

## **UNECE Strategi for uddannelse for bæredygtig udvikling.**

Vedtaget ved høj-niveau mødet i Vilnius mellem uddannelses- og miljøministre, 23. marts 2005

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# DE FORENEDE NATIONER



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## Det økonomiske og sociale råd

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### DEN ØKONOMISKE KOMMISSION I EUROPA KOMITE FOR MILJØPOLITIK

Høj-niveau møde for Miljø- og Uddannelsesministerier  
(Vilnius, 17-18 marts 2005)  
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### UNECE STRATEGI FOR UDDANNELSE FOR BÆREDYGTIG UDVIKLING

#### Vision

Vores fremtidsvision tegner et billede af en region, der bestemmes af fælles værdier som solidaritet, lighed, og gensidig respekt mellem mennesker, lande og generationer. Det er en region, der karakteriseres ved bæredygtig udvikling – herunder økonomisk vitalitet, retfærdighed, social sammenhæng, miljøbeskyttelse og en bæredygtig forvaltning af de naturlige ressourcer, for at kunne imødekomme den nuværende generations behov uden at kompromittere de kommende generationers mulighed for at opfylde deres behov<sup>1</sup>.

Uddannelse, ud over at være en menneskeret<sup>2</sup>, er en forudsætning for at kunne opnå en bæredygtig udvikling og er et afgørende redskab for en fornuftig styreform, oplyst beslutningstagning og udbredelsen af demokrati. Derfor kan uddannelse for bæredygtig udvikling hjælpe med at omsætte visionen til virkelighed. Uddannelse for bæredygtig udvikling udvikler og styrker individer, grupper, fællesskaber, organisationer og landes evne til at træffe beslutninger og valg til fordel for en bæredygtig udvikling. Den kan fremme et skift i menneskers tankegang og dermed gøre dem i stand til at gøre verden sikrere, sundere og øge velstanden – med forbedret livskvalitet til følge. Uddannelse for bæredygtig udvikling kan bidrage med kritisk tænkning og øget opmærksomhed og selvbestemmelse, så nye visioner og idéer kan udforskes og nye metoder og redskaber udvikles.

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<sup>1</sup> Se også World Commission on Environment and Development, "Our Common Future", 1987

<sup>2</sup> Se også Statement on Education for Sustainable development; fifth Ministerial Conference, "Environment for Europe", Kiev, 2003

## **Indledning**

1. Beføjelsen til at udvikle strategien beror på UNECE miljøministrenes udtalelse ved den femte "Miljø for Europa" konference (Kiev, maj 2003). Strategien drog fordel af både regionalt og globalt opnåede erfaringer. Det er et bidrag til - og i overensstemmelse med retningslinierne for udkastet til planen for implementeringen af de Forenede Nationers tiår for uddannelse for bæredygtig udvikling, udviklet af FN's organisation for uddannelse, videnskab og kultur og (UNESCO) og bør anvendes som et grundlag for den regionale implementering af Tiåret og udfaldet af verdenstopmødet for bæredygtig udvikling.
2. Strategien blev udarbejdet gennem et samarbejde mellem regeringer, uddannelsesinstitutioner, Ngo'er og andre interessegrupper i UNECE regionen - såvel som internationale organisationer.
3. Denne strategi bør lette introduktionen og promovningen af uddannelse for bæredygtig udvikling (UBU) i UNECE regionen og derved bidrage til realiseringen af vores fælles vision.
4. UNECE regionen omfatter lande med en stor kulturel diversitet og med forskellige socioøkonomiske og politiske vilkår. Fremtidsudsigterne for bæredygtig udvikling afhænger i vid udstrækning af ændringer i livsstil og forbrugs- og produktionsmønstre og skal på samme tid tage højde for behov i lande, hvor begrænsningen af fattigdom stadig er en væsentlig faktor.
5. Regionen har både forudsætninger og behov for implementeringen af strategien. De fleste lande i regionen har etableret uddannelsessystemer med professionelle undervisere, har sikret adgang til grundlæggende uddannelse og lige ret for alle til uddannelse, har opnået et højt læse- og skrive-niveau, har udviklet forskningspotentiale og har sørget for deltagelse fra det civile samfund. Der er imidlertid stadig udfordringer, der må tages op for effektivt at implementere UBU. Uddannelsessystemer bør forbedres for at imødekomme UBUs interdisciplinære karakter, det civile samfunds involvering bør styrkes og lige store dele institutionelle og materielle ressourcer bør mobiliseres.

## I. Sigte og mål

6. Sigtet med denne strategi er at opmuntre medlemslande i UNECE til at udvikle og inkorporere UBU i deres formelle uddannelsessystemer, i alle relevante fag og i ikke-formel og uformel uddannelse. Dette vil udruste folk med viden og evne til at praktisere bæredygtig udvikling og vil skabe bedre kompetencer og større selvtillid og vil øge deres muligheder for at handle for et sundt og produktivt liv i harmoni med naturen<sup>3</sup> og med tanke for sociale værdier, kønnenes ligeberettigelse og den kulturelle diversitet.

7. Målet med denne strategi, som vil bidrage til, at målet nås, er at:

- (a) sikre at taktiske, regulerende og operationelle strukturer støtter UBU;
- (b) fremme BU gennem formel, ikke-formel og uformel læring;
- (c) udstyre undervisere med kompetence til at inkludere BU i læringen;
- (d) sikre at adækvate værktøjer og materialer for UBU er tilgængelige;
- (e) styrke samarbejde om UBU på alle niveauer inden for UNECE regionen

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<sup>3</sup> Riodeklarationen for miljø og udvikling fastslår at mennesker står i centrum for bæredygtig udvikling, og at de er berettiget til et sundt og produktivt liv, i harmoni med naturen (Se også Plan for Implementering, Verdenstopmødet om bæredygtig udvikling)

## II. Rammer

8. Strategien vil blive anvendt af de af UNECE's medlemslande, der ønsker det. Lande uden for regionen opfordres ligeledes til at følge den.

9. Strategien er henvendt til regeringer; motiverer og rådgiver dem om udviklingen af retningslinier og metoder, som indfører bæredygtig udvikling i uddannelse og læring ved hjælp af undervisere og andre interessegruppers engagement. Eftersom uddannelse for bæredygtig udvikling må tage højde for lokale, subnationale, nationale og regionale omstændigheder, kan der lægges forskellig vægt på forskellige aspekter af bæredygtig udvikling – afhængende af landet og uddannelsesområdet. Denne strategi vil fungere som en fleksibel struktur for regionens lande, da dens implementering er drevet af de prioriteringer og initiativer, der retter sig mod landenes specifikke behov og omstændigheder.

10. Strategien opmuntrer til interdepartementalt<sup>4</sup> samarbejder og til samarbejde mellem forskellige interessegrupper og stimulerer hermed investeringer af materielle og menneskelige ressourcer i UBU.

11. Strategien omfatter de grundlæggende forskrifter i *Education for All: Meeting our Collective Commitments*<sup>5</sup>

12. Strategien støtter indførelsen af bestemmelser vedrørende kommunikation, uddannelse og offentlig deltagelse, samt tiltag, der skal øge opmærksomheden om multilaterale miljøbestemmelser og andre relevante bestemmelser. Den bør ligeledes støtte indførelsen af princip 10 i Riodeklarationen om miljø og udvikling, Århus-konventionen<sup>6</sup>, De Forenede Nationers Millenium-erklæring<sup>7</sup> og kvalitetsuddannelse<sup>8</sup> gennem fremmelsen af en gennemskuelig, åben og ansvarlig beslutningstagning ligesom mennesker gives magt til at påvirke egen situation.

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<sup>4</sup> Mellem statslige organer

<sup>5</sup> The Dakar Framework for Action, UNESCO, 2000

<sup>6</sup> UNECE's konvention om adgang til oplysninger, adgang til at deltage i beslutningstagning samt adgang til at klage og få afgørelser prøvet ved domstolene; på miljøområdet, Århus (Danmark), 1998

<sup>7</sup> De Forenede Nationers Millenium-erklæring, (United Nations Millenium Declaration) Generalforsamlingen, 8. plenummøde, 2000.

<sup>8</sup> Ministers of Education Joint Communiqué, 32th General Conference of UNESCO, 2003.

### III. PRINCIPPER

13. Det er nødvendigt at overveje hvordan begrebet bæredygtig udvikling forandrer sig. Udviklingen af et bæredygtigt samfund burde, af denne grund, opfattes som en kontinuerlig læringsproces der udforsker problematikker og dilemmaer, hvor svar og løsninger kan ændre sig i takt med at vores erfaring øges. Målsætninger for læring i forbindelse med UBU må inkludere viden, færdigheder, forståelse, indstilling og værdier.
14. UBU udvikles til stadighed som en bredt og indholdsrigt begreb, der omfatter gensidigt forbundne miljømæssige, økonomiske og sociale problematikker. Det udvider begrebet om miljøuddannelse (Environmental Education, EE), som i stigende grad behandler en lang række udviklingstemaer. UBU omfatter ligeledes en bredt spektrum af forskellige elementer i udvikling og andre målrettede uddannelsesformer. Derfor bør miljøuddannelse udvikles yderligere og forbindes med andre uddannelsesområder i en integrerende tilgang til uddannelse for bæredygtig udvikling.
15. Centrale emner i bæredygtig udvikling omfatter blandt andet forhold som fattigdomsbegrænsning, statsborgerskab, fred, etik, ansvarlighed i lokale og globale sammenhænge, demokrati og forvaltning, retfærdighed, tryghed, menneskerettigheder, sundhed, kønnenes ligestilling, kulturel diversitet, udvikling af by- og landdistrikter, økonomi, produktions- og forbrugsmønstre, ansvarlighed i erhvervslivet, beskyttelse af miljøet, forvaltning af de naturlige ressourcer samt biologisk og landskabsmæssig diversitet<sup>9</sup>. At behandle så forskellige emner i UBU nødvendiggør en holistisk tilgang<sup>10</sup>.
16. I det UBU indføres, bør de følgende områder behandles, forbedring af den grundlæggende skolegang, en orientering mod bæredygtig udvikling, øget offentlig opmærksomhed og fremmelsen af oplæring<sup>11</sup>.
17. UBU må afføde respekt for og forståelse af forskellige kulturer og imødekomme bidrag fra dem. Man må tilgodesee de oprindelige befolkningers rolle og de bør inddrages i processen at udvikle uddannelsesprogrammer.
18. Undervisere på alle niveauer bør opfordres til at anvende systematisk, kritisk og kreativ tænkning og refleksion i såvel lokale som globale sammenhænge; de er forudsætningen for handlinger for bæredygtig udvikling<sup>12</sup>.
19. UBU er en livslang proces, fra den tidlige barndom til højere uddannelse og voksenuddannelse og overskrider grænserne for den formelle uddannelse. Som værdier, livsstilsformer og indstillinger etableres i barndommen, har uddannelsen en særlig stor indflydelse på børn. Eftersom læring finder sted sideløbende med de forskellige roller, vi livet igennem indgår i, må UBU opfattes som en "livsbred" proces. Den bør gennemsyre uddannelsesprogrammer på alle niveauer, inklusiv de erhvervsmæssige uddannelser, underviseres uddannelse og en fortsat uddannelse af fagfolk og beslutningstagere.
20. De højere uddannelser bør bidrage i anseelig grad til UBU i udviklingen af viden og kompetence.
21. UBU bør tage højde for forskellige lokale, nationale og regionale omstændigheder lige så vel som den globale kontekst – og søge en balance mellem globale og lokale interesser.
22. UBU bør ligeledes bidrage til udviklingen af by- og landområderne ved at forbedre adgangen til uddannelse og øge kvaliteten. Dette vil særligt være en fordel for folk, der bor i landområderne.
23. Med hensyn til den etiske dimension, herunder forhold som lighed, solidaritet og gensidig afhængighed mellem den nuværende generation og den næste, lige som forhold mellem menneske og natur og mellem rige og

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<sup>9</sup> Se også Framework for a draft implementation scheme for the Decade of Education for Sustainable Development, UNESCO, 2003

<sup>10</sup> Se også Statement on Education for Sustainable Development

<sup>11</sup> Se også Agenda 21

<sup>12</sup> Se også Statement on Education for Sustainable Development.

fattige er centrale for en bæredygtig udvikling og af den grund afgørende for UBU. Ansvarlighed er iboende i etik og bliver et praktisk aspekt af UBU.

24. Formel UBU bør gennemsyres af livs- og arbejds erfaringer uden for klasseværelset. Undervisere<sup>13</sup>, der er involveret i UBU spiller en væsentlig rolle i forbindelse med at gøre denne proces lettere og opfordre til dialog mellem elever, studerende myndighederne og det civile samfund<sup>14</sup>. På denne måde udgør UBU en mulighed for, at uddannelse kan komme ud over afgrænsningen fra det øvrige samfund.

25. UBU involverer initiativer for at udvikle en kultur for gensidig respekt i kommunikation og beslutningstagning, og flytter fokus fra den rene overførsel af information til en styrkelse af den deltagende læring (participatory learning)<sup>15</sup>. UBU bør derfor anerkendes for sit bidrag til interaktive og integrerede retningslinier og beslutninger. Der bør også tages højde for UBU's rolle i udviklingen af et deltagende demokrati<sup>16</sup>, i særdeleshed som bidrag til løsning af konflikter i samfundet og opnåelsen af retfærdighed, bl.a. gennem Lokal Agenda 21.

26. UBU forudsætter samarbejde og partnerskab mellem flere interessegrupper. Hovedaktørerne omfatter regeringer og lokale myndigheder, uddannelses- og de videnskabelige sektorer, sundhedssektoren, den private sektor, industrien, transportsektoren og landbruget, fagforeninger, Ngo'er, adskillige slags fællesskaber og grupper, oprindelige befolkninger og internationale organisationer.

27. UBU bør fremme at der træffes multilaterale miljømæssige aftaler og relevante internationale aftaler, relateret til bæredygtig udvikling.

### III. KONSEKVENSER FOR UDDANNELSE

28. UBU kræver en kursændring, væk fra det ensidige fokus på at tilvejebringe viden, hen imod en håndtering af problemerne og en identificering af de mulige løsninger. Derfor bør uddannelse bevare sit traditionelle fokus på individuelle emner og på samme tid åbne døren for multi- og interdisciplinære undersøgelser af konkrete situationer. Dette kan påvirke læringsprogrammerne og læringsmetoderne på en sådan måde, at undervisere ændrer sig fra blot at være budbringere og de lærende fra blot at være modtagere. I stedet bør de udgøre et team.

29. Formelle uddannelsesinstitutioner spiller en væsentlig rolle i udviklingen af færdigheder fra en tidlig alder, ved at bidrage med viden og påvirke indstillinger og adfærd. Det er vigtigt at sikre, at alle elever og studerende opnår en rimelig viden om bæredygtig udvikling og er opmærksomme på den betydning, som beslutninger, der ikke støtter bæredygtig udvikling, kan have. En uddannelsesinstitution som helhed, inklusiv elever og studerende, lærere, administrerende og andet personale – så vel som forældre, bør følge bæredygtig udvikling.

30. Det er vigtigt at støtte ikke-formelle og uformelle UBU aktiviteter, eftersom de er en essentiel følge til den formelle uddannelse, ikke mindst i forbindelse med voksenuddannelse. Ikke-formel UBU spiller en særlig rolle, da den ofte er mere modtagerorienteret, deltagende og gavnende for livslang læring. Uformel læring på arbejdspladsen bibringer kvalitet for både ansatte og arbejdsgivere. Derfor må samarbejdet mellem de forskellige aktører, der er involveret i alle former for UBU anerkendes og tilskyndes.

31. En rimelig grad af uddannelse og efteruddannelse af undervisere, og underviseres muligheder for at dele oplevelser, er afgørende for UBU's succes. Undervisere kan, ved at være mere opmærksomme på - og vide mere om både bæredygtig udvikling og, i særdeleshed, aspekter af bæredygtig udvikling inden for områder, hvor de arbejder, være mere effektive og gå foran med et godt eksempel. Oplæring bør ligeledes være nært forbundet med de relevante forskningsresultater inden for bæredygtig udvikling.

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<sup>13</sup> Undervisere er undervisende personale på skoler, folkehøjskoler og universiteter, og alle andre der i professionelt øjemed har til opgave at undervise, samt frivillige uddannelsesledere.

<sup>14</sup> Se også Statement on Education for Sustainable Development.

<sup>15</sup> Thessaloniki Declaration; Thessaloniki, Grækenland, 1997. Visse lande anvender termen "social læring" I stedet for deltagende læring.

<sup>16</sup> Agenda 21

32. Undervisning og læring i UBU styrkes kraftigt af indhold, kvalitet og adgang til undervisningsmaterialer. Sådanne materialer er imidlertid ikke tilgængelige i alle lande. Dette er et problem for hele den formelle uddannelsessektor, såvel som for den ikke-formelle og den uformelle læring. Derfor må en anseelig indsats rettes mod at udvikle og reproducere dem. Sammenhæng mellem undervisningsmaterialer til formelle og ikke-formelle uddannelser bør tilskyndes og udfordringen er at sikre, at de er relevante for bæredygtig udvikling og til at betale lokalt.

33. For at være effektiv, bør UBU:

- (a) behandles på to måder: (i) gennem integration af UBU temaer på tværs af alle relevante emner, programmer og fag; og (ii) gennem udviklingen af specifikke programmer og fag;
  - (b) fokusere på at muliggøre meningsfulde oplevelser af læring, der afføder bæredygtig adfærd, såvel i uddannelsesinstitutionerne, på arbejdspladsen, i familier og fællesskaber;
  - (c) øge samarbejde og partnerskab blandt medlemmer af uddannelsesfællesskaberne og andre interessegrupper. At den private sektor og industrien involverer sig yderligere i uddannelsesprocesserne vil gøre det lettere at håndtere den hurtige teknologiske udvikling og forandrede arbejdsvilkår. Læringsrelaterede aktiviteter i sammenhæng med samfundet vil øge de lærendes praktiske erfaringer;
  - (d) give indsigt i globale, regionale, nationale og lokale miljøproblemer – forklare dem ved hjælp af en livscyklus-tilgang og ved ikke kun at fokusere på den miljømæssige påvirkning, men også de økonomiske og sociale implikationer, ved både at behandle det naturlige og det menneskepåvirkede miljø;
  - (e) ved at anvende en bred vifte af deltagende, proces- og løsningsorienterede uddannelsesmetoder, skræddersyet til den lærende. Bortset fra de traditionelle, bør disse metoder bl.a. omfatte diskussioner, konceptuel og perceptuel mapping, filosofiske undersøgelser, værdiafklaring, simulationer, scenarier, modellering, rollespil, spil, informations- og kommunikationsteknologi, spørgeskemaundersøgelser, casestudier, ekskursioner og udendørslæring, læringsorienterede projekter, analyser af gode eksempler, erfaringer fra arbejdspladsen og problemløsning;
  - (f) støttes af relevant undervisningsmateriale, som fx metodologiske, pædagogiske og didaktiske publikationer, tekster, visuelle hjælpemidler, brochurer, casestudier samt gode eksempler, elektronik, lyd- og billedressourcer.
34. Regeringer bør støtte ikke-formel og uformel læring eftersom oplyste borgere og indsigtfulde forbrugere er afgørende i forbindelse med at udføre bæredygtige tiltag, gennem deres handlinger og valg, herunder Agenda 21

35. Ikke-formel og uformel læring, i denne sammenhæng, planer for at øge den offentlige indsigt bør rettes mod at give en bedre forståelse af forbindelserne mellem sociale, økonomiske og miljømæssige problemstillinger i lokale og globale kontekster, herunder et tidsperspektiv. Fællesskaber, familier, medier og Ngo'er er vigtige aktører når det handler om at øge den offentlige indsigt i bæredygtig udvikling.

36. Ikke-statslige organisationer (Ngo'er) er væsentlige leverandører af ikke-formel og uformel læring, idet de er i stand til at indarbejde processer, der styrker borgernes indflydelse og kan integrere og omdanne videnskabelige kendsgerninger og viden til let forståelig information. Deres rolle som forbindelsesled mellem regeringen og den almindelige offentlighed bør anerkendes, fremmes og støttes. Partnerskab mellem Ngo'er, regeringer og den private sektor kunne tilføre UBU en betydelig værdi.

37. Massemedierne er en magtfuld faktor i forbindelse med at guide forbrugeradfærd og livsstil, i særdeleshed i forhold til børn og unge mennesker. Udfordringen er at mobilisere deres viden og distributionskanaler til at overføre pålidelig information og nøglebudskaber om BU-relaterede emner.

38. Alle arbejdsstyrkens sektorer kan bidrage til national, regional og global bæredygtighed. Udviklingen af specialiserede uddannelsesprogrammer, der kan forsyne folk på arbejdsmarkedet og beslutningstagere med



viden og færdigheder til at kunne bidrage til den bæredygtige udvikling, opfattes som en afgørende del af uddannelse for bæredygtig udvikling<sup>17</sup>.

39. Således spiller efteruddannelse en særdeles afgørende rolle og bør tilbydes beslutningstagere og alle folk på arbejdsmarkedet; ansatte i planlægnings og administrationssammenhænge i særdeleshed. Det bør tilsigtes at opbygge viden om og indsigt i BU. Efteruddannelse består hovedsageligt af to områder: (a) at opgradere viden og færdigheder; og (b) at tilføre nye kompetencer, der kan bruges i forskellige professioner og i forskellige situationer. Efteruddannelse er et af de områder, der ville drage fordel af samarbejde mellem uddannelsessektorerne, interessegrupperne og samfundet som helhed.

40. Uddannelsesprogrammerne bør behandle de centrale aspekter af BU, men på samme tid tage højde for de forskellige professioners behov og disse aspekters relevans for deres arbejdsområde. Emner forbundet med en professions primære ansvarsområde, dens økonomiske, sociale og miljømæssige påvirkning, fortjener særlig opmærksomhed.

41. For at UBU kan blive en del af en agenda for forandring mod et mere bæredygtigt samfund, må uddannelse som sådan undergå en forandring. Forskning, der kan bidrage til UBU må tilskyndes. Der er behov for et øget samarbejde og partnerskab mellem forskningens interessegrupper og udviklingsaktiviteter, lige fra at identificere problemstillinger til at arbejde med ny viden og gøre den udbredt og anvendt. Forskningsresultater og udviklingstiltag bør deles med lokale, regionale og globale aktører og indarbejdes i forskellige dele af uddannelsessystemet, såvel som i erfaring og praksis.

## **V. RAMMER FOR GENNEMFØRELSEN**

### **1. National / statslig gennemførelse**

42. Hvert land er ansvarligt for at gennemføre denne strategi. Markant politisk støtte på alle forvaltningsniveauer er nødvendig, for at bæredygtig udvikling kan blive en del af uddannelsessystemet. For at opnå dette mål, anbefales det at lande oversætter strategien til deres officielle sprog, og i rimeligt omfang til minoritetssprog, fordeler den til de relevante myndigheder og udpeger et kontaktorgan.

43. En effektiv gennemførelse af strategien forudsætter at dens bestemmelser integreres i planlægnings-, investerings-, og administrationsstrategier hos statslige og lokale myndigheder for alle uddannelsesniveauer og for alle uddannelsesinstitutioner og organisationer. Gennemførelsen skal på samme tid være i overensstemmelse med – og drage nytte af andre statslige, bilaterale og multilaterale, initiativer. Juridiske, økonomiske og kommunikative redskaber skal tilpasses landets forudsætninger. Følgelig må lande gennemføre bestemmelserne, i rimeligt omfang, i forhold til den respektive lovgivning, politik og virksomhedsstruktur.

44. Lande bør identificere sine eksisterende forpligtigelser i forhold til kommunikation, uddannelse og offentlig deltagelse og indsigt i internationale miljømæssige og andre relevante bestemmelser, med henblik på at kunne behandle disse på en sammenhængende måde gennem UBU.

45. Uddannelsessektoren består af en bred vifte af aktører, med forskellige administrative redskaber i forskellige lande. Det er desuden tilpasset mennesker i forskellige aldre og situationer. Udfordringen bliver at udarbejde og gennemføre de nødvendige reformer af planlægning og rammer inden for uddannelsessektoren på grundlag af tillid, fælles indsigt og nærhedsprincipper på et selvkritisk grundlag. Det er vigtigt at de ansvarlige for de formelle, ikke-formelle og uformelle uddannelser samarbejder med andre relevante statslige myndigheder i gennemførelsen af denne strategi.

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<sup>17</sup> Se også Framework for a draft implementation scheme for the Decade of Education for Sustainable Development.

46. Samarbejde, delt ansvar og lederskab inden for alle statslige organer må opfattes som en væsentlig mekanisme for at afstedkomme god ledelse og bør styrkes. I særdeleshed bør uddannelses- og miljøministerier samarbejde og gå foran i påbegyndelsen af og bidrage til den videre indførelse af anliggender vedrørende bæredygtig udvikling i formelle uddannelsespolitikker, -programmer og læreplaner på alle niveauer og vurdere gennemførelsen af strategien. Et nært og effektivt samarbejde med andre offentlige myndigheder såvel som med interessegrupper og i særdeleshed økonomiansvarlige myndigheder, er imidlertid også en forudsætning.

47. På det statslige niveau er der behov for et koordinerende apparat til at indføre strategien såvel som til at dele information og stimulere partnerskab forskellige aktører imellem<sup>18</sup>. Én mulighed er at opstille en ”national UBU-plattform”, eventuelt under rådene for bæredygtig udvikling eller andre relevante organer, så kræfter fra forskellige sektorer kan kombineres.

48. Planer for den nationale<sup>19</sup> gennemførelse bør fungere som et centralt element i gennemførelsen. Lande må udpege et organ, der bliver det ansvarlige for at lave et udkast til en plan for den nationale gennemførelse.

49. Planen for den nationale gennemførelse skal udvikles ud fra en deltagende tilgang. Således skal alle de relevante interessegrupper involveres. Den skal tage højde for landets aktuelle situation. Idet det anerkendes at lande kan have et ønske om selv at prioritere og selv at lave planer for gennemførelsen, afstemt efter specifikke behov, politikker og programmer, kan bestemmelserne i dette kapitel fungere som en retningslinie for arbejdet. Planer for national gennemførelse må behandle mål, aktiviteter, forbehold, omtrentlig tidsbestemmelse, middel for gennemførelse og evalueringsredskaber.

## **2. Handlingsområder**

### ***At sikre at politik og rammerne for lovgivning og drift støtter promoveringen af UBU***

50. Politik, lovgivning, driftsmæssige rammer og arbejdsplaner skal omfatte og støtte UBU. Centrale tiltag for at opnå dette, kunne være: at indarbejde rammer for UBU på alle uddannelsesniveauer; at stimulere udviklingen af samarbejde mellem forvaltningsområder og flere interessegrupper, herunder etableringen af rådgivende apparater i et rimeligt omfang; at integrere principper for bæredygtig udvikling i studier og separate fag på alle niveauer af de længerevarende uddannelser, særligt i den grundlæggende læreruddannelse; at tilpasse anvendelsen og administrationen af uddannelsesfaciliteterne til bæredygtig udvikling og styrke forbindelsen mellem naturvidenskabelige, økonomiske, samfundsvidenskabelige og humanistiske forskningsområder i tværvideenskabelige, multidisciplinære og specialiserede studier. Der bør findes en god balance mellem tværvideenskabelige og specialiserede studier.

### ***At fremme BU gennem formel, ikke-formel og uformel læring***

51. Offentlig indsigt i BU i og gennem formelle uddannelsesinstitutioner, grupper, familier, medier og Ngo'er skal tilskyndes.

52. Arbejdsrelaterede færdigheder og viden om bæredygtig udvikling skal forbedres kontinuerligt og, følgelig, være en del af menneskers livslange læring, herunder ansatte i den offentlige administration, den private sektor, industrien og i landbrugs- og transportsektoren. Udviklingen af ny viden og behovet for at introducere nye færdigheder for at kunne give BU-begrebet en mere målrettet substans forbliver en nødvendighed, da mange fagområder konstant udvikles.

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<sup>18</sup> Visse lande har indført den såkaldte ”knowledge management - model”.

<sup>19</sup> For lande med en føderal regeringsstruktur, kan enhver henvisning til nationale planer omsættes til statslige og substatslige planer, når det er rimeligt.

53. Centrale tiltag for at opnå dette kunne være: at tilbyde BU-relaterede læringsmuligheder den fortsatte uddannelse af arbejdsstyrken, herunder ansatte i planlægning, administration og massemedier; at tilskynde og støtte fællesskabsbaserede aktiviteter, der øger indsigten i BU; at udvikle samarbejde med Ngo'er og støtte deres uddannelsesaktiviteter; at fremme samarbejde mellem og formelle uddannelsesinstitutioner og ikke-formelle organisationer såvel som uformelle aktiviteter; at anspore medierne til at informere og debattere problemstillinger, på en måde så BU når den almindelige offentlighed.

#### ***At udvikle uddannelsessektorens evne til at indgå i UBU***

54. Undervisere, ledere og beslutningstagere på alle uddannelsesniveauer har brug for en øget viden om uddannelse for bæredygtig udvikling for at kunne give tilstrækkelig hjælp og rådgivning. Af denne grund er det nødvendigt med en indsats, der kan øge kompetencen på alle niveauer af såvel formel som ikke formel uddannelse.

55. Centrale tiltag for at opnå dette kunne være: at stimulere udviklingen af kompetencer for personale i uddannelsessystemet, herunder tiltag for at øge lederens indsigt i BU-problematikker; at udvikle kriterier, der kan validere professionel kompetence i UBU; at udvikle og introducere ledelsessystemer for BU i formelle uddannelsesinstitutioner og ikke-formelle uddannelsesrammer; at omfatte BU-relaterede problemstillinger i oplæring og genoplæringsprogrammer for undervisere på alle uddannelsesniveauer; og at tilskynde undervisere, herunder de, der er involveret i ikke-formel og uformel uddannelse, til at dele erfaringer.

#### ***At sikre at adækvate redskaber og materialer til UBU er tilgængelige***

56. Materialer til UBU på alle niveauer skal udvikles, til generelle fag såvel som til specialiserede uddannelser og selv-studie, og skal tilpasses lokale forhold og behov.

57. Centrale tiltag for at opnå dette kunne være: at stimulere udviklingen og produktionen af materialer for undervisere, studerende og forskere på alle uddannelses- og oplæringsniveauer, i særdeleshed på lokale sprog, anspore til udvikling og brug af elektroniske, lydige, billedlige og multi-medie-ressourcer og hjælpemidler i såvel læringsøjemed som udveksling af information; med Internettet og elektroniske midler at lette adgangen til ressourcer informationer, der er relevante for UBU; at sikre sammenhæng mellem materialer til formel, ikke-formel og uformel læring og udvikle relevante udbredelsesstrategier.

#### ***Fremme forskning i – og udvikling af UBU***

58. Der er behov for forsknings- og udviklingsstrategier inden for forskellige områder af UBU, såsom effektive læringsmetoder, redskaber til evaluering, dannelse af indstillinger og værdier, udvikling og indarbejdelse af IKT i skoler og institutioner. Forskning i - og udvikling af UBU skal tilbyde et kontinuerligt grundlag for udvikling af UBU.

59. Resultaterne af indsatsen inden for forskning og udvikling bør deles med lokale, regionale og globale aktører og indarbejdes i forskellige dele af uddannelsessystemet.

60. Centrale tiltage for at opnå dette kunne være at påbegynde og fremme forskning i og udvikling af: indholdet i UBU og læringsmetoder; de økonomiske effekter af og motiver til UBU; måder at omfatte aspekter af BU og deres lokale kontekster i forskellige fag, idet man prioriterer forskning, der kan bringe forskellige dimensioner af BU sammen; indikatorer og instrumenter til evaluering af UBU; og at udbrede forskningsresultater og gode eksempler.

### **3. Internationalt samarbejde**

61. Samarbejde om uddannelse for bæredygtig udvikling, bortset fra at bidrage til styrkelsen og forbedringen af UBU i de enkelte lande, kan bidrage til at sikre fælles forståelse, styrke tillid og udvikle respekt for kulturelle værdier, og herved opbygge gode relationer mellem folkefærd og nationer og bidrage til fred og trivsel.

62. På regionalt niveau er der behov for at revidere og lette indførelsen af strategien og støtte samarbejde om UBU. Den regionale proces må tage højde for andre tiltag, der finder sted i forbindelse med FN's tiår for bæredygtig udvikling og må ses som et bidrag til de globale initiativer i UBU.
63. I regionen findes rige erfaringer med internationalt samarbejde, særligt inden for de længerevarende uddannelser. Et antal nationale og subregionale netværker, uddannelser, arbejdsgrupper, universitetsnetværker og –forbindelser, programmer og partnerskaber er begyndt at arbejde på udviklingen af multidisciplinære uddannelsesformer for at udtænke løsninger på problemer forbundet med bæredygtig udvikling. Udfordringen er, hvordan man bedst anvender deres erfaringer og potentiale til at fremme UBU. En anden udfordring er forskning i UBU-relaterede problemstillinger, som endnu ikke har en prominent rolle i international sammenhæng. Der er desuden et behov for internationalt samarbejde om UBU i før-skole- og skoleregii.
64. Regionale og subregionale fora, der sammenfører medlemmer af uddannelsesfællesskaber, såsom tjenestemænd, undervisere, forskere og andre relevante aktører, for at dele oplevelser og gode eksempler med BU- og UBU-relaterede problemstillinger, bør prioriteres højt.
65. Den komplekse karakter, der kendetegner UBU, kræver at, i tillæg til uddannelsesfællesskaber, andre relevante internationale aktører inviteres til at arbejde i fællesskab for at gennemføre strategien. Dette er særligt relevant for internationalt samarbejde rettet mod at forbedre ansatte og beslutningstageres BU-relaterede viden og redskaber.
66. Erfaringer og behov varierer i de forskellige dele af UNECE regionen. Subregionalt samarbejde skal styrkes. Dette vil gøre det muligt at arbejde tæt sammen om problemstillinger, der har stor vigtighed for en given subregion og derved hjælpe lande til at opnå de bedste praktiske resultater.
67. Det er nødvendigt med yderligere undersøgelser af behovene i de forskellige subregioner. Særlig vægt bør lægges på lande i Østeuropa, Kaukasus og Centralasien (EECCA)<sup>20</sup> og Sydøsteuropa, i forbindelse med at løse deres hovedsagelige problemer med miljøuddannelse og uddannelse for bæredygtig udvikling. Vise af deres problemer skyldes mangel på adækvate undervisningsmaterialer, ineffektiv anvendelse af kapaciteterne på højere læreranstalter og forskningsinstitutioner, manglen på dygtige undervisere og utilstrækkelig indsigt, såvel som manglen på samarbejde mellem departementer og interessegrupper i forbindelse med UBU. En anden udfordring, som må imødekommes i Sydøsteuropa og EECCA, er den lave uddannelseskvalitet for børn, der bor i landområderne – og at der ikke er tilstrækkelige menneskelige og økonomiske ressourcer til at udvikle UBU i disse områder. Således må man opfatte kapacitetsfremme, økonomisk hjælp og støtte til uddannelse, forskning og programmer, der kan øge den offentlige indsigt i BU i lande med overgangsøkonomier som væsentlige problemstillinger, hvilket regeringer, relevante organisationer og bidragsydere må anerkende<sup>21</sup>.
68. Afgørende tiltag kunne være: at styrke de eksisterende regionale og subregionale alliancer og netværk, der arbejder med UBU, og tilskynde twinningprogrammer, bilateralt samarbejde og partnerskab; i et rimeligt omfang at bruge eksisterende internationale, juridisk bindende instrumenter såsom Århuskonventionen og andre relevante bestemmelser til at gøre opmærksom på BU; lette udvekslingen af de gode eksempler og erfaringer, opdagelser og oplysninger om nationale erfaringer og projekter i forbindelse med udviklingssamarbejde om UBU-relaterede problemstillinger, fx ved at anvende IKT-redskaber og UNECE's webside; at indarbejde UBU i relevante bilaterale og multilaterale programmer; at opfordre Ngo'er og andre større grupper til at deltage i internationalt samarbejde om UBU; tilskynde og koordinere internationale events, der kan øge indsigten i BU; og opfordre til udvekslingen af erfaringer.
69. For at sikre effektiv regional ledelse og kommunikation, er en etablering af UBUkontaktorganer i alle UNECE's medlemslande og i relevante internationale organisationer påkrævet. En ledelseskomité, der består af repræsentanter for uddannelses- og miljø- (eller andre relevante) sektorer, kan etableres for at følge op på

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<sup>20</sup> Se også Environmental partnerships in the UNECE region: Environment Strategy for Countries of Eastern Europe, the Caucasus and Central Asia. Strategic Framework; Fifth Ministerial Conference "Environment for Europe", Kiev, 2003

<sup>21</sup> Se også Plan for gennemførelse; Verdenstopmødet om bæredygtig udvikling.

indførelsen af strategien. Processen ”Miljø for Europa” kan anvendes som en partnerskabsplatform for det regionale samarbejde om UBU, og UNECE’s komité for miljøpolitik som et organ, der har til opgave at efterse fremskridtene i strategiens indførelse i overensstemmelse med komitéens arbejdsprogram.

70. Ved ”Miljø for Europa” konferencer kan det tænkes at ville diskutere fremskridtet i strategiens indførelse, baseret på nationale og andre rapporter. Granskninger af miljøarbejde kan ligeledes indeholde en vurdering af det granskede lands indsats for UBU.

#### **4. Rollefordeling og ansvarsområder**

71. Regeringer bør spille en proaktiv rolle for at fremme og lette strategiens indførelse i deres respektive lande. De bør vurdere og med jævne mellemrum følge op på indførelsen på alle regeringsniveauer.

72. Lokale uddannelsesmyndigheder og formelle uddannelsesinstitutioner opfordres til at tage ansvaret for indførelsen af relevante bestemmelser inden for strategien, og til at følge den.

73. Relevante interessegrupper, herunder lokale myndigheder, uddannelses- og videnskabelige sektorer, sundhedssektoren, industrien, landbrugs- og transportsektoren, fagforeningerne, massemedierne, Ngo’er, forskellige fællesskaber, oprindelige befolkninger og internationale organisationer bør inviteres til at fastslå sine prioriteringer og at tage ansvar for indførelsen af og opfølgningen på strategien.

#### **5. Økonomiske spørgsmål**

74. En vigtig forudsætning for strategiens gennemførelse er at sikre tilstrækkelige økonomiske midler. For præcist at kunne vurdere omkostningerne af de implementerende tiltag, der er nødvendige for at nå frem til strategiens mål og for at få afkast af denne investering, er det afgørende, at man forstår værdien af uddannelse når det handler om at præsentere retningslinier og metoder for samfundet. Uddannelse må opfattes som en investering, der vil give afkast på lang sigt.

75. De omkostninger, der er forbundet med gennemførelsen af denne strategi skal, overordnet, betales af det enkelte land. Regeringer må derfor sikre at, at de passende ressourcer er tilgængelige. Mange af de foreslåede tiltag kan indarbejdes i arbejdet med løbende at udvikle uddannelsessektoren. En del tiltag vil lettere kunne realiseres som subregionale eller regionale projekter.

76. Regeringer må overveje at bruge budgetter og økonomisk tilskyndelse til finansieringen af UBU i alle former for uddannelse, gennem blandt andet at indføre stipendier i UBU og opbygge kapaciteterne i uddannelsesinstitutionerne. Der bør gøres en indsats for at inkludere UBU-komponenter i de relevante bilaterale og multilaterale programmer. Partnerskaber kan dannes og må opfordres til at søge støtte, inklusiv bidrag, fra internationale finansieringsorganer og fra den private sektor. I den første fase af gennemførelsen af strategien er finansiel støtte til visse dele af regionen, i særdeleshed EECCA og lande i Sydøsteuropa, afgørende for at hjælpe disse lande med at påbegynde processen.

#### **6. Evaluering og tidsplan**

77. For at kunne vurdere gennemførelsen af strategien, bør en tidsramme fastlægges og indikatorer udvikles. At gøre mennesker i stand til at handle til fordel for BU, er et spørgsmål om uddannelseskvalitet og en følge af deres studier. At indføre BU aspekter i alle uddannelsesformer og på alle uddannelsesniveauer er en langvarig proces og udfaldet kan, af samme grund, kun måles på lang sigt.

78. At gennemføre strategien bør opfattes som en kontinuerlig proces. For imidlertid at kunne lette vurderingen af dens fremskridt, skal tre faser for gennemførelsen foreslås:

Fase I (til 2007): godt grundlag for at gennemføre strategien, det anbefales at hvert land bestemmer hvad det allerede gør, som kunne passe ind i strategiens rammer. Dette ville omfatte en gennemgang af den aktuelle politik, juridiske og operationelle strukturer, økonomiske mekanismer samt uddannelsesaktiviteter, og ville desuden omfatte en afgrænsning af de hindringer og brister, der måtte være. Foranstaltninger bør overvejes for at imødekomme svagheder og et udkast til en relevant national gennemførelsesplan lægges frem. Evalueringsmetoder og indikatorer, i særdeleshed kvalitative, for gennemførelsen af UBU, bør udvikles. Ved "Miljø for Europa" konferencen, kan ministre vise deres engagement i strategien, fejre fremgang, udveksle overvejelser og problemstillinger, og rapportere om hvordan arbejdet med deres nationale eller statslige strategi skrider frem.

Fase II (til 2010): gennemførelsen af strategiens forskrifter, i et rimeligt omfang, bør være godt på vej. I denne henseende bør lande gennemgå de fremskridt der er gjort i forbindelse med gennemførelsen af deres respektive nationale / statslige strategi og, om nødvendigt, revidere dem.

Fase III (til 2015 og derefter): lande bør have gjort betragtelige fremskridt i gennemførelsen af UBU.

79. For at bistå procesorienteret evaluering af strategien og for at skabe sammenligningsgrundlag, bør en række problemstillinger tages i betragtning. Dette omfatter de følgende eksempler: udpegelse af ledere og koordinatore, som kan drive processen frem; politiske, juridiske og operationelle rammer, der kan støtte strategien; retningslinier for samarbejde mellem regeringen og de forskellige interessegrupper; de forskellige læseplaner og uddannelsesplaners relevans; indledende og fortsat oplæring i BU-relaterede områder, i særdeleshed for undervisere; redskaber og materialer til UBU; forskning og udvikling af UBU; udviklingen af ikke-formel og uformel uddannelse; og mediernes inddragelse og indflydelse på studerende.

#### Note

To dokumenter med baggrundsinformation er tilgængelige: ét om tidligere og aktuelle internationale processer i uddannelse for bæredygtig udvikling (CEP/AC.13/2004/8/Add.1), og et andet, der kan afklare visse termer brugt i strategien (CEP/AC.13/2004/8/Add.2).

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## **Economic and Social Council**

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

#### **Second regional meeting on education for sustainable development**

Rome, 15-16 July 2004

Item 3 of the provisional agenda

#### **DRAFT UNECE STRATEGY FOR EDUCATION FOR SUSTAINABLE DEVELOPMENT**

##### **Addendum**

##### **BACKGROUND**

1. The United Nations Conference on the Human Environment, in 1972, recommended that the Secretary-General, the organizations of the United Nations system and the other international agencies concerned should, after consultation and agreement, take the necessary steps to establish an international programme in environmental education, interdisciplinary in approach, in school and out of school, encompassing all levels of education and directed towards the general public, in particular the ordinary citizen living in rural and urban areas, youth and adult alike, with a view to educating him as to the simple steps he might take, within his means, to manage and control his environment.

2. In 1975, participants of the United Nations Educational, Scientific and Cultural Organization (UNESCO) environmental education workshop in Belgrade proposed a global framework for environmental education, referred to as the Belgrade Charter. It states that the goal of environmental education is to develop a world population that is aware of, and concerned about, the environment and its associated problems, and has the knowledge, skills, attitudes, motivations and commitment to work individually and to collectively solve current problems and prevent new ones.

3. Two years after the workshop in Belgrade, UNESCO held an environmental education conference in Tbilisi. The Tbilisi Declaration built upon the Belgrade Charter and produced the following goals for environmental education: (a) to foster clear awareness of, and concern about, economic, social, political and ecological interdependence in urban and rural areas; (b) to provide every person with opportunities to acquire the knowledge, values, attitudes, commitment and skills needed to protect and improve the environment; and (c) to create new patterns of behaviour of individuals, groups and society as a whole towards the environment. The Declaration also identified five categories of objectives for individuals and groups that should be acquired through environmental education: (a) awareness and sensitivity to the environment and environmental problems; (b) knowledge and understanding of the environment and environmental problems; (c) attitudes of concern for the environment; (d) skills to identify and solve environmental problems; and (e) participation for active involvement in solving environmental problems.

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

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

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

7. In 1992, the World Congress for Education and Communication on Environment and Development was held in Toronto, Canada. It was the first major international gathering, after the Rio Conference, to focus on chapter 36 of Agenda 21, promoting education, public awareness and training. Development was viewed from a growth perspective, where nature is capital to be managed by reducing, in particular, the impact of levying activities on the environment. In this context sustainable development is viewed as a compromise, where too great a turnabout of the predominant order of things can be avoided. Education must meet the needs of sustainable development by training human resources to optimize productivity by encouraging technical progress and by promoting cultural conditions conducive to social and economic change. The objective is to make the use of all forms of capital (including human capital) to achieve rapid, more equitable economic growth while reducing impacts on the environment.

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

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

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

11. Since 1992, an international consensus has emerged that achieving sustainable development is essentially a process of learning. At major United Nations conferences of the 1990s, including those on human rights in Vienna (1993), population and development in Cairo (1994), small island developing States in Barbados (1994), social development in Copenhagen (1995), women in Beijing (1995), food security in Rome (1996) and human settlements in Istanbul, Turkey (1996), the critical role of education was stressed.

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

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

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

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

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

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

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

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

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

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

22. Thus, the strategy should benefit from experience gained both within the region and globally and will be derived from the Statement on Education for Sustainable Development and the Basic elements for a UNECE strategy for education for sustainable development submitted at the fifth Ministerial Conference “Environment for Europe”. It is also a contribution to and in line with the Framework for a draft implementation scheme for the Decade of Education for Sustainable Development developed by UNESCO and should be used as a foundation for the regional implementation of the Decade.

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## Economic and Social Council

ECONOMIC COMMISSION FOR EUROPE COMMITTEE ON ENVIRONMENTAL POLICY

### Second regional meeting on education for sustainable development

Rome, 15-16 July 2004 Item 3 of the provisional agenda

### DRAFT UNECE STRATEGY FOR EDUCATION FOR SUSTAINABLE DEVELOPMENT

#### Addendum

#### EXPLANATORY NOTES

1. **Education** is derived from the Latin *educare*, meaning to rear or foster and from *educere*, which means to draw out or develop. While this developmental and transformative meaning retains currency, it has largely been overshadowed by transmissive ideas relating to instruction and teaching. Education (as a verb) is commonly used to describe a process and also (as a noun) shorthand for the 'education system', which involves policies, institutions, curricula, actors, etc.
2. **Learning** is the process through which knowledge, values and skills are developed. The processing of information results in a relatively stable change in the behaviour of an individual or organization. Learning is absorbing information and integrating the information in and considerations in such a way that this leads to different choices, different behaviour. Information (consisting of data, basic information) is connected with our knowledge, our experience, our norms and values and the way we lead our lives (giving meaning to life).
3. **Education for sustainable development** reflects the parent term "sustainable development", defined as development "that meets the needs of the present without compromising the ability of future generations to meet their own needs (World Commission on Environment and Development Report, 1987). Sustainable development is a complex issue, encompassing economic, environmental and social dimensions. In other words, development is essential to satisfy human needs and improve the quality of human life. At the same time, development must be based on the efficient and responsible use of all of society's scarce resources - natural, human and economic.
4. **Training** in this context means the same as education, but includes practical application.
5. **Continuing education/training** covers activities aimed at updating, refreshing or extending knowledge and skills gained during basic education/training.
6. **Educators** are teachers, lecturers, trainers and voluntary education leaders.

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

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

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

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

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

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

### **Categories of learning or education**

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

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

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

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

14. **Life-wide learning** enriches the concept of lifelong learning by drawing attention to the breadth of learning, which can take place across the full span of our lives at any one stage in our lives. The life-wide dimension brings the complementarity of formal, non-formal and informal learning into sharper focus.

It reminds us that useful and enjoyable learning can and does take place in the family, in leisure, in community life and in daily working life. Life-wide learning also makes us realize that teaching and learning are activities that can be changed and exchanged in different times and places and through different roles. Not all the categories may be coherent – informal learning can, for example, also take place in classrooms – but the categories reflect the understanding that learning takes place not only in classrooms.

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

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

- (a) Action: people have to be able and prepared to consider themselves to be people who can actively take their own situation in hand (motivation). The organizers of the learning process are therefore required to approach the participators as competent actors and to review what they can do themselves;
- (b) Cooperation: people have to be able and prepared to collaborate with others. This presents an area of tension of consensus and dissensus in a group;
- (c) Reflection: people have to be able (to learn) to reflect on what they have done; look back, evaluate, draw conclusions and translate into changed behaviour;
- (d) Communication: it is conditional for social learning that people can communicate about it, explain and demonstrate it to others – transfer of experience.

### **Approaches and methods**

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

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

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

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

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

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

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



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

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

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

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

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

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

30. Conceptual and perceptual mapping. Concept mapping is considered as a representational educational tool for showing the relationship between one entity, concept, etc. and another, building relationships and links between them and representing them in a figure, schema or map (concept map).

In brief, the main differential points between the interrelated terms of “conceptual”, “concept” and “perceptual” mapping are the following:

(a) Perceptual mapping: the construction of a schema by the human mind when experiencing, capturing images and perceiving the observable features of the world, as well as the links among them;

(b) Conceptual mapping refers to the development of abstract schemata by the human mind to conceptualize, give meaning to and include an “object” (regularity) into the individual’s conceptual net;

(c) Concept maps are the concrete graphical expressions of such abstract schemata. However, even before the conceptualization and creation of conceptual maps, the human mind first constructs.

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

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

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

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

35. Modelling aims to recreate the main aspects of what occurs occasionally during an event (phenomenon) in nature or in the laboratory or even in society. Models are created based on multiple analogies which may function as the “building blocks” of the model.

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

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

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

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

### **Link between environmental education and education for sustainable development**

40. Environmental education (EE) and education for sustainable development (ESD) are considered by many to be equivalent. In practice, however, there are differences. EE typically focuses on the environmental impact on society of pollution, waste water, emissions from cars, factories, etc., their causes and effects and how to reduce them, as well as on concern for nature and nature protection. ESD more often focuses on the use of natural resources and the importance of their renewability (sustainability). Different methods of mapping resources such as ecological footprints or material flows are pedagogical tools in ESD, especially at university. Negative environmental impact is in the first instance seen as a consequence of the unsustainable use of resources. It is also recognized that a good environmental situation will not develop unless people have a decent social and economic situation, and that a healthy environment is a prerequisite for a

vital economy in the longterm. Thus environmental, social and economic aspects are interwoven in ESD. Ethics and justice, as expressed in democratic government and social and global responsibility, become important components in the larger context of ESD.

41. The view of environmental issues in the education system has gradually changed from being a knowledge problem into being seen as a conflict between man and nature, and today also as a conflict between different human interests. This has implications for the approaches to be used. In education in early EE, the transmission of scientific facts was the most common method used. This approach was later further developed and combined with active student involvement and problem-solving approaches. Today the conflict-oriented perspective of ESD, based on society as a whole, implies a focus on the democratic process. An important approach is thus a discussion among students in which different views are aired and debated. The purpose is to ensure that students actively and critically evaluate alternatives and develop skills in forming arguments based on knowledge and related ethical issues.

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

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

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

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

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## ECONOMIC COMMISSION FOR EUROPE

### COMMITTEE ON ENVIRONMENTAL POLICY

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

#### **VILNIUS FRAMEWORK FOR THE IMPLEMENTATION OF THE UNECE STRATEGY FOR EDUCATION FOR SUSTAINABLE DEVELOPMENT** adopted at the High-level meeting

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

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

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

4. Once the Strategy has been adopted at the High-level meeting, member States should begin to implement it without delay. The UNECE secretariat will, resources permitting, facilitate implementation. Activities will be pursued in cooperation with the United Nations Educational,

Scientific and Cultural Organization (UNESCO), the Organisation for Security and Co-operation in Europe (OSCE), the Council of Europe, regional environmental centres, relevant NGOs and other organizations and institutions.

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

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

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

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

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

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

## **I. ACTIVITIES**

### **A. Subregional workshops**

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

9. Funds are required to cover the organizational expenses and the travel of eligible

delegates from countries with economies in transition and NGOs to the respective subregional workshops.

### **B. Compilation of national good practices**

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

### **C. Development of indicators**

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

### **D. Use of a web portal**

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

## **II. COORDINATION AND REVIEW OF IMPLEMENTATION**

13. To ensure efficient regional governance and communication, focal points for education for sustainable development are required in all UNECE member States and in relevant international organizations. The High-level Meeting proposes to set up a steering committee on ESD to decide on the Strategy's implementation and review its progress. The steering committee would include representatives of both sectors environment and education, as well as observers from relevant stakeholders. It could hold annual meetings or meet less frequently if deemed appropriate. In order to streamline logistics and budgetary concerns its meetings could be organized back to back with the meetings of the UNECE Committee on Environmental Policy. Funding would be provided to one person per eligible country to participate in these meetings (for terms of reference, see annex I).

14. The "Environment for Europe" process could be used as a platform for the regional highlevel promotion of the implementation of the Strategy. At their "Environment for Europe" Conferences, Ministers may wish to discuss and assess progress in the Strategy's implementation based on national and other relevant reports (e.g. NGO reports). Ministers for Education should be invited to participate in these sessions. The first meeting could be held as part of the Belgrade

Conference in 2007 or back-to-back with it. Funds required to assist delegates from the eligible countries to participate in this meeting should be considered within the preparatory framework for the Belgrade Conference.

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

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

### III. FINANCIAL ARRANGEMENTS

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

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

#### Annex I

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

#### **Mandate**

1. Pursuant to the adoption of the Strategy for education for sustainable development, the High-level Meeting establishes the UNECE Steering Committee on Education for Sustainable Development (ESD) to decide on the Strategy’s implementation and review its progress\*.

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

#### **Composition**

3. The members of the Steering Committee will be designated by Governments of the UNECE member States. The Steering Committee will include at least representatives of both sectors, environment and education, and will be open-ended. Its members will be responsible for representing the consolidated

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national position in the work of the Steering Committee. The candidatures for membership should be submitted to the secretariat by June 2005. Representatives of international organizations and nongovernmental organizations will be invited as observers, as decided by the Steering Committee. UNESCO will be a permanent observer.

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



## **Purpose**

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Annex I

4. The Steering Committee will constitute the principal decision-making body for the activities on the Strategy for education for sustainable development in the UNECE region and be responsible for giving guidance and strategic directions to the implementation of the Strategy. It will

also review the progress of its implementation. In particular, it will:

(a) Promote and coordinate the implementation of the Strategy with other international activities, seeking synergies and avoiding overlaps;

(b) Monitor the progress of the implementation of the Strategy; prepare assessments of progress made and propose priorities for actions, identify issues and propose corrective measures, where appropriate;

(c) Liaise and cooperate closely with relevant intergovernmental organizations and nongovernmental organizations that are active in education, the environment and sustainable development;

(d) Facilitate cross-sectoral coordination and international cooperation of public and private institutions;

(e) Establish ad hoc working groups, task forces and other bodies as needed to implement the activities;

(f) Provide guidance on the need for possible new instruments promoting education for sustainable development;

(g) Serve as a forum for the consideration of issues related to education for sustainable development at regional and international level;

(h) Prepare ESD-related inputs for the Commission for Sustainable Development and other relevant processes;

(i) Liaise, as required, with the other United Nations regional commissions for matters related to its competence;

(j) Keep the UNECE Committee on Environmental Policy informed about its activities, unless it is decided otherwise.

## **Officers**

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

## **Meetings**

6. The meetings of the Steering Committee will be convened by UNECE . They will ordinarily be held at the United Nations Office at Geneva (UNOG), unless there is a feasible proposal by a member State to host the meeting. In order to streamline logistics and budgetary requirements, the meetings of the Steering Committee could be organized back to back with the meetings of the UNECE Committee on

Environmental Policy. If resources permit, funding will be provided to one person per eligible country to participate in these meetings, in accordance with the rules established by the UNECE Committee on Environmental Policy. The Steering Committee will take decisions by consensus and vote on decisions, if required.

## **Duration**

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

## Annex II

### **DRAFT TERMS OF REFERENCE OF THE EXPERT GROUP ON INDICATORS**

#### **Mandate**

1. Pursuant to the adoption of the Strategy for education for sustainable development, the High-level Meeting establishes the ad hoc group of experts to develop indicators to measure the effectiveness of the implementation of the Strategy. The report of the group will be presented for endorsement to the Steering Committee on Education for Sustainable Development.
2. The UNECE secretariat will provide secretariat support to the group in accordance with UNECE rules and practices.

#### **Composition**

3. The members of the group should have extensive experience in national and international environmental and education policies, in environmental education and in education for sustainable development. Its composition should ensure equitable geographical representation of the UNECE member States.
4. The members of the expert group will be designated by Governments. Representatives of international organizations, in particular UNESCO, and non-governmental organizations can be invited as observers. Candidatures should be submitted to the secretariat by June 2005.

Annex III

**UNECE EDUCATION FOR SUSTAINABLE DEVELOPMENT PROGRAMME  
TENTATIVE BUDGET**

*(in United States dollars<sup>i</sup>, calculations are based on the United Nations scale of assessments)*

**Report on the use of funds:**

**I. CONTRIBUTIONS**

A.	Beginning balance as at 1 January 2003 (Sweden)	15 000
B.	Received in August 2003 (Sweden)	34 200
	Received in January 2004 (United Kingdom)	53 300
	Received in April 2004 (Italy)	24 600
	Received in August 2004 (United Kingdom)	19 900
	Received in November 2004 (Austria)	13 000
	Subtotal (B)	<u>160 000</u>
C.	Received in December 2003 (Netherlands) – is obligated for salary of staff	59 980
	<b>TOTAL CONTRIBUTIONS (A + B + C)</b>	<b>219 980</b>

**II. EXPENDITURES**

A.	Travel of eligible delegates to two meetings of the Task Force and four meetings of the drafting group	37 530
B.	Staff travel to the relevant meetings	8 400
C.	1 P3 staff salary (part-time) <sup>ii</sup>	59 980
	Subtotal (A+B+C):	<u>105 910</u>
D.	Programme support costs: 13% of US\$ 105 910	<u>13 770</u>
	<b>TOTAL EXPENDITURES (A + B + C + D)</b>	<b>119 680</b>

**III. BALANCE (1st December 2004)** **+ 100 300**

**ESTIMATED EXPENDITURES FOR DECEMBER 2004 – NOVEMBER 2007:**

1.	A joint high-level meeting, March 2005 <sup>iii</sup>	70 000
2.	Subregional workshops <sup>iv</sup>	150 000
3.	Compilation of national good practices <sup>v</sup>	25 000

4. First meeting of the steering committee, 2006 <sup>vi</sup>	30 000
5. Expert group on indicators <sup>vii</sup>	40 000
6. Process management <sup>viii</sup>	290 000
<u>Subtotal:</u>	<u>605 000</u>
Programme support costs: 13% of US\$ 605 000	78 650
<b>TOTAL</b>	<b>683 650</b>
<b>BALANCE</b> (brought forward; as at 1st December 2004)	+ <b>100 300</b>
<b><u>TOTAL REQUIRED</u></b> (by November 2007, inclusive) (TOTAL ESTIMATED EXPENDITURES - BALANCE)	<b>583 350</b>

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<sup>i</sup> Figures are rounded.

<sup>ii</sup> Expenditures for staff are calculated from February 2004 to July 2005 (inclusive).

<sup>iii</sup> Funding will be provided to two persons per eligible country for a meeting of one day and a half.

<sup>iv</sup> The total estimated funds should cover organizational expenses and travel of delegates from countries with economies in transition and NGOs to the subregional workshops.

<sup>v</sup> The sum covers translation into English, French and Russian and consultancy fee for formatting and designing the publication.

<sup>vi</sup> Funding will be provided to one person per eligible country to participate in the meeting.

<sup>vii</sup> Funding will be provided to one person from up to five eligible countries and one NGO representative for four meetings.

<sup>viii</sup> 1 P3 staff salary (US\$ 275 000) and travel (US\$ 15 000) for 28 months: August 2005 - November 2007 (inclusive).