

## Highlights on DESD Progress to Date

**April 2007**



*This document highlights developments of the UN Decade of Education for Sustainable Development (DESD) which are only a small reflection of the extraordinary number of activities, events, networks and support for the DESD from countries, regions, civil society, non-governmental organizations (NGOs) and stakeholders from all over the world. Every day, UNESCO receives e-mails, phone calls, letters and visitors to share ideas and concrete initiatives, including artistic expressions, in support of the DESD.*

### IN FOCUS – The Earth Charter and Sustainable Development



Today, the international community has the Earth Charter as an instrument which contains fundamental principles for building a just, sustainable and peaceful global society. The Earth Charter sets forth an integrated approach to addressing the interrelated problems confronting the world community, and that this ethical framework involves respect and responsibility for the community of life, ecological integrity, social and economic justice and equity, democracy, alleviation of poverty, non-violence and peace.

The *Earth Charter* is the product of a decade long worldwide, cross-cultural, civil society dialogue on common goals and shared values, offering an inclusive understanding of sustainable development. It provides an excellent example of an inclusive vision of the fundamental principles for building a just, sustainable, and peaceful world.

Its principles build upon international, environmental conservation, and sustainable development law and the various UN meetings that took place in the 1990s. The principles emphasized by the Charter are of the utmost importance:

- To preserve humankind in its integrity, unity and diversity must be reconciled.
- The recognition of others is the foundation of all relationships and all peace.
- Acceptance of the constraints imposed by preservation of the common good is indispensable to the exercise of freedom.
- Material development must advance human development.
- Innovation is not an aim in itself; it is a means to serve human development and the safeguarding of the planet.

It sets forth a concise formulation of the meaning of sustainable living and development. It was endorsed by the 2003 UNESCO General Conference as an important ethical framework for sustainable development and a valuable teaching tool.

Clearly then, planetary unity is the minimum national requirement of an ever more circumscribed and interdependent world. However, if such unity is to be achieved, we need to acquire awareness and a

genuine sense of shared ownership which binds us – as has been stated by the eminent thinker Edgar Morin in the "Seven complex lessons in education for the future" (published by UNESCO in 1999) – to the earth, as our first and last home. If the concept of home includes the idea of commonality, a relationship of affective affiliation and a shared destiny, then we can accept the concept of the Earth as our Home.

As human beings we all experience nowadays the same basic problems of life and death and have as a community the same planetary destiny. Hence the urgent need to learn to become part of the planet. If that is to happen, education has to be seen as the main means of bringing about change and affirming values, attitudes and behaviour. To learn to become part of the planet involves many challenges: learning to live, share and communicate; learning also to be, but not just to be part of a culture but also to be inhabitants of this planet.

For more information, consult <http://www.earthcharter.org/>



## **GOALS OF THE UN DECADE ON EDUCATION FOR SUSTAINABLE DEVELOPMENT**

The overall goal of the UN Decade on Education for Sustainable Development (DESD) is to integrate the values inherent in sustainable development into all aspects of learning to encourage changes in behavior that allow for a more sustainable and just society for all.

During this decade, education for sustainable development will contribute to preparing citizens better prepared to face the challenges of the present and the future, and decision-makers who will act responsibly to create a viable world. Thus, five kinds of fundamental learning will be enhanced: learning to know, learning to do, learning to be, learning to live together, and learning to transform oneself and society.

The basic vision of the DESD is a world where everyone has the opportunity to benefit from education and learn the values, behaviour and lifestyles required for a sustainable future and for positive societal transformation. This translates into four objectives, to:

1. Facilitate networking, linkages, exchange and interaction 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 Millennium Development Goals through ESD efforts;
4. Provide countries with new opportunities to incorporate ESD into education reform efforts.



## **UNESCO'S LEADERSHIP AND COORDINATION ROLE FOR THE DESD**

UNESCO's role as lead of the DESD is fully in line with UNESCO's functions as laboratory of ideas, standard-setter, clearing house, capacity-builder and promoter of international cooperation. UNESCO will be proactive, and all of the parts of the Organization will work together in an intersectoral manner, to demonstrate the strong leadership and coordination role at international level that UNESCO can and will play to ensure efficiency and success to the Decade. The Organization will use its DESD coordination role to:

- catalyse new partnerships with the private sector, with youth, and with media groups;
- encourage monitoring and evaluation;
- encourage a research agenda and serve as a forum for relevant research on ESD;

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



## **WITHIN UNESCO**

UNESCO attaches great importance to an inter-sectoral “one UNESCO” approach to the DESD.

### ***UNESCO DESD Action Plan***

The UNESCO Action Plan for the DESD defining UNESCO’s own contribution to the implementation of the Decade was adopted by the UNESCO Inter-Sectoral Working Group. The focus of the Plan is on supporting the creation of an enabling environment and on enhancing the capacity of Member States and of UNESCO’s stakeholders with the purpose of embedding sustainable development values and practices in all educational settings in order to meet the Education for All and the Millennium Development Goals.

Currently nine thematic programmes are proposed:

1. International Leadership and Advocacy of the DESD
2. Integrating ESD into Basic Education
3. Reorienting General Secondary Education for ESD
4. Integrating ESD into TVET
5. Integrating ESD into Higher Education
6. Teacher Education for ESD
7. Mainstreaming Cultural Diversity and Intercultural Dialogue in ESD
8. Education for Sustainable Water Management
9. Education for Sustainable Ecosystems and Livelihoods

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### ***DESD Monitoring & Evaluation Expert Group***

To ensure effectiveness in tracking progress of the implementation of the DESD, an ad hoc group of experts, the *DESD Monitoring & Evaluation Expert Group*, has been established to provide guidance to put in place a M&E Framework and a set of global M&E indicators in close collaboration with the regional M&E initiatives. The first meeting of the M&E Expert Group was held on 29-30 January 2007 at UNESCO HQ. The concrete plan and schedule of the monitoring and evaluation for the Decade will be developed by UNESCO and its partners with the expert guidance of this ad hoc group. The meeting resulted in:

- the identification of key issues and questions aimed at facilitating the development of a monitoring and assessment framework for the implementation of the DESD
  - the beginning of developing a reporting format focusing on ESD pertinent issues, including the identification of appropriate indicators and related questions
  - the recommendation for three key reports: a first report in 2008 focusing on context and structure; a second in 2010 with a focus on process and learning and a third in 2015 with a focus on impact and outcome. The summaries of these 3 exhaustive reports would serve as a basis for the reports to the UN General Assembly and to UNESCO's Executive Board
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### **High-Level Panel on the DESD**

The *High-Level Panel on the Decade of Education for Sustainable Development* met on the 8th February 2007 at UNESCO Headquarters to take stock of progress made to date in terms of DESD implementation; to advise UNESCO on intensifying support to the DESD at the highest levels; and provide advice on UNESCO's strategy to assist its partners in mobilizing resources for ESD. In a very frank, wide-ranging and constructive exchange of views, the Panel highlighted that the Decade is a unique opportunity to build lasting foundations for a global reform of education and learning, to make them relevant to the realities of daily life and different communities.

Taking into account the report of the recent ICCP meeting, the Panel acknowledged that climate change is a world concern that needs to be part of awareness, learning and education for a sustainable future, and making sure that sustainable behaviours become daily habits. Furthermore, the Panel stressed that the ethical dimension of ESD needs to be enhanced, through for instance, a simple clear common message highlighting global responsibility, community of life, and interdependence. The members of the Panel re-emphasized their commitment to the Decade and their willingness to continue advocating and promoting the objectives of the DESD and of the crucial need to transform ESD concepts into daily concerns of the citizens of the world.

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### **Japanese Funds-in-Trust for ESD**



The Government of Japan has established a Funds-in-Trust for ESD to support UNESCO's efforts in the global leadership and coordination of the DESD. The JFIT/ESD is supporting UNESCO in organizing a number of high-profile events such as the meeting of the High Level Panel, the DESD Reference Group, the Monitoring and Evaluation Expert Group, the international expert meeting on "Mobilizing faith-based organizations for ESD", various events during the Commission for Sustainable Development session and the upcoming ESD international meeting on "Engaging the corporate sector".



## **AT GLOBAL LEVEL**

### **International workshop on Mobilizing faith-based organizations in favour of UN DESD**

The first *International Experts' Workshop on Faith based Organizations and Education for Sustainable Development*, organized by UNESCO and the UNESCO Catalonia Centre (UNESCOCat), was held in Barcelona from 22 to 24 March 2007. This meeting brought together 22 participants from academia and faith based organizations, notably Bahai, Buddhist, Christian, Hindu, Indigenous, Jewish and Muslim faiths. The meeting had the following objectives:

- Mobilize faith based organizations in favour of the DESD, to acknowledge and promote the role of faith based organizations in promoting a vital aspect of education i.e. learning to live together for sustainable development
- Explore the faith based organizations' understandings and actions in the area of educating for sustainable development in order to understand their role in the process.
- Identify some proposals of what needs to be done to ensure that faith-based organizations' aspirations and contributions are taken into account in policies for education, pluralism and a sustainable future.

Participants were able to share existing 'good practices' as well as to assess educational and training resources; to address topics such as the promotion of values education and interfaith dialogue and the importance of inter-cultural and inter-faith dialogue for learning for peaceful co-existence and sustainable development.

### **UNEP global tree planting project "Plant for the Planet: Billion Tree Campaign"**



Under the *Plant for the Planet: Billion Tree Campaign*, people, communities, organizations, business and industry, civil society and governments are being encouraged to plant trees and enter their tree planting pledges on this web site. The objective is to plant at least one billion trees worldwide during 2007.

The idea for the *Plant for the Planet: Billion Tree Campaign* was inspired by Professor Wangari Maathai, Nobel Peace Prize laureate for 2004 and founder of Kenya's Green Belt Movement, which has planted more than 30 million trees in 12 African countries since 1977.

Recognizing that there are many tree planting schemes around the world, UNEP proposes to federate these efforts in both rural and urban areas. People and entities – individuals, children and youth groups, schools, community groups, non-governmental organizations, farmers, private sector organizations, local authorities and national governments – are encouraged to enter pledges. The campaign strongly encourages the planting of indigenous trees and trees that are appropriate to the local environment. See <http://www.unep.org/billiontreecampaign/index.asp>

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### **Tales around the world - Life stories of people with nature**



Tales around the World is the fourth edition of an international sustainable development awareness campaign aimed at children aged 8 to 11, orchestrated by Veolia Environnement.

UNESCO's Education Sector and the French National Commission for UNESCO are supporting this program, whose goals are in line with those of the UN DESD.

In this new campaign, children from some thirty countries around the world are reflecting on the fundamental connection that always exists between people and nature. Through the magnificent works housed in the quai Branly Museum in Paris, they are discovering the legends, myths, rituals and customs that characterize the peoples of the five continents, and which evoke earth, air, fire, water and weather.

Once this work of exploration has been completed, the students will write a short story and will design a mask that will express the importance of the links between people and nature. With "Tales around the world" children allow the earth to have its say: what does it think of the depletion of natural resources? What does it think of human activity and its effects?

For more information, consult <http://www.veoliaenvironnement.com/globe/en/>

## **HIGHLIGHTS FROM REGIONS & DESD REGIONAL STRATEGIES IMPLEMENTATION**



### **AFRICA**

#### ***Tunza Regional Children's Conference on the Environment in Cameroon***

UNEP will be organizing its Tunza Regional Children's Conference on the Environment in Cameroon, from 23 to 26 July 2007. The Conference intends to prepare the children for the Tunza International Children's Conference that is going to take place in Norway, in June 2008.

It will bring together children from all parts of Africa to learn about and voice their concern for the environment. The main themes of the discussion are: Climate Change & Food Security, Forest and Biodiversity, Water, Waste Management & Recycling, Dry Lands & Deserts. The Conference will have a number of workshops, plenary sessions, focused group discussions, field trips as well as panel discussions and result in individual commitments by the participants.

For more information, see <http://www.unep.org/Tunza/Children/Events/icc-2007/index.asp>.

**Swaziland** is preparing to launch the Decade.

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### ***Mainstreaming Environmental Education in Francophone Sub-Saharan Africa***



A MESA workshop was organised by the Network for Environment and Sustainable Development in Africa (NESDA) in March in Cotonou, Benin to focus on the “Promotion of ESD in Francophone African universities).

This was done as part of the project “Mainstreaming Environmental Education in Sub-Saharan Africa (MESA)”, implemented by UNESCO Dakar in collaboration with UNEP and in partnership with the Association of African Universities in 15 francophone countries in the region. The MESA in francophone countries project will involve translation of the training kit and organizing a training of trainers workshop on the MESA kit.



### **ARAB STATES**

#### ***Regional Workshop on Enhancing Teachers’ Competencies in Sustainable Development***

The UNESCO Regional Bureau for Education in Beirut in cooperation with the DESD Secretariat and UNESCO Offices in Cairo, Doha, and Rabat and Alexandria University in Egypt is organizing a Regional Workshop on Enhancing Teachers’ Competencies in Sustainable Development (Alexandria University, Egypt 7 - 9 May 2007). The workshop will include discussions and consultations on the regional strategy on DESD for the Arab region.



### **ASIA & THE PACIFIC**

#### ***ESD initiatives in Sri Lanka***

The Sri Lanka National Commission for UNESCO has proposed to the Minister of Education to establish and strengthen a unit for Peace and Education for Sustainable Development in the Ministry of Education.

Sri Lanka has prepared Draft National Action Plans for Sri Lanka not only considering ESD (Life Skills), but also Early Childhood Care and Education, Adult Literacy and Functional Literacy as a holistic approach.

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#### ***Vietnam National Committee for the DESD holds first meeting***

Mr Nguyen Tan Dzung, Vietnamese Prime Minister and President of the National Committee for the UN Decade of Education for Sustainable Development (DESD) is to convene the first session of the committee in late April 2007.

Focusing on the key theme of 'DESD: From Conception to Action', this one-day meeting is expected to provide a forum for about 150 senior representatives of concerned ministries, central and local institutions including 50 or so provincial Vice Presidents and Director of Education and Training, to exchange information and views, and to discuss and adopt the National Action Plan of Education for Sustainable Development. It is, in fact, an important occasion for participants to gain an insight into the Decade with more comprehensive perception and enriched knowledge of different aspects of ESD.

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### ***International Workshop on Engineering Education for Sustainable Development***

An “International Workshop on Engineering Education for Sustainable Development” was held at Tsinghua University (China) from 31 October to 2 November, 2006. The Workshop was attended by 150 high-level engineers and engineering students, including 30 overseas participants, and was opened by Vice Minister of Education, Zhang Xinsheng, Chair of the UNESCO Executive Board.

It was organized by Tsinghua University, UNESCO and the Chinese National Commission for UNESCO, in cooperation with the China Association for Science and Technology, the Chinese Academy of Engineering and the World Federation of Engineering Organizations.

The Workshop emphasized the need for the development of partnerships and networking in engineering education for sustainable development (EESD). For this, the Workshop proposed to:

- explore existing networks and the need for a network of excellence in EESD;
- explore the creation of a journal for interdisciplinary, integrative papers on ESD;
- develop virtual libraries on EESD – eg UNESCO SudVEL project;
- develop learning and teaching materials on EESD – eg UNESCO/TNEP material;
- promote teaching methods and approaches to EESD – eg activity-based learning;

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### **TVE Asia Pacific's ESD-COE project -Telling Stories to Save the Planet**

Confronted with a range of environment and development problems, the world is looking for bright ideas to sustain life on the planet. Education at all levels can shape the world of tomorrow, equipping individuals and societies with the skills, perspectives, knowledge and values to live and work in a sustainable manner. Education for Sustainable Development (ESD) is a vision of education that seeks to balance human and economic well-being with cultural traditions and respect for the earth's natural resources.

*Saving the Planet* is a regional communications project of TVE Asia Pacific dedicated to the UN DESD. This project will produce, distribute and promote a regional TV series that will showcase innovative ESD activities in the Asia Pacific region. It will also build communications capacity of national and local institutions engaged in ESD. For more information, consult <http://www.savingtheplanet.tv/>

## **PACIFIC REGION**

### ***Regional ESD mapping exercise***

A mapping exercise is being carried out as a follow up to the endorsement of the *Pacific Framework for Education for Sustainable Development* (under the leadership of UNESCO Apia), by the Forum Education Ministers Meeting (FE dMM) in 2006.

In order to implement the Framework, it is crucial to gauge the history and current status of the ESD engagements of each stakeholder in the region.

An ESD mapping exercise is thus under way, coordinated by Pacific Center on Environment and Sustainable Development at the University of the South Pacific (PACE-SD/USP) on behalf of the ESD Technical Working Group, consisting of a cross-section of stakeholders.

The information collected will be used to develop an regional ESD Action Plan. The draft Action Plan is expected to be completed by mid-year with country consultations taking place within the following six months and a progress report submitted to the FE dMM by Nov 2007.



## EUROPE & NORTH AMERICA

### ***EU Conference on the UN DESD***

On 24-25 May 2007 in Berlin, the Federal Ministry for Education and Research, the Senate Department for Economics, Technology and Women's Issues, Berlin, the Senate Department for Education, Science and Research, Berlin, and the German Commission for UNESCO will organize a conference in the context of the German Presidency of the European Council on the UN Decade of Education for Sustainable Development.

The main objective of the conference is to identify the specific European contributions to the UN DESD and Europe's global responsibility within this endeavour. In particular, the conference intends to:

- identify a common vision of education for sustainable development (ESD) within Europe on the basis of the many substantial ESD activities present in the region;
- contribute to the understanding of ESD as a decisive element of the sustainability strategies of the European Union;
- contribute to a better integration of ESD in European Union education programmes;
- analyze strengths and challenges within the implementation of the UN Decade ESD thus far. In particular, the conference will develop elements of a work agenda for the UN Decade's coming years, which can be handed on to the following EU Presidencies and that should also form the basis for the mid-term review of the Decade in 2009.

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### ***EU sets goals on Climate Change***



The leaders of the EU's 27 member states have adopted a "bold and ambitious" programme of measures on climate protection and clean energy, and on binding targets to reduce greenhouse gas emissions and increase the use of renewable energies by 2020.

European Commission President José Manuel Barroso said the EU now had "the most ambitious climate protection strategy anywhere in the world". The agreement puts Europe in the lead on climate change. For more information, see

[http://www.consilium.europa.eu/uedocs/cms\\_Data/docs/pressdata/en/ec/93135.pdf](http://www.consilium.europa.eu/uedocs/cms_Data/docs/pressdata/en/ec/93135.pdf)

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### **First international meeting of the Task Force on Education for Sustainable Consumption**

From 16 to 17 April 2007, the first International Meeting of the Task Force on Education for Sustainable Consumption, coordinated by the Italian Ministry of the Environment Land Protection and Sea was held in Genoa (Italy). The task force was launched by Italy during the 14<sup>th</sup> session of the UN Commission on Sustainable Development (CSD14) as a contribution to the "Marrakech Process".

Since the Earth Summit in Rio, and then the WSSD in Johannesburg, the international community has repeatedly highlighted the role of education as essential tool "to accelerate the shift towards sustainable consumption and production patterns". The task force aims to define appropriate synergies with the UN Decade on Education for Sustainable Development and related initiatives, as to enhance the role of education and improve the use of such crosscutting instrument.

The meeting, as the future activities of the task force, was organized in cooperation with the United Nations Environment Programme (UNEP). The meeting served to share best practices in the field of education for sustainable consumption and to develop an international work plan for 2007-2009. The meeting brought together experts from government agencies, national and international organisations working on policies and initiatives linked to education as well as a number of representatives of NGOs, academia and the private sector.

For more information, consult:

- [www.minambiente.it](http://www.minambiente.it)
- [www.uneptie.org/pc/sustain/10year/home.htm](http://www.uneptie.org/pc/sustain/10year/home.htm)
- [www.un.org/esa/sustdev/sdissues/consumption/Marrakech/conprod10Y.htm](http://www.un.org/esa/sustdev/sdissues/consumption/Marrakech/conprod10Y.htm)

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### ***Learning Outside the Classroom Manifesto launched in the UK***

The 'Learning Outside the Classroom Manifesto' urges schools to use the wealth of educational opportunities on their doorsteps and further afield, to inspire and motivate every pupil. It is the first time a Government has committed itself to making learning outside the classroom an integral part of school life, with the Manifesto setting out specific measures to help schools widen access to high quality educational experiences for every young person. An independent Council for Learning Outside the Classroom will be created to act as a single voice for learning outside the classroom providers and advise on future policy.

The Manifesto is a growing coalition of over 100 education providers and local authorities who support schools in providing a wide range of experiences ranging from lessons in school grounds to visits to museums, city farms, parks, field study centres, nature reserves, residential activity centres and places of worship. Those signed up so far include the RSPB, The Eden Project, The Natural History Museum, The National Trust, Outward Bound Trust, Youth Hostel Association and the Arts Council and LONSAS.

For more information, see: [http://www.dfes.gov.uk/pns/DisplayPN.cgi?pn\\_id=2006\\_0175](http://www.dfes.gov.uk/pns/DisplayPN.cgi?pn_id=2006_0175) or <http://www.teachernet.gov.uk/teachingandlearning/resourcematerials/outsideclassroom/>



### **Website and logo for the UN DESD in Italy established**

The DESD in Italy is being facilitated by the Italian National Commission for UNESCO. To provide more visibility for the Decade, a specific Italian Decade logo has been adopted, and a website for the Decade set up ([www.unescodess.it/](http://www.unescodess.it/)). For more information, consult <http://www.unesco.it/dess/dess.htm>.



## **LATIN AMERICA**

### ***Latin America Regional Strategy finalized via Internet***

The first version of a regional strategy document, entitled *Building Education for Sustainable Development in Latin America and the Caribbean*, was put online for comments. Through an online forum, where people around the region could make observations and suggestions. The strategy was thus developed in a participatory way. By creating a consensus at the regional level, there should also be a greater commitment for action. This online forum closed in March and the regional strategy was finalized. For more information, consult the Electronic Forum for Latin America ESD strategy - Estrategia Latinoamericana para la Década de Educación para el Desarrollo Sostenible (<http://www.earthcharter.org/foro2006/index.htm>)

## **CARIBBEAN**

### ***YouthPATH (Youth Poverty Alleviation through Tourism and Heritage)***

Youth PATH seeks to enable young men and women in the Caribbean between the ages of 15 to 25 to utilize innovative skills for sustainable employment in the area of community Heritage Tourism and preservation of Heritage sites. Young persons in poor communities of the Caribbean are trained in the

development and documentation of natural and cultural heritage sites in order for these sites to become centres of internal or international tourism and in so doing, develop entrepreneurial skills for income generation. YouthPATH is currently implemented in Barbados, Bahamas, Belize, Dominica, Grenada, Jamaica, St.Kitts and Nevis, St.Lucia, St.Vincent and the Grenadines, Suriname and Trinidad and Tobago.

In 2005, a memorandum of understanding was signed among UNESCO, UNDP and ILO to address global environmental problems at the community level and create sustainable livelihood opportunities for young people while protecting the local natural and cultural heritage. Since then, through the project YouthPATH, 200 young people were trained in natural and cultural heritage tourism, management and interpretation of heritage attractions, site assessment, heritage tourism product identification and assessment, business start-up and life skills training. Project countries have commenced the establishment of mechanisms for sustainable employment and built partnerships with the private sector to support training and internship needs of project sites.

For more information, consult:

- [http://portal.unesco.org/en/ev.php-URL\\_ID=25339&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/en/ev.php-URL_ID=25339&URL_DO=DO_TOPIC&URL_SECTION=201.html)
- [http://portal.unesco.org/en/ev.php-URL\\_ID=36998&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/en/ev.php-URL_ID=36998&URL_DO=DO_TOPIC&URL_SECTION=201.html)

## SELECTED DOCUMENTS AND PUBLICATIONS FOR THE DESD

### **Implementing the UN DESD – Contributions from Germany**

In order to share ideas on how to implement the DESD on a national and international level, the German Commission for UNESCO has put together an 84-page English-language brochure on various aspects of the DESD. Authors include key German stakeholders in ESD: Annette Schavan, Federal Minister of Education and Research; Ute Erdsiek-Rave, Vice-President of the Standing Conference of Culture and Education Ministers of the States; Ulla Burchardt, MP, Chairperson of the Committee on Education, Research and Technology Assessment of the German Parliament; Gerhard de Haan, Chairman of the German National Committee for the DESD. The international dimension of the Decade is represented by, among others, an interview with Aline Bory-Adams, Chief of UNESCO's ESD Section, and a contribution by Carl Lindberg, member of UNESCO's high-level panel for the DESD. Reports of international activities are to be found in the brochure as well as a sample of official German Decade Projects. A number of essays on various aspects of ESD – such as the role of culture in ESD, and ESD and the younger generation – round off the publication.

Contact: [sekretariat@esd.unesco.de](mailto:sekretariat@esd.unesco.de)

### **Green Pack - Multi-media environmental curriculum kit**

The Green Pack is a multi-media environmental curriculum kit designed for teachers. Since 2001 it has been distributed in seven countries (Poland, Bulgaria, Hungary, Czech Republic, Slovakia, Russia, Albania), with a direct strong impact in the education close to 12,000 teachers and 1.5 million students in these countries.

The Green Pack was developed by the Regional Environmental Center for Central and Eastern Europe (REC) – an international organisation with a mission to assist the environmental problems of Central and Eastern Europe. The REC – with the support of the donor community – works in various fields of sustainable development, building bridges between solutions and stakeholders over issues such as environmental policy, biodiversity, environmental education, climate change, renewable energy, environmental investments, law drafting, public participation and capacity building. More information at [www.rec.org](http://www.rec.org).



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