

Bonn Recommendations on Education for Sustainable Development (ESD) beyond 2014

We, the participants of the International ESD Workshop “Horizon 2015” have gathered on 27./28. February 2012 in Bonn, Germany to take stock of the implementation of the UN Decade of Education for Sustainable Development (DESD, 2005-2014) and discuss follow-on activities beyond 2014.

General Context

Despite advances, sustainability remains a global long term challenge. Education and learning are key to changing the course of current development patterns. There is evidence from the past seven years which confirms that the DESD has made a difference in providing momentum and helping coordinate and support efforts in making education a core strategy towards achieving sustainability.

Three years before the end of the DESD, we anticipate that the vision and objectives of Education for Sustainable Development (ESD) **will not be fully achieved by 2014**. ESD has proven relevant to all countries and the magnitude of changes required for sustainability means that international cooperation and long term educational efforts are needed.

- We reaffirm the call for action and vision for ESD outlined in the **Bonn Declaration** adopted at the UNESCO World Conference on ESD in 2009.
- We take note of **UNESCO General Conference Resolution 36C/16** requesting the “*Director-General to develop options for transforming the DESD into an institutionalized process beyond 2014*”.
- We further take note of the first draft of the **Rio + 20 declaration** in which Member States “*agree to promote ESD beyond the end of DESD*” and suggest that the potential contribution of the world’s education, public awareness and training systems be further emphasized.
- We are aware that the future of **the Education for All (EFA) movement, the Millennium Development Goals (MDGs)** and the **Decade of Water for All** are being discussed by the international community.
- We take into account other international processes such as the Marrakech 10-Year Framework of Programs (10YFP) on Sustainable Consumption and Production, the International Strategy on Disaster Risk Reduction, the UN Decade on Biodiversity, the Second International Decade of the World's Indigenous People, and the public awareness-building activities for World Heritage Conservation.
- We further take into account the progress on the DESD identified by the **monitoring and evaluation process as well as in the national reports** presented at this current workshop.

Vision

ESD calls for the reorientation of education and learning systems and creates opportunities for everyone to develop the knowledge, skills and values to act upon the sustainability challenges presented by the 21 century and address issues such as poverty eradication, social and economic justice, cultural diversity and intercultural

dialogue, democracy, human rights, consumption and production, globalization, biodiversity, disaster risk reduction, environmental degradation and climate change.

Our vision is to mainstream and place ESD at the core of all educational and learning activities. It is to further consolidate global, regional and local learning networks as well as multi-sectoral cooperation and partnerships which promote lifelong learning processes for sustainable development (encompassing formal, non-formal and informal learning).

Our vision beyond 2014: ESD is supported as a high level agenda priority at the national level and by UN agencies in the development agenda post EFA and MDGs. ESD is well communicated, understood by everyone and recognized as a key component of every sustainable development effort. Monitoring and evaluation as well as research driven mechanisms are in place to capture and share lessons learned on national implementation and international collaboration in ESD. ESD is integrated into capacity building for sustainable development and is provided to all stakeholders of society to facilitate social change.

Recommendations

To achieve this vision and with a view to inform all ESD stakeholders on actions to be considered for the follow-on activities to the DESD, we recommend:

The General Assembly of the United Nations

1. to adopt a resolution at its 69th Session in 2014 to (i) maintain the momentum provided to ESD by the DESD and make sure that no gap exists between the end of the Decade and the beginning of the follow-on activities in 2015; (ii) designate UNESCO the lead agency for the follow-on activities to the DESD; with a view to enhance the structures put in place at national and international levels to support ESD.
2. to request UNESCO to review the International Implementation Scheme in order to provide the follow-on activities with a new framework that meets the current challenges and opportunities for ESD.

National Governments

3. to advocate for follow-on activities to the DESD at the international level within the framework of UNESCO, relevant UN Agencies (e.g. Inter-Agency Committee on DESD) and related international conferences (e.g. the upcoming Rio+20 Conference).
4. to review, mainstream and when necessary create coordination mechanisms both at international and national levels to further support ESD efforts with a view to move it from the margin to the mainstream of sustainable development and educational policies and practices.
5. to continue the efforts to re-orient learning systems and national curricula for sustainable development.
6. to provide resources, funding and capacity building opportunities to support the implementation of ESD.
7. to further identify, extend and promote good practices of ESD.

8. To further promote the role of National Commissions for UNESCO in linking the international ESD activities with the national implementation of the Decade.
9. to promote research to provide the evidence base on ESD.

UNESCO and other bodies of the UN family

10. to advocate for the integration of ESD in the follow-on activities to the MDGs and EFA processes coming to an end in 2015.
11. to advocate for ESD in order to reorient and increase the quality and relevance of education and learning systems.
12. to use the created structures referred in paragraph one to promote “learning societies“ in order to ensure that ESD is an integral part of national and international sustainable development strategies.
13. (UNESCO) to advocate for the integration of education into sustainable development discourse and policy while i) placing equal importance on the integration of sustainable development into education discourse and policy at the global level ii) and supporting Member States to undertake the same integration approach at the national level.

To all stakeholders (including but not limited to trade unions, youth organisations and movements, NGOs, further and higher education, social movements, media, faith organisations, professional groups, community-based organizations, local government and the private sector)

14. to continue to communicate good practices and compile the evidence base for ESD.
 15. to extend local educational networks, and learning platforms and share ESD visions, experiences and resources.
 16. to work through cross-sectoral and intercultural partnerships to challenge each other and generate ESD innovation and social transformation.
 17. to urge their governments to promote ESD at the international level in the follow-on activities that build upon the DESD.
- We express our gratitude to the German Commission for UNESCO, the State of North-Rhine Westphalia, the City of Bonn and the German Savings Bank Association for organizing and hosting this Workshop.
 - We call upon the German Commission for UNESCO to send these recommendations to the network of National Commissions for UNESCO and to the Secretariat of UNESCO.
 - We look forward to the World Conference on ESD to be held in 2014 in Japan where follow-on activities and national strategies will be launched. We are confident that this event will provide new impetus for ESD as well as set up the context enabling us to keep the momentum beyond the end of the DESD.
 - We commit ourselves to use and share this document in our respective countries and networks to advocate for follow-on activities to the DESD.