The 5th Tokyo International Conference on African Development
UNESCO & UNU-IAS Side Event
1 June 2013, 17:30-20:00
Full Minutes

Part I: Education for Sustainable Development: A Sound Investment to Accelerate African Development

Organizer: UNESCO
Co-organizers: United Nations University Institute of Advanced Studies (UNU-IAS), Japanese National Commission for UNESCO

Mr. Takayuki Miyashita, Special Advisor to Secretary-General, TICAD V Secretariat, Ministry of Foreign Affairs

Mr. Miyashita expressed his gratitude to the organizers for inviting him to this TICAD V official side event. He touched upon the fact that Agenda 21, which was adapted at the Rio Summit (World Summit on Sustainable Development: WSSD) in 1992, emphasized the importance of education for sustainable development (ESD). He also noted that the Government of Japan proposed the UN Decade of Education for Sustainable Development (DESD 2005-2014) at the 2002 WSSD in Johannesburg. On behalf of the Government of Japan, Mr. Miyashita expressed his respect to UNESCO as the lead agency of the DESD and his thanks for their commitment to the endeavor.

Citing the Rio+20 outcome document "The Future We Want" that resolved to promote ESD and to integrate sustainable development more actively into education beyond the DESD, Mr. Miyashita emphasized that in order to realize sustainable development in Africa, it would be crucial to better understand the important role played by education and ESD in sustainable development for the future.

He also recognized the timely nature of the side event, in that the DESD will end in 2014 and the Millennium Development Goals (MDG) targets will be evaluated in 2015.

Mr. Shigeharu Kato, Secretary General, Japanese National Commission for UNESCO

Beginning his opening remarks, Mr. Kato expressed special appreciation to UNESCO for organizing this important side event. He stressed the importance of strengthening people's capacities to confront and manage global challenges, such as rapid desertification and floods caused by climate change, and to achieve national and regional sustainable development. He also noted that the philosophy of ESD was becoming more important than ever in the sense that education was to respond to global challenges and foster global citizens. In discussing the post-2015 development agenda, he suggested the role of education should be highlighted and ESD be an indispensable element of the realization of sustainable development in African countries, as well as other countries around the world.

Mr. Kato also made reference to the UNESCO World Conference on ESD, which would take place in Aichi-Nagoya and Okayama in November 2014. At the Conference, various initiatives, actors, networks and ideas that had emerged during the DESD would be

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showcased and the impact of the Decade would be reviewed at the same time that the path forward after 2014 is addressed. As the host country of the conference, he expressed his wish that active inputs from African countries would be given in this process.

Mr. Kato highlighted three priority themes (disaster risk reduction, biodiversity, and climate change) identified at the Bonn Conference in 2009 and developed by UNESCO as the focal point of the strategy for the second half of the Decade. Through Japanese Funds in Trust (JFIT) and UNESCO, the Government of Japan has been contributing to the implementation of various projects under these themes and he wished African countries' more active participation in these projects. In addition, he also introduced Japan's effort for promoting ESD by putting it into the national education policy and curriculum guideline and supporting UNESCO Associate Schools Programme (ASP.Net) as a base for the promotion of ESD. He concluded his opening remarks by wishing that this side event would provide a meaningful venue for all participants to deepen their understanding of the role of ESD as "a sound investment to accelerate African development".

Panel discussion:

Mr. Alexander Leicht, **Chief of the Section of ESD, UNESCO,** moderated the panel discussion and briefly introduced the objectives of the first part of this side event, which was to show concrete examples of how ESD could contribute to sustainable development in Africa. He underlined that ESD was a means of empowering every individual to contribute to sustainable development by making informed decisions and taking action on environmental integrity, economic viability and a just society for present and future generations. He noted that promoting skills to deal with the complexity of sustainability challenges would be crucial and that sustainable development would not be achieved by political agreements, financial incentives or technical solutions alone; it would instead require changes in ways people think and act, which was why education was so important.

Mr. Leicht introduced the five distinguished panelists and kicked off the panel discussion by asking two questions: *(a) what is the relevance of ESD to African development and (b) what are the specific good ESD practices in your countries*.

Mr. Osman Mahomed, Executive Chairman of the Maurice Ile Durable Commission, Mauritius

Mr. Mahomed gave a brief background of the geographic, demographic and economic situation of Mauritius. Against the backdrop of diversification and the growing Mauritius economy, he emphasized that development had to be done through a participatory and democratic manner. A national Green Paper was developed as an outcome of national consultation meetings that took place in close consultation with civil society groups. The paper encompassed the vision of Maurice Ile Durable (MID), as well as the strategy, policy and action plan needed to make Mauritius a model of sustainable development.

As ESD is regarded as one of the priority area to achieve sustainable development in his country, Mr. Mahomed highlighted the goals achieved by the government of Mauritius in regard to universal primary education and gender parity in enrollment. Mauritius currently provided free education at primary, secondary and undergraduate levels, had introduced a compulsory education for age 5 to 16, provided free transportation to students and had developed a scholarship scheme that took social and academic merits into account. He also outlined MID's four key policies of lifelong learning, sustainable lifestyles, access to post-secondary education and natural disaster and climate change awareness, as well as MID's target to achieve a 100% literacy rate by 2020. Several capacity building programmes had also been introduced, such as green jobs and training of government officers.

Mr. Mahomed described concrete examples of various ESD related activities in different education sectors including technical and vocational education and training (TVET), professional education and capacity building modules in formal education. He also noted the establishment of MID Clubs, the sensitization of policymakers in non-formal education, ECO-TV, and public meetings in the informal education sector. He concluded his presentation by highlighting that education should be the spearhead of society for a sustainable future.

Ms. Roleen Ellman, Deputy Director of the South African National Biodiversity Institute's (SANBI) Biodiversity Education and Empowerment Directorate

Ms. Ellman opened her presentation by pointing out the fact that in the past two decades of South Africa's history, there had been great successes achieved, though incredible challenges remained, including the gap between rich and poor. This created huge impacts on society in regard to crimes, drugs and gangsterism, as well as a significant impact on education.

Ms. Ellman described the hope around the decision made by South African government to follow a path of green growth, including clean energy technology, adaptation and mitigation of climate change, and the restoration and conservation of local ecosystems. She noted that unfolding green growth would also create a number of new jobs in the short-, mid- and long-terms, and that the environmental sector's skills plan was also developed in addition to the government's human capital development strategies.

Ms. Ellman underlined that ESD would provide an opportunity to learn how to use limited natural resources in a sustainable fashion and create more sustainable jobs for future generations. Using the example of South Africa's National Curriculum and Assessment Policy Statement (CAPS), she also emphasized the need to incorporate the sustainable future concept into all levels of education in order to build capacity for the green economy. She highlighted the importance of building the capacity of teachers who could teach environmental education and ESD in such a way as to link them to children's daily life, and the need for developing ESD modules and green economy for higher education institutions.

In conclusion, she recommended that the South African Department of Basic Education and Department of Environmental Affairs should work together, ensuring that education for sustainability be mainstreamed in all levels of education. In order to achieve the vision of sustainable development in South Africa, ESD needs to be put into the minds of all teachers and students to address sustainability challenges.

Ms. Michaela Reithinger, Programme Leader, GIZ, Germany

Emphasizing the global dimension of ESD and the need for the creation of a civil society that thinks in a global context, Ms. Reithinger introduced the GIZ project. The project has been implemented in four countries, namely Germany, India, Mexico and South Africa, to exchange experiences in the field of ESD and to develop common global strategies to implement ESD more effectively. She noted that the goal of the project developed in cooperation with ESD experts from the four countries was to strengthen institutional capacities and individual capabilities. The four participating countries were chosen because they had previous experiences in implementing ESD and some outreach, at a regional level, with regard to South Africa's participation through, for example, SADC or ADEA (Association for the Development of Education in Africa).

Ms. Reithinger described how at the heart of the project is an ESD ExpertNet, with experts from government (Ministries of Education or the Environment), research institutions, universities, and civil society organizations acting as a think tank. This network meets twice a year to discuss and further develop strategies and best practices of ESD and organizes international conferences on specific ESD topics to raise public awareness. The ESD ExpertNet also developed a transnational core curriculum for the training of teachers and teacher educators, which identifies methods and opportunities for ESD and imparts the skills needed for its implementation. The curriculum is based on a Whole School Approach for school management. Based on the core curriculum, partners developed country-specific versions that take account of local needs and conditions. Another component of the programme developed by the ESD ExpertNet is an advanced training programme: the ESD Leadership Training for young professionals.

She summarized the key characteristics of this six-month leadership programme by saying that the practice-oriented programme combined theoretical inputs on ESD with some leadership and management skills, such as project management, systems thinking, and communication skills, and helped create a change of perspective. She also mentioned that the programme created a growing international network of young people engaged in ESD and the network, who were still connected and kept creating new ideas and initiatives. Ms. Reithinger identified an emergence of ownership and commitment among the participants of the programme, as all four countries – Germany, India, Mexico and South Africa – benefit equally from the exchange.

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Mr. Masahisa Sato, Associate Professor, Tokyo City University

Referring to the March 2013 international meeting in Dakar where ESD in the post-2015 development agenda was discussed, Mr. Sato reviewed the International Implementation Scheme for the UN Decade of ESD by saying that ESD had two roots: one was equitable quality basic education, which originated from the Declaration of Human Rights and Convention on Rights of the Child; the other was sustainable development and education, which resulted from UN Conference on Human Environment in Stockholm and the Brundtland Report. He stressed that ESD, as a heart of education agenda, would be a bridge between the development agenda (i.e. MDGs) and the environmental agenda. Indicating that Education for All (EFA) was more stressed in the African context, Mr. Sato emphasized the importance of synergies between ESD and EFA. In order to seek simultaneous solutions to both social inclusion problems and global environmental problems, which were no longer inseparable in the age of globalization, he stressed that the importance of addressing overarching issues such as climate change, disaster risk reduction and biodiversity.

Mr. Sato also talked about the guideline developed by the Japan International Cooperation Agency (JICA) on environmental and social considerations as an example of good governance and official development assistance (ODA) assessment. In regards to quality education, he also emphasized that ESD would have a potential for intern-regional learning opportunities.

Ms. Zinaida Fadeeva, Research Fellow, United Nations University Institute of Advanced Studies (UNU-IAS)

Recapitulating some of the key elements identified by the previous panelists, Ms. Fadeeva pointed out ESD's contribution to developing human potentials, especially for youth, to the realization of a green economy, and to the creation of new industries and skills through TVET. She also noted that ESD principles also contributed to harmonizing various problem-based educations, such as climate change education and human rights education, and made education more suitable and appropriate in a regional context. Reliance on key ESD principles -- such as a long-term perspective, dealing with complexities, systems thinking, and collaboration -- could assist in developing educational systems for sustainable African development.

From the international organization's point of view, Mr. Fadeeva underlined the importance of supporting the alignment of the development agenda and education agenda, which seldom went hand-in-hand at the national level. She also emphasized the emerging tendency of redefining quality of education and associated assessment processes from the perspective of ESD. In addition, she drew attention to some successful ESD implementation processes in the African community. One prominent case she highlighted were the Regional Centres of Expertise on ESD (RCEs). Twenty-three RCEs in Africa were currently acknowledged by United Nations University. RCEs, which are each networks of multi-sectoral stakeholders,

have developed new learning systems to promote ESD in Africa; moreover, there is a global network where collaboration takes place across the world. Ms. Fadeeva urged greater support of such networks by international organizations.

In addition, Ms. Fadeeva referred to another important university network called Mainstreaming Environment and Sustainability in African Universities (MESA) led by UNEP and the Southern African Development Community, which consists of 15 countries. Both organizations are actively working on promoting ESD. She emphasized the importance for international organizations to support these initiatives and develop synergies among RCEs, MESA, SADC REEP, educational support provided through activities of UN Habitat, UNESCO and others in order to upscale the initiatives as well as to mainstream ESD in Africa.

She concluded her presentation by emphasizing that it would be critical for African educational communities to contribute to identification of the post-DESD framework of action, taking advantage of various international and regional processes

Questions and Answers

The first question was addressed to Mr. Mahomed regarding the synergies between different ministries and ways to build the capacities of teachers before implementing ESD in primary school education. Mr. Mahomed responded by explaining that the synergies and coordination were done through the Commission of MID under the Prime Minister's Office and, for the training, there was a Masters' Course and a private sector programme on the green economy.

The second question was addressed to Ms. Ellman about the youth who were working in the informal sector and what kind of initiatives had been implemented in order to shift them from the informal sector to the formal sector under the context of a green economy. Ms. Ellman noted the need for youth who were engaged in the informal sector to go through the training process. This was where further vocational and training education institutions could contribute to developing more skills-based training. She also emphasized that synergies should be created among the requirements for a green economy; what kind of skills were needed; and for that what kind of curriculum.

Concluding the first part of the side event, **Mr. Leicht** noted that, in response to the Rio+20 outcome document in which the continuing effort for promoting ESD was resolved, UNESCO had been drafting a potential framework of the global programme on ESD, to be launched during the UNESCO World Conference on ESD in Aichi-Nagoya in 2014. He closed the session by thanking all the speakers and panelists for providing a number of concrete examples and interesting reflections on the roles of ESD in the development agenda in Africa.

(End of Part I)

Part II: Building Inclusive and Resilient Societies in African through Education for Sustainable Development

Organizer: United Nations University Institute of Advanced Studies (UNU-IAS),
Co-organizers: UNESCO, UNICEF, Regional Centres of Expertise on ESD (RCE)
Supporter: Ministry of the Environment, Japan

As the Chair of the second part of the side event, **Mr. Kazuhiko Takemoto**, the ESD Programme Director of UNU-IAS, opened the session by inviting Prof. Govindan Parayil to deliver his opening remarks.

Prof. Govindan Parayil, Vice-Rector, United Nations University

On behalf of UNU, Prof. Parayil expressed his gratitude to the co-organizers as well as the Japanese Ministry of the Environment for their support in organizing the side event. He underlined the importance of seizing this opportunity within the ESD framework with a view to building inclusive and resilient societies in Africa by adopting integrated development approaches that advance social, economic and environmental objectives simultaneously, while forging strategic partnerships across geographic, knowledge and interdisciplinary boundaries as best exemplified in the UNU Regional Centres of Expertise on ESD (RCE) initiative.

Prof. Parayil gave a brief history of the RCE initiative and its current status as a network of 117 RCEs worldwide, with 23 in Africa. He also noted that African RCEs were already pooling together capacities, expertise, resources and education experiences to implement collaborative projects aimed at poverty eradication, peace building, and conservation of biodiversity and ecosystems. He indicated that UNU-IAS would continue its support for the expansion and capacity development of African RCEs and the 8ᵗʰ Global RCE Conference, to be held in Nairobi, Kenya this November, would be an excellent opportunity to showcases their ESD practices.

Prof. Parayil also pointed out that UNU was directly contributing to the New Partnership for Africa's Development (NEPAD) environment plan through the African RCE network and expressed his interest in being part of the ongoing consultation process for developing a comprehensive ESD and Training Action Plan for Africa. He also noted the need for equipping education systems and infrastructure in Africa with capacities to build inclusive and resilient societies, while boosting economic growth, ensuring human security and addressing environmental issues.

Mr. Shunsuke Miyazawa, Director, Office of Environmental Education, Environmental Policy Bureau, Ministry of the Environment, Japan

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Expressing his thanks to the organizers and co-organizers for inviting him to this side event and to all the panelists who travelled to Yokohama for TICAD V, Mr. Miyazawa delivered his welcome remarks by highlighting the efforts and contributions of the Government of Japan in promoting ESD. In particular, he noted that the Japanese Ministry of the Environment has been supporting UNU-IAS' ESD Programme by contributing 160 million JPY (approx. US$ 2 million) annually.

Mr. Miyazawa also noted that the RCE initiative had been very successful in providing a practical scheme for implementing ESD through collaboration and partnership among national/local government, schools, higher education institutions, NGOs, local communities and the private sector. He emphasized the importance of sharing good practices and know-how around the world and noted how the side event would provide an excellent opportunity to learn good practices from Africa.

Panel Discussion

Ms. Zinaida Fadeeva (UNU-IAS), the moderator of the second panel discussion, drew attention to the significant number of youth in the audience, noting that it was very encouraging as youth would become the key actors of promoting ESD, including in Africa. After summarizing some of the key elements of the previous discussion, including the importance of the aligning planning for national development and national education, she briefly introduced the five panelists and outlined four key questions: *(1) what competencies and capabilities does Africa need to address challenges of (un)sustainability?; (2) what are the characteristics of the learning system that could support development of such competencies and capabilities?; (3) what elements of these systems already exist in Africa and how to create better synergies among them?; and (4) what support and synergies for emergent learning systems based on ESD could be provided internationally?*

Ms. Fadeeva briefly noted outcomes from the past TICAD meetings and the current development and prosperity that Africa had achieved owing to trade and rich natural resources. She also emphasized that such economic development would not be enough to build truly sustainable and resilient societies; this would be where ESD would play a crucial role in terms of community development, sustainable resource management and building competencies and capacities.

Question 1: What competencies and capabilities does Africa need to address challenges of (un)sustainability?

Mr. Ayub Macharia Ndaruga, National Environment Management Authority, Kenya (NEMA) / RCE Greater Nairobi

Mr. Ndaruga noted that ESD was clearly stated in the national development policy framework in Kenya (Vision 2030). The Government has also ensured that environmental

sustainability is mainstreamed in all public institutions. Hence the government gave each ministry, department and parastatals a target to address sustainability issues. NEMA supervises implementation of these sustainability targets. Under such circumstances, Mr. Ndaruga emphasized the need for competencies for contextualizing sustainability as well as for communications to build a common understanding on what sustainability meant. He also highlighted that building and managing the partnerships among different stakeholders would also be crucial in implementing sustainability practices.

Sharing a challenge in terms of how to identify best practices, Mr. Ndaruga noted that demonstration centres, which were established at schools in close collaboration with the Curriculum Development Centre, Kenyan National Examination Council and NEMA, played a crucial role. The demonstration centre informs curriculum development, teaching, and assessment for ESD. At the community level, he gave an example of 'green points' that have been set up in various regions in Kenya and which serve as business incubation centres. Members of the community are given an opportunity to exhibit and create awareness on best practices on sustainable development.

Mr. Victor Tichaona Pesanayi, Southern African Development Community (SADC) / RCE KwaZulu Natal

Mr. Pesanayi referred to a regional capacity assessment carried out in 2012 in the Southern African Development Community, which reviewed capacities on the individual, institutional and systemic levels. On the individual level, the assessment identified skills for green jobs, values and indigenous knowledge, capabilities to respond to natural disasters, language, and communications including social media, as some of the important competencies to be built in order to address sustainability issues.

On the institutional level, Mr. Pesanayi underlined the importance of cross-sectoral, inter-sectoral and multi-sectoral collaboration as well as a holistic approach and linkage within implementation chains. He noted that, on the systemic level, mainstreaming ESD in policies and curricula were crucial and good case studies in Lesotho, Malawi, Namibia and Tanzania were briefly introduced. He also mentioned that trans-boundary regional collaboration would be critical and the SADC-Regional Environmental Education Programme (SADC-REEP) had been working on facilitating such competencies to be developed in the region. Noting the need for the reconceptualization of the quality and relevance of education, he stressed the need to make connections and also engage youth, whose population share is growing rapidly in the Africa region. He also noted that education had to be relevant to the local context but without losing its connection to the global context, as well as to the needs of youth.

Question 2. What are the characteristics of the learning system that could support development of such competencies and capabilities?

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Mr. Victor Tichaona Pesanayi, Southern African Development Community (SADC), RCE KwaZulu Natal

Mr. Pesanayi highlighted the importance of responsiveness of the learning system by saying that various ongoing research on sustainability needs to produce better policy dialogue, policy briefs as well as curriculum re-orientation towards ESD. He also pointed out that ESD needs to be mainstreamed in the assessment and examination processes if it is to be given weight in learning systems that consider examinations important for progress and completion. He also noted that inclusivity was another important characteristic particularly in terms of culture, language and disability and that culture was considered as one of the important entry points for ESD in the SADC region.

Mr. Pesanayi emphasized the strong need for supporting teacher education and technical and vocational education and training (TVET) which both MESA and RCEs had been putting much focus on, although more programming effort is needed on the latter. He also noted that policy reviews for ESD as well as the continuity of the projects were also important aspects in the learning system, and shared a promising sign that the SADC region was moving forward as shown by the interest shown by the SADC Education and Skills Development Programme to engage with ESD. This interest has been demonstrated by joint ESD capacity development work with curriculum and teacher education directors, and senior environment officials to high-profile the need to mainstream ESD in the formal learning system. This has now led to the scheduling of an ESD dialogue with the education ministers. Such high level policy engagement has only been possible because it has been informed by research on ESD capabilities and by practice. MESA Chairs at Rhodes University and Universities of Botswana, Swaziland and Zambia have played a key role in this research and networking through RCE work.

Mr. Abel Barasa Atiti, Research Fellow, United Nations University Institute of Advanced Studies (UNU-IAS)

Drawing from experiences in Japan, Mr. Atiti underlined the need for building a learning system in all levels of education from pre-school to higher education that would be capable of responding to unexpected disasters like earthquakes and droughts and also the need for community-engaged research that focused more on problem-solving skills. He reiterated that an educational system that can enable learners to anticipate and prepare for sustainability challenges is central to building resilient societies in Africa. Open and inclusive learning systems are needed to equip learners with problem-solving, interpersonal and anticipatory competencies for achieving a resilient African society.

In addition, he noted that it is crucial to look at the quality of education in the formal education system, while hands-on experiences and learning that students could gain from the non-formal and informal education systems such as national parks, botanic gardens, cultural heritages and religious sites were also equally important. He highlighted that strengthening

collaboration and partnerships among different stakeholders, networking, and producing great leaders would also be crucial in terms of addressing sustainability in Africa and moving forward on a positive path.

Mr. Ayub Macharia Ndaruga, National Environment Management Authority, Kenya (NEMA) / RCE Greater Nairobi

From the national perspective, Mr. Ndaruga noted the importance of transformative learning that included a great deal of consultation and strong partnerships within the learning system. He also emphasized the need for concrete and practical programmes that various stakeholders could engage with, based on their own expertise, making specific reference to the RCE network as a useful mechanism to engage a variety of stakeholders including local municipalities and universities.

Questions 3: What elements of these systems already exist in Africa and how to create better synergies among them?

Mr. Pesanayi highlighted the fact that the best synergies could be seen within the RCE network, which was enabled to bring different initiatives and groups of actors together, including youth, teachers, policymakers and practitioners, without problems of power relations. He also noted three other initiatives that played crucial roles in bringing different stakeholders together: the New Partnership for Africa's Development (NEPAD) that promotes environmental education and ESD at the policy level; the MESA initiative that is engaging youth in the SADC region through universities and connecting them with other initiatives in Eastern Africa, Europe and America; and the African Ministerial Conference on the Environment (AMCEN) which is currently developing a regional action plan for environmental education and training in Africa. The Global Universities Partnership for Environment and Sustainability (GUPES), facilitated by UNEP, is extending the MESA approach globally.

The SADC REEP and its partners are facilitating cross-boundary synergies between environment, education and other key sectors such as agriculture, TVET, and commerce; it is also making connections with other EE/ESD initiatives in southern Africa such as the Environmental Education Association of Southern Africa (EEASA) and the Southern African Regional Universities Association (SARUA) Climate Compatible Development research. Connections are also being developed with ESD initiatives in East and West Africa through RCEs. These capacity development processes and synergies need to continue.

Mr. Atiti highlighted the importance of overall consolidated policy frameworks at the national, regional and continental levels. He cited the MID policy framework of Mauritius as a good example other African countries could draw upon. He mentioned that a number of countries in Africa are embracing sustainable development principles through their educational systems and broad policy frameworks.

Mr. Ndaruga stressed that a sustainable relationship within communities would be inevitable in terms of building trust and respect. This would enable all stakeholders to contribute to a common agenda leading to a magnified outcome/impact.

Questions 4: What support and synergies for emergent learning systems based on ESD could be provided internationally?

Ms. Stephanie Hodge, Programme Specialist for Cross-Sector, Coordination, Education Division, UNICEF

Ms. Hodge delivered noted that knowledge was power and leaning was innovation and that equity was the key to ESD. From the perspective of UNICEF, whose mission is to serve for children and children's rights, quality education has to be inclusive, democratic and child-centered and sustainability must be the overarching principle of such education. This is the foundation for UNICEF's support for cooperation and development in Africa.

As the chair of the Inter-Agency Committee for the DESD (IAC), she noted that the IAC had been trying to define the norms and standards of quality education and ESD under the leadership of UNESCO. She emphasized that education was central to the foundation of sustainable development and the IAC had been trying to support the promotion of practices that dealt with crises in both education (e.g. access to education) and development (e.g. climate change and disaster risk reduction) through morality and a sense of collaboration. In so doing, Ms. Hodge described how the 17 IAC members, including UNDP and UN-Habitat, were working on the non-formal education sectors, trying to link different areas of work together through partnership and governance. Finally, she noted the importance of communications and innovation that took place in the local level by drawing attention to the RCE movement that had brought significant and positive change and capacity development at the local level.

Mr. Alexander Leicht, Chief, Section of ESD, UNESCO

In regard to the future of ESD, Mr. Leicht briefly commented that in order to respond to today's challenges a reorientation of education is required and that, building on the achievements and the challenges of the DESD, a scaling up of ESD action is required. He reminded the audience that the relevance and quality of education are increasing concerns across the world. Global citizenship is one of the three priorities of the UN Secretary-General's Global Education First Initiative.

Organizing a number of consultation meetings and conducting the online questionnaires that almost 100 member states and 500 organizations from 120 countries had responded to, UNESCO identified a tentative list of priority areas as well as leverage points for ESD action after the end of DESD. Mr. Leicht noted that one of the priority areas would be the

integration of ESD in policies, by emphasizing that ESD had to be integrated into both education policies and sustainable development policies. He noted that integrating ESD across the whole education institution, building the capacity of educators, and supporting youth would be other priority areas.

Last but not least, Mr. Leicht stressed the need for empowering local communities and multi-stakeholder networks such as RCEs so that these initiatives would be further developed and up-scaled under the Global Programme on ESD after 2014.

Ms. Fadeeva closed the second part of the session by thanking the panelists for their contributions and encouraging the participants to visit the UNESCO website to give any further inputs and comments to the ongoing consultations for the post-2014 ESD framework development.