mexico, mainly with regard to their ESD policies and some ESD related flagship projects. This document seeks to complete the information provided by these countries earlier this year through the Monitoring and Evaluation questionnaires that were sent to all National Commissions. This information was gathered from the official websites of the respective countries and was made available to the coordinator of the Global Monitoring and Evaluation Report of the DESD.

Furthermore, to complement the information received through the questionnaires, and to fill in the information gaps, a Complementary Regional Research Team has been set up by UNESCO HQ for Latin America and the Caribbean, under the leadership of UNESCO Santiago. This Team has already taken up its work.

@ http://portal.unesco.org/geography/es/ev.php-URL_ID=7459&URL_DO=DO_TOPIC&URL_SECTION=201.html

Ecuador approves new Constitution



By an overwhelming margin, the people of Ecuador voted on September 28 for a new constitution that is the first in the world to recognize legally enforceable Rights of Nature, or ecosystem rights.

Over the past year, the Community Environmental Legal Defense Fund was invited to assist the Ecuadorian Constituent Assembly to develop and draft provisions for the new constitution to put ecosystem rights directly into the Ecuadorian constitution. The elected Delegates to the Constituent Assembly requested that the Legal Defense Fund draft language based on ordinances developed and adopted by municipalities in the U.S.

“Ecuador is now the first country in the world to codify a new system of environmental protection based on rights,” stated Thomas Linzey, Executive Director of the Community Environmental Legal Defense Fund. *“With this vote, the people of Ecuador are leading the way for countries around the world to fundamentally change how we protect nature,”* added Mari Margil, Associate Director of the Legal Defense Fund.

Article 1 of the new “Rights for Nature” chapter of the Ecuador constitution reads: *“Nature or Pachamama, where life is reproduced and exists, has the right to exist, persist, maintain and regenerate its vital cycles, structure, functions and its processes in evolution. Every person, people, community or nationality, will be able to demand the recognitions of rights for nature before the public bodies.”*

@ <http://www.celdf.org/Default.aspx?tabid=548>

UPCOMING EVENTS

International Youth Future Forum – Vision, Values and Action

(23-25 January, Bonn, Germany) a lead-up conference to the UNESCO World Conference on ESD

@ http://tagen.erzbistum-koeln.de/ksi/projekte/vision_values_engl.html

Eleventh Pacific Science Inter-Congress (PSI 2009) - Pacific countries and their ocean facing local and global changes

(2-6 March, Tahiti, French Polynesia)

@ http://www.psi2009.pf/spip.php?rubrique_home=16

Fifth World Water Forum

(16-22 March, Istanbul, Turkey) *Bridging Divides for Water*
@ <http://www.worldwaterforum5.org/>

Sixth annual Consumer Citizenship Network (CCN) conference - Making a difference: Putting Consumer Citizenship into action

(23-24 March, Berlin, Germany) organized by the Consumer Citizenship Network (CCN)
@ <http://www.hihm.no/Prosjektsider/CCN/Conferences>

12th UNESCO-APEID International Conference - Quality Innovations for Teaching and Learning

24-26 March (Bangkok, Thailand) One of the sub-themes is *Reorienting Teacher Education for Sustainable Development*

@ <http://www.unescobkk.org/index.php?id=apeidconf08>

World Conference on Education for Sustainable Development – Moving into the Second Half of the UN Decade

(31 March – 2 April, Bonn, Germany)

@ <http://www.esd-world-conference-2009.org/>

7th Education for All (EFA) Global Action Week - Youth and Adult Literacy and Lifelong Learning

(20-26 April, worldwide)

@ <http://www.campaignforeducation.org/en/news/whats-coming-up>

World Civic Forum – Building Our Humanitarian Planet

(5-8 May, Seoul, Korea) initiated by Kyung Hee University and the UN Department of Economic and Social Affairs (UNDESA)

@ <http://www.wcf2009.org/>

5th World Environmental Education Congress – Earth, our Common Home

(10-14 May, Montreal, Canada)

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

SELECTED RESOURCES FOR THE DESD

EFA-ESD Dialogue: educating for a sustainable world



The “EFA – ESD Dialogue” seeks to further the understanding and effective implementation of Education for All (EFA) and the United Nations Decade of Education for Sustainable Development (DESD). This study looks at the synergies between EFA and ESD and the potential for their closer integration, particularly at country level. It analyses the various processes and mechanisms in place for linking education, learning and sustainable development and provides a number of entry points for enriching discussions.

In particular it attempts to make a case for the strategic role of ESD in achieving the MDGs by strengthening educational capacities to address poverty reduction in a context of global warming, climate change and the need to address environmental sustainability.

@ <http://unesdoc.unesco.org/images/0017/001780/178044e.pdf>

Planet2025.tv



Planet2025.tv is all about sharing visions of sustainable lifestyles within the reality of one planet. You are invited to upload and share audio and video content that addresses the challenges and solutions we face.

@ <http://planet2025.tv/home/>

Climate Change Education Portal



This very comprehensive web portal promoting ESD in relation to climate change and global warming includes a resources directory for educators, students and families, a primer on climate change, global warming and solutions through multi-disciplinary approaches, and teaching materials, useful links to the information sources, fact sheets, books and videos. One interesting feature is the website dedicated to kids.

@ <http://climatechangeeducation.org/>

@ Kids climate website - <http://globalwarmingkids.net/>

MDG Radio Series



Produced and recorded in New York during the Sixteenth Session of the Commission on Sustainable Development, the Stakeholder Forum for a Sustainable Future's *MDG Radio Series* presents a sequence of roundtable discussions around the UN Millennium Development Goals (MDGs) in preparation for the High-Level Event called by UN Secretary-General Ban Ki-moon and President of the General Assembly Dr. Srgjan Kerim in September 2008.

@ <http://www.stakeholderforum.org/index.php?id=mdgradio>

The Entrepreneur's Guide to Computer Recycling



This free practical guide to computer recycling for entrepreneurs and project sponsors is the result of a partnership between UNESCO, the French Environment and Energy Management Agency (ADEME), French consultants Tic Ethic, non-governmental organizations, Emmaüs Solidarité Ouagadougou and Ateliers du Bocage, along with the United Nations Industrial Development Organization (UNIDO).

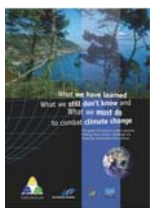
The purpose of the guide is to help develop the skills required to handle the growing flux of waste generated by the market for new and used computers so as to protect the environment and public health. This global problem particularly affects developing countries.

The project also aims to support the emergence of new business opportunities. It should prove useful for NGOs and local development stakeholders in fostering small and micro entrepreneurs. In addition, the open license of the guidebook will allow interested parties to create versions adapted to local conditions and particular contexts.

@ <http://www.ticethic.com/guide>

What we have learned, what we still don't know, and what we must do to combat climate change

CarboEurope and CARBOOCEAN have published this 44-page illustrated educational booklet, which:



- gives an overview of the most remarkable findings from five years of European research on the terrestrial and marine carbon cycles and shows the latest trends observed in the global carbon cycle
- addresses the essential actions we need to take if we want to stop further threatening the equilibrium of life on Earth
- illustrates how secondary schools work with scientists and learn about climate change research through the CarboSchools initiative

This booklet is free of rights for any non-commercial use and may be widely disseminated.

@ http://www.carboeurope.org/education/second_carboschools_booklet_low_resolution.pdf

InterX ESD social bookmark



InterX ESD is a social bookmark specifically developed for those involved in the promotion of Education for Sustainable Development (ESD) such as yourself. It aims to facilitate your efforts in information gathering, thereby contributing to quality undertaking of ESD activities.

Through social bookmarking, you can browse and edit your bookmarks at any location, so long as you have access to a personal computer with the Internet connections.

@ <http://www.accu.or.jp/esd/interX/user/content?target=about>

Muslim Green Guide to Reducing Climate Change



A Muslim Green Guide to help households reduce climate change has been published jointly by UK Lifemakers Foundation and the Islamic Foundation for Ecology and Environmental Sciences (IFEES), with the charity, Muslim Hands, meeting production costs. This booklet explains the impact of climate change using Islamic references and also explains why Muslims must do their bit for the environment.

The Green Guide is unique in that it is a simple, practical handbook that looks at different aspects of the Muslim household and suggests changes that can have a big impact on climate change. These include decisions about domestic food, water, laundry, heating, electricity, transport and recycling. At the end of the 20 page booklet is also a 'How green is my family' checklist that gives households something positive to aim towards.

@ http://www.ifees.org.uk/Muslim_Green_Guide_Print_Final_V3.pdf

Environmental Memoirs



'Environmental Memoirs' is an initiative to collect a series of memoirs from citizens that are living within degrading ecological environments.

The memoirs record the history of individuals and communities experiencing the stress of declining living standards due to degraded natural environments. Memoirs may include the plight of Uzbeks and the receding waters of the Aral Sea, or how overgrazing has impacted on the lives of nomadic people.

The aim of this project is to illustrate how the health of people and their communities is dependent on the health of their supporting ecological systems. The desired outcome of this project is to promote increased respect, equity and peace amongst people, communities and the environment.

@ <http://www.unescoeh.org/ext/biografiak/index.swf>

@ <http://www.swinburne.edu.au/ncs/environmentalmemoirs/welcome.htm>

Pambazuka News – social justice in Africa



Pambazuka News is a weekly forum for social justice in Africa. It is translated into English, French, and Portuguese. 'Pambazuka' in Kiswahili means the dawn

or to arise as a verb.

Pambazuka News is produced by a pan-African community of some 300 citizens and organisations - academics, policy makers, social activists, women's organisations, civil society organisations, writers, artists, poets, bloggers, and commentators who together produce insightful, sharp and thoughtful analyses and make it one of the largest and most innovative and influential web forums for social justice in Africa. Pambazuka News also publishes podcasts, videocasts and books.

@ <http://www.pambazuka.org/en/>



DESD PARTNERS & STAKEHOLDERS CORNER

Enviroic Foundation International - Sustainable Societies in Africa



Helping people achieve sustainable societies is the mission of Enviroic Foundation International (EFI). Sustainable Societies is also the name of EFI's education programme.

Sustainable Societies is a programme to develop a suite of regionally customized Sustainable Societies courses that offer college and university students, government officials, non-governmental organizations and those in the private sector the opportunity to learn about the social, economic and environmental challenges in their regions and understand how they can address them. These regional courses will be networked so that information about common problems, and relevant solutions can be shared. To maximize the effectiveness of the inter-regional sharing, Sustainable Societies organizes material using twenty-five sustainability issue areas identified as most critical by the United Nations Commission on Sustainable Development. Issue information, case studies and strategies being used to effectively combat problems are organized according to these areas.

The programme is based on the premise that in order to become more equitable, healthy societies we need to understand the problems confronting us, summon the will to face them and develop the capacity to overcome them. Each version of Sustainable Societies identifies and examines the social, economic and environmental challenges present in a region, explores ways they can be addressed and develops students' capacities to create solutions for them. Wherever Sustainable Societies is used, the goal is the same, to create issue literate, motivated individuals who know how to work together to improve the social, economic and environmental health of their communities.

Developed in partnership with the United Nations Environment Programme (UNEP), *Sustainable Societies in Africa: Modules on Education for Sustainable Development* explores the broad range of most critical social, economic, and environmental challenges in Africa and develops students' abilities to design and introduce strategies to address the problems in their local communities. By integrating both theoretical and practical sustainability education into universities throughout Africa and preparing students to address local challenges themselves, the *Sustainable Societies in Africa: Modules on Education for Sustainable Development* course starts a movement for change at the community level throughout the continent.

A fundamental principle of Sustainable Societies education is relevance to all fields of study and career. A priority outcome of Sustainable Societies is the creation of sustainability strategies that can be implemented in local communities.

@ http://www.environmentalfoundation.org/programs/sustainable_societies_africa/index.php

Earth Charter Initiative (ECI)



An Earth Charter meeting, organized by NCDO and Earth Charter International, took place on 1 and 2 December 2008 in Amsterdam (the Netherlands) at the Royal Tropical Institute (KIT). The purpose of this meeting was to raise the profile of the Earth Charter, offer a space to dialogue about the role of the Earth Charter in helping to address the key challenges we face today, as well as make it part of the Celebrations of 60th Anniversary of the Declaration of Human Rights and the International Year of Planet Earth.

This event brought together members of the Earth Charter Commission, Earth Charter Council members, Affiliates from Europe, members of the Earth Charter Youth Initiative and some special guests, and provided an opportunity to discuss the new Earth Charter Initiative's strategy of decentralized empowerment and reaching out to the wider community.

The new version of the *Earth Charter Handbook* was released for this meeting. The handbook provides basic information on the origin, nature and purpose of the Earth Charter, the structure and mission of the Earth Charter Initiative, and the organization, goals and policies of ECI.

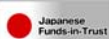
ECI also presented at the meeting the *Earth Charter Guide on Religion and Climate Change*. The Guide presents a three-step methodology for assessing the ethical challenges of climate change aimed at gaining a macro-perspective on our climate crisis, assessing the root causes of climate change and framing inclusive solutions. The Guide could be especially useful in religious seminaries, theology and ethics classes, congregational study groups and interfaith dialogues on the deeper dimensions of climate change and global warming.

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

@ *Earth Charter Handbook* - <http://www.earthcharterinaction.org/Handbook%20Lighter%202.pdf>

@ *Earth Charter Guide on Religion and Climate Change* - <http://www.earthcharterinaction.org/religion/ECGuideRelClimate.pdf>

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



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

Section for DESD Coordination (ED/UNP/DESD)
UNESCO, 7 Place de Fontenoy, 75352 Paris 07 SP, France
esddecade@unesco.org -- www.unesco.org/education/desd

