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Stakeholder Meeting

UNESCO ESD **YOUTH** CONFERENCE

7 November 2014 • Okayama, Japan

REPORT

Youth Statement • Proceedings • Participant Profiles





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UNESCO ESD YOUTH CONFERENCE

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EXECUTIVE SUMMARY

To mark the end of the United Nations Decade of Education for Sustainable Development (DESD, 2005-2014), UNESCO and the Government of Japan hosted a World Conference on Education for Sustainable Development (ESD). During this event, which took place in Aichi-Nagoya, Japan, from 10 to 12 November 2014, participants celebrated a decade of action and set the agenda for ESD beyond 2014. The Conference also launched the Global Action Programme (GAP) on ESD as a follow-up to the DESD.

Before the World Conference, as one of the selected stakeholder meetings that took place in Okayama, Japan, the UNESCO ESD Youth Conference* was organized on 7 November 2014 by UNESCO, the Ministry of Education, Culture, Sports, Science and Technology of Japan (MEXT), the Japanese National Commission for UNESCO, Okayama City, and the Goi Peace Foundation. The Youth Conference brought together 50 young ESD leaders between 18-35 years old, who were selected from over 5,000 applicants from 180 countries. They were joined by approximately 50 observers and volunteers, mostly young people from ESD and youth-related organizations in Japan.

The objectives of the UNESCO ESD Youth Conference were:

- To provide a platform for ESD youth leaders from around the world to engage in dialogue and peer learning to enhance their ESD practices.
- To highlight the contributions of youth to the ESD movement, particularly their innovative approaches.
- To formulate collective input and recommendations to the World Conference on ESD in the form of a Youth Statement.
- To promote further youth involvement in ESD and a commitment to actions beyond 2014.

The entire thematic agenda of the Youth Conference was designed to contribute to the overall goal of the GAP: "to generate and scale-up action in all levels and areas of education and learning in order to accelerate progress towards sustainable development." Special emphasis was placed on one of the GAP's priority areas—"empowering and mobilizing youth."

On 6 November, **Pre-conference day** (page 8), the participants got to know each other through icebreaking and storytelling activities. Then, as a prelude to their discussions on specific ESD themes, they worked in groups to share their visions for a sustainable future, while acknowledging their differences in local circumstances and worldviews.

The Conference day (7 November) began with a photo session with the UNESCO Director-General Irina Bokova. In her remarks during the **Opening Plenary Session** (page 11), she empowered the youth by saying: *Don't wait for us. Forge ahead... Young people can lead the world, and I promise you, the world will follow!* The keynote speaker, Sally Asker, Director of InSIGHT Sustainability, affirmed the advantage of being young and encouraged the participants to grasp the opportunity to make their collective voice count at the World Conference.

In the **Parallel Workshop Sessions** (page 18), the participants were divided into eight discussion groups according to their expertise and field of activities. The themes of the workshop sessions were: 1) Policy advancement, 2) Whole-institution approaches, 3) Educators and trainers, 4) Innovative learning for youth, 5) Local communities, 6) Sustainability challenges, 7) Social entrepreneurship, and 8) Women and marginalized groups. Each group discussed how ESD actions can be scaled up in the given thematic area, and developed recommendations to be included in the final Youth Statement.

In the afternoon **Plenary Discussion Session** (page 24), the participants further explored how young people can empower and mobilize their own generation as change agents in global, national and local sustainable development processes. The day ended with a comment from each participant sharing their feelings and resolve, with everyone seated in a large circle.

During their stay in Okayama, the youth participants also took part in an Opening Ceremony and a Farewell Party hosted by Okayama City, and enjoyed a day of local sightseeing and cultural experiences.

As an output of the UNESCO ESD Youth Conference, the **Youth Statement** (page 4) was adopted and submitted to the World Conference in Aichi-Nagoya to provide young people's collective recommendations and commitments for advancing ESD beyond 2014. The statement represents the voices not only of the conference participants, but also of the young people from all over the world who joined the pre-conference discussions on UNESCO's online platform.

The core message of the Youth Statement is that youth should be involved in the planning and implementation of all the areas of the GAP, and that young people themselves are in the best position to empower and mobilize other young people to become change makers. When given the opportunities and support they need, they are ready to take on leadership roles to advance their communities and countries towards sustainability.

After the Youth Conference, the participants actively participated in the **World Conference** in Aichi-Nagoya (page 30), sharing their views and opinions with decision-makers and ESD experts. Through workshop discussions and self-organized events, they made a strong call for youth recognition and intergenerational cooperation.

By the end of the conferences, the youth participants had come up with numerous initiatives and campaigns, and were committed to following up on their discussions and disseminating the youth recommendations to catalyze further commitments and actions worldwide. Most of all, the young ESD leaders forged a strong bond amongst themselves that is sure to continue in different forms of collaboration across borders.

* The UNESCO ESD Youth Conference followed up on the recommendations of the 8th UNESCO Youth Forum (October 2013, UNESCO HQ).

YOUTH STATEMENT

This Youth Statement was adopted at the UNESCO ESD Youth Conference held in Okayama, Japan, on 7 November 2014, to provide a vision, commitment, and recommendations from youth for advancing ESD beyond 2014 in line with the Global Action Programme on ESD. It represents the voices of 50 ESD youth leaders in the conference, who in turn represent thousands of young people around the globe, and also includes contributions from over a hundred youth who participated in pre-conference online discussions.

Vision for a Sustainable Future

We invite you to take a moment as you read this statement to hold in your heart your loved ones: your children, their children and those that will follow. Imagine—as we have—how the decisions that we make today will impact each and every one of them. Reflect—as we have—on the importance and value of this youth statement to their lives, as well as to ours.

Our statement captures the voices and visions of thousands of youth from around the world who are strongly represented and have widely contributed to this global call—from the experiences of an environmental educator in Madagascar, to the creative approaches of a biomimic in Bahrain; from empowering indigenous youth in Thailand to innovating with gaming platforms in Moldova. Our journeys are different, yet our destination is the same. We come from different backgrounds—a rich diversity of race, colour, religion and belief—yet our vision is one. Our voices are united.

Together, we stand for a sustainable, resilient and equitable society in which every person in every corner of the world has the opportunity to thrive. We strongly believe that Education for Sustainable Development (ESD) is fundamental to achieving this vision. ESD provides the empowering mechanism through which we can transform the critical sustainability challenges that we face into opportunities. It must be the essence of education. Without ESD we cannot move forward.

Young people play a vital role in advancing the ESD agenda. The implications of our collective decisions and actions will shape our reality and our future. We are committed to lead, yet we cannot do this alone, and neither can you. **Together, we must empower and mobilize youth around the globe!** This document presents our strategic recommendations to achieve this, building on the UNESCO Global Action Programme on Education for Sustainable Development.

We urgently call for a multi-stakeholder commitment to and collaboration on these recommendations. We acknowledge and celebrate the existing efforts of the frontrunners who have led us this far. For many of us, the journey has already begun. For those just starting, we invite you to come with us.

Recommendations

1. POLICY ADVANCEMENT

- a) **Ensure the active involvement of youth in policy planning, implementation and evaluation.** Youth should be recognized as a key stakeholder at all levels, domains and stages of educational governance. Through this, youth will be able to shape policies to strengthen ESD.

- b) **Ensure that policies drive ESD with the urgency it requires and in a holistic, just and gender responsive way.** Policies should address the multiple dimensions of sustainable development and drive immediate action to realize sustainable development in the here and now.
- c) **All relevant stakeholders should allocate resources to empower youth as change agents for ESD.** Governments, civil society organizations, youth councils, communities and businesses should allocate financial, technical and human resources to enable the implementation of ESD policies and the recommendations of this declaration.

2. WHOLE-INSTITUTION APPROACHES

- a) **Educational institutions and governments should provide the institutional support, resources and legitimacy for youth-led change processes towards sustainability.** This requires a combination of bottom-up initiatives and top-down steering. Mechanisms should include dedicated funding, institutional integration, working space, mandates, recognition, and training for youth-led sustainability initiatives.
- b) **Enhance collective action among sustainability initiatives. Educational institutions should support the joint efforts of pupils, students, staff and the local community.** This requires the development of common visions and identities, places of encounter, projects and programmes which are shared among all stakeholders.
- c) **Recognize youth as equal partners to accelerate the operational transformation of educational institutions towards sustainability.** Educational institutions should practice what they teach, by generating positive environmental impacts. In collaboration with staff, youth should become change agents and decision-makers in environmental management, including issues of energy, food, water, waste, buildings and biodiversity on campus.

3. EDUCATORS AND TRAINERS

- a) **Recognize that all citizens have the potential and responsibility to act as facilitators for ESD.** To educate billions of people on sustainability challenges and opportunities, the mobilization of educators and trainers needs to reach beyond those in traditional educational institutions. Youth, professionals, practitioners and citizens across all levels and sectors need to be mobilized as ESD educators and trainers.
- b) **Build capacities of youth as trainers and peer-to-peer educators for ESD.** Youth should be empowered to educate a critical mass of peers, parents, friends and communities on ESD. This requires special support and attention from professional trainers and educational institutions.
- c) **Enhance the capacity of existing educators and trainers to empower youth to engage on ESD issues.** Teachers, educators and trainers need to learn about the new methods, technologies and approaches of ESD-based education. This requires supportive mechanisms such as online trainings and forums, toolkits, funds, peer-to-peer learning and support networks.

4. INNOVATIVE LEARNING FOR YOUTH

- a) **Educational institutions and governments should encourage and support youth and educators to experiment with innovative learning approaches.** ESD is different from traditional education. It thus requires experimentation with alternative technologies as well as creative and experiential methods to break through conventional mindsets and find the best ways to educate youth.
- b) **Monitor and evaluate these learning approaches to determine their effectiveness and efficiency in promoting ESD.** Educational institutions, governments and educators need to develop indicators,

frameworks and processes to evaluate the diversity of experiments with ESD in order to identify what works in different institutional and geographic settings.

- c) **Scale the impact of successful learning approaches to different geographic and institutional contexts.** Successful learning approaches need to be de-contextualised and codified, in order to be then replicated across geographic locations, increased in scale and integrated into mainstream policies. Dedicated funding, recognition, high-level backing and leadership are key to realizing all three of the above recommendations.

5. LOCAL COMMUNITIES

- a) **Respect the voices of youth in community-driven ESD initiatives.** International agencies, governments and civil society organizations should respect the voices of youth when implementing ESD initiatives in communities. This requires that youth are involved in the identification, design and implementation of ESD-related community problems and solutions.
- b) **Support youth-led ESD initiatives in local communities.** ESD forms a strong foundation for the economic growth of local communities and the protection of ecosystems. Realizing this potential requires training, mentoring and sponsorship of youth-led ESD initiatives, supported by educational institutions, companies, civil society organizations and governments.
- c) **Encourage youth to engage with and learn through real-life situations.** Local communities should be positively impacted by ESD and provide a source of learning and inspiration. This requires promoting social service-learning, transdisciplinary education and research, living laboratories, learning centers and online education.

6. SUSTAINABILITY CHALLENGES AND OPPORTUNITIES

- a) **Enable all youth to understand and critically appreciate the complexities and uncertainties of sustainability challenges and opportunities.** In order to undertake effective action on ESD, young people need to understand the interconnected socio-cultural, economic and technological systems and trends that create persistent sustainability problems.
- b) **Empower youth to develop visions of more sustainable futures.** Through dialogue and facilitated interactions, young learners need to be supported in developing daring, radical and challenging visions of a more sustainable world. Those visions then provide the inspiration and rationales for youth-led sustainability efforts.
- c) **Equip students with the competencies to transform their personal lives, educational institutions, communities and countries.** To realize their sustainability visions, youth need to be equipped with the necessary knowledge, skills and values for transforming themselves and the unsustainable systems in their society. Encouragement, feedback and recognition from educators, peers and educational institutions are necessary to strengthen their confidence and motivation along the journey.

7. WOMEN AND MARGINALIZED GROUPS

- a) **Ensure that educational curricula and policies drive ESD in a way that enhances the equality and equity of socially marginalized groups.** Socially marginalized groups are vulnerable and difficult to reach through ESD activities, as they are discriminated against for reasons of gender, age, ability, colour, religion, income, geographic origin and sexual orientation, among others.
- b) **Recognize the values, experiences and perspectives of youth from marginalized social groups for ESD.** Youth from marginalized social groups can provide unique, relevant and interesting values,

experiences and perspectives to the education of mainstream and privileged students. Sharing those requires intercultural, interfaith and intergenerational dialogue to create mutual understanding and acceptance.

- c) **Create safe and accessible learning spaces for youth from marginalized social groups.** Specific conditions need to be put in place for empowering youth from marginalized social groups to participate in ESD activities. This requires, among others, deconstructing stereotypes and providing financial support and facilitated encounters.

8. SOCIAL ENTREPRENEURSHIP

- a) **Recognize the importance of social entrepreneurship to contribute to the goals of ESD.** Governments and educational institutions should recognize that social entrepreneurship enables young people to learn about ESD in an informal setting, to create jobs, set up their own ESD activities, and have positive impacts on their local communities.
- b) **Create favourable policy and funding conditions for new social start-ups.** In order to realize the potential of social entrepreneurship to contribute to ESD, governments and financial institutions need to provide subsidies, tax allowances, scholarships, guidance and mentoring schemes to support young entrepreneurs.
- c) **Develop the capacity of youth to set up and manage their social enterprises.** Educational institutions, businesses and civil society organizations should foster the entrepreneurial knowledge, awareness and skills of youth. This requires dedicated courses, peer-to-peer coaching, mentoring, start-up funding and office space, among others.

Youth Empowering and Mobilizing Youth

Across the globe, youth are increasingly mobilizing themselves and taking leadership roles to advance their communities and countries towards sustainability. In this process, young people recognize that creating a sustainable future will require a collective vision, commitment and action from youth around the world. Therefore, youth-to-youth empowerment and mobilization present a unique opportunity for harnessing the knowledge, energy and creativity of young people to advance ESD.

Young leaders on ESD can be inspirational role models for encouraging other youth who share similar concerns in their local contexts. This can be achieved through peer mentoring, sharing of knowledge and skills, and fostering open and safe platforms for expression and action in their communities and beyond.

A critical element of successfully mobilizing youth is building trust and reducing conflict. Stimulating international and intercultural dialogue amongst youth fosters friendship, exchanges, understanding and cooperation among cultures, generations and people with different worldviews. Youth recognition of diversity as an opportunity contributes to advancing ESD at local, national and global levels.

Youth-to-youth empowerment initiatives have the potential to be bold and creative in the way they tell stories and mobilize others. It is here that other stakeholders can harness and partner with the creativity, passion and dedication of young people. In this way, youth-to-youth initiatives can continue growing, spreading the message and creating more impact.

We, the youth of the world, commit to taking responsibility for empowering and mobilizing young people. We are dedicated to using this collective driving force to maximize positive impact on our society and environment. With this role as change makers, we are ready to do our part in transforming today's world for a more sustainable future.

PROCEEDINGS

6 November | Pre-conference day



*Drawing and sharing a vision
for a sustainable future*

Sharing a vision for ESD

What do we want to achieve through Education for Sustainable Development?

Before starting to talk about strategies for promoting ESD, the participants worked to depict a shared vision of a sustainable future, while acknowledging their differences in local circumstances and worldview. Collaborating in groups, they expressed their vision in words and drawings, and discussed what values they need to promote in order to realize that vision.

The following page lists some of the aspects and essential values of a sustainable future as outlined by the youth participants.

Values and Way of Living

- There is a culture of respect for people and for the natural environment. We learn from the harmony that already exists within nature and apply that to the way we treat the environment and one another.
- We recognize that we are part of nature, that every individual is responsible for preserving our planet, and that every choice we make in life should be based on sustainability.
- All the various sectors of society work together, sharing a holistic view that everything—including humans, nature, the economy, food, transportation and energy—are interconnected, and that they are all part of the same cycle.
- There is a focus on personal transformation, which in turn influences other people and brings about change in society. Children and youth are also empowered to create change, especially through entrepreneurship.
- We have an inclusive society with empathy, understanding and equality, where everyone, including indigenous people, women and minorities are brought in and not left behind, and where there is happiness, beauty and joy for all.
- Local communities grow their own food and build their own houses, and preserve their cultural identity.
- “To be more rather than have more” is a widely shared value, and everyone puts more effort into contributing to the community than into acquiring things for themselves.

Systems

- Everyone has access to education, including formal, non-formal and informal education. There is a focus on creative education and community-based education that can inspire people to come up with innovative solutions.
- Global communication allows us to share ideas and best practices and replicate what’s working in different parts of the world.
- New systems are established based on our interconnectedness and on striking a balance between the environment and technology, such as in green energy and a cyclical economy using waste as resources.
- Today’s economy-centered system is transformed into a human-centered system, in which health and happiness are the key indicators, instead of economic welfare.
- We build resilient, thriving, prosperous communities looking beyond sustainability into regenerative systems.

IN PICTURES: PRE-CONFERENCE DAY



Making a "human world map" in an icebreaker



Participants get to know each other by telling the stories of their lives—both good times and challenging times



Miki Konishi explains the offerings from Okayama City



Japanese observer-volunteers

7 November | Conference day

Opening plenary session

During the opening plenary, Masaaki Akaike, Parliamentary Vice-Minister of Education, Culture, Sports, Science and Technology of Japan, and Irina Bokova, Director-General of UNESCO, welcomed the participants. A keynote address was delivered by Sally Asker, Director of InSIGHT Sustainability and member of the World Conference International Steering Group, and a guest presentation was made by Prof. Anantha Kumar Duraiappah, Director of UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development.

Welcome remarks

Masaaki Akaike

Parliamentary Vice-Minister of Education, Culture, Sports, Science and Technology of Japan (MEXT)



(excerpt)

Welcome to Japan.

Gathered here in Okayama today are 50 young people from 48 countries around the world. You are all representative young leaders working on the active promotion of ESD in many fields in your countries. I understand that during this conference you will draft a Youth Statement and announce it to the world. I have high expectations for the statement you will draft as ESD professionals in various fields.

I would also like you to take this valuable opportunity to deepen your friendship with colleagues participating from countries around the world who have similar ESD aspirations. I hear that exchanges of opinion have already started via online discussions, even before the conference. I hope that exchanging opinions and sharing experiences among colleagues from different geographical regions and specialties will lead to ideas about future activities and to the building of a global network of young ESD practitioners.

You will also go on to participate in the UNESCO World Conference on ESD in Aichi-Nagoya next week. I would like each of you to be a public relations ambassador and convey to those at the World Conference the achievements made here in Okayama. UNESCO clearly considers young people to be important stakeholders, and I expect you to serve as an important driving force for ESD at the World Conference and afterwards.

In conclusion, let me take this opportunity to express my gratitude to the Goi Peace Foundation, the City of Okayama, and all those involved, for their efforts to make this conference a reality.

Opening remarks

Irina Bokova

Director-General of UNESCO

I am deeply honoured to be with you today, to open the UNESCO Education for Sustainable Development Youth Conference. For this, I wish to thank the Ministry of Education, Culture, Sports, Science and Technology of Japan, the Japanese National Commission for UNESCO, the City of Okayama and the Goi Peace Foundation for organizing this important conference.

Most of all, I thank the Youth Delegates who are with us today. I say 'Youth Delegates,' but I really mean Youth Leaders of sustainable development. There are 50 of you, young women and men from some 48 countries across the world, selected from a shortlist of 5,000 young people from 180 countries.



Each of you has been chosen because you stand out for your achievements in ESD. You stand out in your leadership. You stand out in your commitment. You stand out in your vision.

This is a vision of a better world for all, where the human rights and dignity of every woman and man are nurtured. It is the vision of a planet whose boundaries are respected, whose diversity is safeguarded, for the benefits of generations today and tomorrow.

This vision has never been more relevant than today. The planet is under pressure today. Climate change is affecting our daily lives, especially for the poorest. We have no choice—we must change the way we think about progress, the way we understand growth. We must change the way we produce and consume, the way we live our lives together.

Political regulations and financial incentives are essential for safeguarding the environment, and for shaping a more sustainable future. But they are not enough. We need to craft new ways of seeing the world, new ways of thinking and rethinking about our responsibilities to each other and the planet, towards the environment and biodiversity, and new ways of acting and behaving as global citizens.

This is why education is essential, as the bedrock for sustainability, to shape new values, skills and knowledge. We need green economies, but we also need green societies.

This is the inspiration for the United Nations Decade on Education for Sustainable Development (2005-2014), sponsored by Japan and led by UNESCO. I wish to pay tribute to my predecessor, Koïchiro Matsuura, who was at the forefront of crafting this Decade, and provided leading inspiration to take it forward. In Aichi-Nagoya, we will take stock of the Decade's achievements at the UNESCO World Conference on Education for Sustainable Development, and we will look forward to a new, ambitious agenda.

This is especially important today, at a time when governments are shaping a new, ambitious development agenda to follow in 2015. UNESCO is playing a leading role in this global debate. Education for Sustainable Development must have a central place in this agenda. This is the

core lesson of the UN Decade—education is the most powerful force for sustainability. We are crafting a global vision of education for the 21st century. Education is the way to connect the dots between the social, the economic and the environmental dimensions of sustainable development—the core message from Rio+20 in 2012.

You all know the expression “Think Global, Act Local.” Education is the best way to act at the local, national, regional and global levels, and to weave these levels together. This calls for education that is relevant to the needs of the 21st century, that empowers learners, that nurtures new forms of global citizenship and solidarity.

These are the lessons of the UN Decade of Education for Sustainable Development, and countries across the world have started to integrate them into their education systems. It is one of the aims of the UN Secretary-General’s Global Education First Initiative, which UNESCO is steering forward.

We need to build on this—we need to do more. For this, we need your help. We need your ideas and, especially, your leadership.

I see this in the list of profiles prepared for this forum, highlighting your activities across the world, from Madagascar to Argentina, from community learning centres to game platforms. I see this in the commitments you have submitted to the Global Action Programme that will be launched next week at the World Conference in Aichi-Nagoya. I see this in the dynamism of the UNESCO Associated Schools Network—a family of more than 10,000 schools in 181 countries that are pioneers of sustainability.

Let me say one thing. Don’t wait for us. Forge ahead. Continue with your vision, your projects, your programmes. Do everything to make change happen in your lives, in your communities, in your countries.

Young people can lead the world, and I promise you, the world will follow!

And I pledge to you today, UNESCO will support you at every step in every way we can. We will see you next week at the UNESCO World Conference on Education for Sustainable Development, and we will build your vision into the 9th UNESCO Youth Forum in 2015.



*Participants at the
Opening plenary session*

We have just launched the celebrations of our 70th anniversary. UNESCO was founded in 1945 to bring peace to the world, to be a global moral leader. We have put forward new ideas—Education for All, and the kind of education needed for the 21st century. The notion of global citizenship education partly stems out of Education for Sustainable Development.

Next year, at the COP21 in Paris, there is an expectation that the world will adopt an important agreement on climate change. UNESCO's Leaders' Forum will be dedicated to sustainability and climate change. Your ideas and projects are so much in need. Unless we change the way we live, consume and produce, change will not happen. Political agreements are important, but then the test comes in how we implement these agreements in practice. This is the responsibility of governments, civil society, the private sector and young leaders. Believe in what you are doing, and change will happen.

UNESCO will carry your message to every major event next year, on the way to shaping a new global development agenda that is just, sustainable and inclusive, and that respects the boundaries of the planet.

Conversation between the UNESCO Director-General and the Youth Participants

Following her remarks, Ms. Bokova took questions from the youth participants.

Q: *This is a one-time conference, but how do you think youth can be continuously involved in shaping the future in a more prominent way?*

A: I believe this should not be a one-off event. A big conference on advocacy is very important, because we set the stage and adopt a strategic vision and plans of action. But what is most important is the future work. I believe, particularly with the young leaders, that there is so much opportunity today with the new technologies to engage, create a platform, and exchange ideas. I believe that expanding networks and working together in this way is very important, particularly in the area of sustainability—climate change, biodiversity, and all the notions about the changing environment—because they are global issues that have no physical boundaries. This is where I think youth engagement is all-important. You may be in a country in the north helping a country in the south; or, ideas coming from the south can be very useful also in the north. So, new technologies have huge opportunities to bring people together. We meet here and exchange ideas, but we do not stop here; we continue in the same vein of working together.

Q: *What comes after the Decade of ESD? Is UNESCO using its influence to make ESD part of more "traditional" educational settings?*

A: We are taking stock of this decade, and we are drafting a plan of action for the future. What we are doing precisely is to have Education for Sustainable Development deeply embedded in education systems. It is not just something that accompanies schooling; it is not just an additional or complementary kind of knowledge. That is why we are designing the future of education development goals. Currently, we have the Millennium Development Goals (MDGs) that are ending in 2015. The second goal is to "achieve universal primary education," but now we are expanding this and looking at quality of education, and at what types of education we need for the 21st century. The concept of "global citizenship" comes in here. One of the targets of this new goal, that hopefully will be adopted next year, is Education for Sustainable Development. We are working all across the board—with governments, with different countries in all parts of the world—and when we make this a goal for the future, I think there will not be a single country in the world where this will not be incorporated into the educational system.

Keynote address

Sally Asker

Director of InSIGHT Sustainability

Member of the World Conference International Steering Group



(excerpt)

To date, much of the focus about education, training, and public awareness systems around the globe has *not* been on Education for *Sustainable* Development. Rather, it has been on Education for Development. Now more than ever, ESD needs to be the purpose of education, not simply a component of education. Education must prepare learners to contribute to sustainable development and to combat the global challenges we all face, through the promotion of critical thinking, collaborative decision-making, responsibility for today and for tomorrow—all ingredients of global citizenship that enable all of us as learners to transform ourselves and society for a more livable tomorrow.

What we do know is that we have all the tools and assets at our disposal to harness our inner strengths and make a change. We just need the will and a renewed vision of education to help shift the gear.

The principles of ESD, together with the competencies ESD promotes, are the key enablers to help us shift this gear. ESD can be the change agent. I ask each of you: *How can we move toward sustainable development and meet global challenges without education? How can we change as a society without education?* Education is an essential component in reaching sustainable development.

Now is the time to demonstrate to decision-makers at the most senior level that what ESD is doing is quality and has relevance. We need our leaders to advocate for ESD at a global level and become SD literate by integrating ESD into both education agendas and sustainable development agendas. We need to continue our work to change mindsets and create a new perspective for ESD beyond 2014. In this context, your participation here at the Youth Conference and next week at the main conference holds much importance.

As you are aware, to mark the end of the United Nations Decade of Education for Sustainable Development, known as the DESD, which spanned the years 2005-2014, the Government of Japan and UNESCO are hosting the World Conference on ESD. While the conference marks the end of the Decade, it is very much a forward-looking event providing the foundation for post-2014 action.

The conference will launch the Global Action Programme (GAP) on ESD, which seeks to build on the foundation that has been built over the last 10 years. The GAP focuses on five priority action areas: advancing policy, integrating sustainability practices into education and training environments, increasing the capacity of educators and trainers, empowering and mobilizing youth (my favourite one), and encouraging local communities and municipal authorities to develop community-based ESD programmes.

A decade is simply not long enough to change behaviors, actions, policies, and governments on

the magnitude that is required to shift the global gear. And UNESCO cannot and does not have the means or mandate to do so alone. It is up to a joint effort between you, the Member States and every citizen on this globe to make a difference, to rethink and reorient how we interact with our planet. Consequently, the scaling up of ESD actions is required.

I would like to encourage you to familiarize yourselves with the part of the GAP that specifically targets empowering and mobilizing youth. The GAP will be implemented in a decentralized manner by Member States, national and local governments, and all stakeholders through their voluntary contributions, partnerships, and commitments to it. It will be established for an initial phase of five years, after which it will be renewed for extension.

As you are aware, the output of the Youth Conference will be a collective Youth Statement submitted to the World Conference. Your statement will seek to align your views and enable you to speak as a united voice at the main conference.

When looking at the Global Action Programme in your preparations, critically ask yourself what can strategically be done to push the ESD agenda further forward. Challenge your thinking and ask, *Where could youth as actors assist, and how?* And discuss with your peers, *What else is needed to contribute to an effective post-2014 agenda?* Today and in the days going forward, think and talk between yourselves and voice these ideas within your Youth Statement.

Now, I would like to offer some final words of advice. In the following days, try not to get fixated on or frustrated by the label ESD; it is only a label. What is important is to think about the aims and outcomes that ESD strives to promote. You may call it something very different in the context of your region or country. There are many other labels with similar principles and practices for a more sustainable future. Why not put them all in your practitioner toolbox? After all, the goal of all education—peace education, values education, environmental education, human rights education, and the list goes on—should be sustainable development. ESD is relevant to all, and outside the auspices of UNESCO, it is called many things. What we do know is that, collectively, we need to increase people's competencies and equip them with the knowledge and skills to enable them to think, decide and act for a better tomorrow.



While your ages span from 18 to 35 years, those in the upper end of this bracket may no longer consider yourselves strictly as “youth.” You may indeed have your own children, or be midcareer in the context of your country. However, when you look around the main conference, you’ll notice that you are quite a bit younger than the majority of people there.

While you represent yourselves as ESD experts, in the context of the conference your voice will be heard as a youth voice. Use this to your advantage. I cannot encourage you enough to grasp this opportunity and make your collective voice count. Youth involvement in the conference is not tokenistic. Youth are included as a major stakeholder, one good reason being that half of the world’s population is under 30 years of age, and you are the leaders of tomorrow.

Let me leave you with these thoughts that may trigger your own inspiration and help you reflect on ESD in your context and on your own strengths as an ESD champion. The realm of possibilities starts and stops based on the limits of your minds and your ability to educate, train, and spread awareness within others, and to instill the values, ideas, and skills that link knowledge to action to reorient the way we live on the planet.

Yes, we must become more resilient in the face of the world’s sustainable development challenges, but we must leap forward. From a focus on the problems of today to harnessing our collective strengths, capacity, and influence; to explore what is possible and start creating a future we want; to create a new and inspiring view of sustainability—a future in which we all thrive. It is about mobilizing and aligning our communities, focusing our energy, reducing resistance, and contributing to creating something extraordinary for tomorrow.

As educators, we need to help citizens shift their perspectives and actions from problem-solving to possibility, from adjusting today’s current model to creating a renewed vision for a sustainable future, from a cost focus to a value focus, from resisting change to embracing change, from a focus on loss to a focus on creation, from linear thinking to systems thinking, from consumers to citizens, from viewing people as liabilities to viewing people as assets—moving from fear to hope.

I encourage you to share your stories today and next week, and make your challenges and your potential to do something about them real. Do not accept “good enough.” Push the agenda for what you and your children want for the future and deserve, as the future is yours to shape, inspire, and lead.

GUEST PRESENTATION

Anantha Kumar Duraiappah

Director of UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP)

UNESCO MGIEP is an institute specializing in research, knowledge sharing, capacity building and policy formulation in the area of education for peace, sustainability and global citizenship. Opening his presentation with a short video, *UNBOX with MGIEP*, Prof. Duraiappah invited young people to come up with out-of-the-box ideas to co-create solutions for issues as global citizens, and introduced the youth programmes offered by MGIEP, including the #IAmAGlobalCitizen campaign and the YESPeace Network. (More information available at mgiep.unesco.org)



Parallel workshop sessions

The overarching theme of the parallel workshop sessions was ***How can we advance ESD actions beyond 2014?*** The sub-themes of the eight discussion groups were formulated in consideration of the participants' expertise and fields of activities, and the focus areas they share. Themes for discussions 1-5 are aligned with the five GAP priority action areas. Particular emphasis was placed on how youth can contribute in each area.

In each group, participants first shared personal experiences and good practices, identifying what has worked particularly well and could be replicated by others, and what were some of the challenges. They then engaged in discussions on how to generate and scale up ESD action in their given thematic area, and developed strategic recommendations to be included in the final Youth Statement.

The key discussion points presented by each group are summarized in the following pages.

DISCUSSION GROUP 1: POLICY ADVANCEMENT

Integrating ESD into international and national policies

An enabling policy environment is crucial for mobilizing education and learning for sustainable development and the scaling up of ESD action in formal, non-formal and informal education and learning. This thematic area explored how we can further support ESD efforts and move ESD into the mainstream of sustainable development and educational policies and practices at international and national levels.

Key discussion points:

- For policy advancement, the participation of youth in policy-making and policy implementation must be ensured—for example, through youth representation in ministry advisory groups.
- Decision-making processes should be based on critical evaluation and evidence-based monitoring.
- It is important to create an enabling environment for youth and marginalized groups to express themselves and participate in decision-making.



*Discussion Group 1
presenting their
recommendations
through skits*

DISCUSSION GROUP 2: WHOLE-INSTITUTION APPROACHES

Engaging all stakeholders to transform learning and training environments including curricula

Whole-institution approaches require not only the reorientation of teaching content and methodology, but also campus and facility management that is in line with sustainable development, as well as the cooperation of the institution with sustainable development stakeholders in the community. This thematic area explored how successful models can be scaled up and expanded to all levels and types of education.

Key discussion points:

- Educational institutions should provide the institutional support, resources and legitimacy for youth leadership, which includes giving youth mandates, funding, office space, etc.
- It is important to create synergies between internal and external ESD initiatives. This means involving everyone, integrating efforts across departmental and community boundaries, and creating places for cooperation between students and staff as well as with actors outside the education system.
- Educational institutions must practice what they preach. In other words, the operations, policies and procurement of these institutions also need to be sustainable.
- Whole-institution approaches should not only be about universities and schools; there should be ESD leaders in every institution, such as government cabinets and labour unions.



Parallel Workshop
Sessions: Discussion
Group 2

DISCUSSION GROUP 3: EDUCATORS AND TRAINERS

Building capacities of educators and trainers to become learning facilitators for ESD

Educators, trainers and other change agents are important levers to foster educational change and to facilitate learning for sustainable development. There is therefore an urgent need to develop leaders in schools, communities and in various sectors, as multipliers of ESD action. This thematic area explored good practices and effective approaches to strengthening capacities of ESD learning facilitators.

Key discussion points:

- We need to shift from topic-based education to process-based learning, and from test-based evaluations to evaluations based on progress, so that young people can develop critical thinking and analytical skills, as well as communication and collaborative skills, which they need to move forward in this information-rich age.
- We need to foster the emergence of learning communities that provide safe spaces for the development of learning facilitators. At these learning centers, the contents of ESD should be specific to the local area, based on local issues and pulling in local wisdom and traditions, rather than being decided by central authorities.
- We should establish mutual and more collaborative funding mechanisms to support innovative local ESD initiatives in the long-term.

DISCUSSION GROUP 4: INNOVATIVE LEARNING FOR YOUTH

Enhancing learning opportunities through innovative programmes including E-learning

Enhancing learner-centered non-formal and informal learning opportunities in ESD is particularly important in empowering young people to take part in sustainable development processes. This thematic area explored how learning opportunities for youth can be developed and enhanced with innovative programmes including E-learning and the creation of innovative learning spaces.

Key discussion points:

- Innovative learning is about transforming traditional knowledge into a way of learning that is more alive using the “3H learning approach” (head, heart and hands).
- Innovative learning approaches, such as E-learning, gamification, and student-created learning programmes, are facilitating the transition from the traditional, one-way education system to collaborative, transformative, co-created education, which is not just about taking in knowledge, but concerns the whole person.
- Innovative learning programmes should be taken more seriously by opening up different arenas to different actors for testing, evaluating and sharing these approaches, and then making them accessible more widely so that they are gradually mainstreamed.

DISCUSSION GROUP 5: LOCAL COMMUNITIES

Accelerating sustainable solutions at the local level through ESD

Effective and innovative solutions to sustainable development challenges are frequently developed at the local level. Multi-stakeholder dialogues and cooperation play a key role in this—for example, among local governments, NGOs, the private sector, media, education and research institutions, and individual citizens. This thematic area explored how ESD can be fully mobilized to engage communities and enhance action for sustainable solutions at the local level.

Key discussion points:

- The promotion of ICT-based community learning initiatives is an effective way to reach people who do not have access to education and offer them basic education as well as ESD.
- ESD programmes should follow community-based approaches tailored to community needs, respecting traditional knowledge. Programmes should be interdisciplinary and link formal education to traditional forms of education. Successful programmes can foster multiplier effects, sustainable livelihoods and community ownership.
- Establishing public/private partnerships will ensure that there is no duplication of efforts and that projects are provided with funding for implementation and have some continuity.



Parallel Workshop Sessions: Discussion Group 5

DISCUSSION GROUP 6: SUSTAINABILITY CHALLENGES

Making ESD a more central part of the international response to sustainability challenges such as climate change, biodiversity and disaster risk reduction

Achieving sustainable development requires a fundamental change of mindsets that results in changes of action. ESD can contribute substantially to this end by developing the necessary knowledge, action competence and values. This thematic area explored how education and learning can be strengthened in all agendas, programmes and activities that address key sustainability challenges such as climate change, biodiversity, disaster risk reduction and water security.

Key discussion points:

- Development organizations, NGOs and donors need to engage local stakeholders from the beginning in project design, decision-making and implementation, and participatory evaluation. People who are respected in the community, such as elders and religious leaders, are in the best position to communicate with local citizens and deliver information and ideas in a way that they can accept. It is also important to translate concepts and information into easily understandable language.
- We should incorporate experiential and outdoor education models and environmental ethics into early childhood education. Climate change issues can be communicated through different learning styles and academic disciplines, such as engineering, business, the humanities and the arts.
- We need to develop adequate evaluation frameworks and technological tools that can guide and encourage future resource allocation as well as long-term sustainability and community resilience.

DISCUSSION GROUP 7: SOCIAL ENTREPRENEURSHIP

Incubating social projects and entrepreneurship through ESD

With access to relevant knowledge and skills training, youth can often translate their innovative ideas into tangible social projects and entrepreneurship for sustainable livelihoods and community development. This thematic area explored how creativity for innovation can be cultivated and supported through ESD.

Key discussion points:

- It is important to strengthen the commitment and improve the connections among venture contributors, including governments, the private sector and civil society.
- Young people should develop strategies for peer-to-peer coaching in order to foster creative exchange of ideas on ESD. One example is to have young role models or youth ambassadors that can empower other youth.
- UNESCO and Member States should make a collaborative effort to design policies and conventions that stimulate social entrepreneurship, especially among youth.

DISCUSSION GROUP 8: WOMEN AND MARGINALIZED GROUPS

Empowering women and marginalized groups through ESD

To build a sustainable and inclusive society, it is vital to enhance educational opportunities for young women and marginalized groups such as out-of-school young people, rural young people and poor urban youth. This thematic area explored how ESD, in its various forms and focuses, can effectively empower these groups to improve their quality of life and promote social cohesion.

Key discussion points:

- We should eliminate all forms of discrimination and promote positive traditional cultures, so that indigenous knowledge is supported and included in ESD.
- We must promote enabling economic policies, provide resources and build capacities among marginalized groups, so that they can make use of their environment in a sustainable way.
- ESD must be integrated into formal, informal and non-formal curriculums, to help women and marginalized groups achieve a sustainable future.



Presentation by Discussion Group 8

Plenary discussion session

Mobilizing youth for ESD action

Youth have a particularly high stake in shaping a better future for themselves and generations to come. Moreover, youth are increasingly acting as drivers of the educational process, especially in non-formal and informal learning. Thus, while they are beneficiaries of ESD, they are also important stakeholders and drivers of ESD actions beyond 2014.

Synthesizing relevant discussions from the parallel sessions, this session further explored how youth can empower and mobilize their own generation as change agents in global, national and local sustainable development processes.

In small discussion groups, participants discussed the following key questions:

- ***How can we empower and mobilize our own generation as change agents for sustainable development?***
- ***How can we collaborate as a group to generate a bigger impact in promoting a global ESD youth movement?***

The following page lists some of the ideas that came out of the discussions.



Group discussion using
“Entakun”—a cardboard
laptop desk

Youth can empower and mobilize their own generation by:

- Targeting young people who are not yet involved in ESD. Show them how ESD issues affect them personally and instill in their minds that sustainable development is everyone’s responsibility. It is especially important to start this with younger children.
- Promoting holistic education that nurtures feelings of empathy for other people and for the natural world.
- Providing peer-to-peer training, support and mentorship, as well as inspirational role models and inspirational stories of young people.
- Offering incentives to get involved, such as meeting meaningful people, acquiring new skills, becoming more employable or acquiring financial rewards.
- Offering experiential and innovative learning, and creating a safe space for dialogues and self-expression.
- Doing research on behavior change, as different cultures and regions may require different approaches.
- Using different methods of storytelling, such as movies, music, pictures and art, and finding other ways of making ESD attractive and interesting.
- Acknowledging and celebrating successes.
- Encouraging interdisciplinary and inter-sectoral conversation and cooperation.

The group can collaborate to generate a bigger impact by:

- Each participant taking the message of this conference to their local community and act on it at the local level.
- Sharing the Youth Statement and experiences from the conference with peers and media outlets.
- Using social media and new technology as well as creating online platforms to continue the interaction and to share experiences, knowledge, best practices and networks, and develop collaborative projects.
- Promoting cross-cultural learning and exchange programmes to turn our diversity into opportunity for global impact.
- Collaborating towards specific future events such as the UNESCO Youth Forum or COP21.
- Sharing resources in a methodic and easily accessible way, and creating a “bank” of problems and solutions.
- Establishing regional network hubs for promoting the ESD agenda.
- Creating a 50-page online book documenting 50 ESD activities with advice and infographics.



Wrap-up session

The participants agreed on the outline of the Youth Statement, which would incorporate the outcomes of all the sessions and the online discussions preceding the conference. The drafting committee, consisting of nine members who volunteered for the task, was entrusted to finalize the text of the document.

Each participant was asked to make a brief comment to wrap up the day, sharing their feelings and resolve as they looked forward to moving on to Nagoya for the World Conference on ESD. The following are some of the comments that were shared.

I feel challenged by the fact that we are participants representing the entire world. We must take that challenge and push forward with all that we have discussed when we go back home, and at least let others understand what we have planned here.

— Alhagie Haruna Cham, Gambia

I literally learned from each and every one of you, and I can't wait to see what we have discussed being put into action. I also can't wait to implement some projects that I learned about here when I'm back home, in order to solve some issues that I was wondering how to solve.

— Souha Wergthy, Tunisia

This experience has inspired me a lot. You are each a leader in your community and your solutions are really unique and impressive, and I can reflect your ideas in my own activities. I hope we can have further collaboration after the conference.

— Taichiro Fujino, Japan



Back home, you often come up against many obstacles, and you feel downtrodden by everything that is going on. But it is so encouraging to be in a room full of people who are inspired and enthusiastic about what I am doing and what all of us are doing. We all need to make sure that all the great discussions we had do not drift off, and that we all take positive actions when we leave, either as a group or as individuals.

— Anna Vickerstaff, United Kingdom

This has been a unique opportunity for me, because I have been to many different conferences, but it is almost always within my own field. Here, I met people working on the conservation of sea turtles, working on corporate responsibility, and working on online training, all of which are completely different from my own field. But in the end, we share similar values and even challenges and passions. I hope to be in contact and share more of our experiences.

— Isis Paola Nunez Ferrera, Honduras

I am grateful for the serious attempt to make this a more participatory process, so we had the space to really see each other and talk to each other. At many conferences this doesn't happen. It is sometimes lonely doing this work as a Brazilian in China, but I feel supported seeing you all and would love to share more stories.

— Narayan Silva, Brazil

I am looking forward to working with everyone as a group during the World Conference, because that is where we have to put our words into action, to make sure that our voices are heard, and that we get governments and other stakeholders to commit to work with us. I also look forward to developing a clearer vision of what we want to do and how we can continue to cooperate beyond this conference.

— Stefan Manevski, Macedonia

Listening to all the stories of what you are doing in your countries, I would say we are not the leaders of tomorrow, but the leaders of today. The future of the world is falling on our shoulders and we are the ones that we have been waiting for. We have the responsibility to carry it forward. As we go back to our countries, I want to make sure we all know that this network exists and that we can all rely on each other.

— Mahmoud El-Refai, Egypt



Qian Tang, Assistant Director-General for Education, UNESCO and Wataru Iwamoto, Adviser to the Ministry of Education, Culture, Sports, Science and Technology of Japan, joined the circle of participants to offer their closing remarks

IN PICTURES: CONFERENCE DAY



Discussion Group 3



Discussion Group 4



Discussion Group 6



Discussion Group 7



Exhibition space



Messages to children in Okayama

Youth at the World Conference

Following the UNESCO ESD Youth Conference in Okayama, the youth participants were invited to take part in the UNESCO World Conference on Education for Sustainable Development held in Aichi-Nagoya from 10-12 November 2014, among more than 1,000 participants from 150 countries and regions, including representatives of governments, NGOs, academia, the private sector and UN agencies, as well as individual ESD experts. In addition to their active participation as youth delegates in the plenaries and workshops that concerned their areas of expertise, the youth participants contributed to the World Conference and demonstrated their leadership in various ways.



PANEL DISCUSSION

One of the youth participants, Tariq Al Olaimy of Bahrain, was invited to be a panelist along with the UNESCO Director-General and other dignitaries in the opening plenary panel discussion on “Achievements and challenges of the UN Decade of ESD.” Tariq highlighted the emerging sustainability youth movements, particularly in informal education, as one of the biggest achievements during the past ten years. He also represented the voices of youth by pointing out that there is still a lack of institutional support for youth initiatives, and that in order for young people to scale their impact, they need intergenerational cooperation and recognition as equal partners. This point was strongly supported by the other panelists.



PRESS CONFERENCE

On Day 2 of the World Conference, Sybren Bosch (Netherlands), Mona Zoghbi (Lebanon), and Funmi Oyatogun (Nigeria) represented the youth participants in a press conference, specifically arranged to put forward the perspectives of youth to the journalists gathered at the World Conference. Taking from the key recommendations of the Youth Statement, Sybren emphasized that youth should be integrated into all areas of the Global Action Programme, and not isolated in a separate chapter. Funmi expressed

that the youth would like to see ESD implemented not only in traditional classrooms but in all forms of education, and through more innovative means of communication, such as film and the arts. Mona commented on the need to shift our values away from individual profit and materialism, and on the importance of “walking the talk” in our individual lives, starting with little things like turning off lights and using less paper, which in turn will inspire others to follow suit.

SIDE EVENT

In order to create their own platform to present the Youth Statement to the World Conference participants, the youth delegates took it upon themselves to set up an impromptu side event on the afternoon of 11 November. The unofficial event, entitled *Come with Us*, attracted over 70 participants, with many more gathered outside the room because they could not fit inside. Organized in workshop-style, the youth engaged in lively dialogue with country delegates and other stakeholders, first by theme and then by region, to share the youth recommendations for the GAP and to invite support for youth-led ESD initiatives. Commitments were voiced by numerous government and NGO representatives, all affirming their support for the youth initiatives and the Youth Statement. Many also described the workshop as one of the most inspiring that they had attended at the conference, and congratulated the young leaders for demonstrating the kind of impact they can make.



Intergenerational dialogue at the youth-organized side event



Dr. Shukuru Kawambwa, Minister for Education and Vocational Training of Tanzania, expresses his commitment to support youth initiatives in East Africa

FINAL MEETING

On the last day of the World Conference, the youth participants gathered for a final meeting to wrap up their experience at both conferences and to share joint action plans, which they had been working on in groups with members that have common interests. The planning and coordination of the meeting was delegated to the youth themselves, spearheaded by several volunteers.

Many post-conference initiatives and campaigns emerged as a result, including the following:

- Translating the Youth Statement into different languages, and disseminating the conference outcomes through articles, workshops and seminars.
- Presenting the Youth Statement to presidents and prime ministers, education ministers, policy makers and youth networks around the world to encourage its implementation.



- Developing an online ESD youth exchange platform to share each other's resources, solutions and networks for mutual support and capacity-building.

- Creating a linkage between ASPnet schools in different countries, through which primary school children can exchange their good practices using visual expression.

- Launching awareness campaigns leading up to COP21 in Paris, namely an art exhibition/competition, and a 50-week online series called "Humans of ESD" featuring one participant's photo and ESD story every week.

- Collaborating across borders to bring successful educational models to other countries and regions as pilot programmes.
- Planning and proposing to UNESCO to hold a youth-led, mid-term progress meeting for the evaluation of GAP implementation.

At the conclusion of the meeting, the mutual feeling expressed by all participants was that of gratitude and respect for one another. They affirmed their responsibility and commitment to carry this network forward, so as to create a tangible, collective impact on a global scale. As one of the youth participants summarized, each of them was creating something like ripples in water; as these ripples start to become aligned and connected, they will become bigger waves that can eventually create significant change around the world. The UNESCO ESD Youth Conference has made possible these kinds of connections that have the potential to grow into the next big wave of ESD action.

Short documentary videos of the two conferences created by youth participant Ingrid Moum Rieser can be viewed at <http://www.unesco.org/new/en/youthconference>

PARTICIPANT PROFILES

Africa

Zo Hanitry Ny Ala ANDRIAMBALOHERY • Madagascar

Environmental Educator, Madagascar Ministry of Environment, Ecology and Forests

For 'environmental right habits', environmental education for sustainable development is one way to instill positive change in population behavior. As a person responsible for ESD within the Ministry of Environment, Ecology and Forests, I have a key responsibility towards my country, my countrymen, and myself.

My primary goals:

- To strengthen environmental awareness by the acquisition of knowledge, know-how and life skills;
- To grow respect for the environment and change the attitudes and behavior of local communities and their surroundings.

To reach these fixed goals, my main tasks involve harmonizing relations between human beings and their environment, with the aim of optimizing, to the extent possible, sustainable development policies. Therefore, several interventions and contributions have been undertaken for years. The most significant actions are as follows:

- Integration of the environmental dimension by inserting, particularly, an environmental education module within the public schools in Madagascar: National School of Administration, National School of Magistracy and National School of Police;
- Implementation of a weekly radio program at the Malagasy National Radio, in which each episode develops a specific environmental theme;
- Insertion of an article inside a ministerial magazine titled "Sitrano Ny Tontolo", which means "save the environment";
- Reinforcement of rural leaders' capacity: They will have an ability to convince and to provide instructions to local people to solve environmental issues efficiently and durably;
- Integration of ESD into extracurricular activities in public secondary schools, in close partnership with UNICEF—connecting classrooms, communities, and youth around the world for biodiversity conservation, developing their communication skills, getting new areas through debates, and increasing community togetherness and social awareness in terms of environmental and health issues;
- Implementation for 'trainer training' within public schools, particularly for their administrative and technical staff, in close cooperation with WWF.



Alinah BOCKARIE • Sierra Leone *(unable to attend due to unforeseen circumstances)*

Senior Journalist, Media Matters for Women - Sierra Leone

Sierra Leone's women and girls have little protection from sexual violence and other human rights abuses. They do not have access to justice or legal redress, and even where constitutional protections exist, customary law often overrules it. Their lives are often defined by isolation, violence and poor health. Our work focuses on Sierra Leone's poorest women and girls, who are excluded from the benefits of the information age because of their extreme poverty. These rural women and girls lack information about their rights and opportunities in their language, resulting in the world's highest rates of maternal mortality, teenage pregnancy, female genital mutilation, and gender-based violence.



We use Bluetooth to transfer a weekly ten-minute audio file of original programming to Listening Centers we created in our areas of operation. In our programming, we address human rights, health, participatory democracy, agriculture and many other issues. This multi-language 'radio-style' programming reaches impoverished communities on a weekly basis at a very low cost. We place digital recorders at all Listening Centers, and they are used to record listener comments and suggestions for topics to be covered in future programmes. This feedback loop gives women and girls a 'voice', which can help create change in their communities and shape the political and cultural vision of their country. Once women have the correct information, they are better informed and can make informed decisions that lead not just to individual development, but also to sustainable community development.

We had 4,195 listener-visits in our first 90 days of broadcasting. Our strategy to locate our Listening Centers in hospitals, health care clinics, schools and youth centers has proven to be effective in attracting large numbers of listeners. We enable discussion of sensitive women's issues and offer livelihoods to female journalists who would otherwise not have such opportunities.

Alhagie Haruna CHAM • Gambia

Youth Desk Officer, Gambia National Commission for UNESCO

My engagement in ESD started in 2000 as a member of the UNESCO Club during my senior secondary school. In 2006, I was engaged in ESD in the form of a sensitization on HIV/AIDS, in which 150 participants were trained.

In 2011, I served as Assistant Vice President of the University of The Gambia UNESCO Club. After the formation of the UNESCO Club we organized a symposium on human rights, culture and tolerance. Further to this, we also engaged in environmental sanitation and tree planting on the university campus and in the Central River Region of the Gambia.

As Youth Desk Officer at the Gambia National Commission for UNESCO, I have served as an ESD trainer for ASPnet school coordinators and students in 22 schools in The Gambia over the last two years. We provide useful information to such schools on how to make teachers and students become aware of the need to live sustainable lives. The issues we addressed include climate change, poverty reduction, health education, biodiversity, and protection of the physical environment.

Furthermore, as the Assistant National Coordinator for ASPnet in The Gambia, I have been involved in projects like Sandwatch, environmental education, and intercultural dialogue in schools. Most recently, in April 2014, we organized a national training workshop that involved 66 students and 22 teachers and coordinators from the 22 ASPnet schools, where we addressed some ESD topics. Following this, we organized a beach cleaning exercise in collaboration with the Banjul City Council, and after the exercise people were briefly sensitized on the importance of environmental preservation.

Before I joined the National Commission Office in 2013, I served as a school coordinator, and I have also served as an environmental studies teacher, where I taught students about issues related to sustainable development.



Phillip EGESSA • Uganda

Co-founder and Executive Director, StudyGateway

I am the Co-founder and Executive Director of an education startup called StudyGateway. The startup is dedicated to facilitating a higher quality of learning for students in East Africa by implementing innovative education solutions. As the Co-founder/Executive Director, I have spearheaded the development of a paradigm-shifting educational model, in which learning experiences are tailored to match individual students' needs. By allowing students to have more control over their learning process and become more directly engaged, they are able to develop skills such as adaptability, complex communication, non-routine problem solving, self-management, and systems-thinking. Secondly, we have created collaborative working and learning spaces for students to connect with other learners in socially and intellectually meaningful ways. Finally, we equip teachers with modern tools that enable them to be effective classroom leaders. With modern tools teachers can more fully elicit, see, respect, and shape student thinking.

As a result, StudyGateway has addressed the current deficits in the local curriculum by introducing practical, user-friendly learning materials that are student-produced and teacher-facilitated. Today, we boast of a digital repository with over 200 instructional video lessons produced in both English and local languages. Moreover, we have trained and recruited over 60 teachers and over 100 students (from Uganda and Kenya) to create learning materials that match their unique and diverse needs. Additional trainings have been conducted at the eLearning Africa conferences in Namibia (May 2013) and Kampala (May 2014). The video lessons can be accessed by students using low-cost mobile devices, and on school computer networks. Our Chamilo-based collaboration tool breaks down the barriers between the traditional roles of learning and teaching. It gives students and teachers the flexibility to be innovative by undertaking intellectual risks, fostering learning dispositions, and nurturing communities in which everyone realizes they have a continuous role as a learner.



Talent MADZIVA • Zimbabwe**National Coordinator, Katswe Sistahood and Hweva Education Trust**

I am a secondary school teacher by profession. I am the founder of the organisation I work for, Katswe Sistahood. Since its inception through the Young Women's Leadership Initiative in 2009, Katswe has grown and now employs 5 full time officers, and has a mobilised membership of up to 3,000 young women.

In 2010, I successfully initiated a regional platform on sexual and reproductive rights known as Pepeta Africa. Katswe hosted the first Regional Pepeta Africa Leadership Course in July 2013, and has supported the growth of other young leaders and linked them to capacity-building and funding opportunities.

Due to my interest and conviction in education as the ultimate equalizer, I have registered another organisation, called Hweva Trust, whose agenda is to champion quality, nurturing education for all. It supports innovative approaches aimed at increasing educational access for marginalised groups. Hweva was formed by young female education and human rights activists in 2011. Its main agenda is education rights: education for equality and equity, and most importantly, education for the liberation of the human person, so that all Zimbabweans can attain their full potential and become fully human. Hweva strives to foster positive and respectful relations, and to protect human rights through education and training.

The Education for Liberation agenda at Hweva is guided by feminist principles, and also by the principles of Paulo Freire's Pedagogy of the Oppressed. Our strategy is movement building, and we believe that real transformation will only happen if 'the people' are at the centre of the struggles. We have a conviction that every human being, no matter how 'ignorant' or submerged in the 'culture of silence', is capable of looking critically at the world in a dialogical encounter with others. Provided with the proper tools for such an encounter, the individual can gradually perceive his/her personal reality and deal critically with it.

**Hilary Ewang NGIDE • Cameroon****Founder/Executive Director, Centre for Community Regeneration and Development (CCREAD-Cameroon)**

After training in the domains of environment and development at the undergraduate and postgraduate levels, and having served as a community volunteer with 3 different organizations in Cameroon, I founded CCREAD-Cameroon, a youth-led organization which today runs three program offices in Cameroon. From 2010, together with national and international volunteers, I have continued serving as team leader in the following programs:

- Environmental and climate change education. This is a partnership with the Ministries of Basic and Secondary education, in which our team designed an environmental/climate change education curriculum for 28 schools, and has reached over 45,865 youths through schools on issues of environmental education, biodiversity conservation and climate change education.
- Youth leadership and human rights education within schools. With over 250 schools reached since 2010, this program focuses on teaching leadership skills in schools, entrepreneurship, organizing debates and essay competitions on leadership, and exchanges with students in Cameroon.
- Good governance and anti-corruption. In 2011, I led CCREAD-Cameroon to win the Development Marketplace competition on the promotion of good governance in Cameroon. From 2011-2014, I introduced good governance education in 24 pioneer colleges in Cameroon and produced the first governance education manual for schools in 2013, distributing over 500 copies to schools and over 20,000 governance leaflets to students.
- Charity vocational ICT training in schools and communities for women and youths. With partners, I have coordinated 4 years of youth training on ICT applications through schools in marginalized communities. We have donated computers to schools and placed ICT volunteer teachers in 12 secondary schools in the Southwest region of Cameroon.
- With support from the UNDP/OHCHR (ACT project), I started a human rights education in schools program in 17 colleges and got educational materials from Youths for Human Rights International USA.



Mohammed Aman OGETO • Ethiopia

Lecturer and Researcher, School of Agricultural Economics and Agribusiness, Haramaya University

Professional membership and representative: I am a representative (for Haramaya University and East Africa) of a Japan-based international scientific and educational organization called ISDS, which is dedicated to promoting science and practice in all aspects of environmental, economic, social and cultural sustainability.

Teaching: I prepared teaching modules for the newly launched competency-based Agribusiness and Value Chain Management (ABVM) BSc program for eight universities in Ethiopia, funded by NICHE (the Netherlands Initiative for Capacity development in Higher Education). I also took University-industry linkage training by NICHE and conducted studies entitled “Generic skill preference of employers” and “Promises or practices of modularized education?”

Community services: I gave training to rural women smallholder farmers on entrepreneurship and market integration in three districts of Eastern Ethiopia. I took the initiative to start this training in collaboration with Haramaya University and the Bureau of Agriculture. Accordingly, the feedback obtained from the trainees was included in one of the chapters for the course I teach, entitled Ethiopian Economy.

Conferences, supervision and publications: In the ‘International conference on biodiversity conservation and ecosystem services for climate change mitigation and sustainable development’ organized by Haramaya University in collaboration with the United Nations Development Program, I presented a review paper entitled “Payments for ecosystems services: Challenges, opportunities, and future prospects for sustainable development”. In the ‘Third international conference on biodiversity and nature conservation symposium’ organized by Arbaminch University, Ethiopia, I presented research entitled “Land and water use efficiency of rose cut-flower farms in three districts of Ethiopia”. I also supervised projects entitled “Should pastoralists be sedentarized?” sponsored by the Norwegian Drylands Coordination Group, and “Feasibility study of Orphan and Vulnerable Children in Hararghe Regional State, Ethiopia” sponsored by SOS Children’s Village, a not-for-profit NGO. I have also published articles in reputable journals.



Nickson OTIENO • Kenya

President, World Student Community for Sustainable Development

I developed environmental education and action projects aimed at building the capacity of students to promote sustainable development. These include:

- The GreeningU Initiative, which fosters awareness of the concept of a green economy among campus students. This laid the foundation for the proposed Kenya Green University Network.
- The Adopt a Forest and Adopt a River Initiatives aimed at engaging universities in the conservation of biodiversity and watersheds within their environments
- The United Youth for Peace Project, which helped a group of Internally Displaced Persons (IDPs) recover from the 2008 post-election violence in Kenya.
- A Green Entrepreneurship Workshop for university students.
- The Nyakongo Water and Sanitation project in a remote village in Nyando, Kenya, providing household Biosand Water Filters and awareness on basic hygiene among an HIV/AIDS support group adversely affected by perennial flooding. This project was implemented in partnership with SWALLOW Inc. It led to the conceptualization of the Nyakongo Sustainable Village Program for cross-border and multi-disciplinary collaboration among campus students in co-creating a model sustainable village.
- The Golden Climate Environmental Project Olympiad, a pioneering international environmental competition project Olympiad for elementary and secondary students hosted by the Light Academy Schools.
- Spearheading the launch of a monthly Sustainability Knowledge Cafe at the University of Nairobi.

Selected conferences: Organizer of World Student Summit for Sustainability 2012; Facilitator for the Academic and Youth Partnership Forums at the 2013 UN Global South-South Development Expo, UNEP, Nairobi; Facilitator of the Workshop on Ecosystems and Water Security at the UNEP’s TUNZA International Youth Conference on Environment, Nairobi.



Oluwafunmilayo OYATOGUN • Nigeria**Director, Bailiff Africa**

As Director of Bailiff Africa, I have the opportunity to provide the creative direction of the content of the Bailiff Africa comprehensive online environmental magazine. Also, I am in charge of the workshops, forums and programs which our organization puts up to empower young Africans with education for sustainable development (ESD). I launched this initiative and since its inception, we have been able to reach several hundreds of thousands of young people through our online platform, and hundreds through our workshops and forums.

We have grown into the hub of education for sustainable development in Nigeria and Africa, and we continue to expand the breadth and depth of our content. In fact, one of our major successes was a youth workshop we held on the 11th of April, 2014, in Lagos, in which the Commissioner for Environment in the state was represented. It was one of many dialogues among experts and youths on specific environmental topics; this one specifically focused on the discovery of oil in Lagos State. The resolution produced from this workshop has been passed on to the government, as well as the oil and environmental industries. We have indeed been pleased with the response of young people and the community towards our organization, which serves as an innovation hub for solutions to problems of environment and sustainable development in Africa.

In addition, during my one-year attachment to the Lagos State Ministry of Environment, I have taught climate change clubs in two secondary schools in Lagos, Nigeria, and we have gone ahead to secure from the schools' administrations a special day assigned to ESD for the entire school. This has been a huge accomplishment, as this indicates the schools' progressive outlook towards including ESD in the curricula.

Mawuse Hor VORMAWOR • Ghana**Senior Policy Researcher (Education), Office of the President of the Republic of Ghana**

As a Legal and Policy Researcher at the Office of the President, I have had direct oversight responsibilities coordinating, monitoring and evaluating the president's agenda for reforming education delivery and institutional management. In practical terms, this has meant that I am directly charged with producing policy research and briefs for the consideration of the president and his cabinet on how sustainability topics and approaches could be mainstreamed into educational planning, curriculum review and practical classroom activities.

Where these broad concepts are approved by cabinet, I am required to liaise with a working group drawn from the Ministry of Education in Ghana, the public and private primary, secondary and tertiary educational institutions, and civil society organisations to flesh out these concepts into workable action plans incorporating monitoring and evaluation benchmarks for implementation. During the implementation phase, I am required to compose and coordinate a cross-institutional and targeted civil society monitoring team to perform anecdotal monitoring on the progress of the implementation processes across the country.

Currently, I am coordinating a team of researchers from the various sector institutions and from the National Development Planning Commission at the instance of the presidency to develop a long-term policy document on a national ESD framework and implementation strategies.

I remain particularly impressed by the acceptance at the grassroots level of these education-transforming ideas and concepts, and I feel very fortunate to be a part of an initiative that reforms the institutional approach to education and provides an opportunity for Ghana to meet her developmental objectives.

Arab States

Tariq AL OLAIMY • Bahrain

Co-founder, 3BL Associates

I am a co-founder of 3BL Associates, which is a people + planet strategy consultancy that focuses on multi-stakeholder regenerative development. Our bold vision is to imagine a more sustainable and socially cohesive Middle East where there is a policy of collaboration and compassion, where progress on sustainable development issues would be accelerated, where cognitive empathy prevails from an individual to an organizational level, where what we value as a society is also what is of true value to the earth, and where the conditions are created for each individual who is part of that whole to channel their potential as a human being into a society of purpose.



One of 3BL Associates' Think-do-Tank initiatives is on "Social Entrepreneurship for Marginalized Youth", which was one of 15 youth-led action projects worldwide to receive the 8th UNESCO Youth Forum label. The project is intended to provide youth-led social entrepreneurship training that builds capacity and engages marginalized, at-risk Arab youth, and transforms them into change makers who drive regional sustainable development and peace, regardless of the institutions that govern them.

I am also the co-founder of www.Diabetes.bh, the first online education and community platform for diabetes in Bahrain. The platform also looks at interrelated sustainable development issues, such as climate change and disabilities. With a strong focus on climate change issues, I am one of 20 founding National Coordinators of the Arab Youth Climate Movement (AYCM), which is now present in 17 different MENA countries. AYCM works to create a generation-wide movement across the Middle East and North Africa to solve the climate crisis. My values are deeply rooted in the wisdom of nature, which I believe is our greatest teacher with regard to ESD. I am a Biomimicry youth educator, and am among the first 100 people in the world to achieve a specialist certification in the field of Biomimicry, which is a practice that studies nature's best ideas, models, systems and processes, and then emulates them in order to solve some of the greatest human challenges.

Nuhaila AL SULAIMANI • Oman

Education Coordinator, Environment Society of Oman

Since I started working for the Environment Society of Oman (ESO), I have been taking leading roles in promoting sustainability practices in educational institutions through meetings with students and staff and discussions on green practices in daily life. In addition, I have been giving talks and initiating activities in schools and colleges to raise current environmental issues. Some school activities included the use of waste material to make posters that inspire a green school, and showing students how to separate waste materials into different categories.



Since I joined ESO I have worked on the second annual Inter College Environmental Public Speaking Competition, and my role in 2013 was mainly to mentor students through their projects and presentations. On the competition day, students demonstrated their success in raising awareness in their colleges, families and towns about different issues such as food waste, water waste, plastic bags, technology, global warming and recycling.

The native tree awareness campaign took place in Dhofar Governorate, in the southern part of Oman. ESO started the campaign in 2012, and went ahead with phase two in 2013. In 2014, I took the lead in the awareness campaign, where we visited schools in the Dhofar region and discussed the native trees with students. An activity was designed in order to give students the opportunity to express their knowledge about native trees and identify the danger of extinction of trees that their environment is facing as a result of overgrazing, desertification, urban expansion, alien species and global warming. Then, they were given the chance to share their suggested solutions and how they will go about implementing their ideas.

Mohammed ALMAQRI • Yemen**Program Assistant, Social Fund for Development – Yemen**

I was selected for the voluntary position of Outreach Co-coordinator to conduct education-related projects and activities in Hajah, Yemen, and handle funds along with 16 other co-coordinators nominated in 16 major cities in Yemen by the Cultural Affairs Office in the U.S Embassy. I coordinated four awareness raising campaigns related to education issues and implemented one of the most effective and successful projects I have ever led. The 'E-School System' project provided students' affairs sections in 30 schools in the mountainous city of Hajah with school-based software that transferred the students' affairs processes from the old manual method to an electronic, modern, fast and easy way. Purchase and installation of the software was done after repairing inoperative PCs provided by the Ministry of Education. Employees were trained on the use of that software, which was the first of its kind in Yemen and lately competed for the President's prize competition in software programming.

During that time, I was recommended and selected as a steering committee member at the Middle East Partnership Initiative's local chapter in Yemen, which concentrates largely on education development projects and campaigns. Along with MEPI alumni, I led several locally and regionally well-known and successful educational and community service projects.

Before that, I was a board member of the initiative assist-ye.org, which also targeted enhancement of education. I am also a Faculty of Education graduate and was a teacher for almost four years. Recently, I was selected as a Youth Ambassador by A World at School, an international organization putting pressure on governments to demand better education for children. I was part of several international campaigns under A World at School's supervision.

Hajar BENMAZHAR • Morocco**PhD Student and Educator, Trace Element Institute for UNESCO – Morocco;****Focal Point and Trainer of Trainers, Y-PEER Morocco – UNFPA;****Volunteer, Moroccan Association for the Fight Against AIDS (ALCS);****Member of External Relations, AIESEC Morocco**

Being a focal point and a trainer of trainers at Y-PEER – UNFPA and also a volunteer at ALCS has given me the once-in-a-lifetime opportunity to reach out to Moroccan youth from completely different backgrounds and social classes. Luckily for me, it's a never-ending learning process, and when it comes to such fulfilling interactions, I prefer calling myself a facilitator rather than a teacher. This is because in each session, these youth are in utter control of everything they're learning, while I'm only there to facilitate the flow and the coherency of the information. Moreover, my volunteering job mainly revolves around conveying not just the right information, but also the basic tools that will help them easily approach topics such as sexual and reproductive health and gender equity. And along with AMNESTY, we're perpetually working on raising awareness on human rights.

I'm also a very devoted environmentalist, and when I first started my PhD research on the environment, a lot of people thought I was crazy to constantly attempt raising awareness about the environment because in my country, this subject is still, unfortunately, quite irrelevant to the majority. But those are the challenges I like to take on, since doing what's easy was never as entertaining to me as a hard task. Currently, besides raising awareness about environmental protection and creating small environmental clubs in schools, I'm also working on creating an environmental department within one of the NGOs I'm working with—AIESEC. This international platform of young leaders is in desperate need of its own Green Team, because nowadays, having an environment department in each entity is more of a necessity. This project is ongoing and will be implemented by December 2014; it'll help in promoting the skills, values and knowledge that support sustainable development.

Mona BETOUR EL ZOGHBI • Lebanon

PhD Researcher, International Research Institute in Sustainability (IRIS), University of Gloucestershire, UK



I hold a PhD in Sustainability from the UK. My doctoral research explored the different forms, levels and pathways of youth engagement with climate change and sustainability issues and implications for youth well-being. The study entailed prolonged fieldwork in the Netherlands and South Africa, with a focus on youth in higher education. In both countries, I conducted several focus groups and interviews with university students from different socio-demographic backgrounds and academic disciplines, and in universities across various geographic regions. The focus groups did not adopt a standard approach with regards to framing the discussions, as I did not prepare and articulate specific questions to be answered by participants. Rather, I sought to create some learning and reflective spaces for the diverse participants to share their personal experiences with climate change and sustainability. I started each focus group session with an envisioning or futures-thinking activity, where participants envisioned and drew out their own personal futures with climate change and reflected on the social and political changes needed to achieve sustainability and their sense of efficacy and agency to influence such changes. The participants were encouraged to reflect on the values and beliefs that have shaped their future visions and the ways in which their current education and learning experiences are preparing them to manage a climate-threatened society and sustainability-oriented economy. The discussions that ensued from such envisionings built on the personal experiences of the participants and helped convey their profound voices, concerns and ideas.

I have also been involved in several other initiatives and projects on education for sustainable development. I moderated discussions on sustainability at youth forums in Zambia and South Africa, was a panelist for an international conference on inter-disciplinary sustainability research in the UK, and performed the internal evaluation of an international sustainability education conference in Austria.

Mahmoud EL-REFAI • Egypt

**Corporate Strategy Officer, Siemens;
Consultant, Siemens Foundation;
Board Member, Synergized Earth Network (SEN)**



2014: Nominated for the BMW Responsible Leaders Network and delivered “Creating the Necessary Preconditions for a Business Case with Social Impact” workshop at the 1st Mediterranean Young Leaders Forum in Turkey.

2013-2014 LOTUS program’s Leadership in Action (LIA): Delivered various workshops on sustainable development and energy applications for 100+ students at several universities around Egypt.

2014 (PwC-Enactus Green Camp): Delivered social business entrepreneurship trainings to the top 80 university students around Egypt.

2012: Global Civil Society Symposium Post-2015 UN MDG Framework participant, Cyprus.

2012-2014: Volunteer/Trainer/Consultant at the Community Impact Development Group program created in partnership between Siemens Foundation and Ashoka. Trained and coached Ashoka Fellows (social entrepreneurs) on sustainable business creation and impact generation.

2012: Global team member at Synergized Earth Network (SEN), a value-driven and commitment-based organization that emerged over the years by the founders and community members striving to live their core values through developing, crystallizing and cultivating these values in every facet of their life journeys.

2011-2013: Global Siemens delegation at the One Young World global leadership and sustainability summit in Zurich, Switzerland; developed various projects across the company in the fields of energy, awareness and healthcare.

2011-2012: DEMENA Climate Change Ambassador – delivered workshops and campaigns to spread environmental awareness, promote youth activism and climate advocacy, and build youth capacities, including DEMENA Recycling Festival, Green Innovation Cup Competition, Cairo Climate Leadership workshop, and local climate workshop. Two week intensive training course in Denmark, with Danish and Jordanian climate ambassadors, for the visualization of possible approaches to youth environmental activism and development of action plans.

Eman HAMDAN • Palestine**Resource Development Officer, ESNAD (Palestinian Initiative for Supporting Students)**

I have been involved in an innovative approach to the problem of unequal access to education in underprivileged areas in Palestine, through an initiative entitled the Palestinian Initiative for Supporting Students (ESNAD). This initiative aims at funding academically talented underprivileged students to attend a university. From 2008 to 2012, 180 students received the scholarship and approximately 1,080 primary school students have academically benefited from the tutoring program, Student-to-Student Initiative. Additionally, since we became recognized as a nonprofit company in 2013, 125 university students have received the scholarship and more than 600 primary school students have academically benefited from the program.

ESNAD aims to help university students become more involved within their community, and to bridge the gap of access to education by providing financial support to underprivileged students. The initiative also works tirelessly to break the cycle of poverty among young students and women by using education as a weapon to fight academic obstacles. University students who receive the scholarship must 'pay it forward' by returning to their communities, applying what they've learned and tutoring groups of primary school students. They serve as mentors and positive role models for the younger generations. Recipients, through ESNAD, gradually become valuable academic resources to rural communities.

ESNAD also is proud to shine a bright light on young girls pursuing a higher education. The common oppression of women in rural communities in Palestine is beginning to fade as ESNAD works to empower women by providing them with education, outreach activities and social interaction. To a woman in rural Palestine, an education is much more than a university degree, it is a lifeline.

This grassroots approach builds the idea of volunteerism and civic engagement among students while also providing them with the necessary funds to continue their education. ESNAD's approach assists young adults in attaining higher education, and at the same time, builds the academic base of a younger generation of school children.

Our strategy is based on establishing relationships with private companies to fund the initiative, as part of their corporate social responsibility, and over the last few years we have been able to build strong relationships and partnerships with the private sector and organizations such as the Hani Qaddumi Scholarship Foundation, Paltel Group and Aramex.

**Abbas HASSAN • Iraq****MA in International Law, Kurdistan BAR Association**

I am Abbas from Iraqi Kurdistan, I have a Masters degree in Law, and since I was in secondary school, I have been involved in education reform. When I was sixteen years old I began volunteering with a youth organization, and I worked with them for 5 years.

While in university, I dedicated my free time to civil activities and worked for improving the education system, empowering youth, and promoting human rights and critical thinking amongst my fellow students.

After my graduation I chose a career in humanitarian and social development, and during my career I have worked for international organizations like UNHCR, NPA, and the Swedish organization Tornseglarna. I was a team leader and trainer at NPA, and my focus was on the less advantaged areas. I contributed to increasing the number of students at schools by advocating in the government to provide more buildings to host as many students as possible. I held many capacity building training courses in rural areas for youth organizations. I participated in various international conferences in different countries like Germany, Netherlands, Greece, Romania, Austria, Azerbaijan, South Africa, and Lebanon.

In 2007, there was an initiative by the Swedish organization Tornseglarna to establish a folk high school in Iraqi Kurdistan, based on the Swedish folk high school. I was one of the six people who were picked to take part in a course to become a folk high school teacher. In February 2008 the Kurdish branch of Trosseglarna was formally established and I was elected as the secretary of the board.

In the UNHCR I served the most vulnerable target groups, as education is one of the basic needs for refugees and internal displaced persons. I contributed to implementing education services for refugees and IDPs by providing necessary legal and material assistance in addition to conducting vocational trainings to make the education process feasible for them.



Hussam HUSSEIN • Jordan, Italy

PhD Candidate, Water Security Research Centre, University of East Anglia, UK

I worked at the European Parliament, the Italian Embassy in Amman, the NGO Friends of the Earth Middle East, the London Middle East Institute, and the World Bank in Washington DC. After my studies in international relations and diplomacy at the University of Trieste (Gorizia), at SOAS, and at the College of Europe, I am currently a postgraduate researcher at the School of International Development at the University of East Anglia in Norwich.

My research is focused on how the water scarcity discourse shapes transboundary water governance in Jordan. I am looking at how, why, and by whom the discourse around water scarcity is constructed, and how it impacts the transboundary water relations with the riparian countries.

I have been involved in education for sustainable development in many different ways, both academically, and professionally. During my current PhD on transboundary water governance and climate change discourses, I have been invited to many conferences, public lectures and schools to explain issues related to water and climate change. This is particularly important to the semi-arid regions of the Middle East where I am originally from. I believe that education and changing behavior through explaining why it matters—starting with children and youth—is the way to go.

I have also been volunteering with local environmental NGOs in the Middle East, and activities on transboundary water cooperation, sharing best practices, and constructing partnerships and raising awareness on environmental issues were key for these organizations.



Souha WERGHY • Tunisia

General Secretary, Young Leaders Entrepreneurs

As a social entrepreneur emerging from a conservative community, I have been excluded as a woman from sustainability because of patriarchy and gender-based violence. For that reason, since the Tunisian revolution, I have engaged in education for sustainable development. I have been part of many international and national startups and hackathons for ending poverty, energy management and youth empowerment through capacity-building. After gaining great experiences in many countries like the USA and Morocco, I co-founded 3 clubs in the 3 highest-rated universities in Tunisia. Those clubs were based on a curriculum which I designed, called CCC: Crush, Co-work, Create. These 3 clubs sought to annually train youth about sustainability, millennium challenges and how to contribute to a great ecosystem.

Later, I started a website called E-learning for 'S-development', where we partnered with the ministry of education to host Massive Open Online Courses on management, corporate social responsibility, entrepreneurship and economics. We have delivered over 1,000 courses within the 2013-2014 school year.

In addition to that, I have been appointed by Young Leaders Entrepreneurs as a project manager to lead two successful startups. One is called Countdown: Build Tunisia in 20 hours, where we gather more than 100 youth from different walks of life to get training in project creation, budgets, and generating revenues and profits in order to make the best project within their teams, whom they have met for the first time, and pitch it in front of a panel of judges to try and win a prize. As a result of this, I was selected as a success story holder and was selected as one of the 100 promising emerging local leaders for educating youth about dispelling stereotypes through sustainable entrepreneurial projects.



Asia & the Pacific

Nami AKINAGA • Japan

Researcher and Entrepreneur, Leave a Nest Co., Ltd.

The objective of my ESD work is to involve industry in an educational platform, in order to make ESD more sustainable.

I define sustainable development as keeping a balance between our quality of life and solving social issues. To achieve that, we need education in which the next generations learn the real science and technologies that we rely on, and learn to tackle real issues that society faces. This original definition is based on my own experiences. I majored in physics in my undergraduate studies, and completed a Masters degree in Sustainability Science. Then I began thinking about how scientists can contribute to everyday society. Especially when we experienced the Great East Japan Earthquake of March 11, 2011, I noticed the importance of bridging the gap between science and society. Indeed, we saw a huge failing of advanced technologies such as sea walls and nuclear power plants. I started to fear that, in emergencies, we may not be able to understand or fix those advanced technologies any more, though we have been totally depending on them.

Based on this background, I belong to Leave a Nest, a unique venture company with the vision of 'Advancing Science and Technology for Global Happiness'. For 12 years, we have been offering science workshops with more than 100 private companies to teach core technologies to school kids. We let them try cutting edge experiments and hold discussions on how science and technology are utilized in our lives. The topics are very diverse, including energy, urban planning, soil biology, agriculture, and food security. We go to schools and offer this education for free, involving a lot of private companies as sponsors and as lecturers.



Davaajargal BATDORJ • Mongolia

**Youth Leader and Translator, UNEP - TUNZA Youth Club in Mongolia;
Member, UN Youth Advisory Panel in Mongolia**

I first started engaging in ESD when I was 16 years old. I started translating the TUNZA magazine—a magazine about the environment for youth—from English to Mongolian. While reading the articles and the encouraging actions and activities of young people, I got inspired by them. Then, I wanted to become more active in the community. First I became a member of the UNEP-TUNZA Youth Club, and finally, the club leader, and I conducted many activities, campaigns and peer-to-peer trainings. Then, with the help of my school principal, I was able to start a student eco-club at my high school and raise awareness among the students, parents and teachers. But the most important project I worked on during my activities was making my high school, Shine-Mongol, the first eco-school in my country. The project team researched what practices other eco-schools have, and what our school had to do in order to make our practices more eco-friendly. We established small solar panels and a mini wind turbine on the roof for outside lighting, initiated recycling of papers and separating of garbage, started a summer camp for students where they plant and harvest their own crops and live in a traditional way without any electricity, renovated the water and sewage system, added ESD into the curriculum, and offered trainings and other activities. Finally, in the end we got an accreditation from the UNEP in Asia and the Pacific that Shine-Mongol school is the first eco-model school in Mongolia. This was the most successful and long-lasting initiative I was involved in.



Sophy BUINIMASI • Fiji

Executive Conservation Officer, I Taukei Affairs Board

I was an active member of the Econesian Society (created by students of the University of the South Pacific to build capacity for students in the field of environment conservation), where a lot of our work involved ESD, and I was part of several successful and inspiring initiatives, including the 350 Global Movement, Earth Hour, Pacific Eco Camp, and Honor Fiji Journey.

As an Executive Conservation Officer for the I Taukei Affairs Board ('iTaukei' refers to indigenous people in Fiji who own up to 92% of land and natural resources), I assist in coordinating the Conservation Unit and helping our Conservation Officers, based in our 14 provinces, carry out awareness programs, secure funding, run projects and set up Yaubula Management Support Teams (comprised of natural resource owners). YMSTs have been successfully set up in most provinces, and through our awareness programs, resource owners have started to take ownership and are now actively involved in sustainable resource use and conservation.

In addition, I am involved in organizing and facilitating awareness programs on household waste management, Ramsar wetlands, water catchment, forest conservation, mangrove rehabilitation, invasive species eradication and the review of Environment Impact Assessments.

With the Conservation Unit, I have been carrying out Vulnerability and Adaptation to Climate Change Assessments on Fiji's 1,171 villages. This vital data will allow us to assess how climate change is affecting Fiji and how we can help villages adapt to it.

On a policy level, I have represented the Board in the formulation of a National Integrated Coastal Management Plan, which will be implemented at the provincial level by the Conservation Officers. ICM includes resource owners plus public and private sector stakeholders, and the I Taukei Affairs Board is a core stakeholder, for we are involved in both policy making and its implementation. Once this plan is approved by Cabinet, our natural resources will be mandated by law to be protected and managed sustainably.



Taichiro FUJINO • Japan

Co-founder, Cycle Beyond the Borders

I am a co-founder of the NGO Cycle Beyond the Borders. CBB's mission is 'free access to education'. We provide comprehensive educational support to people living in rural areas of Cambodia. Receiving education is the key factor in forming their values. I emphasize that school creates the children's community, and therefore, every child needs access to education.

CBB's comprehensive educational support means preventing children from dropping out of school. For primary school students, CBB provides extra classes for students in Kampong Cham Province. We currently offer classes in Khmer and math. These extra classes aim to support children who are unable to keep up with their formal schooling. 80% of Cambodians are engaged in agriculture, so many children have to skip classes during seeding and cultivating, and we provide supplementary lessons for them. CBB then provides bicycles to children who go on to secondary school (from 12 to 13 years old). In Cambodia, the number of secondary schools is about 3,000, while there are 7,000 primary schools. CBB helps solve the problem of the distance students must travel to get to school. For university students, CBB provides share-housing and scholarships. We tell students in rural areas about our scholarships, and then select scholarship students.

These are our activities in Cambodia. These activities are based on the Education for All movement, and now CBB is getting involved in ESD. Cambodian students also need an understanding of the universal values we share. CBB provides new learning for children in rural areas. In rural areas, it is really difficult to get information about city life and work, so our scholarship students help to teach them about it. Now, we are organizing a field trip to Phnom Penh. Our basic educational support is shifting to ESD support.



Corrina GRACE • Australia**Founder and Executive Director, SERES (Supporting Ecological Resilience and Environmental Sustainability)**

I am the Founder and Executive Director of SERES, a not-for-profit organization that engages, educates and empowers youth at the frontline of climate change impacts and environmental degradation to become sustainability leaders and change makers. SERES actively works to increase awareness and education of sustainability issues at a grassroots level, engaging with young people as leaders of their communities to participate in the protection of their valuable ecosystems.

Since starting SERES in 2009, I have worked to build a forward-thinking, innovative organization that is working to create a generational shift towards sustainability in Central America. Since then, the organization has grown to a movement of over 1,400 young sustainability leaders from more than 182 communities, supported by a core team of 4 facilitators and 15 local ambassadors. Our work was acknowledged earlier this year when SERES was awarded the prestigious National Energy Globe award, an internationally recognized trademark for sustainability. I am a Fellow of the tenth class of the Central America Leadership Initiative and was accepted as a member of the Aspen Global Leadership Network.

My work as a facilitator and knowledge broker for ESD and transformative change is internationally recognized. I was both a Fellow and facilitator at the University of California, Irvine's Empowering Sustainability conference in July, and I am collaborating with the university on their student sustainability leadership initiatives. I have worked with youth from across the United States, Canada, Latin America, Australia and the Pacific, and am currently working on developing a collaborative program between local leaders and international institutions that reframes the traditional development approach within the goals of long-term sustainability and resilience.

Prior to moving to Guatemala in 2007, I headed up the sustainability initiative for a large international financial institution based out of Sydney, Australia, and prior to this was a consultant in the building services industry. I hold a Bachelor's degree in Mechanical Engineering from the University of New South Wales, Sydney.

**Hussain HAIDER • Pakistan****Founder and CEO, Beydaar Society and Echo Change**

I have been working for education since I was in school. When I was a schoolboy I witnessed a suicide attack, which was very common in those days in Pakistan, and later on I came to know that the attacker was a young boy almost my age. I kept thinking about why a person is so easily exploited by terrorists, and realized that uneducated youth is an easy target for exploitation. So I started my own initiative in the form of my organization, Beydaar Society, to work for education. We are working in the neglected areas of Pakistan—the slums where no one is taking interest. I am one of the global youth ambassadors at A WORLD AT SCHOOL. This global youth ambassador group was launched by United Nations Secretary General Ban Ki-moon and Special Envoy for Global Education Gordon Brown. As 58 million children do not attend school, this group has been launched to change that figure by sending as many children to school as possible.

Beydaar Society is not only working on literary education for youth in slums, but we are also working on personality building and helping them to become a part of the society.

My organization, Beydaar Society, is now one of the very few student-run NGOs which are formalized and have expanded to such a level in Pakistan. Beydaar's work in the field of education for sustainable development make it one of its kind in the category of NGOs run by youth under 24 years of age. I recently opened a school for children from the slums, victims of child labour and orphans. Along with the standard curriculum, we are teaching technical skills, so that when they leave the school they will be able to stand on their own feet.

I have also launched a new global initiative with the purpose of forming a video and radio channel to help promote education. This platform will provide career guidance, educational materials and other tools for youth.



Surya KARKI • Nepal *(unable to attend due to unforeseen circumstances)*

**Co-founder and Director of Development, Maya Universe Academy;
President, Diyalo Foundation**

Through my classes at College of the Atlantic in the USA, I attended the Open Working Group on Sustainable Development Goals taking place at the UN in New York, helping to represent the youth voice through the Major Group on Children and Youth. The issues I have been focusing on are climate change, social entrepreneurship and full employment, and quality education for all.

In 2011, I helped co-found the first-ever free education institution in Nepal, Maya Universe Academy, which has a very innovative model of providing education to underprivileged kids in exchange for two days of volunteering from parents in the school farms. For the first year, I spearheaded the establishment of two schools and three farms. At the farms under my leadership we have trained more than 1,400 farmers in sustainable farming methods, and also introduced farmers to the benefits of farming cooperatives, to enhance income generation in the three districts where our school farms are based.

In March 2014, I established the Diyalo Foundation, incorporated in the US as a nonprofit organization, with a focus on the three pillars of sustainable development: social, environment and economic. The Diyalo Foundation has a mission to build model villages in Nepal and Haiti, with an emphasis on quality education, sustainable agriculture, and sustainable energy. The foundation will establish schools like Maya Universe Academy, to offer a practical curriculum with a focus on issues such as climate change, poverty eradication, and technology. Diyalo will also be taking the work done by Maya Farms and implementing it in different parts of Nepal. We will increase trainings as well as micro-loans and crop insurance for poor farmers. The foundation will also be doing last mile distribution of solar energy systems in Nepal and Haiti.

With Action Aid International, I have helped implement their poverty eradication programs in Nepal and will be representing them at the UNFCCC. This summer, under their guidance, I worked to design a model village as a national fellow to a former prime minister of Nepal, and also did research to design a hazard programming framework.



Ahamed Kishor HAMEED • Sri Lanka

Head of Sustainability & Stakeholder Engagement, Maga Engineering (Pvt) Ltd

I possess over 9 years of experience in the area of sustainable development in Sri Lanka. Some of the projects I have worked on include:

1. Digital Bridge. The Digital Bridge project is aimed at giving rural marginalised students the opportunity to engage in interactive learning from experienced teachers. The project has connected 2,000 schools (roughly 20% of the schools in the country) by providing them with TV sets and decoder units to enable them to access a satellite educational channel called Nenasa ('wisdom'). Nearly 500,000 rural students will have access to high quality educational content and materials, which are prepared by the Ministry of Education and the National Institute of Education. Nenasa is supplemented by an interactive online Learning Management System.
2. Eco-education programmes in the East. Joined hands with the Sri Lanka Nature Group and the Central Environmental Authority of the Ministry of Environment to raise awareness on environmental conservation amongst school children and government agencies in the Eastern province. I took the lead in compiling a number of booklets and workshop materials on the natural resources in the area, which were published in all three official languages.
3. Small & Medium Entrepreneurs Toolkit. The SME Toolkit Sri Lanka (<http://srilanka.smetoolkit.org/srilanka/en>) is a program of the International Finance Corporation (IFC) and is available in multiple languages through local partners around the world. Dialog Axiata PLC promotes the SME Toolkit in Sri Lanka as a way to reduce poverty and improve people's lives by promoting a sustainable private sector in rural areas. Through the Toolkit, I assisted entrepreneurs with business management information and training on accounting and finance, business planning, human resources, marketing and sales, operations, and information technology.
4. MAGA Nipunatha – Supervisory and Craftsmen Skills Development. I was instrumental in implementing the Nipunatha programme in an effort to overcome the shortage in skilled labour and to build capacity for the future in the Sri Lankan engineering and construction industries. The programme recruits students from technical colleges and provides comprehensive on-the-job training for six months.



Yuri NAKAO • Japan**Staff member, Minoh Children's Forest School**

I have been working at Minoh Kodomonomori Gakuen (Minoh Children's Forest School), which was established in 2004 by parents, teachers and citizens to cultivate children's self-autonomy and cooperation through education. For a decade, we have regarded the school as a place where children can learn and practice a democratic and sustainable way of living both in their school life and in the future society. In order to encourage sustainable development, I have taken the initiative in promoting citizenship education, including themed study, philosophical discussion for students and themed dialogue events in the local community.

The themed study covers three major areas: environmental education, human rights education and education for peace. This themed study also involves the whole school participating in discovery and action-orientated learning.

In philosophical discussions, children exchange their ideas about anything they are wondering about. For example, "What is freedom?", "What is true happiness?" and "Why don't wars disappear from the world?" The philosophical discussions have improved students' thinking habits and their capacity for reflection, and have given them an opportunity to consider a variety of topics from various perspectives. The class also enables students to listen to others' opinions and understand different backgrounds. After the discussions, students write an essay so that they can think more deeply on the topics. Through the practice of philosophical discussion, they look inside and get to know themselves. Students also discuss rules and events in a democratic way. Participating in these meetings gives children a sense of responsibility for others and community and the skills needed for peaceful resolutions of conflicts.

A monthly themed dialogue event for citizens, called Educational Café Marathon, aims to involve citizens in the local community, share the values underpinning sustainable development, and encourage people to take action as a civic responsibility. For example, I invited guests who play active roles in sports, education and community planning, and then we set up an opportunity to discuss the topics with participants. Through these community-oriented activities, education for sustainable development is taking place not only in the school but also among citizens.

PHAM Thuy Trang • Viet Nam**Member of Regional Strategic Team, Mekong Peace Journey**

In 2008, I was first engaged in ESD through the Young Masters Programme on Sustainable Development (YMP) organized by Lund University, Sweden. Being inspired by what I learned and being aware of the importance of ESD and interested in social issues, I have kept my desire to learn more in this field and try to apply the concept of sustainable development to real life, through projects for protecting the environment, creating a peaceful life and sharing with others.

One of the inspiring initiatives I have been involved in is the Mekong Peace Journey Project. I was a participant, then a media-supporter, and now I am an organizer (a member of the Regional Strategic Team and representative of Viet Nam). Mekong Peace Journey is a training/learning programme, through which we are trying to provide knowledge and inspire youth in the Mekong Region to understand each other, empowering young people to build a more sustainable future by learning and understanding the past. Participants can hear the same history from different perspectives and find out the truth by themselves. They learn how to live peacefully, not only with people from different countries but also with nature. We offer an alternative platform to learn and share about the impact of human activities on nature, disaster risks, conflicts of interest regarding economic benefits, human rights, poverty, etc., which can help them to make the right decisions regarding their future and take action for a sustainable future.

Issues of sustainable development cannot be separated from justice, inequality, human rights and diversity. Through Mekong Peace Journey, I can see how ESD is successfully applied as a concept, a tool and a solution. I am very proud to be an organizer of this program, which helps youth understand concepts of sustainable development and real peace, and become agents of change in the Mekong Region.

Matcha PHORN-IN • Thailand

Director, Sangsan Anakod Yawachon Development Project

For more than 8 years, I have been working with ethnic minority children and youth (mostly Karen and Shan ethnic groups) living in the Thailand-Myanmar border region. Many of them have no citizenship. These children and youth face marginalization, discrimination and injustice from the Thai government and society as a whole. Most of their parents are subsistence farmers; hence they can rarely support the entire family's needs. Moreover, they do not speak Thai, so it is impossible for them to get a job. As a consequence, a large number of students are struggling with access to education, or eventually have to quit school at an early level. Furthermore, mainstream education in Thailand has yet to respect the rights of other ethnicities. The centralized Thai curriculum and learning mindsets do not recognize ethnic diversity or diversity of any sort. Therefore, ethnic minority students experience many forms of physical and emotional abuse from teachers and classmates, and the curriculum contents are unfair to them. They internalize the 'otherness' stigma and become disempowered. This affects their livelihood and civil involvement.

My program provides scholarships and trainings to 100-300 high school students each year. The youth who receive scholarships are trained in our awareness-raising programs focusing on ethnic rights, gender and sexuality, health and wellbeing, and organic farming and sustainability. Furthermore, they are encouraged and supported to discover their areas of interest in sports, arts or other academic areas. We also follow up and provide extensive financial and capacity building support to 30 university students who went through our high school program. All 30 of these youth exhibit a strong desire to live in and help develop their home communities.



Vivek TRIVEDI • India

**Social Development Officer, Urban Poverty Alleviation & Livelihood Cell, Municipal Corporation, Chandigarh;
Research Scholar, Centre for Social Work, UIEASS, Panjab University**

I am a professional social worker and my area of interest is around youth development, their relationship with families, and empowerment. I have always believed in the potential of youth and I see them as seeds of change for any nation.

My work experience in the city spans over a decade and I have successfully introduced various innovative practices. The major achievements included implementation of wage-employment for the first time among poor youth, and we linked poverty-stricken youth to the Indira Gandhi National Open University for bachelor degree courses after giving them the required skills education. Social Work Education with IGNOU was promoted to create a devoted professional workforce to handle and execute development and welfare sector programmes at all levels, including policy planning, implementation, supervision, etc. With the execution of innovative programmes, we were successful in creating opportunities for urban poor youth to break the vicious cycle of poverty.

Prior to this, I served as a Project Director to the UN Development Programme and Government of India project on Urban Poverty Alleviation & Livelihood under the National Strategy for Urban Poor (NSUP). I got associated with ESD during my internship at the Commonwealth Youth Programme, Asia Centre in 2003-04. I worked on bridging the digital divide among marginalized and underprivileged youth using a mobile training centre, based on the 'reaching the unreached' concept and also spreading teachings of social reformers including Swami Vivekananda and Dr. A.P.J. Abdul Kalam. Transforming the lives of underprivileged youth remained my priority while working with leading national and global inter-governmental organizations in various capacities. The work focused on various social issues: public health, poverty reduction and alleviation, skill building, livelihood, financial inclusion, HIV/AIDS, etc.

I have received numerous opportunities to share my ideas at international forums. At the Asia-Pacific Summit on Climate Change in 2009, I participated in leadership training conducted by Noble laureate and former US Vice President Al Gore. I found the programme really helpful as it made me reflect on what could be done to produce better results at the local level.



Europe & North America

Sybren BOSCH • Netherlands

Chair, Studenten voor Morgen (Students for Tomorrow)

As chair of Studenten voor Morgen, I have been actively involved in inspiring students about the importance of sustainable development, and making higher education institutions more aware of their sustainability impact.

During the past year, our organisation has been working on many projects, the most prominent being the SustainaBul, the sustainability ranking of higher education institutions. This ranking assesses universities on the integral approach of education, research and operations, and the added (sustainable) value to society. Over 50% of Dutch higher education institutions now participate in this ranking, including 12 out of 14 universities. Part of the SustainaBul ranking is also knowledge exchange among institutions and other related actors.

Other activities include lobbying for a political agreement on integrating sustainability into the national education policy. A treaty between youth organisations and politicians has been signed the 9th of October. Another large project we will carry out is the Sustainable Introduction Event, in which local student organisations organize sustainable introduction events, and battle against each other for the most 'green' event. These local activities lead to more students getting involved in sustainable development.

Also, Studenten voor Morgen focuses on knowledge exchange by bringing together inspiring examples of sustainability issues at Dutch higher education institutions. We also provide tips for student associations on how to make their association more sustainable.

Personally, I am convinced that only awareness of sustainable development can lead to real action. I work together with the National Youth Representatives to the United Nations, and have been involved in the European Youth Event, generating ideas for a better Europe—with sustainable development in education as a top priority.



Leah DAVIDSON • Canada

Founder, Act for Antarctica

To educate youth about the importance of sustainability, I launched an internationally recognized campaign called Act for Antarctica, through which I worked with teachers to integrate the polar regions into environmental science, social science, and humanities curricula. It resulted in 1,000 conservation acts submitted from across five continents, including tree-planting and park cleanup activities, fundraisers for endangered animal species, and lesson plans and videos created about climate change. I also published a book called *Antarctica: To Be Inspired* after returning from an educational expedition with the Canadian-based NGO Students on Ice. The book has been distributed internationally and is now in use by the International Polar Foundation. I have delivered over 50 multimedia presentations to schools and science centers on the importance of protecting Antarctica, including speeches at the International Polar Year Conference and for TEDxYouth@AntarcticPeninsula.

As the Undergraduate Chair of the Penn Humanities Forum, I have started to establish the first hub for the environmental humanities at the University of Pennsylvania, which will include funding for lecturers and research fellowships, as well as the creation of an electronic journal and an annual curated art exhibit. I have also been selected as a winner of the Top 20 Under 20 Award in Canada and as a finalist for Canada's Top Teen Philanthropist Award for my environmental activism.

To promote the economic development and empowerment of women, I have also raised over \$30,000 to launch a microfinance program in rural Peru, which is in the process of starting/expanding 20 small businesses, including a large-scale knitting co-operative uniting artisans from the city of Huancayo. I lead the Penn chapter of the Compass Fellowship, a personal and professional development program to encourage university students to start their own social enterprises. I was also selected as one of four students out of 60+ applicants to report on social innovation and environmental sustainability at the World Economic Forum Annual Meeting of the New Champions, representing the voice of youth and critiquing international policy.



Irina FEDORENKO • Russian Federation

**Founder, Green Light Russia;
PhD Student, Oxford University Centre for the Environment;
Member, Initiatives for Land, Lives, Peace**



In 2008 I established Green Light, a youth environmental education NGO, in Vladivostok, Russia. Besides recruiting volunteers and organizing ESD events and trainings, I also handled fundraising, reporting and communications. The eco-projects that spilled out after the trainings involved more than 5,000 participants over the period of 3 years (2008-2011). My main passion is developing ESD training programmes and training trainers who would then go and work as peer-to-peer educators. I attended and contributed to training programmes run by the Council of Europe, and was successful in bringing that knowledge back home. My NGO was named the best European Environmental Practice in the 'Youth Participation' category during the 2010 World Health Organization 5th Ministerial Meeting on Environment and Health in Parma, Italy.

Since then I have been leading various teams and organized numerous small-scale presentations, medium-size international events and global forums and conferences with more than 10,000 participants. The youth camp that I worked on with the Russian Ministry of Youth stands out as an example. In 2011, I created the curricula and educational programme for the 'civil society' section of 600 participants. I put a big emphasis on climate change and sustainable development, and those topics were greeted with enthusiasm, as they were new for Russia at that time.

At Oxford I was elected as Environment Officer of my College, and with the team have organized such events as the Sustainability in Practice speakers series, a charity concert and sustainable food brunches. For these, I was awarded the Nautilus award for my contribution to college life.

Currently I am studying ESD Youth NGOs in Russia and China and trying to figure out how communication and technology can help youth groups to survive in semi-authoritarian political regimes.

Alexandr ISCENCO • Republic of Moldova

Co-founder and Research and Cooperation Coordinator, Moldovan Environmental Governance Academy (MEGA)



I have been much engaged in Education for Sustainable Development, especially in the last 5 years. From 2010 to 2013 I participated in various programmes, including Global Environmental Governance at the University of Copenhagen in Denmark, Sustainable Environmental Management at the University of California in Berkeley, U.S., and the Young Environmental Leaders Programme at the Regional Environment Center in Hungary.

The knowledge, experience and contacts obtained there allowed me to start organizing programmes and delivering trainings on environmental management, green economy and sustainable development. At first they were done as sessions at various projects and conferences (including the 2013 World Resources Forum and the European Forum Alpbach). Then, together with an amazing team of young people, we organized our own project, G.R.E.E.N. (Garbage Recycling and Environmental Education Nationwide; greenmoldova.wordpress.com). We used the concept and tools of gamification to create engaging and powerful practical learning experiences on waste management and sustainable development for pupils in 3 regions of Moldova. Within the project I was primarily responsible for the gamification concept, the trainers team, the content of sessions and the overall learning experience. During the organization of the project I decided to scale up the impact of G.R.E.E.N. through a game-style web platform and mobile app that allow young people to obtain knowledge and skills in sustainable development and create a positive social and environmental impact in Moldova. For this purpose, I joined forces with a team of talented young people to establish the Moldovan Environmental Governance Academy (MEGA). Nowadays, we are designing the Game with Impact—a learning, connecting and impact-creating platform in the form of a game—as well as organizing other projects on sustainability education for youth. Besides all that I use my writing skills to publish books that deliver messages on sustainability to readers. An example of this is the book *The Monster: Blade of Darkness* (www.themonster.info).

Stefan MANEVSKI • The former Yugoslav Republic of Macedonia**Director, Center for Intercultural Dialogue (national branch of Service Civil International)**

I have been involved with youth work programmes in South East Europe since 2006. Among the first activities of my organization were environment camps to bring young people closer to nature. This was also the moment when I started working with volunteers to engage them in these processes. Over the years I have worked with over 5,000 young people, based on many different needs, some of them directly connected to sustainable development and rural development. In 2010, I was one of the founders of the Bujrum Center for Rural Development, promoting active lifestyles and protection of the environment in North-East Macedonia.

Within the European Youth in Action programme I have delivered various training courses for different organizations in the Balkan region, including the CID Kumanovo, Streets Festival, Young European Federalists, YEU International, Cultural Triangle of Prespa, European Youth Parliament and others. The courses focused primarily on topics connected with youth participation, intercultural dialogue and sustainable development, topics in which I am always working to develop new approaches and methods.

Some examples of initiatives that I took part in:

As a trainer/facilitator: European Youth Meeting on Sustainable Development in Tallinn, July 2011; Youth for Exchange and Understanding—European Convention in Serbia—volunteering for sustainable development, August 2011; Volunteer for Nature youth exchange and volunteer management in rural area training projects for Bujrum Center for Rural Development; Reduce Reuse Recycle training course for Roma Youth Center.

Long-term activities: SAVA working group activities on environment protection, including various actions with volunteers; study sessions with the Council of Europe on the topic of sustainable volunteer camps; MultiKulti Youth Center (part of CID) activities on active citizenship and animation in the community; Savoring Unique Nature project.

Umeda QODIRQULOVA • Tajikistan**Project Manager, Youth Group on Protection of Environment (YGPE)**

During my 2 years as the Project Manager of the 'Green Patrols' Program in YGPE, we had the opportunity to continue and develop this youth environmental movement that has members in 9 districts/towns of the Sughd region, involving a total of 200 schoolchildren. Our achievements include:

- Organizing the 'School of Ecological Leadership';
- Carrying out national and regional youth summer ecological camps, known as 'Our Green House'.
- Creating and broadcasting the youth environmental TV show Green Five and Youth TV debates on socio-environmental issues;
- Carrying out 'The Week of Clean Schools/Houses' and 'Earth Day – The March of Parks';
- Actively participating in the recycling program, and gardening and beautification of cities and streets;
- Monitoring local ecological problems;
- Conducting seminars/trainings/tournaments on debates concerning local environmental issues.

One factor which made our activities significant was the involvement of schoolchildren in awareness-raising and problem-solving issues. We trained them and let them define problematic points in their area, motivating them with further participation in summer educational schools. This method brought a lot of unexpected positive outcomes. For example, in March 2011 schoolchildren from one of the villages in the Gafurov district, after short intensive trainings on leadership and problem-solving, could define that the main problem of the local society is bad waste management (waste is collected only once a month and causes infection and diseases among the local population). So, despite their young age, teenagers could pursue negotiations with local authorities and conduct a meeting of local inhabitants with authorities, where they presented the results of their environmental monitoring, offered several solutions to the identified problem (e.g. applying experience of neighboring districts in recycling paper and plastic bottles) and facilitated discussions. Their experience was shared with the Green Patrols of other regions, inspiring them to take similar kinds of actions successfully.

Ingrid Moum RIESER • Norway

Associate Fellow and Alumna, Centre for Environment and Development Studies, Uppsala University (Sweden)



The most inspiring and dynamic initiative I have been involved in is the Centre for Environment and Development Studies (CEMUS) at Uppsala University. Since its inception CEMUS has been primarily student-led, and students are seen as co-creators of education and knowledge, rather than passive consumers. As a student, I coordinated and facilitated a course together with a student colleague, in consultation with staff, researchers and teachers. My aim in this work is to enable students to be critical and creative, to challenge themselves and to grow as both learners and human beings, which involves allowing for various ways of learning and communicating. My hope is that after a CEMUS course, students will feel empowered to make the changes that they would like to see in the world.

In 2012/13 I studied at Schumacher College in Totnes, UK, a transformative experience that gave me valuable insights into what a more holistic education can look like. As a student there, you are seen as the creator of your own learning journey, undertaken with the support of staff and your peers. Holistic education entails learning with your head, heart and hands. Beyond the academic work, students help with cooking, cleaning and gardening at the College, while integrating their personal development into the learning process. I continue to be involved in the college's activities, facilitating courses and organizing events.

For my MA dissertation at Schumacher, I made a documentary about the growing movement to make economics education more pluralist and connected to the real world. The project has given me experience in how to communicate visually and tell stories about positive change. I will be showing parts of the film and talking about economics education for sustainability during the keynote speech I am giving at the Swedish *ESD - Call for Action* conference, the purpose of which is to prepare Swedish recommendations for the Nagoya conference.

Felix SPIRA • Germany

**Executive Director and Co-founder, rootAbility;
PhD researcher, Dutch Research Institute for Transitions (DRIFT)**



During my Bachelor studies, I co-founded the Maastricht University Green Office in September 2010 (www.greenofficemaastricht.nl). The Green Office is the first student-led and staff-supported sustainability unit at a European university. It is driven by a team of 8 student employees and one university staff, with support from 30 student volunteers. The unit is integrated into the university, supervised by a steering committee and receives 164 000 € in funding for projects, salaries and office space. By putting student and staff collaboration at its core, the model mobilizes the energy of youth and expertise of older generations. It strives towards a whole-institution approach towards sustainable development through projects for change in education, research, community, operations and governance.

I worked at the Maastricht University Green Office for two years. During this time, I led the conceptual development of the model and implemented numerous projects. My main achievement was the publication of the first sustainability baseline report for Maastricht University. Due to the publication of the report, Maastricht University won the SustainaBul Award as the Dutch university with the most transparent sustainability efforts. In 2012, we also received the Student Leadership Award from the International Sustainable Campus Network and were described as a "lighthouse-type of project".

Given my firm belief in the transformative potential of the model, I co-founded rootAbility together with three friends as a social business to inspire and enable others to follow our example. Since September 2012, we have delivered over 50 workshops and presentations on the Green Office Model and sustainability in higher education in nine countries. We empowered students and staff to replicate the Green Office Model at eight universities in the United Kingdom and the Netherlands. Those units engage over 45 student employees and present a cumulative investment of 750 000 €.

Anna VICKERSTAFF • United Kingdom of Great Britain and Northern Ireland
Green Exchange Assistant Manager, Leeds University Union



I am the Assistant Manager on Leeds Green Exchange, the Leeds University Union sustainability project. The project aims to embed sustainability not only in the curriculum, but into the behaviors and attitudes of every student in Leeds. The project is multi-faceted in its approach, ranging from campaigning on normalising sustainable behaviours to providing a grant scheme for students to apply to lead their own transformational sustainability initiatives. The project also partners the University in the development and dissemination of a more sustainable curriculum.

Through the Green Exchange, I have been responsible for empowering students to engage with sustainability, not only through their studies, but by applying these ideals in their daily lives through simple behaviours like local procurement. I also manage £65,000 worth of funding for students from any higher education institution in Leeds to apply to run their own campaigns and projects, which aim to have a direct impact on both transient students and the legacy of the city.

Within my institution, I have also co-hosted informal forums where staff and students engage on ESD and other sustainability issues in a relaxed and free-flowing context. I have partnered with grassroots local initiatives and liaised with national bodies and NGOs. I have interviewed the University Vice Chancellor about his commitment to sustainability and established a strong relationship with the University's sustainability team to extend reach and collaboration on sustainability within our institutions.

In addition to working in this field in Leeds, I have been involved in a national consultation on ESD in higher education. This year I participated at the HEA Education for Sustainable Development Guidance Document Consultation Event in Birmingham and the HEFCE Sustainable Development Framework Consultation in Leeds. I have also attended conferences on the new tool NETpositive and the NUS We Are the Change conference, with a view to ensuring that ESD becomes a fundamental component in all higher education in the next ten years. In the coming months I will continue this work by hosting a webinar for the Environmental Association for Universities and Colleges on education and sustainability in the wider community.

Madison VORVA • United States of America

National Youth Leader, Roots & Shoots;
Co-founder, Project ORANGS;
Author, Change Starts with a Passion



In 2007, I co-founded Project ORANGS, asking Girl Scouts USA (GSUSA) to adopt a palm oil policy for their cookies. I had learned that unsustainable palm oil is linked to deforestation, carbon emissions, species endangerment, and human rights abuses. I mobilized over 140,000 consumers through petitions, including my hero, UN Messenger of Peace, Dr. Jane Goodall. I've educated millions of consumers through interviews in The Wall Street Journal, TIME Magazine, and on NPR, CBS, and ABC World News. I designed an educational 'Rainforest Hero' badge with the Philadelphia Zoo, which hundreds of Scouts have earned.

In 2011, GSUSA announced a palm oil policy, the first policy change driven by the efforts of girls in the organization's 101-year history. In 2014, we pressured Kellogg, a Girl Scout Cookie baker, to adopt a deforestation-free palm oil policy for its entire product line.

As a United Nation's North American Forest Hero, I've spoken at the UN about youth advocacy and sustainable development many times. As a member of Jane Goodall's Roots & Shoots National Youth Leadership Council, I've executed national campaigns and represented the organization at the UN Youth Assembly. I've worked with Youth-Leader, a UN Decade of Education for Sustainable Development project, to design educational palm oil activities and tools that have been distributed in classrooms worldwide. In Myanmar, I attended the Women's Forum on the Economy and Society as an ANNPowder Global Delegate with Vital Voices, reminding attendees that women's rights are closely linked to environmental justice and education. I've met with leaders, including Lisa Jackson, Melanne Vermeer, Senators, Congressmen, Food Security staff at the State Department, and USAID officials at the US Embassies in Colombia and Cambodia, to speak about the politics of the global palm oil industry and youth empowerment. I've also inspired hundreds of students through presentations and my youth empowerment/advocacy program changestartswithapassion.org.

Latin America & the Caribbean

Zahnela CLAXTON • Saint Kitts and Nevis

**Coordinator of Youth Development, Nevis Island Administration;
Government Liaison and Counselor, Reach Hamilton Community Group**

I recently returned to Nevis (a 36 square mile island) after spending several years obtaining my degrees. I was appointed as the Coordinator of Youth Development with the island's local government in September 2014. Since then, I have worked with several young people and youth groups.

ESD in the area of health/lifestyle change. My department partnered with the local HIV and Health Promotion Unit to stage a Health Fair. During this Fair, young people were exposed to:

- Male and female condom application demonstrations.
- HIV/AIDS information: Preventions, signs and symptoms, and treatment of the disease.
- Proper nutrition: using local fruits and vegetables for snacks as opposed to processed foods. Also, proper portion control.
- Youth were educated on STIs and non-communicable diseases.
- Youth were given blood pressure and sugar checks and then educated on the importance of doing these as young people.

ESD in the area of environment:

- Young people attended a camp where they visited the hot spring on Nevis and learned about its importance. They also learned about keeping the spring and its environs clean.
- Young people were involved in a massive garbage clean-up campaign after they were educated on volunteerism and keeping our island clean.
- A partnership was established with Reach Hamilton Community Group which focuses on recycling materials to make new ones. The group has focused on making bags and purses out of paper, plastic and tyre tubes. In this group, the young people source the materials for making the bags and then spend time making the bags.



Kerstin FORSBERG • Peru

Director, Planeta Océano

I founded Planeta Océano (PO) in 2007 with my undergraduate research on sea turtles, a project that engaged over 100 local volunteers in northern Peru. PO has now grown as a non-profit organization committed to educating and empowering communities in Peru to sustainably manage their coastal and marine environments. Through this, I've led multiple projects:

- Research: Participatory investigations on environments, communities, coastal and marine species in order to generate information for sustainable management. More than 200 local volunteers have taken protagonist roles as citizen scientists, positively influencing resource management. For example, we engage artisanal fishermen to monitor mobulid fisheries, and the information is used to influence environmental policy. Also, we worked with school students to research sea turtles, leading them to discover the first evidence of the nesting of green sea turtles in the country.
- Environmental Education: Formal and informal marine education programs: training teachers, raising awareness in children & youth (preK-12), educating fishermen and authorities. To date, we've reached over 200,000 people, delivered hundreds of workshops and trained over 300 teachers. We've integrated more than 50 schools in a Marine Educators Network, a self-governed network that is currently expanding to 3 new regions of Peru. Our innovative, interdisciplinary marine curriculum has improved school subject delivery, as we teach through dynamic games, experiments and hands-on learning.
- Promoting Sustainable Development: Empowering environmental leaders and fostering environmentally-friendly economic activities. To date, we've empowered over 20 community-led environmental projects, including mangrove reforestation and recycling, led mainly by youth. These project incubators benefit thousands of people and generate multiplier effects for marine conservation. Currently, we're working to empower artisanal fishermen to develop their own ecotourism businesses for manta ray conservation. Fishermen have shown great interest in this additional livelihood, and are now willing to protect these species as valuable tourism resources!



Marcello HERNANDEZ • Costa Rica**International Youth Coordinator, Earth Charter International Secretariat / Earth Charter Center for Education for Sustainable Development**

I work closely with young individuals and groups all over the world to implement the Earth Charter principles in their communities, schools, and universities, and in their daily lives.

Our priority at Earth Charter International is to provide education to young people that can give them the tools and knowledge needed to get them inspired and engaged in sustainability initiatives. Principle 14b of the Earth Charter says: "Provide all, especially children and youth, with educational opportunities that empower them to contribute actively to sustainable development".

In collaboration with the University for Peace and UNESCO, we coordinate an UNESCO Chair on ESD and the Earth Charter, and in order to implement this chair we created the Earth Charter Center for ESD, where I provide both online and face-to-face courses using a different approach in education, making systems thinking a core concept, allowing future young leaders to have the skills to 'connect the dots' of complex social and environmental issues.

As part of this integral approach to education, I also incorporate an experimental component in all of our education programmes. For example, we teach about many environmental topics, and in order to have a more profound impact on young people, we do activities with them in the forest, providing them clues about the topics that we want them to learn but without giving them all the answers, so they can discover these answers by themselves.

Currently we are working on a consultation process in Latin America to gather the perspectives of young people on how they want to be involved in ESD and its Global Action Programme, as well as to discuss the type of education that they want, to allow them to acquire the skills that they need to address the challenges of sustainable development.

**Stefan KNIGHTS • Guyana****Special Envoy on Small Island Developing States, Caribbean Youth Environment Network (CYEN);****Youth Advisor for Latin America and the Caribbean, UNEP-TUNZA Youth Network**

My engagement in ESD is both formal and non-formal. I have been actively educating people on a plethora of environmental concerns in Latin America and the Caribbean. My work, however, is not restricted to environmental matters, but extends to issues relating to human rights, culture, health, trade, and law.

With respect to formal education, I have written a number of research papers relating to sustainable development under the guidance of my law professors. For instance, I have written papers on the nexus between climate change and human rights, the effects of freedom of movement of persons on economic development in my region, and the importance of access to water supply and water quality to the development of Guyana. Also, through the CYEN I am involved in a project which is coordinated by the Caribbean Community Climate Change Centre, which targets secondary schools.

With respect to non-formal education, I have been able to attract the attention of youth in my region through social media. On these platforms, I create and share videos, articles and information on a myriad of issues relating to sustainable development. Also, I regularly organise or participate in youth workshops and consultations in Guyana, Barbados, and Trinidad and Tobago through CYEN, which has national chapters in these countries.

I have been involved in a myriad of successful and inspiring initiatives throughout my region. My latest task, to organise the primary concerns for youth from Caribbean Small Island Developing States (SIDS) for the 2014 International Conference on SIDS, has been very inspiring for me. I feel a sense of euphoria and achievement because I have been able to engage a lot of young people on their primary concerns and also explain to them why SIDS are a special case for sustainable development due to our vulnerabilities.



Jodykay MAXWELL • Jamaica

Long Range Planning Consultant, St. Elizabeth Parish Development Committee

As the Long Range Planning Consultant with the St. Elizabeth Parish Development Committee, my main responsibility was to write and coordinate the activities leading up to the development of phase one of the St. Elizabeth Sustainable Development policy plan. The plan utilized a bottom-up, participatory approach (engaging local community members in all aspects of the plan's development) to finalize the goals, visions, objective and policy for growth in four thematic areas—the environment, built infrastructure, economic and social development issues. Participatory planning was done through community consultations, demonstration workshops, surveys, information sessions, regular school visits, and short term internship placements. I was charged with leading demonstration projects and information sessions with young people and adults on the impact of climate change on coastal communities. I led community meetings on the repercussions of destroying the mangrove ecosystem, and held visioning sessions for each community, which led to the development of individual sustainable community visions.

Other initiatives that I led included monthly visits to early childhood institutions, primary schools and high schools to discuss sustainable development issues affecting the community. I highlighted the role young people must play in order to enable the livelihoods of future generations. Additionally, I coordinated and led a three-day urban design forum with young high school students, local government representatives and community members in an effort to design and suggest ideas to retrofit the town center and recreational parks utilizing green infrastructure, such as green roofs, and other sustainable principles. This forum led to the development of four sustainable urban designs and a successful high school art competition. Some of the major achievements garnered from my initiatives were:

- The delineation of a no-fishing zone.
- Sustainable urban design for the town of Black River, St. Elizabeth.
- Greater awareness of climate change and disaster risk reduction strategies.
- Holland Bamboo Reforestation Programme.
- Ongoing recycling projects in schools.



Manus McCAFFERY • Ecuador, United States of America

Environmental Risk and Global Climate Change Specialist, Sun Mountain International

My engagement in education for sustainable development began when I was living in New Orleans, Louisiana at the time when Hurricane Katrina struck and left 80% of New Orleans under water, including my home. As a witness to what unsustainable growth and unsound environmental policies can lead to, I used this personal experience as the first of many stepping-stones that have led me down the path of sustainability as a career. I graduated from Stanford University in 2010 with a focus on environmental policy and human rights. I then moved to Ulaanbaatar, Mongolia, where I spent the following three years working on shaping the country's energy and environmental policies by working directly with government ministers, parliament members, and national and international experts. My focus was on nuclear energy policy—in particular, how to sustainably mine uranium and increase international security. In this position, I was a visiting researcher at the University of Tokyo's (Todai) department of nuclear engineering, as well as a visiting lecturer to PhD students for a Seoul National University and Todai summer school on multilateral energy cooperation. I also served as advisor to the director of the largest university in Western Mongolia where, among other things, I trained professors on Western research methodology. This is a position I still hold.

In 2011, I was in Kyoto at a nuclear conference when the Fukushima Daiichi disaster struck. Over the next few years I worked through the instability caused by the disaster before completing my responsibilities and deciding to return to my home country of Ecuador. Today, I work as a professional in environmental sustainability, in particular through environmental risk management, climate change adaptation, and biodiversity conservation efforts for USAID and USAID-funded projects. My work here has brought me to the Democratic Republic of the Congo in disaster risk management for ADRA International, to Haiti, El Salvador, and Paraguay as an organizer/trainer in USAID environmental compliance workshops, to Washington DC for USAID strategic planning, and to Honduras to research and author a country biodiversity assessment. In addition to this work, I own a strawberry farm in Ecuador that I wish to use to promote agricultural best practices and climate change adaptation. To this end, I am developing plans with the local municipal government to open an on-site training center for Ecuadorians.



David MONTERO JALIL • Colombia**Sustainable Cities Expert, La Ciudad Verde & Findeter**

La Ciudad Verde is a citizen and academic-led think-do tank that works to create awareness about the importance of implementing specific solutions to create more sustainable cities. We do this by transforming academic knowledge into creative citizen actions, working together with private companies, NGOs and local governments to create multi-sectorial agreements and actions. Our main goal is to promote a cultural mindset based on sustainability principles shaped by endless physical development and social behaviors.

Among many activities, we organize educational events in which our internal team or guest academic experts from the government, private sector or NGOs provide knowledge to citizens about specific urban sustainability topics. At the end, round tables are held to generate citizen proposals to promote sustainable development in their cities. Afterwards, these participatory proposals are shown to the local authorities, and community activities are implemented such as enhancement of public spaces with artistic tools and creative citizen ideas, awareness campaigns about the importance of sustainable modes of transportation, cycle-lanes construction, tree planting and many others. By doing this we also achieve social inclusiveness and common ownership of public assets. Also, the citizens and urban experts from La Ciudad Verde launched in 2014 the first Urban Sustainability Award of Colombia with the support of international cooperation organizations, universities, private companies and NGOs, to celebrate the most outstanding practices in Colombian cities towards sustainability.

I am also part of a group of young Colombian social leaders that created the national citizen movement Everybody for Education (Todos por la Educación). We articulate and promote the Great National Agreement for Education, to make education become the main state policy of Colombia. So far, more than 8,000 citizens, dozens of private companies and national politicians have joined the movement and our agreement. I am also a consultant in the sustainable cities program of the Colombian development bank Findeter. In this position I give technical advice to local governments for implementing best urban sustainability practices and projects in their cities.

Isis Paola NUNEZ FERRERA • Honduras**Associate and Training Workshop Coordinator, Architecture Sans Frontieres – United Kingdom**

I have been actively engaged in ESD since 2009, as teaching assistant and studio tutor at various universities developing new pedagogic methods for sustainable urban interventions; and since 2010, as an associate of Architecture Sans Frontieres - United Kingdom (ASF-UK). My main accomplishment in ESD has been my contribution to the development and dissemination of the 'Change by Design' training programme at ASF-UK. During its 4 years this programme has achieved:

- Over 100 students and young professionals from Europe, Africa, Asia and Latin America, trained in innovative methods for inclusive neighbourhood upgrading and sustainable urban development, through action-research workshops in Brazil, Ecuador, Kenya and the United Kingdom.
- Publication of 2 books in English and 1 in Spanish, summarising the Change by Design methodology and the findings of each workshop.
- Implementation of training events on sustainable urbanisation and inclusive city building, at the UN-Habitat World Urban Forum in Naples, 2012, engaging over 100 participants from different backgrounds.
- Capacity-building support for grassroots organisations and local NGOs on how to engage residents, particularly women and young people, more effectively in the improvement of their neighbourhoods and cities. For this purpose we have produced toolkits and video-based training manuals.
- Dissemination and sharing of the methodology through seminars and lectures in different geographical contexts and advocacy platforms, including in the United Kingdom, Kenya, and Honduras.

In my various capacities as lecturer, studio tutor and workshop facilitator, I have been in charge of organising and delivering international conferences, student field trips and capacity-building events, while also undertaking innovative research tasks in different contexts, including India, Turkey, Brazil, Kenya, Honduras, Ecuador, Colombia and the United Kingdom. I also have a record of transforming findings from these educational and research events into tangible products, including advocacy materials, policy recommendations, practitioner toolkits, and action plans.

Narayan SILVA • Brazil

Programme Organizer and Facilitator, China Green Student Forum

2007-2008 - Worked in Auroville (an international ecovillage in India) and joined various ESD initiatives there;

2008-2011 - Co-founded and led REI Rio (International Students Network), a social enterprise focused on cultural exchange and non-formal ESD that is now present in 5 cities in Brazil. It has involved hundreds of volunteers and benefited thousands of people through programs such as classes for children in slums, numerous integration trips and support of local NGO projects;

2009 - Volunteered at the Earthchild Project, an NGO with focus on ESD in South Africa;

2009 - Joined the Innovation and Sustainability Lab, a project by the Federal University of Rio de Janeiro that teaches Ecological Footprint in schools of local poor communities;

2010 - Volunteered at Ute Bock, an NGO that provides support for asylum-seekers in Austria;

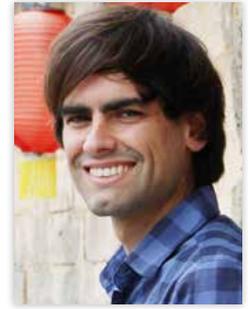
2011 - Completed the international ESD program Gaia Education in Rio de Janeiro;

2013 - Graduated cum laude the MSc in Strategic Leadership towards Sustainability in Sweden, with a thesis on strategic and transformative ESD. We researched 6 of the most innovative and transformative programs in Europe to find out what are the key elements of transformative education, in order to give strategic guidance for designing new transformative ESD programs;

2013 - Volunteered at AYA Volunteer in Russia as an ESD facilitator;

2013 - Worked at the YES Network, an incubator for early-stage social enterprises in Hong Kong as an ESD facilitator and consultant;

2014 - Currently in Beijing, working at the China Green Student Forum. Facilitating workshops and conversations, and designing and hosting a new transformative ESD and leadership program for university students and young professionals. Also expanding the research that started in Sweden on transformative ESD, which will become a book/toolkit to support people and organisations who want to improve or design new transformative ESD programs. Finally, co-designing a collaboration platform for young change makers from BRICS countries who are passionate about participatory leadership and transformative ESD.



Daniela ZALLOCCO • Argentina

Project Coordinator of UNESCO Associated Schools in Argentina (ASPnet), Argentina National Commission for Cooperation with UNESCO

I have been the ASPnet National Coordinator since 2013. Our network has 120 schools all over Argentina, which represent different levels and areas of education. In 2013, the main focus of ASP net's activity was to connect national standards for education with ASPnet study areas and projects around sustainable development. Based on that objective, I collaborated in the design and implementation of a contest to celebrate ASPnet's 60th anniversary together with Argentina's celebration of 30 years of democracy. The contest's main objective was to recollect and reflect on the way students in ASPnet schools in Argentina think about democracy. The contest was divided into three categories—photography, essay and video—and three age groups. As supporting material, we sent to each member school an educational kit developed by the National Ministry of Education. The best six projects were selected by a National Committee and the winners were invited, with their ASPnet school coordinator, to participate in a meeting with others to share their experience and receive their prize. To conclude the activity, an online publication with the winning projects was uploaded to the National Commission's website.

As this year's topic for ASPnet, we have selected World Heritage and Sustainable Development. The main focus this year will be to provide material and training for teachers and students in different ASPnet schools in Argentina regarding UNESCO's Convention Concerning the Protection of the World Cultural and Natural Heritage and how World Heritage can be dealt with in the classroom from a cross-curricular perspective. We are also preparing to launch a photography contest inviting ASPnet students to reflect their local heritage and share it with the world.





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