

**Sida's Contribution to
Education for Sustainable Development
2004-2013**

October 2014

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1. Introduction

This report is part of the Swedish preparations for the World Conference on Education for Sustainable Development (ESD) in Aichi-Nagoya in Japan in November 2014. The ESD conference is organized by UNESCO in cooperation with the Government of Japan¹ with the following four objectives:

1. *Celebrating a Decade of Action*
2. *Reorienting Education to Build a Better Future for All*
3. *Accelerating Action for Sustainable Development*
4. *Setting the Agenda for ESD beyond 2014*

Year 2014 concludes the UN Decade for Education for Sustainable Development (DESD) and during the last decade Sweden has been a strong supporter of ESD both nationally and internationally as well as financial 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. In addition to Sida-supported initiatives many ESD initiatives in Sweden have been promoted and supported by the Swedish Government as well as by other stakeholders.

2. Methodology

To track ESD-related activities we have studied Sida statistics from the period 2004-2013. Year 2014 is not part of the study since several contributions are still outstanding as of October 2014. Initial guiding interviews with Sida officers assisted in the selection of statistics as well as in highlighting some examples of Sida-supported ESD initiatives. OpenAid has also been consulted in order to get an overview of contributions relevant for this study as well as other internet sources and homepages of partner organisations to Sida. SWEDESD has also been helpful in the overview as well as providing insights in the concept and the field of ESD.

Methodological constraints

In Sida's reporting system there is no specific overall coding on ESD interventions. Within the sector Education there is one specific code for Education within environment (code 41081 – Environmental education) which is highly relevant for ESD. Other codes could also include contributions addressing ESD such as 14081 Education water & sanitation; 23081 Energy education; 31381 Fishery education; 31181 Agricultural education; and 31281 Forestry education, to mention a few, but these are not per se equal to ESD. Then there are several contributions within different sectors such as Environment, Agriculture and Forestry, Sustainable Infrastructure and Services that also could include components of ESD.

Hence, it is difficult to get a complete picture of Sida's contribution to ESD. As it is not possible, within this assignment, to go through *all* Sida's contributions to search for ESD-components, some kind of selection was needed. In discussions with key persons at Sida we have chosen to limit the review to include the following;

1. Search of the whole Sida statistical data base for contributions including any of the following words; "Education for Sustainable Development"; ESD; or in Swedish "Lärande för Hållbar Utveckling". This is referred to as "Search area 1 ESD"

¹ UNESCO's website on World Conference on ESD 2014

2. Except for the above search for ESD in *all* Sida's contributions we have chosen to limit the review to only include the environmental/ecological part of ESD². We have gone through all contributions within the following sector codes:
 - 41081 Environmental education
 - 41082 Nature and environmental research
 - 31181 Agricultural education
 - 14081 Education Water & Sanitation
 - 23081 Energy education
 - 31381 Fishery education

This is referred to as "Search area 2" in the report.

3. We have searched "education/utbildning" within the following sector codes:
 - 41082 Nature and Environmental Research
 - 14015 Water resource protection
 - 14020 Water and sanitation, large system
 - 14021 Water supply, large systems
 - 14022 Sanitation, large systems
 - 14030 Water and sanitation, small systems
 - 14031 Basic water supply
 - 14032 Basic sanitation
 - 14040 River development
 - 14050 Waste management/disposal
 - 23030 Power energy/renewable
 - 23067 Solar energy
 - 23068 Wind power
 - 23069 Ocean power
 - 23070 Biomass
 - 41050 Flood prevention
 - 33151 Trade and environment
 - ALL within sector Environment (annex 2)
 - ALL within sector Agriculture and Forestry (annex 2)

This is referred to as "Search area 3" in the report.

After receiving the results/hits for above listed search we have gone through the contributions one by one by looking at the contribution title and abstract in order to decide whether the contribution should be included or not as an ESD-related activity. In case of no project description we have decided to dismiss that contribution from the statistics but in cases where the contribution title has been giving enough information, indicating an ESD-related activity, we have chosen to keep the contribution as part of the statistics. The selection of contributions could have been improved if all relevant background material would have been studied instead of the relatively short project description. See table 1 below for examples of contributions within each separate category. The selection of the statistical material can cause both an overestimation and an underestimation of ESD related initiatives. In order to limit the overestimation we briefly assessed the contributions as described above but it has not been possible to find contributions that did not come out of the search areas but that could be regarded as ESD-related initiatives. One such initiative is the Sida contribution to "Globala

² It is important to keep in mind that environmental sustainability is only one part of sustainable development, but it would not have been possible to also include areas of social and economic development in this report since that would have given too many results in the reporting system.

Skolan”, the Global School (and Global School related interventions) where the contribution during the 2004-2013 has been approximately 33 million SEK.

As described in the background chapter below, ESD is not a fixed entity. This report attempts to make an overview of Sida’s contributions that have at least one component of education for sustainable development and with that we have chosen an inclusive selection of activities with an education or capacity building component that aims to increase knowledge about sustainable development and change behaviour and improve competence among the target group to act more sustainably.

In 32 cases a contribution would fall under more than one search area. We then had to limit the search area to one area in order to avoid double counting of contributions. If a contribution was both included in search area 1, 2, and/or 3 the contribution was ordered as a search area 1. If the contribution was both included in 2 and 3, the contribution was sorted as belonging to area 2. Table 1 below, illustrates the three different categories that the statistical material has been ordered into, i.e. search area 1, 2 and 3 and provides examples of contributions within each separate category.

Table 1 Examples of contributions included in the study

<p>Search 1</p>	<p><i>Project title: UNESCO and Inst. 10-13</i></p> <p>Support to UNESCO contains CapEFA (capacity building for Education For All), GRM (Global Monitoring Report), separate institutes UIL (UNESCO Institute for Lifelong Learning), IIEP (International Institute for Educational Planning) and two experts in gender and ESD.</p> <p><i>Sida main sector: Education</i></p>	<p><i>Project title: WWF 2013 South</i></p> <p>The contribution entails two programs. 1. Sustaining Life with three subcomponents: Strengthened civil society, Improved livelihoods and More sustainable management of natural resources. 2. Education for Sustainable Development with three subcomponents: Strengthened youth voice, Improved youth entrepreneurship and ESD is more widely spread in school system.</p> <p><i>Sida main sector: Environment</i></p>
<p>Search 2</p>	<p><i>Project title: Regional master programme in integrated water resources management (IWRM) in the SADC region WaterNet Phase IIb</i></p> <p>WaterNet is a master program which offers training modules in integrated water resources management in southern Africa. The lectures are given by staff from member institutions (universities) in the region. 5 year program.</p> <p><i>Sida main sector: Education</i></p>	<p><i>Project title: Lake Victoria Regional Local Authorities Cooperation: Climate Change LVRLAC CC</i></p> <p>LVRLAC is to implement a climate change response project entitled "Enabling local authorities to lead efforts in climate change response in the lake Victoria Basin (2010-2012)". The project proposes to facilitate adoption of climate change response strategies into the Local Authorities Environmental Plans within the Lake Victoria Basin. The project is expected to result in reduced vulnerabilities to climate change and increased environmental sustainability.</p> <p><i>Sida main sector: Sustainable infrastructure and services</i></p>

Search area 3	<p><i>Project title: Agroecology in practice</i></p> <p>The project focuses on building a long-term project to the knowledge and experience on sustainable agriculture between Sweden, SLU, the University of Mekelle in Ethiopia and St Martyr's University in Uganda. The project is to initiate, manage and operate interactions between practice, training and research in sustainable agriculture in a globalized world.</p> <p><i>Sida main sector: Agriculture and Forestry</i></p>	<p><i>Project title: Support to The Tropical Agricultural Research and Higher Education Centre, CATIE.</i></p> <p>The Tropical Agricultural Research and Higher Education Center (CATIE) is a regional centre dedicated to research and graduate education in agriculture and the management, conservation and sustainable use of natural resources.</p> <p><i>Sida main sector: Environment</i></p>
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3. Background

A number of events lead to the launch of the UN Decade for Education for Sustainable Development (DESD). In 1972, the UN Conference on the Human Environment in Stockholm highlighted education as a means to address problems of human environment and in 1987, the Brundtland Report “Our Common Future”, defined sustainable development as a “development that meets the needs of the present without compromising the ability of future generations to meet their own needs”. These two events started the discussion about the role of education in addressing global social, economic, cultural and environmental challenges. Later on in 1992, the United Nations Conference on Environment and Development, also known as the Earth Summit, in Rio de Janeiro recognized the role of education in achieving sustainable development in Chapter 36 of Agenda 21. Ever since, other major UN Conferences and documents have confirmed the importance of education for achieving sustainable development, including the Rio Conventions on climate change, biodiversity and desertification.³

On the 20th of December 2002, Resolution 57/254 on the United Nations Decade of Education for Sustainable Development (2005-2014) was adopted by the United Nations General Assembly (57th Session) and UNESCO was designated as the lead agency for the promotion of the Decade. This resolution requested UNESCO to develop a draft international implementation scheme, clarifying its relationship with existing educational processes, in particular the Dakar Framework for Action and the United Nations Literacy Decade. UNESCO was also required to provide recommendations, in consultation with the United Nations Agencies, NGOs and other stakeholders, for governments on how to promote and improve the integration of education for sustainable development in their respective educational strategies and action plans at the appropriate level.⁴ The United Nations Decade of Education for Sustainable Development was officially launched on March 1 2005 in New York, by UNESCO’s Director General Koïchiro Matsuura.

Year 2014 ends the decade of Education for Sustainable Development but the work and focus will continue. The 2014 World Conference on Education for Sustainable Development represents a turning point for ESD. A new Global Action Programme (GAP) on Education for

³ UNESCO’s website on World Conference on ESD 2014

⁴ UNESCO, 2006

Sustainable Development will be launched at the World Conference on ESD in November 2014 in Aichi-Nagoya, Japan. The new programme will focus on five priority action areas in order to enable strategic focus and stakeholder commitment. The following priority action areas are considered as key leverage points to advance the ESD agenda: (1) policy support; (2) whole-institution approaches; (3) educators; (4) youth; and (5) local communities.⁵

The ESD Concept

Education for Sustainable Development, ESD, is not a fixed entity. The concept ESD cannot be equated with one particular and codified educational or instructional method or practice and its background is sprung from different theories and practices. ESD can be associated with, but is not the same as “experimental learning”, “environmental studies”, “climate change education”, “disaster preparedness education” or “community development.”⁶

UNESCO explains ESD to be the following: “*Education for Sustainable Development means including key sustainable development issues into teaching and learning; for example, climate change, disaster risk reduction, biodiversity, poverty reduction, and sustainable consumption. It also requires participatory teaching and learning methods that motivate and empower learners to change their behaviour and take action for sustainable development. Education for Sustainable Development consequently promotes competencies like critical thinking, imagining future scenarios and making decisions in a collaborative way*”⁷.

Education for Sustainable Development requires far-reaching changes in the way that education often is practised today. For ESD, as promoted globally, to achieve sustainable development, political regulations and financial incentives, are not enough. A fundamental change is necessary in the way people think and act and for that education is crucial for bringing about this change. ESD as a concept allows learners to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future. ESD means including key sustainable development issues such as climate change and poverty reduction in teaching and learning. It also requires participatory teaching and learning methods that empower learners to take action for sustainable development.⁸

Sida and Education for Sustainable Development

Over the last ten years Sida’s priorities within education have varied. Sida’s support to education derives from a holistic approach to education systems, including the importance of good quality pre-service teacher training and further in service-training. Sida promotes country-level processes and strongly advocates for an emphasis on national ownership and support to local education groups and other stakeholders engaged in the education sector. To complement its bilateral support, Sida is supporting education at the global level through multilateral initiatives, such as The Global Partnership for Education (GPE) and UNESCO institutes. During the last couple of years, Sida has also started to increase the support to learning for working life through skills development and vocational training, as well as support to higher education, with a particular focus on girls, women and marginalized groups.

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 Sida⁹, but

⁵ UNESCO, 2013b

⁶ Lenglet, F., Fadeeva, Z., Mochizuki, Y., 2010

⁷ UNESCO’s website on ESD

⁸ UNESCO’s website on World Conference on ESD 2014

⁹ Sida, 2009

currently ESD is not specifically highlighted as a priority issue for Sida within the Education sector. 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 were given special emphasis in the planning, implementation and follow-up of education sector programmes¹⁰. At the moment, focus for the Swedish development support within the sector Education lies on strengthening capacity for quality education, and on promoting equal rights to education and learning.

Current guiding policy pointing towards the importance of ESD can be found in the Global Policy for environment and climate change¹¹. Under the focus area 2, "Sustainable use and management of ecosystem services", the need for education is mentioned as part of the sub target "Sustainable production and consumption patterns, including increased education and knowledge about this from a life cycle perspective". In the Aid policy framework from March 2014, which replaced the previous policy on environment and climate change (UF2010/39205/UD/UP), the Government sets out the direction of Swedish aid, but there is no specific mentioning of the need for or the importance of education for sustainable development.

In addition, the Swedish Government has a political priority of mainstreaming the three thematic priorities; Gender Equality, Environment and Climate Change, and Democracy and Human Rights in all Swedish development cooperation, and so also within Education. For example in 2012 and 2013, 30-35 % of all contributions within the education sector were marked as having Environment and Climate Change as a significant objective although that is almost only half as compared with previous years. However, all those contributions cannot directly be translated to have an ESD objective, but many of the contributions have relevance for ESD in one way or the other.

One example of support that is relevant from an educational and environmental point of view but is not assessed as an ESD-intervention is the contribution "NARA Workshop". The support to this workshop aims at: "Collating and documenting all the available information and data on Negombo Lagoon and associated waters; and providing a basis for rational management of Negombo Lagoon and associated waters". The contribution "FAO Trainfish/CoC" on the other hand is assessed as an ESD-intervention as the aim is to support FAO for training, education, information and awareness raising for improved implementation of the Code of Conduct for Responsible Fisheries, i.a. support to illegal, unreported and unregulated fishery e.g. by guidelines for port state measures, status and trends in fishery etc.

4. Sida's support to ESD in numbers and figures

Sida contributes annually to a large number of organizations, programmes and projects that work with education for sustainable development in one way or another. A selection of these is described in Chapter 6. Below some figures are presented in order to show the outcome of Sida's support to ESD during 2004-2013, highlighting volume and trends. The next chapter will discuss some of the findings and point out some interesting trends.

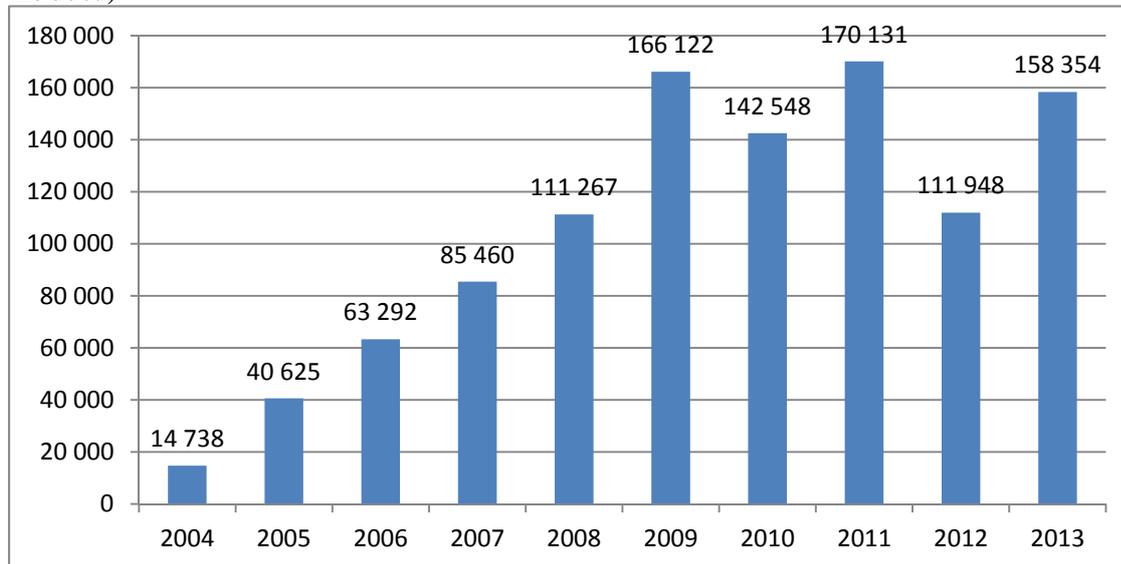
¹⁰ Sida, 2008

¹¹ Swedish Government Communication, 2014

Reporting on financial resources

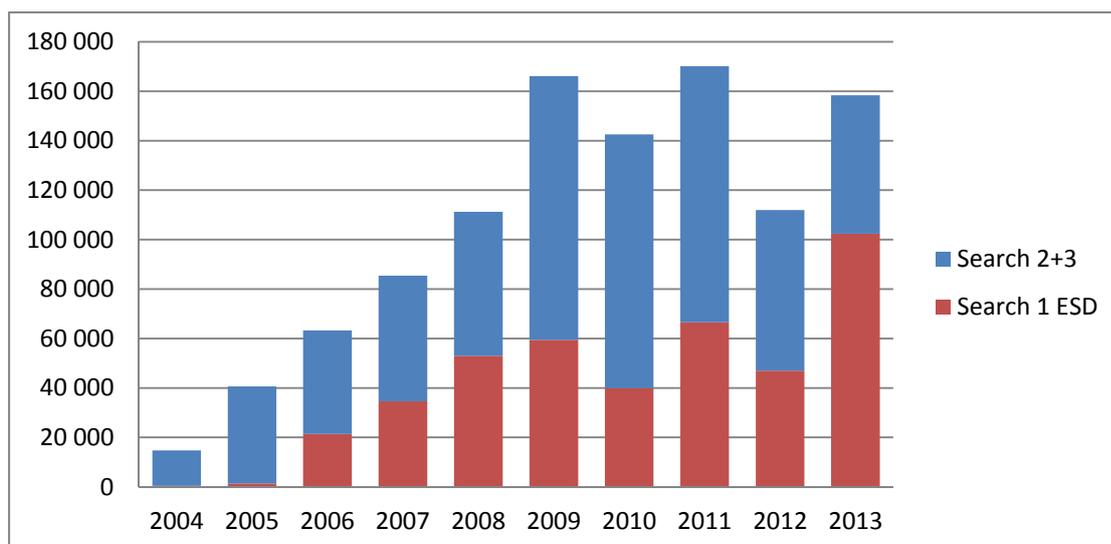
During the last decade Sida's support to ESD-related initiatives has significantly increased, from 14 739 000 SEK in 2004 to 158 354 000 SEK in 2013. In the years 2009 and 2011 the support to ESD peaked with 166 122 000 SEK and 170 131 000 SEK respectively. See figure 1.

Figure 1. Sida's total contribution to ESD (in thousands SEK) between 2004-2013 (search area 1-3 included)



Less than half of Sida's contributions to ESD are specifically marked with "ESD", "education for sustainable development", or in Swedish "Lärande för hållbar utveckling" either in the contribution title or in the abstract, as shown in figure 2, except in year 2013 when contributions marked with ESD were almost twice as much as search area 2 and 3 together.

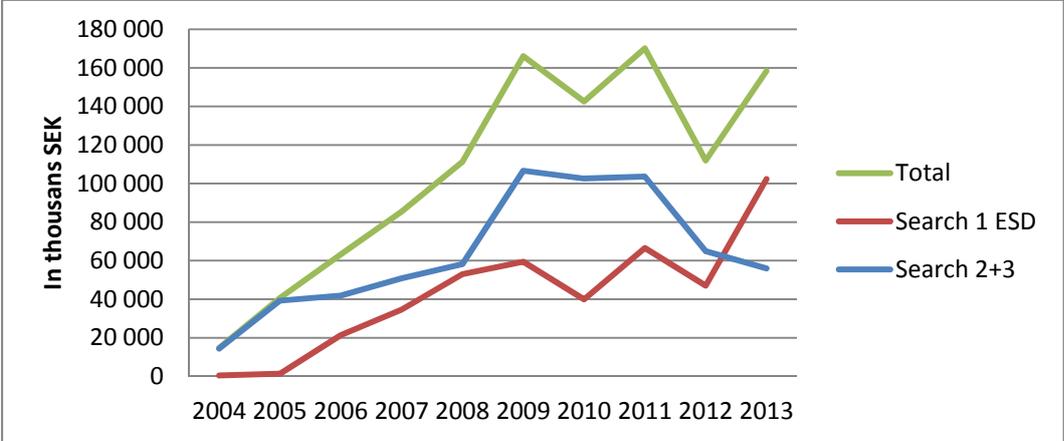
Figure 2. Sida's contributions to ESD (in thousands SEK) between 2004-2013 divided between contributions marked with ESD and other ESD-related contributions.



If only looking at contributions marked with ESD (red bars in figure 2 and 3) there is a significant increase which indicates that both ESD as a concept and contributions dealing with ESD without naming it ESD have increased over the years 2004-2013. Three larger Sida-

supported initiatives contribute to that increase in search area 1, namely the support to SWEDESD, UNESCO and WWF’s Sida CSO frame agreement¹².

Figure 3. Trend of Sida's ESD contributions (in thousands SEK) separated by search area between 2004-2013



Sida support to ESD in various sectors

Contributions to ESD are to be found in many 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%), as can be seen in figure 4. Important to remember is that in search areas 2 and 3 only the environmental sustainability part of sustainable development is analysed. Search area 1 captures however ESD in all Sida’s contributions.

Figure 4. Share of Sida support to ESD per main sector (search area 1-3), 2004-2013

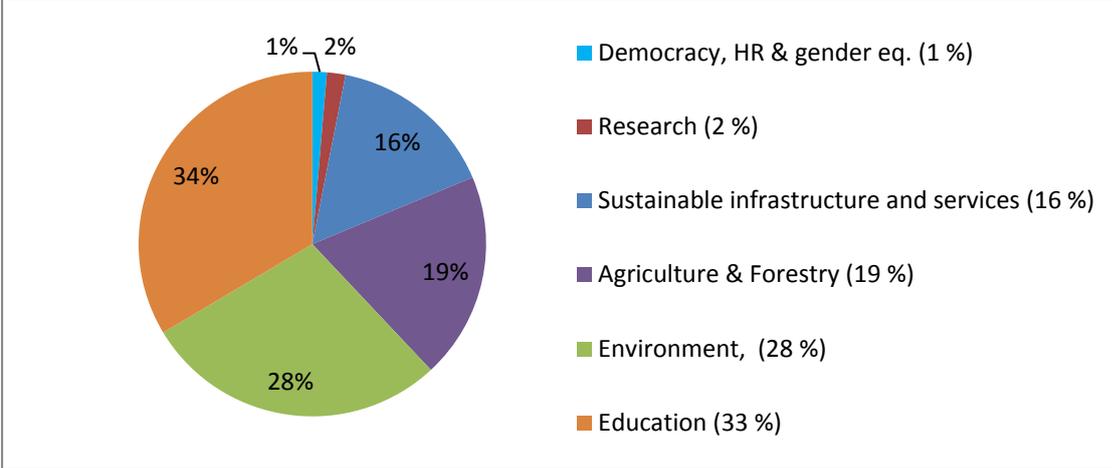
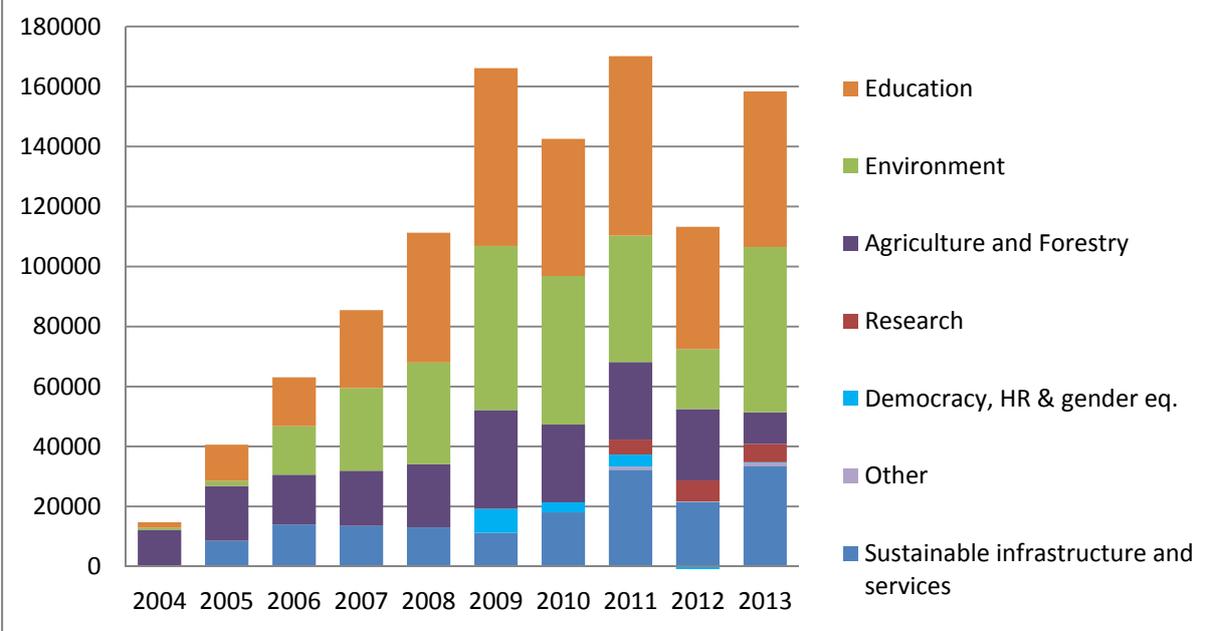


Figure 5 illustrates how the support to ESD has varied between the sectors during the time period. The biggest increase is in the sectors of *Education* and within *Environment*. From 2007, these two sectors comprise over 50 % of the ESD support. Also the sector *sustainable infrastructure and services* has increased significantly during the time period, but not if looking only at search area 1 where there is no support at all within that sector, see figure 6. Most of the contributions within *sustainable infrastructure and services* have been capacity

¹² When a contribution has been regarded as an ESD-related support, such as the Sida CSO frame agreement with WWF Sweden, the whole contribution is part of the data and not only the ESD-related component.

development supports, like International Training Programmes (ITPs) to support social and economic development in developing countries. But a large share has been part of the selective cooperation in Asia, such as e.g. a planning grant to Stockholm International Water Institute, SIWI, in dialogue with textile retail companies in Sweden to work together with Chinese textile supplier factories to plan a jointly-implemented training course on water management in the textile industry in China.

Figure 5. Total ESD related spending by sector, 2004-2013 (in thousands SEK)

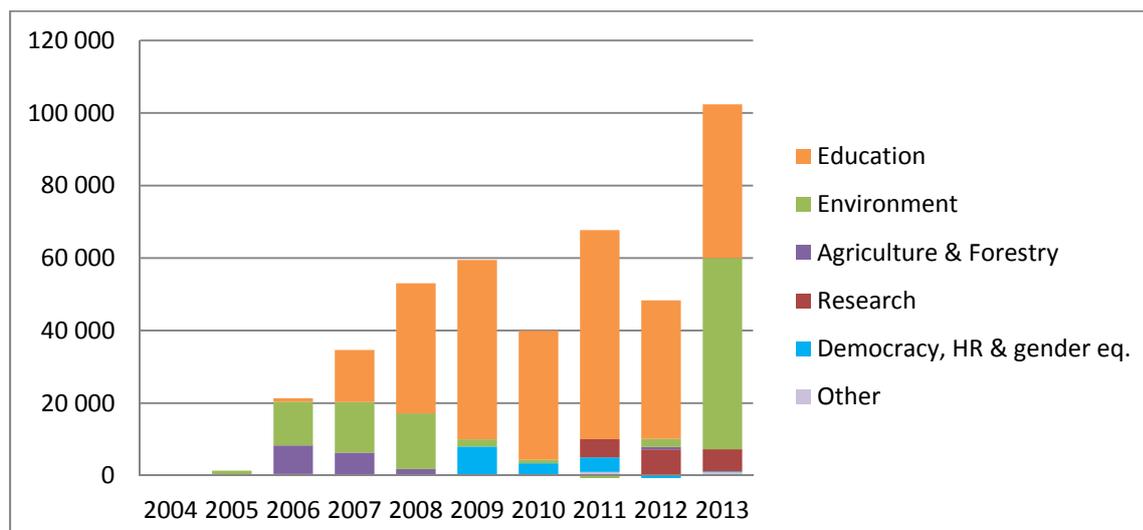


Research as a sector started to get some ESD-related support from 2011 and onwards. The largest share was a support to “Strengthening Africa's Strategic Agricultural Capacity for Impact on Development (SASACID) 2012-2014”. *Democracy, human rights and equity* had only one ESD-related support in 2009-2011, a support to the East Europe Foundation in Moldova.

When comparing Sida’s total support to ESD between 2006, 2010 and 2013 (search area 1, 2 and 3) it is evident that ESD has been an established concept within the sectors of *Environment and Education* as well as within the sector of *Sustainable infrastructure and services*. Within the sector *Agriculture and Forestry* ESD as a component has become less visible and in the *Democracy, HR and Equality* sector, ESD is not an established concept.

When focusing on the contributions marked with “ESD” (search area 1), one will find that in 2004 and 2005 the contributions to ESD were marginal but could be found in the sectors of *Agriculture and Forestry*, and *Environment*, see figure 6. To keep in mind, search area 1 captures all Sida contributions marked with ESD in the title or in the contribution description, i.e. covering all sectors.

Figure 6. ESD specific spending (search area 1) by sector 2004-2013 (in thousands SEK)



It was first in 2006 that ESD occurred in the *Education sector* with a support to the International Council for Adult Education (ICAE) which is a global partnership of adult learners and adult educators and their organizations, and others who promote the use of adult learning as a tool for informed participation of people and sustainable development. Between 2008 to 2012 *Education* has been the single largest sector. In 2013, the largest share of support has been given within the *Environment sector*.

Sida's support to ESD through various implementing partners

Sida's support to ESD goes mainly through the category *Other*, which is mainly International Training programmes (ITP), followed by *Donor Country Government*, the Swedish government, and the third largest share goes to *University/research* as can be seen in table 2.

Table 2 Spending (in thousand SEK) of Sida's total contribution to ESD between 2004-2013 per implementing partner

Implementing partner	2004-2013
Other	330 445
Donor Country Government	191 351
University College Research Other	169 130
Donor Country NGO	81 908
International NGO	80 549
UNESCO	79 438
Dev. country based NGOs	42 940
UNDP UN Development Programme	36 000
Other multilateral institution	23 966
UN agency, fund or commission	13 000
Dev. country Government	7 461
FAO Food and Agricultural Org.	3 941
World Bank Group (WB)	2 846
UN United Nations	937
IBRD, World Bank	743

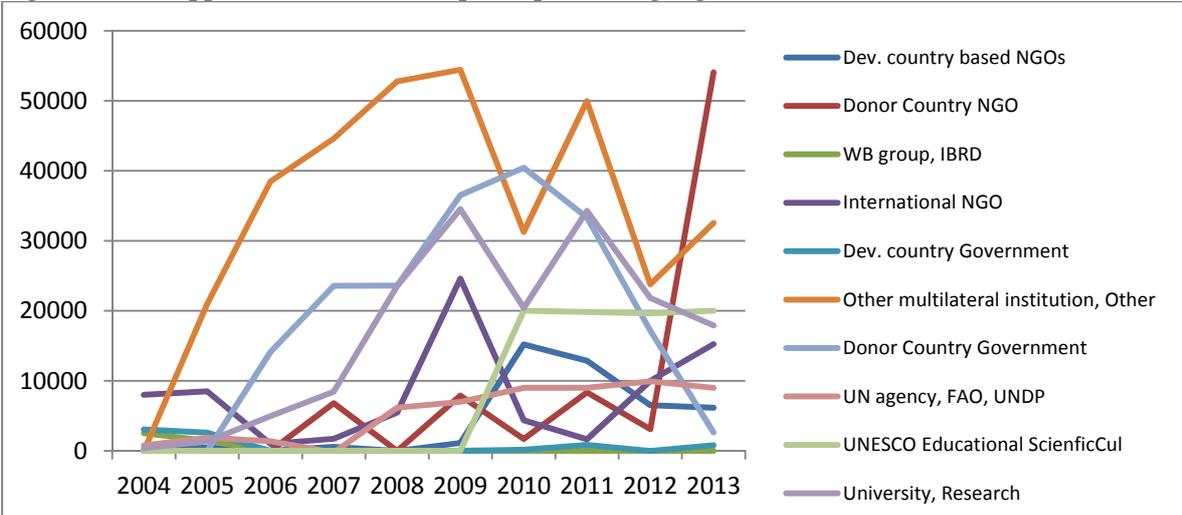
Within the category *University/research* the largest contribution has been allocated to SWEDESD, in total over 60 million SEK. In the category *Donor Country Government* the Swedish Chemicals Agency received the largest contribution, over 80 million SEK in total and in the largest category *Other* it is International Training Programme (ITP) for Africa: "Rural and Peri-Urban Land Administration in the SADC Region" that received the largest support, almost 27 million SEK.

When further breaking out which implementing organisations receive the support, see figure 7, the following trends can be determined:

- From 2004 the support to *Other*, and *Other multilateral institutions* received a significant share of the support until 2009 when the support started to drop. Representative examples of this type of support are ITP courses.
- The support to *Government in the donor country* also increased between 2005 and 2010 but then dropped heavily in 2012 and 2013. Contributions within this category are the support to Swedish Chemicals Agency’s (KemI) international chemicals management program as well as support to Sida and the International Programme Office and the Global School.
- The support to *UNESCO* was until 2009 on a steady low level but increased significantly in 2010 and onwards. This contribution supports for example two positions, one expert in gender and one expert in ESD at UNESCO.
- The support to *Donor country NGOs* increased significantly in 2012-2013, mainly because of the large framework agreement with WWF Sweden that was finalised in 2013.
- The support to *University/research* increased between the years 2005-2010, and then it dropped in 2011 but went up again in 2012 and then dropped again in 2013, which more or less follows the contributions allocated to the Swedish International Centre of Education for Sustainable Development (SWEDESD) during that later period of time. Between 2005-2008 support was allocated to various collaborations between Swedish Universities and Universities in e.g. Armenia, India and Vietnam.

The support to development country governments is on a low level during the whole period and the only contribution has been to Ethiopia for a support to the forestry sector and “sustainable use of renewable resources in Ethiopia (on farmland, in plantations and natural forests) through education, research and communication”.

Figure 7 ESD support (search area 1-3) per implementing organisation between 2004-2013.



5. A sample of ESD initiatives supported by Sida

Below is a sample of some of the many ESD-contributions supported by Sida.

The contributions described here are a sample and have been selected because they have been supported over a long time by Sida. Many small-scale initiatives supported by Sida are not reported here, but can nonetheless be very strategic in action.

SWEDES¹³

In 2006, the Swedish Government decided that Sida should support the creation of entity for education for sustainable development. In 2008, the Swedish International Centre of Education for Sustainable Development, (SWEDES) was established at Gotland University, Visby, Sweden. Upon the merger of Gotland University with Uppsala University in 2013, SWEDES became part of the latter. SWEDES's mission is to facilitate the development of capacity among practitioners, decision makers and researchers associated with education for development, to formulate, implement and evaluate relevant, appropriate and effective policies, initiatives and activities.

Through collaboration with Swedish and international partners in the field of ESD, SWEDES 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.

In its first years of existence, three capacity development programs have formed the mainstay of SWEDES's work. First, the Education for Strong Sustainability and Agency (ESSA) Program supports the integration of ESD-related content and teaching methods in teacher education institutions – and as a consequence in actual school-based practice – in countries in the Southern African region. This program is currently enlarged by a fully internet-based learning program called Fundisana Online. Second, the Supporting Urban Sustainability (SUS) Program is known for its innovative methodology of multi-stakeholder city-teams engaging in a collaborative inquiry related to ecosystems services, poverty alleviation and reflexive governance. This methodology is being applied, researched and continuously adapted in Southern Africa and South and East Asia. Third, through the Learning for Sustainability and Change (L4C) Program SWEDES and its principal partner, Global Action Plan International, have been developing a process and tools that promote transformative learning in the service of sustainability action.

An external evaluation, published January 2012 concluded *inter alia* that SWEDES had accomplished much in the relative short time of existence. It had initiated innovative programs and projects that showed promise in terms of advancing the theory and practice of ESD, in Sweden and internationally.

Since 2012, SWEDES has undertaken additional activities, especially related to research and policy development. Research carried out as part of the capacity development programs has produced many insights, which are being published. These insights are also translated into formal methodologies, such as the Inquiry-Based Approach, which is used for training facilitators for multi-stakeholder development processes. Also, SWEDES has assumed a leading role in the formation of a cross-sectoral and cross-border network of ESD-related practitioners, researchers and policy makers in the Baltic Sea region. Leading up to the 2014 UNESCO World Conference on ESD (Nagoya, Japan), SWEDES joined forces with three

¹³ SWEDES 2012; SWEDES 2013; SWEDES website and from communication with Frans Lenglet, Director at SWEDES.

other significant ESD-related organizations in Sweden to organize a national consultation on ESD policy. This has resulted in publishing recommendations for enhancing ESD-practice, policy and research in Sweden.

Some selected results from SWEDESD

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 are currently being supported by SWEDESD and SADC REEP
- 42 leaders of teacher education institution have agreed to implement and supervise institutional change.
- A publication in 2012 “The Parts and The Whole - A Holistic Approach to Environment and Sustainability Education”. This includes a teacher educators’ manual and worksheets for students.
- Since 2010 the SUS programme has been implemented in 14 cities in Africa, Asia, and Europe. 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.

As part of the Learning for Change (L4C) program targeting educational practitioners to design, develop and test learning methods that can support change processes in sustainability-related projects, programme and organisations;

- A process and tools have been developed.
- 25 participants have become “certified” facilitators.
- In 2013, Global Action Plan International published a manual “learning for change”, based on the experience of previous L4C workshops.

The insights generated by its activities have been disseminated through SWEDESD’s web site, through publications, through articles in well-positions (academic) journals, though strategically selected national and international conferences and through participation in significant international networks.

Some selected insights reported by SWEDESD

Over the years SWEDESD has experienced that effective ESD is possible and that it can have longer-term results in terms of skills, knowledge and behaviour change. It has been shown that in formal and non-formal or informal learning situations a combination of SD-related content and learner-oriented methods and processes can empower the learners as well as the “teachers”. ESD-based methodologies can create conditions for learners to gain understanding of the dynamic interconnectedness between the three sustainability dimensions of nature/environment/ecology (including planetary boundaries and ecosystem services), society (including power and inequality, governance, livelihoods and empowerment) and economy (including the management of natural and social resources, employment and equity). While making sense of these dimensions and their interaction, learners and students develop their agency – the dispositions and skills required for making choices and undertaking action that advance sustainability. These are learning outcomes that go beyond the generally accepted subject-based learning outcomes in schools or the awareness creation outcomes common to non-formal and out-of-school educational programmes. Moreover, the ESD approaches used emphasize social and collaborative learning modes that go beyond traditional group-based and individual instruction and learning.

Education for Sustainable Development in Action, Ukraine¹⁴

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”.

During the first three years of the project over 600.000 students and 2500 teachers were involved in ESD learning. A series of workshops were held to provide teachers with methodology skills before they started teaching the course. In the course of the project *Lessons for Sustainable Development* curriculum for grades 3 to 9 have been designed and introduced in schools. It was recommended by the Ministry of Education and Science of Ukraine as an optional subject for grades 3-4 and 8-9. For each grade a set of teaching and learning materials was created with a syllabus, student book and teacher guide. With GAP support, TDP has developed and tested (in more than 80 schools around the Ukraine) a one-year curriculum of Learning for Sustainable Development – according to UNESCO, the first of its kind.

According to a review carried out in 2012, sustainable development as a subject has been delivered to pupils through an innovative, inter-active learning method very much appreciated by pupils, their parents and teachers. The reviewers also found that it is much more likely that schools that have participated in ESDA will carry on with this subject in one form or another and that it is more likely that individuals that have been involved will change their consciousness and habits.

According to documented long-term results reported on request to UNEP in December 2007, the project has also lead to significant reduced water use (by 11.3 %), electricity use (by 8.7 %) and garbage production (by 12.7 %).

The project Education on Sustainable Development in Action (ESDA) started on a small scale in Ukraine and in 2009 Sida offered to enlarge the project in seven oblasts in Ukraine. The first cycle of ESDA project was from 2009-2012 and the current cycle goes from 2013 to 2015.

International Training Program, ITP, on Education for Sustainable Development¹⁵

Since 2001, Sida has supported implementation of a total of 25 Advanced International Training Programmes (ITP's) in Environmental Education and Education for Sustainable Development (ESD)¹⁶. The training programmes have been organized and managed by NIRAS Natura in partnership with a number of key institutions and organizations in Sweden, Africa and Asia. More than 1000 professionals within the environment and education sector, coming from 45 different countries in Africa and Asia, have taken part in the ITPs since the

¹⁴ Sida, 2012; and Global Action Plan International webpage

¹⁵ Niras 2014; Taylor and Neeser (2012); UNESCO 2010, communication with Marie Neeser, Project Manager at NIRAS International Consulting

¹⁶ ITP ESD in Formal Education (2001-2011); ITP ESD in Formal Education-China (2004-2009); ITP ESD in a River Basin Context (2008-2009); and ITP ESD in Higher Education (2008-2013). Niras, 2014

beginning. The first programme, was focused on schools and teacher training institutions and was implemented in partnership with Centre for Environmental Education in India (as coordinator for the Asia countries) and SADC Regional Environmental Education Programme in South Africa (as coordinator for the African countries) and a number of Swedish organisations were involved in the Swedish component of the program. The second programme, the ESD in Higher Education program, has been implemented in partnership with UNEP and a number of universities in Africa and Asia. Key partners have been Rhodes University in South Africa and UNEP-Tongji Institute of Environment for Sustainable Development (IESD) in Shanghai. Uppsala University, Stockholm Resilience Centre and Chalmers University are involved in the Swedish component of this program. These programmes build on and contribute to the two UNEP networks and initiatives- Mainstreaming Environment and Sustainable Development in African Universities (MESA) and the Global University Partnership on Environment and Sustainability (GUPES). The five years of ITPs on ESD in Higher Education is coming to an end and in November, 2014 an alumnus will gather to discuss, document and evaluate the outcomes and impacts.

The EE and ESD in Formal Education programmes have been attended by decision makers, planners, specialists, trainers and managers involved in formulation and implementation of ESD at all levels of the formal education system – from primary education to teacher education. The programmes have provided an opportunity to exchange knowledge and experiences in ESD in the formal education sector. They have also supported creative thinking and the development of ESD practice and deepened the understanding of the environmental, social-cultural and economic dynamics of sustainable development. These insights have been used to enhance and develop ESD initiatives in the participants' work contexts.

Follow-up on Change Projects in the regions has revealed some interesting outputs, as can be seen in these examples from Africa and Asia:

In Lesotho, the Ministry of Tourism, Environment and Culture has set up Eco Schools, while the Lesotho College of Education has mainstreamed ESD into the teacher education curriculum through the use of Outdoor Learning Activities.

In Sri Lanka, the ITP institutional team from the National Commission for UNESCO worked with over 10 ASPnet schools towards integrating the principles and values of ESD, not just in the teaching and learning in school, but in school management, policies, systems and even the buildings and campus in general. Two of the project schools received global recognition for 'Best Practice in the Region towards achieving MDGs through ESD'.

In China, ITP participants from the Compulsory Education Office of the Education Department in Shandong Province developed a Change Project titled 'Project for implementing environmental education and sustainable development education in the primary and secondary schools in Shandong Province'. This project became the formal EE and ESD policy in Shandong in April 2008.

In India, an experimental Change Project in 2007 titled 'A/V-based teaching-learning materials' was inspired by the teaching-learning principles and values of ESD. The initiative, now supported by UNICEF and called 'Saral Shiksha' (easy education), is currently in 100 schools in the state of Gujarat and will be implemented in over 7,000 more in the coming years.

The ESD in Higher Education programmes have been attended by university professionals interested in re-orienting education towards sustainable development through curriculum and other institutional changes. More than 144 ESD Change Projects have been initiated in

approximately 120 higher education institutions in Africa and Asia. These projects include curriculum changes, new tools and methods, new policies and strategies and new management practices including campus management changes. A South-South-North collaboration network has been established involving over 150 university professionals. The programme uses a situated learning pedagogy that invites participants to identify a self-driven change initiative in their institutions and to work with colleagues to bring about change over time.

Southern African Development Community Regional Environmental Education Programme (SADC-REEP)¹⁷

Between 1997 and 2011 Sida supported the Southern African Development Community Regional Environmental Education Programme (SADC-REEP). The purpose of the Regional Environmental Education Programme was to enable environmental education practitioners in the SADC region to strengthen environmental education processes for equitable and sustainable environmental management choices. This has been achieved through enhanced and strengthened environmental education policy, networking, resource materials, training capacity, and research and evaluation.

The programme has achieved a lot during its 15 years of presence. It has established strong conceptual foundations for environment and sustainability education that are regionally robust and have proven to be relevant amongst educators and communities involved in the education programmes and processes. From a policy change perspective, the programme has explored how regional policies can be engaged with and used to strengthen and develop policy at the nation state level. It has developed practical knowledge and experience of how policy relationships can be mobilised and developed to further understandings of environmental education policy at all levels.

From a capacity building and training perspective, the programme has developed and sustained a number of innovative professional training programmes. These have developed the capacity of thousands of people in SADC who have participated in the programmes. The Rhodes University/SADC International Certificate Course in EE, a residential course on professional development through participation in EE/ESD processes, has for example graduated over 260 participants from over 15 countries in Southern and East Africa at the end of 2010.

From a materials development perspective, the programme, together with Share-Net at WESSA, has pioneered a model of materials development based on principles of access, low cost and participation. It has successfully supported the development of thousands of low-cost materials for use in environmental education programmes. Regional resources, most notably a Sourcebook on Learning Support Materials, have been developed that support ongoing materials development work.

From a research perspective, the programme has established an active research network involving some 50 active researchers in the SADC region, across 10 academic institutions, all of whom are located in Faculties of Education. The research has produced 30 published/publishable academic papers and researchers have presented their work at all EEASA conferences since the inception of the research programme, offering in total approximately 50 conference papers and presentations to regional audiences.

¹⁷ SADC-REEP's webpage

The Lake Victoria Catchment Environmental Education Programme (LVCEEP), WWF Sweden¹⁸

One of several WWF Sweden initiatives within ESD, supported by Sida, is the Lake Victoria Catchment Environmental Education Programme (LVCEEP). The LVCEEP was a regional transboundary programme working in the catchment of the Lake Victoria in the East African countries of Kenya, Uganda, Rwanda and Tanzania from 2004-2014. The aim of the programme was to promote 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. LVCEEP was based on capacity building on environmental and sustainability issues in formal and non-formal education, greening initiatives, materials and networking, the involvement of other stakeholders and the efficient monitoring of programme activities.

Capacity building workshops were conducted for teachers, school inspectors, district education officers, members of the community and other stakeholders. In formal education, Environmental Education (EE) and later Education for Sustainable Development (ESD) were integrated in the school curricula of primary and secondary schools. By the time the programme ended, a total of 53 schools, 53 outreach schools, five teacher training colleges, 37 community groups and two outreach community groups had been involved in the programme. In each country, a core-team network of eight members from communities, schools and local governments was formed and received training in EE/ESD methods for spearheading in schools and communities sectors in the four countries. 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. LVCEEP's profile has been enhanced through media programmes in Kenya, Uganda and Tanzania as well as in a national daily newspaper in Uganda, and the ESD approach has been spread into other schools. The national governments are now more committed to support LVCEEP and project activities have been streamlined and mainstreamed in district and country development plans through participation in government meetings at local and national levels.

5. Discussion and concluding remarks

During the UN Decade for Education for Sustainable Development (DESD) Sweden has been a strong supporter of ESD both nationally and internationally. Sweden has supported ESD initiatives as part of Sida's international development cooperation. Since 2004 and up to 2013 the support to ESD-related activities has increased dramatically from almost 15 million in 2004 to 158 million SEK in 2013, although with some fluctuations over time. Also contributions specifically marked with ESD show a positive trend between 2004-2013, rising from 390 000 SEK in 2004 to 102 000 000 SEK in 2013, giving a yearly average during the ten years of 42,5 million SEK. Interesting to note is that this is a period of time during which the general support to Education decreased from over 910 million in 2004 to almost 690 million SEK in 2013.

The increase in ESD-related activities can be explained by the focus of ESD and sustainable development in general during the beginning of the ESD decade, which prepared the ground for actors to start working with ESD on a larger scale than before since also the donors now were on board as a result of the announcement of the ESD decade. Governments, such as the Swedish Government also supported ESD to be higher up on the political agenda, and saw the

¹⁸ WWF 2010; WWF website

benefits of linking education to sustainable development. Together with Japan and Germany, Sweden is pointed out as a key nation to promote ESD internationally. And of course, the UN itself, in declaring 2005 – 2014 as the UN Decade of ESD, added much needed weight to ESD.¹⁹

When looking at Sida's own statistics it has to be said that the support to a few larger initiatives skews the statistical findings. For example, during the last decade Sida has supported a number of rather big initiatives within ESD from civil society organisations such as WWF working with ESD both as separate projects but also as components in larger programmes to the International Training Programme (ITP) on ESD as well as support to components in sector programmes that focus on ESD and support to UNESCO's work with ESD. This is one explanation of the growth in Sida's support to ESD. Also in 2006 the Swedish Government decided (UD 2005/31444/GU) to assign Sida to support a new unit dedicated to promote Education for Sustainable Development, which later became SWEDESD, which was a rather big support.

There are a few constrains regarding Sida's reporting system when it comes to follow up and report on Sida's ESD-contributions. First of all ESD does not have a separate code so there is no easy way to monitor and follow the Sida contributions to ESD. There is however possible to search for key words in the statistical database but that requires that the programme officer has made a proper description of the contribution. Secondly, ESD components can be part of a larger intervention and hence be "hidden" by the main activities in an intervention. That was for example the case with some of the support to the Global School. On the other hand, when selecting a data set based on assumptions of possible key words, the results can also be too unspecific and consequently too large. Taken together, it is not possible to get an entirely fair and complete picture of Sida's support to ESD, however the numbers accounted for in this report provide a good indication of both volume and direction of Sida's support to ESD during 2004-2013.

Some obvious trends can be drawn from the overview of the statistical material, such as that ESD is now an established concept for actors working within both the field of education and the field of environment. The relatively low level in 2004 and 2005 to ESD support could be explained with the fact that Swedish political commitment for the ESD as a concept took time to establish in guiding documents and policies for Sida. Another explanation can be that it took some time for practitioners both from the implementing organisations to the donor agencies to understand the concept, its applicability as well how to view ESD in relation to other concepts and initiatives.

Sida's interventions are all directed by Swedish results strategies at country, regional and global levels. In the Aid policy framework from March 2014, which replaced all previous policies, there is no specific mentioning of the need for, or the importance of education for sustainable development. As a consequent, prioritising ESD-initiatives becomes more difficult for Sida with no specific policies or guiding documents from the Government that emphasise the importance of ESD or education as a tool to reach sustainable development. Even though ESD is no longer a focus area per se for Sida within education, ESD-related initiatives are still supported by Sida. In 2013 a total of 27 cases were marked with a direct ESD description counting up to a total contribution of 102 million SEK. Three years earlier in 2010, 15 interventions were supported with a total contribution of almost 40 million SEK. In 2006 the number was 21,5 million SEK divided over 6 different interventions.

¹⁹ UNESCO, 2010

If the interpretation is true that ESD got a jumpstart by the political interest in the early 2000s, then we might see a decrease in the years to come following the absence of specified political guidance. On the other hand, it might also be so that the concept has been well established and institutionalised in both educational systems and within environment settings, namely that ESD is relevant and useful concept to work with in order to reach a more sustainable development regardless of political priorities. This is something that would be interesting to follow up in the future.

Although ESD as a concept should capture all dimensions of sustainable development, the statistics show that for Sida the support to ESD has a strong correlation to the Environment dimension of ESD. The distinction between Environmental Education and ESD is also important to think about; looking at the Sida supported initiatives the two ideas sometimes are confounded and difficult to separate. This might not be a problem since EE, with its focus on environmental protection, natural resource management and the conservation of nature is a part of ESD. In contrast, ESD tends to go further by bringing in socio-economic, political and cultural dimensions, which very much coincides with Sida's approach to environmental sustainability in particular and sustainable development in general.

Finally, since ESD is a concept that is under constant development, it becomes important for Sida to have the possibility to keep abreast, and share that information internally but also being able to participate in the dialogue with other stakeholders about lessons learned and the implications for policy development etc. Active participation for example at the United Nations Conference on Sustainable Development, will not only be important in order to share Sida's experiences and learn from others what has been done during the last decade but more importantly being able to contribute and actively take part in pointing the way forward.

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