

UNEP Strategy for Environmental Education and Training

A Strategy and Action Planning for the Decade 2005 - 2014



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FOREWORD

There is consensus among the international community that the world needs a kind of education that is holistic in nature and approach. A kind of education that is geared towards enabling peoples and nations to advance the sustainable development agenda at all levels.

This consensus was evident throughout the preparatory period for the World Summit on Sustainable Development and at the Summit itself. The consensus culminated in a resolution of the UN General Assembly declaring 2005 to 2014 the Decade of Education for Sustainable Development (DESD). As the environment conscience of the United Nations, UNEP undertook concrete steps to make the DESD a reality by, among others, repositioning its environmental education and training activities to be responsive to the needs and priorities of the global community. This Strategy for Environmental Education and Training is UNEP's living document resulting from this process. It presents the required strategic elements and the associated actions necessary for UNEP to play its role in meeting the goals of the DESD.



Svein Tveitdal

I am confident that with this Strategy to guide our actions, UNEP's role in providing leadership in the environment component of the DESD is well defined. The Strategy further paves the way for UNEP's active engagement in the International Implementation Scheme of the DESD; particularly on the environment component of Education for Sustainable Development.

I take this opportunity to thank all those who were involved directly or indirectly in the process of developing the strategy. The process involved all UNEP Divisions, including regional offices. It also benefited from inputs from UN agencies such as UNESCO. Others included international organizations such as the World Agroforestry Centre, universities and the civil society. Opportunities offered by various fora such as the World Congress on Environmental Education, were also used to get feedback and comments on the Strategy. In addition, the Strategy has undergone extensive peer review at different levels. The insight of experts such as Prof. John Fien were instrumental in questioning our assumptions, many times forcing us to rethink through issues we took for granted.

Since this is a living document, we expect to keep it under continuous review. We will be happy to receive your feedback to help us do this. This is important because we live in a fast-changing world with new and emerging issues taking centre-stage from time to time. I believe that a good Strategy should be flexible enough to take on board such issues as they occur.

A handwritten signature in black ink, appearing to read 'Svein Tveitdal', written in a cursive style.

Svein Tveitdal
Director

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EXECUTIVE SUMMARY

UNEP has been involved in environmental education, awareness and training programmes for many years steadfastly carrying on its mandate to *Inspire, Inform and Enable* nations and peoples of the world to improve their quality of life without compromising that of future generations. Indeed it can be boldly said that one of UNEP's biggest achievement in its first three decades was increasing peoples' and nations' environmental awareness. However at the same time environmental awareness and education still is the biggest challenge!

To underscore this scenario, both the Millennium Development Goals (MDGs) and the WSSD Plan of Implementation reiterated the important role of awareness raising and education in the realisation of sustainable development. In fact, since the 1970's, environmental education has been acknowledged for playing an essential role in fostering interrelations between environment and development, and promoting sustainable societies.

There are several provisions for education in the Stockholm Plan of Action for the Human Environment.² However, it was at the subsequent Rio Conference³ that the centrality of the role of education for achievement of sustainable development was particularly highlighted.

*Principle 19 of the Stockholm Declaration states inter alia that "Education in environmental matters, for the younger generation as well as adults, giving due consideration to the underprivileged, is essential in order to broaden the basis for an enlightened opinion and responsible conduct by individuals, enterprises and communities in protecting and improving the environment in its full human dimension."*¹

¹The Declaration of the UN Conference on the Human Environment, Stockholm, Sweden, 1972, 11 ILM 1416 (1972). Available online on the UNEP website at <http://www.unep.org/Documents/Default.asp?DocumentID=97&ArticleID=1503>. (Referred to after now as the Stockholm Declaration).

²See for instance the following paragraphs of the Action Plan, 6, 7, 8, 13, 16, 18 (4), 19 (b), 31, 34, 73, 89 (d), 93, 94, 94, 95 (e), 96, 97, 102 (f). Available online on the UNEP website at <http://www.unep.org/Documents/Default.asp?DocumentID=97&ArticleID=1504>.

³The United Nations Conference on the Human Environment, also known as the Earth Summit, held at Rio de Janeiro, Brazil, 1992.

All Multilateral Environmental Agreements (MEAs) emphasise the role of awareness raising, education and training in their implementation, compliance and enforcement. The renewed emphasis on the social, economic and environmental pillars of sustainable development has strengthened the interdisciplinary bases of environmental education and its role not only in encouraging environmental conservation and protection but also in capacity building for poverty alleviation, human rights and peace through appropriate development. As a result, environment has become a major component of education for sustainable development. This will continue through the United Nations Decade of Education for Sustainable Development (2005–2014) and provide UNEP with strategic opportunities in its areas of concentration and comparative advantage consonant with global and international environmental agenda.

Recognising this evolving scenario, in the light of UNEP's motto of *Environment for Development*, UNEP's focal points on Environmental Education and Training (EE&T) from Divisions and regional offices met in Nairobi, Kenya on 12 and 13 June 2003 to brainstorm on revitalising EE&T in UNEP with the aim of formulating a UNEP-wide EE&T strategy to clearly articulate an appropriate path for EE&T in UNEP in the next decade 2005 to 2014 and to achieve greater impact and strengthened delivery of EE&T programmes.

Milestones

Since its establishment in 1972, UNEP has implemented many successful EE&T Programmes. This strategy draws on such programmes to propose future activities with a view to promoting sustainable development. Some of these environmental education and training activities include:

- (i) 1975-1995 UNEP/UNESCO International Environmental Education Programme which provided technical, advisory and financial support to governments, civil society groups and institutions of learning;
- (ii) Environmental Leadership Programmes on environmental policy and management for decision makers and leaders;
- (iii) Environmental Action Learning to support curricular and co-curricular environmental education directly related to the sustainable development needs;

- (iv) Technical and Higher Education support through UNEP regional offices and regional networks for promoting environmental education and training;
- (v) Environmental Management Seminars for engineers; and
- (vi) The development of environmental education and training publications for different audiences and purposes.

Mandate and Principles

The development of this EE&T Strategy and action planning draws on a number of important documents including,

- (i) UN General Assembly Resolution 2997 of 15 December 1972;
- (ii) UNEP Governing Council decisions;
- (iii) The Tbilisi Principles and Objectives for Environmental Education;
- (iv) Agenda 21 especially Chapter 36 on education, training and public awareness;
- (v) The United Nations Declaration and the Millennium Development Goals (goal 7 on ensuring environmental sustainability);
- (vi) The Earth Charter;
- (vii) The Plan of Action of the World Summit on Sustainable Development;
- (viii) The Action Plan for the Environment Initiative of the New Partnership for Africa's Development (NEPAD); and
- (ix) The UN General Assembly declaration of the Decade of Education for Sustainable Development (DESD).

UNEP's Vision and Objectives for the next Decade

Central to this Strategy is UNEP's intention to pursue *Environmental Education & Training for Sustainable Development* (EETSD) as an umbrella theme, which will guide the overall implementation of all UNEP's EE&T initiatives.

UNEP's vision for Environmental Education & Training for Sustainable Development (EETSD) in the next decade is to *support a holistic approach to the protection of the environment and the improvement of people's quality of life by developing and strengthening initiatives*

which are responsive, locally relevant, and aimed at transforming people's perspectives of, and aspirations for sustainable development into reality for present and future generations.

To achieve this vision, UNEP seeks to work with governments, UN agencies, and other stakeholders to promote the advancement, coordination and improvement of EE&T policies, programmes and activities.

UNEP will also contribute actively to the goals of the DESD by promoting collaborative environmental education for sustainable development activities. The strategic opportunities for UNEP during the Decade include:

- (i) Collaboration with UNESCO and other UN agencies to promote activities on the environment component of education for sustainable development;
- (ii) Identification of key areas in sustainable development in which UNEP can develop high profile education and training programmes;
- (iii) Identification of all UNEP EE&T activities contained in this strategy as Decade activities; and
- (iv) Development of a small number of high profile activities as UNEP Flagship Education for Sustainable Development activities during the Decade.

Key Outcomes

For the effective and smooth implementation of this Strategy, eight key outcomes have been identified. These are:

1. Advocacy and promotion of environmental education:

A strengthening of UNEP's advocacy role in enabling policy and resource allocation decisions within political, economic, social and environmental agencies, institutions and the private sector to enhance the profile of environmental education and training and to enhance their potential in bringing improvement of the environment and people's quality of life.

2. Professional development and training programmes:

The promotion and strengthening of professional development and training programmes that are empowering, tolerant of diversity, and contextually responsive to local and regional environmental and development issues.

3. Learning support materials:

The promotion of exemplar learning support materials (including UNEP products) that are flexible and adaptable to diverse and changing contexts including ICT.

4. Networking and partnerships:

The establishment and strengthening of mechanisms for flexible, cross-sectoral, multi-stakeholder and inter-governmental cooperation amongst relevant organisations, institutions and civil society to enhance the shared development and wise use of environmental education resources and programmes.

5. Ongoing research and promotion of on-line learning:

The facilitation of ongoing research to enhance the quality and effectiveness of EE&T programmes for all sectors of society as well as the use of information and communication technology skills to enhance environmental education.

6. Awareness raising:

The promotion and support of structured and continued environmental awareness raising initiatives aimed at developing informed citizens able to critically engage in decision making and action taking for sustainable development.

7. Media and public education:

The promotion and support of diverse training programme to improve the skills of environmental journalists and promote effective reporting for public education and action for sustainable development.

Flagship Programmes

To achieve the above key outcomes, the Strategy proposes eight important flagship programmes. The flagship programmes will draw on UNEP's past achievements and cases of good practice as a way of stimulating innovation in and enhancement of environmental education policies and programmes. The UNEP flagship programmes are:

1. Promotion of the United Nations Decade of Education for Sustainable Development
2. Environmental leadership
3. Sustainable environmental learning for tomorrow's leaders
4. Global Environment Outlook (GEO) Education
5. Training on environmental reporting for the media

6. Mainstreaming environment into technical and higher education
7. Inter-Divisional & Inter-Agency coordination & support
8. Train-Sea-Coast programme for waste water management

Implementation

For the effective implementation of this Strategy and the successful development of the flagship programmes, UNEP will draw upon a number of key implementation strategies. These implementation strategies include;

- (i) Nurturing a global coordination mechanism;
- (ii) Strengthening Inter-Divisional collaboration in UNEP;
- (iii) Promoting regional and country-level action based identified needs and priorities;
- (iv) Developing strategic partnerships and networks;
- (v) Supporting efforts aimed at addressing policy issues and institutional structures;
- (vi) Undertaking demonstration activities and field projects;
- (vii) Enhancing practical action based learning approaches;
- (viii) Concerted fund raising to compliment available resources, to meet the estimated US\$ 24 million budget over the ten-year period.

The Strategy also embraces monitoring and evaluation as key components of effective project management and for the continuous review and quality improvement of all UNEP environmental education and training programmes. It also proposes an interdivisional task force within UNEP and an interagency taskforce co-chaired by UNEP and UNESCO involving UNDP, WHO, UNICEF and other agencies and key organisations to develop a common monitoring as well as a list of core evaluation indicators.

In implementing the Strategy UNEP recognises the need to anticipate and plan for mitigation measures to cope with certain foreseeable risks. UNEP will also pay attention to promoting and encouraging effective external communication and internal collaboration. The Strategy further aims to promote partnerships and networking with institutions and organisations involved in EE&T, to optimise UNEP's goals and objectives.



PART 1 - BACKGROUND

预览已结束，完整报告链接和二维码如下：

https://www.yunbaogao.cn/report/index/report?reportId=5_8933



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