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1. Introducing the new ENSI secretariat INFO

The new ENSI secretariat will move officially from Switzerland to the Netherlands at the end of September 2006, however the new administrator Adry Nienhaus van Lint will begin her tasks at the beginning of September. Adry will be writing to you directly however, to introduce herself and her role. In the meantime she can be contacted at A.NienhausvanLint@slo.nl

A Vademecum has been produced that clarifies the broader roles and responsibilities of the ENSI secretariat and this is annexed to the mailing.

2. Report from Paris Meeting on Education for Sustainable Development, from Günther Pfaffenwimmer. INFO

„Progress and Proposals Regarding Education for Sustainable Development“
Report by Günther Franz Pfaffenwimmer based on notes from Regina Steiner, Forum Umweltbildung, Austria.
This international conference was organised by the French National Committee for the United Nations Decade of Education for Sustainable Development under the auspices of UNESCO, the Council of Europe and the Francophone international Organization (OIF). A main during this event was the launch of the World Campaign on disaster prevention through education by UNESCO Director-General Koïchiro Matsuura and ISDR Director Sálvano Briceño at UNESCO’s Paris headquarters on June 15.
The conference was the opening of the UN-Decade for Education for Sustainable Development in the French speaking world with about 800 participants on the list. The conference wanted to provide a forum for an enhanced exchange of information and experience in the field of ESD, to communicate current progress about ESD as well as for good practice to be identified with a view to providing perspectives and guidance for possible future developments and networking in accordance with the agenda of the DESD implementation.

The symposium consisted of the following range of activities: Plenary sessions, workshops, poster presentations, information stands. The design of the workshops was mainly based on interesting inputs from panels thus leaving only short time for discussion. For details please see the conference web site [http://www.decennie-france.fr/colloque/programmeEng.php](http://www.decennie-france.fr/colloque/programmeEng.php) where under /documents you find the inputs to the workshops in French.

It was interesting and informative to see the wide range of the French speaking community and to realise how little we know about the ongoing discussion and its topics, research, teaching materiala and methods in this community. We also realised the difference in focuses of the countries of the South in relation to the industrialised countries of the North (where English is a common used language).

Regina and I attended the following workshops:

Workshop A: Environmental Education for Sustainable Development at School.

11 presenters gave a general orientation of ESD in France, also confirmed the importance of the co-operation between school and universities, reported about an initiative how to involve head of schools and confirmed the necessity of a whole school development in which all partners should be involved in a participatory way.

Two schools illustrated the general orientation with their examples of concrete of school development in direction of ESD.

An inspector from the Netherlands presented their approach in curriculum development based on 58 objectives defined by the government which have to be met by the schools curricula.

Workshop F – „Education for Sustainable Consumption“ 15 presenters from different contexts like the UNEP Programme YouthXchange, University, NGO, a chain of shoppingcenter “Monoprix”, industry, Electricité de France and a comercial water supplier explained their approach to consumer information. In the discussion the consumer citizenship network was named (see [CCN Network](http://www.decennie-france.fr/colloque/programmeEng.php) and the [EMUDE European research project = Emerging User Demand in sustainable solutions](http://www.decennie-france.fr/colloque/programmeEng.php). A student pointed to the contradicition of a how a stock exchange noted company which should rise water consumption and profit should educate consumers to less consumption...

**Workshop G: “Education for disaster reduction“** 22 presentations confirmed that education is recognized as an essential element in disaster risk reduction strategies. They gave examples how disaster prevention through education could be implemented as e.g. in Mexico, Romania and New Zealand, teaching of disaster-related subjects is mandatory. Countries such as Brazil, Venezuela, Cuba and Japan include it in their primary and secondary curricula at the state and municipal level”.

3. **Bio-Diversity Meeting under the Finnish Presidency with a clear education strand. ACTION**
Many readers will have received information directly from Lea regarding this meeting. Please see again her message below.

I will inform you about the Biodiversity Conference during Finnish EU-Presidency in Helsinki, 16-19 November 2006. One theme of the Conference will be Biodiversity in ESD. The organizer of the Conference hopes that there would be a specialist of ESD in each delegation. Therefore I hope that many ENSI colleagues would be included in the delegations of countries. You could contact with the Member of EPBRS in your own country concerning the nomination of the delegation for the Conference in Helsinki:

http://www.bioplatform.info/EPBRS.htm

The venue will be the Swedish-Finnish Cultural Centre Hanasaari in Helsinki.

http://www.hanaholmen.fi/english/index.html

For further information please contact Lea via email Lea.Houtsonen@oph.fi

4. New approach regarding communications within ENSI ACTION

Nicola Bedlington will produce two more internal mailings until September after when Christine Affolter heading up a small editorial team and Johannes Tschapka will take over. In order to facilitate members’ input to both the internal mailing and the website, Nicola has prepared two templates. Please see attached. We would be very grateful if you could use these in future when submitting relevant articles and texts for either the internal mailing and the website. A further communication to you on this will be sent in September, but it would be great if you could start to use it now, and let us have the news, articles and views from your member country that could be relevant for both ENSI colleagues and a wider audience.

Many thanks for your cooperation. Any comments on the templates would also be useful. They will be finalised in late summer.

5. 20th Anniversary Publication- Reminder ACTION

It was agreed at the ENSI Annual General Meeting that ENSI would produce an anthology of small articles and anecdotes from ENSI members and friends over the years.

Only few contributions have been received to date, and the deadline is the end of August. Please send your contribution, which could be around 2 pages, together with photos, to Christine Affolter.

christine.a.affolter@bluewin.ch, Christine.Affolter@ph-solothurn.ch

6. G8 Moscow Declaration on Education INFO

G-8 Ministerial Meeting on Education, Moscow, 1-2 June 2006

Moscow Declaration

The Ministers of Education of the G-8 met in Moscow on 1-2 June 2006 to confirm their commitment to cooperation in education at all levels in the 21st century.

1. The 21st century is marked by rapid social and economic change, brought about
largely by advances in science and technology. In today’s world, knowledge of sciences, social sciences and humanities and its effective application are important assets for personal fulfillment, social cohesion and socio-economic development, as well as for increasing competitiveness and improving the quality of life. Ministers emphasized the importance of equitable access to quality education at all levels, underlining that excellence and equity should be mutually reinforcing.

2. Ministers affirmed their commitment to helping to shape innovative societies through the provision of solid education and training foundations and investing significantly in research, people, and skills. Ministers committed to encouraging policy environments that favor innovation; promoting co-operation between public and private sectors; increasing exchanges in the science and technology fields; and continuing to develop flexible and effective lifelong learning systems.

3. Ministers agreed that education, skill development and the generation of new ideas are keys to human development, economic growth and market productivity. Education is critically important for creating an inclusive society. It underpins civil society, sustains and enriches cultures, builds mutual respect and understanding and has a crucial role to play in helping all people to adapt to change. Ministers agreed that by promoting social cohesion, the rule of law and justice, as well as civic engagement, education helps all people maximize their individual potential and participation in a knowledge-based society.

4. Ministers recognized that education is a public good. In this context, the private sector can play an important role in the development of modern education systems under the condition of accountable and transparent legal, regulatory and policy frameworks. These frameworks foster supportive and consistent policies which offer strong protection of intellectual property rights, provide incentives for investment and promote regulatory policies that encourage innovation.

5. Ministers reaffirmed their commitment to improving all aspects of the quality of education. They underlined the need for responsive and accountable systems of governance to underpin high-quality education systems that can meet the needs of society and the economy. Improving the quality of education also results in better use of public resources.

6. Ministers underlined the importance of information and communication technologies (ICTs) for advancing quality education. They reaffirmed their commitment to promoting the more effective use of ICTs in education, in accordance with the G8 Okinawa Communiqué on the Global Information Society and the Tunis Commitment of the World Summit on the Information Society.

7. Ministers stressed that professional education, including university and other higher education and training, plays a key role in innovative societies. It must be able to adjust rapidly to the changing demands of society and the labor market.

8. Ministers recognized that the internationalization of education is a reality. They agreed to promote innovative cross-border education delivery with the aim of increasing the international understanding, transparency and portability of qualifications and intensifying cooperation on quality assurance and accreditation.

9. Ministers emphasized the importance of international educational mobility, whether through formal exchanges or voluntary mobility. Ministers encouraged wider exchanges and interactions at all levels of education and training.
10. Ministers agreed that teachers should be highly qualified, and their competences should meet the requirements of innovative and inclusive societies. All teachers should provide students with quality instruction and an understanding of civic values. Making teaching an attractive career choice and updating teachers’ knowledge and skills are challenges that need to be addressed vigorously.

11. Ministers underlined the need to develop comprehensive systems of lifelong learning, from early childhood through adulthood. They recognized the importance of vocational training for young women and men. Lifelong learning strengthens linkages between learning, enterprise training and the labor market in order to keep every person’s knowledge and skills current.

12. Ministers recognized that education systems should focus on developing intellectual capacity, not only in the mastery of content but also in processing, adapting and applying existing information, and, most importantly, in creating new knowledge.

13. Ministers agreed that high standards in mathematics, science, technology and foreign languages provide an important foundation for societies that embrace innovation. They strongly supported sharing research-based practices.

14. Ministers underlined that education at all levels should promote social and intercultural skills, and understanding of and respect for the values and the history of other cultures and societies.

15. Ministers underlined that it is also crucial to promote better understanding of qualifications earned through informal and non-formal learning. They encouraged the promotion of information sharing, the understanding of different national academic practices and traditions, and the appreciation of labor-market-driven mechanisms for recognition of qualifications.

16. Ministers noted that the more rapid integration of immigrants and migrants into the host nation’s society can be facilitated by improving mutual understanding of foreign qualifications, and the acquisition of linguistic and intercultural competences. Immigrants’ and migrants’ contribution to society will be maximized if they can pursue occupations commensurate with their education, skill and experience. At the same time, employers will gain access to a broader pool of talent.

17. Ministers reaffirmed their countries’ commitment to support achieving the Millennium Development Goals of universal primary completion and gender equality at all levels of education, and to helping countries to achieve the goals of the Education for All (EFA) agenda. This includes cross-sector approaches, as well as South-South and triangular modalities of cooperation (North-South-South).

18. Ministers affirmed their support for UNESCO’s leadership in coordinating action to achieve EFA goals. They agreed to continued support of the EFA Fast Track Initiative (FTI) and reiterated the Gleneagles Commitment to help FTI-endorsed countries to develop sustainable capacity and identify the resources necessary to pursue their sustainable educational strategies.

19. Recognizing the common challenges and opportunities that countries face in the 21st century, Ministers reaffirmed the importance of policy dialogue and the sharing of experience and expertise internationally. This will help all countries build effective, innovative and inclusive education systems that can allow people to fulfill their potential, to live in and contribute to a global society, and to work in a global economy. G8 Ministers of Education appreciated the participation of representatives from Brazil,
China, India, Kazakhstan, Mexico, South Africa, the OECD, UNESCO and the World Bank in their discussions.