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UNESCO Global Action Programme on Education for Sustainable development

Education
2030

UNESCO Global Action Programme on **Education for Sustainable Development**

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Education 2030

The Global Action Programme on ESD
A coordinated worldwide effort to build momentum

What is the Global Action Programme on Education for Sustainable Development?

UNESCO's Global Action Programme (GAP) was launched at the World Conference on Education for Sustainable Development (ESD) in November 2014 in Aichi-Nagoya, Japan. It focuses on generating and scaling up ESD action at all levels and in all areas of education, and in all sustainable development sectors.

Endorsed by UNESCO's 37th General Conference (November 2013), the GAP was acknowledged by UN General Assembly Resolution A/RES/69/211 as official follow-up to the UN Decade of Education for Sustainable Development (2005-2014), led by UNESCO.

The Decade on ESD envisioned a world "where everybody has the opportunity to benefit from education and learn the values, behaviour and lifestyles required for a sustainable future and for positive societal transformation". The Global Action Programme furthers this ideal.

To enable strategic focus and foster stakeholder commitment, the GAP has identified five Priority Action Areas: 1) Advancing policy; 2) Transforming learning and training environments; 3) Building capacities of educators and trainers; 4) Empowering and mobilizing youth; and 5) Accelerating sustainable solutions at local level.

These Action Areas will be furthered by maintaining a global Network of ESD Partners that have committed to promoting ESD action; holding a Global Forum in 2017 and again in 2019 to generate ideas and monitor progress; developing outreach and communication tools, including an online Clearinghouse; and awarding a Prize to showcase the best ESD projects.

Why a GAP on ESD?

Learning to live in a sustainable way is a long-term proposition requiring everyone's attention and involvement. The GAP is intended to help drive this worldwide effort, thus ensuring its contribution to the post-2015 agenda.

Who are the stakeholders and Partners of the GAP?

More than 500 ESD stakeholders have so far committed to undertake GAP activities through GAP Launch Commitments which are plans for concrete activities that support one or more of the five Priority Action Areas, that stakeholders have submitted to UNESCO (https://unesco4esd.crowdmap.com). They include policy-makers, institutional leaders, educators, youth, local authorities, and civil society organizations. Eighty of these stakeholders have been identified as Key Partners for the GAP Partner Networks (see Section 2: Partner Networks).

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Aichi-Nagoya Declaration on Education for Sustainable Development

We, the participants of the UNESCO World Conference on Education for Sustainable Development held in Aichi-Nagoya, Japan, from 10 to 12 November 2014, adopt this Declaration and call for urgent action to further strengthen and scale up Education for Sustainable Development (ESD), in order to enable current generations to meet their needs while allowing future generations to meet their own, with a balanced and integrated approach regarding the economic, social and environmental dimensions of sustainable development. This Declaration recognises that people are at the centre of sustainable development and builds on the achievements of the United Nations (UN) Decade of ESD (2005-2014); the deliberations of the UNESCO World Conference on ESD in Aichi-Nagoya; and the Stakeholder Meetings held in Okayama, Japan, from 4 to 8 November 2014, namely, UNESCO ASPnet International ESD events, the UNESCO ESD Youth Conference, the Global Regional Centres of Expertise Conference, and other relevant events and consultation processes, including regional ministerial meetings. We express our sincere gratitude to the Government of Japan for hosting the UNESCO World Conference on ESD.

1. **CELEBRATING** the significant achievements made by the UN Decade of ESD (2005-2014), in particular, in putting ESD higher on national and international agendas, advancing policy, improving the conceptual understanding of ESD, and generating substantive good practice amongst a wide range of stakeholders,

2. **EXPRESSING** our appreciation to many governments, UN entities, non-governmental organizations, all types of educational institutions and setups, educators and learners in schools, communities and workplaces, youth, the scientific community, academia and other stakeholders who have actively committed to and participated in the implementation of the UN Decade of ESD, and to UNESCO for the leadership role it has played as lead agency of the Decade,

3. **RECALLING** the international commitment to further promoting ESD that was included in the outcome document of the 2012 UN Conference on Sustainable Development (Rio+20), *The Future We Want*,

4. **NOTING** that the Global Action Programme (GAP) on ESD, endorsed by the 37th session of the General Conference of UNESCO as a follow up to the Decade of ESD and a concrete contribution to the post-2015 agenda, aims at generating and scaling up ESD actions in all levels and areas of education, training and learning,

5. **REAFFIRMING** ESD as a vital means of implementation for sustainable development, as recognised in intergovernmental agreements on climate change (Article 6 of the UN Framework Convention on Climate Change and its Doha work programme), biodiversity (Article 13 of the Convention on Biological Diversity and its work programmes and related decisions), disaster risk reduction (Hyogo Framework for Action 2005-2015), sustainable consumption and production (Sustainable Lifestyles and Education Programme of the 10-Year Framework of Programmes on Sustainable Consumption and Production 2012-2021), and

children's rights (Articles 24[2], 28 and 29 of the UN Convention on the Rights of the Child), among many others,

6. **WELCOMING** the growing international recognition of ESD as an integral and transformative element of inclusive quality education and lifelong learning and an enabler for sustainable development, as demonstrated by the inclusion of ESD as a target in the Muscat Agreement adopted at the 2014 Global Education For All Meeting and in the proposal for Sustainable Development Goals (SDGs) by the Open Working Group of the UN General Assembly on SDGs,

7. **RECOGNISING** the establishment of the UNESCO-Japan Prize on ESD approved by the Executive Board of UNESCO at its 195th session,

We, the participants,

8. **EMPHASISE** the potential of ESD to empower learners to transform themselves and the society they live in by developing knowledge, skills, attitudes, competences and values required for addressing global citizenship and local contextual challenges of the present and the future, such as critical and systemic thinking, analytical problem-solving, creativity, working collaboratively and making decisions in the face of uncertainty, and understanding of the interconnectedness of global challenges and responsibilities emanating from such awareness,

9. **STRESS** that ESD is an opportunity and a responsibility that should engage both developed and developing countries in intensifying efforts for poverty eradication, reduction of inequalities, environmental protection and economic growth, with a view to promoting equitable, more sustainable economies and societies benefiting all countries, especially those most vulnerable such as Small Island Developing States and Least Developed Countries,

10. **UNDERSCORE** that the implementation of ESD should fully take into consideration local, national, regional and global contexts, as well as the contribution of culture to sustainable development and the need for respecting peace, non-violence, cultural diversity, local and traditional knowledge and indigenous wisdom and practices, and universal principles such as human rights, gender equality, democracy, and social justice,

11. **APPRECIATE** the commitments to ESD expressed by all concerned stakeholders through their specific contributions to the GAP Launch Commitments,

12. **COMMIT** ourselves to building and maintaining the momentum of the launching of the GAP, in its five Priority Action Areas for ESD, namely policy support, whole-institution approaches, educators, youth, and local communities, through inclusive quality education and lifelong learning via formal, non-formal and informal settings,

13. **CALL UPON** all concerned stakeholders, including governments and their affiliated institutions and networks, civil society organizations and groups, the private sector, media, the academic and research community, and education and training institutions and centres as well as UN entities, bilateral and multilateral development agencies and other types of intergovernmental organizations at all levels, to: a) set specific goals, b) develop, support and implement activities, c) create platforms for sharing experiences (including ICT-based platforms), and d) strengthen

monitoring and evaluation approaches in the five Priority Action Areas of the GAP in a synergistic manner,

14. **URGE** all concerned stakeholders, in particular Ministries of Education and all ministries involved with ESD, higher education institutions and the scientific and other knowledge communities to engage in collaborative and transformative knowledge production, dissemination and utilization, and promotion of innovation across sectoral and disciplinary boundaries at the science-policy-ESD practice interface to enrich decision-making and capacity building for sustainable development with emphasis on involving and respecting youth as key stakeholders,

15. **INVITE** governments of UNESCO Member States to make further efforts to:

a) Review the purposes and values that underpin education, assess the extent to which education policy and curricula are achieving the goals of ESD; reinforce the integration of ESD into education, training, and sustainable development policies, with a special attention paid to system-wide and holistic approaches and multi-stakeholder cooperation and partnerships between actors of the education sector, private sector, civil society and those working in the various areas of sustainable development; and ensure the education, training and professional development of teachers and other educators to successfully integrate ESD into teaching and learning;

b) Allocate and mobilise substantial resources to translate policies into actions, especially building necessary institutional capacities for both formal and non-formal education and learning at national and sub-national levels along the five Priority Actions Areas of the GAP; and

c) Reflect and strengthen ESD in the post-2015 agenda and its follow-up processes, ensuring, first, that ESD is maintained as a target in the education goal and also integrated in SDGs as a cross-cutting theme; and, second, that the outcomes of the 2014 World Conference on ESD are taken into consideration at the World Education Forum 2015 to be held in Incheon, Republic of Korea from 19 to 22 May 2015,

16. **REQUEST** UNESCO's Director-General to continue to:

a) Provide global leadership, support policy synergy, and facilitate communication for ESD, in cooperation with governments, other UN entities, development partners, private sector and civil society, within the framework of the UNESCO Roadmap to Implement the GAP;

b) Harness partnerships and mobilise networks including the UNESCO ASPnet, UNESCO Chairs, Centres under the auspices of UNESCO, the World Network of Biosphere Reserves and World Heritage Sites, as well as UNESCO Clubs and Associations; and

c) Advocate the importance of ensuring adequate resources including funding for ESD.

Creating a global community of practice

Partner Networks: Roles, responsibilities and working methods

What are Partner Networks?

Established by UNESCO, Partner Networks drive implementation of the Global Action Programme (GAP) on Education for Sustainable Development (ESD), the follow-up to the UN Decade of ESD. They serve as a global community of practice, intensifying synergies between the GAP activities of their members and Key Partners and catalysing further action from other ESD stakeholders. All activities focus on scaling up ESD efforts, including through joint Flagship Projects.

How many Partner Networks are there?

UNESCO has established five Partner Networks, one for each of the five Priority Action Areas of the GAP: advancing policy; transforming learning and training environments; capacity-building of educators and trainers; empowering and mobilizing youth; and accelerating sustainable solutions at local level.

Who are the members of the Partner Networks?

The five Partner Networks currently consist of more than 96 major ESD stakeholders from all regions of the world with outreach capacity and the ability to innovate and make an impact. UNESCO selects these members (also called 'Key Partners') based on the GAP Launch Commitments received from stakeholders. Membership is reviewed every two years, with only those Key Partners who have fulfilled their responsibilities to the Partner Network qualifying for renewal.

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What responsibilities do members have?

Key Partners contribute to the GAP by initiating Commitment and Joint activities that will advance ESD (see below) and share their experiences and expertise with other Key Partners. They provide ESD resources (documents and audio-visual materials) for the UNESCO GAP Clearinghouse and data for UNESCO GAP reports (published in 2017 and 2019). Key Partners develop joint strategies for the implementation of the GAP. They reach out to a wider group of stakeholders beyond the Partner Networks through communication and advocacy.

UNESCO Global Action Programme on **Education for Sustainable Development**

How do Partner Networks work?

Partner Networks work through annual meetings organized by UNESCO as well as through online exchanges and additional meetings arranged by the Partner Networks themselves. In addition, all Key Partners come together for Global Forums on the GAP (2017 and 2019) and undertake Commitment Activities based on their Launch Commitments. These can be carried out individually by each Key Partner or coordinated among Key Partners to create synergies. Through their Commitment Activities and/or Joint Activities, Key Partners should also contribute to UNESCO Flagship Projects for the GAP (see below).

Can a stakeholder belong to more than one Partner Network?

Membership is limited to only one Partner Network. However, Key Partners are free to contribute to the other Partner Networks by supporting and participating in their work. A Key Partner can make Launch Commitments in several Priority Action Areas, but will remain a member of only one Partner Network.

How are Key Partner activities funded?

All activities of Key Partners are self-funded and should focus on scaling up ESD actions. UNESCO's resources are only available to help with the launching of joint Flagship Projects that Key Partners and UNESCO agree to launch together. Funding is available to support the participation of Key Partners in the annual meetings organized by UNESCO.

What are Flagship Projects?

Flagship Projects serve the five Priority Action Areas of the GAP carried out by UNESCO together with Key Partners. They are developed jointly by UNESCO and members of each Partner Network, and focus on scaling up ESD actions. Flagship Projects ensure that the work of the Partner Networks has maximum impact. UNESCO provides some funding for these while Key Partners provide financial or in-kind contributions.

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How can ESD activities be scaled up?

Basically, there are three different ways. Horizontal scaling up entails the expansion or replication of an activity so that it reaches additional populations. Vertical scaling can be achieved by the institutionalization of an activity, typically through governmental action. The third type of scaling up is by diversification, which means adding an element to an existing activity. For the GAP, all three types are relevant, but an emphasis is placed on horizontal expansion and replication.

How do Partner Networks benefit?

Information on the activities of the Key Partners is available on the UNESCO GAP Clearinghouse website and reported in various UNESCO documents. Key Partners are allowed to use the title of "Key Partner for the UNESCO Global Action Programme on ESD." Visuals associated with membership in the Partner Networks are available in accordance with the rules and regulations of UNESCO.

Members of the Global Action Programme

on ESD Partner Networks (as of February 2018)

PARTNER NETWORK 1: ADVANCING POLICY

— Beydaar Society and Echo Change, Pakistan

— Centre for Environment Education, India

— German Federal Ministry of Education and Research, Germany

— Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES)

— Hard Rain Project

— Erase Global Campaign for Education

— Institute for Global Environmental Strategies (IGES), Japan

— International Union for Conservation of Nature (IUCN)

— Mediterranean Initiative for Environment and Sustainability (MEdIES)

— Ministry of Education and Training, Viet Nam

— Ministry of Education, Culture, Sports, Science and Technology – Japanese National Commission for UNESCO, Japan

— Ministry of Education, Science and Technology, Kenya

— Ministry of Environment, Green Development and Tourism, Mongolia

— Ministry of Public Education, Costa Rica

— National Council on Climate Change and Clean Development Mechanism, Dominican Republic

— Organización de Estados Iberoamericanos para la Educación, la Ciencia y la Cultura (OEI)

— The One UN Climate Change Learning Partnership (UN CC:Learn) with UNITAR as the Secretariat

— UN Alliance on Climate Change Education, Training and Public Awareness (Secretariat UNFCCC)

— United Nations Economic Commission for Europe (UNECE)

Examples of GAP commitments:

➤ Centre for Environmental Education (CEE), India

The CEE in India seeks to improve public awareness and understanding of the environment with a view to promoting the conservation and sustainable use of nature and natural resources through innovative programmes, educational material and capacity-building in the field of ESD. In partnership with UNFCCC and UNESCO, it conducted joint research for identifying and documenting best practices on climate change education that resulted in climate change mitigation. The CEE also has ECOSOC Consultative status with UNDESA and has participated in developing India's contribution the SDG dialogue.

➤ The Mediterranean Initiative for Environment and Sustainability (MEdIES)

The MEdIES focuses on the development of competencies in ESD of formal and non-formal educators at all levels, and on promoting ESD policy at national and regional level, with its 5,000 educators engaged

and its close connection to the UN Chair on Sustainable Development Management and Education in the Mediterranean (University of Athens). As for its support to the GAP, the MEdIES facilitates the development and implementation of the 'Mediterranean Strategy on ESD' (MSESD) and organised several experiential workshops and seminars, as well as e-learning courses promoting the SDGs agenda and emphasizing: water/ non-conventional water resources, marine litter, biodiversity/protected areas, sustainable consumption, climate change, etc.

➤ Ministry of Public Education, Costa Rica

The Ministry of Public Education in Costa Rica is the link between the executive and other institutions working in the public and private, national and international educational and cultural field, promoting the incorporation of ESD within its activities and coordinating actions in areas such as curricular activities and workshops. To fulfil the GAP commitment, the Ministry promotes the incorporation of ESD into the curriculum, and develops a Teacher Training Program to be implemented throughout 2017 in that same sense. Also, there are organised activities carried out in schools to learn about good practices in environmental and sustainable development.

PARTNER NETWORK 2: TRANSFORMING LEARNING AND TRAINING ENVIRONMENTS

- Asia-Pacific Cultural Centre for UNESCO (ACCU), Japan
- Foundation for Environmental Education (FEE)
- Global Universities Partnership on Environment and Sustainability (GUPES)
- Ibero-American Alliance of University networks for environmental sustainability (ARIUSA)
- International Association of Universities (IAU)
- Korean National Commission for UNESCO, Republic of Korea
- Manitoba Education and Training, Canada
- Millennium @ EDU Sustainable Education
- rootAbility, Germany
- Sihlengeni Primary School, Zimbabwe

- Sustainability and Environmental Education (SEEd), United Kingdom
- Higher Education Sustainability Initiative (HESI)
- The UNEVOC Network supported by UNESCO-UNEVOC International Centre for TVET
- UN Global Compact's Principles for Responsible Management Education (PRME) initiative
- UNESCO Associated Schools Project Network (ASPnet) Argentina, Côte d'Ivoire, Greece, Indonesia, Oman
- UNESCO Chair in Higher Education for Sustainable Development (University of Lüneburg, Germany)
- Wildlife and Environment Society of South Africa (WESSA), South Africa

Examples of GAP commitments:

➤ Millenium@EDU Sustainable Education

Millenium@EDU Sustainable Education is a multi-stakeholder initiative led by the private sector including some of the largest multinationals involved in education and technology willing to contribute to the UN SDGs. In connection with the GAP, and through the 'World Classroom for Sustainable Development' Commitment, students and teachers are connected through Model Classrooms which combine technological infrastructure with training and educational contents in order to improve the quality of ESD.

➤ International Association of Universities (IAU)

The IAU's mission is to raise awareness and trigger action, organize thematic events and conferences, and make presentations at key conferences, in order to foster and showcase activities addressing the SDGs and the 2030 Development Agenda. To contribute to the GAP, it developed the Global portal on Higher Education and Research

and Sustainable Development (HESD), which showcases initiatives of Higher Education Institutions (HEIs) and research bodies and provides material on SD and tools for policy-makers. The IAU also builds strong connections with other higher education associations, HESD networks and organizations to scale up action jointly.

➤ UNESCO Associated Schools Project Network (ASP-net), Cote d'Ivoire

The UNESCO ASPnet Cote d'Ivoire trains and educates students, teaching staff, parents and school partners about sustainable development. It develops agricultural entrepreneurship for green agriculture through promoting their cultural heritage (growing of medical plants), and also produces viable business models. This can be seen in their activities such as the recycling of e-waste by youth and for youth so they can play their role as change agents for sustainable development through ESD. By all these means, young people will not only build a better future for themselves, but for future generations too.

PARTNER NETWORK 3: BUILDING CAPACITIES OF EDUCATORS AND TRAINERS

- Asia-Pacific Centre of Education for International Understanding (APCEIU), Republic of Korea
- Association for the Development of Education in Africa (ADEA)
- Education International (EI)
- Environmental Education Association of Southern Africa (EEASA)

- Groen Gelinkt, the Netherlands
- International Network of Teacher Education Institutions, UNESCO Chair, York University, Canada
- Learning Teacher Network
- Microsoft Devices, India

- Mohammed VI Foundation for Environmental Protection, Morocco
- National Institute of Teachers Training of the Dominican Republic (INAFOCAM), Dominican Republic
- National Working Committee on ESD, China
- Organisation internationale de la Francophonie (OIF)
- Partnership for Education and Research about Responsible Living (PERL)

- Planeta Océano, Peru
- Queen Rania Teacher Academy, Jordan
- Regional Environmental Center for Central and Eastern Europe (REC)
- Réseau UNITWIN sur l'EDD
- Swedish International Centre of Education for Sustainable Development (SWEDESD)
- World Organization for Early Childhood Education (OMEP)

Examples of GAP commitments:

➤ Asia-Pacific Centre of Education for International Understanding (APCEIU)

The APCEIU's mission is to promote and develop Education for International Understanding to foster a culture of Peace. To fulfil this mission, it fosters capacity-building of educators, research and policy development, dissemination of information, development of teaching/learning materials and enhancing networks and partnerships with regards to SDG 4.7. In the support of the the GAP, it promotes ESD within the context of Global Citizenship Education through various annual capacity-building programmes.

➤ Swedish International Centre of ESD (SWEDESD)

The SWEDESD and the Southern African Development Community initiated a partnership to mainstream ESD in teacher education in Southern Africa, this region being most vulnerable to environment and sustainability risks including climate change, environmental degradation,

increasing public health risk, social instability and lack of equity. As implementing partner of the GAP, SWEDESD supports UNESCO to implement a flagship project entitled Sustainability Starts with Teachers, which supports teacher education institutions in Southern Africa and Central Asia to become ESD leaders.

➤ Learning Teacher Network

The Learning Teacher Network gathers professionals in the ambition of creating front-line and sustainable strategies for and approaches to teaching and learning, so that 'The Teachers of Tomorrow' become agents for sustainable education and transformation in society. The network supports the GAP through organizing international conferences, seminars and courses on ESD/GAP on a regular basis and it contributes to the abovementioned capacity building of educators, as it creates unique venues for learning, empowerment, and action 'back home', including a high level of local and regional dissemination to educational institutions.

PARTNER NETWORK 4: **EMPOWERING AND MOBILIZING YOUTH**

- 3BL Associates, Bahrain
- Asociación SERES, Guatemala and El Salvador
- Centre for Community Regeneration and Development (CCREAD-Cameroon), Cameroon
- Earth Charter International Center for Education for Sustainable Development
- ECO UNESCO (Clubs), Ireland
- Engagement Global gGmbH – Service for Development Initiatives, Germany
- Goi Peace Foundation, Japan
- International Foundation for the Young Masters Programme on Sustainable Development (ISYMP)

- National Union of Students UK (NUS-UK), United Kingdom
- Okayama ESD Youth Leaders
- Organisation de Développement Durable (ODDD), Lebanon
- The Energy and Resources Institute (TERI)
- The International Youth Foundation (IYF)
- UNESCO Youth Programme
- Untouched World Charitable Trust (UWCT), New Zealand
- World Wide Fund for Nature (WWF), Kenya
- Youth for Education, Sustainability and Peace Network (YESPeace Network) of the UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP)

Examples of GAP commitments:

➤ Earth Charter International Center for Education for Sustainable Development

The Earth Charter International Center for Education for Sustainable Development promotes the transition to sustainable ways of living and a global society founded on a shared ethical framework that includes respect and care for the community of life, ecological integrity, universal human rights, respect for diversity, economic justice, democracy, and a culture of peace. The cooperation with the GAP is divided between Priority Action Area 4 to empower and mobilize youth through an online training programme in Leadership, Sustainability and Ethics, and Priority

Action Area 3 to build capacities of educators and trainers through online and face to face educational programmes.

➤ Okayama ESD Youth Leaders

In the ESD Youth Conference in Okayama City, participants from all over the world discussed innovative approaches to ESD and ways to promote young people's contribution and further involvement in this sense. Beyond the conference, the objective is to support the implementation of the GAP. For instance, Okayama Youth developed recommendations for the UNESCO World Conference on ESD, to provide a vision, commitment and recommendations from youth for advancing

ESD beyond 2014. It represents the voices of 50 ESD youth leaders who in turn represent thousands of young people.

> ECO UNESCO Clubs, Ireland

The ECO UNESCO Clubs is an environmental education and youth focused organization with around 10.000 people, which provides a range of capacity-building ESD programmes for children, young people and adults. Aligned with the GAP, their main intention is to promote youth empowerment and youth action for sustainable development. The 2 main commitments are to increase young people's participation in the Young Environmentalist Awards (YEA) and establish ECO-UNESCO Clubs for long-term engagement, and to expand the Youth for Sustainable Development, Global Youth leaders for Change peer education programme (YSD), which promotes ESD in the non-formal education sector by increasing participation nationally throughout Ireland over the next 3 years.

PARTNER NETWORK 5: **ACCELERATING SUSTAINABLE SOLUTIONS AT THE LOCAL LEVEL**

— Barcelona More Sustainable Schools Programme, Spain

— Centre for Development of Early Childhood, Non-formal and Informal Education (Jayagiri Centre), Indonesia

— Enda énergie, Senegal

— Gaia Education

— Global Network of Learning Cities of the UNESCO Institute for Lifelong Learning

— Free and Hanseatic City of Hamburg, Germany

— ICLEI-Local Governments for Sustainability, Intergovernmental Oceanographic Commission (IOC) (jointly with the World Ocean Network)

— Mexico City, Mexico

— Namib Desert Environmental Education Trust (NaDEET), Namibia

— Okayama City, Japan

— RCE Chubu, Japan, RCE Tongyeong, Republic of Korea

— Drishtee, India

— UN-HABITAT

— UNEP

— United Nations University Institute for the Advanced Study of Sustainability (UNU-IAS)/Regional Centres of Expertise on Education for Sustainable Development

— Ville de Dakar, Senegal

— Wahamba Development Org, Nigeria

— World Network of Biosphere Reserves of the UNESCO Man and Biosphere Programme

— Zikra for Popular Learning, Jordan

Examples of GAP commitments:

> Gaia Education

Gaia Education is a leading-edge provider of sustainability education and capacity-building that promotes thriving communities within planetary boundaries, through courses aiming to equip students from all ages with the appropriate skills and tools to play active roles as change agents in transitioning their communities and neighbourhoods to sustainable and regenerative practices, lifestyles and infrastructures. In partnership with the GAP and the University of Catania, it is currently developing a set of educational tools related to the regenerative organic agriculture techniques and sustainable community design to support the socio-economic integration of migrants and the professionalization of unemployed youth in European Mediterranean countries.

> Mexico City, Mexico

The Mexico City Ministry of Environment (SEDEMA) develops strategies aimed to strengthen environmental education and the values of sustainability in citizens so that they can be reflected in actions to solve environmental challenges the city faces. Its commitment to the GAP can be seen in the activities and strategies of ESD at local level and in the promotion of participation of the government, civil society and private sector.

> United Nations University Institute for the Advanced Study of Sustainability (UNU-IAS)/Regional Centres of Expertise on Education for Sustainable Development

UNU-IAS works to advance the global SD Agenda through policy-relevant research and capacity development focused on sustainability in its social, economic and environmental dimensions. In line with the GAP, the work with the Regional Centres of Expertise (RCEs) in developing ESD good practices that translate global visions into local realities includes strengthening governance and coordination of ESD actors within local and regional contexts, enhancing the capacity development of stakeholders, and strengthening the impact of the actions by linking local processes around the world. In addition, RCEs have a potential to synergize the 5 GAP Priority Action Areas.

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GAP in Action

What are GAP Flagship Projects?

Flagship Projects are major projects in each of the five Priority Action Areas of the GAP, running from March 2016 to May 2018. They are jointly developed by UNESCO and several members of the GAP Key Partner Network, and focus on scaling up good practices and ensuring the work of the networks has maximum impact. Flagship projects are generously funded by the Government of Japan.

Project 1: Advancing ESD policy development

© MEDIES

➤ Developing national ESD policy

All actions need a plan. UNESCO works with its partners to develop strong ESD policies at national and international level.

The project aims to **enhance the national policy response of selected countries to ESD through capacity-building and advocacy activities.**

As a second step, the project countries support more countries within their sub region to strengthen their own ESD policy through regional bodies and partnerships.

UNESCO and Key Partners work with three selected countries - Costa Rica, Kenya and Viet Nam - to enhance their national policy response to ESD through a) national stakeholder consultations, b) the development of national ESD policies and c) Action Plans to implement the policy with roll-out programmes for capacity-building.

In Kenya, the project helped to develop and launch a national ESD policy and an Implementation Action Plan rolled out through information and training events for ESD focal points in the country's 47 counties.

In Costa Rica, the project supports the development of a national ESD Policy based on consultation with more than 500 diverse stakeholders. It supports the Central American Region in the adaptation of the Central American Education Policy within the framework of the 2030 Education Agenda and provides capacity development to ministries of education of the 8 Central American Integration System Member States on ESD policy development.

In Viet Nam, the project reinforces the capacities of policy-makers to enhance ESD policy development and implementation through capacity-building events, using an ESD Policy Brief and ESD Advocacy Toolkit. The project also supports the development of a National Framework for Environmental Education for Sustainable Development, which aims at defining knowledge, skills and attitudes towards the environment required for pre-school to upper secondary students and helps to integrate ESD into new textbooks following the National Framework for General Education Curriculum in 2017.

UNESCO and partners are further mobilised to shape global ESD discourse through regional or international frameworks such as the Paris Agreement on Climate Change and demonstrate how ESD facilitates the achievement of the SDGs.

➤ Who is involved?

Ministry of Education and Training, Kenya; Ministry of Public Education in Costa Rica; Earth Charter, Ministry of Education and Training Viet Nam, Viet Nam Institute of Educational Sciences, UNFCCC.

Project 2: A whole-institution approach to climate change through the UNESCO Associated Schools Network (ASPnet)

➤ Live what you learn, learn what you live

Whole-institution approaches are particularly promising mechanisms for integrating ESD into education as they allow all members of a school community to integrate sustainability principles into their lives and daily practice.

The UNESCO Associated Schools Network (ASPnet) is committed to promoting UNESCO's values and priorities, to experimenting with innovative approaches, collaborating across countries and regions and sharing good practices and, as such, is an ideal mechanism to mobilise schools so that they develop a vision and actions for sustainability.

The ASPnet project "Implementing the Whole-Institution Approach to Climate Change" provides training, pedagogical resources and support to the 262 participating schools in 25 countries so that they can develop and implement their individual action plans on climate change. National

peer trainings provide an opportunity for scaling-up beyond the participating schools to other schools and provinces, and awareness-raising campaigns mobilise the local communities.

The project has two major components: the action of the school communities and the creation of a vibrant, global community of practice. The context-specific plans developed by "climate action teams" in each school aim to include sustainability principles in every aspect of school life (teaching content and methodology, school governance, campus and facility management, as well as cooperation with local partners and broader communities). The project also encourages communication and exchange of good practice among countries, teachers and students through a dedicated online project space, cross-regional video conferences, study and field visits, student fora and/or on-site meetings.

UNESCO's support included the development of pedagogical material, such as the "Getting Climate Ready" Guide[1]. This hands-on guide supports schools in their transformation into climate-friendly entities and enables students to participate, learn and act sustainably in and outside the school.

➤ Who is involved?

ASPnet National Coordinators and National Commissions for UNESCO of the following countries: Brazil, Cabo Verde, Canada, Costa Rica, Denmark, Dominican Republic, France, Germany, Greece, Haiti, Indonesia, Japan, Kuwait, Lao PDR, Lebanon, Mali, Montenegro, Morocco, Mozambique, Namibia, Nepal, Oman, Senegal, Tanzania, Uganda; Asia-Pacific Cultural Centre for UNESCO.

Project 3: Sustainability starts with teachers

➤ Supporting agents of change

As powerful agents of change for ESD, educators and teachers must first acquire the necessary knowledge, skills, attitudes and values to support the transition to a sustainable society.

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1   http://unesdoc.unesco.org/images/0024/002467/246740e.pdf

The project **supports teacher education institutions in Central and South-East Asia and in Southern Africa to design and deliver pre- and in-service training at secondary school level in order to increase the number of teachers qualified to deliver ESD.** It provides capacity-building to around 120 key training institutions in the three regions and mentors the participating institutions in introducing lasting change for sustainable development.

Teacher education institutions (TEIs) and teacher educators have a wide-ranging influence on policy and practice in education and development and hold key responsibilities for delivery of quality education at all levels.

Through the 'change project' method, the project aims to introduce lasting change in each TEI's policy, strategy, curriculum, learning programmes, learning environments and community relationships.

After an initial training of a small group of core staff including the dean/head and teacher educators, each institution introduces changes leading to sustainability learning. This process should be co-defined, collaboratively developed and implemented in a small community of practice in each TEI. During regional feedback events, participating institutions report on their progress.

The project was implemented in the following countries:

Southern Africa: Botswana, Lesotho, Malawi, Mauritius, Mozambique, Namibia, South Africa, Swaziland, Zambia and Zimbabwe; Central Asia: Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan, and South East Asia: Cambodia, Indonesia, Lao PDR, the Philippines and Thailand.

➤ Who is involved?

South African Regional University Association (SARUA) ; Swedish International Center for ESD (SWEDESD); Rhodes University, South Africa, The Regional Environmental Center for Central Asia; Regional Center of Excellence for ESD in Kyrgyzstan; Asia Pacific Education Center for International Understanding (APCEIU) ; South East Asian Ministers of Education Organization (SEMEAO).

Project 4: Empower youth ESD leaders as change agents

© UNESCO-Julie Saito

➤ Young people have the best motivation of all to create a better future.

UNESCO multiplies ESD action among youth in order to support and prepare them as change agents for sustainable development.

This project has three elements. 1) Development of the training script for workshops to empower ESD youth leaders to inspire and mobilize others to take action towards building more sustainable, just and resilient communities. 2) Creation of information-sharing platforms for exchange and collaboration on ESD. 3) Organization of the global Youth Conference for selected ESD youth leaders to engage with scale-up actions towards empowering and mobilizing youth peers around the world.

The project trained so far over 300 ESD youth leaders through regional workshops held in Brazil, Ireland, Kenya, Lebanon, Portugal and Thailand.

Target groups are youth aged 18 to 35 who have demonstrated active engagement in ESD as an educator, trainer, and member of a non-governmental organization, private sector professional, policy-maker, researcher, or in any other relevant capacity in their communities. The empowered ESD youth leaders receive support and be encouraged to conduct their own workshops, multiplying the youth leadership training.

The ESD Youth Conference, "Youth Saves the Planet", will be held in May 2018 in Paris for 65 ESD youth leaders, including selected participants of the regional workshops around the world as well as 15 young journalists who help advance ESD through the media, so as to continue scaling up of capacity-building activities and increase visibility on ESD actions through media and communication outlets.

➤ Who is involved?

3BL Associates, Bahrain; Asociación SERES; Centre for Community Regeneration and Development; Earth Charter International Center for Education for Sustainable Development; ECO UNESCO (Clubs), Ireland; Engagement Global gGmbH – Service for Development Initiatives, Germany; The Goi Peace Foundation, Japan; International Foundation for The Young Masters Programme on Sustainable Development; National Union of Students UK; Okayama ESD Youth Leaders ; Organisation De Développement Durable, Lebanon; The Energy and Resources Institute (TERI); The International Youth Foundation (IYF); UNESCO Youth Forum Network; Untouched World Charitable Trust, New Zealand; World Wide Fund for Nature (WWF), Kenya; Youth for Education, Sustainability and Peace Network of the UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development.

Project 5: Communities for ESD

© UNESCO-Rob Kamhoot

> ### Mainstreaming ESD programmes at local level

Sustainability starts at home and grows through local communities and cities. As home to half the world's population and poised to absorb the bulk of future population growth, cities are key in addressing sustainability challenges while, at the same time, many sustainability solutions can be found in rural communities. Urban and rural communities are key drivers for sustainable development and, as such, merit greater support.

Ensuring efficient GAP implementation at local level means mobilizing municipalities and communities, ensuring they have sufficient capacity in ESD, strengthening learning opportunities for citizens, and promoting collaboration among stakeholders in different sectors.

The project seeks to train local authorities and municipalities in how to mainstream ESD at local level. At this point, 145 local authorities, municipalities and communities in 68 countries have already been reached.

UNESCO and Key Partners engage communities in the vitally important conversation about how to accelerate the implementation of ESD and the 17 SDGs at local level. To help integrate ESD into policies, programmes and initiatives at local level, GAP partners are pulling together training tools, methodologies and good practices to prepare an ESD training script for local authorities and communities, and to offer assistance in mainstreaming ESD in non-formal and informal community settings. For instance, UNESCO is working with Gaia Education on the development of SDG Flashcards to train implementers in cities and local communities. A training script is being developed around the five GAP Priority Action Areas as well as the 2030 Agenda.

Key Partners have also developed an ESD Policy and Action Pact to be signed by as many local authorities as possible. By signing this, mayors and representatives of local authorities make commitments to integrate ESD at local level in particular in policies and plans, as well as to recognize ESD as a driving force for implementing sustainability in the community and for sharing a common vision of the SDGs. Network members are currently developing an outreach strategy to promote it and encourage its signature.

Local authorities and leaders need to increase and strengthen learning opportunities for the whole community through formal, non-formal, and informal means. UNESCO is working to improve the quality of local platforms for learning and cooperation and strengthen local multi-stakeholder networks to integrate ESD programmes and perspectives into community planning. UNESCO has organized a series of regional workshops on ESD and cities, as well as training activities to ensure communities provide quality educational and learning environments for sustainability. Furthermore, to ensure scaling up and growth opportunities, all trained local authorities and communities are encouraged to develop a follow-up plan and to reach out to additional communities.

> ### Who is involved?

Hamburg City, Okayama City, Mexico City, ICLEI, UN Habitat, UNU, the UNESCO Global Network of Learning Cities, Gaia Education, NaDEET, Drishtee and the World Network of Biosphere Reserves of the MAB programme.

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Reviewing the GAP

Evaluating results and mapping the future

GAP results are evaluated through reports in 2017 and 2019.

What are the GAP Reports 2017 and 2019?

The two reports, developed by UNESCO, assess the progress of the GAP's implementation and its impact on scaling up ESD around the world. A mid-term report has been published in 2017 and a final report on the first phase of the GAP will be published in 2019.

The reports measure the GAP's progress towards its strategic objectives – building new momentum, harnessing partnerships, fostering a global community of practice and showcasing good practice, and include quantitative and qualitative components.

GAP mid-term report 2017

A mid-term report published in 2017[1] assesses the progress of the GAP's implementation and its impact on the scaling up of ESD globally. It examines the work of GAP Key Partner Networks and the activities of the larger community of GAP stakeholders, with particular focus on the implementation of their Launch Commitments as well as UNESCO work as coordinator of the GAP.

© UNESCO

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1   http://unesdoc.unesco.org/images/0025/002597/259719e.pdf)

The report evaluates the GAP's impact on the integration of ESD in policies and practices through a questionnaire to Key Partners and their networks.

What was the GAP Forum 2017?

The first Review Forum of the GAP was held in March 2017 in Ottawa, Canada, during the UNESCO Week for Education for Peace and Sustainable Development.

The forum:
> reviewed progress of GAP implementation since the 2014 World Conference on ESD;
> discussed emerging issues and innovative developments in ESD;
> drew up plans for the coming years of the Global Action Programme.

Taking teachers and practitioners as a central theme, the forum examined pedagogical approaches and teaching practices to ensure that practical change is brought into classrooms.

It further explored emerging ESD issues, trends and ideas, highlighted innovative approaches and reviewed progress of GAP implementation since the World Conference on ESD.

How is the GAP reviewed in 2019?

Key Partners will meet in 2019 to review and discuss the draft final GAP implementation report.

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Spreading the word on ESD:

Communication and knowledge management

Many innovative and effective Education for Sustainable Development (ESD) initiatives, practices, approaches and processes support the worldwide implementation of the Global Action Programme (GAP). It is important to document and publicize these activities in order to inspire others and encourage the scaling up of ESD.

What are the basic tools of GAP communication and knowledge management?

UNESCO provides different tools to identify, promote and disseminate ESD activities and resources. These include the ESD website and GAP Clearinghouse, a special GAP visual, the ESD Zoom newsletter, an ESD Facebook page, and the UNESCO Green Citizens' platform.

Why these tools?

These tools help to promote and disseminate information on innovative and effective initiatives, practices, approaches and processes that support the GAP's implementation. For example:

> The UNESCO ESD website and its GAP Clearinghouse provide greater visibility and recognition for efforts to implement the GAP, and allows stakeholders to share information and knowledge.

> The ESD Zoom newsletter offers regular updates on ESD events, resources and information.

> The GAP visual, a dynamic blue arrow, increases the visibility of the programme and its major actors at global, regional and national levels.

© UNESCO

Who are the target audiences?

These information and communication tools provide information on the GAP and UNESCO's ESD-related activities to ESD stakeholders who work on the five GAP Priority Action Areas: policy-makers, institutional leaders, educators, youth, civil society and local authorities, as well as the wider public. The GAP visual promotes UNESCO's own contributions to the GAP as well as those of Key Partners and a wide range of other stakeholders.

UNESCO ESD website

The ESD website (**http://en.unesco.org/themes/education-sustainable-development**) provides information on ESD in the framework of Agenda 2030 in English, French and Spanish.

GAP ESD Clearinghouse

The GAP Clearinghouse (**https://en.unesco.org/gap**) is a repository for ESD resources, news and events from all over the world. It showcases learning resources, good ESD practices and innovative research of the GAP Partner Networks as well as a wide variety of ESD stakeholders/actors in English, French and Spanish.

ESD Zoom newsletter

The ESD Zoom newsletter (**https://en.unesco.org/esd-newsletter**) is published every 2-3 months in English, French and Spanish. The Zoom offers up to date announcements on ESD events, awards and competitions and summarises key news, projects and outcomes from around the world.

ESD Facebook page

The ESD Facebook page (**https://www.facebook.com/Education-for-Sustainable-Development-Education-au-Développement-Durable-115988995086547/**) provides ESD-related information in English and French.

UNESCO Green Citizens' platform

The Green Citizens' platform (**http://en.unesco.org/greencitizens/**) highlights outstanding ESD stories which showcase good practices from around the world. These stories are intended to inspire individuals to take their own action to guarantee a sustainable future. The platform is available in English, French and Spanish.

© Zikra for Popular Learning

UNESCO-Japan Prize on ESD

Showcasing outstanding ESD practices

What is the UNESCO-Japan Prize on ESD?

The UNESCO-Japan Prize on Education for Sustainable Development (ESD) consists of three annual awards of US $50,000 each. Funded by the Government of Japan, the Prize was awarded for the first time in 2015.

Why a prize on ESD?

The UNESCO-Japan Prize on ESD supports and raises the visibility of the Global Action Programme (GAP) on ESD by showcasing and rewarding outstanding efforts by individuals, institutions, organizations and other entities engaged in activities promoting ESD.

Who is eligible to win the UNESCO-Japan Prize on ESD?

Eligible for the Prize are individuals, institutions, organizations and other entities with a **specific ESD project** or programme that must:

> be ongoing and have been running for at least 4 years
> demonstrate an innovative, transformative and integrated approach to ESD
> contribute to at least one of the five Priority Action Areas of the GAP
> be replicable and scalable
> show proof of high impact relative to the invested resources.

Who can submit nominations?

Nominations can only be submitted to UNESCO online by **governments of Member States**, via their Permanent Delegation to UNESCO, and **non-governmental organizations in official relations with**

UNESCO. Each government or NGO can make up to three nominations per year. Self-nominations are not accepted.

How are the winners selected?

The winners of the UNESCO-Japan Prize on ESD are selected by the Director-General of UNESCO on the basis of recommendations made by an international jury. Three core criteria are applied to assess the projects of nominees:

> **Transformation**: uses ESD as transformative education in support of sustainable development and produces evidence of individual and social change, involving values and action.
> **Integration:** addresses the three dimensions of sustainable development (society, economy, environment) in an integrated way
> **Innovation**: demonstrates an innovative and imaginative approach to ESD

What are the key dates of the nomination process?

> January: Launch of call for nominations
> 30 April: Last date to submit online nominations
> June/July: International jury meeting
> September: Announcement of the winners
> October/November: Award ceremony

For further information on the UNESCO-Japan ESD Prize, see:
http://en.unesco.org/prize-esd
#ESDprize

UNESCO Global Action Programme on **Education for Sustainable Development**

The 2015 winners

ASOCIACIÓN SERES

Project: SERES ESD Youth Ambassadors
Country: GUATEMALA & EL SALVADOR

Asociación SERES empowers and educates youth to build and lead healthy, just and sustainable communities. The SERES ESD Youth Ambassadors programme certifies youth ambassadors to train other young people to become multipliers of established sustainability programmes. The programmes help identify individual and collective actions in order to build more resilient, thriving communities. Ambassadors replicate these programmes in their communities providing sustainability role models for other youth. SERES Ambassadors acquire knowledge but also act as powerful and effective change agents. By 2015, 1,900 youth and young adults in Central and North America had been reached this way.

For more information:
- **https://en.unesco.org/prize-esd/2015laureats/seres**
- **http://www.seres.org**

JAYAGIRI CENTRE

Project: Eco-Friendly Entrepreneurship for Youth and Adults
Country: INDONESIA

Jayagiri Centre is an educational office under the Directorate General of the Indonesian Ministry of National Education and Culture. The centre develops and implements ESD learning models and programmes in local communities, based on their needs, potentials and typology. These can then adapted or duplicated by other communities in the region. "Eco-Friendly Entrepreneurship" is a programme targeting youth and adults aged 18 to 45 in rural areas. It helps shape new entrepreneurs and improve the economy of the community by creating work around local traditions like making wooden puppets and sculptures, freshwater fish farming, growing of organic vegetables, bamboo weaving and compost-making. By 2015, the programme reached over 15,000 learners.

For more information:
https://en.unesco.org/prize-esd/2015laureats/jayagiri

ROOTABILITY

Project: Green Office Model
Country: GERMANY

rootAbility is a social enterprise run by youth for youth. The Green Office Model supports and inspires students to make their insitutions more sustainable, resilient and fair, by designing, advocating and running sustainability hubs. It helps to integrate the energy and creativity of youth into a whole-institution approach towards ESD in universities, colleges and schools. A team of students and staff runs the Green Office with a mandate to advance sustainability and receives resources in the form of office space and a budget for salaries. Team members are trained in activities such as waste recycling and sustainable catering. By 2015, the model had reached more than 2,000 young people at 14 universities in several European countries.

For more information:
- **https://en.unesco.org/prize-esd/2015laureats/ rootAbility**
- **http://rootability.com**

The 2016 winners

CENTRE FOR COMMUNITY REGENERTION AND DEVELOPMENT

Project: Integrated ESD schemes in schools and communities in Cameroon
Country: CAMEROON

The Centre for Community Regeneration and Development is a civil society organization running strategic programmes developed in collaboration with state and non-state actors. The youth-led programme "Integrated ESD schemes" operates in schools and community learning centres. It helps children, youth, women and indigenous groups in hard-to-reach communities to enhance their social, economic and cultural empowerment to reduce poverty and health threats, improve governance and preserve the environment. In schools and homes ESD educators train on themes such as family planning, leadership, transparency, conflict prevention, environmental protection, and climate change mitigation. In less than five years, it has supported around 39,000 students in 147 schools, 260 teachers and administrators, and 3,640 households.

For more information:
- http://en.unesco.org/prize-esd/2016laureates/ccread
- www.ccreadcameroon.org/esd

NATIONAL UNION OF STUDENTS

Project: Green Impact
Country: UNITED KINGDOM

The National Union of Students UK is a voluntary membership organization representing more than 7 million students through 600 unions in the United Kingdom. "Green Impact" is a change and engagement programme covering themes from wellbeing and happiness to environmental management. It enables, accredits and awards university departments for sustainability efforts while helping them reduce costs. Training students as mentors, the programme encourages university staff to 'green' their workplace while generating savings. This can range from advice on double-sided printing to setting up an ethical credit union. Having reached more than 100,000 university

students and staff, the framework is now being adapted by hospitals and fire brigades.

For more information:
- http://en.unesco.org/prize-esd/2016laureates/nus
- https://sustainability.nus.org.uk/green-impact

OKAYAMA ESD PROMOTION COMMISSION
Project: Okayama ESD Project
Country: JAPAN

The Okayama ESD Promotion Commission is headquartered at Okayama City Hall, which facilitates a "whole-city approach" to ESD. More than 250 organizations are members of the Commission including NGOs, companies and educational institutions. The project promotes formal and informal education throughout the city, such as activities and training organized in community learning centres called "Kominkan", schools, parks and shopping malls and places close to nature. ESD Café sessions provide citizens with an opportunity to meet, learn and act towards a sustainable society. University students can undertake an "ESD internship" with a local NGO. So far, approximately 150,000 people have participated in ESD activities.

For more information:
http://en.unesco.org/prize-esd/2016laureates/okayama

The 2017 winners

HARD RAIN PROJECT
Project: Hard Rain and Whole Earth?
Country: UNITED KINGDOM

The Hard Rain Project works with world-renowned artists, scientists and communicators to bring its message to schools, universities, and a wider public, through exhibitions, books, films, talks and events. The "Hard Rain" exhibition is a collaboration with singer Bob Dylan which illustrates each line of his song 'A Hard Rain's A-Gonna Fall' with world-class photographs bringing global challenges alive. Its successor exhibition "Whole Earth?" offers solutions in the fields of climate, energy, fresh water, oceans, agriculture and human rights. The exhibition and associated activities have been seen by more than 15 million people at over 150 venues worldwide including in city centres, botanical gardens, universities and schools.

For more information:
https://en.unesco.org/prize-esd/2017laureats/hardrain

SIHLENGENI PRIMARY SCHOOL
Project: Permaculture
Country: ZIMBABWE

Sihlengeni Primary School is located in an arid region of Zimbabwe and most of its 738 students come from subsistence farming families. Through a whole-institution approach, Sihlengeni's "Permaculture" programme provides quality education and increased access to a clean environment, food and water. Students learn how to grow trees and grass, and to introduce ground cover to reduce land degradation and deforestation. The school recycles waste matter and has introduced activities such as poultry, herbal and commercial gardening, a piggery, jam-making and forest rehabilitation. Many former students form small-scale businesses leading to a drop in local unemployment.

For more information:
hhttps://en.unesco.org/prize-esd/2017laureates/sihlengeni

ZIKRA
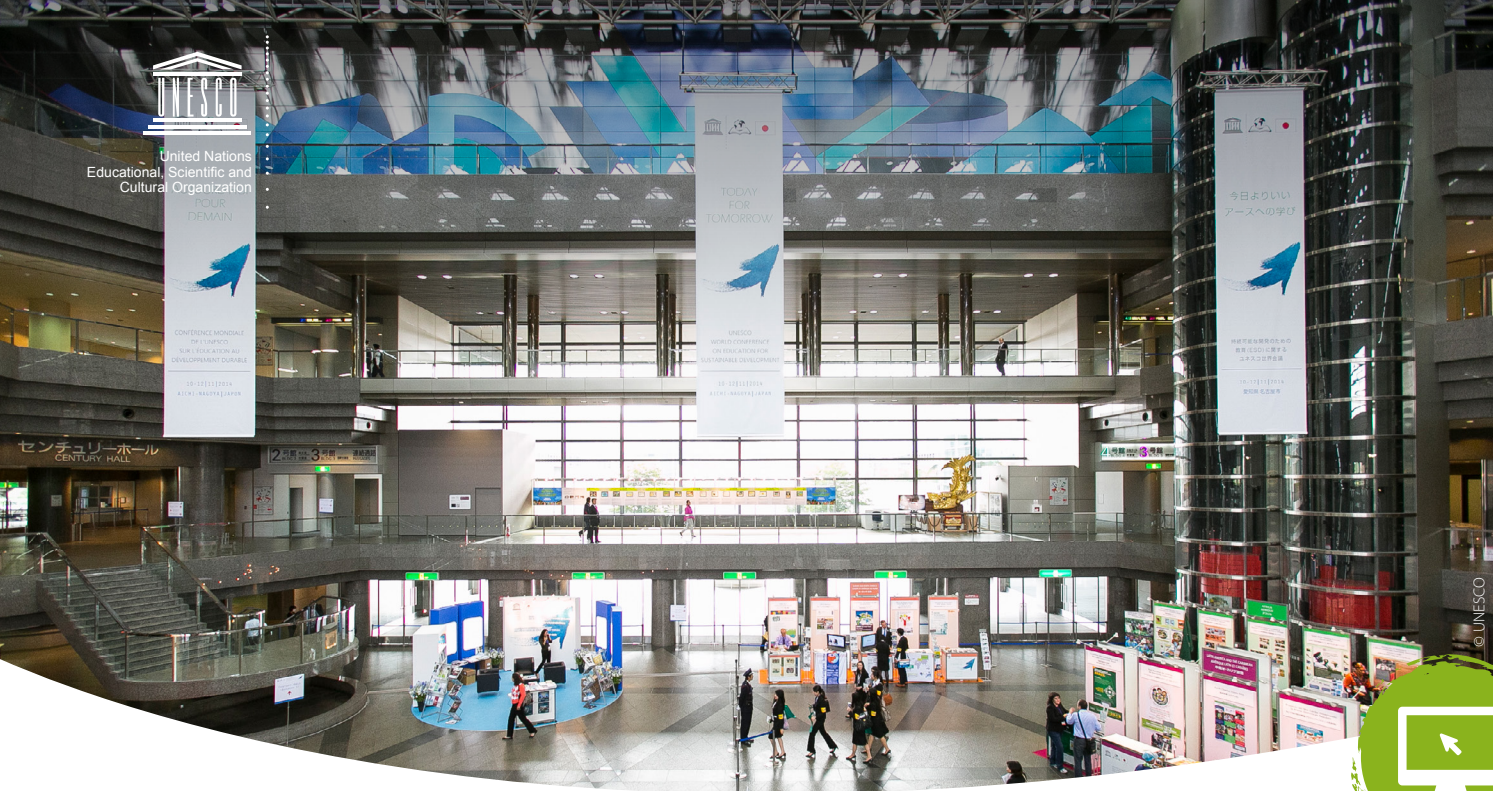### Project: Zikra for Popular Learning Program
Country: JORDAN

Through its main activity, 'Exchange Tourism', the social enterprise Zikra promotes equity by helping marginalized rural communities rediscover their strengths, and by exposing economically powerful urban communities to new cultural and regional perspectives, to the benefit of both. Tourism revenue is invested in the communities' economic development. Zikra also conducts capacity-building workshops and trainings in educational institutions. Other activities include a food value chain programme, making wire-car toys from recycled material and a musical identity project. To date, more than 8,500 people have participated, 280 youth have been trained and 60 individual households have been economically empowered.

For more information:
- **https://en.unesco.org/prize-esd/2017laureates/zikra**
- **http://www.zikrainitiative.org**

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The GAP visual

The Global Action Programme (GAP) on Education for Sustainable Development (ESD) seeks to generate and scale up action in education at all levels in order to accelerate progress towards sustainable development.

The GAP image (visual), with its dynamic arrow suggesting a forward movement around the world, was designed to increase the Programme's visibility at the national, regional and global levels.

UNESCO Global Action Programme on Education for Sustainable Development

Use at global and regional level

Members of UNESCO networks as well as other partners and stakeholders of the GAP are encouraged to use the visual on communication materials for their relevant activities. To obtain the required prior written authorization from UNESCO, please address your request to esd@unesco.org.

Key Partners of the GAP will use the visual with the wording 'Key Partner' on their communication materials.

Key Partner

UNESCO Global Action Programme on Education for Sustainable Development

Use at national level

A National Commission for UNESCO can use the GAP visual on the communication materials for its activities contributing to the GAP as long as the National Commission's logo is placed on the materials.

A National Commission for UNESCO can also authorize the use of the visual on the communication materials of stakeholders that organize national activities contributing to the GAP, as long as the use of the

National Commission's logo, accompanied by the text 'With the support of', is authorized regarding the same activities.

Should a National Commission wish to develop a specific mechanism and adapt the visual for national implementation purposes, the National Commission concerned should contact UNESCO (esd@ unesco.org).

UNESCO Global Action Programme on Education for Sustainable development

Education for Sustainable Development:

- allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future;

- empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations;

- is a holistic and transformational education that addresses learning content and outcomes, pedagogy and the learning environment;

- achieves its purpose by transforming social institutions so they can respond creatively to global sustainability challenges.

One goal: generate and scale up ESD action to accelerate progress towards sustainable development.

Five Priority Action Areas:

1. Advancing policy
2. Transforming learning and training environments
3. Building capacities of educators and trainers
4. Empowering and mobilizing youth
5. Accelerating sustainable solutions at local level

For more information:
http://en.unesco.org/gap
Contact: esd@unesco.org

UNESCO Global Action Programme on
Education for Sustainable Development