

Introduction

1. The OECD Workshop on Education for Sustainable Development, held in Paris on 11-12 September 2008, reviewed the status of analysis and recommendations related to the UN Decade of Education for Sustainable Development (2005-2014) and where useful contributions could be made by the OECD and OECD countries. The workshop was organised 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.

2. 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 chaired by Christoph Mueller, Sustainable Development Coordinator in the Austrian Federal Chancellery. The workshop Agenda is in the Annex to this report and all PowerPoint presentations are posted at www.oecd.org/sustainabledevelopment.

3. The workshop was organised by the OECD Horizontal Programme on Sustainable Development in co-operation with the OECD Education Directorate and the OECD Consumer Policy Division. After discussion of the workshop report by the Annual Meeting of Sustainable Development Experts (AMSDE) on 20-21 October 2008, the results will be reported to the International Conference on Education for Sustainable Development (Bordeaux, 27-29 October 2008) and the UNESCO World Conference on Education for Sustainable Development (Bonn, 31 March – 2 April 2009). The findings on education for sustainable consumption will contribute to the Joint Conference on Consumer Education (Paris, 24 October 2008) and to the Marrakech Task Force on Education for Sustainable Consumption.

Developing Strategies for Education for Sustainable Development

4. The first session reviewed progress in defining the institutions, processes and elements for formulating effective strategies for Education for Sustainable Development (ESD) in countries and regions, as part of the UN Decade of Education for Sustainable Development (DESD) (2005-2014). The UN Educational, Scientific and Cultural Organisation (UNESCO) developed an International Implementation Scheme for DESD with five objectives: 1) enhancing the role of education in the pursuit of sustainable development; 2) facilitating networking among relevant stakeholders; 3) promoting all forms of learning and public awareness to further sustainable development; 4) fostering increased quality of teaching about sustainable development; and 5) developing strategies at every level to strengthen capacity in education for sustainable development. Strategies are intended to integrate the three pillars of sustainable development (economic, environment, social) in education within a given culture.

5. Although most regions of the world have developed ESD strategies, progress has been uneven in their implementation. Strategies emphasizing different elements have been developed in Asia-Pacific (knowledge systems, cultural context), Latin American and the Caribbean (literacy rates, biodiversity), the Arab States (desertification, sustainable consumption), and Sub-Saharan Africa (poverty alleviation, partnerships). The European region is the most advanced through the *Vilnius Strategy* for ESD developed by the United Nations Economic Commission for Europe (UNECE) in 2005. UNECE countries, which include the United States and Canada, have made significant progress in developing ESD strategies and incorporating sustainable development themes in formal, informal and non-formal educational systems.

6. The European Union (EU) Sustainable Development Strategy (SDS) mandates EU Member states to implement the *Vilnius Strategy*, further develop their national ESD strategies, and ensure adequate teacher training on sustainability issues. The European Commission is preparing a compilation of good practice examples in ESD including activities in the environmental, economic and social domains for

formal, informal and non-formal learning. However, progress is needed generally on the EU sustainable development strategy since important elements such as climate change and energy policy are being dealt with outside the SDS. At the same time, the European SDS needs to be more closely integrated to the Lisbon Strategy, which addresses the strategic goals for education and training systems in Europe as well as research and innovation.

7. A number of OECD countries have implemented national strategies for Education for Sustainable Development (**Table 1**) or are in the process of developing such plans. These strategies tend to be developed by Environment and Education Ministries and advocate that environmental concepts be included in the teaching of a range of subjects linked to practical learning experiences in a “whole-school” approach. They also outline general competencies that students should acquire, including logical and critical thinking and communication and citizenship skills.

8. UNESCO is monitoring country progress through a set of indicators which track institutional arrangements for DESD, including the incorporation of ESD in national policy documents, relevant legislation or regulatory papers; the establishment of public budgets or economic incentives to support ESD; and the existence of national coordinating bodies for ESD implementation and formal structures for interdepartmental co-operation for ESD. The findings of the ESD monitoring process will be presented to the UNESCO World Conference on Education for Sustainable Development in 2009.

9. In general, progress in developing and implementing national ESD strategies has been slow, despite recognition of the importance of education in achieving sustainable development goals. Workshop participants discussed the many barriers, including a lack of political commitment and inadequate funding for ESD strategies. Reconciling long-term sustainable development perspectives with short-term political processes is a major obstacle to both National Sustainable Development Strategies (NSDS) and ESD strategies. Too often, Ministries promoting ESD are unable to gain support from other departments and have difficulties extending ESD strategies beyond environmental concerns and the formal education system. The inflexibility of education systems and problems in promoting interdisciplinary approaches are recurring problems. Programmatic and institutional support for ESD, teacher training modules, consultation processes for stakeholders, and local and regional involvement are difficult to obtain. More links are needed to business, unions and society, and ESD concepts should be included in lifelong learning, entrepreneurship training and other types of learning.

10. In 2009-2010, the OECD Education Directorate will review national approaches and frameworks for formulating and implementing ESD strategies as part of broader work on the political economy of education reform and on “schooling for tomorrow.” Education Ministries should increase understanding of how ESD approaches can improve education systems, promote inter-disciplinarity, and motivate learners. The Education Directorate will also prepare a summary of the 2006 PISA results on environmental and sustainable development concepts, review the inclusion of ESD indicators in “Education at a Glance,” and increase ESD inputs in Education Policy Analysis.

11. Workshop participants also stressed the need for improved links between NSDS and ESD strategies, which could build on the institutional and monitoring processes now in place for NSDS in many OECD countries. In 2009-2010, the OECD Horizontal Programme for Sustainable Development will develop approaches for enumerating sector strategies (*e.g.* for education, tourism, transport) within the context of sustainable development strategies to enhance synergies and facilitate implementation. Good practices identified for these strategies will be shared with non-OECD countries and in co-operation with other international and regional organisations.

Table 1. OECD National Strategies for Education for Sustainable Development

Country	Strategy statement	Website
Australia	<i>Caring for Our Future: Australian Government Strategy for the Decade on Education for Sustainable Development (2007)</i>	www.environment.gov.au/education/publications/pubs/caring.pdf
Czech Republic	Strategy of Education for Sustainable Development of the Czech Republic (2008-2015)	www.msmt.cz/uploads/soubory/zakladni/JC_SVUR.doc
Finland	Strategy for Education and Training for Sustainable Development: 2006-2014	www.edu.fi/julkaisut/engnetKekekajako.pdf
Germany	German Plan of Action for the UN Decade of Education for Sustainable Development (2005-2014)	www.dekade.org
Japan	Action Plan for the UN Decade of Education for Sustainable Development (2006)	www.unescobkk.org/fileadmin/user_upload/esd/documents/desd/Japan_Action_Plan_for_DESD.pdf
Korea	National Strategy for the UN Decade of Education for Sustainable Development (2006)	www.pcsd.go.kr/eng/eng_about01.html
Netherlands	<i>Learning for Sustainable Development: From Margin to the Mainstream: Dutch National Program (2004-2007)</i>	www.senternovem.nl/Leren_voor_duurzame_ontwikkeling/english.asp
Norway	Action Plan for Education for Sustainable Development (2006-2010)	www.utdanningsdirektoratet.no/templates/udir/TM_Artikkel.aspx?id=2436
United Kingdom	<i>Brighter Futures – Greener Lives: Sustainable Development Action Plan (2008-2010)</i>	www.dfes.gov.uk/aboutus/sd/docs/SustainableDevActionPlan_2008.pdf

Devising Curricula for Education for Sustainable Development

12. The second session reviewed approaches for teaching *about* sustainable development as an input to the development of student competencies and ESD curricula at different levels of schooling. As background to the OECD *Programme for International Student Assessment (PISA)*, the project on the Definition and Selection of Key Competencies (DeSeCo) provided a conceptual framework for the identification of key student competencies. In this context, OECD Education Ministers noted that “*Sustainable development and social cohesion depend critically on the competencies of all of our population – with competencies understood to cover knowledge, skills, attitudes and values.*”

13. The UNESCO Decade broadly promotes education *for* sustainable development, including changes in attitudes and values for more sustainable lifestyles. However, there has been insufficient attention to ESD as a subject, even though almost 80% of a teacher’s time is spent on subject teaching. The subject content of sustainable development, at what school levels it should be taught, and how it should be included in core curricula is now being reviewed for formal education systems. Most current approaches focus on the environment while referring to broad sustainable development concepts and skills (e.g. critical thinking, citizenship) rather than to specific subject matter.

14. The OECD developed an ESD teaching framework for knowledge competencies which progresses from giving students a solid understanding of basic economic, environmental and social concepts (primary level), to explaining interdisciplinary concepts and the need for integrated approaches (secondary level), to studying the state-of-the-art in sustainable development governance, measurement, assessments and practices (tertiary level) (**Table 2**). It is broadly based on the following elements:

1. **Courses** – Sustainable development should be part of core curricula at all school levels, which will differ in the degree of course integration. At primary level, the basic concepts associated with each pillar should be taught broadly as part of existing lessons or courses. At secondary level, connections between two (or more) pillars should be taught in relevant courses such as social studies, geography and science. At tertiary level, the integration of the three pillars of sustainable development should be presented in a more overarching way through stand-alone sustainable development units or courses.

2. **Concepts** – Curricula should progress in complexity in terms of integrating the three sustainable development pillars. In primary school, a foundation in basic economic, environmental and social concepts should be established, either separately or through broader conceptual approaches. At secondary level, integrative concepts and methods should be featured, including economic-environment, economic-social, and social-environment interactions. University or tertiary programmes should stress: 1) the integrated assessment of the economic, environmental and social aspects of issues; 2) the longer-term intergenerational and future dimensions; and 3) the need for open and transparent governance processes to involve stakeholders.

3. **Systems** – Sustainable development concepts can be illustrated by placing them in the context of relevant systems. At primary level, economic markets (supply and demand), ecosystems (environmental diversity), and social systems (society and its actors) should be explained. The integration of these systems could be taught at secondary level through examples such as carbon trading (economic/environment), human capital (economic/social), and transport (social/environment). Systems for the full integration of the three pillars include strategies for national sustainable development (NSDS), consumption and production (SCP), and sectors such as education (ESD).

4. **Measurement** – Quantitative and qualitative approaches to measuring the three pillars and their integration should be taught together with basic concepts and systems. At primary level, these could relate to wealth (GDP per capita), ecological and carbon footprints, and participatory processes such

as voting. At secondary level, examples of measuring interactions include calculating the costs of inaction on climate change (economic/environment); assessing income distribution (economic/social); and measuring happiness and well-being (social/environment). At tertiary level, comprehensive approaches for measuring sustainable development consist of sets of economic, environmental and social indicators; sustainability indices which combine these measures; and sustainability impact assessments based on these measures.

5. Practices – Developing subject competencies should be accompanied by practical experiences to develop social and personal competencies. Starting from the earliest years (pre-primary), participatory learning strategies can produce the attitudinal and behavioural changes and values (tolerance, solidarity) needed for sustainable development. There exist a wealth of Internet tools and other materials for applying learning in a variety of real life contexts. At primary level, these include the many environmental activities of eco-schools. In secondary school, starting green businesses and promoting *Fairtrade* products can increase understanding of positive entrepreneurship and social justice. In university, the full economic, environmental and social dimensions of sustainable consumption and production and corporate responsibility should be explored and applied.

15. The emphasis in this approach is on promoting interdisciplinary thinking and analysis, which is at the basis of sustainable development. Workshop participants agreed that there is a need to go beyond environmental education to teach the more complex interrelations between economic, social and environmental concepts. This is being done in several countries at the tertiary or university level. For example, institutions in Sweden are required to “promote sustainable development” by the 2006 Higher Education Act. Two Swedish universities – Chalmers and Goteborg – offer a specific programme on sustainable development (including concepts, tools and models) while also integrating sustainable development aspects into traditional courses. Several Mexican universities developed a multi-disciplinary course on sustainable development which is team-taught by professors from economic, ecological, engineering and social fields.

16. General questions were raised on the extent to which this sustainable development teaching framework could be adapted by countries to suit their own educational systems and culture as well as how it would accord with international student programmes such as the international baccalaureate. The level at which children comprehend the integrated notions of sustainable development and whether it is better to start with integrated or separate learning of the three SD pillars was discussed. Germany has developed a framework for curriculum on “global development” which presents interdisciplinary sustainable development concepts to primary and pre-school children and uses this as a window for imparting economic, environmental and social knowledge.

17. The extension of the framework beyond the formal education system to lifelong learning processes needs to be considered. Other issues are the application of the framework to teacher training, whether teacher competencies should be based on the subject competencies to be imparted to students, and the degree to which all teachers should be familiar with sustainable development concepts or only specialist ESD teachers. The OECD sustainable development programme will continue to explore approaches for teaching ESD in formal education as part of joint work on ESD competencies with UNESCO and UNECE.

Table 2. General Curricula Framework for Education for Sustainable Development

	Courses	Concepts	Systems	Measurement	Practices
Primary School	Single pillars taught broadly in general lessons	a) economic b) environment c) social	a) markets b) ecosystems c) society	a) wealth b) eco-footprints c) voters	a) fundraising b) eco-schools c) citizenship
Secondary School	Integration of two (or more) pillars taught in existing courses (e.g. social studies)	a) economic/ environment b) economic/ social c) social/ environment	a) carbon trading b) human capital c) transport	a) costs of climate inaction b) income distribution c) measures of well- being	a) green entrepreneurs b) poverty reduction c) <i>Fairtrade</i>
Tertiary Level	Integration of three pillars taught in stand-alone units (sustainable development studies)	a) economic/ environment and social b) inter- generational concerns c) participatory processes	a) sustainable development strategies (NSDS) b) sustainable consumption and production strategies (SCP) c) education for sustainable development strategies (ESD)	a) capital-based indicators b) sustainability indices c) sustainability impact assessments	a) sustainable production b) sustainable consumption c) corporate responsibility

Promoting Sustainable Schools

18. The third session reviewed the elements of sustainable schools which promote student learning and practical experiences for improving the sustainability of the overall school environment. Most Education for Sustainable Development strategies advocate a “whole-school” approach, where students, educators and administrators are engaged in working towards a sustainable school in terms of infrastructure and buildings, transport and meals, management, teaching approaches, student activities, and community involvement. The emphasis is on practical applications and participatory learning focused on environmental dimensions. There now exists a vast array of teaching tools and information resources on creating sustainable schools (**Table 3**).

19. OECD countries have diverse approaches for enhancing the environmental sustainability of schools, including the *Green School Awards* in Sweden, the *Enviroschools* programme in New Zealand, and the *Sustainable Campus* programmes in Mexico and Spain. The United Kingdom has adopted *Sustainable School* strategies which take a systems-based approach to environmental education. This is structured around eight access points or doorways which link sustainable practices to teaching: food and drink, energy and water, travel and traffic, purchasing and waste, building and grounds, inclusion and participation, local well-being, and global dimensions.

20. The *OECD Programme for Educational Building* (PEB), in its project on “Sustainable Development and Education Facilities,” is compiling information on how to plan, design and manage schools and institutions in a sustainable way. Aspects include design innovation, school safety and security, and procurement policy and practice. Buildings and materials, energy use, landscape, recycling, school transport, and procurement of both food and learning materials (books, paper) are to be considered. Recent work comparing the carbon footprints of school buildings finds that modern design can greatly lessen climate impacts, but there are major difficulties in retrofitting schools built in the 1960s and 1970s.

21. The international *Eco-Schools Program* promotes environmental learning and practices in thousands of schools worldwide, which are marked by a Green Flag. It now comprises more than 25 000 schools, 4 000 local authorities, 423 000 teachers, and 5 530 000 students in 40 countries. In addition to enhanced environmental awareness, community involvement and citizenship are key elements. These schools actively use their buildings and grounds as learning resources, such as investigating energy and water use and participating in the planning of new buildings with sustainable design features. Activities include improving the school campus with art work, tree planting, recycling, and growing food in school gardens. Schools are encouraged to bring the local community into the process and to inform the public about their activities.

22. The *Foundation for Environmental Education* (FEE) administers other programmes in addition to Eco-Schools. These include Young Reporters for the Environment (YRE), which trains students in investigating local environmental issues and producing information in a journalistic format, and Learning about Forests (LEAF), which teaches students about the many functions which forests fulfil for people – cultural, ecological, economic and social.

23. The *Environment and School Initiatives* (ENSI) is an international government-based research network established in 1986 under the auspices of the OECD Centre for Education, Research and Innovation (CERI). ENSI’s Quality Criteria for ESD-Schools propose a list of factors for environmentally-sustainable institutions. *Learnscaapes* aims to redesign school grounds to permit students, teachers and communities to interact with the environment. “Engaging Youth in Sustainable Development” is a new collection of case studies of effective school sustainability practices in grades 5-9 from 13 European countries and Canada.

24. The UN Interagency Committee for DESD, chaired by UNICEF, brings together diverse UN agencies to develop an *Environmental Education Resource Pack for Child Friendly Schools and Learning Spaces*. UNICEF is focusing on relationships between climate change and children. The Resource Pack recommends facilities-based environmental practices including renewable energy, school gardens, tree planting, and rainwater harvesting, which are aligned with four distinct climate zones (highland/mountains; flood plains/small islands; rainforests; and drylands/deserts). These facilities solutions are combined with curricula and participatory tools for community-based action.

25. The project on *School Development through Whole School Approaches to Sustainability Education* (SEEPS) provides support materials to teachers to develop sustainability education programmes in their schools. Course units cover whole-school approaches, values and attitudes, culture and sustainability, leading and managing change, and teaching through the environment. Theoretical, contextual (case studies) and personal reflection and self-evaluation are the three areas of knowledge which form the basis for the programme.

26. Workshop participants discussed how to better link learning about sustainable development to practical exercises involving school facilities and infrastructure. It was recommended that national curricula feature links to school practices and that social elements, such as socially-responsible procurement practices, should be more prominent. It is important to give incentives, including subsidies, to local authorities and institutions to follow sustainable practices. One incentive is to disseminate analytical findings that sustainable schools are far cheaper to maintain in the long-run, particularly in terms of energy and water use and maintenance. Community links are important given that sustainable schools can be catalysts for change. National and international networks are needed to share best practices in building and managing environmentally and socially sustainable schools.

27. The OECD Education Directorate, through the PEB programme, will assess the short and long-term costs and benefits (in economic, environmental and social terms) of investing in “green” school buildings (*e.g.* low-energy, nontoxic) and environmentally-sustainable learning environments. National, regional and local approaches towards facilities (including design and procurement and carbon footprint issues) will result in an analytic report and good practice guide in 2009-2010.

Table 3. Resources for Sustainable Schools

Programme	Website
Eco-Schools Programme	www.eco-schools.org
Environment and School Initiatives (ENSI)	www.ensi.org
Environmental Education Resource Pack for Child Friendly Schools and Learning Spaces	www.unicef.org/lifeskills/index
Here and Now: Education for Sustainable Consumption	www.esa.un.org/marrakechprocess/pdf/MTF_on_Education_for_SC.pdf
Learning About Forests	www.leaf-international.org
OECD Programme on Educational Building (PEB)	www.oecd.org/edu/facilities
School Development Through Whole School Approaches to Sustainability Education (SEEPS)	www.education.ed.ac.uk/esf/
Young Reporters for the Environment (YRE)	www.youngreporters.org
YouthXchange: A Training Tool for a Generation of Sustainable Consumers	www.youthxchange.net

Educating for Sustainable Consumption

28. The last session reviewed strategies and recommendations for teaching education for sustainable consumption at different school levels and as part of lifelong learning. An important component of Education for Sustainable Development is informing individuals on how to consume sustainably. Meeting the needs of tomorrow's consumers will depend on a shift towards more sustainable consumption patterns today. Sustainable consumption can be taught through consumer education programmes as well as through formal and informal schooling.

29. OECD work shows that consumer education programmes can help individuals who want to behave sustainably but find it hard to translate this into action. Many OECD countries are putting sustainability into consumer education under the *aegis* of their consumer policy agencies, more generally concerned with consumer rights and protection. Consumers are concerned about obtaining credible information on the environmental, ethical and social aspects of products and services and the businesses that provide them. Confusion results from the large number of labels and claims about sustainable products and a lack of knowledge about the costs and benefits of offsetting effects (*e.g.* locally produced food products *vs.* the carbon miles of imported *Fairtrade* goods). Consumers need not only more information about the sustainability implications of their purchasing choices but also education on how to select goods and services wisely.

30. The Marrakech Task Force on Education for Sustainable Consumption, led by Italy, is producing lessons and practical exercises for sustainable consumption at all levels of education. *Here and Now: Education for Sustainable Consumption* is a set of guidelines for the introduction of ESC into formal learning processes and includes curriculum suggestions and a listing of resources and teaching materials. The guidelines are divided into three sections: addressing the challenges (for policymakers), optimizing opportunities (for education authorities and teachers), and relevant resources.

31. One resource is the identification of best practices in education for sustainable consumption. Eco-schools, for example, implement sustainable consumption through recycling, waste management, and energy and materials consumption. Students are engaged in conducting audits of school and household energy consumption and measuring their ecological and carbon footprints. In some cases, sustainable consumption lessons go beyond the environment to address social issues such as preventing obesity, fighting global poverty, and promoting worker rights through purchasing choices.

32. The United Nations Environment Program (UNEP), which supports the Marrakech Process, featured educational approaches in its *Guidelines for National Programmes on Sustainable Consumption and Production*. UNEP has developed a number of educational tools for sustainable consumption, including *YouthXchange*, a training kit on responsible consumption developed with UNESCO. The toolkit and website are based on the notion of sustainable and unsustainable lifestyles and related impacts rather than on consumption *per se*. It is directed to so-called young "hedonistic idealists" and provides statistics, case studies, games, and examples of sustainable lifestyles. Topics are discussed under youth-oriented headings such as clothing, leisure, travel, underground culture, and experiences.

33. Lifelong learning for sustainable consumption is a main focus of *Consumers International*, which aims to reduce the gap between formal learning processes and concrete consumption experiences in society. The group seeks to make visible the consequences of individual purchasing choices for global economic, environmental and social concerns. This depends on increasing research on the sustainability of consumption choices and linking this to formal and informal education. Several networks are maintained: Consumer Educators Network, Consumer Citizenship Network, European Network for Consumer Education (E-Cons), and Latin American Network on Consumer Education. Consumers International is

organising a *Global Consumer Action Day on Education for Sustainable Consumption* on 15 October 2008 to promote lobbying of governments and legislatures on ESC issues and guidelines.

34. Workshop participants discussed the need to explore all dimensions of sustainable consumption: economic (*e.g.* consuming less or more equitably), environmental (*e.g.* ecological, carbon and water footprints) and social (*e.g.* *Fairtrade* and sustainable livelihoods). Governments – specifically Consumer Agencies and Education Ministries – should be more involved in educating consumers on making choices based on ethical, social and ecological as well as economic considerations. Consumption aspects should be an integral part of overall Education for Sustainable Development strategies and policies. Teachers may need focused training on consumption issues, while marketing and advertising techniques should be more fully employed in promoting sustainable consumption among youth.

35. The OECD Committee on Consumer Policy (CCP) conducted a survey of OECD consumer education programmes, including responsible government ministries and content such as eco-consumerism. Australia, Japan and France are among the countries which have undertaken targeted consumer campaigns on topics such as carbon claims and saving energy and water. The CCP will continue to consider sustainable consumption in its work on consumer education in the attempt to evaluate and share good practices across countries. In addition, the OECD Environment Policy Committee (EPOC) is conducting household surveys to increase the effectiveness of environmental policies in promoting sustainable consumption. These activities will contribute to the *Joint Conference on Consumer Education* (Paris, 24 October 2008) organised with UNEP and the Marrakech Task Force. An ESC Workshop is being organised in the context of the *International Conference on Education for Sustainable Development* (Bordeaux, 27-29 October 2008).

ANNEX: AGENDA OF THE WORKSHOP ON EDUCATION FOR SUSTAINABLE DEVELOPMENT

Paris, 11-12 September 2008

Thursday, 11 September 2008	
9h45 – 10h00	<p>Opening Remarks</p> <p>Workshop Chair: Christoph MÜLLER, Sustainable Development Coordinator, Austrian Federal Chancellery</p>
10h00 – 13h00	<p>Session 1: DEVELOPING STRATEGIES FOR EDUCATION FOR SUSTAINABLE DEVELOPMENT</p> <p>Presentation: Aline BORY-ADAMS, Chief, Education for Sustainable Development, UNESCO</p> <p>Discussants:</p> <ul style="list-style-type: none"> • Bernard HUGONNIER, Deputy Director, OECD Education Directorate • Martin AHBE, Secretariat General, European Commission (EC) • Angela SOCHIRCA, ESD Programme Manager, Economic Commission for Europe (UNECE) • Alexander RENNER, German Federal Ministry of Education <p>General Discussion</p>
13h00 -14h30	Lunch
14h30 –17h00	<p>Session 2: DEVISING CURRICULA FOR EDUCATION FOR SUSTAINABLE DEVELOPMENT</p> <p>Presentation: Candice STEVENS, OECD Sustainable Development Advisor</p> <p>Discussants:</p> <ul style="list-style-type: none"> • Michel RICARD, Coordinator, Education for Sustainable Development, France • Anna LUNDH, National Agency for Higher Education, Sweden • Francisco LOZANO-GARCIA, Sustainable Campus Programme Coordinator, Mexico • Hannes SIEGE, ESD Rapporteur for German Lander <p>General Discussion</p>

	Friday, 12 September 2008
9h30 – 13h00	<p>Session 3: PROMOTING SUSTAINABLE SCHOOLS</p> <p>Presentation: Alastair BLYTH, OECD Programme on Educational Building</p> <p>Discussants:</p> <ul style="list-style-type: none"> • Estela PEREIRA, International Coordinator, Eco-Schools Network • Guenther PFAFFENWIMMER, Environment and Schools Initiative (ENSI), Austria • Donna GOODMAN, UNICEF, UN Interagency Committee for DESD • Tony SHALLCROSS, Sustainability Education in European Primary Schools (SEEPS) <p>General Discussion</p>
13h00 - 14h30	Lunch
14h30 –17h00	<p>Session 4: EDUCATING FOR SUSTAINABLE CONSUMPTION</p> <p>Presentation: Yuko UENO, Consumer Policy Division, OECD</p> <p>Discussants:</p> <ul style="list-style-type: none"> • Paolo SOPRANO, Head, Marrakech Task Force on Education for Sustainable Consumption • Elena WOLF, Consumers International • Isabella MARRAS, United Nations Environment Programme (UNEP) <p>General Discussion</p>