



United Nations
Educational, Scientific and
Cultural Organization



United Nations
Decade of Education
for Sustainable Development
2005-2014

BUILDING A MORE SUSTAINABLE WORLD THROUGH EDUCATION

United Nations Decade of Education for Sustainable Development (DESD, 2005-2014)
and The Inter-Agency Committee for the DESD



EDUCATION FOR SUSTAINABLE DEVELOPMENT

We can no longer turn a blind eye to urgent sustainable development challenges such as climate change, the food crisis, disappearing biodiversity and the depletion of natural resources. A way to rise to these challenges is through Education for Sustainable Development (ESD). ESD is a dynamic concept that aims to enable people of all ages and from all walks of life to pursue and benefit from a sustainable future. As defined in *Our Common Future*, sustainable development is “development that meets the needs of the present without compromising the ability of future generations to meet their own needs.”¹ This evolving concept is inextricably linked to the notion of ESD.

Education is a key to shaping values and behaviour to help realize sustainable development through acquiring knowledge and skills. Quality education responds to learners’ individual needs, endowing them with their own voice and capacity to exploit their potential to its fullest. The enabling relationship between education and sustainable development has been amply illustrated. *Agenda 21*, adopted by 178 countries at the United Nations (UN) Conference on Environment and Development (Earth Summit, Rio de Janeiro, Brazil, 1992), gave high priority to education; Chapter 36, one of the most significant parts of *Agenda 21*, declared education to be critical to achieving sustainable development.

ESD calls for everyone to work together to bring about sustainable development through education, a lifelong learning process that takes place in formal, non-formal and informal contexts as well as in society in general. Through ESD, real progress can be made towards building a more sustainable world.

Sustainable development meets the needs of the present without compromising the ability of future generations to meet their own needs.

1 World Commission on Environment and Development. (1987) *Our Common Future*, Oxford, Oxford University Press, p. 43.

**UNITED NATIONS DECADE OF EDUCATION
FOR SUSTAINABLE DEVELOPMENT**
2005-2014



To integrate the principles, values and practices of sustainable development into all aspects of education and learning and to enhance the profile of education and learning in sustainable development, the UN Decade of Education for Sustainable Development (DESD) was launched in 2005.² The vision of the DESD is to create a world in which everyone has the opportunity to benefit from education and to learn the values, behaviour and lifestyles required for a sustainable future that effects positive societal transformations. The DESD is everyone's business. It calls for individuals and groups at all levels to be involved in working towards a more sustainable future.

The DESD must be understood within the framework of the broader development agenda. That is why the Decade aims to help countries make progress toward the Millennium Development Goals (MDGs) through ESD efforts. For example, by promoting education as a fundamental human right, particularly for women, children, minorities and other marginalized groups, ESD adds its voice to the urgent collective call for primary education for everyone (Goal 2). Similarly, ESD takes on the challenge of ensuring environmental sustainability (Goal 7) by increasing awareness of both the positive and negative impact of human activity on the environment and by encouraging attitudes and behaviour that respect it. ESD substantially contributes to the alleviation of poverty (Goal 1) by emphasizing the important role of education in mobilizing individuals and communities in the struggle for a better quality of life.

² In December 2002, the UN General Assembly adopted Resolution A/RES/57/254 establishing the DESD. The resolution set for the period of 2005-2014, declaring UNESCO as the Decade's lead agency.

DESD: Seven strategies for moving forward

Seven strategies should be incorporated in the planning and implementation involved in achieving the DESD goals. Stakeholders can apply them to their own institutional frameworks, networks and alliances:

1. Vision-building and advocacy
2. Consultation and ownership
3. Partnership and networks
4. Capacity-building and training
5. Research and innovation
6. Use of information and communication technologies
7. Monitoring and evaluation

The vision of the DESD is to create a world in which everyone has the opportunity to benefit from education and to learn the values, behaviour and lifestyles required for a sustainable future.

In 2009, midway through the DESD, 900 participants from 147 countries, including 48 ministers and deputy ministers, came together at the UNESCO World Conference on Education for Sustainable Development in Bonn, Germany. The conference provided an excellent opportunity to share the numerous initiatives on ESD taking place around the world, exposing enterprising initiatives and good practices to a wider public. The resulting Bonn Declaration called for nations to put the knowledge and lessons learned from the first five years of the Decade into action. It also attested to the relevance of ESD in responding to the daunting challenges triggered by the global financial and economic crisis.

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Millennium Development Goals

In September 2000, world leaders came together in New York, United States, at the Millennium Summit to discuss the role of the UN in the 21st century. Participants affirmed their strong commitment to a new global partnership that would aggressively fight poverty and dehumanizing conditions throughout the world. The Millennium Declaration, approved by all 192 UN Member States, was operationalized through the eight Millennium Development Goals:

Goal 1: Eradicate extreme poverty and hunger

Goal 2: Achieve universal primary education

Goal 3: Promote gender equality and empower women

Goal 4: Reduce child mortality

Goal 5: Improve maternal health

Goal 6: Combat HIV/AIDS, malaria and other diseases

Goal 7: Ensure environmental sustainability

Goal 8: Develop a global partnership for development

**UN COLLABORATION TO ACHIEVE
THE DESD GOALS:**

**THE INTER-AGENCY COMMITTEE FOR
THE DESD**



Being a United Nations Decade means that all Member States are joined in a common undertaking that involves the whole UN system. The Inter-Agency Committee for the DESD (IAC) was established to promote UN collaboration and partnership for the DESD under the leadership of UNESCO. The IAC therefore brings together UN agencies (presently 17 in total) that are committed in achieving the DESD goals.

The IAC makes it possible to weave the ESD agenda into the fabric of the UN family in a coherent and expeditious manner that facilitates UN agencies' efforts to achieve the DESD goals. The IAC thus advances the DESD goals by:

- ⇒ Sharing the common vision, principles and values of ESD;
- ⇒ Ensuring DESD visibility as a common objective and agenda for the UN system;
- ⇒ Sharing programmes and plans in order to encourage mutual reinforcement and to avoid duplication or overlap;
- ⇒ Harmonizing approaches to ESD and sustainable development practices within each institution;
- ⇒ Providing a forum for agencies to integrate the insights and perspectives of other international actors into their ESD agenda;
- ⇒ Building an international platform to ensure the high visibility of the challenges and progress of ESD as well as the maximum impact of ESD initiatives.

Engaging the expertise available within the UN system, the IAC member agencies work together to achieve the DESD goals. In addition to sharing good practices and lessons learned and coordinating activities, the IAC carries out joint activities to further advocate the Decade.

IAC members and observers

Food and Agriculture Organization (FAO)

www.fao.org

International Labour Organization (ILO)

www.ilo.org

Joint United Nations Programme on HIV/AIDS (UNAIDS)

www.unaids.org

United Nations Children's Fund (UNICEF)

www.unicef.org

United Nations Convention to Combat Desertification (UNCCD)

www.unccd.int

United Nations Development Programme (UNDP)

www.undp.org

United Nations Educational, Scientific and Cultural Organization (UNESCO)

www.unesco.org

United Nations Environment Programme (UNEP)

www.unep.org

United Nations Framework Convention on Climate Change (UNFCCC)

www.unfccc.int

United Nations High Commissioner for Refugees (UNHCR)

www.unhcr.org

United Nations Human Settlements Programme (UN-HABITAT)

www.unhabitat.org

United Nations Population Fund (UNFPA)

www.unfpa.org

United Nations University (UNU)

www.unu.edu

World Food Programme (WFP)

www.wfp.org

World Bank

www.worldbank.org

World Health Organization (WHO)

www.who.int

World Trade Organization (WTO)

www.wto.org

WALK THE TALK

One IAC event provided an important instance of the sharing of ESD good practices. Led by UNICEF, an IAC side event, “Walk the Talk”, took place at the UNESCO World Conference on Education for Sustainable Development (Bonn, Germany, 2009) to bring real-world experiences and stories in ESD to life. Following an original format, a moderator led a talk-show style panel with six participants of different professions, ages, genders and regions. “Walking the Talk” means integrating the values of sustainable development into education in general. This forum illustrated how this integration could actually take place in various settings.

A diversity of stories was shared from all over the world. For example, one speaker introduced a successful NGO experience in South Africa in mobilizing a community through non-formal education by creating bottom-up policy support. From Thailand, an innovative approach to managing water sanitation and hygiene in schools was presented. A youth representative also added his voice to show how young people represent a powerful force in effecting change for sustainable development.

Urban poverty, manifested in growing slum populations, resulting in widening ecological footprints and contributing to climate change, is one of the DESD’s greatest challenges.

SYMPOSIUM ON CLIMATE CHANGE EDUCATION AND SUSTAINABLE CITIES

Addressing climate change and sustainable cities through education is of utmost importance. Half of the world’s population currently lives in cities, and by 2030, this figure will grow to more than 60 per cent.³ While cities and urban centres will continue to serve as engines of growth and prosperity, rapid urbanization will also bring about challenges. Urban poverty, manifested in growing slum populations, resulting in widening ecological footprints and contributing to climate change, is one of the DESD’s greatest challenges.

In response to this urgent situation, UNEP and UN-HABITAT hosted an IAC symposium on Climate Change Education and Sustainable Cities, in August 2009, in Nairobi, Kenya. Attended by 80 people hailing from a variety of backgrounds (local and national governments, universities, UN agencies and civil society organizations), the event brought critical perspectives on the situation. The keynote speaker, the Nobel Laureate Wangari Maathai, elucidated the essential role of education in efforts to solve problems of sustainable urban development. The symposium focused on teaching and learning about climate change and its impact on cities, particularly in Africa. The IAC symposium further showed the critical importance of rapid introduction of climate change issues into mainstream educational curricula and non-formal education.

3 UN Department of Economic and Social Affairs, Population Division. (2010) *World Urbanization Prospects, The 2009 Revision*, New York, UN. Available at http://esa.un.org/unpd/wup/Documents/WUP2009_Highlights_Final.pdf.

UN ACTIONS ON ESD AND SUSTAINABLE CONSUMPTION AND PRODUCTION

Promoting sustainable consumption and production patterns is an urgent task from environmental, social and economic perspectives. As can be seen from the increase in atmospheric greenhouse gases, endangered species, degraded ecosystems and land, deforestation and decline in fish stocks, development has exceeded the carrying capacity of the Earth's ecosystems.⁴ In terms of inequality and poverty, 20 per cent of the world's population in the highest-income countries accounts for 77 per cent of total private consumption in 2005, while the poorest 20 per cent accounts for only 1.3 per cent.⁵ More systematic analysis must be carried out to find further ways and opportunities for ESD to help to create sustainable consumption and production patterns leading to sustainable economies.

Coordinated by UNU, an IAC event, UN Actions on ESD and Sustainable Consumption and Production, was organized at the 18th session of the UN Commission on Sustainable Development (CSD-18, New York, United States, 2010). Representatives from stakeholder groups, including higher education institutions, NGOs, young people and international organizations, presented their views on ESD

⁴ UN Economic and Social Council, CSD, 18th Session. (2010) *Review of implementation of Agenda 21 and the Johannesburg Plan of Implementation: a 10-year framework of programmes on support of sustainable consumption and production - Report of the Secretary General* (E/CN.17/2010/8), New York, UN. Available at http://www.unclcf.com/esa/dsd/resources/res_pdfs/csd-18/ECN1720108.pdf.


⁵ Ibid.

and sustainable consumption and production. The event highlighted the critical role of education in promoting sustainable consumption and production as well as associated challenges and opportunities for action from different perspectives.

CLIMATE CHANGE, CHILDREN AND ENVIRONMENTAL EDUCATION

The increasing number and severity of natural disasters and the degradation of the environment are compromising our children's future. Yet children are not just passive victims, they can also be agents of change. Providing children and communities with relevant quality education prepares them to thrive in a changing environment and reduces their vulnerability in the event of a disaster. That is why UNICEF, in cooperation with IAC partners, has developed *Climate Change, Children and Environmental Education Resource Pack for Child-Friendly Schools*, a comprehensive and rights-based resource package which takes an integrated approach to planning climate change education and adaptation in child-friendly schools. The resource package enables the integration of key issues of quality education for sustainable development with equity in response to climate change.

Taking a child-centred, skills-based approach to empowered learning, this resource kit is a tool to help countries equip their children with the knowledge, skills, attitudes and abilities necessary for adapting to a changing physical environment. It is intended for use by those who engage in education sector planning and implementing as well as for



teacher training. For optimal readability and ease of use, the kit is presented in a modular format.

WAYS FORWARD

For the second half of the Decade, inter-agency collaboration must be further strengthened through the IAC. Synergies should continue to be fostered between the DESD and other sustainable development initiatives. The Bonn Declaration calls for engaging the expertise available within the UN system to strengthen ESD in key sustainable development conventions. This engagement should happen not only at a global level but also at local, national and regional levels.

Inter-agency collaboration at the regional level

Regional cooperation is of particular importance insofar as two of the key characteristics of ESD are local relevance and cultural appropriateness. Sharing information and lessons learned is especially critical at the regional level since countries often have traditions, cultures, or languages in common. This is particularly the case in ESD as environmental contexts often contain comparable geographic conditions.

The Asia-Pacific UN DESD Interagency Steering Committee was established to develop synergies and partnerships and facilitate cooperation for ESD in the region. It invites members from UN agencies, academia, civil society and donor agencies to participate, serving as a platform for knowledge-sharing and best practices on ESD. This committee has helped increase cooperation in the Asia-Pacific region.

UN CONTRIBUTIONS TO THE DESD



Because the scope of the Decade is extensive and multi-faceted, mobilizing different areas of expertise is critical in planning and implementing projects. While many strong ESD initiatives already exist, the DESD constitutes an ambitious enterprise that encompasses all aspects of sustainable development – social, economic, environmental and cultural – and energizes them. Below are some of the more substantial examples of open-ended UN collaboration. All aim to apply the ideals and practices of sustainable development to learning at every level of society.

> EDUCATING YOUNG CONSUMERS

One of the most significant manifestations of the problems of sustainable development resides in the need for responsible consumption. As more than 1,218 million people are between the ages of 15 and 24,⁶ the sustainable consumption habits that young people adopt can play a major role in efforts to change wasteful lifestyles.

To promote sustainable consumption among young people, UNEP and UNESCO launched a joint project, YouthXchange.

⁶ UN Department of Economic and Social Affairs, Population Division. (2009) *World Population Prospects, The 2008 Revision*, New York, UN. Available at http://esa.un.org/unpd/wpp2008/pdf/WPP2008_Highlights.pdf.

The *Training Kit on Responsible Consumption* primarily targets the urban consumer class whose consumption pattern is quite similar worldwide. In a language and style accessible and appealing to young people, the kit explains problems facing the environment (pollution, water, waste, climate change, to name but a few). It then offers practical lifestyle choices individuals can make, for example, driving less, eating organically, buying responsibly, recycling or conserving water, to help them reduce their consumption footprints. The kit thus teaches ways to support sustainable development on an individual basis and explains the global impact that such choices make.

For more information

www.youthxchange.net/main/home.asp

> IMPROVING ACCESSIBILITY OF EDUCATION FOR RURAL PEOPLE

The majority of the world's poor, often living in rural areas, are among the most in need of information to help improve their lives. Although education could help improve their agriculture and living conditions, people in rural areas have far less access to education than those in urban areas.

FAO is the UN lead agency for the Education for Rural People (ERP) Partnership Flagship, one of the Partnerships of the United Nations Commission for Sustainable Development which takes on the challenges of extreme poverty directly. Launched during the World Summit on Sustainable Development (Johannesburg, South Africa, 2002) together with UNESCO as one of the nine flagship initiatives of Education for All (EFA), the ERP contributes to

removing barriers such as the urban-rural knowledge and education gaps that prevent poor people from exploiting their capacity and productivity to the fullest.

One of the innovations of the ERP in working towards overcoming such obstacles is the production of a detailed tool kit. This resource provides education and training materials for rural teachers, technicians, researchers, parents and others involved in formal and non-formal education – including people studying alone. Presented in a clear and accessible manner, the materials cover various sustainable development topics. Information can be retrieved according to topic or to level and type of education. Each category provides an abundance of material on the topic chosen.

For more information

www.fao.org/erp/erp-home/en/

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> LEARNING TO COMBAT DESERTIFICATION

Addressing and alleviating the consequences of desertification is of critical importance. Children, who are particularly receptive to new ideas and who demonstrate a spontaneous interest in nature and the environment, can be the front-line players in such collective action. This is why UNCCD and UNESCO have jointly produced educational materials on desertification, land degradation and drought, targeting primary school teachers and their pupils in countries affected by desertification.

The *Education Kit on Combating Desertification* contains a teacher's guide, illustrations and case studies from different regions around the world. Featuring cartoons, games and stories that bring sustainable development issues to life for children, the kit provides teachers and their pupils with ways to participate in sustainable land management in drylands. It offers detailed explanations of how desertification occurs as well as its environmental, social and economic consequences. The kit also proposes numerous solutions to the problems of desertification.

For more information

www.unesco.org/mab/doc/ekocd/index.html



> BUILDING SUSTAINABLE COMMUNITIES

Rapid and uncontrolled urbanization is one of the most serious sustainable development problems that the world faces. Through sustainable urban planning, we can reduce the negative impact of transportation, energy production and consumption, and minimize the risk of natural disasters and the environmental problems confronting cities, including floods, drought and air quality.

UN-HABITAT and UNEP, in collaboration with the Aalto University School of Science and Technology in Finland, have organized a series of Sustainable Communities courses. Each course offers fellowships to approximately 30 selected mid-career professionals from all regions of the world. These professionals gain a broad overview of

the current approaches to, and innovations in, sustainable urban development, with an emphasis on bridging the gap between research and action. The course is built around live case studies and learning sites in the countries hosting the training. Participants also bring their own case studies or projects to share in peer learning and to benefit from mentoring opportunities. The course covers a range of themes and dimensions of sustainable communities, including local economic development, infrastructure and services provisions, planning, disaster prevention and slum upgrading. Thus far, three courses have been implemented in Finland, Kenya and Thailand.

For more information

www.unhabitat.org/downloads/docs/4466_70557_Sustainable_Communities_Course_Brochure.pdf



> BRINGING THE GLOBAL DESD AGENDA INTO REGIONAL REALITIES

Because sustainable development cannot be pursued in isolation, ESD must integrate all levels of stakeholders – local, national, regional and global. ESD measures taken globally should be applied at the regional level. Regional experiences, often enriching and stimulating, must provide the global level with fresh perspectives and ideas.

In response to the DESD, UNU launched the Regional Centres of Expertise on ESD (RCE), an initiative to promote local and regional partnerships that foster participation in ESD projects and activities. RCEs form a network of formal, non-formal and informal education organizations.

Individual RCEs build innovative platforms to share information and experiences and to promote dialogue and collaboration among regional and local stakeholders across knowledge and sectoral boundaries, while a global network of RCEs serves to promote international cooperation in ESD. In 2005, an initial group of seven RCEs was established in conjunction with the launch of DESD in the Asia-Pacific region. The RCE community has now grown to a total of 77 centres around the world – 22 in Europe, 28 in the Asia-Pacific, 14 in the Middle East and Africa and 13 in the Americas. UNU aims to expand the global RCE network to 200 centres by the end of the DESD.

For more information

www.ias.unu.edu/efsd

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> TRANSFORMING HIGHER EDUCATION TO WORK TOWARDS SUSTAINABLE DEVELOPMENT

There is an urgent need to advance and disseminate knowledge and research for sustainable development within a systematic and collaborative platform. That is why the UNU Institute of Advanced Studies (IAS) launched an alliance of higher education formed by leading universities located in the Asia-Pacific in June 2008. Members of this network together reinforced the Promotion of Sustainability in Postgraduate Education and Research Network (ProSPER), a group already involved in activities in sustainable development and ESD in their own individual institutions. By engaging with other members within this framework, opportunities for synergies and collaboration in joint projects will be enhanced.

Numerous collaborative projects in line with the strategies established for achieving the DESD goals have been carried out since the network was founded: the integration of sustainability issues in business school curricula; the development of material on socially-conscious business and social entrepreneurship as well as on UN Global Compact principles; the design and delivery of an e-learning programme on integrating sustainable development practices in public policy; a faculty training module and resource materials for sustainability; the schooling of researchers in sustainable development; research on innovative pedagogies applied in regional poverty reduction programmes; and alternative university appraisal projects.

For more information

www.ias.unu.edu/efsd/prospernet

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> ACTING FOR OZONE

Human activity is the primary cause of the destruction of the ozone layer, which is extremely harmful to human health both directly and indirectly. Moreover, as long as the ozone layer remains depleted, everyone needs protection from excess UV radiation, especially children. Children are not only the most affected by harmful UV radiation, they can also play a significant role in transmitting this information to the adults raising and educating them. That is why UNEP, UNESCO and WHO have forged a partnership to design and distribute a series of educational materials for use in teaching children and young people about the ozone layer.

Developed by UNEP with the educational expertise of UNESCO and in cooperation with WHO, the *OzonAction*

Education Pack: A Guide for Primary School Teachers and the *OzonAction Education Pack for Secondary Schools*, offer simple yet comprehensive teaching and learning tools to help introduce the human and environmental issues linked to ozone reduction into primary and secondary education. These kits include videos, cartoons, calendars, world maps, games and even a UV-meter, centred on the cartoon character "Ozzy Ozone, Defender of Our Planet." Ozzy and his friends embark on adventures around the world to find out how all of us, young and old, can fight to save the ozone layer and protect ourselves from the health risks of strong ultraviolet radiation.

For more information

<http://www.unep.fr/ozonaction/information/educationpack.htm>



> PROMOTING BETTER LEARNING THROUGH SUSTAINABLE SCHOOL FEEDING

Poor nutrition and health among school children significantly harm the efficiency of the school system. Hunger lowers children's cognitive abilities and undermines their physical and intellectual development, thereby diminishing their prospects for educational achievement, or even remaining in school.

To improve the health and nutrition of school-age children, and consequently to address the enabling relationship between education and sustainable development, WFP has

been working with various partners to promote sustainable school feeding. WFP and UNICEF have together created the *Essential Package*, which outlines twelve interventions for improving the health and nutrition of school-age children. The interventions include, for example, school gardening as an important way of acquiring agricultural knowledge and skills. A 2009 joint publication by the World Bank and WFP, *Rethinking School Feeding: Social Safety Nets, Child Development, and the Education Sector*, provides an in-depth investigation into the costs and benefits of implementing sustainable school feeding programmes.

For more information

www.wfp.org/node/19087



> EMPOWERING YOUNG PEOPLE TO ENGAGE IN POLICY DIALOGUES

Although young people's well-being is at the heart of actions for development and the realization of the MDGs, they have received insufficient attention in matters concerning their education, employment and health. Addressing these issues, UNFPA and the World Bank convened a meeting to discuss key strategies for including young people's health and development issues in Poverty Reduction Strategies (PRS).

Also taking into account young people's own desire to engage in the PRS process, UNFPA has designed an

e-course on Poverty Reduction Strategy Papers (PRSPs) in conjunction with the youth organization Youth Action for Change and with support from the UN Department of Economic and Social Affairs (DESA). Targeting young people up to 25 years of age, the nine-week e-course helps participants to discuss and understand the processes of a PRSP through a host of interactive activities and tools created to boost their understanding and participation. The course ultimately gives young participants a chance to apply their newly acquired knowledge in their own countries, thus ensuring their valuable input in the National Poverty Reduction Strategy Papers.

For more information

<http://www.unfpa.org/public/home/adolescents/pid/6482>

Although young people's well-being is at the heart of actions for development and the realization of the MDGs, they have received insufficient attention in matters concerning their education, employment and health.

Many more actions are taking place throughout the world. For more information, please visit:

www.unesco.org/en/esd/

You can also get the latest information on ESD on:

Facebook

www.facebook.com/pages/Paris-France/Education-for-Sustainable-Development/115988995086547?ref=ts

Twitter

<http://twitter.com/UNESCOesd>

Photo credits:

Front cover	© 2007 Paul Jeffrey/ACT International, Courtesy of Photoshare Caption: In the coastal village of Moawo, 5-year old Jefrin (right) and his 10-year old brother Fajrin plant mangrove seedlings, part of a project by CD Bethesda/YAKKUM Emergency Unit (YEU) on the Indonesian island of Nias to improve habitat for sea life and provide some protection from future tsunamis. The project is funded by Action by Churches Together (ACT) International.	p.9	© 2005 Harimawan Latif, Courtesy of Photoshare Caption: Workers inspect a rice terrace in Ubud Bali, Indonesia. Traditional Balinese irrigation is called "Subak," meaning mutual assistance in water distribution for rice fields.
p.2	© 2006 Hesterki Range, Courtesy of Photoshare Caption: Children examine fynbos seedlings at Flower Valley's Early Learning Center in the Cape Floristic Region of South Africa.	p.10	© UNESCO/Victor Manuel Camacho Victoria
p.5	© 2008 Connelly La Mar, Courtesy of Photoshare Caption: Two children wash up with clean water from a pump after lunch at their school in rural Ongole, Southern India. This school has benefited from better understanding of water sanitation and basic cleanliness, as part of campaigns by a number of local NGOs.	p.13	© 2004 Joelle Mak, Courtesy of Photoshare Caption: Quiver trees in Namibia.
p.9	© 2008 Gelila Bogale, Courtesy of Photoshare Caption: A profusion of cloud in the sky above Axum, one of the driest places in Ethiopia.	p.14	© 2006 Mihai Tilinca, Courtesy of Photoshare Caption: An adolescent female in Romania hugs a tree as proof of her love for nature.
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