

628 experts belonging to 74 countries participated in this conference which results will be published in the following years in order to be available for the Bonn meeting, in March 2009.

1- Progress made and outlook for the UN Decade of ESD in the European Union

The representatives from European countries assessed the progress made since the beginning of the Decade and made proposals for the second half, 2009-2014.

Four issues common to all EU countries were identified:

- analysis of institutional ESD systems and the role of schools in society;
- a systemic approach to programmes developed in school-based education;
- needs in terms of professional education regarding ESD fields;
- informal education and the social challenge of educational systems for the decade.

Five proposals were made to enlarge formal education to a comprehensive social approach.

- ESD should not consist in normative, "turnkey" approach
- The fields of study should be extended to include nature, real life and social discussion.
- The teacher has to work as part of a team so that practices be improved collegially.
- The benefits of social learning must be clearly explained to teachers.
- All the various training bodies encountered at different stages of life are suitable instruments for stimulating social learning.

2 - Positioning teachers within an educational continuum alongside other stakeholders contributing to a social sustainable development project.

The existing educational continuum formed the basis for identifying four proposals designed to improve how teachers are positioned:

- State education should **train its teachers in project-based pedagogy** and extend ESD to all types of school population;
- To create **forums and opportunities for consultation** between partners in order to:
 - get to know one another better and establish a common culture;
 - agree on the issues and objectives;
 - agree on who the recognized stakeholders and/or participants are;
 - establish joint actions on the basis of guidelines drawn up on a consultative basis.
- The teaching body should **strengthen its links with the University world**
- To develop **forums for sustainable development-related actions beyond state education** to reach audiences other than school populations, particularly senior citizens.

3 - ESD in the French-speaking world

Experts from 23 French-speaking nations called for solidarity and cooperation with a view to fighting poverty and exclusion.

- Calling on the Conference of Francophone State Education Ministers to develop ESD.
- Strengthening modes of governance and partnerships between local stakeholders.
- Identifying and promoting local skills and establishing projects giving a voice to the poor.
- Creating an inventory of research projects relating to ESD and implementing a database listing these projects and best practices.
- Strengthening a Francophone Education for Sustainable Development Network.
- Supporting initiatives developed by French-speaking MP from Southern nations.
- Increasing the number of training projects for SD aimed at grassroots communities.
- Taking into account Human Rights and the Rights of the Child and promoting the value of belonging to a specific culture and locality
- Accelerating the setting up of national ESD Committees in each country.

4 - The role of the media in educating and informing about SD

The media play a key role in raising public awareness and promoting adoption of new behaviours relating to sustainable development.

- The media must be credible and serve as an example through a genuine SD policy.
- The media must broadcast simple, clear and scientifically verified messages.
- Programmes dealing with SD must not be restricted to environmental issues.
- The subjects dealt with by the media must be clearly defined and content should be a source of information and discussion, rather than being sermonising or guilt-inducing.

- The media need to initiate dialogues with their audiences to become more participatory.
- The issues of SD should form part of the common-core training given to journalists.
- The setting up of a regulatory body, as a press council, should be encouraged.

5- Teaching resources for ESD: review of current resources and new schemes

Resources for ESD should fulfil two requirements: they cannot simply be 'ready-to-eat', and must be of genuine assistance in dealing with complex issues. Three key aspects are sought-after:

- There is a need for resources based on high-quality scientific information, especially for topics which are open to debate;
- There is a relative lack of resources for pupils in secondary education, compared to the plethora of productions aimed at primary-school children
- There is a need for harmonising and exchanging resource assessments and validation criterias at the European level for criteria differ from one country to another,

On the basis of these observations, four key recommendations:

- Adjusting resources to the target audience:
- Improving potential synergies between various partners
- Facilitating access to resources and best practices both globally and locally
- Including resources in a global approach

6 - France and ESD: stakeholder review for the first part of the Decade and proposals for the second part (1)

Representatives from government, local authorities, businesses and civil society carried out a stakeholder review and put forward joint perspectives for the second half of the Decade.

Four major topics emerged from this review: **Coherence, Assessment, Mobilisation, the Sharing - Dialogue – Partnership** approach.

Two proposals emerged with respect to the themes of "**Coherence**" and "**Assessment**":

- **Extending ESD consultation processes to include the regional level to develop multi-stakeholder platforms** in nature (Government, Education Authorities, local authorities, associations, unions and businesses), which should enable a common strategy for ESD to be established and implemented in each locality.
- **Implementing a means of assessing ESD initiatives**, with the systematic inclusion of upstream assessment of educational projects and a return loop for target audiences, in order to measure the quality and effectiveness ESD's "added value".

As to "**Mobilisation**", two proposals have been put forward:

- Creating a set of ESD reference skills to include both the knowledge required in all three aspects of ESD and the related skills to be used by all stakeholders (businesses, local authorities, education, etc).
- Implementing a trainer training programme to professionalise ESD, programme based on reference documents accessible to all so as to maintain expertise over time.

Two proposals relating to the "**Sharing - Dialogue – Partnerships**" aspect:

- Promoting multi-stakeholder networks and resources to encourage the exchange of best practices, with an emphasis on research tools rather than individual databases.
- Formalising a partnership charter between the various stakeholders involved in ESD initiatives allowing for local specifics (Charter of Ethics).

7 - Implementation of ESD by the Aquitaine regional authorities

- Local government coordination to raise awareness and inform all types of individual

- Raising training of local government technicians and elected officials in ESD and replacing political and economic short-termism with long-term approaches
- Promoting implementation of participatory approaches for a best impact on the public and clarifying the initiatives through the use of simple and understandable language

- Local government coordination for school-based Agenda 21 initiatives

- Setting up a national reference framework as a basis for local Charters and concerted, coordinated multi-stakeholder initiatives to implement local governance of ESD.
- Mobilising elected officials to implement these approaches and become long-term so that training with respect to SD becomes available to all individuals of every age

- Local government coordination workshops to cultivate the link between culture and SD

- Stakeholder training and awareness-raising on culture as a contribution to SD in terms of solidarity, social cohesion and wealth creation.
- Assisting local authorities and encouraging greater cooperation between departments responsible for culture, sport, sustainable development and so on.

8 - Education for Sustainable Development in the Euro-Mediterranean basin

- Incorporating ESD in the agenda of the Union for the Mediterranean – instruments to fund exchanges (e.g.: Tempus-Meda) and to support networking initiatives.
- A priority of all ESD initiatives should be to draw individuals and promote solidarity, with special attention paid to the needs of the least privileged.
- Stakeholder networks working to satisfy the basic needs of individuals through ESD which aims to enable these stakeholders to become autonomous must be supported.
- Well-established networks such as the MAB programme's Biosphere Reserves and World Heritage site networks should be better promoted in order to implement local ESD and enforce the links between mankind, nature and culture.
- Popular expertise and traditional skills should be promoted to draw different peoples closer together and encourage individual participation in joint projects.
- The Network of Mediterranean Universities for ESD must be encouraged and supported in its role as a change incubator in all the Mediterranean countries.

9 - Education for sustainable consumption and lifestyles (ESC)

The development of education for sustainable consumption is a fundamental necessity in formal, non-formal and informal education and forms an integral part of ESD:

- Founding ESC on values which also underpin ESD: training responsible citizens and consumers to be aware of their fundamental rights and freedoms and informed enough to take part in public debate and take conscientious decisions in markets.
- Improving the integration of ESC into sustainable development strategies and procedures both internationally, nationally and regionally.
- Involving competent government ministries, particularly those responsible for finance and the economy, by supplying financial aid for ESC practices and research.
- Providing educators with the means with which to act (infrastructures, frameworks, resources, etc), enabling them to place students at the centre of the learning process to encourage critical thinking throughout the educational process.
- Incorporating ESC into commercial and industrial training, particularly through the use of terminology relating to sustainable, responsible consumption.
- Sharing resources and best practices concerning ESC assessment and developing quality indicators.
- Strengthening the cooperation of local multi-stakeholders involved in ESC, such as the cooperation between NGOs and educators, and promoting cultural diversity and traditional skills.