

ACTION PLAN FOR IMPLEMENTING EDUCATION FOR SUSTAINABLE DEVELOPMENT IN THE PACIFIC ISLANDS 2008-2014

Preamble

Pacific region can, should and will be a region of peace, harmony, security and economic prosperity, so that all of its people can lead free and worthwhile lives. We treasure the diversity of the Pacific and seek a future in which its cultures, traditions and religious beliefs are valued, honoured and developed. We seek a Pacific region that is respected for the quality of its governance, the sustainable management of its resources, the full observance of democratic values and for its defence and promotion of human rights. We seek partnerships with our neighbours and beyond to develop our knowledge, to improve our communications and to ensure a sustainable economic existence for all.

(Vision for the Pacific, Forum Leaders, 2004)

"our biggest challenge in this new century is to take an idea that sounds abstract – sustainable development – and turn it into reality for all the world's people"

(Kofi Annan, 2001)

Education is critical to achieving environment and ethical awareness, values and attitudes, skills and behaviour consistent with sustainable development and or effective public participation in decision-making.

Both formal and non-formal education is seen as being indispensable to changing peoples' attitudes so that they have the capacity to assess and address their sustainable development concerns

(Chapter 36, Agenda 21, 1992)

1. Background

As affirmed in the 2000 Dakar Education for All Framework for Action, education is well-recognised as essential to sustainable development, peace and stability within and amongst countries. Education for Sustainable Development (ESD) seeks to integrate the values inherent in sustainable development into all aspects of learning to encourage changes in behaviour that allow for a more sustainable and just society for all. The declaration of 2005-2014 as the United Nations Decade of Education for Sustainable Development by the UN General Assembly, has added impetus to global efforts in ESD.

In September 2006, Ministers of Education endorsed the Pacific ESD Framework at their meeting in Nadi, Fiji. The Pacific ESD Framework was developed in 2006 at the request of UNESCO National Commissions by a wide range of stakeholders in education and sustainable development. Recognising the cross-cutting and inter-disciplinary nature of ESD, Ministers, in approving the Pacific ESD Framework, requested that a Regional Action Plan for ESD be developed with wider consultation and taking into account other relevant regional frameworks and action plans.

This draft Action Plan for Implementing ESD in the Pacific Islands was developed using a broad-based and extensive consultation process (see Annex 1 for details). In line with the strategic objectives for sustainable development endorsed within the Pacific Plan, the draft Action Plan provides a strategy for achieving long term change to address issues such as environmental sustainability, health, education and training, gender equality, youth involvement and the recognition and protection of Pacific Island cultural values, identities and traditional knowledge. It draws on information obtained from a survey conducted by the University of the South Pacific (USP) to identify current regional and national/local ESD-relevant activities. In addition to the Pacific Plan, the Action Plan also complements other regional and international initiatives, particularly the Millennium Development Goals, the

Forum Basic Education Action Plan, Education for All, the UN Decade for Literacy, the SPREP Education and Communication Guiding Framework and the Pacific Youth Strategy.

2. What the Action Plan is and How it May be Used

This Action Plan will serve as the primary document for steering the implementation of Education for Sustainable Development (ESD) in the Pacific islands region. The Action Plan is intended to be a dynamic document that establishes a series of actions to guide national governments and regional partners in developing appropriate responses for ESD in the Pacific islands region.

The main focus of the Action Plan for ESD will be to support capacity development through formal education as well as non-formal education targeting *individual, institutional and systemic* capacity. Thus, the Action Plan for ESD is aimed at developing appropriate governance policies and structures and capacity of individuals; government agencies at all levels; non-governmental organisations; and local communities to empower them to assume responsibility, acquire values, behaviours, technical knowledge and skills, and decision-making abilities to create a sustainable future.

The Action Plan will serve as a guide for the development of national ESD action plans or for incorporating ESD within existing Sustainable Development and/or Education Plans. Pacific Island Countries Territories (PICT) will be able to use the Action Plan to identify their ESD priorities and develop national responses aligned to the regional document. Regional and national level indicators will have to be developed for monitoring and evaluating ESD implementation. This approach will ensure that each PICT is able to approach ESD in a way that fits in with existing national processes and matches national needs, while also having a system in place to enable reporting at regional and international level as required under the UN Decade of ESD.

An important aspect of the Action Plan is the acknowledgment that ESD (and sustainability/sustainable development) will be conceptualised differently depending on the socio-cultural, economic, ecological and political contexts, and individual aspirations. There is a need therefore, to ensure that appropriate approaches and processes are developed to address these issues. An innovative example, currently being piloted in the region, is the USP/IOE Sustainable Livelihoods and Education Project (SLEP), which seeks to identify perceptions of ESD through culturally appropriate research and inform national curriculum reform based on the findings.

The ESD Action Plan is set out in the following pages. A series of objectives and activities (and sub-activities) are proposed under each of the priority areas for action. The Action Plan also identifies examples of ESD-relevant initiatives currently in action and highlights areas for potential partnerships. Expected outcomes (with relative timelines) are identified against most of the activities and can be further developed into indicators of progress at the national level.

3. Action Plan for Implementing the Pacific Regional ESD Framework

Vision: A world where everyone has the opportunity to benefit from education and learn the values, behaviour and lifestyle required for a sustainable future and for positive societal transformation

Goal: To empower Pacific peoples through all forms of locally relevant and culturally appropriate education and learning to make decisions and take actions to meet current and future social, cultural, environmental and economic needs and aspirations.

Priority areas for action:

In selecting the priority areas for action, the primary emphasis has been on the classification used in the Pacific ESD Framework. However, for the sake of inclusiveness and for complementing other regional and international strategies and initiatives, a slightly modified grouping of priorities has been used in this Action Plan. The connection between the priority areas used in the Action Plan and those identified in the Pacific ESD Framework are somewhat as follows: Formal Education (FE) & Non-formal Education (NE) of the Action Plan relate to Formal Education and Training priority of the Pacific ESD Framework; Non-formal Education (NE) & Communication and Advocacy (CA) priorities of the Action Plan include the Community-based Education priority of the ESD Framework; and the ESD Governance (EG) & Research, Knowledge and Innovation (RK) priority of the Action Plan relate to the Policy and Innovation priority of the Pacific ESD Framework.

Formal Education (FE)

Structured learning initiatives for improved knowledge and understanding to support implementation of sustainable

Formal education refers to all structured learning which includes early childhood education, primary and secondary schools, TVET (technical and vocational education and training) and tertiary institutions.

Non-formal Education (NE)

Non-formal opportunities and community-focused programmes for improving people's knowledge, understanding and skills to implement and promote sustainability

All sections of society have roles to play in ESD. These include government leaders and officials, private sector, non-governmental organisations, civil society and community groups (women, youth, church, etc). People can only participate actively and effectively in nation building when they are equipped with the necessary knowledge, understanding, skills, perspectives, value systems and confidence to do so. Nations with high illiteracy rates and unskilled workforces usually have fewer development options. A wide range of delivery agents are involved in the effort to achieve this non-formal education priority area and its objectives, including media, TVET, traditional leaders, sports groups, NGOs, church elders, business, Pacific Island researchers, regional agencies and national governments.

ESD Governance (EG)

Policies, organisational structures, financing, working mechanisms, rules, procedures and indigenous knowledge systems

For ESD to become integrated into our ways of working, decisions will need to be made at different levels to enable structural/institutional changes that incorporate ESD principles and related actions. This will be necessary in both, formal and non-formal situations. ESD Governance refers to the processes of direction-setting and decision-taking in organisations (such as private sectors, governments, non-profit entities) as well as in less structured areas such as partnerships, communities and alliances. National and local policies, bylaws and government decrees often define how the governance process is supposed to function in

a particular setting. In practice however, the informal traditions, indigenous and other accepted practices or unwritten codes of conduct that people follow are often equally important in the Pacific in determining how governance works. This priority area provides a focus for addressing these interactions from the perspective of ESD.

Research, Knowledge and Innovation (RK)

Research and innovative models and approaches to implement ESD

Education for Sustainable Development is a dynamic concept and will be interpreted within cultural contexts. Ongoing ESD research is essential if learning is to be meaningful. Research will be required to help develop an understanding of ESD within the diverse cultural contexts and to identify gaps and challenges for implementation. Research and training can make a major contribution to all aspects of sustainable development and building a new ethic of global stewardship. Research in this case refers to use of action-oriented learning approaches and critically reflective methodologies that endeavour to find creative solutions to current and emerging issues.

Communication and Advocacy (CA)

Providing tools to raise the profile of ESD and support social change efforts

Communication and advocacy are well accepted as essential tools in raising awareness and understanding in the short term and, potentially changing attitudes and behaviour in the longer term. Innovative communications tools and strategies will be required if the impact of ESD is to be long term. Non-formal interventions in particular, rely on effective forms of communication through the media, and public empathy and understanding arising especially from outreach programmes.

4. Guiding Principles

Implementation of the Action Plan will be guided by the following principles:

- Participatory and people-based approaches will be used for ESD promotion.
- Appropriate cultural and sustainability elements will be incorporated into educational curriculum.
- Pacific people and communities will be treated ethically in their participation in ESD activities.
- Partnership and collaboration will be key to sustainability education (e.g. building on Pacific World Summit on Sustainable Development (WSSD) Type II partnership initiative) in the Pacific.
- A mix of regional, national and local approaches will be used to ensure efficiency in ESD activities.
- Within the mix of ESD activities, priority will be given to a wide range of stakeholders emphasising life-long education.
- As far as possible, ESD promotional activities will be built on existing initiatives, including environmental education.
- Information and communication technologies will be used effectively for the promotion of ESD in the region.
- In curriculum development and teacher education, ESD will be recognised as being principally about "learning by doing".

5. Time-lines

Timelines for completion of activities are as follows:

Short: within Year 1 to end of Year 2 at latest

Medium: Years 3-6

Long: beyond Year 7

6. Implementation of the Action Plan

The Action Plan will, as far as possible, build on existing initiatives and an important aspect of this is to establish a clear picture of current initiatives of relevance. The complementarities of Environmental Education (EE) and ESD are an important consideration in this regard. The rich Pacific culture will have to feature prominently in the implementation of ESD in the region. USP and UNESCO have conducted mapping exercises in an attempt to determine the status of regional ESD programmes and activities. This information is being archived to generate a regional database for ESD and in identifying gaps while planning new initiatives and projects. The database management has to be an ongoing activity under the Action Plan.

During the mapping exercise, a number of on-going initiatives and plans for new ones have been identified and these have been included in the action plan matrix. In order for the smooth promotion of ESD projects, lead agencies and partners have to be agreed upon and proper implementation mechanisms facilitated. Sponsors and donors will also be sought to help develop activities proposed under the Plan. These may be on a regional, sub-regional, bilateral or national/local basis. Countries will be encouraged and assisted through a coordinating mechanism to develop their own approaches to ESD and incorporate these into existing programmes and initiatives.

Activity	Sub-activity	Outcome/indicator <i>(to be developed further during implementation)</i>	Timing	Examples of current initiatives
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FORMAL EDUCATION (FE)

Structured learning initiatives for improved knowledge and understanding to support implementation of sustainable practices

Activity	Sub-activity	Outcome/indicator <i>(to be developed further during implementation)</i>	Timing	Examples of current initiatives
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Objective FE1. Promote integration of ESD in the education systems at all levels (Early Childhood Education to Tertiary) in all PICTs

FE1.1 Provide ESD input to national curriculum development initiatives	<p>Develop courses and course materials for the delivery of sustainability content in schools at all levels</p> <ul style="list-style-type: none"> ◆ Develop a resource/guidebook for inclusion and teaching of sustainability content across national curricula ◆ Conduct in-service teacher workshops/seminars to encourage use of guidebooks <p>Enhance the capacity of curriculum developing units to integrate ESD input into curriculum reforms factoring in the views of different stakeholders; e.g. health, gender, HIV/AIDS etc..</p> <p>Develop a trial ESD training programme accessible to in-service teachers</p>	<p>Courses and materials available covering various aspects of ESD, including environmental, social and economic considerations</p> <p>The reoriented curriculum addressing sustainability and expanded to include critical-thinking skills, skills to organize and interpret data and information, skills to formulate questions, and the ability to analyze issues that confront communities.</p> <p>Guidelines available to all teachers and curriculum developers on integrating ESD and SD into national curricula</p> <p>Sustainability content actively taught across national curricula</p> <p>Number of teachers accessing this course</p>	Medium-long	SLEP – USP/IOE Formal Education Programmes (LLEE, USP)
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FE2. Support current initiatives to improve the quality and delivery of formal education in the Pacific

Activity	Sub-activity	Outcome/indicator (<i>to be developed further during implementation</i>)	Timing	Examples of current initiatives
FE2.1 Provide ESD input to PRIDE/FBEAP activities	<p>Incorporate ESD principles in all PRIDE/SPBEA education workshops</p> <p>Present ESD Action Plan to FEEdMM and other fora such as Environment Ministers meetings for endorsement and provide annual updates on implementation progress</p> <p>Showcase ESD case studies through side event at FEEdMM</p>	<p>ESD accepted as an essential “way of working” in all quality education initiatives</p> <p>An appropriately reoriented basic education which includes more principles, skills, perspectives, and values related to sustainability than are currently included in most education systems.</p>	Short - medium	<p>USP/IOE PRIDE activities</p> <p>EFA</p>
FE2.2 Strengthen and improve current in-schools programmes relevant to ESD	<p>Undertake regional inventory of existing in-school programmes relevant to ESD</p> <p>Involve the Pacific ASP-Net (and other schools in ESD activities</p> <p>Support integration of ESD into existing initiatives (e.g. UNESCO World Heritage Education Project)</p> <p>Encourage the establishment of school clubs/ extra-curricula activities that deal with any issues relevant to ESD (eg. Chemistry clubs, waterwatch, tree planting, etc)</p>	<p>Inventory of ESD programmes available regionally and nationally</p> <p>Number of schools actively involved in ESD initiatives</p> <p>Number of clubs, discussion cells.</p>	Medium	<p>SPREP-UNEP EE Review of Formal Education</p> <p>Live and Learn</p> <p>ASP-Net Schools</p> <p>COTS</p>
FE3.	Promote integration of ESD in Technical and Vocational Training (TVET) programmes			
FE3.1 Assess the range and importance of TVET categories and subjects in the curriculum used in the region.	<p>Undertake regional and national review of the major categories of TVET such as Technical Education, Vocational Education and Training, Advanced Vocational Training etc to identify focus of programs, current participant access to training (incl. gender differential) and perceptions.</p>	Regional review completed and available	Medium	<p>Pacific Vocational Qualifications Framework,</p> <p>ADB TVET Review,</p> <p>Australia-Pacific Technical College,</p> <p>Life Skills Programme</p>

Activity	Sub-activity	Outcome/indicator (<i>to be developed further during implementation</i>)	Timing	Examples of current initiatives
FE3.2 Establish strategies and model processes for the inclusion of ESD content in vocational skills development	In response to findings from the review, develop process for assisting national govts response in reorienting ESD within TVET programmes	Pilot demonstration projects developed and implemented in a selected number of countries.		
FE4.	Mainstream ESD into tertiary education programmes including teacher education			
F4.1 Build teacher capacity to incorporate sustainable development topics into their teaching programmes using a practical and relevant approach	<p>Develop ESD training modules for pre-service primary, secondary teacher education programmes</p> <p>Include a mandatory sustainability education component in current pre-service teacher education programmes [at national level?]</p>	<p>Number of training institutions that have a mandatory ESD component</p> <p>Number of graduating pre-service teachers that have certificate to show competency to teach ESD</p>	Medium	UNESCO Guidelines on Reorienting Teacher Education to Address Sustainability
FE4.2 Develop a pilot/ demonstration project on integrating ESD into undergraduate and/or postgraduate programmes at a tertiary institution as part of sustainability education.	<p>Develop concept paper on options for integrating/providing ESD training at tertiary level</p> <p>Develop educator capacity to deliver programmes</p> <p>Develop and deliver courses and programmes aimed at promoting higher opportunities necessary to create jobs and industries that are “greener” (i.e., those having lower environmental impacts) and more sustainable.</p>	<p>Adequate number of courses and programmes in ESD area higher educational institutions.</p> <p>Special teacher education (training) programmes developed as in-service courses for faculty in tertiary institutions.</p> <p>Graduates able to lead all sectors of society (e.g., government, medicine, agriculture, forestry, law, business, industry, engineering, education, communications, architecture, and arts) in a world striving toward sustainability.</p>	<p>Medium</p> <p>Medium</p>	<p>USP Colloquium on ESD</p> <p>USP Post Grad Courses in Env. & SD, ACCU Project</p> <p>USP BEd Primary</p>
FE4.3 Incorporate ESD themes into Pacific Theological College	Develop holistic theological training curriculum, emphasizing the physical, intellectual,	ESD featuring in theological training and curriculum.	Medium	

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and other theological education programmes.	emotional, social, and spiritual development of graduates and those served by them. Promote the curriculum to the theological colleges in the region	Number of theological institutions that feature ESD in their curriculum	Long-term	
FE4.4 Incorporate indigenous knowledge into curriculum at all levels.	Develop curriculum that accommodates traditional values and practices that embody sustainable resource use and sustainable communities.	The values and major tenets of indigenous traditions adapted to life in the 21st century.	On-going	
FE4.5 Establish new networks and strengthen existing consortium of island states universities to promote ESD implementation	Develop innovative training programmes and research projects relevant for ESD	More ESD relevant programmes and research projects	On-going	
NON-FORMAL EDUCATION (NE)				
<i>Non-formal opportunities provided by museums, national parks, conservation areas, special training and community-focused programmes (NGOs) for improving people's knowledge, understanding and skills to implement and promote sustainability</i>				
NE1.	Enhance knowledge and capacity of parliamentarians and senior government officials on ESD and other related international instruments			
NE1.1 Develop an ongoing programme of training for parliamentarians and senior government officials to address issues of governance, etc relevant to ESD	Identify existing programmes at national level that target government officials and identify potential for synergy with ESD objectives Develop, as necessary, national training and support programmes for this target group Showcase the training and profile the participants to encourage follow up training.	Key decision-makers confident and able to advocate for ESD at all levels	Short-medium	USP proposal to target senior government leaders (developed 2006) PIAS-DG Governance Programme.

Activity	Sub-activity	Outcome/indicator (<i>to be developed further during implementation</i>)	Timing	Examples of current initiatives
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NE2. Improve ability of communities to effectively engage in ESD policy development, decision-making and implementation				
NE2.1 Provide opportunities within the non-formal education approaches that nurture holistic development of people	Identify specific examples of values-based education in schools and communities and evaluate their effectiveness Provide input to the establishment of schools and community -based Youth Leadership Programmes such as SPREP Pacific Environment Leaders' Forum.	Number of schools/ communities with participants active in initiatives aimed at holistic development of people.	Medium	Fiji Virtues Education programme LLEE HOPE for Peace Leadership programmes under the Pacific Youth Strategy USP/CCE Pacific Youth Environment Network
NE2.2 Strengthen the capacity of community leaders (village/local govt officials) to address SD issues at policy level (including governance, leadership, etc)	Incorporate ESD into current training programmes for community leaders (through training of current trainers)	Number of community leadership training programmes that incorporate ESD	Short-Medium	FSPI's Pacific Governance Programme ECREA's Economic Justice Programme (Fiji) LLEE Fiji – Governing Water, & Developing Sustainable Communities
NE2.3 Develop leadership training in environmental management and SD in all sections of the community.	Develop nonformal training programmes on SD aimed at business, industry, governments, nongovernmental organizations (NGOs), and village community organizations	Special training (distinct from education in that training is often specific to a particular job or class of jobs) opportunities are available through professional and technical institutions.	Medium	
NE2.4 Encourage and support specialised short ESD training opportunities that strengthen existing, and promote new, long term revenue generating	Identify existing employment training programmes (for youth, women, etc) with a view to integrating ESD principles and practice into them.		Short	WWF sustainable livelihoods and alternative income generating options (eg the Kabara Woodcarving

Activity	Sub-activity	Outcome/indicator (<i>to be developed further during implementation</i>)	Timing	Examples of current initiatives
opportunities in communities	<p>Identify funds to support replication of these projects, as appropriate, including integration of successful ESD content into other existing employment generation programmes.</p> <p>Establish a mentoring/support programme to follow up on training</p> <p>Conduct tracking studies to identify successes 1-2 years after training</p> <p>Give recognition to successful initiatives</p>	Number of individuals reporting successful programmes as a result of the training		<p>Project), CCE Projects</p> <p>USP/Fiji Dept of Culture and Heritage Traditional Skills training</p> <p>FAO – Regional Programme for Food Security (RPFS)</p> <p>UNESCO Art and Design Training (2001) and follow up programme</p>
NE3	Engage the business sector in sustainable development activities			
NE3.1 Make representations to national private sector groups/professional bodies on ESD/SD	<p>Identify key professional and private sector bodies</p> <p>Develop a simple toolkit for making presentations to these groups.</p> <p>Make regular presentations</p>	Private sector and professional groups aware of the ESD/SD dialogue and have opportunity to participate in discussions	Short	
NE3.2 Identify lessons from current/past initiatives that involve the private sector	<p>Request submission of case studies from regional and national organisations</p> <p>Collate and analyse information</p> <p>Publish case studies for wide distribution</p>	Case studies published and disseminated to all interested countries and organisations	Short	<p>SPREP Turtle Conservation/Reusable Bag Marketing Campaign</p> <p>LLEE corporate funded initiatives</p>

Activity	Sub-activity	Outcome/indicator (<i>to be developed further during implementation</i>)	Timing	Examples of current initiatives
NE3.3 Develop guidelines on long-term private sector engagement for ESD	<p>Prepare guidelines (and scope)</p> <p>Publish and distribute to national focal points</p> <p>Provide national level assistance to develop nationally appropriate PS engagement policies in specific areas (eg. women's empowerment through life-skills programmes and involvement in entrepreneurial schemes, etc)</p> <p>Research and develop private-public partnership models</p>	<p>Guidelines published and distributed</p> <p>Number of instances of successful ESD initiatives involving private sector</p>	Medium	<p>Pacific Nature Conservation activities/NC Roundtable</p> <p>UNESCO-AP Private Sector Engagement policy</p>
NE3.4 Establish a network/ consortium of non-formal educators to share the huge task of ESD implementation	<p>Create opportunities for the non-formal educational sector (e.g., museums, nature/conservation centers, nongovernmental organizations, public health educators, and agricultural extension agents) to work closely with formal education sectors to accomplish sustainability goals by providing life-long learning opportunities.</p>	<p>Non-formal educators' net work established.</p> <p>ESD training reaching a broader spectrum of people and redundant efforts prevented.</p>	Medium	
ESD POLICIES AND GOVERNANCE (PG)				
<i>Policies, organisational structures, financing, working mechanisms, rules, procedures and indigenous knowledge systems</i>				
PG1.1 Establish necessary mechanisms for the integration of ESD into existing national development strategies.	<p>Identify national focal points for ESD</p> <p>Establish national approach to the integration of ESD in policies and planning</p> <p>ESD highlighted in SD plans and advocated by national SD steering committees</p>	<p>Coordinated approaches to advocating for ESD at national level</p> <p>Number of PICTs with ESD principles evident in policies and Action Plans</p> <p>National SD Strategies recognise education as an important tool for progressing SD</p>	<p>Short</p> <p>Medium</p>	PICTs
PG1.2 Support existing	Strengthen national networks of ESD	Government funds and resources	Medium	

Activity	Sub-activity	Outcome/indicator <i>(to be developed further during implementation)</i>	Timing	Examples of current initiatives
organisational structures with adequate financial resources to enable ESD implementation.	stakeholders to enhance integration of ESD delivery.	are allocated to SD education (including values education and appropriate teacher training)		
PG1.3 Provide ESD input to national education reforms	Organise regional and national seminars/forums for education and curriculum personnel on reorienting education [governance]	Number of available training opportunities and people receiving such training.	Medium	PRIDE
PG1.4 Assist governments in the development of education policies and strategies that recognise the critical role of learning that promotes sustainable development	Strengthen, formalise and publicise membership and role of the Technical Working Group as an ESD pool of expertise.	An active, inspired group of regional experts with ongoing involvement in ESD	Short	TWG/CROP HR&SD WG
PG1.5 Establish mechanisms for ESD policy and governance education for the voting citizenry	Improve ESD policy and governance education at tertiary levels. Promote non-formal training approaches to enhance understanding of ESD governance	A citizenry with improved understanding of ESD policies and governance lending support to governments and policy implementers to promote sustainable measures	Long-term	
PG1.6 Use ICT based distance teaching methods to promote ESD governance.	Support the development of a regional ICT centre with facilities for e-governance education (e.g. the Japanese Government funded Pacific ICT Centre to be based at USP, Suva) .	Pacific regional ICT centre established	Short-term	
PG1.7 Develop policies at the national and sub-national (policy seen as the "blessing" of the upper administration) and create institutional infrastructure that accompanies the "blessing."	Develop innovative practices that have a higher chance of proving worthy of the time, effort, and resources. (Note: Key to expanding innovative programs is the creation of policy.)	More and more individuals recognize that an innovative program fulfills educational or political goals and management begins to look at expansion.	Short to mid-term	

Activity	Sub-activity	Outcome/indicator (<i>to be developed further during implementation</i>)	Timing	Examples of current initiatives
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RESEARCH, KNOWLEDGE & INNOVATION (RK)

Research and innovative models and approaches to implement ESD

RK1	Increase understanding of the meaning and purpose of ESD in the local, Pacific-wide and global contexts, taking into account the cultural diversities of the different countries. ESD must be locally relevant and culturally appropriate.			
RK1.1 Identify defining features of ESD and develop criteria or guidelines for ESD in action (practice)	<p>Carry out perception studies and consultations in Pacific island countries and territories on ESD</p> <p>Agree on a working definition of ESD in order to initiate useful community discussion</p> <p>Establish a set of criteria to guide future ESD work in the Pacific</p> <p>Apply information obtained from above sub-activities to develop appropriate education/communication material at national level</p>	<p>Institutions and individuals are aware of the working definition and applying it in their work</p> <p>Criteria applied in case studies and ESD monitoring and evaluation</p>	Short	<p>UNESCO ESD Mapping project – ESD perceptions study</p> <p>UNESCO-AP ESD indicators guidelines project</p>
RK2	Establish baseline information on ESD to provide support for policy development			
RK2.1 Carry out regional mapping of existing strategies, policies and programmes relevant to ESD	<p>Provide technical support to countries to undertake national level mapping</p> <p>Establish an online database to which new ESD initiatives can be added</p> <p>Encourage regular input from partners</p>	<p>Information on ESD/SD-relevant programmes and agreements readily available to all stakeholders</p>	Immediate	<p>UNESCO ESD Mapping pilot project</p> <p>USP regional mapping of initiatives and policy</p>
RK2.2 Utilise the UNDESD indicators guidelines to develop baseline data at national level	<p>Organise regional workshops with assistance of UNESCO on indicator development</p> <p>Develop indicators in interested countries using a pilot approach</p>	<p>At least 2 Pacific countries participating in the indicators project and reporting on the DESD during the mid-term review</p>	Short (2008)	
RK3	Develop intersectoral approaches and policies for implementing ESD at national level			
RK3.1 Identify education needs in implementing national sustainable development and	<p>Taking a pilot approach, review one NSDS and identify ESD opportunities that could be incorporated</p>	<p>ESD applied inter-sectorally in a coordinated manner towards achieving SD goals</p>	Medium	

Activity	Sub-activity	Outcome/indicator (<i>to be developed further during implementation</i>)	Timing	Examples of current initiatives
sectoral strategies and develop national ESD interventions accordingly	<p>Provide report on this to other NSDS committees</p> <p>Support countries to replicate or adapt these to their own circumstances.</p>			
RK4	Develop new and foster existing partnership models that support ESD			
RK4.1 Develop a database of existing/current partnerships	<p>Establish a formal mechanism for ESD partnership and encourage organisations to sign on to the partnership</p> <p>Utilise registered partners as source of ESD expertise and activities</p> <p>Provide partners with annual report on ESD activities and progress (same as that provided to FEdMM)</p> <p>Establish international collaborative relationships with those who have identified similar ESD priorities</p>	<p>Information readily available on current partnerships</p> <p>Annual reports available</p> <p>Networks established</p>	On-going	PACE/USP
RK4.2 Conduct research into the regional relevance of modern ICT applications to make sound decisions and to take responsible actions in education, governance and economy.	<p>Support research projects using a variety of ICT sources, strategies and technologies.</p> <p>Feasibility study on establishment of national ICT Centre as mechanism for disseminating and promoting ESD.</p>	Students are able to find meaning in the world's vast information resources.		
RK4.3 Research and develop private-public partnership models	<p>Undertake review of corporate interest in ESD and a pilot model for public-private partnership</p> <p>Identify founding ESD corporate partner – launch with media</p> <p>Promote further partnerships in the private</p>	<p>Pilots established</p> <p>New partnerships forged</p>	Medium	

Activity	Sub-activity	Outcome/indicator (<i>to be developed further during implementation</i>)	Timing	Examples of current initiatives
	sector			
RK5	Research and develop innovative models and resources that support ESD in Pacific contexts – schools, teacher training, technical and vocational education, field and extension educators, university, sustainable lifestyles and livelihoods including cultural and traditional community values and associated local indigenous knowledge			
RK5.1 Develop an award scheme to recognise ESD innovations (success stories) in the region	<p>Develop an award system for recognising excellence in ESD innovation.</p> <p>Secure funding/sponsorship/FEdMM endorsement.</p> <p>Initiate annual awards in conjunction with a relevant regional event.</p>	<p>First ESD Innovations Awards presented in 2008/09</p>	Short-term	Project concept developed in 2006
RK5.2 Develop a subtle combination of higher education, research, and life-long learning to promote sustainable island living.	<p>Create research opportunities to explore mechanisms to shift to an information or knowledge based economy.</p> <p>Through research, creativity and innovation create opportunities to move away from extractive and resource intensive developments.</p> <p>Expand development options, especially “greener” development options, as part of national development strategies.</p>	<p>Information Technology widely used in the region</p> <p>Locally relevant production and consumption given priority.</p> <p>NSDS factoring ‘green’ development.</p>	Mid-term	
COMMUNICATION & ADVOCACY (CA)				
<i>Providing tools to raise the profile of ESD and support social change efforts through informal education</i>				
CA1 Develop regional/national ESD communications strategy	<p>Prepare “generic” DESD and ESD information for regional distribution</p> <p>Coordinate ESD Communications in a strategic manner</p> <p>Develop specific ESD communications tools to</p>	<p>User-friendly information on ESD and DESD readily available in different formats and languages</p>	Short-Medium	<p>UNESCO-AP materials</p> <p>SPREP materials, PACE ESD Fact Sheet</p> <p>LLEE training materials</p> <p>EFA Media Training Kit</p>

Activity	Sub-activity	Outcome/indicator <i>(to be developed further during implementation)</i>	Timing	Examples of current initiatives
	target governments and policy makers Incorporate ESD into existing media/communication training programmes			SPC/SPREP/UNESCO Media Training?
CA2 Develop behaviour change (action) approaches, models and tools to promote sustainable development/living	Demonstration project developed	Guidelines/case study developed on behaviour change approaches	medium	"SPREP integrated behaviour change model" that is currently being developed.
CA3 Utilise information and communication technology tools to develop and disseminate ESD resources as appropriate	Develop on-line ESD material for use in schools Pilot utilisation	On-line materials on ESD available.	Medium	
CA4 Strengthen capacity of the media (e.g., television, radio, newspapers, magazines) to communicate SD issues	Organise regional seminars for the media on role of media in communicating SD issues Organise regular seminars, briefings or other fora for the media to engage in dialogue on and better appreciate SD issues Establish (or input to existing) media awards that recognise excellence in SD reporting	Media involved and reporting on SD issues regularly		SPREP media training, USP Journalism Course SPREP Environment Media Awards, UNESCO media/communications training
CA5 Create media awareness and literacy among communities for information management to enable sound decision making.	Promote awareness building outreach activities and campaigns to educate the citizenry to analyze and screen information provided by media, advertisements and bill boards and banners for informed decision making.	Public more analytical and critical of publicity materials and are more informed consumers.	On-going	
CA6 Identify national and	Identify prominent and well-known personalities	Public and policy makers more	Short-	e.g. Pacific Games

Activity	Sub-activity	Outcome/indicator (<i>to be developed further during implementation</i>)	Timing	Examples of current initiatives
regional “champions” to raise the profile of ESD and help progress ESD activities	<p>from key groups at regional and national level (churches, sports and entertainment, NGOs, politics, etc)</p> <p>Provide training opportunities (seminars/forums/group discussions) to help develop the champion’s understanding of value and potential of ESD in achieving SD</p> <p>Encourage their attendance at important meetings and gatherings</p>	receptive to idea of ESD and to SD issues	medium	Mascot (Manumea); rugby personalities; participants from Pacific Games
CA7 Catalogue existing information/resources relevant to SD including Environmental Education.	<p>Collate information on regional SD-relevant materials</p> <p>Encourage national level cataloguing of material</p> <p>Establish regional database</p>	Information on existing resources available and duplication/repetition of efforts reduced	Short	Websites of CROP Agencies, SIDS Net
CA8 Identify models of ESD in the region and from around the world and highlight good practices (include non-ESD-specific projects that incorporate ESD)	<p>Select resource person(s) for this activity</p> <p>Collate and analyse information (based on ESD criteria if possible); develop success stories</p> <p>Publish and disseminate widely</p>	Good examples of ESD available as guides for new initiatives	Short	
CA9 Provide opportunities for members of the public to engage in dialogue on national, regional and international SD issues	<p>Organise local seminars on key issues eg. through USP Centres, visiting CROP/UN representatives, etc.</p> <p>Organise community fora (town councils, village meetings, etc)</p> <p>Organise an ESD workshop/debate as possible side event to FEEdMM or other existing forum</p> <p>Develop “publicity” material to raise awareness on the need for policies that recognise the value of education in achieving SD (target groups to be determined at country level)</p>	<p>Number of regional and national events organised</p> <p>Public aware of and understand the need for changes in education policies and strategies</p>	Ongoing Short	<p>USP Seminar Series</p> <p>ECREA’s Economic Justice Programme (Fiji)</p> <p>UNESCO-AP brochures</p>

ANNEX I

Process for Development of Draft Action Plan for Implementing ESD in the Pacific Islands

- Mar 2005: International launch of the United Nations Decade of Education for Sustainable Development
- Oct 2005: Pacific UNESCO National Commissions request UNESCO guidance on implementing ESD and the Decade
- Mar 2006: First Pacific consultative meeting on ESD held in Apia; a “roadmap” outlined
- Jun 2006: Pacific UNESCO National Commissions agree to development of an ESD Framework by a technical working group
- Jun –Sept 2006: Framework development and consultation
- Sept 2006: Forum Education Ministers approve the ESD Framework and request the development of an Action Plan to Implement ESD in the Pacific based on the Framework and other regional strategies and initiatives
- Nov 2006: Combined meeting of CROP Human Resource Development and Sustainable Development Working Group to determine next steps for ESD; Regional Technical Working Group (TWG) established with USP’s PACE-SD as Chair
- Jan 2007: Recruitment of ESD Project Assistant by USP; Mapping of regional ESD commenced
- Mar 2007: Development of draft ESD Action Plan initiated by Technical Working Group and circulated to small group of advisors and experts for comment
- Aug 2007: Working Draft of Action Plan circulated among TWG and a small groups of advisors and specialists for comment
- Aug-Oct 2007: First Draft of Action Plan circulated to wider group(s) at national, regional and international level.
- Oct 2007: Final Draft of Action Plan developed and submitted to Pacific Islands Forum Secretariat.

ANNEX 2: Participants at Pacific Consultative Meeting on DESD 8-10 March 2006

Invited organisations and experts:

- The University of the South Pacific (USP)
- Secretariat of the Pacific Community (SPC)
- Secretariat of the Pacific Regional Environment Programme (SPREP)
- South Pacific Board for Educational Assessment (SPBEA)
- Pacific Islands News Association (PINA)
- Pacific Islands Forum Secretariat
- Live and Learn Environmental and Development Education
- Foundation for the Peoples of the South Pacific International – Regional Secretariat (FSPI)
- Fiji National Commission for UNESCO
- New Zealand National Commission for UNESCO
- United Nations Environment Programme (UNEP) Regional Office of Asia and the Pacific
- Food & Agricultural Organisation (FAO) Regional Office, Bangkok & Sub-regional Office, Samoa
- United Nations Development Programme (UNDP) Multi-Country Office based in Samoa
- Professor Konai Thaman, UNESCO Chair in Teacher Education and Culture
- Dr Susan Vize, Sustainable Development expert, Australia
- Ms Ellen Blake, former ESD coordinator in New Zealand / ESD expert

Organisers:

- UNESCO Office for the Pacific States
- Asia Pacific Regional Bureau for Education – UNESCO Bangkok

ANNEX 4: List of Respondents to ESD Action Plan Development Process

Dorris Ravai

Simione Koto

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FIJI

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PACE-SD/USP

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IOE/USP

Neil Netaf

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Professor David Brewster

Fiji School of Medicine

Visesio Pongi

Yayoi Segi-Vltchek

Dr. Susan Vize

UNESCO, Apia

David Ephraim

Pacific Youth Forum (PNG)

Perive Tanuvasa

PATVET

Tamara Logan

Seve Paeniu

SPREP

Francis Areki

WWF

Cema Bolabola

PIANGO

Dr. Padma Lal

Pacific Islands Forum Secretariat

Vishal Kumar

Marie Stopes International Pacific (FIJI)

Bhaskar Rao

South Pacific Applied Geosciences
Commission

Frederick Elbourne

Ministry of Social Welfare, FIJI

Fesi Isimeli

Mamanuca Environment Society
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Julie Olsson

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(NIANGO), NAURU

Annie Homasi

Tuvalu Association of NGOs
(TANGO), TUVALU

Lili Tuioti

Education Adviser
Government of Tokelau

Marika Luveniyali

Actg Deputy Secretary
National Planning, FIJI

Professor Peter Blaze Corcoran

Visiting Prof.
Director, CESE/FGCU, USA

ANNEX 5: List of Acronyms

ACCU – Asia/Pacific Cultural Centre for UNESCO
ADB – Asian Development Bank
ASP Net – Associated Schools Project Network
CCE – Community and Continuing Education
COTS – Chemistry Outreach to Schools
CROP – Council of Regional Organisations in the Pacific
ECREA – Ecumenical Center for Research Education and Advocacy
EE – Environmental Education
EFA – Education for All
ESD – Education for Sustainable Development
FAO – Food and Agriculture Organisation
FBEA – Forum Basic Education Plan
FEdMM – Forum Education Ministers’ Meeting
FSPI – Foundation of the People of the South Pacific International
HRWG – Human Resources Working Group
ICT – Information and Communication Technology
IOE – Institute of Education (USP)
LLEE – Live & Learn Environmental Education
NGO – Non-Governmental Organisation
NSDS – National Sustainable Development Strategies
PACE-SD – Pacific Center for Environment and Sustainable Development
PIAS-DG – Pacific Institute of Advanced Studies in Development and Governance
PICTs – Pacific Island Countries and Territories
PRIDE – Pacific Regional Initiatives for the Delivery of basic Education
RPFS - Regional Programme for Food Security
SD – Sustainable Development
SDWG – Sustainable Development Working Group
SIDS Net – Small Islands Developing States Network
SLEP – Sustainable Livelihoods and Education Projects
SPBEA – South Pacific Board for Educational Assessment
SPC – Secretariat of the Pacific Communities
SPREP – Secretariat of the Pacific Regional Environment Programme
TVET – Technical and Vocational Education Training
TWG – Technical Working Group
UN – United Nations
UNDESD – United Nations Decade of Education for Sustainable Development
UNEP – United Nations Environment Programme
UNESCO – United Nations Education, Social & Cultural Organisation
USP – The University of the South Pacific
WSSD – World Summit on Sustainable Development
WWF – World Wildlife Fund

END