



Draft Strategy on the Promotion of Education for Sustainable Development in Sub-Saharan Africa

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Acronyms

ADEA	Association for the Development of Education in Africa
SSA	Sub Saharan Africa
UNESCO/BREDA	UNESCO Regional Office for Education in Africa
ECOWAS	Economic Community of West African States
CEMAC	Economic Community of Central Africa States
UNDESD	United Nations Decade for Education for Sustainable Development
UNLD	United Nations Literacy Decade
PRSP	Poverty Reduction Strategic Document
ESD	Education for Sustainable Development
EFA	Education For All
EE	Environnemental Education
EVF/EmP	Education to Family life and Population issue
NEPAD	New Partnership for Africa Development
OMD	Millenium Development Goals
NGO	Non Gouvernamental Organisations
CSO	Civil Society Organisation
PFIE	Programme for Environmental Training and Information
SADC	Southern Africa Development Community
SNDD/NSDS	Stratégie nationale de développement durable/National Strategy for Sustainable Development
AU	African Union
UEMOA	West African Economic and Monetary Union
UNESCO	United Nations for Education, Science and Culture Organisation
UNEP	United Nations for Environment Programme

Foreword

The present document is the result of collective analysis and thinking on education for sustainable development in Sub-Saharan Africa. It constitutes pre-final draft of a regional strategy that is aimed at guiding intervention within the framework of the United Nations Decade on Education for Sustainable Development. It is far from being a comprehensive document and it should be seen as part of a dynamic process that will be modified depending on the evolution of Sub-Saharan Africa during the next 10 years.

The process of establishing a regional Strategy is seen as continual and participatory. It involved (i) une synthèse de la documentation pertinente au niveau des trois sous-régions couvertes par l'étude (Afrique de l'Ouest, Afrique Centrale et Afrique Australe, Est et Océan Indien) ; (ii) des enquêtes effectuées dans neuf pays jugés représentatifs de leur sous-région (Cameroun et Tchad (en Afrique centrale), Guinée, Sénégal, Burkina Faso et Nigeria (en Afrique de l'Ouest), Malawi et Zambie (en Afrique australe), Ile Maurice (Océan Indien) ; et (iii) la collaboration de personnes-ressources venant de pays et institutions diverses qui ont participé à la revue des divers documents produits.

The document will be presented at ADEA's Biennial, Libreville, Gabon. Discussions will be held and suggestions of recommendations for its improvement are expected to be put forward.

Executive Summary

In 2005 the United Nations launched the Decade on Education for Sustainable Development. This resulted from the acknowledgment of the importance of education in the harmonisation of knowledge and in cementing societies that are politically, socially and economically sustainable. The present document constitutes a regional strategy for the implementation of the United Nations Decade on Education for Sustainable Development in Sub-Saharan Africa.

The aim of the Strategy is to encourage and support Sub-Saharan States in promoting and developing education as a means for cultural, social and economic development in line with characteristics, needs and aspirations of Sub-Saharan peoples.

The Strategy is based in 7 implementation principles and it proposes 5 strategic objectives with several associated lines of action. The Implementation principles may be summarised as follows:

- All work developed within the framework of the Strategy should be endogenously-based and aiming at possible paradigm changes in developmental action.
- All activities involved should be developed within a holistic approach.
- Inter-disciplinary and integrating approaches are to be used.
- Community participation will be essential and all activities may be supported by existing policies of decentralisation.
- Existing policies, programmes and initiatives are to be taken into account and capitalised upon.
- Gender issues are mainstreamed in all activities.
- NICTs are cross-cutting to all work to be developed.

Based on such principles, the following objectives are considered:

- Improve political harmonisation and commitment for the implementation of education for sustainable development at the regional and national level.
- To broaden public awareness on and to strengthen the practice of principles of sustainable development both in individual and collective lives.
- To promote education that is supported in African culture and that contributes to sustainable social and economic development.
- To improve quality of education for sustainable development.
- To consolidate and diversify partnerships around education for sustainable development.

The Strategy includes suggestions on institutional arrangements for its implementation and financing, as well as evaluation and monitoring.

Overall, it tries to reflect Sub-Saharan needs and demands from education so as to ensure the sustainable development of the continent. It is the result of a process of collective thinking to which all sub-regions in Sub-Saharan Africa were invited to contribute.

As change is bound to occur during the decade (2005-2014), this guiding document is susceptible to revision upon needs and demands of countries and societies. It constitutes above all an attempt to promote educational development within a grounded-based and holistic approach, so as to contribute to the establishment of African societies where African culture and ways of life are well balanced with global and international pressures and demands.

1. Context

a.) International and Regional Context of the Decade on Education for Sustainable Development (DESD)

1. The Decade on Education for Sustainable Development (2005-2014) (DESD) is the result of a long process aimed at broadening awareness on development models, which began in 1972 at the Stockholm Conference¹. Twenty-one years later, in chapter 36 of Agenda 21², the international community affirmed the key role of Education, Sensitization and Training in attaining the objectives of Sustainable Development (SD). Ten years later, the Johannesburg enforcement plan³ confirmed the importance of Education for Sustainable Development and recommended that the United Nations proclaim in 2005, the Decade relating to it.

2. Even if only two objectives of the Millennium Development Goals (MDGs) are related specifically to Education – provision of primary education (Objective 2) and gender equality in education (Objective 3) - it is worth noting that Education for Sustainable Development (ESD), by virtue of its holistic dimension, is an implicit condition for attaining all the MDGs. ESD is therefore an essential link in the poverty reduction chain. Furthermore, the efforts made during the Decade on Education for Sustainable Development will be geared towards the strengthening of activities undertaken within the framework of *Education for All (EFA)*, the *United Nations Decade for Literacy (UNDL)*, which all contribute to the attainment of the Millennium Development Goals.

3. At the regional level, the New Partnership for Africa's Development (NEPAD) is both a vision and a strategic framework whose objective is to eradicate poverty and promote sustainable development. In terms of priority, the Education sector features prominently among Health, Science and Technology, and development of skills in the 'human development' priority area. NEPAD's global approach to areas of priority reflects the holistic approach of SD, and it clearly corresponds to the principles underlying Education for Sustainable Development. In Africa, the Decade should therefore be an important implementation vehicle in the machinery set forth in the Education component of NEPAD.

4. The United Nations Decade on Education for Sustainable Development and the Second *Decade on Education in Africa* launched by the African Union (AU) in 2006 are in perfect synergy and they are mutually reinforcing; the objective of the latter being to rid the continent of its 'deficit' in education. Special attention will therefore be given to the lack of capacity and resources, and the negative impact that timid economic growth, high population growth, armed conflicts, emergencies and structural adjustment programmes have on education.

¹ 1972, United Nations Conference on Human Development, Stockholm.

² 1992, United Nations Conference on Environment and Development, Rio de Janeiro.

³ 2002, World Summit on Sustainable Development, Johannesburg.

b.) Context Relating to the Design of the African Strategy of ESD

5. As the lead agency for the promotion of the Decade on Education for Sustainable Development, UNESCO should at the international level, conduct, facilitate and coordinate the implementation of its activities.

6. UNESCO has prepared an International Implementation Scheme (IIS) whose design included inputs from Governments, United Nations agencies as well as a large gamut of other actors from universities to the private sector, NGOs, youth and women's organizations and community groups. Like all regional offices for Education, the UNESCO Regional Office for Education in Africa (BREDA) has been mandated to facilitate the development of the Sub-Saharan Africa (SSA) Strategy.

7. The SSA Regional Strategy of ESD is the result of:

(i) a synopsis of relevant documentation on the three sub-regions covered by the study (West Africa, Central and Southern Africa, and East Africa and the Indian Ocean). The use of this documentation has made it possible to take stock of the current situation of ESD in SSA, highlighting strengths and weaknesses, but also the opportunities and risks to be taken into account in the design of strategies for the promotion of Education for Sustainable Development in the different countries.

(ii) surveys conducted in eight countries considered to be representative of the sub-regions [Cameroon and Chad, Malawi and Zambia (Central and Southern Africa); Guinea, Senegal, Burkina Faso and Nigeria (West Africa), and Mauritius (East Africa and the Indian Ocean)]. Interviews were carried out with institutions, organizations and individuals identified during the bibliographic research. These made it possible, in the same vein, to sensitize national actors and prepare them for active involvement in the validation of the strategic national frameworks and their implementation.

(iii) the collaboration of resource persons coming from different countries and institutions and that participated in the review of the various documents produced.

c.) Scope of the African Strategy

8. The Strategy on Education for Sustainable Development for Sub-Saharan Africa (SSA) addresses all actors operating in the spheres of Education and Sustainable Development, i.e. the majority of the population.

9. It is aimed particularly at proposing lines of action which can stimulate States to design policies and practices that involve the mainstreaming of Sustainable Development in Education and Training by including not only educators, but also all other stakeholders. It will serve as the reference framework for the implementation of the United Nations Decade on Education for Sustainable Development. It is to this effect that it is sufficiently flexible, open and dynamic in order to enable countries to appropriate it to themselves and to build national frameworks, which while taking account of these major orientations, will focus on their specificities and particular needs and concerns.

2. Problems and Challenges of ESD in Sub-Saharan Africa

10. According to the Brundtland report⁴, 'Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs'. Concerning SS Africa, this definition introduces the issue of the nature of the on-going development in the region, which presents numerous challenges. The needs of present generations in Africa are very far from being met and it is feared that a host of policies and activities geared towards the satisfaction of these needs are in no way sustainable.

a.) Challenges of Sustainable Development in SSA

11. Sustainable development falls within the indispensable interrelationship between the environment and other dimensions of development: economic, social, cultural and political dimensions of which some critical aspects in Africa may be mentioned at this stage.

12. Among the environmental challenges facing Africa are first of all those of desertification, overexploitation of forest resources, deterioration of marine and coastal ecosystems, rapid and unplanned urbanization, a growing precariousness in the countryside and the progression of pollution. All these challenges are aggravated by human activity, and it is mainly poverty and the impoverishment of African populations that constitute both the causes and effects of environmental degradation.

13. From an economic point of view, poverty is widespread. Three-quarters of Sub-Saharan Africa survive with less than two dollars a day and economic growth in the 90s rose on average a mere 2.1% a year. This figure is quite far from the 7% annual growth rate objective required for Africa to reduce by half in 2015, the number of persons living in poverty. According to the World Food Programme (WFP), out of the 49 least developed countries, 34 are African countries. The external debt of Sub-Saharan African countries reached 206 billion US Dollars in 2000, and for some countries the exports debt was 180.2%, and the ration of the debt over GDP was 66.1%.

14. In the field of Health, Africa is struck by several major endemic diseases: Malaria, Tuberculosis and the HIV/AIDS pandemic.

15. The 19 countries of the world with the lowest human development index are all located in Sub-Saharan Africa.

16. The illiteracy rate of individuals aged 15 plus is 41% with some very large interregional disparities, and wide gaps between the sexes and between rural and urban areas.

⁴ Brundtland, G.(ed) (1987). Our Common Future: The World Commission for Environment and Development, Oxford: Oxford University Press.

17. The political challenges to be met in SSA are of extreme importance. The democratisation of political life is making great strides in Africa – democratic transition being a slow and complex process in which each country has a special profile due to its history. However, the democratic processes have often been accompanied by painful transitions and adjustments, which have plunged some countries into a state of socio-political turmoil or open conflict based on institutional and constitutional restructuring, political leadership restructuring, and wealth and knowledge restructuring in society. Participation in democratic life still remains a remote perspective for many populations and groups, particularly women. In 32 countries, women constitute between 0 and 0.9% of locally elected representatives. The ravages of countries in situations of war affect neighbouring countries in multiple ways (refugees amounting to 8 million, arms trafficking), proliferation of anti-personal mines, accelerated destruction of the environment, disorganization of economies. Some conflicts at the regional level have an impact and ramifications which go far beyond their causes and consequences of origin.

18. One of Africa's political challenges is its capacity with regards to all these defies and in a context of globalization, to redefine the paradigms of its development in ways which will enable it to rid itself of marginalization and to widen its own margins of autonomy. The perspective is undoubtedly a more endogenous development in a dynamic of genuine African integration.

b.) Education for Sustainable Development in Sub-Saharan Africa

19. Education for Sustainable Development in Sub-Saharan Africa should contribute to meeting the challenges above as 'education can help ensure a safer, healthier, more prosperous world and environmentally sound world, while simultaneously contributing to social, economic, and cultural progress, tolerance, and international cooperation' (Preamble of the World Declaration on Education for All, Jomtiem, 1990).

20. Some initiatives are under way in the field of ESD or in related areas. Among these initiatives are Environment related Education programmes (ErE)⁵, Family Life Education and Population Education (FLE/PE). These initiatives are a good bank of experiences from which some new initiatives can be taken.

21. Progress is being made in many countries in other fields of sustainable development such as education for health, research and education on endogenous knowledge in a perspective of ESD, as well as on the development of methodologies on education and community learning.

22. The principal weaknesses observed regarding the various initiatives are: (i) the lack of strategic leadership for ESD mainstreaming in educational and general development policies; (ii) the absence in formal, non-formal and informal curricula and programmes of issues such as modes of production and sustainable consumption, prevention and management of risks and disasters as well as conflict management, which are key issues to

⁵ The countries of CILSS (Inter-States Permanent Comity to fight against drought in the Sahel) have initiated the Training and Information Programme on Environment (TIPE).

Sub-Saharan Africa; and (iii) the lack of adapted teaching materials and pedagogical approaches and tools.

3. Aim, Principles and Objectives and Main Lines of Action of the Strategy of Education for Sustainable Development in Sub-Saharan Africa

a.) Aim

23. The Strategy of Education for Sustainable Development in Sub-Saharan Africa aims at encouraging and supporting Sub-Saharan States in promoting and developing education as a means for cultural, social and economic development in line with characteristics, needs and aspirations of Sub-Saharan peoples.

b.) Implementation Principles

24. The following key principles guide the implementation of the Strategy:

25. All work developed within the framework of the strategy should be *endogenously-based and aiming at possible paradigm changes in development action*. Sustainable development in Sub-Saharan Africa depends upon the establishment of an appropriate balance between African culture, knowledges and values, and economic needs and social pressures and demands. Practice-based and contextualised approaches can contribute to paradigm changes that may conduce to better success in development action.

26. All activities involved should be developed within a *holistic approach*. This means using a concept of education that jointly takes into account its role in the acquisition and transmission of knowledge, in individual development, socialisation and economic development. Within this framework, educational activities include concrete action towards:

- a. Poverty Reduction
- b. Peace and Social and Political Stability
- c. Gender Equality and Equity
- d. Health Promotion
- e. Environmental Sustainability

27. *Inter-disciplinary and integrating approaches* are to be used so that the specific nature of contexts, the multiple role of education as well as the integrating approach to individual, social, political, economic and environmental issues is assured in all programmes, projects and activities.

28. The success of sustainable development depends also on its appropriation by the stakeholders involved in it. Regional, national and community ownership of action towards such development is a key issue. Thus, the implementation of the Strategy necessarily involves *community participation* and it may be supported by *existing policies of decentralisation*.

29. Many initiatives either international and/or national have been put forward aiming at the sustainable development of Sub-Saharan Africa. Education for sustainable development is to *make use of already existing policies and practices; its added-value is to harmonise and give coherence to what has already been done.* It will be necessary to also ensure the linkage and consistency of the activities carried out within the framework of the Decade on Education for Sustainable Development with those of other strategic frameworks (MDGs, NEPAD, PRSP) or programmes, particularly EFA and those connected with UNLD.

30. *Gender issues are mainstreamed* to all work developed within the framework of the Strategy. While being based on an interdisciplinary approach, the solutions for gaining access to a sustainable development should involve on an equal basis, both men and women, and take into account their respective and common needs, objectives, and aspirations. Similarly, Education for Sustainable Development demands that the priorities and visions of the development objectives of women be clearly taken into account, mainstreamed and encouraged, particularly in policies related to Education, Science, Culture, Communication and Information.

31. *Information Communication Technologies are cross-cutting* to all activities. Information and Communication Technologies have an indisputable strategic role in the promotion of Education for Sustainable Development. The different cooperation programmes and projects should be more attentive to the trend of these new telematic networks because, in order to efficiently support development, the technical skills indispensable for the mastery of this technology and the promotion of applications adapted to the social, cultural, economic and technical realities of the South should be popularized.

4. Objectives and Lines of Action

32. The four priority components of the DESD aim at (i) Promoting Basic Education; (ii) Strengthening institutional and operational capacity for a consistent and systematic mainstreaming of ESD in policies, programmes and implementation of learning activities; (iii) Adapting educational syllabi, curricula and tools; and (iv) Informing and sensitizing the public. The five (5) strategic objectives identified for the African Strategy for ESD come under these four priority components.

Strategic Objective 1: Improve political harmonisation and political commitment for the implementation of education for sustainable development at the regional and county level

33. Regional and national needs and demands, as well as international initiatives, have produced the development of policy at the national and regional levels. Yet, in many countries there has not been enough political commitment for the real implementation of these policies. Effective educational policy depends upon other policies such as financial ones. Policies of decentralisation and their implementation also have a significant impact in educational results. Educational success is dependent as well upon harmonisation and coordination between policies. The following lines of action can then be suggested:

33a. Support to national and regional analyses and harmonisation of existing policies so as to include the holistic, grounded-based and integrating approach of education for sustainable development.

- 33b.** Strengthening of participation of all society actors in the implementation of policies by engaging individuals and groups in debating and formulating implementation strategies at the local level.
- 33c.** Training of key actors such as parliamentarians and local leaders, journalists, NGO's staff so that they may be able to promote policy implementation at the regional and national levels and the participation of communities in the design of implementation strategies.
- 33d.** Conduct high-level consultations with all relevant ministries of governments to encourage access and commitment to key educational areas (EFA, TVET,...) according to country needs and choices.

Strategic Objective 2: To broaden public awareness on and to strengthen the practice of principles of sustainable development both in individual and collective lives

34. Sustainable development can only occur if individuals and societies not only appropriate the principles associated to it, but also if they perceived them as guiding principles for their lives. It is then fundamental to let people know about such principles but also to help their integration in individual and collective behaviours. Many of these principles are endogenous, yet not fully acknowledged by individuals and groups. Sustainable development implies the practice of rights and duties in a contextualised manner, taking into account present and future generations as well as future societal models. Thus, the following may be carried out:

- 34a.** Organisation of context-based campaigns on the principles of sustainable development. These campaigns should target all of societal groups and they should be promoted through different means and by making use of contextualised approaches. Media may be one of the used means but so may also be the use of role models such as key national and regional figures. Parliamentarians for example may be important role models in their constituencies.
- 34b.** Organisation of debates and activities in line with key regional, national and community events such as the establishment of health centres and water facilities, the presentation of urbanisation plans. The engagement of communities in decision making constitutes a very important hands-on approach to not only understanding but also to practicing the principles of sustainable development.
- 34c.** Use of a participatory approach in the definition and implementation of the activities developed within the framework of the Strategy, starting by the establishment of the national strategies.

Strategic Objective 3. To promote education that is supported in African culture and that contributes to sustainable social and economic development

35. Heritage and cultural values should, in the view of the African Union and UNESCO, serve as the basis of education at all levels. Similarly, the importance of African languages is acknowledged by these two institutions as a vehicle of instruction and culture for giving concrete expression to African renaissance. Culture and education are considered as important arms for the control of poverty and HIV/AIDS, the promotion of peace, stability and good governance. In this regard, their linkage becomes an overriding necessity for sustainable development. It is this linkage that can make it possible to promote positive

endogenous practices and eliminate those cultural ones that impact negatively on health, development, human rights and quality of education. The following lines of action may contribute, among other things, to the achievement of this strategic objective:

- 35a.** To promote the production of culturally entrenched knowledge through academic research, action-research or collaborative research with a view to helping the youth and younger people to grasp the fundamental cultural benchmarks in order to enable them to understand their world and to transform it. Academic research will have a crucial influence in the mainstreaming of endogenous knowledge in educational practice, because it can precede, establish or enlighten change.
- 35b.** To enhance through education the cultural practices and endogenous knowledge which contribute to fight diseases as well as the HIV/AIDS pandemic.
- 35c.** To support educational activities which use social and cultural practices operating in favour of environmental preservation within the prospect of sustainable development.
- 35d.** To fight against cultural practices and values establishing any form of discrimination, including sex discrimination, and promote to positive values in favour of equity and democracy.
- 35e.** To promote cultural exchanges and cultural diversity likely to establish social and political stability, human rights and a culture of peace.
- 35f.** Strengthen the links between culture and education by putting them at the service of the economic development of African countries.

Strategic Objective 4. To improve quality of education for sustainable development

36. Among the characteristics of education quality are the cognitive, creative and affective development of learners regardless of their age, and the acquisition of values and attitudes that promote responsible citizenship. It should of course be understood in this case that responsible citizenship takes into account the acquisition of social, technical and technological skills. These skills are acquired in a more sustainable manner through the embodiment of the characteristics, needs and aspirations of the milieu for which the trained person is destined. The improvement of the quality of education with a view to sustainable development involves in these conditions, a set of activities which may be embodied in such lines of action as:

- 36a.** Strengthening the capacities of the actors of education and training systems and the institutions to which they belong. It is also necessary to train trainers but also to strengthen the capacities of policy makers with a view to developing environments and values favourable for the exercise of the skills acquired.
- 36b.** Mainstreaming in the curricula, the life experiences of African populations and major issues of development in Africa (environment, health, consumption, conviviality), cultural values, including the use of African languages, with a view to the acquisition of knowledge and skills likely to meet the needs and aspirations of African populations.
- 36c.** Searching for and using approaches and appropriate teaching materials to implement these curricula to ensure the acquisition of culturally entrenched knowledge geared towards sustainable development.
- 36d.** Readjusting the management policies and mechanisms of educational and academic institutions in order to adapt them to socioeconomic realities.

- 36e.** Formulation of higher education policies more geared towards the needs of ESD, including policy on in-service training of teachers and the use of information and communication technologies in education.

Strategic Objective 5. To consolidate and diversify partnerships around education for sustainable development

37. The implementation of the decade assumes the increased involvement of several partners. The activities to be undertaken in the establishment and strengthening of partnerships could be defined through the roles and responsibilities of various partners. Thus:

- 37a.** Governments, which are the frontline agents of the initiative, will ensure the formulation of policies, the synergy and consistency between various initiatives, the development of mechanisms geared towards the mainstreaming of ESD in the different systems and modes of education as well as resource mobilization. The National Commissions for UNESCO can play an 'interface' role between Governments and technical and financial partners.
- 37b.** Teachers and educators should strengthen their qualifications and skills and demonstrate creative imagination for a genuine ESD. In this regard, teachers' unions, which are special partners of the State, should propose some relevant and realistic alternatives for the implementation of ESD and support quality education activities. In particular, academic institutions and higher education institutions should search for an improved match of education and research programmes that is in agreement with the concerns of the employment and local, national and international community sectors.
- 37c.** Organizations of the Civil Society (OCS) and NGOs should invest their efforts mainly in non-formal and informal education systems and continue to promote alternative forms of education which have a non-negligible impact on the provision of education. The other various organizations (community associations, AEP, religious organizations) should continue their participation in the management apparatus established.
- 37d.** Local communities should be stakeholders in the design of educational policies for sustainable development and the establishment of efficient mechanisms for the participatory management of education. It will be necessary to strengthen their capacities and skills in this area, particularly for the fundraising required for education financing.
- 37e.** The private sector, in view of the change in the modes of consumption and production required within the framework of sustainable development is strongly encouraged to accept the challenges enshrined in the DESD. In this regard, it should adopt policies aimed at the inclusion of ESD in its technical and vocational training schools and continued training policies for firms, while providing financial support for higher education and research and also for technical and vocational education. .
- 37f.** The media will contribute to the popularization and appropriation of the concept and ideals of ESD and the broadening of awareness particularly through the development of neighbourhood radios and television broadcasts especially for children. .
- 37g.** Development partners should provide technical and financial support for the definition and implementation of national programmes. Within the United Nations, the leading role of UNESCO in education and its responsibility in the implementation of EFA and UNLD should facilitate its frontline role in the implementation of DESD. It

should search for cooperation and synergy of action with national actors and other stakeholders within and outside the United Nations system.

- 37h.** The African Union as a leader and regional development agencies as key partners play an important role in the implementation of NEPAD of which education is one of the major aspects together with other essential components of sustainable development such as environment, health, and poverty eradication. The NEPAD framework will serve as a tool for the mobilization of financial resources and the formation of partnerships to achieve the results set forth in the framework of the Decade on Education for Sustainable Development.

5. Institutional Arrangements for the Implementation of the Strategy at the Regional Level

38. Effective implementation of the Strategy depends crucially on the institutional arrangements and capacities as well as resources. The implementation of the Strategy will result in action at the regional, national and community levels. In this line, all partners will have a role to play in its implementation (see chapter precedent). Institutional arrangements will need further discussions and commitments between all stakeholders; yet, particular basic suggestions can be put forward.

In what concerns stakeholders and their key roles to play in the implementation of the strategy:

39. The African Union Commission will guide the strategic orientations, facilitate and promote the implementation of the Strategy by ensuring a good coordination at the regional level and the link with other frameworks and initiatives such as the Second African Union Decade for Education. The authorities responsible for the implementation of NEPAD, on the basis of the principle of subsidiarity, will also provide support in the implementation and monitoring of the Regional Strategy.

40. The Regional Economic Communities (RECs) will facilitate the adaptation, implementation and coordination of the Strategy at the sub-regional level.

41. The countries are the Gordian knot for the implementation of the Regional Strategy. It is therefore crucial to set up an ESD focal point at the national level. It will be entrusted with the task of reporting to national fora on the progress made regarding the mainstreaming of ESD in sector programmes. The countries are set up gradually a National Commission for Sustainable Development. This forum will be part of the institutional framework for the implementation of ESD at the national level.

Organizations of the civil society, the private sector and other major groups will collaborate in the development and implementation of the strategy within the framework of a participatory approach through the fora that governments will establish at the national level.

42. Development partners should provide financial and technical support for the implementation of the Strategy.

43. **UNESCO** by virtue of its role as lead agency, in collaboration with **UNEP** and other partners, should provide support for the promotion and implementation of the Decade. UNESCO's Regional Office for Education in Africa (BREDA) will play a fundamental supportive and concomitant role in the implementation of the Regional Strategy.

Regarding issues of information, knowledge production and share:

44. The establishment of information and knowledge exchange networks, working groups and fora is envisaged as an important means of keeping the Strategy and its implementation alive and up to date. Focal points may be created at key institutions and/or organisations including those of the civil society. Since the implementation of the Strategy should also be used as a means of knowledge production, such focal points may be linked by the networks and/or by working groups. These may have a sub-regional nature. An international organisation, for example UNESCO or UNEP, may be in charge of coordinating the regional networks and/or working groups, so as to produce possible revised versions of the Strategy as well documents on the knowledge produced.

Regarding the issue of financing,

45. The United Nations Decade on Education for Sustainable Development is an ambitious and complex enterprise. Some financial resources will be required. It will be important not only to endorse some trade-offs regarding the allocation of resources, to take care of new requirements deriving from the interfaces between different programmes, but also and above all, to give priority to the clusters of convergence in the financing of activities. This approach will be especially easier as the countries adopt a programme approach by ensuring the complementarity of the objectives of the different initiatives supporting the education sector. The funds earmarked for the MDGs will be probably easy to mobilize if the initiatives presented demonstrate that they are in line with the objectives of this programme while going beyond its scope. Education for Sustainable Development is also an opportunity to implement the new types of partnership defined as an important sustainable development financing mechanism by the Johannesburg Summit. Some financial resources can be mobilized in the national private sector provided that its needs and concerns are compatible with the objectives of education for sustainable development.

6. Monitoring of the Strategy

46. Ensuring that the aim and objectives of the Strategy are used as guide in the definition of local strategies, programmes and projects and in their implementation, requires an interchange of information at regional, national and community levels, as well as the production of knowledge, and the adjustment of existing knowledge to the specific characteristics of the context. Work is to be developed during a period of 10 years, which implies regular revisions of the Strategy and of the knowledge associated to it and in its basis. This involves splitting the decade into different stages.

47. The principal stages of implementation of the Decade are already identified in the IIS. Some stages can also be proposed for the assessment and monitoring of the implementation of the Strategies at the regional and national and even local level.

48. In the immediate period, it is needed to promote the appropriation of the Regional Strategy and the preparation of the national strategies.

49. To make it possible to appraise the progress of the strategy, a second stage is necessary: definition of strategy implementation indicators at the national and regional level. These indicators may concern policy, legal and operational frameworks, financial mechanisms, educational models.

50. The implementation of the Education for Sustainable Development Strategy, which is a long process, should be considered as a continuous one. In a long term perspective, some indicators should make it possible to measure the effects of the Strategy, particularly in changes of behaviour. The measurement of these indicators should continue beyond the Decade. The officials responsible for the monitoring or follow-up are, each for his part and still according to the principle of subsidiarity: AU/NEPAD at the regional level, the RECs at the sub-regional level and the countries at the national and local levels.

51. Associated with the monitoring should be some stages of evaluation or assessment. A first stage is envisaged in the mid-term. The lessons learnt should contribute to the readjustment of the lines of action and implementation mechanisms. Another evaluation stage should be undertaken at the end of the Decade. And finally, an a posteriori evaluation stage (10 after the end of the Decade) should also be envisaged. This evaluation will make it possible to measure the real impact of the Decade.