



United Nations  
Educational, Scientific and  
Cultural Organization



**United Nations Decade of Education for Sustainable Development  
(2005-2014)**

## **Framework for a DESD Communication Strategy in support of the UN Decade of Education for Sustainable Development**



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the UN Decade of Education for Sustainable Development**

**U N E S C O**

**2007**

*The authors are responsible for the choice and presentation of the facts contained in this document and for the opinions expressed therein, which are not necessarily those of UNESCO and do not commit the Organization.*

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## **Framework for a DESD Communication Strategy in support of the UN Decade of Education for Sustainable Development**

### **I - Introduction**

The following framework for a DESD Communication Strategy seeks to provide guidelines for different stakeholders to come together and work on a joint harmonious communication strategy, dedicated to furthering the exchange of information on ESD issues in order to:

- share ESD information and resources between and among partners<sup>1</sup>;
- promote better cooperation among partners doing ESD work and create synergies;
- reduce duplication of efforts in programme planning, design, and ESD advocacy;
- strengthen individual partner's ability to help create a viable future by working together with others, with each partner contributing its own "piece of the puzzle".

Minimum elements of a DESD communication strategy include an appropriate emphasis on:

- dissemination of basic ESD information to all partners;
- dissemination of available information sources pertinent to partners' needs in ESD;
- sharing prototype training materials, experiences of demonstration activities and related resources for testing, adapting and translating them to other cultural contexts;
- dissemination of information about the experiences of project participants, emphasizing openness and clarity about problems encountered, in order to allow others to benefit from the lessons learned in practice.

### **II - Guidelines**

The guidelines that follow constitute the foundation for the *Framework*. They are also designed to be used by partners in planning their own DESD communication programmes and/or actions.

#### ***Goals and objectives***

The overall goal of this initiative is to develop a common strategy to provide practical and focused information on ESD issues to different target groups (including policy makers, community leaders, trainers, educators, youth, social change agents, families...), and help integrate ESD issues in programmes and services by involving different beneficiary groups.

#### ***Overall objective***

Contribute to developing public awareness and understanding of sustainability as stated in Chapter 36 (Promoting Education, Public Awareness & Training) of Agenda 21<sup>2 3</sup> for which UNESCO was designated Task Manager.

It also seeks to promote the DESD vision as defined in the DESD International Implementation Scheme.

<sup>1</sup> Partners refers here to the International Implementation Scheme's heading regrouping partners at various levels.

<sup>2</sup> Action Programme for the 21<sup>st</sup> century adopted by governments at the 1992 Rio Earth Summit. UNESCO also received the responsibility for implementing the Agenda's Chapter 35 (Science for sustainable development).

<sup>3</sup> 36.9. The objective is to promote broad public awareness as an essential part of a global education effort to strengthen attitudes, values and actions which are compatible with sustainable development.

**One vision for the DESD**

A world where everyone has the opportunity to benefit from education and learn the values, behaviours and lifestyles required for a sustainable future and for positive societal transformation.

The main objectives are to:

- enhance and facilitate information exchange, communication and resource sharing on ESD issues, including access to relevant information sources through Internet and other non-computerized means of information exchange.
- develop links and promote cooperation between decision-makers, researchers, practitioners and existing networks to strengthen ESD actions.
- Promote and enhance capacity-building for ESD issues.

**Objectives of the DESD Communication Strategy**

- (1) **Consensus building** - reach a common understanding within and among United Nations agencies and Member States of the concept of ESD
- (2) **Lobbying/mobilizing** - mobilize decision-makers and stakeholders in Member States to adopt measures to support the implementation of ESD programmes
- (3) **Visibility of the Decade** - ensure high visibility for the implementation of the Decade and the promotion of ESD programmes and initiatives
- (4) **Mobilization for the mid-term review** - generate and maintain general mobilization around the Decade’s mid-term review of progress made during the first half of the Decade (during 2010)
- (5) **Strengthening capabilities** - equip educators, journalists, government officials, the private sector and communities with skills and tools to better understand ESD programmes, values and principles
- (6) **Visibility of UNESCO** - increase UNESCO’s visibility as the lead agency for coordinating the Decade

to be implemented both in a successive manner

2006	2007	2008	2009	2010
<b>Consensus building</b>				
		<b>Lobbying Mobilizing</b>		
				<b>Visibility of the mid-term review</b>

and in a parallel manner

2006	2007	2008	2009	2010
<b>Visibility of the Decade</b>				
<b>Strengthening capabilities</b>				
<b>Visibility of UNESCO</b>				

## ***Key elements***

Key elements of this DESD communication strategy include the following:

### ***1. Partnership and affinity groups***

ESD information activities must utilize and build upon the concept of partnership and complementarity. Considering the variety and differences that exist among segments of the public and within the ESD community, a wide spectrum of activities must be encouraged and used. The sharing of perspectives and mutual learning should pervade every aspect of DESD communication and advocacy.

Working in cooperation with affinity groups is essential for effective ESD activities. To achieve outreach, impact and consensus, DESD partners should make common cause with related movements: children's rights, women, environment, etc. To be effective, partnerships with affinity groups must be issue-specific and action-oriented. Partners should seek to piggyback issues on related movements and to tie ESD concerns to current public problems.

### ***2. Target audiences***

Effective selection of particular target audiences for DESD communication and advocacy will depend on the application of such criteria as the following:

- the degree to which the audience is organized, accessible and responsive;
- the potential multiplier effect of the audience;
- the degree to which the audience is open to consideration of ESD issues;
- the degree to which it can influence change.

Based on these criteria, community leaders, government officials, educators, media-based opinion makers, families and of course ESD practitioners are strategically important target audiences. Others include professional associations, faith-based organizations, grass roots organizers, special interest groups, private sector executives. These must be reached through the communication channels they regularly use and should be encouraged to educate their constituencies about ESD issues.

### ***Eight main target groups***

(with the understanding that each Sector, Field office and institute, according to its programmes, should prioritize the different target groups on whom to focus attention)

- Educators, teachers, university professors and researchers (key focus: dialogue, collaboration)
- Practitioners and programme officers (key focus: dialogue, collaboration)
- Decision-makers, policy makers, donors and programme designers (key focus: synthesized information)
- Journalists and media professionals (key focus: education and synthesized information)
- Private sector (key focus: education and synthesized information)
- Students, youth and children (key focus: education, information sharing and engagement)
- NGOs, civil society (including faith-based organizations), the general public (key focus: information sharing and engagement)
- UNESCO and UN staff (key focus: synthesized information and engagement)

### ***3. Themes and key messages***

Formulation and selection of clear and powerful themes and messages can reinforce DESD programmes. They will vary from time to time and from place to place but should be examined in terms of basic components:

- the significance and timeliness of the issue addressed;
- the accuracy of the information given;
- the relevance to the particular audience or group;
- the values conveyed;
- the action steps suggested.

Themes and key messages must relate to the users' concerns rather than to partners' special interests. It is better to focus on issues of immediate and local concern, and relate these to more general ESD issues.

### ***Suggested key messages***

(with the understanding that each Sector, Field office and institute may propose key messages more relevant to their areas of priorities, and to the target group on whom they focus)

- ❖ Change towards a better quality of life starts with education.
- ❖ A Decade to change and build a better world for us and future generations.
- ❖ Education for sustainable development is not an option but a priority.
- ❖ Education for sustainable development must be more than just a slogan, it must be a concrete reality for all of us.
- ❖ Education for sustainable development must be integrated into existing education frameworks, and not be treated as a separate subject matter.
- ❖ Education for sustainable development is everyone's business.
- ❖ MDGs, EFA, UNLD and DESD are not four competing initiatives but are mutually supportive to achieve common goals.

### ***Suggested yearly priority topics for the Decade***

- ❖ 2006: Literacy and Sustainable Development (link to the UN Literacy Decade)
- ❖ 2007: Mobilizing youth for ESD, including Disaster prevention education (link to the UN/ISDR 2006-2007 « Disaster risk reduction starts at school » campaign)
- ❖ 2008: Natural resources (climate change, energy, agriculture, water, biodiversity) (link to International Year of Planet Earth and the International Polar Year and to the International Decade for Action 'Water for Life')
- ❖ 2009: ESD and indigenous people
- ❖ 2010: Sustainable lifestyles
- ❖ 2011: Workforce education for SD
- ❖ 2012: Gender in ESD, Women's participation in DESD
- ❖ 2013: Community participation and ESD
- ❖ 2014: Progress in ESD and DESD

Themes and communication topics can also be developed around the various International Days that can be used as part of the Decade (see Annex 1 for a listing of those days). Other possible topics to take into account include those from the thematic cluster of the multi-year programme of work of the Commission on Sustainable Development (CSD).<sup>4</sup> (see Annex 2 for list)

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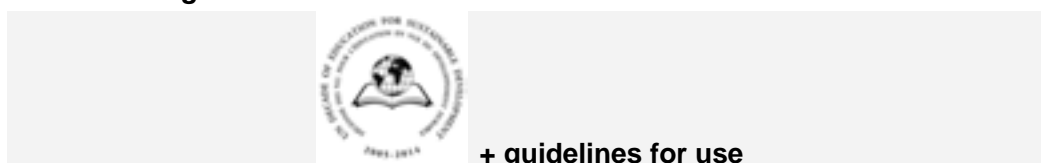
<sup>4</sup> See <http://www.sdissues.net/sdin/docs/CSDmultiyearchart.pdf>



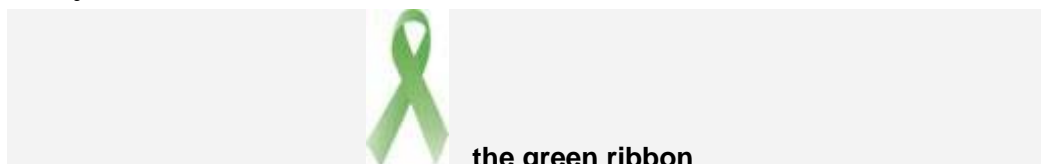
#### 4. Guiding elements and principles

The DESD communication strategy should build around existing elements, such as the DESD logo, symbol and DESD website.

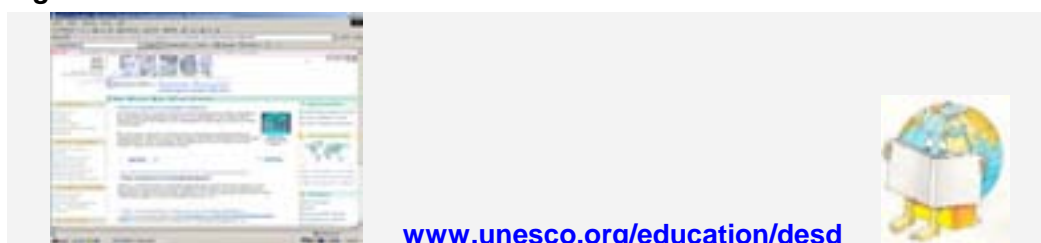
##### **The official DESD logo**



##### **The DESD symbol**



##### **A clearinghouse mechanism - the DESD website & its webmascot DD**



The DESD communication strategy can also make use of two important frameworks for enhancing its implementation.

##### **An ethical framework – the Earth Charter** ([www.earthcharter.org/files/charter/charter.pdf](http://www.earthcharter.org/files/charter/charter.pdf))

UNESCO's 2003 General Conference recognized the Earth Charter as an important ethical framework for sustainable development, and acknowledged its ethical principles, its objectives and its contents, as an expression that coincides with UNESCO's vision. (32 C/Resolution 17 UNESCO's support for the Earth Charter)

##### **A legal framework – the Declaration on the responsibilities of the present generations towards future generations**

([www.unesco.org/cpp/uk/declarations/generations.pdf](http://www.unesco.org/cpp/uk/declarations/generations.pdf))

UNESCO's 1997 General Conference adopted this Declaration, indicating that in view of UNESCO's ethical mission, the Organization should undertake all necessary steps in its fields of competence to raise public awareness concerning the ideals promoted by this Declaration. (adopted on 12 November 1997 by the 29th General Conference of UNESCO)

#### 5. Appropriate means and media

Effective DESD communication requires use of appropriate means and media, with attention paid to the following:

- natural settings (where target audiences can be found);
- natural idioms (the language used and understood by these audiences);
- appropriate media (the means by which they can be reached).

An important issue to consider is that of translation of key documents and adaptation of materials to various linguistic and cultural backgrounds.

## **6. Evaluation tools and strategies**

In order to assess the effectiveness of DESD communication activities, evaluation tools and strategies should be used by partners. Evaluation will enable the ESD community to measure response and to chart future directions wisely.

## **III - Implementation**

The Framework focuses on four communication levels and seven action areas, each covering a number of actions.

### **Four communication levels**

- **Communicate to civil society and the general public** - activate resources for awareness-raising, advocacy and lobbying on ESD issues.

Activities could include:

- technical support / assistance
- meetings
- participatory methods and strategies
- culturally appropriate methods (dances, songs, etc..)
- private sector support

- **Communicate with educators and ESD practitioners** - create and/or activate ESD support and information exchange networks at various levels.

Activities could include:

- meetings
- email
- advocacy campaigns
- identification of resources / tools / organizations
- regional/national ESD networks

- **Communicate among organizations involved in ESD** - strengthen sharing of experiences, knowledge and resources among organizations working in ESD.

Activities could include:

- email lists
- e-bulletins
- information/resource sharing exercise
- Web coordination

- **Communicate within our own organizations** - undertake in-house advocacy for ESD, build up inter-sectoral supports for ESD within organizations.

Activities could include:

- in-house news distribution
- Web pages coordination
- issues committees

### **Seven action areas**

Building the Strategy requires developing and enhancing the following seven action areas, which represent different ways we create, build, support and expand the introduction, integration and implementation of ESD approaches and issues.

### **1. Undertake knowledge-building and knowledge-sharing activities**

Activities could include:

- determining what ESD information sources exist; what audiences are most strategic; what messages and media work; and what affinity groups are most appropriate for ESD communication programmes
- convening/facilitating working groups on specific ESD issues.
- conducting evaluation/participatory evaluation
- sponsoring/participating in exchanges
- proposing guidelines on methods to use in the collection, analysis, monitoring and dissemination of ESD information
- codifying knowledge, including lessons learned from experience, knowledge of particular populations or issues, alternative approaches/models, situational analyses/awareness
- producing and disseminating resources and products, including research results/reports, training materials, printed media, audiovisual resources, prototypes
- developing or reinforcing the resources needed to strengthen national/regional information bases, taking into account the particular needs of each country/region so as to decentralize information collection and analysis as much as possible

### **2. Undertake advocacy and lobbying activities**

Activities could include:

- designing communications vehicles that will assist partners in improving their ESD communication skills and in educating the public on ESD issues; and to facilitate the sharing of educational resources and experiences among those involved in ESD.
- appealing to decision makers. They know what is not working. We need to provide clear options.
- organizing meetings among representatives of different approaches to ESD.
- raising consumer awareness on ESD issues.
- making use of existing networks for the diffusion and dissemination of ESD information.
- developing user-friendly information briefs on ESD issues; and writing them in such a way that they could easily be used in or by the media.
- facilitating communications and resource sharing, and setting up information/knowledge exchange mechanisms using Internet and other multimedia tools.

### **3. Develop, enhance and offer capacity-building and training**

Activities could include:

- ensuring promotion and capacity building for ESD and DESD within and across organizations (internal capacity building within organizations)
- providing quality training of key local people including educators, youth and business people to insure sustainability of quality ESD programmes.
- training local educators to understand and use ESD resources.
- supporting the ESD community in its efforts to carry out ESD communication by helping to mobilize the necessary organizational and financial resources.

#### **4. Create supports and advocacy for ESD**

Activities could include:

- creating an awareness among media professionals about ESD issues.
- encouraging ESD related media messages. "Packaging" the principles of action or concrete recommendations for ESD so that they can be readily use by media professionals.
- making sure the Earth Charter is widely known and used.
- gaining access to the media for ESD issues through news services, radio and television for a wider broadcasting ESD information/knowledge
- encouraging private sector and businesses to support ESD initiatives.
- creating an awareness among businesses of the incentives to invest in ESD efforts.

#### **5. Identify and address key issues vis-a-vis ESD**

Activities could include:

- bringing issues critical to ESD to the forefront of public concern; in this process, developing strategies around ESD issues, and establishing common ground for cooperative efforts with coalitions and affinity groups.
- identifying significant issues and formulate appropriate strategies for each
- planning strategy on selected issues, including coalition-building and local education action

#### **6. Create platforms of dialogue for sharing of information/experience on ESD and for developing collaborative activities**

Activities could include:

- establishing partnerships for ESD, encouraging participation of every individual in the society at different levels.
- sharing of perspectives and mutual learning to build upon the concept of partnership and complementarity.
- working in cooperation with affinity groups to achieve outreach, impact, consensus, and common cause with related issues: children's rights, women, environment, etc.
- developing issue-specific and action-oriented partnerships so as to piggyback issues on related movements and to tie ESD concerns to current public problems.

#### **7. Assess effectiveness and monitor progress**

Activities could include:

- reviewing and formulating evaluation strategies. Recommending and, where necessary, designing evaluation tools and strategies that will measure effectiveness in carrying out ESD communication.
- evaluating regularly ESD programmes using criteria that consider the overall contributions and relevance of the programme to society.
- selecting a small number of indicators at a time (3 for instance) - one for planning, one for doing, one for reviewing - time managed and designed to fit one's own needs.
- establishing processes for determining community expectations and guidelines for quality programmes and services, for community-based dialogue and debate about how ESD issues are addressed.

***Implementing the objectives of the DESD Communication strategy:***

The following tables provide more details on lines of action, activities, expected results and possible indicators for each of the 6 objectives of the Strategy.

**OBJECTIVE 1: Consensus building**

by 2008, reach a common understanding within and among United Nations agencies and Member States of the concept of Education for Sustainable Development

<b>Lines of Action</b>	<b>Activities</b>	<b>Expected Results</b>	<b>Possible Indicators</b>
Awareness of ESD among UN staff	Advocacy materials and training for staff	<ul style="list-style-type: none"> <li>- Clear understanding established</li> <li>- Communication and training activities implemented to contribute to ESD awareness raising</li> </ul>	<ul style="list-style-type: none"> <li>- Assessment of agencies' staff perceptions of ESD</li> <li>- Number of activities carried out as compared with those planned</li> </ul>
Promotion of ESD among Member States	Communication about ESD and DESD at conferences, seminars, international and regional workshops	<ul style="list-style-type: none"> <li>- Consensus established</li> <li>- Education for Sustainable Development policies/programmes/projects implemented by Member States</li> </ul>	<ul style="list-style-type: none"> <li>- Number of Member States having implemented Education for Sustainable Development policies, programmes, projects since 2005</li> <li>- Number of beneficiaries of the programmes, projects, activities</li> </ul>
Development of communication strategies	Development of regional communication strategies	Regional communication strategies formulated and implemented	<ul style="list-style-type: none"> <li>- Number of regional strategies formulated compared with the number of regions</li> <li>- Number of regional strategies implemented compared with the number of strategies formulated</li> </ul>
	Support for the development of national communication strategies (promotion of DESD and ESD) and for national/local communication strategies for behaviour change (adoption of values and behaviours appropriate to SD)		<ul style="list-style-type: none"> <li>- Number of national strategies developed compared with the number of countries</li> <li>- Number of national strategies implemented compared with the number of strategies developed</li> </ul>
	Technical support for countries to implement national communication strategies		Number of technical support missions to countries
Awareness campaigns on the ESD concept	International or regional communication campaigns	At least one international campaign organized per year	<ul style="list-style-type: none"> <li>- Audience of the events (number of participants, number of press articles, radio or TV reports, number of follow-up actions, other consequences, etc.)</li> </ul>
	Organization of various events, especially in connection with international days celebrated by the UN	At least 2 events per year	<ul style="list-style-type: none"> <li>- Audience of the events (number of participants, number of press articles, radio or TV reports, number of follow-up actions, other consequences, etc.)</li> </ul>

\* This result will be achieved through the combined effect of several actions. Also see the other objectives.

\* These activities will also support the visibility of the Decade

	Partnership with the media for regular and high-quality reporting on ESD	<ul style="list-style-type: none"> <li>- Partnership arrangements struck with media networks</li> <li>- Regular and substantive reporting on ESD</li> </ul>	<ul style="list-style-type: none"> <li>- Number of partnership arrangements struck</li> <li>- Number, role and reach of the articles published and programmes produced</li> </ul>
	Publication and distribution of advocacy documents	Advocacy documents available and distributed	<ul style="list-style-type: none"> <li>- Number and type of documents produced</li> <li>- Number of persons and organizations receiving these documents</li> </ul>

**OBJECTIVE 2: Lobbying/Mobilizing**

from 2006 to 2010, mobilize decision-makers and stakeholders in Member States to adopt measures to support the implementation of ESD programmes

<b>Lines of Action</b>	<b>Activities</b>	<b>Expected Results</b>	<b>Possible Indicators</b>
Mobilizing	Regional meetings of ministers from various departments to establish consensus around ESD and its intersectoral implementation	ESD policies/programmes/projects implemented by Member States*	<ul style="list-style-type: none"> <li>- Number of meetings organized</li> <li>- Number and role of participants</li> <li>- Participants' evaluation of meetings</li> <li>- Number of networks set up</li> </ul>
	Regional meetings of technical staff from various ministries to establish consensus around ESD and its intersectoral implementation.	Regional exchange networks set up	<ul style="list-style-type: none"> <li>- Participants' evaluation of networks</li> <li>- ESD Policies, programmes, projects effectively implemented by Member States</li> </ul>
	Support for international and national NGOs, other civil society groups and communities in lobbying Member States' authorities	ESD policies/programmes/projects implemented by Member States*	<ul style="list-style-type: none"> <li>- Number of NGOs supported</li> <li>- Number of lobbying campaigns by NGOs</li> <li>- Number and quality of decision-makers lobbied</li> <li>- ESD Policies, programmes, projects effectively implemented by Member States</li> </ul>

\* This result will be achieved through the combined effect of several actions.



**OBJECTIVE 3: Visibility of the Decade**

from 2006 to 2009, ensure high visibility for the implementation of the Decade and the promotion of ESD programmes and initiatives

<b>Lines of Action</b>	<b>Activities</b>	<b>Expected Results</b>	<b>Possible Indicators</b>
Exchanges of experiences	Supporting exchange networks: <ul style="list-style-type: none"> <li>- United Nations system</li> <li>- NGOs</li> <li>- Private sector</li> <li>- Education specialists</li> <li>- Media etc.</li> </ul>	Stakeholders regularly updated about ESD programmes and initiatives in action, and sharing their experiences	<ul style="list-style-type: none"> <li>- Number of functioning networks</li> <li>- Number of programmes, initiatives and good practices exchanged through these networks</li> <li>- Regular assessment of network members' satisfaction</li> </ul>
Production of advocacy materials	Promotion of programmes, initiatives, good practices and research findings, including those in the private sector, through all media and channels : Decade website, Internet, films, publications, media, CD-ROM, DVD etc.	<ul style="list-style-type: none"> <li>- Advocacy materials available</li> <li>- Materials distributed</li> </ul>	<ul style="list-style-type: none"> <li>- Number and variety in form and content of materials produced</li> <li>- Number and role of organizations receiving those materials</li> </ul>
Partnership with international media	Dissemination and promotion of advocacy material produced	Partnerships with media facilitate dissemination of good quality films and broadcasts on ESD and help to promote the material produced	<ul style="list-style-type: none"> <li>- Number of films broadcast</li> <li>- Number of articles and broadcasts drawing on the available material</li> <li>- Number of articles and broadcasts presenting the available material</li> </ul>
Promotion of the Decade	Establishment of a group of internationally known personalities to take part in social events and advocacy campaigns	Personalities commit to ESD and help to raise public awareness	<ul style="list-style-type: none"> <li>- Number of events in which the personalities have taken part</li> <li>- Audience of these events</li> <li>- Number of interviews held</li> <li>- Number of articles published about the personalities as part of Decade promotion.</li> <li>- Number of radio and TV broadcasts in which the personalities have taken part.</li> </ul>
	Adopting a priority topic for each year of the Decade and development of activities around that topic	Public exposed to the principal ESD themes during the Decade	<ul style="list-style-type: none"> <li>- Number of articles published and broadcasts aired on the topic of the year</li> <li>- Number of events organized on the topic of the year</li> <li>- In 2009, survey of a sample of countries on the impact of the public's exposure to the topics of the Decade</li> </ul>
Collection and dissemination of information on ESD implementation	Worldwide collection and dissemination of ESD policy, programme & project documents: ESD programme evaluation; research findings; manuals and of advocacy materials	Accessible and dynamic clearinghouse system	Clearinghouse system set up

	on ESD, etc		
	Publication and dissemination of a report every two years on the implementation of the Decade	Stakeholders updated on progress of the Decade	<ul style="list-style-type: none"> <li>- Report published and disseminated</li> <li>- Survey of a sample readership to evaluate the degree to which the report meets the information needs of the targeted persons</li> </ul>

**OBJECTIVE 4: Mobilization for the mid-term review**

in 2010, generate and maintain general mobilization around the Decade's mid-term review of progress made during the first half of the Decade

<b>Lines of Action</b>	<b>Activities</b>	<b>Expected Results</b>	<b>Possible Indicators</b>
Publication* and dissemination of the mid-term review outcome	Drafting, publication and dissemination of: <ul style="list-style-type: none"> <li>- a worldwide report on the Decade implementation</li> <li>- a report on agencies' contribution</li> <li>- various thematic reports (e.g. community participation and ESD, ESD in small island states, ESD in the private sector, ESD and the gender approach, etc.)</li> </ul>	Results of the mid-term review of the Decade disseminated widely	<ul style="list-style-type: none"> <li>- Number and print-run of reports published for the mid-term review</li> <li>- Number of articles published and programmes aired on the different reports</li> <li>- Evaluation of information needs satisfied based on a sample of persons and institutions</li> </ul>
	Production of documentary films showing the Decade's implementation from both global and regional viewpoints		<ul style="list-style-type: none"> <li>- Number of screenings of various documentary films</li> <li>- Number of channels broadcasting the documentary films</li> <li>- Evaluation of information needs satisfied based on a sample of persons and institutions</li> </ul>
Organization of events	<ul style="list-style-type: none"> <li>- International advocacy campaign on the progress made during the Decade</li> <li>- Public launching of the worldwide report and of a documentary film on progress made in DESD</li> <li>- Itinerant exhibition on progress made</li> </ul>	Interest in the mid-term review generated and maintained throughout the year	<ul style="list-style-type: none"> <li>- Audience for each event</li> <li>- Survey in late 2010 in a sample of countries to assess the public impact of the various events</li> </ul>

\* The various reports must be drafted and the documentary films completed in 2009 to guarantee publication and dissemination in 2010.

**OBJECTIVE 5: Strengthening capabilities**

from 2006 to 2010, equip educators, journalists, government officials, the private sector and communities with skills and tools to better understand ESD programmes, values and principles

<b>Lines of Action</b>	<b>Activities</b>	<b>Expected Results</b>	<b>Possible Indicators</b>
Strengthening capabilities of educators	Supporting exchange networks: Dissemination of policies, programmes, teaching guides etc. to education specialists by all channels, including information technologies	ESD policies, programmes/projects implemented by Member States	Education for Sustainable Development policies/Programmes/projects implemented by Member States
	Training activities for educators in the formal and non-formal systems to adapt the various tools to the regions and countries concerned and to use them		
Strengthening capabilities of journalists	Develop an SD and ESD glossary to clarify the main concepts and ensure that the media use appropriate terms	Substantive and high-quality media reporting on ESD issues	Glossary available and distributed
	Develop a basic information pack for journalists and regional variants on that pack (messages, examples of articles and video films, reference documentation, websites to consult, lists of programmes upcoming etc.)		Pack available and distributed
	Design a standard ESD training workshop for journalists and regional variants		Workshop designed and organized
Strengthening capabilities of decision-makers and staff of the private sector	Production and dissemination of guidelines, training tools, case studies and good practices for private sector (multinationals) ESD implementation	Tools available for private sector ESD implementation	<ul style="list-style-type: none"> <li>- Number and kind of tools available</li> <li>- Number and kind of tools used in practice in private sector</li> </ul>
	Training in using the tools	<ul style="list-style-type: none"> <li>- Private sector staff trained to use the tools</li> <li>- ESD implementation in the private sector</li> </ul>	<ul style="list-style-type: none"> <li>- Number of persons trained</li> <li>- Number of ESD programmes implemented in private sector</li> </ul>
Strengthening	Training Government	- Increased lobbying	- Number of training sessions

\* This result will be achieved through the combined effect of several actions..

capabilities of government staff and civil society	and NGO communication officers for lobbying and communication strategies for more effective behaviour change	and pressure on decision-makers - Implementation of communication strategy for behaviour change	organized - Number of communication officers trained - Number of lobbying campaigns carried out by persons trained - Number of communication strategies for behaviour change implemented by persons trained
Popularization of ESD through information technologies	Formulation of a programme to embed ESD in the work of community multimedia centres, especially community radio stations	Communities attending community centres exposed to SD values and principles	- number of multimedia community centres implementing an ESD programme - Percentage of community radio educational broadcasts relating to SD compared with the annual volume of broadcasts

**OBJECTIVE 6: Visibility of UNESCO**

from 2006 to 2010, increase UNESCO’s visibility as the lead agency for co-ordinating the Decade<sup>5</sup>

<b>Lines of Action</b>	<b>Activities</b>	<b>Expected Results</b>	<b>Possible Indicators</b>
Production of advocacy materials	Production and extensive distribution of advocacy materials for the Decade, with messages in several languages and the UNESCO and Decade logos (badges, posters, calendars, T-shirts, biros, other gadgets, etc.)	UNESCO associated in public mind with messages on ESD and SD	<ul style="list-style-type: none"> <li>- Number of advocacy materials produced and distributed</li> <li>- Number of persons or institutions receiving advocacy material</li> </ul>
UNESCO branding on partnership actions	UNESCO and Decade logos on all publications and publicity materials produced through joint activities with other partners	UNESCO identified as a partner in the joint activity	Sample survey of materials produced through joint activities to ensure compliance with this rule
Media publicity	Decade topics to be integral part of celebration of International Days celebrated by the UN Press releases, DG statement, press conferences etc. throughout the Decade	Public is exposed to messages directly delivered by UNESCO on SD and ESD	<ul style="list-style-type: none"> <li>- Number of articles published and radio or TV broadcasts on the Decade topics</li> <li>- Audience for these messages</li> </ul>
Link to other UNESCO priorities	EFA HIV/AIDS Teacher Education World Programme on Human Rights Education	Links between initiatives highlighted and common reinforcing messages delivered	Sample survey of materials produced through joint activities to ensure compliance with this rule

<sup>5</sup> See also activities linked to the visibility of the Decade, which also support UNESCO's visibility

## **IV: Implementing the Strategy**

### ***Immediate follow-up actions***

(with the understanding that each Sector, Field office and institute must in fact define its own participation in the joint communication process)

- identify a communication “point person”<sup>6</sup> to be part of a DESD Communication Working Group
- identify ways to contribute to the Strategy - it is up to each Sector, Field office and institute to determine its own goals, resources, and interest in this shared ESD communication process
- take part in a DESD mapping/ resource / information sharing exercise

### ***Set up a DESD Communication Working Group***

To put this strategy into operation, a DESD Communication Working Group can be set up and made up of communication “point persons” from each Sector, Field office and institute.

The Working Group’s responsibilities would be to:

- formulate priorities for a joint action plan each year, outlining major events, deciding on core messages and the materials required.
- establish the budget required for this annual plan, and the steps to be taken to secure additional funds - avenues for exploration include joint activities with other agencies and partnership with the private sector
- distribute the annual plan’s activities among each Sector, Field office and institute
- set up monitoring and evaluation of the implementation of the communication strategy
- prepare the 2010 mid-term review by taking the necessary steps to evaluate DESD communication activities in 2009
- formulate the communication strategy for the second phase of the Decade (2011-2014) in the light of the outcome of the mid-term review
- implement the communication strategies for the second phase of the Decade
- prepare the end-of-Decade evaluation of the communication strategy

### ***Elaborate communication plans***

Each Sector, Field office and institute will need to develop a communication plan in line with the joint DESD communication action plan. The communication plan can be annual, biannual or multi-year, depending on institutional arrangements of each Sector, Field office and institute.

### ***Further information***

ED/PEQ/ESD section – [esddecade@unesco.org](mailto:esddecade@unesco.org)

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<sup>6</sup> Sectors, Field offices and institutes will select a communication “point person”, with responsibility for making sure that information, knowledge, and experience within the organization is sent on a regular basis to the DESD Secretariat, so that it can be shared among colleagues. This person need not be a program or an information specialist - he/she might be an assistant or secretary assigned the responsibility of monitoring the information flow into and out of the communications network on a regular basis. This might entail sending brief regular updates to the DESD Secretariat on what people are working on, and what Education for Sustainable Development efforts are underway.

## Annex 1: List of International Days that may be used as part of the Decade

Date	Title of Day	ESD topic	Links
21 February	International Mother Language Day	Cultural diversity	<a href="http://portal.unesco.org/education/en/ev.php-URL_ID=28497&amp;URL_DO=DO_TOPIC&amp;URL_SECTION=201.html">http://portal.unesco.org/education/en/ev.php-URL_ID=28497&amp;URL_DO=DO_TOPIC&amp;URL_SECTION=201.html</a>
8 March	International Women's Day	Gender equality	<a href="http://portal.unesco.org/ci/ev.php?URL_ID=14266&amp;URL_DO=DO_TOPIC&amp;URL_SECTION=201&amp;reload=1078156392">http://portal.unesco.org/ci/ev.php?URL_ID=14266&amp;URL_DO=DO_TOPIC&amp;URL_SECTION=201&amp;reload=1078156392</a>
21 March	International Day for the Elimination of Racial Discrimination	Human rights	<a href="http://portal.unesco.org/shs/fr/ev.php@URL_ID=3980&amp;URL_DO=DO_TOPIC&amp;URL_SECTION=201.html">http://portal.unesco.org/shs/fr/ev.php@URL_ID=3980&amp;URL_DO=DO_TOPIC&amp;URL_SECTION=201.html</a>
22 March	World Day for Water	Environment	<a href="http://www.unesco.org/water/water_celebrations/index_fr.shtml">http://www.unesco.org/water/water_celebrations/index_fr.shtml</a>
23 March	World Meteorological Day	Environment	<a href="http://www.wmo.ch/index-en.html">http://www.wmo.ch/index-en.html</a>
24 March	World Tuberculosis Day	Health promotion	<a href="http://www.stoptb.org/">http://www.stoptb.org/</a>
27 March	World Theatre Day	Cultural diversity	<a href="http://iti.unesco.org/pages/wtd/wtd.htm">http://iti.unesco.org/pages/wtd/wtd.htm</a>
7 April	World Health Day (WHO)	Health promotion	<a href="http://www.who.int/world-health-day/2004/fr/index.html">http://www.who.int/world-health-day/2004/fr/index.html</a>
23 April	World Book and Copyright Day (UNESCO)	Cultural diversity	<a href="http://portal.unesco.org/culture/fr/ev.php@URL_ID=5125&amp;URL_DO=DO_TOPIC&amp;URL_SECTION=201.html">http://portal.unesco.org/culture/fr/ev.php@URL_ID=5125&amp;URL_DO=DO_TOPIC&amp;URL_SECTION=201.html</a>
mid April	EFA Week	Education / Human rights	<a href="http://portal.unesco.org/education/ev.php?URL_ID=28708&amp;URL_DO=DO_TOPIC&amp;URL_SECTION=201">http://portal.unesco.org/education/ev.php?URL_ID=28708&amp;URL_DO=DO_TOPIC&amp;URL_SECTION=201</a>
22 April	Earth Day	Environment	<a href="http://www.earthday.org/francais/default.stm">http://www.earthday.org/francais/default.stm</a>
25 April	Africa Malaria Day	Health promotion	<a href="http://www.rbm.who.int/amd2004/">http://www.rbm.who.int/amd2004/</a>
29 April	International Dance Day	Cultural diversity	<a href="http://iti.unesco.org/pages/idd/iddf.htm">http://iti.unesco.org/pages/idd/iddf.htm</a>
3 May	Sun Day (UNEP)	Environment	
3 May	International Press Freedom Day	Media / Human rights	<a href="http://portal.unesco.org/ci/ev.php?URL_ID=1204&amp;URL_DO=DO_TOPIC&amp;URL_SECTION=201&amp;reload=1020095513">http://portal.unesco.org/ci/ev.php?URL_ID=1204&amp;URL_DO=DO_TOPIC&amp;URL_SECTION=201&amp;reload=1020095513</a>
15 May	International Day of Families	Partnerships	<a href="http://www.un.org/esa/socdev/family/IntObs/IDF/IDFFrames/IDF2003.htm">http://www.un.org/esa/socdev/family/IntObs/IDF/IDFFrames/IDF2003.htm</a>
17 May	World Telecommunication Day	Media and ICTs	
21 May	World Day for Cultural Diversity for Dialogue and Development	Cultural diversity	<a href="http://portal.unesco.org/culture/fr/ev.php@URL_ID=12508&amp;URL_DO=DO_TOPIC&amp;URL_SECTION=201.html">http://portal.unesco.org/culture/fr/ev.php@URL_ID=12508&amp;URL_DO=DO_TOPIC&amp;URL_SECTION=201.html</a>
22 May	International Day for Biological Diversity	Environment	<a href="http://www.biodiv.org/default.aspx?lq=2">http://www.biodiv.org/default.aspx?lq=2</a>
25 May	Africa Day	Partnerships	
5 June	World Environment Day (UNEP)	Environment	<a href="http://www.unep.org/wed/2004/french/">http://www.unep.org/wed/2004/french/</a>
12 June	World Day Against Child Labour		
16 June	Day of the African Child	Human rights	
17 June	World Day to Combat Desertification and Drought	Environment	<a href="http://www.unccd.int/publicinfo/june17/menu.php">http://www.unccd.int/publicinfo/june17/menu.php</a>
1st Saturday in July	International Day of Cooperatives		
11 July	World Population Day (UNFPA)	Poverty alleviation	<a href="http://www.unfpa.org/wpd/index_fre.htm">http://www.unfpa.org/wpd/index_fre.htm</a>



Date	Title of Day	ESD topic	Links
9 August	International Day of the World's Indigenous People	Indigenous knowledge/ Human rights	<a href="http://www.unesco.org/culture/indigenous/html_fr/index_fr.shtml">http://www.unesco.org/culture/indigenous/html_fr/index_fr.shtml</a>
12 August	International Youth Day	Partnerships	<a href="http://www.unep.org/children_youth/kids/iyd2002.htm">http://www.unep.org/children_youth/kids/iyd2002.htm</a>
23 August	International Day for the Remembrance of the Slave Trade and its Abolition (UNESCO)		<a href="http://www.unesco.org/culture/dialogue/slave/html_fr/day.shtml">http://www.unesco.org/culture/dialogue/slave/html_fr/day.shtml</a>
8 September	International Literacy Day (UNESCO)	Education / Human rights	<a href="http://portal.unesco.org/education/ev.php?URL_ID=22416&amp;URL_DO=DO_TOPIC&amp;URL_SECTION=201&amp;reload=1078396674">http://portal.unesco.org/education/ev.php?URL_ID=22416&amp;URL_DO=DO_TOPIC&amp;URL_SECTION=201&amp;reload=1078396674</a>
16 September	International Day for the Preservation of the Ozone Layer	Environment	<a href="http://www.unep.org/ozone/ozone_day2002/index.shtml">http://www.unep.org/ozone/ozone_day2002/index.shtml</a>
21 September	International Day of Peace	Human rights	<a href="http://www.un.org/french/events/peaceday/2003/index.html">http://www.un.org/french/events/peaceday/2003/index.html</a>
Last week in September	World Maritime Day (IMO)	Environment	<a href="http://www.imo.org/home.asp">http://www.imo.org/home.asp</a>
1st Monday in October	World Habitat Day	Environment	<a href="http://www.unhabitat.org/whd/2002/default.asp">http://www.unhabitat.org/whd/2002/default.asp</a>
1 October	International Music Day	Cultural diversity	<a href="http://www.unesco.org/imc/imd.html">http://www.unesco.org/imc/imd.html</a>
5 October	World Teachers' Day (UNESCO)	Partnerships	<a href="http://www.unesco.org/education/teachers_day/message_2002_french.pdf">http://www.unesco.org/education/teachers_day/message_2002_french.pdf</a>
2 <sup>nd</sup> Wednesday in October	International Day for Natural Disaster Reduction	Environment	<a href="http://www.un.org/depts/dhl/dhlf/disaster/index.html">http://www.un.org/depts/dhl/dhlf/disaster/index.html</a>
16 October	World Food Day (FAO)	Health promotion	<a href="http://www.fao.org/wfd/index_fr.asp">http://www.fao.org/wfd/index_fr.asp</a>
17 October	International Day for the Eradication of Poverty	Poverty Alleviation	<a href="http://www.un.org/french/events/poverty/2002/">http://www.un.org/french/events/poverty/2002/</a>
24 October	United Nations Day	International understanding	
24 October	World Development Information Day	International understanding	
10 November	World Science Day for Peace and Development (UNESCO)	International understanding	<a href="http://www.unesco.org/science/wsd_fr.shtml">http://www.unesco.org/science/wsd_fr.shtml</a>
16 November	International Day for Tolerance (UNESCO)	Human rights	<a href="http://www.un.org/depts/dhl/dhlf/tolerance/index.html">http://www.un.org/depts/dhl/dhlf/tolerance/index.html</a>
20 November	Universal Children's Day (UNICEF) / International Children's Rights Day	Partnerships / Human rights	<a href="http://www.un.org/depts/dhl/dhlf/children_day/index.html">http://www.un.org/depts/dhl/dhlf/children_day/index.html</a>
21 November	World Television Day	Media and ICTs	<a href="http://www.unesco.org/webworld/news/991119_worldtv.shtml">http://www.unesco.org/webworld/news/991119_worldtv.shtml</a>
25 November	International Day for the Elimination of Violence against Women	Gender equality	<a href="http://www.un.org/depts/dhl/dhlf/violence/index.html">http://www.un.org/depts/dhl/dhlf/violence/index.html</a>
1 December	World AIDS Day (WHO)	HIV/AIDS	<a href="http://www.who.int/mediacentre/events/letlive/fr/index.html">http://www.who.int/mediacentre/events/letlive/fr/index.html</a>

<b>Date</b>	<b>Title of Day</b>	<b>ESD topic</b>	<b>Links</b>
2 Decemb er	International Day for the Abolition of Slavery		<a href="http://www.un.org/depts/dhl/dhlf/slavery/index.html">http://www.un.org/depts/dhl/dhlf/slavery/index.html</a>
3 Decemb er	International Day of Disabled Persons		<a href="http://www5.who.int/noncommunicable-diseases/main.cfm?s=0012">http://www5.who.int/noncommunicable-diseases/main.cfm?s=0012</a>
5 Decemb er	International Volunteer Day for Economic and Social Development		
10 Decemb er	Human Rights Day	Human rights	<a href="http://www.un.org/french/events/humanrights/2003/">http://www.un.org/french/events/humanrights/2003/</a>
18 Decemb er	International Migrants Day	Poverty alleviation	<a href="http://www.december18.net/f-frontpage.htm">http://www.december18.net/f-frontpage.htm</a>
19 Decemb er	United Nations Day for South-South Cooperation		

**Annex 2: Multi-year Programme of Work of the Commission on Sustainable Development** (adapted from the CSD 11 Decision Annex ([www.un.org/esa/sustdev/csd/csd11/csd11res.pdf](http://www.un.org/esa/sustdev/csd/csd11/csd11res.pdf)) by Integrative Strategies Forum.

Implementation Cycle (Review / Policy Years)	Thematic Cluster
2004 / 2005	<ul style="list-style-type: none"> <li>• . Water</li> <li>• . Sanitation</li> <li>• . Human Settlements</li> </ul>
2006 / 2007	<ul style="list-style-type: none"> <li>• . Energy for sustainable development</li> <li>• . Industrial Development</li> <li>• . Air Pollution / Atmosphere</li> <li>• . Climate Change</li> </ul>
2008 / 2009	<ul style="list-style-type: none"> <li>• . Agriculture</li> <li>• . Rural Development</li> <li>• . Land</li> <li>• . Drought</li> <li>• . Desertification</li> <li>• . Africa</li> </ul>
2010 / 2011 *	<ul style="list-style-type: none"> <li>• . Transport</li> <li>• . Chemicals</li> <li>• . Waste Management</li> <li>• . Mining</li> <li>• . A Ten Year Framework of Programmes on Sustainable Consumption and Production Patterns</li> </ul>
2012 / 2013 *	<ul style="list-style-type: none"> <li>• . Forests</li> <li>• . Biodiversity</li> <li>• . Biotechnology</li> <li>• . Tourism</li> <li>• . Mountains</li> </ul>
2014 / 2015 *	<ul style="list-style-type: none"> <li>• . Oceans and Seas</li> <li>• . Marine Resources</li> <li>• . Small island developing States</li> <li>• . Disaster Management and Vulnerability</li> </ul>
2016 / 2017	Overall appraisal of implementation of Agenda 21, the Programme for the Further Implementation of Agenda 21 and the Johannesburg Plan of Implementation

\* Thematic clusters for 2010-2015 are as listed, but may be subject to change if otherwise agreed by the Commission.

## Cross-Cutting Issues

### *Overarching Objectives*

- . Poverty eradication
- . Changing unsustainable patterns of consumption and production
- . Protecting and managing the natural resource base of economic and social development

### *Global Implementation Challenges*

- . Means of implementation
- . Institutional framework for sustainable development

### *Regional Considerations*

- . Sustainable development of SIDS
- . Sustainable development for Africa
- . Other regional initiatives

### *Cross-Cutting Issues*

- . Sustainable development in a globalizing world
- . Health and sustainable development
- . Gender equality
- . Education