



SIXTH MINISTERIAL CONFERENCE

“ENVIRONMENT FOR EUROPE”

BELGRADE, SERBIA
10-12 October 2007

**GOOD PRACTICES IN EDUCATION FOR SUSTAINABLE
DEVELOPMENT IN THE UNECE REGION**

submitted by

the United Nations Economic Commission for Europe and
the United Nations Educational, Scientific and Cultural Organization

through the Ad Hoc Working Group of Senior Officials

BACKGROUND DOCUMENT



UNITED NATIONS



United Nations Decade of Education for Sustainable Development (2005-2014)



Good Practices in the UNECE region



Education for Sustainable Development in Action
Good Practices N°2 - 2007
UNESCO Education Sector



**Good Practices in Education for Sustainable Development
in the UNECE region**

U N E S C O / U N E C E

**Education for Sustainable Development in Action
Good Practices N°2**

August 2007

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Education for Sustainable Development in Action
Good Practices N° 2 - 2007

Cover design: Helmut Langer
Printed in UNESCO's workshop

Foreword

In recent years, education has gained higher prominence as a vital cross-cutting factor in the promotion of sustainable development. Whether or not “sustainable development” is accepted as a scientific concept, decision-makers and ordinary citizens would benefit greatly from learning more about it and from understanding its various facets and inter-connections. The United Nations Decade of Education for Sustainable Development (2005-2014), whose international coordination has been entrusted to UNESCO by the United Nations General Assembly, illustrates the importance accorded to education in efforts to achieve sustainable development.

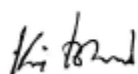
Under the leadership of the United Nations Economic Commission for Europe (UNECE), a Regional Strategy for Education for Sustainable Development (ESD) has been prepared to facilitate the introduction and promotion of ESD. The Regional Strategy was developed through a participatory process involving Governments, international organizations, non-governmental organizations, the academic community and other stakeholders. It was adopted at the UNECE High-level Meeting held in Vilnius, on 18 March 2005 to launch the Decade in the UNECE region.

ESD is a complex and evolving subject, and how it is applied and implemented is a challenge for developed and developing countries alike. The Decade aims to see ESD implemented in thousands of local situations on the ground, involving its integration into a multitude of different learning situations. These initiatives can be catalysts for action and contribute to the goals and objectives of the Decade. In such ways, organizations, local communities and individuals can be actors within the global movement for sustainable development.

“Learning from each other” is the main theme of this collection of *Good Practices in Education for Sustainable Development* in the UNECE region. These good practices and shared experiences, which were provided by a range of different stakeholders, are concrete examples of successful implementation of ESD in different fields and sectors, from the political to the school level, and including formal, non-formal and informal learning situations.

Environment and Education Ministers from across the UNECE region have accepted the invitation of the Government of Serbia to meet in Belgrade in October 2007, where they will set the agenda for their policies and cooperation for the coming years. On the first day of the Sixth Ministerial Conference “Environment for Europe”, a special Joint Session of Environment and Education Ministers will take place. This will be the first time in the history of this process that Ministers from two sectors will come together for a joint decision, thereby giving an encouraging signal for other sectors to cooperate and make sustainable development a reality.

We believe that this joint UNECE-UNESCO collection of good practices will assist countries in their efforts to implement education for sustainable development and set an example for other regions.



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ALBANIA**“The Green Pack” – Raising Environmental Consciousness through Environmental Education and Information Programme**

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FOCUS	Education/Learning Health Promotion Sustainable Urbanization Economy Environment Water Climate Change Biodiversity Disaster Reduction	Rural Development Sustainable Consumption Sustainable Tourism Citizenship Peace, Human Rights & Security Policy, Regulation, Governance	Cultural Diversity Research / Development Regional / international cooperation Air, outdoor and indoor problems, over consumption, ozone, acid rain, citizen's rights, energy, noise, waste, transport, nature resource use etc
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DESCRIPTION

<i>Type</i>	The Green Pack is a multi-media environmental education curricula kit, primarily intended for European primary school teachers and their pupils, although it can also be used at other levels of education. It focuses on particular aspects of environmental protection and sustainable development and includes a variety of educational materials such as a teacher's handbook with lesson plans and fact sheets for students, a video-cassette with animated clips and educational films, an interactive CD-ROM with extensive information on various environmental topics and a dilemma game. Thus, the users of the pack will be able to follow lesson plans, complemented with video presentations and additional information from the CD-ROM and its links to similar Web sites.
<i>Working language(s)</i>	Albanian / English
<i>Target group(s)</i>	The target group of this programme were like <u>primary group</u> : <ul style="list-style-type: none"> ▪ Teachers and pupils (ages 11-16), and ▪ Educators on environmental protection and ▪ Environmental NGOs ▪ Community
<i>Starting year & duration</i>	3,5 years (from 1 Nov. 2003 through 30 Dec. 2006)
<i>Budget & funding sources</i>	Royal Netherlands Embassy
<i>Partner organisations</i>	REC Albania, Ministry of Environment, Ministry of Education and Science
<i>Stakeholders</i>	The development of the Green Pack was made possible by the cooperation and good will of many individuals and organizations who contributed to its content. A number of teachers and educators from Albania, Bulgaria, Hungary and Poland worked on the preparation of the lesson scenarios. Environmentalists and experts from different parts of Europe contributed to the CD-ROM's content. An impressive collection of video clips and educational and documentary films were included in the video cassette thanks to the generosity and support of Albanian NGOs, the Environmental Video Center Borrowed Nature Association of Bulgaria, the Television Trust for Environment (TVE-International), Eko Idea Association in Wroclaw, The Resource Center, an outreach component of the Environmental and Occupational Health Sciences Institute (EOHSI) and the University of Medicine and Dentistry of New Jersey-School of Public Health (UMDNJ-SPH), and the WWF Television and Film Center. The illustration and imagery of the Green Pack were made possible thanks to the talents

of a number of artists, designers and photographers from Hungary, Albania and other European countries.

The Green Pack was made possible due to the close cooperation with the Institute of Curricula and Standards in Albania, academic experts of University of Tirana, environmental experts from different institutions, Environmental NGOs that are active in the country, teachers, inspectors of Education Directory of different regions of Albania and the assistance of many representatives from local government.

Green Pack illustration



OBJECTIVES

- Prepare a multi-media educational resource pack for use at schools (Green Pack);
- Host launch events for the educational pack (three events announcing the initiative, and four launch events announcing the actual use of the pack);
- Organize training of teachers/educators, and the distribution of the resource pack to schools (with assistance from state/local governments);
- Indicators of success e.g., number of schools using the Green Pack, teachers/children educated, etc.

METHODOLOGY

The proposed environmental education programmed lasted 3 years and consisted into some major parts like:

1. Feasibility study on the current level of environmental education and awareness in Albania;
 2. Development and production of a Green Pack, a multi-media education resource;
 3. Dissemination of the green pack, teacher training and evaluation of final results.
- Each of these three parts had their own implementation phases

RESULTS & EVALUATION

Results

The REC received the strong support of Ministry of the Environment and the Ministry of Education and Science in the follow up Green Pack activities in the country. 2000 green pack will be distributed to schools. Training of trainers will be organized during period of October – November 2006, for more than 100 teachers. It was followed by many training of teachers in different regions of Albania. Approximately 40.000 students will pass through the Green pack courses during this academic year.

Strengths

The joint initiative for the development of an English version of the Green Pack was launched during the Fifth Ministerial Conference “Environment for Europe” in May 2003 and the Green Week initiative of the European Commission in Brussels in June 2003. A Green Pack web-site in English was currently prepared. The English version of the Green Pack is available for free and upon request.

Why do you consider this a good practice?

The Pack includes 22 topics related to environment protection and sustainable development, divided into five chapters:

- Environmental components
- Threats to the environment:
- Human activities and impacts:
- Global challenges:
- Values – ethics

Each of the main Green Pack components - the CD ROM, the teacher’s handbook, the video cassette and the dilemma game - follows the same structure.

The Green Pack emphasizes the education of students with new values and the setting

of a new model of behavior at school, at home and in society, rather than simply the accumulation of knowledge in particular environmental areas. In this context, students are, above all, partners with the teachers in the accomplishment of various activities, discussions, role-plays and decision-making. The main messages of the pack are also effectively distributed to other members of the family and society via the students and teachers.

ARMENIA

Training sessions and round tables for decision-makers on sustainable development

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Ms Karine Danielian, Chairperson of the Association and the UNEP National Committee

FOCUS	Education/Learning Overcoming Poverty Economy	Environment Water Climate Change Biodiversity Disaster Reduction Sustainable Consumption Sustainable Tourism	Peace, Human Rights & Security Policy, Regulation, Governance Intercultural Understanding Regional / international cooperation
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DESCRIPTION

<i>Type</i>	Governmental and non-governmental
<i>Working language(s)</i>	Armenian, Russian and English
<i>Target group(s)</i>	Total of 103. Deputies (in general) and experts of the National Assembly (Parliament), as well as deputy ministers of the Republic of Armenia – 46 people; Members and experts of the Constitutional Court, as well as judges of the Republic of Armenia – 57 people
<i>Starting year & duration</i>	September 2004 to September 2005
<i>Budget & funding sources</i>	€6,750 from the Organization for Security and Cooperation in Europe (OSCE) and \$1,000 from the United Nations Development Fund (UNDP)
<i>Partner organisations</i>	OSCE, UNDP, the National Assembly of the Republic of Armenia, UNDP/II (media support), Earth Council (international experts), the Århus Centre, Centre for Constitutional Law
<i>Stakeholders</i>	After the main presentations by the national and international experts on Armenia's obligations, international experience and possible ways of implementing that experience in Armenia, the participants discussed the issues raised and sought to elaborate the best possible solutions.



OBJECTIVES Raising the awareness of the deputies and experts of the National Assembly of Armenia

about the paradigms of sustainable development, the progress in shifting civilization's focus to sustainable development, and the challenges that Armenia faces, in particular in the field of legislation.

Raising the awareness of the members and experts of the Constitutional Court of Armenia about the paradigms of sustainable development, the progress in shifting civilization's focus to sustainable development, international experience in reflecting the principles of sustainable development in national constitutions, and the proposals for an amended draft constitution of Armenia.

METHODOLOGY	<p>Presentations on the main themes using slides; Study of positive experience; Packages of materials for distribution (the Rio and Johannesburg Declarations, Implementation Plan of the World Summit on Sustainable Development, the Earth Charter, the Charter of European Cities and Towns Towards Sustainability, Kofi Annan's report <i>In Larger Freedom</i>, Armenia's sustainable development guidelines drawn up by non-governmental organizations and the scientific community, Armenia's national reports for the World Summit on Sustainable Development and on world environmental conventions, the text of the Århus Convention, OSCE publications on the environment and security, materials from the Kiev Ministerial Conference "Environment for Europe" and the Draft UNECE Strategy for Sustainable Development, etc.); Projection of video films showing international and local experience of sustainable development.</p>
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RESULTS & EVALUATION

<i>Results</i>	<p>Decision-makers' awareness of the issue of sustainable development was raised; A temporary parliamentary commission was established within the Armenian National Assembly, with the task of ensuring minimum reflection of the principles and ideas of sustainable development in Armenian legislation; A number of proposals for reflecting the principles of sustainable development were included in the new amended draft constitution of the Republic of Armenia and, furthermore, approved by a national referendum.</p>
<i>Strengths</i>	<p>Working directly with decision-makers has the greatest effect in resolving the given tasks</p>
<i>Weaknesses & risks</i>	<p>The Parliament will be re-elected in 2007. A culture of continuity has not been fully established in Armenia, so it is possible that the new set of deputies will have to start from scratch with a number of issues (as already happened once with the Association)</p>
<i>Why do you consider this a good practice?</i>	<p>The decision-makers' awareness of sustainable development was raised. A temporary parliamentary commission was created within the Armenian National Assembly which has been entrusted with ensuring the sustainability of the results attained. Understanding of the exceptional importance of the issue was ensured, as a result of which the opposition, which is boycotting Parliament, sat down at the same table as the pro-Parliament coalition for the first time in one and a half years. Representatives from the Armenian National Assembly (the Vice-Speaker, leaders of the political parties and commissions) took part in debates at the Constitutional Court at which the results of the corresponding debates at the Parliament were presented. Proposals put forward by national experts were included in the draft constitution, with amendments. Materials from both training sessions/round tables were printed in brochures which are widely used in Armenia in the formal (university) and informal education sectors:</p> <ul style="list-style-type: none"> - <i>Theory and practice of sustainable development: international experience and Armenia's tasks</i> (based on materials from the debates at the National Assembly); - <i>Constitutional safeguards on sustainable development</i> (based on materials from the discussions at the Centre for Constitutional Law with members of the Constitutional Court and judges). <p>Both events were widely covered in the media, which helped to raise the level of awareness of the Armenian public.</p>

Integrated course on Health and Safety as part of the Education for Sustainable Development project

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FOCUS	Education/Learning Educators Health Promotion Sustainable Urbanization	Environment Biodiversity Disaster Reduction Rural Development
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DESCRIPTION

Type Governmental non-profit organization

Working language(s) Armenian

Target group(s) The project was carried out with the help of 25 schools (biology and geography teachers), five colleges and three higher education institutions (lecturers, postgraduates and undergraduates). Lecturers, teachers, college and higher education students and scientists. A total of 120 people participated in the project.

Starting year & duration 2005-2008: it was set up in 2005 in Yeveran, and the decision was taken to extend the programme to other areas of Armenia in 2007-2008

Budget & funding sources The budget for the project in 2005 was \$12,500. UNESCO sponsored the project, and the Centre for Ecological Noosphere Studies was the supporting organization.

Stakeholders The Ministry of Education and Science of Armenia, the Education Department of the Yerevan City Council, the National Institute of Education and educational institutions (schools, colleges and higher education institutions) were involved in the project. □As part of informal education, a pupil-oriented course was held with the use of active teaching methods developed by us. Cooperation, consultation and communication were the foundations for social education; as a result, critical thinking was developed and the process was democratic. Teaching was based on a range of issues given in context and the concordance of theory with practice. Participants went away with syllabi, questionnaires, sample lesson plans, possible measures and recommendations, and applied them in their educational institutions. Subsequently, the project organizers monitored two schools and one higher education institution. Proposals by the teachers were further developed and incorporated into a teaching manual.



OBJECTIVES The aim of the project was to teach the relevant knowledge and practices in the field of health and safety to the various sectors of society, so that they may protect themselves

from the impact of negative natural and human-engendered factors.

To achieve the above goals the following tasks were carried out: (a) review of international experience; (b) the establishment of a work plan and a syllabus; (c) the organization of training tutorials and use of active teaching methods; (d) production and printing of a course of lectures and instructional guidelines on health and safety.

METHODOLOGY Study models of individual cases, environmental monitoring methods and research on health and safety and emergency situations were used. The data was analysed by all the project's participants, after which all the materials for the teaching course were drawn up and presented to those present. Books, test materials, programmes of lectures and guidelines were used.

RESULTS & EVALUATION

<i>Results</i>	<p>The main results of the project are that the participants' knowledge of health and safety issues and emergency situations has been enhanced and the practice of passing on the experience gained from the lectures, training tutorials and the use of active methods has been fostered.</p> <p>As a result of the project, a group of lecturers, teachers and pupils has been formed who:</p> <ul style="list-style-type: none"> - have become familiar with information on health and safety and emergency situations; - have adopted theoretical and practical practices regarding health and safety; - are able to act in the proper way in difficult situations, make decisions and find solutions; - can effectively monitor and check environmental health and safety; - are able to reduce or eliminate negative effects, take the lead and provide the necessary help in emergency situations (natural, human-engendered and terrorist catastrophes); - all the participants were given certificates for having completed the health and safety and emergency situations training course.
<i>Strengths</i>	<p>The following results were achieved as a result of the tasks of the project: according to the analysis of the data from the end-of-course questionnaires, the participants considered the strong points of the lectures and training sessions to be the high level of professionalism of the teachers, the active teaching methods used in the lessons, the variety of the syllabi (the choice of the essential safety themes).</p>
<i>Weaknesses & risks</i>	<p>The weak points of the lessons were the insufficient number of days and hours devoted to practicals.</p>
<i>Problems encountered</i>	<p>No modifications were made. There were a good number of candidates to participate in the programme; however, not everyone managed to finish the training, as the project included no provisions for covering the expenses of the participants from other regions. Nevertheless, lecturers and postgraduates from the Vanadzor State Pedagogical Institute took part in the project. At the request of the teachers, a plan to continue the teaching in 2007-2008 was drawn up.</p>
<i>Conditions for successful replication</i>	<p>All the conditions have been met: the theme of the lectures and training sessions was established, there are qualified teaching staff and technical resources were provided. As a result of financial support starting in 2007, the project can continue.</p>
<i>Unresolved issues</i>	<p>So many themes were included in the course that there was not enough time; for this reason, not all the themes were covered. Some financial issues were not resolved.</p>
<i>Why do you consider this a good practice?</i>	<p>The originality of the project: (1) developing a specialized teaching course; (2) different social groups participating in the teaching; (3) introduction of new methods as part of the Education for Sustainable Development programme.</p> <p>The Ministry of Education and UNESCO, as well as all the project participants, rated the programme highly.</p>

Preparing a course of lectures for universities on the theory and practice of sustainable development and publishing relevant textbooks

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FOCUS	Education/Learning Educators Overcoming Poverty Gender Equality HIV/AIDS Sustainable Urbanization Corporate Responsibility Economy	Environment Water Climate Change Biodiversity Disaster Reduction Sustainable Consumption Sustainable Tourism Citizenship	Peace, Human Rights & Security Policy, Regulation, Governance Intercultural Understanding Cultural Diversity Indigenous knowledge Tools and materials (e.g. Media & ICTs) Regional / international cooperation
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DESCRIPTION

<i>Type</i>	Governmental and non-governmental
<i>Working language(s)</i>	Russian and Armenian
<i>Target group(s)</i>	Lecturers and students of universities from Commonwealth of Independent States countries: around 300 students from Armenia alone each year, the remainder is difficult to calculate.
<i>Starting year & duration</i>	September 1994-March 1996
<i>Budget & funding sources</i>	\$3,500 from UNDP and payment in kind from the Yerevan State University
<i>Partner organisations</i>	UNDP, the USAID NGO Center, higher education institutions of Armenia, the Academy of Sciences and the Russian Council for Environmental Policy (observer), the Russian International Independent University of Environmental and Political Sciences (observer) and the International Academy of the Environment (observer).
<i>Stakeholders</i>	Students and professors from universities (higher education institutions). Ms Karine Danielian began to lecture to students of the geography and chemistry faculties on the theory and practice of sustainable development at Yerevan State University in 1994, following her own programme. On the basis of the experience of 1994-1995, she wrote a textbook for universities (higher education institutions), which was published in 1996.

OBJECTIVES	(a) To develop a programme for a course on the theory and practice of sustainable development for universities; (b) To test this course at Yerevan State University; (c) To publish a textbook for universities based on the pilot series of lectures.
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METHODOLOGY	(a) Gathering and analysing the necessary resources, testing the author's programme at Yerevan State University in lectures, seminars and practicals. (b) Preparing the draft curriculum and presenting it to highly qualified, renowned specialists of Armenia, Georgia and the Russian Federation for comments. (c) In the light of the comments made, the publication of a book (162 pages, and a print run of 500). Materials used: materials from the Rio Summit (Ms Danielian participated in the work of the Summit) and other United Nations documents, materials on international and local
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experience from the Yerevan and Moscow libraries and Internet resources (to a limited extent, as access to the Internet was still very limited in Armenia in 1994 and 1995).

RESULTS & EVALUATION

<i>Results</i>	The author's series of lectures (with seminars and practical workshops) on the theory and practice of sustainable development was developed, which (with several updates) has been taught since 1994 to the present. In 1996, a textbook was published entitled <i>Guidelines for Sustainable Human Development: Theory and Practice</i> , which has been used ever since by the universities of Armenia and other countries of the Commonwealth of Independent States.
<i>Strengths</i>	The author's course was drawn up and published using materials from the United Nations system and international experience, and taking into account local experience and problems.
<i>Weaknesses & risks</i>	The textbook needs updating. Ms Danielian has since published several booklets and journals containing new material on this issue. They need to be consolidated and included in an updated textbook.
<i>Conditions for successful replication</i>	The necessary funding
<i>Why do you consider this a good practice?</i>	<p>The textbook has been used for 12 years at Yerevan State University and other universities in Armenia and other countries of the Commonwealth of Independent States, as well as in the informal education sector.</p> <ul style="list-style-type: none"> - In 1997, the textbook was successfully presented at the International Conference on Sustainable Development of Countries with Economies in Transition as part of the Rio+5 Conference in Minsk (organized by UNECE, UNDP and the Belarus Government). - Participants of the International Conference on the Earth Charter (Tashkent, Uzbekistan, 2000) requested that the Earth Council provide financial assistance so that a reprint of the textbook could be published for the countries of the Commonwealth of Independent States, which was done. - In 2001, as part of the training for the World Summit on Sustainable Development in Johannesburg, financial support was provided by UNDP with a view to publishing reprints of a range of books and booklets of the Association, including the textbook in question, for use in the countries of the Southern Caucasus. - The basic ideas and theories laid out in the textbook have been expanded on and published in numerous publications of the Association in subsequent years. - In 2004, as requested by UNDP, a writing team at Yerevan State University drafted and published a textbook for master's programmes entitled <i>The Foundations for Human Development</i>. Ms Danielian wrote two chapters (and the appendix) on sustainable development. - In September 2005, at the International Conference which took place in Lüneburg, Germany, on "Higher Education for Sustainability" (organized by UNESCO and the University of Lüneburg), Ms Danielian presented the series of lectures on sustainable development prepared on the basis of the 1996 programme and updated in the light of materials from the Millennium Forum, World Summit on Sustainable Development (in which Ms Danielian also took part), as well as international experience from recent years. At the request of conference participants, the hypotheses of the report were photocopied on the spot and distributed to all takers.

AUSTRIA

Sustainable Universities

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Dr. Christian Rammel

FOCUS	Education/Learning Educators	Research / Development	Regional / international cooperation
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DESCRIPTION

Type The project is a joint initiative by the Federal Ministry of Agriculture, Forestry, Environment and Water Management and the Federal Minister for Education, Science and Culture.

Working language(s) German

Target group(s) All public universities and higher education institutions in Austria

Starting year & duration Starting 1999 - ongoing

Budget & funding sources Approximately 15 000€ per year

OBJECTIVES The main objective is to strengthen and to integrate the issues of sustainable development in the daily life of higher education institutions in Austria. After a starting phase of networking and communication with the relevant stakeholders, the project aims at 1) raising the motivation for sustainable higher education, and 2) supporting the pioneers in this field by the development of a nationwide "sustainability award" for higher education institutions in the public sector.

METHODOLOGY The general approach is to start a bench marking and nationwide learning process among public higher education institutions. This shall be done due to a "sustainability award contest" which will be held every second year. Herein, the main focus is on continuous processes of "sustainable higher education" and not on temporary projects, single persons or singular events. Additionally, participation, open learning and renewal should be at the very heart of such processes. As the award is divided into 8 different action fields (such as curricula, operations or students initiatives), universities can submit their contribution to this contest according to their individual strengths to win the award in one particular action field related to their own opportunities. Subsequently, universities shall use this experience to improve their performance in the other fields and to aim for more awards of other action fields in the long run.

RESULTS & EVALUATION

Results Assembly of a expert commission for evaluating the particular contest contributions according to a list of different sustainability criteria for higher education institutions.

Strengths 1) Benefiting from a national network of university stakeholders which was established by the project over the last five years. 2) The focus on processes. 3) The possibility of starting with sustainability in "easy" areas (according to the individual strengths of the institution). 4) Bridging a wide spectrum of different stakeholder-experts in the award commission.

Weaknesses & risks 1) No monetary donation with the award
2) Complexity of universities,
3) Heterogeneity among higher education institutions

Why do you As Austrian university initiatives are strongly characterized by isolated efforts and ESD

*consider this a
good practice?*

projects mainly driven by individual pioneers, a nationwide award has the potential to foster a higher degree of institutionalization of ESD processes in higher education institutions. Additionally, the early phase of conceptualization among the relevant ministries and the FORUM Umweltbildung reflected an open ESD learning process itself, and underlined the first time the high importance of universities for ESD. Subsequently, during the momentary phase of establishing the sustainability criteria for the award, the learning process is underpinned by the necessity of balancing governance and guiding by federal institutions with the freedom and potential of universities to act according to their own particular context and opportunities.

Austrian initiative to develop a National Strategy for Education for Sustainable Development

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FOCUS	Education/Learning Educators	Policy, Regulation, Governance	Participative process for the development of a national strategy for ESD
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DESCRIPTION

Type The process was initiated, financed and contracted both by the Federal Ministry of Agriculture, Forestry, Environment and Water Management and the Federal Minister for Education, Science and Culture. Its organising was supported by FORUM Umweltbildung, Agentur Steinbach, by regional governments and NGOs.

Working language(s) German

Target group(s) The core team of the process consisted of fifteen people. However, the process as such targeted a large number of stakeholders in the formal, non-formal and informal educational sector. Overall some 350 to 400 people participated mainly in the 10 events that were taking place during the process.

Starting year & duration 2004, three years

Budget & funding sources 110.000 €, funding by the initiating ministries (see above)

Partner organisations University of Klagenfurt, University of Linz, University of Vienna, University of Natural Resources and Applied Life Sciences, Vienna

Stakeholders As mentioned above, a large number of stakeholders were involved. These stakeholders had in common, that they were leading representatives of organizations active in formal, non-formal and informal education. The stakeholders were present in various events, were actively informed of results of the process and had the chance to participate in a feedback-process via a website. The resulting paper was developed by representatives of the partner organizations and educational-experts of the FORUM Umweltbildung.

OBJECTIVES The initiative had the objective to develop a national strategy for education for sustainable development. It was the intention to develop this strategy via an open participative process.

METHODOLOGY The process involved a number of methods:

- The primary approach was the development of an expert paper that included the results of the participative process.
- The participative process involved two major tools. On the one hand expert round tables were installed on formal, non-formal and informal education. On the other hand a number of regional workshops were held.
- The fourth tool was a number of workshops held with the working-group on education of the Austrian committee for sustainable development.

Background material that was used included a wide range of scientific papers on ESD as well as a number of political papers on ESD, which were available at this time. These included papers of the UN on the implementation of the UN-decade of ESD and other national strategies.

Further more the UNECE-strategy on ESD – of which the translation was funded by Austria – was an important background material.

RESULTS & EVALUATION

<i>Results</i>	The primary result was a draft of an Austrian Strategy for Education for Sustainable Development which at the moment is in the process of approval by the Austrian Government. The second result was that the process greatly improved the awareness of the UN-decade as well as of ESD.
<i>Strengths</i>	It was possible to combine the expertise of a core group of educational experts with a broad participative process.
<i>Weaknesses & risks</i>	The participation process provided information and contributions to the expert paper and thus to the draft strategy. Although it was intended to have an ongoing participative involvement some of the participants felt under informed at some points in time. Another risk is that the participative and the political process were somewhat independent. The participative process came up with issues and aspects which could not fully be included in the final political paper what was always clearly stated.
<i>Conditions for successful replication</i>	In general such a process needs strong leadership, intensive expert involvement and broad participation as well as an open information policy.
<i>Why do you consider this a good practice?</i>	The process lead to a broadly accepted national strategy for ESD. (Governmental approval pending)

AZERBAIJAN

Teaching human development in secondary schools

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FOCUS	Education/Learning Educators Overcoming Poverty Gender Equality Health Promotion HIV/AIDS	Environment	Peace, Human Rights & Security Policy, Regulation, Governance Intercultural Understanding Cultural Diversity
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DESCRIPTION

<i>Type</i>	Governmental
<i>Working language(s)</i>	Azerbaijani
<i>Target group(s)</i>	150,000 pupils, 10 classes, 4,500 teachers, 1,000 undergraduates and 50 lecturers from higher education institutions
<i>Starting year & duration</i>	1997 on an experimental basis
<i>Budget & funding sources</i>	State budget
<i>Partner organisations</i>	United Nations Development Programme (UNDP)

OBJECTIVES Establishing common human values and relationships between the individual, society and the new world view

METHODOLOGY A campaign to improve social education was conducted and workshops and discussions were held by governmental and non-governmental organizations to increase awareness of sustainable development.

RESULTS & EVALUATION

<i>Results</i>	Azerbaijan's human development index was increased.
<i>Strengths</i>	As a result of the initiative, teachers and pupils learned about the importance of sustainable development, and began to take it into account in their life and work. Human sustainable development priorities were identified and put into practice.
<i>Problems encountered</i>	Insufficient qualified staff and documentation in Azerbaijani
<i>Why do you consider this a good practice?</i>	The main goals of the initiative were achieved.

BELARUS

National Environmental Forum

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FOCUS	Education/Learning Educators Health Promotion Sustainable Urbanization Economy	Environment Water Climate Change Biodiversity Disaster Reduction Rural Development Sustainable Consumption Sustainable Tourism Citizenship	Peace, Human Rights & Security Cultural Diversity Tools and materials (e.g. Media & ICTs) Research / Development Regional / international cooperation
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DESCRIPTION

Type Governmental - Representatives of ministries, other national bodies attached to the government, local executive and administrative bodies, civil society, the media, cultural and educational institutions, State environmental institutions, sports and tourism associations and environmental activists are members of the national and local forum organizational committees.

Working language(s) At the Forum events the two official State languages of Belarus are used: Russian and Belarusian. The dialects of foreign guests may also be heard.

Target group(s) The National Environmental Forum has traditionally been conducted in three stages: district (municipal) level, the regional (Minsk municipal) forums, and the national stage, which ends with the gala finale of the Forum which includes awards for the winners of national competitions, an exhibition on modern technology in environmental management and protection, nature walks, trade fairs, stalls, a gala concert and a fireworks display. Depending on the event being held by the Forum, the target groups of the initiative are schoolchildren (children's drawing competition, a children's category in a photo competition and a competition for the best environmental publication), students of higher education institutions (a competition of the scientific work of students on the environment and its protection), journalists and amateurs (competition for the best publication and a photography competition), staff from public and school libraries (exhibition and competition for the best work of libraries in educating and raising public awareness about the environment), staff of motor haulage companies (review and contest for the best motor haulage company in reducing air pollution), staff of community services and aesthetic forestry (competition for the best-kept monumental arboretums, a competition for the best arrangement of landscaping of a site, a competition for the best landscaping and upkeep of recreational facilities within the water conservation zones of water bodies), industrial companies (competition for the best reclamation of secondary material resources from public waste, an exhibition and competition for the best landscaping of an industrial site) and specialists from network hydrometeorological units, among others. Creative teams took part in the cultural events of all three phases: amateur talent groups, folk craftspeople and travelling merchants. Academics and paraprofessionals from both Belarus and the "near abroad" (former Soviet Union) take part in the theoretical and practical conferences and specialized exhibitions. Delegations from all the regions of Belarus (around 1,000 individuals) and members of the local community attend the gala finale. It is difficult to calculate the exact number of those who participate in all the activities of the Forum, but it may be supposed that they are not less than half a million.

Starting year & duration The National Environmental Forums were set up in 2003 by the Ministry of Natural Resources and Environmental Protection of Belarus and the Orsha District Executive Committee. The initiative was taken up by the administrations of the cities of Gorki (2004), Polotsk (2005) and in 2006 the spa town of Myadel received delegates from the Forum. The Forum is held annually from February to October, and the honour of holding

the gala finale is granted to one of Belarus' smaller towns.

<i>Budget & funding sources</i>	<p>Where do we find the resources?</p> <p>The main activities of the Forum are financed by the National Environmental Protection Fund and local budgets. Many activities (for the provision of urban amenities, landscaping, the introduction of resource-saving and environmental protection technologies, etc.) were run by the participating businesses and organizations, usually at their own expense.</p>
<i>Partner organisations</i>	<p>United Nations Development Programme (UNDP) in Belarus, the World Bank, local executive and administrative bodies, civil society, and the local and national media.</p> <p>Who are our partners?</p> <p>We are grateful to UNDP in Belarus for supporting our initiative and the sponsoring, methodical and methodological help.</p>
<i>Stakeholders</i>	<p>The participation of society</p>



OBJECTIVES The National Environmental Forum aims, in the first instance, to achieve the broadest possible involvement of all sections of society in the environmental movement. Its main objective, therefore, is to consolidate the efforts of the State authorities and society, an idea expressed in the motto of the Forum, "Pure intentions, united action, order on the planet!". On this basis, many diverse initiatives are undertaken each year as part of the Forum; including national and local competitions, exhibitions, festivals, environmental activities, specialized exhibitions, an exhibition on modern technology in environmental management and protection, the Eco-film environmental film festival, the International Scientific Symposium on Environmental Problems of Natural and Industrial Areas. Each of these initiatives has its own goals and objectives, which may be summarized as follows: making society aware of the solutions required for the environmental problems of the region and the country as a whole; raising awareness of members of society of practical activities to improve their own life (arranging courtyards, balconies and recreational areas, cleaning the housing estate of domestic waste, landscaping, using energy-saving technology in everyday life, etc.), raising environmental awareness, creating an environmentally friendly culture, promotion of the principles of sustainable development and, in the long term, changing society's behavioural model to one which is in harmony with nature.

METHODOLOGY To organize the Forum events, national and local organizational committees of the Forum and initiative groups are created, whose members include representatives of environmental protection bodies, local authorities, staff from the education, culture, healthcare sectors and other relevant organizations. At each level, the relevant plans are drawn up, laws and regulations are adopted and cost estimates are established. To calculate the cost of the exhibitions and competitions, panels of judges are appointed and deadlines for the competitions are set. Special editions of the local and national media are prepared and leaflets, booklets and posters are printed. The final events of each stage of the Forum are conducted in a festive atmosphere. The regional (municipal) phase is the biggest and, as a rule, coincides with World Environment Day on 5 June. Important aspects of the National Environmental Forum are its continuity (events are held over a long period of time, almost all year round) and its ongoing nature (the winners of the district and municipal phases of the Forum are given the right to participate at the regional phase, and the winners of the regional phase attend the gala finale as delegates).

The tradition of holding the gala finale in one of the smaller towns of Belarus is very telling. The town to hold the gala finale is chosen through a competition. That town is transformed for the gala: it is landscaped and decorated, which also takes place with the involvement of the local inhabitants. The holding of the exhibition on modern technology in environmental management and protection since 1994 has enabled country dwellers, who have sometimes never been to Minsk or even to such an exhibition, to become acquainted with new technology and equipment relating to protecting the atmosphere, and using and protecting water resources, the earth and flora and fauna. In addition, separate sections of the exhibition are always devoted to the issues of environmental teaching, education and enlightenment of the country's population. Site visits are also included in the programme of the Forum, visiting environmentally friendly children's nurseries, schools, libraries and industrial companies, craft displays by artisans, local bakers, confectioners and cheese-makers, craft demonstrations for children and teenagers relating to craftsmanship and work with natural materials, such as willow-weaving, straw, clay and making environmentally friendly clothing. Environmental activists who achieve the best results are awarded the special National Environmental Globe prize, a crystal globe symbolizing the fragility and the beauty of the Earth.

RESULTS & EVALUATION

<i>Results</i>	<p>The Forum has produced the following results in the four years it has been held:</p> <ul style="list-style-type: none"> - Both the number of local forums and those attending have increased; - Comprehensive programmes have been carried out for the landscaping of local areas, roads, parks and public gardens; - The network of nurseries, schools and libraries determinedly concentrating on environmental education has been expanded (the number of establishments is now more than 500), and their work has been intensified; - Materials on conservation, protection of the environment and principles and foundations of sustainable development have been published and widely disseminated.
<i>Strengths</i>	<p>The greatest strength of the Environmental Forums held is their size: all of the country's regions are covered by the environmental movement. All the events held are widely covered by the press, i.e. on local television channels, local radio and in the newspapers. The number of events held also varies greatly: each local forum organizing committee may organize its own competitions, exhibitions and concerts according to the cultural and natural characteristics of the place. Competition winners, initiatives and the most active participants receive prizes and gifts and become delegates at the gala finale of the National Environmental Forum. All the events held are widely covered in the press: local television channels, radio and in the newspapers.</p>
<i>Weaknesses & risks</i>	<p>Limited financial resources mean that not enough local forums are always held. The local environmental forums are not as dynamic in all regions as would be hoped. The efforts of all the relevant State bodies and society cannot always be co-ordinated as they should be.</p>
<i>Problems encountered</i>	<p>The public environmental movement is not sufficiently developed in Belarus. Only a small percentage of registered civil society associations work on the environment.</p>
<i>Conditions for successful replication</i>	<p>The necessary prerequisite for passing on our experience is strong local environmental initiatives, i.e. civil environmental organizations or educational institutions active in teaching, educating and raising awareness of the environment and sustainable development.</p>
<i>Unresolved issues</i>	<p>Unfortunately, we have so far not been able to establish contacts with similar initiatives in other countries.</p>
<i>Why do you consider this a good practice?</i>	<p>The Environmental Forums give everyone, regardless of sex, age or education, the chance to play a role in stabilizing society, conserving the natural and cultural heritage of their country for future generations, and making the best contribution within their power.</p>

School Agenda 21: drafting and realization

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FOCUS	Education/Learning	Environment	Research / Development
	Educators	Rural Development	Regional / international
	Health Promotion	Sustainable Consumption	cooperation
	Sustainable Urbanization	Citizenship	

DESCRIPTION

<i>Type</i>	Local (school) - Agenda 21 for the Novopolotsk Secondary School No. 12 is a programme for the sustainable development of the school community, drafted on the basis of the Guidelines for Sustainable Development adopted by the United Nations in 1992. In this Agenda, an attempt was made to relate the issues of the school community to the need to solve local problems, taking into account environmental and social factors and the real economic possibilities for achieving those objectives. The draft contained the idea that environmental problems and sustainable development were not about nature conservation, but the need to learn to live in harmony with the environment, the local community and oneself.
<i>Working language(s)</i>	The working language of the Agenda is Russian; however, some of the issues and activities we deal with straightforwardly, clearly and richly in Belarusian!
<i>Target group(s)</i>	As the initiative was school-based, the target groups were all the members of the school community: pupils, teachers and technical staff; parents and close relatives of the pupils; alumni of the school and future pupils; the management; members of the neighbouring community (a typical housing estate with multi-storey buildings), in total more than 1,700 people.
<i>Starting year & duration</i>	Work on the establishment and implementation of Agenda 21 was begun in 2002 and continues to this day.
<i>Budget & funding sources</i>	Agenda 21 is realized using funds allocated from the local budget for the maintenance of the school. The environment-related measures are also financed by the National Nature Conservation Fund.
<i>Partner organisations</i>	Novopolotsk Municipal and District Inspectorate of Natural Resources and Environmental Conservation, the Education Department of the Novopolotsk Municipal Executive Committee, the Municipal Industrial Organization of the Housing Maintenance and Utilities Board, Polotsk Forestry Division, the city's media (Novaya Gazeta and the Vector television channel). In addition, contacts are sustained with voluntary organizations: the Green Cross Belarus, the Children of Chernobyl Committee, the Belarusian Scouts, the Russian Association of Environmental Education, the NGO Keep Sweden Tidy, the Minsk International Education Centre, the Institute of Experimental Botany of the National Academy of Sciences of Belarus and the National Environmental Centre for Children and Youth.
<i>Stakeholders</i>	The following participated to varying degrees in the implementation of the Agenda: nurseries No. 31 and 33, the community pupils' room (educational and awareness-raising work), the city's extracurricular activities centre (joint activities), the city's job centre (summer job placement for pupils), Polotsk State University (alumni study there), the city's Hygiene and Epidemiology Centre (joint research), the Polotsk diocese (moral education), the Polotsk State Regional Archives (area study) and the Novopolotsk National Craft Centre (hobby club).



OBJECTIVES

School Agenda 21 covers:

- the organization of a school educational process based on the principle of sustainable development, health care and harmony with nature;
- drawing up and conducting environmental lessons by older pupils for children in the neighbourhood's nurseries (preparing future pupils);
- organizing under the auspices of the school sport and recreational activities for pupils, teachers, parents and sponsors;
- providing educational and medical services to the housing estate;
- awareness-raising and media activities on sustainable development;
- environmental research work by pupils;
- activities which are useful to the inhabitants of the housing estate and improve the state of the environment;
- organizing the life of the school on the basis of energy- and money-saving principles.

METHODOLOGY

Work on School Agenda 21 began with theoretical training (courses for the teachers of the Environmental Association, Russia) and the establishment of an initiative group. With the help of surveys, the interests of all members of the school community were identified, and then a strategic plan of action was worked out and a risk analysis and drafting of indicators for success in resolving the tasks were completed.

Education: an integrated model for environmental education is being introduced, through which information about the environment is taught in all educational disciplines. Specialized courses are also being developed.

Information: campaigns aimed at informing society of impending issues and of results, media publicity and establishment of external relations.

Social sector: mobilizing and awareness-raising activities, and work-related activities.

RESULTS & EVALUATION
Results

The sustainable development course for 8 to 10 test classes was followed by more than 200 pupils. In addition, the children had the opportunity to study traditional ecology and 10 of the author's specialized natural sciences and valeological courses, to attend "Environmentonomic" (environmental and economic), "Eco-messenger", "Ecotourism", folk dance, environmental area study and health and the environment groups, etc. Special sessions on electricity, heat, bread and even chalk have become a tradition in the school. Since the last academic year, pupils from eight classes have followed a course on saving energy and energy efficiency. The children learned to teach: under the teachers' supervision, the older pupils held courses on "Eco-awareness", "The Miracle at the Window" and "Eco-saving" at nurseries and primary schools.

Arrangements were made for the use of two school gyms and training rooms, not just for the pupils' lessons, but also for their parents and the school directors, which, because of the lack of sporting facilities on the housing estate, is greatly appreciated by the inhabitants.

The school doctor and psychologist provide the pupils, their parents, pre-school children – and sometimes the inhabitants of other areas of the city – with help and consultations, and even teach the pupils about ways to heal with plants.

Considerable experience was gained from the awareness-raising work. Regular outings,

activities and patrolling of recreational areas taught the children themselves to convince their elders credibly and forcefully not to harm nature. The children distribute leaflets and put up posters, hold lectures, workshops, debates in which their parents participate and publish articles on nature conservation in the local newspaper (the last article appeared on 29 September 2006).

Through the efforts of the pupils, in 2006 a database was set up of those educational institutions which are concerned with the issues of environmental teaching and education (more than 20 schools were included in this). Contact and friendly relations were established with many of them and joint projects are under development.

Links with 15 State and community organizations concerned with the environment and sustainable development were established. As part of cooperation and cultural exchange with Belarus' neighbours, visitors went to the Ludza Municipal Duma, Latvia, and a return visit is now expected.

Pupils successfully carried out research in the areas of the environment, the economy, social sciences and local history. Over three years, more than 60 research projects were carried out. The most interesting were on the following themes: comparative analysis of the photosynthesis mechanisms of trees in wooded areas surrounding and outside the city; bioindicators of snow on housing estates; a project to set up small bioenergy installations; statistical analysis of the sickness rates of pupils and teachers; study of the state of micro-organisms on the school premises; the problem of recycling the school's everyday waste; the road to Polotsk, a modern view; and the water we drink. But, under the school motto that research should not be merely for research's sake, but for practical action, each project results in a well-defined nature conservation or educational action. This is clearly shown by recent initiatives on the housing estate (Collect seeds and help a tree; Glass and plastic bottles equal what?; Waste ... of money; Decorate the school with your own hands) and the exhibition and sale of products made from recycled materials in a neighbouring shop. Historic and cultural sites of significance from the twelfth to the seventeenth centuries have also been found. Pupils of the school have regularly won at regional, national and international competitions and conferences (in 2006 alone, they won or were placed in 24 competitions).

On the urban setting of the housing estate, pupils and teachers reconstructed a "rural corner", which we called "Nashy Vytoki" (Our origins). According to our information and the relevant archives, that was how the area looked when the town was beginning to be built. A little marshy watercourse was built with characteristic vegetation, the trappings of village life, a mini vegetable garden and a clearing with medicinal plants. It all looked very unusual with the backdrop of the standard city high-rises 100 metres away.

<i>Strengths</i>	The project gave the pupils a good theoretical and practical training as part of the sustainable development course and enabled them to demonstrate significant activity in crafts and research, as well as to initiate wide-ranging links with like-minded people.
<i>Problems encountered</i>	The lack of a continuing source of funding for the initiatives of the School Agenda 21 means that it cannot be implemented to its full extent.
<i>Conditions for successful replication</i>	The conditions for successful replication of our experience are the presence in the school of flexible administrative resources and the pupils' high social involvement.
<i>Unresolved issues</i>	Because of a lack of funds, we were not able to rebuild the school's greenhouse in which we hoped to grow vegetables for the school canteen and sell any extra to the housing estate's residents (the Green Vitamin project).
<i>Why do you consider this a good practice?</i>	As a result of the implementation of our Agenda, according to medical examinations, the health indicators of the children have improved. Our own research shows some improvements to the condition of the housing estate and, according to our observations, the number of instances of anti-social behaviour has fallen. In addition, more than 10 independent projects have been initiated and are running, whose aims and outlooks are the following: environmental monitoring of the state of the flora of Novopolotsk; the green shield; youth ecology; paradise gardens (for children of pre-school age and just having started school); joint projects on the work of the Ecohouse pre-school summer camps (planned together with a Senno region school in the Minsk oblast) and joint environmental and tourist activities with the Malosita School in the Polotsk district, a project established in the school of the Centre of Ecological Monitoring and Nature Conservation and cooperation projects with the Polotsk power grids, among others. There is no better testament than to say that our School Agenda 21 is a living organism which is growing, expanding and being perfected, and we are always ready to share our experience!

BELGIUM

MANGERBOURGER.BE - Policy for the promotion of healthy attitudes to food and physical exercise among children and adolescents in the French Community of Belgium

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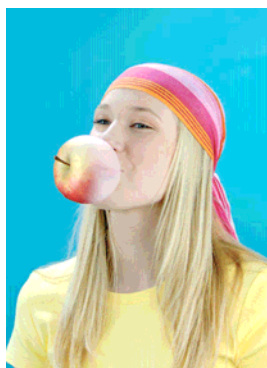
Annie DE WIEST : Secrétariat général du Ministère de la Communauté française, Directrice Développement durable, Boulevard Léopold II, 44, 1080 Bruxelles, - Tél. +32(0)495 36 35 36, annie.dewiest@cfwb.be

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FOCUS	Education/Learning Health Promotion	Environment Water Sustainable Consumption Citizenship	Tools and materials (e.g. Media & ICTs)
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DESCRIPTION

<i>Type</i>	Governmental
<i>Working language(s)</i>	French
<i>Target group(s)</i>	Young people attending schools within the French Community. 3900 schools
<i>Starting year & duration</i>	2006-2009
<i>Budget & funding sources</i>	Public funding
<i>Partner organisations</i>	Community Health Promotion Service
<i>Stakeholders</i>	School canteens and their managers, kitchen staff, teachers and pupils, parents and health professionals



OBJECTIVES This initiative is aimed at implementing a proactive policy for promoting healthy and considered eating habits at school, as a place within the public sphere. Eating, drinking and physical activity are not only needs but also pre-eminently cultural acts linked to notions of pleasure and desire. The aim is to counter the pressure of marketing and the media by developing critical attitudes among young people and helping them to make responsible choices. It is hoped that this will foster a more active sense of citizenship

among tomorrow's consumers. The various measures take account of the physiological, social, psychological, behavioural and environmental contexts in which young people evolve. The point is to develop a culture of good eating habits based more on pleasure and nutritional benchmarks than on medicines and cures. Workshops to educate responses to tastes and flavours will be organized. Particular attention will be paid to drinks and high-calorie snacks through the provision of attractive water dispenser facilities. Preference will be given to local produce in the supply of foodstuffs to canteens, whose staff will receive specific training in dietetics.

METHODOLOGY This dynamic and evolving policy is organized around specific short-term measures and longer-term thrusts to be elaborated as partnerships are created and validated. It will involve setting collective benchmarks, strengthening the links between families and authorities in the nutritional sphere, mobilizing school canteen staff and all other agents who could help to strengthen the initiative, promoting training in dietary theory, developing discerning attitudes among pupils to advertising and commercial messages, and encouraging sporting activities. Account will also be taken of the culture and social fabric specific to each school.

The project is participative, intersectoral and places the emphasis on the psychosocial dimension. Synergies will be sought between the public sector and associations, parents, health professionals and the different levels of authority.

An educational kit will be made available to schools, which will include a draft monthly newsletter to be sent to parents and reference material on eating and media education. A "healthy eating" label will be awarded to schools that develop an integrated project covering educational activities as well as the quality and variety of the food provided. Continuous training for school canteen staff will be organized. Pupils will be encouraged to drink water by giving them ready access to water provided in carafes and glasses and through the introduction of dehydration breaks.

Health and physical activity indicators will be developed.

Complementing these measures, an Internet site www.mangerbouger.be will be created together with a quarterly magazine entitled "mangerbouger.be" to be distributed free of charge in all schools. A travelling exhibition is being mounted.

Two healthy eating advisers have been recruited.

RESULTS & EVALUATION

Results The project is in the start-up phase. An evaluation is planned.

Strengths This project is the outcome of extensive cooperation between the Government, government departments, school management federations, teachers' representatives, various advisory bodies, doctors, nutritionists and dieticians. Public authorities at all levels coordinate action on the project. Staff have been recruited to assist local agents. It provides specific and coordinated responses to a public health issue by acting to prevent the stigmatisation of people in difficulty and offering a positive approach to health and sport in the social setting of the school.

The possibility exists for schools to personalize their initiatives.

A wide variety of stakeholders of all ages are involved (pupils, parents, teachers, canteen staff, civil servants, suppliers, etc.)

The project is backed up by a media campaign, an Internet site and a magazine.

Weaknesses & risks Difficulties may arise in giving priority to the issue in schools.

Powerful influence of food stereotypes disseminated by the commercial media

Why do you consider this a good practice? This initiative will have a positive and lasting impact on the eating habits of children and young people in the French Community of Belgium since it is rooted in their everyday experience and is careful, taking into account scientific data, to combine a variety of approaches. It is an inclusive venture involving a wide range of people of all ages and professional backgrounds. The cultural, social, environmental and economic aspects are taken into account to forge an educational project that transcends while relying on the school setting. This initiative is not merely concerned with health but adopts a socially aware approach to food behaviour. The good practices to which it gives rise could serve as models for generating more specific policies.

CANADA

National ESD Expert Council and Regional Working Groups

CONTACT

- Manitoba Education, Citizenship and Youth/Advanced Education and Training (MECY/MAET) (departments of the Provincial Government)
- Environment Canada (EC) (department of the Federal Government);
- Learning for a Sustainable Future (LSF) (Canadian Not for Profit Organization)

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 Pamela Schwartzberg, Executive Director, Learning for a Sustainable Future

FOCUS	Education/Learning Educators	Tools and materials (e.g. Media & ICTs)	Regional / international cooperation
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DESCRIPTION

<i>Type</i>	Manitoba Education, Citizenship and Youth (MECY)/Manitoba Advanced Education and Training (MAET), Environment Canada (EC) and Learning for a Sustainable Future (LSF) have forged a partnership to establish a National Education for Sustainable Development Expert Council (NESDEC) and Regional Working Groups (ESDWGs) to promote a culture of ESD in Canada. The aim is to develop and strengthen the capacity of senior leaders from government, business, civil society, and the education sector to work together to incorporate Education for Sustainable Development (ESD) into the formal, non-formal and informal education systems.
<i>Working language(s)</i>	English and French
<i>Target group(s)</i>	The NESDEC is comprised of a broad range of stakeholders with an interest in ESD. Members are appointed from each Provincial/Territorial ESDWG, national organizations (i.e., federal government departments, research institutes, teachers' federations, Council of Ministers of Education/Ministers of the Environment, national youth groups, etc.) as well as international organizations.
<i>Starting year & duration</i>	In 2005, LSF in collaboration with EC and MECY/MAET piloted the establishment of the first provincial ESDWG in Manitoba and documented the process and outcomes. A series of six additional Provincial/Territorial ESD Working Groups (ESDWG) and the National Education for Sustainable Development Expert Council (NESDEC) were established in 2005-2006 with support and funding from LSF, EC and MECY/MAET.
<i>Budget & funding sources</i>	Environment Canada has provided funding of \$75,000,000 in fiscal year 2005/06 and \$200,000 for 2006/2007. In addition, each ESDWG provides considerable in-kind contributions and has raised funds regionally to support their initiatives.
<i>Partner organisations</i>	Lead organizations for the establishment of the NESDEC include: Learning for a Sustainable Future; Environment Canada; Manitoba Education, Citizenship and Youth/Manitoba Advanced Education and Training Lead organizations for each of the ESDWG's include: Simon Fraser University; Saskatchewan Council for International Cooperation; Ducks Unlimited Canada; New Brunswick Environmental Network; Nova Scotia Environmental Network; Department of Education, Government of Nunavut
<i>Stakeholders</i>	Each working Group has engaged regional champions from government, business, civil society, academia, youth, labor, etc. For example, the Manitoba ESDWG is comprised of 25 formal members represented by youth, business, academia, government (municipal and provincial), international organizations, educators, education associations including labor. Additionally, three sub-committees of the Working Group include members and interested others from the local community. The chairs of the ESDWG and the Steering Committee of the NESDEC communicate at least monthly usually through teleconference to oversee the process, review next steps, share best practices, address concerns and celebrate successes. Other stakeholders will become

involved in ESDWG activities through public forums and consultations in regards to ESD.

OBJECTIVES

NESDEC objectives:

- Promote the building of ESD objectives into the education sectors;
- Support the objectives of the UNECE Strategy for ESD, in cooperation with the regional Working Groups;
- Engage leadership of government officials at all levels;
- Develop and strengthen the capacity of stakeholders to act on ESD;
- Monitor and report on progress in ESD in Canada;
- Liaise with other relevant National and international structures;
- Coordinate and facilitate delivery of national activities in support of the Decade of ESD in Canada, including sustainability literacy and tracking, research, communication, and sharing of best practices.

ESDWG objectives:

- Build ESD into the education culture, including the body of accepted curriculum and learning activities, teacher training, facilities management, procurement, etc.;
- Establish strategic collaborations between governments, education sector leaders, business, and community NGO's in order to increase cohesion and leverage in creating a culture for ESD;
- Relay a sense of urgency and the latest science on critical sustainability issues;
- Coordinate, facilitate connections and bring together stakeholders from the formal, non-formal and in-formal education sector for policy input, debate, exchange, planning to enhance delivery of ESD activities in support of the UN's Decade on ESD.

METHODOLOGY

This approach is built on a collaborative engagement model. It is bottom- up and place-based. The Provincial/Territorial ESDWGs build on the strengths of local initiatives. The NESDEC builds on the strengths of provincial/territorial initiatives. The piloting of the establishment of an ESDWG in Manitoba and the documentation of the process and outcomes provided a useful model to replicate in terms of structure, process and outcomes for other ESDWGs wanting to establish their own Working Groups in other regions of Canada. A discussion paper was prepared by the leading organizations and provided to all interested jurisdictions.

RESULTS & EVALUATION

Results

The successful piloting of the establishment and communication regarding of the first ESD Working Group in Manitoba has resulted in six other jurisdictions taking the initiative to establish similar Working Groups in their respective jurisdictions. Having stakeholders within and among jurisdictions in Canada working together to advance ESD in the formal, non-formal and informal education sector is proposed to have the following impacts.

- A culture of Education for Sustainable Development is fostered in Canada;
- Policy, regulatory and operational frameworks that support ESD;
- SD promoted through formal, non-formal and informal learning;
- Educators equipped with the competence to include SD in their teaching;
- Tools and materials for ESD are available and accessible;
- Research on ESD and its impacts on Canadian society;
- Cooperation on ESD strengthened at all levels

Strengths

Since provinces/territorial governments have responsibility for formal education in Canada, this model of provincial/territorial ESD Working Groups engages stakeholders in the jurisdiction where action can be taken. The NESDEC can work to facilitates the co-ordination and delivery of the objectives of the UNECE Strategy for Education for Sustainable Development, including sustainability literacy and tracking, research, communication, and sharing of best practices across the formal, non-formal and informal education sectors.

Weaknesses & risks

The activities undertaken by ESDWGs will vary across the country, addressing local interests and needs. This may pose some challenges for reporting at a national level. The establishment of ESDWGs is based on a staggered model (six in 2006; seven in 2007). It is imperative that ESDWGs are established in all jurisdictions in Canada to ensure equitable representation on the NESDEC and a national perspective. There is a risk that some jurisdictions may opt out of the commitment to establish ESDWGs,

although at this time, there is no indication that this may be the case.

Problems encountered

Manitoba has had some difficulties acquiring appropriate representation from the non-formal, formal and informal education sectors on its ESDWG, in particular representation from Aboriginal and youth groups. Ensuring that all stakeholders are informed of ESDWG activities and securing appropriate membership from all sectors is a constant challenge as the ESDWG membership evolves. To some extent, these problems have been addressed through the dissemination of information about the ESDWGs through government communication to stakeholders, presentations to youth and other groups.

Conditions for successful replication

It has been noted through evaluation that conditions for successful replication of the establishment of ESD Working Groups in Canada requires representation from formal education authorities (i.e., provincial/territorial ministries/departments of education).

Unresolved issues

Funding is required to seed the development of ESDWGs in the remaining provinces/territories in Canada. Additional support is required to help sustain the activities of the NESDWG and ESDWGs over the decade.

Why do you consider this a good practice?

This is an excellent model for jurisdictions in which the federal government does not have jurisdiction for formal education. It is also an excellent model for engaging broad networks of stakeholders to addresses a common framework.

CROATIA

Environmental Impact Assessment Guidelines and Training

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Nikola Ruzinski, State Secretary, Ministry of Environmental Protection, Physical Planning and Construction

FOCUS Education/Learning Tools and materials (e.g. Media & ICTs)

DESCRIPTION

The initiative concerns capacity building and increasing the ability of EIA officers to implement assessment tools in the field of Environmental Impact Assessment (EIA), enhancing the participation of stakeholders and wider public in the process of EIA and improving EIA. It is planned to achieve that through consultation workshops, working visits, development of training programme on system administration MEPPPC ('train the trainers'), counties and consultants preparing the EIA studies, publishing the EIA Guidelines for legal persons preparing the EIA studies etc. Area to be covered with this project is the entire area of Croatia.

It is a CARDS 2003 project 'EIA Guidelines and Training Project, Croatia'. Responsible body is the European Commission represented by Delegation of the European Commission to the Republic of Croatia and it is responsible for all contractual issues. Project partner and beneficiary is Ministry of Environmental Protection, Physical Planning and Construction (MEPPPC). Primary target group is staff of Environmental Protection Division, Department for Environmental Impact Assessment and for Implementation of Measures for Environmental Pollution Prevention. Other target groups included are competent authorities, developers, consultants, sector and non-governmental organizations, broader public etc. Project started in July 2005 and it will be implemented over the 18 months. It is implemented by Environmental Resources Management (ERM) Ltd. UK and OIKON Ltd. Croatia. Budget is 700.000 € and the funding source is European Union (EU CARDS).

OBJECTIVES Main objective of this project is increasing the environmental sustainability of development projects in Croatia according to EU standards. Specific objectives are:

- Enhance, facilitate and strengthen the use of EIA according to EU standards and practices
- Implementation of the EIA guidelines on the national and county level.

METHODOLOGY

- Five consultation workshops that were organized provided legal review and gap analysis of EIA regulations and procedures, institutional needs analysis, consultation with key stakeholders and consultations with competent bodies (ministries and counties) and consultants on planned guidelines and manuals.
- Informative brochure about project published in Croatian and English and it is also available on the project web site www.eiaproject.hr
- Developing the Training Programme for MEPPPC staff (training for instructors), county representatives and consultants

RESULTS & EVALUATION

Results

- Strengthened capacity of the staff of Environmental Protection Division, Department for Environmental Impact Assessment and for Implementation of Measures for Environmental Pollution Prevention.
- Developed training programme and trainers educated for future training and passing their knowledge.
- Agreed recommendations for legal actions for further harmonization with EU requirements identified.
- Agreed comprehensive MEPPPC guidelines for EIA officers on the national and county level
- Strengthened EIA screening, scoping and review processes and improved implementation of assessment tools (cost and benefit analysis, health impact assessment, impact significance, etc.)

- Transparent EIA process, increased knowledge of key stakeholders on EIA guidelines/ EU requirements, assessment tools and increased public participation.
 - Enhanced participation of stakeholders and wider public in the process of public hearing
 - Project web site www.eiaproject.hr is operational and updated regularly, providing access to the developed manuals and guidelines
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CYPRUS

Designing Action Community Programs through creating networks amongst school, parents and local community

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Dr Aravella Zachariou, Coordinator of Environmental Education and Education for Sustainable Development, Cyprus Pedagogical Institute, Ministry of Education and Culture

FOCUS	Education/Learning Educators	Indigenous knowledge Research / Development
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DESCRIPTION

Type Governmental project that was conducted under the auspices of the Pedagogical Institute of Cyprus which is the coordinator body of the Ministry of Education and Culture for implementing Education for Sustainable Development in Cyprus Education System.

Working language(s) Greek language

Target group(s) The particular project was a multifaceted project designed for implementation on a National basis, taking into consideration the main principles of ESD and the needs and particularities of Cyprus. The project was implemented in 37 in pre-primary and primary schools all over Cyprus. Parents, students, teachers and various stakeholders were the main target groups. Particularly, the project involved 266 parents, 1100 students, 45 teachers.

Starting year & duration The project covered the period 2003-2006

Budget & funding sources The project's implementation was based on the voluntary participation of schools and community, which were responsible for finding the necessary funding resources.

Partner organisations A number of governmental and non-governmental organizations were involved in the project: The Department of Forestry, the Department of Environment, the Department of Energy, the Recycling Affiliation, Environmental Education and Information Centers etc. According to the requirements of the sustainable issue each school, proportionally involved various organizations.

Stakeholders Local community and specifically indigenous people, parents and municipality cooperated and were actively involved in a project in order to investigate a particular problem of their community, and determine alternative ways for confronting the particular problem. The stakeholders interacted with the schools and were actively involved in all the phases of the project (design, application, implementation), and in all kinds of indoors and outdoors activities. Our cooperation with them was based on guiding and counseling the various groups of participants, during all the phases of the project.



OBJECTIVES

- Train teachers on how to design and implement autonomous programs-based on ESD-aiming to the social-critical involvement of parents and the school's local community.
- Encourage parents, students and local populations to participate in such programs and sustain a critical involvement in sustainable issues of their community
- Establish community schools that should operate according to the principles of Education for Sustainable Development
- Develop educational and pedagogical tools for educators, which can be used indoors and outdoors, in order to promote ESD in every day school life.

METHODOLOGY

This approach was multifaceted and developed in three discrete phases. For each phase different educational methods and approaches were used, which were organized according to the demands of each phase. The first phase included in-service training courses for teachers. Audio visual materials and slides were presented, educational tools, outdoor activities various projects and techniques were suggested, and similar projects on international level were evaluated. The in-service training courses were based on discussions, interactive communication and a creative dialogue. The Second phase included the design and the application of the program. The school and the community interacted in various areas including activities in the school and in the field, visits, interviews, observations, recordings, discussions, use of multimedia and internet, handicrafts, team and cooperative work among all the participants, in order to examine the problem of interest. The third phase concerned the involvement of the community to the solution of the issue already examined. Various strategies were used including particular actions and measures centralized in community campaigns. Presentations, the use of Mass Media, and the preparation of films and articles were some of the techniques that were used.

RESULTS & EVALUATION

Results

The implementation of the programs resulted in major positive outcomes for children and their parents, which were investigated through parent and teacher questionnaires before and after the implementation of the various programs. Parent, pupil and teacher interviews were taken, observations were made and diaries were used during the program implementation in each school. Results showed that children and parents became more knowledgeable and sensitive to the improvement of the quality of life to their community. The programs, which applied according to the demands and particularities of each school and its community, seemed to help them acquire a sense of ownership and responsibility in their community. Additionally, through these projects a new "learning culture" was created, based on social cohesion of the community, the environmental preservation and protection of local environment. More over the research results indicated that the project helped teachers to improve their educational practice related to ESD. They identified how the National Curriculum can be used for a holistic investigation of a local issue, and how formal and non-formal education could be connected for promoting ESD in school practice.

Strengths

The project takes into consideration the particularities and needs of each school and each community. This motivates all the participants to act on the basis of creative and interactive networking. Community was used as a means for learning, as an educational tool and a place for action, through the parallel use of formal and non-formal education. The community worked as a place for the application of various activities based on

participatory learning, tailored to the needs and interests of learners. Finally, through the course, various educational techniques and methods were developed that could be used in Cyprus Schools for promoting ESD.

Weaknesses & risks

Funding and time limitations were the main obstacles for the programs implementation to each school.

Why do you consider this a good practice?

The program was a unique and extremely innovative attempt for the case of the educational system of Cyprus, since it was the first time that teachers were trained on implementing educational programs, through the participation of parents and the local community. More over the particular program is a national program designed according to the demands of the Cyprus Educational System taking into consideration the requirements of the local population, the particularities of the schools in each district and the need for reforming the National Curriculum towards creating links between formal and non-formal education. At a broader international level, it reflects an innovative achievement in education, as it indicates how the home and the school can join in an everyday partnership and how the school can critically accomplish its major aims with the participation of their pupils' families. This is an example for other European Countries as well. It encourages the Implementation of Education of Sustainable Development Programs in partnership with parents, families and their local communities in a critical way, which provides long-lasting benefits for children, parents, schools and communities.

CZECH REPUBLIC

EE Network in South Moravia Region

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Mr. Michal Medek

FOCUS	Education/Learning Educators	Environment Water Climate Change Biodiversity Rural Development Sustainable Consumption	Regional / international cooperation
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DESCRIPTION

<i>Type</i>	network of NGOs, regional institutions, municipalities and regional government)
<i>Working language(s)</i>	Czech
<i>Target group(s)</i>	general public, experts in building industry, mayors and community leaders, office workers, teachers, volunteers; about 40 executives work on the project
<i>Starting year & duration</i>	2005 - 2008
<i>Budget & funding sources</i>	950,000,- EUR; European Social Fund, Ministry of Environment, South Moravia Regional Government
<i>Partner organisations</i>	Barvínek, Boskovice, Brontosaurus, Hnutí Duha – Friends of the Earth Czech Republic, Ekologický právní servis, Středisko volného času Hodonín, Zájmové sdružení obcí Hrušovansko, Jihomoravský kraj, Subdodavatel – Nesehnutí, Centrum ekologické výchovy Pálava, ČSOP Poníkva, Společnost Renata, Rezekvítek, Sdružení Tereza, Za Sebevědomé Tišnovsko, Veronica, Vzdělávací a informační středisko Bílé Karpaty, o.p.s
<i>Stakeholders</i>	Ministry of Environment: the project is example of good practice: cooperation between NGOs and local government, the stakeholder is co-funding the initiative Regional Government: the project helps the regional government to identify environmental problems in the region and gives it ideas and partners to solve them; regional government is partner of the project making its own part (education of mayors in waste management) as well as member of the steering committee Public: in general is the recipient of the products of the project



OBJECTIVES Main aim of the initiative is to multiply the effect of education for sustainable development by identifying 5 key issues in the region (South Moravia, 7100 sq. km, 1,1

mil inhabitants) and setting up a network of NGOs and other key partners to solve the problems identified.

The key issues are:

- Low capacity of NGOs for environmental counseling. No environmental counseling offered to public outside the regional capital. Solution: course for environmental counselors, network of experts, network of environmental counseling offices.
- Low respect to conservation within general public due to strong lobby against it as “inhibitor of prosperity.” Solution: series of interpretative excursions throughout the region aimed at general public. Restoration and installation of information panels on specific sites. Involvement of volunteers into conservation work.
- Low respect to environmental-friendly operation among institutions. Solution: a. nationwide implementation of the international Eco-school scheme, b. implementation of Eco-school program into basic schools in region given
- No Local Agenda 21 implementation in rural regions. Solution: Implementation of Local Agenda 21 in chosen micro-regions
- Low education of practitioners in environmental aspects of their fields. Solution: From many subjects energy-efficient building and waste management were chosen. Course for the practitioners was prepared.

METHODOLOGY The initiative is not innovative in its methodology. Innovative is the aspect of 16 partners coming together identifying regional problems and providing solutions to them. Every key activity mentioned above is coordinated by an NGO and every partner has got a list of tasks to complete in order to reach the regional goal. This is controlled by unique software. Identification of regional environmental problems is an ongoing process and is done by representatives of the partners and regional authorities (e.g. key issues for 2007 are broadening the above mentioned ones).

RESULTS & EVALUATION

<i>Results</i>	network of environmental counselors, interpretation of natural heritage as a normal service for public, implementation of Eco-school scheme, contest among offices in environmental friendly operation, green NGOs winning respect from local government, LA21 in two rural regions, hundreds of new volunteers in the field of conservation, hundreds of trained experts
<i>Strengths</i>	good cooperation among partners involved in the initiative, strong management
<i>Weaknesses & risks</i>	the network is a living organism – there are organizations stepping in and out
<i>Problems encountered</i>	Fluctuation of human resources is the biggest problem in such a “soft” project.
<i>Conditions for successful replication</i>	Cooperation is crucial. Our experience is that cooperation needs good communication management, transparency and democracy. The network will continue to work in issue-based cooperation mode. We will continue to identify key environmental issues in the region, find solutions to them and make fundraising together. Regional government plays the key role planning regional targets in ESD (in close cooperation with the network).
<i>Why do you consider this a good practice?</i>	<ul style="list-style-type: none"> ▪ Project systematically and with complexity provides EE, eco-counseling, raising awareness of sustainable development in region; ▪ Takes into account specific conditions and problem topics of region; ▪ Sets up very wide and workable network of NGOs a public administration in region (this network is an open system); ▪ Effectively implements well-established international programs such as Eco-school, LA21; ▪ Has positive impact on wide and difference target groups.

National Network for Environmental Education

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Mr. Vaclav Broukal

FOCUS	Education/Learning Educators Sustainable Urbanization Corporate Responsibility	Environment Water Climate Change Biodiversity Disaster Reduction Rural Development Sustainable Consumption Sustainable Tourism	Regional / international cooperation
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DESCRIPTION The Programme (complete title: National Network of Environmental Education Centres) was established in 1999 as a reaction on the need of systematic support of development of a network of these organisations on the territory of the Czech Republic. Via the participating NGOs, the Programme ensures a controlled EE and ESD standard, access to methodical help for the beginning NGOs, and access to further education for their workers, exchange of experience on the level of the Czech Republic as well as abroad, access to information, etc. „Thanks to the Programme, high-quality EE programmes are supported in all parts of the country“, says Jakub Kaspar, director of the Department of Public Relations of the Ministry of Environment. „For a majority of the NGOs, support from the Programme is the only really stable financial source“, says Vaclav Broukal, coordinator of the project

Type non-governmental

Working language(s) Czech

Target group(s) EE Centers, general public, office workers, teachers; about 400 executives workers on the project (100 EE Centers involved)

Starting year & duration 1999 -

Budget & funding sources Ministry of Environment; 178,000,- EUR a year

Partner organisations Czech Union for Nature Conservation, Ministry of Environment

Stakeholders Ca 100 EE Centres which are active especially on the local and regional levels. Their main mission is environmental education of children, youth, as well as adults, a number of them are active in the field of environmental consultancy, and they participate also in practical protection of nature and the environment in their neighbourhood. Majority of the EE Centres cooperate with local schools, for pupils of which they are preparing environmentally focused education programmes, they cooperate with them on creation of various common projects, and they are trying to affect also other entities influencing the life of the local communities (public administration, business sector, other non-profit organisations, individual citizens, etc.).



OBJECTIVES	<p>To support development of the network of environmentally oriented NGOs as a part of the „EE and public awareness„ system in the Czech Republic, and, via activity of these organisations, to influence attitude of the society to the environment and principles of the sustainable development. The purposes of the Programme are as follows:</p> <ul style="list-style-type: none"> - To stabilise development of the existing EE Centres, and to instigate establishment of new ones; - To support development of EE and ESD programmes for various target groups (growth of both supply and quality); - To provide methodical and advisory help to these EE Centres, to ensure accessible education for them; - To support awareness and cooperation of state and non-state institutions and organisations on local, regional, as well as national levels; - To instigate international cooperation with EE Centres within the European Union; - To support preparation of the action plan for implementation of the UNECE Strategy for Education for Sustainable Development.
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METHODOLOGY	<p>Coordination and administration is ensured by umbrella NGOs The Association of Centres for Environmental Education “Pavučina“ and Czech Union for Nature Conservation, financial part of the Programme is ensured by the Ministry of Environment. Assistant role is further played by bigger EE Centres within the individual NUTS III regions. Actual carrying out of the education programmes is ensured by ca 100 EE Centres. This concerns the following activities:</p> <ul style="list-style-type: none"> - Environmental education programmes for pupils of nursery, elementary and secondary schools; - Education of students of higher professional schools and universities in the field of EE and public awareness; - Education of professional public in the environmental field (especially of educational workers and public administration workers); - Education of the general public in the environmental field. <p>Further, the coordinator ensures methodical help, advisory service, and programmes of further education for the participating EE Centres. These activities contribute to ensuring comparable level of services offered by the participating organisations to the target groups.</p>
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RESULTS & EVALUATION

<i>Results</i>	<p>Growing participation of organisations in the Programme (at the present time, ca 100 EE Centres; in 2003, ca 50 EE Centres)</p> <p>Annually, organisations participating in the Programme carry out education actions approximately 30,000 hours long, for 400,000 persons</p>
<i>Strengths</i>	<ul style="list-style-type: none"> - Stable funding from the Ministry of Environment, based on the approved State Environmental Education Programme; - The Programme is open. Continuously, new organisations may begin to participate; - Low administrative requirements on the participating organisations in comparison with other programmes and projects (an advantage, especially, for small and beginning organisations)

<i>Weaknesses & risks</i>	<ul style="list-style-type: none">- Change of government policy and priorities, and reduction of support of the Programme connected with that;- Change of administrator of the programme (once in three years, a call for tender for the administering organisation is issued), and change of the existing system of administration and management of the programme connected with that.
<i>Problems encountered</i>	<ul style="list-style-type: none">• Increase of financial means available for the Programme has not corresponded with the growth rate of the number of organisations participating in the Programme, and of the volume of activities, which has been also growing very quickly. Consequently, the amount of financial support per an organisation, and a unit of financial payment for the carried out actions, respectively, have been decreasing each year.• After all, different quality of services offered by the individual EE Centres, caused by the different time period for which they have been active, different level of support of environmental education from local and regional public administration, etc.
<i>Conditions for successful replication</i>	<ul style="list-style-type: none">- Organisation able to ensure coordination and administration of the Programme;- Stable source of financial means;- Sufficiency of high-quality partners carrying out the services on local and regional levels.
<i>Why do you consider this a good practice?</i>	<p>The National Network of Environmental Education Centres Programme is a good example of cooperation of state administration and non-state entities on development of environmental education and promotion of sustainable development principles on the territory of the whole state. The central public administration body ensures financial stability of the programme, and the participating NGOs ensure concrete activities based on knowledge of the local conditions in the individual regions. The fact that the National Network of Environmental Education Centres Programme has been implemented for eight years already, confirms mutual advantageousness of this partnership, at least in the conditions of the Czech Republic.</p>

Sustainable offices

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Mrs. Kamila Kanichová

FOCUS	Education/Learning	Environment Sustainable Consumption	Policy, Regulation, Governance Regional / international cooperation
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DESCRIPTION Public institutions play a role of one of the most important consumer and their effort can influence offer and accessibility of sustainable products and services (e.g. with national label for environmental friendly products and services and for products from organic farming, Energy Star, Group for efficient Appliances, TCO Development, Fair Trade, etc.). Another important aspect is that public institutions are perceived as example for public, for their visitors, suppliers, etc. In that way they play a role of educators. "Our project was one of the first steps which helped to explain and fulfil these roles of public institutions in the Czech Republic", says Yvonna Gailly, chair of STEP.

Type Initiative was carried out by NGOs in cooperation with governmental and municipal bodies

Working language(s) Czech

Target group(s) Czech Republic / National, regional and local authorities; Eco-counsellors / about 500

Starting year & duration 2003-2005

Budget & funding sources Ministry of the Environment of the Czech Republic

Partner organisations STEP's members – eco-counselling offices

Stakeholders The Office of Ombudsman



OBJECTIVES Also, in the Czech Republic, public institutions have started to become interested in the environments with which they provide their employees, visitors, and clients, in their operating conditions, their environmental impacts, sustainable context and also in how they are perceived in these matters.

The aim of the project was to introduce approach of green/sustainable public procurement and way of operation to the Czech Republic, to provide education and methodological support for eco-counsellors and offices of public institutions starting with green public procurement (GPP) and sustainable consumption activities. Important goal was also to strengthen their interest to start such projects in their offices.

METHODOLOGY	<p>To fulfil above mentioned objectives we prepared:</p> <ul style="list-style-type: none"> • Pilot project/implementation – measures in The Office of Ombudsman • Education: <ul style="list-style-type: none"> ○ methodological handbook – which contains basic information about GPP, possible criteria and measures, experiences and examples of implementation from the CR and especially from other countries ○ workshops – mainly for eco-counsellors • Quick national survey on GPP and sustainable practices and presentation of its results – we asked 35 institutions at national and regional levels to show their measures in the fields, like the use of environmentally friendly products, waste management, education for employees, internal directives, .. • List of contact persons responsible for this issue in different offices – to promote cooperation • Web pages
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RESULTS & EVALUATION

<i>Results</i>	<p>Measures which have been taken in the Office of Ombudsman were related to wide range of different topics (waste management, cleaning, energy and water savings, catering, procurement, education and information for employees, PR) and played important role of a pilot project – to motivate and encourage following projects in other public institutions. Majority of the taken measures has organizational or operational nature, what meant very often low costs, but at the same time high involvement of the employees.</p> <p>Informational and educational support for those who decided to follow such activities was provided by handbook (both electronical and printed version), workshops and webpages. Their content consisted of motivation part (why to do?), description of potential measures and good practice (what and how to do?) and sources of other information.</p>
<i>Strengths</i>	<p>Increasing interest of public institutions for the topic.</p> <p>Cooperation and partnership among NGO (implementation of the initiative), Ministry of the Environment (financial, informational and political support) and the Office of Ombudsman (pilot project and its presentation).</p> <p>Implementation based on the examples and on the motivated individuals.</p> <p>Utilization of the foreign trends and case studies</p>
<i>Weaknesses & risks</i>	<p>New approaches and changes (especially if they are connected with behaviour) are usually difficult to introduce (it needs time, explanation and patience).</p> <p>Suspensions about proposed approaches and measures.</p> <p>Lack of information for steps from “green” to “sustainable” public procurement.</p> <p>Limited possibilities for application of foreign experience in the Czech national conditions.</p>
<i>Why do you consider this a good practice?</i>	<p>This initiative showed how important is the role of the examples and pilot projects. Especially if they are implemented by generally respected and reputable institution like it was in case of the Office of Ombudsman.</p>

DENMARK

DESD website - www.ubuportalen.dk

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FOCUS	Education/Learning Educators	Citizenship	Intercultural Understanding
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DESCRIPTION

Type Governmental/non-governmental

Working language(s) Danish and translation of examples into English

Target group(s) During the development process 3 persons involved, during the updating process 1 person involved

Starting year & duration In 2005 Denmark launched a website to mark the DESD 2005 - 2014

Budget & funding sources 100.000 DKK corresponding to 13.300 EURO

Partner organisations The project manager for the UN Associated School Project

OBJECTIVES Good examples of inspiration for teachers, NGO's and private persons

METHODOLOGY Establishing a national website, where all schools can connect

RESULTS & EVALUATION

Results The evaluation process hasn't started yet, but it will be evaluated later.

ESTONIA

International Matsalu Nature Film Festival (Rahvusvaheline Matsalu Loodusfilmide Festival)

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Tiit Mesila, Festival Director

FOCUS	Education/Learning Sustainable Urbanization	Environment Water Climate Change Biodiversity Disaster Reduction Rural Development Sustainable Consumption Sustainable Tourism	Intercultural Understanding
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DESCRIPTION

Type non-governmental

Working language(s) Estonian, English

Target group(s) wider public (visitors), authors, film-makers

Starting year & duration The first Matsalu International Nature Film Festival was held on October 3-5 2003 in Lihula with competitive program of 23 films from 7 countries. More than 2500 people visited the festival in 2003. As the festival enjoyed great public response the founders decided to make it an annual event. For that purpose the non-profit organization Matsalu Nature Film Festival was set up in late 2003. The second festival was held on September 23-25 2004. There were participants from 14 countries; furthermore, the competitive program consisted of 35 films and the number of visitors amounted to 5000. The third festival took place on September 22-25 2005 with competitive program of 39 films from 16 participating countries and more than 7000 visitors. The organisers can say with satisfaction that the new festival has become a tradition, which has found its place among Estonian film- and nature-related events.

Budget & funding sources Sponsors: The Estonian Ministry of the Culture, The Estonian Ministry of the Environment, Estonian Film Foundation, Cultural Endowment, Environmental Investment Centre, Estonian Nature Tours, Lääne county, Green Gate etc.

Partner organisations Founders: Local authority Lihula, Matsalu National Park, Estonian Nature Fund (NGO), Culture house and museum of Lihula

Stakeholders Estonian Ministry of the Environment is a partner for organizing the festival. Each year a special prize from the ministry is given out and also minister's reception for the festival participants and guests.

OBJECTIVES

- The objective of the festival is to screen and evaluate new nature films and filmmakers, and to promote the distribution and popularity of nature films.
- The festival promotes a nature-oriented and sustainable way of life and respect for the nature-connected traditions of indigenous people.
- The festival is a meeting place for filmmakers of the Baltic Sea region who are involved in preserving the diversity of nature and nature as a habitat or who create films depicting the life of indigenous peoples.
- The festival is a place for introducing Estonian film culture and creating contacts between filmmakers from Estonia and other countries.
- Nature photography exhibitions, meetings of nature photographers and other cultural events will take place within the framework of the festival.
- The festival shall be organized by the Matsalu Nature Film Festival non-profit organization in cooperation with the Lihula municipal government, Matsalu National Park and the Estonian Fund for Nature. The 4th International Matsalu Nature Film

Festival ("the Festival") will take place in Lihula, in the county of Läänemaa, 21-24 September 2006.

METHODOLOGY The Festival program consists of:

- competition program,
- retrospectives,
- open program,
- nature photography exhibits,
- seminars and workshops,
- leisure time events.

Festival films will be entered in one of two categories:

Category A - "Woods and Mammals". Films that explore the connections between the forest and animals as well natural life in these areas are sought.

Category B - "Man and nature". Films that depict the harmonious coexistence of human activity and nature, man's connections to nature, natural conservation, traditions.

One person can take part in the Festival in connection with every selected film-filmmaker, copyright owner, director, producer, cinematographer, distributor or official representative.

Entries are judged by a five-member professional panel made up of filmmakers and conservationists. The jury will award the following prizes

- Festival grand prize,
- Two first prizes (one in each category)
- Two panel honorable mentions
- Special prizes

All entries shall receive a participation certificate.

RESULTS & EVALUATION

<i>Results</i>	Arouse of the public's environmental and cultural awareness, interest in recreation and self-making activities, experience-sharing, cooperation between people from different countries and regions etc.
<i>Strengths</i>	popular, supported and recognized annual event, professional organizers, great interest in making films and environmental awareness raising folders etc
<i>Weaknesses & risks</i>	project-based financing, which isn't stable and sustainable
<i>Why do you consider this a good practice?</i>	Matsalu film festival started as a local initiative, comprised only one of fifty counties in Estonia. Year-by year the event became more popular, interest has spread in Europe and the Nordic countries. Even though the event is project based (financing is very unstable), it has become annual and an event of the year to the film-, culture- and nature people in Estonia.

Projects Tuulik ("Windmill" in Estonian) and follower project Aiatuulik ("Garden Mill" in Estonian)

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 E-mail: warnarova@hetnet.nl Internet: <http://www.hared.ee>

Responsible CEE organization:
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Sirje Aher, Member of management

FOCUS Education/Learning
 Educators

DESCRIPTION Projects Tuulik initiated by Ministry of Foreign Affairs of the Netherlands (the Social Transition Program of Central and Eastern Europe MATRA), the Ministry of the Environment and by the Ministry of Education of the Estonian Republic and follower project Aiatuulik with co-operation Ministry of Environment and Tallinn Department of Education

Type Governmental + non-governmental + municipal

Working language(s) Estonian, Russian

Target group(s) In Tuulik project 41 Estonians schools: Students, teachers, headmasters of basic schools. (There are only 485 basic schools and upper secondary general (including basic schools) schools in Estonia). In Aiatuulik project 38 pre-schools from Tallinn Municipality with headmasters, pre-schools teachers, children, parents + 132 pre-schools with headmasters and pre-schools teachers.

Starting year & duration Tuulik: 1 August 2001 until 1 June 2004, Aiatuulik: 1 August 2004 to 31 July 2006

Budget & funding sources Tuulik: EUR 260,000 – Ministry of Foreign Affairs of the Netherlands (program MATRA), Ministry of Environment of Estonian Republic. Aiatuulik: EUR 280,000 – Ministry of Foreign Affairs of the Netherlands (program MATRA), Tallinn Department of Education, Ministry of Environment of Estonian Republic.

Partner organisations Tallinn Department of Education, State Forest Management Centre (RMK), Estonian Center for Work with Youth, National Examination and Qualification Centre

Stakeholders Regional population was informed via media and journalists. Parents were indirect participants of these projects, more part they took from Aiatuulik, where they participated in questionnaires to research their environment-awareness. Local authorities were also more active within Aiatuulik: Tallinn Department of Education supported the project financially and otherwise. Tuulik was also supported by regional authorities, who helped to organize some events.

OBJECTIVES The projects support Estonian schools and kindergartens in developing school curriculum on the point of ESD and integrating ESD issues into the schoolwork plan. Tuulik project goal: Improvement of the environmental education (EE) and ESD with its objectives concerning the development of awareness of the co-existence of nature, society and culture and develop a sustainable attitude towards the surrounding environment. Aiatuulik project goal: Estonian pre-schools have implemented modern technologies on environmental and sustainable development education into their school development plan and curriculum (SWP) and use well-compiled teaching materials in both languages.

METHODOLOGY

The project Tuulik has three phases:

1. Development of school curriculum: in co-operation with 7 pilot schools (with Estonian and Russian language of instruction),. During this phase 36 follower schools were selected for further implementation of the schoolwork plan for EE and ESD. Training for Estonian coordinators took place in the pilot schools in order to be able to provide assistance in the development of schoolwork plan for ecology in the follower school. All teaching materials available will be inventoried as a basis for the information centre, which will be able to provide all necessary teaching materials to the schools during and after the project. Furthermore, a training curriculum for actual and future teachers will be developed.
2. During the second phase the results of the development phase will be implemented in the schoolwork plan of the 36 follower schools. Teachers will be trained and the results of phase 1 will be distributed to the follower schools as an example. Under co-ordination of the pilot schools, the follower schools will be continuously supported in their implementation activities by means of a network structure. The supporting institutions will participate in these networks.
3. The third phase mainly focuses on evaluation of the development and implementation activities in order to strengthen and adjust, if and where relevant, the activities as started in the first and second phase. This way the process will continue after the project.

The project Aiatuulik has three phases:

1. Development of the pre-school curricula: In this period we develop in co-operation with 8 pilot pre-schools (Estonian-, and Russian- speaking) and Tallinn Education Department, within the framework of the existing National Curriculum for the pre-school, a pre- school curricula concerning environment and sustainable development issues (Communication, Nature, Culture). These pre-schools were supported by the above-mentioned institutions. During this phase 30 follower pre-schools were selected for further implementation of the schoolwork plan for environmental education and sustainable development. Training took place of Estonian coordinators in the pilot pre-schools in order to be able to provide assistance in the development of schoolwork plans for the environment in the follower pre-school. All teaching materials available were inventoried as a basis for the information centre, which is able to provide all necessary teaching materials to the pre-schools during and after the project. Furthermore, a training curriculum for actual and future teachers was developed in order to implement skills for development of the schoolwork plan, implementation of these elements in school systems and use of adequate didactical methods in teaching.
2. During the second phase the results of the development phase were implemented in the schoolwork plan of the 30 follower pre-schools. Teachers will be trained and the results of phase 1 will be distributed to the follower schools as an example. Under co-ordination of the pilot pre-schools, the follower pre-schools were continuously supported in their implementation activities by means of a network structure. The supporting institutions participated in these networks.
3. The third phase mainly focused on evaluation of the development and implementation activities in order to strengthen and adjust the activities as started in the first and second phase. This way the process continues after the project.

RESULTS & EVALUATION*Results*

Tuulik: 1) Development and implementation examples of the school curriculum in pilot schools of EE/ESD. 2) Development and implementation a supporting structure for the development and implementation of the schoolwork plan ; 3) Establishment networks of follower schools around each of the pilot schools and enabling institutions aiming at the exchange of experience and at stimulation of continuous strengthening of EE/ESD ; 4) Training of teachers and school management in order to improve the skills and motivation ; 5) Development and adjustment of the curriculum of the teacher training in the Pedagogical faculty of Estonian universities involved in the project ; 6) Organizing an infrastructure for collection and distribution of teaching materials, information and training programs (inventory of existing material, establishment of the information centre); 7) Disseminating all project achievements to all of the Estonian basic schools and related institutes.

Aiatuulik: 1. Participating pre-schools have implemented sustainable development principles into their development plan and curriculum and share their experience with non-participating pre-schools. 2. Pre-schools have modern teaching materials to carry on teaching/learning process on environment and sustainable development with involvement of parents. 3. Pre-schools have network and support for implementing environmental and sustainable development education into their curricula and development plans. 4. Pre-school children get positive attitudes towards environment and sustainable development. 5. Estonian pre-schools can independently carry on

actions on raising awareness on environmental and sustainable development. Methodical materials and lessons plan were published for schools. Projects' teaching-learning materials may found on the page: <http://www.hared.ee/> in Estonian and Russian

<i>Strengths</i>	Cooperation of teachers inside school (kindergarten) becomes better. Good cooperation and exchange of experience and ideas between schools. New diversified possibilities for teachers' training. International experience-exchange. Participants are sure that environmental work would not end after the project. It is also important that activities are the same for schools (kindergartens) with Russian and Estonian language of instruction that makes it helpful for integration. The main strengths are also described by participants of Tuulik in the booklet "Tuulik. Grains of truth" (in Estonian and Russian http://www.hared.ee/files/kniga.pdf).
<i>Weaknesses & risks</i>	The main risk in this kind of practice is resistance inside the organization and lack of teamwork. Sometimes it can be difficult to overcome the feeling of "competition" between schools (kindergartens), because they tend to close their ideas and other information from others.
<i>Conditions for successful replication</i>	This kind of practice is easily replicable. In fact, Aiatuulik became a replication of Tuulik. The main condition is desire of national and local authorities to resolve problems of school (kindergarten) education and freedom for schools (kindergartens) to develop their curricula.
<i>Why do you consider this a good practice?</i>	Tuulik and Aiatuulik are good practice because these are projects, where things necessary for educational institutions are done by those in a way best for themselves: teaching and learning materials, development planning, curriculum development etc.

FINLAND

ENO-Environment Online - A global virtual school and portal for sustainable development

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Mr Mika Vanhanen, coordinator

FOCUS	Education/Learning Educators	Environment Water Climate Change Biodiversity Sustainable Consumption	Intercultural Understanding Cultural Diversity Tools and materials (e.g. Media & ICTs) Research / Development Regional / international cooperation
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DESCRIPTION **Briefly**
ENO-Environment Online is a global web school and portal for sustainable development. Four environmental themes (*dimensions of sustainable development*) are studied within a school year (social, natural, cultural environment and a sustainable way of living) on a weekly basis. ENO is a strong and active network of schools. It has been running since 2000 and it is administrated by the city of Joensuu, Finland. This programme supports Finnish schools and schools around the world in the field of sustainable development and global education.

Who is involved?

There are about 300 active schools from 90 countries involved (2006-07), about 30 000 students and 2000 teachers are direct beneficiaries. In addition, the material on the website is available for public at large. Our partners are UNEP, UNESCO, the university of Joensuu, National Board of Education and numerous international school and environmental networks. A memorandum of understanding was signed between ENO and UNEP in 2005. The department of applied education at the university uses ENO programme for studies, research and teacher training. In addition to global aspect, this programme has spread to schools in the other municipalities around the city of Joensuu. The programme is funded by the city of Joensuu, with the help of governmental bodies. Annual budget is about 80 000€.

Local action – global thinking - ICT

The main idea is to lay emphasis on local environment and see it in a global aspect: act locally - think globally. Information is gathered at local level and shared globally in the website. Learning is student-centred with online and offline activities. At the end of each theme there is a campaign week when students share their results and raise them in their local communities. Students make presentations at local school, libraries and inform the local media. They become eventually ambassadors for environment in their respective local communities and regions and worldwide. ENO encourages learners towards active citizenship. This website is also a portal where the results of learning are summarized and available in public. The working language is English.



OBJECTIVES

- to foster environmental themes and sustainable development in education
- to see environment not only in ecological aspect but also the social economical and cultural dimension
- to use ICT for the environment and sustainable development
- to get schools in developing world as an active part of network
- to learn that we can have an effect on the state of environment with our personal actions
- to unite people from different cultures and nationalities to work for the common goal: more sustainable future

We started the co-operation with UNEP two years ago, a memorandum of understanding was signed in February 2005. We also have been in co-operation with UNESCO ASPNet schools. Our vision is that ENO-Environment Online could spread to every country in United Nations. An initiative based on ENO network was delivered to United Nations in the Helsinki Conference 2005, about a global action portal for the environment.

METHODOLOGY

The main idea is to lay emphasis on the local environment and to see it in a global aspect: act locally - think globally. The pedagogy is based on the latest trends in collaborative and communal learning, under the control of the department of applied education, the university of Joensuu, Finland.

Our school year is divided to four themes or modules that each lasts from 10 to 12 weeks. They are about physical and social environment, natural environment, sustainable consumption and cultural environment. All the contents are planned together with teachers and are available on the ENO website. Each theme has a clear structure and is divided to weekly tasks available on the website. During the weeks students make online and offline activities and gather information from their local community. At the end of each theme there is a campaign week during which the results of learning are raised in local communities and on the website.

Schools don't need special software, just word processors and a connection to Internet. We have chats between schools. There is also ENO radio where students submit their audio stories concerning our topics. The material submitted is summarized and available on the website. There are also public activities annually like tree planting events for any school, children or youth group interested.

RESULTS & EVALUATION*Results*

Within six years an active global network of schools has been built. Tens of thousands of students and thousands of teachers have participated ENO activities in over 90 countries. Two international ENO conferences have been organised : in Finland 2002 and in South Africa 2004 where some African schools signed a partnership agreements with Finnish ENO schools. A meeting with African ENO teachers and students was organised February 2006 in Finland.

Doctoral studies have made concerning ENO Programme at the universities of Joensuu (Finland) and Granada, Spain. Programme has received national and international recognitions, The Quality Prize in eLearning by ministry of education 2003 and WWF Panda Award 2004, for instance. ENO Programme has also been nominated three times as a candidate for Stockholm Challenge Awards, the most prestigious ICT awards in the world.

Strengths

ENO Programme encourages learners to study their local environment. When this is organised globally it raises the interest of learners : they can compare their environment with other learners around the world. It has brought world together as a family where every member is equal and important.

Dr Alfonso Molina, Professor of Technology Strategy, University of Edinburgh :

"ENO is an excellent educational initiative, a trailblazer building today the type of global programmatic movements that will be common place in the future. ENO's holistic approach to sustainable development brings together local communities with global collaborative learning in a process that stimulates cultural dialogue, generosity, sharing and solidarity in favour of the poor and the digitally excluded. For this reason I see ENO as a real agent for human development."

Ms Nyarai Tunjera, ENO teacher in Zimbabwe : ENO also teaches how to carry out research projects, like when pupils have to research on the themes as they study them like to get cost of water of consumption and paper use. I feel this really involve not just the learner but everyone concerned. Their awareness programme for each theme shows that it really wants to involve ALL people on environment awareness.

GKP Youth Award : «Thinking global and acting local is the main underlying thrust of ENO-Environment Online, a global web school for environmental awareness. This project represents a big step towards creating an information society by connecting three main things: Young people, ICT and the environment. «

Weaknesses & risks

This programme has been running since 2000. The biggest problem has been the funding. We have been trying to find a way to get a more sustainable basis for the programme. This is our main concern but we are working on it and trying to find partners.

Conditions for successful replication

ENO Programme offers easy activities and modules that have been utilized around the world in Iran for instance. ENI (Environment Club of Iran) was developed to raise the awareness of people about environmental issues in Iran and to publish the different activities carried out in different schools on the web. A bilingual site has been developed to share experiences with others all around the globe. The original idea was taken from ENO site but activities have been defined that are most suitable for environment in Iran and to implement ENO on a national level. ENO teacher Mariam Mokhtari has developed this website and encouraged other schools in Iran to join these activities. This website is supported by Schoolnet Iran Science and Arts foundation and Saziba. See more here: <http://eno.schoolnet.ir/>

Why do you consider this a good practice?

ENO Programme has been growing since the beginning and covers about the half of countries in the world today. We want it to spread in every country of the world. The sustainable future is a challenge. We want that this network and our experience could be widely benefited by UN and its bodies. We also look forward to organize more open activities to benefit public at large. The question for sustainable funding exists. We are open to suggestions by different bodies and stakeholders.

This programme shows the power of grassroots. It was initiated by a teacher. We don't work only at schools but together with local people, include them as a part of the learning process. We raise environmental issues locally and globally and empower people. And above all we build bridges between those who have and those who have not. We do our small part for the Millennium Development Goals 7 and 8.

FRANCE

General introduction into the school system of environmental education for sustainable development

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Professeur Michel RICARD, Président du Comité national français de la décennie

FOCUS	Education/Learning Educators	Citizenship	Tools and materials (e.g. Media & ICTs) Research / Development Regional / international cooperation
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DESCRIPTION

Type Government project

Working language(s) French

Target group(s) All French schools

Starting year & duration October 2005; duration : 3 years

Budget & funding sources Difficult to state precisely since the project is to be developed nationally. Funding source: State

Partner organisations State + local authorities + enterprises and civil society

Stakeholders Local authorities are particularly involved in this project through regional partnership agreements for promoting sustainable development through education, training and information.

OBJECTIVES Following experiments carried out in 84 schools over a one-year period, an overall system of environmental education for sustainable development was introduced in all French schools. The education provided, developed under the National Sustainable Development Strategy (Stratégie Nationale de Développement Durable – SNDD), embodies a number of requirements:

- it forms part of a national education policy for the general introduction of educational content and methods and of tools aimed at the gradual and coherent acquisition, from primary school through to the end of secondary education, of an environmental and sustainable development culture;
- it is developed on the basis of close partnership between schools, local authorities, social groups and the business community so as to enable future citizens to develop appropriate behaviour at all levels of society and to enrich it throughout their lives;
- it is to be continuously evaluated and updated by the various educational partners in conjunction with local authorities and members of civil society, who will take account of programme content, skills acquisition and the resulting behaviour.

METHODOLOGY The methodology involves four main thrusts:

- modification of school curricula to introduce sustainable development;
- teacher training and the development of suitable educational tools and approaches;
- setting up of committees in each educational region to monitor the introduction of the system;
- creation of regional partnerships.

RESULTS & EVALUATION

Results

Over a period of two years, one can point to a number of results:

- Implementation of a genuine transdisciplinary approach;
- Gradual transition from environmental education for sustainable development (EESD) to education for sustainable development (ESD);
- Realization by all involved of the need to adopt a broader approach to the subject, both in and outside school.

Strengths

Extension of the approach to all schools

GEORGIA

Introduction of the course in “Global Environmental Politics” and “Regional Environmental Politics” at Georgian Technical University

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Nino Kizikurashvili (MSc., PhD) – Ministry of Environment Protection and Natural Resources of Georgia, National Focal Point for UNECE ESD, Member of Bureau of the Steering Committee of UNECE ESD. Associated Professor; Georgian Technical University; Department of Public Administration

FOCUS	Education/Learning	Environment
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DESCRIPTION

<i>Type</i>	academic
<i>Working language(s)</i>	Georgian / English
<i>Target group(s)</i>	Bc. and MSc. students, up to 70 students per academic year
<i>Starting year & duration</i>	2001 – now (continuing)
<i>Budget & funding sources</i>	Georgian Technical University budget
<i>Partner organisations</i>	Civic Education Project (Caucasus)

OBJECTIVES Establishment of the first ever Interdisciplinary Bachelor / Master course in Environmental Science in Georgia with social science focus on global environmental politics/ policy analysis/development at the University level (Georgian Technical University) has been very essential, taking into account current needs of our country in young leaders and policy makers. Graduates of the Master Program have been involved in environmental governance, creating local pool of local government officials, who will help to achieve objectives of economic and democratic governance, through improving environmental and resource management, which ultimately lead to the reduction of social inequalities

METHODOLOGY The course was offered to the Dean of Social Science Department of Georgian Technical University by Central European University (www.ceu.hu) Environmental Sciences Department Alumni (Nino Kizikurashvili) in 2001 after her completion of Faculty Development Fellowship Program (http://www.soros.org/initiatives/scholarship/focus_areas/facult_scholarships) at UC Berkeley (the fellowship was funded by Open Society Institute). The course in Global Environmental Politics was developed within the frames of above-mentioned fellowship program at the Department of ESPM (Environmental Science, Policy and Management) at UC Berkeley (USA, California).
The fact that the lecturer (Nino Kizikurashvili) was at the same time Caucasus Program Coordinator of SCOUT (Support for Community Outreach and University Teaching) Program http://www.osi.am/academic_fellowship.asp, allowed her to enrich her teaching methodology by exchanging ideas with other western educated scholars and invite them for guest lecturing.
The lectures itself have been of interactive character, which also was kind of innovation for Georgian Educational system based practically completely on former soviet system.
Mode of delivery: class is built around a lecture and discussion seminar. Handouts are delivered for each lecture, containing lecture material and recommended literature for seminars. Discussion seminars are devoted to the discussion of papers related to the lecture. The discussion is led and chaired by 1-2 students: it involves 5-10 minute presentation of framing the paper and posing a key set of questions.

The student(s) are then responsible for chairing the subsequent discussion, trying as much as possible to provide some direction to the discussion. These discussions also help students to be better prepared for writing their final essay-paper.

RESULTS & EVALUATION

Strengths

- New subject of “Global Environmental Politics” introduced to the curriculum of the university.
- New western teaching mode was used in the process of delivering lectures (interactive lectures, group discussions, and paper seminars).
- Involvement of western educated scholars and representatives of government and international NGOs as guest lecturers was very beneficial and useful for broadening a general horizon of students

Weaknesses & risks

- Lack of literature
- Absence of western-trained lecturers
- Lack of funding to further develop and strengthen the program

Why do you consider this a good practice?

- Theoretical base developed for lectures in ‘Global Environmental Politics’ could serve as a background for development of broader course in SD
 - Western trained human resource can be used for development of text books and teacher manuals in the field of SD
 - Existing theoretical materials, human resources and contacts (both at national and international level) could be used for establishment of international leadership program in Sustainable Development, which would further serve as a base for development of other sub-programs for different target groups. This program would offer a unique intellectual surrounding that fosters cross-disciplinary interaction, research and education, as it is dedicated to a better understanding of critical scientific and social issues related to meeting global sustainable development goals.
-

GERMANY

A partnership approach to implementing the UN Decade of Education for Sustainable Development

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Prof. Dr. Gerhard de Haan, Chairman of the National Committee; Alexander Leicht, Secretariat UN Decade

FOCUS	Education/Learning Educators Overcoming Poverty Gender Equality Health Promotion HIV/AIDS Sustainable Urbanization Corporate Responsibility Economy	Environment Water Climate Change Biodiversity Disaster Reduction Rural Development Sustainable Consumption Sustainable Tourism Citizenship	Peace, Human Rights & Security Policy, Regulation, Governance Intercultural Understanding Cultural Diversity Indigenous knowledge Tools and materials (e.g. Media & ICTs) Research / Development Regional / international cooperation
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DESCRIPTION The initiative consists of implementing the UN Decade ESD in Germany by providing a participative organizational structure. The main idea of the partnership approach is to forge an alliance between the key political decision-makers and other relevant organizations in order to generate support for ESD on the political level, but also to foster specific, concrete and innovative activities towards ESD. The organizational structure established encompasses all types of stakeholders, from governmental to non-governmental. The key elements of the initiative are:

- The **National Committee for the UN Decade** assembles the key stakeholders: Federal Ministries, the Federal States, or *Länder*, Parliament, the Council of Cities and Towns, non-governmental organizations, universities, media, the business sector, and representatives of school students. The Committee is the central steering body for the Decade in Germany. It consults and decides on key Decade activities and agrees on programmatic priorities. Among other things, it defines annual thematic priorities. In 2007, the theme will be cultural diversity and ESD, in 2008, water and ESD.
- A **Round Table for the Decade**, which comes together annually upon invitation of the National Committee, facilitates networking among around one hundred initiatives and provides a forum so that these initiatives can voice their priorities regarding ESD and the UN Decade. Their priorities are then fed back into the consultations of the National Committee.
- **Round Table Working Groups** were instituted along the lines of the education system, that is, a working group each deals with ESD in preschools, schools, vocational training, universities, further education, and informal learning. Additional Working Groups have specific thematic foci, such as responsible consumerism and fair-trade. The Working Groups develop ESD guidelines for their respective fields and serve as a resource for ESD expertise.
- The **National Plan of Action**, which was drawn up by the National Committee in consultation with the Round Table, formulates strategic objectives and lists some 60 concrete political measures to advance ESD, among them, for example, the programme Transfer-21, which aims at introducing ESD into 10% of all general education schools, and an initiative to develop a model curriculum for global development issues.
- Successful ESD projects by a large variety of organizations are awarded the status of **Official German Project of the Decade** by the National Committee in order to advertise good practice 'on the ground'. Around 250 projects have been recognized by June 2006. The scheme to award the title of Official German Decade Project focuses on highlighting initiatives that subscribe to a broad and complex concept of ESD, i.e., that go beyond, for example, pure environmental education.
- **Specific events** that are carried out on behalf of the National Committee further highlight the importance of ESD in the general and the education public, among

them the major German conference to launch the Decade in January 2005, and an annual presentation of good ESD practice at Europe's largest education fair, didacta.

Through the organizational structure, several hundred organizations, initiatives and projects are being linked to the Decade ESD. All fields of education are targeted: schools, universities, non-formal adult education, vocational training and informal learning, among others.

Organizationally and institutionally, implementation is attached to the **German Commission for UNESCO**. The German Commission for UNESCO instituted the National Committee which serves as a platform for policy makers and civil society. Within the Federal Government, the **Federal Ministry for Education and Research** is in charge of the UN Decade. The Ministry supports the German Commission for UNESCO in the implementation of the Decade and has facilitated the establishment of a **German Secretariat for the Decade**. The organizational structure was put in place in mid-2004.

Implementation in Germany is carried out on the basis of a unanimous resolution by the **German Bundestag** of 1 July 2004 which called for concrete activities towards fostering the UN Decade ESD and asks for an involvement of all relevant stakeholders.



OBJECTIVES

There is a rich and broad spectrum of ESD activities present in Germany. The organizational structure involves the variety of stakeholders from key political players to non-governmental organizations and also encompasses the diversity of educational approaches within ESD, from environmental through consumer to development education. The partnership approach to the implementation of the UN Decade ESD thus fosters the understanding of ESD as an integrative concept among stakeholders and promotes ESD as central to future-oriented education models and systems. At the same time, German implementation of the Decade aims at increasing the political weight of ESD and its public visibility. An exchange with international debates and developments regarding ESD is a further objective.

METHODOLOGY

Key methodological elements of the initiative are consultations between stakeholders combined with concrete and visible measures to foster good ESD practice. See under item 5, initiative description.

RESULTS & EVALUATION

Results

The UN Decade ESD has started successfully and to much public acclaim in Germany. Hundreds of organizations and initiatives have made the Decade their own through the organizational structure provided. The Decade in Germany is being implemented under the patronage of the President of the Federal Republic of Germany, Horst Köhler. Key stakeholders from the Federal Minister for Education and Research, Annette Schavan, and the President of the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder*, Ute Erdsiek-Rave, to Governors of the *Länder* have voiced their firm support. The Round Table comes together for its annual meetings upon the invitations of Governor of a *Land*. Evaluation of the concrete measures contained in the National Plan of Action and of the Decade Projects is under way, the first tentative

results are highly encouraging. Internationally, German work towards the Decade has been recognized, for example, by inviting Germany to present its implementation at a UNESCO/UNECE side event at the Commission on Sustainable Development in May 2006.

Strengths

One of the strengths of the approach has been to simultaneously generate political support and foster good practice in the spirit of an integrative concept of ESD. The German Commission for UNESCO has managed to build upon its experience in serving as a political/civil-society platform, an experience that has been put to use of the present ESD partnership. Moreover, the leading academics in the field have agreed to provide their expertise and have taken on the responsibility to actively contribute to the work of the National Committee. The Decade has also achieved a certain visibility in the public with, among other things, around 250 Decade Projects working toward ESD all across the country. The official launch conference in January 2005 received attention in the nationwide evening news. Challenges for the coming years include maintaining the momentum of the first year of the Decade and promoting the idea that ESD is a long-term endeavor requiring considerable persistence on the part of everyone involved. Moreover, not all stakeholders are already 'on board'. Links with the business community, in particular, need to be strengthened

Conditions for successful replication

The partnership approach to implementing the UN Decade can be replicated, in our estimate, if two main criteria are met. First, while a large amount of political support can be generated through the present organizational structure, a certain level of support from high-level decision makers must be present at the outset in order to launch the partnership approach. Similarly, some funds need to be available to support the organizational structure through a full-time secretariat. Second, a certain level has to be reached regarding activities towards ESD in education institutions and civil society.

Why do you consider this a good practice?

A partnership approach involving policy makers and civil society seems the most reasonable approach to carry out a large ESD initiative like the UN Decade. Education for sustainable development aims at empowering people to take the future of their societies in their own hands by fostering ways of responsible and future-oriented thinking. This concerns everyone, from large institutions to individual members of society. In other words, ESD needs political backing but cannot be brought about through a top-down approach, it needs to be generated bottom-up through consultations and multiple alliances. Therefore, forging broad yet focused partnerships seems vital.

GREECE

Mediterranean Education Initiative for Environment & Sustainability – MEDIES

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FOCUS	Education/Learning Educators Gender Equality	Environment Water Biodiversity Sustainable Consumption	Intercultural Understanding Cultural Diversity Tools and materials (e.g. Media & ICTs) Regional / international cooperation
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DESCRIPTION MEDIES is a Mediterranean Network on Education for Sustainable Development (ESD) aiming to engage the educational community to Agenda 21 and the MDGs through the implementation of innovative educational programmes on sustainable development. It was launched as a Type II Initiative in the WSSD (2002) by the Government of Greece. The Ministry of Environment and the Ministry of Education of Greece, the Ministry of Environment of Italy, UNESCO, UNEP/MAP, GWP-Med and MIO-ECSDE comprise the "Core Group" that approves proposals and reviews activities. The "Task Group" includes Ministries (Environment and Education), NGOs, universities and schools which plan and implement projects together with the "Network of Educators". The Secretariat has been entrusted to MIO-ECSDE for the initial period of implementation (2002-2007). The working language is English.

The Budget of MEDIES depends every year on the foreseen activities and on secured funds. The start-up phase (2002-2003) was funded by the Greek Ministry of Environment. The main funding resources are the Greek and the Italian Government, the European Union through MIO-ECSDE Core Funding, the Global Water Partnership-Mediterranean and private donors.

MEDIES innovation is attributed by its characteristics considering that MEDIES:

- is a unique Type II Initiative on ESD including all Mediterranean countries.
- has participatory structure, engaging not only educators and schools but all types of stakeholders, governmental and non-governmental organizations, promoting cooperation at national and Mediterranean level.
- was launched in view of the UN Decade on ESD and in line with its main principles, i.e. "promotion of sustainable development through all forms of education: formal, non-formal and informal" and "facilitation of networking, partnerships and interaction among stakeholders."
- supports the educational community in a concrete way by means of publications and training seminars which follow innovative learning processes.
- promotes Information & Communication Technologies (ICTs) and networking through its webpage: www.medies.net

"It is an honour of UNEP/MAP to take part in the Core Group of the MEDIES Initiative"
Mr. Paul Mifsud, Coordinator of UNEP/MAP.

"We wish to strengthen cooperation of UNESCO and MIO-ECSDE within MEDIES and implementing the Decade in the region" Mr Peter Smith, Assistant Director-General for Education.



OBJECTIVES

MEdIES main objectives are:

- To raise public awareness and provide education on sustainable development with initial three-axes on water, wastes and cultural & biological diversity.
- To provide training of educators and trainers on ESD theoretical and methodological perspectives and ways of work.
- To serve as a “cooperation” platform, enhancing multi-stakeholder cooperation and partnerships among authorities, the education community, the private sector, NGOs, local societies, etc.
- To provide the opportunity for education and particularly, for educators to overcome their isolation *vis-à-vis society*.
- To facilitate international networking on ESD.
- To develop a methodological framework for ESD networks in the Mediterranean to be adapted in other regions.
- To support ESD and promote its integration to formal and non-formal education.

METHODOLOGY

The main methodology approaches applied in the framework of MEdIES are the following:

- Regular communication between the Secretariat, the Task Group, and individual members of the Network.
- Consultations & participatory processes in all activities (i.e. development of educational materials, planning and organisation of events) engaging all relevant stakeholders, and particularly the local ones (to enlarge MEdIES impact at local level).
- Organisation of training seminars and workshops for educators and trainers in partner countries in cooperation with the local and/or national partners of the Task Group.
- Realisation of common educational projects i.e. by schools, NGOs, youth in the partner countries based on MEdIES educational materials.
- Promotion of ICTs through its interactive webpage which provides a communication platform for the registered users and a ‘pool’ containing basic ESD documents, MEdIES educational materials -free for download- and up-to-date information resource on ESD topics, on which the members also contribute to.

RESULTS & EVALUATION
Results

“Within ESD challenges, special attention is paid in the training of educators. We feel very lucky that the educational material in this direction is of high quality thanks to the very active participation of our NGOs e.g. MEdIES”, Prof. Andreas Karamanos, General Secretary of Ministry of Education of Greece (Vilnius, March 2005); “...educating young people about the various environmental challenges may be done rather successfully by the civil society... in this direction I wish that MIO-ECSDE and MEdIES will continue their efforts” HE Minister Youssef Abu Safieh, Chairman of Environment Quality Authority of Palestine (Cairo, December 2004). MEdIES is a very important Initiative for ESD in the Mediterranean region” HE Ambassador Adamantios Vassillakis, Permanent Representative of Greece to the UN (New York, April 2004).

Among the organizations that have integrated MEdIES materials are indicatively: the Centre of National Environmental Education- Ministry of Environment, Spain ; University of Limerick, Ireland; Swedish University “Åbo Akademi” ; University of Minho, Portugal; Association of University Leaders for a Sustainable Future, Washington ; “Life-Link Friendship Schools”, Sweden ; Outreach Programme, RAMSAR.

The main impact of MEDIES is provision of non formal on sustainable development issues. MEDIES target groups are educators, students, youth, and eventually, local society. Students' engagement is realized by involving them in projects based on MEDIES educational materials i.e. on water and waste. The materials have been evaluated as "tools" with locally relevant content and flexible to be enriched by the educators. Generally, students declared: *"we were sensitised about water shortage and pollution", "we have changed some of our daily habits regarding excess in water consumption"*.

MEDIES' Youth Exchange programmes focusing on "cultural and biological diversity and sustainability" have given positive results in strengthening intercultural dialogue and capacity building of youth involved. *"...Sustainable future of our region is in the hands of its people", "cultural diversities and particularities, if properly understood and respected could be our strength" "...we gained friendship without frontiers through nature and culture"* youth stated during the 1st (Greece, 2005) and the 2nd Youth Exchange Programme (Greece, 2006).

As far as educators and trainers are concerned, the evaluation of a series of training seminars on ESD topics and methodology has given positive results. The successful combination of ICTs use and the experiential methods applied in the seminars attribute a 'best practice' character to MEDIES capacity building seminars. Some quotes of educators participated in MEDIES trainings follow: *"I have gained knowledge and experience on how to integrate ESD in the curriculum"* (Cairo, 2004); *"I have new ideas to give 'life' in my school"* (Beirut, 2005). MEDIES training meetings and conferences gain great visibility through local media.

Constraints & Perspectives

MEDIES webpage visitors and e-network members are steadily increasing. However, in this regard, a basic constrain of MEDIES is the lack of appropriate infrastructure in some Mediterranean countries and especially, in the poor rural areas. This fact restrains the e-communication as well as the use and benefits of the webpage by the members. The low level of computer literacy of many educators in certain areas is also a serious problem encountered so far. MEDIES attempts to overcome such constrains by providing hardcopies of the materials to educators who cannot access them through internet; worth mentioning is that all MEDIES printed materials are produced at least in three languages: Arabic, English and French. The material "Water in the Mediterranean" has been t produced in seven languages. Also emphasis on computer skills development is given during trainings.

Main priorities of MEDIES is the organization of actions i.e. seminars, youth and school projects, in more countries of the network, and especially in North Africa and Middle East. Generally, MEDIES as a network of ESD requires the active involvement of all parties concerned in exploring and shaping the field of ESD. The experience so far, reveals that it provides a good platform for the educational community and other stakeholders to exchange knowledge, ideas and experiences as well as to cooperate on sustainable development issues of local societies. Despite the bulk of work already done, undoubtedly a lot more is required since with ESD we are still at the very beginning in comparison to the needs of the "particular" Mediterranean region. The typical evaluation of MEDIES activities is realized through the annual meetings of the Task and Core Group, where the future steps are jointly decided, as well. The overall evaluation of this first phase of the MEDIES programme will be completed by the end of 2007.

HUNGARY

Education and Learning for Sustainable Development-Green Pack Educational Kit (GP)

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Dr. Eva Csobod, Director

FOCUS	Education/Learning	Environment Sustainable Consumption Citizenship	Peace, Human Rights & Security Tools and materials (e.g. Media & ICTs) Regional / international cooperation
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DESCRIPTION

<i>Type</i>	Non-governmental organization, the Regional Environmental Center developed the Green Pack multimedia Educational Kit in partnership with Higher Education Institutes, Local Communities and the Toyota Foundation in Europe
<i>Working language(s)</i>	English and Hungarian
<i>Target group(s)</i>	teachers for primary and secondary schools: app 600 teachers, pupils in schools (age: 11-15): app 60 000 pupils in Hungary
<i>Starting year & duration</i>	Dec 2002- 2010
<i>Budget & funding sources</i>	European Toyota Foundation, Hungarian Toyota Ltd, Hungarian municipalities and civil associations.
<i>Partner organisations</i>	Hungarian Public Education and Research Institute
<i>Stakeholders</i>	Local civil organizations, local municipalities are involved in-service training program for teachers. The stakeholders bring local case studies, local experiences for sustainable life style, sustainable consumption and production, development of local community in future planning.



OBJECTIVES Green Pack educational kit is a partnership initiative for Ministries and other key players responsible on education, environment and development - at national level. Teacher training centres, NGOs, universities or scientific institutes, educational & information centres, schools are involved at professional level.

Trainers, teachers, artists, editors and designers work together at expert level.
Business organizations are in partnership at international, national and local level.

METHODOLOGY Green Pack educational tool kit contains teacher guide with lesson plans for teachers, CD-room with information and creative exercises for pupils, video for illustration of economy, society and environmental issues, dilemma game for simulation of alternatives in the future towards sustainability. 22 SD topics are integrated to the school curriculum in the teacher guide.

RESULTS & EVALUATION

<i>Results</i>	Green Pack is integrated to the national education system to support ESD. It is used by 650 schools, several civil organizations and Teacher Education institutes. GP has been changing the educational methods, improve democracy in schools and in promote partnership at local communities.
<i>Strengths</i>	Built on partnership of professional organizations and local stakeholders for sustainable society.
<i>Weaknesses & risks</i>	tackling with change in Central and Eastern Europe, planning the desired future is a challenge in our region and in Hungary as well. The program needs to overcome on these difficulties
<i>Problems encountered</i>	Financial sustainability is key for Green Pack educational kit development and implementation. We developed a multi-stakeholder based model to overcome the financial challenges.
<i>Conditions for successful replication</i>	Efficient communication about the outcome of the Green Pack educational kit in ESD and the dissemination of the innovative methods of the GP can provide a frame for replication.
<i>Unresolved issues</i>	Schools need time for integration of ESD to the curriculum. The change of the formal curriculum is necessary to give room for ESD.
<i>Why do you consider this a good practice?</i>	The partners developed very good cooperation in the process. The program is innovative, replicable, based on multidisciplinary teaching, multi-sector cooperation and local involvement of SD.

The role of the local school in promoting local sustainability in Hungarian rural communities

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Dr. Judit Vásárhelyi, Co-President of HSEE

FOCUS	Education/Learning	Environment Rural Development	Landscape
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DESCRIPTION The set of projects, initiated by the non-governmental HSEE, invited the full staffs of two elementary schools in the Lake Balaton Upperlands (in 2000 and 2003) to participate in respective three days' workshops. Also, the mayor, representatives of the maintainer of the school, of other NGOs, the church, local MPs, parents, future corporate citizens - reference persons of the communities – worked together with the teachers in Hungarian language. Beside these direct target groups the students, parents and inhabitants created the indirect target groups. Directly 100 people, indirectly 3000 souls and the biodiversity of their place are involved.

In 2006 a field study tour of local students dealt with the local surface and ground water resources, testing water quality and following the route of streams within the same framework and ecological unit.

These projects were embedded in a set of publications on education for sustainability (National Strategy for EE 1998, 2002, A grazing Hungarian grey calf... 2001 etc. The methodological guide of the workshops was also published by HSEE, 2004).

The projects enjoyed the support of the Environmental Fund of the Hungarian Government, shared by the HSEE, summing up to 2500 EURO.



OBJECTIVES The projects aimed at the introduction of the vision of local sustainability into the life of local communities. Also, they intended to

- involve local schools and other stakeholders into the process,
- inject resources of the school into community initiatives,
- invite local reference persons into the planning of school projects,
- strengthen the traditional catalyzator role of schools in protection of local values,
- involve local environmental resources into the EE curricula and
- enhance the cooperation of the school with other sectors.

METHODOLOGY The projects cover a small ecological system, a water catchment's area surrounded by 5 villages. The extended staff meetings were facilitated by trainers of HSEE. After an introduction on LA21, bringing it down to actual level, inventories of local resources as well as problems were accomplished by brain storming based on local knowledge, experience and vision. Both natural and built elements, traditional and innovative items were included. The participants created a sentimental, subjective map of the locality, and

collected sources of self-sustenance, too. Then the team designed initiatives promoting local sustainability, and listed the potential partners of a LA21 project of the settlement. The field study tour of local students, as a follow on, focused on water quantity and quality of the catchments area.

RESULTS & EVALUATION

Results

Intentions and documents of two workshops on two respective villages as well as those of the study tour of the students on were reported to the local governments and the school in the hope of further action and data to be collected. The “train the trainers” of sustainability meant also professional recreation for the teachers. - Beside the direct results the process could contribute to the recreation of community cohesion (“never before the maintainers of our school could understand results and difficulties of our work”, “it opened the door of the school towards the community”). The projects created a basis for the development of local curricula, too.

However, there is no Hungarian national strategy for sustainable development yet. In the lack of it no educational NGO can offer the necessary support to strengthen and continue the good intentions of the initiative, especially in the present climate of increasing burden on schools imposed by the educational government. So proactive and volunteering capacity might decrease, to continue such a project would demand autonomous and brave attitude and must rely on its own resources. There are otherwise good conditions for successful replication with the methodological booklet published, the trainers available.

The set of projects could be considered a good practice, because the educational approach is cross-sectoral and cross-generational, integrates different components of life (i.e. protection of water resources, waste economy and tourism visiting historical places in one of the communities), facilitated a community vision, planning, cores of projects and local curricula for sustainability. The cooperative planning methods are innovative in Hungary. The projects made a difference inasmuch without the HSEE trainings no agent would have introduced the idea of sustainability onto their horizons. The tour studying local water resources could be considered as part of the implementation.

Eco schools - as experimental centers of future generations to a better world

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FOCUS	Education/Learning Educators	Environment Sustainable Consumption	Policy, Regulation, Governance Tools and materials (e.g. Media & ICTs) Regional / international cooperation
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DESCRIPTION

Type Within the frame of The OECD-ENSI Network The Hungarian Eco-school system is a network of schools which was launched as a government activity and therefore originally a top-down process. The Network consists of a co-ordinating institute and members. The National Institute for Public Education (hereafter: NIPE) is the co-ordinating institute. The Ministry of Education and Culture and the Ministry for Environment support the network with own budget and expertise. The initial driving force of the network seems to have been the NIPE. Presently, the Centre is still responsible for coordination in the network but gradually the initiatives are more and more shifted from top-down to horizontal ones, starting from the participating schools.

Working language(s) Hungarian

Target group(s) The NIPE launched the current system of Hungarian Eco-schools, which is an institute in the hierarchy between schools and ministries, so the target group of NIPE are the schools and as well as decision makers At the moment the network has 208 school members with approx 90.000 pupils and 9.000 teacher.

Starting year & duration The Hungarian Network was started in 2000 by an initiative of the NIPE

Budget & funding sources For co-ordination and central initiatives yearly approximately 25.000 € from several governmental and international sources. The members financial and in-kind contribution is not estimated.

Partner organisations Ministry of Education and Culture; Ministry of Environment and Water; Hungarian Environmental Education Association

Stakeholders Ministries: Providing, legislative and financial support
NIPE: coordination
Member schools: running eco-school projects, sharing experiences,
Local communities: supporting eco-school projects in the schools

OBJECTIVES The initial intention of the network was to spread the idea of sustainability in education. The concept of "Eco" in "Eco-schools" is supposed to refer to both ecological and economic principles and points to the aim of the network to reconcile ecological and economic interests. All fields of school life are concerned with the aspect of sustainability. Civic education and participatory democracy are considered as vital aspects of the philosophy of Eco-schools.

METHODOLOGY To become an Ecoschool school has to apply for the Ministries. They have to develop their working plans following the Ecoschool criteria system which consists of 52 criteria with 90 sub-criteria regarding to the following area of the school-life:

A: General Aims (4 criteria)

1. A survey is made of school activities and their impact on the environment
2. The school develops a workplan to reach the Eco-school criteria
3. The school has connection to a national environmental education group
4. The image of school shows the commitment of the school to the values of

sustainability

B: Teaching and learning (8 criteria)

The main points of these criteria are: project work, activity of the pupils, diversity of methods, continuous development of methods.

C: Human resources- inner relationships (11 criteria)

The main points of these criteria are: environmental awareness, democracy, inservice trainings.

D: Activities beside teaching and learning: (8 criteria)

The main points of these criteria are: activities regarding to sustainability: camps, campaigns, school media.

E: Social relationships (5 criteria)

The main points of these criteria are: links to the local community, other schools, international networks.

F: Physical environment (8 criteria)

The main points of these criteria are: conservation and protection of the natural and built environment of the school.

G: Operation of the school (8 criteria)

The main point of these criteria are: environment friendly, and saving resource use, care of health.

RESULTS & EVALUATION

Results

The main activities of NIPE are supporting the partners in the network. In doing so it organises meetings, where the most important national and international events and innovations are presented, and opportunity is provided for the members to introduce themselves, exchange technical experience and establish contacts. Also, NIPE has created a web-site, providing up-to-date news about tenders, foreign outlook and data bases. The Centre continuously helps its members to participate in national and international in-service teacher training programmes. The members' work is also supported via action research and pedagogical-psychological research providing theoretical basis of the pedagogy of sustainability. The members of the Ecoschool network have shown their results on Hungarian environmental education achievement at several international events and have taken part in many international programmes backed by the Network. In addition, NIPE supports the making of those pedagogical supplementary materials, books and educational packages which are important for Ecoschools, and of course it continuously informs the members about up-to-date handbooks. The NIPE also support the relations, and connections between the green NGO's and the school's to deepen the idea of sustainability in the schools everyday life.

Strengths

The main strengths of the Hungarian Ecoschool network are that this initiative links research, governance and pedagogical development on a solid international basis. This wide range of professional input are combined with a holistic approach of sustainability, so the network helps its member schools to develop their work in any field of sustainability as well as in educational as in technical issues.

Weaknesses & risks

Uncertain and limited financial supports

Notwithstanding, the Ministry of Education and the Ministry for Environment have developed a common Environmental Educational Concept. This concept unfortunately does not oblige them to support the Network financially. For this reason the management of the Network has to lobby for support almost on an ongoing basis. These efforts consume a lot of time of the management and prevent them from constructive work.

Communication problems

There is no network without communication. One would think that in the era of Internet, communication cannot be a problem. Unfortunately, in Hungary there are many primary schools without access to Internet. This causes several problems. First of all, a school without Internet has a disadvantage because actually the Network's main and quickest platform communication is its homepage. Secondly, the management has to communicate parallel both via Internet and via traditional communication tools, (e.g. telephone, post) which means double work for the same goal.

Problems encountered

Lack of technical management

From the very start of the Network it has been clear that the Network needs technical

assistance. The management can co-operate with experts in the field of education and psychology, which is very suitable for professional work, but the lack of technical experts hinders the efficiency of the Network. The professional management of the network is enforced on e.g. updating the homepage and organising activities (meetings, training) of the Network. There is some technical help available on the bases of short term contracts for major events, but the uncertainty and low level of support does not make it possible to employ a full time technical manager who would supervise the daily work of Network and take care of its development too.

Conditions for successful replication

Strong ministerial and research background

Why do you consider this a good practice?

Ecoschool network system gives a professional framework for school to develop and to implement their own sustainability projects. In this way with this system is very cost-effective because the central investment generate a lot of local project based on local resources.

ITALY

Italian National Programme on Environmental Education, Information and Training (INPEEIT)

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Mr. Paolo Soprano (director)

FOCUS	Education/Learning	Environment	Policy, Regulation, Governance
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DESCRIPTION

Type governmental and regional authorities

Working language(s) Italian

Target group(s) Municipalities, Environmental Education Centers, National and Regional Parks, Universities, Regional Agencies for Environmental Protection as main actors responsible for the implementation of the planned activities of each Regional Program co-financed within the INPEEIT; public administrators, students, teachers, educators, citizens, as nation-wide target groups.

Starting year & duration January 2002-June 2005

Budget & funding sources

Ministerial contribution:	€ 11.239.382,00
Total Regional contribution:	€ 23.691.323,24
Other contribution (in particular European Founding)	€ 2.695.246,09
TOTAL	€ 37.625.951,33

Partner organisations Italian Ministry for the Environment, 19 Italian Regions; some Regions have involved other local institutions and small private enterprises working in the environmental sector to co-finance, plan and implement the activities

Stakeholders The INPEEIT started on the basis of a strong cooperation between State and Regions. This inter-institutional relationship is supported by a Technical Board established in the Presidency of the Council of Ministers of Italy. "Guidelines for a new planning process devised between State and Regions on Information, Training and Environmental Education", issued in 2000, represent the reference framework for the role of different institutional actors involved in Environmental Education (EE) in Italy.
The Technical Board is supported by a group of experts on EE coming from different backgrounds, such as Environmental Associations, NGOs, Agenda 21 National coordination, etc.
Some Regions have set up similar informal consultation boards to share objectives and priorities in drafting the Regional Program to be submitted for co-financing approval. Beside the Regional Programs of EE activities, three inter-regional projects were realized in the framework of the INPEEIT: 1) "Training, Network Management and Sustainable Development" - led by Umbria Region - , 2) "Publishing of ideas and experiences for education, environment and sustainability" - led by Sicily Region, 3) "Quality indicators for Regional Systems of Environmental Education towards Sustainable Development" - led by Tuscany Region.

OBJECTIVES

The general aim of the Ministerial program was to reinforce specific knowledge and awareness on environmental issues, to create or increase individual and social consciousness of environmental problems, to stimulate needs and to address solutions towards a healthier environment and improve quality of life by acting on behavioural aspects and, finally, to promote active participation to policy making processes. In particular the INPEEIT was finalized to enhance and realize agreements between

Ministry for the Environment and Regional Authorities based on a co-financing mechanisms of regional programs defining priorities, based on local needs and contexts.

The co-financing support was focused on three main areas of intervention: projects of EE, training programs on EE, environmental communication and information campaigns.

METHODOLOGY The INPEEIT was characterized by a differentiated participation at various levels (central and local) based on an open and democratic dialogue. The participatory process, within the Institutional Technical Board, was aimed at identifying objectives and contents and to define criteria to allocate financial funds.

This methodological approach in drafting the Regional action plans was adopted to ensure coherence and integration between local priorities and national strategies defined by the Italian Environmental Action Plan for Sustainable Development (approved by the Italian Inter-ministerial Committee for Economic Planning on 2002) and with the international commitments, in particular with those priorities identified by the EU VI Environmental Action Plan.

Another key element of the methodology to define the necessary budget to realize the planned actions was the *integration* of financial resources coming from European Commission (Structural Funds 2000-2006), from the Italian government, from the Italian Regions, or other local Authorities, and, when possible, from private enterprises. In the same way the processes of monitoring and assessment were revised in accordance with the European standards for Structural Funds 2000-2006.

RESULTS & EVALUATION

Results The results of INPEEIT have been different with regards to each Regional Program of Action, which was related to the territorial context and environmental challenges. Due to this, it is not easy to analyze and describe the results of each project and action. However, this national intervention has produced an homogeneous level of activities in the environmental education sector, extended over the territories. One of the main objectives accomplished was to reinforce the national and regional networks on EE. The activities have been characterized by an increasing improvement in the quality of interventions. Concerning the nation-wide results, the upgrading of the inter-institutional relationship, especially at an inter-regional level, and the broad involvement and reaching of stakeholders and citizens have been remarkable. The National Program indicated that each Regional Program had to allocate a part of the budget to the dissemination of results. This has determined the production of many materials, as information and learning tool-kits, manuals, cd-rom and multi-media products

Strengths Projects and actions, both at national and local level, have been enclosed in the framework of a program where synergies between actors and resources, as well as the focus on specific priorities have replaced top-down interventions; Mechanism of co-financing actions has allowed to effectively implement synergies between national and local authorities, avoiding duplication of efforts and of expenditures; Sharing the objectives of the Program allowed to achieve an equal distribution of progress throughout the territory, enhancing and improving the value of different local systems and networks

Weaknesses & risks Different starting points and the variety of local systems and of degrees of progress in the field of EE among Regions have created initial difficulties in the task of comparing, sharing and replicating experiences; The lack of involvement of the Italian Ministry of Education determined a weak effectiveness of the initiatives of the Program in the field of formal education; The involvement of NGOs and relevant stakeholders has been realized only starting from the first phase of implementation; Lack in sharing of information in the initial phase determined a drafting of non homogeneous Regional Program documents, which lead to constraints in comparing processes and in the effectiveness of project and also to difficulties in disseminating, sharing and creating visibility of results

Problems encountered In the initial phase the shift from the centralized governance and financing mechanism for specific projects to a decentralized system has led to inter-institutional conflicts, which have been faced reorganizing roles and responsibilities of the main subjects involved. This innovative approach needed also a new monitoring and assessment procedure

which was set up according to a similar mechanism as that of EU Structural Funds 2000-2006. The application of such procedures was erroneously perceived by local authorities as a top-down imposition and a constraint to local autonomy and appeared to be complex and not easy to apply.

Conditions for successful replication

The amount of the budget is not the crucial aspect for a successful replication, as it depends on the variables due to each single contexts.

The most important condition to realize a successful replication, both in Italy and in other different countries, is the establishment of a regular, authoritative and formalized inter-institutional dialogue. This key aspect allows to identify and share aims and objectives, in other words to build the preconditions for working in synergy between different actors, at a nation-wide level.

To this extent it is crucial to involve a wide range of stakeholders including in particular the private sector, the NGOs, mass media etc, to work towards a more tangible shared but differentiated responsibility.

Finally, the effectiveness of Environmental Education as a mean of implementation requires an integration, coherence and consistency - both at central and local level - among environmental policies, interventions in environmental sectors and Regional Environmental Education Programs

Why do you consider this a good practice?

This macro-model of state intervention leads to a participative process which ensures consistency with real environmental needs and contexts of local territories which is a precondition to make policies for sustainable development. It represents an innovative model of governance and a replicable instrument of multilevel relationship, which ensures coordinated interventions and focused actions.

Finally, the Regional Programs on EE considered, and consequently demonstrated, the EE efficacy as a tool of implementation of sectoral environmental policies.

Heliantus. Environmental Education Project

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Mrs. Anna Maria Leuzzi (Director)

FOCUS Education/Learning Environment
 Water
 Biodiversity

DESCRIPTION

Type European, governmental and regional authorities. The project had a regional or inter-provincial dimension

Working language(s) Italian

Target group(s) Students: 38.443; Teachers: 1.855

Starting year & duration 3 years (2002-2004/2005-2005/2006)

Budget & funding sources European contribution FES: € 8.740.888,70
 Ministerial contribution: € 3.746.095,15
 TOTAL € 12.486.983,85

Partner organisations Italian Ministry of Public Education, schools, other subjects and associations for technical support

Stakeholders Schools, public agencies, environment-watch associations, which worked through the creation of a network



OBJECTIVES Currently in its third edition, the Heliantus Project is aimed to enhance young people's knowledge and awareness about the environment and associated challenges. Its objective is to inform and educate students and teachers on some of today's crucial environmental issues.

The target-users are primary and secondary school students, who benefit from a series of age group-differentiated learning activities, consistent with each group's cognitive and learning needs.

The environmental issues examined in the Heliantus project include the impact of pervasive urbanization over artistic asset and cultural heritage; the increasing deterioration of coastal and pelagic waters brought about by careless exploitation; possible preservation interventions, preservation of biodiversity, sustainable nutrition. Part of the project's line is aimed to maximize information acquisition on EU and national environmental legislation.

Powered by specifically trained teachers, Helianthus is a series of studies, experiences and lab-based activities to be carried out indoors and outdoors. Study and research activities aimed to offer young people information related to history, science, technology and culture, in the light of developing professional skills which are likely to increase youth access to careers in environment.

METHODOLOGY	<p>Helianthus is an action-research-based experimental lab. The core structure is made up of 10 modules named as follows:</p> <ol style="list-style-type: none"> 1. Learning about the environment in order to save it 2. Save Art to save Mankind 3. The sea is in a sea of trouble 4. Food: history, safety, quality: beyond information 5. Man's regret: from violence to preservation 6. Water, that's where Life comes from 7. Urbanism and Humanism- 8. "Il Salvambiente": Environment-protecting technologies 9. waste as an asset 10. Antropos and topos <p>All state-funded secondary schools are eligible for the submission of projects and for taking part in the planning and implementation of modules.</p> <p>Helianthus' architecture includes as many school networks as the learning modules. A basic network of schools is vertically organized (in cascading order: secondary school, junior school and elementary school). The secondary school is responsible for a module, coordinates modules and manages the project.</p>
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RESULTS & EVALUATION

<i>Results</i>	Helianthus grew steadily and consistently in terms of number of participants and level of interest and motivation among users. It outgrew the school environment into a large community. Students showed enthusiasm and a remarkable level of interest in the field-research, lab-based methodology, since they felt they were creating their own learning as protagonists.
<i>Strengths</i>	Cascading networks, action-research, active involvement of students and teachers in on-field experiences, parent active participation, community building
<i>Problems encountered</i>	Management of coordination among the excessively large number of participants; create, promote and sustain steady relationships between network partners
<i>Conditions for successful replication</i>	A core coordination and assistance team able to assist and monitor the schools participating in the project.
<i>Why do you consider this a good practice?</i>	The Heliantus Project represents a good example of integration of processes and resources for European, National and Regional planned interventions of opportunities and objectives on Environmental Education towards Sustainable Development. Furthermore, it represents a concrete example of networking and cooperation between actors coming from different background and territories. Another quality of the project which represents an added value is the joint participation of teachers and students to the proposal and realization of the projects and the activities.

Quality indicators for regional systems of environmental education towards sustainable development (QuIRS)

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Mr. Vilmo Chiasserini (responsible of the Sector)

FOCUS	Education/Learning	Environment	Policy, Regulation, Governance Tools and materials (e.g. Media & ICTs) Research / Development Regional / international cooperation Quality indicators for Environmental Education towards Sustainable Development
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DESCRIPTION

<i>Type</i>	governmental and inter-regional - The Tuscan Region, leading group of the project, operated to implement the QuIRS Project as the Tuscan System for Environmental Education which, at central regional level, is composed by the General Directorate for Training Policies, Cultural Heritage and Activities, the General Directorate for Land and Environmental Policies and the ARPAT – Environmental Protection Agency - Tuscany Region
<i>Working language(s)</i>	Italian
<i>Target group(s)</i>	Regional administrators responsible for the implementation of the planned activities of each Regional Program co-financed within the Italian National Program of Environmental Education Information and Training (INPEEIT), represent the setting-group. The project has brought in four technical consultants with national and international expertise. All the actors involved in the accomplishment of the projects, e.g. Regional Systems, Regional Agency for Environmental Protection, Environmental Educational Centers, Schools, Parks, local municipalities, represent the target-group. Meetings of the planning group were held, as well as technical seminars with the presence of the participating Regions who continued the work at a distance outside of the meetings and guaranteed the involvement of local interlocutors to thus conclude the project with the elaboration of a shared and participatory proposal. Some Education Centers and Parks cooperated to the research through interviews and comments.
<i>Starting year & duration</i>	February 2004-June 2005
<i>Budget & funding sources</i>	Ministerial contribution of € 118.047,60
<i>Partner organisations</i>	Italian Ministry for the Environment and Territory and 13 of 20 Italian Regions: Tuscany (as the group leader), Abruzzo, Calabria, Campania, Emilia Romagna, Friuli-Venezia Giulia, Liguria, Lombardy, Piedmont, Puglia, Sicily, Umbria, Veneto and Basilicata. The executive planning and technical-organizational coordination of the project were entrusted to Environmental Protection Agency - Tuscany Region, as a technical-operative support Structure of the Tuscan System for Environmental Education, which is coordinated, in a combined way, by the Directorate-General for training policies, cultural heritage and activities and the Directorate-General for territorial and environmental policies.
<i>Stakeholders</i>	The QuIRS started on the basis of a strong cooperation between State and Regions, established by the "Guidelines for a new planning process devised between State and

Regions on Information, Training and Environmental Education”, issued in 2000, and was programmed and financed within the INPEEIT 2002-2005 together with two others interregional project on “Training, Network Management and Sustainable Development” - led by Umbria Region - and “Publishing of ideas and experiences for education, environment and sustainability” - led by Sicily Region.



OBJECTIVES

The general aim of the QuIRS Project was to realize a mutual research, starting from the setting up of a shared language and framework of reference on EE to the identification of common areas, referring to EE activities and projects, to be certified on the basis of a set of quality indicators to be applied to each different Regional System of EE, each different project of environmental education or training program, process, structure, agent, material, etc. Another objective was to realize methodological proposals for the creation of local indicators. The strategic choice of the project was to operate through the definition of quality indicators based on an approach of “functions served” rather than “types of structures”. The idea was thus to examine the actions that are actually accomplished rather than the name of the label that they are given or attributed; this innovative approach immediately appeared to offer numerous advantages in terms of flexibility and dynamism in applying quality indicators. The same functions were delineated at a *macro level*, that is to say on the level of the comprehensive system, and at a *micro level*, or rather in relation to the activities carried out by the various players of the system.

METHODOLOGY

The QuIRS Project was characterized by a participative action-research method. The research has been guided by experts and implemented by local administrators. The work was organized on collecting local data and on workshops to share implementation phases and to monitor partial results. In the workshops the methodology adopted proved particularly meaningful: with the individual contributions and the group work. The methods promoted a role of active involvement for all components, creating a true participatory planning laboratory that gave each participant the possibility to express and compare their ideas, the results, both of process and of the end-products.

RESULTS & EVALUATION

Results

At the end of the research-action course a manual, to build appropriate local quality indicators to apply to different targets, e.g. EE Centers, EE projects or programs, parks, associations, private citizens, schools, environmental consistent buildings and architectures and eco-schools, etc, has been published and disseminated. The manual defined specific and particular functions of the regional Systems for Education, Training and Information on Environmental Education and thus discussed and identified criteria, indicators and descriptors. Once established the relationships between these three variables, a matrix of indicators based on those functions of Regional systems has been created.

This project, as well as the other two interregional projects, has enabled various Regions to collaborate productively with one another, building a common language and discussing together the significance of Environmental Education in the third millennium. Italian Regions which did not participate to the implementation of this project, after dissemination, are now using the manual to elaborate their own quality indicator system

for EE.

<i>Strengths</i>	<p>The project has been enclosed in the framework of the National Program of interventions on EE creating synergies between actors and resources, as well as the focus on a specific and shared priority of the research about the quality of environmental education.</p> <p>The inter-regional context of the project has allowed to effectively implement synergies between national and local authorities with regards to efforts, objectives and results. Together with the technical content of the inter-regional project, the experience emphasize the willingness and openness of Regions to compare and share practices in cooperating towards common objectives; moreover, the added value of the QUIrS Project is in the availability of Regions to evaluate and self-evaluate, together with the growing trend of a common identity and belonging to a system, the willingness to create a network.</p> <p>Sharing the objectives and local needs allowed to achieve an equal distribution of results of the research by comparing assessment to enhance and improve the value of different local systems and networks;</p> <p>The direct involvement of public administrator into the research ensured more efficacy and continuity to the application of the set of indicators and to the increasing quality of projects, activities, processes, etc., and allowed to an empowerment of the same actors involved.</p>
<i>Weaknesses & risks</i>	<p>The small number of the people involved in the research group allowed an in-depth empowerment of participants, although it could limit the dissemination of the results and the implementation of the tools;</p> <p>People who didn't participate directly to the process and the research had some difficulties to manage such instruments;</p> <p>Lack of involvement of actors engaged, e.g. on formal education system, at different levels, could reduce the range of the set of indicators as well as its implementation.</p>
<i>Problems encountered</i>	<p>Some participants to the QUIrS Project, finalized to apply the set of indicators to evaluate and improve the regional systems for EE towards ESD, did not have a decisional role within the Regional Authority. This could compromise the application of the instrument and the necessary continuity of the implementation of the quality process.</p> <p>It has been demanding to manage the different starting points and level of involvement of the stakeholders in the various Regional Systems although dealing successfully with those differences represented a positive element of the project.</p>
<i>Conditions for successful replication</i>	<p>Inter-institutional dialogue and participation is fundamental to ensure a systemic approach;</p> <p>Greater involvement of various typologies of subjects with different skills (associations, schools..)</p> <p>One of the most important requirements needed to replicate this research is the competence on research-action methodology</p>
<i>Why do you consider this a good practice?</i>	<p>This project represents an original research in the field of evaluation and improvement of quality process in educational sector;</p> <p>The research-action methodology applied to a national level working-group in defining tools for evaluation facilitated a shared construction of meaning on EE's functions.</p> <p>The prevalence of qualitative types of indicators on quantitative ones characterizes the original results of the research oriented to evaluate cultural and behavioral changes;</p> <p>The strong cooperation of the experts with the public administrators in charged of applying indicators is the demonstration of an effective participating project.</p>

KAZAKHSTAN

Implementation of the project “Promoting education for sustainable development in the formal and informal education system of Kazakhstan”, as a first stage in the implementation of the United Nations Economic Commission for Europe (UNECE) Strategy for Education for Sustainable Development (ESD) in the Republic of Kazakhstan and a pilot project on ESD in Central Asia

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Manager of CAREC’s Environmental Education(EE)/ESD Programme, Tatyana Shakirova

FOCUS	Education/Learning Educators	Environment	Policy, Regulation, Governance Research / Development Regional / international cooperation
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DESCRIPTION

Type Governmental and non-governmental, in a subregional perspective

Working language(s) Russian

Target group(s) About 100 people directly, and it may be considered that some 1,000 will be indirectly affected by the project (Government of Kazakhstan, Parliament, teachers, students, schoolchildren, NGOs, Central Asian participants in the Fifth Subregional Conference on ESD, held in 2006 in Bishkek, and stakeholders in Central Asian countries).

Starting year & duration Project in Kazakhstan: 2006, extension expected into 2007, and in Central Asia over the next two to three years

Budget & funding sources Project budget: €30,000 in 2006 in Kazakhstan (funding source – international assistance – Organization for Security and Cooperation in Europe (OSCE) Centre in Almaty). An extension is proposed into 2007 with a view to including ESD in Kazakh legislation, developing educational programmes and standards, etc. The programme’s partners are the European Commission, OSCE, UNESCO cluster office in Almaty, UNESCO Regional Bureau in Bangkok, Japanese funds-in-trust – co-funding of the Fifth Central Asian Anniversary Conference on ESD in Bishkek, 24-25 October 2006, where the results of the project were presented

Partner organisations Parliament, Academy of Education, higher educational institutions, Kazakhstan Association of Nature-Users for Sustainable Development (KAPUR), UNDP/Ministry for Environmental Protection “Strengthening the management system of environmental protection for sustainable development”, NGOs: Karaganda EcoCentre, Otrazhenie, Baiterek, Central Asia Working Group on EE and ESD

Stakeholders Teachers in Russian and national secondary schools in Kazakhstan and Central Asia, local communities, higher education lecturers, NGOs, Central Asian environment and education ministries, and the media.
All the project’s results (recommendations for legislation, educational standards, publications, draft National ESD Plan) will be presented at the third meeting of the Council on Sustainable Development (CSD) of Kazakhstan



OBJECTIVES

- (i) Translate the Strategy into the state language, print and distribute it to stakeholders.
- (ii) Carry out a comparative analysis of the conformity of Kazakhstan's legislation with the UNECE Strategy for ESD, improve and harmonize Kazakhstan's legislation, introduce into it aspects of sustainable development to bring it into line with international texts and laws on the one hand, and ensure that it reflects the national specificities, priorities and needs of Kazakhstan on the other.
- (iii) Develop recommendations and proposals by state bodies to strengthen Kazakhstan's legislation and policies on ESD.
- (iv) Develop a draft National ESD Plan for the Republic of Kazakhstan and transmit it to state bodies for further promotion.
- (v) Conduct an information campaign to inform the public and all stakeholders about the United Nations Decade of Education for Sustainable Development, the UNECE Strategy for ESD and this project.
- (vi) Present the project outcomes at the Fifth Subregional Conference on ESD in Bishkek, 24-25 October 2006.

METHODOLOGY

In early 2006, CAREC submitted a request to the OSCE Centres in Central Asian countries. In March 2006 the OSCE Centre in Almaty approved implementation of the project in Kazakhstan. In April 2006 CAREC, working closely with its partners (Environmental Protection and Education and Science Ministries, Parliament, representatives of science, business, NGOs and the media) and with the support of the OSCE Centre in Almaty, the European Commission and the UNESCO Office in Almaty, started to implement the project.

An interdepartmental working group was set up to implement the project and an international consultant from Lithuania was invited, a member of the UNECE Expert Group on ESD indicators, Ms Laima Galkutė, thanks to which we are able to take into account the experience of Lithuania as a country which has developed a National ESD Plan.

The conditions for the implementation of the project in Kazakhstan were good, with the adoption in 1998 of the Kazakhstan Development Strategy until 2030, and the Industrial-Innovation Development Strategy of the Republic of Kazakhstan for 2003-2015, the adoption in April 2006 of the Project Proposal on Ecological Security of the Republic of Kazakhstan to 2015, the Kazyna Sustainable Development Fund and the Eurasian Development Bank. In 2006, the strategy to make Kazakhstan one of the world's 50 most competitive countries was adopted, setting new tasks in the field of sustainable development, and stressing the need for sustainable economic growth, a sustainable energy policy and the transition to ecological standards for the sustainable development of society.

In 2004, decree No. 345 of the Government of the Republic of Kazakhstan established a *Council on National Sustainable Development*, the main aim of its activities being assistance in the formulation of state policy on sustainable development and the implementation of decisions of the World Summit on Sustainable Development.

As a result of the project:

- (i) Kazakhstan's legislation was analysed in order to ascertain its conformity with the UNECE Strategy for ESD and to determine existing legal foundations for the implementation of the Strategy.
- (ii) Recommendations and proposals were developed for state bodies on strengthening Kazakhstan's legislation and policies in the field of ESD (proposals for draft laws "On education" and "Ecological Code of the Republic of Kazakhstan", which underpinned proposals on the inclusion of ESD aspects in the government's draft

“Project proposal for the transition of the Republic of Kazakhstan to sustainable development”).

- (iii) UNECE Strategy for ESD was translated into the state language, printed as a brochure and distributed to stakeholders. The text of the Strategy with appendices was posted on the websites of UNECE (<http://www.unece.org/env/esd/Strategy&Framework.htm>), CAREC (www.carec.kz) and other partners.
- (iv) Proposals and recommendations were developed on the enhancement of procedures and improvement of content of state education standards in Kazakhstan’s higher education institutions.
- (v) A first draft National Plan on ESD in Kazakhstan was prepared with a plan of measures, deadlines and those responsible for implementation.
- (vi) An information campaign is under way to inform the public and all stakeholders about United Nations Decade of ESD, the UNECE Strategy for ESD and this project.
- (vii) Project outcomes were presented at the Fifth Subregional Conference on ESD in Bishkek, 24-25 October 2006. All the countries of Central Asia reported on progress in the field of ESD, on the basis of the ESD indicators developed by the UNECE Expert Group, which were issued in the form of a publication in Russian and English.

RESULTS & EVALUATION

<i>Results</i>	The project will be Kazakhstan’s next step in the implementation of decisions taken by the World Summit on Sustainable Development, the Kiev Conference of UNECE Environment Ministers, the United Nations Decade on ESD, and the Vilnius High-Level Meeting. Elements and principles of sustainable development and ESD will be incorporated into Kazakhstan’s legislation, education system, standards, programmes, educational processes, teaching, methodological and training materials, and courses for improving the qualifications of teachers at all levels of formal and informal education. Kazakhstan’s report on progress in the field of ESD on the basis of the ESD indicators developed by the UNECE Expert Group will be used, like that of other Central Asian countries, as the basis for preparations for the Belgrade Ministerial Conference.
<i>Strengths</i>	<ul style="list-style-type: none"> (i) This initiative is Kazakhstan’s first experience in implementing the UNECE Strategy for ESD in Central Asia. (ii) It is an example of interdepartmental and intersectoral cooperation and the joining of forces by all stakeholders at the country level and among States in the Central Asia subregion. (iii) It is also an example of the coordination of financial assistance from international organizations – the OSCE Centre in Almaty, UNESCO cluster office in Almaty, UNESCO Regional Bureau in Bangkok, and CAREC. (iv) The project outcomes presented at the Fifth Subregional Conference on ESD in Bishkek, 24-25 October 2006, aroused considerable interest among the countries of Central Asia.
<i>Weaknesses & risks</i>	<p>Dependence of the CAREC EE programme and Central Asia EE and ESD projects on external-international funding.</p> <p>Inadequate support by donors for the implementation of the UNECE Strategy for ESD in the Central Asia subregion. Of five requests to the OSCE Centres in Central Asian countries for the implementation of the UNECE Strategy for ESD, only the request for the implementation of the project in Kazakhstan was supported.</p>
<i>Problems encountered</i>	Low level of coordination between two sectors, ecological and educational, despite significant successes in 2002-2006 in Central Asia.
<i>Conditions for successful replication</i>	<p>It is important that this project was supported by our partners in 2007, and that we were able to carry out all its components and achieve the planned results (legislative reform, development of state educational standards, confirmation of the National ESD Plan, etc.).</p> <p>It is important that the experience of this project is conveyed to all the countries of Central Asia and similar projects carried out in all Central Asian countries in 2007-2010</p>
<i>Unresolved issues</i>	Insufficient resources of Kazakhstan, a country with a transitional economy, to support ESD from the state budget. This applies also to the countries of the Central Asia subregion.
<i>Why do you consider this a</i>	The project should be Kazakhstan’s next step in the implementation of decisions by the

good practice?

World Summit on Sustainable Development in 2002, the Kiev Ministerial Conference in 2003, the United Nations Decade on ESD, and the Vilnius High-Level Meeting in 2005. The project should raise ESD to a higher level of importance in Kazakhstan, ensure access by Kazakhstan's society to the Strategy in the state language, assist the government in creating the necessary coordination bodies, appoint national coordinators for the implementation of the Strategy, and develop a National ESD Plan, in the framework of its own sustainable development strategy. The initiative has brought together the forces, resources and activities of various sectors and stakeholders on ESD (states, NGOs, educationists, scientists, business people, international organizations and others) and has helped coordinate priorities and resources to achieve the aims of sustainable development.

KYRGYZSTAN

“School Green Land” (School microreserves of wild nature for conservation of biodiversity of Kyrgyzstan)

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Ms Evgeniia Postnova – coordinator of educational programs of NGO “BIOM”

FOCUS	Education/Learning Educators	Environment Biodiversity	Tools and materials (e.g. Media & ICTs)
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DESCRIPTION

Type Non-governmental

Working language(s) Russian, English

Target group(s) Development Team - 10 people, 25 schools (average 2 teachers and 750 students in each) and communities (up to 3000 in each)

Starting year & duration Starting year – 2002, duration – 3 years (2002-2005 years)

Budget & funding sources	Partner	Year 1	Year 2	Year 3	Sub total
	BIOM (2,36 % of budget) ^{1*}	1800 \$	1800 \$	1800\$	5400\$
	FSC (3,26 % of budget)**	2500\$	2500\$	2500\$	7500\$
	The Darwin Initiative (71,5 % of budget)	63213,75 \$	62201,25 \$	38306,25 \$	163721,25 \$
	Ministry of education 3 (0,79 % of budget)***	600\$	600\$	600\$	1800\$
	Governmental Agency of environment (0,79 % of budget)***	600\$	600\$	600\$	1800\$
	25 Schools and Local communities of Kyrgyzstan (21,29 % of budget)****	16250\$	16250\$	16250\$	48750\$
	Total Budget (US \$)	84963,75	83951,25	60056,25	228 971,25 US \$

Partner organisations Partner 1 a) British NGO - Field Studies Council b) Technical Support – capacity building of Kyrgyz team, consultation, assistance in project coordination Administrative Support Partner 2 a) The Darwin Initiative Foundation b) Financial Support Partner 3 a) Ministry of Education, Science and Youth Policy of Kyrgyz Republic b) Technical and Political Support Partner 4 a) Governmental Agency of Environmental protection and forestry of Kyrgyz Republic b) Technical and Political Support.

Stakeholders 25 Schools and Local communities (local authorities and population) from different regions of Kyrgyzstan. All schools/communities were enthusiastic in implementing activities within the initiative, as they were involved in development of the initial idea and process of creation plans of biodiversity areas. Communities/schools were free to defined, what they really need themselves, and both BIOM, FSC and Ministries only

¹ * BIOM contributed not only in direct money (like covering costs for rent, lighting, heating, equipment, etc.), but also in volunteers' work, which can be measured in money equivalent.

** FSC contributed a lot in covering of part of experts' salaries

*** Both Ministry of education and Governmental Agency of environmental protection of Kyrgyzstan contributed to project through providing free of charge consultations and necessary information

**** 25 Local communities contributed partly - in money, and partly in materials, human resources and volunteer's work, which can be measured in money equivalent. Each community contributed about 650\$ a year.

played consultative role and were responsible for project management in general. As a result each biodiversity micro area was designed in a way to allow their use by the whole community, which took active part in all steps of microreserve creation, including planting trees and supporting sustainability of constructed models of ecosystems. Then local schools were able to use the areas after teachers passed the special training workshops on methods to use the biodiversity areas in educational process, development of programs and organization of whole community activities, such as Earth Day celebrations, etc.



OBJECTIVES

The purpose of the initiative was to - raise the awareness and understanding of communities in Kyrgyzstan of the unique nature and value of Kyrgyzstan's biodiversity and the importance of protecting this as the country seeks to move towards sustainable development. The objectives: (a) to raise awareness across the community of the critical importance of protecting Kyrgyzstan's biodiversity. (b) To increase understanding across the community of the relationships between the environment, economy and society and that protecting biodiversity is a positive contribution towards reaching sustainable development. (c) To stimulate new behaviors across the community to reduce the loss of biodiversity. (d) To increase the effectiveness of biodiversity education for young people in the formal and non formal education systems (e) To increase the effectiveness of biodiversity education for local communities. (f) To raise the capacity of teachers and those working with young people to deliver effective learning about the biodiversity of Kyrgyzstan. This were achieved through the establishment of Biodiversity Micro Reserves (BMR) with typical ecosystem for one part of the country - in 25 communities. BMRs were designed for use by all ages of students, teachers and the community and established using participatory methods.

METHODOLOGY

The key milestones of the initiative can be summarized as following:

1. "Getting Ready" - identification and training of the Development Team - months 1-6.
2. "Preparing the Ground" - selection of schools/communities, initial base line surveys, writing micro reserve management plans - months 4-12.
3. "Planting the Seed" - creation of the micro reserves with scientists working together with communities, developing teaching materials, training teachers - months 13-21.
4. "Tending and Harvesting" - use of the micro reserves by schools for teaching, organization of community events - months 18-36.
5. "Scattering the Seed and sowing for next year" - review and evaluation, dissemination and confirming sustainability - months 31-36.

Through regular issuing of project Newsletter, work with mass-media and serial of information campaigns we were able to raise awareness across the whole community of the critical importance of protecting biodiversity of Kyrgyzstan.

RESULTS & EVALUATION

Results

We have significantly built biodiversity education capacity in Kyrgyzstan – we have trained 58 teachers in the 25 network schools; the network schools have trained 648 other teachers in 296 schools (more than 1/10 of total number of schools in Kyrgyzstan). We have established a network of 25 schools/communities. Each of which has developed a biodiversity micro reserve as a teaching and conservation area. The Micro reserves were created by teachers, students and the community, based on the Management Plans produced. Each school has created a pack of teaching materials for different subjects in the

school, and used the micro reserves as teaching areas. Each school has also initiated community activities based around the reserves – more than 300 events have been run involving over 6500 people. We have created national teaching materials that have included two A1 size full colour posters and a Handbook for Schools on setting up a Micro reserve. All the major published outputs were approved by the Ministry of Education of Kyrgyzstan and have been disseminated widely not only in Kyrgyzstan, but also in other 4 countries of Central Asia. We have promoted Biodiversity education at a national level through the media and networked with other key national and international projects and agencies.

<i>Strengths</i>	The project has a high profile and has been effectively publicized. The Ministry of Education, Ministry of Environment and Kyrgyz Academy of Education are openly enthusiastic and closely involved in the project. BIOM is going to continue working with project schools/communities both in the field of biodiversity conservation and Sustainable Development. BIOM is going to support this network, develop and coordinate it's activity. "Biodiversity Conservation" is now the first step in developing of ecological activity in project schools/communities, because BIOM plan to involve them into another projects ("Developing of Local Agendas-21 for School and Communities", "Energy and Water resources protection", "Developing of Alternative Energy in Kyrgyzstan", etc.) in order to get 25 Schools of Sustainable Development. Some planned post-project activities are connected with dissemination of project outputs and outcomes among pre-service teachers of Kyrgyzstan through more close cooperation with universities in regions of the Republic.
<i>Weaknesses & risks</i>	There are no specific lessons that we have learned during project period – the project has gone very smoothly and we have achieved all our planned objectives and outcomes.
<i>Conditions for successful replication</i>	The main thing in our case was strong partnership, which, we think, is the most important condition for successful replication.
<i>Why do you consider this a good practice?</i>	The initiative focuses on educational and learning dimensions of sustainable development. It is innovative project, as there were no such initiatives both in Kyrgyzstan and Central Asia. Our practice demonstrates a positive and tangible impact on the living conditions, quality of life of the individuals, groups or communities concerned. The initiative has very strong sustainable post-project effect and good potential for replication, as now our network includes not only schools and community groups, but also 3 high school from Naryn, Osh and Issyk-kul regions of Kyrgyzstan, and we are going to develop educational module on Biodiversity and Sustainable Development issues for university students and integrate it in university curricula, as well as create 3 university based microreserves of wild nature. The impact of the initiative was measured through pre- and post-project questionnaire surveys. The pre-project survey was undertaken in 104 schools – 25 project schools and 79 schools from different regions of Kyrgyzstan to establish baseline data on awareness and understanding of biodiversity and sustainable Development ideas. In September 2005 the data for post-project survey, including interviews with representatives of local communities, teachers, parents, children and other users of the reserves were collected. The main purpose of post-project survey was to evaluate effectiveness of the microreserves.

Shaping public opinion and informing the public about environmental protection issues by carrying out annual ecological activities “*Tenirum koldosun*” by means of interdepartmental and intersectoral cooperation

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Zhyldyz Kadyrkulovna Duishenova, Mars Kydyrgychevich Amanaliyev

FOCUS	Education/Learning Educators Health Promotion	Environment Biodiversity	Indigenous knowledge Elaboration of school modules, creation of non-formal modules
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DESCRIPTION

Type Intersectoral – in cooperation with state ecological and education structures, NGOs, society, local government bodies, *oblast'* state administrations, *oblast'* health and education departments and the media

Working language(s) Kyrgyz and Russian

Target group(s) Target group for this initiative – NGOs, media, civil servants, school teachers, higher education lecturers, students, pupils and their parents: about 5,000 people in Kyrgyzstan's seven *oblast'*s – direct participants in the annual ecological activities – beneficiaries of the projects, and the educational, methodological and analytical materials distributed during the activities.

Starting year & duration 2004 to present

Budget & funding sources Main funding sources – National Ozone Centre of Kyrgyzstan. Donors and partners: State Agency for Nature Protection and Forestry Management, Environmental Movement of Kyrgyzstan “Tabiyat”, social union “Murok”. The budget for the initiative is around \$50,000.

Partner organisations State Agency for Nature Protection and Forestry Management of the Government of the Kyrgyz Republic, Ministry of Education, Science and Youth Policies, Environmental Movement of Kyrgyzstan “Tabiyat”, “Murok” public association, Human Development Centre “Drevo zhizni”, UNDP, National Ozone Centre, Republic Child and Youth Centre for Ecology, Local Study and Tourism, *oblast'* education and health departments, territorial environment protection authorities, local nature preservation funds, schools and higher education institutions in Kyrgyzstan.

Stakeholders *Oblast'* government administrations, mayors of cities, local government bodies, school teachers, higher education lecturers.
 Stakeholders take an active part in the implementation of EE and ESD projects as on-site co-implementers of the project as well as beneficiaries. They take part in annual ecological activities celebrating Earth Day, International Day for the Preservation of the Ozone Layer and other ecological anniversaries. They receive information about international EE and ESD initiatives and processes and receive newly developed teaching and methodological materials and textbooks on ESD, which they then use both for teaching students and pupils, and for informing the public about environmental protection problems through seminars and training courses. The results of ecological activities are the subject of information seminars attended by all stakeholders.

OBJECTIVES The aim of the project is to shape public opinion regarding environmental problems, in particular preservation of the ozone layer and climate change, through the formation of an active civil society position. It is necessary to encourage the community to be active, convince society to take part in resolving the region's ecological problems, assist in the formation of an ecological awareness among the people of the Kyrgyz Republic, and

involve citizens in decision-making, all on the basis of publicity informing them about environment protection issues, health protection, the Earth's ozone layer, ESD and EE.

This overall aim is reached through the implementation of specific tasks:

Improvement of public information on protection of the ozone layer, climate change, conservation of biodiversity and preservation of human health from the harmful effects of UV radiation in the framework of the implementation of United Nations Decade of Education for Sustainable Development through the media, electronic mail, newsletters, seminars, round tables and mass ecological actions;

Use of national nature conservation traditions, preparation of information booklets on preservation of the ozone layer, climate change, preservation of biodiversity, and protection of human health from the harmful effects of UV radiation distributed among schools, higher education institutions and society at large;

Improvement of the understanding by students, teachers and the public of issues relating to ozone layer preservation, climate change and biodiversity in the context of sustainable development;

Presentation and distribution of educational materials on CD-ROM, of experience gathered on the ozone layer, climate change, etc. to teachers, lecturers and experts on ESD in Kyrgyzstan and in the framework of the Fifth International Conference on Education for Sustainable Development, held in Bishkek (October, 2006).

METHODOLOGY	<p>Provision of public information (government, NGOs, teachers, media, etc.) about the preservation of the ozone layer, climate change, preservation of biodiversity, protection of human health from the harmful effects of UV radiation, national nature conservation traditions, United Nations Decade of Education for Sustainable Development and sustainable development through the media, electronic mail, newsletters, conferences, seminars, lectures, round tables; collection of materials and publication of acquired experience on CD-ROMs; provision on CD-ROMs of Central Asian textbooks on ESD: <i>Environment for Future Generations</i> and methodological guide to the textbook; <i>In the Ecology Workshop</i>; <i>Sustainable Development School</i>; posters on climate change, posters and video films in Kyrgyz and Russian; distribution of material on the problems of preserving the ozone layer published in the framework of National Ozone Centre activities; implementation of the preparatory process for the Fifth International Anniversary Subregional Conference on EE and ESD in Central Asia in October 2006:</p> <ul style="list-style-type: none"> • Organization and holding of seminars on preservation of the ozone layer on the basis of consultations with teachers, EE and ESD experts and specialists in <i>oblast'</i> education and health departments. • Collection of materials on preservation of the ozone layer, climate change and sustainable development, publication of information news booklets, issue of CDs. • Distribution of the material among higher education institutions and schools in Kyrgyzstan. • Discussion of future steps in the field of the preservation of the ozone layer, United Nations Decade of Education for Sustainable Development in the Kyrgyz Republic, sustainable development in the framework of the implementation of the project
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RESULTS & EVALUATION

<i>Results</i>	<p>The project will help change public awareness of problems concerning environmental protection and sustainable development, in particular regarding preservation of the ozone layer, climate change, preservation of biodiversity, the United Nations Decade of Education for Sustainable Development and, eventually, encourage the public to take part in decision-making at all levels of authority, and serve as a spur to the further democratization of our society. Main results: improved information of school pupils, the public and decision-makers regarding the preservation of the ozone layer, climate change, preservation of biodiversity, the United Nations Decade of Education for Sustainable Development, sustainable development; provision to secondary schools of educational materials on CD-ROM (textbooks, posters); improvement of skills in the field of information and communication technologies (ICT) through the use of electronic versions of educational materials; young people with greater information and understanding of matters regarding the preservation of the ozone layer, the consequences of climate change and biodiversity; understanding of the economic and political causes of climate change, the origin of holes in the ozone layer and the greenhouse effect; ability to make a personal contribution to reducing the emission of greenhouse gases into the atmosphere; teachers and lecturers with similar understanding and the ability to effectively teach issues relating to the use of natural resources, climate change and the impact of the greenhouse effect. Encouragement of participants to take a more active part in resolving global ecological issues at the local, national and subregional levels.</p>
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<i>Strengths</i>	One of the strong points of the initiative is its relative sustainability, as it was started in 2004 and has carried on to the present. As part of the implementation of the initiative by the National Ozone Centre of Kyrgyzstan with the participation of State Agency for Nature Protection and Forestry Management experts, school teachers and higher education lecturers, a series of materials has been published: <i>Preserving the Ozone Layer</i> , <i>The Impact of Ultraviolet Radiation on Human Health</i> , the teaching and methodological guide <i>The Ozone Layer for Teachers</i> (recommended by the Ministry of Education of Kyrgyzstan), the scientific assessment of the preservation of the ozone layer <i>20 Questions and Answers about the Ozone Layer</i> , posters issued on the preservation of the ozone layer, etc. Intersectoral and inter-agency cooperation is being strengthened, higher education lecturers and school teachers are being provided with teaching, methodological and information materials on the theme in both paper and electronic form. Students are being brought into the EE and ESD process: they not only know about environmental protection problems, but also understand the underlying causes and take part in solving these problems.
<i>Weaknesses & risks</i>	The risk is that the project depends wholly on external funding. Weak aspects of the project: it covers only some, not all aspects of ESD. Insufficient support from donors for the implementation of United Nations Decade of Education for Sustainable Development and the UNECE Strategy for ESD in Kyrgyzstan.
<i>Problems encountered</i>	Insufficiently effective cooperation between the three sectors, ecological, educational and health, despite certain achievements in 2004-2006 in Kyrgyzstan.
<i>Conditions for successful replication</i>	Conditions for successful replication (if appropriate): the initiative of holding an annual ecological activity in Kyrgyzstan should be continued on a permanent basis and be supported not only with the financial resources of the National Ozone Centre of Kyrgyzstan, but also with partial funding from the state budget. It helps stakeholders to keep abreast of international, regional and global policies on ESD, learn more about achievements, insufficiencies and needs in this field, exchange experiences, provide examples of successful EE and ESD practices, coordinate ESD efforts and activities, jointly produce new analytical, educational and methodological materials and develop a united position for the resolution of issues concerning both ESD and EE.
<i>Unresolved issues</i>	At present in Kyrgyzstan there are in practice few possibilities for funding such activities from the resources of the state budget.
<i>Why do you consider this a good practice?</i>	The results of the project will constitute Kyrgyzstan's response to the decisions of the World Summit on Sustainable Development (Johannesburg, 2002) and to United Nations Decade of Education for Sustainable Development (2005-2014). The materials produced in the implementation of the project include: booklets, leaflets, CD-ROMs, teaching materials, information materials, posters and many others, which have been and are continuing to be distributed in higher education institutions and schools in Kyrgyzstan. The implementation of the project is supported firmly by the State Agency for Nature Protection and Forestry Management, the National Ozone Centre, NGOs, lecturers and teachers and other stakeholders.

LATVIA

Good Cooperation for Good Practice - Methodological Materials on ESD

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Elita Lavrinovica, Chair of the Board, Association of Environmental Educators of Latvia

FOCUS	Educators	Environment Climate Change Biodiversity Sustainable Consumption	Regional / international cooperation Education for sustainable development
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DESCRIPTION

Type Non-governmental

Working language(s) Latvian, English, *Methodological materials (CD version) available in Latvian*

Target group(s) Members of the Association of Environmental Educators of Latvia (87 persons), environmental educators and teachers and experts. Methodological materials are available for schools and institutions.

Starting year & duration 2005 -2006

Budget & funding sources € 4500, supported by the Administration of Latvian Environmental Protection Fund

Partner organisations The Gauja National Park; the North Vidzeme Biosphere Reserve; Latvian Ornithological Society; Environmental Protection Club of Latvia – CCB Latvia, - Friends of the Earth Latvia; Regional Environmental Center (REC); Green Belt of Latvia; StoraEnso Forest Ltd.; Centre for Energy Efficiency – Latvenergo; North Vidzeme Waste Management Organization Ltd.

OBJECTIVES Exploration of possible solutions toward promotion of ESD, creation of dialogue for better implementation of ESD between environmental educators and institutions responsible

METHODOLOGY A Special workshop was set up in order to stimulate the interaction and mutual cooperation among experts on forestry, biodiversity, protected territories, waste management and environmental education, representatives of the state institutions, local authorities and school administration for the reason to structure and design methodological materials on ESD. The workshop results were discussed and accepted by Annual General Meeting of Association of Environmental Educators of Latvia.

RESULTS & EVALUATION

Results Proposals, suggestions and ideas of methodology for ESD are created and modified by the activity participants. Methodological materials on ESD (CD format) are distributed to schools and educational institutions.

Strengths Cooperation for promotion of ESD among educators, state institutions, local authorities, private sector and NGOs is in progress

Weaknesses & risks Educators need more knowledge about ESD particularly and about sustainable development generally at national level

Why do you consider this a good practice? Promotes ESD on a large scale, involves experts, increases cooperation among stakeholders, institutions and individuals, maintain ongoing process, provides an opportunity to update methodological materials, creates publicity on ESD issues

Eco-schools

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Girts Strazdins, coordinator

FOCUS	Education/Learning Educators Health Promotion	Environment Water Climate Change Biodiversity Sustainable Consumption	Regional / international cooperation
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DESCRIPTION

<i>Type</i>	non-governmental
<i>Working language(s)</i>	Latvian, English
<i>Target group(s)</i>	45 schools, were work 900 teachers, learn 9000 children. 500 persons are actively involved
<i>Starting year & duration</i>	Started 2002, ongoing activity
<i>Budget & funding sources</i>	EUR 15.000 annually, the Environmental Protection Fund of Latvia, mostly
<i>Partner organisations</i>	FEE International, National Jury consists of representatives of many organizations
<i>Stakeholders</i>	Local municipalities are regularly involved in eco-activities of the school.

OBJECTIVES Eco-Schools is a programme for environmental management and certification, and sustainable development education, for schools. Its holistic, participatory approach and combination of learning and action make it an ideal way for schools to embark on a meaningful path to improving the environments of schools and their local communities, and of influencing the lives of young people, school staff, families, local authorities, NGOs, etc.

METHODOLOGY The Programme incorporates seven elements which schools at any level can adopt as a methodology. These elements have been designed to be the core of the Eco-Schools process, yet the structure is flexible enough to be adopted in any country, and at any level of schools' previous environmental achievement. Pupil involvement throughout the process is an integral and essential factor. The participation of other stakeholders in the school and community in the decision-making process is an important step towards dialogue and cooperation, providing a good basis for citizenship education. This flexible system, with its pedagogic and practical elements, has made Eco-Schools a very successful programme with clear and tangible benefits to schools and communities, and of course to teachers and young people.

Establishment of the Eco-School Committee: The core of the Eco-Schools process, the Committee organizes and directs the school activities and consists of the stakeholders of the school environment, namely pupils, teachers, custodial staff, caretakers, parents and even representatives of the municipality or local authority. The sense of democracy involved, and the motivation in resolving initiatives brought forth by the students themselves are products of this process.

Environmental Review: Work commences with a review or assessment of the environmental impact of the school. Pupils are involved in this work, ranging from assessing the level of litter on school grounds to checking infrastructure for inefficiencies.

Action Plan: The information from the review is used to identify priority areas and create

an action plan, setting achievable and realistic targets and deadlines to improve environmental performance on specific issues.

Monitoring and Evaluation: Ensures that progress towards targets is followed, that any necessary changes are made to the action plan and that achievement is celebrated. It further ensures that environmental education and care is an on-going process in the school.

Curriculum Work: Classroom study of themes such as energy, water and waste are undertaken by most students. The whole school should be involved in practical initiatives, for example, saving water, recycling materials and preventing litter. Where environment and sustainable education is not part of the national/regional curriculum, recommendations are made as to how this can be incorporated. Efforts should be made to involve environmental education throughout the curriculum, in addition to the more evident areas of study such as science and geography.

Informing and Involving: This directly brings Local Agenda 21 into schools, as parents, local authorities, businesses and the wider community are involved in the Eco-Schools process. Schools are encouraged to make ties with external organisations in order to benefit from their experience and expertise. Eco-Schools are also encouraged to consider the wider community when preparing action plans. Schools can keep the wider community informed of actions taken through classroom displays, school assemblies and press coverage.

Eco-code: Each school produces its own 'Eco-code', a statement of values and objectives, outlining what the students are striving to achieve.

RESULTS & EVALUATION

<i>Results</i>	After a period of participation, an evaluation of the success of these initiatives and the methodology is undertaken, and the whole Eco-Schools programme for each school is assessed. Successful schools are awarded the Eco-Schools Green Flag. Whereas there is flexibility as to the ceremony and awarding process, the criteria for assessing schools for the award are faithful to the guidelines agreed. Schools that fulfill less strong criteria are awarded with National Diploma.
<i>Strengths</i>	Participation, flexibility, self-assessment
<i>Weaknesses & risks</i>	Some schools are not able to continue with the project activities, frequent changes of contact persons, no regular communication with all schools.
<i>Why do you consider this a good practice?</i>	Children get practical experience in environmental protection and sustainable development activities and are personally involved in decision making process.

LITHUANIA

Masters' program development "Multidisciplinary study program on sustainable development in society"

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Prof. Palmira Juceviciene

FOCUS	Education/Learning	Environment Citizenship	Peace, Human Rights & Security Policy, Regulation, Governance
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DESCRIPTION

Type Three universities will implement this project in order to offer a new program of Master studies.

Working language(s) Lithuanian

Target group(s) University teachers' and researchers who are lecturing in the programs of Educational studies (20 researchers), Public administration (20 researchers), Public relations (20 researchers), and programs in other fields (60 researchers). Total : 120 researchers. Students of the above mentioned programs. Total : 75 students

Starting year & duration Project start: June 2006. Project finish: May 2008. Duration 24 months

Budget & funding sources Funding source: European Social Fund in Lithuania – 94%, partnership input – 6%. Total budget: 950655 Lt (275328 Eur.)

Partner organisations Kaunas University of Technology, Vilnius University, and Mykolas Romeris University

Stakeholders The representative of the Ministry of Education and Science is involved in the Steering committee of the project.

OBJECTIVES Training of researchers in the field of sustainable development. Masters' program development "Multidisciplinary study program on sustainable development in society".

METHODOLOGY Concept of the program design will be based on Action research methodology. Thematic approach will focus on analysis of the following references as well: United Nations "Agenda 21", Johannesburg's implementation plan, EU Lisbon strategy, EU strategy on Sustainable development.

RESULTS & EVALUATION

Results Development and national accreditation of three Masters' degree programs in Education studies, Public administration studies, and Public relations studies

Strengths Joined institutional approach and accumulation of intellectual resources among three universities

Weaknesses & risks Administration of the project, because of specific institutional regulations

Why do you consider this a good practice? Masters' program is considered to be the first multidisciplinary study program in Lithuania focusing on the methodological issues of sustainable development in society.

Supervisors Training Programme Society's for Sustainable Development and its Interdisciplinary Expertise of Education Development

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Almeda Klurienė, Senior Specialist of Administration Division of Ministry of Education and Science of the Republic of Lithuania

FOCUS	Education/Learning Educators Overcoming Poverty Gender Equality Health Promotion HIV/AIDS Sustainable Urbanization Corporate Responsibility Economy	Environment Water Climate Change Biodiversity Sustainable Consumption Citizenship	Peace, Human Rights & Security Policy, Regulation, Governance Intercultural Understanding Cultural Diversity
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DESCRIPTION

<i>Type</i>	Governmental
<i>Working language(s)</i>	Lithuanian
<i>Target group(s)</i>	1 st stage – 53-55 person ; 2 nd stage – 30 person
<i>Starting year & duration</i>	2006-2011
<i>Budget & funding sources</i>	Governmental budget
<i>Partner organisations</i>	Teacher-professional development centre
<i>Stakeholders</i>	Municipalities teacher qualification training centers, universities

OBJECTIVES To prepare the school teams which would be available to implement the models of ESD in their school and convey them to their partners.
 To develop the nets of ESD expertise in the regions. These net should connect teacher training centers, qualification training subdivisions of universities and schools – consulting centers

METHODOLOGY According to given supervisors training programme (further – programme) it is supposed to train supervisors' teams in schools, which are preparing to become the centers of ESD consulting in Vilnius, Kaunas, Šiauliai, Panevėžys and Klaipėda. Representatives of municipalities teacher qualification training centers and representatives of subdivisions of education/pedagogy of universities which are located in these cities are welcome to participate in the programme. In this way the nets of ESD expertise are formed. These nets encourages the cooperation with municipalities teacher qualification training centers, scientists and teachers-practicians.
 Programme is built in methodology of action-research when qualification training context is related to activities of the learner in his workplace. According to stakes given by managers of programme the participants in their career will coherently embody their chosen innovations, will explore and value achievements, perspectives and problems, will analyze the alternatives of their decisions. In this opinion, programme of studies is individualized according to learner and his agency urges. During the contact period the various configurations of training will be used – lectures, seminars, consultations, seminars-practices, work in theme groups and other active methods related to individual activities of teachers. The sharing of learner's experience, discussion about problems and inter-consultations are also important.

MALTA

Plug In2 the Environment - an eco-interactive experience

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Peter Gingell – Marketing Executive

FOCUS	Education/Learning	Environment Water Climate Change Biodiversity	Tools and materials (e.g. Media & ICTs)
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DESCRIPTION

Type Government agency

Working language(s) Maltese and English

Target group(s) Students (12 – 14 yrs) – approx. 100

Starting year & duration 2006 – 3 months (April – June)

Budget & funding sources LM200 (480 Euros), most of the project was made possible through the free services rendered to us by the local media houses

Partner organisations Ministry for Rural Affairs and the Environment; Ekoskola

Stakeholders Government Schools – provided a teacher to facilitate the students with background information and idea generation
Local Television Stations – gave students a sound understanding of what takes places at a TV station and assisted the students with the necessary tools and expertise to realize their project
Local Radio Stations - gave students a sound understanding of what takes places at a TV station and assisted the students with the necessary tools and expertise to realize their project
Newspaper Publications - gave students a sound understanding of what takes places at a TV station and assisted the students with the necessary tools and expertise to realize their project



OBJECTIVES	<p>Make the state of the environment report 2005 (SOER) more accessible to the younger generation</p> <p>Provide students with the opportunity to explore the relevance of local environmental issues to their lives</p> <p>Help students express their understanding and feelings about these issues.</p> <p>Empower students to befriend the use of the digital media</p>
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RESULTS & EVALUATION

<i>Results</i>	We meet our set objectives. The feedback we received from all those participating was very positive. We managed to get members of Parliament to view the works and give students the chance to present their findings, concerns and suggestions for action in the field/topic they worked upon.
<i>Strengths</i>	Through the project we established a high credibility level amongst the local media houses that can benefit us into exploring and developing new grounds with this stakeholder.
<i>Weaknesses & risks</i>	The timing of the project should have been carried out at a quieter period of the scholastic year. The students while working on this project while coping with the pressure of their forthcoming exams and other end of year activities.
<i>Conditions for successful replication</i>	There is need to have the full support of the schools participating in the project and the full support of local media houses.
<i>Why do you consider this a good practice?</i>	<p>This project has been one of 'Good Practice' on four counts:</p> <ul style="list-style-type: none"> • We managed to take the state of the environment report to a new audience of people and make it relevant, interesting and interactive for them to use. • We empowered students to express themselves in more effective and innovative ways than they would do in a typical school project • We managed to influence the country's policy makers (Members of Parliament) into passing a motion in favour of the environment • We involved most of the local media and made them feel very much part of the whole project that they aired the students' works throughout the summer months at a nominal charge

MOLDOVA

Establishment of the Center for Environmental Information

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www.mediu.gov.md

Mrs Ivanov Violeta, Head of Environmental Policy and European Integration Division,
Ministry of ecology and Natural Resources

FOCUS Environment

DESCRIPTION

Type governmental

Working language(s) Romanian, Russian, English

Target group(s) 2 employers of the CEI, young people (students, pupils) other interested persons

Starting year & duration 03.10.2000 - permanent

Budget & funding sources 280000 \$

Partner organisations Danish Environmental Protection Agency (DEPA) and National Environmental Fund

Stakeholders Ministry of the Environment was the beneficiary of the project. Students, pupils and other interested persons which want to enhance their knowledges on environmental issues are the target beneficiaries. Daily about 25-30 persons visit the library, read the literature (books, researches, environmental magazines, etc) or take them for home consultation. The donor was DEPA.



OBJECTIVES

- To ensure that all young people have access to environmental information, contributing thus to their education
- To ensure favorable conditions for young people to improve their skills in environmental knowledges
- To establish a kind of "focal unit of environmental information" for teachers which carry out the "Environmental hour" in schools.

METHODOLOGY The CEI carries the same rules like in other public libraries (working hours, borrowing

the books, etc.)

RESULTS & EVALUATION

<i>Results</i>	From the moment of its establishment, the CEI provide necessary educational services: organizes seminars on specific environmental issues for young peoples (notably for pupils from Ecological College) at request or by own initiative.
<i>Strengths</i>	Existing information for all environmental sectors: water, waste, air , animal kingdom etc.
<i>Weaknesses & risks</i>	A very weak point is that after the Center was opened and provided with all materials, it is on self-financing base and the books are bought rarely. Also the staff is insufficient: 2 employees.
<i>Why do you consider this a good practice?</i>	Because it was a successful initiative and actually the Ministry plans to promote the creation of local centers. A pilot center has already been set up and is operating in one district of the Republic of Moldova.

NETHERLANDS

PPP-tool

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Paul Klaassens
The PPP-tool is developed by Cailin Partners, contactperson: Bowine Wijffels
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FOCUS	Education/Learning Educators	Policy, Regulation, Governance Tools and materials (e.g. Media & ICTs)
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DESCRIPTION The idea originated at the Ministry of Housing, spatial planning and environment (Ministerie VROM) in close cooperation with the Dutch intergovernmental program 'learning for sustainable development'.

Type Governmental

Working language(s) Dutch

Target group(s) As of June 2006 those interested (from governmental en non-governmental organisations) will be trained. So far around 40 people have shown interest, but training started just recently.

Starting year & duration Starting 2006 and hopefully the tool will be used for some years

Budget & funding sources Development PPP-tool: Ministry of housing, spatial planning and environment; Training sessions: programme 'Learning for sustainable development' (SenterNovem).

Partner organisations SenterNovem, Province Zuid-Holland, Ministerie LNV, Ministerie V&W (Advisory board)

Stakeholders Dutch ministries and Provinces



OBJECTIVES To facilitate sustainable decision making in policy formulation

METHODOLOGY PPP-tool is a kind of 'game' that helps to get to grips with making sustainable decisions in policymaking. The tool is a board with a circle and an arrow on top. Turning the arrow will bring you to the box People (here and now / there / later), Planet (here and now / there / later) or Profit (here and now / there / later). So all angles from which you can look at sustainable development will be covered and thus discussed. The tool is based on the NSDO-matrix (National Strategy for Sustainable Development). A guide for trainers and a 'train the trainer' course are available. The tool can be used in group meetings. It will initiate discussions on making sustainable decisions in policy making. The tool will help to reflect on our non-sustainable habits and way of thinking.

RESULTS & EVALUATION

Results PPP-tool increases our awareness of how we make decisions in policy making and how this relates (or does not relate) to sustainable development. It helps to make trade offs between economic, social and ecologic aspects explicit.

Although the PPP-tool has only recently been developed, the pilots give good hope for excellent results. But it will only until the end of 2006 that we can present evaluation results. You can contact Cailin Partners for these results.

Strengths PPP-tool is a kind of 'game' that helps to get to grips with making sustainable decisions in policymaking in a unconventional way. Target group is policymakers (governmental, national and regional) but it can it can also be used by other groups. PPP-tool can be applied to every subject, even social or economical.

Weaknesses & risks To use the tool to its full extent it is important that a trained guide / instructor leads the PPP-session.

Why do you consider this a good practice? The game approach can help to provide new angles and hopefully a better balance to all of the triple P subjects involved in a project or process.

Vision-development and agenda-setting of sustainable development in the entire formal educational system in the Netherlands

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Drs. Ellen Leussink

FOCUS	Education/Learning Educators	Policy, Regulation, Governance
DESCRIPTION	SenterNovem, an agency of the Dutch Ministry of Economic Affairs for implementing policies on Innovation; energy and climate; environment and spatial planning	
<i>Type</i>	Governmental	
<i>Working language(s)</i>	Dutch	
<i>Target group(s)</i>	Activities are aimed at decisionmakers in the area of the formal education system (primary and secondary school education, vocational training and university education) trying to commit them to integrate ESD in their work. The long term goal is that at the end of their school period, all students have the competency to make decisions for sustainable development in daily life as well as in their future professions.	
<i>Starting year & duration</i>	The activities are part of the Dutch intergovernmental program Learning for Sustainable Development during the period 2004 - 2007	
<i>Budget & funding sources</i>	The available budget is EUR 100.000 a year and is funded by the Ministries of Agriculture, Nature and Food Quality; Housing, Spatial Planning and the Environment; Education, Culture en Science; Foreign Affairs; Transport, Public Works and Water Management; Economic Affairs, by the Dutch Provinces and by the Dutch Water Boards.	
<i>Partner organisations</i>	<p><u>SLO</u>, the Netherlands Institute for Curriculum Development is our partner for primary and secondary school education.</p> <p><u>Netwerk Duurzame PABO's</u>, the Dutch network for sustainable development in teachers training is our partner for teachers training colleges.</p> <p><u>DMBO</u>, the Dutch network for sustainable development in vocational training is our partner for vocational training.</p> <p><u>DHO</u>, the Dutch network for sustainable development in higher education curricula is our partner for higher education and universities.</p>	
<i>Stakeholders</i>	<p><u>SLO</u>, the Netherlands Institute for Curriculum Development designs projects and courses that lead to a further implementation of ESD in our national schoolcurricula.</p> <p><u>Cito</u>, the Dutch Institute for Examination designs projects that will lead to formal examination of the concept of Sustainable Development.</p> <p><u>Kennisnet</u>, the Kennisnet Foundation is the internet organisation for primary, secondary and professional education in The Netherlands. Kennisnet creates virtual space for learning and educational processes, it offers tools and resources for achieving learning goals in innovative ways. Kennisnet has set up a portal on the concept of Sustainable Development for students in secondary education, with primary education soon to follow.</p> <p>As well as these formal education supporting organisations and the persons responsible for the ESD-networks (as mentioned above) fruitful cooperation exists with <u>NGO's</u> on</p> <ul style="list-style-type: none"> - the subject of <u>third world education and of global citizenship</u>, like the Dutch part of UNESCO and the NCDO, the National Committee for International Cooperation and Sustainable Development; - the subject of <u>corporate social responsibility</u> : MVO Nederland; - the subject of <u>environmental matters and sustainable energy</u>: MilieuCentraal; - the subject of <u>nature and biodiversity</u>: IVN, the organisation for Nature and Environmental Education. <p>We have planned some interesting ESD-activities with other decisionmakers in the word</p>	

of formal education, such as: the Dutch Council for Education (de Onderwijsraad), the Dutch Council for Vocational Education and Training and Adult education (de BVE Raad), the Netherlands Association of Universities of Applied Sciences (de HBO-Raad), the Dutch School inspectorate (de Inspectie van het Onderwijs), the Dutch Innovation Platform, the association for principals of elementary schools in the Netherlands (de Algemene Vereniging van Schoolleiders), etc.



OBJECTIVES The main objective of the activities within this initiative is to ‘infect’ the current educational system in the Netherlands with the concept and content of Education for Sustainable Development. We are in search of the change agents to help us programming ESD in the various organisations. The long term goal is that at the end of their schoolperiod, all students have the competency to make decisions for sustainable development in daily life as well as in their profession (sustainable development as part of their lifestyle).

METHODOLOGY For the educational system as target group of the program Learning for Sustainable Development a networkstrategy on three levels is used:

1. Top-down by committing formal education supporting organisations as important change agents;
2. Bottom-up by creating vivid and animated networks on learning for sustainable development per educational sector (i.e. primary and secondary school education, vocational training and university education);
3. Dissemination of knowledge, experiences and best practices (i.e. on competences of learning for sustainable development).

In learning situations and classroom settings the following approaches are used:

- Learning by doing : participation in every day situations and gathering knowledge from the various disciplines ;
- Learning to choose by forming an opinion in which the different dimensions of sustainability (people, planet, profit) are taken into consideration ;
- Learning to cooperate within groups of people with different backgrounds and conflicting opinions ;
- Learning to think outside fixed frameworks and using creativity to find new ways in problem solving.

RESULTS & EVALUATION

Results

There are animated and inspiring networks on learning for sustainable development available to teachers, administrators and intermediaries for primary and secondary school education, vocational training and university education.

Best practices of ESD, like ‘Schools for Sustainability’ and ‘Codename Future’ will be promoted to teachers, regional governments, local authorities and business communities; new activities will emerge.

A set of competencies of learning for sustainable development is available and forms a continuous curriculum for students in the age of 4 until 24 years.

Within the organisation of Cito, the Dutch Institute for Examination, formal examination of the concept of learning for sustainable development will be set up.

A portal on sustainable development is available for students in primary and secondary education and vocational training and their teachers on www.kennisnet.nl. The most important trendsetting organisations in the Dutch educational system are committed to and active on the subject of learning for sustainable development.

Strengths

The Netherlands has a long tradition in ESD. Proven best practices in education on sustainable development are available for all school levels and can be used as an example or as a source of inspiration.

There is a lot of experience in public and private cooperation, i.e. schools working together with companies in projects on ESD-subjects in real life situations in a setting of social learning.

Links are made between the concept of Sustainable Development and Safety, Health and Worldcitizenship as topics that are currently of more interest to policymakers.

The support of central change agents in the field of formal education to integrate ESD in their core business matches perfectly with the activities of the ESD networks for teachers, administrators and intermediaries for primary and secondary school education, vocational training and university education.

Weaknesses & risks

The basis for ESD within the Ministry of Education, Culture and Science, as well within the most important trendsetting organisations in the Dutch educational system, is narrow.

Educational institutes are to a high extent free to choose their own curriculum. At schools and in classrooms ESD has to compete with other current issues like Safety, Health and World citizenship, etc.

Why do you consider this a good practice?

This program makes optimal use of experiences and results of former national ESD-programs while taking them one step further. Supporting mainly those processes in which top-down meets bottom-up, is a guarantee for a natural anchoring of ESD.

NORWAY

Norwegian Environmental Education Project, a tool for education for Sustainable Development

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Senior Adviser Astrid Sandås

FOCUS	Education/Learning Educators Corporate Responsibility	Environment Water Climate Change Biodiversity Sustainable Consumption Citizenship	Tools and materials (e.g. Media & ICTs)
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DESCRIPTION

<i>Type</i>	Governmental
<i>Working language(s)</i>	Norwegian, English
<i>Target group(s)</i>	Schools at all levels in Norway
<i>Starting year & duration</i>	This is an ongoing program started in 1997 and redefined in 2005.
<i>Budget & funding sources</i>	Yearly about 2 mill nok from the Directorate for Education and Training. Several institutions support the programme in varying amount
<i>Partner organisations</i>	Cooperating partners: Bergen university, (database, advice, support etc), Group of institutions (including NGOs), Scientific advisors, Directorates, Scientific institutions Ministry of Health, Ministry of Environment, Ministry of Food and Agriculture, Ministry of Children and Family Affairs, Ministry of Petroleum and Energy, Ministry of Culture and Church Affairs
<i>Stakeholders</i>	In principle all municipalities in Norway are invited to use the program. A few are active and we have a plan to get more municipalities involved.

OBJECTIVES	The Environmental Education network functions as a meeting place for schools, research institutions and public management, and it provides continual support to schools. The purpose is to give examples of methods, suggest how the education can be organised and give schools access to updated and quality-assured information. Another purpose is to quality assure the products of the educational activities and to build competence about this kind of education for all of the participants: pupils, teachers and other interested parties. The information provided by the network is quality assured by linking www.miljolare.no to the Ministry of Environment website www.miljostatus.no . The latter website gives an overview over the environmental situation in Norway and contains relevant information for the activities presented on www.miljolare.no . The information gives the reader both an overview and insight into the most important environment and development topics, including both national perspectives and detailed information about selected topics.
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METHODOLOGY	Evaluation shows that Norwegian schools (teachers and students) need support if they are to reach the goals for ESD as they are stated in the UN strategy for education for sustainable development To establish continual support structures and to give schools access to scientific competence, work was begun in 1997 to develop national programmes on environmental themes. The programmes consisted of a set of quality assured activities and background material, while the development of individual school projects was the responsibility of each school. During the course of a 4-year period, approximately 100 schools per year participated in
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a project to investigate lakes (Vanda) and 80 schools per year participated in stream investigations (Bekkis). The Coast project attracted almost 400 participating schools, and there were about 150 schools per year involved in the energy project Meis. An additional 54 schools were involved in measuring solar radiation in 1994. An evaluation of these programmes concluded that:

- they gave the school support
- they led to interdisciplinary and active learning processes in the schools
- the pupils considered the tasks to be meaningful and they were proud to be part of a larger movement
- the schools could be a credible partner and contribute concretely to work for sustainable development.

RESULTS & EVALUATION

<i>Results</i>	The program has been evaluated and the report states that it is a good tool, but too few schools participate in it. Therefore campaigns have been launched. And increasing number of Norwegian schools now uses the system.
<i>Strengths</i>	Reach out to all schools
<i>Weaknesses & risks</i>	Can be used in a superficial way. Schools do not develop projects around the project.
<i>Why do you consider this a good practice?</i>	It is based on scientific approach and the students develop knowledge, attitudes and values. It is also cooperation among many stakeholders.

POLAND

OAI.pl (Citizen's Information Agency) – forum for exchanging news and experiences

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Rafał Górski, director

FOCUS	Education/Learning Overcoming Poverty Health Promotion Sustainable Urbanization Economy	Environment Water Biodiversity Rural Development Sustainable Consumption Sustainable Tourism Citizenship	Policy, Regulation, Governance Cultural Diversity Indigenous knowledge Sustainable transportation
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DESCRIPTION **Filter and meeting place**
Obywatelska Agencja Informacyjna (OAI.pl; Citizens' Information Agency) is an Internet-based medium aimed at two goals. First, it provides a 'filter' for interesting news, activities and information, which would otherwise be 'jammed by the information noise', especially those concerning events on a local scale. Registered users (civil activists, local communities' leaders, journalists) send pieces of information to the editor, who selects most interesting ones and post them on the portal, in one of the thematic categories and/or on 'the citizen's calendar'. What is more, articles, press coverages and collections of photos, all concerning different aspects of civic activism, are also part of the portal.

Secondly, and perhaps more importantly, OAI.pl is a 'meeting place'. Write-ups of problems that occurred in a specific place and of solutions that are being applied to them enable networking, experience sharing, and simply – following good examples.

Citizens for citizens

The conception of the portal was created in 2005, by ISO and "Obywatel" Association, editor of "Obywatel" ('the Citizen') magazine. Proposal on starting such agency was submitted to one of governmental funds (Fundusz Inicjatyw Obywatelskich) and accepted. The idea on how it will be run and for whom can be summarized in three words: 'citizens for citizens'. From the beginning, OAI.pl was updated with close collaboration with numerous NGOs and informal groups of activists, journalists and local authorities.

Making the voice of citizens sound louder

Innovativeness of the project is in the way information for the portal are obtained. These are either written by users themselves, or selected from the local media, portals etc.; often they have some additional commentary by the editor. It creates unique opportunity for citizens groups working on the local scale to receive publicity – and therefore get support from other users and/or inspire them to use their experiences. Other innovative aspect is that it has open formula – it is an umbrella portal that enable local groups and other civic initiatives to easily (and for free) create their own websites within its structure, even without having major technical skills (see e.g. <http://oai.pl/lodz> or <http://oai.pl/tiryatory>). It also expands into 'subportals', like that on legal advice for local groups. - *Many people phone me to ask for advice, for example on how to protect the nature on a local scale or protect themselves from unwanted investments in their neighbourhood – says Jarosław Szczepanowski from ISO, running <http://oai.pl/prawo>. - I found that their problems are similar, so I encourage them to network and, basing on their experiences, update my website with examples of useful legal instruments.*



OBJECTIVES

Solutions ready to use

Main objective of the project is to raise citizens' awareness and encourage their activity, by educating them - mainly by accounts of 'good practices' and by facilitating experience sharing and/or coalition building and/or support gathering - on social and environmental issues. It aims at creating 'the best ofs' in different thematical categories. That often allows to get them more publicity (journalists often visit OAI.pl) and even be emulated by different actors. Additionally, Citizens' Information Agency promotes some general knowledge on sustainable development, e.g. as far as GMOs and transportation are concerned.

METHODOLOGY

Seek and.. persuade to co-operate

OAI.pl is being promoted among different actors (mainly local leaders, NGOs - and journalists), who are encouraged to become partners of the project, or at least registered users of the portal, eligible of updating the main page themselves. They are persuaded that posting information on their activities on the OAI could pay off - for example, would help them find new partners, having some additional knowledge on the subject they are interested. Other informations are selected by the editor from the daily press review (and from additional sources, monitored by ISO's volunteers), shortened and provided with commentary. Every time interesting initiative (like educational scheme, environmental and socially friendly investment etc.) is spotted during the press review, its co-ordinators are contacted and informed on the agency and the way it works.

RESULTS & EVALUATION

Results

It seems that it works!

The portal has become popular source of information for people working on broadly understood sustainable development (it has about 15 000 visits weekly). The number of registered users (ca 100 local leaders) and partners (about 25 organisations, groups and media) see <http://oai.pl/modules.php?op=modload&name=Sections&file=index&req=viewarticle&articleid=11&page=1>) is still rising. Moreover, new websites within the structure of OAI are gradually being created (see <http://oai.pl/lodz> or <http://oai.pl/kasakobiet/>). ISO has received a feedback from groups that used OAI to promote their activities. Most of them claim that it helped them to share knowledge or gather support. For example, the portal informed about 50 educational campaigns connected with letter writing, like those on the issues of nature conservation or the need to support socially responsible transport. Organisers of such campaigns say that number of letters sent to authorities considerably increased when OAI started to support that actions. Moreover, other sources (especially portals and independent media) started to quote OAI, and there were some media coverages about the portal (among others - in TV and public radio). It seems obvious for us that creating the agency was worth the effort!

A recipe for a success

The fact that the portal is popular and perceived by its users as something valuable stems from different reasons. First of all, it is user-created, so this are the citizens themselves (not the publisher etc.) who decide on what type of information could be found on it. What is more, its educational value is coming from the fact that it is devoted to the problems that are not very often discussed in the mainstream media, especially in

a broader context (like what would be ecological consequences of different models of development). It is also important that OAI is updated almost every day and the fact, that it groups information that is normally scattered across different sources. It is possible because of the fact, that different users arranged among themselves to share the work. - *No one is able to visit 150 portals a day, but it is not a problem for 150 people to have a look at one* – explains Szymon Surmacz, one of the creators of the OAI.

A couple of black clouds.. and ways to escape them

There are still, however, some problems to overcome. One of the main is the fact, that while all users would like to read others' experiences, much less share their own. This is why most notes on the OAI is written on the basis on other coverages, selected mainly from local newspapers. Perhaps it is due to fact that people are a little bit scared by the whole system. You have to register, log in, edit your note in a proper manner, send it, wait for the editor to put it on the main page.. We are aware that it could postpone some of the users and are working to simplify the system.

Other problem is that people do not want to post notes via the system – they prefer to send it to the editor, often in a very 'raw' form. To fix that problem we decided that if it happens more than twice, given user receives 'kind but firm' information that the whole idea behind OAI is that it is to be 'user-updated' - and some basic info on how to do it.

Even the good things can be better!

We plan to start large campaign to encourage people to take part in making OAI – until now most of our effort was to create the whole system, not to make it popular. We also intend to encourage the creation of new websites within the Citizens' Information Agency – like those devoted solely to the specific initiatives or ideas. We are also thinking on the ways to make OAI a popular source of citations (or reprints) in other media.

Education through learning and play for sustainable development

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Dr Maria Gozdalik, Eng. Head of the Department of Scientific Information

FOCUS	Education/Learning	Environment Biodiversity
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DESCRIPTION

Type "Good practices in the ESD" carried on by the Forest Education Centre (FEC) in Sękocin involve various meetings (lectures, seminars, trainings, shows, competitions) with children, scholar youth and students, and organisation of workshops for teachers, subjected at protection of forest and its significance in sustainable development at local, regional and national level.

Working language(s) Polish

Target group(s) Meetings are in the Forest Education Centre rooms, equipped in the latest audio-visual devices and nature exhibits, and in scientific laboratories. Moreover, the activities in educational path established in the Institute's area are carried on. Each year, over 6,000 people participate in those meetings.

Starting year & duration 1997, meetings are all over the year

Budget & funding sources 130,000 PLN annually from Institute's own sources

Partner organisations Primary schools, secondary schools, universities and centres of teachers' professional training.

OBJECTIVES Shortage of sufficient knowledge on Polish fauna and flora, and on an extinct or endangered species, scarce knowledge about mutual relationships and connections between the organisms and their role played in human's life and whole societies, set major directions of educational activities of the Forest Educational Centre. The main goal of children and adults education for sustainable development is promotion and maintain knowledge about basic plants and animals species, forest site types, forest ecosystems processes, forms of nature protection, and maintain the biodiversity on specimen, ecosystems and landscape level.

METHODOLOGY In the course of meetings with children and their teachers, an active methods of learning are applied, realised through forest sites observations, recognition of plant species in particular layers of forest (the IBL's educational path gathers nearly 200 plant species with rare and protected ones), touching of exhibits collected in FEC, drawing, observing through a microscope, or activities in IBL's DNA scientific laboratories. The great asset is connection of forest sciences achievements and accession to IBL's research departments with play and recreation in the forest. Active leisure (sport competitions, searching of particular plant species known during the lectures, campfire) in linkage with expand the knowledge about the rules of recreational forest management and forest impact on human's health (with tasting 'the fruits of the forests' *inter alia* drinking infusions from forest herbs) are attractive form of education that deliver positive experience in the field of environment and richness of the nature utilization in conscious and proper way. Lectures are conduct in interdisciplinary way what leads to broader look at issues concerning sustainable development. Environmental and ecology education diversify with thematic tasks, poetry and prose, and plastic arts, reaches better the audience with various interest and abilities. The classes are often workshops enriched in computer presentations and movies, based on independent, creative work, effect different senses of children and adults (teachers and caregivers – parents). Projects of teaching realised in the Forest Educational Centre are transmitted to forest education lecturer, students and teachers in a form of lectures, workshops, publications in local

and national level.

RESULTS & EVALUATION

<i>Results</i>	The number of applications from schools that exceed organisational possibilities of the Forest Educational Centre and received thanks, reflect good results
<i>Strengths</i>	Combination of narration with show of exhibits in the field
<i>Weaknesses & risks</i>	Too many eager people, too little employed in education, limited possibilities of financing the further development of educational activity
<i>Unresolved issues</i>	Establishment of the Nature-Forest Museum, elaboration of the new initiative 'Creative recycling'
<i>Why do you consider this a good practice?</i>	Acquired knowledge on forest environment protection expand with forestry of European Union countries and tropical forests issues, makes one aware of difference in approach to possibility of implementation of sustainable development policy, teaches responsibility for taken decisions in the local level, which are transfer to national or global level. Presented issues make young audience sensitive to surrounding nature.

Geology and Ecology Internet-Based lessons

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Izabela Ploch, Museum deputy director

FOCUS	Education/Learning	Environment Climate Change Biodiversity Sustainable Tourism	Indigenous knowledge
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DESCRIPTION

Type scientific and research institution

Working language(s) Polish

Target group(s) At present, the website of the State Geological Institute (SGI) records approximately 20 000 visits per month. It is estimated that a similar number of interested people make use of the SGI Geological Museum website for the purpose of internet-based lessons on ecology. Since the availability of the Internet is countrywide, a similar coverage is achieved by internet-based lessons. However, they are addressed in particular to the pupils from the Mazowieckie Region because they can very easily supplement the information they already obtained by attending the lessons organised in the SGI Geology Museum.

Starting year & duration 2003; 8 months

Budget & funding sources PLN 161 469; the National Fund for Environmental Protection and Water Management, the Ministry of Education

Stakeholders The participants come from all over the country. We keep receiving numerous letters containing opinions and questions referring to our internet-based lessons. Teachers ask us to provide tests and materials for lessons conducted in school computer labs.

OBJECTIVES

The main goal of the planned initiative was to create widely available lessons on geology and ecology issues accessible from the Geological Museum website. The lessons target pupils from various levels of the educational system, namely from the primary to the secondary level. Our Internet-based lessons were developed to facilitate regular lessons taking place in school computer labs. The innovative graphic design of the website, as well as the high quality of pictures presented there, allow pupils and teachers to further use the material made available for their school lessons. The materials may also become for pupils the source of supplementary information on the geology and ecology issues extending their knowledge. The programme covers all basic fields of geology presented in a very attractive form. It includes such elements as observation and determination of rocks, minerals and fossils, the Earth structure, the basic information of processes taking place on the Earth and the origins of fossils. The lessons on geology and ecology, prepared by the team, include such topics as: "Following the Traces of the Polish Dinosaurs" , "Tropical beaches on the Baltic Sea – do we want them?", "Seas enchanted in rocks", "The most ingenious architect on the Earth – water", and "A trip to the Polish Volcanoes".

As a final effect, the website contains a full set of internet-based lesson plans. The teachers using the internet-based lessons may receive electronically from the Museum, as a result of their prior request, the following materials: lesson plans and test for pupils. A further effect of this initiative was the purchase of computer equipment together with the relevant software.

METHODOLOGY The development of lesson plans was based on the materials published on these topics. Field works were also conducted to broaden the information, as well as to produce pictures, which were then used for the Internet-based lessons. The whole project was design in such a way as to initiate the purchase of computer equipment and the relevant

software as a first step necessary to prepare the lessons. Following that, the teaching materials were prepared for further electronic development; based on these materials, the Internet-based lessons were developed.

RESULTS & EVALUATION

<i>Results</i>	Being widely accessible on the website and due to their innovativeness in Poland, the lessons shall contribute to raising the teaching standards regarding the nature science and the environmental protection science. Furthermore they shall raise in our society the standard of knowledge regarding geology. They will also provide support for schools and pupils living in areas located far away from Warsaw, to whom the trip to the Museum would mean undertaking an arduous trip; additionally, them may inspire other museum institutions to initiate similar projects. The Internet-based lessons spread the knowledge about the geological past of a particular region, integrate the nature information with various cultural aspects (i.e. legends and tales), emphasise the value of our heritage which is so unique in the Central Europe, underline the need for the protection of inanimate natural monuments, as well as raise the ecological awareness among the tourists and school children. As an example here, we can use the fate of dinosaurs which may serve as a memento for the human kind, by showing the danger of extinction which was not defied even by such a mighty group of animals.
<i>Strengths</i>	The general availability of the Internet-based lessons, the possibility of using them in the process of preparing lessons by pupils and teachers, the source of information which extends pupils' knowledge on geological and ecological topics , as well as on the local issues and geological curiosities. The programme covers all basic fields of geology and ecology, which are presented in a very attractive form.
<i>Weaknesses & risks</i>	The Internet access is necessary.
<i>Why do you consider this a good practice?</i>	The initiative aims at a wide range of beneficiaries, including among the others pupils from primary schools and above, as well as all individuals interested in the geological and ecological issues; therefore, various methods of presentation were applied, including: specimens, texts, pictures, and illustrations. Achieving the goals of the teaching programme as well as the use of geological excavation sites for environmental educational purposes within the regions shall raise the standards of education for biology, nature science and environmental protection science. It shall also contribute to the increased knowledge on environmental issues in our society. Lessons conducted with the use of the Interned-based lesson materials, which emphasises the issues of biodiversity, geodiversity, species extinction against the background of evolutionary dynamics of the living world and nature transformations, shall contribute to raising the awareness about the threats the nature has to face at present, as well as promote responsible attitudes towards the exploitation of the environment and the effects of the anthropogenic interference. We invite you to visit our web site (http://www.pgi.gov.pl/muzeum_geologiczne/lekcje/index.html) where you can take part in lessons on geology and ecology issues

"Forest Education for Communities: The Forest – Our Treasure"

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Jacek Zadur - Forest protection Specialist

FOCUS	Education/Learning Educators Economy	Environment Biodiversity Sustainable Tourism
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DESCRIPTION

<i>Type</i>	"Forest Education for Communities: the Forest – our treasure" is a project initiated by the Forest Farmsteads of the State Forest Authorities which manages approximately 8 million ha of forests (78% of the total forest area in Poland).
<i>Working language(s)</i>	The field activities and presentations will be conducted in Polish. In the case of foreign groups, some of the presentations can be conducted in English or German by selected group of the presenters, or with an interpreter's support.
<i>Target group(s)</i>	Every year, approximately 1.5 – 2 million people participate in various forms of forest education in Poland. The activities take place in 25 educational centres, 202 "forest class rooms" and in 688 educational trails. Every forest commission is equipped with at least one of these educational facilities. Furthermore, lesson on the "knowledge about forest" take place in nature reserves, forest nurseries and at forest cultivation sites. The visitors meet there experienced guides who are ready to uncover all the secrets that the forest hides.
<i>Starting year & duration</i>	Educating the society is one of the most important tasks which has been undertaken by the Polish foresters for decades; however, only since the beginning of 2004, it became a planned country-wide project, parallel to the production of timber, animal husbandry and forest protection. Each forestry commission in Poland nowadays has its own "Forest education programme for communities".
<i>Budget & funding sources</i>	In 2005, the expenditure of the State Forest Authorities on educational activities amounted to PLN 16.6 million, which makes PLN 38.8 thousand per forestry commission. The State Forest Authorities covered 85.2% of the entire cost of these activities. The subsidies for the nature and forest educational projects for communities are relatively low.
<i>Stakeholders</i>	The programme of "the forest education for communities" refers to the work scope of every forest commission. Although external groups take also advantage of the educational offer. Taking into account the entire country, eight thousand schools of various levels co-operate with forestry commissions, and the number of projects undertaken only in 2005 exceeded 12 thousands. These projects include e.g. joint efforts to develop educational trails, competitions on nature issues, planting forest initiatives, cleaning up the forest, and feeding animals in winter. A local school is the most important partner for the State Forest Authorities in educational projects. The partnership list further includes nature reserve parks, environmental education centres, local authorities, parishes and non-governmental organisations.



OBJECTIVES

Forests covers the third part of the entire area of our continents, Europe, and Poland as well. At the same time the issue of the forest importance is limited in the official teaching programmes. Hence the initiative of the Polish State Forest Authorities to fill up this gap which is noticeable in the general education of the society. The Polish forests make a perfect case study to track fundamental approaches towards the provision of the sustainable development.

In all legal acts issued by the State Forest Authorities the following goals of the forest education for communities are incorporated: spreading the knowledge among the society on the forest environment, on the multi functional and sustainable forest management, increasing the social awareness about the rational usage of various forest functions, as well as building the community trust for the professional activities undertaken by the foresters.

METHODOLOGY

A field study is the favourite of educational activities. It is applied in particular by the foresters – the education leaders, and favoured by the main target groups – teachers and pupils from various school types. This form is frequently supplemented with presentations, competitions, and exhibitions, as well as with actions undertaken in the forest – e.g. planting, the Earth Day, the Clean up the World initiatives.

Standard teaching methods and approaches are commonly incorporated into the projects focusing of the forest education. However, more active forms of learning become increasingly popular. For more advanced groups, practical methods such as observations, modelling activities or project works are applied successfully.

An effective and successful educational system is based on the high level expertise and methodology presented by the educational leaders. The State Forest Authorities implemented a national and regional training system providing for the pre-service and in-service education of the leaders. Furthermore, the implementation of a basic training programme on the forestry commissions level is in progress.

RESULTS & EVALUATION
Results

Since the beginning of 2004, the State Forest Authorities has conducted a pre-planned and well-documented educational activity. So far the first two years of this activity have been evaluated and their results were presented in published "Reports". The results may be regarded as impressive since in 2005 almost 2 million people participated in various forms of the forest education. Almost 13.5 thousand field events and 5 thousand "forest lessons" at schools were organized, with the same number of presentations made in other places. Events organized in forest areas by the employees of the State Forest Authorities have also enjoyed great popularity.

Strengths

The strong point of the educational activity of the State Forest Authorities is the natural liking presented by the society for the forest as well as for the people who work in it. The result of this liking is the constantly increasing public interest in the educational offer presented by the foresters. Although the forest itself is the most precious subject of the nature education, the attractive infrastructure, created by the State Forest Authorities to serve the forest education.

The educational offer presented by the State Forest Authorities constitutes an excellent supplement for the formal nature education provided by state schools since it is mainly conducted in field. Paradoxically, the great advantage of the forest education is its

informal character, unconventional forms and methods of passing on the knowledge and gaining skills.

Another great success of the nature education is the increased "ecological" knowledge and awareness observed in the society. The great potential possessed by the State Forest Authorities to develop educational initiatives results also from a very favourable ownership structure of Polish forests, where 82% of the entire forest area is owned by the state.

Weaknesses & risks

Undertaking an extremely difficult initiative to conduct educational activities on a large scale, namely country-wide, the State Forest Authorities were aware of the problems, or even threats that could jeopardize its successful implementation. But they were also aware that these problems have to be consistently tackled. At the present stage the problems refer to: an insufficient participation of external financial resources in financing the educational activity, an increasing number of tasks for educational leaders accompanied by the absence of the possibility to increase employment and still unsatisfactory methodological preparation of the staff to conduct educational activities.

Why do you consider this a good practice?

"Forest Education for Communities: the Forest – our treasure" is an excellent example of "good practice". Worth emphasizing is the fact that the scope of the project covers the entire country and the scale of unforced participation is impressive with the number reaching two million participants annually, in various forms of educational activities offered by the State Forest Authorities.

First of all, the forest education focuses on teaching and presenting examples of the sustainable development. This practice takes place mainly on the local level, includes small communities and favours the acquisition of knowledge and the process of learning. The rational and planned process of making the forest available allow the State Forest Authorities, as well as the statutory entities responsible for education on nature, geography and history for the development of their own educational programmes.

The educational infrastructure of the State Forest Authorities, including in particular development of marked educational and walking trails creates great and favourable opportunities for their use by individuals and community groups active in the field of ecological education and other activities. The educational practice of the State Forest Authorities undertaken in particular on the basic level of 428 forestry commissions creates conditions allowing for co-operation initiatives of various local entities.

Use of IT and multimedia in education for sustainability in Poland

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Anna Batorczak

FOCUS	Education/Learning Educators	Tools and materials (e.g. Media & ICTs)
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DESCRIPTION

<i>Type</i>	University – public education sector
<i>Working language(s)</i>	Polish
<i>Target group(s)</i>	Teachers, Educators, NGOs anybody interested in Education for Sustainability
<i>Starting year & duration</i>	2000 up to day
<i>Budget & funding sources</i>	Different sources: British Council in Poland, National Fund of Env. Protection and Water Management, UE Socrates programme Minerva
<i>Partner organisations</i>	Field Studies Council from UK
<i>Stakeholders</i>	Teachers, Educators, Specialists of sustainable Development issues, Scientists, leaders of NGOs. All of above mentioned “actors” are author materials witch are available on internet services devoted to ESD

OBJECTIVES	Increase of access to educational materials, information about educational campaigns and advices from specialists through the internet service Increase skills of teachers and educators in use of internet resources and multimedia materials Development of innovative instruments (e.g. on-line games)
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METHODOLOGY	This is a long lasting project, consists of following components: <ul style="list-style-type: none"> - Workshops for teachers and educators concerning use resources available in internet and multimedia in education for sustainability - Running internet services devoted to education for sustainability in Poland - Developing thematic educational materials and instruments Cd-Roms concerning education about climate change, developing on-line educational games
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RESULTS & EVALUATION

<i>Results</i>	200 teachers and educator trained Publishing of guidebook: use of Internet in education for sustainable development Almost 3 000 visits every month on internet services website
<i>Strengths</i>	Promoting modern approach in education which helps to eliminate problem of lack of access to educational materials for teachers and educators from small towns and villages Relatively cheap cost of realization
<i>Weaknesses & risks</i>	Lack of acces to internet in Polish schools and unwillingness among some teachers for use of IT- however the situation is constantly improving
<i>Conditions for successful replication</i>	Systematic up-to-dating services , materials and educational offer
<i>Why do you</i>	In Poland teachers and educators use to complain that they cannot do environmental

*consider this a
good practice?*

education and education for sustainable development due to lack of suitable resources. In practice the situation is different there are a lot of education materials, campaigns, workshops etc. Our project is helping to get this information using the simple and obvious tool: internet. Additionally it is modern approach in education which also prove that modern technology can be used for benefit of sustainable development.

RUSSIAN FEDERATION

The Whole Institution Approach to ESD: The curriculum and educational materials

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Vadim Kalinin, executive director

FOCUS	Education/Learning Educators Economy	Environment	Tools and materials (e.g. Media & ICTs) Pupils, university students
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DESCRIPTION

Type Non-governmental

Working language(s) Russian

Target group(s) Educators, senior pupils, university students

Starting year & duration 2001– (continued)

Budget & funding sources Euro 220000. Charity Aid Foundation (the United Kingdom), National Training Foundation (Russian Federation)

Partner organisations The *Drofa* Publishing House and the *FIZIKON* Publishing House (Moscow)

Stakeholders Educators (school teachers and university professors) participated in workshops, trainings and probation of the course/educational materials giving feedback to the authors. Interaction based on constant cooperation that includes mutual consultation and support.
Experts in municipal planning, representatives of local authorities and non-governmental organizations involved in community planning permanently help in solution of practical questions addressed to needs of local communities.

Group Of Senior Pupils In The Process Of The School Agenda 21 Planning



OBJECTIVES To make the course demanding for pupils. In accordance with this selection of knowledge and skills, having analysed the opinions of pupils, recruitment specialists and managers in order to make the course *maximally useful as in both study and daily life, and in future work independently of speciality*.
To make the course highly interesting, so that it becomes *a favourite subject*. In this regard, the course anticipates activities, games, solving practical life-important problems and material specially created to take into account the particularities of senior pupils'

perception to aid study set out in the form of a dialogue, consistently addressed to the pupils' experience.

To make the course demanding for teachers, to ensure professional development and to support teachers. The methodological approach of the course is unique: all classes are interactive. But the teacher will not need to search for guidance on adapting to new methods: the teaching aids incorporate the best methodological experience, including recommendations on the methods of problematic and developing education, development of critical reasoning, prioritising moral values, and case studies, ensuring the interest of pupils and their enthusiasm for studying the course. Plans for each class save the teacher from having to spend time on lesson preparation.

To make the course useful for educational establishments: to increase the competitiveness, improve the image, develop self-government and attract additional funds. Involving educational establishments in the planning and implementation of a programme of sustainable development, the course, *per se*, represents a new model of education.

To take into consideration the interests of pupils' parents: to ensure that spare time in school is spent on socially and environmentally significant activities, to facilitate the preparation for independent life, future careers and resolving "adult" problems.

METHODOLOGY The content, teaching technique and outcomes of education are addressed to new challenges, caused by processes of integration, globalization, sustainable development, and appears in:

- *New educational approaches and models:*
 - Interdisciplinary approach, based on study of social-ecological-economic model of the world;
 - Practice-oriented model of outstrip ("futurised") education;
 - Active competence model and constructively-optimistic approach to resolving developmental issues;
- *Principles of:*
 - Mobility, adaptability of curriculum's content and teaching technique in accordance with new challenged in local, national, global communities;
 - Students' comprehension of above processes on local-level with keeping in mind the "big picture" – processes in their country and in the world;
- *Wide application of:*
 - Interactive teaching technique: all studies/lessons are interactive, based on training technique that permits to work with learners' values and attitudes;
 - Informational and communicational technologies.

To ensure that pupils are prepared to make responsible choices in difficult circumstances, the course is based on the method of prioritising moral values, including exercises and assignments, helping pupils to form an "immunity" when coming into contact with views contradictory to the principles of sustainable development.

A classroom plays the role of office or laboratory for planning and realization of sustainable development projects of domestic and school communities. The student is an investigator and practical person who apply natural science and social-economic knowledge in individual or group work on improvement the school community quality of life.

RESULTS & EVALUATION

Results The curriculum and educational materials are oriented on promotion of complex solution of social, environmental, economic problems and improvement of quality of life in local communities.

Strengths The model of EDS is based on home and international experience of urban planners, local authorities and non-governmental organizations in creation and realization of local sustainable development programs (local agendas 21). The core of the model is system dynamics and project management. The way the model is put into practice is project work based on co-operation and balance of interests of all sectors of society. Teachers' support system includes trainings, competitions and awards, e-mail bulletin, web-site www.aseko.org (currently in Russian, the English version is coming soon).

Weaknesses & risks A text book for pupils, a reader, a collection of exercises for pupils, and teachers' guide are prepared in Russian that embarrass dissemination of the curriculum and educational materials in Europe.

Conditions for successful The course is implemented in schools and universities since 2002. Second edition of educational materials is planned on 2007. The third edition is planned on 2008 and

<i>replication</i>	includes informational and telecommunicational technologies such as animations, games, interactive simulation models and intranet.
<i>Why do you consider this a good practice?</i>	According to: <ul style="list-style-type: none">– Comments from pupils who participated in probation of the course, “<i>the course covers all the subjects which will come in useful in life</i>”, “<i>the course has been created to help us pupils improve our lives</i>”.– Teachers’ reviews, “the course guarantees pedagogical growth and improved social status for the teacher”, “it makes the study of other school subjects more effective.”– Experts who have examined the course, “the course’s methodological aids are clear success for the authors”. The course contents are founded on the latest information which, “favourably distinguishes the course from other disciplines”.

Olympiad of school projects: Sustainable Human Settlements (economic and nature conservation aspects)

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FOCUS	Education/Learning	Environment	Policy, Regulation, Governance
	Health Promotion	Biodiversity	
	Sustainable Urbanization	Disaster Reduction	Tools and materials (e.g. Media & ICTs)
	Corporate Responsibility	Sustainable Consumption	

DESCRIPTION

Type Municipal - Creation of projects (paper models) for sustainable human settlements in the landscape of the central belt of Russia took place in the form of a team Olympiad of secondary schools in Moscow (Moscow Ecological Olympic Games). For the first time, the Ecological Olympiad was for teams, which means that every member of the group was required to produce a competent solution to a specific problem, and as a result bring success to the team. The task facing the participants was to complete a project and to stick together from a ready-made "ecological constructor" (2003) set of coloured paper components a model of a settlement with minimal damage to the environment and using ecological technology familiar to them. The themes of the models they created were diverse: from a university town, to an atomic power station and a suburban leisure area. At the same time as they were making the models, the teams prepared a written description showing the main tasks of the proposed project, provided a physical, geographical and ecological description of the region proposed, the characteristics of the settlement's transport and communication systems, and listed the ecological technology used in the model. The results of the work of the participants was assessed by a competent jury after each team had orally presented their project.

Working language(s) Russian

Target group(s) The initiator of the unusual creative work of the participants was the laboratory of ecology and environmental protection of the Biology Department of M.V. Lomonosov Moscow State University (MGU) and the Centre for Ecological Education and Sustainable Development, working under the Moscow Institute of Open Education. The event was based at Secondary School No. 57, Moscow. In the Moscow Ecological Olympic Games, 25 teams were included from 18 experimental schools in Moscow, with a total of 160 participants.

Starting year & duration The Moscow Ecological Olympic Games took place at the end of March 2005, on a Saturday (most school pupils do not have classes) and it took place over a 4.5 hour period.

Budget & funding sources Moscow Association for Ecological Education

Partner organisations Department of Education of the City of Moscow, Secondary School No. 57, Moscow (base for the event). NGO "Ecogispress".

Stakeholders According to the assessment of the Department of Education of the City of Moscow, the creation of models of sustainable human settlements is an unusual form of conducting an ecological Olympiad. It opens up new possibilities in teaching technologies, enables a larger number of participants to be involved and facilitates the acquisition of social experience, especially such as participating in planning the development of a specific territory and the ability to foresee the consequences of decisions taken and actions proposed. By carrying out the project of a model of a living neighbourhood in a large town (or other) the participants in the competition during the team discussions and search for additional information come to understand knowledge in an interdisciplinary activity, and verify and strengthen it in practical work. In this way, the acquisition of skills

by the participants helps the social and ecological benefit of specific regions where citizen initiatives will be developed.



OBJECTIVES

- Move from a simple transfer of knowledge to increasing preparedness to act and live in rapidly changing circumstances;
- Develop teamwork skills among the participants, whereby the success of the joint work depends on each individual;
- Develop a conviction of the need for collective well-coordinated work in the achievement of the common goal – sustainable development of a region (ecological, economic and social aspects);
- Conduct an educational verification of all previously acquired knowledge (interdisciplinary aspect) and fill any gaps observed;
- Show students how to actively seek out information, interpret it critically and use it in practice.

METHODOLOGY

Making models of sustainable human settlements was based on the principle of using all accessible information. The participants could use computers to look for information (Internet), their own knowledge, sources of literature and consultations with team leaders (school teachers).

Making the settlement models took place using the simulator game “Ecological Constructor” (1987, 2003) (a description of the game was published in the review “Biology at School” in 2004, No. 8, pp. 57-61), consisting of one large sheet for the playing field in format A-1 and a set of 18 auxiliary sheets of A-4 with natural and human-made sites.

The teams were given one set of the game and additional stationery items.

RESULTS & EVALUATION

Results

Judging creative competitions is always complex. The organizers developed eight basic parameters, using a system of five marks, to judge the models. This was the theoretical basis for the sustainable development model, the fullness of the description, preservation of natural ecosystems, use of ecological technologies, preservation of biodiversity, siting of the transport system, taking into account the interests of the local community, and careful assembly of the model. The results of the competition to create a project and a model of a sustainable settlement led to the identification of several winning teams. The most important result was something else, however – all the competitors highly appreciated the collective nature of the work, and became confident in their efforts and ability to make the right decision on problems confronting them. The competition also showed that Moscow schoolchildren (grades 8-10) can grasp complex ecological issues, such as the ecological principles of the greening of human settlements, the need to plan roads and housing estates, the use of alternative energy sources, and so on. Unfortunately, however, hardly any of the pupils were familiar with the classification of the system of Specially Protected Natural Territories (SPNT) or could describe their functional requirements. This gap in the knowledge of Moscow schoolchildren should allow for an adjustment in the school curriculum, which would in itself be highly significant, as educational errors are not always immediately apparent.

Strengths

The accessibility of organization on the basis of secondary schools; low material

	expenditure on the "Ecological Constructor" paper sets and other stationery items.
<i>Weaknesses & risks</i>	Organizational complexity of conducting a broad competition of schoolchildren and the weak linkage of school subjects to the need to use the knowledge acquired in the project.
<i>Problems encountered</i>	Weak link between school subjects (biology, ecology, geography, etc.) and an understanding of how to use them in practical activity
<i>Conditions for successful replication</i>	Conducting interim competitions in a few regions and then a general Olympiad and exhibition of the projects would require a decision by regional ministries of education and funding for expenditure
<i>Unresolved issues</i>	Formalization of conditions for the competition and its judging
<i>Why do you consider this a good practice?</i>	Many schoolchildren and teachers regretted the fact that they could not take part in the Ecological Olympic Games, and asked for early notification of the next opportunity. The creation of projects and their concretization in the form of models is an inexpensive way of mastering interdisciplinary projects for the purposes of sustainable development.

Vector of the initiative: from environmental education to education for sustainable development

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Nikolai Sergeevich Kasimov, Dean, Geography Department, MSU

FOCUS Education/Learning

DESCRIPTION

Type Governmental

Working language(s) Russian

Target group(s) Incorporation of the concept of sustainable development into the higher education system/higher education students/up to 600

Starting year & duration From 2000 to the present day (about six years).

Budget & funding sources State budget of the Russian Federation and extrabudgetary sources of higher education institutions

Partner organisations Educational-methodological associations of higher education institutions of the Russian Federation, more than 100 Russian universities, University of Plymouth (United Kingdom) and some other foreign higher education institutions, specialist Russian NGOs

Stakeholders Predominantly student groups, which were invited to take an active part in the elaboration of relevant educational courses, including the rectification of their content and format. For instance, in the course "Geographical bases of sustainable development" at the Moscow State University (MSU) Department of Geography (lecturers N.S. Kasimov and Yu. L. Mazurov), students initiated the holding of web seminars, in the context of which a discussion took place in 2006 of the draft national education strategy in the field of sustainable development in the Russian Federation, developed by an initiative group of MSU students and lecturers. The discussion was very interesting and lively, and not only of an educational nature, but innovative and substantive as well, which may easily be checked by visiting the relevant website set up for that purpose (www.geogr.msu.ru/HEPS). The relations thus developed between lecturers and students may be described as based on principle and at the same time trust.

OBJECTIVES

- Deliberate development of the education system for sustainable development in the Russian Federation in relation to its image as a "decisive factor of change" in contemporary society
- Smooth transformation of the current model of environmental education into a model of education for sustainable development through its socialization (making it more humanitarian).
- Active assistance with the "ecologization" (in the context of the concept of education for sustainable development) of all spheres of higher education in which the process has not yet been duly reflected in educational practice.
- Effective use of previously accumulated potential for positive national and foreign experiences in higher education and education theory as a whole.
- Fuller acknowledgement of national, regional and professional particularities and imperatives when constructing individual models of education for sustainable development.
- Maximum harnessing of the potential of stakeholders (students, employers, management and self-management structures) in the process of establishing education for sustainable development.
- Assistance with laying the institutional foundations of education for sustainable development in Russia.

- Incorporation in the system taking shape in Russia of education for sustainable development of the requisite sustainability, organically combined with the dynamism and potential of self-development.

METHODOLOGY

- Highlighting of the fundamental scientific problems of ensuring that education is for sustainable development, and conduct of related research;
- Consideration of national and foreign experiences in developing education for sustainable development;
- Involvement of leading educational, academic and governing structures in the work to ensure education for sustainable development in Russia, cooperation with organizations in the non-governmental sector;
- Provision of sustainable feedback with student groups in processes of introducing various forms of education for sustainable development, inclusion of student auditoriums in these processes;
- Active involvement of legislative bodies in the development of a national system of education for sustainable development in Russia;
- Publication of research findings on education for sustainable development for specialists, government bodies and the public;
- Participation in the activity of national and international structures involved in the elaboration of the concept of education for sustainable development;
- Popularization of positive national and foreign achievements in the field of education for sustainable development and progressive innovative practices;
- Holding national and international seminars and conferences to discuss key issues of establishing education for sustainable development;
- Removing issues of the development of education for sustainable development from their subsidiary status among national priorities, foster the incorporation of individual imperatives in the nationwide educational strategy;
- Development of links with the public on issues of the development of education for sustainable development through publications in the traditional and electronic media.

RESULTS & EVALUATION

Results

In recent years, education for sustainable development has become a reality of the higher education system in the Russian Federation. The concept of education for sustainable development in a variety of forms has been actively introduced into university practice in Russia. The initial prerequisites have been created for the widespread introduction of education for sustainable development as a national education project in Russia's higher education institutions. The need to introduce education for sustainable development as an innovative educational project is acknowledged in practice in professional society, academic structures and government bodies.

Strengths

The interest of state bodies and public organizations in developing and enhancing the system of education for sustainable development. Inclusion of education for sustainable development in a whole range of basic documents such as the final document of the G-8 Ministerial Meeting on Education; programmes of bilateral cooperation and joint activity between the Russian Federation and international organizations; educational standards in the higher education system; a range of standard-setting documents adopted at the federal and regional levels. Development of cooperation between the State, scientific and educational communities, public organizations in the framework of the implementation of the National ESD Strategy and National Framework of Action. Support for the positive experience of implementing a national environmental education project in Russia's higher education institutions. Presence of traditional scientific school of sustainable development (Russian concept of rational use of natural resources). Taking into account and integration of the achievements of foreign experiences, active participation of main participants in the project in activities in the international arena. Use of the potential of educational-methodological associations of higher education institutions in the Russian Federation as the basic structures for the introduction of innovative educational practices in Russia. Existence of a system of scientific provision of education for sustainable development (including articles in national and foreign academic publications). Timely creation of the necessary educational programmes, first educational aids and other educational-methodological materials on education for sustainable development.

<i>Weaknesses & risks</i>	<p>Insufficient inclusion of ideas concerning education for sustainable development in other educational streams, for instance, programmes for subjects in the humanities, and the primary and secondary education system.</p> <p>At present in contemporary Russian society there is still no effectively functioning national infrastructure for education for sustainable development; inadequate involvement in this process of representatives of civil society institutions.</p>
<i>Conditions for successful replication</i>	<p>More rapid extension and development</p> <ul style="list-style-type: none">• Need to introduce a range of legal state norms in accordance with international principles for establishing education for sustainable development.• Broadening of interaction among higher education and general education institutions, and supplementary education in the field of education for sustainable development.• Enhancement of the system of training and retraining of teachers in areas connected to education for sustainable development.• Implementation of relevant changes and additions to textbooks and educational and methodological material.
<i>Why do you consider this a good practice?</i>	<p>As a result of a wide-ranging discussion and presentation of the materials of the project, the conclusion was reached that the opinion of the leading representatives of professional society in Russia coincided with the opinion of their foreign colleagues who are familiar with the real state of affairs in Russia. Apart from that, the project received a high assessment rating from the representatives of the target groups – the student community.</p>

SERBIA

Program for Local Communities Capacity Building - Local Environmental Coordinators - Strengthening Communication, Civil Participation and Democracy for Sustainable Living of Local Communities in Serbia

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Ivana Petric, coordintor

FOCUS	Education/Learning Educators Overcoming Poverty HIV/AIDS Sustainable Urbanization Corporate Responsibility	Environment Water Climate Change Biodiversity Sustainable Tourism	Peace, Human Rights & Security Policy, Regulation, Governance Intercultural Understanding Cultural Diversity
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DESCRIPTION

<i>Type</i>	<p>The project was supported by the Royal Netherlands Embassy in Belgrade, Ministry of Science and Environmental Protection of the Republic of Serbia and Local Self-government. It has been conducted by the Ecological Society ENDEMIT from Belgrade. The state of the environment (including social, economic and ecological component) in Serbian local communities is very poor. Majority of local communities are under-developed. People are leaving their settlements, abandoning traditional households and occupations and move to the big cities for a better life. Due to the brake down of big industries and political factories the remaining population of local communities have already exhausted their nature resources potentials or still making huge pressure on them (fish stock supplies, forests, minerals, water etc). This leads towards unsustainable trends in new economic development of the country.</p> <p>Developing the awareness on importance of nature and environment preservation on the sustainable development principles is a precondition for good environmental management and governance. It is also closely connected to sustainable management of resources and development of one open, democratic society which respects rights not only of present but future generations as well.</p> <p>The Group for Local Communities of the Ecological Society ENDEMIT conducted a program dedicated to education and training of Local Environmental Coordinators (LEC). The project brought together representatives of different stakeholders (LEC) from six pilot local communities in Serbia and equipped them with knowledge and skills on sustainable development. This helps LEC to address numerous issues and problems on local scale level and direct them how to create prosperous community by making sustainable decizions. The communities were determined upon evaluation of the current state of local economies, environmental and social issues in Serbian municipalities. The evaluation was mainly based on data available within the National Institute for Statistics and the Standing Conference of Towns and Municipalities of Serbia.</p> <p>The project has been developed to support sustainable development of local communities in Serbia trough creating forums of all stakeholders for the purpose of future decision making. To build capacities of local communities for sustainable living and creating an open, democratic society that takes care about future generations needs.</p>
<i>Working language(s)</i>	Serbian
<i>Target group(s)</i>	Local community, local self governments, local media, local nongovernmental organizations, public municipal enterprises, interested individuals
<i>Starting year & duration</i>	2005/ 6 months
<i>Budget & funding sources</i>	5.000,00 EUR – The Royal Netherlands Embassy
<i>Partner</i>	Ecological Society Kladovo from Kladovo, Student organization “Zosekiza” from Novi

<i>organisations</i>	Sad, Young Researchers of Bor, Youth Center from Valjevo
<i>Stakeholders</i>	Local self governments, local media, local nongovernmental organizations, pupils, teachers



OBJECTIVES	<p>To present to the participants relevant knowledge and information referring to environmental protection and sustainable development in order to enable them to define main environmental problems, prioritize them and find relevant solutions.</p> <p>The Group will invited local environmental NGOs in Serbia – project partner organizations (governed by the principle of country regions) to point out participants to the seminars (taking into account importance of presence of representatives of all relevant counterparts mentioned previously), who will be a future focal point for environmental management on local scale level. This will build the sustainability capacity of the local communities.</p> <p>The Local Environmental Coordinators (LEC), will be able to analyze certain environmental, social and economic activities and problems in their near environment, make priorities, involve all local and other relevant stakeholders and propose solutions. LEC will be able to put their local environmental problems in much broader context, taking into account principles of sustainability.</p>
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METHODOLOGY	<p>Seria of seminars ;</p> <p>Interacive workshops ;</p> <p>Presentations ;</p> <p>Transfer of knowledge trough « lessons learned » and « examples of good practice »</p> <p>Project preparation excercisses ;</p>
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RESULTS & EVALUATION

<i>Results</i>	<p>Representatives of different stakeholders gained knowledge about environmental problems, sustainable development, project preparation and management, Environmental Policy and Sustainable Development;</p> <p>Environmenment and Sustainability relations; Sustainable Tourism, Agriculture; Sustainable Economy; The Role Administration in Sustainable Development; Nongovernmental Organizations and Sustainable Development; Transition Countries; Problems on The Road Towards Sustainability and Healthy Environment; Local sustainable initiatives (Local Sustainability and Environmental Action Plans); Sustainable Management of Natural Resources and Waste; The Aarhus Convention – Citizens and Environment; Creating Open and Democratic Society; Environment and Democratic Society;</p> <p>The participants to the seminar learned more on team work, stakeholder forums; Democratic decizion making related to the social, environmental, and economic issues at the local scale level; They receiveed more information on making sustainable sectoral policies and plans; They received more information related to the good practice of developed countries of the world; Transition has been presented as a challenge we have to face; Basic information of nature resources and sustainable production and consumption; Environmental and sustainable development legislation and how they refer to our living and development, Biological diversity was presented as a practical tool to survive and provide the existence of future generations,</p> <p>Participants also learned more about administration and how it should operate; They</p>
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were trained how to perform sustainable environmental management; The experts presented the links between principles of sustainable development and creation of an open, democratic society;

The program benefit the future management of the participants organizations and institutions. The last part of each seminar was dedicated to writing joint project by all the participants (representing different stakeholders of the local community). This project covered majority of the issues presented trough the educative-training program. The coordination of the activity will be leaded by the representatives of Ecological Society ENDEMIT.

<i>Strengths</i>	<p>Better understanding of sustainable development, and relations between sustainability and environmental protection;</p> <p>Learning about sustainable development as a tool for better living of local communities;</p> <p>Better coordination of environmental and sustainable development activities on local scale level;</p> <p>Practical implementation of knowledge;</p> <p>Better cooperation within local community between different stakeholders;</p> <p>Stronger participation of all stakeholders in decision making regarding environment and development;</p> <p>Development of open and democratic society;</p>
<i>Weaknesses & risks</i>	<p>Lack of financial means for continuation of the project in all municipalities (local communities) in Serbia;</p> <p><i>The main risk</i> – insufficient interest of local communities</p> <p>Bad response of the local partner organizations</p> <p>Negative feedback of members of local communities</p> <p>Low interest of local media</p> <p>Obstruction from local governments</p> <p>Low feedback from the participants</p>
<i>Conditions for successful replication</i>	<p>The community itself was involved trough the representatives of each relevant stakeholder on local scale level. This provided opportunity to all of them to make comments, proposals and suggestions trough the usage of the Local Community Sustainable Development Forum created as a result of the program. The citizens of the local community were informed trough local media before the beginning of seminars and during its implementation (this has been a special requirement for local partner organization). They were also invited to give their contribution by sending e mails, letters or calling the Project coordination team.</p> <p>Each participant to the seminar is obliged to share the information and experience received with his/her colleagues, friends and business partners.</p> <p>After each seminar there is a plan for holding open debates in local community, including media, about the program, but also about the local problems regarding environment, economy and social affaires. This will be a good opportunity to collect information for future similar activities and to initiate sustainability concept as a solution for some of the mentioned problems.</p> <p>The last part of each seminar was dedicated to writing joint project by all the participants (representing different stakeholders of the local community). This project covered majority of the issues presented trough the educative-training program. The coordination of the activity will be leaded by the representatives of Ecological Society ENDEMIT. These projects should develop further as a separate follow-up activities.</p>
<i>Why do you consider this a good practice?</i>	<p>The project provides:</p> <ul style="list-style-type: none"> - Preliminary and persistent information input in local communities trough promotion of interconnections between - environment degradation-economy-social issues. - Explaining to the local population the unsustainable trends of current resources exploitation - Promoting the importance and meaning of including everyone in making decisions (staring with ordinary citizens). - Promoting equal rights of all society members and of equal rights of future generations to develop. - Promoting EU and world integration processes. - Explaining the benefits in decoupling economic growth from environmental degradation and resources exploitation. - Showing positive examples from the local communities from other countries in transition and developed countries. <p>It can help in promoting sustainable development as a practical tool for achieving better life for all people in local communities around the world, while at the same time</p>

preserving nature and environment for future generations

Interactive farm

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Branislav Milic, PhD med. vet.

FOCUS Education/Learning Environment
Biodiversity
Rural Development

DESCRIPTION

Type The project was supported by the Regional Environmental Center for Central and Eastern Europe in Serbia and conducted, in total, by nongovernmental organization "Natura Balkanika" from Dimitrovgrad. Rapid development of human society and expansion of consuming markets led to transformation of traditional agriculture into modern and intensive exploitation systems. This situation caused degradation of natural environment and national genetic resources. The idea for the project built upon the fact that numerous breed of domestic animals had been rapidly extinct, and that according to FAO (Food and Agriculture Organization) data almost up to 30% of the World breeds have been endangered to extinction so far. Main goal of the project is to establish agro-turist pilot model of "interactive farm" in the village of Lukavica in order to preserve and valorize genetic resources and rural heritage of Serbia.

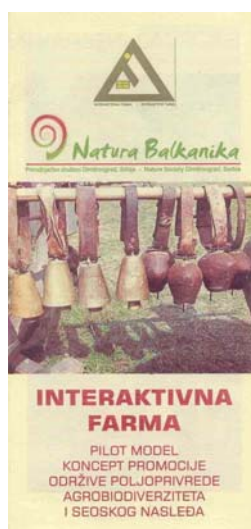
Working language(s) Serbian

Target group(s) Local nongovernmental organizations, local citizens/farmers, food producers, education institutions (schools), local government representatives, media representatives

Starting year & duration 2004/ 1 year

Budget & funding sources 8.400,00 EUR – REC (Regional Environmental Center for Central and Eastern Europe – Office in Serbia)

Stakeholders Local nongovernmental organizations, local citizens/farmers, food producers, education institutions (schools)



OBJECTIVES Establishment of the agro-turist pilot "interactive farm";
Preservation and valorization of genetic resources and rural heritage in Serbia (pointing out on ecological, economic and ethical values of preservation of genetic resources).

Also, promotion of quality and nutritive value of domestic genes);
 Promotion of traditional knowledge and skills (through presentations, training and education activities);
 Initiating “learning on positive experience practice”, stipulating use of agriculture potentials of rural areas in Serbia. Promoting “lessons learned”;
 Promotion of rural life among young generations in Serbia;
 Establishing a pilot model to be used for initiating similar ideas and concepts;

METHODOLOGY Development of a system consisting of ethno room-children playground-riding school-weaving school-« on farm » production-farm shop. This provided complete cycle of agricultural farm ;
 « Open Days Program » - Organization of meetings of farm producers, consumers, local governments, schools and media and other stakeholders in order to promote traditional farming techniques and skills and traditional farm products, as well as keeping lectures on the above mentioned topics ;
 Promotion of the farm facilities and establishment of the web presentation offering products - www.interaktivnafarma.org. This portal serves to other farmers in the region to promote their farms, products and accommodation facilities;

RESULTS & EVALUATION

Results The “Interactive farm” represents an “on farm” method for preservation of genetic resources and successfully promotes preservation of agro biodiversity in our country and the region;
 The project benefits preservation and valorization of genetic resources and rural heritage of Serbia through implementation of organic farming system. It also initiates wide implementation of organic production in a way which promotes valorization of agricultural resources and stipulates economic development of rural areas,
 Initiation of summer and winter schools on organic farming for farmers;
 Stronger involvement of media in promotion of domestic farm production and products based on organic farming;
 Directing public opinion toward protection of agro biodiversity, preservation of cultural heritage and sustainable use of natural/agricultural resources. Promotion of sustainable rural tourism;
 Establishment of a farm as “direct marketing” and electronic offer of agricultural and handcraft products, as well as tourism facilities in rural areas;

Strengths Presenting a pilot model of “interactive farm” which will contribute to development of similar initiatives;
 Promotion of the idea of organic farming through media and popularization of agriculture and farming products among citizens, especially among younger population;
 Creating opportunities for economic sustainability of rural areas, while at the same time preserving genetic resources, nature and cultural heritage;

Problems encountered So far, there haven’t been serious problems in realization of the project. One of the main requests refers to the better promotion of goals and activities of the project having on mind specific target groups. This will require additional financial means.

Conditions for successful replication Sufficient financial means;
 Farming facilities;
 Interest of local farmers;
 Interest of local communities, media, local government etc.

Why do you consider this a good practice? The project has successfully presented sustainable development education based on practice. It also served to educate how sustainable development can contribute to sustainable living. It is applicable in all countries with taking into account local circumstances. The project affected different target groups, such as farmers, government representatives, students, etc. The results were highly promoted through media. The project specifically contributed to establishment of the riding school, weaving school, and it could contribute to establishment of center for sustainable development of villages.

Flowers of the Future are in the Seed of Today – Project “Eco School”

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Rados Stefanovic, Director

FOCUS Education/Learning Environment

DESCRIPTION

Type The project was supported by the World Bank and realized in cooperation with the Ministry of Education and Sports of the Republic of Serbia and Local Self-government. The main idea of the Project is to develop education through including environmental and ecological knowledge of the pupils. The Project goal has been realized through intensified lectures on the environment, including classes in Biology, Nature and Society and School Community. The Center for Socio-Ecological Research and Documentation conducted training of teachers of Biology, School Community, representatives of the school team for development of environmental education. A group of teachers and pupils has been trained to use visual technique for recording nature phenomena during outdoor lessons. Besides school community, the project also included representatives of local community, Municipal Health Institute, NGO “Eco-Center”. Continuation of the implementation of environmental protection teaching programs within school eco-workshops was one of the final results of the project.

Working language(s) Serbian

Target group(s) Teachers, pupils, parents, local community

Starting year & duration 2003/ 1 year

Budget & funding sources 351. 916,00 CSD – World Bank; 152.744,00 CSD – School; 100.000,00 CSD – Local Self-government

Stakeholders Local community, local media (Radio-Television Krusevac, Plus Television), Municipal Institute for Health Protection, Eco-Center nongovernmental organization, “White Birch” local nongovernmental organization, public municipal enterprises (paper recycling facility and public waste facility).

OBJECTIVES Improvements of the teaching programs through environmental education;
 Training teachers for implementation of the program for environmental education and training pupils for participating in the program by incorporating specific issues in the school subjects;
 Training teachers and pupils for handling visual technologies;
 Motivation of parents, pupils, teachers from partner schools and other representatives from local communities for the purpose of implementation of the Program;
 Purchase of equipment and other facilities for environmental classrooms;

METHODOLOGY Lectures and workshops for teachers and pupils;
 Questionnaire research over teachers and pupils;
 Knowledge tests for pupils;
 Evaluation scales for teachers and pupils;
 Interviews;
 Pupil works on recycled paper;
 Photos from finalized activities;
 Relevant documentation regarding Project implementation;

RESULTS & EVALUATION

Results Trained teachers who will apply their knowledge about environment in practice
 Higher level of knowledge among pupils

	Connecting practical knowledge with practical life situations Better cooperation between schools, local community and and other institutions
<i>Strengths</i>	Better motivation of pupils and teachers Better relations during school classes Practical implementation of knowledge (paper recycling and healthy food) Improved implementation of the teacher manuals Gained knowledge was implemented across other subjects: chemistry, new optional subjects related to environmental protection (Nature Keepers and World Around Us) Equipment of school yards for future out door activities Improved awareness of pupils about environmental protection which will contribute to development of environmental behavior Continuation of cooperation with local community and other institutions
<i>Weaknesses & risks</i>	Lack of financial means for continuation of the school activities regarding environmental protection (the Zoo under construction)
<i>Why do you consider this a good practice?</i>	The project served in purpose of education pupils, parents and local community to preserve nature and prevail pollution of our own living environment. This is achievable only if dealing with nature in wise way.

SLOVAKIA

Elaboration of the Environmental Education Conception Promoting Sustainable Development at Every Types of Schools in Slovak Republic within the Life-long Learning

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E-mail: Hilbert@slovanet.sk Internet : www.minedu.sk

Prof. Rndr.Hubert Hilbert Phd.

FOCUS	Education/Learning	Environment
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DESCRIPTION		
<i>Type</i>	governmental	
<i>Working language(s)</i>	Slovak	
<i>Target group(s)</i>	Commission of Ministry of Education and Ministry for the Environment for Education in Sustainable Development associates experts from: Ministry of Education, Ministry for the Environment, expert group ESD at the Government of the Slovak Republic, Slovak Agency for the Environment, National Pedagogical Institute, Slovak Academy of Science, NGO organizations, representatives from elementary/secondary/high schools and universities with environmental education programs. Together 14 persons	
<i>Starting year & duration</i>	2006-2010	
<i>Budget & funding sources</i>	According to the participant institutions budget	
<i>Partner organisations</i>	Schools of every levels in Slovak Republic	
<i>Stakeholders</i>	Universities, regional schools, non-governmental organizations, state administration – departments for the Environment, citizens of Slovakia	

OBJECTIVES	To accept philosophy, goals and conclusions of the new Conception of Education for Sustainable Education at all Schools in Slovak Republic and in Society as well. To develop the Environmental Education Conception Promoting Sustainable Development at Every Types of Schools in Slovak Republic within the Life-long Learning. To improve the quality of education promoting sustainable development at schools. Innovations of current environmental education at schools. To extend an existing legislatively valid Conception of Environmental Education in Slovak Republic and take into account education promoting sustainable development	
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METHODOLOGY	The develop Conception follows the main priorities of the European Economy Commission Strategy and the Strategy of the Slovak government regarding sustainable development. It accepts progressive ideas and programs of existing legislatively valid Conception of Environmental Education in Slovak Republic, national priorities, conclusions, aims and evaluations resulting from National Conferences about Environmental Education in Slovak Republic.	
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RESULTS & EVALUATION		
<i>Results</i>	a/ Creation of the philosophy and definition of the role of education promoting sustainable education in schools in Slovak Republic and within system of Life-long Learning of citizens. Educational, environmental, economic and social dimensions together with their holistic	

continuity and coherence are accepted in Slovak schools and within Life-long Learning. Education promoting sustainable development allows to accept this coherence in praxis. It will significantly influence content and education goals promoting sustainable development in regional and local conditions, when emotional, cognitive and performing parts of education are involved.

b/ To improve quality of environmental education, the following is required: Curriculum transformation in compliance with new science and technology development and responding to changing economical, social, political and environmental conditions of the society. The conditions for modern learning must be provided and it will require time to implement modern educational methods.

c/ Environmental education improvement requires:

- to innovate study plans, curriculum and their content with regard to local, regional and global problems
- to accept interdisciplinary approach
- to innovate current study books and complement them with ecological and environmental issues
- to use modern information systems and media

d/ Important shift from Conception of Environmental Education towards education promoting sustainable education

- To develop new study programs for education promoting sustainable development and implement them into curriculum of all levels and types of schools; to define structure and amount of necessary knowledge according to praxis requirements,
- To promote connection and collaboration between schools of all levels and praxis with regard to sustainable development in regions
- To use and implement the conclusions of different national and international projects and programs in formal and informal education
- To design and implement new study fields and programs at universities focused on sustainable development
- To include different subjects and studies regarding sustainable development into study programs at faculties of education
- To educate state employees, regional officials, managers and administrators as well as leaders from business regarding sustainable development
- To provide condition for general education of public regarding sustainable development

Strengths

Proper cooperation and coordination of participating partners and state organizations – fulfilled by establishing the Commission proposing the project
There will be uniform information system between schools, managing organizations, regional governments and communities
Clarity of philosophy and goals, a transparency in education promoting sustainable development in Slovakia
Education promoting sustainable development is generally accepted and supported and it will affect whole society

Weaknesses & risks

Many conditions (time, material, personnel) for realization of the first levels of national project are not met - because legislation is not yet ready for it.
Stages of the program:
- Use of education modernization
- Developing of National Educational Program for the sustainable development of the SR (December 2006)
- Developing of Educational Action Plan for the sustainable development of the SR (December 2008)
- Implementation of education for sustainable development in piloting model schools
- Implementation of education for sustainable development in formal and informal learning, monitoring of results, feedback (2010).

Why do you consider this a good practice?

Taking into account the obstacles that had to be and still have to be overcome in the process of preparation and implementation of the Strategy for ESD in The Slovak republic, namely looking for optimal model of partnership between all stakeholders and cooperation also on interdepartmental level, is the result, the inclusion of principles based in Vilnius Strategy for ESD into Slovak national strategy, big step and significant shift towards building sustainable society in The Slovak republic.

Implementation of the Environmental health as a part of an education towards sustainable development in primary schools of Sitno region

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Hubert Hilbert Prof.Rndr.PhD

FOCUS Education/Learning
Health Promotion
HIV/AIDS

DESCRIPTION

Type governmental

Working language(s) Slovak

Target group(s) 2 academic workers, 6 primary school teachers, 80 primary school pupils, 5 University students, 80 families of involved pupils living in the region, 3 leading workers from the local municipal government in Stiavnické Bane, Svätý Anton, Baďan

Starting year & duration 2004, 2 years

Budget & funding sources Governmental budget for university- 5000 SK (90GBP)

Partner organisations Primary schools in the region: PS Stiavnické Bane, PS Baďan, PS Svätý Anton and parishes Dekýš

Stakeholders Scholars, pupils and their families, mayors in local parishes



OBJECTIVES

- Improving the living conditions in the region as one of the most important conditions for sustainable development.
- The decrease of the hazards threatening the local residents' health in the Sitno region
 - a/ via changing attitudes, pupils live style , as well as their parents, residents in communities in the region as a result of added foreknowledge, understanding the local endangering components in the environment in local, regional and global landscape position
 - b/ by integration the problems into the education, connecting scientific and professional workers, university scholars and teachers in the framework of school scheming lessons in close cooperation with local government and pupils' parents

- METHODOLOGY**
- Detecting the environmental problems in the region using the systematic methods by analyzing the landscape system, creating systemic matrix specialized in relations of components in the environment and the environment itself in the local, regional and global level.
 - Identifying local health problems using questionnaire methods and Regional Informational Health System,
 - Statistic evaluation of the sources of harmful substances and the endangering components in the regimen, foodstuff in a close relation with health problems of the pupils and their families,
 - Utilizing the results including them to education within innovation of school subjects through global school project education,
 - Testing the changes in pupils' opinions with the purpose to detect the effects of the decrease of the risks endangering environmental health in local conditions in villages of selected area.

RESULTS & EVALUATION

<i>Results</i>	Finding out the relating problems of environmental health arising from the climatic configuration, the local space heating in winter and summer season, the local water and waste circulation, the lifestyle, the nourishment and the drug use including alcohol and smoking in the district with identified vascular, dermal, neurological, oncology ailments and their spatial model in the configuration with the negative factors, the lifestyle and habits.
<i>Strengths</i>	Strong motivation of students' interest in the sphere of influence on their own health and environment also in connection with family anamnesis and immediately environment and lifestyle Heightened teamwork rate cooperation of teachers in inter-subjects relation Increasing the extend and quality of partnership between teachers, pupils, parents and local government
<i>Weaknesses & risks</i>	The low verifiableness in the statistical significance of the results in relations between illnesses and negative factors of the environment as a result of low quality of the Environmental information system (the water and air quality were detected with bioindicators and using indirect methods without the technical determination of the quality and quantity of the pollutants)
<i>Problems encountered</i>	Difficulties in the inhabitants' health determination as a subsequence statewide tally with low transparency in region and parishes in Slovak republic.
<i>Conditions for successful replication</i>	Helpfulness of the involved schools, teachers and autonomies, on the other hand lack of space for project lessons with overloaded pupils (too many in classes, too many subjects, some pupils had to travel to school from another localitions)
<i>Unresolved issues</i>	Meanwhile unsatisfactory recording of changes in opinions as a result of shrot- term period of time and probably even mistakes in the implementation, inadequate university equipment in dealing branch
<i>Why do you consider this a good practice?</i>	Good quality instigation of the cooperation between target groups (university, primary school, municipality, parents, inhabitants) with positive preconditions in consequential program development , practical motivation in involved groups with the possibility of the personal and collective growth in a relationship with environmental health as one of basic precondition of the sustainable development in the educational as well as applied level.

SPAIN

Making Plans: Beginning by Understanding - The Spanish Seminar on Education & Communication for Wetlands

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Carlos Mediavilla García, Técnico Superior

FOCUS	Education/Learning	Environment Water Biodiversity Rural Development Sustainable Tourism	Policy, Regulation, Governance
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DESCRIPTION The Ramsar Convention recommended to the State Members to develop a National Plan on CEPA (Communication, Education & Public Awareness). In Spain this work has taken into account the conceptual framework for the White Paper of Environmental Education in Spain, a widely accepted strategy with directives for the integration of social instruments in environmental management policies (including: information, communication, training, capacity building, participation, research and evaluation). Considering participation as a critical instrument and the Ramsar Convention's recommendation for the development of participatory environmental management, the P in CEPA turned into Participation, and the sense of the future plan, as well as the process for developing it, turned as well.

Type governmental

Working language(s) Spanish

Target group(s) 55 experts on wetland management/education & communication from national/regional/local level of public administrations, NGOs, academia, enterprises; target groups: wetlands managers; decisors at national, regional & local level

Starting year & duration 2001-2005

Budget & funding sources regular budget from national government for a programme for environmental education experts seminars

Partner organisations Spanish Committee on Wetlands (gathering national and regional wetlands' responsible administrations); Governmental Commission of Environmental Education (gathering national and regional environmental education's responsible administrations); IUCN Spanish Commission on Education & Communication; Spanish Network or Environmental NGOs.

Stakeholders Regional and local governments; wetlands managers; academia; NGO's; enterprises of education and communication services

OBJECTIVES Facilitate managers' work; Inclusion of full extent of CEPA in plans & policies of each wetland; Influence administrations responsible of wetlands' management

METHODOLOGY Mixed seminar including managers and educators, both working in different levels and kind of organizations: national/regional/local; public administrations/NGOs/academia/enterprises; Four phases: network building, diagnosing, designing, writing + continuing

RESULTS & EVALUATION

Results A CEPA Plan for Spanish Wetlands; The maintenance of the seminar for continuing the

	process.
<i>Strengths</i>	The diverse origin of the participants; The development of a common language between managers and educators; The inclusion of participation as part of the Plan (the Ramsar Convention recommended a Plan for Communication, Education and Public Awareness); Continuation of the seminar for: 1. coordination (fora of reflection); 2. analysis of cases (learned lessons); 3. Promotion of implementation (advocacy); 4. Evaluation (learning & improving)
<i>Weaknesses & risks</i>	Adapting the Guidance to the reality of every wetland is challenging (so, let's understand it as a challenge more than as a risk)
<i>Why do you consider this a good practice?</i>	The education, considered as an instrument for sustainability, calls for its integration in the different management areas' work and the development of collaboration formulas between educators and managers creative, realistic and, most of all, sustained along the time. At the same time, sustainability calls for management to be considered as a continued learning process. We consider this seminar and its maintenance as an achievement in this approach.

SWEDEN

The Sustainable School Award

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FOCUS	Education/Learning Educators Overcoming Poverty Gender Equality Health Promotion HIV/AIDS Sustainable Urbanization Corporate Responsibility Economy	Environment Water Climate Change Biodiversity Disaster Reduction Rural Development Sustainable Consumption Sustainable Tourism Citizenship	Peace, Human Rights & Security Policy, Regulation, Governance Intercultural Understanding Cultural Diversity Indigenous knowledge Regional / international cooperation National curricula function as a framework for teachers in pre-schools, schools etc. working for the award
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DESCRIPTION

<i>Type</i>	The Sustainable School Award is decided by the Swedish Government, is in line with the holistic approach to sustainable development, and Education for Sustainable Development (ESD). Administrative agency is the Swedish National Agency for School Improvement.
<i>Working language(s)</i>	Swedish
<i>Target group(s)</i>	The award has been running since 1999 but was altered in 2005. Still running
<i>Budget & funding sources</i>	All costs regarding the Sustainable School Award are covered by the budget of the Swedish National Agency for School Improvement.
<i>Partner organisations</i>	Department of Teacher Education, Faculty of Educational Sciences, Uppsala university The Swedish National Agency for School Improvement also cooperates with other actors, like municipalities, schools, universities and professional unions that are involved in the development of education.



OBJECTIVES The purpose of this award is to make it possible for every pre-school, school and adult education body to become a sustainable school. The Sustainable School Award aims to support and inspire pre-schools, schools and adult education bodies in ESD. To achieve the award, a pre-school, school or adult education body has to meet the prerequisites set by the Swedish National Agency for School Improvement. They are specialised as follows:

Educational leadership:

- The whole school is organised so that each child, student and educator actively can participate in ESD.
- There are procedures for introducing and involving new staff.
- Proper in-service training in ESD is offered to the staff.
- The school disseminates its experiences of ESD as well as co-operates with other

actors in the field.

- The requirements for ESD, as stated in national policy documents, are evaluated and analysed.

Measures for further development are specialised.

Teaching approach - The following criteria concerns the responsibility of the educators to develop the teaching approaches of ESD:

- Children, students and educators are all actively participating in planning, implementing and evaluating ESD.
- Other members of the staff are also actively participating.
- Children and students have a clear and active role and are given the opportunity to influence their own process of learning.
- There is continuous cooperation with the local community.
- The development work is continuously documented, and the requirements for ESD, as stated in national policy documents, are evaluated and analysed. Measures for further development are specialised. These findings are reported to the management.

METHODOLOGY	<p>The teaching methods in a sustainable school are characterised by an interdisciplinary and holistic approach</p> <ul style="list-style-type: none"> • Problem solving and critical thinking; promoting action competence • Diverse teaching methods • Contents stretching from past to present, and from local to global perspectives • Participatory decision-making • Reality based learning
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RESULTS & EVALUATION

<i>Results</i>	So far (since the start in 2005) 30 pre-school, compulsory schools and upper secondary schools have received the Sustainable School Award. (The former award 1999-2005: over 60)
<i>Strengths</i>	It is a wide project, which is applicable to a lot of activities within the education system. Co-ordination in local quality development work. The work for the award is an ongoing process: every third year pre-schools etc. have to show their development works in a new application. Contact persons in municipalities who give local support to the target group.
<i>Weaknesses & risks</i>	Schools who are already interested in these areas are the only one applying for the award. Those who really need to work with this kind of issues are not interested. (On the other hand, in some municipalities central decisions by politicians, heads etc. are made, meaning that all pre-schools, compulsory schools, upper secondary schools and adult educations in the municipality shall work to receive the award).
<i>Problems encountered</i>	Teachers and heads with lack of knowledge or interest in ESD have difficulties in using goals in curriculum and course syllabi.
<i>Why do you consider this a good practice?</i>	Pre-schools, schools and adult education bodies working for the Sustainable School Award will benefit from an interdisciplinary and holistic perspective; support for systematic work with the national curriculum; effective co-ordination in quality development work and expert advice, ICT support and reference materials.

SWITZERLAND

“META-COURSE” - Implementation of a higher-education course on education for sustainable development

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Alexandre Dufresne, Directeur

FOCUS	Education/Learning	Research / Development
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DESCRIPTION

Type Non-governmental in cooperation with the academic community

Working language(s) French (German)

Target group(s) French-Swiss and Swiss Universities

Starting year & duration 2005 → the aim of the initiative is the general introduction of meta courses in the universities, which will assume responsibility for them by 2014

Budget & funding sources Private academic foundations initially and universities subsequently

Partner organisations Universities and in some cases NGOs

Stakeholders Students and former students: they are invited to suggest topics for each course followed.
Teachers: teachers in different disciplines interface with each other, very often discovering their colleagues' fields of activity. These exchanges should in some cases further collaboration in academic research on long-term social challenges (by nature interdisciplinary).
Exchanges with civil society are encouraged and should help to ensure that the topics addressed remain rooted in reality.

OBJECTIVES

- Draw attention to the environmental and socio-economic dimensions inherent in a discipline (which are not always covered in a traditional course);
- Further knowledge of the social, cultural, political, environmental, economic and technical context in which future graduates will move, with emphasis on reflection on the ethics of responsibility.
- Encourage reflexive, critical and creative thought
- Highlight the complex and systemic character of issues relating to sustainable development;
- Stimulate interdisciplinary collaboration among teachers in relation to both teaching and research.

METHODOLOGY

General context: see <http://www.geduc.org/home/mission.html> - Other document: see Critères META-cours.doc

Metacourses are not supplementary courses; they involve the introduction of specific topics into a traditional course. This is an innovative concept which is based on exchanges between faculties and disciplines on questions of an ethical, political, legal, cultural, technical, economic, social or environmental nature.

Metacourses are aimed at highlighting the complex and systemic character of issues relating to sustainable development and furthering, through a transdisciplinary approach, awareness of the ethics of responsibility. The principle is simple: for an hour or two, a guest teacher takes part in the course of a faculty or discipline other than his or her own. He or she will throw new light on a topic and will have the task of encouraging reflection on the ethics of responsibility. In addition to opening students' minds to these

challenges, this approach should encourage teachers to integrate new approaches into their teaching or research. This project involves the participation of four or five different stakeholders: the teacher responsible for the half-yearly or annual course, the guest teacher, GEDUC and the participants in the course.

Former students and civil society can play the role of fifth stakeholder, for they are encouraged to point to the gaps in certain courses to cope with the responsibility that future graduates will have to assume towards society.

RESULTS & EVALUATION

<i>Results</i>	To reach the entire student population through at least one metacourse. Impacts envisaged: students and teachers will be made aware of global problems and the ethics of responsibility.
<i>Strengths</i>	The practice initiated by the project is designed to become a permanent educational practice in universities.
<i>Weaknesses & risks</i>	There are two main risks. The first is the difficulty of finding the time for a metacourse in an already crowded programme, but it should be made a priority and good explanations should succeed in convincing the teacher concerned. The second risk concerns the participation of students once the course has been announced: it has been noted that attendance declines when students learn that this course will not form part of an examination subject. This risk can be eliminated if open questions (bonus or compulsory) on the problems addressed in the metacourse are included in examinations.
<i>Why do you consider this a good practice?</i>	Participative, simple, effective and inexpensive

THE FYR OF MACEDONIA

“Youth –for Healthy Living Environment”

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Desanka Ugrinovska, Ms, Head of the Unit

FOCUS	Education/Learning Educators	Environment Climate Change Biodiversity	Policy, Regulation, Governance
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DESCRIPTION Legal Basis
Governmental Decision was published in 1994 in the Official Gazette. This was policy basis for introduction the action. In the educational area changes were introduced in the Laws for -Primary and Secondary Education, and in the School Calenderers for Annual work. In the Laws articles were introduced pointing “21 March” as a starting day for the activity “Spring Days – Days of the Environment” working, no – teaching day. Students and teachers are in school or in the local area realizing environmental activities all over the country.
National Coordinative Body (NCB)
The activity begins in January when evaluation is revised, approved by the NCB and submitted to the Government. Following is planning, special topic defined and other. The central primary school for manifestation is proposed to Ministry of Environment (MEPP) by Ministry of Education and Science (MoES). . MoES is responsible for the educational activities. At the beginning the forestation of the country was a dominant, 3 years ago educational work on specific topic was introduced.

Type The activity is organized on the Governmental level, MoES is directly responsible for the educational activities, but local communities as well as NGO’s, through their representatives are participating at the initiative

Working language(s) Macedonian

Target group(s) Yearly more than 400 000 students and 30 000 teachers are involved. Parents and temporary others stakeholders: employees in educational section from National Museum, National Parks; journalist in children and youth magazines and from National TV and radio station; NGO’s (Association for Art Teachers and Pedagogues). Ministries are participating (Education and Science; Environment and Physical Planning; Defense; Agriculture, Forestry and Water Supply).
The realization of the educational activities is coordinated by the MoES. Occasionally donors –private companies or international organizations (UNDP, country office) are participating.

Starting year & duration The beginning of this activity is 1994 year. It lasted until last year and we expect to continue in the future, as well.

Budget & funding sources There is no firm financial coverage at governmental level. Allocations are streamlined for some expenditure. The student’s forestation is founded by Budget of MAFWS. MEPP finance small school party. Current expenditures are coming by the MoES. Occasionally some other donors are included. In 2004, a topic Climate change was supported by UNDP – country office. The school principle or parent’s councils are founding sponsors from the local community.

Partner organisations The initiative is at the governmental level and other organizations can participate: National Museum of Macedonia – educational office; Publishers of the Children and Youth Magazines; Art Teachers Association of the City of Skopje; Macedonian Radio and Television (Children’s Radio Program, Informative and Educational TV Programs), and National Parks; Hydro – Meteorological Institute of Macedonia; Museum of the Natural History, etc

Stakeholders The initiative is realized in all communities throughout the country. One representative of the communities is participating in the NCB. At the local level Local Coordinative Bodies are established.



OBJECTIVES Broader objectives -Organized and systematic youth work on ESD activities at the country level. One of the objectives is raising public awareness and activities on specific ESD issues. Positive effects can be the process of national networking through ESD activities. It supports interaction, sheering information's and cooperative ESD activities and education.

Closer educational objectives- Involvement and cooperation between the educational institutions at different levels. In the decentralization it means sheering responsibilities and establishing cooperation with the central and local government. This has positive influence on the further development of the extra – curricular, multidisciplinary and creative ESD work. Organizing this activity also means achieving MDG through active educational involvement.

METHODOLOGY The Methodology which is used is changed due to the changes in the educational sector, influenced by other factors. One is the chosen topic changed every year, the other the decentralization.

Decentralization - The methodology in the first part of the initiative is at central governmental level, in some aspects deductively devoted to the local communities. In the last years, due to the decentralized educational responsibilities there is a process of transferring power to the local government. In the last 2 years initiative on the chosen topic are raising from the local communities, as well.

Topics- Each year different topics is selected -Birds, Climate Changes etc. This gives a lot of educational possibilities. The stakeholder involvement and the realization of the activity are widely spread. Creative approach in this process is the involvement of cultural and other institution to realize educational activities (museums, national parks for ex).

RESULTS & EVALUATION

Results

Evolutional reports are prepared on several levels.

Educational report MoES collects compiles and prepares annual report from the reports submitted by schools, as well as reports received from other stakeholders involved in the realizations of the current activities (museum activities; association of the art – pedagogues; other stakeholders like – National Parks, Museum of Natural History, etc). Integral part of this report is the review of the published textual and illustrative works presented in the Children's and youth magazines, as well as other announcements in the media)

Final report for the educational activities, approved by high official in the Ministry is presented and it becomes integral part of the National's Body Report. Local Coordinative Bodies are submitting annual reports to the NCB, established within the MEPP. NCB receive a copy of the draft – document. After discussion the document is finalized and approved, final version of the Annual Report is submitted to the Government. The report for the previous is one of the sources of information for covering the next year's plan of activity.

<i>Strengths</i>	<p>Governmental and ministerial support, involvement of the local government, and the NGO's are few of the most important strengths. Other is the - country level coverage. This encourages public awareness and behavior changes.</p> <p>Positive effects can be raising quality of ESD and the education, very important in the situation of isolation and weak communication between the educational partners. Planning and realizing, possible involvement of students in wide rang activities and wider cooperation is open area for inter –disciplinary, complex –environmentally approach, and huge involvement of the educational personnel are others. Also, the National Museum opens a lot of possibilities for ESD research from the aspect of the cultural heritage, relating the people and their environment. Very important strengths in this area are the developed market for children and youth magazines publishing.</p>
<i>Weaknesses & risks</i>	<p>Little and irregular finances allocation; small coordinative capacities (NCB); changed responsibilities (central and local government). These and other: weak public sensitivity on ESD issues; traditionalism and not creative approach; overlapping with other activities (Calendar of Environmental days: Earth Day; Day of the Climate Changes etc) Problems rise from the weak capacity for planning and evaluation. The coordination issue is raised again. Constrains can come from not adequate assessment of the results achieved, and of awarding. Currently only best students –artists are awarded (books and certificates) become potential receivers of the scholarship at the secondary school level.</p>
<i>Problems encountered</i>	<p>One of the most important problems is the coordination between the ministries, result of weak planning and evaluation capacities. The other, not less important is the financial coverage. The policy area is very important issue, so ESD is not included in the educational policy documents. Problems are identified at the educational praxis, for ex. marginalized approach of ESD in the educational curricula & syllabi's. Weaknesses are present in the human resource capacities, absence of well established and developed capacity, and very urgent issue from the aspect of the newly established way of realization the initiative. Organizational issues are identified as problems, too. Luck of direction, concerning the sheared responsibilities between the central and the local government during the decentralization. The other is the necessity of wider, international approach. ESD nationally isn't recognized as an important part of the processes of achieving the WDG, for ex.</p>
<i>Conditions for successful replication</i>	<p>The sustainability of the project is possible introducing a lot of changes. One is the improved evaluation. Other is continuation of the Governmental support. Brothering the activity, regional and international recognition for the values and possibilities of this activity is other important issue. Basically the established policy area, very important is and sustained processes of effective planning in the NCB, MoES and in the educational institutions. Appropriate financial coverage of the activity, would mean another crucial issue. Not less important is the raising of the public awareness for the ESD and achieving real assessment and processes of awarding inputs by any individual or collective partner.</p>
<i>Unresolved issues</i>	<p>A lot of has to be done in the educational area, and the current status, overcoming the weak establishment of the ESD in the educational system is one of them.</p> <p>Inclusion of ESD in educational policy documents is important. This can be identified as urgent as well as the ESD practice. Concrete example for weakness of the educational praxis is the formalized class –hour instructional process.</p> <p>Positive effect in the improvement of the education and the ESD can be achieved through the establishment of the bilateral, regional or international cooperation. Internationally established basis, and nationally accepted commitment can be recognized few areas (MDG, Stability Pact etc).</p>
<i>Why do you consider this a good practice?</i>	<p>This is governmental initiative with strong support and a long tradition. In the meantime, some improvements can be identifying. The activity establishes network of different stakeholders with strong influence in the educational activities particularly in the ESD which is covered integrally, raising public awareness as well as participation of the youngest. The activity is recalling to the cultural heritage and initiates cooperation between the educational establishment and the local government, very important in the decentralized educational system, supporting local initiative and development of grass – root environmental activities.</p> <p>The complex nature of the ESD is favorable for straightening multy –sectional and multidisciplinary approach. In the praxis the action reaffirms extracurricular activities in the education and supports inter –sectional cooperation. The activity is important for the individual development of students and their teachers. More, it recalls for creative educational work developing research capacity, instructing for creative solving every day</p>

problems, overcoming them, instead of finding ways for coping with them.

UNITED KINGDOM

Schools Ecological Footprinting toolkit

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Dr James Hindson, head of FSCEE

FOCUS	Education/Learning Educators Climate Change Economy	Environment Water Sustainable Consumption Citizenship	Tools and materials (e.g. Media & ICTs)
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DESCRIPTION	Accessible from www.efseurope.org and www.efseurope.co.uk
<i>Type</i>	NGO
<i>Working language(s)</i>	English
<i>Target group(s)</i>	the web site is aimed at teachers and student of both primary and secondary schools
<i>Starting year & duration</i>	the web site will be up and running from November 2006
<i>Budget & funding sources</i>	25000 GBP from Welsh Assembly Government
<i>Stakeholders</i>	None – though teachers and students were involved in the development and piloting of the web site

OBJECTIVES To allow schools to calculate their ecological footprint. This is a measure of their overall impact on the planet. As well as information and data about footprints, the site has a modeling tool called the playroom and an online calculator which allows school students to measure data from the school, enter this and then see what the footprint of the school is. Management solutions to reducing the footprint are encouraged.

METHODOLOGY A small team developed the web site in consultation with teachers and students in Wales. www.schoolsfootprint.co.uk Data was obtained from Best Foot Forward. The data behind any footprint calculation obviously has to relate to that country.

RESULTS & EVALUATION

<i>Results</i>	The site will go live in November – so far we have footprint calculators for Wales and Thailand and the pilot schools have been very excited by the results
<i>Strengths</i>	the site really challenge schools to look at their overall environmental impact with some surprising results!
<i>Weaknesses & risks</i>	none – although the site challenges some conventional views about what makes a school environmental
<i>Problems encountered</i>	none except for access to data and making sure that the site is accurate
<i>Conditions for successful replication</i>	If different countries want to replicate the site they will have to contact the FSC holds the copyright to the site. Different national version can be easily made as the site can be translated and also national data purchased for the footprint calculation
<i>Why do you consider this a good practice?</i>	Because it is new and different and provides schools with a useful analytical and planning tool that will especially support eco schools

Higher Education Partnership for Sustainability (HEPS) 2000-2003

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Jane Wilkinson, Senior Education Partnership Manager, Education and Learning Programme

FOCUS	Education/Learning	Policy, Regulation, Governance
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DESCRIPTION

Type Summary: Forum for the Future supported 18 UK higher education institutions (HEIs) working in partnership to develop and implement their own sustainable development (SD) strategies whilst building the capacity of senior managers. They were recruited with care, taking into consideration not only location but also the type of institution, to get a blend of old, new, urban, rural, religious, civic, large and small. This pioneering partnership demonstrated that SD was compatible with other strategic objectives and created a practical toolkit and bank of experience to enable the rest of the sector to follow its example, whilst providing proof to policy makers that SD policies can be integrated successfully into HEI operations.

Techniques:

- *Sustainability Appraisal Grid* : this 15 square grid was created by combining the 5 Capitals model (natural, human, social, manufactured, financial) with the 3 roles of a university (business, provider of education and research, community member).
- *PWIs (partnership wide initiatives)* were supported by events including 17 seminars (attracting over 500 delegates), 6 publications on various aspects of implementing sustainability and presentations to sector bodies.
- *IWPs (individual work programmes)* used training sessions for individual university departments and annual discussions with all Vice-Chancellors. Individual partners were encouraged to develop their own initiatives on issues including curriculum development, procurement, resource efficiency and general estate management.

Innovative features:

- *Structure*: using a consistently applied framework for understanding sustainable development that is intellectually coherent and practical
- *Choice*: offering a menu of engagement opportunities for partners – as individual institutions, in clusters, or through partnership-wide initiatives
- *Bespoke*: focusing on transferable tools and guidance to support action by individual societies, avoiding the 'one-size-fits-all' fallacy
- *Evaluation*: capturing feedback and monitoring effectiveness
- *Implementation*: systematic approach to ensuring that sustainable development was implemented

Working language(s) English

Target group(s) 500 senior managers from each of the 18 higher education institutions

Starting year & duration 2000 – 2003 (3 years)

Budget & funding sources £813 221 total. The UK higher education funding councils (HEFCE, SHEFC, HEFCW, DELNI) provided £808 959, the Department of Transport provided £6000 and £1 262 came from other miscellaneous sources and matched funding

Partner organisations Cardiff University, City University, College of St Mark & St John, Heriot-Watt University, Liverpool John Moores University, Loughborough University, Middlesex University, Queen's University Belfast, Sheffield Hallam University, Surrey Institute of Art & Design, University of Aberdeen, University of Birmingham, University of Brighton, University of Cambridge, University of Newcastle, University of Salford, University of St Andrews, University of Stirling.

Stakeholders Senior administration, staff, students, funding councils and surrounding communities of the respective HEIs.
 “HEPS advocacy and the constant pressure of visits kept us focused” (HEI senior manager)
 ‘We got good value for money from HEPS’ (David Young, Chair of HEFCE)

OBJECTIVES

To embed a strategic approach to SD into partner institutions.
 To create a sense of common purpose and leadership amongst the partner group in order to promote sector-wide change.
 To design and trial a system for sustainability reporting that has broad support in the sector and is consistent with best practice within the sector and is consonant with government policy.
 To leave senior management in partner institutions with the knowledge, motivation and skills to structure sustainability into their strategic and operational planning processes, research policies and curriculum planning.
 To build similar capacity in the HEI stakeholder community – local and regional government, funding councils, research councils, student organisations, suppliers, national government and the local community.
 To complete a number of innovative partner-designed initiatives that drive forward the agenda, demonstrating clear benefits.
 To develop materials and processes which are communicated and shared with partners, including the development of good practice.

METHODOLOGY

Analytical framework: The 5 Capitals model (natural, human, social, manufactured, financial) was combined with the 3 roles of a university (business, provider of education and research, community member) to create a 15 square Sustainability Appraisal Grid. This was used to help partners develop their organisation sustainable development strategy.
 Toolkits: A series of 6 guidance documents on integrating SD into various functions within higher education were produced and disseminated. These focused on: Accounting, Communicating, Learning and Skills, Purchasing, Travel planning and Reporting.
 Events and Seminars: these were open to non- partner institutions as well as partners. Leading sustainability experts in education, representatives from local and regional government, professional bodies and business also participated, as did sector organisations, government departments, environmental associations and further education institutions. In addition, Forum organized training sessions for individual university departments, annual discussions with all Vice-Chancellors and presentations to sector bodies.

RESULTS & EVALUATION

Results

Publications: 6 guidance documents (details above) were published and disseminated to nearly 2 000 people and downloaded from the HEPS website nearly 10 000 times (as of April 2004).
 Improved capacity: 17 seminars were held across the country, attracting over 500 delegates, and each one posed challenges and problems alongside sustainable development frameworks for solutions. Delegates who arrived with minimal knowledge about the issues were by the end involved in proposing solutions which they could then go to implement.
 Leadership, governance and management on campus: Reduction of resource consumption and improved estate management for financial savings were naturally high on the agenda of funding councils and higher education institutions. Eg. Queen’s University Belfast makes a saving of £30 000 a year through the use of its Combined Heat and Power system to generate energy on campus (with a 5 year pay-back period)
 HEPS has stimulated new approach to the purchasing policy of universities. Eg. City University, Loughborough University and Cambridge University have all adopted sustainable purchasing policies that consider the environmental and social consequences of purchasing practice
 Many partners have adopted the principles of sustainable construction in their new buildings. Eg. University of Newcastle’s Devonshire building, which houses sustainability researchers, is the first university laboratory in the country to achieve the BREEAM ‘Excellent’ rating.
 Many partners identified integrating sustainable development into their curriculum as an initial priority, and they took very different individual approaches. Eg. University of St Andrew’s initially developed an SD module through a collaborative effort by a range of departments, and this eventually grew into a BA in Sustainable Development launched

	<p>in September 2004.</p> <p>Cross-university groups: This were one of the most successful vehicles for communicating new activities across the institutions, using a variety of media including websites, newsletters and annual reports in addition to meetings. Eg University of Aberdeen's sustainability group has press and marketing officers to promote their activities.</p>
<i>Strengths</i>	<p>"HEPS is a benchmark that should raise the sectoral norm."</p> <p>"HEPS was a very good branding label to help us drive things through."</p> <p>"HEPS advocacy and the constant pressure of visits kept us focused."</p> <p>"It has been enormously helpful. We've got an organised way to set forward priorities."</p>
<i>Weaknesses & risks</i>	<p>Complex environment: the political context in which HEIs are functioning means that the autonomy defended by universities and the need for swift sector-wide adoption of SD sometimes conflict and prevent united strategies.</p> <p>Insufficient resources: all senior managers highlighted a scarcity of time and money as the major obstacle to successful reform, and the successes of HEPS came from the ring-fencing of specific resources.</p> <p>Lack of legislative support: HEIs emphasised that support and pressure from the bodies that frame and influence higher education (funding councils, government, accreditation boards) are welcome incentives to action.</p> <p>Conceptual challenge of embedded SD: taking SD beyond estates management and into research and the curriculum proved to be a challenging concept for HEIs and there was limited success in this regard.</p>
<i>Why do you consider this a good practice?</i>	<p>Positive partnership: the collaborative effort of the 18 HEIs supported practical action by individual organisations whilst promoting a collective understanding of SD through sharing of experiences.</p> <p>Clear measurement: the Sustainability Appraisal Grid provided a definite framework for action for the partners and allowed them to make concrete measurements of their contribution to sustainable development.</p> <p>Demonstrated potential: the achievements of the partnership created positive exemplars for similar institutions to follow, supported by toolkits and experience, as well as providing evidence for government that SD policies can be implemented successfully by HEIs.</p>

UZBEKISTAN

Holding of national seminars on environmental education (EE) and education for sustainable development (ESD) in Uzbekistan (Tashkent, October 2005 and Fergana, November 2005) as a continuation of the Fourth Subregional Conference, held in 2005, as an example of transferring ESD experiences and good practices from the subregional and international levels to the national level

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National EE and ESD coordinator, member of the CAREC EE and ESD Working Group, senior specialist in the Scientific Propaganda and Progress Department of the State Committee for Nature Protection of the Republic of Uzbekistan, Talatxon Arifxanov

FOCUS	Education/Learning Educators	Environment	Policy, Regulation, Governance Regional / international cooperation
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DESCRIPTION

<i>Type</i>	Governmental, non-governmental
<i>Working language(s)</i>	Russian
<i>Target group(s)</i>	In all 77 people (31 in Tashkent and 46 in Fergana) in two regions of Uzbekistan (direct participants in the two seminar-conferences), and some 1,000 people indirectly (teachers, schoolchildren, NGOs in Uzbekistan – beneficiaries of the projects, educational, methodological and analytical materials distributed at the seminars).
<i>Starting year & duration</i>	October-November 2005
<i>Budget & funding sources</i>	The budgets for the two seminars were \$600, allocated by CAREC. The seminars were organized as part of the CAREC project "Distributing material and documents of the Fourth Subregional Conference on Environmental Education and Education for Sustainable Development in Uzbekistan" with financial support from CAREC and assistance in kind from the State Committee for Nature Protection, Ministry of Education, Tashkent City Teacher-Training Institute of the Ministry of Education, and the Fergana Polytechnic Institute.
<i>Partner organisations</i>	Ministry of Education, State Committee for Nature Protection, EE and ESD Working Group, Norwegian School Project for Application of Resources and Energy (SPARE), EkoForum NPOs of Uzbekistan, Ecological Resource Centre "Ekomaktab", Tashkent <i>Oblast</i> Education Department, Tashkent State Education Department, Fergana <i>Oblast</i> Education Department, etc
<i>Stakeholders</i>	Secondary school teachers, education administration specialists of the city of Tashkent, and the Fergana, Andijan, Namangansky and Tashkent <i>oblasts</i> . These stakeholders took an active part in the implementation of the CAREC project "Distributing material and documents of the Fourth Subregional Conference on Environmental Education and Education for Sustainable Development in Uzbekistan", by holding two seminars on the theme "Raising the awareness of teachers in the field of environmental education and education for sustainable development" both as co-implementers of the project and as beneficiaries of it. They received information about the results of the Fourth Subregional Conference on Environmental Education and Education for Sustainable Development, international EE and ESD initiatives and processes, exchanged experiences on ESD and received educational and methodological materials on ESD newly developed by CAREC, CD-ROMs with educational materials on EE and ESD in Central Asia and the teaching aid <i>Environment for Future Generations</i> , which was then used in training and

education at the local levels.



OBJECTIVES

The main tasks and the purpose of holding the two seminars is to strengthen inter-agency and intersectoral cooperation in the field of ESD in Uzbekistan. The aim of the seminars was to increase the awareness of teachers of the development of ESD by distributing the materials and documents of the Fourth Subregional Conference on EE and ESD.

The tasks of the seminars:

- Distribution of information about the Fourth Subregional Central Asian Conference on EE and ESD “The achievement of Central Asia in the field of environmental education – contribution to the United Nations Decade of Education for Sustainable Development 2005-2014” and about conferences of Uzbek teachers (working on the UNESCO Associated Schools Project, the School Project for the Application of Resources and Energy (SPARE) and those already working in the field of EE with CAREC);
- Review of the situation and prospects for the development of environmental education and ESD in UNESCO Associated Schools in Uzbekistan;
- Familiarize teachers with SPARE in Uzbekistan (Norwegian project on energy conservation);
- Familiarize teachers with the PECE fund project (Partners for Environmental Cooperation in Europe (PECE), Department for Environment, Food and Rural Affairs (DEFRA), United Kingdom) through the translation into the national languages of the countries of Central Asia of posters and video materials on climate change;
- Inform participants about the general concepts of the theory of sustainable development;
- Inform participants about contemporary EE and ESD theories and methods;
- Familiarize teachers with the basic provisions of the UNECE Strategy for ESD;
- Create regional centres of expertise (RCE on ESD);
- Demonstration of the CD-ROM on EE and ESD and teaching aid *Environment for Future Generations*;
- Distribution among teachers and those involved in the Ministry of Education system of CD-ROMs with educational material on EE and ESD and the teaching aid *Environment for Future Generations*.

METHODOLOGY

The first seminar was held on 25 October 2005 in Tashkent on the theme “Raising the awareness of teachers in the field of environmental education and education for sustainable development”. The seminar was conducted at the Tashkent City Teacher-Training Institute as part of the project “Distributing material and documents of the Fourth Subregional Conference on Environmental Education and Education for Sustainable Development” of the Regional Environmental Centre for Central Asia (CAREC). The participants in the seminar were schoolteachers from Tashkent and Tashkent *oblast*, UNESCO Associated Schools, SPARE schools and leading officials, lecturers from the Tashkent City Teacher-Training Institute under the Ministry of Education of Uzbekistan. Employees of the State Committee for Nature Protection of Uzbekistan, representatives of CAREC in Uzbekistan, National Commission of Uzbekistan for UNESCO, SPARE Programme in Uzbekistan, and the review *Ecological Bulletin* took part in the proceedings of the seminar.

The second seminar took place in November 2005 in Fergana on the same theme at the Fergana Polytechnic Institute. The participants in the seminar were schoolteachers and specialists from the *oblast* education departments of Andijan, Namagansky and Fergana *oblasts*. The main purpose was to publicize the results of the Fourth Subregional

Central Asian Conference on EE and ESD, and explain the concepts of sustainable development, education for sustainable development, etc.

Discussion at the seminars covered issues of the state of and prospects for the development of environmental education, and meetings were held to familiarize the teachers participating in the seminar with the general concepts of the theories of sustainable development and contemporary theories and methods for teaching in the field of environmental education and education for sustainable development. Education provides skills to members of society so that they may learn how to get to know the environment around them, lead a healthy way of life, cultivate a feeling of closeness to their surroundings, and constitute a process of learning such skills as taking the decisions that are needed to ensure a future that is sustainable in the long term.

RESULTS & EVALUATION

<i>Results</i>	The participants in the seminars discussed the achievements, experience, problems and prospects for the development of EE and ESD, and elaborated coordination and cooperation mechanisms for the future development of intersectoral and inter-agency cooperation in EE, and the seminars helped in the exchange of experiences, educational materials and ideas on EE and ESD between government civil servants, NPOs and Uzbek teachers.
<i>Strengths</i>	<p>(i) In Uzbekistan a certain amount of experience has been acquired in the preparation and holding of seminars, training courses and various meetings on the development of EE and ESD, at which a substantial amount of information has been provided on the promotion of EE and ESD at both the national and international levels. This provides an opportunity to raise the level of knowledge and exchange experiences. On the basis of the proposals and comments expressed about the results of these events and analysis of them, preparation is under way of a survey of the state of and prospects for the development of EE and ESD in Uzbekistan.</p> <p>For instance, in 2005 on the initiative of CAREC, a survey was prepared "Analysis of the situation in the field of EE and ESD in Uzbekistan" for a general survey on Central Asia. The survey facilitated understanding of the essence of ESD, its aims and tasks, and the role of each of the participants in the process, and the acquisition of useful information about the state of the environment, its influence on the health of the population, and the interplay between economic and ecological issues.</p> <p>In 2006, a survey on progress in the field of EE and ESD in 2005-2006 was prepared on the basis of the indicators developed by the UNECE Expert Group on ESD. The survey was Uzbekistan's first experience of preparing the account of the implementation of the UNECE Strategy for ESD.</p> <p>(ii) The educational and methodological materials developed were distributed among the participants in the seminars so that all experiences should be available to them.</p>
<i>Weaknesses & risks</i>	<p>Dependence of EE and ESD programmes and projects on external-international funding;</p> <p>Insufficient support from donors for the implementation of the United Nations Decade of Education for Sustainable Development and the UNECE Strategy for ESD in Uzbekistan</p>
<i>Problems encountered</i>	<p>Priority of economic development in relation to ecological and social problems.</p> <p>Low level of coordination between two sectors, the ecological and the educational, despite significant successes in 2002-2006</p>
<i>Conditions for successful replication</i>	The practice of regularly holding seminars and training courses should be continued on a regular basis. It helps teachers, specialists, NPOs and civil servants to keep abreast of international, regional and global policies on ESD, learn more about developments and problems in the field, exchange experiences, provide examples of best EE and ESD practices, coordinate ESD efforts and activities, and develop a national position for presentation at the regional and international levels.
<i>Unresolved issues</i>	Limited possibilities for Uzbekistan, a country with an economy in transition, to support ESD from the state budget.
<i>Why do you consider this a good practice?</i>	According to the results, the participants in the seminars remarked on the great usefulness and importance of holding similar events in the future, and considered that it is the only opportunity for exchanging experiences and improving teachers' qualifications regarding EE and ESD.

Implementation of the activities of the “Learning for Life” Centre to assist the transition from EE to ESD

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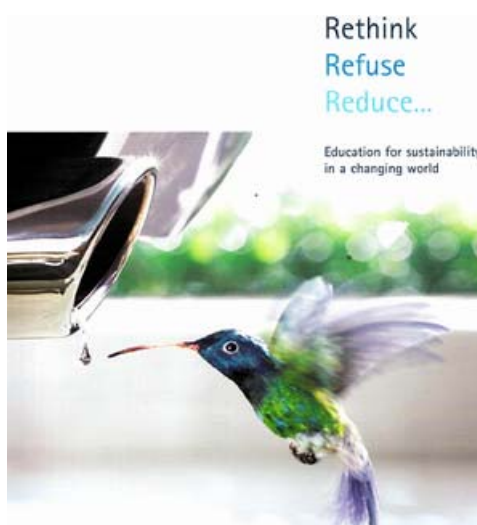
FOCUS	Education/Learning Educators Gender Equality Health Promotion HIV/AIDS Economy	Environment Water Climate Change	Peace, Human Rights & Security Intercultural Understanding Cultural Diversity Intersectoral, interagency cooperation
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DESCRIPTION

<i>Type</i>	Educational demonstrational centre under the Uzbekistan NNO “Atruf-Muhit va sog'lom hayot” together with the United Kingdom Field Studies Council and the Ministry of Education of Uzbekistan
<i>Working language(s)</i>	Uzbek, Russian, English
<i>Target group(s)</i>	The Educational Centre has been functioning since 2003 based at School No. 73 in Tashkent, and an additional four centres have been in operation since September 2006 in another four schools in Tashkent. The Centre's task group comprises students (12-18 years old) (more than 4,800 students have been involved since the start of the Centre's activity), youth leaders and teachers (over 850) from state educational establishments. In addition, in early 2006 members of the Children's Parliament (some 200 participants at the national level) also joined the Centre's “Learning for Life” task group.
<i>Starting year & duration</i>	(Seven years) The initiative group started its activities in 1999-2003. The organization started working in 2003-2006.
<i>Budget & funding sources</i>	Main funding sources – membership dues, charitable donations, international grants, profits from service provision. Main donors and partners: European Commission, United Nations programmes, British Council-Uzbekistan
<i>Partner organisations</i>	Ministry of Education, Ministry for Emergency Situations, State Committee for Nature Protection, Ministry of Health, Department of Drinking Water of the Municipality of Tashkent, Coordination Council on Sustainable Development, Children's Fund “Sen yolgiz emassan”, Children's Fund of Uzbekistan, Children's Parliament of Uzbekistan, City Complex for Further Education, Republican Palace of Creativity, Bioekosan – Republic Pedagogical Youth Centre, educational establishments, British Council – Uzbekistan, UNICEF – Uzbekistan, UNDP – Uzbekistan, NNO (non-governmental non-profit organization) Istiqbolli Avlod, NNO Atlas, NNO “Women and Society”, NNO “Mehr Tayanchi”, NNO “Umr”, NNO “Alfa-omega”, NNO “Oydin Hayot”, and other organizations.
<i>Stakeholders</i>	Children's Parliament of Uzbekistan – being participants and representatives of schools of Uzbekistan, youth deputies assist in the dissemination of the projects' aims and tasks, such as the creation of user-friendly resources for schoolchildren and schools; School leaders of the City of Tashkent – this is also an effective instrument for introducing new methods and ideas into each school. In other words, youth leaders, being instructors in supplementary education, perform the role of trainers in informal education; Five <i>mahallas</i> (neighbourhoods) of the City of Tashkent – taking part in implementing a series of events under the project PPIR ES “Improving conditions in <i>mahallas</i> by mobilizing young people”; School parents' committees – joint work, involvement in the holding of events and conduct of research and surveys;

School administrative bodies – involvement of the school council in holding events to improve the school environment and highlight the needs of the school/pupils.

All the above groups functional intermediary links in the education chain used by the Centre. The cascade method ensures a significant added increase to the task group and broader distribution.



OBJECTIVES

The organization's mission is to support the process of introducing ESD in Uzbekistan by means of the achievements of modern technology and new ideas on environmental protection, in connection with which in 2006 there are plans to translate and adapt the book *From Environmental Education to Education for Sustainable Development* by F. Webster (FSC UK). The publication is a visual aid on the transformation of environmental education into education for sustainable development. As there is a severe lack in Uzbekistan of that kind of publication, the Centre has started translating it into the national language. At the end of the current year the publication will be printed, and with the support of the British Council, distributed at educational seminars in state and other educational establishments.

Carrying out actions connected with the International Day – in order to develop the educational programme of schools on international days (defence of the environment, defence of the ozone layer, defence of the rights of the child, etc.), the Centre organizes events which are more interesting and attractive for participants, which effectively constitute an additional subject in the curriculum. These events ensure not only a pleasant time but also an understanding of the importance of the subject of the International Day.

The exhibition "Ecologically Clean City" – holding of an exhibition with a training component. The training component was developed and carried out by trainers from the Learning for Life Centre. The aim of the training was to increase awareness of the problem of global climate change among schoolchildren in general educational schools by training teachers how to conduct lessons about the problem using interactive methods. The event included excellent visual aids developed to make the themes accessible to participants. During the educational process, photographs and pictures were used, as were video clips, posters, diagrams and drawings.

Activity "Don't burn leaves, people!". Activity carried out on the use of fallen leaves in autumn. Fostering a close relationship with the environment. By means of this activity, the Centre encouraged the responsible participation of young people, and provided information about the environment and the consequences of an incorrect relationship with the environment.

Activity "Plant a tree!" – the aim of the activity is to popularize the planting of seedlings among young people to improve conditions in schools. The group of schoolchildren initiating tree planting had the opportunity to meet and plant trees together with an entertainment star. The event was held together with other organizations and television companies, which entailed the involvement of the general public in the activity.

Activity "Global climate change", with the aim of raising awareness of environmental problems. In this activity, the children received information about the causes and effects of global climate change.

TV-Project – shooting of a 30-minute educational film about environmental problems and sustainable development, with the participation of schoolchildren as writers, developers and actors. During implementation, the Centre worked closely with young people, preparing and correctly directing them during the development and shooting of

the film. Implementation of the project helped to gather experience on the development of video materials and methodological manuals for them.

Project "Water conservation" – project to reduce the unjustified use and waste of water in schools, which is a massive problem, not only in schools in Central Asia, but in every household. The project includes essentially events on how to effect practical changes in the situation in schools. It made it possible to save more than 100 million litres of water in the first year alone.

Assistance for the work of the Coordinating Council on Education for Sustainable Development of Uzbekistan – the Learning for Life Centre is responsible for educational and methodological material. The Centre examines existing materials and literature, and disseminates positive experiences at the national level.

METHODOLOGY	<p>The trainers of the Learning for Life Centre have been on courses in European countries, receiving training skills and new methodologies. In addition to this, the staff regularly goes on courses, and takes part in conferences, thus adding to their experience.</p> <p>The main methods used are interactive. Interactive methods propose joint learning (learning in cooperation): both students and teachers are the subjects of the education. The teachers act merely as the more experienced organizer of the learning process. All the participants in the educational process are thus interacting with each other, exchanging information, solving problems together, simulating situations, assessing the action of colleagues and their own behaviour. Students are immersed in a real atmosphere of effective cooperation in solving problems which is optimal for developing the skills and qualities of the future specialists.</p> <p>List of methods used: ice-breakers, brainstorming, clusters, peers, blocks, association mapping, questioning by cards, work in small groups, debating technology, discussion web, role-playing and business games, presentation, insert, case studies and situation solving, Blitz – questioning, surveying and lectures.</p> <p>An important aspect of the use, selection and development of methodologies is the fact that the Learning for Life Centre has also used the new technologies and methodologies of its European partner organizations, adapting them to local conditions and themes.</p> <p>All items developed and adopted for ordinary teachers (methods, lessons, seminars and activities) are approved by the Scientific and Methodological Council of the National Education Centre of Uzbekistan. At present, confirmation has been given for some 15 modules on conducting lessons.</p>
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RESULTS & EVALUATION

<i>Results</i>	<p>At present, the number of students who have taken part in education events of the Learning for Life Centre stands at more than 4,800 children between 12 and 18 years of age. The Centre has also catered to more than 850 teachers and youth leaders. Partnership relations have been established with non-governmental, governmental and international organizations.</p> <p>Support has thus been provided in Uzbekistan for the process of introducing modern technologies and new ideas on environmental protection</p>
<i>Strengths</i>	<p>Raising awareness about the aims and tasks of ESD.</p> <p>Preparedness of teachers to accept the concept.</p> <p>Cooperation with local authorities.</p> <p>Partnership with similar structures.</p>
<i>Weaknesses & risks</i>	<p>Dependence for the implementation of EE and ESD programmes and projects on external-international funding.</p> <p>During the implementation of projects and events there is a language barrier between Russian-speaking and Uzbek-speaking youth, which requires some flexibility.</p>
<i>Problems encountered</i>	<p>Priority of economic development in relation to ecological and social problems. Frequently, the effectiveness of education for sustainable development loses its relevancy when teenagers in practice encounter a completely different outlook and behaviour on the part of adults.</p> <p>Low level of coordination between the two sectors, ecological and educational, despite certain successes in 2004-2006</p>
<i>Conditions for successful replication</i>	<p>With the availability of adequate funding</p>

Unresolved issues Limited allocation of resources from the state budget to support ESD as a country with an economy in transition

Why do you consider this a good practice? The results of achievements, numerous positive references, positive relations of the NNO with the ministries demonstrate that the Centre's activities on EE and ESD have been a success. We have more than once received proposals from similar organizations regarding a repeat of the experience, and in response sent yet another application to the European Commission. According to the monitoring results, we were given a good assessment, which we feel helped us to obtain a further project for 2006-2007.

UN

“The New Power of the Rafterers as the driving force in sustainable tourism” from the Durmitor Region (Montenegro) - Creation and implementation of the regulation policies for rafting skippers

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FOCUS	Education/Learning Overcoming Poverty Economy	Environment Water Biodiversity Rural Development Sustainable Tourism	Policy, Regulation, Governance Tools and materials (e.g. Media & ICTs)
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DESCRIPTION One of the problems identified by the UNDP project and by institutions, both at national and local levels, by public enterprise National Parks of Montenegro and Dumitor National Park, the very rafterers, and even by Montenegrin Government, was incomplete institutional framework regarding rafter services. Rafting on river “Tara” is one of the most attractive tourist attractions especially for foreign guests. However, there was no clear regulation, no licensing process for service providers on place, etc. that in the long run endangers sustainability and quality of the attraction. In order to improve rafting service, reduce safety risks and to protect natural resources of Montenegro, which are of crucial importance for the uniqueness and attractiveness of the tourism product of Montenegro, it was necessary to define institutional framework for rafting service including creation of professional standard, training program and licensing procedures. Working group consisting of 3 rafterers’ representatives, 4 Ministries (Ministry of Tourism, Ministry of Maritime and Transport, Ministry of environment, Ministry of labor) and 4 other relevant institutions (Secretariat for justice, Secretariat for Sport, National Park directorate, and Navigation unit of the Ministry of Interior) was formed with the facilitation from UNDP to address the issue. This working group engaged Centre for professional education to work on concrete and detail resolution of this issue. Creation of the professional standards and National training program for rafterers (rafting skippers) was first of this kind in Montenegro where with the facilitation from UNDP Montenegro, rafting skippers actively participated in the creation and implementation of the National Training program for rafting skippers.

Starting year & duration Dec2005 – May 2006

Budget & funding sources 18.000,00 US\$



OBJECTIVES The main objective was to build the capacity of rafting skippers; to involve them in the work of the working groups; set the base and implement training program for rafting

skippers; organized training; determined relevant institution for licensing (in this case National port authorities) and registration of their business; certification of 15 rafting skippers.

METHODOLOGY	<p>Analysis of present situation regarding rafting in Montenegro including:</p> <ol style="list-style-type: none"> 1. Existing legal framework, identification of potential gaps and recommendations regarding necessary actions; 2. Interviews with all relevant ministries and institutions (including National parks, Municipalities, etc) 3. Interviews of rafters as providers of services and all other relevant stakeholders identified in the process 4. Formed working group which held 5 sessions 5. Transfer of experience and knowledge from the region regarding rafting services <p>Based on above analysis and using the relevant experiences from the countries in the region developed the training program; Organized a workshop at which findings regarding present situation were discussed with all relevant stakeholders; Organized the pilot-training program for 15 rafters; Organized the pilot testing of the candidates, evaluated the training program; Defined licensing process and coordinate issuing of licenses for rafters that successfully passed pilot training program.</p>
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RESULTS & EVALUATION

<i>Results</i>	<p>The ultimate outcome was: * Improved quality of service; * Increased income generation opportunities for rafting skippers; * achieving common satisfaction and firm belief in the need to work together in partnership; * 35% of total number of rafters in Montenegro is trained and licensed with this training program; better understanding between National park authorities where rafting is mostly organized; * Rafters realized the benefit of sharing problems and interests, of reaching agreement on shared responsibilities and benefits in mutual initiatives; * Based on this National training program every future generation of rafting skippers will be trained; * Raised awareness of sustainability principles and the importance of nature interpretation for the better quality of the rafting service.</p>
<i>Strengths</i>	<ol style="list-style-type: none"> 1. * As part of the Project the Government invited rafting skippers as partners into their working groups and Ministry of Tourism realized seriousness of promoting their services as one of the most valuable attractions in the country; * Project ensured that rafting representatives are included in the future activities of the Government working groups. 2. Enormous media attention was raised. The final outcome went far beyond the usual copy/pasting from press releases aiming merely to inform the public about some training far in the north: thanks to tremendous work done between May 16th and July 16th media coverage gave special strength to this story.
<i>Weaknesses & risks</i>	<p>River Tara is creating the natural border between Montenegro and Bosnia on the most attractive rafting route. Since this project was related only to Montenegro regulations and policies, the risk is unbalanced development of laws in this field comparing these two states, which can lead to different policies on safety and quality of the service. Tourist does not make the difference on what side of the river is going to use the rafting service, but it is very important that quality and safety are on the same level.</p>
<i>Why do you consider this a good practice?</i>	<p>This project showcases the good lesson for most of the development projects where bigger strategic switches always need a sparkle to start with. Such sparkles very often are small pilot projects which can generate big impacts if they are relevant and successful. This is the case with the current project – the fire is on! Thanks to this campaign the decision makers are now fully aware of the need to address the problem instead of ignoring/postponing it and the result will be a fully functional institutional framework for rafting before the summer season 2007. Also, by this time everybody in Montenegro who intends to earn for a living in raft skipping business will be obliged to get a license in line with international/local standards.</p> <p>Project achieved great impact on National and on Local level: On national level regulation is on the place, and on local level higher quality of service is achieved and income generation is increased - The total income derived from rafting in 2005 was a much more important figure compared to 2004 (number of tourists doubled) reaching an estimated total of € 1.056.364 (€ 740.200 direct and € 316.164 indirect).</p>

The future for our children policy workshops

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Dr. Lucianne Licari, Regional Adviser, Environment and Health Coordination and Partnerships

FOCUS	Education/Learning Health Promotion	Environment Water Climate Change	Policy, Regulation, Governance
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DESCRIPTION

Type International Organization, specialized agency of the UN

Working language(s) English

Target group(s) National ministries of health and environment, other sectors such as transport, local authorities, education, youth, national experts NGOs in the field of children's health, chemicals, environment and education
Ca. 35 participants per training workshops

Starting year & duration February 2006 - ongoing

Budget & funding sources Project supported by WHO Regional Office for Europe and DG Sanco of the European Commission, hosted by the participating countries

Partner organisations Sometimes national public and environmental health institutes

Stakeholders The workshops are organized in collaboration with the national Ministry of Health and the Ministry of Environment, the national focal points for environment and health, and the local WHO Country Office where appropriate



OBJECTIVES At the Fourth Ministerial Conference on Environment and Health, held in Budapest in 2004, countries made commitments as part of the Children's Environment and Health Action Plan for Europe (CEHAPE). This project supports countries in implementing them. The goal of these training workshops is to support policy-makers in making plans to protect children from environmental health hazards, through bringing together the many sectors involved, helping to identify the data needed, the priorities of the country concerned, and the main institutional steps to be taken, as well as the main activities, actors and competences required to undertake them. The workshops ensure a broad

multidisciplinary approach by encouraging the participation of experts from different sectors at different levels: government, private sector, relevant stakeholders in the field of children's health, chemicals, environment and education.

METHODOLOGY

- Round table introductions on work underway already
- Explanation of context of the international and national commitments in the CEHAPE
- Briefing on how other countries have approached implementation
- Presentation by ministry of current state of national implementation of the environment and health action plan
- Lecture on the importance of communication both internal and external when developing a national environment and health action plan
- Working groups discussing existing plans, strategies and action plans to reduce morbidity and mortality among children, and how to proceed.
- Panel discussions to identify country priorities for the national plans.
- Video material – public service announcements etc made in countries on environment and health topics, for discussion and inspiration.
- Handbooks and posters available for the participants – now in English, Russian, and German, and being translated by some countries into their own languages (eg Macedonian and Slovakian.)
- Web-based map monitors implementation; countries proceed to send in their updated information on templates

RESULTS & EVALUATION

<i>Results</i>	<p>Most of the participating countries are now forming new plans or revising old plans, with children's environmental health in focus Most of them have intersectoral committees set up to drive the process Efforts have been made to increase the availability of information on children's health and environment The workshops have strengthened participation throughout the European Region in the CEHAPE Task Force, where the official environment and health focal points now report back regularly on implementation Countries reported renewed interest and commitment to implementation of CEHAPE, and increased activities. Intersectoral groups are being formed in order to integrate children's health across policies « Project proposal was drafted and distributed to relevant international organisations, the work around CEHAPE activities became more creative, national working group continued working in a more positive atmosphere » (Serbia)</p>
<i>Strengths</i>	<p>One of the strengths of the workshops is the role of the outsider as catalyst, in this case WHO Regional Office for Europe, Member States invite WHO to hold a workshop. Having outsiders bring together many sectors to discuss a common agenda is perhaps easier and provides a more level playing field, than for one of the key national players to do it. « The training workshop helped in increasing awareness in the different stakeholders. Child-specific actions that can be added to the revised national environment and health action plans were identified, thus acting as a starting point for the implementation of the Children's Environment and Health Action Plan for Europe. » (Malta)</p>
<i>Problems encountered</i>	<p>Timing is important in the political life of commitments such as these, and it is difficult to get this right. However since the timing is in the hands of the country concerned, so far the workshops have mostly had a very positive effect.</p>
<i>Conditions for successful replication</i>	<p>Commitment by the hosting ministry Materials available beforehand, during and after Experience to share, so that listening can be followed by group discussion Every country is different and no one blueprint will fit: participants know their own priorities Working groups discuss in their own language, to maximize full communication Next practical steps agreed upon before the closing of the workshop.</p>
<i>Why do you consider this a good practice?</i>	<p>The training workshops enabled an in-depth communication between representatives of various sectors and identified necessary major activities, main actors and data requirements necessary for implementing sustainable action plans on children's health and environment. Each group identified the needs and prior problems on a community</p>

and national level and will continue to work at solving them. The different methodologies used during the training helped to have a two-ways communication strategy, including the experiences and specific needs of the country. The workshops have increased awareness of environmental risk and their effects on health. Following the finalization of the actions, the newly established structure will continue its services towards addressing environment and health risk factors of children. See implementation map at: <http://www.euro.who.int/eehc>

IGOs and NGOs

NGO Consultation Process and Participation in the elaboration of the UNECE Strategy on Education for Sustainable Development

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FOCUS	Education/Learning	Citizenship	Policy, Regulation, Governance Tools and materials (e.g. Media & ICTs) Regional / international cooperation Public participation in ESD policy elaboration and decision making
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DESCRIPTION

<i>Type</i>	Non-governmental
<i>Working language(s)</i>	English
<i>Target group(s)</i>	Environmental / Education NGOs, Academia, Educators – directly State authorities, business, different other actors working on ESD issues – indirectly (as information recipients)
<i>Starting year & duration</i>	2004– 2005 (one year)
<i>Budget & funding sources</i>	over Euro 30000 for the Conference and Consultation, in-kind contributions from directly involved stakeholders as background papers development, information analysis, workshops facilitation, presentations, etc. Funded by Governments of Denmark, the Netherlands, Sweden, UK, Italy, UNECE (as travel costs of several participants of the Preparatory Conference and participation of ECO-Forum representatives in official meetings)
<i>Partner organisations</i>	all interested eco-NGOs of the UNECE region, participating in European ECO-Forum, partners from European Universities and research institutions, Lithuanian NGO AAPC (Centre for Environmental Policy) as a local organiser of the ECO-Forum Conference in Vilnius
<i>Stakeholders</i>	Non-governmental organizations, Academia (researches involved in ESD studies) and Educators (school teachers and university professors) participated in the official drafting process of the ESD Strategy, electronic discussion on the ESD Strategy content as well as in the NGO preparatory conference for the High Level Meeting on ESD, provided analysis of the documents, participated in NGO position and recommendations discussion, presented good practices of their ESD experience at the side event, discussed possibilities and strategies to further work on ESD in the region and to participate in the policies and practices implementation at regional, sub regional, national and local levels/ Non-governmental organizations played a key role in drafting the Strategy on behalf of the ECO-Forum, coordination, information dissemination, commenting official documents and policy lobbying Academia shared their knowledge on theory and learned of practical experience of educators and NGOs Educators shared their experience on ESD in practice, participated in a side event and content discussions Business, State Authorities, media, other sectors received information on the process, key documents, and updates from NGOs

Small groups' discussion at the Preparatory Conference in Vilnius: ESD policies will require successful national and local implementation without any delay. NGOs and educational community need to play a proactive role in the process – how to ensure this?



OBJECTIVES

Contribution to the development of and raising public awareness on the UNECE ESD Strategy among different stakeholders (NGOs, academia, educators, business, different other actors working on ESD issues), creating possibilities for their more active involvement in the process of the Strategy elaboration, adoption and implementation; Lobbying for the UNECE ESD Strategy adoption and implementation at all levels, Developing and providing stakeholders input into the discussions at the UNECE High Level meeting on ESD, in particular on:

- Strategy implementation and needs for the effective process;
- Involving different stakeholders in the implementation process and building partnerships;
- Ensuring better links between the ENECE Strategy on ESD and other processes in the region;
- Monitoring of the Strategy implementation;
- Sharing good practices on ESD.

METHODOLOGY

The process was widely announced via electronic and printed newsletters in UNECE and sub regions, presented at various ESD related events and conferences, special mailing and discussion e-list (listserve) was established. Results of all official meetings and consultations were reported and discussed at the listserve. NGOs and education community comments and positions were presented at official meetings. Decisions on participation and representation were taken participatory and transparently. All available up-to-date information was published at the listserve, including texts of documents and additional related information. ECO-Forum general newsletter was used continuously for announcements.

Policy statements/ proposals/ comments were discussed and adopted on a consensus basis.

Participation in the Preparatory Conference in Vilnius was organised according to announced criteria, respecting among others geographical, gender environment/education sectoral balance and experience in ESD.

Different group work techniques were used at the Conference to raise effectiveness of the discussions, including prepared and disseminated issue discussion papers, small groups' discussions, "merry-go-round" exercise and others.

ICT and computer presentations were used for better visualization of discussions.

RESULTS & EVALUATION

Results

The whole process of lobbying and contributing to ESD became a successful learning process, partnership building, experience sharing and ESD promotion at all levels. European ECO-Forum was lobbying for and supporting the UNECE ESD Strategy from the stage of preparation to the Kiev-2003 Environment for Europe Ministerial Conference. In the process of the UNECE ESD Strategy development ECO-Forum organised electronic NGO consultations on the draft text of the document and wider information dissemination and awareness raising campaign on ESD Strategy for all interested stakeholders. It also represented environmental NGO community views at the meetings of the UNECE Task Force on ESD. ECO-Forum experts worked in the Drafting Group on developing the draft text of the UNECE Strategy on ESD. This allowed including NGO and education community views and recommendations in the Strategy and related documents.

After the decision of the UNECE Committee on Environmental Policy (October 2004) to present the Strategy for adoption to the High Level Meeting of Ministries of Environment and Ministries of Education of the UNECE region, European ECO-Forum continued its active involvement in preparations and lobbying for the adoption and implementation of the Strategy both at regional and various national levels.

Great interest of NGOs and education community from the region to actively participate in the High Level Meeting and to contribute to the discussions on the ways for further effective Strategy implementation as well as to present some interesting case studies of NGOs experience on ESD in different UNECE member states was expressed via European ECO-Forum electronic listserves.

ECO-Forum organised NGO preparatory conference, facilitated NGO, academia and educators participation and contribution to the High Level Meeting of Ministries of Environment and Ministries of Education on Education for Sustainable Development and organised a side event "Sharing Good practices on ESD in Support to the UNECE ESD Strategy Implementation" in Vilnius, Lithuania, during 16-18 March 2005. The Conference adopted 2 Statements – on ESD Strategy implementation and on ESD Indicators, those were presented at the High Level meeting. Participants also agreed to continue cooperation and actively participate in the Strategy implementation as well as on further NGO and other stakeholders' collaboration on ESD in the region.

The preparatory process, Conference and Side event on Good practices were highly valued and recognised by NGOs, educators and state officials of the UNECE region.

Strengths

Policy and advocacy work, consultation and participation in ESD policy process provides a unique opportunity for learning while lobbying for learning on ESD. Different actors, sectors and experts involved share their strengths and experiences and learn from each other at different levels: ESD content, theory, practice, policies development and implementation, awareness raising techniques, etc. Active participation and content contribution to similar policy elaboration process can bring a high added value to international, interregional, national, etc. cooperation and commitment. Stakeholders express their views, share experiences, stay aware and provide input into policy elaboration at the drafting and negotiation stage. NGO experts ensure inclusion of stakeholders' views in the official documents and inform stakeholders on the process. This brings practical experience and knowledge of a wide audience in the policy process. Taking stakeholders' views into consideration also contributes to risk minimization at the implementation stage. New partnerships are built. Further cooperation develops.

Weaknesses & risks

The model of raising public awareness and providing for public participation in advocacy work, lobbying and decision making needs to secure official acceptance of NGO/stakeholders in the process, secure funding for participation, ensure high level expertise of NGOs/ academia/educators facilitating the process and providing the content contribution. English is still not absolutely common in all parts of the UNECE region. Limited resources permitted only consequent translation to Russian. No translation to French was possible.

Conditions for successful replication

Similar consultation process would be extremely beneficial at all levels. Continuous interest and involvement of key stakeholders in ESD process in the region, leading role and coordination from NGO (Coalition) as the most dedicated sector in stakeholder cooperation, policy advocacy work and lobbying, recourses availability, voluntary contributions and dedication from different sectors

Why do you consider this a good practice?

The whole process contributed to the content and promotion of the ESD Strategy, built better understanding and cooperation between different stakeholders, initiated new practical ESD projects, raised awareness on both policy and good practices on ESD in the region, contributed to national support for the Strategy implementation.

Cooperation continues at different levels and similar approach may be used at other levels and on other aspects of ESD and sustainable development policies at different levels.

Stakeholders involved as well as the officials highly estimated the results of the process. The policy developing, advocacy and lobbying for ESD Strategy became a wide ESD learning process for stakeholders involved.

International Decentralised Network "Environment and School Initiatives/ENSI"

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FOCUS	Education/Learning Educators	Environment	Intercultural Understanding Tools and materials (e.g. Media & ICTs) Research / Development Regional / international cooperation
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DESCRIPTION

Type ENSI is a governmental based network.

Working language(s) mainly English

Target group(s) ENSI's main partners are:

- Governments committed to improving environmental education and education for sustainable development.
- Pilot schools with teachers and pupils
- Researchers and experts
- Teachers educators and their students

Member countries and countries involved in ENSI include Australia, Austria, Belgium, Canada, China, Denmark, Finland, Germany, Hungary, Ireland, Italy, Japan, Korea, Luxembourg, New Zealand, Norway, Slovenia, Spain, Sweden, Switzerland, UK.

Starting year & duration ENSI was set up in 1986 under the umbrella of OECD's Centre for Educational Research & Innovation (CERI).

Partner organisations UNESCO, UNECE, UNEP, Council of Europe, EU

Stakeholders See above: target groups

OBJECTIVES Environment and School Initiatives (ENSI) is an international network set up to bring together school initiatives, educators and other stakeholders in countries worldwide to promote and understand activities promoting sustainable development in schools and their communities.

For almost 20 years ENSI has supported educational developments that promote environmental understanding, active approaches to teaching and learning, and citizenship education, through research, policy development and the exchange of experiences and knowledge internationally.

METHODOLOGY ENSI's main areas of work in the field of environmental and sustainable development school initiatives include:

- initiating, co-ordinating and supporting research and school development activities;
- publishing and disseminating these activities;
- promoting international exchange, understanding and co-operation, including co-operating with other international organisations and programmes;
- making policy recommendations and/or statements as appropriate.

Under the above main areas of work, ENSI undertakes activities such as:

- developing and sharing research and school development strategies and tools;
- organising international workshops, seminars and conferences;

- disseminating approved experiences and researched programmes.

RESULTS & EVALUATION

Results

Recent projects:

- Learnscapes across the Globe: School communities redesigning their school grounds to enable children, teachers and their communities to interact with their local environment. (2000 – 2004)
- SEED EU Comenius 3 network: "Environmental Education as a driving force for School Development" (2002 – 2005) For download see: www.seed-eu.net / products / publications
- Teacher education: Competency-based curriculum development for education for sustainable development in initial teacher training and in-service training institutions - the CSCT project (2004 – 2007)
- Quality criteria for ESD-Schools. Development of a procedure to implement and use of this common set of quality criteria in the eco-schools movement in each country (2006 -) For download see: www.seed-eu.net / products / publications and www.ensi.org / publications
- Publication on good practices in the field of education for sustainable development in Europe for lower secondary schools teachers in collaboration with Council of Europe: (2006 – 2007).
- New Comenius 3 application: "Schools as centers for developing a sustainable tomorrow". Development focusing on school collaboration with communities and research and the use of ICT (2007 – 2010)

For further details please see www.ensi.org

Why do you consider this a good practice?

ENSI has 20 years of experience of international networking and has developed expertise. Based on this ENSI is ready and willing to extend cooperation, support of (international) ESD initiatives and membership.

Strategy for sustainable development “Sustainable Development – New Bearings for the Nordic Countries”

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	Loa Bogason	

FOCUS	Regional / international cooperation
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DESCRIPTION

<i>Type</i>	Governmental
<i>Working language(s)</i>	Nordic languages: Danish, Swedish, Norwegian
<i>Target group(s)</i>	Government cooperation
<i>Starting year & duration</i>	2001 - 2020
<i>Budget & funding sources</i>	A small part of the total budget of Nordic Council of Ministers on 125 mio Euro is used for Sustainable Development
<i>Stakeholders</i>	Relevant actors are involved. It is necessary that all actors, including local authorities, business and industry, and NGOs, actively participate in and take the responsibility for implementing the strategy. During the process of negotiation these actors were consulted in order to create openness and transparency. In this way it will be possible to enable civil society to evaluate the success or failures of the implementation. Several conferences, seminars, workshops have been held.

OBJECTIVES

A Nordic Strategy for Sustainable Development

The Nordic strategy “Sustainable Development – New Bearings for the Nordic Countries” is adopted by the Nordic Prime Ministers and the Nordic Council. It came into force January 1 2001. A revised version of the strategy came into force January 1 2005. The strategy contains the long-term goals of the Nordic countries for sustainable development up to 2020, together with the objectives and initiatives for the period 2005-2008 necessary to achieve these long-term goals for a number of sectors and action areas.

One of the new initiatives in the revised strategy is that part of chapter 3 on the social dimension is 3.6. Education and research It is stated that education and research is a precondition of sustainable development and the background and the initiatives taken during the last decade are described. It sets up

Long-term goals 2020:

The overall long-term goal should be to ensure the further development of the Nordic welfare model by promoting education for sustainable development through lifelong learning.

The aim of educational efforts in this field must be to equip all individuals with skills which help bring about the kind of development in society that will allow the present generation to satisfy its needs while still enabling future generations to satisfy theirs:

This means that:

- Pre-schools, compulsory schools and upper-secondary schools must seek to ensure that all pupils acquire the competence, values and skills they need in order to become active, democratic and responsible citizens capable of reaching their own decisions and of participating in decision-making at various community levels with a view to creating a sustainable society.
- Students who have completed their higher education programmes must have acquired the skills and know-how relevant to their future working life and their roles as decision-makers.
- Higher education must also play an active part, locally, nationally and internationally, in promoting knowledge and the ability to actively support sustainable development, by engaging in research and education in collaboration

with the community at large.

- Adult education must equip individuals with the means to manage their lives, to take an active part in social development and to be aware of the imperatives of sustainable development.

This presupposes that laws, ordinances, curricula and syllabuses incorporate a sustainable development perspective and that teachers are properly equipped to integrate sustainable development into their work.

Goals and initiatives for 2005–2008

The overall goal for the period should be to further develop the Nordic welfare model by promoting the integration of education for sustainable development into the Nordic education systems through lifelong learning.

This aim can be achieved by fostering a closer understanding of the issues among citizens and strengthening their ability to act, which involves:

- Promoting professional development for people working in the Nordic education systems, including activities that make officials, school heads and other staff more aware of sustainable development issues.
- Seeking to ensure that further education on sustainability issues is available to the working population, and developing strategies for the introduction of knowledge and skills relating to sustainable development into planning, management, construction and production in all areas of society.
- Encouraging collaboration between Nordic researchers and people in the field with a view to strengthening education for sustainable development.
- Providing opportunities for the joint production of educational materials and forums by coordinating and supporting suitable Nordic-sponsored projects. These should be based on the languages and school years of each country, and give Nordic children the opportunity to communicate and discuss sustainable development via electronic media.

The strategy can be found on www.norden.org/baeredygtig_udvikling/uk

RESULTS & EVALUATION

Results

Cooperation between Nordic Governments on Sustainable Development

Learning for sustainability – pupil online discussion

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Patricia Kendell – Education Officer WWF-UK

FOCUS	Education/Learning	Tools and materials (e.g. Media & ICTs) Research / Development
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DESCRIPTION Learning for sustainability – pupil online discussion
 In a rapidly changing world, visions and strategies for sustainability are vital. If we are to make a positive contribution to the local and global community, now and in the future, we all need to develop appropriate knowledge, skills, values and attitudes. One of the ways in which the Formal Education Unit at WWF-UK is addressing this challenge is by developing a school support program that places sustainability at the heart of UK school communities. A key element of this is teaching and learning practice, and WWF-UK has, therefore, developed topic planning guidance, exemplar classroom activities and pupil online events to help teachers plan for the inclusion of ESD. These resources use an action learning approach which we have termed *Learning for Sustainability*. They deal with real issues, linked to the curriculum, in an interactive medium that enables pupils to develop and practise skills such as critical thinking, weighing evidence, and appreciating points of view.

Pupils online

WWF-UK has hosted password-protected, moderated online discussions for pupils aged 9-11 for the past several years. Originally delivered as discrete events, they are now being integrated into wider topics or programmes of work. The benefits to pupils of working in this way have become clear: Indeed we have a body of evidence that indicates the unique contribution online discussions can make to the knowledge, skills attitudes and values of ESD.

OBJECTIVES The overall aim of the pupil online discussions is to develop pupils' awareness of the complexity of the issues implicit in working for a more sustainable future, and to help them start to develop the skills they need to address this complexity. To do this, we target teachers helping them to develop their capacity to include *Learning for Sustainability* approaches in their teaching and learning. This approach provides opportunities for pupils to practice:

- critical thinking (posing open-ended questions; appreciating a range of viewpoints)
- futures thinking (visioning probable and preferable futures)
- systems thinking (making the links between what they learn and do)
- action competency (taking action based on what has been learned)

METHODOLOGY The WWF teaching and learning programme promotes an action learning cycle that motivates pupils and provides opportunities for them to:

- build their knowledge and understanding
- see the links in what they learn
- take informed action
- reflect on their learning at all stages.

Our experience is that this resonates well with teachers and is generally perceived as 'good practice'. However, teachers do not always provide opportunities for pupils to make links between individual pieces of learning, or put learning into practice in their school communities. Of greater concern is the time made available for pupils to reflect on their learning. Too often this is seen as an 'add on' to a lesson, rather than an integral part of the learning process.

The pupil online discussion models the action learning cycle approach. The content of the discussion is presented in ways that motivate pupils, for example a role play about an oil spill off the Galapagos Islands where pupils were asked to take on the roles of a tanker captain, oil company executive, eco-tourist, local community leader, wildlife expert and a media presenter. Another used a school relocation scenario that stimulated visioning and 'blue sky thinking'. Yet another presented an imaginary 'very hungry school' and characters with whom pupils had to argue the case for more sustainable

consumption practices. The latter were popular with pupils and teachers. One teacher told us “The concept of having ‘devil’s advocates’ in the latest on-line discussion is very clever and pupils here found it did stimulate their thinking skills. It also motivated them to reply and put the devil’s advocates right.”

The discussion is moderated by former teachers who encourage pupils to:

make links between the information they gather from guided research and in discussion with online ‘guest experts’ who provide a range of viewpoints;

- build, and continuously reflect, on their learning by careful, targeted questioning;
- make action plans based on what they have learned, such as how to reduce energy or water consumption in school, more sustainable travel to school or waste reduction.

RESULTS & EVALUATION

Results

Evaluation

We have invited teacher and pupil feedback since the inception of the online events for pupils, with encouraging results. Here are a few examples of what pupils have told us:

“It was GREAT being able to talk to people around the world and learning about the environment and see what other people say.” (from Julia)

“[W]e really enjoyed the debate because it helped us learn more about the consequences of an oil spill. . .[a]nd how to resolve a conflict by discussing and learning to compromise.” (from Eilidh)

Teachers are equally enthusiastic:

“The WWF debate fosters this ‘hands-on, pupil-in-charge’ approach. . .Adults listen and respond to the pupils’ opinions (which) makes the pupils feel important. . .Pupils know that what they think is taken seriously and that they can take practical steps to change things within their own school. “

“[P]upils made links between how the school runs and how this affects the environment. They also made some wider links between how the world uses resources and any consequences for the planet.”

After each event we ask the moderators to provide a report. As we have used the same two moderators for some time, they are able to identify developments. For example the following observation is taken from the Oil Spill report. “Levels of participation and engagement in this debate were noticeably higher, compared to previous debates – both regarding numbers of messages and the research and thinking behind them. There was considerable real debate between children from different schools demonstrating thinking skills and an ability to develop an argument.”

An ex-head teacher provided an external evaluation for the ‘Oil Spill’ discussion. His conclusion was “Have confidence in the quality of the experience. A well-constructed activity like this one should naturally relate to the National Curricula of the United Kingdom. If it does not, then it is the curriculum that is at fault. Develop a quality activity first. Then, look for the curriculum links.”

Successes, impacts and concerns

There is evidence that in some schools the online discussion is part of the whole school approach that we advocate.

In Meare Village Primary School, for example, children wrote persuasive letters to parents based on work covered in ‘The Very Hungry School’. The work carried out during the debate fed into the school action plan. Activities fed into development and implementation of the School Travel Plan and their exploration of Fair Trade issues in conjunction with linked school in Kenya

A Bermuda High School teacher indicated a similar cascade potential. She reported that: “[Pupils have] done assemblies to raise awareness in their own primary school and are planning to take the message to the secondary school through an assembly. They want to share their work and ‘keep it fun’. We use extracts from the debates in our brochures to parents. The debates have helped me build stronger links with the secondary school. I’ve become involved on a lot more committees after people have heard me talking about the debates.”

Our evaluation indicates that we have a model that teachers see as a relevant contribution to standards of achievement in the formal curriculum, pupil motivation and behavior, inclusion, and many other UK government initiatives and policies. It is clear that children enjoy the experience and do engage meaningfully in the action learning process. However, we do have some concerns. A relatively small number of UK schools have taken part in a WWF online discussion. Our software has limitations, for example we can only host a maximum of about 30 schools per event. Of most concern is the danger that we are creating teacher dependency on WWF which is obviously not sustainable.

For the most recent debate, 'The Very Hungry School', we created a questionnaire for teachers which probed more deeply into the impact on their teaching and learning practice. This comment from a teacher illustrates some of the limitations and concerns expressed above:

"The debate had only marginal impact on teaching and learning – the debate was there and then [it] was over. . . The debate is all set up for you, [you] might think about using some of the teaching approaches in future, but [I] relied on background information, [it] would be difficult to get something similar up and running as a teacher on your own."

This indicates that until there is a wider commitment within the school community, change in teaching and learning practice is limited.

The future

In order to mainstream this means of engaging young people, we need to find partners who have the potential to replicate this type of engagement with a wider audience and for longer periods of time. We are actively looking for a range of partners who have the media technology, a commitment to pupil-focused learning and a willingness to help us disseminate the learning from our online model.

REGIONAL ENVIRONMENTAL CENTRES

Establishment of the Educational Center for SD – Development and Improvement of the Formal, Informal and Non-formal Education System for Sustainable Development in Georgia

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Keti Grigolia, education for sustainable development programme manager

FOCUS	Education/Learning Educators Economy	Environment	Peace, Human Rights & Security Regional / international cooperation
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DESCRIPTION

Type The REC Caucasus in cooperation with Ministry of Education and Science, Ministry of Environmental Protection and Natural Resources and Ministry of Finances , has started implementation of a new programme: Establishment of the Educational Centre for SD. Georgia's Minister of Education came out in support of the REC Caucasus initiative aimed at improving the course of the reform and the implementation of the UNECE "Education for Sustainable Development" strategy and the Vilnius framework regarding setting up a special centre on the basis of the REC Caucasus for training and retraining of trainers and instructors in the sphere of education for sustainable development. In view of the above, the REC Caucasus is gearing up to start the implementation of the program in Georgia as a pilot study with potential for further expansion in the South Caucasus.

The aim of the Programme is to assist Georgia and countries of the South Caucasus in implementation of the UNUCE strategy on education for sustainable development.

Working language(s) Georgian

Target group(s) At current stage working group of five people is established for implementation of the ESD strategy in Georgia, which is presented by the Deputy Minister of Environment Protection and Natural Resources of Georgia, Focal Points of UNECE ESD Strategy from the Ministries of Environment and Education and REC Caucasus Education for Sustainable Development Program Manager, Adviser to the Minister of Finances of Georgia.
Target Audience: Public servants, local authorities, students, teachers, trainers, scientists.

Starting year & duration 2006-2009

Budget & funding sources The programme is not financed yet, only zero phase of the programme was financed by EU International conference Education for sustainable development was held (November 1-2, 2005)
UNECE strategy was translated into Georgian language.

OBJECTIVES The Programme objective

- Promote SD through formal, non-formal and informal learning.
- Strengthen cooperation on ESD at all levels within the Georgia

METHODOLOGY Content of Curriculum of SD for Formal Education (for school level)
Georgia needs bright people equipped with relevant knowledge and skills. Effective ESD on school level means integration from the beginning across all relevant subjects, and courses (geography, biology, economics, civic studies, chemistry); all of these subjects help to outline fundamental pillars of sustainability; these topics concern to three basic components: environment, society and economics. All these issues will be relevant to student's age and knowledge; methodologically it will be outcome based standards,

these problems will be critically outlined and will teach policy analysis, decision making and problem solving aspects. This will equip students with knowledge and skills in SD, making them more acting for a healthy and productive life in harmony with nature and with concern for social values, gender equity and cultural diversity.

On the first level of formal education (beginner I-VI forms) studying of SD issues will be more attractive, full of simulation games and relevant problems, which will be adapted to their age, and learn to live in harmony with environment.

On the second and third levels (basic VII-IX forms and high X-XII forms) the content will be more informational and will penetrate into core of problems. The main focus will be on the quality and not on the amount of knowledge, i.e. importance is given not only to what students learn, but also to how they learn it and how can they use it in the future. It will help to bring up independent, patriot, creative, knowledgeable and well-informed young people, who will use the knowledge and skills for a personally rewarding life, productive employment and active citizenship.

Sustainable Development – course overview (for higher education level)

The course will provide an overview of three pillars of sustainability: environment, society and economics. Examine the governance and political architecture, demonstrating the considerable crossover between each issue addressed in the section and emphasizing the point that one can not look at these areas in isolation.

Shifting to the problem of governing the global economy, the course puts a special twist on the debate by drawing on linkages of economic frameworks with the Millennium Development Goals (MDGs) and climate change. Social aspects are presented with emerging forms of social engagement that offer new tools to support sustainable decision-making. Multi-stakeholder processes have gained increasing importance, and it is noted that the role of government has changed from one of “direct service provider” to one in which they must “engage and manage external parties”. Comparing and contrasting examples of participation from global to local spheres, the course is unwavering in the view that participation is an essential tool to promote and implement sustainable development action across all spheres of governance. Further, the course looks at governance and sustainability through the “lens” of five thematic issues: water, energy, health, food and agriculture, and biodiversity. These five issues were identified by the UN secretary General Kofi Annan in 2001 as the most pressing global priorities of our generation.

In a nutshell the course gives general overview of fundamental concepts of sustainability and tries to stress that it is sustainable development that defines how we do good governance. Sustainable development is a process. It is a method of structuring our thinking, our decisions and our actions in order to ensure that we achieve the inherent principles and values of governance. Sustainable Development is the blueprint upon which all systems of governance should be based.

RESULTS & EVALUATION

Results

In the process of elaboration of the program the REC Caucasus undertook a study of current situation in the sphere of environmental education and education for sustainable development in Armenia, Azerbaijan and Georgia by collecting and processing the relevant data and by carrying out working meetings.

Georgia's Minister of Education came out in support of the REC Caucasus initiative aimed at improving the course of the reform and implementation of the UNECE “Education for Sustainable Development” strategy and the Vilnius framework regarding setting up a special centre on the basis of the REC Caucasus for training and retraining of trainers and instructors in the sphere of education for sustainable development.

According to joint decision of the Ministries of Environment and Education of Georgia REC Caucasus was authorized to become coordinating body for implementation of the ESD Strategy and is gearing up to start the program implementation in Georgia. UN Strategy on Education for Sustainable Development and Vilnius framework is translated into Georgian language and distributed among interested parties through web sites of the Ministry of Education and Science and REC Caucasus.

High level international conference organized by REC Caucasus on Education for Sustainable Development was held on November 1-2, 2005 in Tbilisi. There were 110 participants from Armenia, Azerbaijan, Georgia, Belgium, Sweden, Denmark, England, Germany, the Principality of Lichtenstein.

During the conference the resolution was adopted.

Question has been brought to the Georgian Parliament for the consideration of the law on ESD.

The Ministry of Education and Science of Georgia in close corporation with the Ministry of Environmental Protection and Natural Resources and REC Caucasus has carried out in 2006 for the first time school competition in the group integrated projects on Sustainable Development.

*Problems
encountered*

The programme is not financed yet.

*Why do you
consider this a
good practice?*

This programme is exceptionally important for Georgia, (for the South Caucasus states) considering that the country is on the transitional stage of development. Georgian education system does not have particular experience even in the field of environmental education. This programme is a good example of cooperation between Ministries, NGOs, scientists and all stakeholders.

Green Pack

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Kliment Mindjov – project manager

FOCUS	Education/Learning Educators Health Promotion Sustainable Urbanization Economy	Environment Water Climate Change Biodiversity Rural Development Sustainable Consumption Sustainable Tourism Citizenship	Tools and materials (e.g. Media & ICTs) Regional / international cooperation
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DESCRIPTION

<i>Type</i>	governmental, intergovernmental, non-governmental, business
<i>Working language(s)</i>	11 languages: Polish, Czech, Slovak, Hungarian, Bulgarian, Russian, Albanian, Azeri, Turkish, Macedonian, also in English
<i>Target group(s)</i>	<p>Primary target groups:</p> <ul style="list-style-type: none"> ▶ teachers and pupils (ages 11-15) ▶ educators on environmental protection and sustainable development. <p>Secondary target groups:</p> <p>The programme also expects to have a direct impact upon the level of environmental literacy of the beneficiary societies as a whole. The transfer of information and experience on education for sustainable development to non-participating local schools, as well as other local players and partners outside the school system, such as municipal bodies, media, research institutions, environmental authorities, business, NGOs and children's families are also encouraged.</p>
<i>Starting year & duration</i>	2001 – ongoing
<i>Budget & funding sources</i>	<p>Poland – 400,000 EUR – Toyota and the Polish National Environmental Protection Fund Czech Republic – 150,000 EUR – Toyota and the Municipality of Prague Slovakia – 150,000 EUR – Toyota and the SK Environment Protection Fund Hungary – 100,000 EUR – Toyota Bulgaria – 140,000 EUR – Toyota and the Bulgarian Ministry of the Environment Russia – 300,000 EUR, Toyota and the Finnish Ministry of the Environment Albania – 250,000 EUR – the Dutch Ministry of Foreign Affairs Turkey – 350,000 EUR, – EC LIFE Third countries program, Italian Ministry of Foreign Affairs, Toyota Azerbaijan – 150,000 EUR – British Petroleum and OSCE FYR Macedonia – 360,000 EUR – The Austrian development Agency and the Macedonian Government English Green Pack (for the Kiev Ministerial conference EfE and the Green Week in Brussels) – 70,000 EUR – Toyota</p>
<i>Partner organisations</i>	<p>at governmental level – Ministry of Education and Ministry of the Environment from each particular country At professional level – educational centers, schools, NGOs, Universities, etc.</p>
<i>Stakeholders</i>	Teachers, educators – trained to become trainers and further disseminators of the product



OBJECTIVES The Green Pack programme goal is to build capacities, transfer know-how and establish the basis for further developments in the field of Education for Sustainable Development in Central and Eastern Europe and worldwide.

METHODOLOGY The Green Pack is a multi-media environmental education curriculum kit primarily intended for European primary school teachers and their students, although it can also be used at other levels of education. It focuses on particular aspects of environmental protection and sustainable development and includes a variety of educational materials such as a teacher's handbook with lesson plans and fact sheets for students, a film collection with animated clips and educational films, an interactive CD-ROM with extensive information on various environmental topics and a dilemma game. The country-specific Green Packs are developed by governmental and professional partners on local languages following the results of the national/local feasibility studies. National experts provide input on the environmental issues of most relevance to the beneficiary country and contribute with specific case studies. It is envisaged to introduce the concept of sustainable development by identifying local effects on the global environment and an indication of the role of pupils/citizens in protecting the environment, while also paying special attention to the age, gender and social identity of target groups. Green Packs are distributed to teachers after a training session for free. (Training of trainers is also part of the project in each country.)

RESULTS & EVALUATION

Results 10+1 country versions (Turkish, Azeri, Macedonian and Albanian versions soon to be launched + English is a demo version)
 12.000 teachers trained in 6 countries
 1.5 million kids educated

Strengths Inspired by the political process "Environment for Europe", the Green Pack educational materials interpret its sophisticated political messages (on implementation of the sustainable development concept in the context of large democratisation of Europe) by adapting them and the supporting information for the specific target groups of educators, teachers, and students.

The Green Pack:

- ▶ includes a large spectrum of topics on development and environment presented in their environmental, economic and social context;
- ▶ provides attractive and easy to use data, and presents the main challenges before societies today with various means of information (printed, video, virtual) – the users of the pack are able to follow lesson plans, complement them video presentations, hold role-plays with the interactive dilemmas and augment the lesson with additional information from the CD-ROM and its links to relevant websites);
- ▶ emphasises on the formation of new values in students and the setting of a new model of behaviour at school, at home and in society, rather than simply the accumulation of knowledge in particular areas. In this context, students are, above all

	<p>else, partners with the teachers in the accomplishment of various activities, discussions, role-plays and decision making;</p> <ul style="list-style-type: none"> ▶ pays special attention to development of proactive students' position on the different challenges and provokes further spreading of knowledge and skills among the other family members; ▶ provokes discussion with the other local community stakeholders on ways to achieve sustainable development.
<i>Weaknesses & risks</i>	<p>The success of the project will depend on the ability to raise extra funding and human resources to organise the Green Pack dissemination and teachers' training in each country and, if necessary, production of next editions and further dissemination. In the majority of the countries the product must be approved by the relevant governmental institutions.</p>
<i>Problems encountered</i>	<p>Educational systems are conservative Psychological barrier before teachers/educators – they have to use interactive methods and IT techniques where pupils are more knowledgeable and better skilled. The interdisciplinary character of this type of education seems rather challenging for the teachers traditionally specialized in concrete subjects.</p>
<i>Conditions for successful replication</i>	<p>Good and efficient cooperation with local partners who have the potential to work with us on the development of a country-specific product and organize and manage the teachers' training and Green Packs' dissemination.</p>
<i>Why do you consider this a good practice?</i>	<p>The outstanding quality of the final training materials, the country specific content and the dissemination method via the training system provides a structure that supports the usage of the materials: the whole process is coordinated and followed-up.</p>

Holding of an annual subregional conference on EE and ESD in Central Asia (Dushanbe, 2002; Bishkek, 2003; Almaty, 2004; Almaty, 2005; Bishkek, 2006) as an example of strengthening intergovernmental, inter-agency and intersectoral cooperation in the field of ESD

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Manager of CAREC's Environmental Education Programme, Tatyana Shakirova

FOCUS	Education/Learning	Environment	Policy, Regulation, Governance Regional / international cooperation
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DESCRIPTION

<i>Type</i>	Intergovernmental, subregional
<i>Working language(s)</i>	Russian
<i>Target group(s)</i>	Directly, about 500 people in the five countries of Central Asia (participants in the conference), and about 10,000 people indirectly (teachers, students, NGOs in the countries of Central Asia – beneficiaries of the project and the educational, methodological and analytical materials distributed at the conferences).
<i>Starting year & duration</i>	2002-2006, five years
<i>Budget & funding sources</i>	The budgets for the five subregional conferences come to some \$100,000 in all, and the budget for all the projects under the EE Programme of Central Asia for Sustainable Development from 2002-2006 comes to some \$400,000. The main funding sources are international assistance (projects carried out by CAREC with partners at the subregional level). Main donors and partners: European Commission, UNECE, UNESCO Regional Bureau in Bangkok, UNESCO cluster office in Central Asia (Almaty), OSCE centres in Almaty and the countries of Central Asia, United Nations University Institute of Advanced Studies (UNU-IAS), the United Kingdom Government and business organizations (Embassy in Almaty, British Council, Department for Environment, Food and Rural Affairs/Partners for Environmental Cooperation in Europe DEFRA/PECE, Climate Care), Japanese Trust Fund and other international organizations and embassies of donor countries in the countries of Central Asia.
<i>Partner organisations</i>	Ministries of ecology and education of the countries of Central Asia, Central Asian Working Group on EE and ESD, Field Studies Council Environmental Education (FSCEE, UK), School Project for Application of Resources and Energy (SPARE), Central Asian NGOs
<i>Stakeholders</i>	Teachers in Russian and national secondary schools of the countries of Central Asia, local associations, higher education lecturers, NGOs, ministries of ecology and education of the countries of Central Asia and the media. The stakeholders take an active part in the implementation of EE and ESD projects under the EE Programme for the Sustainable Development of Central Asia (CAREC), both in their capacity as co-implementers of the project and as its beneficiaries. They participate in the annual subregional conferences of the countries of Central Asia (2002-2006), receive information about international EE and ESD initiatives and processes, exchange ESD experiences with colleagues from other countries of Central Asia and receive fresh analytical, educational and methodological ESD materials. Seminars, training courses and conferences on the results of the subregional conferences are carried out at the national level in the countries of Central Asia and at the local level in the towns and villages of the subregion's countries; in other words, there is a harmonious combination of local, national and subregional levels in the implementation of ESD in Central Asia.



OBJECTIVES

The main objective of subregional cooperation among the countries of Central Asia in the field of EE and ESD and the holding of annual subregional conferences on EE and ESD in Central Asia is the strengthening of intergovernmental, inter-agency and intersectoral cooperation in the field of ESD in Central Asia, and the coordination and integration of national and subregional programmes with regional and global initiatives (UNECE and ATR).

The annual holding by Central Asia of subregional conferences on EE and ESD in Central Asian countries (Dushanbe, 2002; Bishkek, 2003; Almaty, 2004; Almaty, 2005; Bishkek, 2006) testifies to durability of the Central Asian process on EE and ESD, together with the activity of the Central Asian Working Group on EE and ESD (CAWG), established by decision of the ministries of ecology and education of the countries of Central Asia.

Through the activities of CAWG on ESD, cooperation has been strengthened between ministries of education and ecology, sciences and NGOs. At the Fourth Subregional Conference on ESD in Central Asia (21-22 September 2005) CAWG was given full authority in the period leading up to the Belgrade Conference of Ministers as part of the "Environment for Europe" process in 2007.

METHODOLOGY

CAREC in close cooperation with the governments of the countries of Central Asia, CAWG on EE and ESD, and partners and donors, organizes and holds every year a Central Asian Conference on EE and ESD. It is based on the following principles: intersectoral, intergovernmental, and inter-agency partnership on ESD issues; coordination of efforts of all stakeholders, and mobilization of all available resources. All the conferences are held with organizational and informational support from CAREC's EE Programme and with financial support from our partners and donors, the important principle being the pooling of all efforts and resources. This helps attract resources from the Europe and the Asia and the Pacific regions, as well as resources from within the subregion.

From 2002 to 2006 five Central Asian Conferences were held, which constitutes a good practice:

1. At the First Subregional Seminar on EE, Dushanbe, 21-22 June 2002, in accordance with the decision of the countries of Central Asia, Central Asia established a single EE Programme to solve subregional problems in the field of EE for sustainable development.
2. At the Second Subregional Consultative Meeting "Ecological Education for Sustainable Development in Central Asia", Bishkek, 24-25 April 2003, the EE Programme was approved by the environment and education ministries of the countries of Central Asia, a joint statement by the environment and education ministers of the countries of Central Asia on EE and ESD was adopted, and a joint Central Asian working group on EE and ESD in Central Asia established. The results of the Bishkek Meeting on EE are contained in the basic documents of the Kiev Conference of Ministers.
3. The Third Subregional Conference on EE and ESD in Central Asia took place on 10 and 11 November 2004, in Almaty, on the eve of the beginning of the United Nations Decade of Education for Sustainable Development. UNESCO, CAREC and other international organizations made presentations at it on contemporary processes and global initiatives in the field of EE and ESD – the UNECE Strategy for ESD, United Nations Decade of Education for Sustainable Development (2005-2014), Strategy on ESD for the Asia-Pacific region. All the countries of Central Asia

reported on progress in the field of EE and ESD, projects carried out and the prospects for further development in that direction.

4. The Fourth Subregional Conference on EE and ESD in Central Asia was held in Almaty on 21 and 22 September 2005 and the *United Nations Decade of Education for Sustainable Development in Central Asia* was proclaimed at it. As part of the run-up to the Conference, the *Survey of ESD in Central Asia*, which had been prepared at the request of the UNESCO Regional Bureau in Bangkok and the UNESCO cluster office in Almaty, was presented. There was also a presentation of the UNECE Strategy for ESD, approved by countries at the High-Level Meeting held in Vilnius in March 2005, and discussion of the priority activities of the countries of Central Asia on the implementation of the UNECE Strategy for ESD and ESD Strategy for Asia and the Pacific.
5. The Fifth Anniversary Conference of the countries of Central Asia on ESD with the participation of all interested organizations was held on 24 and 25 October 2006 in Bishkek, as an international event. At the Conference, presentations were made by the countries of Central Asia and international organizations – UNESCO, the United Nations University in Japan, UNECE, OSCE and CAREC – on the promotion of global initiatives on EE and ESD – the United Nations Decade of Education for Sustainable Development (2005-2014), and implementation of the UNECE Strategy for ESD and the ESD Strategy for Asia and the Pacific.

All the countries of Central Asia reported on progress made in the field of EE and ESD in the period 2005-2006 on the basis of the indicators developed by the UNECE Expert Group on ESD, which are the basis for the preparation of the Belgrade Conference of Ministers, part of the "Environment for Europe" process. Reports on ESD in Central Asia have been published in Russian and English and distributed at the conferences.

RESULTS & EVALUATION

<i>Results</i>	The participants in the conferences sum up the previous year's work, discuss achievements, experiences, and future needs and requirements of the countries in terms of EE and ESD, elaborate coordination mechanisms for the development of intersectoral and inter-agency cooperation in the field of EE, and help in the exchange of experiences, educational material and ideas about EE and ESD among government officials, NGOs and teachers in Central Asia
<i>Strengths</i>	<p>(i) The preparation of reviews of EE and ESD in Central Asia is timed to coincide with the conferences. <i>Good experience has been accumulated with the preparation on a regular basis of analytical reviews</i> (accounts) of EE and ESD in Central Asia (2003, 2005 and 2006). For instance, in 2003-2006, CAREC prepared three analytical reviews on EE and ESD in Central Asia:</p> <ul style="list-style-type: none"> - <i>Situation, prospects and paths for development of environmental education in the countries of Central Asia</i> (2003); - <i>Analysis of the situation in the field of EE and ESD in Central Asia</i> (2004-2005); - <i>Review of progress in the field of EE and ESD</i>, which the countries of Central Asia prepared on the basis of the indicators developed by the UNECE Expert Group on ESD indicators. Reports on ESD in Central Asia have been issued as publications and presented at the <i>Fifth Conference on EE and ESD, held in Bishkek, 24-25 October 2006</i>. The review is Central Asia's first experience of preparing accounts on the implementation of the UNECE Strategy and is part of the preparation for the Belgrade Conference of Ministers, part of the "Environment for Europe" process, to be held in October 2007. <p>(ii) At the conferences, educational and methodological materials developed in the previous year are distributed so that the experience of any one of the countries is accessible to the entire subregion:</p> <p>In 2004 – <i>teaching materials on ecology, "Environment for Future Generations"</i> for secondary schools of Kazakhstan. The material was produced in Russian, translated into Kazakh; an expert assessment by the Ministry of Education and Science was carried out, and it was recommended for use in ... countries. At the Third Central Asian Conference on EE and ESD the material was distributed for the Central Asian countries. In 2004-2005, <i>five educational posters and a 20-minute video film on climate change</i>, which were additional educational resources to the teaching material and were used in courses on natural disciplines in secondary schools on Central Asia. The materials were distributed for the secondary schools of Central Asia in 2005.</p> <p>In 2005-2006, posters and video films on climate change were adapted and translated into the languages of the countries of Central Asia. In this way, teachers and pupils in Central Asia received a package of educational materials in national languages.</p>
<i>Weaknesses &</i>	Dependence of CAREC's EE Programme and EE and ESD projects on external-international funding.

<i>risks</i>	Inadequate support from donors for the process of the implementation of United Nations Decade of Education for Sustainable Development and the UNECE Strategy for ESD in the Central Asia subregion
<i>Problems encountered</i>	Priority of economic development in relation to ecological and social problems. Low level of coordination between two sectors, the ecological and the educational, despite significant successes in 2002-2006 in Central Asia.
<i>Conditions for successful replication</i>	The practice of holding annual Central Asian Conferences on ESD in Central Asia should be pursued on a regular basis. It helps the countries of Central Asia to keep abreast of subregional, regional, international and global policies on ESD, learn more about the problems, needs and requirements of the countries of Central Asia in that field, exchange experiences, present examples of the best practices on EE and ESD, coordinate ESD efforts and activities, jointly produce new analytical, educational and methodological materials, and produce a subregional position for proposals at the international level
<i>Unresolved issues</i>	Limited possibilities for the countries of Central Asia, with transitional economies, to support ESD from state budgets
<i>Why do you consider this a good practice?</i>	The experience of subregional cooperation among the countries of Central Asia on EE and ESD is now acknowledged by our partners to be one of the best in the Europe and Asia regions. By virtue of its position, Central Asia is taking an active part in similar processes at the level of the Europe and Asia regions, and considers it to be a unique opportunity to exchange experiences and coordinate national and subregional programmes with international priorities and initiatives

BUSINESS

Schools for Sustainable Development to promote local community environmental actions

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Ena Okada, CSR specialist

FOCUS	Education/Learning Sustainable Urbanization	Environment Rural Development
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DESCRIPTION Over four decades, Toyota has developed a strong presence throughout Europe where it has invested over €6 billion since 1990, and currently employs 55,000 people. Toyota's operations in Europe are supported by a network of 28 National Marketing and Sales Companies covering 48 countries, a total of 2,881 sales outlets, and eight manufacturing plants. Toyota aims to grow in harmony with all of its stakeholders and society at large.

The Toyota Fund for Europe (TFfE) was created in 2003 to enhance good corporate citizenship through social contribution activities in Europe. The TFfE Board, consisting of executives of the European head office as well as national affiliates, defines the overall policy and selects projects submitted by NGOs, educational institutions and national affiliates.

Since 2003, TFfE supports the Schools for Sustainable Development (SSD) programme which is delivered by Groundwork in the UK, The Polish Environmental Foundation and Ecological Foundation 'Green Action' in Poland and Czech Environmental Partnership Foundation and Centre for Environmental Education SEVER in the Czech Republic.

The programme promotes local school-community partnerships to identify and implement practical small scale environmental improvement projects, focusing on more deprived urban areas and rural communities within the UK, Poland and the Czech Republic, in partnership with local Toyota dealerships and manufacturing plants.

The project was initiated in 2003 for three years and following a good evaluation, was extended in 2006 for another three years.

Budget
The original budget in 2003 was of €150,000 for 3 years supported entirely by Toyota. T covers the management, a toolkit development, a website and media relations. The extension is for the same amount. It is distributed as follows:

Partner organisations involved:
The project operates as a partnership between NGOs in three countries (UK, Poland, Czech Republic) and develops both local practical actions in respective countries, and act as a wider demonstration project to promote school-community partnerships that can be disseminated (via the toolkit developed by the project, website and media materials) on a pan-European basis.

- Groundwork UK: Its mission is to help develop sustainable communities through activities that link people, places and prosperity. Groundwork involves schools in this work because schools are a constituent of the wider community.
- Polish Environmental Partnership Foundation: It has been operating its Schools for Sustainable Development (SSD) Programme for 3 years in a total of 17 regions in Poland. The programme aims to engage schools in an example of sustainable development.
- Czech Environmental Partnership Foundation: It has been working with schools under the "Energy Savings at Schools" programme focused on environmental education and implementation of practical energy saving measures since 1999.

The Programme is developed in consultation Toyota Motor Europe and Toyota partners in UK and Poland.



OBJECTIVES	<p>The key aim of the SSD Community Action Programme is to promote practical environmental improvements in local communities in the UK, Poland and Czech Republic through supporting local schools to act as focal points for small-scale local area regeneration initiatives, and through this develop a role in promoting sustainable development of the community as a whole. The schools-community programme achieve this by:</p> <ul style="list-style-type: none"> • Promoting engagement and commitment to participative regeneration • Implementation of local environmental regeneration projects - approximately 75 small-scale environmental improvement projects in local neighbourhoods. • Environmental Education – developing toolkits. • Sharing Toyota expertise – engaging local Toyota dealerships and manufacturing plants in the process to share expertise on environment, health and safety with the local communities. • Pan-European Network – creating a ‘virtual’ a pan-European network and web-based “know how toolkit” of local schools-community partnerships.
METHODOLOGY	<p>Grants are available to fund projects that improve community spaces. It includes the following methodologies:</p> <ul style="list-style-type: none"> • School/pupil-led community participatory exercises to identify appropriate high priority sites for local environmental action (landscaping, tree planting, tidy-ups etc) • School/community led project design and planning. • Local project implementation and maintenance delivered as a school-community partnership, with local NGOs and community groups taking a facilitating role. • Development of a project development and implementation Toolkit (focusing on know-how quality including health and safety etc) and using or referencing to the Green Pack, environmental education package developed by the Regional Environmental Center with support from the Toyota Environmental Activities Grant Program 2000. • Local Toyota representatives/employees will play a key role in the local planning, delivery and promotion of individual projects, and in the strategic management of the schools-community programme overall.
RESULTS & EVALUATION	
<i>Results</i>	<p>The three year programme has delivered long term benefits to deprived urban communities through practical improvements to the local living environment and the development of skills and community cohesion and confidence through participation in the programme. The processes of project consultation, design and implementation is integrated into curriculum topics being studied by the participating school pupils adding a valuable practical application of a wide range of educational topics.</p>
<i>Strengths</i>	<p>The main strength of the programme is the excellent relation between partners allowing a long-term partnership. It shows how partnerships between local schools, communities, NGOs and the corporate sectors can successfully work together to improve the quality of life in local neighbourhoods, through both direct practical action and linking this to formal education and informal raising awareness and understanding. In this regard, working together at a pan-European scale, our project:</p> <ul style="list-style-type: none"> • Builds a capacity and know how on using small-scale environmental action projects

- as a means for building cross-sector partnerships for community regeneration;
- Provides a mechanism for corporates operating at the pan-European scale, such as Toyota, to engage successfully and cost-effectively with local communities;
- Identifies new needs and opportunities for transferring and sharing experience, skills and expertise between NGOs and communities (i.e. between UK, Poland and Czech Republic) and between NGO, public and the corporate sectors;
- Demonstrates linkages between environmental improvement and health and safety and the economic regeneration of run-down communities and so help create a climate of public support for environmental action and sustainable development at the grassroots or local level.
- Identifies opportunities and mechanisms for extending the project to other countries in the enlarged European Union, including additional partners and funders.

Weaknesses & risks

Major difficulty in the programme is to bring the different stakeholders (local NGOs, organizing NGOs, business and local governments) to develop a common strategy and one voice approach.

Why do you consider this a good practice?

Example of a very practical multistakeholder-approach in ESD and demonstrates how through the establishment of these kind of networks similar projects in different countries can be managed.

“GOOD PRACTICE” IN EDUCATION FOR SUSTAINABLE DEVELOPMENT IN THE UNECE REGION

"Good practices in ESD" are initiatives closely related to Education for Sustainable Development, that demonstrate good practice, generate ideas and contribute to policy development. These good practices:

1. focus on the educational and learning dimensions of sustainable development.
2. are innovative. They develop new and creative solutions to common problems, such as:
 - ❖ ways to discover what the key local issues of sustainable development are
 - ❖ ways to adapt processes to relevant teaching and learning strategies
 - ❖ ways of fostering links between learning situations and the community
 - ❖ ways of integrating local knowledge and culture
 - ❖ curriculum development processes enabling content to be decided as locally relevant
 - ❖ starting points on how Education for Sustainable Development can best be put into effect.
3. make a difference. They demonstrate a positive and tangible impact on the living conditions, quality of life of the individuals, groups or communities concerned. They seek to bridge gaps between different societal actors/sectors and are inclusive, in order to allow new partners to join the implementing agents/bodies.
4. have a sustainable effect. They contribute to sustained improvement of living conditions. They must integrate economic, social, cultural and environmental components of sustainable development and reflect their interaction/interdependency in their design and implementation.
5. have the potential for replication. They provide effective methodologies for transdisciplinary and multi-sectoral co-operation. They serve as models for generating policies and initiatives elsewhere.
6. offer some elements of evaluation. They have been and can be evaluated in terms of the criteria of innovation, success and sustainability by both experts and the people concerned.

If you submit more than one "good practice", please indicate the priority 1, 2 or 3.

1. NAME OF THE INITIATIVE CONSIDERED AS A GOOD PRACTICE¹:

2. RESPONSIBLE COUNTRY/ORGANIZATION:

Name

Mailing address:

Telephone:

Fax:

E-mail:

Internet:

3. CONTACT PERSON (name and title):

4. FOCUS OF THE INITIATIVE (check one or more box(es)):

- | | | |
|---|--|--|
| <input type="checkbox"/> Education/Learning | <input type="checkbox"/> Environment | <input type="checkbox"/> Peace, Human Rights & Security |
| <input type="checkbox"/> Educators | <input type="checkbox"/> Water | <input type="checkbox"/> Policy, Regulation, Governance |
| <input type="checkbox"/> Overcoming Poverty | <input type="checkbox"/> Climate Change | <input type="checkbox"/> Intercultural Understanding |
| <input type="checkbox"/> Gender Equality | <input type="checkbox"/> Biodiversity | <input type="checkbox"/> Cultural Diversity |
| <input type="checkbox"/> Health Promotion | <input type="checkbox"/> Disaster Reduction | <input type="checkbox"/> Indigenous knowledge |
| <input type="checkbox"/> HIV/AIDS | <input type="checkbox"/> Rural Development | <input type="checkbox"/> Tools and materials (e.g. Media & ICTs) |
| <input type="checkbox"/> Sustainable Urbanization | <input type="checkbox"/> Sustainable Consumption | <input type="checkbox"/> Research / Development |
| <input type="checkbox"/> Corporate Responsibility | <input type="checkbox"/> Sustainable Tourism | <input type="checkbox"/> Regional / international cooperation |
| <input type="checkbox"/> Economy | <input type="checkbox"/> Citizenship | <input type="checkbox"/> other (<i>please specify</i>) |

¹ Your response to this questionnaire should not exceed 2 pages. Font: Arial, size - 9; margins - 2 centimeters.

5. INITIATIVE DESCRIPTION *(provide brief description)*

- Type (governmental, non-governmental, municipal, other):
- Working language(s):
- Setting / Target group(s) / Number of persons involved:
- Starting year and Duration:
- Budget and Funding Sources:
- Partner organisations involved *(if any)*:
- Stakeholders involved (e.g. local community). *Describe their involvement in this initiative and the kind of relationship you have with them.*

6. MAIN OBJECTIVES OF THE INITIATIVE *(provide brief description)*

7. METHODOLOGY *(provide brief description)*

Methods/approach for this initiative *(list key background materials that were used; If necessary, use a separate sheet)*

8. RESULTS AND EVALUATION OF THE INITIATIVE *(provide brief description and assessment)*

- Results
- Strengths
- Weaknesses and risks
- Problems encountered:*(fill in if applicable)*
- Conditions for successful replication *(fill in if applicable)*
- Unresolved issues *(fill in if applicable)*
- Why do you consider this a good practice?

Please attach one relevant picture, as a separate file (max 1024 x 768 px /72 dpi/ jpg-format 80% quality/ up to 300KB)

Please submit your "Good practice" (up to 3 "Good practices" per country/organisation) electronically by *e-mail* to: esd@unece.org. In addition, you are invited to send us any relevant information you might think useful, including references to documents, publications and/or articles describing the initiative, as well as relevant links to websites.
For further information, please send request to the same e-mail address or contact: Environment, Human Settlements and Land Management Division, Economic Commission for Europe Palais des Nations, 8-14 avenue de la Paix, 1211 Geneva 10, Switzerland. fax: 00 41 22 9170107 - web :
<http://www.unece.org/env/esd/welcome.htm>



GENERAL GUIDANCE ON HOW TO FILL IN THE TEMPLATE ON “GOOD PRACTICES” IN EDUCATION FOR SUSTAINABLE DEVELOPMENT IN THE UNECE REGION

1. OBJECTIVES

The publication of Education for Sustainable Development (ESD) good practices seeks to:

- Disseminate successful ESD experiences.
- Encourage exchanges of experiences in order to improve the quality of ESD programmes.
- And in the long run, create a source of ESD information.

2. DEFINITION OF GOOD PRACTICES

For this publication series, the definition of ESD good practices is the following: an innovative project/programme/teaching and learning process implemented to support sustainable development and which has met or is in the process of meeting its objectives.

3. SELECTION CRITERIA FOR GOOD PRACTICES

The selection criteria for publication¹ of ESD good practices are the following:

- Objectives are consistent with those of the DESD,

- ESD vision in harmony with that of the DESD,
- Innovative ESD project or programme/teaching and learning process compared to previous project or programme/ teaching and learning process (will to bring significant changes, breaking away from previous projects/programmes/teaching and learning process, new and creative solutions to community problems),
- ESD project or programme/teaching and learning process implemented at local, national or international level,
- ESD project or programme/ teaching and learning process promoting local culture and knowledge,
- ESD project or programme/ teaching and learning process fostering links with community,
- evidence of impact or obvious first results (maybe an evaluation or review is available, evaluation in terms of innovation, success or sustainability).

4. OTHER CHARACTERISTICS

- Text length: 2 A4 pages, Arial size 9, single line spacing, maximum 1500 words.
- Sub-titles to facilitate reading.
- Attach a photograph of the programme/ project or activity.
- Style: attractive, journalistic, avoiding report writing style.

¹ Source : Abdoulaye Anne, Assistant de recherche, Bureau International d'Education de l'UNESCO, *Conceptualisation et dissémination des “bonnes pratiques” en éducation: essai d'une approche internationale à partir d'enseignements tirés d'un projet*, Genève, 2003, & *Demonstration Activity in Education for Sustainable Development*, www.unesco.org/education/desd.

5. Explanation on some items included in the template

HEADING	CONTENT	LENGTH	COMMENTS
A. TITLE	Good practice title (corresponds to point 1)	6 to 10 words	- Attractive title in order to highlight the initiative or one specific aspect of the initiatives - Avoid internally used titles, such as "Saint Vincent natural disasters risks prevention Programme"
B. INITIATIVE DESCRIPTION	(corresponds to point 5)		
	Summary of the major issues of the programme, project, activity	150 words or 15 lines max, including sub-title	Presentation of the major characteristics of the initiative to be highlighted: for example, innovation, community participation or impact, etc.
	Who (instigators, beneficiaries, stakeholders, donors), what, where, how, with who, why (rationale), which funding?	100 words max or 10 lines, including sub- title	Attach one photo related to the initiative (<i>max 1024 x 768 px /72 dpi/ jpg-format 80% quality/ up to 300KB</i>)
	Detailed and argued presentation of the innovative aspects of the initiative, and its contribution to promoting local culture and knowledge or regional/international cooperation, with quotes from key stakeholders	200 words max or 20 lines, including sub-title	
C. MAIN OBJECTIVES OF THE INITIATIVE	(corresponds to point 6)	150 words max or 15 lines, including sub-title	
D. METHODOLOGY	(corresponds to point 7)	150 words max or 15 lines, including sub-title	
E. RESULTS AND EVALUATION OF THE INITIATIVE	(corresponds to point 8)		
• Presentation of effects, results or impact of the initiative	Detailed and argued presentation of the effects, results or impact of the initiative, with quotes from key stakeholders, data, evaluation results, etc.	250 words max or 25 lines, including sub-title	
• Analysis of success factors	Brief analysis of major factors of success and their interactions, with quotes from key stakeholders	200 words max or 20 lines, including sub-title	
• Constraints	Analysis of the constraints and solutions to overcome these constraints	200 words max or 20 lines, including sub-title	
• Perspectives	Conclusion : future evolution and/or challenges	100 words max or 10 lines	