



Draft of Strategy of Education for Sustainable Development in Sub-Saharan Africa

June 2006 version

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Acronyms and Abbreviations

ADEA:	Association for the Development of Education in Africa
SSA:	Sub-Saharan Africa
BREDA:	Regional Office for Education in Africa
ECOWAS:	Economic Community of West African States
ECCAS:	Economic Community of Central African States
DESD:	Decade on Education for Sustainable Development
UNDL:	United Nations Decade for Literacy
PRSP:	Poverty Reduction Strategy Paper
ESD:	Education for Sustainable Development
EFA:	Education For All
Ere:	Environment related Education
FLE/PE:	Family Life Education and Population Education
NEPAD:	New Partnership for Africa's Development
MDGs:	Millennium Development Goals
NGO:	Non-Governmental Organization
OCS:	Organization of the Civil Society
WFP:	World Food Programme
TIPE:	Training and Information Programme on Environment
LDCs:	Least Developed Countries
UNEP:	United Nations Environment Programme
REC:	Regional Economic Community
SADC:	Southern Africa Development Community
NSSD:	National Strategy for Sustainable Development
AU:	African Union
UEMOA:	West African Economic and Monetary Union
UNESCO:	United Nations Educational, Scientific and Cultural Organization

Foreword

In December 2002, the United Nations General Assembly adopted Resolution 57/254 proclaiming the period 2005-2014 the Decade on Education for Sustainable Development (ESD). The declaration invites all member States to have ESD mainstreamed in their educational plans and systems. UNESCO was appointed the Lead Agency and given the mandate to develop an international plan for the implementation of the decade.

The present strategy which is the result of a collective analysis and reflection on education for Sustainable Development in Sub-Saharan Africa, involves some regional initiatives for implementing the decade. It is aimed at guiding the interventions within the framework of the United Nations Decade on Education for Sustainable Development. This document is far from being exhaustive and should be considered as one stage of a dynamic process. Some modifications may be made to reflect the trend of the context of Sub-Saharan Africa during the next ten years. Indeed, the process of establishing a regional strategy is supposed to be continuous and participatory.

The preparation of this document required:

- i) A synopsis of the relevant documentation at the level of the three subregions covered by the study¹ (West Africa, Central Africa and Southern, East Africa and the Indian Ocean) ;
- ii) Some surveys conducted in nine countries deemed representative of their subregion (Cameroon, Chad in Central Africa, Guinea, Senegal, Burkina Faso and Nigeria, in West Africa, Malawi, Zambia, in Southern Africa, Mauritius in the Indian Ocean) ; and
- iii) The collaboration of resource persons coming from various countries and institutions who participated in the review of various outputs.

The first draft of this document was presented in March 2006 at the Biennial Meeting of the Association for the Development of Education in Africa, held in Gabon. This version delivered for assessment by all active actors in the field of education for Sustainable Development in Sub-Saharan Africa was enriched by the Libreville discussions.

¹ This study does not cover North Africa which, according to the structuring of countries at the level of UNESCO, depends on the Regional Office of Education of Arab Countries (BREA)

Executive Summary

In 2005 the United Nations launched the Decade on Education for Sustainable Development (DESD). This resulted from the acknowledgment of the importance of education in the harmonisation of knowledge and in cementing societies that are politically, socially and economically sustainable. The present document constitutes a regional strategy for the implementation of the United Nations Decade on Education for Sustainable Development in Sub-Saharan Africa

The aim of the Strategy is to encourage and support Sub-Saharan States in promoting and developing education as a means for cultural, social and economic development for the benefit of Sub-Saharan peoples.

The Strategy is based in 7 implementation principles and proposes 5 strategic objectives with several associated lines of action. The Implementation principles may be summarised as follows:

- All work developed within the framework of the strategy should be endogenously-based and aimed at possible paradigm changes in development action.
- All activities involved should be developed within a holistic approach.
- Inter-disciplinary and integrating approaches are to be used.
- Information and Communication technologies are cross-cutting to all activities to be undertaken.
- Community participation will be essential and all activities may be supported by existing decentralisation policies.
- Existing policies, programmes and initiatives are to be taken into account and used.
- Gender issues are mainstreamed to all activities.

Based on such principles the following objectives are considered:

- Improve policy harmonisation and commitment for the implementation of education for sustainable development at the regional and national level;
- To broaden public awareness on and to strengthen the practice of principles of sustainable development both in individual and collective lives.
- Promote an education system which enhances African cultures especially in the dimensions that contribute to sustainable socioeconomic development;

- Strengthen in all its dimensions the quality of education within the framework of sustainable development;
- Consolidate and diversify partners with a focus on education for sustainable development.

The strategy includes suggestions on institutional arrangements for its implementation, financing and monitoring. Furthermore, it emphasizes the need to promote on the one hand, a vocational and technical education adapted to the needs of the economy and taking account of environmental concerns, and on the other hand, non-formal education.

Overall, it attempts to reflect the Sub-Saharan needs and demands for education in order to secure the continent's sustainable development. It is the result of a process of collective thinking to which all regions in SSA were invited to contribute. Given that change is bound to occur during the decade (2005-2014), this strategy document is likely to be revised on the basis of the needs and demands of the countries and societies composing it. It is especially an attempt to promote education for sustainable development within a holistic and grounded-based approach so as to contribute to the establishment of African societies where cultures and ways of life are balanced with global and international pressures and demands.

I. Context

a) International and regional contexts of ESD.

1. Although two of the Millennium Development Goals (MDG) relate specifically to Education-provision of universal primary education (objective 2) and equality between the sexes in education(objective 3) - , it is worth acknowledging that ESD, by its very holistic dimension, is an implicit condition for attaining all the other objectives. ESD is an essential link in the poverty reduction and health and environment protection chain. Furthermore, the efforts made during the Decade on education for Sustainable Development will strengthen the activities conducted within the framework of Education For All (EFA) and the United Nations Decade for Literacy (UNDL) which all contribute to the attainment of the Millennium Development Goals
2. At the regional level, the New Partnership For Africa's Development (NEPAD) is both a vision and a strategic framework whose objective is to eradicate poverty and promote sustainable development. The Education sector features prominently therein together with Health, Science and Technology and Development of skills, among the priorities in terms of "human development". This all-encompassing approach to the priority areas of NEPAD, reflects the holistic approach to SD and clearly corresponds to the principles underlying ESD. In Africa, the Decade should therefore be an important vehicle or engine for implementing the operative paragraph set forth in the Education component of NEPAD.

²1987, Bruntland, G.H. (Ed.): Our Common Future: The World Commission on Environment and Development, Oxford: Oxford University Press

³1972, United Nations Conference on Human Environment, Stockholm

⁴ 1992, United Nations Conference on Environment and Development, Rio de Janeiro

⁵ 2002, World Summit on Sustainable Development, Johannesburg

3. The Decade on Education for Sustainable Development and the second Decade of Education in Africa launched by the African Union (AU) in 2006 are in perfect synergy and are mutually reinforcing, the objective of the latter being to extricate the continent from its "deficit" in education. Special attention will be given to insufficient capacities and resources as well as the negative impact that they have on Education, the uncertain economic growth, high population growth, armed conflicts, structural adjustment programmes, etc. Furthermore, the issues relating to good governance should be a basic concern since the implementation of the strategy implies favourable working conditions.

b) **Context of ESD strategy design**

UNESCO has prepared a document entitled International Implementation Scheme (IIS) whose design involved inputs from governments and United Nations agencies and a large gamut of other actors including the universities and the private sector, NGOs, youth and women's organizations and community groups. Like all the regional offices for Education, the UNESCO Regional Office for Education in Africa (BREDA) was mandated to facilitate the development of the Sub-Saharan Africa (SSA) strategy.

4. This study does not cover North Africa which, according to the structuring of countries at the level of UNESCO depends on the Regional office of education for the Arab countries (BREA).

5. The regional ESD strategy for SSA is the result:

- i) Of a synopsis of relevant documentation on the three subregions covered by the study (West Africa, Central Africa and Southern Africa, East Africa and the Indian Ocean). The use of this documentation has made it possible to prepare some status reports on ESD in SSA, highlighting the strengths and weaknesses but also the opportunities and risks to be taken into account in the process of designing a strategy for the promotion of ESD in the different countries.

- ii) of surveys conducted in nine (9) countries deemed representative of their subregions: Cameroon and Chad (Central Africa), Guinea, Senegal, Burkina Faso and Nigeria (West Africa), Malawi and Zambia (Southern Africa), Mauritius (Indian Ocean). These interviews were conducted with institutions, organizations and resources persons identified within the framework of desk research. They made it possible in the same vein, to sensitize national actors and prepare them for an active involvement in the validation of the strategic framework and its implementation;

- iii) of a collaboration of resource persons coming from various institutions which participated in the review of the various documents produced.

c) **Scope of the education strategy for sustainable development in Sub-Saharan Africa.**

6. The ESD strategy for Sub-Saharan Africa is intended for all actors operating in the sphere of Education and Sustainable Development, i.e. the majority of the population. What is sought through the preparation and implementation of this

subregional strategy, is the adoption of an alternative approach to education that constitutes a challenge to ethics and wisdom in the management of the development process by focusing on the constant search for a balance between economic, socio-cultural and environmental imperatives peculiar to Sub-Saharan Africa.

7. It is aimed particularly at proposing some lines of action that encourage the States to design some policies and practices that ensure the mainstreaming of sustainable development in education and learning through the involvement of not only educators but all other stakeholders. It will serve as a framework of reference for implementing the DESD; it is to this end that it is made sufficiently flexible, open and dynamic to enable the countries to adopt them and build national frameworks which, while taking account of global orientations, focus on their specificities and peculiar needs and concerns.

II. Problems and challenges of ESD in Sub-Saharan Africa.

8. The issue of ESD in Sub-Saharan Africa refers to an issue relating to the nature of on-going development in the region and highlights the numerous challenges posed. These challenges are linked to socioeconomic, environmental vulnerability (epidemics, illiteracy, famine, drought and floods, conflicts, etc.) and cultural vulnerability (disappearance of local languages, traditions...).

In the face of the structural crisis resulting from endogenous factors, the African youth, the principal target of this education, is rushing in a headlong flight to other horizons. The needs of the present generations in Africa are indeed, far from being met and there is the fear that a good number of policies and actions aimed at meeting these needs are not sustainable.

a) The challenges of sustainable development in SSA.

9. SD emphasizes the indispensable interrelationship between the environment and other dimensions of development: environmental, economic, social, cultural and political of which a few critical aspects can be recalled in Africa.

10. Among the ecological challenges facing Africa can be mentioned in the first place, desertification, the overexploitation of forest resources, the deterioration of marine and coastal ecosystems and rapid and unprepared urbanization, a source of growing precariousness in the outlying districts and countryside and increasing pollution. All these challenges are aggravated by Man-made activities and it is mainly the poverty and impoverishment of African populations which are both the causes and effects of environmental degradation.

11. From the economic point of view, poverty is widespread. About three-quarters of SSA survive with less than two dollars a day while the economic growth of the 90s rose to only 2.1% on average per year. This is quite far from the objective of 7% annual growth rate required by Africa to reduce by half, in 2015, the number of persons in poverty. According to World Food Programme (WFP), out of 49 Least Developed Countries (LDCs), 34 are African countries. The external debt of SSA countries amounted to 206 billion US dollars in 2000 and for some countries, the debt to export ratio was 180.2%, while that of debt to GDP was 66.1%.

12. In the field of health, Africa is affected by some major endemic diseases such as malaria, tuberculosis and the HIV-AIDS pandemic.

13. The 19 countries of the world with the lowest human development index are all in Sub-Saharan Africa.

14. The illiteracy rate of individuals aged 15 plus is 41% with very high interregional disparities, large gaps between the sexes and between rural and urban areas.

15. The political challenges to be met by SSA are not any less. The democratization of political life is making appreciable strides in Africa with the democratic transition being a slow and complex process in which each country has a special profile due to its history. However, the democratization processes have often been accompanied by some painful transitions and readjustments which have thrown some countries into a state of socio-political turmoil or open conflict based on institutional and constitutional restructuring of political leadership, power sharing, wealth and knowledge in the society. The participation in democratic life is still a remote prospect for many populations and groups, particularly women. In 322 countries, women represent between 0 and 0.9% of elected candidates. The tearing apart of countries in a situation of war affects neighbouring countries in many ways (number of refugees amounting to 8 million, arms trafficking), proliferation of landmines, accelerated destruction of the environment, disorganization of economies, etc.). Some conflicts that develop at the regional level have an impact and ramifications that go far beyond their causes and consequences of origin.

16. From the standpoint of all these problems, one of the political challenges of Africa is its capacity to redefine the paradigms of its development that enable it to avert marginalisation and enlarge its own margin or scope of autonomy. The perspective is undoubtedly that of a more endogenous⁶ development within a dynamic of genuine African integration but also globalization.

b) Education for Sustainable development in SSA

17. An education for sustainable development in SSA should contribute to meeting the above-mentioned challenges because "education can contribute to the improvement of security, health, prosperity and ecological balance worldwide, while concurrently promoting social, economic and cultural progress, tolerance and international cooperation" » (Preamble of the World Declaration on Education For All, EFA, Jomtien 1990).

18. One of the major challenges is the design of policies, plans and educational systems together with the mainstreaming of the essential values of ESD.

19. Education for sustainable development takes necessarily into account basic education both formal and non-formal, but exceeds the objectives of the latter. Indeed, it takes into consideration, through their interconnection, not only the needs of the educational sector but also those of the productive sector and the environment which supplies the resources required for production.

20. Another important challenge is how to achieve the targeted integration. For, it is not a question of adding new issues to the existing curricula by maintaining them

as they are, but undertaking a complete reorganization of these curricula on the basis of the new paradigms and principles underpinning sustainable development; the idea is to make the curricula and programmes more compatible with the demands of lifelong learning and learning for sustainability.

21. In this perspective, the content of educational programmes or syllabi should be contextualized to take into account national and local realities and concerns, be they in the environment, health or socio-political field.

22. In the final analysis, ESD should be the filter through which the perceptions, approaches and tools in education should be analyzed.

⁶ By endogenous, we mean not autarky and a falling back upon one's own thoughts, but the entrenchment in culture and positive local values before opening up to the outside world.

It is therefore, no longer necessary to add themes but to renew educational concepts and approaches by strengthening the meaning and substance given to education. If the meaning is to be put in relationship with the redefinition of objectives, the search for substance, through some relevant contents, implies for its part, a better articulation between education programmes and the principles of life.

23. ESD should create new avenues for the emergence and development of a new type of knowledge and skills as well as some sustainable local practices. The approach to ESD should be designed basically as the means to develop a critical thinking that induces a change of attitudes and behaviours among children, the youth and adults in schools and within the community. Finally, one of the major challenges that ESD should meet is the training of trainers with a view to a profound change in the ways of thinking, attitudes and behaviours for a sustainable development.

24. Some initiatives are under way in the field of ESD or related areas. Among these initiatives are Environment related Education (ErE), Family Life Education and Population Education (FLE/PE). They are a good source of experiences from which new initiatives can be taken.

25. In other fields of sustainable development such as Health Education, research and Endogenous science education within the ESD perspective, the development of methodologies on education and community learning, etc., some progress is being made in many countries.

26. The principal weaknesses that need to be remembered in these initiatives are:

- i) The absence of overall consistency in sectoral policies which affect the implementation of these initiatives ;
- ii) the partitioning of the on-going initiatives and the lack of strategic leadership for the mainstreaming of ESD in educational policies and development in general;
- iii) the absence of taking into account in the programmes and curricula of education (formal, non-formal and informal) issues as important in the context of SSA, as the modes of sustainable production and consumption, the prevention and management of risks and disasters or the management of conflicts;
- iv) the lack of adaptation of teaching materials as well as pedagogic approaches and tools.

III. Aims, principles, objectives and lines of action of the strategy of education for sustainable development in SSA.

a) Aim

27. The strategy of education for sustainable development in SSA is aimed at encouraging and supporting Sub-Saharan African States in promoting and developing education as a means of cultural, social, economic and environmental development in line with the characteristics, needs and aspirations of Sub-Saharan peoples.

b) Principles of implementation

28. The principal guidelines for implementing the strategy are as follows:

29. All work developed within the framework of the strategy should be endogenously-based and aimed at possible paradigm changes in development action. Sustainable development in SSA depends on the establishment of an appropriate balance between African culture, knowledge, values, economic needs, social pressures, and demands. Practice-based and contextualized approaches can contribute to paradigm changes that may conduce to better success in development action.

30. All activities involved should be developed in a holistic approach. This means using a concept of education that jointly takes into account its role in the acquisition and transmission of knowledge, in individual development, socialization and economic development. In this regard, education activities include concrete action towards:

- i) poverty reduction
- ii) peace and social and political stability
- iii) gender equality and equity
- iv) health promotion
- v) environment sustainability
- vi) culture in relation to skills, behaviours and values to be promoted
- vii) the enforcement of the principles of good governance and transparent management.

31. Inter-disciplinary and integrating approaches are to be used so that the specific nature of contexts, and the multiple role of education is assured in all programmes, projects and activities.

32. The success of sustainable development and implemented activities depends on their appropriation by the stakeholders involved in it. Thus, the implementation of the strategy necessarily involves community participation and it should be supported by existing politics of decentralization.

33. Several initiatives either international and /or national have been put forward aiming at the sustainable development of SSA. Education for sustainable development is to make use of already existing policies and practices; its added-value is to harmonize and give coherence to what has already been done. It will be necessary to ensure in particular, the link to and coherence of the activities implemented within the framework of the Decade on Education for Sustainable Development with that of other strategic frameworks (MDG, NEPAD, PRSP...) or programmes, inter alia, EFA and those linked to the United Nations Decade for Literacy (UNDL).

34. Gender issues are mainstreamed to all work developed within the framework of the regional strategy. Based on an inter-disciplinary approach, the solutions geared towards a sustainable development should involve men and women on an equal basis, particularly the youth, and take into account their respective and common needs, objectives and aspirations. Similarly, ESD requires that the priorities and visions in relation to the development objectives of women be clearly taken into account, mainstreamed and encouraged particularly in the Educational, Scientific, Cultural, Information and Communication policies.

35. Information and communication technologies are cross-cutting to all activities. They have an indisputably strategic role in the promotion of ESD. The different cooperation programmes and projects should pay much greater attention to the development and trend of these technologies and their uses because, in order to support development efficiently, it is necessary to popularize the skills required for their mastery and promote applications adapted to the social, cultural, economic and technical realities of the South. The opening up to the outside world and to other cultures is an essential element of the collective awareness of the demand for sustainable development.

c) Objectives and lines of action

36. The four priority aspects of ESD⁷ are aimed at:

- i) Promoting Basic education. It is worth specifying that here, this encompasses in our view not only formal and non-formal Education, but also technical and vocational training which has declined appreciably in most countries of the region;
- ii) Strengthening institutional and operational capacities for a consistent and systematic incorporation of ESD in policies and programmes and an implementation of learning activities;

⁷ International plan for the implementation of the Decade, April 2005.

- iii) Adapting teaching syllabi, curricula and tools; and
- iv) Informing and sensitizing the public.

The five (5) objectives identified for the African ESD strategy come under these 4 priority aspects:

Strategic objective 1: to strengthen consistency in and commitment to ESD implementation policy at the regional and national level.

37. The needs and concerns at the three levels (regional, national and international) have produced some development policies. Nevertheless, in many countries, the low level of commitment on the part of public authorities regarding the actual implementation of these policies is still observed. A real education policy depends on other measures, particularly financial measures. Some well-designed decentralization policies and their actual implementation also have an impact on performances in the field of education. Success in this field is a function of the level of consistency and effective coordination of these policies. Accordingly, the following lines of action may be proposed:

37a. Support for national and regional studies and action to ensure the coherence of existing policies in order to promote a holistic and integrated approach in education for sustainable development.

37b. Strengthening the participation of all community actors in the implementation of policies through a commitment on the part of individuals and groups in the debate on and formulation of the implementation policies at the local level;

41c. Provision of training for such key actors as parliamentarians and local leaders, journalists, NGO personnel to enable them to promote the implementation policy at the regional and national levels and the participation of the community in the design of implementation strategies.

37d. Holding consultations with all the appropriate government ministries in order to encourage the access and commitment to the key areas of education (EFA, technical and vocational training...) in line with the needs and choices of the country.

Strategic Objective 2 : to promote the sensitization of the public and strengthen the implementation of the principles of sustainable development at the individual and collective level.

38. Sustainable development can be effective only if individuals and societies do not appropriate to themselves only the theoretical principles associated with it, but also make them the guiding principles of their lives. It is therefore fundamental to have the populations impregnated with such principles but also to ensure that these principles are integrated in individual and collective behaviours.

Many of these principles are endogenous, but unknown and neglected by groups and individuals. Sustainable development involves the observance of the rights and obligations contextually by taking account of present and future generations as well as future society models. Consequently, the activities below may be undertaken:

38a. Organization of sensitization campaigns on the principles of sustainable development. These campaigns should target all social groups and be promoted by all means and through appropriate approaches and channels. The media, but not exclusively, may be one of the key means.

38b. Organization of debates and activities in relation to some key events at the regional, national and community level such as the establishment of health centres and hydraulic facilities, presentation of urbanization plans. The involvement of communities in decision-making constitutes not only a participatory approach to the understanding but also to the implementation of the principles of sustainable development.

38c. Recourse to a participatory approach in the definition and implementation of the activities initiated within the framework of the strategy, starting with the design of national strategies.

Strategic objective 3: to promote an education which draws on African cultures and contributes to their development for a sustainable socio-economic development.

39. Heritage and cultural values, according to the African Union and UNESCO, should be the basis for education at all levels. Similarly, the importance of African languages is recognized by these two organizations as an engine or medium of instruction and culture for giving concrete expression to African renaissance. Culture and education are considered as important weapons for the control of poverty and HIV-AIDS, the promotion of peace, stability and good governance. As such, their interrelationship is an overriding necessity for sustainable development. It is this interrelationship which could make it possible to promote positive endogenous practices and those practices that impact negatively on health, development, human rights and quality of education. The following lines of action could contribute, among other things, to the achievement of this strategic objective.

39a. Promote the production of culturally entrenched knowledge through academic research and research and action or collaborative research with a view to helping the youth and adults to grasp the fundamental cultural benchmarks and understand their world and transform it. Academic research will have a crucial influence in the mainstreaming of endogenous knowledge in educational practice, because it can precede, found or explain change.

39b. Enhance through education, the cultural practices and endogenous knowledge which contribute to the control of diseases and the HIV-AIDS pandemic.

39c. Support educational activities that make use of social and cultural practices operating in favour of environmental preservation within the prospects of sustainable development.

39d. Control cultural practices and values that establish any form of discrimination, including discrimination as to sex, and promote positive values in favour of equity and democracy.

39e. Strengthen the links between culture and education by putting them at the service of economic development of African countries.

Strategic objective 4: to improve the quality of education for sustainable development.

40. Among the characteristics of quality education is the cognitive, creative and affective development of learners, be they young people or adults, as well as the

acquisition of values and attitudes that make it possible to exercise responsible citizenship. Of course, it must be understood in this case that responsible citizenship takes into account the acquisition of social, technical, cultural and economic skills. These skills can be acquired in a more sustainable manner by taking into account the characteristics, needs and aspirations of the environment or milieu for which the trained person is destined. The improvement of the quality of education for sustainable development involves in these conditions, a set of activities which can be divided into such fields of activities as:

40a. Strengthening the capacities of the actors of education and training systems as well as the institutions to which they belong. Also, it is worth understanding the training of trainers and strengthening the capacities of policymakers with a view to developing the environments and values suited for the exercise of skills acquired.

40b. Including in educational curricula, the living experiences of African peoples and the major issues of development in Africa (environment, health, consumption, peaceful cohabitation and coexistence, etc.), cultural values, including the use of African languages for the acquisition of knowledge and skills to meet the needs and aspirations of the populations.

40c. Searching for and using appropriate pedagogic approaches and materials to implement these curricula in order to ensure the acquisition of culturally entrenched knowledge, skills, values and behaviours within the prospect of sustainable development.

40d. Readjusting the management policies and mechanisms of educational and academic institutions in order to adapt them to socio-economic realities.

40e. Formulating higher education policies more geared towards the demands of ESD, including a policy of continued training and teachers' assessment and the use of information and communication technologies in education.

Strategic objective 5: to consolidate and diversify partnership with a focus on education for sustainable development.

41. The implementation of the decade implies the increased involvement of partners. The activities to be conducted in the establishment and strengthening of partnerships could be defined through some special roles and responsibilities. Thus:

41a. Governments, the leaders of the initiative, will be responsible for formulating policies, securing the synergy and coherence of the various initiatives, developing some mechanisms for the mainstreaming of ESD in the different systems and modes of education and mobilizing resources. The national commissions for UNESCO and affiliated offices could play a coordinating role between the Governments and technical and financial partners.

41b. Teachers and educators should improve their qualifications and skills and demonstrate creative imagination for a genuine ESD. In this regard, teachers' unions which are special partners of the State, should propose some relevant and realistic alternatives for the implementation of ESD and support quality education activities. In particular, academic institutions and education and research establishments should ensure an improved matching of education and research programmes with the

concerns of employment sectors and local, national and international communities. They will be required, inter alia, to initiate research and training programmes which contribute to meeting the major challenges identified and the definition of the relevant indicators for ESD. In particular, universities and centres of higher education should promote among other things, some vocational and technical branches which would cater for the needs of environmental education.

41c. Organizations of the Civil Society (OCS) and NGOs will invest themselves mainly in non-formal and informal education and continue to promote the alternative forms and modes of education which have a non-negligible impact on the provision of education. The other various organizations (community associations, APE, religious organizations, etc.) will continue their participation in the management apparatus put in place.

41d. Local communities should be stakeholders in the design of educational policies for sustainable development and the establishment of efficient mechanisms for the participatory management of education. It will be necessary to strengthen their capacities and skills in this regard and particularly in the area of fundraising which is indispensable for education financing.

41e. The private sector, given the change in the modes of consumption and production required within the framework of sustainable development is greatly solicited by the decade on ESD. As such, it will be required to adopt policies relating to the introduction of ESD in technical and vocational training schools and in continued training policies for firms while providing financial support for higher education and research and also for technical and vocational education.

41f. The media will contribute to the popularization and appropriation of the concept and ideals of ESD as well as to awareness raising activities particularly through the development of community radios and television broadcasts especially for children.

41g. Development partners should provide technical and financial support for the definition and implementation of national programmes. Within the United Nations, the position of UNESCO as the leading agency in education and its responsibility in the implementation of EFA and UNDL should facilitate its role as the front-rank organization in the implementation of DESD. It will be required to search for cooperation and synergy of action with national actors and other operators within and outside the United Nations system.

41h. The African Union and Regional development agencies play an important role in the implementation of NEPAD of which education constitutes one of the major aspects together with other essential components of sustainable development such as environment, health, poverty control, etc. The NEPAD framework will serve as a tool for financial resource mobilization and the establishment of partnerships in order to attain the results set forth in the Decade on Education for Sustainable Development. A fruitful dialogue should be initiated and maintained between UNESCO and the AU with a view to strengthening the synergy and complementarity between the DESD and the Second Decade on education in Africa.

IV. Institutional arrangements for implementation of the strategy at the regional level.

42. The implementation of the strategy depends basically on the institutional arrangements, capacities and resources. The implementation of the strategy will be the result of an action at the regional, national and community levels. In this regard, all partners will have a role to play in its implementation (see preceding chapters). Some institutional arrangements will require more debates and commitments between all stakeholders; however, some fundamental special proposals may be put forward.

Concerning the responsibilities of stakeholders and their roles in the implementation of the strategy:

43. The African Union Commission will guide the strategic orientations, facilitate and promote the implementation of the strategy by ensuring a good coordination at the regional level and the link with other frameworks and initiatives such as the African Union Decade for Education. The fora responsible for the implementation of NEPAD, on the basis of the principle of subsidiarity, will also provide support in the implementation and monitoring of the regional strategy.

44. The Regional Economic Communities (RECs) will facilitate the adaptation, implementation and coordination of the strategy at the subregional level.

45. The countries are the Gordian knot as regards the implementation of the regional strategy. It is therefore crucial that an ESD focal point be set up at the national level. It will be entrusted with the task of reporting to the national authorities on the progress of mainstreaming ESD in sectoral programmes. The situations vary from one country to another but practically all of them have set up or are in the process of setting up some institutional frameworks which could potentially take care of the issue of ESD. In some countries, the National commissions for sustainable development could play an accelerating role while in others, it is the NGOs, NGO networks or academic structures which are the most visible and suitable in the field. These fora should be part of the institutional framework for the implementation of ESD at the national level. The OCS', the private sector and the other major groups will collaborate in the development and implementation of the strategy within the framework of a participatory approach through the fora that governments will put in place at the national level.

46. Development partners should provide financial and technical support for the implementation of the strategy.

47. UNESCO by virtue of its role as a lead agency in collaboration with UNEP and other partners, should provide full support for the promotion and implementation of the Decade. The UNESCO Regional Office for Education in Africa (BREDA) will play a fundamentally supportive and concomitant role in the implementation of the regional strategy.

Concerning the issues related to information, the production and sharing of knowledge:

48. The establishment of networks for the exchange of information and knowledge as well as working groups and fora is envisaged as an important means of

keeping the strategy and its implementation vivid and updated. Focal points may be created at the level of some key institutions and / or organizations including those of the civil society. Since the implementation of the strategy should also be viewed as a means of producing knowledge, such focal points may be linked through networks and /or through working groups. The latter may assume a Subregional character. An international organization like UNESCO or UNEP, may assume the role of coordinating the regional networks and /or working groups, in order to possibly review the strategy or prepare the substantive documents for the sharing of knowledge.

Concerning financing:

49. The DESD is an ambitious and complex enterprise. Financial resources are required. It will be important not only to resort to trade-offs in the allocation of resources to take care of new requirements deriving from the interfaces between the different programmes but also and above all, to give priority to convergence clusters in the financing of activities. This approach will be especially easier as the countries adopt a programme approach by ensuring complementarity in the objectives of the different support initiatives for the education sector. The funds earmarked for the MDGs will be probably possible to mobilize on condition that the initiatives presented demonstrate that they fit in with the objectives of this programme while going beyond its scope. The ESD is also an opportunity to implement the new types of partnership adopted as an important mechanism for sustainable development financing by the Johannesburg Summit. Some financial resources may be mobilized from the private sector, as long as its needs and concerns are taken into account in the objectives of education for sustainable development.

V. Monitoring of the strategy

50. The need to ensure that the aims and objectives of the strategy are used as a guide in the definition of local strategies, programmes and projects while their implementation requires an exchange of information at the regional, national and community levels, as well as the production of knowledge and the adjustment of existing knowledge to the specific characteristics of the context. The work should be carried out over a 10-year period; and this requires regular updating taking into account changes that affect the economic, social, environmental and politico-institutional context. This involves splitting the strategy into several stages.

51. The principal stages relating to the decade implementation are already identified in the IIS. Some stages may also be proposed for assessing and monitoring the implementation of the strategies at the regional, national and even local levels.

52. In the immediate period, the idea is to promote the appropriation of the regional strategy through wider fora as well as the preparation of national strategies which should be an opportunity for more thorough exchanges between the actors of ESD. It is at this level in particular that a more precise mechanism for monitoring and evaluating the strategy implementation should be defined.

53. In order to make it possible to appraise the activities implemented, a second stage is necessary; it consists in defining some indicators of progress in the strategy implementation at the national and regional level. These indicators could relate to the policies, legal and operational frameworks, financial mechanisms, educational models, etc.

54. The implementation of the ESD strategy which is a long term process, should also be considered as a continuous process. In a long term perspective, some indicators should make it possible to measure the effects of the strategy, particularly the change of behaviour. The measurement of these indicators should continue beyond the decade. Those responsible for the monitoring are, each for its part and still on the basis of the principle of subsidiarity: AU/NEPAD at the regional level, the RECs at the Subregional level and the countries at the national and local levels.

55. Associated with the monitoring, should be the evaluation stages. A first stage is envisaged in the mid-term. The lessons learned should contribute to the readjustment of the lines of action and implementation mechanisms. Another evaluation should be undertaken at the end of the decade. And finally, an a posteriori evaluation (10 years after the end of the decade) should be envisaged. This evaluation will make it possible to measure the impact of the decade on Education for Sustainable Development on the capacity of education systems to promote its principles and contribute to their day-to-day enforcement by all fringes of the population and institutions.