

UNEP Strategy for Environmental Education and Training

A Strategy and Action Planning for the Decade 2005 - 2014



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FOREWORD

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

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



Svein Tveitdal

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

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

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

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

Svein Tveitdal
Director

Division of Environmental Policy Implementation
United Nations Environment Programme

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EXECUTIVE SUMMARY

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

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

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

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

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

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

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

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

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

Milestones

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

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

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

Mandate and Principles

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

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

UNEP's Vision and Objectives for the next Decade

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

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

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

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

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

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

Key Outcomes

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

1. Advocacy and promotion of environmental education:

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

2. Professional development and training programmes:

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

3. Learning support materials:

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

4. Networking and partnerships:

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

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

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

6. Awareness raising:

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

7. Media and public education:

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

Flagship Programmes

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

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

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

Implementation

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

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

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

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

A black and white photograph of a group of young Black girls in school uniforms. They are gathered around a table, looking at a document or book. The girls are smiling and appear to be engaged in a learning activity. The text "PART 1 - BACKGROUND" is overlaid in yellow on the image.

PART 1 - BACKGROUND

Introduction

The United Nations Environment Programme (UNEP) has been involved in awareness raising environmental education, awareness and training programmes for many years in pursuing its vision of *inspiring, informing* and *enabling* nations and people of the world to improve their quality of life without compromising that of future generations. Indeed UNEP can boldly say that one of the biggest achievements of the last three decades was increasing peoples' and nations' environmental awareness. However, at the same time the biggest challenge still remains environmental awareness and education!

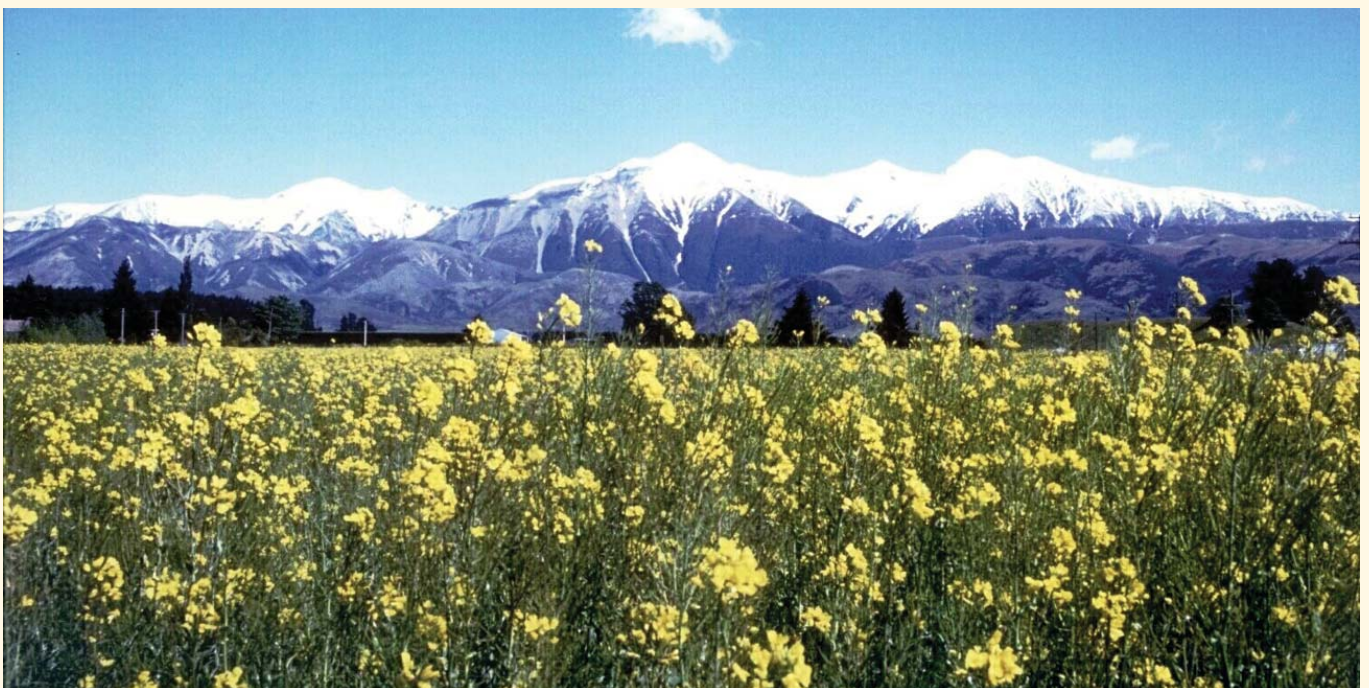
One of the responses to this challenge is the integration of environment and development issues into formal and non-formal education through the development of appropriate skills and abilities of people to ensure environmental sustainability and poverty reduction.

In promoting this approach inline with its motto "Environment for Development", UNEP held a brainstorming meeting of its focal points in Environmental Education and Training (EE&T) from all Divisions and regional offices in Nairobi on the 12th and 13th of June 2003 to clearly articulate an appropriate strategy for EE&T in UNEP in the coming decade.

One major outcome of the meeting was a recommendation to establish an umbrella theme "*Environmental Education & Training for Sustainable Development (EETSD)*", to guide the overall strategy formulation of UNEP led EE&T interventions.

The banner, EETSD, implies that all programmes under this strategy should be geared towards sustainable development and in particular promote the implementation of internationally agreed goals such as the Millennium Development Goals and the themes of World Summit on Sustainable Development (WSSD) Plan of Implementation. The strategy seeks to address current and emerging issues worldwide and is designed to support EE&T in all sectors of society.

It should be seen as a guiding framework for the development of more specific and strategic action plans aimed at long-term environmental protection and sustainability. UNEP has developed this Strategy in consultation with United Nations agencies, governments, civil society and other partners. UNEP has also drawn on the experience of many international, regional and national initiatives during the past thirty years.



Key Mandates and Principles for EE&T

- ✦ UNEP Governing Council decisions.
- ✦ UNGA Resolution 2997 (XXVII) of 15 December 1972;
- ✦ The Tbilisi Principles and Objectives for Environmental Education which recognise environmental education as lifelong processes based on an interdisciplinary approach and diverse methods;
- ✦ Agenda 21 (particularly Chapter 36 on education, training and public awareness) which called for the re-orientation of education towards sustainable development, increasing public awareness; and promoting training;
- ✦ The United Nations Millennium Development Goals (particularly goal 7 on ensuring environmental sustainability) which calls for the integration of the principles of sustainable development into country policies and programmes; and reversing loss of environmental resources;
- ✦ The Earth Charter drawn up by the Earth Council which calls for a sustainable global society founded on ecological integrity; democracy and peace; and social and economic justice;
- ✦ The Action Plan for the Environment Initiative of the New Partnership for Development (NEPAD) which call for the establishment of the conditions for sustainable development through capacity building, regional co-operation and integration, democracy and peace and security;
- ✦ The Plan of Implementation of the World Summit on Sustainable Development (WSSD).
- ✦ The United Nations Decade on Education for Sustainable Development (DESD) (2005-2014), which calls for the integration of education for sustainable development into relevant development policies and national action plans; strengthening institutional capacity building and professional development processes for sustainable development; and increasing monitoring, evaluation and reporting of sustainable development education initiatives their outcomes and impacts.



Environmental Education and Training in UNEP

UNEP recognises that it cannot by itself address all the needs in environmental education and training effectively and fully. It has to focus and concentrate on selected targets and coordinate its intervention with the work of other United Nations agencies, international organisations, governments, educational institutions, civil society organisations and the private sector to ensure effective holistic approach with sustainable outcomes. UNEP would work with these partners, where appropriate, to encourage improved coordination of efforts in environmental education and training in the United Nations Decade of Education for Sustainable

Development (DESD). This is in line with the UNEP's objectives of strengthening the capacity of governments and institutions, promoting public participation, supporting action-taking initiatives, enhancing partnerships and networking, and providing environmental information for sustainable development. UNEP has been a major player in environmental education, training and awareness raising. All the Divisions and Regional Offices in one way or the other generate educational products and engage in training and awareness raising in their areas of specialisation. A Synopsis of activities in UNEP Divisions is shown on the next page.



Synopsis of EE&T related activities in the UNEP Divisions

(a) DEWA

- 📖 GEO education and GEO for youth
- 📖 GEO capacity building programmes
- 📖 Awareness raising activities
- 📖 World Conservation Monitoring Centre educational/ training programmes

(b) DPDL

- 📖 Global training programme on environmental law and policy
- 📖 Principle 10 training and awareness activities
- 📖 Environmental Law training information and publications
- 📖 Environmental health education awareness and training
- 📖 Climate change awareness and education
- 📖 Water related issues e.g. integration of IWRM in curricula

(c) DEPI

- 📖 Environmental education and training programmes
- 📖 Environmental law (PADELIA), and Compliance and enforcement of MEAs
- 📖 Workshops on biodiversity, economics instruments, energy, Gender and environment, water, natural resource management, etc
- 📖 Environmental emergencies and disasters programmes
- 📖 TRAIN-SEA-COAST and other GPA related training and outreach programmes
- 📖 GRID-Arendal Global Virtual University
- 📖 Environmental capacity building and training for post-conflict countries

(d) DTIE

- 📖 Production and consumption awareness campaign
- 📖 Cleaner production training and institution building
- 📖 Energy networking, training, awareness and institution building plus development of training materials
- 📖 Eco-tourism awareness and stakeholder participation
- 📖 Environmentally sound technologies
- 📖 Environmental impact assessment training programmes and tools
- 📖 Trade & economics initiative

(e) DGEF

- 📖 Biodiversity assessment and capacity building
- 📖 Educational and training activities with GEF projects in the focal areas
- 📖 NEPAD environment complement: overhauling curricula to incorporate awareness and education for implementation of MEAs

(f) DRC

- 📖 Various EET programmes at regional level
- 📖 Various GEF projects with EE&T elements

(g) DCPI

- 📖 Awareness for special events
- 📖 Children's and Youth activities
- 📖 Sports and environment awareness and capacity building

Goals

Over the years, UNEP's EE&T activities have been directed towards fulfilling the following goals:

- ✧ Sensitising individuals, groups, communities and nations to their ecological, economic, social and cultural interdependence and developing general environmental and development awareness;
- ✧ Providing governments and people with the opportunity to develop awareness, knowledge, skills and commitment in order to protect and improve the environment for a sustainable future;
- ✧ Incorporating environment and development dimensions into the educational processes of all countries;
- ✧ Creating new environmentally-friendly behaviour patterns, encouraging sustainable lifestyles and fostering ethical responsibilities;
- ✧ Fostering environmental education and training for all; and
- ✧ Promoting effective public participation in decision-making with respect environment and development issues.



Definitions: Environmental Education and Lifelong Learning

In this strategy, environment is understood to encompass the natural and built environment, socio-ecological and economic aspects of environmental issues, and political dimension of environmental protection. In this context, environmental education and training includes aspects related to a wide variety of environment and development issues that affect and are affected by human activities and natural phenomena.

Recognising that the capacity of human society to address environment and development issues and risks differs according to context, culture, skills and patterns of environmental change, this strategy recognises the need for appropriate education and training, skills, technology, infrastructure, access to resources and information for enhanced environmental management capabilities.

As such UNEP recognises education as the primary agent for social change towards sustainable development and as a vital tool for the achievement of UNEP's mandate.

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

relevant, and aimed at transforming people's visions and aspirations into reality for the present and future generations.

This strategy also considers environmental education as continuous lifelong learning that emphasis the complexity of environmental issues and calls for the use of different and innovative educational approaches to teaching and learning. The strategy is also consistent with the environmental education principles which recognise environmental education as a continuous and lifelong process, based on interdisciplinary approaches, active participation and individual and group responsibility for the environment. Working towards sustainable development is the responsibility of every citizen. This makes environmental education important for everyone.

Recognising this diversity, education in this strategy includes the different educational sectors, namely formal, non-formal and informal. In this context, education includes public awareness and training as a way of including all citizens in the efforts to assess and address their environmental and developmental problems. This also enables processes of empowerment of young and old to enhance greater public participation in decision-making processes.



"If we fail to demonstrate measurable success by 2010, political commitment will be undermined; public interest will be lost; investment in biodiversity research and management will be reduced; environmental institutions will be further weakened. In UNEP we are ready to play our part"
Klaus Toepfer, Executive Director, UNEP
Biodiversity Conference, Paris January 2005

Environmental Education and Training for Sustainable Development (EETSD)

Environmental education and training plays an important role worldwide in enabling the integration of the principles of sustainable development into international, national and local policies and programmes for the environment and for education. They also influence how the three pillars of sustainable development- biophysical, economic and social are understood and implemented. This requires a reorientation of educational systems, policies and practices to provide citizens with appropriate knowledge, skills and ethical commitment to engage critically in decision-making and action on current and emerging environmental and development problems.

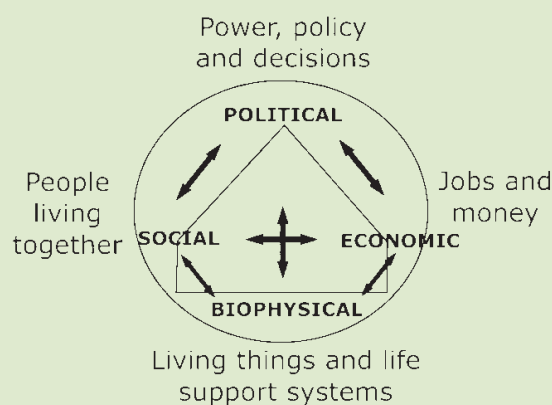
Approaches to environmental education

This strategy will promote approaches to environmental education that are:

- ❖ Responsive to the need for enhancing the knowledge, skills and commitments required by individuals and groups to work towards a sustainable future;
- ❖ Responsive to environmental and development issues and risks at all levels, which are broaden the understanding of environmental complexity and interdependence;
- ❖ Cognisant of different systems of knowledge and social values about environment and development, mobilising prior knowledge, fostering critical engagement, and encouraging action taking;
- ❖ Responsive to changing context and needs, and promoting flexible processes that allow for meaningful learning and skills development; and
- ❖ Socially transformative and supporting educational approaches that promote empathetic understanding, ethical reasoning, and a commitment to action.

A holistic understanding of the environment in the context of sustainable development is central to this view of environmental education: Its an approach where the term 'environment' refers to the complementarities between the biophysical, social, cultural, political, and economic processes and systems. Similarly, the term 'environmental education' is a broad one that includes all aspects of education, communication and training for sustainable development.

The effective and balanced integration of these three pillars requires good governance through *political systems* in which power is exercised fairly and democratically to make informed decisions about the way social and economic systems use the biophysical



This holistic view supports four inter-related principles:

- ❖ *Conservation* through the wise and responsible use of natural resources to ensure that natural systems can continue to provide life support systems for all living things, and the resources which are needed by both the present and future generations;
- ❖ *Appropriate development* to ensure that people can support themselves in a long-term way. Inappropriate development ignores the links between the economy and the other systems and leads to unsustainable practices;
- ❖ *Improvement of quality of life* to encourage people to live and work cooperatively and in harmony with each other and have their basic needs satisfied in a fair and equitable way; and
- ❖ *Good governance and legislation* to ensure that people have a fair, equal and informed say over how natural, social and economic systems should be managed and to ensure that environmental goals are turned into action.

As a result environmental education for sustainable development integrates learning for the wise use of natural resources conservation with concern for the equally important goals of social justice, appropriate development and good governance.

Thus, environmental education has a pivotal role to play in both building a supportive social context for sustainable development and in empowering citizens to encourage business and policy makers to work towards sustainability. Indeed, without such education, even the most enlightened legislation, cleanest technology and most sophisticated research will not achieve the long-term goals of sustainable development.

Global trends and priorities in environmental education

Together, the Stockholm Declaration 1972, the publication of the Brundtland Report, the 1992 World Conference on Environment and Development and the 2002 World Summit on Sustainable Development (WSSD) have increased the recognition of education, training and awareness raising as important strategies in achieving sustainable development. The renewed emphasis on the social, economic, political and environmental pillars of sustainable development has strengthened the interdisciplinary foundations of environmental education and its role, not only in encouraging environmental conservation and protection, but also as a key component in capacity development for poverty alleviation, human rights and peace through appropriate development.

As a result, environmental education has become a major component of education for sustainable development. This will continue through the 2005-2014 United Nations Decade of Education for Sustainable Development and provide UNEP with strategic opportunities to integrate education and training into its information, communication and capacity development activities in all formal, non-formal and informal education settings and all fields of its work.

Another key trend is the increasing recognition by governments that command-and-control regulations are yielding diminishing returns in terms of environmental quality. While still very important, economic and legislative instruments are reaching the limit of their utility in many areas. Market-based approaches, such as tradable emission permits, information and education as well as other voluntary measures are now seen as the key to the effective

implementation of environmental policy and the achievement of long-term environmental goals. This situation provides a two-fold opportunity for UNEP first, to pioneer the development of sample, resources and demonstration projects that support the use of these "new tools" and, second, to provide professional development programmes for governments in the effective use of these tools in successful policy packages with command-and-control and market-based approaches to policy implementation.

The need for capacity development and training for environmental education around the world is acute. While much good work has been done by UNEP and governments in the past, governance structures and financing for environmental education remain unstable and often ineffective. Mostly, environmental education is seen as the responsibility of departments of environment, agriculture, forestry and natural resources but without effective cross-departmental integration. Unfortunately, many departments of education also see environmental education as only one of a number of competing issues seeking a place in already overcrowded school and college curricula.

This situation has been caused by the lack of capacity to plan for environmental education across all sectors in a coordinated way. As a result, the financing of environmental education is often insecure.

These developments suggest key opportunities for UNEP to focus its work in environmental education. These include working with UNESCO, other international agencies, governments and other partners to develop an innovative range of professional development activities in support of the United Nations Decade of Education for Sustainable Development and enhancing the capacities of governments, NGOs and CBOs, institutions of learning to develop and review policies, programmes, materials and practices in support of environmental education as a policy implementation tool. This includes work in the formal education sector, in technical and higher education, and governments, business and industry and with civil society groups, especially youth, women and indigenous peoples.



PART 2 - STRATEGY

The Next Decade - Our Vision and Objectives

UNEP seeks to work with all sectors of education and training in all countries and regions to provide direction and promote the advancement, coordination and improvement of environmental education and training policies, programmes and activities by developing partnerships for advocacy, research, networking and communication, demonstration projects, professional development initiatives and materials development.

Specifically, the goals for the next decade for Environmental Education and Training in UNEP are:

- ✦ To implement and support key priority areas as flagship programmes towards achieving UNEP's mission worldwide;
- ✦ To provide leadership for advocacy and promotion of environmental education and training around the world; and to act as a catalyst for policy development and sharing of implementation practices and innovation in environmental education;
- ✦ To provide innovative and responsive professional development and training for people working in the various fields of environmental education across all sectors of society and in particular decision makers;
- ✦ To support the development of good quality environmental education learning support materials for use in different sectors and contexts and as exemplars, catalytic and models for adaptation;
- ✦ To establish, maintain and strengthen mechanisms for facilitating networking and partnerships to advance environmental education and training around the world;
- ✦ To facilitate ongoing research into environmental education and training, and evaluating existing approaches, particularly with respect to the integration of sustainable development principles across all educational sectors;

- ✦ To establish awareness raising initiatives to increase people's understanding of the goals and principles of sustainable development and contribute to the development of informed citizens in different parts of the world; and
- ✦ To ensure that environmental information is easily accessible through mass media and public education initiatives in different mediums and forms around the world.

UNEP's Contribution to the United Nations Decade of Education for Sustainable Development

The international consensus concerning the important role of education as central to achieving sustainable development following the 1992 Earth Summit in Rio de Janeiro and consolidated at the 2002 World Summit on Sustainable Development in Johannesburg led the 57th Session of the United Nations General Assembly in December 2002 to adopt the United Nations Decade of Education for Sustainable Development (2005-2014). The resolution designated the United Nations Educational, Scientific and Cultural Organisation (UNESCO) as the lead agency for the promotion of the Decade. In the International Implementation Scheme presented by UNESCO to the United Nations General Assembly in October 2004, UNEP was designated as a key partner in defining and promoting the environmental perspectives of ESD and coordinating environmental lobbying.



UNEP's vision for environmental education & training in the next decade is to support a holistic approach to the protection of the environment and the improvement of people's quality of life by developing and strengthening initiatives which are responsive, locally relevant, and aimed at transforming people's perspectives of and aspirations for sustainable development into reality for present and future generations.

To this effect, UNEP will contribute actively to the goals of the Decade by promoting collaborative environmental education for sustainable development activities.

The strategic opportunities for UNEP during the Decade include:

- ✦ Collaborating with UNESCO and other UN agencies to promote activities on the environment component of the Decade;
- ✦ Identifying key areas in sustainable development in which UNEP can develop high profile education and training programmes

(e.g. biodiversity education, water education, education for sustainable consumption, hazard and disaster risk education);

- ✦ Identifying all UNEP environmental education and training activities contained in this strategy as Decade activities; and
- ✦ Developing a small number of very high profile activities as UNEP flagship environmental education for sustainable development activities during the Decade.



Key Outcomes

To focus the development and smooth implementation of this strategy, a number of key outcomes are envisaged. These key outcomes are derived from the objectives of the strategy.

Advocacy and promotion of environmental education

The role of EE in achieving the sustainable development goals and in supporting decision-making processes has been poorly recognised as greater emphasis has been put on the role of science, technology and management expertise. As environmental issues and risks are becoming more complex and changeable, education and training are increasingly becoming strategies for achieving sustainable development.

This strategy seeks to strengthen UNEP's advocacy role in enabling policy and resource allocation decisions within political, economic, social and environmental agencies and institutions to enhance the profile of environmental education and training and to enhance their potential in bringing improvement of the environment and people's quality of life

This will be achieved through interactions with governments, international agencies, regional bodies, business, industry and civil society groups.

Professional development and training programmes

As a relatively young field environmental education is rapidly evolving where appropriate learning processes have yet to be fully understood. This has resulted in simplistic and decontextualised educational programmes that have the tendency to interpret environment and development issues superficially. Thus many educators lack the skills to mobilise prior knowledge and experience (including indigenous knowledge) and to implement values-, action-oriented and inquiry-based programmes.

Such programmes will emphasise the development of environmental educators in government and amongst other stakeholders as reflective practitioners. The programmes will also emphasise the relationship between poverty alleviation, human rights, a healthy environment and social justice, thereby responding to livelihood issues and the challenge of enabling a more sustainable future.

The strategy seeks to promote and strengthen

professional development and training programmes which are empowering, reflexive, tolerant of diversity, and contextually responsive to local and regional environmental and development issues.

Learning support materials

There are often problems with the production, distribution and use of relevant learning support materials in environmental education and training initiatives. This is sustained by the lack of research into the relationship between the quality, accessibility and effectiveness of learning support materials.

The aim of the strategy is to promote exemplar learning support materials that are flexible and adaptable to diverse and changing contexts.

In the development of such learning support materials the recognition of aspects such as language, culture, age group and purpose are important. These materials would reflect action-oriented and contextual approaches to learning. Plans for enhancing access to and the locally relevant adoption of these materials will be important elements of all materials development projects.

Networking and partnerships

Without the establishment, maintenance and strengthening of proper mechanisms for cooperation such as networking and partnerships, the duplication of environmental activities, scattering of human and financial resources as well as the inefficient use of time will be substantial.



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

Mechanisms for cooperation will be maintained through the development of strategic networks and partnerships aimed at achieving common goals.

Ongoing research

The role of ongoing research in informing professional development programmes, policy development processes, learning support materials and current and emerging approaches to environmental education is often neglected. Similarly, the links between research and policy review and development are generally poorly understood in environmental education. Research findings are often not widely disseminated as case studies to enable future learning opportunities and a better understating of environmental education processes.

The strategy seeks to facilitate ongoing research to enhance the quality and effectiveness of environmental education and training programmes for all sectors of society

This will be achieved through promoting context-appropriate research and evaluation of existing examples of good practice and successful projects in environmental education and training worldwide.

Awareness raising

Environmental awareness raising initiatives are often unstructured and do not follow the basic principles of environmental education. Often such initiatives target people with specific messages aimed at changing their attitudes and behaviours without an understanding of the context of their daily lives. Such approaches to environmental awareness raising fail to achieve their goals and often hinder other environmental education processes.

This will be achieved by involving decision makers, communities and the media in initiatives that provide a better understanding of the links between social, economic and environmental issues as well as its consequences to the environment and people's quality of life.

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

Media and public education

Media reporting and information dissemination have been focusing mostly on reporting biophysical issues through narrow 'getting the message across' approaches. This is due to the lack of reporting skills, limited understanding of environment, inadequate access to environmental information and the lack of critical thinking and reflection in environmental journalism.

The strategy seeks to promote and support diverse training to improve the skills of environmental journalists to enhance effective reporting for public education and action for sustainable development

This will be achieved by the development of resource kits and training programmes which will encourage environmental journalists to go beyond making people aware of environmental issues and take a more proactive role in addressing environment and development issues.



Flagship Programmes

To achieve the key outcomes in the strategy, UNEP will work through a number of important flagship programmes aimed at achieving UNEP's mission, particularly with regard to key environmental priority areas worldwide. Flagship programmes will draw on UNEP's past achievements and exemplars of good practice as a way of stimulating innovation in and enhancing environmental education policies and programmes.

The main UNEP flagship programmes are:

1. UNEP's promotional programme for the United Nations Decade of Education for Sustainable Development
2. UNEP Environmental Leadership Programme
3. Sustainable Environmental Learning for Tomorrows Leaders Programme
4. GEO Education
5. Mainstreaming Environment into Technical and Higher Education Programme
6. Media Environmental Reporting Training Programme
7. Inter-Divisional and Inter-Agency Coordination and Support
8. UNEP/GPA UNESCO IHE UN/DOALOS Train Sea-Coast Programme

As well as seeking their own substantive outcomes, flagship programmes serve as models or exemplars of comprehensive integrated environmental education for adaptation and emulation by governments, civil society and other relevant partners in culturally appropriate and locally relevant ways.

Risk assessment and mitigation strategies

In the implementation of this Strategy there are some identifiable risks that will need to be taken into consideration. Some mitigation strategies are proposed below:

- The world is rapidly changing, bringing changes in the nature, range and intensity of environmental issues.
- Education and training strategies are also changing, especially through the use of information and communication technologies.

As a result, the strategy should be viewed as a dynamic document, responsive to environmental change and educational trends.

Mitigation strategies include:

- Creating an Environmental Education and Training Advisory Committee, comprised of international experts, to guide UNEP in the implementation and review of the strategy;
- Periodical reviews of UNEP's achievements and the appropriateness of the strategy at regular intervals; and
- Treating the EE&T Strategy as an evolving document, updating short, medium and long-term activities after each review.

Environmental education and training may not be seen as a key priority of UNEP and partners due to other pressing issues and tools being perceived as major priorities. Mitigation strategies include:

- Regular communication and information sharing about the importance of environmental education and training, and the successful outcomes of environmental education programmes;
- Consultation with all UNEP Divisions, Regional offices and specialist centres on their environmental education needs and priorities; and
- Being flexible, transparent and responsive in incorporating the views, priorities, expertise and needs of partners, and working collaboratively with them.

The lack of adequate funding to undertake the proposed volume of work will hinder the success of the Strategy and its ability to deliver planned outcomes and activities. Environmental education and training programmes are increasing in importance and the establishment of the United Nations Decade of Education for Sustainable Development will intensify this trend. As a result the demands and expectations of governments and partners could be high. There is a need to ensure an adequate funding stream.

Mitigation strategies include:

- Ensuring widespread organisational support for the Strategy within UNEP;
- Developing internal partnerships with UNEP Divisions, Regional offices and specialist centres;
- Developing external partnerships with UNESCO, other international agencies, governments, organisations and businesses to share costs on collaborative projects;
- Seeking sponsorship and grants from a range of appropriate external partners for environmental education activities; and
- Regular monitoring and evaluation of all activities to assure partners that UNEP's work in environmental education and training is effective and efficient.

Effective environmental education and training programmes do not rely upon the use of individual strategies or tools. There is a risk that some programmes may not reflect the necessary integrated mix of policy, training, advocacy, learning support materials, etc.

There is also a risk that the volume of activities in the Strategy as response to the many demands on UNEP to support environmental education and training may cause some activities to appear unrelated to others and others to receive insufficient follow-up. Mitigation strategies include:

- Ensuring the appropriate integration of strategies through comprehensive project planning, management and evaluation;
- Developing comprehensive overview plans for all flagship programmes and project briefs for all projects; and
- Ensuring that all related project briefs within a Programme combine to form a comprehensive and integrated flagship programme.



Implementation Modalities

For the effective implementation of this Environmental Education and Training strategy and the successful development of the flagship programmes, UNEP will draw on a number of key implementation strategies.

Global coordination

Many international organisations, government departments, civil society and industry groups as well as institutions of learning around the world are involved in Environmental Education and Training. UNEP will seek to promote sharing of lessons of good practice from these programmes in order to avoid duplication of efforts, to encourage innovation, and to enhance high quality of programmes. It does this through establishing networks, partnerships and various mechanisms for communication. It also facilitates dialogue between countries and programme leaders through conferences, seminars and workshops.

Inter-Divisional coordination

Every UNEP division, as well as regional offices will be involved in the effective implementation of this strategy. Interdivisional coordination will require a focused effort by UNEP. The Environmental Education and Training Unit will therefore coordinate the different activities and programmes and support the implementation and evaluation of the strategy goals and objectives. Regional Offices, as the primary contact point with relevant audiences will play a lead role in fostering the achievement of the flagship programmes.

Regional action

In order to operationalise this strategy and to ensure the regional delivery of the intentions of the strategy each of UNEP's regional offices will develop their own implementation plan which will reflect the elements of the strategy in the regions. The regional implementation plans will take into consideration the specific regional needs and opportunities and include

only those activities relevant to them in their regional plans. The regional implementation plans will be revised in connection with the periodic reviews of the strategy.

Partnerships and networks

UNEP will work in partnership with governments, UNESCO and other UN agencies, international organisations, regional bodies, educational institutions, business, industry, civil society groups and other relevant partners. This will facilitate the sharing of resources and expertise as well as ensure that programmes are supported by a wide range of stakeholders. UNEP will act as a catalyst for partnerships and to inspire and empower partners in their development of environmental education and training programmes.

Networking within a broad range of partner groups to provide for wider information and sharing of experience, especially where UNEP builds on the well-functioning partnerships it has developed in past years. This strategy will enhance the dissemination information on good practices to enable other projects to learn from UNEP's experience. Networking with higher education institutions and curriculum development centres will be prioritised to support the development of contextually relevant training courses and learning support materials.

Policy and institutional revision

UNEP's regional offices will work with governments and other relevant stakeholders to ensure policy and institutional frameworks are revised and adapted, in locally relevant and culturally appropriate ways, so that environmental education contributes soundly to sustainable development. UNEP recognises that such revision and adaptation need to be undertaken according to the level and needs of the people and their environmental concerns.



Demonstration activities

Environmental education and training activities are implemented in local situations and UNEP cannot be involved in all of them. Given the multitude of different learning situations, no standardised programme can or should be proposed. Therefore, UNEP should work through demonstration activities and programmes for adaptation in locally relevant ways as catalysts for action. Each demonstration activity should include, among other things:

- ✦ Ways to discover the key local issues of sustainable development;
- ✦ Adaptive processes to accord with relevant teaching and learning strategies;
- ✦ Ways of fostering links between the learning situation (school, adult programme, etc) and the community;
- ✦ Ways of integrating local knowledge and culture; and
- ✦ Curriculum development processes enabling content to be decided based on local relevance.

National and local level action

The programmes in the action plan will be targeted at building the capacity for stakeholder participation at the national and local levels. Programmes will also be targeted at mobilizing the private sector to support national and local actions.

Practical approach

To be responsive to the different national contexts UNEP acknowledges that the various implementation strategies used will involve creating opportunities for debriefing and consolidation of ideas and skills through feedback, reflection, and the practical application of the ideas and skills to new situations. Thus UNEP will incorporate responsive and relevant strategies in the Action Plan. For the effective implementation of this strategy, a more specific and detailed activity plan (listing responsibilities, national, regional and international programmes and timeframes) and budget will need to be drafted. The distribution of tasks and responsibilities amongst UNEP staff and partners will help to ensure the effective implementation of the different activities and should be put in practice.



Monitoring and Evaluation

This strategy recognises the importance of monitoring and evaluation as key components of effective project management and of the continuous quality improvement of all UNEP environmental education and training programmes.

Two actions are integral to achieving these goals. First, indicators of progress will be developed for each flagship programme to help determine if key outcomes are being attained. Second, detailed targets will be identified in all project briefs to help determine whether their goals and objectives are being met. These actions will enable UNEP to monitor the overall success of the strategy, and inform necessary adjustments where needed.

Furthermore, the strategy proposes an interdivisional task force within UNEP and an interagency taskforce involving UNDP, WHO, UNICEF and other agencies and key organisations co-chaired by UNEP and UNESCO to develop a common monitoring as well as a list of core evaluation indicators.

Monitoring

Monitoring will be guided by a flexible timeframe according to the objectives and principles of this strategy. This is seen as an integral part of the

implementation of this strategy and UNEP projects on environmental education and training. All project briefs will contain monitoring plans to guide project managers and implementing agencies with the management of environmental education and training projects and activities. Project briefs will also detail how monitoring data will be used to identify and assess project outcome and impacts as part of an overall project evaluation plan. In this way, participatory self-assessment, including the use of qualitative as well as quantitative strategies, will guide the cycles of continuous quality improvement and project management as well as the overall evaluation of the outcomes and impacts of projects.

Evaluation

The evaluation of this strategy will focus on the outcomes and impacts of projects and flagship programmes. This will require the continuous collection and analysis of the project management and evaluations. This will facilitate reflection on the direction and implementation of this strategy.

Periodical reviews will be conducted to evaluate the outcomes and impacts of the strategy and guide the revision of the strategy, including the updating of short-, medium- and long-term activities after each review.



External Communication and Internal Collaboration

This strategy recognises the important role that information dissemination plays in promoting an effective implementation of environmental projects. It also gives particular emphasis to promoting networking relationships with institutions and organisations working in the field of environmental education and training, as well as the establishment of partnerships to optimise its goals and objectives.

Widening communication

In the implementation of this strategy a 'communication for community' approach will be used. This implies that communities should be seen as groups of people with the ability to understand environmental issues and promote social change. Thus communication should not be limited to awareness raising campaigns and the development of posters, but should incorporate ways of working together with different communities in the development and sharing of environmental information.

Mechanisms and strategies, such as media and environmental education programmes and the development of learning support materials will be instituted to provide for the dissemination of, and access to, information. Specific communities of stakeholders will be encouraged to provide input and critically review the goals and objectives of UNEP environmental education and training initiatives.

Another important aspect of widening the communication of UNEP's activities, publications and

programmes is making such tools accessible to wider audiences. This will be done by developing inexpensive publications, establishing good channels of marketing and distribution, and making relevant publications available free on the Internet.

Ensuring internal collaboration

Internal collaboration between UNEP and other United Nations agencies needs to be strengthened and encouraged. The role that UNEP's divisions play in achieving UNEP's mission will contribute greatly to the success of this strategy, particularly in regional contextualisation of activities, the mobilisation and use of resources, the integration of environmental initiatives and the maximisation of outcomes.

For this to be possible, much will depend upon the dedication and willingness of UNEP staff members to maintain their spirit of ongoing collaboration in environmental education, the enhancement and extension of existing successful networking and collaborative models, and the availability of resources to support such initiatives.

Budgeting for the Decade

This will require the preparation of detailed project proposals for each of the flagship programmes. It will also require long term commitment from UNEP's partners.

An estimated budget to deliver on the attached flagship programmes as contained in the action planning for the next ten years is US\$ 24, 000,000.



PART 3 - ACTION PLANNING

Action Planning

The UNEP Environmental Education and Training strategy proposes a coordinated suite of activities within eight Flagship Programmes:

1. UNEP promotional programme for the UNDESD
2. UNEP Environmental Leadership Programme
3. Sustainable Environmental Learning for Tomorrows Leaders Programme
4. GEO Education Programme
5. Mainstreaming Environment into Technical and Higher Education Programme
6. Media Environmental Reporting Training Programme
7. Inter-Divisional and Inter-Agency Coordination and Support to the UNEP/GPA UNESCO-IHE-UN/DOALOS Train-Sea-Coast Programme

Within each Programme, the activities are organised around the desired key outcomes of advocacy and promotion, professional development and training, exemplar learning support materials, networking and partnerships, ongoing research, awareness raising, and media and public education.

Activities in the Plan of Action are divided into three timeframes across the next decade:

- Short-term/immediate activities (1-2 years);
- Medium-terms activities (3-6 years); and
- Long-term activities (7-10 years).

Detailed project briefs will be prepared for each activity (or related group of activities) according to UNEP procedures for project development.



Flagship Programme 1: UNEP promotional programme for the UNDES

Key Outcomes	Short-term activities	Medium-term activities	Long-term activities
<p>Advocacy and Promotion of Environmental Education</p>	<p>Collaborate with UNESCO, UNU, other UN agencies and relevant international organisations in preparation for the UNDES and promote the environment component of the Decade.</p> <p>Collaboration with UNESCO on special side event on the UNDES during UNEP 23rd Governing Council Meeting.</p> <p>Collaborate with UNESCO on the regional launch of the Decade.</p> <p>Collaboration with UNESCO on the establishment of a clearing house mechanism for information sharing and coordination related to the decade.</p> <p>Contribute to the organisation of an international conference on ESD by the Centre for environmental Education, Ahmedabad India in January 2005 and the World Environmental Education congress in June 2005.</p> <p>Conduct an international/regional consultation process (2005-2006) in preparation for a major international conference in 2007 on Environmental Education for Sustainable Development.</p> <p>Develop awareness programmes for government officials and public agencies.</p> <p>Develop awareness programmes for the private sector on environmental management for sustainable development.</p> <p>Collaborate with the World Environmental Education Congress Secretariat in the organisation of the biennial events.</p>	<p>Assist key tertiary institutions in developing countries to integrate sustainable development principles in their programmes</p> <p>Conduct a major international conference in 2007 (to coincide with the 30th Anniversary of Tbilisi) to prepare a new international statement on Environmental Education for Sustainable Development.</p> <p>Conduct workshops to facilitate the review of education policies to integrate education for sustainable development</p> <p>Recognise 10 universities annually on EET and (a) provide certificate of recognition (b) provide UNEP products to strengthen Libraries.</p> <p>Develop awareness programmes for government officials and public agencies.</p>	<p>Develop programmes that promote linkages within communities on EE and ESD i.e. between NGO's private sector and educational institutions</p> <p>Conduct high level consultations with governments to encourage the integration of sustainable development as a core responsibility of education at all levels</p> <p>Review the status of education for sustainable development in national education policies</p>

Professional Development and Training Programmes	<p>Identify appropriate UNEP environmental education activities as Decade activities.</p> <p>Collaborate with Tongi University on the Leadership programme on environment for sustainable development and the Masters degree curriculum on Environment for Sustainable Development.</p> <p>Work with Government to identify and develop programmes to meet training needs in environmental management for sustainable development.</p> <p>Identify the training needs of NGOs and civil society in general through the development of needs-based pilot training programmes on environmental management drawing on innovative teaching learning approaches such as resource-based learning and workplace-based training.</p>	<p>Re-format, update and adapt EE&T worldwide on environmental education and training opportunities and materials for online and print publication and dissemination.</p> <p>Design programmes and project proposals on appropriate environmental management courses for different stakeholders such as government officials, parliamentarians, academia and civil society including women and youth groups.</p> <p>Conduct training/ awareness programmes on environmental management for the various stakeholders.</p> <p>Develop training to equip educators/trainers with competences to include SD in their teaching</p> <p>Develop interactive ESD programmes for communities.</p> <p>Develop handbooks on EE and ESD concepts.</p> <p>Run user based and train the trainer programmes on how to use UNEP's EET resource materials and adapt them for various training situations at local level.</p> <p>Disseminate UNEP's products to various stakeholders.</p> <p>Develop and strengthen network with current and former collaborators and beneficiaries of UNEP's major training programmes.</p> <p>Support networks in the conduct of their UN DESD activities.</p> <p>Apply research findings into UNEP's environmental education and training programmes.</p>	<p>Promote and support the development of standard programmes on environmental management and environmental education for developing countries</p> <p>Carry out tracer studies to evaluate impact of programmes.</p>
Learning Support Materials	<p>Promote UNEP's EET materials and repackaging them in formats that will be useful to a variety of stakeholders.</p> <p>Produce a series of books covering major environmental issues in a comprehensive, easy-to-use style that can be adopted by schools and universities.</p>		<p>Evaluate use and impact of learning support materials produced.</p>
Networking and Partnerships	<p>Strengthen regional and national cooperation in environmental education.</p> <p>Support existing environmental education networks to prepare action plans for the UN DESD.</p>		<p>Build a database of relevant environmental education courses and materials best practices and success stories for replication.</p> <p>Support networks in the conduct of their UN DESD activities</p>
Ongoing Research	<p>Conduct and encourage research on new and innovative approaches to environmental/ ESD teaching and learning strategies.</p>		
Awareness Raising	<p>Develop and disseminate regular briefing materials for the media on the UN DESD (through a quarterly newsletter).</p>		<p>Develop and disseminate regular briefing materials for the media on the UN DESD (through a quarterly newsletter).</p>
Media and Public Education	<p>Develop follow up programmes for the media on environmental reporting.</p>	<p>Develop and disseminate regular briefing materials for the media on the UN DESD (through a quarterly newsletter)</p> <p>Continue with follow up programmes for the media on environmental reporting.</p>	

Flagship Programme 2: UNEP Environmental Leadership Programme

Key Outcomes	Short-term activities	Medium-term activities	Long-term activities
Advocacy and Promotion of Environmental Education	Develop a UNEP Environmental Leadership Programme presence on the UNEP website.	Revise and enhance the UNEP Environmental Leadership Programme website. Facilitate the development of appropriate regional and national Environmental Leadership Programmes.	Continue to update and enhance website.
Professional Development and Training Programmes	Continue UNEP/UNESCO/BMU/Dresden International Postgraduate Studies in Environmental Management Programme for Environmental Decision Makers from Government and NGOs of Developing Countries. Continue Brown University/UNEP International Scholars of the Environment Programme. Conduct first cycle of University of Joensuu-UNEP Course on International Environmental Law-making and Diplomacy. Conduct first Circle of Environmental Management Programme for Africa. Continue with UNEP-Tongji University Leadership training on Sustainable development. Conduct first cycle of UNEP Global Environment Managers Programme (GEMAP). Develop environmental leadership programme for women and youth groups and community leaders with capacity to multiply in and respond to local context.	Continue and expand the range of countries and institutional partners involved in the UNEP Environmental Leadership Programmes. Develop an UNEP Environmental Leadership Programme in Environmental Education and Training. Strengthening of professional groups and the private sector with the capacity to multiply through programmes that promote empowerment and reflection, and respond to local contexts.	Evaluate the outcomes of the UNEP Environmental Leadership Programmes and revise/expand accordingly.
Learning Support Materials	Review resource materials developed in the UNEP Environmental Leadership Programmes to develop a plan for future training manuals and guide books.	Initiate an Environmental Leadership publications series of training manuals and guide books.	Evaluate effectiveness and use of materials.

<p>Networking and Partnerships</p>	<p>Promote EE/EESD partnerships between industry and community.</p> <p>Increase collaborative initiatives and networking activities across UNEP Environmental Leadership Programmes (e.g. annual meetings of directors, newsletters, website initiatives, etc).</p> <p>Collaborate with UNFCCC Secretariat on Article 6: Education communication and public awareness.</p>	<p>Review and continue, as appropriate, the collaborative initiatives and networking activities across UNEP Environmental Leadership Programmes.</p> <p>Continue collaboration with UNFCCC.</p>	<p>Collaborative initiatives and networking activities across UNEP Environmental Leadership Programmes activities.</p>
<p>Ongoing Research</p>	<p>Investigate the range of concepts and skills being developed in the UNEP Environmental Leadership Programmes and the range of and instructional strategies and processes appropriate to the enhancement of the outcomes of the programmes.</p>	<p>Identify how partnership with other agencies and educational processes such as EFA, UNLD, and UNGEI will be mobilised in support of DESD.</p> <p>Evaluate the outcomes of the UNEP Environmental Leadership Programmes.</p>	<p>Conduct tracer studies of beneficiaries of programmes.</p>
<p>Awareness Raising Media and Public Education</p>	<p>Encourage Media representation in programmes and Develop and disseminate regular briefing materials for the media on the UNEP Environmental Leadership Programmes.</p>	<p>Encourage Media representation in programmes and Develop and disseminate regular briefing materials for the media on the UNEP Environmental Leadership Programmes.</p>	<p>Encourage Media representation in programmes Develop and disseminate regular briefing materials for the media on the UNEP Environmental Leadership Programmes.</p>

Flagship Programme 3: Sustainable Environmental learning for Tomorrows Leaders

Key Outcomes	Short-term activities	Medium-term activities	Long-term activities
<p>Advocacy and Promotion of Environmental Education</p>	<p>Develop programmes building upon current work and addressing existing gaps and needs to strengthen environmental education in educational institutions in developing countries.</p> <p>Develop guidelines, action plans and indicators as a way of fostering Environmental Action Learning (EAL) in Africa.</p> <p>Promote the endorsement of the EAL guidelines and action plan by national governments and regional organisations such as SADC, IOC and EAC.</p> <p>Develop programmes to mobilise the private sector as a major partner in implementing ESD in schools and communities.</p> <p>Develop programmes to involve children and youth in the promotion of ESD.</p> <p>Organise workshops to enable teachers to critically evaluate and review the content of their curricula for EE and ESD.</p>	<p>Promote efficient delivery methods of EE in educational institutions including the use of IT to enhance teaching.</p> <p>Promote the integration of EE in national and regional policies to facilitate and enhance the incorporation of environmental topics in the education system.</p>	<p>Work with national and regional institutions and bodies to facilitate the implementation of environmental educational policies.</p> <p>Promoting exemplary demonstration activities on EE/ESD.</p>
<p>Professional Development and Training Programmes</p>	<p>Organise train the trainer's workshops for teachers on efficient delivery methods of EE/ESD including the use of ICT to enhance teaching.</p> <p>Organise workshops and training courses for government officials, educational technical experts, NGO representatives and the private sector to further develop their skills to implement the EAL Programme for Africa.</p>	<p>Replicate these workshops in other regions.</p>	<p>Encourage professional development of people involved in EAL programmes through sharing of experiences and ideas.</p>
<p>Learning Support Materials</p>	<p>Promote the use and availability of Tunza environmental series in schools.</p> <p>Promote the development of innovative learning resources on environmental issues for schools. Re-format, update, amend and extend the EE&T materials to be used in the Environmental Action Learning.</p>	<p>Make the EE&T materials available both online and in electronic format for wider dissemination and access.</p> <p>Develop a comprehensive teaching guide to enhance the incorporation of environment into primary school curriculum.</p>	<p>Draw on lessons learned to plan the future development of materials in appropriate formats and mediums.</p> <p>Develop a book on successful EAL case stories in Africa to showcase EAL worldwide.</p>

<p>Networking and Partnerships</p>	<p>To collaborate closely with UNESCO and other agencies; among UNEP divisions and regional offices, and with sub-regional institutions to provide support services and strengthen coordination of EAL and environmental learning in schools.</p> <p>Promote regional and sub regional forums that bring together stakeholders from various sectors to share experiences on EE/ESD practice</p> <p>Support bilateral cooperation and partnerships</p> <p>Promote public-private sector partnerships and industry involvement in community learning projects.</p>	<p>Establish formal agreements with selected centres of excellence to serve as UNEP collaborating centres and focal points on EAL.</p>	<p>Encourage and support the development of regional EAL networks so as to ensure the sustainability of the programme.</p>
<p>Ongoing Research</p>	<p>Conduct needs assessments in terms of methodologies and resources needed to enhance environmental education in school.</p> <p>Conduct research on the educational approaches to be used in Environmental Action Learning.</p> <p>Conduct research on effective learning networks, evaluations tools and methodology, acquisition of skills knowledge and value formulation, development and use of ICT in ESD.</p>	<p>Conduct benchmarking studies of youth knowledge, beliefs and behaviour re sustainable development in all regions.</p> <p>Encourage research and evaluation of EAL programmes in Africa so as to inform its replication in other parts of the world.</p>	<p>Repeat benchmarking studies of youth knowledge, beliefs and behaviour re sustainable development in all regions to assess the success of school-based studies of education for sustainable development during the UN DESD.</p> <p>Encourage research and evaluation of EAL programmes in Africa so as to inform its replication in other parts of the world.</p>
<p>Awareness Raising</p>	<p>Disseminate information about materials developed to all involved partners.</p> <p>Disseminate information about the achievement of the EAL programmes in the UNEP website.</p>		
<p>Media and Public Education</p>	<p>Involve media representation as much as possible in activities and encourage the dissemination of successful good practices promoted by institutions involved in EAL.</p>	<p>Provide information on the successes of EAL, its materials and products.</p>	<p>Involve the media in celebrating ten years of EAL in Africa.</p>

Flagship Programme 4: GEO (Global Environment Outlook) Education

Key Outcomes	Short-term activities	Medium-term activities	Long-term activities
<p>Advocacy and Promotion of Environmental Education</p>	<p>Collaborate with UNEP Divisions in preparation for the UN Decade of Education for Sustainable Development and support the promotion of the environment component of the UN DESD with high-quality environmental information from the GEO process.</p> <p>Encourage the use and facilitate the translation of the global and regional GEO Education materials, such as the Pachamama, the Pachamama Teacher's Guide and GEOactive CD-ROM.</p> <p>Develop the GEO Education website.</p>	<p>Collaborate with UNEP Divisions during the UN Decade of Education for Sustainable Development to support the promotion of the environment component of the UN DESD with high-quality environmental information.</p> <p>Continue to promote GEO Education products and processes on the web, through distribution channels, GEO partners and the GEO youth and education networks.</p> <p>Contribute a background paper on integrated environmental assessment and its relevance for EET targeting policy makers to the major international conference in 2007 on Environmental Education for Sustainable Development.</p>	<p>Continued promotion of GEO Education products and processes.</p>
<p>Professional Development and Training Programmes</p>	<p>Contribute to the development of tertiary education training material based on GEO-3 and other GEO products.</p> <p>Revise and promote the use of the GEO Capacity Building Manual.</p> <p>Develop GEO Assessment Training Tools for practitioners.</p>	<p>Contribute to the development of tertiary education training material based on GEO-4 and other GEO products.</p> <p>Establish strong links between GEO Education related networks in the GEO Assessment Framework, including the GEO Capacity Building Programme.</p> <p>Continue to develop GEO Assessment Training Tools, organize GEO training workshops and advise national-level practitioners on assessment processes.</p>	<p>Contribute to the development of tertiary education training material based on GEO-5 and other GEO products.</p> <p>Evaluate GEO materials used for professional development and training programmes.</p>
<p>Learning Support Materials</p>	<p>Develop an educational poster series targeted at classroom and non-classroom educators.</p> <p>Adapt the educational poster series to wider audiences including media, civil society and private sector interest groups.</p> <p>Develop GEO youth assessments in the regions according to the GEO-for-Youth "by youth, for youth" approach encouraging learning by doing.</p>	<p>Make available GEO-4 and GEO Year Book materials for educators, media, civil society, private sector interests groups and the wider public.</p> <p>Continue GEO youth assessments in the regions and develop educational tools associated with these.</p>	<p>Make available GEO-5 and GEO Year Book materials for educators, media, civil society, private sector interests groups and the wider public.</p> <p>Continue GEO youth assessments in the regions and develop educational tools associated with these.</p>

<p>Networking and Partnerships</p>	<p>Support the GEO-for-Youth networks in the regions and their GEO Education related activities.</p>	<p>Encourage South-South and North-South youth cooperation between the GEO-for-Youth networks in the regions. Convene an inter-regional meeting with the key players and support their GEO Education related activities. Establish strong links between GEO academic related partners in the GEO Assessment Framework.</p>	<p>Monitor and evaluate the impact of GEO Education networks and partnerships.</p>
<p>Ongoing Research</p>	<p>Conduct needs assessments in terms of environmental information for educational purposes.</p>	<p>Develop a series of papers on the impact of global and regional GEO Education processes based on user feedback and monitoring and evaluation of the activities.</p>	<p>Present and publish a scientific paper on the role of environmental assessments for environmental education at an international conference.</p>
<p>Awareness Raising Media and Public Education</p>	<p>Develop an attractive GEO Education website providing information about resources for youth and educators that have been developed based on GEO products.</p>	<p>Maintain the website and develop and disseminate regular briefing materials for the media and the public on GEO Education (website, newsletter). Promote and contribute to the development of education/ awareness packages based on the information in GEO-4 after the launch in 2007.</p>	<p>Disseminate regular briefing materials for the media and public on new GEO products and GEO Education (website, newsletter). Promote and contribute to the development of education/ awareness packages based on the information in GEO-5 for the launch in 2012.</p>

Flagship Programme 5: Training Programme for the Media on Environmental Reporting

Key Outcomes	Short-term activities	Medium-term activities	Long-term activities
Advocacy and Promotion of Environmental Education	Raise awareness through the media of environmental and sustainable development issues and important environmental education activities, particularly the United Nations Decade on Education for Sustainable Development.	Promote and encourage environmental journalism training programmes through the use of Information Communication and Technology (ICT).	Obtain bursaries/grants to allow journalists to attend formal training courses in environmental reporting.
Professional Development and Training Programmes	Continue with the series of training of African journalists on environmental reporting to help create the awareness and environmental education needed for the successful implementation of the Plan of Action of the Environment Initiative of NEPAD. Conduct training workshops to provide the media with in-depth understanding and skills on EE/ESD concepts.	Develop a resource kit for environmental journalists including relevant information sheets on environmental issues, environmental stories in the media. Develop a Handbook on Environmental Terminologies and Conventions to serve as a practical guide for the print and electronic media.	Review the implementation of training programmes and plan accordingly.
Learning Support Materials	Develop a resource kit for environmental journalists including relevant information sheets on environmental issues, environmental stories in the media. Develop a Handbook on Environmental Terminologies and Conventions to serve as a practical guide for the print and electronic media.	Foster the exchange of information and support the establishment of networks and partnerships between existing environmental journalism networks such as ANEJ, SEJ, ANEC, IFEJ.	Evaluate impact of networks and partnerships on quality and impact of environmental reporting.
Networking and Partnerships	Establish and encourage the establishment of partnerships between existing environmental journalism networks such as ANEJ, SEJ, ANEC, IFEJ.	Include media as stakeholder group in integrated environmental assessment processes such as GEO.	
Ongoing Research	Develop and disseminate press releases on current and emerging environmental issues, UNEP's activities, launch of publications, signing of new MOUs and protocols, etc.	Support existing media services and agencies (electronic and conventional) which report on environmental issues through circulating news releases, environmental information and UNEP products and programmes, exchanging information on existing and emerging environmental and sustainable development issues.	
Awareness Raising			
Media and Public Education			

Flagship Programme 6: Mainstreaming Environment into Technical and Higher Education Programme

Key Outcomes	Short-term activities	Medium-term activities	Long-term activities
<p>Advocacy and Promotion of Environmental Education</p>	<p>Continue with programmes to promote mainstreaming of environment into university Education. Organise workshops for technical and higher education administrators to increase understanding of EE and ESD concepts. Ensure that TVET and higher education are included in international/regional consultation processes (2005-2006) in preparation for a major international conference in 2007 on Environmental Education for Sustainable Development. Support policy workshops at the UNESCO Seoul+5 International Conference on Technical and Vocational Education (TVET) in Bonn in October 2004 to ensure sustainable development is a key component of TVET policies. Continue to promote regional networks such as ETN, NETTLAP and ETN – LAC.</p>	<p>Continue with programmes to promote mainstreaming of environment into University Education. Ensure that TVET and higher education are included in the major international conference in 2007 on Environmental Education for Sustainable Development. Work with the UNESCO-UNEVOC Centre for TVET to enhance the capacity of policy makers and technical colleges to integrate sustainable development into skills for work and sustainable livelihoods. Conduct advocacy and sensitisation programmes for technical and higher education administrators and faculty on EE and ESD issues and challenges. Develop a series of training workshops for</p>	<p>Continue to promote the awareness of educational and environmental policy makers and institutions of learning about the importance of integration of sustainable development into courses and management practices of universities and technical colleges Further develop and enhance processes for maximising the development, uptake and impacts of regional and national policies for sustainability in technical and higher education.</p>
<p>Professional Development and Training Programmes</p>	<p>Continue working with GVVU and UNU to promote on line learning and creating capacities in information and communication technology skills on dissemination and development of environmental materials. Continue working with GVVU, UNU to develop and offer training of trainers (innovative teaching and learning methods, plus online support on pedagogy, ICT, tutoring, continuous lifelong learning, flexible learning etc).</p>	<p>African university leaders to enhance the integration of environment into courses and management practices of technical colleges and universities. Facilitate planning and conduct of regional workshops on ways of expanding the enrolment of women in technical and professional courses and degrees that lead to careers in sustainable development policy, science and management.</p>	<p>Further develop and enhance the training activities of UNEP regional networks for promoting sustainability in technical and higher education.</p>

<p>Learning Support Materials</p>	<p>Review the range of resources available (publications, web, etc) to support the integration of environment into courses and management practices of universities and technical colleges.</p> <p>Collaborate with universities to develop source books on integrating environment and ESD perspectives into university teaching.</p> <p>Work with GUVU and UNU to develop and disseminate learning objects and support materials.</p> <p>Improve access to UNEP's environmental knowledge products and repackaging to suit university needs.</p> <p>Develop website and meta database for learning objects.</p>	<p>Collaborate with GHESP partners in the development and publication of guidebooks and toolbox websites on sustainability in technical and higher education.</p> <p>Promote the development of exemplar learning support materials in universities of developing countries with participation of local academia.</p>	<p>Further develop and enhance guidebooks and toolbox websites on environment and development in technical and higher education.</p>
<p>Networking and Partnerships</p>	<p>Collaborate with UNESCO-UNIVOC to integrate ESD perspectives in Vocational and technical education.</p> <p>Develop partnerships with CRE-COPERNICUS (Europe), University Leaders for a Sustainable Future (Nth America), and Inter-American Net of Academics of Science to expand their networking activities in universities and technical colleges in their regions.</p> <p>Conduct consultation meetings for African university leaders to develop processes for integrating sustainable development into courses and management practices of universities.</p> <p>Promote stronger partnerships between UNEP and academic institutions.</p> <p>Strengthen mechanisms which facilitate networking and partnerships in environmental education.</p>	<p>Provide support to regional offices in Africa and West Asia to develop environmental training networks.</p> <p>Develop partnerships with international organisations such as the International Council of Scientific Unions (ICSU), the International Council for Science and the UNESCO (Higher Education Division and Science Sector) to develop capacity building programmes that enhance the abilities of universities to practice 'sustainability' science and work with local communities on relevant sustainable development problems.</p> <p>Promote stronger partnerships between universities in Africa and the private sector</p>	<p>Further develop and enhance the programmes of regional networks for environmental training in institutes of higher education.</p> <p>Support and encourage twinning programmes, bilateral cooperation, and institutional partnerships.</p> <p>Facilitate sharing of best practices, success stories and innovations.</p>
<p>Ongoing Research</p>	<p>Review the operations of NETLAP and ETN-LAC to identify lessons of good practice for use in networking in high education in all regions.</p>	<p>Review national policies for the integration of sustainable development into courses and management practices of universities and technical colleges.</p>	
<p>Awareness Raising</p> <p>Media and Public Education</p>	<p>Develop and disseminate information worldwide on courses, materials and research findings available to support environmental education and training initiatives. Develop and disseminate regular briefing materials for the media on UNEP initiatives promoting sustainability in technical and higher education.</p>	<p>Develop and disseminate regular briefing materials for the media on UNEP initiatives promoting sustainability in technical and higher education.</p>	<p>Develop and disseminate regular briefing materials for the media on UNEP initiatives promoting sustainability in technical and higher education.</p>

Flagship Programme 7: Inter-Divisional and Inter-Agency Coordination and Support

Key Outcomes	Short-term activities	Medium-term activities	Long-term activities
<p>Advocacy and Promotion of Environmental Education</p>	<p>Form an international Environmental Education and Training Advisory Panel to ensure that UNEP remains abreast of international trends and issues in environmental education and training and to assist UNEP in monitoring progress on its strategic plan.</p> <p>Develop partnerships with the UNESCO Institute for Adult Education (Hamburg), the International Council for Adult Education and other organisations to promote adult environmental education and to ensure that environmental education for sustainable development remains a key issue in CONFINTEA conferences.</p> <p>Seek to become a member of the management committee for FRESH – the school health initiative established WHO, UNESCO, UNICEF and the World Bank, in order to ensure that environmental health is a central component of health education.</p> <p>Develop a partnership with UNFPA and appropriate international organisations and governments to promote teaching about the relationships between population and environment and their impacts on sustainable development.</p> <p>Develop partnership with IUBC for joint development of programmes.</p>	<p>Continuously monitor opportunities to build partnerships that enhance the integration of environmental education into all education and environment programmes</p> <p>Review progress on the progress this strategic plan and update regularly.</p>	<p>Continuously monitor opportunities to build partnerships that enhance the integration of environmental education into all education and environment programmes</p> <p>Review progress on the progress this strategic plan and update regularly.</p>
<p>Professional Development and Training Programmes</p>	<p>Develop training workshops for UNEP Divisions and international agencies on ways of enhancing environmental education programmes.</p>	<p>Work with all UNEP divisions to conduct regional training workshops on strategies for energy, biodiversity, water, sustainable consumption education etc.</p> <p>In partnership with FAO, UNDP and other specialist organisations conduct training workshops on community based natural resource management.</p>	

<p>Learning Support Materials</p>	<p>Review the range of UNEP publications to identify those to be revised for use in environmental education programmes in various education sectors.</p> <p>Publish a guide to environmental education and programmes within UNEP.</p> <p>Develop a UNEP policy on the development of environmental education materials.</p> <p>Work with DCPI to develop educational support materials on annual WED topics.</p> <p>Develop partnership with International Union of Biological Sciences and other relevant stakeholders for joint development of projects.</p>	<p>Work with all UNEP divisions to prepare training manuals and guide books on strategies for energy, biodiversity, water, sustainable consumption education etc.</p> <p>In partnership with FAO, UNDP and other specialist organisations develop training materials on community based natural resource management.</p> <p>In partnership with WHO to expand and promote its on-line courses in environmental health.</p> <p>In partnership with DTIE develop training materials on corporate environmental management (including sustainable production, toxic and hazardous risk assessment, life-cycle analysis, green procurement policies, etc.), and with reference to specific industries such as tourism, forestry and agriculture.</p> <p>Work with DCPI to develop educational support materials on annual WED topics.</p>	<p>Work with DCPI to develop educational support materials on annual WED topics.</p>
<p>Networking and Partnerships</p>	<p>Seek to become a member of the committee of the IUCN Commission on Education.</p> <p>Promote the Global Higher Education for Sustainability Resource Project (GHESP).</p>		
<p>Ongoing Research</p>		<p>Conduct research on future strategies for institutional collaboration for environmental education (formal and informal).</p>	

<p>Awareness Raising</p> <p>Media and Public Education</p>	<p>Incrementally develop the EETU web-site to be the international consultation point on environmental education and training resources, curricula development, programme Exchange.</p> <p>Explore the potential for a quarterly UNEP DEPI newsletter on environmental capacity building, education and training.</p> <p>Develop and disseminate regular briefing materials for the media on interdivisional and interagency collaboration in environmental education.</p> <p>Review the usefulness of paper and electronic versions of EE&T World-wide" on environmental educational and training opportunities.</p>	<p>Develop and disseminate regular briefing materials for the media on interdivisional and interagency collaboration in environmental education.</p> <p>Update and extend "EE&T World-wide" as an integral part of the EETU website.</p>	<p>Develop and disseminate regular briefing materials for the media on interdivisional and interagency collaboration in environmental education.</p>
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Flagship Programme 8: UNEP/GPA – UNESCO-IHE-JUN/DOALOS Train-Sea-Coast Programme

Key Outcomes	Short-term activities	Medium-term activities	Long-term activities
Advocacy and Promotion of Environmental Education	<p>Translate the UNEP-UNESCO-UN/DOALOS training website into other languages.</p> <p>Demonstrate successful localization of Train-Sea-Coast courses.</p>	<p>Maintain and constantly improve information provision in different languages via the UNEP-UNESCO-DOALOS web site.</p> <p>Stimulate inter-regional sharing of experiences in localizing training courses, assist local institutions in facilitating local course deliveries and making them sustainable.</p>	<p>Maintain and constantly improve information provision in different languages via the UNEP-UNESCO-DOALOS web site.</p> <p>Provide guidance on quality assurance in local training institutions.</p>
Professional Development and Training Programmes	<p>Continue the ongoing training programme on Municipal Wastewater Management.</p> <p>Conduct first training of trainers course to improve local delivery capacity in selected countries.</p> <p>Coordinate regional adaptations of the existing training to other regions and facilitate training deliveries in those new regions.</p>	<p>Continued course deliveries of the Municipal Wastewater Management Course in different regions by coordinating regional adaptations (including translations).</p> <p>Conduct training of trainers in different regions and in different languages.</p> <p>Update and import existing Train-Sea-Coast courses relevant to the UNEP/GPA into other regions and facilitate their delivery through South-South partnerships.</p>	<p>Assist in the monitoring of sustainability and quality of local training institutions delivering local versions of Train-Sea-Coast courses.</p> <p>Provide networking support for training institutions.</p> <p>Maintain capacity to assist training centres on demand in fundraising and inter-regional sharing of training expertise.</p>
Learning Support Materials	<p>Provide the instructor's manual, all support documents and media as well as the course material of the UNEP-UNESCO-DOALOS TSC Wastewater Course in digital format on the internet.</p>	<p>Develop course material for blended learning and create a management and support structure for provision of blended learning courses (e.g. combination of traditional instruction and e-learning).</p>	<p>Continue updating and refining blended learning material and delivery modus.</p>
Networking and Partnerships	<p>Further invite partners of UNEP, UNESCO, DOALOS and the Train-Sea-Coast Programme to collaborate on content development and course delivery in different countries.</p>	<p>Continue collaboration in course development and delivery in a growing network of partner organisations, provide networking platform and support.</p>	<p>Continue collaboration in course development and delivery in a growing network of partner organisations, provide networking platform and support.</p>
Ongoing Research	<p>Conduct training needs assessments in South East Asia for subsequent programme expansion into this region.</p>	<p>Conduct training needs assessments in other regions of the world.</p> <p>Monitor and assess impact of Train-Sea-Coast GPA course deliveries, survey former participants.</p>	<p>Monitor and assess impact of blended learning.</p>
Awareness Raising, Media and Public Education	<p>Invite local media to all course deliveries, promote the interagency web page and its content via electronic networking, such as e-newsletters and cross-promotion via web pages of partner organisations.</p>	<p>Invite local media to all course deliveries; promote the interagency web page and its content via electronic networking, such as e-newsletters and cross-promotion via web pages of partner organisations.</p>	<p>Invite local media to all course deliveries; promote the interagency web page and its content via electronic networking, such as e-newsletters and cross-promotion via web pages of partner organisations.</p>

Appendix 1 - Acronyms

AMCEN	African Ministerial Conference on the Environment
CBOs	Community-based Organisations
CSD	Commission on Sustainable Development
DCPI	Division of Communications and Public Information
DEC	Division of Environmental Conventions
DEPI	Division of Environmental Policy Implementation
DEWA	Division of Early Warning and Assessment
DGEF	Division of Global Environment Facility Coordination
DOALOS	Division for Ocean Affairs and the Law of the Sea
DPDL	Division of Policy Development and Law
DRCR	Division of Regional Cooperation
DTIE	Division of Technology, Industry and Economics
EAL	Environmental Action Learning
EE	Environmental Education
EEASA	Environmental Education Association of Southern Africa
EE&T	Environmental Education and Training
ESD	Education for Sustainable Development
GEF	Global Environment Facility
GEO	Global Environment Outlook
GPA	Global Programme of Action for the Protection of the Marine Environment from Land-based Activities
GRID	Global Resource Information Database
GVU	Global Virtual University
IEEP	International Environmental Education Programme
MEAs	Multilateral Environmental Agreements
MoU	Memorandum of Understanding
NEPAD	New Partnership for Africa's Development
NGOs	Non-Governmental Organisation
ToR	Terms of Reference
UN	United Nations
UNCED	United Nations Conference on Environment and Development
UNDP	United Nations Development Programme
UNEP	United Nations Environment Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
UNMDGs	United Nations Millennium Development Goals
UNU	United Nations University
WSSD	World Summit on Sustainable Development

Appendix 2 - UNEP's Achievements

Since its establishment, UNEP has developed many successful environmental education and training programmes. Some examples of UNEP's many important environmental education and training activities include:

1975-1995 UNEP/UNESCO International Environmental Education Programme

From its first establishment, UNEP partnered UNESCO in an International Environmental Education Programme (IEEP). Lasting for twenty years (1975-1995), the IEEP provided technical, advisory, and financial support to governments, civil society groups and institutions of learning. The Belgrade Charter (1975) and Tbilisi Declaration (1977) developed through the programme provided widely accepted statements on the nature, scope and goals of environmental education, which have been adopted in various forms by most governments of the world.

Environmental Leadership Programmes

UNEP has sponsored many high-level courses on environmental policy and management for decision makers and leaders. Starting in 1977, the first of these was jointly organised with UNESCO, UNEP, BMU (Germany) and Dresden University of Technology. Today, this course is still providing training for decision makers from developing countries and countries with economies in transition. Similar courses with Tufts University (USA), University of Malta (Malta), Adelaide University (Australia), and Brown University (USA) have been organised. The Brown University UNEP Watson International Scholars for the Environment programme is ongoing while new programmes include the University of Joensuu UNEP Seminar on International Environmental Law Making and Diplomacy.

The Global Virtual University (GVU) focuses on "e-Learning for a sustainable future". As an online university, it has been designed to meet the educational needs of the developing world. GVU was officially launched in September 2002 at WSSD in Johannesburg and involves UNEP, UNEP/GRID-Arendal, the United Nations University, Agder University College (AUC) and the government of Norway. Together with partnering institutions in Africa, the GVU is developing a Master level course based upon UNEP's GEO series.

Environmental Action Learning for Africa

In partnership with UNESCO, UNEP initiated the Environmental Action Learning (EAL) programme in 1999. EAL supports curricular and co-curricular environmental education directly related to the sustainable development needs of schools and their communities. The programme is highly action-oriented and builds the capacity of schools to improve environmental conditions at local level, e.g. by mitigating land degradation; solid waste reduction, collection, re-use, recycling and disposal; and water quality monitoring to improve local water supplies.

Technical and Higher Education

UNEP regional offices have developed important regional networks for promoting environmental education and training in technical and higher education. These include: the Network for Environmental Training at Tertiary Level in Asia and the Pacific (NETTLAP), the UNEP-Tonji University Institute of Environment and Sustainable Development (IESD) and the Environmental Training Network for Latin America and the Caribbean (ETN-LAC). These networks link over 300 institutions and provide a range of regional and national training courses, learning support materials, newsletters and conferences. UNEP is also working with African Universities to strengthen environmental education and training in tertiary institutions.

Publications

UNEP has developed many environmental education and training publications for different audiences and purposes. These include: the series of *Global Environment Outlook* reports (on global and regional environmental trends and perspectives), the *Taking Action* guide (for ordinary citizens and communities), *Pachamama Our Earth, Our Future* and *Water World Children's Voices* (educational books developed by children and young people), *Tunza Action for a Better World* and *Tunza Magazine* (both again written by and for young people), *Teaching for a Sustainable World* (a professional development guide for teacher education) and *Communicating Africa's Environment* (a resource kit for African journalists).

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