

Report on the Decade of Education for Sustainable Development (ESD)

Francophone Countries



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ACRONYMS

- ADEA:** Association for the development of education in Africa
- AEFO:** Association des enseignantes et enseignants franco-ontariens (Francophone teachers' association in Ontario)
- AESVT:** Association des Enseignants des Sciences de la Vie et de la Terre, Morocco (Earth and life science teachers' association in Morocco)
- AREF:** Académie régionale d'éducation et de la formation (regional academy for education and training)
- CFEEDD:** Collectif Français pour l'Éducation à l'environnement vers un développement durable (French group on environmental education for sustainable development)
- CONFEMEN:** Conférence des ministres de l'Éducation des États et gouvernements de la Francophonie (Conference of Ministers of Education from states and governments of La Francophonie)
- CSFEF:** Comité syndical francophone de l'éducation et de la formation (Francophone union committee on education and training)
- CSQ:** Centrale des syndicats du Québec (unions group in Quebec)
- DESD:** Decade of Education for Sustainable Development
- ESD:** Education for Sustainable Development
- FESEN:** Fédération des Syndicats de l'Éducation nationale (Federation of national education unions)
- FETRASSIC:** Fédération des travailleurs de la science, des sports, de l'enseignement, de l'information et de la culture (Federation of workers involved in science, sports, education, information and culture)
- FSE SPIRU HARET:** Federatie sindicatelor din educatie - Romania
- IFADEM:** Francophone Initiative for Distance Training of Teachers
- IFDD:** Institut de la Francophonie pour le développement durable (formerly IEPF) (Francophone institute for sustainable development)
- OIF:** Organisation internationale de La Francophonie
- SER:** Syndicat des enseignants romands (French-speaking teachers' union)
- SNEAB:** Syndicat National des Enseignants du Burkina Faso (National teachers union in Burkina Faso)
- SNEC:** Syndicat national de l'Éducation et de la Culture (Education and culture national union)
- SNE-FDT:** Syndicat national de l'enseignement (National teachers' union)
- SNELL- CNTS:** Syndicat national de l'Enseignement Élémentaire - Confédération nationale des travailleurs du Sénégal (National elementary teachers union – national workers' confederation of Senegal)
- SNEPPCI:** Syndicat national de l'Enseignement primaire public de Côte d'Ivoire (National union of public elementary school teachers in the Ivory Coast)
- SNESS:** Syndicat national des enseignants du secondaire et du supérieur (National union of secondary and higher education school teachers)
- SNUIPP:** Syndicat national unitaire des instituteurs professeurs des écoles et Pegc (FSU-France) (National teachers' union in France)
- SYECO:** Syndicat des enseignants du Congo (Teachers' union in Congo)
- SYNESCI:** Syndicat national des enseignants du second degré de Côte d'Ivoire (National union of secondary school teachers in the Ivory Coast)

UNESCO: United Nations Educational, Scientific and Cultural Organization



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Context

Since the *UNESCO world conference on education for sustainable development – Moving into the second half of the United Nations Decade* held in Bonn (Germany) March 31 to April 2, 2009, La Francophonie has worked diligently at promoting the environment and sustainable development. The conference, which reviewed the Decade of Education on Sustainable Development (DESD) midpoint after its launch in 2005, also provided an opportunity for La Francophonie to better coordinate its action. The midpoint report of the DESD in La Francophonie was carried out by the IEPF with the cooperation of the Institute's partners. The report contributed to strengthening this coordination and identifying issues for the pursuit of the DESD until 2014.

The last Francophonie summits attached great importance to the environment, sustainable development and education. Indeed, topics discussed during the Summit in Kinshasa in October 2012 included *environmental and economic issues related to world governance*.

The active preparation and participation of La Francophonie in the RIO+20 Summit clearly highlighted its willingness for concerted action in sustainable development issues. Leading up to the RIO+20 Summit, *L'analyse de la gouvernance du développement durable en Francophonie (analysis of sustainable development governance in La Francophonie)* published by the IEPF in partnership with the Eco-Advisory Research Chair at the Université du Québec à Chicoutimi confirmed that La Francophonie is making good headway in sustainable development, but that it should further increase exchange between countries to consolidate initiatives taken and improve their impact.

To a certain extent, this recent analysis of sustainable development governance reflects major findings of the midpoint report of the DESD carried out by the IEPF in 2009.

So what has happened since? Are there practices that have proven their worth that deserve special recognition? Might we support this effort through recourse to information and communication technologies? Towards which action-oriented practical recommendations should the 2014 closing conference of the DESD in Nagoya direct its attention?

These are the questions that this report on education for sustainable development, prepared by the Fondation Monique-Fitz-Back, will attempt to answer.

The 2014 World Conference on Education for Sustainable Development (ESD): a turning point for ESD

Political regulations and financial incentives are not enough to achieve sustainable development. There must be radical changes in mentalities and actions to take. The international community has long known that education is crucial to bringing about change.

ESD allows learners to acquire the capabilities (knowledge, know-how and life skills) and values needed to shape a sustainable future. ESD addresses key issues such as climate change and poverty reduction. ESD also requires teaching/learning based on teaching methods that instil responsibility in learners and encourage them to participate and promote sustainable development.

The 2014 World Conference will seek to achieve the four following objectives:

- 1. Celebrate a Decade of action**
- 2. Redirect education in order to build a better future for all**
- 3. Accelerate action to promote sustainable development**
- 4. Define the ESD agenda beyond 2014**

A few reminders of the midpoint report of the Decade

The midpoint report of the DESD carried out by the IFDD in 2009 highlighted some strong points of ESD in La Francophonie:

- There are very real institutional dynamics that warrant reinforcing.
- It is important that a well-established institutional coordination exist, aligned with a clearly defined vision of sustainable development and the participation of civil society.
- Significant efforts have been made to integrate ESD into the curriculum, but efforts should also be focused on the classroom.
- One observes diversified local dynamics and a need to consolidate efforts while providing practical support to front-line workers.

What has happened since?

The ESD portal of the Comité syndical francophone de l'éducation et de la formation (CSFEF) was launched on July 5, 2012. This was achieved with the support of the OIF "Fonds Francophone des Inforoutes" in partnership with the Fondation Monique-Fitz-Back, and provides a prime example of the dynamism driving education on ESD in La Francophonie.

This report is based on La Francophonie policy defined during the last summits. It was prepared in cooperation with the OIF, CONFEMEN and the Comité syndical francophone de l'éducation et de la formation (CSFEF). The preparation of this report was entrusted to the Fondation Monique-Fitz-Back

for education for sustainable development, the same organization that prepared the midpoint report in 2009.

The approach in this report

Building on the achievements of the midpoint report of the DESD, we took the following approach:

- Review and analyze significant cross-cutting initiatives in education for sustainable development in La Francophonie.
- Consult with partners and update the survey questionnaire used in the midpoint report.
- Send the questionnaire to Departments of Education in cooperation with the CONFEMEN.
- Send the questionnaire to teaching unions in cooperation with the CSFEF.
- Identify and analyze exemplary practices in ESD in cooperation with the CONFEMEN and CSFEF.
- Develop a three- to four-page fact sheet for each country including key information on their ESD commitments and achievements.
- Prepare a one-page fact sheet on exemplary practices retained.
- Inventory distance training possibilities in ESD.
- Complete a global analysis for the formulation of practical guidelines.

The survey grid used is found in Appendix 4.

Profile of the respondents in the survey

We received answers to our survey from authorities in 14 countries and teachers' unions in 15 countries. As illustrated in the table that follows, the combined responses of both groups originate from 21 different countries.

COUNTRY	AUTHORITIES	UNIONS
Burkina Faso	X	X
Burundi	X	
Congo		X
Congo DRC		X
Ivory Coast	X	X
France	X	X
Gabon		X
Lebanon	X	
Luxembourg	X	
New Brunswick – Canada	X	
Mali	X	X
Morocco	X	X
Mauritius	X	
Niger		X
Ontario		X

Quebec – Canada	X	X
Romania		X
Senegal	X	X
Switzerland	X	X
Togo		X
Wallonia-Brussels	X	

These countries to the North and South represent a significant proportion of La Francophonie involved in ESD. While preparing the midpoint report of the DESD for La Francophonie in 2009, we obtained replies from authorities in 16 countries, six of which accounted for a very low, even non-existent level of activity in ESD. Replies from unions were obtained from 14 countries, seven of which accounted for a very low, albeit non-existent level of activity in ESD. This report clearly shows that the countries that replied in 2013 are indeed involved (with one exception, Burundi). The vast majority of the countries that replied in 2013 had also replied in 2009. Three countries, the Ivory Coast, Luxembourg and Switzerland replied in 2013, but not in 2009.

Section 1 – Significant cross-cutting initiatives in La Francophonie

To monitor the real progress made by La Francophonie in education for sustainable development, it is important to consider some major achievements as both benchmarks and stepping stones for future action. These initiatives are not necessarily of like nature and do not address the same aspects of education for sustainable development. They may consist of policy coordination and development, research and teaching networking, educational forums, etc. However, they do share one thing in common: they illustrate new and significant contributions to the achievement of goals and objectives of the Decade.

The five initiatives retained	
Initiative 1	» The approach of the Association for the Development of Education in Africa (ADEA): an education policy framework for sustainable development in Africa.
Initiative 2	» The reflection of the CONFEMEN: “La diversification de l’offre d’éducation de base: les grands défis pour l’école de demain” in line with sustainable development and information and communication technologies (ICT).
Initiative 3	» The UNESCO Chair, “Education, Training and Research for Sustainable Development” and its UNITWIN network.
Initiative 4	» The Centre virtuel francophone en éducation au développement durable.
Initiative 5	» The International NGO Planèt’ERE and its Forums.

Initiative 1 – The ADEA’s approach: an education policy framework for sustainable development in Africa

Although its activities extend beyond La Francophonie, the **Association for the Development of Education in Africa (ADEA)** warrants special attention in this section on cross-cutting initiatives in the Report on the Decade of Education for Sustainable Development.

During the Triennale held in November 2012, the ADEA organized a **workshop on education for development** on: “promoting critical knowledge, skills and qualifications for sustainable development in Africa.” The workshop consisted of developing strategies and mechanisms to promote fundamental skills that would allow young people and adults to make wise and responsible use of available natural resources in order to ensure inter-generational equality and build a prosperous, peaceful future.

Subsequently, a **strategic policy framework** was developed to implement the Triennale 2012 recommendations. The framework was presented to African Heads of State during the January 2013 Summit and revolved around the following broad guidelines:

1. Adopt a holistic vision of skills development that will open up possibilities and opportunities for education beyond formal schooling.
2. Promote a strategic approach to education and training policies.
3. Reposition the equality and quality of education and training as the foundation of development by offering opportunities corresponding to the needs of each to ensure the success of the learning process.
4. Integrate the cultural, linguistic, historical and spiritual heritage of Africa.
5. Create a scientific culture in education and training systems.
6. Promote lifelong learning.
7. Integrate information and communication technologies (ICT) in education, training and learning.
8. Establish conditions fundamental to the success of the implementation of reforms.

In the next five years, the ADEA wants to further strengthen its action in education development by implementing its **second medium-term strategic plan (2013-2017)**. The purpose of the plan is to encourage **Ministers of Education** to address the main challenges facing education and support a paradigm shift and educational reforms proposed by African Heads of State during the 2012 Triennale to “transform education and training to enable African countries to achieve sustainable development.”

Following is a table summarizing guidelines adopted.

Strategic goals and some strategic initiatives selected

N°	Strategic goals	Strategic initiatives selected
1	Encourage policies, strategies, practices and programs that promote essential knowledge, skills and qualifications	<ul style="list-style-type: none"> » Define and select the essential knowledge, skills and qualifications » Clarify the development of efficient policies, strategies, practices and programs
2	Develop and promote education and training solutions organized by Africa in response to national and regional needs	<ul style="list-style-type: none"> » Make headway in the Second Decade of education in the AU and in other regional, continental initiatives selected » Foster greater awareness and the application of existing African solutions
3	Promote greater use of pertinent ICT to accelerate changes in approaches and results in education and training	<ul style="list-style-type: none"> » Involve stakeholders from the technology and education sector in a dialogue to identify achievable ICT solutions » Promote ICT integration policies and strategies targeting marginalized groups and populations
4	Take advantage of the leverage effect of a varied and stable network of partners	<ul style="list-style-type: none"> » Diversify the partner base to integrate new voices and experiences into political dialogue » Increase the financial support of network partners
5	Strengthen the organization's capabilities and efficiency	<ul style="list-style-type: none"> » Permanently develop and improve processes » Institutionalize and foster a positive culture in-house

Initiative 2 – The reflection of the CONFEMEN: “La diversification de l’offre d’éducation de base: les grands défis pour l’école de demain” in line with sustainable development and ICT

During the 55th ministerial session of the CONFEMEN held in December 2012, reflection was directed at the theme of “diversifying the provision of basic education: the huge challenges facing the schools of tomorrow” in line with sustainable development and ICT. The document produced explains research on the issue and presents case studies conducted in eight CONFEMEN countries: Benin, Burkina Faso, Cameroon, Mauritius, the Democratic Republic of Congo (DRC), Senegal, Chad and Tunisia, based on interviews with some ten authorities in each country.

Questioning the effectiveness and equality of education system management is part of the global approach to education for sustainable development. For the most part, the discussion and orientation document produced by the CONFEMEN addresses the topics of diversification and integration through institutional and curriculum variables. The document proposes “recommendations” adopted by the Ministers of Education for each topic discussed and “avenues for reflection and action,” leaving the door open to contextualizing the information. By linking education to sustainable development in this reflection, the CONFEMEN confirms the willingness of authorities responsible for education in La Francophonie countries to integrate this concern.

According to UNESCO, education for sustainable development “(...) requires participatory teaching and learning methods that motivate and empower learners to change their behaviour and take action for sustainable development. Education for Sustainable Development consequently promotes competencies like critical thinking, imagining future scenarios and making decisions in a collaborative manner. Education for Sustainable Development requires far-reaching changes in the way education is often practised today.”

1

In the CONFEMEN document, some contextual elements directly related to sustainable development are worthy of mention. For instance, “the educational context is part of a general social, economic and cultural – but also environmental – context.” This context is deeply affected by an acceleration phenomenon related to human activity and, to a certain extent, “to disrespect, even contempt for the living world.” These phenomena include the search for profit at any price, poverty, underemployment, the questioning of value systems, and changes in information and communication methods. In such a context, the CONFEMEN notes : “These changes constantly force schools to question their pertinence: Educate for what? For which blueprint for society at the local, even global level?”

The question of curricular adaptations is discussed abundantly, and is of special interest to education for sustainable development. Although the document recommends “progressively giving some latitude to regions in terms of their basic education curriculum under the tutelage of a central level,” it also indicates that “it is more realistic to resort to contextual adaptations of programs and training tools, rather than unwieldy adaptations to content.”

In curriculum change, three items deserve special attention in a perspective of education for sustainable development:

1. Curriculum change must be accompanied by practical tools. The CONFEMEN mentions the relevance of creating a tool bank to ease the transition between elementary and secondary school.
2. It is also important to generalize “integration situations” – pledges of greater relevance and equity – and an approach facilitating the comprehension of complex situations.
3. It is recommended that “a holistic and coherent curriculum approach be promoted that guarantees countries the necessary capacity to develop their curricula independently.”

¹ Website of the Conférence mondiale sur l'éducation au développement durable, <http://www.unesco.org/new/en/unesco-world-conference-on-esd/2014/resources/what-is-esd>

The review of the development of information and communication technologies (ICT) in education also warrants attention. In many respects, the limitations identified in the development of ICT are reminiscent of problems associated with the dissemination of education for sustainable development.

The CONFEMEN document specifies that “irrespective of the teaching option retained, **obstacles to the development of ICT in schools have been identified:**

- Lack of teacher training
- Lack of means and materials
- Lack of power sources in the schools
- Cost of material
- Lack of a pool of teachers
- Non-mandatory use of the tool (programs, exams and contests)
- Lack of means to ensure the continuation of activities once partner resources run out.” (p.72) [translation]

The report concludes the analysis of ICT with a statement of concern regarding equal access and the need to promote initiatives aimed at making ICT accessible to students, in particular the most vulnerable.

More specifically regarding sustainable development, the report indicates from the start that its scope is limited to the environmental dimension. This said, the report highlights the fact that “education for sustainable development falls within the official curriculum, but also within the curriculum implemented....” Action should not be limited to formal policies, but should also see to their integration into actual working practices in order to observe behavioural changes in students.

Although practices are varied and diversified in countries, there is interest in the interdisciplinarity and pertinence of environment clubs to strengthen the impact on student behaviour. Accordingly, an integration approach to sustainable development is proposed in different programs, complemented by support for local initiatives and increased focus on education in agro-sylvo-pastoral fields in a context of self-sufficiency and food safety.

Recommendations regarding sustainable development concern both learning and school life:

1. Integrate the concern for sustainable development into existing disciplines, rather than create a new discipline.
2. Support any local initiative aimed at sustainable development in any shape or form, without undermining basic education.
3. Restore the importance of education in agro-sylvo-pastoral fields in basic education in a context of self-sufficiency and food safety.
4. Support any local initiative aimed at saving energy and reducing water consumption in schools and encourage access to alternative energy sources, while documenting and sharing success stories.

Initiative 3 » The UNESCO Chair “Education, Training and Research for Sustainable Development” and its UNITWIN network

The goal of the UNESCO Chair “Education, Training and Research for Sustainable Development” and its UNITWIN network is to better mobilize Francophone university involvement in the development of more effective and visible policies, capabilities and tools in education, training, research and the transfer of knowledge related to sustainable development. Although this report focuses on elementary and secondary education, it is appropriate to discuss the Chair and its network.

The Chair’s approach is directed primarily at higher education institutions that play a major role in our society as training grounds for young secondary school graduates and melting pots of future actors in our societies. Universities must reinforce their approach to adult lifelong training, better participate in social learning and become more concretely involved in a partnership with territorial authorities, the private sector and civil society.

Universities are particularly well suited for establishing collaborative efforts to better analyze the complexity of environmental, social, economic and cultural issues of the countries in question and proposing partnerships for teaching, training and research: pedagogical tools and programs, multi-diploma based training, teacher and doctoral student exchanges, databases, etc. In short, the Chair and its network constitute a knowledge production and transfer platform.

There are several specific goals in the first part of the project developed within the framework of an extended inter-university partnership:

1. Contribute to training teachers in the theory and practical applications of sustainable development, taking into account the specific environmental, socio-economic and cultural issues of the countries involved.
2. Develop education and training systems on sustainable development:
 - Graduate training (Master’s degree) and advanced training courses favouring more practical approaches through public/private partnerships.
 - Various professional training courses for institutions, as well as the private sector and civil society.
3. Focus on research on sustainable development in terms of basic and educational research associated with the transfer of knowledge.
4. Ensure a “global institutional approach” to sustainable development in universities in the network. Education for sustainable development may only be developed in an institution that integrates the great principles of sustainable development through an Agenda 21.
5. Join various scientific watch networks on sustainable development

(UNESCO, OECD, UNEP, UNECE, AUF, IFDD, the Baltic network of universities and the universities of Mediterranean and Balkan countries, Environmental School Initiatives - ENSI, etc.) and distribute this information within the network.

Strategy and the UNITWIN network

As advocated by the United Nations 2005-2014 Decade of Education for Sustainable Development (DESD), strengthening exchange and international cooperation between universities must significantly increase the impact of education and training on sustainable development by encouraging the creation, at all levels, of the establishment of a new space on education, training and research associating countries from the North and South.

Accordingly, the aim behind the establishment of a Francophone UNITWIN network with the creation of the UNESCO Chair “Education, Training and Research for Sustainable Development,” is to foster the implementation of concrete initiatives that meet the needs of various partners from the State, private sector, communities and civil society. These initiatives represent a challenge that all actors and partners of the Chair and network intend to meet.

The first conference of the network of Francophone universities for education, training and research on sustainable development took place on June 3 and 4, 2010 in Bordeaux. The meeting was a success thanks to the participation of the heads of universities in the network from 17 Francophone countries.

Main topics on education, training and research were addressed to highlight priority action and draw up the **2010-2014 strategy of the UNESCO Chair and the UNITWIN network** and, more particularly:

1. Follow-up of work by universities on education, training and research on sustainable development.
2. Sustainable campus management in relation to the national program of universities and “grandes écoles” and the “Green Plan” reference system.
3. Initial and continuous training in sustainable development with the creation of a university certificate (undergraduate level) and a graduate-level degree (Master’s).
4. The development and dissemination of digital documents and teaching tools in partnership with the Université virtuelle environnement et développement durable (UVED – virtual environment and sustainable development university).
5. Research on didactics and education on sustainable development in association with the “écoles normales supérieures” (ENS – advanced normal schools) of Lyon and Cachan/Paris.
6. Preparation of the final world conference of the Decade of Education for Sustainable Development (Nagoya, Japan, November 2014), with the UNESCO Chair in charge of preparing a synthesis of

work and proposals for French and Francophone higher education.

This information is available on the Bordeaux UNESCO Chair website:
www.developpement-durable-bordeaux.fr

Initiative 4 » The CSFEF's Centre virtuel francophone en éducation au développement durable

With the help of the Organisation internationale de la Francophonie (OIF), the Comité syndical francophone de l'éducation et de la formation (CSFEF) and the Fondation Monique-Fitz-Back for education on sustainable development worked on the creation of the Centre virtuel francophone en éducation au développement durable, a learning resources centre on education for sustainable development.

In developing this portal on education for sustainable development, the aim of the CSFEF was to establish a virtual centre of learning resources, promote exchange, share teaching experiences and materials developed by teachers and local organizations, and develop distance training to support action taken by interested organizations (unions, research and education institutions, departments of education, NGOs, etc.) to integrate education for sustainable development into different school systems of La Francophonie.

More specifically the objective of the virtual centre is to:

- Compile and share existing informative and educational material, and material produced locally in particular.
- Promote the sharing of ESD content on union sites in the CSFEF network to make it a real tool for each country of La Francophonie.
- Allow the development of ESD content on the website of each participating union through their connection with the CSFEF portal.
- Disseminate exemplary practices and encourage the exchange of experiences between peers.
- Showcase and disseminate cooperative experiences in ESD.
- Promote cooperation in the matter.
- Develop and disseminate informative and educational material.
- Establish connections between existing resources in sustainable development and education and report on achievements made at the local level.
- Provide information on events in sustainable development taking place within La Francophonie.
- Be associated with dissemination and education projects in La Francophonie.

This ESD portal on the CSFEF website is managed by the CSFEF's Centre in Ouagadougou. The Centre in Ouagadougou is also responsible for ESD

content development on teachers' union websites connected with the CSFEF portal in order to develop a community of practice and create a network of ESD respondents covering all unions participating in the CSFEF.

The site's primary target audience is teachers actively involved in ESD at the local level, with contact established through support organizations for educators – primarily unions, but also NGOs and research and training institutions.

The site serves to showcase and disseminate local teaching achievements, offer pertinent teaching resources and foster a cooperative learning framework between unions, teachers and organizations.

Finally, it promotes networking with organizations involved in education for sustainable development in La Francophonie, including the OIF, IFDD and CONFEMEN.

Refer to the website at: <http://ESD.csfef.org/>.

Initiative 5 » International NGO Planèt'ERE and its forums

The Planèt'ERE “movement” originated in Quebec in the early 1990s. The Association québécoise pour la promotion de l'éducation relative à l'environnement (AQPERE – Quebec association for the promotion of environmental education) and the Centrale des syndicats du Quebec (CSQ, formerly the Centrale de l'enseignement du Quebec (CEQ)), wanted to bring together stakeholders involved in environmental education who also shared French as their language.

In November 1997, a first meeting organized by the founders took place in Montréal at the Université du Quebec à Montréal. Thereafter, three other forums followed: in France (2001) under the responsibility of the Collectif Français pour l'Éducation à l'Environnement vers un développement durable (CFEEDD); Burkina Faso (2005, on the initiative of the Fondation Nature et Vie (FNV – nature and life foundation) and; Cameroon (2010) with the NGO, Volontariat pour l'Environnement (VPE – volunteers for the environment).

Following an informal initiative launched in 2001, the International NGO Planèt'ERE was created in Paris in 2004. The purpose was to make this Francophone network of environmental education stakeholders a permanent fixture. The organization's mission consists of encouraging the development and promotion of environmental education for sustainable development where it might serve as a vector for improving the quality of life of all human beings living on the planet.

The Forum Planèt'ERE 5 took place in Morocco (June 2013) under the topic of “Sharing and synergy: levers for education in planetary eco-citizenship” [translation].

Although some participants in the Forum Planèt'ERE 1 asked that several three-day workshops be organized by regional NGOs prior to the forum itself, the CFEEDD is the organization that gave the Planèt'ERE forum its current two-phase structure: a regional phase bringing together a smaller number of participants in different regional localities, followed by a national phase open to all participants. Eleven regional forums were held in Morocco in 2013.

The objectives of the forums, held every four years, are to:

- Mobilize actors in environmental education convinced that education is the only means that leads to behavioural change in humans to ensure a more sustainable future for all societies.
- Encourage research in environmental education and communicate information on this research so that it serves to develop critical thinking in actors in the field.
- Serve as opportunities for exchange to discuss environmental education issues and their pedagogical, legal, economic, cultural, ethic and political dimensions at the local, regional and national levels.
- Develop information tools to support environmental education actors.
- Intervene with governments and international organizations to lobby for the adoption of national policies on environmental education.

In 2010, the NGO Planèt'ERE launched the Réseau des écoles Planèt'ERE (network of schools). The network has continued to grow over the years. On November 1, there were 280 schools in 26 countries. The aim of the project is to establish communication between two Francophone schools of same level to allow them to exchange information on students' environmental achievements and efforts directed at making them better eco-citizens.

More information on the environmental activities of the NGO Planèt'ERE are available on its website at: <http://www.planetere.org/index.php3>.

Section 2- Notable trends in the development of ESD in La Francophonie

Notable trends were observed in the information received from different countries on the deployment of education for sustainable development:

Trends in the development of education for sustainable development in La Francophonie	
Trend 1	<p>» Different methods of coordination</p> <p>There is no specific model shared by every country in the formal organization of coordination and implementation. Rather, different approaches are adapted to the context of each country.</p>
Trend 2	<p>» Joint commitment to integration</p> <p>There is a joint commitment to integrate and take into account sustainable development in different training programs and broad areas of learning. Sustainability is ever present, although it is achieved primarily through environmental issues in several countries, while other countries tackle different aspects of sustainable development.</p>
Trend 3	<p>» Active methods for active future citizens</p> <p>The will to train citizens able to deal with the complexity and importance of contemporary issues influences curriculum development. It guides changes to educational approaches through the promotion of active methods and the creation of space for the completion of integrative projects. In the same way, great importance is often attached to the possibility of considering local contexts.</p>
Trend 4	<p>» A mixed portrait of teacher training</p> <p>Teacher training presents a mixed portrait. From a formal standpoint, the integration of concern for sustainable development into teachers' basic training has been achieved or is underway. The creation of specific modules and the dissemination of guides and electronic data sheets in some countries illustrate a need – often unfulfilled – for the implementation of ESD. In continuous training, the creation of special units or traveling teams constitute experiences to follow, much like the creation in Switzerland of the Agence éducation21.</p>

Trend 5	<p>» School material and NGO action</p> <p>The production of school material is out of sync with the will to integrate sustainable development. Countries and governments with a wide range of pedagogical resources associate production with the presence of a particularly active NGO in the field. However, several countries highlight the lack of resources in French. Some countries respond to this need by producing guides and activity books.</p>
Trend 6	<p>» Five axes of innovation in ESD</p> <p>Innovation in ESD takes many paths and five kinds of initiatives have been identified: networking actions, support for youth commitment and entrepreneurship, the development of teaching materials, thematic measures and recourse to ICT and the media.</p>

Let us examine these trends in greater detail.

Trend 1 » Different methods of coordination

Coordination methods during the Decade, or more globally the deployment of ESD, varies according to the countries. In some cases, an interdepartmental committee is responsible for ESD. Elsewhere, a governmental committee integrates ESD into the global concern for sustainable development. In Mauritius, an ESD committee was formed within the sustainable development coordination body. Despite the different methods of coordination, most countries' actions in ESD are driven by a comprehensive sustainable development strategy.

Other countries have chosen a more informal approach open to civil society. In New Brunswick (Canada), it became an opportunity to network with NGOs. West African countries also insist on ties with local communities. In fact, in Quebec, France and Belgium, a large space is reserved for NGO initiatives. In Switzerland, since January 2013, the coordination of the deployment of ESD has been entrusted to the Agence éducation²¹, in which educational authorities and civil society participate.

Table 1 Participation in the Decade National Committee and NGO Committee		
COUNTRY	Decade National Committee	NGO Committee
Burkina Faso	Yes	Yes, included in the national committee

Ivory Coast	No	No
France	Yes	Until 2008
Lebanon	Yes	Yes
Luxembourg	Yes, departmental committee	No
New Brunswick – Canada	Yes	Yes
Mali	Yes	No
Morocco	No	Yes
Mauritius	No, but a “Maurice Ile Durable” committee	Yes, a working group on education
Quebec – Canada	No, but pan-Canadian coordination	No
Senegal	No	Informal group and civil society association
Switzerland	Yes, departmental committee	Creation of the Agence éducation ²¹
Wallonia-Brussels	Not mentioned	Not mentioned

Many countries have established ties with the National Commission for UNESCO in their country, including participation in the ESD Steering Committee. In Quebec, this collaboration takes place through the UNESCO Associated Schools Program, while Senegal collaborates with UNESCO in the Green Schools activity.

Trend 2 » Joint commitment to integration

An approach widely shared favours the integration of ESD through the existing curriculum and is explicitly mindful of better contributing to the training of active citizens able to cope with an increasingly complex world.

No course on sustainable development has been developed for basic education. Rather, at each level, each subject is used to address issues of sustainable development. Some countries also ensure this integration through the development of transversal skills, as in Mali, or in basic fields of general education, as in Quebec.

A range of topics related to environmental issues and climate change in particular are addressed from the standpoint of sustainability. Like Luxembourg and Switzerland, some countries integrate other topics that refer to sustainable development (living together, democracy, solidarity, etc.). New Brunswick (Canada) shows special concern for Aboriginal realities.

On this aspect, one may also consult the following sheet (in appendix) in innovative practices:

- **SHEET 6:** Introduction of new subjects (education in entrepreneurship).

Table 2 Integration of ESD in existing training			
COUNTRY	DESD action plan	National strategy	Collaboration with UNESCO
Burkina Faso	Yes	Yes	Yes
Ivory Coast	No	No	No
France	Yes	Yes	Yes
Lebanon	Yes	Yes	Yes
Luxembourg	Yes	Yes	Not indicated
New Brunswick - Canada	Yes	Yes	Yes
Mali	No (crisis context)	No	Yes
Morocco	Yes, by NGO	Yes, by project	Yes
Mauritius	Yes	Yes	Yes
Quebec- Canada	No specific Decade plan	Yes	No, but participation in UNESCO Associated Schools Program
Senegal	No	Yes	Yes
Switzerland	Yes, 2007-2014 plan	Yes	Not mentioned
Wallonia-Brussels	Not mentioned	Not mentioned	Not mentioned

Trend 3 » Active methods for future active citizens

Action in ESD generally includes an educational focus aimed at integrating knowledge and the development of skills required for youths to become active citizens.

More specifically, the emphasis is on allocating space to complete integrative projects and recourse to active methods, often through curriculum reform. These integrative projects reflect the need, frequently expressed in West Africa, of adjusting to local concerns and developing school projects.

North-South cooperation, underdeveloped in ESD, most often takes place through NGO-managed projects and school initiatives. Combining ESD with the use of digital technologies is also a matter of concern, for example in the Sankoré Project launched in Mauritius in 2011.

Refer to the following sheet (in appendix) for information on the Sankoré project:

- **SHEET 7:** Sankoré Project

Table 3 Reforms and integration of ESD		
COUNTRY	EFA, MDG and DESD links	Integration Program
Burkina Faso	Not explicitly	Yes
Ivory Coast	Not mentioned	Yes
France	Yes	Yes
Lebanon	Yes	Yes, modules
Luxembourg	Yes	Yes, courses
New Brunswick-Canada	Yes	Yes
Mali	Yes	Yes
Morocco	Yes	Yes
Mauritius	Yes	Yes
Quebec- Canada	No	Yes
Senegal	Yes, implicitly	Yes
Switzerland	Yes	Yes
Wallonia-Brussels	No	Yes

Trend 4 » A mixed portrait of teacher training

The portrait of teacher training is much more nuanced. From a formal standpoint, the integration of concern for sustainable development into teachers' basic training has been achieved or is underway. In Quebec, this integration takes place through an existing formal accreditation mechanism for teacher training programs. In Senegal and Mauritius, integration takes place through the creation of specific modules (refer to the fact sheets of these countries in appendix).

The dissemination of guides and e-leaflets in some countries illustrates the even more pressing need for the implementation of ESD over and above formal training to achieve real educational practices. In continuous training, ESD remains a challenge to be faced.

From this standpoint, the creation of special units or traveling teams remains an experience to follow, particularly in Mauritius.

Morocco is the only country to have expressed notable concern for management training. In this respect, refer to the following sheets:

SHEET 28: Badra: strengthening the capabilities of managers and environmental education centres in Morocco

SHEET 30: Training of directors of educational establishments

SHEET 32: SPANA educational programs

Table 4 Initial and continuous training of teachers		
COUNTRY	Initial training of teachers	Continuous training of teachers
Burkina Faso	Yes	Yes, dissemination of guides
Ivory Coast	Not mentioned	Not mentioned
France	Yes	Yes
Lebanon	Yes	No
Luxembourg	Yes	Yes
New Brunswick-Canada	Not mentioned	Yes, but always a challenge
Mali	Yes	Yes
Morocco	No	Yes
Mauritius	Yes	Yes
Quebec- Canada	Yes	Yes, locally
Senegal	Yes, but fragmentary	No
Switzerland	Yes	Yes
Wallonia-Brussels	Yes, reform underway	Yes

Trend 5 » School material and NGO action

Despite sustained action in training programs, the production of official school material is out of sync with the commitment to integrate sustainable development. The reform programs in Lebanon and Mauritius are complemented by adequate school material, but Lebanon notes that material developed in 2008 needs to be updated.

Countries and governments, in particular Quebec, France and Belgium that report many teaching resources, associate ESD with the presence of NGOs particularly active in the field. The Luxembourg initiative with its ESD Charter stands apart with its common framework for NGOs involved in ESD. Many countries report the lack of resources in French. Some countries will respond to the need by producing guides and activity books (Burkina Faso and Mali).

Several innovative projects (sheets in appendix) have been mentioned on the topic and include the production of teaching material:

- **SHEET 1:** Awareness-raising campaign in schools in the regions of Sahel, Hauts-Bassins and the Southwest on the topic, "Let's take care of the planet"
- **SHEET 3:** Introduction des Technologies de l'information et de la Communication à l'École (TICE – Introduction of ICT at school)

- **SHEET 4:** Éducation aux Droits de l’Homme et à la Citoyenneté (EDHC – Education on Human Rights and Citizenship)
- **SHEET 6:** Introduction of new subjects (education in entrepreneurship)
- **SHEET 9:** ESD network (ESD charter)
- **SHEET 16:** Science and biodiversity: Vigie Nature École
- **SHEET 17:** Lella’s trip to the centre of the natural reserve of Boundou
- **SHEET 20:** Introduction of ESD in official elementary and secondary teaching programs (1)
- **SHEET 21:** Introduction of ESD in official elementary and secondary teaching programs (2)
- **SHEET 22:** Introduction of ESD in official elementary and secondary teaching programs (3)
- **SHEET 23:** Sustainable development booklets
- **SHEET 24:** Education on the environment and sustainable development
- **SHEET 26:** Creation of the Agency and the Éducation21 website
- **SHEET 33:** Eco-schools program

Table 5 School material and innovative NGO practices		
COUNTRY	Teaching material	Innovative practices
Burkina Faso	Yes, program and guides	Yes
Ivory Coast	Not mentioned	Yes
France	Yes	Yes
Lebanon	Yes, but update required	No
Luxembourg	Yes, but insufficient material in French	Yes
New Brunswick-Canada	Yes, but insufficient material in French	Yes
Mali	Yes, guides and booklets	Yes
Morocco	Yes	Yes
Mauritius	Yes	Yes
Quebec- Canada	Yes, guide under development	Yes
Senegal	Yes	Yes
Switzerland	Yes	Yes
Wallonia-Brussels	No official material, but offers from associations	Yes

Trend 6 » Five axes of innovation in ESD

We questioned the countries about innovation from two different perspectives. The first question asked about the status of innovation in ESD, and the second to describe the most significant experiences. All countries in the survey indicated one or several innovations. Appendix 2 contains a sheet for each innovation submitted. Following are the main trends in innovation.

Innovation in ESD takes several paths, but basically includes five broad categories of initiatives: networking action, support for youth commitment and entrepreneurship, the development of teaching material (discussed earlier), thematic actions and recourse to information and communication technologies and the media.

Networking actions are important in Quebec, Belgium and Mauritius, notwithstanding the initiatives of the Comité syndical francophone de l'éducation et de la formation (CSFEF) and the NGO Planèt'ERE. Senegal also identifies networking with the artistic community. Refer to the following sheets on innovative practices:

- **SHEET 1:** Awareness-raising campaign in schools in the regions of Sahel, Hauts-Bassins and the Southwest on the topic, "Let's take care of the planet"
- **SHEET 7:** Sankoré Project
- **SHEET 9:** ESD Network
- **SHEET 11:** Établissements Vert Brundtland (EVB) establishments
- **SHEET 12:** Colloquium on eco-development in educational institutions in Quebec
- **SHEET 18:** Educating on sustainable development and international solidarity, lesson on experiences in the project from the Alps to the Sahel
- **SHEET 24:** Education on the environment and sustainable development
- **SHEET 25:** The environment is everyone's business!
- **SHEET 26:** Creation of the Agency and the Éducation21 website
- **SHEET 29:** Organization of Planèt'ERE 5

Support for youth commitment and entrepreneurship is the focus of specific action and events in France, Luxembourg, Mauritius, New Brunswick and Quebec. Some projects incorporate an explicit concern for training young leaders and others focus on awareness-raising campaigns and mobilization. Refer to the following sheets (in appendix):

- **SHEET 1:** Awareness-raising campaign in schools in the regions of Sahel, Hauts-Bassins and the Southwest on the topic, “Let’s take care of the planet”
- **SHEET 2:** Operation “Let’s take care of the planet” on climate change for youths in elementary and secondary schools in the countries
- **SHEET 6:** Introduction of new subjects (education in entrepreneurship)
- **SHEET 9:** ESD network
- **SHEET 11:** Établissements Vert Brundtland (EVB) establishments
- **SHEET 12:** Colloquium on eco-development in educational institutions in Quebec
- **SHEET 13:** Blanche-Bourgeois entrepreneurial community school
- **SHEET 14:** E3D
- **SHEET 15:** Academic projects
- **SHEET 18:** Educating on sustainable development and international solidarity, lesson on experiences in the project from the Alps to the Sahel
- **SHEET 19:** Production of 20 videos
- **SHEET 22:** Introduction of ESD in official elementary and secondary teaching programs
- **SHEET 25:** The environment is everyone’s business!
- **SHEET 33:** Eco-schools program
- **SHEET 34:** Young reporters for the environment program

The work on the production of **teaching material** (discussed earlier) is completed by an intervention involving **specific topics** that address different aspects of sustainable development. These types of projects are found in the following sheets:

- **SHEET 1:** Awareness-raising campaign in schools in the regions of Sahel, Hauts-Bassins and the Southwest on the topic, “Let’s take care of the planet”
- **SHEET 2:** Operation “Let’s take care of the planet” on climate change for youths in elementary and secondary schools in the countries
- **SHEET 4:** Éducation aux Droits de l’Homme et à la Citoyenneté (EDHC – Education on Human Rights and Citizenship)
- **SHEET 20:** Introduction of ESD in official basic and secondary teaching programs
- **SHEET 25:** The environment is everyone’s business!
- **SHEET 27:** Educating to adapt to climate change!
- **SHEET 31:** National rural school rehabilitation program

There is also a willingness to **turn to ICT in the dissemination of ESD**. The Sankoré Project launched in Mauritius, support for resource sites in France, Belgium and Luxembourg, support for ICT development in the Ivory Coast, the action of the FSE Spiru Haret union in Romania and other initiatives contribute

to this trend. Several countries have also made efforts to promote coverage of major ESD events in the media. Mauritius indicated a 3-minute show, ECOTV, broadcast daily on issues of sustainable development. Refer to the following sheets on the subject:

- **SHEET 3:** Introduction des Technologies de l'information et de la Communication à l'École (TICE- Introduction of Information and Communication Technologies at school)
- **SHEET 5:** Francophone distance training initiative for teachers
- **(IFADEM)/UNESCO CFIT**
- **SHEET 7:** Sankoré Project
- **SHEET 10:** BNE.lu
- **SHEET 19:** Production of 20 videos
- **SHEET 26:** Creation of the Agency and the Éducation21 website

Section 3 – Unions and DESD

In the wake of the questionnaire sent to members organizations of the Comité syndical francophone de l'éducation et de la formation (CSFEF), we received answers from 17 teachers' unions in 15 different countries. Table 6 presents an overview of answers obtained.

Table 6						
Answers received from teachers' unions						
Country	Union	Participation in a national committee	DESD projects	Achievement of a DESD project	Feedback on DESD	Projects for 2009-2014
Burkina Faso	SNEAB	No	Yes	Yes	Satisfactory	No
Burkina Faso	SNESS	Yes, inter-union committee	Yes	Yes	Not satisfactory	Yes
Congo	FETRASSIC	No	No	No	Do not know	No, but new curriculum
Congo DRC	SYECO	No	No	Yes	Few practical outcomes	Integration not widespread
Ivory Coast	SNEPCCI	Yes	Yes	Yes	Positive	Youth commitment to the environment
Ivory Coast	SYNESCI	No	Yes	Yes	Little action	Yes, development plan
France	SNUIPP-FSU	No, but CFEEDD	No	No	No	No
Gabon	SENA	No	No	No	Integration by topic	No
Mali	SNEC	No	Yes	Yes	To do	Yes, electrification and waste
Morocco	SNE-FDT	No	No	No, in development	Underway	Planned
Niger	SNEN	Yes	Yes	Yes	Progress achieved, curriculum, national education ministry	Projects of the Conseil national de l'environnement pour un développement durable (water and sanitation) and union website
Ontario	AEFO	No	No	No	No	Yes, reform of curriculum
Quebec	CSQ	No	Yes	Yes	Progress made, but funding problems	Yes, EVB development
Romania	FSE Spiru Haret	Yes	Yes	Yes	National ESD strategy	National strategy for sustainable development

Senegal	SNELL/CNT S	Yes	Yes	Yes	Underway	Yes, development of the Casamance
Switzerland	SER	No	Yes	No, but partici- pation in education 21	Very favourable report	Pursuit of measures taken
Togo	FESEN	No	Yes	Yes	Yes for education, population and health	Yes integration in the school program

Note the following findings:

1. Only four unions participated in a national committee on the Decade of Education for Sustainable Development. Their participation appears to be the exception rather than the rule.
2. Conversely, 12 of the 17 unions having taken part in the survey had participated in NGO committees and projects under the aegis of the Decade and/or had completed a project within the framework of the Decade. Formal association with a national Decade committee should not be interpreted as an indicator of union drive in the matter. Their participation in the Decade took place in the form of projects managed in cooperation with departmental authorities, in association with NGOs or simply on their own accord. We will get back to this later.
3. The unions' review of the Decade was less homogenous. A core group (6 unions) was satisfied or positive regarding the results of the Decade. Five unions had no idea on the subject or have yet to complete their assessment. Three unions indicated that the action taken had had little impact and one union indicated complete dissatisfaction. This suggests that while attitudes are generally positive regarding the Decade, high expectations – not fulfilled – also exist.
4. In the same vein, several unions indicated initiatives undertaken in the second half of the Decade. Therefore, one might surmise that these initiatives will produce results beyond the Decade in 2014.

To properly understand the scope of ESD action taken by these unions, the projects in which they were involved as partners or managers should be examined in further detail.

Table 7
Union commitment to education

Country	Union	Commitments
Burkina Faso	SNEAB	The SNEAB developed an ESD section on its website and formed a network of 13 regional ESD respondents. The SNEAB is also active in CSFEF projects.
Burkina Faso	SNESS	The SNESS has an ESD committee and provided a training program for its members. The SNESS participates in CSFEF projects and is associated with several emerging projects.
Congo	FETRASSIC	The FETRASSIC is active in CSFEF projects.
Congo DRC	SYECO	The SYECO participated in the integration of ESD in elementary schools. It identified an urgent need in waste management.
Ivory Coast	SNEPPCI	The SNEPPCI organized a seminar on ESD for its members.
Ivory Coast	SYNESCI	The SYNESCI has an action plan to strengthen capacities in ESD and participates in CSFEF activities.
Mali	SNEC	The SNEC has an ESD union committee and a major project to develop green schools. It also participates in a tree planting program.
Niger	SNEN	ErE DD (education on the environment and sustainable development) guide, teacher training, training workshops, section on the website, green schools project with the CSQ.
Morocco	SNE-FDT	Project under development.
Ontario	AEFO	Follow-up of the curriculum reform.
Quebec	CSQ	From 2005 to 2013, the number of Établissements verts Brundtland (EVB - green establishments) increased from 500 to 1400. Under the aegis of DESD, from 2005 to 2009 the CSQ and its partners organized a Carrefour de la citoyenneté responsable (responsible citizens' crossroads). In 2010, 2011 and 2012, the CSQ organized major conferences on ESD. In 2013, a huge EVB assembly highlighted the 20- year anniversary of the EVB.
Romania	FSE Spiru Haret	A project with the Soros Foundation for the preparation of ICT instructors.
Senegal	SNELL/CNTS	In addition to its ESD union committee, the SNELL has developed a green school project to fight the deterioration of the environment, improve life at school and promote community involvement among youths.
Switzerland	SER	After having participated in the evolution of the Fondation Éducation et développement, the SER participated in the creation of the Agence Education21. The Agency's mission is to support ESD development in Switzerland.
Togo	FESEN	The FESEN is active in CSFEF projects.

Four facts of singular importance are highlighted:

1. Like the success achieved by the Centrale des syndicats au Québec with its Établissements verts Brundtland (EVB-CSQ), other unions are involved in this type of networking aimed at ESD capacity- building in schools.
2. The CSFEF's action has a multiplying effect in many African countries, notably through the establishment of ESD committees within unions, and teacher training.
3. The organization of Carrefours de la citoyenneté responsable (responsible citizen crossroads) by the CSQ from 2005 to 2009, followed by academic conferences, is in line with the approach developed by departmental authorities in many countries integrating the organization of major awareness-raising and mobilization events targeting youths and teaching staff.
4. In Switzerland, the creation of the Agence Éducation21 with the participation of the Syndicat des enseignants romands (SER), that brings together vital actors in ESD, warrants special attention. The mission of this agency created in 2013 is to coordinate and promote ESD in Switzerland. The agency acts in the capacity of national authority mandated by educational authorities. In this respect, the agency must provide the world of education with teaching material and training on ESD. An experience to be followed.

Conclusions and recommendations

The dynamism present in La Francophonie in ESD revealed in the 2009 report was once again confirmed in the survey carried out in 2013. Clearly, it is growing and its potential outreach has increased though capabilities developed in the more active countries and the cross-cutting initiatives that have emerged since. However, despite the overview presented, it is important not to minimize the efforts deployed. Indeed, several countries are just beginning to embrace the ESD approach and require support. Others have experienced major crises (Mali in particular) that brought their ESD efforts to a momentary standstill. Finally, access to teaching material in French is not ensured everywhere.

Francophone expertise in ESD has been consolidated, developed and refined. Major efforts have been made, and continue to be made, to integrate ESD into programs. However, the reflections of the ADEA and the CONFEMEN suggest that a distinction should be made between formal integration into programs and the reality of teaching. The ingredients associated with a real, more important integration are known and have even been experimented upon. These include:

1. Networking of actors, at the level of departments in different countries and teachers in the field.
2. Dissemination of teaching material in French, adapted to the different contexts of countries and schools.
3. Better access to ICT integrating a concern for ESD.
4. NGO action better recognized and supported.
5. Recourse to innovative teacher training strategies, including distance training.
6. Recognition of the involvement of youths, teachers and establishments through solid awareness-raising and mobilization campaigns.

Our recommendations are based on these six items. The aim is to consolidate and pursue work undertaken in many countries and encourage the emergence of new initiative elsewhere.

Recommendation 1:

Support networking among actors at all levels.

This first recommendation is based mainly on the five cross-cutting initiatives discussed in Section 1 and on the networking experiences identified in several countries. These networking efforts should be continued and strengthened, then extended to a growing number of countries.

To support of this recommendation, we suggest the following actions:

- Continue networking actions undertaken by the ADEA and the CONFEMEN on the integration and dissemination of ESD, with greater focus on awareness-raising and the mobilization of actors in the field.
- Acknowledge the importance of strengthening and providing leadership in networking in the fields of research and education carried out in universities.
- Support networking actions that directly target teachers involved in, or wishing to become involved in, ESD.

Recommendation 2:

Develop teaching material in French

The outreach of Francophone presence does not always ensure conditions conducive to the development and dissemination of teaching material in French. There is, in fact, unequal access to French-language teaching material depending on the contexts prevailing in different countries and governments.

Material must be produced that can be adapted to different local, regional and national contexts.

In support of this recommendation, we suggest the following actions:

- Create a support program for the production of French-language teaching material for ESD.
- Develop support for cooperative North-South and South-South action in ESD.

Recommendation 3:

Ensure better access to ICT in the dissemination of ESD

Several Francophone initiatives during the DESD resulted in the development of teaching resources available on the Web and other media. Unfortunately, access to ICT is limited in several countries.

In support of this recommendation, we suggest the following actions:

- Develop a Francophone program for ICT accessibility in education, in cooperation with major financial backers.
- Ensure continuous updating of Francophone resources available on the Web by supporting existing sites to this effect.

Recommendation 4:

Better recognize and oversee NGO efforts

- NGO contributions to the achievement of awareness-raising and mobilization campaigns, as well as the production and dissemination of teaching material integrated to different contexts, has clearly been

highlighted. To our knowledge, there is no formal program that supports NGOs actively involved in ESD. Indeed, the adoption of the ESD Charter in Luxembourg outlines the importance of clearly establishing standards that should regulate collaboration between NGOs and schools and a global strategy to disseminate ESD.

- In support of this recommendation, we suggest the following actions:
- Encourage States and governments to adopt support programs for NGOs active in ESD.
- Adopt a Francophone charter for ESD and promote its adoption and dissemination within States and governments of La Francophonie.

Recommendation 5:

Resort to innovative formulas in teacher training.

- There are two findings of importance in teacher training:
 - The needs remain great.
 - New approaches are possible.
- Initial training better integrating ESD and access to continuous training or teachers are indispensable to disseminating and firmly establishing ESD.
- In support of this recommendation, we suggest the following actions:
 - Create a watch over innovative teacher training experiences in ESD for initial and continuous training, and ensure their dissemination throughout La Francophonie.
 - Encourage the development of distance training for teachers through pilot projects.

Recommendation 6:

Acknowledge the involvement of youths, teachers and establishments

One of the purposes of ESD is to promote the emergence of active eco-citizenship among youths. Achieving this objective requires a special commitment from establishments and staff. It also requires that establishments adapt a shared vision based on closer relations with their community. The CSQ's EVB network, that of the eco-schools in Morocco and the existence of several awareness-raising and mobilization campaigns focusing directly on youths show that these actions should be part of an ESD dissemination strategy.

In support of this recommendation, we suggest the following actions:

- Establish a Francophone week on ESD and eco-citizen commitment to acknowledge youths, establishments and staff actively involved in ESD.

- Disseminate the recognition of experiences highlighting the commitment of youths, establishments and staff actively involved in ESD.

Appendix 1 – Country fact sheets (13)

SHEET 1: BURKINA FASO

1) Sources

Ministère de l'Éducation nationale et de l'Alphabétisation et Secrétariat permanent (SP/CONED – National education and literacy department and permanent secretariat) of the Ministère de l'Environnement et du Développement durable (Ministry of the environment and sustainable development).

2) Decade organizational framework

A national steering committee was set up by the Direction de l'Environnement et du Développement durable (Environment and sustainable development division) in November 2009. It is made up of government departments, institutions, civil society, the private sector, local authorities and any other individual designed on the basis of his or her expertise. Committee members include:

- President: Secretary General of the National Commission for UNESCO.
- Vice-president: Permanent Secretary of the Conseil National pour l'Environnement et du Développement Durable (National council for the environment and economic development).
- Rapporteurs: the Focal point on the environment and sustainable development and that of the Ministère de l'Éducation nationale et de l'Alphabétisation.
- Members: One representative from each structure listed above.

An action plan was established to:

- Promote and improve the quality of education.
- Introduce education and sustainable development into social and political debate at each level of the State.
- Develop lifelong education on sustainable development for all.
- Accompany the concrete implementation of projects and action in education and sustainable development within the territory.
- Train and support actors and the population actively involved in education and sustainable development.
- Enrich and develop knowledge useful to ESD.
- Establish inter-departmental cooperation to develop educational practices.

The coordination, follow-up and evaluation of ESD in the new institutional landscape will be ensured by the Direction de la Promotion du développement durable (Sustainable development promotion division), the Direction générale de la Préservation de l'environnement et du Développement durable (Environmental preservation and sustainable development division) and the Ministère de l'Environnement et du Développement durable.

The presidency of the ESD National Steering Committee is ensured by the National Commission for UNESCO of Burkina Faso.

3) Education for sustainable development content

Preschool to university teaching programs are redirected to channel knowledge, ways of thinking and the values needed to build a viable world for sustainable development within our communities.

Measures taken include:

- Directing all education towards sustainable development.
- Planning project areas to think and implement sustainable development.
- Preparing a local agenda for schools.
- Reinforcing consistency in society.
- Giving meaning to certain learning experiences.
- A minimum program exists from preschool to the end of secondary school.
- A teacher's guide to ESD exists for the last four years of secondary school.
- The CP and CM teacher's guide is underway.
- The integration of emerging topics on ESD in teaching programs.

Main topics addressed in the development of ESD are:

- Unsanitary environmental conditions
- Exploitation of natural resources
- Loss of biodiversity
- Natural catastrophes
- Climate change
- Pollution and nuisances
- Degradation of land and soils
- Development of natural resources
- Exposure to ionising radiation
- Concept of biotechnology and biosecurity

4) Teacher training

ESD is integrated into teacher training through inter-program linkage to facilitate its introduction into subjects taught.

An ESD training program exists for teaching staff, disseminated in the form of teachers' guides.

5) Teaching material

There exists:

- A minimum program from preschool to the end of secondary school.
- An ESD guide from the third year of primary school to the last year of secondary school.
- An eco-citizenship guide (in French and the national languages of Mooré and Dioula).

6) Innovative practices

There is cooperation with the media. Youths participate in media coverage of ESD events and the dissemination of information through the communications division and ministerial press.

7) Description of major innovative practices

Two innovative practices were mentioned (refer to descriptive sheets in the section of the report on innovative practices):

- 1) Title: Awareness-raising campaign in schools in the regions of Sahel, Hauts-Bassins and the Southwest on the topic "Let's take care of the planet."
Organization in charge: Ministère de l'Environnement et du Développement durable.
- 2) Title: The "Let's take care of the planet" operation directed at the country's elementary and secondary school students on the topic of climate change.
Organization in charge: Ministère de l'Environnement et du Développement durable.

SHEET 2: IVORY COAST

1) Sources

CONFEMEN COTE D'IVOIRE and DPFC (Direction de la Pédagogie et de la Formation continue – Teaching and continuous training division)

2) Decade organizational framework

The Ivory Coast has not established a national steering committee for the Decade of Education for Sustainable Development (ESD) as such, but certain topics of sustainable development are divided among teaching programs and found in the activity program of some structures such as the DPFC (Direction des Programmes et de la Formation continue).

3) Education for sustainable development content

No information provided

4) Teacher training

No information provided

5) Teaching material

No information provided

6) Innovative practices

No information provided

7) Description of major innovative practices

Three innovative practices were mentioned (refer to descriptive sheets in the section of the report on innovative practices):

- 1) Title: Introduction to Technologies de l'information et Communication à l'école (TICE – ICT in schools). Organization in charge: Direction de la Pédagogie et de la Formation continue (DPFC).
- 2) Title: Éducation aux Droits de l'Homme et à la Citoyenneté (EDHC – education on human rights and citizenship). Organization in charge: DPFC
- 3) Title: Initiative francophone de formation à distance des maîtres (IFADEM)/UNESCO CFIT (Francophone distance training initiative for teachers). Organization in charge: DPFC.

SHEET 3: FRANCE

1) Source

Ministère de l'éducation nationale (Ministry of national education)

2) Decade organizational framework

A steering committee for the Decade of Education for Sustainable Development was established until 2008, then taken over by the Commissariat général au développement durable (Commissioner general of sustainable development) of the department responsible for ecology and sustainable development.

The Decade for ESD is reflected in different activities: basic education in sustainable development by the Ministère de l'Éducation nationale, consideration of sustainable development issues by departments and public establishments (departments of agriculture, higher learning and research, youth, sports, public education, the ADEME, water agencies, ...).

Many local authorities have also developed ESD actions.

Coordination within the government is headed by the Commissariat général au développement durable within the formal framework of annual government policy for an ecological transition, and informally within a national space for dialogue that brings together all stakeholders.

Collaboration has been established with the French National Commission for UNESCO to organize a conference on "digital ESD" in April 2014.

3) Education for sustainable development content

Millennium Development Goals (MDG) are covered extensively as teaching topics, in particular in secondary school programs in geography.

In the general application of ESD in the educational system, sustainable development topics are integrated into primary and secondary school programs as well as educational actions, school and establishment projects and community educational projects.

This educational policy addresses the great issues of the 21st century related to resources, climate, biodiversity, demographic growth and urban expansion, food, social cohesion, international solidarity and human development. The aim is to educate future citizens on the complex choices underlying sustainable development in their personal existence and in the society in which they live.

There are ESD projects that draw on resources from the North and South in education efforts directed at development and international solidarity and some academic projects such as "From the Alps to the Sahel," that involve French, African and Italian schools.

4) Teacher training

The framework and programming act to reform schools gives the State the means to deploy pro-active ErE DD training actions directed at introductory and continuous training of teachers at the elementary, secondary and higher education levels. Education on the environment and sustainable development will be introduced in programs established by the Écoles Supérieures du Professorat et de l'Éducation. These issues will be integrated into the training of higher-education teachers and

adapted to their specific field of teaching. In 2013, the departments of the Ministries involved and associated organizational and institutional structures will collaborate to develop and promote this training on an operational basis starting in the 2014-2015 school year.

In continuous training, national training in the form of a national ESD forum is offered, as is academic training.

5) Teaching material

There are many ESD training resources available. They are produced at the local, academic, regional and national levels, often in partnership. They serve to clarify sustainable development topics in an academic format. The CRDP of Amiens is entrusted with the mission of national resources pole to list them. Likewise, many partnerships serve to place top quality scientific material at the disposal of the education community.

6) Innovative practices

Secondary school students, in particular, are encouraged to become involved through Vie lycéenne (secondary school life), organized by the Conseils académiques de la vie lycéenne (secondary school life academic councils).

To prepare to host the 21st Conference of the Parties on Climate Change in France in 2015, action is planned involving youths, school children, and middle and secondary school students. Citizen awareness of climate issues is essential to the success of the conference.

Ministries involved will join private and public partners in the tender process to receive initiatives for the purpose of territorial and national development to take place from September 2014 to June 2016 and involving strong youth participation at the time of the conference.

7) Description of major innovative practices

Three innovative practices were mentioned (refer to descriptive sheets in the section of the report on innovative practices):

- 1) Title: E3D, Ministry/DGESCO/IGEN. Organization in charge: Ministry/DGESCO/IGEN.
- 2) Title: Academic projects. Persons in charge: academic coordinators responsible for education for sustainable development.
- 3) Title: Science and biodiversity: Vigie Nature École. Organizations in charge: MEN steering committee/ CRDP de Paris / National museum of natural history / Nature parif.

SHEET 4: LEBANON

1) Source

Centre for Education Research and Development (CERD) Ministry of Education and Higher Education.

Site Web: www.crdp.org

2) Decade organizational framework

A national committee was set up in August 2008 with one representative from each of the following organizations:

- CERD
- Ministry of Education
- Lebanese University
- Private schools
- NGOs

A DESD action plan was presented to the Minister of Education at the time, Mrs. Bahia Hariri. The plan foresaw complementary activities for the curricula of each level of education. Awareness-raising conferences were organized for parents.

Coordination meetings were held between the Ministries of Education and the Environment during the first half of the DESD.

A number of measures were carried out in cooperation with UNESCO.

3) Education for sustainable development content

Topics chosen for modules published by the Ministry of Education and the CERD corresponded to the Millennium Development Goals (MDG) and EFA goals and shared a common core.

In 2008, the CERD placed modules at the disposal of schools. They contained awareness-raising content on sustainable development presented in a multidisciplinary approach. Topics included:

- Conservation
- Health
- Responsible consumption
- Media
- Citizenship

Other topics were addressed thereafter:

- Renewable energy
- Natural catastrophes
- Poverty in the world
- Biodiversity

Educational outings were also mentioned for private schools, in particular the topic of biodiversity in the Chouf Cedar Reserve.

4) Teacher training

Following the preparation and publication of the ESD modules, university and CERD teachers offered 15-day training sessions at normal schools.

There is no continuous training program for teaching staff.

5) Teaching material

The material was designed in 2008 and requires re-editing.

6) Innovative practices

There is no organized collaboration with the media, but they did play a positive role.

7) Description of major innovative practices

SHEET 5: LUXEMBOURG

1) Sources

Ministère de l'Éducation nationale et de la Formation professionnelle (Ministry of national education and professional training), with the participation of SCRIPT, a research and technological-pedagogical innovation coordination service.

Site Web: www.men.lu

2) Decade organizational framework

There is an inter-departmental committee for ESD that ensures coordination between levels of government. It is made up as follows:

- Ministère de l'Éducation nationale et de la Formation professionnelle, Ministère des Affaires étrangères (Foreign affairs department) (Direction de la Coopération au Développement- cooperation in development division)
- Ministère de la Culture, de l'Enseignement supérieur et de la Recherche (Culture, higher education and research department)
- Ministère du Développement durable et des Infrastructures (Sustainable development and infrastructures department) (Département de l'Environnement- Environment division),
- Ministère de la Famille et de l'Intégration (Family and integration department)

A program-action plan was developed for the Decade for ESD through a national education strategy for sustainable development.

3) Education for sustainable development content

The national education strategy for sustainable development establishes implicit connections through the choice of topics proposed for ESD, EFA goals and the Millennium Development Goals.

More in-depth curriculum integration is foreseen for the school reform underway, such as the integration of ESD skills with transversal skills and the integration of cross-curricular competencies with ESD topics.

Focus areas in the development of ESD include:

- Consumption behaviour and lifestyles
- Sustainable economy
- Cultural diversity
- Biodiversity and resource protection
- Energy climate protection
- Global environmental change
- Mobility and transportation
- Protection of nature and soil use
- Agriculture and food
- World development – a planet
- Health and quality of life
- Citizen participation and good governance
- Demographic structures and evolution
- Poverty social protection
- Peace and conflict
- Democracy and human rights

- Development cooperation

An “ESD Charter” provides a collective framework for all ESD stakeholders, including NGOs.

In terms of international cooperation, there are no national projects. However, there are some NGO initiatives, such as development projects supported by young people.

4) Teacher training

Teacher training includes a mandatory course for first-year students. An ESD teaching module is also offered during semesters 5 to 8. In addition to participation in seminars, this interdisciplinary module (corresponding to 8 ECTS - European credits - or 208 hours) includes the completion of personal work involving an analysis or learning activities with children / youths (school or extracurricular activity).

For teaching staff, occasional training is already offered and a more cohesive training program for formal and informal education is under development.

5) Teaching material

Different types of teaching material and information is available through governmental and non-governmental sources.

National editions of textbooks are in the minority. Given the linguistic situation in Luxembourg, secondary-level textbooks come from Francophone countries, while basic textbooks are obtained from German-speaking countries. Unfortunately, the integration of ESD concepts seems less prevalent among Francophone editors. To ensure a consistent implementation of ESD through schooling, sources other than textbooks are often required.

6) Innovative practices

There is no formal commitment to offering young people within and outside the school system follow-up regarding ESD efforts. However, an inventory of local action in ESD is underway (establishment projects, action initiated by youths or external actors, etc.). Regular exchange, coupled with the promotion of good practices, will serve to group together likely initiatives in ESD.

7) Description of major innovative practices

Two innovative practices were mentioned (refer to descriptive sheets in the section of the report on innovative practices):

- 1) Title: Réseau ESD and Charte ESD (ESD network and charter). Organization in charge: Interdepartmental ESD committee.
http://ESD.cercle.lu/files/2012/10/RecueilED_Charte_05.pdf
- 2) BNE.lu (website and brochure). Organization in charge: Interdepartmental ESD committee. <http://www.BNE.lu>

SHEET 6: MALI

1) Source

Direction nationale de la pédagogie (National teaching division)

2) Decade organizational framework

A committee has been established under the presidency of the Ministère de l'Environnement et de l'Assainissement (Environment and sanitation department). The Ministère de l'Éducation nationale (National education department) is represented by the Direction nationale de la Pédagogie (DNP -National teaching division).

No program or national action plan for the Decade of ESD has been developed owing to the security and institutional crisis.

Government coordination between ESD and national sustainable development policies exists through the partnership between the Ministère de l'Environnement et de l'Assainissement, the Ministère de l'Éducation nationale represented by the Direction nationale de la Pédagogie, and UNESCO.

There is collaboration with UNESCO agencies in national activities related to the Decade of ESD, such as the UNESCO multi-country offices and the Malian National Commission for UNESCO.

3) Education for sustainable development content

ESD contributes to achieving EFA goals and MDGs through action to strengthen teachers' capabilities in environmental management. In Mali, there is training/information on the environment, the fight against drought, desertification, pollution and nuisances. Teachers thus trained contribute to changing their students' outlooks. The students, in turn, influence their peers and parents.

In Mali, measures taken to integrate ESD into curricula and school activities are as follows:

- In the development of curricula in a competencies-based approach to elementary and secondary school education, ESD is addressed through the formulation of the following skills:
- Managing one's environment
- Rationally using different sources and forms of energy to improve quality of life

Topics privileged in the development of ESD include: the fight against drought, desertification, pollution and nuisances, household energy management, waste and wastewater management, climate change, education on the environment and sustainable development, etc.

In October 2011, the Direction nationale de la Pédagogie (DNP) initiated an ESD project pooling resources from the North and South through funding received from the OIF. The aim of the project was to boost environmental education in schools. However, the project was suspended owing to the security and institutional crisis.

4) Teacher training

In Mali, ESD is integrated into teacher training through instructor training provided by a national teaching team whose members then train regional instructors tasked with training teachers. However, the regional level can turn to the national level for support.

In terms of a support plan for extending environmental education in Mali, teaching academies educational activity centres work at keeping ESD alive by organizing training sessions for their staff. In this context, capacity-building workshops are organized with school partners.

5) Teaching material

As part of the implementation of ESD, the following teaching and learning materials are available:

- Teacher's guide on environmental education in elementary school
- Teacher's guide on environmental education in secondary school
- Activity books for grades 1 through 6 in elementary school
- Collections on techniques and practices in active teaching
- Message books
- Educational posters

6) Innovative practices

Cooperation exists with the media through media coverage of training activities and the development of information messages, awareness-raising, communication and mobilization in favour of ESD.

The following types of commitment to ESD efforts are offered to youths at school:

- Equipping elementary and secondary schools with ESD manuals and educational material.
- The establishment in elementary schools of a children's government with a ministry responsible for the environment and sanitation.
- In informal education, ESD is introduced in training for learners at Centres d'Éducation pour le Développement (CED – Centres for education development).
- Conferences-debates on ESD are organized for the Children's Parliament in the Hemicycle.

7) Description of major innovative practices

Three innovative practices based on non-profit organization initiatives were mentioned (refer to descriptive sheets in the section of the report on innovative practices):

- 1) Title: Introduction of ESD in official elementary and secondary teaching programs (activity books). Organization in charge: Direction nationale de la Pédagogie (DNP).
- 2) Title: Introduction of ESD in official elementary and secondary teaching programs (manuals and teachers' guides). Organization in charge: Direction nationale de la Pédagogie (DNP).
- 3) Title: Introduction of ESD in official elementary and secondary teaching programs (Collections of techniques and practices). Organization in charge:

Direction nationale de la Pédagogie (DNP).

SHEET 7: MOROCCO

1) Source

Association des enseignants des Sciences de la vie et de la terre (AESVT - Association of life and earth science teachers) – Morocco – with the Ministère de l'Environnement (Environment department), Académie régionale de l'éducation et de la formation du grand Casablanca (SPANA - Regional education and training academy/Greater Casablanca).

2) Decade organizational framework

There is no national DESD commission. Instead, a group of four national NGOs (AESVT/MOROCCO – GREPOM – SPANA – Petit débrouillards) has been created.

There are action plans for each NGO and a group plan has been established.

There are national projects where environmental education is present: the fight against plastic bags project, the national rehabilitation program for rural schools, and projects in the national parks of Toubkal, Souss Massa and El Hociema.

UNESCO clubs work with the Ministère de l'Éducation nationale (National education department).

3) Education for sustainable development content

The EFA and Millennium Development Goals complement ESD goals.

Several measures to integrate ESD into curricula have been taken:

- In Morocco, ESD has become increasingly present in schools since 1992.
- In 1995, an official memo led to the creation of environment clubs.
- In 2010, regional and provincial coordination was established for environmental education for regional academies and delegations.
- The programs promote the concept of ESD, but their implementation remains weak.
- Currently, a commission is working on the curriculum of elementary schools to better integrate the different dimensions of ESD into programs.
- There are national ESD programs: eco-school and young reporters for the environment programs have been established by the Mohamed VI Foundation for the Protection of the Environment and the Ministère de l'Éducation nationale and the national rehabilitation program for rural schools.
- The AESVT environmental education centres - Ministère de l'Éducation nationale support environment club projects.

Topics addressed differ from one region to the next, but in all schools:

- Biodiversity plays an important role through the school garden: beautifying schools by creating theme gardens with aromatic and medicinal plants is a necessity.
- Water is the second topic because of high costs. Actions include awareness-raising, the search for water-saving irrigation systems,

installation of low-flow taps and the ability of club members to read water invoices.

- Solid waste management is the third theme because schools produce paper, often burned. Actions include collecting and recycling paper. Currently, in Greater Casablanca, several projects have been developed on the issue by the AESVT and the AREF. One project is underway to breathe new life into paper with the recycling firm, Papier-Troc.
- The topic of climate change is also addressed through pollution, transportation and clean energy, although it is difficult to tackle owing to a lack of adequate, adapted tools. AESVT Morocco and Swiss cooperation have established an interactive exhibition used to equip eight environmental education centres and have recorded over 120,000 visits in one year.

Several North-South cooperative projects exist. The AESVT depends essentially on the North for funding for environmental education projects:

- The first Across de Water project of the World Wildlife Fund (WWF) and the huge project on water led the Ministère de l'Éducation nationale to send a note to create environment clubs.
- Project to promote a scientific and technical culture with the Institut de Recherche pour le Développement (IRD - Research institute for development) on ESD, the completion of an exhibition on water, biodiversity, the coastline... ESD instructor training, teacher training.
- Badra Project with the Dutch IVN association (2009-2012) and financing from the Dutch foreign affairs department to strengthen the capacities of 12 environmental education centres, management training and the establishment of important strategies such as the mobilization of volunteers.
- Droso Foundation (Switzerland) project on water in Marrakesh and on biodiversity in Demnate, and currently a project on the coproduction of cleanliness at the national level.
- Swiss Embassy and Swiss Cooperation Switzerland: climate change.
- The French Embassy for the Planet 'ERE forum, Association Le lièvre de Mars: CPN of France on the topic of biodiversity.

4) Teacher training

ESD is not integrated into basic teacher training. Teachers receive training on topics based on projects and needs.

Training on regional themes and in partnership with AREF partners is offered to teaching staff either by departmental branches or associations. The AESVT prioritizes reinforcing teaching capabilities in all projects developed, because the teachers who receive the training supervise students.

5) Teaching material

Teaching material is varied, but insufficient: thematic tool kits in Arabic adapted to the Moroccan context are not disseminated on a large scale.

Exhibitions: water, climate change, biodiversity, solid waste, coastline. Booklets: climate change, mobilization of volunteers, educational strategies in centres, territorial approach to outings. Posters and leaflets are also produced.

6) Innovative practices

Collaboration exists mostly with the private sector operating in environmental management (water management), but remains limited and not integrated into a global scheme. Most projects are completed with foreign partners and the United Nations.

Youths in establishments are involved and committed to ESD projects. They devise unique experiences and develop a particular expertise: campaigns against plastic bags have allowed youths to meet authorities and the public at large. Environment clubs establish their own charters to better attract youths. There is also peer-instructor training so that youths can teach their peers in families and on the street.

7) Description of major innovative practices

Eight innovative practices based on non-profit organization initiatives were mentioned (refer to descriptive sheets in the section of the report on innovative practices):

Title 1: Educating to adapt to climate change! Organizations in charge: AESVT, Abderrahim Ksiri, Malika Ihrachen

Title 2: Badra: strengthening the capabilities of managers and environmental education centres in Morocco. Organizations in charge: AESVT, Abderrahim Ksiri, Malika Ihrachen, Abdelilah Jouichate

Title 3: Organization of Planet ERE 5, Organization in charge: AESVT

Title 4: Training for school directors (principals). Organization in charge: AREF Casablanca.

Title 5: National rehabilitation program for rural schools. Organizations in charge: Ministère de l'Environnement, Ministère de l'Éducation nationale and Ministère de l'Intérieur.

Title 6: SPANA educational programs. Organization in charge: AESVT

Title 7: Eco-schools program. Organizations in charge: Mohamed VI Foundation for the Protection of the Environment and the Ministère de l'Éducation nationale.

Title 8: Young reporters for the environment project. Organizations in charge: Mohamed VI Foundation for the Protection of the Environment and the Ministère de l'Éducation nationale.

SHEET 8: MAURITIUS

1) Sources

Ministry of Education and Human Resources and the Mauritius Institute of Education or MIE) - Website: <http://ministry-education.gov.mu>.

2) Decade organizational framework

There is no Decade Steering Committee. But there is a national committee for the Maurice Ile Durable (MID) project based on the five 5 E(s) (Education, Energy, Environment, Equity and Employment). The working group on education includes representatives from different sectors: public, private, parastatal agencies, NGOs and teachers' unions as well as individuals very active in the field of education.

The Ministry of Education and Human Resources, which pilots educational projects on sustainability in particular, often turns to other authorities including departmental partners, NGOs, unions and civil society.

The document entitled "Education & Human Resources Strategy Plan 2008-2020"» (EHRSP) encompasses the objectives for the Decade of ESD:

- Establish networks with partners.
- Develop strategies to achieve EFA goals and Millennium Development Goals (MDG).
- Incorporate quality of education into ESD teaching and learning.

Additionally, starting in June 2013, the document "Maurice Ile Durable (MID) Policy, Strategy and Action Plan" details a specific plan for the education sector (see <http://www.gov.mu/portal/sites/mid/index.html>).

The "Maurice Ile Durable" project is directed by the Prime Minister's office which ensures coordination between various partners and the project's implementation.

Through NATCOM, UNESCO has helped introduce initiatives on HIV/AIDS, interculturalism, gender equality and climate change.

3) Education for sustainable development content

The main outlines of ESD are found in the EFA goals and the Millennium Development Goals. ESD is not taught as a subject on its own, but is integrated into the existing Curriculum Framework (elementary and secondary) on the Ministry of Education and Human Resources website. New school textbooks were produced in this respect.

Various intra- and extra-curricular activities are organized in schools for recycling, sorting waste, recovering rainwater, collecting batteries and used cell phones, and composting. A bus transformed into a mobile exhibition is used to raise student and teacher awareness of climate change. For initiatives taken at post-secondary institutions, refer to the websites: www.mqa.mu and tertiary.gov.mu.

Topics favoured in the development of ESD include:

- Intercultural education
- Inclusion of mother tongues
- Education on sustainable consumption and production

- Social, moral and environmental values
- ICT

In international cooperation, the Sankoré Project to help Africa achieve “education for all” through digital equipment and the use of innovative technologies involves North-South collaboration. Launched in Mauritius in April 2011, the project allowed elementary students to benefit from 1085 interactive projectors and 842 laptops donated by the French Government and digitized teaching material developed by the MIE.

4) Teacher training

ESD is already integrated into a module for basic teachers’ training programs: Teachers’ Diploma (elementary) and Post-graduate Certificate in Education (full time / part-time). Each module has its own approach and specificities regarding teaching and learning processes. For example, the first module is interdisciplinary and based on disciplines such as mathematics, science, history/ geography, sociology, psychology, etc. In the second module, different departments cooperate in teaching the module so that trainees are exposed to the multidisciplinary nature of environmental and sustainability issues. There are also participative methodology approaches, active and centered on the learner so he/she can practise ESD: role playing, group work, peer education methods, surveys / experiential learning, etc.

Last year, the MIE provided training to academic personnel on one of the strategic perspectives of ESD, climate change education for sustainable development (CCESD). The MIE also established an Education for Sustainable Development “ESD” unit that developed an action plan for capacity-building (or training) sessions on ESD for university academics. A series of ESD training sessions will be organized for academics (the first session was planned for the second week of September, but was deferred to mid-October 2013).

However, it should be noted that several academics with the establishment have developed a good understanding of ESD through active participation in multi- and inter-disciplinary projects related to ESD.

5) Teaching material

The MIE has completed several ESD projects that have resulted in the development of the following ESD reference documents:

- Teacher’s manual on the environmental footprint
- Student’s manual on the environmental footprint
- Education on reproductive health, sexuality and sexually transmitted diseases, including HIV and AIDS
- Manuals on climate change education for elementary school teachers
- Information sheets for elementary students
- Animated drawings for elementary and secondary students
- Manuals on climate change education for secondary school teachers
- Climate change education for sustainable development

Likewise, program architects (MIE academics involved in the writing committee) also included several ESD-related activities in elementary and secondary school textbooks. There is also solid support for participative approaches in educational support material and this adds to the pertinence.

6) Innovative practices

There is a collaborative effort with national television (MBC) to broadcast a 3-minute ECOTV program daily during prime-time hours. The purpose of ECOTV is to inform the public of good practices in sustainable development.

Students participate in various activities related to sustainable development, including projects and competitions financed/organized by NGOs, other ministries and private institutions in events such the World Environment Day, World Food Day, World Health Day, etc. The Ministry of Youth and Sports is also involved through training and awareness-raising courses.

7) Description of major innovative practices

Three innovative practices were mentioned (refer to descriptive sheets in the section of the report on innovative practices):

- 1) Title: Introduction of new subjects (education on entrepreneurship). Person in charge: Director of Curriculum (Development & Evaluation)
- 2) Title: Sankoré Project. Person in charge: Director responsible for digitization in schools and his team in cooperation with the MIE institution.
- 3) Title: Green School Project
<http://www.gov.mu/portal/sites/nsp/popular/environment.htm#GreenSchoolProject>

SHEET 9: NEW BRUNSWICK (CANADA)

1) Sources

Department of Education and Early Childhood Development, Francophone Sector Educational Services Division and the Policy and Planning Division

Site Web: www.gnb.ca/0000/

2) Decade organizational framework

The Department of Education and Early Childhood Development is a member of the Sustainability Education Alliance of New Brunswick (SEANB). The Alliance is a multi-stakeholder group of formal and informal education groups, community groups and various departments.

New Brunswick, Canada, has adopted an ESD strategy based on the following: “We want to improve teaching practices in the classroom to help build an inclusive and just society where human rights are respected and promoted. We also want to improve student competence in literacy and numeracy. We are establishing a model of integrated services to provide suitable services for special-needs students. Finally, we want to promote and support various ESD initiatives in cooperation with other governments.” [translation]

The Sustainability Education Alliance of New Brunswick (SEANB) coordinates actions, follow-up and interfacing activities with organizations and institutional partners.

New Brunswick, Canada, has signed an agreement with Canadian Commission for UNESCO in order to share its expertise with countries and schools interested in implementing the entrepreneurial community schools (ECE) concept. From an early age, the ECE seeks to develop a culture of self-directed learning and awareness of entrepreneurship to encourage each child to be innovative and creative. Information on the concept is available at:

<http://www.gnb.ca/0000/ecolescommunautaires.asp>

Read the press release (in French) on the agreement at:

<http://www.gnb.ca/cnb/newsf/edu/2009f0776ed.htm>

3) Education for sustainable development content

ESD includes social, cultural, environmental and economic aspects. The integration of First Nations culture and the inclusion of all students in schools are very important concepts. Doing so paves the way for greater awareness of the importance of accepting others' differences and caring for the school and community environments.

New Brunswick, Canada, also wishes to increase participation in, and graduation from STEM programs (science, technology, engineering and mathematics), and promote learning and secondary school certification among Aboriginal populations. Finally, the province wants to improve accessibility to post-secondary education for Natives, underrepresented groups and low-income families; promote research and innovation in STEM in particular; and encourage links between post-secondary learning establishments and employers.

New Brunswick, Canada, banks on specific methods to integrate ESD with learning activities into curricula content.

Methods include: learning through discovery, transfer of knowledge, participative / collaborative learning, simulations, interdisciplinarity, peer exchanges, critical thinking, systems thinking and learning environment.

Topics addressed in the development of ESD include:

- Food safety and agriculture
- Biodiversity
- Climate change
- Energy
- Eradicating poverty
- Health
- Oceans
- Cities and urban development
- Sustainable production and consumption and wastewater management

4) Teacher training

Since 2011, the Department of Education and Early Childhood Development has produced and disseminated electronic information and awareness-raising leaflets among its staff.

Currently, training teaching staff is a challenge. ESD must move beyond the framework of science education and become a general skill targeted by all school curricula.

5) Teaching material

The lack of resources in French presents a problem for the advancement of ESD.

6) Innovative practices

New Brunswick, Canada, participates in the working group of the Council of Ministers of Education, Canada (CMEC) to pursue work on the promotion and support of school initiatives. In addition, within the framework of the entrepreneurial community schools program, several education and community projects are organized in cooperation with local and private community partners. Media participate in the promotion of projects and initiatives carried out by schools. Finally, note that three French-language schools are involved in the UNESCO Associated Schools Movement.

In cooperation with the Fédération des Jeunes Francophones du Nouveau-Brunswick (Federation of young New Brunswick Francophones) and school life monitors, the Department of Education and Early Childhood Development organizes a leadership seminar for students involved in student councils in secondary schools.

The purpose of the training is to develop the skills and capabilities required by students to become leaders in their schools and communities on issues regarding ESD.

7) Description of major innovative practices

One innovative practice was mentioned (refer to the descriptive sheets in the section of the report on innovative practices):

- 1) Title: Blanche-Bourgeois entrepreneurial community school. Persons in

charge: Rachel Schofield and Serge Larochelle (École communautaire Blanche-Bourgeois, Cocagne NB) + Maxime Gauvin (entrepreneurial community school coordinator for the District scolaire francophone sud, DSFS).

SHEET 10: QUEBEC (CANADA)

1) Sources

Source: Ministère de l'Éducation, du Loisir et du Sport (Ministry of education, leisure and sports)

Website: www.mels.gouv.qc.ca

2) Decade organizational framework

Quebec collaborates with the Education for Sustainable Development Working Group under the authority of the Council of Minister of Education, Canada (CMEC).

Quebec has not adopted a program or specific action plan for the Decade of Education for Sustainable Development.

However, since 2008, the Ministère de l'Éducation, du Loisir et du Sport has had a support plan in sustainable development for school boards and private teaching establishments. The plan includes a section on tool development and a section on information and awareness-raising.

The Ministry is currently developing a guide to integrate sustainable development into teaching. The guide will detail the legislative underpinning of sustainable development in Quebec. Moreover, it will specify the nature of education for sustainable development and anchor points with the education program for schools in Quebec. Finally, the guide will present paths to exploit in sustainable development through programs in various disciplines.

In 2006, Quebec adopted the Sustainable Development Act that applies to all government departments and agencies. In 2007, the Act was followed by the adoption of Government Sustainable Development Strategy 2008-2013. The strategy involves nine policy orientations, three of which are prioritized. Orientations include "inform, raise awareness, educate and innovate."

Sources:

http://www2.publicationsduquebec.gouv.qc.ca/dynamicSearch/telecharge.php?type=2&file=/D_8_1_1/D8_1_1_A.html

and

http://www.mddefp.gouv.qc.ca/developpement/strategie_gouvernementale/index.htm
)

There is no cooperation between UNESCO and its institutions and the Ministry under the aegis of the Decade of ESD.

However, 14 primary and secondary schools in Quebec are certified "UNESCO associated schools" and are part of this international movement established by teachers over 50 years ago. The movement recognizes the commitment of schools towards values promoted by UNESCO and based on the four main pillars of education advocated by the International Commission on Education for the 21st Century (Delors Commission): learning to know, learning to do, learning to live together, and learning to be.

The UNESCO Associated Schools Network in Quebec was established through a partnership between the Ministère de l'Éducation, du Loisir et du Sport du Québec

and its partners, Éducation internationale, the Fédération des commissions scolaires du Québec, the Fédération des établissements d'enseignement privés and the Centrale des syndicats du Québec.

Source: <http://www.evb.csq.qc.net/actualites/nouvelle/news/ecoles-associees-de-lunesco-du-quebec-lancement-de-lappel-de-candidatures-2013-2014/>.

3) Education for sustainable development content

The “training program for Quebec schools” includes general training presented as problems that youths may face in different spheres of their life. They are major issues for individuals and communities alike. General training is conducive to fostering educational aims for learning and assessment situations. The Ministry is currently developing guidelines to support the integration of sustainable development in teaching. They include examples of educational aims on the topic.

General training subjects include:

- Health and well-being: bring the student to take full responsibility for the adoption of a healthy lifestyle in terms of health, safety and sexuality.
- Orientation and entrepreneurship: bring the student to initiate and complete projects directed at self-accomplishment and social integration.
- Environment and consumption: bring the student to maintain a dynamic relationship with his/her environment while taking a critical view of consumption and the exploitation of the environment.
- Media: bring the student to exercise critical, ethical and aesthetic judgement with respect to the media and produce media documents that respect individual and collective rights.
- Living together and citizenship: bring the student to participate in the democratic life of the class or school and develop openness to the world and respect for diversity.

Schools and teachers are responsible for the organization of international cooperation projects.

4) Teacher training

The Education Act entrusts the Comité d'agrément des programmes de formation à l'enseignement (CAPFE – Teacher training program certification committee) with the mandate to accredit teacher education program. The CAPFE must take into account the training program for Quebec schools and general training in particular, which serves as bridges with the 16 principles of sustainable development in the Sustainable Development Act.

The continuous training of school personnel is the responsibility of school management and school boards. Joint committees are established locally with unions to manage funds allocated for staff training and define the terms of their use.

Training content is determined locally in line with the needs of each community and the content is not inventoried. Therefore, it is impossible to specify how many schools have benefited from ESD training.

5) Teaching material

There is no teaching material or school textbook specific to education for sustainable development. However, as mentioned earlier, the Ministry hopes to develop guidelines and tools for teachers to integrate ESD with teaching.

Because “environment and consumption” is a general field of the training program for Quebec schools, the topic is addressed in several subjects taught in primary and secondary schools. Concepts of the theme are found in textbooks and teaching guides that present examples of learning and assessment situations in all disciplines. The topic is more specifically discussed in the science and technology program. Some public and private organizations also prepare teaching kits and other types of learning material handed out to schools and teachers to complete projects on the environment, water quality, composting, recycling, etc.

6) Innovative practices

Involvement can take many forms in the field of education. Extracurricular activities such as environmental committees, green committees and science fair projects are some examples.

7) Description of major innovative practices

Two innovative practices were mentioned (refer to descriptive sheets in the section of the report on innovative practices):

- 2) Title: Établissements Vert Brundtland (EVB establishments) of the Centrale des syndicats du Québec.
- 3) Title: Colloque en écodéveloppement des institutions d’enseignement du Québec (eco-development seminar) of the Association québécoise pour l’éducation relative à l’environnement (AQPERE - Quebec association for the promotion of environmental education).

SHEET 11: SENEGAL

1) Sources

Source: Ministère de l'Éducation nationale - Direction de la Planification et de la réforme de l'éducation (DPRE – Minister of national education/planning and educational reform sector)

Website: www.men.gouv.sn

2) Decade organizational framework

No Decade coordination committee has been established at the national level. However, a small informal advisory group of five has worked to the integration of ESD in education (Inspections d'Académie/academy inspections and a national-level coordinator). This group cooperated with different actors: the State, local authorities, civil society, basic community organization.

On the other hand, activities are taking place in decentralized structures with local authorities: IA (academy inspection) and region of Tambacounda, IA and region of Ziguinchor (IEF Bignona), IA of Matam, IEF of Grand Dakar II.

In civil society, an initiative committee was established with some 20 associations and NGOs coordinated by the Association Senegalaise de Recherche et d'Appui pour le Développement communautaire (ASRADEC – Senegalese research and support association for community development). The aim is to establish a committee with different families of actors (State, NGOs, unions).

In short, several initiatives have been undertaken by individual organizations, but none are formalized.

There is no national action plan for the Decade of ESD.

In the context of the national economic and social development strategy that advocates sustainable development, there is a monitoring-evaluation mechanism: a presidential committee and a national follow-up and policy committee presided over by the Prime Minister. Note that this coordination is not exclusively directed at ESD and the sustainable development policy. It focuses on all economic and social policy and there is no coordination between ESD and national policies in sustainable development.

There is cooperation with UNESCO institutions for green schools.

3) Education for sustainable development content

From a formal standpoint, connections between ESD, EFA goals and Millennium Development Goals have not been highlighted. However, based on ESD philosophy and practices, it is possible to state that all work carried out falls within the context: the fight to reduce inter-regional, city-country, and boy-girl disparities, the promotion of education for girls, and inclusive education. There is no explicit strategy establishing connections between ESD, EFA goals and Millennium Development Goals.

There is no specific legislation on education for sustainable development. However, there are dimensions of ESD in Bill 2004 of December 15, 2004 that amend and complete education policy of Bill N° 91-22 of February 16, 1991. The law specifies that national education is moving towards “establishing the conditions for integral

development assumed by the entire nation.” The law aims to make the population of “men and women committed to a common cause, respectful of laws and rules of social life and working to improve them in a context of justice, equality and mutual respect.” [translation] Likewise, national education attempts to “promote relations in which the nation recognizes itself;” more precisely, it is “education for liberty, a pluralistic democracy and respect for human rights.”

These different items are highlighted to show that it is possible to develop education for sustainable development even in the absence of specific legislation.

Reforms to elementary education and secondary school curricula address ESD without new legislative measures being taken. This confirms the possibility of interpreting the policy law.

Different aspects of the policy law can help in the development of ESD based on education in reflection and critical thinking, systems thinking, education to clarify values and education on participation.

Likewise, the policy law guarantees the right to education, care of persons with handicaps, and integration into the national culture and values, also vital aspects of sustainable development.

This perspective corresponds to ESD goals that consist of changing attitudes, values and actions to become a more viable society on the long term, based on justice, equality and mutual respect.

The 2012 general education/training policy statement in the guiding principles states: “the adoption of the approach based on human rights that considers the right to education as a prerequisite to the exercise of all other rights and guarantees access to education, equal chances in education, consideration of the different interests of girls and boys, and respect for the environment.” [translation]

Two international projects involving resources from the North and South were completed: “From the Alps to the Sahel” with the Rhone Alps region (France) and the Piedmont region (Italy) 2009-2011 and the second “Région Éducation au Développement Durable à la Solidarité (RESDSO - education for sustainable development and solidarity region)” that groups together the two regions indicated and two others: Catalonia in Spain and a region in Poland.

Likewise, partnership agreements exist between certain academies in the North and South. Their content served to initiate ESD actions: Tambacounda and Grenoble, Matam and Grenoble.

Relations also exist between establishments in the North and South through school correspondence and exchanges.

4) Teacher training

There is no specific training on ESD. Training offered in the elementary school curriculum is general and not centered on any specific dimension. However, in the middle school curriculum, there is a specific module on education for sustainable development.

Generally speaking, competencies acquired by teachers in ESD are fragmentary at best. They do not cover the entire scope of ESD and are not developed through

either initial training or continuous training. In reality, ESD is addressed in localized initiatives and training sessions promoted through partner-supported projects (citizenship education, education on human rights, education on peace, environmental education, education on family life, gender-issues education).

In the course of North-South exchanges, occasional training may take place (chalk in hand project between teachers in Bignona and Savoie).

There is no specific ESD program for teachers in schools.

5) Teaching material

ESD teaching and learning materials are produced in the projects discussed previously.

- Video productions
- Manuals
- Information sheets
- Exchange documents

6) Innovative practices

It is hard to measure the degree of collaboration with the media and the private sector in the Decade of ESD and, generally speaking, with the economic, cultural and artistic world and social partners.

Some shows on the environment are sponsored by private enterprise. There are also several kinds of action that can have an impact on sustainable development, for example the production of green coal, building schools, establishing social and solidarity enterprises, accompanying young artists, healthcare measures, and the construction of production paths. However, the educational aspect rarely surfaces. Education on the new road traffic convention promoted by a local enterprise illustrates some of the possibilities at this level.

The artistic world is involved in sustainable development. For example, Baba Maal tours the northern part of the country every year to promote sustainable development. The NGARY LAAW group invests in education for sustainable development through the "EAU" entrance and "Les frères Guissé" in the Parc de Hann (park) and Baie de Hann (bay). Visual artists like Viye Diba are also involved.

To involve youths, there are reforestation campaigns around schools, mobilization around the Green Wall, citizen vacations for students, the preservation of the Boundou reserve and Parc Zoologique de Hann (zoo), music concerts, letter exchanges between schools and theme projects on water and emigration.

7) Description of major innovative practices

Three innovative practices were mentioned (refer to descriptive sheets in the section of the report on innovative practices):

- 1) Title: Lella's travels to the centre of the natural reserve of Boundou. Organization in charge: Association Borée Conseil général Isère.
- 2) Title: Education for sustainable development and international solidarity, Lessons of experience of the Alps to the Sahel Project. Organizations in charge: Resacoop, consorzio NGO Piedmont, Rhone Alps region, Piedmont Region.
- 3) Title: Production of 20 videos. Organizations in charge: same as above.

SHEET 12: SWITZERLAND

1) Sources

Sources: Sites of the Swiss Conference of Cantonal Ministers of Education (EDK) and the Agence Éducation 21 (website) with the cooperation of the SER.

Websites:

<http://www.edk.ch/dyn/11926.php>,

<http://www.education21.ch/fr/home>

2) Decade organizational framework

In 2007, the General Secretariat of the Swiss Conference of Cantonal Ministers of Education (EDK), the national authority responsible for coordinating education, developed a 2007-2014 plan of measures on education for sustainable development (ESD) with six federal offices – members of the Swiss Coordination Conference on ESD. This plan falls within the framework of the UN Decade of Education for Sustainable Development.

By adopting this plan, the members of the Swiss Coordination Conference on ESD sought to support joint projects on ESD integration in future regional study plans, teacher training and the development of quality in schools. They also wanted to become more involved in the field internationally, and integrate education for sustainable development with all pertinent national education and training dossiers.

Education for Sustainable Development (ESD) has had an identity in Switzerland since January 1, 2013: Fondation éducation21. The foundation was mandated by the cantons, the Confederation and private institutions to help implement and anchor ESD. The foundation is the result of the merger of the Fondation Éducation et Développement (FED – Education and development foundation) and the Fondation Suisse d'Éducation pour l'Environnement (FEE - Swiss foundation for education for the environment) that had operated primarily in the fields of world citizenship education and environmental education. Health, citizen education – including human rights – and the economy have been added to these areas of work. Éducation21 wishes to contribute to the education of children and adolescents to help them face an increasingly complex world. To achieve this, Éducation21 bases its work on the development of study plans that, in integrating ESD, pursue the same goal.

3) Education for sustainable development content

As a direction for society at large, sustainable development should integrate all actors – and, of course, school. Schools can contribute to building the skills and knowledge needed for sustainable development.

“As a component of the public education mandate, ESD must lead people to think and act sustainably. ESD must serve to evaluate the consequences of a decision on nature, future generations and contemporaries, and integrate these consequences into the decision.” [translation] (Isabelle Chassot, President of the EDK).

ESD can contribute to building the skills and knowledge needed for sustainable development and create the conditions that allow students to learn about the importance and meaning of the concept. They learn to determine their co-responsibility and develop tools to participate actively and constructively in the negotiation and organization processes inherent in society.

Éducation21 wants to focus on the five following topics of ESD to expand the

common core of ESD:

- Education on world citizenship
- Environmental education
- Citizen education including human rights education
- Health
- The economy

4) Teacher training

Éducation21 collaborates with higher education and teacher training institutions regarding basic and continuous training for the teaching profession. Work at the foundation is carried out by 40 collaborators. Teams at Éducation21 are multidisciplinary and network with ESD actors at all levels of the education system and civil society. Funding for the foundation is guaranteed by the Confederation, the cantons and private institutions, as well as by internal capital.

5) Teaching material

The Éducation21 website groups together many teaching resources. Under the “teaching” heading, one finds information and concrete tools contributing to the practice of quality teaching in education for sustainable development:

- Teaching methods
- Movies for one world
- Teaching activities
- Good practices
- Topics
- Financial support
- Ventuno magazine

6) Innovative practices

The creation of the Agence éducation21 and its website are a major innovation in ESD. Moreover, the site also contains a section on good practices.

7) Description of major innovative practices

One innovative practice was mentioned (refer to descriptive sheet in the section of the report on innovative practices):

- 1) Title: Creation of the Agence éducation 21 and its website

SHEET 13: FÉDÉRATION WALLONIE-BRUXELLES (FWB) (BELGIUM)

1) Source

Ministère de la Fédération Wallonie-Bruxelles (Ministry of the Wallonia-Brussels Federation)

Website: <http://www.federation-Wallonie-Bruxelles.be>

2) Decade organizational framework

No information provided

3) Education for sustainable development content

To integrate ESD into school curricula and activities, goal 3 of the cooperative agreements signed between the regions and the FWB specifies that work must be carried out using cross-network repositories of skills. This is why a working group established in the wake of the Assises de ErE DD and made up of inspectors, members of the ASBL Réseau Idée and the DGEO produced two documents. The first established the theoretical framework and the second, some one hundred data sheets illustrating some gateways to cross-network repositories for elementary and secondary schools.

Topics of interest in the development of ESD include:

- Man-planet relations
 - Sustainable development
 - Strategies
 - Acting in daily life
- Challenges of the 21st century

For each topic, environmental, social, and economic aspects are developed and pathways and solutions identified:

- Raw materials
- Hazardous substances
- Energy
- Water
- Air
- Soil
- Biodiversity
- Climate
- Waste
- Health and the environment

Only some NGOs propose projects contributing resources of the North and South. Contact ACODEV: www.acodev.be

4) Teacher training

The reform of basic teacher training programs is under development. ESD will be integrated into the curriculum. Training is organized for teaching staff: www.cahiersdeveloppement-durable.be. The textbooks will serve to integrate sustainable development in schools.

5) Teaching material

Schools do not have access to official teaching and learning materials on ESD. Only

active ASBL can respond to requests from schools. Réseau Idée at: www.reseau-idee.be responds to requests.

6) Innovative practices

No information provided

7) Description of major innovative practices

Three innovative practices were mentioned (refer to descriptive sheets in the section of the report on innovative practices):

- 1) Title: Sustainable development books. Persons in charge: Jean-Michel Lex (instigator) and Jasmin Jalajel (principal author). The information is available on the Web at: www.cahiers-développement-durable.be
- 2) Title: Education on the environment and sustainable development. Organization in charge: Administration générale de l'Enseignement et de la recherche scientifique – Fédération Wallonie–Bruxelles (General administration/education and scientific research - FWB). The information is available on the Web at: www.enseignement.be/ere
- 3) Title: The environment is everyone's business! Organizations in charge: Walloon region, Brussels region, FWB, Réseau Idée ASBL. The information is available on the Web at: www.assises-ere.be/4jours.

Appendix 2 – Innovative practices sheets (34)

SHEET 1	
Title	Awareness-raising campaign in schools in the regions of Sahel, Hauts-Bassins and Southwest with the theme “Let’s take care of the planet”
Country or government	Burkina Faso
Organization in charge	Ministère de l’Environnement et du Développement Durable (Ministry of the environment and sustainable development)
Type of achievement	Information sheet and teaching sheet
Topic (s) covered	Climate change
Level of teaching and subject	Primary and secondary school in earth and life sciences, and geography
Brief description	The “Let’s take care of the planet” operation provides a unique opportunity to better understand the causes and consequences of climate change through a scientific, ethical and artistic approach.
Keywords	Teaching material, Awareness-raising campaign, Climate change

SHEET 2

Title	“Let’s take care of the planet” operation on climate change targeting youths in elementary and secondary schools in the countries
Country or government	Burkina Faso
Organization in charge	Ministère de l’Environnement et du Développement durable (Ministry of the environment and sustainable development)
Type of achievement	Event (conference on climate change for young students from around the world, held in Brazil in 2010)
Topic (s) covered	Climate change
Level of teaching and subject	Primary and secondary school in earth and life sciences, and geography
Brief description	To allow youth involvement in climate change. Information accessible on the Conference website in Brazil: http://www.mondepluriel.org/prenons-soin-de-la-planete
Keywords	Event, Climate change, Youth involvement

SHEET 3

Title	Introduction des Technologies de l'information et de la Communication à l'École (TICE - Introduction to information and communication technologies at school)
Country or government	Ivory Coast
Organization in charge	Direction de la Pédagogie et de la Formation continue (DPFC -Teaching and continuous training division)
Type of achievement	Program, teaching guides and learning sheets
Topic (s) covered	Information technology, digital information management, the Internet and information
Level of teaching and subject	From kindergarten to Grade 3
Brief description	Introduction to computers, using a computer, managing digital information and communication through the Web.
Keywords	Teaching material, ICT

SHEET 4

Title	Éducation aux Droits de l'Homme et à la Citoyenneté (EDHC – Education on Human Rights and Citizenship)
Country or government	Ivory Coast
Organization in charge	Direction de la Pédagogie et de la Formation continue (DPFC - Teaching and continuous training division)
Type of achievement	School textbooks produced by the DPFC, guides and teaching programs, educational sheets
Topic (s) covered	Environment, poverty, overpopulation, respect of laws and reproduction
Level of teaching and subject	From kindergarten to Grade 3
Brief description	Provide teaching to promote quality of life among learners. Educate the learner on the social and economic realities of his/her country.
Keywords	Teaching material, Human rights, Environment, Poverty

SHEET 5

Title	Francophone Initiative for Distance Training of Teachers (IFADEM)
Country or government	Ivory Coast
Organization in charge	Direction de la Pédagogie et de la Formation continue (DPFC - Teaching and continuous training division)
Type of achievement	Creation of a digital space, training of instructors in France
Topic (s) covered	Initiation to computers and the Internet; search for, and production of, digital teaching resources; making the digital teaching resources available online
Level of teaching and subject	Elementary and secondary school
Brief description	New self-study media for teachers intended to raise the level of training and professionalism of French-language teachers. Encourage the production and distribution of teaching tools.
Keywords	ICT, Teacher training, Self-study

SHEET 6

Title	Introduction of new subjects (education in entrepreneurship).
Country or government	Republic of Mauritius
Person in charge	Director of Curriculum (Development & Evaluation)
Type of achievement	Book
Topic (s) covered	Business categories and the entrepreneurial spirit
Level of teaching and subject	First year of secondary school
Brief description	Teaching activity and tours of businesses that are models of sustainable economic development
Keywords	Curriculum, Entrepreneurship, Teaching material

SHEET 7

Title	Sankoré Project
Country or government	Republic of Mauritius
Person in charge	Director responsible for digitization in schools and his team in cooperation with the MIE institution
Type of achievement	Interactive projectors, laptops, digitized educational material
Topic (s) covered	Time, natural catastrophes, the environment, etc. Included in all subjects taught in elementary school
Level of teaching and subject	Standards IV & V and all subjects taught in elementary school
Brief description	Interactive classes using the above-mentioned equipment and materials. Information available on the Internet at: http://ministry-education.gov.mu
Keywords	Networking, ICT

SHEET 8

Title	Green School Project
Country or government	Mauritius
Organization responsible	Maurice Ile Durable – Ministry of the Environment and National Development
Type of achievement	Mobilization campaign and certification program
Topic (s) covered	Water quality, sanitation equipment, energy conservation, waste management, etc.
Level of teaching and subject	Elementary and secondary school
Brief description	See the document “EDUCATION Vers l’Innovation et la Modernité Réalisations (2005-2010)” page 3 on education and sustainable development. Source: http://www.gov.mu/portal/sites/nsp/popular/environment.htm#GreenSchoolProject
Keywords	Awareness-raising and mobilization campaign, Certification

SHEET 9

Title	ESD Network and ESD Charter
Country or government	Luxembourg
Organization in charge	Inter-departmental committee for ESD
Type of achievement	Round tables and charter
Topic (s) covered	Common understanding of ESD / consensus among organizations actively involved in the field of education
Level of teaching and subject	All levels
Brief description	Interactive process to reach a conceptual consensus of good practices in ESD, methods and quality assurance. Signature of a common charter engaging the responsibility of the organizations involved. Information is available on the Internet at: http://ESD.cercle.lu/files/2012/10/RecueilED_Charte_05.pdf
Keywords	Networking, Awareness-raising and mobilization campaign

SHEET 10

Title	BNE.lu
Country or government	Luxembourg
Organization in charge	Inter-departmental committee for ESD
Type of achievement	Website and brochures
Topic (s) covered	Formal and informal education in ESD
Level of teaching and subject	All levels
Brief description	National databank (under construction) grouping together everything offered by governmental and non-governmental organizations that signed the ESD Charter. Information available on the Internet at: www.BNE.lu .
Keywords	ICT, Networking, Website

SHEET 11

Title	Établissements Vert Brundtland (EVB green establishments)
Country or government	Quebec
Organization in charge)	Centrale des syndicats du Quebec (in cooperation with partners, including RECYC-QUEBEC)
Type of achievement	Certification
Topic (s) covered	Ecology, pacifism, solidarity, democracy
Level of teaching and subject	Elementary and secondary school
Brief description	The EVB network now has more than 1,400 registered establishments since its creation in 1993. In an EVB, students are encouraged to think, learn and act based on values promoted for a more ecological, peaceful, supportive and democratic society. Youths and adults' commitment is highlighted, by showcasing and obtaining social recognition of their achievements and actions. Information is available at : www.evb.csq.qc.net/accueil/
Keywords	Networking, Youth involvement, Establishment involvement

SHEET 12

Title	Colloquium on eco-development in educational institutions in Quebec
Country or government	Quebec
Organization in charge	Association québécoise pour l'éducation relative à l'environnement (Quebec association for environmental education)
Type of achievement	Event
Topic (s) covered	Management for sustainable development and education for sustainable development
Level of teaching and subject	Elementary and secondary school, college, university
Brief description	Some thirty presentations were proposed during the two-day event held in May 2012. The presentations covered management for sustainable development and education on the environment and sustainable development. The colloquium brought together delegates from school boards, Cegeps and universities. It provided an opportunity to share experiences, exchange on the realities of the different organizations, and transfer expertise. Information may be found at: http://www.aqpere.qc.ca/EcoD/index.htm
Keywords	Event, Networking

SHEET 13

Title	Blanche-Bourgeois entrepreneurial community school
Country or government	New Brunswick (Canada)
Persons in charge	Rachel Schofield and Serge Laroche (École communautaire Blanche-Bourgeois, Cocagne NB) + Maxime Gauvin (entrepreneurial community schools coordinator for the District scolaire francophone sud, DSFS)
Type of achievement	Educational and community project
Topic (s) covered	Ecology, entrepreneurship, community development, sustainable development, social economy, development of sustainable skills
Level of teaching and subject	From Kindergarten to Grade 8
Brief description	Nursery, composting and water recovery project with students from the Blanche-Bourgeois entrepreneurial community school. These initiatives are directly in line with the community kitchen project at the Blanche-Bourgeois school, become a community cooperative (6 neighbouring schools) since 2013. Information: http://ecole.district1.nbed.nb.ca/ecole-blanche-bourgeois
Keywords	Entrepreneurship, Educational project

SHEET 14

Title	E3D
Country or government	France
Organizations in charge	Ministry/DGESCO/IGEN
Type of achievement	General approaches to sustainable development at schools and educational establishments involved in a sustainable development project based on the implementation of a project to establish continuity between what is taught, school life, and the management and maintenance of the school structure, while remaining open to the world through partnership.
Topic (s) covered	Environment, social cohesion, economy, culture
Level of teaching and subject	All levels
Brief description	See "Type of achievement"
Keywords	Mobilization and awareness-raising campaign

SHEET 15

Title	Academic projects
Country or government	France
Persons in charge	Academic coordinators in education for sustainable development
Type of achievement	Mobilization of several establishments around one same sustainable development theme, for example: education for development and international solidarity at the Academy of Besançon or Grenoble
Topic (s) covered	Various
Level of teaching and subject	All levels
Brief description	See "Type of achievement"
Keywords	Mobilization campaign, school project

SHEET 16

Title	Science and biodiversity: Vigie Nature École
Country or government	France
Organizations in charge	MEN steering committee/ CRDP of Paris / National museum of natural history (MNHN)/ Nature parif
Type of achievement	Observation program
Topic (s) covered	Biodiversity and participatory science
Level of teaching and subject	All levels
Brief description	<p>For ten years or so, participatory science programs addressing biodiversity follow-up have experienced strong growth in France and abroad. The programs are based on the participation of a volunteer public involved in collecting biodiversity data for scientists. This gives the scientists access to a large quantity of information that would not be available otherwise. Observation protocols established by the scientists are designed to be simple enough for anyone not having any ecological knowledge to participate.</p> <p>The “Vigie Nature Scolaire2” was established as a result of exchanges between the MNHN and the Ministère de l'Éducation Nationale (National education ministry). In order to strengthen education in science basic education in sustainable development, the Ministry felt it pertinent to introduce the Vigie Nature program into the “Science” plan. As an educational offshoot of open collaborative science action proposed by the National museum of natural history, Vigie nature école allows classes to participate in the collection of information on biodiversity useful in scientific research. The implementation of the program was based on a partnership between the Museum, the CRDP of Paris, the Nature parif association, the Ministère de l'Éducation nationale (National education ministry) and the GDF-SUEZ business foundation. The action developed originally in the vicinity of Paris is now expanding to include the entire territory.</p> <p>The operation is managed by the CRDP of Paris in three academies of Ile-de-France and the Academy of Rennes.</p> <p>Information: www.vigienature-ecole.fr</p>
Keywords	Observation program, Science, Biodiversity

SHEET 17

Title	Lella's trip to the centre of the natural reserve of Boundou
Country or government	Senegal
Organization in charge	Association Borée Conseil général Isère
Type of achievement	Book
Topic (s) covered	Learning about natural resources in the natural reserve of Boundou and daily life
Level of teaching and subject	Elementary
Brief description	Presentation of wildlife and plant life, water, waste, habitat, daily life, school
Keywords	Teaching material, Natural resources, Book

SHEET 18

Title	Educating on sustainable development and international solidarity, lesson on experiences in the project from the Alps to the Sahel
Country or government	Senegal
Organizations in charge	Resacoop, Consorzio NGO Piémont, Rhone Alps Region, Piedmont Region
Type of achievement	Brochure
Topic (s) covered	Capitalization of experiences in education for sustainable development
Level of teaching and subject	All levels
Brief description	Why educate for sustainable development? Opinions on EDS from the North and South. Co-construction of educational pathways in ESD and international solidarity. What should be evaluated and how in ESD and international solidarity. Information: http://www.londootiloo.org
Keywords	Networking, Mobilization

SHEET 19

Title	Production of 20 videos
Country or government	Senegal
Organizations in charge	Resacoop, Consorzio NGO Piémont, Rhone Alps Region, Piedmont Region
Type of achievement	Video
Topic (s) covered	<ul style="list-style-type: none"> • Eating/What are we eating? • Feeding mankind: Where does what we eat come from? • Protecting nature: What is nature to you? • Cohabiting: wolf, elephant, breeder-farmer • Going to school, getting about. How do you get to school? • Living: And where will you live tomorrow? • Standing together: What is solidarity?-protecting and exploiting the forest • Cohabiting, man-nature conflict • Recycling plastic in Burkina Faso • At Wodobéré's college
Level of teaching and subject	Elementary, middle and secondary school
Brief description	See topics addressed. Information: www.londootiloo.org
Keywords	Videos, Mobilization, Awareness-raising

SHEET 20

Title	Introduction of ESD in official elementary and secondary teaching programs (activity books)
Country or government	Mali
Organization in charge	Direction Nationale de la Pédagogie (DNP – National teaching branch)
Type of achievement	Class activity books for grades 1, 2, 3, 4, 5 and 6 – elementary school
Topic (s) covered	Environmental education
Level of teaching and subject	Environmental education in class for grades 1, 2, 3, 4, 5, 6, 7, 8 and 9 – basic schooling
Brief description	Environmental concepts, the fight against drought, desertification, pollution and nuisances, etc.
Keywords	Teaching material, Environment, Educational activities

SHEET 21

Title	Introduction of ESD in official elementary and secondary teaching programs (manuals and teacher's guides)
Country or government	Mali
Organization in charge	Direction Nationale de la Pédagogie (DNP-National teaching branch)
Type of achievement	Manuals and teacher's guides in environmental education for grades 5, 6, 7, 8 and 9.
Topic (s) covered	Environmental education
Level of teaching and subject	Grades 5, 6, 7, 8 and 9.
Brief description	The fight against drought, desertification, pollution and nuisances, household energy management, waste and wastewater management, climate change, education on the environment and sustainable development, etc.
Keywords	Teaching material, Environment, Guide, Manual

SHEET 22

Title	Introduction of ESD in official elementary and secondary teaching programs (collections of techniques and practices)
Country or government	Mali
Organization in charge	Direction Nationale de la Pédagogie (DNP-National teaching branch)
Type of achievement	Collections on techniques and practices in active teaching
Topic (s) covered	The fight against drought, desertification, pollution and nuisances, household energy management, waste and wastewater management, climate change, education on the environment and sustainable development, etc.
Level of teaching and subject	Environmental education in grades 1, 2, 3, 4, 5, 6, 7, 8 and 9. Basic school years.
Brief description	Forms of integration: total, partial or new addition
Keywords	Teaching Material, Practices collection, Commitment

SHEET 23

Title	Sustainable development booklets
Country or government	Fédération Wallonie-Bruxelles (FWB -Wallonia Brussels Federation (Belgium)
Persons in charge	Jean-Michel Lex (initiator) and Jasmin Jalajel (principal author)
Type of achievement	4 booklets (living- doing-working-tools)
Topic (s) covered	Sustainable development
Level of teaching and subject	Technical and professional secondary school (interdisciplinarity)
Brief description	Integrate sustainable development into a school project: http://www.cahiers-développement-durable.be
Keywords	Teaching materiel, teaching booklet

SHEET 24

Title	Education on the environment and sustainable development
Country or government	Fédération Wallonie-Bruxelles (FWB -Wallonia Brussels Federation (Belgium)
Organization in charge	Administration générale de l'Enseignement et de la recherche scientifique (Teaching and scientific research administration branch – FWB
Type of achievement	Brochure and educational sheets
Topic (s) covered	Education on the environment and sustainable development
Level of teaching and subject	Elementary and secondary school
Brief description	In the wake of a participative process, establishment of mechanisms to support and strengthen ErE EDD in schools. Identify gateways to cross-network skills repositories. Information: http://www.enseignement.be/ere (end of November 2013)
Keywords	Networking, Teaching material, Brochure

SHEET 25

Title	The environment is everyone's business!
Country or government	Fédération Wallonie-Bruxelles (FWB -Wallonia Brussels Federation (Belgium)
Organizations in charge	Walloon Region, Brussels Region, FWB, Réseau Idée ASBL
Type of achievement	Event- 4 days
Topic (s) covered	Education on the environment and sustainable development
Level of teaching and subject	All levels - interdisciplinarity
Brief description	Bring together all actors involved in ErE DD in schools and the school system and external partners in order to promote exchange and networking between them. Encourage decompartmentalization, inter-disciplinarily in work, and a systemic approach. Develop existing and impending dynamics from the teacher in the classroom to the school project. Show that ErE DD provides an opportunity to work together: www.assises-ere.be/4jours
Keywords	Environment, Event, Networking

SHEET 26

Title	Creation of the Agency and the Éducation21website
Country or government	Switzerland
Organization in charge	Agence éducation21
Type of achievement	Website, teaching material, teacher training, events
Topic (s) covered	Education on world citizenship, environmental education, citizen education including education on human rights, health and the economy
Level of teaching and subject	Mandatory schooling and secondary 2
Brief description	Ensure the promotion and integration of ESD in school by offering pertinent resources
Keywords	Networking, Teaching material, Human rights, Environment, Citizenship, Poverty

SHEET 27

Title	Educating to adapt to climate change!
Country or government	Morocco
Organization in charge	Association des Enseignants des Sciences de la Vie et de la Terre –Morocco- AESVT (Life and earth science teachers' association)
Type of achievement	Interactive exhibition - hands on and games
Topic (s) covered	Climate change
Level of teaching and subject	End of elementary school, middle and secondary school: earth and life science, geography, communication (role-playing games)
Brief description	<p>The project was designed to benefit eight regions in Morocco. The project team developed the tools and launched national training to train regional exhibition coordinators. Training was offered on eight different occasions. Official inaugurations took place with those in charge to present the exhibition and draw media attention to it. Each time, more than 1200 visitors visited the one-month exhibition. The exhibition served to equip eight environmental education centres that continue to use this unique tool in Arabic (more than 18,000 visitors) to showcase the CC module.</p> <p>Information available at: www.aesvt-maroc.org</p>
Keywords	Exhibition, Teaching material, Climate change, Regions

SHEET 28

Title	Badra: strengthening the capabilities of managers and environmental education centres in Morocco
Country or government	Morocco
Organizations in charge	Association des Enseignants des Sciences de la Vie et de la Terre – Morocco- AESVT (Life and earth science teachers' association) and partners: IVN Netherlands, Foreign Affairs Ministry, NL
Type of achievement	<ul style="list-style-type: none"> • Training on mobilization • Exchange training on environmental education centres with the Netherlands • Training on educational strategy • Training on the territorial approach • Completion of an inventory on mobilization • Completion of 3 papers; mobilization of volunteers, educational strategies, territorial approaches • Posters, leaflets for the centres • Exhibitions on water and solid waste • Follow-up visit • Animation in the centres for students and the public at large
Topic (s) covered	Education on the environment for sustainable development
Level of teaching and subject	Primarily AESVT management
Brief description	Mobilization of volunteers, educational strategy in environmental education centres, territorial approach, strengthening of the capacities of AESVT management in methods related to the implementation of work strategies in the satellite offices Information available: www.aesvt-maroc.org
Keywords	Multiplier-effect training

SHEET 29

Title	Organization of the Planèt'ERE Forum
Country or government	Morocco
Organization in charge	Association des Enseignants des Sciences de la Vie et de la Terre –Morocco- AESVT (Life and earth science teachers' association)
Type of achievement	Conferences, round tables – outings – debates in eight cities in Morocco
Topic (s) covered	Education on the environment for sustainable development
Level of teaching and subject	Persons involved in ERE
Brief description	The Planèt'ERE Forum is held every four years and took place in Morocco in 2013.
Keywords	Multiplier-effect training

SHEET 30

Title	Training of directors of educational establishments
Country or government	Morocco
Organization in charge	AREF Casablanca
Type of achievement	Practical and theoretical training Environmental diagnosis of schools School projects on ESD Communication Change
Topic (s) covered	Education on the environment for sustainable development
Level of teaching and subject	Management (directors) training
Brief description	Needs diagnosis based on the ESD report in the AREF CASA Development of training and its introduction in institutions in the AREF du Grand-Casablanca Diverse approaches (active, interrogative,) The training is currently institutionalized in the Académie Régionale de Grand Casablanca: training of 54 directors in 2013, 64 participants in 2014.
Keywords	Management (directors) training

SHEET 31

Title	National rural school rehabilitation program
Country or government	Morocco
Organizations in charge	Ministère de l'Environnement (Environment department) and partners: Ministère de l'Éducation nationale (National education department) Ministère de l'Intérieur (Department of the interior)
Type of achievement	Rehabilitation of rural schools: drinking water, sanitation National, regional and provincial training of managers responsible for environment clubs Environment club equipment
Topic (s) covered	Education on the environment for sustainable development
Level of teaching and subject	Elementary school teachers
Brief description	Diagnosis of the schools Rehabilitation and work completion plan, regional meetings ESD training Creation and equipment of environment clubs
Keywords	Teacher training, Environment clubs, Drinking water, Sanitation

SHEET 32

Title	SPANNA educational programs
Country or government	Morocco
Organization in charge	Association des Enseignants des Sciences de la Vie et de la Terre –Morocco- AESVT (Life and earth science teachers' association)
Type of achievement	Interactive exhibition Training Site tour Mobility bus with an exhibition on biodiversity
Topic (s) covered	Education on the environment for sustainable development
Level of teaching and subject	Teachers, students, public at large
Brief description	8 environmental education centres Teacher training Animation for student groups and the public at large Information available at: www.spana.org.ma
Keywords	Teacher training, Exhibition

SHEET 33

Title	Eco-schools program
Country or government	Morocco
Organizations in charge	Mohamed VI Foundation for the Protection of the Environment and the Ministère de l'Éducation nationale (National education department)
Type of achievement	Creation Training Follow-up Classification
Topic (s) covered	Education on the environment for sustainable development
Level of teaching and subject	Elementary school teachers
Brief description	Diagnosis of schools Establishment of a 7-step participative methodology program ESD training Follow-up Evaluation Information available at: www.ecoecoies.org.ma
Keywords	Classification of schools, Training

SHEET 34

Title	Young reporters for the environment program
Country or government	Morocco
Organization in charge	Mohamed VI Foundation for the Protection of the Environment and the Ministère de l'Éducation nationale (national education department)
Type of achievement	Launching the contest Jury selection Evaluation
Topic (s) covered	Education on the environment for sustainable development
Level of teaching and subject	Middle and secondary school teachers and students
Brief description	Completion of reporting on environmental topics Taking photos Information available at: www.jeunesreporters.org.ma
Keywords	Contest, Media

Appendix 3 – Summary of answers by country

COUNTRY	National Decade Committee	NGO Committee	DESD action plan	National strategy	UNESCO cooperation	EFA, OM and DESD links	Program integration	North-South cooperation	Initial teacher training	Continuous teacher training	Teaching material	Innovative practices
Burkina Faso	Yes	Yes, included in the national committee	Yes	Yes	Yes	Not explicitly	Yes	Not mentioned	Yes	Yes, dissemination of guides	Yes, programme et guides	Yes
Ivory Coast	No	No	No	No	No	Not mentioned	Yes	Not mentioned	Not mentioned	Not mentioned	Not mentioned	Yes
France	Yes	Until 2008	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Lebanon	Yes	Yes	Yes	Yes	Yes	Yes	Yes, modules	No	Yes	No	Yes, update required	Non
Luxembourg	Yes, ministerial committee	No	Yes	Yes	Not mentioned	Yes	Yes, underway	No, except at schools	Yes	Yes	Yes, but lack of material in French	Yes
Nouveau-Brunswick-Canada	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Not mentioned	Not mentioned	Yes, but always a challenge	Y Yes, but lack of material in French	Yes
Mali	Yes	No	No, crisis context	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes, guides and booklets	Yes
Morocco	No	Yes	Yes, by NGO	By project	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
Mauritius	Non, but a Maurice Ile durable committee	Yes, a working group on education	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Quebec-Canada	No, but pan-Canadian coordination	No	No specific Decade plan	Yes	No, but participation in UNESCO associated schools	No	Yes	No, except at schools	Yes	Yes, locally	Yes, guide under development	Yes
Senegal	No	Information group and civil society association	No	Yes	Yes	Yes, implicitly	Yes	Yes	Yes, but fragmentary	No	Yes	Yes
Switzerland	Yes, ministerial committee	Creation of the Agence éducation ²¹	Yes, 2007-2014 plan	Yes	Not mentioned	Yes	Yes	Not mentioned	Yes	Yes	Yes	Yes
Wallonia-Brussels	Not mentioned	Not mentioned	Not mentioned	Not mentioned	Not mentioned	No	Yes	Yes	Yes, reform underway	Yes	No official material, but offers from associations	Yes

Report on the Decade of Education for Sustainable Development in La Francophonie

Survey



Please complete this survey concisely and factually. This survey is made possible through the support of the Organisation internationale de la Francophonie.

1) Identification

- Country: _____
- Person responsible for submitting the report: _____
- Name: _____

SIGNATURE: _____ DATE: | |

- Complete name of the institution: _____
- Postal address: _____
- Telephone: _____ Fax: _____
- E-mail of person in charge: _____

- Website: _____
- Other person to contact (if required) regarding the national report:

- Which organizations participated in, or contributed to, establishing the answers provided in this questionnaire?

2) Decade organizational framework

- Was a national steering committee established for the Decade of Education for Sustainable Development (ESD)? If yes, specify its composition. Did NGOs participate in this committee? Were teachers' unions involved?

- Was a program or national action plan adopted for the Decade of ESD? If yes, indicate the general outlines of the program or action plan.

- What type of coordination exists in government between ESD and national sustainable development policies?

- Is there cooperation with UNESCO institutions within the framework of national activities related to the Decade for ESD?

3) Education for sustainable development content

- What connections are made between ESD, EFA goals and the Millennium Development Goals?

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-
- What measures have been taken to integrate ESD into school curricula and activities?

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- What topics are focus areas in the development of ESD?

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-
-
- Are there ESD projects involving North-South resources?
-
-

4) Teacher training

- How is ESD integrated into teacher training?

- Is there an ESD training program for teachers in schools?

5) Teaching material

- Briefly describe teaching and learning material available on ESD:

6) Innovative practices

- Is there cooperation with the media and the private sector within the framework of the Decade for ESD?

- What type of commitment is offered to youths in school and outside school in terms of follow-up of ESD efforts made?

7) Description of major innovative practices

Please provide information on the practices and most significant innovative achievements in your country in education for sustainable development. This information is important to us. You may complete as many sheets as you deem pertinent.

Please complete one sheet per initiative (training, theme day, teaching tool, information sheet, action plan, etc.).

Reference 1

- Title: _____
- Person(s) /organization(s) in charge: _____

- Type (event, book, program, brochure, information sheet, teaching sheet, etc.): _____

- Topic addressed: _____
- Level of teaching and subject: _____
- Brief description (content and approach: _____

- If the information is available on the Internet, indicate address:

Reference 2

- Title: _____

- Person(s) /organization(s) in charge: _____

- Type (event, book, program, brochure, information sheet, teaching sheet, etc.):

- Topic addressed: _____

- Level of teaching and subject: _____

- Brief description (content and approach):

- If the information is available on the Internet, indicate address:

Reference 3

- Title: _____
- Person(s) /organization(s) in charge: _____

- Type (event, book, program, brochure, information sheet, teaching sheet, etc.):

- Topic addressed: _____
- Level of teaching and subject: _____
- Brief description (content and approach):

- If the information is available on the Internet, indicate address:

Send the completed questionnaire to:

cpayeur@fondationmf.ca and lgingras@confemen.org.

Thank you for your cooperation!