United Nations
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Cultural Organization

UNESCO Global Action Programme on
Education for Sustainable Development

Global Action Programme on Education for Sustainable Development:

Preliminary Monitoring Report focusing on the GAP Key Partners

January 2015- June 2016

30 June 2016

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Contents

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UNESCO would especially like to thank the more than 80 key partners working across five networks to promote Education for Sustainable Development throughout the world. This report would not have been possible without their cooperation and assistance of the Global Action Programme (GAP) Key Partners who contributed their accomplishments, experiences and insights to the survey and other Education for Sustainable Development initiatives since the outset of GAP. All of the Key Partners are listed in Annex 2.

Acronyms

COP 21	21st Conference of the Parties to the United Nations Framework Convention on Climate Change
ESD	Education for Sustainable Development
GAP	Global Action Programme
ICT	Information and Communication Technology
PN	Partner Network
SDGs	Sustainable Development Goals
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization

Executive Summary

Learning to live in a sustainable way is a long-term proposition requiring everyone's attention and involvement. UNESCO's Global Action Programme (GAP) is intended to help drive a worldwide effort on Education for Sustainable Development (ESD), thus ensuring its contribution to the Sustainable Development Goals (SDGs), and the SDG4-Education 2030 Agenda, in particular to SDG Targets 4.7, 12.8 and 13.3

UNESCO serves as the Secretariat of the GAP and is responsible for documenting the achievements of its GAP Key Partners. This Preliminary Monitoring Report offers a structured presentation of the accomplishments as of May 2016 accomplished by GAP key partners. It is hoped that this report will afford the Key Partners the chance to celebrate success, while providing critical insights for improvement.

The monitoring process of the GAP has been launched to ensure its achievements are captured and further advance the global momentum of ESD. This report lays de foundations for the forthcoming GAP monitoring efforts. Through the process the achievements of the Key Partners have been elaborated.

- Members used a variety of media (print, online, video) to reach well more than a 1 000 000 stakeholders with more than a hundred books, manuals, articles, flyers, and videos, among others.
- The partners used different face-to-face and online encounters to work with nearly 100 000 individuals.
- The partners conducted nearly 500 in-person trainings and three dozen on-line trainings that served close to 30,000 stakeholders.
- Nearly 1 600 new members are reported in the networks of GAP Key Partners.
- The partners consistently engaged in policy and strategy development to solidify the position of ESD within the public sector.

The survey also revealed several steps that can be taken to strengthen monitoring efforts going forward. This includes clarifying terms, operationalising variables, and developing robust outcome measures.

As the GAP key partners convene in Paris 5 – 6 July 2016, they will have a chance to review the data presented in this report, discuss its conclusions, and decide on the way forward. The Preliminary Monitoring Report focussing on the Gap Key Partners and the July meeting will inform both the 2017 mid-term report and the 2019 final report. It is only through analysis, reflection, and collective action that will we be able to scale up ESD action globally. This report is one marker along the ESD implementation Roadmap, designed to build a better and more sustainable future for all.

1. Introduction

UNESCO ensures effective coordination and implementation of the Global Action Programme (GAP) on Education for Sustainable Development (ESD), the follow up to the UN Decade of ESD (2005-2014). The goal of the GAP is "to generate and scale up action in all levels and areas of education and learning to accelerate progress towards sustainable development".

The GAP on ESD was launched at the 2014 World Conference on ESD in Aichi-Nagoya, Japan. The Roadmap for Implementing the GAP explains the Programme's five Priority Action Areas and implementation mechanisms. According to the Roadmap, progress in implementing the GAP will be reported regularly at the global level.

Together with a wide range of partners (including government, civil society, UN agencies and academic partners), UNESCO carries out activities to achieve the following expected results:

1. GAP implementation coordinated effectively; global ESD community of practice fostered
2. ESD reinforced in national and international education and sustainable development policies
3. Sustainability principles integrated into education and training environments
4. ESD capacity of teacher training institutions enhanced
5. ESD youth leaders empowered and mobilized
6. ESD programmes at local level mainstreamed

UNESCO, as the Secretariat of the GAP, is implementing the first expected result and the other five are to be implemented within the partner networks. UNESCO is also tasked with reporting on the collective impact achieved by UNESCO and its GAP key partners, Member states and ESD stakeholders through the GAP implementation strategies as outlined in the Roadmap for Implementing the GAP. UNESCO documents the impact, achievements and shortcomings of the GAP in scaling up ESD action by developing several reports. This Preliminary Monitoring Report, focusing on the GAP Key Partners, is developed in advance of the Global GAP partner meeting, which will take place from 5 to 6 July 2016 in Paris. This first report will lay the foundation for the mid-term report (2017) and for the final report (2019) on GAP implementation of the GAP Key Partners.

This Preliminary Monitoring Report serves to:

- Take into account the implementation strategies of the GAP through the partner networks of the five Priority Action Areas and to identify and overcome challenges;
- Provide evidence of scaling up ESD actions under the GAP, by the GAP Key Partners;
- Demonstrate how the Key Partner networks have led to joint activities and created synergies among the Partners;
- Provide selected examples of evidence of ESD impact and highlight good practices on ESD.

UNESCO developed a Key Partner survey, with the input of select stakeholders. The survey consisted of: organisational information and commitments; baseline and targets for select outputs (for defined core activities, described below); achievements; and observations on topics central to the operations of ESD. The full survey can be found in Annex 3.

The foundation of the report is based on responses from 60 of the 87 members across each of the five partner networks. The Partner Networks consist of major ESD stakeholders from all regions of the world with extensive outreach capacity and the ability to innovate and have major impact on ESD. They represent government ministries, NGOs, private companies, academia, among others. UNESCO selects the Key Partners to be members of the Partner Networks based on the GAP Launch Commitments received from stakeholders globally.

The commitments of the Key Partners range from building the capacity of dozens of local governments, fostering networks of cities, mainstreaming ESD in the curriculum and empowering youth, hosting youth sustainability summits, connecting secondary schools across regions, promoting social entrepreneurship, building ESD demonstration areas,

building the capacity of teachers, and strengthening ESD approaches through ASPNet schools. The survey interrogated performance targets (numeric and narrative) and achievements made in relation to the respondent's commitment.

The survey took into account the need for evidence-based monitoring and for impact-oriented reporting in the education sector.

What are the Partner Networks?

The Partner Networks (PN) drive implementation of the GAP on ESD. They serve as a global community of practice and exist for each of the five Priority Action Areas of the GAP, and are: PN1) advancing policy; PN2) transforming learning and training environments; PN3) building capacities of educators and trainers; PN4) empowering and mobilizing youth; and PN5) accelerating sustainable solutions at local level.

Why Partner Networks?

Partner Networks intensify synergies between the GAP activities of their members, the Key Partners, and catalyse further action from other ESD stakeholders. All activities focus on scaling up ESD efforts, including through joint Flagship Projects.

2. Data Collection

The monitoring and evaluation process for the GAP on ESD is a first attempt at providing structure and consistency to the monitoring efforts of the diverse range of partners implementing ESD programmes across the five networks. As described above, UNESCO and other stakeholders developed a survey for its Key Partners. This survey can be found in Annex 3.

The survey focuses on establishing benchmarks and identifying the progress that an institution, as a GAP Key Partner, has been able to achieve since the 2014 World Conference on ESD, based on the GAP Commitment submitted by each of the partners. It is composed of four parts:

- Organisational information and commitments
- Targets
- Achievements (up to May 2016)
- Observations on select ESD operational topics

Each respondent was asked to first complete a section on organisational details. This was followed by a request to indicate the Duration and Targets their organisation has submitted in the GAP Commitment.

Then, the partners were asked to complete a table with their organisation's baseline and targets corresponding to the defined core activities. These are:

- **Advocacy and communication**, including ESD publications, educational materials, brochures, media and websites
- **Meetings**, conferences, workshops, and consultations
- **Capacity-building** and training of teachers, administrators and other stakeholders
- **Partnerships and networking**
- **Policy and strategy development**
- **Research and innovation**

Respondents were then requested to provide numeric (outcomes in terms of numbers) and narrative (what was gained by the activity) information concerning their achievements for the same core activities. Respondents were also provided with a column in which they were asked to state any Key Partners that they are working with in this activity, along with comments and clarifications on the activity as needed. The survey concluded with a series of open-ended questions focussing on the partner's observations on central operational topics that will help UNESCO and partners

better support the global ESD agenda this ranged from understanding challenges of implementation, aspects of technical assistance and the impressions of recognising the ESD achievements of organisations. These are:

1. Please list the content (e.g., topics and objectives) that is of highest priority in your ESD activities, and describe the teaching approaches that proved most useful for delivering this content.
2. Please comment on challenges with regard to scaling up your ESD actions and successful strategies in this regard.
3. Please describe the benefits and challenges of belonging to the GAP Partner Network, and please offer any suggestions for improvement that you might have.
4. Please describe how your activities within the GAP commitment are related to the Sustainable Development Goals, if at all.
5. Please describe how you use, if at all, the ESD Clearinghouse and how it might be improved.
6. Please provide your impression of the UNESCO-Japan Prize on ESD.

The survey was first announced by email to all GAP Key Partners by UNESCO Headquarters. The survey was then sent as an email attachment in MS Word by a UNESCO research consultant via group message to each of the five networks. An online version of the survey was also made available to give respondents options and thus increase the response rate. The attachment and the online versions were identical in content. The research consultant and UNESCO staff, on an individual and group level, sent reminders.

All members of each of the networks were invited to participate in the survey. Completed surveys received by the evaluation consultant were organised by Network and a running tally was kept in MS Excel that was shared with each of the UNESCO staff. The consultant and staff conducted follow up to ensure the best return rate. Participation was self-selective and non-incentivised. The response rate was high with 60 of 87 (69%) surveys returned.

For future consultations it will be ideal to have returns from all GAP Key Partners, which will afford a clearer picture of achievements. Response to this current survey was voluntary, but perhaps going forward responses to survey requests could be a condition of Network membership. This should provide a stronger incentive and thus increase the response rate.

The quantitative data were tabulated and presented in table form for each core activity disaggregated by Partner Network. These are presented in Section three of this report. The qualitative data were organized and categorised into concepts. Connections between concepts were sought. The data analysis was focused on discovering meaning and context. Although this is a subjective process prone to researcher bias, it creates a rich description of the state of GAP.The analysis is presented in Section 4 of this report. The analysis was shared with a core group of colleagues at UNESCO to verify understanding and authenticate the conclusions. These are presented in section five of this report. These are meant to inform the way forward for ESD.

3. Results

The data presented below represent the responses of 60 Key Partners. The data were organised along each of the six core activities of the survey (see Annex 3). The data in the right-hand column, titled Achievements, is the presentation of the responses by each Partner Network in the most succinct way possible. Several respondents qualified their responses, e.g., making a distinction between training modules and articles when responding to a question about publications. These were grouped and tallied and are presented below; these are not examples; they are a distillation of all the responses.

The six core activities defined in the survey served to organise the input of the Partner Networks. It is a reasonable starting point as they were agreed on partners at the outset of the GAP. However, it should be noted that some respondents felt that a portion of their activities did not fit neatly into the categories provided. The Partner Networks are

diverse and so too are their activities. There was ample space for respondents to provide qualification and explanation when necessary. These are captured below in a limited way to provide context. Further refinement of subsequent tools will help to capture the breadth and depth of activities. Respondents also reported that some activities are partially carried out by their organisations, while others conducted by their local partners or network members, which adds complexity to estimations. The aggregated data from each Partner Network is reported here, understanding these limitations and that the ramifications may be greater.

It is also worth noting that the data presented here are self-reported, which are not subject to verification at this time. Further, during the data entry and analysis some patterns emerged to suggest that not all categories were interpreted the same way by respondents. These have been flagged with footnotes on the following pages and should be addressed in further GAP-related data collection activities (see the conclusion for further explanation). This data collection effort is providing needed structure to the wide range of GAP activities; though refinement is necessary.

The results below were from retu rns as of 20 June 2016. Responses were received from 11 Partners in PN1, 14 from PN2, 14 from PN3, 9 from PN4 and 12 from PN5.

Table 1: Advocacy and communication, including ESD publications, educational materials, brochures, media and websites[1]

1. Advocacy and comm.	Performance indicator	Main Achievements
PN1	*A. Number of publications produced[1]*	3000 manuals, 300 flyers, 21 learning modules, 5 climate change resource guides, 1 poster, 1 CD-ROM education kit, 1 set of recommendations, 1 advocacy kit, 2 magazine articles, 2 videos, 1 mobile exhibition and 1 accompanying exhibition kit, 2 booklets, 1 guidance document, and 7 awareness raising publications
	B. Number of people / institutions reached	More than 20 000 teachers, educational stakeholders and educational institutions, 6000 students and 2 million people who saw the Science Express Climate Action Special (SECAS) mobile exhibition in India
	C. Number of websites, databases, and interactive tools developed	5 dedicated web pages
PN2	*A.*	10 resources for a combined support pack to schools, 2 books, 2 reports, 1 article promoting indicators, 2 educational publications, 16 newsletters, 10 open source documents, and 14 ESD publications
	B.	17 000 students, 22 000 teachers, and 1 200 schools
	C.	17 with 1 site reporting 34 000 visits
PN3	*A.*	1 manual, 3 informational circulars, 1 video, 2 books, 1 teacher training manual, 9 electronic sources, 2 peer review journal articles, 6 toolkits, capacity building modules, 8 publications aimed at awareness raising of the general public, and 34 other publications
	B.	79 500 teachers and education stakeholders, 150 000 students plus another 1 000 000 students in China alone, 20 000 of the general public, 50,000 visitors to the e-resources with 25 000 downloads, and several hundred institutions
	C.	19 dedicated websites, 1 e-network connecting 25 teacher unions, and 14 online exercises

1 NB: There is a possibility that respondents are reporting the number of new titles, i.e., new publications; while others are reporting on the numbers of copies, which is a figure to be captured in the following cell. This would account for the high numbers and a discrepancy to be addressed.

1. Advocacy and comm.	Performance indicator	Main Achievements
PN4	*A.*	2 reports on learner capability, 1 Young Environmentalist Award booklet, film, newsletter and publication, 1 magazine featuring outcomes of ESD Youth Conference, 4 publications including social entrepreneurship and green curricula
	B.	90 900 from thousands of institutions
	C.	10 including websites, Face Book pages, and online capacity building resources
PN5	*A.*	5 books, 2 policy briefs, 2 flyers, 1 brochure, 30 educational materials, 30 videos, 21 newsletters, YouthXchange publications, and 55 other publications
	B.	161500 stakeholders plus 55 local and city governments
	C.	16 websites, 1 database, 2 interactive tools

Table 2: Meetings, conferences, workshops, and consultations

2. Meetings	Performance indicator	Main Achievements
PN1	*A. Number of events organised*	90 dedicated events , including three events organised at COP 21
	B. Number of participants[2]	Approximately 20 000 participants
	C. Number of online conferences, consultations organised	29 online events
PN2	*A.*	279, including 1 Conference at COP 21, 1 Panel at the ESD World Conference at Nagoya, and 14 National Forums
	B.	12 749
	C.	9
PN3	*A.*	618 consultations, seminars, and workshops
	B.	19 089, plus 109,856 visitors to historic gardens in Morocco in support of preservation
	C.	53 events including 24 Skype consultations with partners
PN4	*A.*	610 workshops and talks focused on sustainability, ethics, including the 9th UNESCO Youth Forum
	B.	22 488
	C.	13, including consultations with young people from 5 European countries as part of a Transnational Youth Forum called 'What's So Hot About Climate Change?'
PN5	*A.*	98 conferences and meetings, plus 1 long-term project-based learning activity
	B.	5 090 participants in more than 95 countries
	C.	32 online conferences and consultations

2 In some instances, publication distribution happens at ESD events and therefore the numbers reached in each of the two categories could be the same population. This should be clarified to avoid double counting.

Table 3: Capacity-building and training of teachers, administrators and other stakeholders

3. Capacity Building	Performance indicator	Main Achievements
PN1	*A. Number of trainings organised*[3]	108 trainings and related capacity building activities
	B. Number of stakeholders trained[4]	5 740 teachers and other stakeholders / 264 teachers
	C. Number of online courses, webinars conducted	3 e-learning courses and 1 youth webinar
PN2	*A.*	109 trainings
	B.	9197 stakeholders reached
	C.	12 online capacity building activities
PN3	*A.*	264 trainings
	B.	9 284 including teachers regional and provincial coordinators, students from (primary, middle and high schools), journalists, representatives from communes, local authorities, administration, businesses and local associations
	C.	22 online capacity building activities
PN4	*A.*	48 trainings for trainers of trainers, school leaders, youth groups and communities on ESD, environmental conservation, leadership and entrepreneurship, leadership
	B.	2289 stakeholders reached
	C.	1 webinar with 25 participants, 1 video call with 15 participants, 1 e-learning platform, 9 entrepreneurship education courses
PN5	*A.*	66 capacity building activities on sustainable development related activities, including climate change, resilience and climate mitigation, solid waste management
	B.	2 070 stakeholders reached
	C.	4 online courses

3 NB: For some respondents this number is sometimes exactly the same as the events reported (see box above). This suggests that some respondents did not make a distinction between these two categories, which raises a caution against double counting.

4 NB: Respondents frequently report the number of stakeholders in Capacity Building as the same number of stakeholders reached through Advocacy activities. This suggests that these are not mutually exclusive populations, which raises a caution against double counting.

Table 4: Partnerships and networking

4. Partner.	Performance indicator	Main Achievements
PN1	*A. Number of new members in your organization's network*	211, plus 20 000 in India alone
	B. Number of joint projects with GAP partners conducted	14 joint projects
	C. Social media: number of pages, likes, tweets, etc sent and received[5]	9 Face Book pages and participation in other social networks generating nearly 24 000 'likes' and related messages and 679 other social media activities
PN2	*A.*	192, including 3 networks, 47 universities, and 22 members
	B.	2 joint projects
	C.	4 335, including 3 web pages, 1 500 followers, 792 new followers, 1 020 tweets, and 824 likes
PN3	*A.*	664 including private sector companies, foundations, unions, NGOs, and individuals
	B.	2 joint projects
	C.	4 083 social media activities
PN4	*A.*	237 new partners
	B.	7 including a COP 21 ESD Youth side event and COP 21 ESD panel
	C.	4 000 E-bulletin subscribers, 57 000 Facebook friends & likes, 2 234, Twitter followers, website page views, and hash tags
PN5	*A.*	300 new partners plus 351 schools
	B.	Nothing to report currently
	C.	1 651 likes, 4 posts, 25 000 twitter followers, 140 tweets, 542 mailing list subscribers

5 NB: Not all respondents qualified their responses in the targets, so it is difficult to separate the high input activities, like creating and maintaining web pages or writing web posts, from higher frequency activities like sending tweets/re-tweets and liking pages/posts from these totals. Given the high numbers, it may be that the majority is in reference to the latter.

Table 5: Policy and strategy development

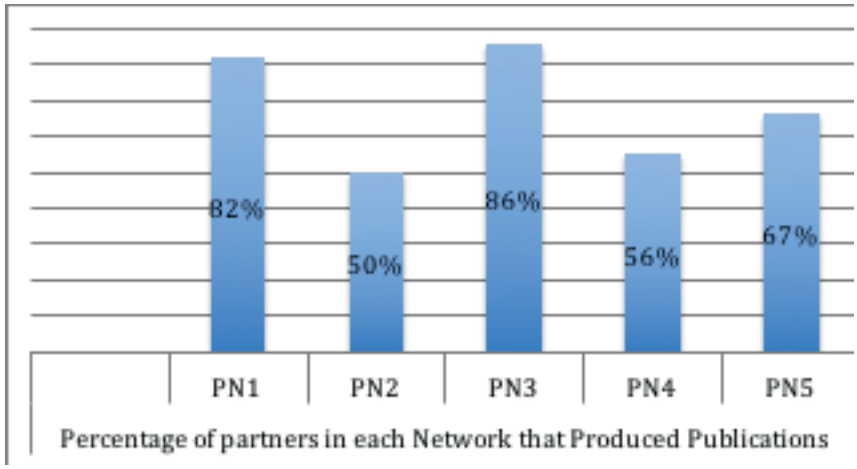
5. Policy	Performance indicator	Main Achievements
PN1	*Number of (national, regional and internat.) policies / strategies developed or supported*	6 action plans and strategy documents, 1 policy brief, 2 ESD policy frameworks, 1 national coordinating mechanism, 4 manuals and reports, 1 curriculum framework, 1 ongoing policy support instrument, 5 national climate change learning strategies in 5 pilot countries; support to 16 countries on implementation strategies for the Doha work programme
PN2		6 strategy documents, 2 decisions on ESD by the Forum of Minsters of Environment in Latin America and the Caribbean, influenced the UNESCO ESD Youth Statement, 3 policy initiatives, and 2 policy integrations
PN3		21 activities including awareness raising on climate change for businesses, national strategies and ESD implementation guidelines
PN4		15 including a national ESD policy for schools, 2 national strategy activities, the 9th UNESCO Youth Forum recommendations, and policy shifts on a local and regional level related to social entrepreneurship, climate change, health and sustainability through sustained and targeted efforts.
PN5		19 policy activities including support of the design of policy and strategy at national and local level

Table 6: Research and innovation

6. Research	Performance indicator	Main Achievements
PN1	*Number of research projects initiated / supported*	1 youth survey, 1 desk review of education materials, 3 research projects and 2 journal articles
PN2		9 curriculum and strategy initiatives, 1 project to develop indicators to assess the implementation of policies in Latin American Universities used in 4 countries and 228 institutions, 1 case study on whole institution approaches to ESD, 2 projects to better understand the Green Office Model and its impacts, and 3 initiatives including an analysis of the strengths and weaknesses of quality ESD
PN3		23 including briefings on recycling and forestry
PN4		4, including research titled “ESD – Education for creating a new civilization”
PN5		1 student intern research project, 3 projects working closely with Ministers of Education supporting policy-oriented research related to lifelong learning, and 2 other projects

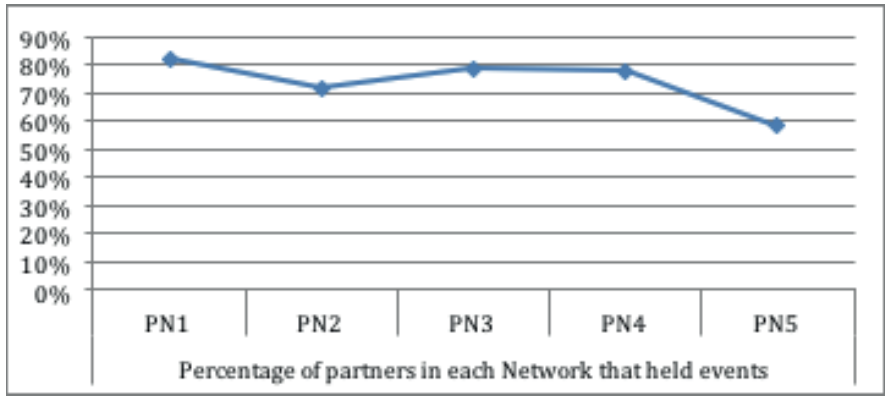
4. Thematic Analysis

The purpose of this section is to review the results and analyse main themes emerging from the questionnaires, which includes comments and narratives in addition to the numeric achievements. These are presented with a data graphic and a descriptive paragraph that corresponds with each of the six core activities as defined in the survey. The second part of this section presents a qualitative analysis of the six open-ended questions that concluded the survey.



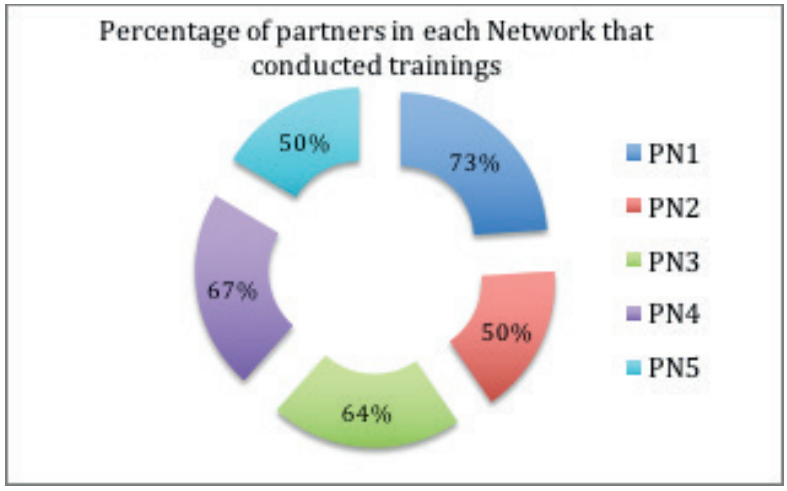
Advocacy and communication was consistently a strong point across the networks. Members used a variety of media (print, online, video) to reach well more than a 1,000,000 stakeholders with more than a hundred books, manuals, articles, flyers, and videos, among others. As noted in the table above, some respondents may have interpreted the number of copies to be same as the number of publications, that is to say, the number of titles. This should be clarified go forward. It would be helpful in the future to investigate the quality and effectiveness of these publications in terms of their effect on the behaviours of stakeholders. We can conclude that the partners are quite effective at choosing appropriate methods for reaching their stakeholders as evidenced by the high numbers reached.

The networks are very skilled at producing publications and disseminating information to an impressive number of stakeholders. The extent to which this translates to increased awareness and understanding on sustainable development should be investigated next.



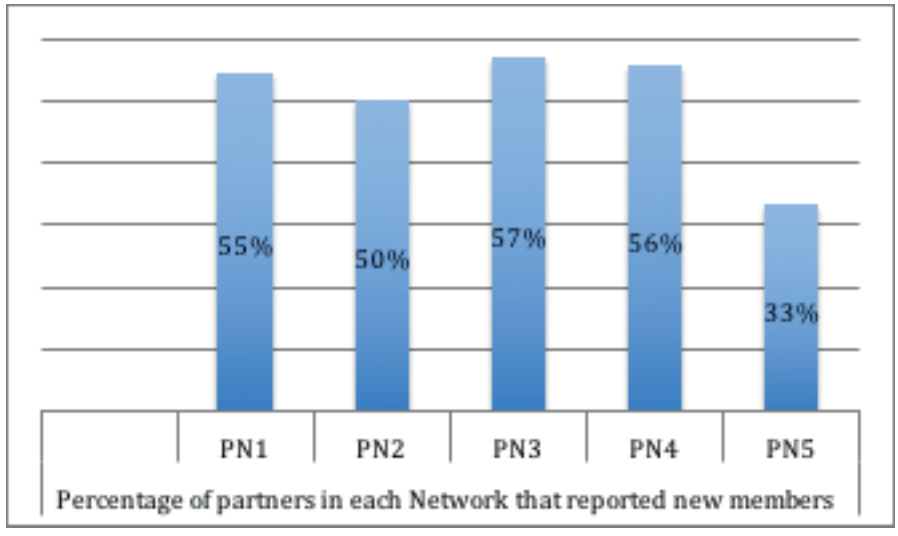
As with publication activities, the partners excelled at finding ways to engage with stakeholders through **workshops, meetings and consultations**. The partners used different face-to-face and online encounters to work with nearly 100,000 individuals. The meetings, conferences, workshops, and consultations took a variety of forms on several levels from global, regional, national, to local. It is difficult to assess what effect these events had based solely on the data provided on the survey; this would be an important area to investigate going forward. There are many practices to be shared and lessons to be learnt from this high level of implementation. A structured evaluation could yield instructive findings for the majority of partners.

Engaging with stakeholders through events is a strong component of every Network's portfolio, both in-person and remotely. It would be useful to investigate the extent to which these events resulted in increased awareness and understanding of sustainable development.



The partners conducted nearly 500 in-person **trainings** and three dozen on-line trainings that served close to 30,000 stakeholders. The ramifications for the advancement of ESD by capacitating such a high number of professional is enormous and noteworthy. It should be investigated in the future as there could be several stories worth telling as to what individuals did with their newly honed capacity. The result could be quite impressive and this could be the aspect of the GAP with the most lasting effects. With so many different capacity-building activities taking place, it would benefit network members if good practices could be harvested and promoted. The members could also benefit if these activities had measurement components such as pre-, post-, and follow-up surveys to understand the effect of the trainings and results on behaviours.

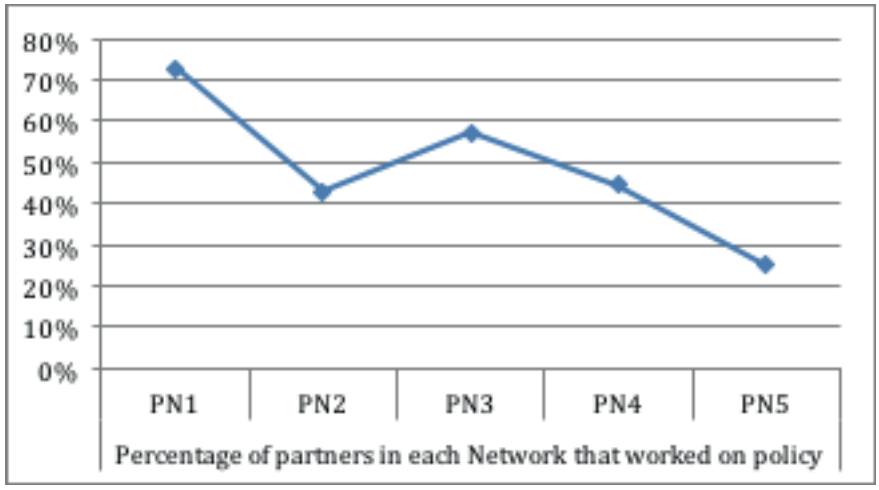
The majority of respondents in most Networks reported conducting trainings. These reached tens of thousands of stakeholders in a structured and deliberate manner to build their capacity. This may be the core activity with the potential for greatest effect for ESD, given its purpose and reach. This needs further investigation to verify this hypothesis.



It is encouraging to see that the networks are growing through **partnership and networking** activities. Nearly 1 600 new members are reported within the networks of GAP Key Partners. The loss of members was referenced in small part, but not at the same scale as reports of new members. This suggests that the growth is substantial. Efforts should be made to get a more precise accounting of institutional members and individual members to provide a

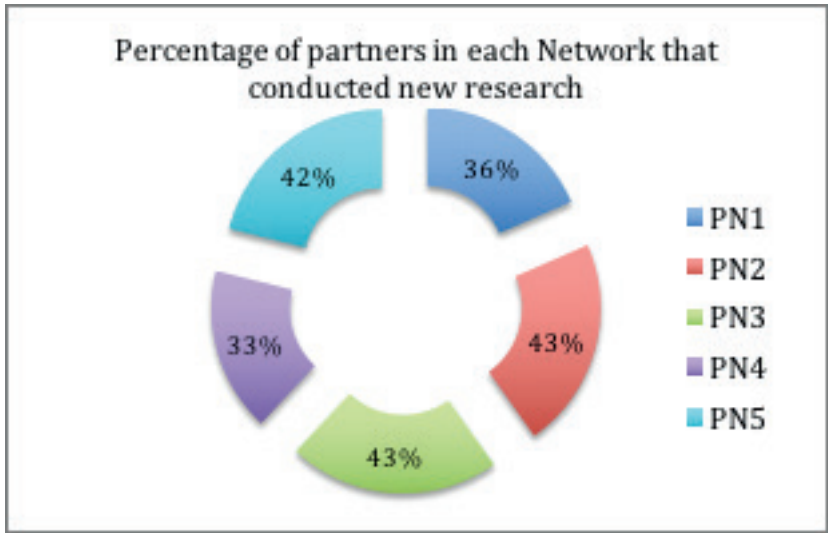
clearer picture of the extent of these networks. Social media has proven a popular tool for engaging members and keeping the networks active. It is difficult to make accurate assessments of, and comparisons between, metrics such as likes, followers, posts, and tweets. The accounting of social media needs more precision going forward. What is clear is that GAP partners and their stakeholders are active in social media (as evidenced in the previous section) and these good practise and lessons learnt should be shared.

Network building was an activity that was reported by about a half of the respondents. Through their efforts, an impressive number of new members have joined. It will be useful to make sure that outreach to potential stakeholders is as inclusive and effective as possible with a concerted effort by more members.



Several partners engage in **policy and strategy development** to solidify the position of ESD within the public sector. Partners participate in steering committees and forums to provide input on strategy, policies, and curriculum frameworks at the local, national and global levels. As ESD policy can be an emerging area, depending on the context, it would likely be beneficial to partners to collect policy examples and share them to facilitate development in other contexts. Further, policy and strategy implementation should be monitored and those lessons on implementation should be shared so that members can benefit from the experiences of others.

Policy and Strategy Development is the only core activity where there is a significant difference between networks. Those who are active have made impressive gains for ESD. While, policy and strategy are not the direct mandate of each network, the ability to sustain the benefits of ESD increases with the backing of policy. Therefore, it will benefit all members if those with related experience share lessons learned and policy examples across the networks so that all can be engaged on some level to advance ESD policy.



Research is a core activity with only moderate activity. There are 56 distinct projects underway ranging from surveys, desk reviews, curriculum scans and policy briefs. The description of these activities is thin as to their purpose and justification. This could perhaps be explored further as there may be more important information that could come to light. It appears that few of the research activities are investigating the efficacy of the activities currently implemented by the partners. This seems like a lost opportunity. As stated previously, it would benefit the network if partners could measure the effect each of the publications, trainings, events, communications, and policy activities has achieved. This could be understood better with targeted and reflexive harmonised research endeavours.

Research is the only core activity where the majority or respondents are not active. Those who are active in research have furthered the understanding of ESD implementation. It would be a boon to the cause of ESD if more members were actively involved in research, and their findings shared across the networks.

Respondent Observations

The survey concluded with six open-ended questions. These were deemed important to help understand the best ways top support the Networks and ESD implementation more broadly. The 60 returns were reviewed and the responses were synthesized by each question with salient points highlighted. No distinct patterns emerged by network. Thus, the descriptions below represent the combined cohort.

→ *Content and teaching approaches for ESD activities*

The networks were very active engaging with a range of stakeholders to raise awareness, build capacity and guide implementation. A standout activity was the Science Express Climate Action Special, an exhibit reaching millions of people. The networks are addressing a range of topics from climate change, biodiversity, stewardship of the marine environment and disaster risk reduction. They are also linking to other pillars of activity such as cultural heritage, youth and gender.

Members of the networks were consistent in their use of innovative and interactive pedagogical approaches, such as constructivist and experiential methods. Holistic and multidisciplinary learning (exhibits and interpretive centres promote experiential learning) along with action research and problem-based learning were some of the other specific methods mentioned. For example, the LOLA methodology (Looking for Likely Alternatives: learning via social innovation) aims to "to help teachers and learners discover, approach, and give visibility to new sustainable lifestyles in the local surroundings". Specific opportunities, such as learning about forests and the local environment empowered students to develop skills in critical thinking by investigating the many dimensions of the forest – ecological, economic, and social, among others – and propose solutions for sustainable futures.

Respondents across the network report that their activities cover a wide range of issues such as climate change (causes, impacts, solutions, mitigation and adaptation), waste minimisation, recycling, sustainable communities, bio-diversity, and resilience (both systemic and individual). The approaches are consistently rooted in human rights-based approaches and social justice, centred on a respect and appreciation for the planet; elevating global citizenship by integrating social and ecological dimensions.

Many of competencies that partners focus on: sustainability, identity and self-discovery, expression, transformative leadership, systems transformation, change makers, networking, peace building and accelerating actions, are transversal with broad application beyond ESD. Respondents also linked ESD to employment. This includes developing 21st century skills amongst students including collaboration, critical thinking, creativity, communication, social skills, ICT competencies, self-direction, and planning. Also, in India there is the Green Job in Every Job initiative that aims at exploring careers in the field of environment and identifying how can students make an environmental contribution in any job role they take in the future.

→ *Challenges of ESD implementation*

Some of the challenges cited include funding and broader resource mobilisation. There were 18 specific mentions of this, the most frequently occurring response. Additionally, were some technical capacity concerns, specifically around web development and programme management. Some respondents stated that certain interpretations of culture prohibit gender-balanced participation in ESD-related activities, meaning that boys and girls were segregated by prescribed gender roles. These restrictions do not facilitate collective engagement and innovative thinking. Further, it was observed that media are not sensitised to engage with ESD-related issues to ensure adequate coverage. A persistent concern is that awareness is low, especially among policy makers.

There is a recurring tension in the networks concerning the use of global standards while being sensitive to local context. A case study from partners in the Republic of Korea may be informative as they report experiences that balance these needs. Similarly, there was recognition of the global trend in decentralization with cities are becoming vital stakeholders. Cities could be further empowered and networked to implement international standards in a contextually appropriate way.

Partners identified that there is a lot of demand for ESD-related input from their members and it is important to learn to say 'no' so that their organisation can stay on mission and avoid being spread too thin. In the main, ESD is a voluntary activity for a lot of teachers. So its implementation is subject to competing demands of higher priority. Related, the curriculum is quite full in many contexts and the implementation of ESD, as noted above, is highly participatory. These work best with ample class time and low student-to-teacher ratios. These factors militate against wider ESD implementation. These requirements also have an implication on cost; in China they are exploring with distance modules to make ESD more affordable, and thus more accessible to learners.

In that connection, several respondents requested assistance with scaling up: "scaling up actions requires building capacity of the organisation and requires additional resources within programme areas. This is not always easy with conflicting priorities in organisations and in government budgets. "

→ *Benefits and challenges of belonging to a network*

Across the network, with very few exceptions, respondents felt there was a value in being part of a Partner Network. They stated that the network strengthens the visibility of the issue and increased the motivation of the partners and that it facilitates information sharing. Technical assistance is needed to scale up and ensure the activities are informed by international standards, this is where the network is so useful as some members have succeeded in ways that others can learn from. Similarly, ASPNet has proved useful and in Japan, in particular, the network has experienced exponential growth in the number of schools since the beginning of the UN Decade of ESD.

For improvement it was suggested to have more Spanish speaking members to further engage more partners to participate. And, it would be helpful to provide more platforms for interactivity, such as joint implementation of activities. Respondents recognised that there was a lot of diversity in the network in terms of target populations, reach and content. This makes it difficult to align objectives and projects. At the same time, the UN Global Compact's Principles for Responsible Management Education case shows that there are a lot of organisational issues to be addressed that exist independent of ESD and are endemic to social programming, such as project design and evaluation and fundraising. These organisational issues are shared across the network and may serve as a departure point for larger scale collaboration and information exchange deepening the sense of community in the network. Other issues such as scaling up, mentioned above, engagement of national commissions, and how to work ESD alongside other national development priorities are concerns shared among members. And, thus the network is a good platform to address them.

The networks continually need to prove value added to their members. Addressing some of these core functions and concerns should make a substantial contribution to the mission of its members, consolidating the place of the

network in the ESD landscape. Practically, members requested that the expectations for membership be made clear and explicit with a moderate reporting requirements. One respondent requested to have "a partnership platform to avoid sending and receiving many emails, perhaps the clearinghouse could be used for that. It would be beneficial for all partners if the platform could create an open section that allows all partners posting some promotional materials and upcoming events regarding ESD, so that it would synchronise the actions and steps of different programmes." The Clearinghouse will be discussed further below.

→ *Relation with the SDGs*

As stated above, partners are dealing with many issues that are applicable to ESD and other issues. This broad view is evidenced in the way that the networks have engaged with the Sustainable Development Goals (SDGs). Members cited programmatic linkages with proximal goal on education, but also on poverty reduction, gender, climate action, peace and justice, among others. The majority of the respondents reported that making these linkages to other SDG issues afforded strategic entry points for ESD. Though not all respondents took this approach. Some reported a focus on goal 4.7; nine respondents, spread across the five networks, mentioned this one goal. The extent to which these broader linkages enhance ESD, or contrarily dilute it, is a subject worth investigation.

→ *ESD GAP Clearinghouse*

The clearinghouse was frequently cited as a useful resource. Though it was observed that it could be more user friendly. Some respondents reported having problems logging in, others mentioned the difficulty of finding content because the organisation of material was hard to navigate through. One respondent noted that the Clearinghouse was really only good for grey literature as there are more robust collections for peer-review articles.

The justification for the clearinghouse should go beyond the simple organisation of resources. The indexing and retrieval functions, and language options, will never outpace the strength of a dedicated Internet search engine. However, respondents mentioned a few features that would give the clearinghouse a distinct and useful role in the ESD community.

One respondent commented that it would also be useful to include a feature, such as an ESD-specific RSS feed, which would alert all users of new content that was added to the clearinghouse. Also, as mentioned above, establishing a platform for intra-community communication via the clearinghouse would be very useful and facilitate organic peer-to-peer sharing and learning.

In short, the respondents are calling for more interactivity so that they can work directly with more peers, in more languages, and with more resources.

→ *UNESCO-Japan Prize on ESD*

The UNESCO-Japan prize on ESD is widely considered to be positive. Winners of the prize were of course elated with the prestige and notoriety that came with the tile and commented that the money allowed them to do more important project work. It was suggested that the work of past winners should be publicized to guide and inspire others to follow suit.

However, the Prize could improve its standing with members with more communication about the process and its outcomes. Respondents expressed interest in getting more involved. They asked to make it easier to apply. This means widening the guidelines so all GAP members can nominate; accepting applications in other languages, offer alternative sponsorships to the UNESCO National Commissions, and offering guidelines and contact information to assist stakeholders in the process. It was also suggested that smaller amounts of money to larger numbers of recipients could be beneficial to the community. The UNESCO Executive Board could consider the feedback from Partner Networks in an eventual revision of the Prize guidelines.

5. Conclusions

Even a cursory look at the survey results will reveal an impressive range of accomplishments in support of GAP implementation by the members of the five Partner Networks. When one looks deeper into the data, a truly impressive picture emerges. Hundreds of new resources have been added to the field. Millions of stakeholders have been reached. Tens of thousands have been trained. 1 600 members have joined, dozens of policies have been influenced and a wide variety of new research has been conducted. These accomplishments have been set against ambitious targets set for 2016 and 2019 (see Annex 1).

As targets have been set and implementation is firmly underway it is important to look towards impact. As noted above, there are many areas to extend monitoring and evaluation efforts to investigate the effect that these activities had against intended objectives. These efforts will be useful to test and refine the program theories undergirding the activities and adjust implementation strategies. The result will benefit each partner and the network as a whole.

This survey has been informative and it is a crucial step to tracking progress of the GAP Roadmap. It does have some limitations that are worth noting, however. These have been flagged earlier in the report with footnotes, and are repeated below for ease of reference. It may be that some questions were misunderstood, populations were double counted, and totals miscalculated. These can be addressed through some simple measures such as elaborating definitions to increase clarity, creating sub-categories for precision, and testing the language to ensure the instructions are widely understood. It would be helpful to take these measures to ensure validity and reliability of the survey instrument. The Key Partners have the opportunity to decide on the best way forward to collect meaningful data at the July meeting.

The recommendations stemming from this survey are:

7. Invest in measuring outcomes (in terms of effect) of major activities and outputs like publications, events and trainings; and, to test their program theories, then share these data to inform implementation strategies across the networks and articulate these in terms of objectives and goals.
8. Operationalise variables and field-test future data collection instruments, with specific attention to the getting to consensus on issues raised in the footnotes, which are:

    a. Make sure that respondents make a distinction between new titles of publications and numbers of copies – very important measures, but very different in terms of numbers
    b. Make a clear distinction between 'events' and 'trainings' as these may have been double counted
    c. Develop more fine grain metrics for social media to make distinctions between highly active and more passive activities
    d. Make a distinction between individual members and network members (and between direct ESD Key Partner and partners of partners) in terms of their reach and involvement with GAP activities
    e. Develop consensus on meaningful targets, with a common understanding on what should be counted, then revise targets for the future reporting cycles to match the decisions made

6. Build an annotated knowledge base of national ESD strategies, frameworks, and policies so that countries do not have to reinvent the wheel (perhaps through the GAP Clearinghouse)
7. Reinvigorate the Partner Networks by offering capacity building and technical assistance on core issues that most partners share: fundraising, program design and evaluation, and scaling up strategies, for example, and continue to organize peer-peer learning among partners
8. State the expectations of network membership clearly to all current and new members, including the requirement to report on activities for the mid-term and final report to get closer to a %100 response rate
9. Re-focus the clearinghouse away from a centralised model towards a peer-to-peer communication and exchange platform
10. Provide more communication about the UNESCO-Japan ESD prize to stakeholders on the process; offer more languages and paths to nomination; and, publicize the good works of past winners to inspire others

The Way forward includes review and validation of the findings at the July meeting, considering the recommendations, and building a consensus for the monitoring framework that will lead to the production of the GAP mid-term and final reports. At the July meeting it would be critical for members to clearly state what they think is important to measure, how to do it and how often. The methods of measurement need to be standardised for meaningful comparisons and this can only be achieved by developing a common understanding.

Next, it would be helpful for the members to discuss and debate the recommendations above. These are derived from a critical analysis of the survey, but the stakeholders should ensure the way forward is meaningful to them.

This Preliminary Monitoring Report has at once demonstrated progress and shown areas of weakness. It has served its function to set the stage for improved global action on education for sustainable development.

Annex A: Tables of Baseline and Targets

Data as received by 12 June

Table 1: Advocacy and communication, including ESD publications, educational materials, brochures, media and websites 67

1. Advocacy and comm.	Performance indicator	Baseline 2015	Target by end 2016	Target by end 2019[6]	Achievements
PN1	*A. Number of publications produced*[7]	5016	20025	40097	3000 manuals, 300 flyers, 1 poster, 1 CD-ROM education kit, 1 set of recommendations, 1 advocacy kit, 2 magazine articles, 2 videos, 1 mobile exhibition and 1 accompanying exhibition kit, 2 booklets, 1 guidance document, and 7 awareness raising publications
	B. Number of people / institutions reached	29000	137505	264050	More than 20 000 teachers, educational stakeholders and educational institutions, 6000 students and 2 million people who saw the Science Express Climate Action Special (SECAS) mobile exhibition in India
	C. Number of websites, databases, and interactive tools developed	13	19	48	5 dedicated web pages
PN2	*A.*	315	614	1228	10 resources for a combined support pack to schools, 2 books, 2 reports, 1 article promoting indicators, 2 educational publications, 16 newsletters, 10 open source documents, and 14 ESD publications
	B.	7550	8981	18016	17 000 students, 22 000 teachers, and 1200 schools
	C.	26	39	70	17 with 1 site reporting 34 000 visits
PN3	*A.*	4148	10218	15370	1 manual, 3 informational circulars, 1 video, 2 books, 1 teacher training manual, 9 electronic sources, 2 peer review journal articles, 6 toolkits, capacity building modules, 8 publications aimed at awareness raising of the general public, and 34 other publications
	B.	249105	389057	452098	79 500 teachers and education stakeholders, 150,000 students plus another 1,000,000 students in China alone, 20,000 of the general public, 50,000 visitors to the e-resources with 25000 downloads, and several hundred institutions
	C.	117	63	111	19 dedicated websites, 1 e-network connecting 25 teacher unions, and 14 online exercises

6 NB: It appears that some respondents treated this column as a cumulative total, while others entered targets for the period between the beginning 2017 through 2019.

7 NB: There is a possibility that respondents are reporting the number of new titles, i.e., new publications; while others are reporting on the numbers of copies, which is a figure to be captured in the following cell. This would account for the high numbers

1. Advocacy and comm.	Performance indicator	Baseline 2015	Target by end 2016	Target by end 2019[6]	Achievements
PN4	*A.*	48015	50027	55042	2 reports on learner capability, 1 Young Environmentalist Award booklet, film, newsletter and publication, 1 magazine featuring outcomes of ESD Youth Conference, 4 publications including social entrepreneurship and green curricula
	B.	117165	228100	223000	90900 from thousands of institutions
	C.	13	25	25	10 including websites, Face Book pages, and online capacity building resources
PN5	*A.*	97	122	154	5 books, 2 policy briefs, 2 flyers, 1 brochure, 30 educational materials, 30 videos, 21 newsletters, YouthXchange publications, and 55 other publications
	B.	158440	51120	110755	161500 stakeholders plus 55 local and city governments
	C.	530025	795024	1310036	16 websites, 1 database, 2 interactive tools

Table 2: **Meetings**, conferences, workshops, and consultations

2. Meetings	Performance indicator	Baseline 2015	Target by end 2016	Target by end 2019	Achievements
PN1	*A. Number of events organised*	*55*	*90*	*173*	48 dedicated events
	B. Number of participants[8]	*2800*	*6250*	*14600*	3400 participants
	C. Number of online conferences, consultations organised	*20*	*36*	*58*	29 online events
PN2	*A.*	*274*	*547*	*875*	276, including 1 Conference at COP 21, 1 Panel at the ESD World Conference at Nagoya, and 14 National Forums
	B.	*13076*	*15430*	*27905*	12749
	C.	*16*	*30*	*52*	9
PN3	*A.*	*106*	*698*	*471*	618 consultations, seminars, and workshops
	B.	*74169*	*171510*	*266218*	19,089, plus 109,856 visitors to ESD-promoting gardens
	C.	*41*	*72*	*196*	53 events including 24 Skype consultations with partners
PN4	*A.*	*47*	*53*	*155*	610 workshops and talks focused on sustainability, ethics, including the 9th UNESCO Youth Forum
	B.	*4350*	*6750*	*19500*	22488
	C.	*14*	*22*	*44*	13, including consultations with young people from 5 European countries as part of a Transnational Youth Forum called 'What's So Hot About Climate Change?'

8 In some instances, publication distribution happens at ESD events and therefore the numbers reached in each category would likely be the same population.

2. Meetings	Performance indicator	Baseline 2015	Target by end 2016	Target by end 2019	Achievements
PN5	*A.*	*99*	*188*	*298*	98 conferences and meetings, plus 1 long-term project-based learning activity
	B.	*46320*	*82105*	*160515*	5090 participants in more than 95 countries
	C.	*30*	*62*	*124*	32 online conferences and consultations

Table 3: **Capacity-building** and training of teachers, administrators and other stakeholders

3. Capacity Building	Performance indicator	Baseline 2015	Target by end 2016	Target by end 2019	Achievements
PN1	*A. Number of trainings organised*[9]	*92*	*176*	*443*	107 trainings and related capacity building activities
	B. Number of stakeholders trained[10]	*5290*	*10560*	*22700*	5 680 teachers and other stakeholders / 264 teachers
	C. Number of online courses, webinars conducted	*13*	*21*	*66*	3 e-learning courses and 1 youth webinar
PN2	*A.*	*104*	*194*	*429*	109 trainings
	B.	*9603*	*8619*	*13563*	9197 stakeholders reached
	C.	*14*	*28*	*58*	12 online capacity building activities
PN3	*A.*	*211*	*841*	*526*	264 trainings
	B.	*5922*	*15668*	*26128*	9284 including teachers regional and provincial coordinators, students from (primary, middle and high schools), journalists, representatives from communes, local authorities, administration, businesses and local associations
	C.	*22*	*39*	*105*	22 online capacity building activities
PN4	*A.*	*495*	*552*	*774*	48 trainings for trainers of trainers, school leaders, youth groups and communities on ESD, environmental conservation, leadership and entrepreneurship, leadership
	B.	*7495*	*8459*	*19920*	2289 stakeholders reached
	C.	*37*	*28*	*42*	1 webinar with 25 participants, 1 video call with 15 participants, 1 e-learning platform, 9 entrepreneurship education courses
PN5	*A.*	*15610*	*30241*	*60353*	66 capacity building activities on sustainable development related activities, including climate change, resilience and climate mitigation, solid waste management
	B.	*71246*	*128859*	*252650*	2070 stakeholders reached
	C.	*1903*	*5*	*13*	4 online courses

9 NB: For some respondents this number is sometimes exactly the same as the events reported (see box above). This suggests that some respondents did not make a distinction between these two categories, which raises a caution against double counting.

10 NB: Respondents frequently report the number of stakeholders in Capacity Building as the same number of stakeholders reached through Advocacy activities. This suggests that these are not mutually exclusive populations, which raises a caution against double counting.

Table 4: Partnerships and networking

4. Partner.	Performance indicator	Baseline 2015	Target by end 2016	Target by end 2019	Achievements
PN1	*A. Number of new members in your organization's network*	20118	25256	50619	176 and 20,000 in India alone
	B. Number of joint projects with GAP partners conducted	7	18	50	14 joint projects
	C. Social media: number of pages, likes, tweets, etc sent and received[11]	36452	52623	90409	9 Face Book pages and participation in other social networks generating nearly 24 000 'likes' and related messages and 675 other social media activities
PN2	*A.*	207	245	396	192, including 3 networks, 47 universities, and 22 members
	B.	6	18	29	2 joint projects
	C.	37551	43586	56850	4335, including 3 web pages, 1500 followers, 792 new followers, 1020 tweets, and 824 likes
PN3	*A.*	1237	15355	163999	664 including private sector companies, foundations, unions, NGOs, and individuals
	B.	4	14	31	2 joint projects
	C.	5841	29720	14690	4083 social media activities
PN4	*A.*	3059	10944	34856	237 new partners
	B.	6	12	23	7 including a COP 21 ESD Youth side event and COP 21 ESD panel
	C.	45005	53605	155415	4,000 E-bulletin subscribers, 57,000 Facebook friends & likes, 2,234, Twitter followers, website page views, and hashtags
PN5	*A.*	739	375	472	300 new partners plus 351 schools
	B.	1	4	12	Nothing to report currently
	C.	9487	15600	59200	1651 likes, 4 posts, 25000 twitter followers, 140 tweets, 542 mailing list subscribers

Table 5: Policy and strategy development

11 NB: Not all respondents qualified their responses in the targets, so it is difficult to separate the high input activities like creating and maintaining web pages or writing web posts, from higher frequency activities like sending tweets/re-tweets and liking pages/posts from these totals. Given the high numbers, it may be that the majority is in reference to the latter.

5. Policy	Performance indicator				Achievements
		Baseline 2015	Target by end 2016	Target by end 2019	
PN1	*Number of (national, regional and internat.) policies / strategies developed or supported*	65	71	24	6 action plans and strategy documents, 1 policy brief, 2 ESD policy frameworks, 1 national coordinating mechanism, 4 manuals and reports, 1 curriculum framework, 1 ongoing policy support instrument
PN2		21	24	33	6 strategy documents, 2 decisions on ESD by the Forum of Minsters of Environment in Latin America and the Caribbean, influenced the UNESCO ESD Youth Statement, 3 policy initiatives, and 2 policy integrations
PN3		35	56	103	21 activities including awareness raising on climate change for businesses, national strategies and ESD implementation guidelines
PN4		21	25	33	15 including a national ESD policy for schools, 2 national strategy activities, the 9th UNESCO Youth Forum recommendations, and policy shifts on a local and regional level related to social entrepreneurship, climate change, health and sustainability through sustained and targeted efforts.
PN5		9	7	18	19 policy activities including support of the design of policy and strategy at national and local level

Table 6: Research and innovation

6. Research	Performance indicator				Achievements
		Baseline 2015	Target by end 2016	Target by end 2019	
PN1	*Number of research projects initiated / supported*	5	12	31	1 youth survey, 1 desk review of education materials, 3 research projects and 2 journal articles
PN2		15	25	44	9 curriculum and strategy initiatives, 1 project to develop indicators to assess the implementation of policies in Latin American Universities used in 4 countries and 228 institutions, 1 case study on whole institution approaches to ESD, 2 projects to better understand the Green Office Model and its impacts, and 3 initiatives including an analysis of the strengths and weaknesses of quality ESD
PN3		27	39	97	23 including briefings on recycling and forestry
PN4		8	12	16	4, including research titled “ESD – Education for creating a new civilization”
PN5		2	9	11	1 student intern research project, 3 projects working closely with Ministers of Education supporting policy-oriented research related to lifelong learning, and 2 other projects

Annex B: List of Key Partners

Partner Network 1:

- Beydaar Society and Echo Change, Pakistan
- Centre for Environment Education, India
- German Federal Ministry of Education and Research
- Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES)
- Global Campaign for Education (GCE)
- Institute for Global Environmental Strategies (IGES), Japan
- Intergovernmental Oceanographic Commission (IOC) (jointly with the World Ocean Network)
- International Union for Conservation of Nature (IUCN)
- Mediterranean Initiative for Environment and Sustainability (MEdIES)
- Ministry of Education, Culture, Sports, Science and Technology (MEXT), Japan
- Ministry of Public Education, Costa Rica
- Ministry of Education and Training, Viet Nam
- Ministry of Education, Science and Technology, Kenya
- Ministry of Environment, Green Development and Tourism, Mongolia
- National Council on Climate Change and Clean Development Mechanism, Dominican Republic
- UN Alliance on Climate Change Education, Training and Public Awareness (Secretariat UNFCCC)
- United Nations Economic Commission for Europe (UNECE)
- UN:CCLearn (UNITAR)

Partner Network 2:

- Asia-Pacific Cultural Centre for UNESCO (ACCU), Japan
- Foundation for Environmental Education (FEE)
- Global Universities Partnership on Environment and Sustainability (GUPES)
- Ibero-American Alliance of University networks for environmental sustainability (ARIUSA)
- International Association of Universities (IAU)
- Korean National Commission for UNESCO
- Manitoba Education and Advanced Learning, Canada
- Millenium @ EDU Sustainable Education
- rootAbility, Germany
- Sustainability and Environmental Education (SEEd)
- Sustainability Literacy Test (SULITEST) (Secretariat; Higher Education Sustainability Initiative (HESI))
- UN Global Compact's Principles for Responsible Management Education (PRME) initiative
- UNESCO Associated Schools Project Network (ASPnet)
- Argentina
- Côte d'Ivoire
- Greece
- Indonesia
- Oman
- UNESCO Chair "Higher Education for Sustainable Development"
- Wildlife and Environment Society of South Africa (WESSA)

Partner Network 3:

- Asia-Pacific Centre of Education for International Understanding (APCEIU)
- Association for the Development of Education in Africa (ADEA)
- Education International (EI)
- Environmental Education Association of Southern Africa (EEASA)
- Groen Gelinkt, The Netherlands
- International Network of Teacher Education Institutions, UNESCO Chair, York University,

Canada
- Learning Teacher Network
- Microsoft Devices, India
- Mohammed VI Foundation for Environmental Protection, Morocco
- National Institute of Teachers Training of the Dominican Republic (INAFOCAM)
- National Working Committee on ESD, China
- Organización de Estados Iberoamericanos para la Educación, la Ciencia y la Cultura (OEI)
- Partnership for Education and Research about Responsible Living (PERL)
- Planeta Océano, Peru
- Queen Rania Teacher Academy, Jordan
- RCE Tongyeong, Republic of Korea
- Regional Environmental Center for Central and Eastern Europe (REC)
- Swedish International Centre of Education for Sustainable Development (SWEDESD)
- World Organization for Early Childhood Education (OMEP)
- Ministry of Education and Training, Viet Nam
- Ministry of Environment, Green Development, and Tourism, Mongolia
- The One UN Climate Change Learning Partnership (UN CC:Learn)

Partner Network 4:

- 3BL Associates, Bahrain
- Asociación SERES
- Earth Charter International Center for Education for Sustainable Development
- ECO UNESCO (Clubs), Ireland
- Engagement Global gGmbH – Service for Development Initiatives, Germany
- The Goi Peace Foundation, Japan
- International Foundation for The Young Masters Programme on Sustainable Development
- Okayama ESD Youth Leaders
- Organisation De Développement Durable (ODDD), Lebanon
- The Energy and Resources Institute (TERI)
- UNESCO Youth Forum Network
- Untouched World Charitable Trust (UWCT), New Zealand
- World Wide Fund for Nature (WWF), Kenya
- Youth for Education, Sustainability and Peace Network (YESPeace Network) of the UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP)

Partner Network 5:

- Barcelona More Sustainable Schools Programme, Spain
- Centre for Development of Early Childhood, Non-formal and Informal Education (Jayagiri Centre)
- Gaia Education
- Global Network of Learning Cities of the UNESCO Institute for Lifelong Learning
- Free and Hanseatic City of Hamburg, Germany
- ICLEI-Local Governments for Sustainability
- Mexico City, Mexico
- Namib Desert Environmental Education Trust (NaDEET), Namibia
- Okayama City, Japan
- RCE Chubu, Japan
- Ricoh Company & Drishtee
- UN-HABITAT
- UNEP
- United Nations University Institute for the Advanced Study of Sustainability (UNU-IAS)/Regional Centres of Expertise on Education for Sustainable Development
- Wahamba Development Org, Nigeria World Network of Biosphere Reserves of the UNESCO Man and Biosphere Programme

Annex C: The Survey Instrument

Contact details

Please complete the section below with your details.

Name of respondent:

Organisation you represent:

GAP Partner Network that your organisation belongs to:

Email:

Website:

PART 1: Targets

Please indicate the Duration and Targets your organisation has submitted in the GAP Commitment. Replace the example below with your own information.

Duration	Target
Three years	EXAMPLE: Gaia Education's commitment builds upon the successful 10 years of ESD activities setting the following quantitative targets: Translation of the 4 Keys for Sustainability Books, under UNESCO/ UNDESD Patronage, into 2 more languages (currently in English and Spanish) by Jan 2018 Expansion of Ecovillage Design Courses in 50 countries- 5 new countries a year. Translation of Design for Sustainability online course in Hindi and Mandarin by Jan 2018 Secure 2 more long-term Project Based learning activities by Jan 2018

Please complete the table below with your organisation's baseline and targets corresponding to each of the core activities listed in the left-hand column.

Activity	Performance indicator	Quantitative and/or qualitative Targets			Comments
		Baseline 2015[12]	Target by end 2016[13]	Target by end 2019[14]	
Advocacy and communication, including ESD publications, educational materials, brochures, media and websites	• *Number of publications produced*				
	• *Number of people / institutions reached*				
	• *Number of websites, databases, and interactive tools developed*				

Activity	Performance indicator	Quantitative and/or qualitative Targets			Comments
		Baseline 2015[12]	Target by end 2016[13]	Target by end 2019[14]	
Meetings, conferences, workshops, and consultations	• *Number of events organised*				
	• *Number of participants*				
	• *Number of online conferences, consultations organised*				
Capacity-building and training of teachers, administrators and other stakeholders	• *Number of trainings organised*				
	• *Number of stakeholders trained*				
	• *Number of online courses, webinars conducted*				
Partnerships and networking	• *Number of new members in your organization's network*				
	• *Number of joint projects with GAP partners conducted*				
	• *Social media: number of pages, likes, tweets, etc sent and received*				
Policy and strategy development	• *Number of (national, regional and international) policies / strategies developed or supported*				.
Research and innovation	• *Number of research projects initiated/ supported*				

12 As established following the 2014 World Conference on ESD

13 Cumulative total by the end of 2016

14 Cumulative total by the end of 2019

PART 2: Achievements

Based on the GAP Commitment submitted by your organization and the targets you provided in Part 1 of the survey, please provide numeric and narrative information for the Activity/Output listed in the left-hand column. In the absence of an exact number, please provide an accurate estimate of achievements up the May 2016.

Activity	Performance Indicator	Achievements (numeric)	Achievements (narrative)	Com ments
These are aligned with the priority action areas of the partner networks	These are designed to support monitoring efforts, such as the GAP Report 2017	Please state the outcomes in numbers. For example: 10,000 copies printed, Distributed in 500 training institutions, Reaching 20,000 students	Please state what was gained by the activity. For example: the teacher training strengthened the capacity of teachers on the content and pedagogy of ESD	Please state any Key Partners you are working with in this activity along with comments and clarifications on the activity as needed
Advocacy and communication, including ESD publications, educational materials, brochures, media and websites	• *Number of publications produced*			
	• *Number of people / institutions reached*			
	• *Number of websites, databases, and interactive tools developed*			
Consultations, meetings, conferences, workshops on ESD	• *Number of events organised*			
	• *Number of participants*			
	• *Number of online conferences, consultations organised*			
Capacity-building and training	• *Number of trainings organized*			
	• *Number of stakeholders trained*			
	• *Number of online courses, webinars conducted*			
Partnerships and networks on ESD	• *Number of new members in your organization's network*			
	• *Number of joint projects with GAP partners conducted*			
	• *Social media: number of pages, likes, tweets, etc, sent and received*			
Policy and strategy development	• *Number of policies / strategies developed or supported*			.
Research and innovation	• *Number of research projects initiated / supported*			

Observations

1. *Please list the content (e.g., topics and objectives) that is of highest priority in your ESD activities, and describe the teaching approaches that proved most useful for delivering this content.*

2. *Please comment on challenges with regard to scaling up your ESD actions and successful strategies in this regard:*

3. *Please describe the benefits and challenges of belonging to the GAP Partner Network, and please offer any suggestions for improvement that you might have:*

4. *Please describe how your activities within the GAP commitment are related to the Sustainable Development Goals, if at all:*

5. *Please describe how you use, if at all, the ESD Clearinghouse and how it might be improved:*

6. *Please provide your impression of the UNESCO-Japan Prize on ESD:*

Please complete the survey by 16 May 2016 and return to (scott.pulizzi@gmail.com), with

Mizuho Tanaka (m.tanaka@unesco.org) and Julia Heiss100in copy.

Thank you for your assistance!w

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