

Trends and Issues of ESD in Europe

ヨーロッパにおける ESD の動向と課題

Michel RICARD*

要旨

ヨーロッパでは 20 世紀の最後の 25 年間に、持続可能な開発に対する成人および青少年の意識を高める事を目的として、数多くの教育政策が策定された。我々の生き方と地球の資源との間に、より適切なバランスを確立しようとする気運の高まりの中で、ヨーロッパ諸国は各国内でも又 EU の枠組の中でも様々な事業を行ってきた。

ヨーロッパにおける ESD について語る時は、第 2 次世界大戦後に始まった異なる政治的アプローチから生まれた 2 つの政治的制度を考慮しなければならない。それは、ブリュッセルに拠点を置き欧州理事会を持つ欧州連合とジュネーブに拠点を置く国連欧州経済委員会である。

－欧州連合は、1951 年に 6 カ国が集まって設立されたもので、現在までに計 27 カ国が加盟している。それら加盟国は、共通の政治、経済および社会文化面での特徴を多少なりとも共有していて、持続可能な開発のための欧州戦略のバックグラウンドとなる「科学と教育」プロセスを開発した。このような国レベルおよびヨーロッパレベルでのアプローチは、当然、国連 ESD のための 10 年を支援するものとなった。

－国連欧州経済委員会 (UNECE) は、1946 年に設置され、現在 56 カ国が参加している。その大半は EU に未加盟の国であり、経済的および社会文化的特徴が異なっている。2005 年 3 月、ヴィリニウス戦略と呼ばれる UN DESD (国連 ESD の 10 年) を開始した。

欧州連合では、加盟国が市民の教育と訓練に最大の責任を負っている。一方経済委員会は、加盟国が UN DESD の目的と目標を達成できるように支援する事が役割である。学校教育について考えると、ヨーロッパの教育制度の多様性は極めて幅広くしかも複雑だが、新シラバスにおいて環境教育から ESD への移行が行われた事を受けて、ESD 分野での重要な活動を実現するため EU 加盟国で多種多様な革新的事業が行われている。但し、教師とトレーナーの役割と特性についてより適切な定義が必要である。

UNECE レベルでは、56 参加国の社会経済的特殊性のために状況の変動が著しく、そのため全ヨーロッパ諸国の動きを調和させる事が困難であり、時にはプロセスの前進の妨げになる事さえある。特に、経済開発が滞っている一部のヨーロッパ諸国においてそれが顕著である。非 EU 加盟国での ESD の実施は、ほとんどの場合、EU 加盟国と歩調を合わせる事ができていないと思われる。これは、非加盟国と加盟国の開発レベルが異なっている事や、非加盟国が持続可能な開発を犠牲にしても経済開発を優先する事に原因がある。

EU 加盟国は、比較的均質な 1 つの集合体を形成していて、ESD 分野におけるその事業の効果もあって、地球をより一層大切に社会への移行において 27 の加盟国が重要な当事者となっている。しかし、EU と UNECE 諸国は、新しいパイロットアプローチと重要措置の実施によって大きな障害

* UNESCO chair on education, training and research for sustainable development

を乗り越える戦略を立て、持続可能な開発および関連する教育活動についての共通の定義を採用し、ESD の学際的かつ総合的な性質に取り組むために ESD 分野での能力向上を図り、あらゆる当事者を巻き込んで新しいアイデアを提案し、そして制度上、法律上、および政策上の枠組を ESD の必要性に合わせるように行動する必要がある。

Abstract

Numerous education policies have been established in Europe during the last quarter of the 20th century to increase adults' and young people's awareness on sustainable development. Within that evolution which seeks to improve an adequacy between our behaviour and the resources of our planet, the European countries have developed diverse initiatives on both a national basis and into the framework of the European Union.

While mentioning ESD in Europe, one must consider two political institutions resulting from different political approaches which started up after World War 2: the European Union with the European Council based in Brussels and the United Nations' Economic Commission for Europe based in Geneva.

- The European Union was founded in 1951 by 6 European countries and evolved from there to the present day with 27 Member States that more or less share common political, economical and socio-cultural characteristics and developed a “Science and Education” process constituting the background of the European Strategy for sustainable development. These both national and European approaches came naturally as a support for the UN Decade for ESD.

- The United Nations' Economic Commission for Europe (UNECE), established in 1946, has 56 member states, a majority not belonging to the EU and sharing different economical and socio-cultural characteristics. In March 2005, UNECE launched the UN DESD known as the Vilnius strategy.

In the European Union, Member States have the prime responsibility for education and training of their citizens whereas the Commission's role is to support Member States for the achievement of the objectives and goals of the UN Decade. Considering school education, the diversity of the European education system is extremely wide and complex, nevertheless an inventory of innovative practices in EU Member States underlines a substantial activity in ESD, reflecting a shift from environmental education to ESD in new syllabus even if there is a need for a better definition of the role and profile of teachers and trainers.

At UNECE's level, the situation strongly fluctuates according to the socio-economic specificities of the 56 countries which explain that the harmonisation of the action in all European countries is hard and sometimes prejudicial to the progression of processes, in particular in some European countries with a pending economic development. The implementation of ESD in non-EU countries might sometimes

appear more or less in rupture with EU countries either because they are not at the same level of development or because they favour the economical development at the expense of sustainable development.

European Union member states constitute a relatively homogenous ensemble which initiatives in ESD contribute to make the 27 EU Member States major actors of the transition towards a society more respectful of the planet. Nevertheless EU and UNECE countries need to develop new strategies intended to overcome main obstacles by implementing new pilot approaches and key actions, to adopt a common definition of SD and its related educational actions, to improve competences in ESD to address the interdisciplinary and holistic nature of ESD, to involve all the actors to propose new ideas, and to take actions to adapt institutional, legislative and policy frameworks to the needs of ESD

1. Foreword

Since the last quarter of the 20th century have occurred, on a global and European scale, the multiplication of initiatives, especially in the fields of education, in order to increase the awareness on sustainable development and to adopt new behaviours in accordance to sustainable development. Within that evolution which seeks to improve an adequacy between our behaviour and the resources of our planet while fostering an intergenerational solidarity, the European countries have developed a range of various educational policies which lie on closely related or commonly shared historical, environmental, economical, social and cultural trends and references.

While mentioning ESD in Europe we have to consider two political institutions referring to Europe that are sometimes leading to confusion. These institutions are resulting from different political approaches, which started up after World War 2: the United Nations' Economic Commission for Europe and the European Union with the European Council.

- the European Union¹⁾ (EU) founded in 1951 by 6 European countries by the treaty establishing the European Coal and Steel Community (ECSC) and which evolved from there to the present day and which is now made up of 27 Member States.

- the United Nations' Economic Commission for Europe (UNECE), established in 1946 (together with the Economic Commission for Asia and Far East) has 56 member states, four of them (Canada, Israel, Turkey and USA) not belonging to the geographical frame of Europe.

In the early 1970s, key voices have begun to emphasize the scarcity of the planet's resources as mentioned in the 1972 report of the Club of Rome which underlined the increasing antagonism between demographic and economic growths. Gradually, arose the need of a deep and concrete thinking

concerning the future of Humanity in a world where the process of globalisation and the rapid growth of emerging countries seemed to forget the worrying diminution of our resources.

In that context, the European Union appeared as an active craftsman to implement a sustainable development policy that would lie on education, training and information to each member of its population, whatever age, gender and condition. This policy was certainly made easier by common political, economical and socio-cultural characteristics of the countries members, and more particularly: close cultural roots assuring some kind of identity, democratic countries with variable constructions and more or less centralised, a perception of the necessity to protect our European environment through different approaches including the polluter - pays principle, and also prevalence of identical or closely related socio-economical characteristics with a high level of consumption.

These factors militate for the reinforcement of actions of initial education in schools and universities but also continuous vocational training and information for every citizen to allow them to take considered decisions for present and future.

In reference to these shared values, several EU countries have developed during these twenty past years, national policies more or less obvious in the field of sustainable development, essentially devoted to scholar education. In the same time, the European Union was implementing the Lisbon strategy (2000). These national and European approaches came naturally as a support for the UN Decade through to two main processes addressing ESD:

- A “Science and Education” process of the European Union²⁾ constituting the background of the European Strategy for sustainable development [1]. That process, both top-down and bottom-up, progressively gathered countries - with close or identical political, economical and socio-cultural features - favouring the implementation of common approaches.

- An enlarged process referring to UNECE and known as the Vilnius strategy [2] launched in 2005 and involving 56 countries, a majority not belonging to the EU, and sharing often very different economical and socio-cultural characteristics;

In Göteborg (June 2001) the EU has enlarged the objectives of the Lisbon Strategy with the adoption of the first strategy of sustainable development of the European Union resting on the principle that it is necessary to take into account the economic, social and environmental consequences of all the policies in the decision process.

In June 2006, one year after the launching of the Decade, a new European Strategy for Sustainable Development (ESSD) has been adopted by the enlarged European Union for the benefit of sustainable development [2]. That document fixes a unique and coherent strategy describing the way the European Union could honour in a more efficient manner its long-standing commitment to face the challenges of

sustainable development.

ESSD deals with intersectorial measures contributing to the knowledge society and notably those relating to education and training, research and development and communication by reminding that all these activities are necessary to promote a behavioural change and to provide every citizen with the essential competencies to take into account sustainable development.

So, the launching of the Decade in 2005 occurred as already existed in Europe a broad consensus on the key role of the education and training systems to facilitate the changes that were needed to achieve the objectives of ESD.

2. The European policy for sustainable development and the UNDESD

As the European Member States have the prime responsibility for education and training of their citizens, it was the Commission's role to support Member States for the achievement of the objectives and goals of the UN Decade. From a EU perspective, European cooperation was able to provide added value on these issues and the aims set for the UN Decade have also brought a number of achievements. However, it is clear that Europe must make enhanced efforts in the fields of sustainability. These efforts need the reinforcement of a common strategy showing the advantages of financial and human resources of the European Union and of each member.

In November 2010 [3] - in reference to the EU Sustainable development strategy first adopted in Göteborg [4] and reviewed in 2006 [2] and 2009 [5] - the EU council reminds Member States to ensure that each citizen has the key competences to adapt to a changing world. The eight key competences outlined are mutually supportive and underpinned by skills such as critical thinking, problem solving, creativity, initiative taking and decision making, all of which are essential for achieving the objectives of sustainable development. Of particular relevance in this context are basic competences in science and technology, as well as social and civic competences. In this context, the EU invites Member States to take appropriate measures at the relevant level of responsibility in order to encourage the further development and implementation of ESD and its integration into the education and training system at all levels, formal, non-formal and informal.

To facilitate the accounting of sustainable development within all approaches in any field of education and training, EU created three complementary programmes - Tempus, Grundtvig and Comenius [6]- that address sustainable development issues for young people and adults and facilitate the implementation of ESD:

- *Tempus* supports the modernisation of higher education and creates an area of co-operation in countries surrounding the EU. This scheme now covers 27 countries in the Western Balkans, Eastern Europe and Central Asia, North Africa and the Middle East. Actually, sixth European countries develop

new curricula at bachelor's degree level in cooperation with three Middle East countries.

- *Grundtvig* focuses on the teaching and study needs of learners taking adult education and 'alternative' education courses, as well as the organisations delivering these services. It aims to help develop the adult education sector, as well as enable more people to undertake learning experiences, notably in other European countries. Because of its specific nature, Grundtvig has played a key role in efforts to take account of people with special needs and ensure equal opportunities.

- *Comenius* focuses on all levels of school education, from pre-school and primary to secondary schools. It is relevant for everyone involved in school education: mainly pupils and teachers but also local authorities, representatives of parents' associations, non-government organisations, teacher training institutes and universities.

An inventory of innovative practices in Member States underlines a substantial activity in ESD, reflecting a shift from environmental education to ESD. Innovation in the content was the most recurrent element in the practices including topics from issues linked to globalisation (e.g. human rights, north-south relations etc.), to healthier lifestyles and to energy consumption and renewable energy. Innovation in the delivery method was illustrated by different multi-stakeholder approaches.

Forging new partnerships and networks facilitated the creation of educational networks at European levels, including business communities and experts on the wide variety of topics addressed by these projects. Innovation at the institutional level meant to involve ministries in the projects like for example for the granting of a national award.

In light of all this, one may say that:

- Europe has made considerable progress in ESD; however, it needs to further develop competence within the education sector to better define the role and profile of teachers and trainers.

- Policy makers in education are invited to support capacity building in ESD by embracing the policy frameworks and implementing them.

- Forging new partnership between the world of education and training and business and civil society fostered the continuous dialogue to draw tangible connections between environmental, social and governance practices.

- Europe has been successful in developing good practice cases. This is a main asset, however these practice examples need to be shared. The challenge remains to mainstream this good practice into existing systems, from primary education to universities.

From a European perspective the main key concerns relate to the equity gap and the quality gap. Despite all efforts it remains a major challenge to:

- Ensure that systems become more equitable in raising the general level of skills.
- Speed up development of indicators of progress.

Early school drop out, upper secondary attainment and key competences continue to be a problem in large parts of Europe. Data shows for example, that about sixth young person aged 18 to 24 in EU-27 still leaves school with no more than lower secondary education and does not participate in any kind of education or training after this. Improving this situation requires:

- to target support for teacher training and boost their skills and to build capacity of decision makers and practitioners at regional, national and local levels
- to make a better use of skills and knowledge to ensure a better guidance for Europe.

As long as basic obstacles linked to these challenges are not overcome Europe will not fully succeed to implement Education for Sustainable development broadly.

3. National policies related to UNDESD in Europe

Each member states has more or less explicitly embedded environmental education issues in its framework curricula in accordance with the recommendations of the UN Decade to training its inhabitants to a better understanding and apprehension of SD, even if each member states has developed its own schema due to its political and administrative specific construction.

In relation with the UN Decade, but also with reference with both the European Strategy on Sustainable Development and national own strategies, as Germany most of European countries have produced official documents describing the implementation of the UN Decade for ESD [7]. All these documents (National strategies for ESD, National Action Plans for ESD,...) are a very positive contribution to the implementation of the UN DESD and, also sometimes, of the initiatives developed under the auspices of UNECE.

It is not possible to give an overview of all the processes developed in each member state in the field of education, training and research but to give the outlines of the main education systems.

➤ School education

Considering school education, the diversity of the European education system is extremely wide and

complex and it is not possible to retain a single standard model while most of them more or less refer to three main models, represented without distinction either in private or public institutions:

- **Centralised school systems**

This school system is under the direct supervision of the ministry of National Education. This situation greatly contributes to a quick introduction of SD in new syllabus, as in France where the "common core of knowledge and competences on ESD" was implemented as soon as September 2006 [8]. This top-down functioning also facilitates the coordination between the educational programmes at various levels and the assessment of results.

- **Regional organisation**

The responsibility for the education system lies with the regional states (for instance, Länder in Germany [9], autonomous communities in Spain, cantons in Switzerland,) that are components of the nation. In this case, the central government plays only a minor role because each regional state decides its own educational policies.

- **“Free” school**

This educational system, as illustrated with the constitutional right of ‘freedom of education’ in Holland [10], implies a minimum list of educational outcomes set by the ministry of Education but the SD education project is not structurally embedded in the school plan. This construction favours networking and cooperation between all the actors, especially associations and NGOs, but often implies a lack of an overview and also a lack of competency to support educational reforms, as they tend to remain focused on messages relating to green issues.

The two first models are the most common, where the third one has been essentially adopted in countries characterized both by a strong action of associations and a developed social learning in the attainment of sustainable development.

Aside these formal frames for environmental education, several networks and initiatives have developed in EU and beyond in the fields of education for environment and sustainable education:

- The ENSI (Environment and School Initiatives) network [11]: an international network that has supported educational developments, environmental understanding, active approaches to teaching and learning, through research and the exchange of experiences internationally. ENSI was founded in 1986 under the auspices of OECD;

- The Regional Centres for Expertise (RCEs)[12]: regional networks created for the promotion of Education for Sustainable Development. RCEs are very active all around the world and notably in Europe. RCEs have recently been acknowledged in the 2009 Bonn Declaration which calls for action to “develop knowledge through ESD networking” through “networks that could serve as centres of

expertise and innovation”;

- The Eastern Europe, Caucasus and Central Asia (EECCA) [13]: a block of countries supported by OECD since the 1990's and carrying out an important work despite a lack of adequate instruction materials, a shortage of skilled educators and insufficient awareness-raising.

It is important to note that the countries that are less developed industrially are favouring initial education whereas developed countries are also taking into account the education of adults. In other countries the trans disciplinary and not politicized nature of the ESD Strategy does not fit the philosophy of the national education system, which tends to be based on compartmentalized fields of knowledge, and inquiry, which collides with the independence of education and therefore meets resistance. (ECE/CEP/AC.13/2012/5)

➤ **Higher education**

Remarks about school also apply to higher education. There is no single standard model for Higher education institutions that oscillate between a large or complete autonomy (in particular for the private ones) and state universities subject to state control.

In spite of all the calls for policy shifts to embrace sustainability education in higher education, the integration of sustainability education in higher education sector remains often problematic. Among the many hindrances to infusing sustainability education is the fact that, in spite of governments interests in sustainability education, specific roadmaps are often lacking to further the infusion of sustainability education in the higher Education sector. Moreover, there are still difficulties to go beyond the academic frame to really implement SD in curriculums even if ESD is part of in-service training in most EU member states, with a tendency to go beyond environmental dialogue.

Besides these various processes at national or European levels, have occurred various initiatives aside or complementary of the Lisbon and Vilnius strategies. These initiatives were concerning countries belonging to the European Union, such as the Baltic Universities network, the "Euromed" network of virtual schools building up bridges between European and Mediterranean countries. A special mention can be made to the "Copernicus Alliance" [14], the European network on higher education for SD, which role is to promote SD in European higher education to improve education and research for sustainability in partnership with society.

➤ **Assessment and Indicators**

The question of indicators for education arose when OECD started, in 2000, the first PISA Survey of 15-year-olds students in the industrialised countries [15]. Later, the development of indicators for ESD was discussed in many national and international forums (*cf.* the School Development through

Environmental Education - SEED, 2005), but mainly focussing on school and too often neglecting higher education and vocational training. These indicators brought out uneven results.

ESD Indicators are different from SD indicators: SD are focussing on specific themes (economic, social, environmental, cultural) when ESD indicators analyse the implementation of ESD by generally using a set of sub- indicators all along the curriculum and make proposal to improve it.

The development of ESD indicators increased during the last years in relation with the launching and implementation of the 2005-2014 UN Decade on education for sustainable development (DESD). These indicators on ESD were developed on a regional or national basis and were not only, but quite exclusively, focussing on initial education in primary and secondary schools. Very few indicators specifically apply to higher education or to vocational education or even to lifelong learning.

During the last few years, communities of teachers, trainers and researchers from European, North American and Asia-Pacific countries have developed ESD indicators for the UN Decade in response to particular ESD strategies or action plans. These indicators were mainly developed through a process involving multi-stakeholders working groups.

Recently, the European project ESDinds (ESD indicators) was a two-year (2009-2010) collaborative research project, running from January 2009 to January 2011, supported by the European Commission under its Seventh Framework Programme [16]. This project included Research Organisations (RTDs) and Civil Society Organisations (CSOs) who worked together to develop useful value-based indicators to be used in ESD projects. The following outcomes have been achieved: a set of localizable values-based indicators with broad practical utility, feedback from over 40 CSOs, visual identity for the values-based indicators and an open-access web platform.

Aside these many initiatives, the UNECE steering committee on ESD established an *ad hoc* group of experts to develop indicators [17][18]. With the help of this group of experts, UNECE has concluded the most substantial set of indicators on ESD up to now with four types of indicators ranging from initial measures on governance to possible effects in society: *checklist indicators* providing information on policy, legislation, regulatory and governance measures taken; *input indicators* describing various activities related to DESD; *output indicators* on the results of teaching and training activities; *outcome indicators* describing the possible impact of the implementation of ESD.

UNECE indicators refer to a large type of activities and range from quantitative to qualitative and include sub-indicators. Indicators and reporting mechanisms are not developed to compare countries between each other but to bring information to every country as help for developing its own policy.

As a development framework, six objectives are explicitly oriented towards a form of monitoring that is accessible for both national review and international comparison:

- Ensure that policy, regulatory and operational framework support ESD.
- Promote ESD through formal, non-formal and informal learning.
- Equip educators with the competence to include SD in their teaching.
- Ensure that adequate tools and materials for ESD are accessible.
- Promote research on and development of ESD.
- Strengthen cooperation on ESD at all levels within the UNECE region.

➤ **ESD and ICTs**

The use of ICT has initiated a collaborative digital strategy to facilitate access to knowledge and the multiplication of tablets and smartphones contributed to innovation in teaching.

In Europe, and more specifically at the university, have developed institutions dedicated to ESD as the French digital university on environment and sustainable development (UVED)[19]. These digital universities and other open universities facilitate learning and capitalising on knowledge as well as accelerating innovation in advanced educational establishments that have integrated the use of mobile devices in their courses.

Within the Decade, the use of ICTs was promoted as a tool for enabling ESD. As digital systems, in particular the emergence of Web technologies and wireless infrastructures, increased the possibility of interactive learning, the purpose of using ICTs moved from simply reproducing or distributing contents, to developing resources, including learning activities and interactive teaching tools, that represented a real added value to the learning experience. During this second period of ESD, the integration of Web technologies or social media led to a proliferation of user-generated content on SD in connecting citizens, opening up debate on sustainable development, in fostering a culture and lifestyle of sustainable development and on empowering the sustainable development community.

According to the *Bonn Recommendations on Education for Sustainable Development Beyond 2014* [20], while a lot of progress has been made in the DESD, ‘*the vision and objectives of ESD will not be fully achieved by 2014*’. The vision for ESD beyond 2014 is to continue to reorient all levels of education (including formal, non-formal and informal) towards sustainable development. Perhaps the greatest development in ESD will be a larger use of Web technologies to explore the challenge of SD and to harness the collective intelligence to propose solutions to win this challenge.

4. Conclusions and perspectives

According to their ancient and recent history, geography, culture and socio-economical development, the European Union member states constitute a relatively homogenous ensemble which initiatives in ESD contribute to make Europe – and in particular the 27 EU states – one of the major actor of the transition between a society of consumption and a society more respectful of the planet, its environment and its actual and future inhabitants.

The analysis of numerous reports issued at national and European levels show that the harmonisation of the action in all European countries is hard and sometimes prejudicial to the progression of processes, in particular when it takes into account some European countries with a pending economic development. The implementation of ESD in EU might sometimes appear more or less in rupture with some other countries concerned with the Vilnius strategy, either because they are not at the same level of development or because they have different view on sustainable development, for instance favouring only the economical development.

While the EU encompasses countries that have established education systems employing professional educators, ensured access to basic education and granted equal rights to education for all, there are still important inequities in this respect if we refer to UNECE. For instance, in South Eastern and Eastern Europe, the poor quality of education for children living in rural areas due to a lack of financial and human resources remains an issue. That situation poses a considerable obstacle to introducing education for sustainable development effectively in formal education.

On the other hand, it is noted that countries less developed industrially are favouring initial education whereas developed countries are also taking into account the education of adults. In other countries the trans disciplinary and not politicized nature of the ESD Strategy does not fit the philosophy of the national education system that tends to be based on compartmentalized fields of knowledge and inquiry which collides with the independence of education and therefore meets resistance [21].

According to all these above remarks, it would be desirable to develop, at European level, new strategies intended to overcome these obstacles by implementing new pilot approaches and key actions led by some countries member of the European Union which would like to devote themselves more specifically to certain part of the ESD. This is in accordance with UNECE that outlines a range of objectives underlying the regional implementation of ESD and identifies the following needed key actions: strengthening existing regional and sub-regional alliances and networks working on ESD and encouraging twinning programmes, bilateral cooperation and partnerships, as well as using existing international legally binding instruments such as the Aarhus Convention [22] and other relevant agreements. These approaches would improve a better efficiency in the assessment of educational and research programmes on sustainable development.

These diverse actions can be conceived only in the presence of two conditions that have still not been met in Europe: first, *the adoption by each European Union member state of a common definition of sustainable development and its related educational actions*, and second, *the definition and the application of a real strategy in the field of ESD to bring all the countries members of the European Union to a comparable level of knowledge helping to share financial and human means*.

That point is underlined in the European Strategy for Sustainable Development, and more specifically in the point 2 of the paragraph *“Our commitment to sustainable development”*: *“(…) the main challenge is to gradually change our current unsustainable consumption and production patterns and the non-integrated approach to policy-making”*

The text of EEC about ESSD (December 2005) already mentioned that Europe should make enhanced efforts to maintain sustainability and reminded *“education plays an essential part to support the changes necessary to SD. Education assures that the citizen has the competencies to adapt to the changing world, that the knowledge is diffused and that the actors get involved in that change”*. When analysing the current situation, these recommendations are even more valid today particularly with the regard to growth, employment, preservation of social and natural heritage but also innovation and display of knowledge by the implementation of educational and research actions.

The public authorities define the framework of these diverse actions conducted by the citizens and the companies, however, sustainable development and related actions in the field of education, training, and information cannot exclusively rely on public action and all the involved actors – companies and citizens – should be able and stimulated to propose new ideas and to take actions. In the same manner, Europe cannot take these diverse challenges alone and should develop a stronger cooperation with the international partners.

A key challenge in the region is a lack of competences in ESD, in particular in the education sector, to address the interdisciplinary and holistic nature of ESD, which was recognized as a persistent bottleneck in advancing ESD by Ministers of Education and of the Environment in Belgrade in 2007 [23][24]. Other challenges include: the lack of a consensus on a common understanding of ESD; confusion about understanding the difference between environmental education and ESD; institutional, legislative and policy frameworks requiring adaptation to the needs of ESD; the lack of appropriate ESD teaching tools and research, as well as the need to strengthen the involvement of civil society in governance at multiple levels (school, community, region, country).

In such conditions, it might be appropriate to implement in a number of fields relating to education for a sustainable development, pilot approaches, key actions, conducted by a number of European countries disposed to be involved in particular domains of the ESD. This would allow a better sharing of the progresses and a better efficiency in the development and evaluation of the educational programmes and research concerning sustainable development with, as a result, the considerable saving of time, financial

and human means.

Much has been accomplished, but there is still much to be done, particularly if we consider the field of education to consumption and the protection of the resources of our planet, in which the media have a prominent role to play provided that they get free – and this is particularly obvious for the TV media - of constraints such as advertising, whose role is, contrary to the approach of sustainable development, to promote consumption and subsequently to take part in the impoverishment of the resources of our planet.

[References]

- [1] Treaty of Lisbon 2000. Official Journal of the European Union C 306, 17.12.2007
- [2] Review of the EU Sustainable Development Strategy - Renewed Strategy. 10117/06
- [3] Council Conclusions on Education for Sustainable Development. Education, Youth, Culture & Sport Council meeting. Brussels, 18-19 Nov 2010. Council of the European Union.
http://www.consilium.europa.eu/uedocs/cms_Data/docs/pressdata/en/educ/117855.pdf
- [4] European Council conclusions of 15-16 June 2001, SN 200/01.
- [5] Docs. 10917/06 and 16818/09 respectively)
- [6] European Union Education Programmes.
<http://www.tempus.ac.rs/en/programmes-and-scholarships/lifelong-learning-programme/>
- [7] UNESCO German National Commission (2004). National Plan of Action for Germany. UN Decade of Education for Sustainable Development 2005-2014. Bonn
- [8] Décret 11 juillet 2006 sur le socle commun. <http://www.legifrance.gouv.fr/WWAspad/MENE601554D>
- [9] Organisation of the school system in Germany.
http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/eurybase_full_reports/de_n.pdf
- [10] UNESCO/UNDESD. National Journeys towards education for sustainable development. Reviewing national experience from Holland.
- [11] ENSI network: www.ensi.org
- [12] Regional Centres of Expertise-RCEs. <http://www.rce-network.org/elgg/>
- [13] Eastern Europe, Caucasus and Central Asia-EECCA
<http://www.oecd.org/globalrelations/regionalapproaches/centralandeasterneuropethecaucasusandcentralasia.htm>
- [14] COPERNICUS-Campus. Guidelines for Sustainable Development in the European Higher Education Area: How to Incorporate the Principles of Sustainable Development into the Bologna Process.
http://www.codin.nl/system/files/copernicus_guidelines.pdf
- [15] Programme for International Student Assessment - PISA. www.oecd.org/pisa/
- [16] European Union, 2010. Development of indicators and assessment tools for CSO projects promoting values-based education for SD. <http://www.esdinds.eu/>
- [17] UNECE expert group on indicators - <http://www.unece.org/env/esd/SC.EGI.html>
- [18] UNECE. (2006). Comments on the Indicators for ESD. UNECE Steering Committee on Education for Sustainable Development, Third Meeting, 11-13 March 2006, Vienna.

- [19] Digital university for environment and sustainable development - UVED. www.uved.org
- [20] UNESCO. 2009. Bonn Declaration. UNESCO World Conference on Education for Sustainable Development, 30 March–2 April 2009. Bonn, UNESCO.
- [21] UNECE - (ECE/CEP/AC.13/2012/5)
- [22] Aarhus convention 1998. Convention on Access to Information, Public Participation in Decision-Making and Access to Justice in Environmental Matters. <http://ec.europa.eu/environment/aarhus/>
- [23] UNECE, 2009. Learning from each other. The UNECE Strategy for Education for Sustainable Development. United Nations, New York and Geneva, 150 pp
- [24] UNESCO, 2009. Review of Contexts and Structures for Education for Sustainable Development Learning for a sustainable world , 80 pp

[Notes]

- 1) The ECSC, the first core of the EU, was mainly based on “coal and steel” which constituted, with agriculture, the three pillars of the European economy. This was 65 years ago. This period was characterized by a strong industrial expansion from 1945 to 1975 (referred to as “the Thirty Glorious Ones”), a permanent stage of full-employment but also with a strong pollution of our environment. The 1973's oil crisis ended this period when steel and coal more or less disappeared as a structuring European pillar and that disappearance caused important socio-economic and cultural damages.
- 2) In order to confront the disruptions induced by the globalization and the new challenges coming with the new economy built on knowledge, the Lisbon European Council (March 2000) has implemented a global strategy to provide the European Union from 2010 with “*the most competitive knowledge economy, able to bring a sustainable economic growth together with the improvement of the employment on a quantitative and qualitative basis and the enhancement of the social cohesion*”.