



United Nations
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German Commission
for UNESCO



EDUCATION FOR SUSTAINABLE DEVELOPMENT – INTERNATIONAL WORKSHOP 'HORIZON 2015'

Report and Recommendations
27-28 February 2012, Bonn, Germany

Education for Sustainable Development – International Workshop 'Horizon 2015'

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This document records the dialogues and reports on recommendations arising from the **International Education for Sustainable Development (ESD) Workshop 'Horizon 2015'** (Bonn, Germany 27-28 February 2012) organized by the German Commission for UNESCO, in cooperation with the federal state of North Rhine-Westphalia, the City of Bonn and the German Savings Bank Association. The workshop aimed to assess the implementation of ESD during the United Nations Decade of Education for Sustainable Development (UN DESD), as well as develop perspectives for ESD beyond the end of the Decade in 2014.

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Participants to the workshop during one of the plenary sessions

1. The international education for sustainable development workshop 'Horizon 2015'

1.1. Workshop rationale

The three-year anniversary of the Bonn Declaration¹, adopted at the UNESCO World Conference on Education for Sustainable Development (ESD), is a timely moment to assess its implementation, particularly since the future of ESD is being debated in several international forums and across UNESCO Member States. The United Nations Decade of Education for Sustainable Development (UN DESD, or Decade) will end in another three years. It is, therefore, vital to begin planning mechanisms to support ESD beyond 2014, and equally important to avoid any gap between the end of the Decade and the start of possible follow-up activities in early 2015.

¹ UNESCO. 2009. Bonn Declaration. UNESCO World Conference on Education for Sustainable Development, 30 March-2 April 2009. Bonn, Germany, UNESCO.

From 27 to 28 February 2012, the German Commission for UNESCO, in cooperation with the federal state of North Rhine-Westphalia, the City of Bonn and the German Savings Bank Association, organized in Bonn the International Workshop on Education for Sustainable Development 'Horizon 2015' to contribute to ongoing international discussions on the future of ESD and the UN DESD. This meeting provided a platform for around fifty experts and government officials² from around the world to evaluate the implementation of both the Decade and the Bonn Declaration and discuss perspectives for ESD beyond 2014.

The workshop was an important milestone in the continued support of the German Commission for UNESCO to the UN DESD. It included keynote speeches by respected ESD

² Appendix 2 includes the list of participants at the Bonn Workshop on ESD.



Photo: German Commission for UNESCO, Kornelia Danetzki

leaders and a range of interactive sessions featuring all the invited experts. The outcome document, ‘Bonn recommendations on ESD beyond 2014’³, was developed by a drafting group during the workshop, shared and discussed among the participants and adopted by consensus at the last session.

1.2. About this report

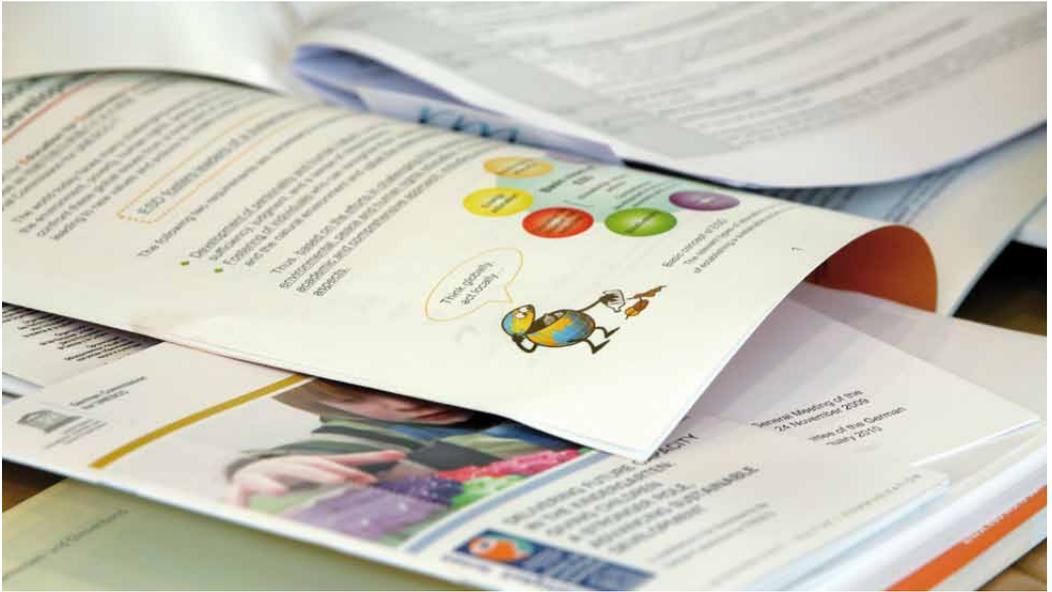
This report starts with a brief background on ESD and the Decade in order to contextualize the International ESD Workshop and its discussions. It captures the dialogues, discussions and lessons learned during the workshop, emphasizing its process and collective outcomes rather than the content of specific keynote presentations.

2. The DESD: origins and perspectives

The workshop’s first day was spent reviewing the implementation of the UN DESD and Bonn Declaration. It began with official greetings by Bärbel Kaatz of the German Savings Bank Association; Angelica-Maria Kappel, Deputy Mayor of Bonn and member of the City’s International Affairs and Science Committee; and Roland Bernecker, Secretary-General of the German Commission for UNESCO.

Ms Kaatz welcomed participants to the Bonn office of the German Savings Banks and Giro Association. The business philosophy of the Savings Banks Finance Group – Europe’s largest finance group – is closely linked to the concept of sustainable development. The association supports the savings activities of broad sections of the population and assists people in making financial provisions for the future. It provides funding primarily to small and medium-sized companies, supports budding entrepreneurs and

³ Appendix 1 includes the ‘Bonn recommendations for ESD beyond 2014’.



ESD publications

contributes to developing a balanced economic structure.

Ms Kappel highlighted the City of Bonn's tradition of supporting UN initiatives and engaging people in sustainable development – not only by hosting a wide range of UN Secretariats and international organizations working on related issues, but also involving its citizens in these important international agendas. For example, Bonn has celebrated United Nations Day every October since 1996.

Mr Bernecker then highlighted the German Commission for UNESCO's commitment to supporting UN DESD activities. He emphasized the Commission's role in organizing the 2009 UNESCO World Conference on ESD, which was instrumental in fostering public awareness of ESD. He celebrated achievements made during the first half of the Decade, identified challenges for the sec-

ond half, and stressed the need to highlight the importance of ESD in enhancing the quality and relevance of education.

The official greetings were followed by keynote presentations by Charles Hopkins and Daniella Tilbury, who helped contextualize ESD and the UN DESD and set the focus for the workshop.

Mr Hopkins, UNESCO Chair on Reorienting Teacher Education to Address Sustainability at York University in Toronto, Canada, explained the origin and framework of the Decade. He emphasized the role of UN international conferences in shaping the ESD agenda and the importance of the Decade in giving ESD momentum. He also stressed the need to involve the business sector and other stakeholders (such as the media) in ESD and to communicate ESD more clearly and strategically.

Ms Tilbury, Professor at University of Gloucestershire and Chair of the UN DESD Monitoring and Evaluation Expert Group (MEEG), outlined mechanisms for monitoring the UN DESD and assessing global progress in ESD. She explained that UNESCO established the MEEG to provide guidance on preparing and implementing the global monitoring and evaluation framework for the UN DESD and develop approaches to methodology and data collection. Ms Tilbury stressed the importance of assessing the impact of the Decade and understanding the ensuing changes. She added that asking questions and collecting data is an important means to implement the UN DESD and constitutes a learning process for all stakeholders involved in the monitoring process.

2.1. An international movement

Key United Nations (UN) Conferences and global initiatives have played an important role in involving and mobilizing the international community on ESD. In 1992, governments from around the world gathered at the United Nations Conference on Environment and Development (also known as the Earth Summit) in Rio de Janeiro, Brazil, and committed to sustainable development by signing Agenda 21. This authoritative document is a comprehensive blueprint of action to be taken globally, nationally and locally by UN organizations, governments and major groups in all areas related to sustainable development. Chapter 36 on ‘Promoting Education, Public Awareness and Training’ emphasizes the key role of education and learning in achieving sustainable development and specifically calls upon all countries to develop ESD strategies and



Charles Hopkins talking during a plenary session



Photo: German Commission for UNESCO, Komelia Danetzki

Mr Taeck-soo Chun talking during a plenary session

policies to reorient learning programmes and frameworks.

In 1996, the UN Secretary General’s Report to the Commission on Sustainable Development identified education as the forgotten priority of Rio. A report⁴ on the lessons learned on education’s contribution to sustainability during the decade between the Rio Summit (1992) and the World Summit on Sustainable Development in Johannesburg, South Africa (26 August - 4 September 2002), also acknowledged that while progress had been made at national and international levels, more efforts were needed to influence wider policy and practice in this area. The idea of a UN Decade was brought

up by the Japanese Delegates at the Johannesburg Summit to push forward the ESD agenda and its implementation.

2.2. What is the UN DESD?

On 20 December 2002, at its 57th session, the United Nations General Assembly (UNGA) officially adopted Resolution 57/254⁵ proclaiming the ten-year period beginning on 1 January 2005 the United Nations Decade of Education for Sustainable Development (UN DESD) and designating UNESCO as the official international lead agency. The UN DESD aims to engage stakeholders and national governments in transforming and re-orienting towards sustainability all aspects of education and learning.

4 UNESCO. 2002. Education for Sustainability. From Rio to Johannesburg: Lessons Learnt from a Decade of Commitment. World Summit on Sustainable Development, Johannesburg, 26 August -4 September 2002. Paris, UNESCO.

5 <http://www.un.org/depts/dhl/resguide/r57.htm>.

As requested by the UNGA and based on an extensive consultative process, UNESCO published in 2005 an International Implementation Scheme (IIS)⁶ for the Decade that set a broad framework for all partners to contribute to its implementation and clarified the Decade's relationship with other key educational movements. The IIS defined the following objectives for the UN DESD:

- Facilitate networking, linkages, exchange and interaction among ESD stakeholders;
- Foster an increased quality of teaching and learning in ESD;
- Help countries make progress towards and attain the Millennium Development Goals (MDGs) through ESD efforts; and
- Provide countries with new opportunities to incorporate ESD into education reform efforts.

An important milestone for the Decade was the UNESCO World Conference on Education for Sustainable Development (Bonn, 31 March - 2 April 2009) organized by UNESCO and the German Federal Ministry of Education in cooperation with the German Commission for UNESCO. Participants reviewed implementation of the UN DESD and developed recommendations for its second half. The first UN DESD Global Monitoring and Evaluation Report⁷ was released at the Conference and acknowledged that while progress had been made at national levels, more efforts were needed to mainstream ESD. A key outcome of the Conference was the Bonn Declaration, which was

6 UNESCO. 2005. The UN Decade of Education for Sustainable Development (2005-2014): International Implementation Scheme. Paris, UNESCO.

7 UNESCO. 2009. Review of Contexts and Structures for Education for Sustainable Development. Paris, UNESCO.

'My vision for ESD beyond 2014 is that we realize a global connection of regions in which education, private industry, regional government and knowledge institutes are linked in such a way that they can start and guide learning processes (integrating formal and non-formal education with informal learning) on future most-relevant themes (e.g. food, water, biodiversity, traditional knowledge).'

adopted by more than 900 participants from around the world.

Following the Bonn Declaration, UNESCO released its Strategy for the Second Half of the UN DESD⁸ which identified four key areas for strategic action:

- Enhance synergies with different education and development initiatives (Education for All – EFA, MDGs, United Nations Decade Literacy Decade, Global Initiative on Education and HIV & AIDS – EDUCAIDS) and strengthen partnerships among ESD stakeholders;
- Develop and strengthen ESD capacities;
- Build, share and apply ESD-related knowledge; and
- Advocate and increase awareness and understanding of ESD.

8 UNESCO. 2010. UNESCO Strategy for the Second Half of the United Nations Decade of Education for Sustainable Development. Paris, UNESCO.

'My vision for ESD beyond 2014 is that lessons learned on national implementation and international collaboration in ESD are captured and shared.'

2.3. How can ESD be supported beyond the end of the UN DESD?

As the Rio+20 Conference (Rio de Janeiro, 20-22 June 2012) draws near and the Decade comes to an end, there has never been a more important time to pursue ESD efforts – a fact acknowledged at key international meetings: UNESCO General Conference Resolution 36C/16 asks the 'Director-General to develop options for transforming the UN DESD into an institutionalized process beyond 2014'. The first draft of the Rio+20 Declaration, for its part, states that Member States 'agree to promote ESD beyond the end of DESD'.

The keynote presentations from the first session were complemented by a panel discussion touching on different coordination mechanisms and follow-up activities to former UN Decades. The panel was led by Gerhard de Haan, Chairperson of the German National Committee for the Decade and constituted by Karl-Peter Fritzsche (representing the World Programme for Human Rights Education), Marah Koeberle (World Programme of Action for Youth) and Karl-Otto Zentel (UN International Strategy for Disaster Reduction). A summary of these initiatives is presented below.

World Programme of Action for Youth (1995–ongoing) – Marah Koeberle, former Youth Delegate to the UN General Assembly

In 1965, UN Member States endorsed the 'Declaration of the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples.'⁹ Two decades later, the UNGA declared 1985 the 'International Youth Year: Participation, Development, Peace.' The aim was to emphasize the key role of young people in contributing to sustainable development and the ideals of the UN Charter. That same year, the UN General Assembly also endorsed guidelines for further planning and suitable follow-up in the field of youth.

In 1995, the UN strengthened its commitment by adopting an international strategy, the 'World Programme of Action for Youth to the Year 2000 and beyond,' which aims to address more effectively the problems of young people and increase opportunities for their participation in society. The World Programme provides a policy framework and practical guidelines for national action and international support to improve the wellbeing of young people. The themes identified by the General Assembly for the International Youth Year (participation, development and peace) remain its overall priority areas to date.

The programme has been crucial in encouraging UN Member States – and particularly low and middle-income countries – to develop youth-related policies and activities.

⁹ For more information, please visit: <http://www.un-documents.net/a20r2037.htm>.

Photo: German Commission for UNESCO, Ingrid Mulla



Gerhard de Haan moderating the panel discussion

tivity within the UN Secretariat led by a Special Representative of the Secretary General (SRSG) for Disaster Risk Reduction since 2010 and administratively overseen by the Under-Secretary-General for Humanitarian Affairs. UNISDR acts as the focal point in the UN system for coordinating disaster reduction and ensuring that disaster risk reduction becomes integral to sound and equitable development, environmental protection and humanitarian action.

By the end of the Decade, disaster risk reduction had become such an important topic that it was institutionalized and related activities are now coordinated directly by a secretariat which is through its lead, the SRSG; directly linked to the the UN SG.

International Strategy for Disaster Reduction (1999-ongoing) – Karl-Otto Zentel, CEO of the German Committee on Disaster Reduction (DKKV)

World Programme for Human Rights Education (2005-ongoing) – Karl-Peter Fritzsche, UNESCO Chair in Human Rights Education

On 11 December 1987, at its 42nd session, the UN General Assembly designated the 1990s as the ‘International Decade for Natural Disaster Reduction’ (IDNDR). At the end of the IDNDR in 1999, governments and international organizations recognized that building resilient communities and reducing disaster risks was still a critical task as an increased number of people were affected by natural hazards.

Following a suggestion at the World Conference on Human Rights in Vienna (14-25 June 1993), the UN General Assembly in its Resolution A/RES/49/184 of 23 December 1994¹⁰ proclaimed the ten-year period beginning on 1 January 1995 the UN Decade for Human Rights Education. Per the request of the Human Rights Commission, the office of the High Commissioner began to study possible follow-up activities in 2003. After a long consultative process, a majority of countries advocated a second Decade – although some influential members believed

The ‘UN International Strategy for Disaster Reduction’ (ISDR) was thus established in December 1999 to further support and coordinate activities in the field of disaster risk reduction. Its secretariat is UN-ISDR, an en-

¹⁰ For more information, please visit: <http://www.un.org/documents/ga/res/49/a49r184.htm>.



Alexander Leicht presenting the work of UNESCO

UNESCO's focus on ESD

To make ESD more concrete and relevant to Member States and communities, UNESCO currently works in three key thematic areas: climate change, biodiversity and disaster risk reduction. UNESCO is currently preparing the 2014 World Conference on ESD, which will be held in Japan. The World Conference will advocate ESD at the global level, report on Decade implementation and strive to enhance the evidence base for ESD. It will highlight the contribution of ESD to quality education as well as to the pursuit of sustainable development.

this would constitute an admission of failure and recommended establishing another coordination structure instead.

On 10 December 2004, the UNGA proclaimed the World Programme for Human Rights Education (2005-ongoing) to advance implementation of human rights education programmes in all sectors. The World Programme was established by General Assembly Resolution 59/113 (10 December 2004)¹¹, with global coordination by OHCHR and UNESCO.

The World Programme promotes a common understanding of basic principles and methodologies of human rights education and provides a framework for action and strengthening partnerships and cooperation in this area. Unlike the UN Decade for Hu-

man Rights Education, the World Programme is open-ended and its structure designed in phases to strengthen efforts in specific sectors and issues. The first phase (2005-2009) focused on human rights education in primary and secondary schools. The second phase (2010-2014) focuses on human rights education for higher education and human rights training programmes for teachers and educators, civil servants, law enforcement officials and military personnel.

Following the panel discussion, workshop participants were introduced to UNESCO's current focus areas in ESD and sustainable development so that they might consider them when drafting recommendations to advance the ESD agenda beyond 2014. Three boxes above summarize UNESCO focus areas in sustainable development and outline challenges and future trends identified by Alexander Leicht during his presentation.

¹¹ For more information, please visit: <http://www2.ohchr.org/english/issues/education/training/reports.htm>.

ESD challenges

Alexander Leicht, UNESCO, recognized that ESD has gained prominence nationally and internationally as evidenced by, for example, the UN DESD monitoring and evaluation process, which captures progress in ESD;¹² the latest Human Development Report, which recognizes ESD's role in sustainable consumption and production;¹³ and the Rio+20 Zero Draft¹⁴ of January 2012, which includes four paragraphs on ESD. He also acknowledged that much remains to be done in this area as ESD is still not fully recognized in the wider education and development arenas...

Future Trends

With the target date for the Millennium Development Goals and the Education for all objectives approaching, the international community is negotiating objectives and priorities for the global development agenda after 2015. Interest is growing in key competencies required to address 21st-century challenges.



Participants during one of the plenary sessions

12 UNESCO. 2009. Review of Contexts and Structures for Education for Sustainable Development. Paris, UNESCO.

13 UNDP. 2011. Human Development Report. Sustainability and Equity: A Better Future for All. New York, Palgrave Macmillan.

14 For more information, please see: <http://www.uncsd2012.org/rio20/index.php?page=view&type=12&nr=238&menu=32>.



Marah Koeberle during the podium discussion



Photo: German Commission for UNESCO, Kornelia Danetzki

3. Key dialogues and discussions

This section reports on the dialogues, discussions and outcomes generated by workshop participants at the various interactive sessions.

3.1. Strengths and weaknesses of the UN DESD implementation and coordination frameworks

Based on the keynote presentations and national reports submitted by participants,¹⁵

the workshop's first interactive session aimed to collect lessons learned from UN DESD implementation at international and national levels. The following aspects were discussed in small groups:

- Policies and funding
- Coordination and indicators
- International involvement, partnerships and cooperation

¹⁵ Please contact the German Commission for UNESCO to receive a copy of the national reports: sekretariat@esd.unesco.de.



ESD Projects award ceremony

Each group was asked to answer the following key questions:

- What works particularly well?
- What are the main lessons learned?
- What are some of the challenges?
- Identify one prominent national example.

Table 1 summarizes this session's outcomes.

'My vision for ESD beyond 2014 is that the ESD be turned into a World Action Programme – maintaining all the best features of the Decade, improving the rest, and giving both stability and new impetus to people's commitment to ESD.'

ESD Projects Award Ceremony at Bonn's Old Town Hall

On the occasion of the International Workshop, an award ceremony led by Gerhard de Haan took place at Bonn's Old Town Hall. Eight exemplary ESD projects from throughout the region were recognized. Ms Angelica- Maria Kappel also accepted the award on behalf of the City of Bonn. Successful and innovative projects in the field of ESD can apply for recognition as an 'Official German Project for the UN Decade'. With nearly 1500 Official Decade Projects and 13 municipalities recognized since the beginning of the Decade, this German best practice – which helps heighten the Decade's visibility throughout Germany and also supports the engagement of individual ESD stakeholders – has surpassed all expectations. The award ceremony takes place two or three times a year; the winning projects and initiatives receive a certificate, flag and stamp with the official German logo of the UN Decade.

Table 1: Strengths and weaknesses of the UN DESD implementation and coordination frameworks

Theme	Description
ESD-SPECIFIC POLICIES AND FUNDING ALLOCATION	There is evidence that the development of ESD policies and laws at the national level has progressed. Specific sectors have adopted policies that encourage different social stakeholders to develop and connect formal, non-formal and informal ESD learning initiatives. Although a growing trend to develop such strategic plans can be observed, the persistent lack of funding and resources does not always allow effective implementation of ESD processes.
QUALITY OF COORDINATION MECHANISMS	The quality of ESD processes and projects largely depends on the quality of the coordination mechanisms and systematic approaches in place for ESD implementation. ESD is often coordinated at the national level by environment ministries. But since ESD focuses on creating opportunities for enhancing the quality of education systems and practices, the involvement and leadership of education ministries are essential if one is to move the agenda forward. In many countries, innovative approaches to ESD also require quality interministerial collaboration and coordination.
INTERNATIONAL COOPERATION AND PARTNERSHIPS	<p>The internationalization of ESD activities offers opportunities to empower people, organizations and governments to support and participate in ESD efforts. The UN DESD has given momentum to ESD, and UNESCO has played a pivotal role in making it more visible at the governmental level. As workshop participants noted, many governments currently support, endorse and invest in ESD initiatives as a result of the Decade.</p> <p>UNESCO National Commissions have been instrumental in linking national implementation with international ESD activities and developments.</p> <p>Global and regional networks, as well as partnerships between different sectors of society, have been critical in (i) shaping the ESD agenda and lobbying for ESD; (ii) involving the business sector, cultural and faith-based organizations and other sectors that were not very active in ESD before the Decade; and (iii) linking ESD learning processes in formal, non-formal and informal settings.</p>
STRATEGIC COMMUNICATION	Engagement in ESD and the quality of ESD learning processes could be enhanced if the messages and deep meanings of ESD were communicated more strategically to governments and civil society. ESD is a process, not a product. It reaches beyond environmental concerns and creates opportunities to enhance the quality of educational systems.

<p>ESD QUALITY CRITERIA AND INDICATORS</p>	<p>Monitoring and evaluation are important to create awareness, track ESD progress and assess changes, impacts and the quality of ESD learning processes. Defining and using ESD quality criteria and indicators for different sectors and learning settings create opportunities for deep learning as critical reflection on experiences is encouraged and lessons learned are identified and shared.</p>
<p>GOOD PRACTICE CELEBRATION</p>	<p>Recognizing and celebrating good practice and work is important to keep improving ESD processes, pedagogy and methodology.</p>

3.2. A vision for ESD beyond 2020

Taking into account the outcomes from the previous sessions, participants were encouraged to build a common vision for ESD beyond 2014, working in small groups to answer the following question:

‘What do we want ESD to look like in 2020 as a result of the current efforts and follow-up activities to the UN DESD?’ Table 2 captures the outcomes of the vision-building exercise.



Photo: German Commission for UNESCO, Ingrid Muià

Participants in small group discussions

Table 2: Vision-building exercise

Overarching vision elements	Working group responses
ESD IS MAIN-STREAMED AND SHAPES THE EDUCATION SYSTEM	<ul style="list-style-type: none"> • ESD is mainstreamed in the curriculum by 2020. • ESD is structurally implemented in all sectors of education worldwide by 2020. • ESD has become the very purpose of education. • ESD has become a philosophy aiming at reforming the education system. • Virtual ESD courses are provided to all university students (e-learning) • A high-quality education assessment system exists. • ESD mainstreamed by 50% of Member States (curriculum reviews require ESD guidance).
ESD IS STRATEGICALLY COMMUNICATED	<ul style="list-style-type: none"> • Enhanced communications to effectively communicate: What is ESD? How is it relevant? • Everybody 'gets' ESD.
ESD HAPPENS IN LEARNING NETWORKS	<ul style="list-style-type: none"> • We shall have educational landscapes at the local level with strong implementation of ESD to advance prosperity in a sustainable manner. • Sustainable development problems in every region must be addressed through ESD, within local learning networks. • Embrace a truly holistic approach moving beyond formal education and promoting lifelong learning, informal and non-formal learning. • ESD is about learning in many contexts with different target groups • Intercultural dialogue.
ESD IS INTEGRATED IN THE INTERNATIONAL AGENDA	<ul style="list-style-type: none"> • ESD to become an important component in the post-MDGs agenda/campaign. • EFA must have sustainable development as a 'guiding star' • ESD mainstreamed in EFA. • Principles of ESD used across all UN agencies to deliver sustainable development thematic content.

EDS IS AT THE
HEART OF SOCIAL,
ECONOMIC AND
POLITICAL CHANGE

- ESD capacity-building to address development challenges.
- Create agency for change.
- ESD institutions create sustainable communities.
- Create space for community decision-making (share experience, wisdom).
- Community visioning.
- It is recognized that sustainable development takes place in a 'learning society'.

EDUCATION IS
AT THE HEART
OF SUSTAINABLE
DEVELOPMENT

- Sustainable development goals are formulated and measured.
- Put the 'E' (Education) in the 'SD' (Sustainable Development) agenda (water, energy, etc.). Put the 'SD' in the 'E' agenda.
- ESD is at the centre of sustainable development.
- ESD is the key means to achieve sustainable development.
- Input 'cultural rights' as one of the targets of sustainable development. Only UNESCO can do it.
- ESD remain central to developing sustainable societies.
- ESD is a cross-cutting perspective addressing the interface/interdependence between technology, economic conditions, natural systems and legal conditions.

Participants were then asked to identify obstacles and resources that could hinder or further the agreed vision for ESD. Still working in the same groups, they discussed the following questions:

As we travel towards the practical vision:

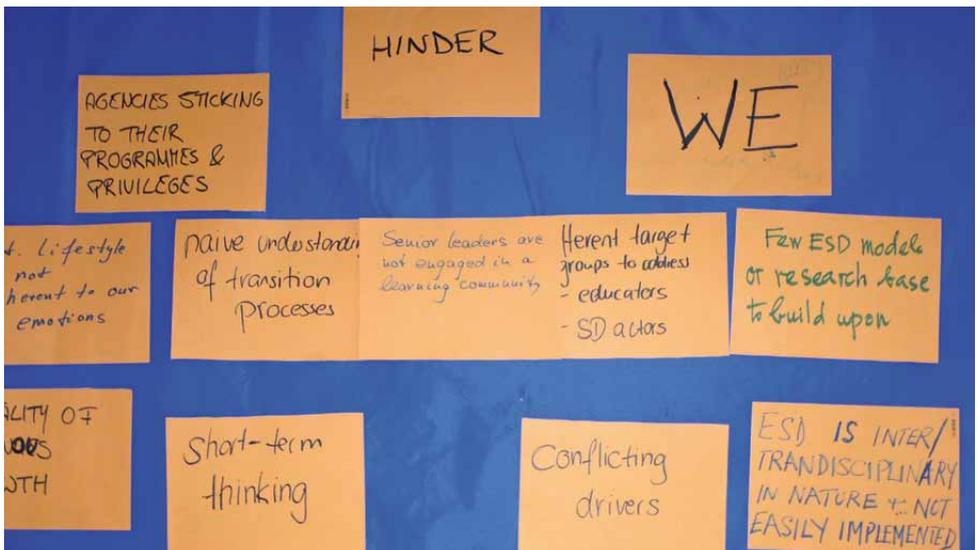
- What will help us?
- What will hinder us?

'My vision for ESD beyond 2014 is that local communities and educational communities are increasingly committed to ESD and develop their capabilities to continue implementing it autonomously, that evaluation and improvement are coordinated within national and regional networks, and that ESD is mainstreamed in school and higher education curricula.'

Table 3 captures the obstacles and resources they identified.

Table 3: Obstacles and resources that hinder and help the ESD vision

Help	Hinder
<ul style="list-style-type: none"> • Lessons learned on ESD implementation are being captured • Growing number of ESD learning networks and partnerships • More involvement and engagement in ESD from different sectors of society • Increased commitment of education ministries • Learning opportunities in the area of sustainability for leaders and top managers • Increased availability of ESD materials and resources • Great opportunities to embed ESD in international initiatives such as the MDGs, EFA and the SDG • Current economic and political system 	<ul style="list-style-type: none"> • Limited ability to drive curriculum changes at the state level • Resistance to change • Not much engagement in ESD on the part of senior managers and leaders, business sector and the media • Financial crisis • Lack of strategic communication • Short-term thinking and lack of flexibility



Obstacles identified by the participants



Lorna Down talking during a plenary session

Photo: German Commission for UNESCO, Kornelia Danetzki

3.3. Recommendations for follow-up activities to the UN DESD

The workshop's last two sessions engaged participants in reflecting on the previous discussions and recommending follow-up activities to the Decade beyond 2014. Three working groups were formed to work on actions and recommendations, taking into account (i) the level (international, national and local) at which actions need to be taken and (ii) the recipient of the recommendations (UNESCO and other UN bodies, Member States and other stakeholders).

The working groups were first asked the following question:

'My vision for ESD beyond 2014 is that every state and local community has realized its own vital interest in providing lifelong learning opportunities for all citizens, creating a fair and sustainable society.'

'What actions need to be taken in order to build on our strengths, overcome obstacles and move us towards our practical vision?'

Finally, each working group was asked to identify two key themes/topics and formulate recommendations to continue supporting ESD beyond the end of the Decade in 2014. These are included in the workshop's final outcome document, 'Bonn recommendations for ESD beyond 2014' (see Appendix 1).



Photo: German Commission for UNESCO, Kornelia Danetzki

Participants from Japan during one of the plenary sessions

4. Looking ahead to the UNESCO World Conference on ESD in 2014

4.1. The 2014 World Conference on ESD in Japan

In his presentation, Takashi Asai, Deputy Secretary-General of the Japanese National Commission, explained that the World Conference on ESD will take place in Aichi/Nagoya and Okayama City (Japan) in November 2014 and will bring together around 1000 participants. The selection committee chose Aichi/Nagoya and Okayama City as the conference's host cities in recognition of their continued efforts to implement and engage people in ESD. The pre-conferences will be held in Okayama City and the main conference in Aichi/Nagoya.

The World Conference on ESD will review and celebrate the successes and implementation of the UN DESD. It is not considered an 'End of Decade event', but rather a starting point to take action and drive efforts to build a sustainable future for all. The conference will provide an exceptional opportunity to showcase ESD's critical role in enhancing the quality of education and learning. For Mr Asai, the recommendations developed at the 'Horizon 2015' workshop will help ensure that a formal coordination mechanism supporting the implementation of ESD is in place by the end of the Decade. The World Conference's outcome document will likely suggest concrete activities within the framework of the expected new coordination mechanism.



Photo: German Commission for UNESCO, Komelia Danetzki

Participants during one of the plenary sessions

4.2. Possible timeline towards the End of Decade and beyond

June 2012: Rio+20 Conference. Possible adoption of a declaration in which Member States agree to promote ESD beyond the end of the Decade in 2014.

Nov 2013: Report by the Director-General to the UNESCO General Conference on possible follow-up options to the UN DESD.

Sept 2014: Possible proclamation of follow-up activity to the UN DESD by the UNGA in New York. If done at the 70th session of the UNGA in late 2015 (the deadline for the final report on the Decade, as requested in A/RES/65/163), an international framework for ESD would be lacking for the period between 1 January 2015 and the inception of a new framework.

November 2014: World Conference on ESD in Japan.

31 December 2014: End of the UN DESD.

2015: Final year for the MDGs and EFA initiatives.

Late 2015: UNESCO General Conference in Paris.

Late 2015: 70th Session of UN General Assembly. Presentation of the UNESCO final report on the UN DESD.

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‘My vision for ESD beyond 2014 is that we succeed in establishing regional educational landscapes for lifelong learning, connecting formal and informal learning.’

5. Appendices

5.1. Bonn recommendations for ESD beyond 2014 – Outcome document

We, the participants in the International ESD Workshop ‘Horizon 2015’, gathered on 27 and 28 February 2012 in Bonn, Germany, to assess implementation of the UN Decade of Education for Sustainable Development (DESD, 2005–2014) and discuss follow-up activities beyond 2014.

General Context

Despite some advances, sustainability remains a long-term global challenge. Education and learning are essential to changing the course of current development patterns. Evidence gathered over the past seven years confirms that the Decade has provided momentum and helped coordinate and support efforts to make education a core strategy for achieving sustainability.

Three years before the end of the Decade, we anticipate that the vision and objectives of Education for Sustainable Development (ESD) will not be fully achieved by 2014. ESD has proven relevant to all countries, and the magnitude of changes required for sustainability means that international cooperation and long-term educational efforts are needed.

- We reaffirm the call for action and vision for ESD outlined in the Bonn Declaration, adopted in 2009 at the UNESCO World Conference on ESD.
- We take note of UNESCO General Conference Resolution 36C/16 requesting the ‘Director-General to develop options for transforming the DESD into an institutionalized process beyond 2014’.
- We further take note of the first draft of the Rio+20 Declaration, in which Member States ‘agree to promote ESD beyond the end of DESD’ and suggest further emphasizing the potential contribution of the world’s education, public awareness and training systems.
- We recognize that the future of the Education for All (EFA) movement, the Millennium Development Goals (MDGs) and the Decade of Water for All are being discussed by the international community.
- We take good note of other international processes, such as the Marrakech 10-Year Framework of Programmes (10YFP) on Sustainable Consumption and Production, the International Strategy on Disaster Risk Reduction, the UN Decade on Biodiversity, the Second International Decade of the World’s Indigenous People, and public awareness-building activities for world heritage conservation.
- Further, we acknowledge progress on the DESD identified by the monitoring and evaluation process and in the national reports presented at the current workshop.

Vision

ESD calls for reorienting education and learning systems. It creates opportunities for everyone to develop the knowledge, skills and values to act upon 21st-century sustainability challenges and to address issues such as poverty eradication, social and economic justice, cultural diversity and intercultural dialogue, democracy, human rights, consumption and production, globalization, biodiversity, disaster risk reduction, environmental degradation and climate change.

Our vision is to mainstream and place ESD at the core of all educational and learning activities. It is to further consolidate global, regional and local learning networks, as well as multisectoral cooperation and partnerships that promote lifelong learning processes for sustainable development (encompassing formal, non-formal and informal learning).

Our vision beyond 2014 is that ESD is supported as a top priority at the national level and featured by UN agencies in the post-EFA and MDGs development agenda. It is well communicated, understood by all and recognized as a key component of every sustainable development effort. Monitoring and evaluation, as well as research-driven mechanisms, are in place to capture and share lessons learned on national implementation and international collaboration. Finally, ESD is integrated in capacity-building for sustainable development and provided to all stakeholders in society to facilitate social change.

Recommendations

To achieve this vision and inform all ESD stakeholders on actions to be considered for DESD follow-up activities, we recommend that:

The General Assembly of the United Nations

1. Adopt a resolution at its 69th Session in 2014 to (i) maintain the momentum provided to ESD by the Decade and ensure that there is no gap between the end of the Decade and the beginning of follow-up activities in 2015; (ii) designate UNESCO as the lead agency for DESD follow-up activities to enhance the national and international structures established to support ESD.
2. Request that UNESCO review the International Implementation Scheme to provide a new framework for follow-up activities adapted to the current challenges and opportunities for ESD.

National governments

3. Advocate follow-up activities to the DESD at the international level within the framework of UNESCO, relevant UN Agencies (e.g. Inter-Agency Committee on DESD) and related international conferences (e.g. the upcoming Rio+20).
4. Review, mainstream and (when necessary) create coordination mechanisms at international and national levels to further support ESD efforts and move it from the margin to the mainstream of sustainable development and educational policies and practices.
5. Continue efforts to reorient learning systems and national curricula for sustainable development.
6. Provide resources, funding and capacity-building opportunities to support ESD implementation.
7. Further identify, extend and promote good ESD practices.

8. Further promote the role of National Commissions for UNESCO in linking international ESD activities with national UN DESD implementation.
9. Promote research to strengthen the evidence base for ESD.
15. Extend local educational networks and learning platforms and share ESD visions, experiences and resources.
16. Work through cross-sectoral and inter-cultural partnerships to challenge each other and generate ESD innovation and social transformation.

UNESCO and other bodies of the UN family

10. Advocate integrating ESD in follow-up activities to the MDGs and EFA processes ending in 2015.
11. Advocate ESD in order to reorient and increase the quality and relevance of education and learning systems.
12. Use the created structures mentioned in Paragraph 1 to promote 'learning societies' to ensure that ESD is an integral part of national and international sustainable development strategies.
13. (UNESCO) Advocate integrating education in sustainable development discourse and policy, while i) placing equal importance on integrating sustainable development into educational discourse and policy at the global level and ii) supporting Member States to undertake the same integration approach at the national level.
17. Urge their governments to promote ESD at the international level in follow-up activities building upon the Decade.
 - We express our gratitude to the German Commission for UNESCO, the federal state of North-Rhine Westphalia, the City of Bonn and the German Savings Bank Association for organizing and hosting this workshop.
 - We call upon the German Commission for UNESCO to send these recommendations to the network of National Commissions for UNESCO and the UNESCO Secretariat.
 - We look forward to the 2014 World Conference on ESD in Japan, where follow-up activities and national strategies will be launched. We are confident this event will provide new impetus for ESD and establish the context for maintaining the momentum beyond the end of the Decade.
 - We commit to using and sharing this document in our respective countries and networks to advocate follow-up activities to the DESD.

All stakeholders (including, but not limited to, trade unions, youth organizations and movements, NGOs, further and higher education, social movements, media, faith-based organizations, professional groups, community-based organizations, local government and the private sector)

14. Continue to communicate good practices and compile the evidence base for ESD.

5.2. List of participants

	Name	Surname	Function	Institution	Country
Ms	Rosie	Agoi	Assistant Secretary-General	Uganda National Commission for UNESCO	Uganda
Mr	Takashi	Asai	Deputy Secretary-General	Japanese National Commission for UNESCO	Japan
Ms	Sally	Asker	Director / Senior Researcher	InSIGHT Sustainability / Institute for Sustainable Futures, University of Technology, Sydney	Australia
Mr	Roland	Bernecker	Secretary-General	German Commission for UNESCO	Germany
Ms	Bianca	Bilgram	Programme Specialist	German Commission for UNESCO; Bureau of the UNECE Steering Committee for ESD	Germany
Mr	Taeck-soo	Chun	Secretary-General	Korean National Commission for UNESCO	South Korea
Ms	Heidi	Consentius	Programme specialist	Freie Universität Berlin, German Committee for the DESD, Chairman's office	Germany
Mr	Gerhard	de Haan	Professor / Chairperson of the German National Committee for DESD	Freie Universität Berlin	Germany
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Ms	Annette	Dieckmann	Chairperson	Arbeitsgemeinschaft Natur- & Umweltbildung Bundesverband e.V. (ANU)	Germany

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Mr	Markus	Goell	International Affairs and Protocol Department	City of Bonn	Germany
Mr	Edgar	Gonzalez-Gaudiano	UNESCO Chair in Citizenship, Education, and Environmental Sustainability	Universidad Veracruzana	Mexico
Ms	Daphne	Gross-Jansen	Referat Entwicklungspolitische Informations- und Bildungsarbeit	Federal Ministry for Economic Cooperation and Development	Germany

	Name	Surname	Function	Institution	Country
Mr	Charles	Hopkins	UNESCO Chair in Education for Sustainable Development	York University	Canada
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Ms	Laila	Iskander	Chairperson and founding board member	CID Consulting	Egypt
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Ms	Angelica- Maria	Kappel	Deputy Mayor and chairper- son of the Commission for International Affairs and Science	City of Bonn	Germany
Ms	Yah S.	Kialain	Secretary- General	Liberian National Com- mission for UNESCO	Liberia
Ms	Marah	Koeberle	Former Youth Delegate	World Programme of Action for Youth	Germany
Ms	Lenelis	Kruse- Graumann	Vice-chairper- son of the Ger- man National Committee for DESD	Psychological Institute, University Heidelberg	Germany
Mr	Alexander	Leicht	Chief	Section of Education for Sustainable Devel- opment, UNESCO	France

	Name	Surname	Function	Institution	Country
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Mr	Teiichi	Sato	Vice-chairperson	Japanese National Commission for UNESCO	Japan
Mr	Masahisa	Sato	Associate professor	Tokyo City University	Japan
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	Name	Surname	Function	Institution	Country
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Mr	Ulrich	Witte	Head of department	German Federal Environmental Foundation	Germany
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