

Learning to Live on Planet Earth

National Conference on Education
for Sustainable Development

March 20-21, 2007, Avari Towers, Karachi



Contents

Acknowledgements	ii
Background	1
Inauguration	2
Focused Group Workshops	3
● ESD and Formal Education	3
● ESD and Civil Society	3
● ESD and the Private Sector	4
● ESD and Media	5
● ESD and ICTs	5
Conclusion	6
Recommendations	7
● ESD and Formal Education	7
● ESD and Civil Society	8
● ESD and the Private Sector	9
● ESD and Media	10
● ESD and ICTs	10
The Way Ahead	11
National Forum on ESD	11
Participants	12

Acknowledgements

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We remain indebted to Aban Marker Kabraji, Regional Director, IUCN Asia, for participating in the closing ceremony of the conference. Nikhat Sattar, Country Group Head, IUCN Nepal and Pakistan, and Sohail Maqbool Malik, Country Representative, IUCNP, also gave invaluable guidance during the entire process for which we are thankful, as we are to

Saqib Hanif, Head, ECK, for supervising the whole event. The untiring efforts of Zohra Rehmat Ali, Coordinator, Education Programme, ECK, warrant special acknowledgement, not only for conceptualizing and mapping out the contours of the conference but also managing it from start to finish. Many thanks to Azhar Saeed, Deputy Coordinator, ECK, for designing the ESD manual and all other communication material for the conference, George Sadiq for providing unstinting administrative support and Rabia Shaikh, Intern, Human Resources Unit, IUCNP, for compering the event. IUCNP Constituency Coordinator Nasir Ali Panhwar was most helpful in media liaison as was Albert Heatherly in arranging visas of international facilitators, especially those coming from India, Abizer Abdullah and his team, including IUCNP drivers and peons, in lending logistical support and Iftikhar Ali and Azhar Nasim in providing IT-related backup.

Most importantly, we are extremely grateful to our facilitators for lending their expertise by conducting workshops on key ESD themes. Frits Hesselink, many thanks for travelling all the way from the Netherlands to be with us. The same goes for Shivani Jain, Mamata Pandaya, Atul Pandaya and Kiran Desai of the Centre for Environmental Education (CEE), India, for facilitating two key workshops, Hasan Akhtar Rizvi, who joined us from Lahore and Saima Pervaiz Baig, Coordinator, Business and Biodiversity and Environmental Economics of IUCNP.

Finally, we appreciate the cooperation, patience and participation of all participants throughout the conference. We hope they will be able to take the ESD agenda ahead.

Background

ESD is the process of learning to make decisions that are compatible with the long-term future of the economy, ecology and equity of all stakeholders. Building the capacity for such futures-oriented thinking is the key task of education.

As a concept, ESD has evolved from environmental education (EE). However, while EE focused on green issues and change in individual attitudes, ESD is a holistic concept that goes beyond formal education to include sustainable development imperatives by effecting a paradigm shift in collective thinking.

In Pakistan, IUCNP's ECK Unit based at the Country Office in Karachi and UNESCO Islamabad are working closely to promote ESD in the country. This collaboration was initiated with the inauguration of the Decade of ESD and the ESD toolkit in a landmark ceremony held on September 29, 2005 at the UN office in Islamabad.

To take the ESD agenda forward, IUCNP organized a two-day national conference on ESD on March 20

and 21, 2007, at Avari Towers, Karachi, in collaboration with UNESCO Islamabad. The aim of the conference was to bring together stakeholders to debate and discuss the importance and relevance of ESD in the promotion of sustainable development in the country. The conference also highlighted the linkages between ESD and five key sectors through focused workshops that were conducted concurrently with the conference.

The conference attracted over 150 participants from across the country who attended the focused group workshops with keen interest. Among the participants were a large number of educators, including curriculum developers, textbook writers, examination board members, teacher educators, head teachers and school managers, print and electronic media journalists, civil society representatives, community-based organizers, IT and private sector professionals. Given its vast network and global outreach, IUCNP managed to invite internationally renowned ESD specialists, including representatives from the CEE and IUCN's Commission on Education and Communication (CEC).



IUCN Pakistan Country Representative Sohail Maqbool Malik addresses participants at the inauguration

Inauguration

The inauguration was presided over by Sindh Minister for Education and Literacy Dr. Hamida Khuhro. High-ranking government officials, academics, educators, civil society representatives and journalists attended the ceremony.

In her address to the participants, Dr. Khuhro stressed on the key role played by education in promoting sustainable development. According to Dr. Khuhro, integrating sustainable development was crucial for nations such as Pakistan to sustain economic growth and well-being. Frits Hesselink discussed the principles underpinning the concept of ESD with specific reference to his experience in other parts of the world, especially the Netherlands. For the ESD movement to gather speed, Hesselink argued, there was an urgent need for “deep change” at various levels of society, including government, business, civil society, academia and media.

Dr. Imtiaz Alvi of World Bank mapped the scope of sustainable development in Pakistan and highlighted the challenges faced by organizations such as

IUCNP. Country Representative, IUCNP Sohail M. Malik spoke briefly about the organization and hoped that IUCNP’s partnership with UNESCO Islamabad would result in taking the ESD agenda forward. In her wrap-up of the inauguration ceremony, Zohra Rehmat Ali, Coordinator Education Programme, focused on IUCNP’s efforts to promote ESD at the federal, provincial and district levels and the relevant resource material developed for the primary, secondary and tertiary levels of the education sector.

Dr. Khuhro also launched *Azsarenau Sochiyay Inkar Kijiyay, Kum Kijiyay* during the inauguration ceremony. The manual was adapted and translated into Urdu from FSC’s publication *Rethink Refuse Reduce* authored by Ken Webster. It is hoped that *Azsarenau* will be an excellent educational resource for understanding the philosophical arguments for ESD and its practical application in the classroom context.

The participants then proceeded to the focused groups workshops according to their interest and related areas of work.



Sindh Minister for Education and Literacy Dr. Hamida Khuhro (centre) flanked by IUCN Pakistan Country Representative Sohail Maqbool Malik (left) and Frits Hesselink (right), former chair of IUCN’s Commission on Education and Communication

Focused Group Workshops

ESD and Formal Education

The major thrust of this workshop was on prospects in the formal education sector for approaching sustainable development in a holistic manner by working with various stakeholders such as apex government institutions, development organizations

private universities, including Aga Khan University, Karachi University and Allama Iqbal Open University, policy makers and planners.

Shivani Jain, Senior Programme Coordinator, and Mamata Pandaya, Programme Officer, of CEE facilitated the workshop



Shivani Jain (extreme right), Senior Programme Coordinator, Centre for Environment Education, conducting the ESD and Formal Education workshop

and the private sector. Such prospects include addressing the issue of sustainable development from primary to tertiary level educational institutions by employing a variety of channels or models under ESD. The workshop also analyzed traditional teaching and learning approaches used in EE with a focus on gender, human rights and population education.

The workshop was attended by academics, representatives from the Curriculum Wing, Ministry of Education, provincial institutes for teacher education, provincial bureaus of curriculum, textbook boards, private teacher training institutions, public and

ESD and Civil Society

The workshop focused on assisting key civil society institutions in Pakistan to reorient their work towards sustainable development. Many of these organizations may already have incorporated environmental concerns and imperatives in their operations through association with institutions such as IUCNP, World Wide Fund for Nature (WWF) and provincial environment protection agencies. Still, the environment remains a 'tag-on' theme trotted out on a need basis rather than an integral part of their work. Additionally, civil society lacks energy and initiative to address pressing issues related to the

environment in particular and sustainable development in general. To this end, the workshop used the ESD approach to provide a holistic perspective to the work carried out by civil society in the country.

Participants included representatives of various non-governmental organizations (NGOs) working for uplift of socio-economic and environmental conditions in the country, community-based organizations, relevant government departments, IUCNP members and partners.

Kiran Desai and Atul Pandya, programme directors at CEE's Rural Programmes Group, facilitated the workshop.

ESD and the Private Sector

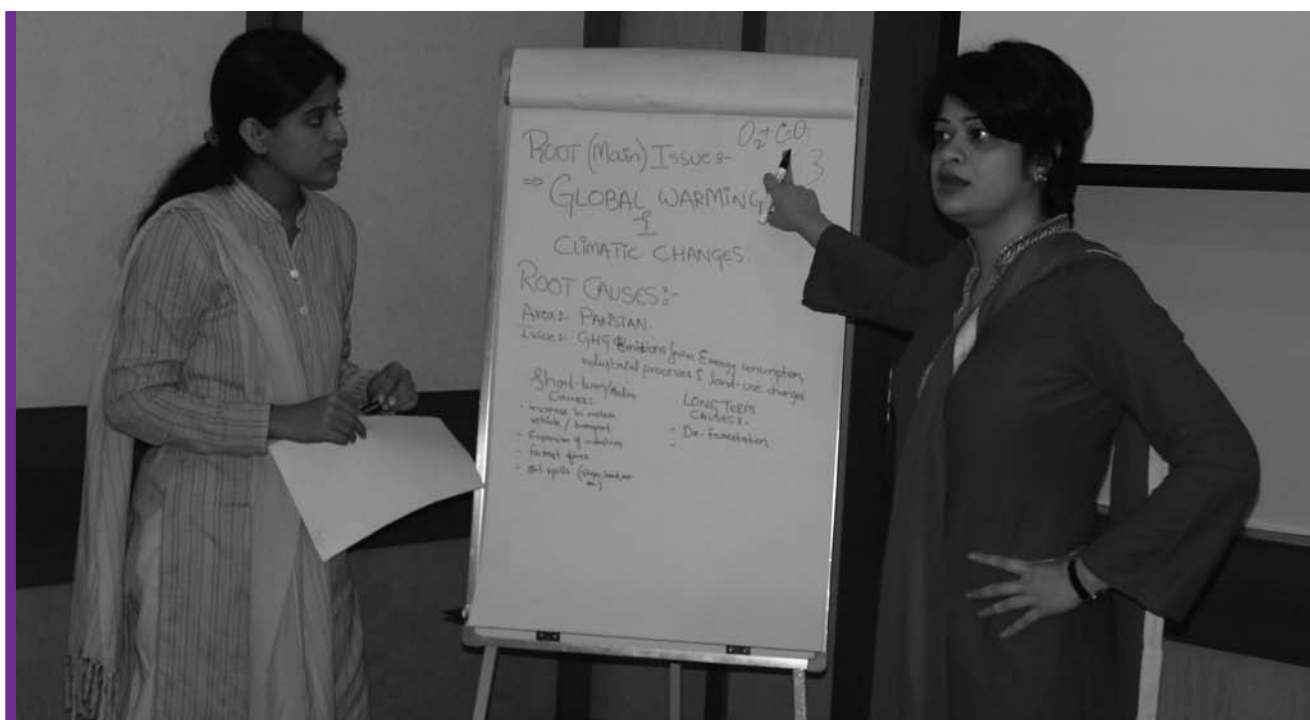
The business sector has started to demonstrate increasing social and environmental responsibility and initiated Corporate Social Responsibility (CSR) programmes. However, more often than not CSR programmes have conceptual limitations as they tend to concentrate on charitable work such as building schools and hospitals. This approach has been under scrutiny by business analysts, environmentalists and social scientists who insist

that the CSR portfolio needs to be broadened to include cleaner and sustainable supply and production processes. In Pakistan, the private sector is becoming more and more cognizant of the need to cater to social and environmental aspects of development. The Pakistan Business Council for Sustainable Development is an outcome of this new mindset. Although this is a step in the right direction, there is still a long way to go before the private sector becomes truly eco-friendly and sustainable.

Against this backdrop, the workshop sought to galvanize the private sector to play a proactive role in promoting sustainable development as part of their CSR agenda through ESD. The workshop also focused on building capacity of civil society and public sector organizations to integrate sustainable development perspectives into their collaborations/interactions with the private sector.

The workshop was attended by business school faculty, representatives from civil society and government agencies, entrepreneurs and IUCN members, partners and stakeholders.

Saima Parvaiz Baig, Coordinator, Business and Biodiversity and Environmental Economics at IUNCP, facilitated the workshop.



(left to right) Gulrukh Razi, Programme Manager, Sindh Education Foundation and IUCN Pakistan Environmental Economics and Business and Biodiversity Coordinator Saima Parvaiz Baig during the ESD and the Private Sector workshop



Journalists and other participants at the ESD and Media workshop

ESD and Media

The workshop aimed to highlight the role of ESD in informing and equipping the media to advocate and campaign for sustainable development, keeping in mind the linkages between ecology, economy and society. Similar emphasis was placed on learning from best practices in other parts of the world to take the sustainable development agenda forward, developing effective linkages with key partners and focusing on the required skills and processes to market sustainable lifestyles.

A large number of journalists from the print and electronic media (TV, radio, advertising agencies), human rights activists, civil society and private sector representatives who are working on communication and media-related work attended this workshop.

Frits Hesselink, former chair of CEC, was the facilitator.

ESD and ICTs

Among the most important developments during the last two decades has been the change ushered in by Information and Communication Technologies (ICTs). Exemplified by the birth and phenomenal growth of the internet, especially the World Wide Web, though not limited to it, ICTs have transformed the way we access information, do business and communicate.

But its most critical impact is on human learning, knowledge management and information dissemination.

In Pakistan's case, access and use remain major issues. Though this may present a gloomy scenario, it also highlights the need for concerted efforts by government as well as all sectors of society to address these through models and examples in order to make the right technological choices for sustainable living.

Given the global ubiquity of these technologies, the workshop on ESD and ICTs focused on the relevance of ICTs in the local context and their potential role in promoting the sustainable development agenda.

The workshop was attended by university faculty and school teachers, IT professionals, civil society representatives and policymakers.

Hasan Akhtar Rizvi, Chairman, Five Rivers Technology Company, Pakistan, facilitated the workshop

The workshops continued during the first half of the second day. Each group was then asked to share learning in the form of recommendations with the plenary. The conference ended with a discussion on the action plan for the future. The participants opined that a forum should be established to take ESD work forward across the country. The aims, objectives and membership of the forum were also discussed in detail.

Conclusion

The conclusion ceremony of the conference was attended by Ichiro Miyazawa, Programme Specialist (Education), UNESCO Islamabad, Aban Marker Kabraji, Regional Director, IUCN Asia, Javed Jabbar, Chairman, Pakistan National Committee, IUCNP and President, IUCN's Council for West Asia.

Addressing the participants, Miyazawa contended that it was crucial to assess what kind of education was required in Pakistan to inculcate the importance of sustainable development among people. In this vein, he urged adaptation of ESD concepts to local ground realities. He added that UNESCO was interested in helping Pakistan promote quality education, achieve Millennium Development Goals and facilitate a network to work towards this end.

For her part, Kabraji underscored the importance of events such as the ESD conference. She remarked

that ESD helped people adjust and become more receptive to changes in society. Javed Jabbar spoke on the necessity of promoting ESD at the grassroots level through local organizations and networks. In conclusion, Saquib Hanif thanked guests and workshop facilitators and presented them with souvenirs.



(second row, left to right) IUCN Asia Regional Director Aban Marker Kabraji and IUCN Pakistan Country Representative Sohail Maqbool Malik join the plenary during the recommendations session



Aban Marker Kabraji (centre), Regional Director, IUCN Asia, shares her views on ESD at the closing ceremony. Sitting with her are Frits Hesselink (left), former chair of IUCN's Commission on Education and Communication and Ichiro Miyazawa, Programme Specialist (Education), UNESCO Islamabad

Recommendations

ESD and Formal Education

In-Service Training

- Rapid Training Needs Assessments, development of training material and work through cascaded efforts is required to create a pool of trainers for ESD. These trainers would in turn help access more teachers who will work as teacher trainers at the district and sub-divisional levels.
- There is need to track the effectiveness of teacher trainers in institutionalizing ESD in classrooms through continuous orientation of master trainers.

Pre-Service Training

- ESD concerns should be incorporated in the curriculum of teacher training colleges as a means of improving the quality of education and favour the use of child-centered, analytical and reflective approaches to pedagogy.

- Classroom observations should be mandatory for teacher certification programmes, especially those seeking to integrate ESD.

Syllabus and Teaching Learning Material

- At the school level, ESD should be addressed within and across subjects through integration in textbooks. Subject teams should collaborate and share experiences. Professionals from examination boards should also be involved so that ESD becomes part of the assessment system.
- A resource centre which proactively collects ESD material from within and outside the country to be used by a variety of formal education institutions.
- Since the curriculum is being revised by the Curriculum Wing of the Ministry of Education for environmental education, the opportunity should be used to integrate ESD perspectives.



Aurangzeb Rahman, Coordinator, Environment Education Promotion Project in Schools & Colleges, Curriculum Wing, Ministry of Environment, during the recommendations session

- The curriculum should be flexible enough to allow room for teachers to exercise their creativity in teaching ESD concepts.
- ESD should entail working with all relevant stakeholders to encourage 'buy in', especially of teachers to bring changes in school processes and structures such as teaching, learning and evaluation processes. Teachers should also be trained in curriculum implementation and designing new teaching and learning activities around ESD.
- Indicators should be developed for teaching and learning (content, methodologies and assessment), professional development, leadership and management, parental and community involvement, curricular and co-curricular resources, learning environment, physical infrastructure, policies and procedures at the school level.

Support Monitoring and Evaluation Processes in Schools

- It is important to identify gaps, review strengths and weaknesses and develop a self-development plan with an element of accountability.
- Government should support monitoring and evaluation processes by training and capacity building of teachers, head teachers and learning coordinators. Also, a separate system should be instituted at the district level, primarily for academic evaluation. One member from the inspection team should support and facilitate the head teacher to use self-evaluation tools effectively. A local NGO could also facilitate this effort. (Aga Khan Education Services, Pakistan, has already offered to support this initiative.)
- An important realization at this stage would be to become dynamic and resilient enough to adapt to new sustainable development definitions and approaches.
- Environmental action at both the individual and societal level is needed to usher in change in the overall environmental situation.
- Environmental efforts tend to backfire if they are not managed holistically. Consequently, an interconnected approach is required for a successful ESD model so that issues such as health, culture, community development and governance are adequately reflected. Similarly, when writing proposals, all dimensions need to be highlighted with clear focus on action. To this

ESD and Civil Society



Gulrukh Razi of Sindh Education Foundation presents recommendations of the ESD and the Private Sector workshop



Dr. Abdul Rauf Farooqi (left), Chairman, Environment Science Department, Allama Iqbal Open University and Dawn Reporter Mira Jamal (right) in a discussion at the recommendations session

extent, specialization is not recommended for ESD interventions.

- Though occasionally effective, small-scale operations may be expensive. It follows, therefore, that large-scale intervention is needed which in turn make policy level intervention imperative.
- Development is popularly conceived as material development. As drivers of ESD, there is a need to promote life beyond material goods and integrate this message subliminally in our respective programmes.
- The message that we communicate to stakeholders should be clear, sustainable and address a wide scope of operations with multiple stakeholders to be at par with media exposure that has resulted in mass consumerism.
- Communication methodologies need to be altered so that the right message is linked to the real situation. In this context, the role of IT needs to be imaginative and responsible.
- To implement ESD effectively on a large scale, lateral learning, exposure, sharing and interactions in various innovative forms are crucial for NGOs and civil society organizations.

ESD and the Private Sector

- The development of a mass transit system and use of clean fuels such as compressed natural gas are important steps towards promoting the sustainable development agenda within the private sector.
- Certification from the International Standardization Organization or any other reliable accrediting authority should be made mandatory across the board
- Initiation of community-based projects should be encouraged.
- Law enforcement and implementation needs to be more stringent to ensure compliance.
- Regular up-keep and maintenance of equipment and distribution systems are necessary to obviate waste and pollution.
- Public-Private partnerships should be encouraged.
- Land tenure systems need to be more equitable.
- Awareness raising drives on sustainable development issues should be launched for the

private sector. Educationists, environmentalists and others from related fields should be asked to spread awareness in this regard.

- Economic incentives need to be provided for eco-friendly projects and initiatives taken by the private sector.
- There should be a degree programme on sustainable development so that students are able to develop an understanding of the concept.
- Students should be given opportunities to meet representatives from the private sector.
- Timely research activities should support not only in devising solutions but also creating awareness
- Environmental accounting should be made an important component in the functioning of businesses.

ESD and Media

- Media could help facilitate 'think alike' groups by bringing like-minded people on common platforms.
- Media can act as a key player in promoting ESD concepts within their own organizations and train editorial and reporting staff accordingly.
- Given its vast outreach, media can promote ESD goals by sensitizing the masses not only on sustainable development issues but also highlighting the key part education can play in addressing them.
- Real-life linkages between sustainable development and economic well-being often tend to get short-changed due to lack of awareness. Media can help people appreciate these linkages by presenting relevant issues in their correct perspective and in turn suggesting solutions.
- Media should highlight economic, social and environmental benefits of integrating ESD perspectives within the private sector.
- Success stories, case studies and best practices from around the world should be communicated to the masses through targeted campaigns.

- Media should interact with diverse groups through participation in various forums and activities.
- Media need to be mindful of impacts on health and environment of consumer products advertised by their respective organizations.
- Media can influence policy makers and the intelligentsia by promoting ESD through writing editorials, articles.

ESD and ICTs

- Research and development should be initiated for developing chips or applications for speech synthesis in native languages.
- ESD-related messages should be built-in large number of computers which should in turn be distributed by the Government of Pakistan.
- Where internet is not available, conservation messages should be provided using alternatives such as compact discs.
- Messages related to sustainable development should be sent on mobile phones.
- Greater use of community radio should be made, especially at the grassroots level, to promote sustainable lifestyles.
- Licenses for setting up community radio should be made either free or have a nominal fee.
- Internet facility with sufficient bandwidth should be provided to teacher training institutes.
- ICT capacity building of provincial institutes for teacher education and other teacher training facilities should be carried out.
- Institutions such as Aga Khan University — Institute for Educational Development and Allama Iqbal Open University should integrate ESD themes in their programmes.
- Software and computer-based trainings should be developed in local languages.

The Way Ahead

National Forum on ESD

The concluding session of the conference focused on taking the learning forward. As a result, a plenary session was held to discuss the modalities of the National Forum on ESD. The following recommendations were given by the participants:

Role: The forum should work for advocacy of ESD in the country and strategic level interventions.

Participation: To be effective and sustainable, the forum should have multi-stakeholder participation, including parliamentarians, *ulema* or religious leaders, chambers of commerce, legal experts, research institutions, representatives from the health and social welfare sectors and local government, formal education organizations, including teacher training institutes, scientists, tourism departments, media, National School of Public Policy, civil society forums and the private sector. However, it was highlighted that these stakeholders should be included according to the need and focus of the theme which would be addressed by the forum.



IUCN Pakistan's Education Coordinator Zohra Rehmat Ali shares a light moment with daughter Aayat after the conference

In addition, participants also underscored the desire that their organizations be part of the forum. These include the World Wide Fund for Nature, Dawn Group of Newspapers, NGO Resource Centre, Aga Khan Development Network, Hands, ERIC Foundation, Indus Resource Centre, South Asia Partnership, Sindh University and Pakistan Marine Academy. Besides, a large number of participants expressed interest in being part of the forum on an individual basis as volunteers. The groups also highlighted the need to use *Azsarenau Sochiyay Inkar Kijiyay Kum Kijiyay* across the country for promoting ESD, especially in teacher training programmes.



Abid Zareef, Chief Executive, Eric Foundation, and other participants at the recommendations session

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