

Changes towards Promotion of the Decade of Education for Sustainable Development

- Changing Role of Education in the Globalizing World
- A Copernican Revolution – Position of Universities
- Mobilizing for Sustainable Development
- Major Problems to be Tackled
- Key Issues for the Success of the DESD
- UNU's Activities to Promote the DESD
- Regional Centers of Excellence

Signatories of the Ubuntu Declaration

- African Academy of Science (AAS);
- Copernicus-Campus;
- Global Higher Education for Sustainability Partnership (GHESP);
- International Association of Universities (IAU);
- International Council for Science (ICSU);
- Science Council of Asia (SCA);
- Third World Academy of Sciences (TWAS);
- United Nations Educational, Scientific and Cultural Organization (UNESCO);
- United Nations University (UNU);
- University Leaders for a Sustainable Future (ULSF) and,
- World Federation of Engineering Organizations (WFEO)

Aims of the Ubuntu Alliance

- (i) Closer communication between scientific and technological communities and educational communities to integrate the latest scientific and technological information and knowledge into education curricula and ensure appropriate education for sustainable development.
- (ii) Closer linkage between primary, secondary education and higher education, so that the concept of sustainable development is integrated into all levels of education as appropriate.
- (iii) Bridging the knowledge gaps between the nations of the world through a fundamental strengthening of education for sustainability worldwide.

Points of Action

- strengthening the role of educators in the CSD process as one of the major stakeholders;
- promoting communication and collaboration among scientific, technological and educational organizations;
- facilitating the review and revision process of educational programmes and curricula at all levels of education for integrating the latest scientific and technological knowledge for sustainable development into educational programmes and curricula,
- developing mechanisms to continuously inform teachers and update programmes;
- promoting efforts to attract young people to the teacher profession;
- emphasizing the importance of ethical issues in education for building a sustainable and peaceful global society in the 21st century;
- promoting knowledge transfers in innovative ways to speed up the process of bridging gaps and inequalities in knowledge; and
- working towards a new global learning space on education and sustainability that promotes cooperation and exchange between education at all levels and among all sectors of society.

Recommendations of GEA

- (i) One of the most important key issues for the success of the DESD is to develop an enabling environment mobilizing as many stakeholders as possible towards partnership for education for SD.
- (ii) It is important to develop a new global learning space on education and sustainability that promotes cooperation and exchange between education at all levels and among all sectors of society. It is especially important to promote locally-based activities, taking account of social, cultural and environmental diversities.
- (iii) There is a need to strengthen communication and collaboration among scientific, technological and educational organizations and facilitate the processes for integrating the latest scientific and technological knowledge for SD into educational programmes and curricula.
- (iv) Higher education could and should play an important role in promoting education for SD to integrate the concept of SD into all levels of education as appropriate. It should be recognized that, among others, higher education would play a key role for basic and secondary education through teacher training and retraining.
- (v) It may be clearly emphasized that education for SD is important not only for developing countries but also in developed countries. Some topics such as sustainable production and consumption and lifestyles are more relevant to developed countries.
- (vi) It should be clearly recognized that the governments are invited to integrate education for SD into their national education strategies and action plans at all appropriate levels by 2005 by UNGA Resolution.

UNU's aims in the DESD

- (i) To improve quality of education by integrating state-of-the-art knowledge in all types of science and technology on sustainability into educational curricula and practices in all levels and all sectors; and
- (ii) To sufficiently raise awareness of public at large and policy and decision makers in particular so that the state-of-the-art knowledge on sustainability will be duly reflected in the national development planning and processes.

Concrete Activities of UNU

- Development and implementation of the International Implementation Scheme for the DESD;
- Awareness raising among public and policy makers in particular;
- Promotion of regional centers of excellence on education for sustainable development both in Japan and in the world;
- Support to and active participation in GHESP Toolkit project;
- Promotion of distant on-line learning through ICT (Global Virtual University, the Asia Pacific Initiative etc.).

Global Learning Space

Regional Centre of Excellence

1 2 3 4 etc

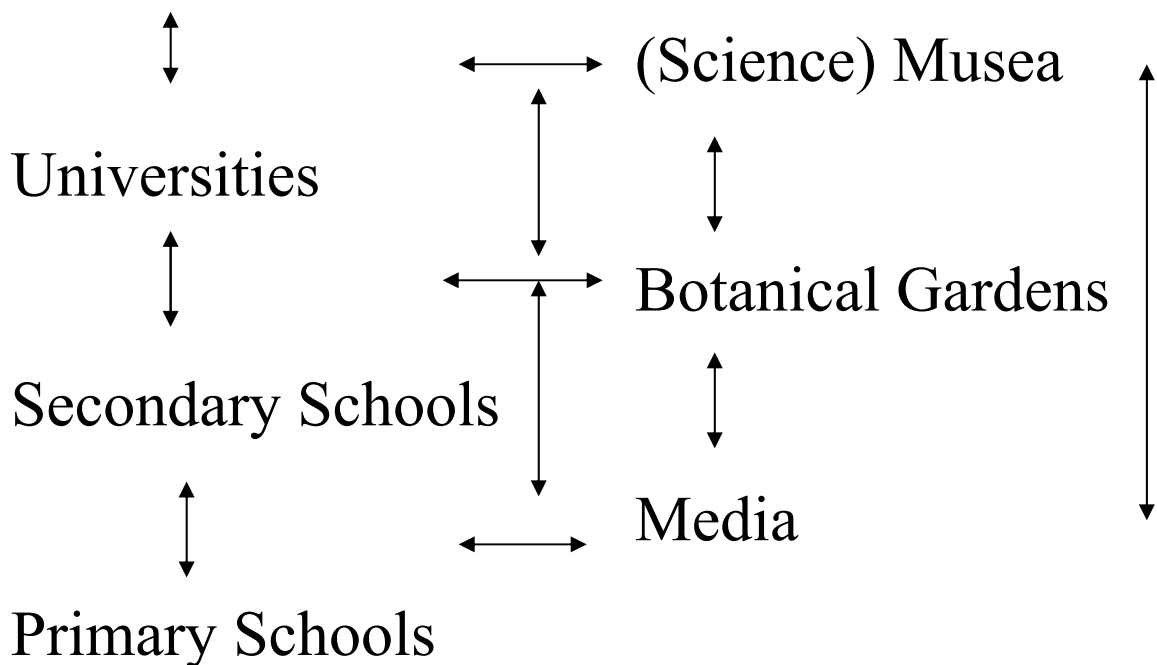
- . Primary School
- . Secondary School
- . University

- . Science Museum
- . Botanical Garden
- . Media
- etc.

Regional Centre of Excellence

| | |
|---------------------|-------------------------|
| Formal Education | Non-Formal Education |
|---------------------|-------------------------|

Research centre(s)



- RCE's are characterized by vertical and horizontal integration
- Teachers (re)training according to *cascade*-model