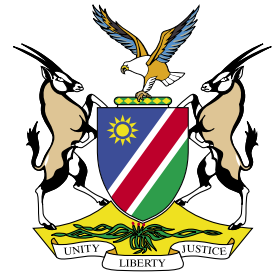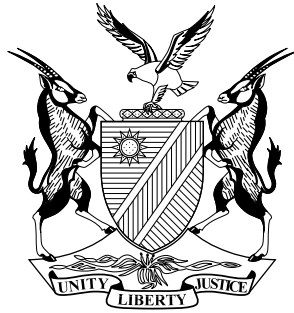# EDUCATION FOR SUSTAINABLE DEVELOPMENT STRATEGY

2009-2014

Republic of Namibia

Republic of Namibia

EDUCATION FOR SUSTAINABLE DEVELOPMENT STRATEGY

2009 - 2014

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List of Acronyms

ASPnet	Associated Schools Project Network
CECS	Community Education Computer Society
CEO	Chief Executive Officer
DESD	Decade of Education for Sustainable Development
DRFN	Desert Research Foundation of Namibia
ECD	Early Childhood Development
EE	Environmental Education
EFA	Education for All
ESD	Education for Sustainable Development
ETSIP	Education and Training Sector Improvement Programme
GeSCI	Global e-Schools and Communities Initiative
GLOBE	Global Learning and Observations to Benefit the Environment
HRDC	Human Rights and Documentation Centre
HRDC	Habitat Research & Development Centre
IAU	International Association of Universities
ICT	Information Communication Technology
INCOFISH	Integrating Coastal Zones with Emphasis on Aquatic Ecosystems and Fisheries
IUCN	International Conservations Union
IK	Indigenous Knowledge
IIS	International Implementation Scheme
LIFE	Literacy Initiative for Empowerment
MDGs	Millennium Development Goals
MESA	Mainstreaming Environment and Sustainability in African Universities
MISA	Media Institute of Southern Africa
MLS	Ministerial Library Services
NAN	National Archives of Namibia
NaDEET	Namib Desert Environmental Education Trust
NAMCOL	Namibia College of Open Learning
NATCOM	Namibia National Commission for UNESCO
NDP	National Development Plan
NEEC	Namibia Environmental Education Certificate
NEEN	Namibia Environmental Education Network
NEPRU	Namibian Economic Policy Research Unit

NLN   National Library of Namibia
NERA   Namibia Educational Research Association
NQA   Namibia qualifications Authority
NQF   Namibia Qualifications Framework

NEPAD   New Partnership for African Development
NIED   National Institute for Educational Development
NIMT   Namibia Institute of Mining and Technology
NNF   Namibia Nature Foundation
NOLNET   Namibia Open Learning Network Trust

RISDP   Regional Indicative Strategic Development Plan

SADC   Southern African Development Community
SADC-REEP   Southern African Development Community Regional Environmental Education
                Programme
SD   Sustainable Development
SEEN   Supporting Environmental Education in Namibia

TTISSA   Teacher Training Initiative for Sub-Saharan Africa
TECH/NA!   Namibian Information Communication and Technology in Education Initiative
TUN   Teacher's Union of Namibia
TVET   Technical and Vocational Education and Training

UN   United Nations
UNAM   University of Namibia
UNCED   United Nations Conference on Environment and Development
UNCT   United Nations Country Team
UNDESD   United Nations Decade of Education for Sustainable Development
UNFCCC   United Nations Framework Convention on Climate Change
UNLD   United Nations Literacy Decade
UNEP   United Nations Environment Programme

UNESCO   United Nations Educational, Scientific and Cultural Organisation
UNESCO MEEG   UNESCO Monitoring and Evaluation Expert Group (MEEG)

UNESCO-UNEVOC   International Centre for Technical and Vocational Education and Training

VTC   Vocational Training Centre

WSSD   World Summit on Sustainable Development
WTO   World Trade Organisation

Preface

As a member of the United Nations, Namibia is committed to responding to the challenges of unsustainable development that the world faces today. I am please to present this Education for Sustainable Development (ESD) implementation Strategy. The government of the Republic of Namibia understands that protecting and sustaining our natural environment is central to our quality of life, our prosperity, and health and well-being of Namibians. Environmental, economic and social integration in an accountable government and in society at large is really the foundation for longer-term sustained development. This Education for Sustainable Development (ESD) implementation Strategy for Namibia is a response to the United Nations declaration to designate the period from 2005-2014 as the Decade of Education for Sustainable Development (DESD). The strategy provides an opportunity for educating the Namibia people on the importance of sustainable development and the contribution of various stakeholders.

This Strategy is direct response to the global call for nations of the world to develop national strategies as outlined in the international Implementation Scheme for the UN Decade of Education for Sustainable Development (2005-2014), and is closely linked with other national initiatives such as ETSIP, NDP III and Vision 2030. It also builds on numerous other global education initiatives such as EFA, UNDL and the MDGs, including the Decade of Education for Sustainable Development (DESD). This ESD Strategy will therefore complement other international and national initiatives and embrace all stakeholders. The Ministry of Education, therefore welcomes the ESD Strategy as it will improve education through formal, informal and non-formal learning to enhance implementation of sustained development across sectors. The framework outlined in this ESD Strategy provides a basis upon which to build creative solutions, take concrete action, and work collaboratively at national, community and international levels to achieve a more sustainable quality of life, now and for generations to come.

I strongly urge everyone to support the strategy, to contribute to its implementation and help build the best possible future for all Namibians.

Let us keep the dialogue on education for sustainability in Namibia.

Rt. Hon. Nangolo Mbumba
Minister of Education

Acknowledgements

The development of this Education for Sustainable Development (ESD) Strategy for Namibia would not have been possible without the contribution by a number of stakeholders in the form of financial and technical support. Appreciation is, therefore, extended to the different institutions that devoted their time and resources towards the development of this ESD Strategy. The National Commission for UNESCO (NATCOM) played a catalytic role in initializing the development of the Strategy. The Ministry of Education and the Higher education institutions, especially the Polytechnic of Namibia and the University of Namibia, MISA-Namibia, and NQA and NTA provided valuable inputs.

We commend UNESCO-Windhoek Cluster Office for providing financial and technical support and the advisory role for ensuring that Namibia, like other UN member states, embraces the Decade for Education for Sustainable Development (DESD) and develops its national strategy for the implementation of ESD.

Also, we thank the ESD National Steering Committee for their tireless efforts in putting together this document. Last but not least, are the participants and stakeholders for providing valuable information and insights that enriched the development of this Strategy. We look forward to successful implementation of this Strategy by the various stakeholders.

Executive Summary

The government of the Republic of Namibia recognizes the development challenges facing the country and being signatory to many international agreements and conventions is keen and aware of its responsibilities to implement measures that promotes sustainable development through different modes of education. For this reason, the government recognizes Education for Sustainable Development (ESD) as an opportunity to continuously build its citizen's capacity towards implementing its sustainable development objectives and improve quality of life. ESD has an important role to play in developing skills for the developing of the Millennium Development Goals (MDGs) and other development initiatives. ESD also has an important role to play in ensuring relevance and focus in Education for All, and Adult Literacy and Learning programmes.

This ESD Implementation strategy suggests a multi-sectoral partnership approach to implementing ESD within a framework of lifelong learning. This ESD Implementation strategy suggests goals for strengthening the implementation of ESD initiatives in Namibia. Its aim is to integrate sustainable development concepts and principles into all education and training initiatives and programmes at all levels of the system to contribute to a more sustainable future for Namibians in terms of environmental integrity, equitable economic viability and a just society for present and future generations. As such it focuses on the integration of environmental, social and economic aspects of sustainable development into education. The ESD Implementation strategy suggests broad actions for ESD in education, training and public awareness. These broad action options include: advocacy and institutional capacity building, professional development and training; curriculum, learning programmes and materials development; research, partnerships and networks; and the use of ICTs. Specific action options for specific stakeholders are also outlined to encourage broad based participation. A multi-sectoral implementation mechanism is proposed, with the Ministry of Education as lead agent, and a broad framework for monitoring and evaluation is outlined.

CHAPTER ONE

1.1   Introduction

This document is aimed at providing a mechanism for adopting a holistic approach to sustainable development by engaging all sectors and stakeholders.

This ESD Strategy is a response to the United Nations declaration to designate the period from 2005-2014 as the Decade of Education for Sustainable Development (DESD). The Minister of Education through the National Commission for UNESCO was tasked with the development of this ESD Strategy. This ESD Strategy provides an opportunity for educating the Namibian people on the importance of sustainable development and the contribution of various stakeholders.

It provides a framework on which other specific strategies for various sectors and stakeholders should be developed. The Strategy will influence peoples' views and attitudes towards sustainable development. The strategic objectives of the document will guide specific sectoral activities towards enhancing the attainment of sustainable development.

The development of the ESD Strategy assumed a participatory process involving key stakeholders including government agencies, the Private Sector, Civil Society Organizations and Media. The ESD Strategy creates an overall re-orientation of education through formal, informal and non-formal learning to enhance implementation of sustained development across sectors. Incorporating principles of sustainability into education system, including the curriculum, infrastructure design, construction, purchasing and operations underpins sustainable development. All stakeholders are encouraged to develop and implement their specific sector ESD Strategies in order to pull together towards enhancing sustainable development for Namibia.

1.2   Decade for Education for Sustainable Development (DESD)

1.2.1   Global perspective

In December 2002, the United Nations General Assembly adopted Resolution 57/254 declaring the United Nations Decade 2005-2014 of Education for Sustainable Development (DESD. The declaration calls on Members States to integrate ESD into their educational plans at all levels and across all sectors of education. The World Summit on Sustainable Development that was held in Johannesburg, 2002, reaffirmed the role of education in helping to eradicate poverty through sustainable development. Education is humanity's best hope and most effective means in the quest to achieve sustainable development. However, the quality of education is of paramount importance. Much of current education falls far short of what is required to impart skills, knowledge and values that recognize the importance of sustainable development.

The DESD provides an opportunity for Namibia to develop and implement an education system and programme, which develop values that promote viable, alternative approaches to sustainable development. Its conceptual basis, socio-economic implications, and environmental and cultural connections make it an enterprise, which potentially touches on every aspect of life. This translates into objectives of the Decade, to:

- Improve quality of education at all levels for sustainable development;
- Reorient education at all levels for sustainable development;
- Enhance public understanding and awareness of sustainable development; and
- Build capacity for sustainable development.

1.2.2 Global vision

The vision of the Decade is a world where everyone has the opportunity to benefit from quality education and learn the values, behaviour and lifestyles required for a sustainable future and for positive societal transformation. This vision sets a sustainable future at the heart of our common human endeavour, but the vision will find expression in varied socio-cultural contexts-where positive societal transformation will be articulated in different ways. An international decade such as the DESD serves as a framework within which diverse and multiple actors pursue a shared agenda based on their commitment to the central vision.

1.2.3 The goal of the DESD

"To integrate the principles, values, and practices of sustainable development into all aspects of education and learning. This education effort will encourage change in behaviour that will create a more sustainable future in terms of environmental integrity, economic viability, and a just society for present and future generations" (UNESCO International Implementation Scheme, 2005)[1].

The DESD calls on government to consider the inclusion of measures to implement the Decade in their respective education systems and strategies and, where appropriate, into development plans. The call has two broad objectives:

- To provide, refine and promote the vision of, and transition to, sustainable development through all forms of education, public awareness and training; and
- To give and enhanced profile to the important role of education and learning in sustainable development.

In pursuing ESD, therefore, there must be some clarity in what sustainable development means and what it aims to achieve. Sustainable development seeks to promote social values, which aims to balance economic development needs and ecological sustainability.

1.3 Sustainable Development

The concept of sustainable development emerged in the 1980's in response to a growing realization that

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[1] Adapted from the International Implementation Scheme for the Decade for Educational development, 2005. The International Scheme describes the pathways to make DESD a success. Reference: www.unesco.org

economic and social activities have potential to compromise environmental quality as well as lower the productivity potential of natural resources. Sustainable development is defined as" the development that meets the needs of the present generation without compromising the ability of future generations to meet their own needs"[2.]

This means the human use of some natural resources in a way that will give the greatest possible benefit to the present population, while still being able to meet the needs of future generation.[3] The principle of sustainable development applies to both renewable (things which can be reproduced, such as plants and animals) and non-renewable (things which cannot be reproduced, such as oil and minerals) resources.

Sustainable development was a key agenda at the **Earth Summit** that was held in Rio de Janeiro in 1992 and further reinforced at the **World Summit on Sustainable Development** (WSSD) in Johannesburg in 2002, where a new paradigm of sustainable development was endorsed. It was declared that sustainable development is built on three interdependent and mutually reinforcing pillars, namely social development, economic development and environmental protection. This was based on the premise that pressure on the environment and natural resources has kept the state of the world's environment fragile thereby resulting in increased poverty, unsustainable production and consumption patterns. This notion of development remains the dominant shaping idea in the world today and a look at countries development plans or, for example, the **New Partnership for Africa's Development (NEPAD)** reference to 'sustainable growth and development' will reveal just how pervasive this notion of development is.

Sustainable development is an evolving concept embracing challenges and concerns. Hatting (2004) has developed a three-sphere model (See figure 1 below). As Hattingh points out *"the most important implication of the image of the three embedded spheres ... is that economic, socio-political and environmental considerations do not each have their own logic and values separate from the other spheres. Rather they are intertwined from the outset - to such an extent that a fundamental rethink is required of everything that we up until now have conceptualised as economic activity, socio-political engagement, and the environment."* *This strategy reconciles that ecology, economy and society are intertwined and that human well-being is dependent on healthy ecological systems as illustrated in the diagram (figure 1) of sustainability.*

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[2] Our Common Future. World Commission on Environment and Development (WEC, 1987)

[3] Environmental Management Act(EMA) No. 7 of 2007

Figure 1: The three-sphere model [4]
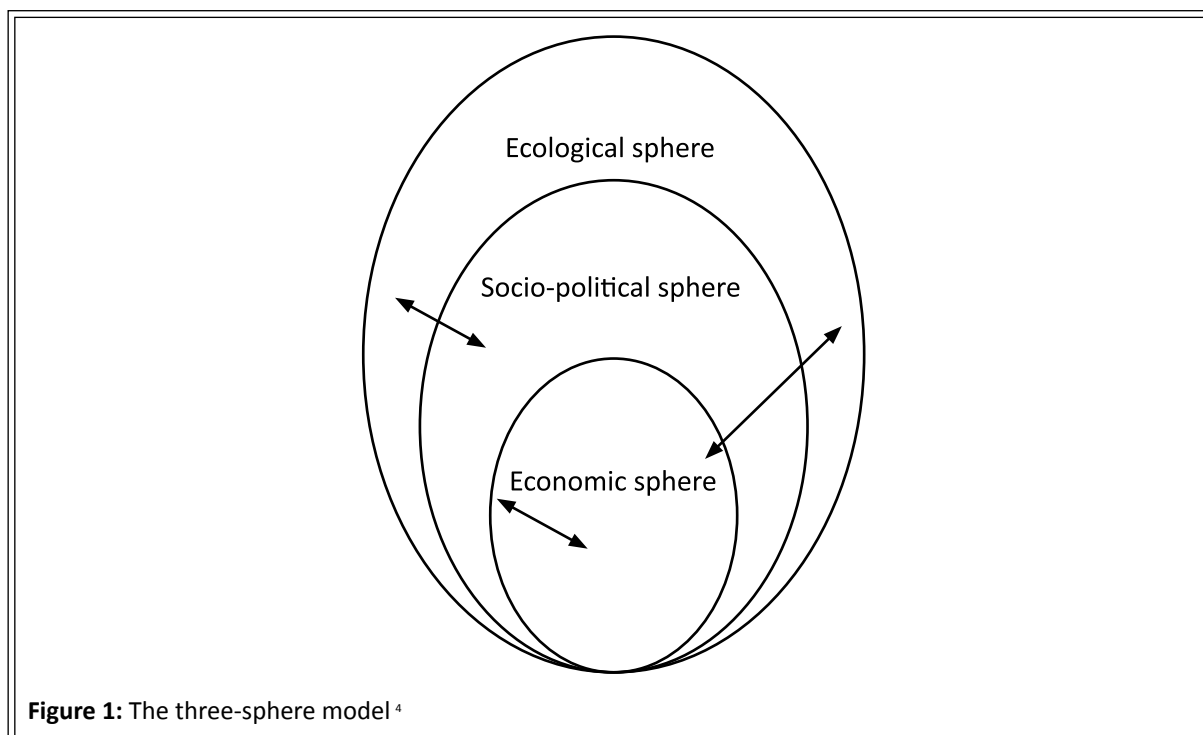
The **society pillar** provides space for people to understand social institutions and their role in change and development. It aims to uphold peaceful co-existence among communities, equitable access and sharing of resources and respect for the rights and dignity of others. **The environment pillar** evokes awareness on resources and fragility of the physical environment and the effects on it arising from human activity and decisions with a commitment to factoring environmental concerns into social and economic policy development. The **economic pillar** revolves around the potential and limits of economic growth, and their impact on the society and the quality of the environment. It calls for a commitment to assess personal and societal levels of consumption out of concern for the environment and social well-being. Education is at the heart of sustainable development and is; therefore, a key means to achieve sustainable utilization of the country's resources.

Culture is an underlying dimension to the society, economy and the environment. It carries the beliefs that determine our choices of behaviour and how we act in society, on the environment, and in economic production activities. Culture predetermines the way issues of ESD are dealt with in specific national contexts. In this sense, culture is a way of being, relating, behaving, believing and acting. Educating for sustainable development involves changing cultural attitudes and values. In ESD, education represents an important aspect of culture. Culture is intricately bound up with the great development challenges of our time; eliminating poverty, curbing population growth, combating diseases, protecting the environment and the resource base, promoting a culture of democracy and peace. Culture involves collective values, behaviour and lifestyles necessitating education to play a major role in facilitating the cultural shift from unsustainable living to sustainable living. Education must develop the cultural ethos that makes it possible for sustainability.

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[4] Hattingh, J. 2004. *Southern African Journal of Environmental Education*, 21

1.3.1   Dimensions of Sustainable Development

There is general agreement that the notion of sustainable development seeks to examine the relationships between the social, economic and environmental dimensions in different contexts. The International Implementation Scheme lists 15 perspectives that it suggests are important to take into account when seeking to understand sustainable development. These perspectives are summarised below for a more detailed discussion see Section 3 of the DESD International Implementation Scheme. (UNESCO 115, 2005)

Socio-cultural perspectives
- Human Rights, including reproductive rights
- Peace and human security
- Gender Equality
- Cultural diversity and intercultural understanding
- Health (Malaria, TB, Cholera)
- HIV and AIDS
- Governance
- Indigenous knowledge and practices

Environmental perspectives
- Natural resources (water, energy, agriculture, biodiversity)
- Climate Change
- Rural Development
- Sustainable Urbanisation
- Disaster risk reduction

Economic perspectives
- Poverty Reduction
- Corporate responsibility and accountability
- Market Economy

An **International Implementation Scheme** (IIS) for the DESD sets out a broad framework for all partners to contribute to its implementation. It is not prescriptive but provides overall guidance on why, how, when, and where contributions may be made within the context of prevailing circumstances. The Decade provides context and relevance for learning and addresses all levels and modalities of education, including technical, industrial, and vocational and entrepreneurship training, higher education, communication and media and corporate training programmes. Moreover, it promotes the societal goal of sustainable development, which results from quality education programmes. By engaging in the global commitments (EFA, MDGs, and DESD) actively and simultaneously, and by cooperating closely, all regions and countries will be able to move, through better education, towards sustainable development. ESD integrate all levels: global, regional, national and local because sustainable development cannot be pursued at only one level. Cooperation is recommended because it enhances sharing and exchange of policies, experiences, challenges and opportunities for providing mutual support among stakeholders.

CHAPTER TWO

2.1   Education for Sustainable Development (ESD)

Education is key to sustainable development, and is the process of imparting intellectual, moral, social skills and values to learners for a particular purpose. Education and training, whether formal, non-formal or informal are key processes by which human beings and societies can reach their full potential. Educating people for sustainable development should provide the skills, perspectives, values and knowledge to live sustainably. It must be inter-disciplinary-integrating concepts and analytical tools from a variety of disciplines and be reoriented to include the change needed to promote sustainable development. Education for Sustainable Development (ESD) has its roots in the history of two distinct areas of core interest for the United Nations: (1) quality basic education; and (2) sustainable development. On these critical foundations the establishment of the **United Nations Decade of Education for Sustainable Development (UNDESD)** (2005 – 2014) was proposed and endorsed at the World Summit on Sustainable Development (WSSD) in 2002[5]. In December of the same year, the UN General Assembly through resolution 57/254 with UNESCO designated as the lead agency adopted the United Nations Decade of Education for Sustainable Development.

2.2   The aim of ESD

The overall aim of ESD is:

•   to empower citizens to act for positive environmental and social change by giving people knowledge and skills to help them find new solutions to their social, economic and environmental issues.

•   to "put people in a position to play an active role in shaping an ecologically sustainable, economically efficient and socially just environment mindful of the global dimensions".

It is against this background that nations sought to embrace the DESD from 2005-2014, as a commitment towards educating the global populace for sustainable development.

The objectives of ESD in the context of DESD are:

(1)   facilitate networking, linkages, exchange and interactions among stakeholders in ESD;

(2)   foster an increased quality of teaching and learning in education for sustainable development;

(3)   help countries make progress towards, and attain the Millennium Development Goals (MDGs) through ESD efforts; and

(4)   provide countries with new opportunities to incorporate ESD into education reform efforts.

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[5] The World Summit on Sustainable Development (WSSD, 2002) endorsed Chapter 36 of Agenda 21 (Rio Earth Summit, 1992) on Education, Training and Public Awareness which first proposed that education and training systems around the work need to re-orient towards sustainable development.

The role of ESD was first highlighted in **Chapter 36** of **Agenda 21** (refer to text box below). According to Chapter 36 of Global Agenda 21, *"Education is critical for promoting sustainable development".* This suggests that formal, non-formal and informal education is a perquisite for improving capacity of people so that they are able to address developmental issues. That identified four major thrusts namely:

•   the improvement of basic education

•   reorientation of existing education

•   developing public understanding and

•   awareness as well as training to address sustainable development.

What is Agenda 21?

Agenda 21 is a comprehensive plan of action to be taken globally, nationally and locally by governments, UN and major groups in every area in which human's impact on the environment. More than 178 governments at the UNCED held in Rio de Janeiro in 1992 adopted it. Chapter 36 focuses on promoting education, public awareness and training.

The aim is not only for the educator and the learner to understand the issues of sustainable development but also to cope with and act upon the interdisciplinary of the issues. ESD is also a process of achieving sustainable development encompassing the three pillars namely: society, economy and the environment. Thus, it includes education for poverty alleviation, human rights, gender equity, cultural diversity, international understanding and peace.

Education for Sustainable Development has emerged out of a range of educational initiatives focused on addressing pressing environmental, social, political, aesthetic, technological, religious, and economic and health issues. These include Environmental Education, Health Education, Gender Education, Peace Education, Development Education, Human Rights Education, Entrepreneurship Education to name but a few. In seeking to engage with and support Education for Sustainable Development it will be important to acknowledge the contribution that this rich variety of existing education initiatives has made, and continues to make, to better quality and more relevant education. Addressing these issues in order to build a sustainable future is the focus of ESD. ESD provides a vision for re-focusing education and development activities towards sustainable futures where economic, social and environmental goals must be achieved without compromising sustainability.

Education for sustainable development builds on existing initiatives thus provides for continuity and transformation. Initiatives under the DESD are linked to the Dakar framework of Action on Education for All (EFA, 2000), the United Nations Literacy Decade (UNLD, 2003-2012), and the Millennium Development Goals (MDGs, 2000-2015). All four initiatives to different extents address issues and challenges pertaining to gender equality, poverty, health and HIV and AIDS, and to promote tolerance, peace, equity and justice. This means that ESD (and DESD initiatives) can be addressed through the perspectives of the MDGs contributing to the realization of the main goal of EFA and those of the UNLD: improving and sustaining the quality of human lives. Initiatives under EFA, the MDGs, the UNLD and the DESD share the following in their strategies: empowerment, participation and local relevance, emphasis on social inclusion and equity, human rights, and justice; a rights-based approach to education for all, sustainable development, gender equality, overcoming poverty, and promoting

life skills for a healthy populations able to deal with the threat of HIV and AIDS. The UNLD promotes literacy as the learning tool to be used by all people in all forms of structured learning. It is literacy that helps people to access knowledge necessary to question their values pertaining to sustainable or unsustainable living. Literacy is essential for sustainable human development in today's complex and fast-changing societies. Literacy is a precondition of effective social participation and a tool of empowerment at individual and community levels. Literacy is a major tool for eradicating poverty, enlarging employment opportunities, advancing gender equality, improving family health, protecting the environment and promoting democratic participation. Literacy is at the heart of sustainable development. ESD is learning that is undertaken in relation to social problems. The IIS identifies the key themes and critical issues that underpin ESD, EFA, UNDL and the MDGs as follows:

i.   Overcoming poverty
ii.   Gender equality
iii.   Health promotion and combating HIV and AIDS
iv.   Environmental conservation and protection
v.   Rural transformation
vi.   Human rights
vii.   Cultural diversity
viii.   Intercultural understanding and peace
ix.   Sustainable production and consumption
x.   Information and communication technologies (ICT)

2.3   ESD as a global drive

Education should shape our future by providing knowledge, skills, perspectives and values for sustainable living. It should be provided at all levels from early childhood to adult and continuing education. It should promote economic development with respect for our natural resources and cultural heritage. Therefore, it should be dynamic and evolving while empowering people to promote and engage in positive social, economic and environmental change.

The WSSD that took place in Johannesburg, South Africa, in 2002, recognized two key aspects of education in relation to sustainable development. First, education is the foundation for sustainable development and much of the work on ESD is closely linked to the pursuit of EFA (Refer to text box below). Second, education is a key instrument for bringing about changes in values and attitudes, skills, behaviours and lifestyles consistent with sustainable development. Thus, it is a tool for addressing issues around the three pillars of sustainable development-society, environment and economy. (Adapted from IIS for the DESD, January 2005.)

What is EFA?
Education for All is a movement with s global commitment to provide quality basic education for all children, youth and adults. It was launched at the World Conference on EFA in 1990. It is committed to achieve education for all by 2015.

It is guided by 6 key education goals;
Goal 1: Expand early childhood care and education

Goal 2: Provide free and compulsory primary education for all

Goal 3: Promote learning and life skills for young people and adults

Goal 4: Increase adult literacy by 50 %

Goal 5: Achieve gender parity by 2005, gender equality by 2015

Goal 6: Improve the quality of education.

ESD is for everyone, within a perspective of lifelong learning and engaging all possible spaces of learning) formal, non-formal and informal). It calls for a reorientation of educational approaches-curriculum and content, pedagogy and examinations. ESD address key areas of sustainable development with culture as underlying dimensions. The vision underscores certain values in each pillar as follows:

Social sustainability: understanding social institutions and their role in change and development, as well as the democratic and participatory systems, which give opportunity for the expression of opinion, the selection of governments, the forging of consensus and the resolution of differences.

Cultural sustainability: development that takes into account the values of people affected by it, the range of cultural groups should be mentioned and encouraged, and the value of their heritage and traditions recognized.

Environmental sustainability: Awareness of the resources and fragility of the physical environment and the effects of human decisions and activities with the commitment to integrate environment, concerns into social and economic policy development.

Economic sustainability: sensitivity to the limits and potential of economic growth and their impact on society and quality of the environment, with a commitment to assess personal and societal levels of consumption for concerns of the environment and social justice.

Situational Analysis and Rationale for ESD in Namibia

3.1   Country Profile

Namibia has a surface area of 823,680 km spanning some 1,440 km at its longest and 1320 km at its widest points.[6] Over much of the country and for most of the year, the climate is best described as arid. Most rain falls during sporadic storms in the summer months from September to February, and total annual rainfalls vary greatly from year to year. The country has a population of about 2.0 million people, which represents one of the lowest population densities on the African continent, accounting to 1.5 people per km². Approximately 39% of people live in urban areas, while the great majority of the remaining rural population lives in northern Namibia. While Namibia is a lower middle-income country, it is also one of the most unequal societies in the world: the richest 10% of the society receives 65% of total income, and the remaining 90% share only 35% .[7] Younger people make up a large proportion of the population, with 43% of all Namibians being under the age of 15. Cultural diversity is reflected in the 25 distinct languages or major dialects spoken in Namibia. This diversity reflects patterns of historical settlements and the way crop producing communities live in relatively discrete areas. Namibia has a representative type of government with a legislature comprising representatives from constituencies, a Judiciary and the Executive headed by a President.

3.2   Socio-Economic and Ecological contexts

Namibia has a diverse socio-cultural context with at least 11 different ethnic groups. The diversity of these ethnic groups brings with it diverse cultural beliefs and practices which influence ways of life, economic activities and environmental management. The economy and people's livelihoods are mainly dependent on natural resources. For instance, agriculture and mining has continuously played a dominant role in the economy. From an agricultural and ecological perspective, the most important parameter is rainfall variability, which is inversely proportional to the mean annual rainfall. The country has three main vegetation biomass: the desert (16% of the land area), the savanna (64%) and the dry woodland (20%) with varying climatic conditions that determine their biodiversity, carrying capacity and land use. These biomass are further divided into 12 vegetation types. The country is therefore rich in biodiversity specifically adapted to various ecosystems. Namibia supports a wealth of wildlife, which together with its open spaces and wilderness characteristics makes it an attractive tourist destination. In addition, wildlife forms an important part of the economy in commercial farming areas. Namibia is also rich in mineral deposits such as diamonds, silver, gold, uranium, copper, lead, zinc, salt and natural gas. The coastal waters of Namibia support a rich fishery. While the

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[6] Mendelson, J.etal, 2002, Atlas of Namibia

[7] FAO, 2009

World Bank estimates per capita GDP as being U$ 1200, this masks considerable inequality. The top 5% of the population has a per capita GDP of U$ 16 500 while the remaining 95% of the people has an estimated per capita GDP of U$ 365. The majority of the population lives in conditions barely above subsistence levels, and unemployment is around 30%. This disparity in income is similarly reflected in housing, standards, education and health care.

The mining sector account for about one-third of the GDP. Government accounts for about 40% of employment, and agriculture and fishing for about 20%. The manufacturing industry is very small and growing only slowly. Namibia has a well developed and maintained infrastructure, with about 42 000 km of road, 2340 km of railway network, and a good communication and postal network. In conclusion, Namibia has a multi-party democracy with a national constitution which is proclaimed as one of the most democratic in the world. Namibia is a model democracy; it could also be a model for sustainable development and wise environmental management.[8]

The United Nations have proclaimed the years 2005-2014 as the global " Decade of Education for Sustainable Development" to be observed by all Member States. The UN adopted 2005-2014 as the decade to recognize education and learning as the key to accelerate changes to a more sustainable way of life. The Education for Sustainable Development conceptual basis, socio-economic implications, and environmental and cultural connections make it an enterprise which potentially touches on every aspect of life.

3.3 Sustainable development challenges in Namibia

Sustainable development issues to be addressed through education in Namibia are complex and interlinked. The issues can be classified as social, economic and environmental. Societal issues include: Human health and welfare including HIV and AIDS, TB and malaria, corruption, cultural diversity, human rights abuses, all forms of violence, drug and alcohol abuse, erosion of cultural values and morals, gender inequality, poverty and inequality, concerns for poor governance.

The economic challenges revolve around unemployment, rural/urban migration, corruption, need for stable macro-economic environment, limited human resources and capacity, increasing competition for shared resources, population growth and settlement patterns, land issues including equitable access and sustained productivity.

The environmental issues include limited water resources, unsustainable natural resource management, loss of wildlife and biodiversity, drought, climate and global atmospheric change.

The Government of Namibia recognizes the development challenges facing the country and being a signatory to many international agreements and conventions is keen and aware of its responsibilities to implement measures that promote sustainable development through different modes of education. For this reason, the government continuously builds its citizen's capacity towards healthy measures for utilizing the country's resources to lead productive livelihoods and improve quality of life. It therefore became paramount to develop this implementation strategy to guide and give direction to the provision of ESD in all sectors of the economy.

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[8] Namibia's Green Plan, 2002

3.4   Regional Context

In March 2006 African Minister of Education made a commitment to implement the UN Decade of Education for Sustainable Development (UNDESD) in the context of the UN Decade for Education for Sustainable Development in Africa. Their statement of commitment emphasizes the need to situate UNDESD activities within key policy initiatives such as the Millennium development Goals.

3.5   The DESD and national initiatives

Ten years ago, President Sam Nujoma represented the people of the Republic of Namibia at the Earth summit held in Rio de Janeiro. At this conference the president formally presented the country's Green Plan and thus committed Namibian nation to the concept of sustainable development. The concept of sustainable development is the cornerstone on which Namibia operates. Namibia has subscribed to this approach in its **National Constitution**, and has committed itself internationally, by adopting the United Nations Agenda 21 principles. Namibia became one of the first countries worldwide to incorporate environmental and sustainable development clauses within its National Constitution. The country's mandate for sustainable development is derived from the Constitution of the Republic of Namibia, Article 95 which states:

" The state shall actively promote the welfare of the people by adopting, inter alia, policies aimed at the maintenance of ecosystems, essential ecological processes and biological diversity of Namibia and utilization of living natural resources on a sustainable basis for the benefit of all Namibians, both present and future."

3.6   National Development Plans and Policies

Since independence Namibia has develop various policies and strategies to address diverse sectoral needs. Nationally Namibia has shown commitment towards sustainable development through a number of initiatives over the years. Existing policies and ESD –related initiatives informed the development of this document.

To better respond to these sustainability threats and challenges, the government undertook to dramatically reform the national development strategy. The reform agenda is encapsulated in a long-term vision for national development-Vision 2030. The overarching vision is a prosperous and industrialized nation developed by her human resources, enjoying peace, harmony, and political stability. Broad goals of the reform are to: accelerate economic growth and social development, eradicate poverty and social inequality, reduce unemployment, especially youth unemployment, and curb the spread of HIV and AIDS.

The strategy takes cognizance of the ongoing review of the education framework and the newly formulated Vision 2030 for Namibia.[9] The strategy provides an avenue for the realization of the DESD and Vision 2030, as it embraces the participation of a broad spectrum of stakeholders involved in sustainable development and the core values of Vision 2030. In addition, the strategy seeks to improve the interventions by diverse stakeholder in education through emphasis on improving quality of education, reorienting education towards

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[9] Vision 2030

sustainable development, enhancing public awareness and capacity building. In this regard, the strategy will inform the ongoing review of the framework on education.

ETSIP, (refer text box below) represents the education and training sector's response to the call of Vision 2030. Its key purpose is to substantially enhance the sector's contribution to the attainment of strategic national development goals, and to facilitate the transition to a knowledge based economy.

ETSIP is premised on a realisation that a weak education and training system cannot facilitate the attainment of complex and ambitious development goals. ETSIP represents a sustained response of the sector, based on a fifteen-year strategic plan accepted by the Namibian Government in 2005. For ease and feasibility of implementation, ETSIP is phased into three five-year cycles, with the first cycle spanning 2006/07 to 2010/11, which coincides with the Third National Development Plan. It is a comprehensive sector-wide programme that covers: early childhood development and pre-primary education; general education; vocational education and training; tertiary education and training; knowledge and innovation; and information, adult and lifelong learning.

Over time, the education system has integrated aspects of Environmental Education (EE), Population Education (POPED), Human Rights and Democracy Education, Entrepreneurship, HIV and AIDS and Sexuality Education in most subjects as a response to teaching about these cross-cutting issues.

It is worth knowing that ETSIP is reviewed annually by the Ministry of Education and development partners. Therefore, new developments such as ESD may find accommodation in all the education and training sub-programmes. This will bring about new dimensions in the delivery and outcomes of the education and hence opportunity to realize the national goals of education. Curriculum revisions for Namibia have also incorporated sustainable development concerns as emerging issues. These include HIV and AIDS, environment, gender, governance, drugs and substance abuse, disaster and risk management preparedness and corruption

CHAPTER FOUR

Stakeholders Participation and Coordination for ESD

4.1 Introduction

ESD is a multi-sectoral process that calls for the participation from government, CSO, private sector, the media and development partners. The success of ESD calls for collaboration and synergy among stakeholders. This ESD categorises the stakeholders into government, civil society, private sector, the media and development partners. However, the list is not exhaustive and is open to additions and updating from time to time. This list includes different actors and stakeholders in ESD who need to understand their different roles for meaningful sustainable development. These groups can broadly be divided into:

A. Government

Ministry of Education
Education Directorate

- Directorate: Programmes and Quality Assurance (PQA)
- Directorate: National Examinations and Assessments (DNEA)
- Directorate: National Institute for Educational Development (NIED)
- Regional Education Departments

- Directorate: Planning and Development (DPD)
- Directorate: General Services (DGS)
- Directorate: Finance

- Directorate: Adult Education (DAE)
- Directorate: National Archives and Library Services (DNALS)
- Directorate: Vocational Education
- Directorate: Namibia Qualification Authority (NQA)

- Directorate: Higher Education (DHE)
- Directorate: Research, Science & Technology (DRST)
- Directorate: Namibia National Commission for UNESCO

B. Higher Education Institutions

- Polytechnic of Namibia
- University of Namibia
- International University of Management
- Namibian College of Open Learning

D.   National Training Authority (NTA)

E.   Media

-    Electronic
-    Print

F.   Private Sector

-    Corporate companies
-    Business community

G.   Developmental Partners

-    Bilateral partners
-    Multi-lateral partners
-    Foundations

H.   Civil Society

-    NGO's
-    FBO's
-    CBO's
-    Teachers Unions

4.2   Roles and Responsibilities of Stakeholders

As integrative educational concept, ESD is supported by a wide range of stakeholders from government, non-governmental organizations, and development partners. Each of these actors has a specific role to play as exemplified below:

4.2.1   Government:

Government will play a vital role in the infusion of ESD concerns into existing sectoral policies. The role of government is to:
- promote the relevance and implementation of education for sustainability in appropriate national forums such as the National Assembly and the National Council and specially convened meetings
- make provision for national sustainability initiatives for funding education for sustainability initiatives.
- Include of the principles of education for sustainability in training programmes for the Public Service
- Support ESD interventions in all sectors

- Domesticate relevant international agreements that relate to ESD
- Strengthening networking on ESD
- Implement a system of monitoring and evaluating the success of education for sustainability activities at the national level, including developing appropriate indicators
- Support the aims and objectives of the United Nations Decade of Education for Sustainable Development through participation in international forums and processes
- Develop collaborative projects with other countries as opportunities arise, particularly in the sub-Saharan African region, to share information and resources, exchange programs at schools and tertiary level, and developing network of officials involved in education for sustainable development

Ministry of Education

a.   Directorate: Programmes and Quality Assurance (PQA)

In order to realize the broad goals of providing equitable access to quality education for all Namibian learners the Directorate of Programmes and Quality Assurance is tasked with the following responsibilities:

- Overall monitoring and evaluation of educational programmes for primary and secondary schools throughout the country.
- Monitoring and evaluation of education programmes for children with special educational needs and the provision of support through training, guidance and counselling, speech therapy, and audio-logical services.
- Overall coordination of the functions of the inspectorate and hostels in all the regions, and the provision of guidance and advice on policy implementation

b.   Directorate: National Examinations and Assessments (DNEA)

The main functions of the Directorate of National Examinations and Assessment (DNEA) are to provide a national assessment and certification service for the school system, to assist in enhancing the quality of education and to monitor educational standards. The **DNEA** has a joint responsibility with NIED to uphold quality curricula and assessment standards in schools; the collaboration of the two institutions is therefore critical for a successful implementation of ESD.

c.   Directorate: National Institute for Educational Development (NIED)

The Ministry through the National Institute for Educational Development (**NIED**) designs and disseminates curricula for primary and secondary schools. In this way the ministry has a role in designing and educating primary and secondary school learners about ESD concerns and empowering them to live sustainably. The main objectives of NIED is to:

- Intergrate ESD Principles into the formal education curriculum
- Develop Learning and teaching support materials for ESD

d.   Directorate: Planning and Development (DPD)

The Directorate of Planning and Development (PAD) in the Ministry of Education coordinates the financial resources, physical facilities (Green buildings), human resource development, development cooperation, and educational mapping programmes. Green buildings-also known as eco-design, environmentally friendly or sustainable building-aims to create teaching and working environments that are comfortable and attractive without negatively impacting on human health or the natural environment. It is essential that the principles of ESD are implemented in the planning, design, development and maintenance of physical facilities and are not seen as 'add - ons' but rather as an integral part of the planning and development process with the ultimate goal being the promotion of a more sustainable lifestyle.   In order to realize the goals of ESD, the directorate of planning and development is tasked with the following:

- Develop guidelines for how to build sustainable physical facilities to ensure that building plans and standards meet sustainability criteria
- Publish guidelines and information for architects to incorporate sustainability criteria into the design of infrastructure and buildings,
- Make sure that physical facilities are build in accordance with these guidelines
- Include sustainability criteria into all planning and development activities and plans
- Mainstream sustainability principles into planning and development   activities, programmes
- Energy and water efficient technologies must be promoted in all aspects of planning, construction, operation and maintenance of buildings.
- Promote the use of renewable energies in buildings

e.   Directorate: General Services (DGS)

In order to promote ESD, the directorate general services are tasked with the following:

- Mainstream sustainability principles into operational areas such as procurement, and facilities and fleet management activities
- Develop a strategy for more efficient use of water and electricity in the education sector
- Implement a national programme to promote water and electricity use efficiency in the ministry
- Promote the use of recyclable materials and equipment
- Institute awareness campaign about ESD
- Include sustainability criteria into all General services activities
- Transport: Assist with the provision of transport, and promote sustainable transport practices
- Procure goods and services that have a minimal negative effect on the environment

f.   HIV and AIDS Management Unit (HAMU)

HAMU has a responsibility to:

- manage the HIV and AIDS response
- enforce appropriate systems and safeguards to prevent sexual harassment, abuse, exploitation or assault of learners and students

- create and promote awareness for the right of all learners, in particular OVC
- provide treatment, care and support, education, literacy training to staff in order to manage the challenges in the communities
- design an integrated HIV and AIDS Management organisation structure
- ensure all employers in the education sector provide accurate information on HIV and AIDS including advocacy, counselling and testing and prevention methods to all employees

g.   Directorate: Adult ducation (DAE)

The main function of the Directorate of Adult Basic Education is to provide opportunities for adults in Namibia to acquire knowledge, skills and positive attitudes to participate in socio-economic, activities of the country and improve their lives. During the year under review, the directorate continued to strive to achieve the main objectives that had been set during the previous year. These were to:

- Provide access to Namibians in need of adult education programmes.
- Provide relevant sources of information through the Community Learning and Development Centres (CLDCs).
- Provide relevant and multi-level learning activities and link these to adult daily and socio-economic needs.
- Develop a system, which facilitates the progress of adult learners between learning institutions.
- Develop programmes to facilitate parent education to increase understanding and knowledge of childhood development.
- Integrate those learners with disabilities enrolled in education programmes appropriate for their needs.

h.   Directorate: National Archives and Library Services (DNALS)

The Namibia Library and Archives Service (NLAS) Directorate's main purpose is to ensure that adequate, appropriate and relevant information services and resources are available at all levels of the Namibian society. The vast majority of library users are learners, ranging from pre- primary to postgraduate level but the services offered are not limited to this user group alone but to a wide cross-section of the Namibian society. The NLAS Directorate consists of the following five (5) subdivisions:

 The Community Library Service (CLS): provides the general public and learners' country-wide with information and learning resources on ESD through the community library network. At present there are 52 Community libraries in the country.

 The Education Library Service (ELS): responsible for providing curriculum related resource materials and exciting books to stimulate reading culture to all learners and teachers at primary and secondary schools in Namibia. In addition the ELS promotes the subject, Basic Information Science (BIS) by developing a learner centred, resource based syllabus in conjunction with the Namibian Institute of Educational Development (NIED).

The Ministerial Library Service (MLS): supports and coordinates specialized library and information services in government ministries.

·The National Library of Namibia (NLN): supports education and research through access to national and international information resources, and collects and preserves the nation's published intellectual heritage through legal deposit and book purchases.

The National Archives of Namibia (NAN): maintains the institutional memory of government ministries, offices and agencies; collects and preserves the nation's history and unpublished documentary heritage; and supports education and research by providing access to these resources.

i.   Directorate: Vocational Education

The Directorate of Vocational Education main purpose is to:
- provide Competency Based Vacational Education and Training
- integrate sustainability into national vocational education and training qualifications, their delivery and campus management.
- Promote sustainability through the national training system and training packages.
- Conduct an audit of current state of sustainability training in vocational education and training and its effectiveness

j.   Directorate: Namibia Qualification Authority (NQA)

The promulgation of the Namibia Qualifications Authority, Act of 1996 let to the establishment of a statutory body – the Namibia Qualifications Authority (NQA) The objects of the NQA are embedded in the aforesaid Act, and these are:
- to set-up and administer a national qualifications framework to include ESD
- to be a forum for matters pertaining to qualifications;
- to set the occupational standards for any occupation, job, post, or position in any career structure;
- to set the curriculum standards required for achieving the occupational standards for a given occupation, job, post, or position in a career structure;
- to promote the development of, and to analyse, bench marks of acceptable performance norms for any occupation, job, post, or position;
- to accredit persons, institutions and organisations providing education and courses of instruction or training of meeting certain requirements as set out in section 13;
- to evaluate and recognise competencies learnt outside formal education;
- to establish facilities for the collection and dissemination of information in connection with matters pertaining to qualifications including ESD principals
- to inquire into whether any particular qualification meets the national standards;
- to advise any person, body, institution, organisation or interest group on matters pertaining to qualifications and national standards for qualifications including ESD.

The Namibia Qualifications Authority strives achieve a (NQF) which allows Namibians to develop to their fullest potential without artificial barriers and validly, reliably, fairly and equitably recognizes recognizing their learning achievements and competencies, no matter how, where or when such learning achievements and competencies were attained. The NQA is committed to the promotion of quality education and training in Namibia through the development and maintenance of a comprehensive and flexible National Qualifications Framework.

Directorate: Higher Education (DHE)

The Directorate has committed itself to contribute to the national goals by ensuring the efficient production and supply of skilled human resources. The directorate liaises with higher institutions of learning, particularly the University of Namibia (UNAM) and the Polytechnic of Namibia in terms of policy directives and financial provision for them to meet their mandates.

4.2.2   Higher Education Institutions:

The higher education sub sector is a major contributor to the attainment and support of the national development aspirations and goals. It is a direct role player in the current development efforts of reduction in unemployment; increase in productivity, especially in value-added productivity; poverty alleviation; and, equitable economic growth resulting in better quality of life for all Namibians by 2030. There are several higher institutions in the country that could play a significant role in the promotion and dissemination of ESD. These include; The University of Namibia, Polytechnic of Namibia and the Namibia College of Open Learning. The introduction of ESD in the curricula and policy frameworks of these institutions calls for capacity building of the staff and for the institutions to play a leading role in research and community outreach programmes. ESD should not be viewed as ' one more subject' to be added to an overcrowded curriculum, but as a holistic or 'whole school approach' where sustainable development is seen as a context for delivering existing aims of education and not as a competing priority. School-based curriculum development and teacher education about ESD are essential, as are improvements to the conditions and quality of education in schools and higher education institutions. There is a need to acknowledge the value of higher education institutions in the development of human resources for ESD. Roles for higher education institutions may include:

• Mainstream environment & sustainability learning and research in university education and university life educating future leaders about ESD
• Conducting action-oriented research for sustainable development.
• Development of graduate and post-graduate programmes for education for sustainable development
• Re-orientation of existing programmes to include ESD,
• Encourage and support whole-institution change for sustainability (including research, teaching and learning, and campus management
• Research incorporating sustainability into university and polytechnic courses for key professions such as engineering, sciences, economics, law agriculture, architecture, natural resources management, conservation, journalism, and teaching.

National Commission for UNESCO

The functions of the National Commission for UNESCO is to
- Advice the government on all matters relating to UNESCO and its programmes,
- To further publicise UNESCO's aims and objectives by informing and involving the intellectual and scientific communities as well as other stakeholders in the process of the preparation and implementation of UNESCO's programmes and activities,
- To serve as a liaison mechanism between UNESCO and the Republic of Namibia as a Member State,
- To serve as a liaison mechanism between UNESCO and ministries, offices, agencies, institutions, organisations and individuals working for the advancement of education, increase of knowledge of the sciences, promotion of cultural diversity and the dissemination information,
- To ensure the active participation of Namibia in the preparation, planning, execution and evaluation of UNESCO programmes and activities,
- To assist the Government of the Republic of Namibia in the preparation for and participation in session of the general Conference and other intergovernmental meetings organised by UNESCO,
- To foster and develop relations with other National Commissions for UNESCO in other Member States, particularly with those in the region, and to participate with them in joint programmes, projects, activities and studies on matters of interest to the Republic of Namibia,
- To monitor compliance by Namibia with UNESCO Conventions and normative instruments,
- To carry out other functions as may be assigned to it by the Government of the Republic of Namibia.

Schools

The Functions of schools are to:
- provide in-service professional development opportunities for teachers in education for sustainability including developing teaching resources
- embed sustainability in the curricula
- integrate ESD into early childhood education
- identify and coordinate sustainability initiatives directed at schools, eg. waste minimizations school grounds greening and energy conservation.
- work in partnership to expand the whole-school, system – wide approach to education for sustainability in approach schools
- perpare learner with the knowledge, skills, perspectives and practises they need to be envirnmentally responsible citizens.

4.2.3 Civil Society Organisations

There are a number of NGO's , CBOs, FBO's and Teacher's unions which can be classified as local, national, and international in Namibia which plays an important role as far as education for sustainability are concerned. Civil society and NGO's are key stakeholders in the Decade because of their relationship with, and acknowledge of, the grassroots level. These groups have thus far played significant roles in Namibia to promote sustainable development. and ESD. Civil society and NGO's could coordinate local relevant and meaningful ESD initiatives and undertake community empowerment projects. Through participatory action research, civil society and NGO's could identify and priorities and needs of the communities towards greater sustainability. The civil society has significant role to play in the promotion and implementation of ESD and the Decade. Thus, the role of civil society includes:

• Public awareness –raising, advocacy, campaigns and lobbying for ESD
• Promote community involvement at all levels through awareness and education programmes and use if ICT materials as a means to share information relating to ESD
• Build capacity through training, materials and information at both the national and local levels
• Conduct research activities to improve the understanding of the relationship between society and sustainable development
• Network and form partnerships to enhance sharing of information and good practices on ESD
• Monitor and evaluate ESD implementation

4.2.4 Communities

Communities around Namibia should be empowered to work effectively towards sustainability by having the information and resources to enable them to act. ESD should identify how to better acknowledge and integrate indigenous values systems, practical skills and knowledge of the Namibian landscape in community education for sustainability

A key objective of the Decade is to implement ESD activities and programmes at the community level. ESD must be integrated into all levels of society because sustainable development cannot be effectively pursued at only one level. ESD initiatives must take into account local norms, values and culture. The incorporation of traditional knowledge in community-based initiatives is essential. The creation of local knowledge bases would assist communities in getting access to information about sustainable development, which could inform community planning processes. ESD should be incorporated into existing programmes and structures at the local level. These could include Community Learning Centres (CLC's).

4.2.5 The Private Sector

The participation of the private sector in ESD is essential for sustainable development. The private sector is also called upon by the UNESCO-DESD implementation plan to be more active and contribute to ESD. The role of the private sector towards alleviating environmental problems and promoting sustainable development calls for partnerships with all stakeholders at all levels to participate

and develop a movement for change towards sustainable development. The private sector could structure their activities to support the Decade around four priority areas highlighted in Chapter 36 of Agenda 21: a) improving basic education, b) reorienting existing education, c) improving public understanding and skills for sustainable development and, d) promoting training. Businesses have a key role to play in the protection of traditional knowledge through the development of capacity building and education strategies to meet the requirements of relevant international conventions.

4.2.6   Media

The media is a key stakeholder in promoting the broad public awareness required to ensure that ESD achieves a wide impact on a national and global scale. Media organizations play an integral role in creating awareness and developing public ownership of the ESD vision.

4.2.7   Development Partners

The UN Decade of Education for Sustainable Development was adopted by the General Assembly through resolution 57/254 in 2005. UNECSO was designated the Lead Agency in the design and implementation of the decade. To this end it came up with an International Implementation scheme for the Decade, which has led to implementation processes across the world at regional, sub-regional and national levels. NATCOM is one of the coordinators in the development of the Namibian Strategy for implementing UN DESD. In liaison with other stakeholders, development partners will foster partnerships in the spirit of enhancing ESD in Namibia. Specifically, development partners will offer technical and financial support, as well as undertake monitoring and evaluation of ESD implementation.

CHAPTER FIVE

Implementation Framework

5.1 Introduction

This strategy is intended to provide a framework for enabling a comprehensive and inclusive education for sustainable development issues and challenges. The implementation and coordination of ESD will be carried out through seven strategies namely: capacity building, education and training, research, use of information technology systems, awareness raising, partnerships, networking and exchange and monitoring and evaluation. It is also proposed that Regional Centres of Expertise (RCE's) be established to enhance this process.

5.2 Vision of the Strategy

A country where everyone has the opportunity to benefit from education and learn the values, behaviour and lifestyle required for a sustainable future and for positive societal transformation.

5.3 Strategic Goals

In accordance with the main thrusts of the UNDESD, the seven **goals** of this *strategy* are to:

Goal 1: **Strengthening and re-orientation of education and training, planning and development policies and programmes towards sustainable development.**

This strategy aims at ensuring that ESD partners and stakeholders acquire and constantly improve their capacity. Therefore, training and development approaches will be tailored to local needs and geared to provide knowledge and skills of social environmental concerns for economic development. There is a need to ensure that professional skills exist within Namibia's lifelong learning system for effective implementation of ESD. This will require a cadre of Education, training and development practitioners working in the schooling, adult education, occupationally directed education and training and development practices who are able to effectively develop and deliver ESD education and training programmes This effort to strengthen professional ETDP skills for the delivery of ESD across the Education, Training and Development practices sector is necessary to ensure wide-spread implementation of ESD training , planning and development programmes that can reach the entire teaching corps and the workforce.

Goal 2: **To promote research in order to strengthen education for and sustainable development.**

For better understanding of issues of ESD and its progress, has a vital role to play in developing ESD theory and practice in Namibia. Baseline studies, situational analysis; and longitudinal studies will identify key issues to be addressed as ESD. Educational research is needed to

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[11] Regional Centres of Expertise (RCE's) be established to enhance this process

strengthen relationships between access, quality, participation, values, vision and outcomes in education (ESD is concerned with all these issues). Educational research is also needed to strengthen contextual and active approaches to learning, to enhance critical thinking for generating solutions and alternatives; and to ensure learning approaches that are issues-based and relevant. Initially base-line research will be needed to establish what infrastructure and resources are available for ESD, and to ascertain what programmes and partnerships exist and how these can be strengthened and extended. Educational research is also needed to better acknowledge and integrate indigenous value systems, practical skills and knowledge of the Namibian landscape in community education for sustainability.

Goal 3: **To promote of the widespread use of information technology systems will be central to a dynamic ESD process.**

ICTs are essential for the broadening of ESD initiatives and for extending ESD implementation. ICTs provide a means of sharing information, linking partners and storing data. ICTs offer new modes of communication and learning for global dialogue on ESD. Innovative ways will have to be sought to make ICTs more accessible to a broader section of the population. Creative and wide-spread use of information technology systems will be central to a dynamic ESD process.

Goal 4: **To include sustainability issues and sustainable development principles in education and training programmes to enhance quality, focus and relevance in life-long learning.**

ESD requires changes in the methods used for teaching, learning and assessment as environment and sustainability issues are often complex and multi-facetted, require local and global knowledge and solutions. ESD is also action-centred and focused and requires participatory, practice-based, learner-centred approaches. Curriculum development, learning programme development and materials development that support active, participatory and practical engagements with issues at both local and global levels is needed. ESD has significant potential to strengthen the educational approaches, and can enhance and extend new models for curriculum and learning. ESD is also multi-disciplinary in nature, and multi-disciplinary materials are needed to support learning engagements with ESD issues. Contextually relevant approaches to ESD are essential in a culturally diverse society.

Goal 5: **Strengthening public awareness and community-based education and training initiatives to broaden public understanding of sustainable development in community activities and encourage behavioural change**

In pursuit of sustainable development, the people of Namibia need to become aware of the importance of sustainable development, and they need to recognize the options available to them for promoting sustainability. This requires an aggressive awareness campaign transformed into understanding root causes of unsustainable outcomes in social, environmental, cultural and economic ventures of development. This will require allocating resources and building institutional capacity for ESD. Broad-based advocacy in society is also needed to influence thinking, policy and practice. Social marketing has been used by some sectors to reach wider audiences on sustainability issues. The potential of this medium to further complement and extend ESD presents significant opportunities. It is envisioned that advocacy, through the support of an active and responsible media, can become part of a life-long learning process as citizens across society are

encouraged to think critically about development options, their lives and the future. Government will seek to work with media organization to communicate sustainability concepts to the Namibian community, and to raise the importance about the importance of living and working sustainably.

Goal 6: **To strengthen Political Will and Government support for ESD implementation through partnerships, networking and exchange.**

According to the UN general Assembly resolution instituting the UN DESD, governments were invited to consider the inclusion of measures to implement the programme of the Decade in the respective educational strategies and action plans by 2005. Government will strengthen its leadership role in education for sustainable development by being an exemplar for change through its own policies, programs and operations by applying learning-based change in the Public service. It is therefore necessary that government set parameters at national level for effective cooperation and action in ESD. Government has the responsibility to;

- Provide a national policy framework for ESD
- Budget and mobilize resources for ESD
- Support local government structures which are already in place
- Foster public awareness of ESD and sustainable development.

Goal 7: **Strengthen reflexive implementation of the UNDESD in Namibia through Monitoring and evaluation**

As the UNDESD puts emphasis on the integration of ESD concerns into existing networks, and programmes, each grouping will need to set up their own objectives, indicators, outputs within the broader framework and objectives. Monitoring and evaluation will be used to assess progress of implementing the ESD implementation strategy and the attainment of its objectives. A key aspect of monitoring and evaluating this Strategy will be the identification of suitable relevant indicators at every level and for each ESD initiative and programmes. Monitoring and evaluation will therefore take place at many levels and will be an integral part of new initiatives that this Strategy may stimulate. Both qualitative and quantitative evaluation methods will be necessary to track and inform progress being made in the implementation of ESD. The emphasis of all monitoring and evaluation strategies should be improvement and extension of ESD initiatives, and monitoring and evaluation should therefore strengthen reflexive implementation of the UNDESD in Namibia. Monitoring and evaluation of the strategy will be bi-annually. The National ESD Co-ordinating Committee will be responsible for monitoring national ESD implementation progress. This will be done against the goals of this Strategy. The indicators outlined can be used to monitor and measure accountability, impact and improvement. A monitoring methodology will need to be established to use these indicators for these purposes. Monitoring guidelines will need to be written to enable stakeholders to monitor the implementation of ESD projects and initiatives so that monitoring data can feed into the national level monitoring of ESD implementation using these goal –oriented indicators. This should be done in a way that ensures minimum additional cost, with maximum value for co-ordinated reporting.

5.4   Proposed ESD coordination

The involvement of the National Commission for UNESCO in the DESD is imperative. The National Commission

for UNESCO should strive to play a coordinating role with the Ministry and other stakeholders, CBO's, NGO's and the Media. Mobilising all relevant stakeholders in support of ESD, disseminating ideas and activities for the Decade should become key tasks for the National Commission. The Implementation of the ESD Strategy must also be coordinated by a Coordinating committee comprised of representatives from government, development partners, CSO's CBO's, NGO's, higher education institutions and the Media. Initiation of this type of coordinating body is highly encouraged as a means to mobilize support and action for ESD at the national level.

Implementation Framework

Focus Area 1: Education and Training, Planning and Development

Goal 1: Strengthen and extend re-orientation of education and training, planning and development policies and programmes towards sustainable development.

Objectives	Activities	Relevant partners	Completion dates	Outputs
Integrate sustainable development within training and development, planning and development in formal, non-formal and informal levels of education	• Include and implement principles of sustainable development within the education sector and NTA based qualifications • Align institutional and training programmes and policies to ESD principles • Inclusion of ESD in workplace programmes at in formal, non-formal and informal levels of education • Encourage broader access to ESD training and courses • Mainstream ESD into existing training systems and development efforts in formal, non-formal and informal levels of education • Incorporate ESD into teachers union networks and forums • Establish and strengthen networks and partnerships to plan, promote and implement ESD programmes and qualifications	MOE (NIED, PAD, PQA, DGS/DAE) UNAM, NAMCOL, NTA, NQA VTC's, Teacher's Unions, NATCOM, NEEN, Directorate of Planning and Development (PAD), NANTU, TUN, NGO's GLOBE, IUM , Polytechnic of Namibia	2009-2014	• Education and Training programmes and policies reflects concepts and principles of sustainable development • Training programmes developed • ESD part of core teacher training at formal, non-formal and informal levels of education by 2014 • ESD skills building programme for trainers working in informal and technical education in place by 2014 • Revised Policies • ESD included into workplace programmes and systems • ESD incorporated into teachers union networks and forums • Access to training course and training in place

Objectives	Activities	Relevant partners	Completion dates	Outputs
	• Develop training programmes based on emerging research around ESD theory and practice			•
	• Develop guidelines for building sustainable physical facilities to ensure building plans and standards meet sustainability criteria			
	• Publish guidelines and information for architects to incorporate sustainability criteria into the design of infrastructure and buildings,			
	• Mainstream sustainability principles and criteria into planning and development activities and programmes			
	• Promoted energy and water efficient technologies in all aspects of planning, construction, operation and maintenance buildings at schools, colleges, universities, TVET's and the polytechnic			
	• Develop a strategy for more efficient use of water and electricity in the education sector			
	• Incorporate and install water efficient equipment in buildings (no automatic cisterns for flushing a urinal, no hose down of a hard surface or paved area using potable water)			
	• Include sustainability criteria into all General services activities and programmes			
	• Transport: Assist with the provision of transport, and promote sustainable transport practices			
	• Promote the use of recyclable materials and equipment			
	• Acquire energy efficient electrical equipments to reduce energy use and cost (computers, photocopiers, geysers, refrigerators, stoves, light bulbs, etc)			
	• Strengthen and promote education for natural disaster preparedness as well as ESD			
	• Intergrate ESD Principles into curriculum, learning programmes, assessment and material development at all levels of the system			
	• Support teachers to develop learning programmes, work schemes and lesson plans that address ESD issues in the context of the National Curriculum for Basic E Education			

Focus Area 2: Research

Goal 2: Promote research in order to strengthen education for and sustainable development.

Objectives	Activities	Relevant partners	Completion dates	Outputs
Link research and ESD closely	• Allocate resources for research in ESD • Establish research teams • Support and encourage ESD research in workplace training programmes • Encourage the participation of communities/learners/students in ESD research • Undertake participatory and action-centred research studies through on various ESD issues • Support research that advance the theory and practice of ESD • Strengthen ESD learning and research capacity in educational institutions and programmes • Promote indigenous and locally relevant knowledge in ESD to bring about innovative solutions • Compile research reports and disseminate to stakeholders • Carry out needs assessment on values, behaviour and lifestyles for good governance and sustainability	MOE, UNAM, NAMCOL, Polytechnic TVETS, NQA, NTA, UNESCO, NEEN MOE, UNAM, NAMCOL, Polytechnic of Namibia TVETS, NQA, NTA, UNESCO, NGO's GLOBE, NERA, IUM	2010-2014	• Competent Research teams established • ESD need identified in various sectors • Research and innovations in ESD documented • Research into effective ESD underway by 2011 • Research undertaken • Research reports

Focus Area 3: Use of ICTs

Goal 3: Promotion of the widespread use of information technology systems will be central to a dynamic ESD process

Objectives	Activities	Relevant partners	Completion dates	Outputs
Integrate ESD through information technology systems	• Align ICT training &development practices with ESD • Establish ICT based learning systems and resources that enhance the use of ICT within ESD programmes • Align existing policies with national goals and strategies (e.g. Vision 2030, NDPIII, ETSIP, etc). • Align ICT policies with ESD • Ensure training programmes that enable all sectors of society to use ICT effectively to address sustainable development • Develop ESD ICT programmes like e-learning, resource materials, ICT infrastructure and conduct training • Strengthen ICT linked partnerships to address Sustainable development • Produce ICT resource materials to address Sustainable development • Ensure that ICT is used effectively in raising ESD awareness • Ensure training programmes that enable all sectors of society to use ICT effectively to address Sustainable development	MOE UNAM, NAMCOL, Polytechnic TVETS, NQA, NTA, UNESCO, School Net, TECH/NAI, Namibia's ICTs in Education Initiative	2009-2014	• ICT based learning systems and resources in place • Revised ICT policies • training programmes developed • Infrastructure developed • Partnerships in place • ICT resources materials developed • Information sharing and awareness enhanced • Research teams established • Competent research teams • Research undertaken • Research reports

Focus Area 4: Educational Processes and methods

Goal 4: Include sustainability issues and sustainable development principles in education and training programmes to enhance quality, focus and relevance in life-long learning.

Objectives	Activities	Associated Schools	Completion dates	Outputs
To promote teaching and learning about ESD at all levels	• Review or orient curricula at all levels to address ESD (formal &non-formal, vocational education and training) • Reorient schools, higher education and TVETs to address ESD in a meaningful way. • Build capacity of curriculum developers to integrate ESD into curricula, assessment and material development processes at formal, non-formal and informal education • Support teachers/teacher trainers to develop learning programmes, work schedules and lesson plans that address ESD issues in the context of the National Curriculum for Basic Education (Gr.1-12) • Ensure that the curriculum content in educational training programmes and courses translate the principles of ESD in a practical way • Set up materials development teams and Identify different ESD issues to be addressed in educational materials • Provide training to schools for natural disaster preparedness as well as ESD. • Develop culturally appropriate and locally relevant educational materials for education for natural disaster preparedness as well as ESD. • Develop a school manual on disaster preparedness and response for improved disaster risk management within the education sector. • Training of trainers/educators at all levels and in all sectors	MOE /NIED UNAM, NAMCOL, Polytechnic of Namibia TVETS, NQA, NTA, NATCOM, UNESCO, UNICEF	2009-2014	• Guidelines for the Integration of ESD across the curriculum developed • Curricula reviewed/re-orientated • Curricula and training programmes reviewed at all levels • ESD principles integrated into curricula, assessment and material development processes at all levels of the education system • ESD resource materials produced • Trainers/educators trained

Focus Area 5. Advocacy and Public Awareness

Goal 5: Strengthen and extend public awareness and community-based education and training initiatives to broaden public understanding of sustainable development in community activities, and encourage behavioural change.

Objectives	Activities	Relevant partners	Completion dates	Outputs
Enhance public understanding behavioural change and support for ESD through media coverage	• Sensitise the public/conduct awareness campaigns of sustainable development • Raise the public profile of public awareness through the sharing of good ESD practices and stories • Establish and strengthen existing networks between media, government, NGO and private sector • Support the production of materials that increase the public awareness and info about sustainability issues and principles • Integrate ESD concepts and principles into journalist and media practitioners education and training • Design media campaigns on ESD that are informed by research	MOE, UNAM, NAMCOL, Polytechnic of Namibia TEVETS, NQA, NTA, Teacher's unions, local media, MISA-Namibia, NATCOM, UNESCO	2009-2014	• Incorporation of sustainable development concepts and principles in community based activities and programmes • Enhanced involvement with the media • Media well informed to report sustainable development issues • Increased awareness of SD in the community • Articles that clearly enunciate why SD matters to Namibia appear in Media • IEC materials developed

Focus Area 6: Political Will and Government Support

Goal 6: Strengthen Political Will and Government support for ESD

Objectives	Activities	Relevant partners	Completion dates	Outputs
Decision-makers at government level identify with ESD and support the integration of ESD in all levels of education	• Encourage parliamentary committees of both houses of parliament to actively promote ESD • Sensitize local authorities, and chiefs at all levels on ESD • Promote the programme for UNDESD through speeches, debates, and media	Parliamentary committees of both houses of parliament, Local Authorities,	2009-2014	• Commitment and involvement of local authorities, chiefs and parliamentary committees

Focus Area 7: Monitoring and Evaluation

Goal 7: Strengthen reflexive implementation of the UNDESD in Namibia through Monitoring and evaluation

Objectives	Activities	Relevant partners	Completion dates	Outputs
	• Develop appropriate M&E tools • Build capacity on the procedures of M&E • Conduct M&E	MOE UNAM, NAMCOL, Polytechnic of Namibia TVETS, NQA, NTA, UNESCO, NATCOM	Jan 2009- December 2014	• Evaluation and monitoring tools in place • M&E undertaken • M& E Reports

ACTION PLAN

Focus Area	Activities	Objectives	Actors	Time Frame
1. Education and Training	1. Include and implement principles of sustainable development within the education sector and NTA based qualifications.	To establish the actual capacity building needs for ESD stakeholders	MOE, UNAM, NAMCOL, Polytechnic of Namibia	January 2009 - December 2014
	2. Align institutional and training programmes and policies to ESD principles	To develop appropriate needs-specific and contextualized training programmes	TIVETS, NQA, NTA, UNESCO, NEEN	
	3. Inclusion of ESD in all workplace programmes.			
	4. Mainstream ESD into existing training systems and development efforts at national and regional level	To build the capacity and increase the number of ESD trainers in the country		
	5. Incorporate ESD into teachers union networks and forums	To build the capacity of ESD practitioners to enhance professional development		
	6. Establish and strengthen networks and partnerships to plan, promote and implement ESD programmes and qualifications			
	7. Encourage workplace learning opportunities for ESD			
	8. Encourage broader access to ESD training and courses			
	9. Develop training programmes based on emerging research around ESD theory and practice			
	10. Ensure training programmes that enable all sectors of society to use ICT effectively to address SD			

ACTION PLAN

Focus Area	Activities	Objectives	Actors	Time Frame
2. Research	1.Support and encourage ESD research in Workplace training p ogrammes 2. Promote indigenous and locally relevant research in ESD 3. Establish research teams 4. Encourage the participation of communities /learners/ students in ESD research 5. Undertake research on various ESD issues 6. Design social marketing campaigns that are informed by research 7. Support research that advance the theory and practice of ESD 8. Strengthen ESD learning and research capacity in educational institutions and programmes 9. Promote indigenous and locally relevant knowledge in ESD to bring about innovative solutions 10. Compile research reports and disseminate to stakeholders	To develop appropriate and contextualised socially critical reserach programmes as well as to inform future research	MOE, UNAM, NAMCOL, Polytechnic of Namibia TIVETS, NQA, NTA, UNESCO, NEEN	January 2009 - December 2014

ACTION PLAN

Focus Area	Activities	Objectives	Actors	Time Frame
3. Use of ICTs	1. Establish ICT based learning systems and resources that enhance the use of ICT within ESD programmes	To develop ICT-based learning systems and resources that enhance the use of ICT within ESD programmes	MOE UNAM, NAMCOL, Polytechnic of Namibia TIVETS, NQA, NTA, UNESCO, School Net	January 2009 - December 2014
	2. Align ICT policies with ESD			
	3. Develop action plans on ICT			
	4. Ensure training programmes that enable all sectors of society to use ICT effectively to address sustainable development	To develop training appropriate needs-specific programmes that enable all sectors of society to use ICT effectively to address sustainable development		
	5. Develop ICT infrastructure			
	6. Strengthen ICT linked partnerships			
	7. Align ICT training &development practices with ESD	To align ICT training &development practices with ESD		
	8. Produce ICT resource materials			
	9. Ensure that ICT is used effectively in raising ESD awareness			
	10. Undertake research in various ESD issues			
	11. Compile research reports and disseminate to key stakeholders			
	12. Document and disseminate research findings			
	13. Align existing policies with national goals and strategies (e.g. Vision 2030, NDPIII, ETSIP, etc)			

ACTION PLAN

Focus Area	Activities	Objectives	Actors	Time Frame
4. Educational Processes and methods.	1. Review or orient curricula and training programmes at all levels to address ESD (formal&non-formal, vocational education and training) 2. Build capacity of curriculum developers to integrate ESD into curricula 3. Integrate ESD principles into curricula, assessment and material development processes at all levels of the education system 4. Support teachers/lectures to develop learning programmes, work schedules and lesson plans that address ESD issues in the context of the national Curriculum for Basic Education (Gr.1-12) 5. Ensure that the curriculum content in educational training programmes and courses translate the principles of ESD in a practical way 6. Identify different ESD issues to be addressed in educational materials 7. Set up materials development teams	To establish sustainable development issues and concerns in the country that needs to be incorporated into the curricula at all levels To establish gaps in the curricula in view of ESD objectives and Principles To identify opportunities for integrating sustainable development concerns and issues into the curricula	MOE UNAM, NAMCOL, Polytechnic of Namibia TIVETS, NQA, NTA, NATCOM, UNESCO Associated Schools	January 2009 - December 2014

ACTION PLAN

Focus Area	Activities	Objectives	Actors	Time Frame
5. Advocacy and Public Awareness	1. Sensitise the public/conduct awareness campaigns 2. Raise the public profile of public awareness through the sharing of good ESD practices and stories 3. Establish and strengthen existing networks between media, government, NGO and private sector 4. Support the production of materials that increase the public awareness and info about sustainability issues and principles 5. Integrate ESD concepts and principles into journalist and media practitioners education and training 6. Ensure that ICT is used effectively in raising ESD awareness	To produce materials that increase the public awareness and info about sustainability issues and principles To promote understanding and raise awareness of ESD and enhance active participation by stakeholders To facilitate advocacy and public awareness campaigns	MOE, UNAM, NAMCOL, Polytechnic of Namibia TIVETS, NQA, NTA, Teacher's unions, local media, MISA-Namibia, NATCOM, UNESCO	January 2009 - December 2014

ACTION PLAN

Focus Area	Activities	Objectives	Actors	Time Frame
6. Political Will and Government Support	1. Sensitize local authorities, and chiefs at all levels on ESD 2. Promote the programme for UNDESD through speeches, debates, and media 3. Encourage parliamentary committees of both houses of parliament to actively promote ESD	To promote understanding of ESD and enhance active participation by local authorities, and chiefs at all levels on ESD To facilitate advocacy and public awareness campaigns	Local authorities, parliamentary committees of both houses of parliament	January 2009 - December 2014

ACTION PLAN

Focus Area	Activities	Objectives	Actors	Time Frame
7. Monitoring and Evaluation	**1.** Develop appropriate M&E tools 2. Build capacity on M&E 3. Undertake M&E	To monitor and evaluate the implementation of ESD using goal-oriented indicators	MOE UNAM, NAMCOL, Polytechnic of Namibia TVETS, NQA, NTA, UNESCO, NATCOM	January 2009 - December 2014

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APPENDIX A

Statement of commitment and call for support and action in The implementation of education for sustainable development in Sub-Saharan Africa

Libreville, Gabon, the 28 March 2006

We, Ministers of Education of Sub-Saharan African States, meeting in Libreville, Gabon on 28"" march 2006 during the Association for the Development of Education in Africa (ADEA) Biennal,

1.   Reaffirming our commitment to the Millennium Development Goals;

2.   Recalling the United Nations Declaration on the New Partnership for African Development (NEPAD), adopted by the General Assembly on the 16"^ of September 2002;

3.   Considering the declaration of the African Union Second Decade on   Education

4.   Reaffirming our commitment to the implementation of the Dakar Framework for Action so as to attain the Education for All Goals;

5.   Recognising the need to support the sustainable development of African societies based on a healthy balance between African cultures, indigenous knowledges and ways of life, and global trends as well as scientific and technological demands;

6.   Noting the persistence of conflicts, human rights violations, as well as pandemics such as HIV & AIDS;

7.   Acknowledging that education for sustainable development contributes to sustainable livelihoods and lifestyles, environmental sustainability and health promotion and gender equality;

8.   Recalling the United Nations Resolution 57/254, adopted by the General Assembly on the 21 of February 2003, that proclaims the United Nations Decade on Education for Sustainable Development - 2005-2014;

9.   Noting the draft strategic framework for the Implementation of the United Nations Decade on Education for Sustainable Development in Sub-Saharan Africa;

Hereby agree:

10.   To support the United Nations Decade on Education for Sustainable Development;

11.   To ensure further consultations on the framework of the draft strategic framework;

12.   To support the development of Strategies for the implementation of the United Nations Decade on Education for Sustainable Development in our respective countries and on the continent, within the framework of the AU second Decade on Education;

13.   To ensure that the principles of sustainable development are included in educational development frameworks, programmes and activities at all levels;

14.   To ensure that African cultures, knowledge systems, languages and ways of life are integrated into frameworks, programmes and activities developed within the Decade;

15.   To strengthen existing partnerships and promote new ones for the implementation of regional and national strategies on education for sustainable development;

16.   To call upon the International community to support the implementation of United Nations Decade on Education for Sustainable Development in Sub-Saharan Africa; and

17.   To urge UNESCO to strengthen its role as a lead agency in support of Sub-Saharan Member States to achieve the goals of the United Nations Decade on Education for Sustainable Development.

Done in Libreville, 28 " of March 2006

Bonn Declaration

We, the participants gathered at the UNESCO World Conference on Education for Sustainable Development held in Bonn, Germany on 31 March to 2 April 2009 issue the following statement and call for action:

1. Despite unprecedented economic growth in the 20th century, persistent poverty and inequality still affect too many people, especially those that are most vulnerable. Conflicts continue to draw attention to the need for building a culture of peace. The global financial and economic crises highlights the risks of unsustainable economic development models and practices based on short-term gains. The food crisis and world hunger are an increasingly serious issue. Unsustainable production and consumption patterns are creating ecological impacts that compromise the options of current and future generations and the sustainability of life on Earth, as climate change is showing.

2. A decade into the 21st century, the world faces substantial, complex and interlinked development and lifestyle challenges and problems. The challenges arise from values that have created unsustainable societies. The challenges are interlinked, and their resolution requires stronger political commitment and decisive action. We have the knowledge, technology and the skills available to turn the situation around. We now need to mobilise our potential to make use of all opportunities for improving action and change.

3. The impacts of unsustainable development, priorities, responsibilities and capacity differ between regions and between developing and developed countries. All countries will need to work collaboratively to ensure sustainable development now and in the future. Investment in education for sustainable development (ESD) is an investment in the future, and can be a life-saving measure, especially in post-conflict and least developed countries.

4. Building on the Jomtien, Dakar and Johannesburg promises, we need a shared commitment to education that empowers people for change. Such education should be of a quality that provides the values, knowledge, skills and competencies for sustainable living and participation in society and decent work. The Education for All agenda underlines that the availability of basic education is critical for sustainable development. It similarly emphasises pre-school learning, education for rural people and adult literacy. Achievements in literacy and numeracy contribute to educational quality, and will also be critical to the success of ESD.

5. Through education and lifelong learning we can achieve lifestyles based on economic and social justice, food security, ecological integrity, sustainable livelihoods, respect for

all life forms and strong values that foster social cohesion, democracy and collective action. Gender equality, with special reference to the participation of women and girl children in education, is critical for enabling development and sustainability. Education for sustainable development is immediately necessary for securing sustainable life chances, aspirations and futures for young people.

Education for sustainable development in the 21st century

6.   Education for sustainable development is setting a new direction for education and learning for all. It promotes quality education, and is inclusive of all people. It is based on values, principles and practices necessary to respond effectively to current and future challenges.

7.   ESD helps societies to address different priorities and issues *inter alia* water, energy, climate change, disaster and risk reduction, loss of biodiversity, food crises, health risks, social vulnerability and insecurity. It is critical for the development of new economic thinking. ESD contributes to creating resilient, healthy and sustainable societies through a systemic and integrated approach. It brings new relevance, quality, meaning and purpose to education and training systems. It involves formal, non-formal and informal education contexts, and all sectors of society in a lifelong learning process.

8.   ESD is based on values of justice, equity, tolerance, sufficiency and responsibility. It promotes gender equality, social cohesion and poverty reduction and emphasises care, integrity and honesty, as articulated in the Earth Charter. ESD is underpinned by principles that support sustainable living, democracy and human well-being. Environmental protection and restoration, natural resource conservation and sustainable use, addressing unsustainable production and consumption patterns, and the creation of just and peaceful societies are also important principles underpinning ESD.

9.   ESD emphasises creative and critical approaches, long term thinking, innovation and empowerment for dealing with uncertainty, and for solving complex problems. ESD highlights the interdependence of environment, economy, society, and cultural diversity from local to global levels, and takes account of past, present and future.

10.   Linked to different needs and the concrete living conditions of people, ESD provides the skills to find solutions and draws on practices and knowledge embedded in local cultures as well as in new ideas and technologies.

Progress in the UN Decade of Education for Sustainable Development

11.   During the first five years of the UN Decade of Education for Sustainable Development, led and co-ordinated by UNESCO, many countries have made progress in implementing ESD and have designed innovative policy frameworks. A number of UN agencies, NGOs, regional bodies, and partner networks are engaged in concrete activities that support specific areas of ESD. Many people and organisations are committed and engaged in action. Efforts towards better understanding, promotion, implementation and assessment of the quality of ESD are underway. A global monitoring and evaluation framework has been designed. Efforts at the global level have been complemented by regional strategies and initiatives.

12. We recognise that education is a significant factor in improving human well-being. We now have the knowledge and experience available to significantly improve the contents, methods and purposes of education. We know how to begin re-orienting education systems to emphasise life-long learning. Through ESD we are learning how to improve links between formal, non-formal and informal education. We know the importance of strengthening and sharing knowledge of educational change processes.

13. Science has provided us with a better knowledge of climate change and of the Earth's life-support systems; it has gathered significant knowledge about HIV and AIDS, malaria, tuberculosis, heart diseases, and other serious health challenges. We know more about natural systems, and human impacts on them, and the ways that biodiversity supports our well being. We know that current economic thinking has to change, and that there is a need to avoid unsustainable production and consumption and promote and support the emergence of 'sustainably developed' countries. Social science has provided insight into ethical, cultural, cognitive and affective aspects of human development, as well as sociologies of change.

14. We now need to put this knowledge into action. This is especially important to strengthen and extend the outcomes of the UN DESD in the next five years, but also to ensure longer term implementation of ESD.

A call for action

15. The progress of ESD remains unevenly distributed and requires different approaches in different contexts. In the coming years, there is a clear need for both developed and developing countries, civil society and international organisations to make significant efforts to:

At policy level in member states

a) **Promote ESD's contribution to all of education and to achieving quality education**, with particular regard to fostering the linkages between ESD and EFA within a coherent and systemic approach. Foster the goals of the ESD agenda in international fora and at the national level.

b) **Increase public awareness and understanding about sustainable development and ESD**, by mainstreaming and expanding the learning and insights gained in the first 5 years of the UN DESD into public awareness policies and programmes and various forms of informal learning. This should include promoting the role and contribution of **the media** for fostering public awareness and understanding of sustainability issues. It should also include capacity-building of media professionals.

c) **Mobilize adequate resources and funding in favour of ESD,** in particular through integrating ESD into national development policy and budgetary frameworks, into UN common country programming processes and other country-level policy frameworks (such as sector-wide approaches), as well as into EFA and MDG initiatives. Promote and include ESD in the priorities of foundations and donors.

d)   **Re-orient education and training systems to address sustainability concerns through coherent policies at national and local levels.** Develop and implement ESD policies through co-ordinated inter-sectoral/inter-ministerial approaches that also involve business and the corporate sector, civil society, local communities and the scientific community.

e)   **Develop and strengthen existing international, regional and national enabling mechanisms and cooperation for ESD that respect cultural diversity**. Establish regional and country-level committees, networks and communities of practice for ESD that strengthen local-national, and national-global links, and that enhance **North-South-South** and **South-South co-operation**.

At practice level

f)   **Support the incorporation of sustainable development issues using an integrated and systemic approach in formal education as well as in non-formal and informal education at all levels,** in particular through the development of effective pedagogical approaches, teacher education, teaching practice, curricula, learning materials, and education leadership development, and also by recognizing the significant contribution of non-formal education and informal learning as well as vocational and work-place learning. Sustainable development is a cross cutting theme with relevance to all disciplines and sectors.

g)   **Reorient curriculum and teacher education programmes to integrate ESD into both pre-service and in-service programmes**. Support teacher education institutions, **teachers** and **professors** to network, develop, and research sound **pedagogical practice**. Specifically support teachers to develop ESD strategies that can work with large class sizes, and to evaluate ESD learning processes.

h)   Promote evidence-informed policy dialogue on ESD, drawing upon relevant **research, monitoring and evaluation strategies**, and the **sharing and recognition of good practices**. Develop national ESD indicators that inform effective implementation and review of ESD outcomes and processes.

i)   **Develop and extend ESD partnerships to integrate ESD into training, vocational education and workplace learning** by involving civil society, public and private sectors, NGOs, and development partners. ESD should become an integral part of the training of leaders in business, industry, trade union, non-profit, voluntary organizations, and the public services. Re-orient TVET programmes to include ESD.

j)   **Involve youth in the design and implementation of ESD**. Engage the commitment, solidarity and potential of youth and their organisations and networks in enhancing ESD. Foster young people's ownership of ESD questions and issues.

k)   **Enhance the major contribution and key role of civil society** in stimulating debate and public participation, and initiating ESD actions. Explore ways to further this involvement and commitment.

l) **Value and give due recognition to the important contribution of traditional, indigenous and local knowledge systems for ESD** and value different cultural contributions in promoting ESD.

m) ESD should actively promote **gender equality**, as well as create conditions and strategies that enable women to share knowledge and experience of bringing about social change and human well-being.

n) **Develop knowledge through ESD networking**. Identify and support schools, universities and other higher education and research institutions, education centres and education networks that could serve as centres of expertise and innovation that develop and share knowledge, and create resources for ESD. Explore the potential of specific geographical and bioregional sites which can serve as spatially defined 'laboratories' for ESD.

o) Encourage and enhance **scientific excellence, research** and **new knowledge development** for ESD through the **involvement of higher education institutions and research networks** in ESD. Mobilise the core functions of universities: teaching, research and community engagement to strengthen global and local knowledge of ESD, and utilise the UNESCO ESD Chairs and UNESCO programme networks in this process. Establish institutional and organisational structures that facilitate flexibility, student participation, and multi-disciplinary programmes and develop model projects that can respond to the complexity and urgency of ESD. Reward structures should be developed and implemented to support ESD initiatives and research in higher education.

p) **Develop institutional mechanisms** during the UN Decade of Education for Sustainable Development and other ongoing Decades as the UN Decade for Action 'Water for Life' that will ensure that ESD continues to be implemented beyond those Decades.

q) **Engage the expertise available within the UN system** to strengthen ESD in key sustainable development conventions for example those focussing on biodiversity, climate change, desertification and intangible cultural heritage.

r) **Intensify efforts in education and training systems to address critical and urgent sustainability challenges** such as climate change, water and food security by developing specific action plans and/or programmes within the UN DESD umbrella and partnership framework.

16. The participants in the 2009 World ESD Conference request UNESCO, as lead agency responsible for the UN DESD, to:

a) Enhance its leadership and co-ordination role for UN DESD based on the International Implementation Scheme in co-operation with other UN agencies and programmes such as UNEP, UNU, the EFA convening agencies (UNICEF, UNDP, UNFPA and the World Bank) - amongst others, and incorporate ESD into 'one UN' strategies at country level, particularly through UNDAF processes.

b) Support member states and other partners in the implementation of the UN DESD, particularly through upstream capacity-building and policy advice on the development of coherent national strategies, monitoring and evaluation, recognising and sharing good practices on ESD, advocacy and global partnership development, with due consideration to post-conflict and least developed countries.

c) Represent and/or promote the ESD agenda in other major education and development forums such as international conferences and negotiations such as the G8, G20, Copenhagen Climate Change Conference, EFA High-Level Group, UN Chief Executives Board, and UNESCO world conferences (amongst other ongoing events and activities).

d) Utilize the expertise that exists within UNESCO biosphere reserves, world heritage sites and other science, culture and education programmes, such as TTISSA (Teacher Training Initiative for Sub-Saharan Africa), ASPnet schools and LIFE (Literacy Initiative for Empowerment) to further ESD objectives and ensure that key priorities for ESD are integrated into longer term programmes and strategies within UNESCO.

e) Promote ESD-related research through UNESCO's programmes in order to enhance the quality and evidence-base of ESD. Further develop the global monitoring and evaluation system to evaluate ESD and take initiatives to develop international strategies and practices that can lead to a successful conclusion of the UNDESD with visible and concrete outcomes.

f) Highlight the relevance and importance of education and training in the UN Summit on Climate Change (COP 15) in Copenhagen, Denmark, in December 2009 in consultation and co-operation with other partners.

g) Intensify efforts and initiatives to put climate change education higher on the international agenda, in the framework of the DESD, in the context of UNESCO's strategy for action on climate change, and as a component of UN-wide action.

17. Furthermore, the participants in this conference undertake to work towards implementation of this Declaration.

18. The participants encourage the mobilization of adequate funding in support of the recommendations contained in this Declaration.

19. The participants in the World ESD Conference express their gratitude to the German government for hosting this conference, and welcome the intention announced by the Government of Japan to host jointly with UNESCO the end-of-decade world conference on ESD.

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