
DEVELOPING STRATEGIES FOR EDUCATION FOR SUSTAINABLE DEVELOPMENT
Regional ESD Strategies

Some salient points of the Strategy of Education for Sustainable Development in Latin America & the Caribbean

**Aims at:**
- Increasing literacy rates in the region
- Strengthening links between the UNDESD and the HIV/AIDS prevention education initiatives
- Improving educators’ professional development training programs
- Developing new educational materials
- Incorporating ESD in all sectors
- Promoting inter-institutional co-ordination
- Working towards a stronger political will to support ESD
- Promoting the cause of bio-diversity

Some salient points of the Strategy of Education for Sustainable Development in the Arab States

**Aims to address:**
- Poverty, unemployment & brain drain
- Agriculture & water scarcity
- Desertification & rational use of scarce water resources
- Heath awareness
- Political security and demographic stability
- Environmental awareness
- Unsustainable consumption patterns
- Problems related to increase in pollution
- Biodiversity conservation
Some salient points of Strategy of Education for Sustainable Development in Sub-Saharan Africa

• **Strategic Objective 1**: Improve political harmonisation and political commitment for the implementation of education for sustainable development at the regional and county level;

• **Strategic Objective 2**: Broaden public awareness on and to strengthen the practice of principles of sustainable development both in individual and collective lives;

• **Strategic Objective 3**: Promote education that is supported in African culture and that contributes to sustainable social and economic development;

• **Strategic Objective 4**: Improve the quality of education for sustainable development;

• **Strategic Objective 5**: Consolidate and diversify partnerships around education for sustainable development.

Some salient points of UNESCO Asia/Pacific ESD Strategy

**Aims to address:**

- Information & awareness (*eco-media, media literacy, ICTs*)
- Knowledge systems (*learning for local & indigenous knowledge*)
- Environmental protection & management (*biodiversity, climate change*)
- Peace & equity (*conflict resolution & peace*)
- Local context (*community development*)
- Transformation (*rural transformation, urbanisation*)
- Culture (*diversity and intercultural understanding*)
- Cross-cutting issues & themes (*human rights, citizenship*)
- Health (*HIV & malaria*)
- Environmental education (*environmental awareness, pest management*)
- Engagement of leaders (*professional training courses, executive education*)
Monitoring & Evaluation for DESD Implementation - **WHY?**

**INTERNATIONAL IMPLEMENTATION SCHEME**

- Vision building & advocacy
  - Research & innovation
- Consultation & ownership
- Partnership & networks
  - Use of ICTs
- Capacity building & training
  - Monitoring & Evaluation
Global Monitoring & Evaluation Framework (GMEF)

- M&E
- Questionnaire
- Complementary Research
- Longitudinal Assessments
- UNESCO’s Evaluation Portfolio
- Multi-Stakeholder Consultation Process (MSCP)
GMEF: Fundamental principles

1. 4 objectives of the Decade
2. 4 ESD thrusts;
3. UNESCO’s two related roles;
4. Key features of ESD;
5. Three pillars of SD + culture as a cross-cutting theme;
6. Qualitative and quantitative assessments;
7. Relates to existing M&E systems of other UN global initiatives (EFA, Educaids, MDGs);
8. Coherent with regional DESD M&E initiatives.
Implementing the GMEF

**HOW?**

**INTERNATIONAL IMPLEMENTATION SCHEME (IIS)**

**GLOBAL MONITORING AND EVALUATION FOR DESD**

Global Monitoring and Evaluation Framework (GMEF)

The UN DESD Global Monitoring and Evaluation Expert Group (MEEG) frames the evaluation and provides ongoing advice.

**UNESCO Regional Offices, DESD Reference Group, UNECE Expert Group and others consulted.**

**Questionnaire**

Complementary Research

Global Multi Stakeholder Process

Longitudinal Assessment

UNESCO Self-Assessment Progress

Completed by NatComs. Encouraged to engage stakeholders. Questionnaires submitted to ROs.

To enrich the info gathered by questionnaires, additional research will be carried out to capture snapshots of activities.

5-7 Global Stakeholder Networks will be asked to compile data to supplement regional research.

Studies which track long term changes in ESD structures, processes and outcomes.

An assessment consisting of a portfolio of evidence and reflective self evaluation.

Regional teams of consultants are appointed for collating and analysing data. They are asked to identify regional analysis and trends.

**REGIONAL Submissions**

Stakeholder groups lead by

Global Progress Report Coordinator

UNESCO Chair s Lead

DESDF Sect. + MEEG

GLOBAL PROGRESS REPORT
GMEF
Component 1: questionnaire

DATA COLLATION TEMPLATE

DATA GENERATED FROM QUESTIONNAIRE

COMPLEMENTARY RESEARCH

UNESCO National Commissions + local & regional stakeholder inputs
STRENGTHS

• Attitude of optimism;
• Global assessment of ESD provisions are very favorable;
• ESD legislation tends to target primary & secondary education;
• Public budgets & economic incentives are available for ESD;
• Key ESD themes addressed: Acting with respect for others; Acting responsibly; Critical reflective thinking.
• Key SD themes addressed: Water; Health; Disaster prevention.
• Teacher training for ESD at primary & secondary levels of education;
• Non formal & informal education supported by govts, as well as NGOs and educational institutions.
• Regional & international co-operation for ESD is relatively high

RESPONSE RATE : 33%
19/56 countries have completed the questionnaire

OBSTACLES & CHALLENGES

• Lack of sufficient financial support;
• Difficulties in evaluating ESD;
• Assistance needed:
  • in reorienting curricula for ESD;
  • in improving legal & regulatory measures;
  • In training teachers for ESD
ARAB STATES: AT A GLANCE

STRENGTHS

• Global assessment of ESD provisions shows a favorable trend;
• ESD legislation tends to target formal education, primary & secondary education;
• 4/19 countries have a budget specifically for ESD;
• Key ESD themes addressed: critical reflective thinking, understanding complexity and systems thinking.
• Key SD themes addressed: Peace and human security, conflict resolution; Biological Diversity, Climate change
• Teacher training for ESD at primary & secondary levels of education; further education and informal education lack ESD trainers.
• ESD tools available for primary & secondary levels of education.

RESPONSE RATE: 84%
16/19 countries have completed the questionnaire

OBSTACLES & CHALLENGES

• Non availability of resource materials in Arabic (policy development, curricula development and teacher training).
• Not enough financial support;
• Coordination between countries and institutions on ESD
• Concept of ESD is not easily understood.
• Lack of regional cooperation (South-South Cooperation and North-South Cooperation).
• Role of NGOs vis-à-vis ESD promotion is not well defined.
• Need a regional roadmap to promote ESD.
**Component 1: questionnaire**

**What do the findings reveal?**

**LATIN AMERICA & THE CARRIBBEAN : AT A GLANCE**

**STRENGTHS**

- ESD has good support in the region.
- Global assessment of ESD provisions shows a favorable trend;
- ESD legislation tends to target primary & secondary education;
- Key ESD themes addressed: *critical reflective thinking, futures thinking, acting responsibly locally and globally.*
- Key SD themes addressed: *Peace and human security, natural resource management, climate change, rural & urban development.*
- ESD tools available at primary & secondary levels of education.

**RESPONSE RATE : 27.3%**

9/33 countries have completed the questionnaire

**OBSTACLES & CHALLENGES**

- Lack of inter-sectoral co-operation.
- ESD concept is not very clear, difficulties in moving from theory to action.;
- Lack of National strategies for ESD in some countries or the region.
- Lack of M&E processes for ESD. Lack of indicators.
- Low use of ICTs in promotion of ESD.
- Availability of ESD tools & materials relatively low.
- Lack of international co-operation.
What do the findings reveal?

**STRENGTHS**

1. Active engagement of stakeholder networks in the promotion of ESD as well as SD.
2. SD provision (for ex: advocacy policy) shows a favorable trend
3. Collaboration between stakeholder networks for concrete ESD-related action
4. Capacity building & training activities target teachers and trainers for ESD.
5. Participation in developing regional ESD strategies and other ESD related regulatory frameworks
6. Funding available for ESD-related research & innovation projects & programs
7. Favorable response to M&E initiatives. Most stakeholder networks monitor and evaluate their ESD-related activities/programs.

**OBSTACLES & CHALLENGES**

1. Need of clarification of the difference between ESD and environmental education. Not all stakeholders are aware of the distinction.
2. ESD is seen as formal-education centric. That notion needs to change.
3. Upscaling ESD activities for lack of funds.
4. Maintaining a balance between ESD & SD work.
5. Lack of methodological information about how to develop long-term processes of ESD
6. Need of educators for sustainability network to help exchange experiences and knowledge regarding ESD.

**7/11 LARGE STAKEHOLDER NETWORKS RESPONDED**

RESPONSE RATE : 63%
What role for the UN & the OECD?

1. Serve as a ‘broker’ to facilitate cooperation between regions that have made progress in ESD (Europe/NA, Asia/Pacific) and those that are in the first stage of their ESD regional strategy development (Africa) in a framework that facilitates North-South cooperation and or North-South/South cooperation.

2. Promote and lobby for ESD to be integrated into national planning processes.

3. Disseminate findings of M&E processes through relevant channels to inform policy processes

4. Promote financial contributions to the cause of ESD.
Conclusion

POLICY FORMULATION AT NATIONAL & REGIONAL LEVELS

REGIONAL ESD STRATEGIES

M&E PROCESS
Monitoring & Evaluation Process at the Global level

Not everything that counts can be counted.

Not everything that can be counted counts.

Albert Einstein