

Education for Sustainable Development

Year 2014 concludes the UN Decade for Education for Sustainable Development and during the last decade Sweden has been a strong advocate of ESD both nationally and internationally as well as a supporter of ESD-related activities.

This report will give a brief overview on how Sweden has been working through Sida to support ESD initiatives as well as show Sida's commitments during the UN Decade for ESD and beyond.

SIDA AND EDUCATION FOR SUSTAINABLE DEVELOPMENT

Sida's understanding of ESD is based on the belief that education at all levels can shape the world of tomorrow, equipping individuals and societies with the skills, perspectives, knowledge and values to live and work in a sustainable manner. Further, ESD is seen as an educational approach that seeks to balance human and economic well-being with cultural traditions and respect for the earth's natural resources. Promoting environmental issues in curricula, paying attention to school environments, and integrating ESD in the training of decision-makers, school managers and teachers are issues that have been given special emphasis in the planning, implementation and follow-up of education sector programmes.

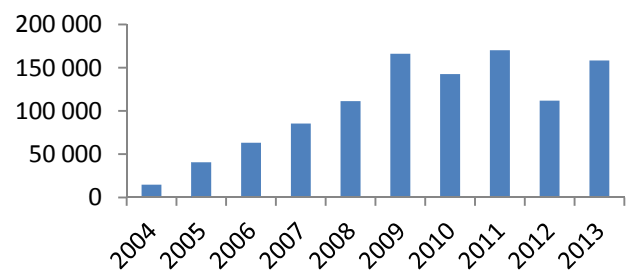
During the UN Decade for Education for Sustainable Development, education for sustainable development has been a high profile area within the policy area *knowledge* at Sida. Currently, ESD is not a priority issue for Sida within the Education sector but the support to ESD-activities is established and Sida is committed to continue supporting key actors within ESD. The implementing partners for Sida's support to ESD goes mainly through International Training programmes (ITP), followed by *Donor Country Governments*, where the Swedish

Chemicals Agency receives the largest support, and the third largest share goes to *Universities and Research* for example the Swedish International Centre of Education for Sustainable Development, (SWEDES).

SIDAS SUPPORT TO ESD

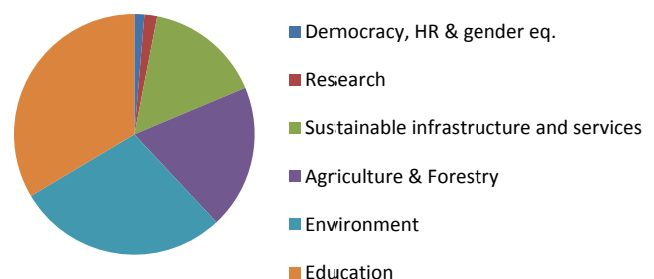
During the last decade Sida's support to ESD-related initiatives has significantly increased, from 14,8 MSEK in 2004 to 158,4 MSEK in 2013, see figure 1. A more narrow interpretation of ESD-related contributions from Sida also shows a positive trend, rising from 390 000 SEK in 2004 to 102, 4 MSEK in 2013.

Figure 1. Sida's total contribution to ESD (in thousands SEK) between 2004-2013



Contributions to ESD are to be found in several of Sida's sectors, although the majority of the ESD-support is within the sectors of Education (33%), Environment (29%), Agriculture and Forestry (19%), and Sustainable Infrastructure and Services (16%), see figure 2.

Figure 2. Share of Sida support to ESD per main sector 2004-2013



Examples of Swedish support related to ESD

The contributions described on this page are a sample of initiatives supported by Sida and have been selected because they have been supported over a longer time.

THE LAKE VICTORIA CATCHMENT ENVIRONMENTAL EDUCATION PROGRAMME (LVCEEP), WWF SWEDEN

One of several WWF Sweden initiatives within ESD, supported by Sida, is the Lake Victoria Catchment Environmental Education Programme (LVCEEP). Between 2004 - 2014, the programme promoted the conservation of the Lake Victoria catchment while at the same time promoting sustainable livelihoods. The key of the programme was education to empower catchment communities, schools and regional partners with the knowledge, motivation and abilities for sustainable use and management of natural resources.

Some selected results:

Capacity building workshops were conducted for teachers, school inspectors, district



education officers, members of the community and other stakeholders. Informal education, Environmental Education and ESD were integrated in the school curricula of primary and secondary schools. The programme has resulted in increased school enrolment in the model schools and increased income has been reported from all communities through the income generating activities.

SWEDESD

In 2006, the Swedish Government decided that Sida should support the creation of an entity for education for sustainable development. In 2008, the Swedish International Centre of Education for Sustainable Development, (SWEDESD) was established and is now part of the Uppsala University. Through collaboration with Swedish and international partners in the field of ESD, SWEDESD intertwines research, capacity development and policy development to enhance social transformation towards sustainability. Its activities consist of training, learning, research, evaluation, information exchange, networking and policy analysis. Three capacity

development programs have formed the mainstay of SWEDESD's work during its first years of existence.



Fundisana Online workshop with participation by 5 teacher education institutions from Southern Africa, SWEDESD and Edumanity from Sweden at Cape Town University 2014

Some selected results: As part of the SWEDESD and Southern African Development Community (SADC REEP) collaboration in mainstreaming Education for Sustainable development in teacher education, 39 institutional change projects have been initiated and supported. One programme, The Support Urban Sustainability (SUS) programme, has been implemented in 14 cities in Africa, Asia, and Europe, and ecosystem services for poverty alleviation approaches (ESPA schemes) have been initiated in all 14 cities and new governance structures after the end of the formal programme period is maintained in most of the cities.

EDUCATION FOR SUSTAINABLE DEVELOPMENT IN ACTION, UKRAINE

The Education for Sustainable development in Action (ESDA) project was implemented from 2005 to 2012 by the Teachers for Democracy and Partnership (TAP), in cooperation with the international organisation Global Action Plan (GAP) with support from Sida. The aim of the project was to develop and introduce ESD in Ukraine in line with the objectives of the UNESCO ESD Decade. The outcome was to contribute to an "enhanced understanding of sustainable development issues and ecologically sound lifestyle in state institutions, selected regional authorities and the general public; and reductions in water/electricity use and waste production" and to "sustainable development and environment-friendly policy-making in selected areas, including the Autonomous republic of Crimea".

Some selected results: During the first three years of the project over 600.000 students and 2500 teachers were involved in ESD. With GAP-support, TDP has developed and tested (in more than 80 schools around Ukraine) a one-year curriculum of Learning for Sustainable Development- according to UNESCO, the first of its kind.