

Education Commitments

Agenda 21 - Chapter 36 & UN Commission on Sustainable Development

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2.1 Governments

2.1.a Activities: Policy Planning

| Source | Recommendation | Target Group | Target Date | Reference |
|---------------------------|---|------------------|-------------|---|
| Agenda 21, Art. 36.5 a | Have governments developed national strategies for meeting basic learning needs? Are you already undertaking actions to meet basic learning needs? Have you broadened the means and scope of education? | Whole population | | http://www.unesco.org/education/efa/ed_for_all/background/07Bpubl.shtml (Framework for Action resulting from Jomtien Conference) |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |
| Agenda 21, Art. 36.5 b | Has your country prepared strategies aimed at integrating environment and development as a cross-cutting issue into education at all levels? Has this happened in cooperation with all sectors of society? | Whole population | 1995 | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |

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|---|--|------------------|--|---|
| Agenda 21, Art. 36.5 b | Do the government's strategies set out clear policies and activities, identifying needs, cost, means and schedules for their implementation, evaluation and review? Do the governments reflect a multidisciplinary approach, which pays due respect to community-defined needs and diverse knowledge systems, including science, cultural and social sensitivities? | Whole population | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |
| CSD VI, Decision 6/3 Section C: Education, public awareness and training, Article 7 c (iv) | Has the government integrated the aspect of gender balance and the empowerment of women into national education strategies? | Women | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |
| Agenda 21, Art. 36.10 g | Has the government promoted environmentally sound leisure and tourism activities, building on The Hague Declaration of Tourism (1989) and the current programmes of the World Tourism Organization and UNEP, making suitable use of museums, heritage sites, zoos, botanical gardens, national parks, and other protected areas? | Leisure Industry | | The Hague Declaration of Tourism (1989) |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |
| CSD VI, Decision 6/3 Section C: Education, public awareness and training, Article 7 c (i/iii) | Are education and public awareness significant components in regional, national and local strategies and action plans for sustainable development? | | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |

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| 2.1.b Activities: Administration | | | | |
|----------------------------------|--|--|-------------|-----------|
| Source | Recommendation | Target Group | Target Date | Reference |
| Agenda 21, Art. 36.5 c | Has the government set up a national advisory environmental education body, which is representative of various environmental, developmental, educational, gender and other interests? Is it sufficient to mobilize the different population groups and communities to develop their own environment and development initiatives? | Community Representatives Decision Makers NGOs | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |
| Agenda 21, Art. 36.21. | Has the government developed a service of locally trained and recruited environmental technicians who are able to provide local people and communities, particularly in deprived urban and rural areas, with the services they require, starting from primary environmental care? | Deprived Communities | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |
| Agenda 21, Art. 36.5a | Has the government incorporated non-governmental organizations in your planning and implementation process? | NGOs | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |
| Agenda 21, Art. 36.10 h | Has the government increased the involvement of NGOs in environmental and development problems through joint awareness initiatives? | NGOs | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |

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| Agenda 21, Art. 36.5 n | Has the government affirmed the rights of indigenous peoples to use their experience and understanding of sustainable development and to play a part in education and training? | Indigenous People | | |
|----------------------------------|--|--|-------------|-----------|
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |
| Agenda 21, Art. 36.19. | Has the government consulted with people in geographically, culturally or socially isolated situations to ascertain their needs for training to enable them to contribute more fully to developing sustainable work practices and lifestyles? | geographically, culturally or socially isolated groups | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |
| Agenda 21, Art. 36.10 I | Is the government increasingly cooperating with indigenous people in the management, planning and development of their local environment? | Indigenous people | | |
| | Has the government promoted the dissemination of traditional and socially learned knowledge through means of local customs <u>and</u> electronic media? 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |
| 2.1.c Activities: Finance | | | | |
| Source | Recommendation | Target Group | Target Date | Reference |
| Agenda 21, Art. 36.7 a | Has the government given higher priority to support education, training and public awareness activities related to environment and development in budget allocations and protected them from structural cutting requirements? | Whole population | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |

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| Agenda 21, Art. 36.7 b | Has the government shifted allocations within existing education budgets in favour of primary education, with focus on environment and development? | Primary Education Sector | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |
| Agenda 21, Art. 36.7 d | Has the government obtained additional funds from private donors concentrating on the poorest countries, and those with rates of literacy below 40 per cent? | Particularly poor countries | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |
| Agenda 21, Art. 36.7 f | Has the government lifted restrictions on private schooling and helped to increase the flow of funds from and to non-governmental organizations, including small-scale grass-roots organizations? | Education Sector | | |
| | Recommendation fulfilled? 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |

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| 2.1.d Activities: Facilitation, Information dissemination, Knowledge building | | | | |
|---|---|----------------------|--------------------|------------------|
| Source | Recommendation | Target Group | Target Date | Reference |
| Agenda 21, Art. 36.5 h | Has the government strengthened information exchange through the enhancement of technologies and capabilities to promote environment and development education as well as public awareness? | Regional Populations | 1997 | |
| | Have educational tools been developed in cooperation with other countries, the various social sectors and population groups, which deal with the specific regional issues? | | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |
| Agenda 21, Art. 36.5 j CSD VI, Decision 6/3 Section C: Education, public awareness and training, Article 7 b (ii) | Has the government fostered the development of national or regional centres of excellence in interdisciplinary research and education in environmental and developmental sciences, law and the management of specific environmental problems? If not, have they integrated the establishment of such centres in your strategies? | Academia | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |
| Agenda 21, Art. 36.7 I | Has the government encouraged twinning of universities in developed and developing countries? | Universities | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |
| CSD IV, Decision 4/11 Art. 2 h | Has the government worked in partnership with youth to strengthen tools for youth empowerment and to provide skills and training to prepare youth for decision-making roles and sustainable livelihoods? | Youth | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |

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|--|--|--|--|--|
| <p>Agenda 21, Art. 36.10 a</p> | <p>Has the government strengthened existing advisory bodies or established new ones for public environment and development information?</p> <p>Has the government coordinated activities with the United Nations, NGOs, important media and other relevant organisations?</p> <p>Has the government encouraged public participation in discussions of environmental policies and assessments?</p> <p>Has the government facilitated and supported national to local networking of information through existing networks?</p> | <p>Administration</p> <p>Whole population</p> | | |
| <p>1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured?</p> <p>2.) If not: Why not?</p> | | | | |
| <p>Agenda 21, Art. 36.10 c</p> | <p>Has the government provided public environmental and development information services for raising the awareness of all groups, the private sector and particularly decision makers?</p> | <p>Whole population, particularly businesses and decision makers</p> | | |
| <p>1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured?</p> <p>2.) If not: Why not?</p> | | | | |
| <p>Agenda 21, Art. 36.10 d</p> | <p>Has the government stimulated educational establishments in all sectors, especially the tertiary sector, to contribute more to awareness building?</p> <p>Does the government <i>obtain</i> educational materials, which are based on the best available scientific information?</p> | <p>Educational Sector, particularly tertiary</p> | | |
| <p>1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured?</p> <p>2.) If not: Why not?</p> | | | | |

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|---|---|-----------------------------------|--|--|
| <p>Agenda 21, Art. 36.10 e</p> <p>CSD IV, Decision 4/11 Art. 1 j</p> <p>CSD VI, Decision 6/3 Section C: Education, public awareness and training, Article 7 g (i)</p> | <p>Has the government promoted a cooperative relationship with the media, popular theatre groups, and entertainment and advertising industries by initiating discussions to mobilize their experience in shaping public behaviour and consumption patterns?</p> <p>Has that led to information campaigns, which communicate to the public the key messages of sustainable development?</p> | <p>Media, Arts</p> | | |
| | <p>1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured?</p> <p>2.) If not: Why not?</p> | | | |
| <p>Agenda 21, Art. 36.17.</p> | <p>Has the government encouraged all sectors of society, such as industry, universities, government officials and employees, non-governmental organizations and community organizations, to include an environmental management component in all relevant training activities, with emphasis on meeting immediate skill requirements through short-term formal and in-plant vocational and management training?</p> | <p>All societal organizations</p> | | |
| | <p>1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured?</p> <p>2.) If not: Why not?</p> | | | |

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|---------------------------|---|--|--|--|
| Agenda 21, Art. 36.22. | <p>Has the government enhanced the abilities to gain access to, analyse and effectively use information and knowledge available on environment and development?</p> <p>Have special training programmes to support information needs of special groups been strengthened?</p> <p>Has the impact of these programmes on productivity, health, safety and employment been evaluated?</p> <p>Have national and regional environmental labour-market information systems been developed that supply up-to-date data on environmental job and training opportunities?</p> <p>Have environment and development training resource-guides been prepared and updated, which contain information on training programmes, curricula, methodologies and evaluation results at the local, national, regional and international levels?</p> | Administration Whole Population | | |
| | <p>1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured?</p> <p>2.) If not: Why not?</p> | | | |

2.2 Governments

supported by the UN

2.2.a Activities: Administration, Policy Planning

| Source | Recommendation | Target Group | Target Date | Reference |
|---------------------------|--|--------------|-------------|-----------|
| Agenda 21, Art. 36.14. | <p>Has the government identified workforce training needs and assessed measures to be taken to meet those needs?</p> <p>Has a review of progress in this area been undertaken by the UN?</p> | Workforce | 1995 | |
| | <p>1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured?</p> <p>2.) If not: Why not?</p> | | | |

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| 2.3 Governments | | | | |
|--|---|------------------|-------------|-----------|
| in cooperation with International Organizations | | | | |
| 2.3.a Activities: Administration, Policy Planning | | | | |
| Source | Recommendation | Target Group | Target Date | Reference |
| Agenda 21, Art. 36.25. | Has the government developed and implemented strategies to deal with national, regional and local environmental threats and emergencies? | Whole population | | |
| | Has the government emphasized urgent practical training and awareness programmes for increasing public preparedness? | | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |

| 2.4 Governments | | | | |
|--|---|--------------|-------------|-----------|
| in cooperation with International Organizations, NGOs, Business | | | | |
| 2.4.a Activities: Knowledge Building | | | | |
| Source | Recommendation | Target Group | Target Date | Reference |
| Agenda 21, Art. 36.5 j | Has the government fostered the development of national or regional centres of excellence in interdisciplinary research and education in environmental and developmental sciences, law and the management of specific environmental problems? | Academia | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |

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| 2.5 Government in cooperation with Academia | | | | |
|--|---|------------------|-------------|-----------|
| 2.5.a Activities: Administration | | | | |
| Source | Recommendation | Target Group | Target Date | Reference |
| Agenda 21, Art. 36.10 f | Has the government established ways of employing modern communication technologies for effective public outreach? | Whole Population | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |

| 2.6 Government in cooperation with Teacher Representatives, Teacher Unions | | | | |
|---|---|--------------|-------------|-----------|
| 2.6.a Activities: Administration | | | | |
| Source | Recommendation | Target Group | Target Date | Reference |
| CSDVI, Decision 6/3 Section C, Art. 7 b (v) | Has the government reoriented teacher training in formal education systems towards sustainable development? | Teachers | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |

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| 2.7 Government | | | | |
|---|---|--------------|-------------|-----------|
| in cooperation with International Organizations, Educational Authorities, Community groups, NGOs, Academia | | | | |
| 2.7.a Activities: Administration | | | | |
| Source | Recommendation | Target Group | Target Date | Reference |
| CSDVI, Decision 6/3 Section C, Art. 7 b (i) | Have Governments at all levels, with the assistance and participation, as appropriate, of international organizations, the educational and scientific communities, non-governmental organizations and local authorities, developed policies and strategies for reorienting education towards sustainable development, including roles and responsibilities of factors at the local, national and regional levels; | | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |

| 3.1 Educational Authorities | | | | |
|--|---|----------------|-------------|-----------|
| 3.1.a Activities: Policy Planning, Administration | | | | |
| Source | Recommendation | Target Group | Target Date | Reference |
| Agenda 21, Art. 36.5 g | Have Education Authorities undertaken a comprehensive review of your educational programmes, encompassing training and public awareness, to reassess priorities and reallocate resources? Have Education Authorities established a programme, which is adapted to the needs of educators at different levels and circumstances? Does this program mobilize the different sectors of society? | Administration | 1994 | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |

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|---------------------------|--|--|--|--|
| Agenda 21, Art. 36.18. | Have Education Authorities set up training and retraining programmes to meet structural adjustments which have an impact on employment and skill qualifications? 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | Adult Population | | |
| Agenda 21, Art. 36.18. | Have Education Authorities strengthened/ established practical training programmes for graduates from vocational schools, high schools and universities to enable them to meet labour market requirements and to achieve sustainable livelihoods? 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | Youth Students | | |
| Agenda 21, Art. 36.17. | Have Education Authorities strengthened environmental management training capacities and established specialized "training of trainers" programmes to support training at the national and enterprise levels? 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | Decision Makers Employees | | |
| CSD IV, Decision 4/11 | Have Education Authorities increased your efforts to raise awareness and taken action in implementing Agenda 21 at the community and municipality levels, as well as targeting households as a key point of entry? 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | Local Authorities Households | | |

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| 3.1.b Activities: Facilitation, Information dissemination, Knowledge Building | | | | |
|--|--|---|--------------------|------------------|
| Source | Recommendation | Target Group | Target Date | Reference |
| Agenda 21, Art. 36.5 l | Have Education Authorities supported university and other tertiary activities and networks for environmental and development education, i.e. the creation of cross-disciplinary courses for all students, the promotion of research and common teaching approaches on sustainable development? Have Education Authorities also created new partnerships with business and other countries for technology, know-how and knowledge exchange? | Universities Tertiary Education Sector | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |
| Agenda 21, Art. 36.5 m | Have Education Authorities fostered opportunities for women in non-traditional fields and eliminated gender stereotyping in curricula through: <ul style="list-style-type: none"> - improved enrolment opportunities in tertiary education, - reform of the teacher staffing policies - provided incentives for establishing child-care facilities? Have Education Authorities given priority to the education of young females and to programmes promoting literacy among women? | Women | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |
| Agenda 21, Art. 36.7 h | Have Education Authorities facilitated low-cost or no-cost use of mass media for the purposes of education? | Any educational institutions | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |

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|----------------------------|--|--|--|--|
| Agenda 21, Art. 36.10 d | Have Education Authorities stimulated educational establishments in all sectors, especially the tertiary sector, to contribute more to awareness building? | Educational Sector, particularly tertiary | | |
| | Do Education Authorities obtain educational materials, which are based on the best available scientific information? | | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |
| Agenda 21, Art. 36.10 k | Have Education Authorities encouraged the mobilization of both men and women in awareness campaigns, stressing the role of the family in environmental activities, women's contribution to transmission of knowledge and social values and the development of human resources? | Whole population, particularly women | | |
| | Do Education Authorities obtain educational materials, which are based on the best available scientific information? | | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |
| Agenda 21, Art. 36.17. | Have Education Authorities developed new training approaches for existing environmentally sound practices that create employment opportunities and make maximum use of local resource-based methods? | Local Communities | | |
| | Do Education Authorities obtain educational materials, which are based on the best available scientific information? | | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |
| Agenda 21, Art. 36.16. | Have Education Authorities integrated environmental and developmental issues into existing training curricula and promote the exchange of their methodologies and evaluations? | Students Employees | | |
| | Do Education Authorities obtain educational materials, which are based on the best available scientific information? | | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |

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| 3.2 Educational Authorities assisted by community groups and NGOs | | | | |
|--|--|--|-------------|-----------|
| 3.2.a Activities: Facilitation, Information dissemination, Knowledge building | | | | |
| Source | Recommendation | Target Group | Target Date | Reference |
| Agenda 21, Art. 36.5 d | Have Education Authorities set up or assisted pre-service and in-service training programmes for all teachers, administrators, and educational planners, as well as non-formal educators in all sectors, addressing the nature and methods of environmental and development education? | Teachers Administrators Educational Planners | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |
| Agenda 21, Art. 36.5 k | Have Education Authorities facilitated and promoted non-formal education activities at the local, regional and national levels? | Whole population | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |
| Agenda 21, Art. 36.5 l | Have Education Authorities promoted all kinds of adult education programmes for continuing education in environment and development, basing activities around elementary/secondary schools and local problems? | Adult Population | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |

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| Agenda 21, Art. 36.5 l | Have Education Authorities addressed business, industrial and agricultural schools to include the above topics in their curricula? | Business Tertiary Education Sector | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |

3.3 Educational Authorities

In cooperation with **Community groups and Non-formal educators**

3.3.a Activities: Facilitation, Information dissemination, Knowledge building

| Source | Recommendation | Target Group | Target Date | Reference |
|------------------------|---|------------------|-------------|-----------|
| Agenda 21, Art. 36.5 k | Have Education Authorities facilitated and promoted non-formal education activities at the local, regional and national levels? | Whole population | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |

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| 3.4 Educational Authorities | | | | |
|--|---|---------------------|--------------------|------------------|
| In cooperation with Local authorities and community groups | | | | |
| 3.4.a Activities: Facilitation, Information dissemination, Knowledge building | | | | |
| Source | Recommendation | Target Group | Target Date | Reference |
| Agenda 21, Art. 36.5 e | Have Education Authorities ensured that every school is assisted in designing environmental activity work plans? | Schools | | |
| | Do students and staff actively participate in these planning activities? Do schoolchildren get involved in local and regional studies on environmental health, including safe drinking water, sanitation and food and ecosystems and in relevant activities, linking these studies with services and research in national parks, wildlife reserves, ecological heritage sites etc.? | Students | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |
| Agenda 21, Art. 36.5 f | Have Education Authorities promoted proven educational methods and developed innovative teaching methods for educational settings without overthrowing appropriate traditional education systems in local communities? | Schools | | |
| | Do students and staff actively participate in these planning activities? Do schoolchildren get involved in local and regional studies on environmental health, including safe drinking water, sanitation and food and ecosystems and in relevant activities, linking these studies with services and research in national parks, wildlife reserves, ecological heritage sites etc.? | Students | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |

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| Agenda 21, Art. 36.5 e | <p>Have Educational Authorities ensured that every school is assisted in designing environmental activity work plans?</p> <p>Do students and staff actively participate in these planning activities? Do schoolchildren get involved in local and regional studies on environmental health, including safe drinking water, sanitation and food and ecosystems and in relevant activities, linking these studies with services and research in national parks, wildlife reserves, ecological heritage sites etc.?</p> | Schools | | |
| | <p>1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured?</p> <p>2.) If not: Why not?</p> | | | |

3.5 Educational Authorities In cooperation with UNESCO

3.5.a Activities: Facilitation, Information dissemination, Knowledge building

| Source | Recommendation | Target Group | Target Date | Reference |
|-------------------------|---|-------------------|-------------|-----------|
| Agenda 21, Art. 36.10 f | <p>[where applicable] Have Educational Authorities expanded the use of audio-visual methods, especially in rural areas in mobile units, by producing television and radio programmes?</p> <p>Does this involve local participation?</p> | Rural communities | | |
| | <p>1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured?</p> <p>2.) If not: Why not?</p> | | | |

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| 4.1 UNESCO – Task Manager of Chapter 36, Agenda 21 | | | | |
|--|---|---------------------|--------------------|------------------|
| 4.1.a Activities: Understanding, Follow-up | | | | |
| Source | Recommendation | Target Group | Target Date | Reference |
| CSD IV, Decision 4/11, Article 1 f/ Article 2 d | Has UNESCO refined the concept and the key messages of education for sustainable development, taken into account the experience of environmental education and integrated considerations pertaining to population, health, economics, social and human development, and peace and security? | | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |
| CSD VI, Decision 6/3, Section C : Education, Public Awareness, Training, Article 7 a (ii) | Have UNESCO clarified and communicated the concept and key messages of education for sustainable development, with emphasis on assisting in the interpretation and adaptation of these messages at the regional and national levels? | All Stakeholders | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |
| 4.1.b Activities: Administration, Policy Planning | | | | |
| Source | Recommendation | Target Group | Target Date | Reference |
| Agenda 21, Art. 36.10 b | As the task manager for Chapter 36: Has the UN system improved its outreach through a review of your education and public awareness activities? | Whole population | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |
| Agenda 21, Art. 36.10 b | As the task manager for Chapter 36: Are all parts of the UN system, especially the information bodies and regional and country operations, coordinated with regard to sustainable development education? | Administration | | |

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| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |
| Agenda 21, Art. 36.10 b | As the task manager for Chapter 36: Are systematic surveys of the impact of awareness programmes conducted, which recognize the needs and contributions of specific community groups? | Administration | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | Communities with specific needs | | |
| Agenda 21, Art. 36.10 e | As the task manager for Chapter 36: Has the UN promoted a cooperative relationship with the media, popular theatre groups, and entertainment and advertising industries by initiating discussions to mobilize their experience in shaping public behaviour and consumption patterns? | Media, Arts | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |
| Agenda 21, Art. 36.10 i | As the task manager for Chapter 36: Is the UN systems increasingly cooperating with indigenous people in the management, planning and development of their local environment? Has the UN promoted the dissemination of traditional and socially learned knowledge through means of local customs <u>and</u> electronic media? | Indigenous people | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |
| Agenda 21, Art. 36.10 j | Have UNESCO developed support programmes to involve young people and children in environment and development issues, such as children's and youth hearings and building on decisions of the World Summit for Children (A/45/625, annex)? | Youth Children | | World Summit for Children (A/45/625, annex) |

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| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |
| Agenda 21, Art. 36.10 k | As the task manager for Chapter 36: Has the UN encouraged the mobilization of both men and women in awareness campaigns, stressing the role of the family in environmental activities, women's contribution to transmission of knowledge and social values and the development of human resources? | Whole population, particularly women | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |
| Agenda 21, Art. 36.26. | As the task manager for Chapter 36: Has the UN system extended its training programmes, particularly its environmental training [where appropriate]? | UN Administration | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |
| Agenda 21, Art. 36.26. | As the task manager for Chapter 36: Has the UN system supported activities for employers' and workers' organizations? | Employers' and workers' organizations | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |
| CSD IV, Decision 4/11, Article 1 l/ Article 2 a CSD VI, Decision 7/4 Art. 1 e/ 2/ 3 | As the task manager for Chapter 36: Has the UN system developed a new cooperative arrangement, which involves all relevant bodies of the United Nations system, Governments and major groups, in particular non-governmental organizations, business and industry, youth and the educational community, and which is bold and imaginative and concentrates on a limited number of key undertaking? Has the UN promoted networks on education and training for sustainable development at all levels, particularly at the grass-roots level? | UN Administration | 2001 | |

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| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | |
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4.1.c Activities: Facilitation, Information dissemination, Knowledge building

| Source | Recommendation | Target Group | Target Date | Reference |
|---|---|--------------|-------------|-----------|
| CSD VI, Decision 6/3, Section C: Education, Public Awareness, Training, Article 7 f (i) | Have UNESCO set up your electronic registry and knowledge management system for chapter 36? Have these information been made available in both electronic and conventional formats to all countries, in particular the developing countries? Have UNESCO encouraged innovative programmes and projects from all sources, such as various major groups, including industry, women, youth and non-governmental organizations and included them in this inventory? | | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |

4.2 UNESCO/UNEP International Environmental Education Programme in cooperation with other appropriate UN bodies, Governments, NGOs

4.2.a Activities: Administration

| Source | Recommendation | Target Group | Target Date | Reference |
|------------------------|--|----------------|-------------|-----------|
| Agenda 21, Art. 36.5 g | Have UNESCO/UNEP(IEEP) undertaken a comprehensive review of your educational programmes, encompassing training and public awareness, to reassess priorities and reallocate resources? Have they established a programme integrating the decisions of the Conference into the existing United Nations framework adapted to the needs of educators at different levels and circumstances? | Administration | 1994 | |

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| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | |
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|--|--|----------------|--|--|
| Agenda 21, Art. 36.5 k | Have they developed an international network for the achievement of global educational aims? | Administration | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |
| Agenda 21, Art. 36.5 o | Have UNESCO/UNEP(IEEP) taken on a monitoring and evaluative role regarding decisions of the United Nations Conference on Environment and Development on education and awareness through your relevant agencies and with the help of governments and NGOs? Is the continuous implementation and review of the educational implications of Conference decisions ensured through dissemination of decisions and conferences? | Administration | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |
| CSD VI, Decision 6/3 Section C: Education, public awareness and training, Article 7 b (ii) | Have UNESCO/UNEP(IEEP) completed a survey of existing regional and national strategies and action plans for sustainable development to determined the extent to which education has been adequately addressed to date to develop recommendations resulting thereof? Have you made such information available to the Commission on Sustainable Development? | Administration | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |

4.3 UNESCO in cooperation with the relevant educational institutions and international organizations

4.3.a Activities: Administration

| Source | Recommendation | Target Group | Target Date | Reference |
|-----------------------|---|--------------|-------------|-----------|
| CSD VI, Decision 6/3, | Have UNESCO developed guidelines for the reorientation of teacher training towards sustainable development? | Teachers | | |

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| Section C: Education, Public Awareness, Training, Article 7 b (iv) | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | |
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5. UNICEF

5.1 Activities: Facilitation, Information dissemination, Knowledge building

| Source | Recommendation | Target Group | Target Date | Reference |
|-------------------------|---|--------------------------|-------------|---|
| Agenda 21, Art. 36.10 e | Have UNICEF made child-oriented material available to media as an educational tool? 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | Primary education sector | | |
| Agenda 21, Art. 36.10 j | Have UNICEF developed support programmes to involve young people and children in environment and development issues, such as children's and youth hearings and building on decisions of the World Summit for Children (A/45/625, annex)? 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | Youth Children | | World Summit for Children (A/45/625, annex) |

6. UNDP

6.1 Activities: Support programmes

| Source | Recommendation | Target Group | Target Date | Reference |
|--------|----------------|--------------|-------------|-----------|
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|----------------------------|--|-----------------------|--|---|
| Agenda 21, Art. 36.10 j | Have UNDP developed support programmes to involve young people and children in environment and development issues, such as children's and youth hearings and building on decisions of the World Summit for Children (A/45/625, annex)? | Youth Children | | World Summit for Children (A/45/625, annex) |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |

7. Regional Organisations

7.1 Activities: Administration

| Source | Recommendation | Target Group | Target Date | Reference |
|---------------------------|---|----------------|-------------|-----------|
| Agenda 21, Art. 36.5 g | Have regional organisations undertaken a comprehensive review of your educational programmes, encompassing training and public awareness, to reassess priorities and reallocate resources? Have regional organisations established a programme, which is adapted to the needs of educators at different levels and circumstances? Does this program mobilize the different sectors of society? | Administration | 1994 | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |

7.2 Activities: Facilitation, Information dissemination

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|----------------------------|--|---|--|--|
| Agenda 21, Art. 36.10 c | Have regional organisations provided public environmental and development information services for raising the awareness of all groups, the private sector and particularly decision makers? | Whole population, particularly businesses and decision makers | | |
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| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |
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| 8. Donor/Aid Agencies | | | | |
| 8.1 Activities: Knowledge Building | | | | |
| Source | Recommendation | Target Group | Target Date | Reference |
| Agenda 21, Art. 36.23. | Have donor/aid agencies strengthened the training component in all development projects, emphasizing a multidisciplinary approach, promoting awareness and providing the necessary skills for transition to a sustainable society? | Administration | | Environmental management guidelines of UNDP for operational activities of the United Nations system |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |

| 9. International Financial Institutions | | | | |
|--|---|----------------------|--------------------|------------------|
| 9.1 Activities: Facilitation, Finance | | | | |
| Source | Recommendation | Target Group | Target Date | Reference |
| CSD IV Decision 4/11 Article 2 f | Have the International Financial Institutions assisted in promoting education, public awareness and training in developing countries, through the provision of financial and technical Support? | Developing Countries | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |

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| Agenda 21, Art. 36.7 e | Have the International financial institutions encouraged debt for education swaps? | Governments | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |
| CSD VI, Decision 6/3 Section C: Education, public awareness and training, Article 7 e | Have the International financial institutions considered the current levels of financing for education for sustainable development, with a view to developing a strategy or policies for mobilizing new and additional resources from all sources for ensuring greater financial support for education for sustainable development? | | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |

10. Bretton Wood Institutions

10.1 Activities: Facilitation, finance

| Source | Recommendation | Target Group | Target Date | Reference |
|--|---|------------------|-------------|-----------|
| CSD IV Decision 4/11 Article 2 g | Have the Bretton Wood Institutions analysed their current investments in education, with respect to the needs of promoting education for sustainable development? | Whole Population | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |

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| 11. Academia in cooperation with the public | | | | |
|---|--|-------------------------|--------------------|------------------|
| 11.1 Activities: Facilitation, Information dissemination, Knowledge building | | | | |
| Source | Recommendation | Target Group | Target Date | Reference |
| Agenda 21, Art. 36.5 k | Have academia set up forums on national and local levels to discuss environmental and development issues, and suggested sustainable alternatives to policy makers? | Decision/ Policy makers | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |

| 12. Business | | | | |
|---|---|------------------------------|--------------------|------------------|
| 12.1 Activities: Human Resources Development | | | | |
| Source | Recommendation | Target Group | Target Date | Reference |
| Agenda 21, Art. 36.5 l | Have business included sustainable development in their education and training programmes, particularly in those programmes designed for future decision makers? | Students Adult Population | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |
| CSD IV Decision 4/11 | Have businesses assisted in promoting education, public awareness and training in developing countries, through the provision of financial and technical support? | Developing Countries | | |

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| Article 2 f | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | |
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13. Employers' organizations, Workers' organizations, Industry associations In cooperation with NGOs

| 13.1 Activities: Information dissemination, Knowledge Building | | | | |
|---|---|---------------------|--------------------|------------------|
| Source | Recommendation | Target Group | Target Date | Reference |
| Agenda 21, Art. 36.24. | Have employers or workers organisations facilitated the exchange of experience concerning training and awareness programmes through existing networks of employers' and workers' organizations, industry associations and NGOs. | Employees | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |

14. National professional associations

| 14.1 Activities: Information dissemination, Knowledge Building | | | | |
|---|--|---------------------|--------------------|------------------|
| Source | Recommendation | Target Group | Target Date | Reference |
| Agenda 21, Art. 36.15. | Have national professional associations developed and reviewed their codes of ethics and conduct to strengthen environmental connections and commitment? | | | |
| | The training and personal development components of programmes sponsored by professional bodies should ensure incorporation of skills and information on the implementation of sustainable development at all points of policy- and decision-making. | | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |

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| 15. Universities | | | | |
|---|--|---------------------|--------------------|------------------|
| 15.1 <u>Activities</u>: Curriculum Design, Methodologies | | | | |
| Source | Recommendation | Target Group | Target Date | Reference |
| Agenda 21, Art. 36.5 l / 36.16 | Have universities included sustainable development in their education and training programmes, particularly in those programmes designed for future decision makers? | Students | | |
| | Have universities promoted the exchange of methodologies and evaluations dealing with environmental and developmental issues? | Adult Population | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |

| 16. NGOs | | | | |
|-------------------------|--|--------------------------------------|--------------------|---|
| Source | Recommendation | Target Group | Target Date | Reference |
| Agenda 21, Art. 36.10 j | Have NGO's developed support programmes to involve young people and children in environment and development issues, such as children's and youth hearings and building on decisions of the World Summit for Children (A/45/625, annex)? | Youth | | World Summit for Children (A/45/625, annex) |
| | Have NGO's developed support programmes to involve young people and children in environment and development issues, such as children's and youth hearings and building on decisions of the World Summit for Children (A/45/625, annex)? | Children | | |
| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | | | |
| Agenda 21, Art. 36.10 k | Have NGO's encouraged the mobilization of both men and women in awareness campaigns, stressing the role of the family in environmental activities, women's contribution to transmission of knowledge and social values and the development of human resources? | Whole population, particularly women | | |

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| | 1.) If yes: a.) How and When? b.) What was the impact? c.) How was it measured? 2.) If not: Why not? | |
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