

UNESCO World Conference on Education for Sustainable Development
Stakeholder Meeting

UNESCO ESD **YOUTH** CONFERENCE

Participant Profiles

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NAME	Zo Hanitry Ny Ala ANDRIAMBALOHERY
NATIONALITY	Madagascar
TITLE, ORGANIZATION	Environmental Educator, Madagascar Ministry of Environment, Ecology and Forests (www.mef.gov.mg)
ESD FOCUS	Educating Malagasy people in integrating environmental dimension in all sectors

MY ENGAGEMENT IN ESD

For 'environmental right habits', environmental education for sustainable development is one way to instill positive change in population behavior. As a person responsible for ESD within the Ministry of Environment, Ecology and Forests, I have a key responsibility towards my country, my countrymen, and myself.

My primary goals:

- To strengthen environmental awareness by the acquisition of knowledge, know-how and life skills;
- To grow respect for the environment and change the attitudes and behavior of local communities and their surroundings.

To reach these fixed goals, my main tasks involve harmonizing relations between human beings and their environment, with the aim of optimizing, to the extent possible, sustainable development policies. Therefore, several interventions and contributions have been undertaken for years. The most significant actions are as follows:

- Integration of the environmental dimension by inserting, particularly, an environmental education module within the public schools in Madagascar: National School of Administration, National School of Magistracy and National School of Police;
- Implementation of a weekly radio program at the Malagasy National Radio, in which each episode develops a specific environmental theme;
- Insertion of an article inside a ministerial magazine titled "Sitrano Ny Tontolo", which means "save the environment";
- Reinforcement of rural leaders' capacity: They will have an ability to convince and to provide instructions to local people to solve environmental issues efficiently and durably;
- Integration of ESD in extracurricular activities in public secondary schools, in close partnership with UNICEF – connecting classrooms, communities, and youth around the world for biodiversity conservation, developing their communication skills, getting new areas through debates, and increasing community togetherness and social awareness in terms of environmental and health issues;
- Implementation for 'trainer training' within public schools, particularly for their administrative and technical staff, in close cooperation with WWF.

MY COMMITMENT TO ADVANCE ESD AFTER 2014

The purpose of the United Nations Decade for Education for Sustainable Development is to promote the development and implementation of ESD. As a young person working in environmental education for sustainable development, it is my responsibility to contribute to this environmental vision for my country. I have to take appropriate actions and stay effective. My main commitment to advance ESD after 2014 is to analyze acquired skills from the conference and implement adapted actions in our environmental policies. One way is to integrate it in future actions conducted at all the levels, starting with each individual, in the family, and inside the society.



NAME Alinah BOCKARIE

NATIONALITY Sierra Leone

TITLE, ORGANIZATION Senior Journalist,
Media Matters for Women - Sierra Leone
(www.mediamattersforwomen.org)

ESD FOCUS Empowering women through listening centers

MY ENGAGEMENT IN ESD

Sierra Leone's women and girls have little protection from sexual violence and other human rights abuses. They do not have access to justice or legal redress, and even where constitutional protections exist, customary law often overrules it. Their lives are often defined by isolation, violence and poor health. Our work focuses on Sierra Leone's poorest women and girls, who are excluded from the benefits of the information age because of their extreme poverty. These rural women and girls lack information about their rights and opportunities in their language, resulting in the world's highest rates of maternal mortality, teenage pregnancy, female genital mutilation, and gender-based violence.

We use Bluetooth to transfer a weekly ten-minute audio file of original programming to Listening Centers we created in our areas of operation. In our programming, we address human rights, health, participatory democracy, agriculture and many other issues. This multi-language 'radio-style' programming reaches impoverished communities on a weekly basis at a very low cost. We place digital recorders at all Listening Centers, and they are used to record listener comments and suggestions for topics to be covered in future programmes. This feedback loop gives women and girls a 'voice', which can help create change in their communities and shape the political and cultural vision of their country. Once women have the correct information, they are better informed and can make informed decisions that lead not just to individual development, but also to sustainable community development.

We had 4,195 listener-visits in our first 90 days of broadcasting. Our strategy to locate our Listening Centers in hospitals, health care clinics, schools and youth centers has proven to be effective in attracting large numbers of listeners. We enable discussion of sensitive women's issues and offer livelihoods to female journalists who would otherwise not have such opportunities.

MY COMMITMENT TO ADVANCE ESD AFTER 2014

I am very committed and willing to participate in programmes that will improve the status of young people in my country. When I return from the conference, I will work closely with the National Youth Commission (responsible for young people in my country) to advance ESD. I will share my experience from the conference with stakeholders and advocate for ESD to be included in programmes designed for young people in my country. I will also work with youth groups which already implement ESD and see how we can improve or adjust, if need be, to enhance sustainable development through education. As a journalist, I will use my networks with other journalists to create ESD programmes for broadcast, so that we can reach as many youths as possible. I am sure a collaborative effort will generate positive initiatives which can be used in education for sustainable development for all Sierra Leoneans.



NAME Alhagie Haruna CHAM

NATIONALITY Gambia

TITLE, ORGANIZATION Youth Desk Officer,
Gambia National Commission for UNESCO
(www.unesco.gm)

ESD FOCUS Advocacy on ESD in ASPnet schools

MY ENGAGEMENT IN ESD

My engagement in ESD started in 2000 as a member of the UNESCO Club during my senior secondary school. In 2006, I was engaged in ESD in the form of a sensitization on HIV/AIDS, in which 150 participants were trained.

In 2011, I served as Assistant Vice President of the University of The Gambia UNESCO Club. After the formation of the UNESCO Club we organized a symposium on human rights, culture and tolerance. Further to this, we also engaged in environmental sanitation and tree planting on the university campus and in the Central River Region of the Gambia.

As Youth Desk Officer at the Gambia National Commission for UNESCO, I have served as an ESD trainer for ASPnet school coordinators and students in 22 schools in The Gambia over the last two years. We provide useful information to such schools on how to make teachers and students become aware of the need to live sustainable lives. The issues we addressed include climate change, poverty reduction, health education, biodiversity, and protection of the physical environment.

Furthermore, as the Assistant National Coordinator for ASPnet in The Gambia, I have been involved in projects like Sandwatch, environmental education, and intercultural dialogue in schools. Most recently, in April 2014, we organized a national training workshop that involved 66 students and 22 teachers and coordinators from the 22 ASPnet schools, where we addressed some ESD topics. Following this, we organized a beach cleansing exercise in collaboration with the Banjul City Council, and after the exercise people were briefly sensitized on the importance of environmental preservation.

Before I joined the National Commission Office in 2013, I served as a school coordinator, and I have also served as an environmental studies teacher, where I taught students about issues related to sustainable development.

MY COMMITMENT TO ADVANCE ESD AFTER 2014

As the decade of ESD has reached the targeted period, I strongly believe that the call towards attaining a world that is conscious of the need to put learning and teaching at the core of sustainability can continue to propel the agenda of ESD to further build on the achievements registered in the past. I will continue to advocate for ESD in ASPnet schools and non-members of the ASPnet to further enlighten learners on the importance of ESD, working with partners like the Ministry of Education and other Ministries to promote the core values of ESD in schools. I will conduct radio and focused group discussions as part of the agenda for young people to share good practices on ESD.



NAME Phillip EGESSA

NATIONALITY Uganda

TITLE, ORGANIZATION Co-founder and Executive Director, StudyGateway (www.study-gateway.org)

ESD FOCUS Student engagement, teacher effectiveness, quality learning

MY ENGAGEMENT IN ESD

I am the Co-founder and Executive Director of an education startup called StudyGateway. The startup is dedicated to facilitating a higher quality of learning for students in East Africa by implementing innovative education solutions. As the Co-founder/Executive Director, I have spearheaded the development of a paradigm-shifting educational model, in which learning experiences are tailored to match individual students' needs. By allowing students to have more control over their learning process and become more directly engaged, they are able to develop skills such as adaptability, complex communication, non-routine problem solving, self-management, and systems-thinking. Secondly, we have created collaborative working and learning spaces for students to connect with other learners in socially and intellectually meaningful ways. Finally, we equip teachers with modern tools that enable them to be effective classroom leaders. With modern tools teachers can more fully elicit, see, respect, and shape student thinking.

As a result, StudyGateway has addressed the current deficits in the local curriculum by introducing practical, user-friendly learning materials that are student-produced and teacher-facilitated. Today, we boast of a digital repository with over 200 instructional video lessons produced in both English and local languages. Moreover, we have trained and recruited over 60 teachers and over 100 students (from Uganda and Kenya) to create learning materials that match their unique and diverse needs. Additional trainings have been conducted at the eLearning Africa conferences in Namibia (May 2013) and Kampala (May 2014). The video lessons can be accessed by students using low-cost mobile devices, and on school computer networks. Our Chamilo-based collaboration tool breaks down the barriers between the traditional roles of learning and teaching. It gives students and teachers the flexibility to be innovative by undertaking intellectual risks, fostering learning dispositions, and nurturing communities in which everyone realizes they have a continuous role as a learner.

MY COMMITMENT TO ADVANCE ESD AFTER 2014

I commit to reduce structural inequality in education in East Africa by implementing a novel approach of local production and ownership of educational resources. This program will also integrate policy planning across a continuum of system levels, beginning with teachers and learners. This framework relies heavily on blends of inexpensive information and communication technologies (ICTs) and on different ways to see and think about student learning, modeling, and complex reasoning. By 2016, our work will draw five schools in Uganda and five schools in Kenya into authoring, testing and improving digital teaching materials that are traditionally furnished by commercial publishers or centralized providers.



NAME Talent MADZIVA

NATIONALITY Zimbabwe

TITLE, ORGANIZATION National Coordinator,
Katswe Sistahood and Hweva Education Trust
(www.katswesistahood.org)

ESD FOCUS Empowering young women and marginalized groups;
training youth on solar engineering

MY ENGAGEMENT IN ESD

I am a secondary school teacher by profession. I am the founder of the organisation I work for, Katswe Sistahood. Since its inception through the Young Women's Leadership Initiative in 2009, Katswe has grown and now employs 5 full time officers, and has a mobilised membership of up to 3,000 young women.

In 2010, I successfully initiated a regional platform on sexual and reproductive rights known as Pepeta Africa. Katswe hosted the first Regional Pepeta Africa Leadership Course in July 2013, and has supported the growth of other young leaders and linked them to capacity-building and funding opportunities.

Due to my interest and conviction in education as the ultimate equalizer, I have registered another organisation, called Hweva Trust, whose agenda is to champion quality, nurturing education for all. It supports innovative approaches aimed at increasing educational access for marginalised groups. Hweva was formed by young female education and human rights activists in 2011. Its main agenda is education rights: education for equality and equity, and most importantly, education for the liberation of the human person, so that all Zimbabweans can attain their full potential and become fully human. Hweva strives to foster positive and respectful relations, and to protect human rights through education and training.

The Education for Liberation agenda at Hweva is guided by feminist principles, and also by the principles of Paulo Freire's Pedagogy of the Oppressed. Our strategy is movement building, and we believe that real transformation will only happen if 'the people' are at the centre of the struggles. We have a conviction that every human being, no matter how 'ignorant' or submerged in the 'culture of silence', is capable of looking critically at the world in a dialogical encounter with others. Provided with the proper tools for such an encounter, the individual can gradually perceive his/her personal reality and deal critically with it.

MY COMMITMENT TO ADVANCE ESD AFTER 2014

As a development practitioner and education rights activist, I commit to advancing the dialogue on ESD at various levels – in Zimbabwe, at SADC, and at the African Union levels – ensuring that the ESD agenda is mainstreamed into development programmes, such as the post-2015 Development Agenda, the newly-launched African Union declaration to end child marriages, promoting education for girls, and the agenda for an African rebirth.

I also hope to mobilise enough resources for the launch of our ESD project, which entails the installation of a small artisanal solar engineering factory and the implementation of solar engineering training for youth in a remote rural community in Zimbabwe. Through the training program youth will learn how to make and operate solar home units, solar lamps, and charge controllers for their study circles, homes and schools.

I will also launch a blog, which will be a platform for engagement and information sharing on education for sustainable development.



NAME	Hilary Ewang NGIDE
NATIONALITY	Cameroon
TITLE, ORGANIZATION	Founder/Executive Director, Centre for Community Regeneration and Development (CCREAD-Cameroon) (www.ccreadcameroon.org)
ESD FOCUS	Bringing environmental, human rights, and good governance education to schools

MY ENGAGEMENT IN ESD

After training in the domains of environment and development at the undergraduate and postgraduate levels, and having served as a community volunteer with 3 different organizations in Cameroon, I founded CCREAD-Cameroon, a youth-led organization which today runs three program offices in Cameroon. From 2010, together with national and international volunteers, I have continued serving as team leader in the following programs:

- Environmental and climate change education. This is a partnership with the Ministries of Basic and Secondary education, in which our team designed an environmental/climate change education curriculum for 28 schools and has reached over 45,865 youths through schools on issues of environmental education, biodiversity conservation and climate change education.
- Youth leadership and human rights education within schools. With over 250 schools reached since 2010, this program focuses on teaching leadership skills in schools, entrepreneurship, organizing debates and essay competitions on leadership, and exchanges with students in Cameroon.
- Good governance and anti-corruption. In 2011, I led CCREAD-Cameroon to win the Development Marketplace competition on the promotion of good governance in Cameroon. From 2011–2014, I introduced good governance education in 24 pioneer colleges in Cameroon and produced the first governance education manual for schools in 2013, distributing over 500 copies to schools and over 20,000 governance leaflets to students.
- Charity vocational ICT training in schools and communities for women and youths. With partners, I have coordinated 4 years of youth training on ICT applications through schools in marginalized communities. We have donated computers to schools and placed ICT volunteer teachers in 12 secondary schools in the Southwest region of Cameroon.
- With support from the UNDP/OHCHR (ACT project), I started a human rights education in schools program in 17 colleges and got educational materials from Youths for Human Rights International USA.

MY COMMITMENT TO ADVANCE ESD AFTER 2014

Firstly, I will remain committed to ESD for the next 10 years, and pledge to engage at least 30 new schools, reaching at least 1,000 youths through schools each year, with reports of my work shared with UNESCO.

Secondly, for any global actions resulting from the conference, I commit to represent the interests of UNESCO's platform of ESD action in Cameroon, and to engage at least 30 civil society organizations in Cameroon in the process of mainstreaming the outcomes of the conference.

Thirdly, I commit to finalize an ESD manual for schools and distribute at least 5,000 copies to schools and youth leaders in Cameroon within 24 months after the conference.

Any more commitments which will come as a result of the conference will be added to these without any resistance, as this remains the focus of my work with schools, councils, NGOs and local government departments in Cameroon.



NAME	Mohammed Aman OGETO
NATIONALITY	Ethiopia
TITLE, ORGANIZATION	Lecturer and Researcher, School of Agricultural Economics and Agribusiness, Haramaya University (www.haramaya.edu.et)
ESD FOCUS	Competency based education, employability of graduates, university-industry linkage, community engagement

MY ENGAGEMENT IN ESD

Professional membership and representative: I am a representative (for Haramaya University and East Africa) of a Japan-based international scientific and educational organization called ISDS, which is dedicated to promoting science and practice in all aspects of environmental, economic, social and cultural sustainability.

Teaching: I prepared teaching modules for the newly launched competency-based Agribusiness and Value Chain Management (ABVM) BSc program for eight universities in Ethiopia, funded by NICHE (the Netherlands Initiative for Capacity development in Higher Education). I also took University-industry linkage training by NICHE and conducted studies entitled "Generic skill preference of employers" and "Promises or practices of modularized education?"

Community services: I gave training to rural women smallholder farmers on entrepreneurship and market integration in three districts of Eastern Ethiopia. I took the initiative to start this training in collaboration with Haramaya University and the Bureau of Agriculture. Accordingly, the feedback obtained from the trainees was included in one of the chapters for the course I teach, entitled Ethiopian Economy.

Conferences, supervision and publications: In the 'International conference on biodiversity conservation and ecosystem services for climate change mitigation and sustainable development' organized by Haramaya University in collaboration with the United Nations Development Program, I presented a review paper entitled "Payments for ecosystems services: Challenges, opportunities, and future prospects for sustainable development". In the 'Third international conference on biodiversity and nature conservation symposium' organized by Arbaminch University, Ethiopia, I presented research entitled "Land and water use efficiency of rose cut-flower farms in three districts of Ethiopia". I also supervised projects entitled "Should pastoralists be sedentarized?" sponsored by the Norwegian Drylands Coordination Group, and "Feasibility study of Orphan and Vulnerable Children in Hararghe Regional State, Ethiopia" sponsored by SOS Children's Village, a not-for-profit NGO. I have also published articles in reputable journals.

MY COMMITMENT TO ADVANCE ESD AFTER 2014

I will attend the full schedule of events in the conference. Considering best success stories, I will work cooperatively with youths in teaching, research, and community-based services for the success of ESD after 2014.

I will share my experience for integration of the key development issues of climate change, biodiversity, and disaster risk reduction in different courses during the annual curriculum review.

I will share my experience to come up with feasible solutions on how to proceed with ESD after 2014.

I will form a youth students' club which works on ESD.

I will facilitate a village-stay program for student-centered learning.



NAME	Nickson OTIENO
NATIONALITY	Kenya
TITLE, ORGANIZATION	President, World Student Community for Sustainable Development (www.s3nairobi.org)
ESD FOCUS	Promoting sustainable lifestyles, green campuses and sustainable communities

MY ENGAGEMENT IN ESD

I developed environmental education and action projects aimed at building the capacity of students to promote sustainable development. These include:

- The GreeningU Initiative, which fosters awareness of the concept of a green economy among campus students. This laid the foundation for the proposed Kenya Green University Network.
- The Adopt a Forest and Adopt a River Initiatives aimed at engaging universities in the conservation of biodiversity and watersheds within their environments
- The United Youth for Peace Project, which helped a group of Internally Displaced Persons (IDPs) recover from the 2008 post-election violence in Kenya.
- A Green Entrepreneurship Workshop for university students.
- The Nyakongo Water and Sanitation project in a remote village in Nyando, Kenya, providing household Biosand Water Filters and awareness on basic hygiene among an HIV/AIDS support group adversely affected by perennial flooding. This project was implemented in partnership with SWALLOW Inc. It led to the conceptualization of the Nyakongo Sustainable Village Program for cross-border and multi-disciplinary collaboration among campus students in co-creating a model sustainable village.
- The Golden Climate Environmental Project Olympiad, a pioneering international environmental competition project Olympiad for elementary and secondary students hosted by the Light Academy Schools.
- Spearheading the launch of a monthly Sustainability Knowledge Cafe at the University of Nairobi.

Selected conferences: Organizer of World Student Summit for Sustainability 2012; Facilitator for the Academic and Youth Partnership Forums at the 2013 UN Global South-South Development Expo, UNEP, Nairobi; Facilitator of the Workshop on Ecosystems and Water Security at the UNEP's TUNZA International Youth Conference on Environment, Nairobi.

MY COMMITMENT TO ADVANCE ESD AFTER 2014

I commit to mobilize university/college students, higher education stakeholders and impoverished communities to:

- ensure that all Kenyan universities achieve a minimum of 10% forest cover and adopt a water ecosystem for long-term conservation. This would be the flagship student engagement project to be championed by the Kenya Green University Network.
- collaborate in transforming the poor rural community of Nyakongo, Kenya, into a model sustainable village through evidence-based and 'co-created' development.
- construct a demonstrative eco-house in one local university for demonstration on daily sustainable living and hosting the Student Sustainability Office.



NAME Oluwafunmilayo OYATOGUN

NATIONALITY Nigeria

TITLE, ORGANIZATION Director, Bailiff Africa (www.bailiffafrica.org)

ESD FOCUS Using technology to educate young Africans for environmental and agricultural solutions

MY ENGAGEMENT IN ESD

As the Director of Bailiff Africa, I have the opportunity to provide the creative direction of the content of the Bailiff Africa comprehensive online environmental magazine. Also, I am in charge of the workshops, forums and programs which our organization puts up to empower young Africans with education for sustainable development (ESD). I launched this initiative and since its inception, we have been able to reach several hundreds of thousands of young people through our online platform, and hundreds through our workshops and forums.

We have grown into the hub of education for sustainable development in Nigeria and Africa, and we continue to expand the breadth and depth of our content. In fact, one of our major successes was a youth workshop we held on the 11th of April, 2014, in Lagos, in which the Commissioner for Environment in the state was represented. It was one of many dialogues among experts and youths on specific environmental topics; this one specifically focused on the discovery of oil in Lagos State. The resolution produced from this workshop has been passed on to the government, as well as the oil and environmental industries. We have indeed been pleased with the response of young people and the community towards our organization, which serves as an innovation hub for solutions to problems of environment and sustainable development in Africa.

In addition, during my one-year attachment to the Lagos State Ministry of Environment, I have taught climate change clubs in two secondary schools in Lagos, Nigeria, and we have gone ahead to secure from the schools' administrations a special day assigned to ESD for the entire school. This has been a huge accomplishment, as this indicates the schools' progressive outlook towards including ESD in the curricula.

MY COMMITMENT TO ADVANCE ESD AFTER 2014

As an environmental socio-preneur, I have tailored the vision of my organization, Bailiff Africa, to align with the world's ESD goals. I am committed to ESD through our workshops and new media content. In the last year, I have spearheaded several projects, including an annual incubator academy, which will launch in the summer of 2015, to develop green ideas into tangible products and programs for sustainable development. I plan to spend my career expanding and improving my framework of action as the need for ESD grows and as Bailiff Africa develops to meet these demands.



NAME	Mawuse Hor VORMAWOR
NATIONALITY	Ghana
TITLE, ORGANIZATION	Senior Policy Researcher (Education), Office of the President of the Republic of Ghana (www.ghana.gov.gh)
ESD FOCUS	Multicultural perspectives, systems thinking, educational policymaking, sustaining Africa's future

MY ENGAGEMENT IN ESD

As a Legal and Policy Researcher at the Office of the President, I have had direct oversight responsibilities coordinating, monitoring and evaluating the president's agenda for reforming education delivery and institutional management. In practical terms, this has meant that I am directly charged with producing policy research and briefs for the consideration of the president and his cabinet on how sustainability topics and approaches could be mainstreamed into educational planning, curriculum review and practical classroom activities.

Where these broad concepts are approved by cabinet, I am required to liaise with a working group drawn from the Ministry of Education in Ghana, the public and private primary, secondary and tertiary educational institutions, and civil society organisations to flesh out these concepts into workable action plans incorporating monitoring and evaluation benchmarks for implementation. During the implementation phase, I am required to compose and coordinate a cross-institutional and targeted civil society monitoring team to perform anecdotal monitoring on the progress of the implementation processes across the country.

Currently, I am coordinating a team of researchers from the various sector institutions and from the National Development Planning Commission at the instance of the presidency to develop a long-term policy document on a national ESD framework and implementation strategies.

I remain particularly impressed by the acceptance at the grassroots level of these education-transforming ideas and concepts, and I feel very fortunate to be a part of an initiative that reforms the institutional approach to education and provides an opportunity for Ghana to meet her developmental objectives.

MY COMMITMENT TO ADVANCE ESD AFTER 2014

I am ready, in my work as a policy researcher, to explore how policy-making at the highest level can give support to programmes, projects, networks, national organizations and youth non-governmental organizations to examine the integration of programmes in relation to their project requirements, encouraging the involvement of youth in project identification, design, implementation and follow-up.

I am ready to promote, through advocacy, cross-sectorial participation in policy processes, eliminating the barriers that inhibit non-state actors from making inputs into decision-making methods and improving the knowledge-policy interface.



NAME Tariq AL OLAIMY

NATIONALITY Bahrain

TITLE, ORGANIZATION Co-founder,
3BL Associates (www.3blassociates.com)

ESD FOCUS Nature is the Classroom, the Teacher, the Lesson and Book

MY ENGAGEMENT IN ESD

I am a co-founder of 3BL Associates, which is a people + planet strategy consultancy that focuses on multi-stakeholder regenerative development. Our bold vision is to imagine a more sustainable and socially cohesive Middle East where there is a policy of collaboration and compassion, where progress on sustainable development issues would be accelerated, where cognitive empathy prevails from an individual to an organizational level, where what we value as a society is also what is of true value to the earth, and where the conditions are created for each individual who is part of that whole to channel their potential as a human being into a society of purpose.

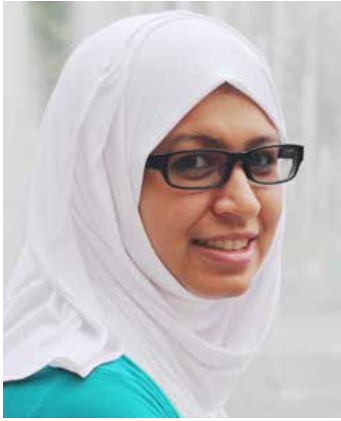
One of 3BL Associates' Think-do-Tank initiatives is on "Social Entrepreneurship for Marginalized Youth", which was 1 of 15 youth-led action projects worldwide to receive the 8th UNESCO Youth Forum label. The project is intended to provide youth-led social entrepreneurship training that builds capacity and engages marginalized, at-risk Arab youth, and transforms them into change makers who drive regional sustainable development and peace, regardless of the institutions that govern them.

I am also the co-founder of www.Diabetes.bh, the first online education and community platform for diabetes in Bahrain. The platform also looks at interrelated sustainable development issues, such as climate change and disabilities. With a strong focus on climate change issues, I am 1 of 20 founding National Coordinators of the Arab Youth Climate Movement (AYCM), which is now present in 17 different MENA countries. AYCM works to create a generation-wide movement across the Middle East and North Africa to solve the climate crisis. My values are deeply rooted in the wisdom of nature, which I believe is our greatest teacher with regard to ESD. I am a Biomimicry youth educator, and among the first 100 people in the world to achieve a specialist certification in the field of Biomimicry, which is a practice that studies nature's best ideas, models, systems and processes, and then emulates them in order to solve some of the greatest human challenges.

MY COMMITMENT TO ADVANCE ESD AFTER 2014

The root of our sustainable development issues is a crisis of values—a lack of social cohesion and fragmentation on an institutional and individual level; a lack of collaboration and cooperation; exclusion, leading to an absence of organizational empathy; an inefficient use of limited resources; and an ineffective approach to effectively solving social issues.

There is an urgent need for a policy of collaboration, a holistic and holarchic (systems) thinking approach, and a collective impact model that facilitates more effective and resource-efficient ways of addressing social issues, while strengthening social cohesion, collaboration, and cooperation, and reconciling the fragmented relationships that society has with the earth, with other human beings, and with its deepest purpose. 3BL's approach is heavily rooted in values of compassion and inclusion—be it of an 'evil' corporation or a 'corrupt' government—trying to foster education-driven social cohesion and organizational empathy between stakeholders, and giving them the opportunity to attain merit for the greater benefit of all. I am working to design, refine and scale education models for sustainable development that serve these goals in the post-2015 world.



NAME Nuhaila AL SULAIMANI

NATIONALITY Oman

TITLE, ORGANIZATION Education Coordinator,
Environment Society of Oman (www.eso.org.om)

ESD FOCUS Promoting environmental awareness and sustainability practices in educational institutions

MY ENGAGEMENT IN ESD

Since I started working for the Environment Society of Oman (ESO), I have been taking leading roles in promoting sustainability practices in educational institutions through meetings with students and staff and discussions on green practices in daily life. In addition, I have been giving talks and initiating activities in schools and colleges to raise current environmental issues. Some school activities included the use of waste material to make posters that inspire a green school, and showing students how to separate waste materials into different categories.

Since I joined ESO I have worked on the second annual Inter College Environmental Public Speaking Competition, and my role in 2013 was mainly to mentor students through their projects and presentations. On the competition day, students demonstrated their success in raising awareness in their colleges, families and towns about different issues such as food waste, water waste, plastic bags, technology, global warming and recycling.

The native tree awareness campaign took place in Dhofar Governorate, in the southern part of Oman. ESO started the campaign in 2012, and went ahead with phase two in 2013. In 2014, I took the lead in the awareness campaign, where we visited schools in the Dhofar region and discussed with students the native trees. An activity was designed in order to give students the opportunity to express their knowledge about native trees and identify the danger of extinction of trees that their environment is facing as a result of overgrazing, desertification, urban expansion, alien species and global warming. Then, they were given the chance to share their suggested solutions and how they will go about implementing their ideas.

MY COMMITMENT TO ADVANCE ESD AFTER 2014

I would love to continue working in the field of ESD and build relationships with new schools, colleges and educators to collectively act for environmental issues that need attention through creating a network of students from a variety of initiatives under one umbrella, so they work together in healthy competition and joint collaboration. This way, the objectives of ESD will be fulfilled through inspiring change and cooperation, so the students realize that working together works better.

More youth should be involved to volunteer for projects in ways that encourage them to initiate their own once they feel they have a positive role to play and contribution to make towards their environment and community.



NAME Mohammed ALMAQRI

NATIONALITY Yemen

TITLE, ORGANIZATION Program Assistant,
Social Fund for Development – Yemen
(www.sfd-yemen.org)

ESD FOCUS Education development and community service projects

MY ENGAGEMENT IN ESD

I was selected for the voluntary position of Outreach Co-coordinator to conduct education-related projects and activities in Hajah, Yemen, and handle funds along with 16 other co-coordinators nominated in 16 major cities in Yemen by the Cultural Affairs Office in the U.S Embassy. I coordinated four awareness raising campaigns related to education issues and implemented one of the most effective and successful projects I have ever led. The 'E-School System' project provided students' affairs sections in 30 schools in the mountainous city of Hajah with school-based software that transferred the students' affairs processes from the old manual method to an electronic, modern, fast and easy way. Purchase and installation of the software was done after repairing inoperative PCs provided by the Ministry of Education. Employees were trained on the use of that software, which was the first of its kind in Yemen and lately competed for the President's prize competition in software programming.

During that time, I was recommended and selected as a steering committee member at the Middle East Partnership Initiative's local chapter in Yemen, which concentrates largely on education development projects and campaigns. Along with MEPI alumni, I led several locally and regionally well-known and successful educational and community service projects.

Before that, I was a board member of the initiative assist-ye.org, which also targeted enhancement of education. I am also a Faculty of Education graduate and was a teacher for almost four years. Recently, I was selected as a Youth Ambassador by A World at School, an international organization putting pressure on governments to demand better education for children. I was part of several international campaigns under A World at School's supervision.

MY COMMITMENT TO ADVANCE ESD AFTER 2014

Upon returning to my country, I will strengthen my involvement with the different NGOs and local youth initiatives I was working with and expand my participation by sharing my knowledge and thoughts in implementing more effective community service educational-based projects and activities. I would be glad to take part in the ESD conference follow up activities and keep in touch with every member I met there to share my activities, consult if I face any impediments, and engage in their activities as best as I can. I would also like to organize and participate in conferences, workshops and activities in education-related civic works and volunteer with NGOs working in Yemen to offer consultation and guidance through what I have learned from the conference.

Finally, I commit to stay in touch with conference-related contacts, future activities, ESD stakeholders and plans, and duties or tasks assigned to me, and to continue being active in ESD in 2014 and after.



NAME Hajar BENMAZHAR

NATIONALITY Morocco

TITLE, ORGANIZATION PhD Student and Educator,
Trace Element Institute for UNESCO – Morocco
Focal Point and Trainer of Trainers,
Y-PEER Morocco – UNFPA
(<http://38.121.140.176/web/guest/news-events>)
Volunteer, Moroccan Association for the Fight Against AIDS
(ALCS) (www.alcs.ma)
Member of External Relations,
AIESEC Morocco (www.aiesec.org)

ESD FOCUS Educating peers in reproductive health; creating
environmental clubs in schools

MY ENGAGEMENT IN ESD

Being a focal point and a trainer of trainers at Y-PEER – UNFPA and also a volunteer at ALCS has given me the once-in-a-lifetime opportunity to reach out to Moroccan youth from completely different backgrounds and social classes. Luckily for me, it's a never-ending learning process, and when it comes to such fulfilling interactions, I prefer calling myself a facilitator rather than a teacher. This is because in each session, these youth are in utter control of everything they're learning, while I'm only there to facilitate the flow and the coherency of the information. Moreover, my volunteering job mainly revolves around conveying not just the right information, but also the basic tools that will help them easily approach topics such as sexual and reproductive health and gender equity. And along with AMNESTY, we're perpetually working on raising awareness on human rights.

I'm also a very devoted environmentalist, and when I first started my PhD research on the environment, a lot of people thought I was crazy to constantly attempt raising awareness about the environment because in my country, this subject is still, unfortunately, quite irrelevant to the majority. But those are the challenges I like to take on, since doing what's easy was never as entertaining to me as a hard task. Currently, besides raising awareness about environmental protection and creating small environmental clubs in schools, I'm also working on creating an environmental department within one of the NGOs I'm working with – AIESEC. This international platform of young leaders is in a desperate need of its own Green Team, because nowadays, having an environment department in each entity is more of a necessity. This project is ongoing and will be implemented by December 2014; it'll help in promoting the skills, values and knowledge that support sustainable development.

MY COMMITMENT TO ADVANCE ESD AFTER 2014

I'll commit to keep on promoting sustainable development amongst youth, both in my country and worldwide, through seminars, Skype meetings, workshops and gatherings. With my Y-PEER, ALCS, AIESEC and TEU-Morocco teams, I will efficiently ensure follow-up on these youth's progress and consider new and innovative ways of facilitating the flow of the information to their peers, thus enlarging the ESD network for better understanding and implementation of sustainable practices. I'll also ensure the creation of more environmental clubs in schools and universities, therefore establishing a culture of sustainable development within the education system. Consequently, I could sum up my commitment in one Chinese proverb: "Tell me and I'll forget, show me and I may remember, involve me and I'll understand!"



NAME	Mona BÉTOUR EL ZOGHBI
NATIONALITY	Lebanon
TITLE, ORGANIZATION	PhD Researcher, International Research Institute in Sustainability (IRIS), University of Gloucestershire, UK (www.glos.ac.uk/research/iris)
ESD FOCUS	Youth education and engagement with climate change and sustainability

MY ENGAGEMENT IN ESD

I hold a PhD in Sustainability from the UK. My doctoral research explored the different forms, levels and pathways of youth engagement with climate change and sustainability issues and implications for youth well-being. The study entailed prolonged fieldwork in the Netherlands and South Africa, with a focus on youth in higher education. In both countries, I conducted several focus groups and interviews with university students from different socio-demographic backgrounds and academic disciplines, and in universities across various geographic regions. The focus groups did not adopt a standard approach with regards to framing the discussions, as I did not prepare and articulate specific questions to be answered by participants. Rather, I sought to create some learning and reflective spaces for the diverse participants to share their personal experiences with climate change and sustainability. I started each focus group session with an envisioning or futures-thinking activity, where participants envisioned and drew out their own personal futures with climate change and reflected on the social and political changes needed to achieve sustainability and their sense of efficacy and agency to influence such changes. The participants were encouraged to reflect on the values and beliefs that have shaped their future visions and the ways in which their current education and learning experiences are preparing them to manage a climate-threatened society and sustainability-oriented economy. The discussions that ensued from such envisionings built on the personal experiences of the participants and helped convey their profound voices, concerns and ideas.

I have also been involved in several other initiatives and projects on education for sustainable development. I moderated discussions on sustainability at youth forums in Zambia and South Africa, was a panelist for an international conference on inter-disciplinary sustainability research in the UK, and performed the internal evaluation of an international sustainability education conference in Austria.

MY COMMITMENT TO ADVANCE ESD AFTER 2014

I have a long-term vision for a career focused on youth and sustainability. One of my long-term goals is to establish an inter-disciplinary educational and research network which provides opportunities for creative exchange and collaborative learning and living for youth across the global North and South, with a focus on education, learning and innovation for sustainability. Over the short term, I am keen on participating in initiatives that integrate education and learning for sustainability in academic curricula and through social learning whilst tailoring strategies to meet particular contextual and cultural settings in different countries. I am also interested in helping young people and youth organizations around the world to develop adequate communication and participation strategies to raise awareness and engage their peers and wider community on climate change and sustainability.



NAME Mahmoud EL-REFAI

NATIONALITY Egypt

TITLE, ORGANIZATION Corporate Strategy Officer, Siemens (www.siemens.com)
 Consultant, Siemens Foundation (www.siemens-stifung.org)
 Board Member, Synergized Earth Network (SEN) (www.synergizedearthnetwork.org)

ESD FOCUS Social/environmental entrepreneurship capacity building, scaling social impact, cross-sector collaboration, lobbying and policy making

MY ENGAGEMENT IN ESD

2014: Nominated for the BMW Responsible Leaders Network and delivered “Creating the Necessary Preconditions for a Business Case with Social Impact” workshop at the 1st Mediterranean Young Leaders Forum in Turkey.

2013-2014 LOTUS program’s Leadership in Action (LIA): Delivered various workshops on sustainable development and energy applications for 100+ students at several universities around Egypt.

2014 (PwC-Enactus Green Camp): Delivered social business entrepreneurship trainings to the top 80 university students around Egypt.

2012: Global Civil Society Symposium Post-2015 UN MDG Framework participant, Cyprus.

2012-2014: Volunteer/Trainer/Consultant at the Community Impact Development Group program created in partnership between Siemens Foundation and Ashoka. Trained and coached Ashoka Fellows (social entrepreneurs) on sustainable business creation and impact generation.

2012: Global team member at Synergized Earth Network (SEN), a value-driven and commitment-based organization that emerged over the years by the founders and community members striving to live their core values through developing, crystallizing and cultivating these values in every facet of their life journeys.

2011-2013: Global Siemens delegation at the One Young World global leadership and sustainability summit in Zurich, Switzerland and developed various projects across the company in the fields of energy, awareness and healthcare.

2011-2012: DEMENA Climate Change Ambassador – delivered workshops and campaigns to spread environmental awareness, promote youth activism and climate advocacy, and build youth capacities, including DEMENA Recycling Festival, Green Innovation Cup Competition, Cairo Climate Leadership workshop, and local climate workshop. Two week intensive training course in Denmark, with Danish and Jordanian climate ambassadors, for the visualization of possible approaches to youth environmental activism and development of action plans.

MY COMMITMENT TO ADVANCE ESD AFTER 2014

I am looking forward to collaborating with the ESD team and participants to launch joint programs and research projects in our countries on various ESD strategies. It is crucial to create a post-conference collaboration framework that integrates government bodies, businesses and the civil society to deliver on the ESD goals. Sustainable development is possible through technological advancement, policy making, financing mechanisms and ESD. ESD must address the balance between environment, economy and society through aiding the transition to green economies and sustainable societies.



NAME	Eman HAMDAN
NATIONALITY	Palestine
TITLE, ORGANIZATION	Resource Development Officer, ESNAD (Palestinian Initiative for Supporting Students) (www.esnad.ps)
ESD FOCUS	Supporting access to education in unprivileged areas in Palestine

MY ENGAGEMENT IN ESD

I have been involved in an innovative approach to the problem of unequal access to education in underprivileged areas in Palestine, through an initiative entitled the Palestinian Initiative for Supporting Students (ESNAD). This initiative aims at funding academically talented underprivileged students to attend a university. From 2008 to 2012, 180 students received the scholarship and approximately 1,080 primary school students have academically benefited from the tutoring program, Student-to-Student Initiative. Additionally, after since we became recognized as a nonprofit company in 2013, 125 university students have received the scholarship and more than 600 primary school students have academically benefited from the program.

ESNAD aims to help university students become more involved within their community, and to bridge the gap of access to education by providing financial support to underprivileged students. The initiative also works tirelessly to break the cycle of poverty among young students and women by using education as a weapon to fight academic obstacles. University students who receive the scholarship must 'pay it forward' by returning to their communities, applying what they've learned and tutoring groups of primary school students. They serve as mentors and positive role models for the younger generations. Recipients, through ESNAD, gradually become valuable academic resources to rural communities.

ESNAD also is proud to shine a bright light on young girls pursuing a higher education. The common oppression of women in rural communities in Palestine is beginning to fade as ESNAD works to empower women by providing them with education, outreach activities and social interaction. To a woman in rural Palestine, an education is much more than a university degree, it is a lifeline.

This grassroots approach builds the idea of volunteerism and civic engagement among students while also providing them with the necessary funds to continue their education. ESNAD's approach assists young adults in attaining higher education, and at the same time, builds the academic base of a younger generation of school children.

Our strategy is based on establishing relationships with private companies to fund the initiative, as part of their corporate social responsibility, and over the last few years we have been able to build strong relationships and partnerships with the private sector and organizations such as the Hani Qaddumi Scholarship Foundation, Paltel Group and Aramex.

MY COMMITMENT TO ADVANCE ESD AFTER 2014

I am committed to education for sustainable development through my involvement and commitment to the ENSAD initiative. It started as an idea, and now hundreds of students benefit from it. ESNAD is using education to fight poverty, enhance the quality of education, and provide more education to women, and fighting poverty using education is one of the keys for sustainable development. Also, I am ready to make any other commitment to ESD which involves using education to enhance the lives of others.



NAME Abbas HASSAN

NATIONALITY Iraq

TITLE, ORGANIZATION MA in International Law, Kurdistan BAR Association (www.parezar.org)

ESD FOCUS Equal opportunity, free thinking, and innovation

MY ENGAGEMENT IN ESD

I am Abbas from Iraqi Kurdistan, I have a Masters degree in Law, and since I was in secondary school, I have been involved in education reform. When I was sixteen years old I began volunteering with a youth organization, and I worked with them for 5 years.

While in university, I dedicated my free time to civil activities and worked for improving the education system, empowering youth, and promoting human rights and critical thinking amongst my fellow students.

After my graduation I chose a career in humanitarian and social development, and during my career I have worked for international organizations like UNHCR, NPA, and the Swedish organization Tornseglarna. I was a team leader and trainer at NPA, and my focus was on the less advantaged areas. I contributed to increasing the number of students at schools by advocating in the government to provide more buildings to host as many students as possible. I held many capacity building training courses in rural areas for youth organizations. I participated in various international conferences in different countries like Germany, Netherlands, Greece, Romania, Austria, Azerbaijan, South Africa, and Lebanon.

In 2007, there was an initiative by the Swedish organization Tornseglarna to establish a folk high school in Iraqi Kurdistan, based on the Swedish folk high school. I was one of the six people who were picked to take part in a course to become a folk high school teacher. In February 2008 the Kurdish branch of Trosseglarna was formally established and I was elected as the secretary of the board.

In the UNHCR I served the most vulnerable target groups, as education is one of the basic needs for refugees and internal displaced persons. I contributed to implementing education services for refugees and IDPs by providing necessary legal and material assistance in addition to conducting vocational trainings to make the education process feasible for them.

MY COMMITMENT TO ADVANCE ESD AFTER 2014

I am willing to commit to the recommendations that will be made at the end of the conference. I will be happy to contribute to ESD after 2014 according to the long term strategy that has been adopted by the organization. In addition, I will apply the knowledge gained from the conference to good project ideas in my future engagement in ESD activities.

Besides this, I will work on encouraging all the local stockholders, policy makers, students, and other concerned people to dedicate some of their spare time for ESD.



NAME	Hussam HUSSEIN
NATIONALITY	Jordan, Italy
TITLE, ORGANIZATION	PhD Candidate, Water Security Research Centre, University of East Anglia, UK (www.uea.ac.uk)
ESD FOCUS	Raising awareness on 'water scarcity' and climate change for a better transboundary water governance

MY ENGAGEMENT IN ESD

I have been involved in education for sustainable development in many different ways, both academically, and professionally. During my current PhD on transboundary water governance and climate change discourses, I have been invited to many conferences, public lectures and schools to explain issues related to water and climate change. This is particularly important to the semi-arid regions of the Middle East where I am originally from. I believe that education and changing behaviour through explaining why it matters – starting with children and youth – is the way to go.

I have also been volunteering with local environmental NGOs in the Middle East. Conducting activities on transboundary water cooperation, sharing best practices, and constructing partnerships and raising awareness on environmental issues were key for these organisations.

MY COMMITMENT TO ADVANCE ESD AFTER 2014

I am quite good at finding a common project and working on it as a way to keep in touch and coordinate with other members of a conference. I am very good at using social media in this way, as well. I would definitely put all my efforts into this key conference. At the end, we will create a group of friends, a big family with the same values and goals.



NAME Souha WERGHY

NATIONALITY Tunisia

TITLE, ORGANIZATION General Secretary,
Young Leaders Entrepreneurs (www.ylengo.net)

ESD FOCUS Training youth in sustainability and entrepreneurial projects

MY ENGAGEMENT IN ESD

As a social entrepreneur emerging from a conservative community, I have been excluded as a woman from sustainability because of patriarchy and gender-based violence. For that reason, since the Tunisian revolution, I have engaged in education for sustainable development. I have been part of many international and national startups and hackathons for ending poverty, energy management and youth empowerment through capacity-building. After gaining great experiences in many countries like the USA and Morocco, I co-founded 3 clubs in the 3 highest-rated universities in Tunisia. Those clubs were based on a curriculum which I designed, called CCC: Crush, Co-work, Create. These 3 clubs sought to annually train youth about sustainability, millennium challenges and how to contribute to a great ecosystem.

Later, I started a website called E-learning for 'S-development', where we partnered with the ministry of education to host Massive Open Online Courses on management, corporate social responsibility, entrepreneurship and economics. We have delivered over 1,000 courses within 2013-2014 school year.

In addition to that, I have been appointed by Young Leaders Entrepreneurs as a project manager to lead two successful startups. One is called Countdown: Build Tunisia in 20 hours, where we gather more than 100 youth from different walks of life to get training in project creation, budgets, and generating revenues and profits in order to make the best project within their teams, whom they have met for the first time, and pitch it in front of a panel of judges to try and win a prize. As a result of this, I was selected as a success story holder and was selected as one of the 100 promising emerging local leaders for educating youth about dispelling stereotypes through sustainable entrepreneurial projects.

MY COMMITMENT TO ADVANCE ESD AFTER 2014

I always believe that what matters in conferences are the post-conferences – i.e., what am I as an activist going to bring to the spotlight regarding youth issues and advancing ESD. So, I will create a club along with a YouTube channel – as I am an expert in social media – called ESD: Educate, Sustain and Diffuse. This club will host 30 leaders from prominent universities and youth-led associations to think about practical strategies to support the ESD conference outcomes from reports and learnt lessons. Those discussions will be one form of implemented project for enhancing and accentuating the education of youth, especially in remote areas, about the universality of development and sustainability as key in supporting democracy and employability – the highlighted factors of the revolution to end impunity and injustices.



NAME **Nami AKINAGA**

NATIONALITY **Japan**

TITLE, ORGANIZATION **Researcher and Entrepreneur,
Leave a Nest Co., Ltd. (www.lne.st)**

ESD FOCUS **Industry-involved educational platform bridging science
and technology with society**

MY ENGAGEMENT IN ESD

The objective of my ESD work is to involve industry in an educational platform, in order to make ESD more sustainable.

I define sustainable development as keeping a balance between our quality of life and solving social issues. To achieve that, we need education in which the next generations learn the real science and technologies that we rely on, and learn to tackle real issues that society faces. This original definition is based on my own experiences. I majored in physics in my undergraduate studies, and completed a Masters degree in Sustainability Science. Then I began thinking about how scientists can contribute to everyday society. Especially when we experienced the Great East Japan Earthquake of March 11, 2011, I noticed the importance of bridging the gap between science and society. Indeed, we saw a huge failing of advanced technologies such as sea walls and nuclear power plants. I started to fear that, in emergencies, we may not be able to understand or fix those advanced technologies any more, though we have been totally depending on them.

Based on this background, I belong to Leave a Nest, a unique venture company with the vision of 'Advancing Science and Technology for Global Happiness'. For 12 years, we have been offering science workshops with more than 100 private companies to teach core technologies to school kids. We let them try cutting edge experiments and hold discussions on how science and technology are utilized in our lives. The topics are very diverse, including energy, urban planning, soil biology, agriculture, and food security. We go to schools and offer this education for free, involving a lot of private companies as sponsors and as lecturers.

MY COMMITMENT TO ADVANCE ESD AFTER 2014

My next challenge is accelerating the industrial sector's commitment to our global-scale educational platform, to make ESD more autonomous and sustainable. Involving industry not only lets them contribute to society in voluntary way, but also enables ESD to be more sustainable in human resources and monetary aspects. One of our achievements has been that some companies encourage their employees to join ESD work every year, because employees are well trained by sharing their passion, mission and scientific knowledge to kids at workshops. This is how industry sectors are motivated to invest and commit to ESD. Recently, not only the Corporate Social Responsibility divisions in companies, but also the human resources divisions are interested in engaging in ESD.

Nowadays, we see tons of terms related to 'sustainability', in corporate websites, government plans, on streets, everywhere in the world. I would strongly emphasize that every time we use the term 'sustainability' we must keep defining it by our own words, and keep taking action to achieve that. With this in mind, I will maintain the global network of ESD conference participants towards global happiness.



NAME Davaajargal BATDORJ

NATIONALITY Mongolia

TITLE, ORGANIZATION Youth Leader and Translator,
 UNEP - TUNZA Youth Club in Mongolia
 (www.unep.org/tunza)
 Member,
 UN Youth Advisory Panel in Mongolia
 (www.facebook.com/UNYAPmn)

ESD FOCUS Educating and empowering youth for sustainable future

MY ENGAGEMENT IN ESD

I first started engaging in ESD when I was 16 years old. I started translating the TUNZA magazine – a magazine about the environment for youth – from English to Mongolian. While reading the articles and the encouraging actions and activities of young people, I got inspired by them. Then, I wanted to become more active in the community. First I became a member of the UNEP-TUNZA Youth Club, and finally, the club leader, and I conducted many activities, campaigns and peer-to-peer trainings. Then, with the help of my school principal, I was able to start a student eco-club at my high school and raise awareness among the students, parents and teachers. But the most important project I worked on during my activities was making my high school, Shine-Mongol, the first eco-school in my country. The project team researched what practices other eco-schools have, and what our school had to do in order to make our practices more eco-friendly. We established small solar panels and a mini wind turbine on the roof for outside lighting, initiated recycling of papers and separating of garbage, started a summer camp for students where they plant and harvest their own crops and live in a traditional way without any electricity, renovated the water and sewage system, added ESD in the curriculum, and offered trainings and other activities. Finally, in the end we got an accreditation from the UNEP in Asia and the Pacific that Shine-Mongol school is the first eco-model school in Mongolia. This was the most successful and long-lasting initiative I was involved in.

MY COMMITMENT TO ADVANCE ESD AFTER 2014

I personally believe that education for sustainable development has a crucial importance in the future of many countries, especially in Mongolia, a rapidly developing country where development has a high environmental cost. I am majoring in Environmental Economics at Nagoya University, a subject which I cannot study at Mongolian universities. It will take time until leaders in Mongolia understand the importance of sustainability and start offering related programs. I hope I will be a helpful pioneer and professional in Mongolia that can bring change to people's way of thinking, and can take action in order to accelerate sustainable development. I am ready to volunteer in any activities related to ESD, spend time, express my thoughts, and speak up on issues related to ESD. Moreover, I will be happy to translate the conference materials and outcomes into Mongolian, in order to make them readily available for Mongolian youth.



NAME Sophy BUINIMASI

NATIONALITY Fiji

TITLE, ORGANIZATION Executive Conservation Officer,
I Taukei Affairs Board

ESD FOCUS Educating Indigenous Communities to Sustainably
Manage Natural Resources From Ridge to Reef

MY ENGAGEMENT IN ESD

I was an active member of the Econesian Society (created by students of the University of the South Pacific to build capacity for students in the field of environment conservation), where a lot of our work involved ESD, and I was part of several successful and inspiring initiatives, including the 350 Global Movement, Earth Hour, Pacific Eco Camp, and Honor Fiji Journey.

As an Executive Conservation Officer for the I Taukei Affairs Board ('iTaukei' refers to indigenous people in Fiji who own up to 92% of land and natural resources), I assist in coordinating the Conservation Unit and helping our Conservation Officers, based in our 14 provinces, carry out awareness programs, secure funding, run projects and set up Yaubula Management Support Teams (comprised of natural resource owners). YMSTs have been successfully set up in most provinces, and through our awareness programs, resource owners have started to take ownership and are now actively involved in sustainable resource use and conservation.

In addition, I am involved in organizing and facilitating awareness programs on household waste management, Ramsar wetlands, water catchment, forest conservation, mangrove rehabilitation, invasive species eradication and the review of Environment Impact Assessments.

With the Conservation Unit, I have been carrying out Vulnerability and Adaptation to Climate Change Assessments on Fiji's 1,171 villages. This vital data will allow us to assess how climate change is affecting Fiji and how we can help villages adapt to it.

On a policy level, I have represented the Board in the formulation of a National Integrated Coastal Management Plan, which will be implemented at the provincial level by the Conservation Officers. ICM includes resource owners plus public and private sector stakeholders, and the I Taukei Affairs Board is a core stakeholder, for we are involved in both policy making and its implementation. Once this plan is approved by Cabinet, our natural resources will be mandated by law to be protected and managed sustainably.

MY COMMITMENT TO ADVANCE ESD AFTER 2014

As a brand new unit, we are still learning new things, and if we adopt the outcomes, lessons learnt, skills and new ideas from this conference, it will help us do our work better in the provinces. On my return from the conference, I am committed to disseminating the outcomes of the conference, and will hold a Training of Trainers for the Conservation Officers to make them aware of the outcomes, so that they may go back and share this information with the youths in the provinces.

In addition, I would like to work together with government agencies, especially the Ministry of Education, to incorporate ESD in our school curriculums, so that awareness and ownership is developed at a young age.

My island, though small, is rich in its diversity of people and natural resources. I am committed to fighting for a home that will always have native trees, unique fauna, fish in abundance and happy people.



NAME	Taichiro FUJINO
NATIONALITY	Japan
TITLE, ORGANIZATION	Co-founder, Cycle Beyond the Borders (www.cbb-cambodia.org)
ESD FOCUS	Comprehensive educational support in rural areas of Cambodia

MY ENGAGEMENT IN ESD

I am a co-founder of the NGO Cycle Beyond the Borders. CBB's mission is 'free access to education'. We provide comprehensive educational support to people living in rural areas of Cambodia. Receiving education is the key factor in forming their values. I emphasize that school creates the children's community, and therefore, every child needs access to education.

CBB's comprehensive educational support means preventing children from dropping out of school. For primary school students, CBB provides extra classes for students in Kampong Cham Province. We currently offer classes in Khmer and math. These extra classes aim to support children who are unable to keep up with their formal schooling. 80% of Cambodians are engaged in agriculture, so many children have to skip classes during seeding and cultivating, and we provide supplementary lessons for them. CBB then provides bicycles to children who go on to secondary school (from 12 to 13 years old). In Cambodia, the number of secondary schools is about 3,000, while there are 7,000 primary schools. CBB helps solve the problem of the distance students must travel to get to school. For university students, CBB provides share-housing and scholarships. We tell students in rural areas about our scholarships, and then select scholarship students.

These are our activities in Cambodia. These activities are based on the Education for All movement, and now CBB is getting involved in ESD. Cambodian students also need an understanding of the universal values we share. CBB provides new learning for children in rural areas. In rural areas, it is really difficult to get information about city life and work, so our scholarship students help to teach them about it. Now, we are organizing a field trip to Phnom Penh. Our basic educational support is shifting to ESD support.

MY COMMITMENT TO ADVANCE ESD AFTER 2014

I have two plans. The first plan is to make an original textbook based on ESD concepts. In Cambodian elementary schools, there is no moral education class. I want to make moral reading materials based on ESD concepts, to teach children that education is the tool to jump up from poverty. The second plan is to provide an international mutual understanding class in Japanese primary schools. In Japan, there is a lack of capacity and materials to teach about international diversity. If I participate in this conference, I want to make educational tools and training for Japanese primary school students. I think youth are the best people to promote ESD, as youth can act on and teach new ideas without self-interest.



NAME	Corrina GRACE
NATIONALITY	Australia
TITLE, ORGANIZATION	Founder and Executive Director, SERES (Supporting Ecological Resilience and Environmental Sustainability) (www.projectseres.org)
ESD FOCUS	Empowering young leaders to build sustainable communities

MY ENGAGEMENT IN ESD

I am the Founder and Executive Director of SERES, a not-for-profit organization that engages, educates and empowers youth at the frontline of climate change impacts and environmental degradation to become sustainability leaders and change makers. SERES actively works to increase awareness and education of sustainability issues at a grassroots level, engaging with young people as leaders of their communities to participate in the protection of their valuable ecosystems.

Since starting SERES in 2009, I have worked to build a forward-thinking, innovative organization that is working to create a generational shift towards sustainability in Central America. Since then, the organization has grown to a movement of over 1,400 young sustainability leaders from more than 182 communities, supported by a core team of 4 facilitators and 15 local ambassadors. Our work was acknowledged earlier this year when SERES was awarded the prestigious National Energy Globe award, an internationally recognized trademark for sustainability. I am a Fellow of the tenth class of the Central America Leadership Initiative and was accepted as a member of the Aspen Global Leadership Network.

My work as a facilitator and knowledge broker for ESD and transformative change is internationally recognized. I was both a Fellow and facilitator at the University of California, Irvine's Empowering Sustainability conference in July, and I am collaborating with the university on their student sustainability leadership initiatives. I have worked with youth from across the United States, Canada, Latin America, Australia and the Pacific, and am currently working on developing a collaborative program between local leaders and international institutions that reframes the traditional development approach within the goals of long-term sustainability and resilience.

Prior to moving to Guatemala in 2007, I headed up the sustainability initiative for a large international financial institution based out of Sydney, Australia, and prior to this was a consultant in the building services industry. I hold a Bachelor's degree in Mechanical Engineering from the University of New South Wales, Sydney.

MY COMMITMENT TO ADVANCE ESD AFTER 2014

My goal is to train 7,000 young sustainability leaders in Latin America in the next 7 years. ESD is a building block for this work, providing the tools and resources for youth leaders to change their own communities through environmental action, and by facilitating relationships between youth leaders and other organizational partners who can help implement their project ideas. I am also currently spearheading a project to build a sustainability leadership and learning campus to expand SERES programs and capacity and promote ESD in a wider North America/Latin America context. This million-dollar project will provide an international showcase for the role that ESD has to play in reframing the current development paradigm and driving sustainable solutions that are creating long-term positive impacts. I am also committed to sharing and promoting successful ESD initiatives and ongoing collaboration through my international network of sustainability practitioners, particularly in Australia and the United States.



NAME	Hussain HAIDER
NATIONALITY	Pakistan
TITLE, ORGANIZATION	Founder and CEO, Beydaar Society and Echo Change (www.beydaar.org; www.echochange.org)
ESD FOCUS	Providing school education to slum children for their sustainable livelihood

MY ENGAGEMENT IN ESD

I have been working for education since I was in school. When I was a schoolboy I witnessed a suicide attack, which was very common in those days in Pakistan, and later on I came to know that the attacker was a young boy almost my age. I kept thinking about why a person is so easily exploited by terrorists, and realized that uneducated youth is an easy target for exploitation. So I started my own initiative in the form of my organization, Beydaar Society, to work for education. We are working in the neglected areas of Pakistan – the slums where no one is taking interest. I am one of the global youth ambassadors at A WORLD AT SCHOOL. This Global youth ambassador group was launched by United Nations Secretary General Ban Ki-moon and Special Envoy for Global Education Gordon Brown. As 58 million children do not attend school, this group has been launched to change that figure by sending as many children to school as possible.

Beydaar Society is not only working on literary education for youth in slums, but we are also working on personality building and helping them to become a part of the society.

My organization, Beydaar Society, is now one of the very few student-run NGOs which are formalized and have expanded to such a level in Pakistan. Beydaar's work in the field of education for sustainable development make it one of its kind in the category of NGOs run by youth under 24 years of age. I recently opened a school for children from the slums, victims of child labour and orphans. Along with the standard curriculum, we are teaching technical skills, so that when they leave the school they will be able to stand on their own feet.

I have also launched a new global initiative with the purpose of forming a video and radio channel to help promote education. This platform will provide career guidance, educational materials and other tools for youth.

MY COMMITMENT TO ADVANCE ESD AFTER 2014

After this conference, I will establish a think tank by using my organization as a platform and we will be involving youth of Pakistan for designing and developing a policy on ESD. This policy will be shared and presented to UNESCO and the government of Pakistan. Campaigns for its implementation will also be launched.

Our online global radio and online magazine will have dedicated space for ESD topics, and we will be highlighting its importance in our local communities, as well as in many other countries where we have members and volunteers.



NAME Surya KARKI

NATIONALITY Nepal

TITLE, ORGANIZATION Co-founder and Director of Development, Maya Universe Academy (www.maya-nepal.org)
President, Diyalo Foundation (www.diyalo.org)

ESD FOCUS Building sustainable model villages with quality education, sustainable agriculture and sustainable energy

MY ENGAGEMENT IN ESD

Through my classes at College of the Atlantic in the USA, I attended the Open Working Group on Sustainable Development Goals taking place at the UN in New York, helping to represent the youth voice through the Major Group on Children and Youth. The issues I have been focusing on are climate change, social entrepreneurship and full employment, and quality education for all.

In 2011, I helped co-found the first-ever free education institution in Nepal, Maya Universe Academy, which has a very innovative model of providing education to underprivileged kids in exchange for two days of volunteering from parents in the school farms. For the first year, I spearheaded the establishment of two schools and three farms. At the farms under my leadership we have trained more than 1,400 farmers in sustainable farming methods, and also introduced farmers to the benefits of farming cooperatives, to enhance income generation in the three districts where our school farms are based.

In March 2014, I established the Diyalo Foundation, incorporated in the US as a nonprofit organization, with a focus on the three pillars of sustainable development: social, environment and economic. The Diyalo Foundation has a mission to build model villages in Nepal and Haiti, with an emphasis on quality education, sustainable agriculture, and sustainable energy. The foundation will establish schools like Maya Universe Academy, to offer a practical curriculum with a focus on issues such as climate change, poverty eradication, and technology. Diyalo will also be taking the work done by Maya Farms and implementing it in different parts of Nepal. We will increase trainings as well as micro-loans and crop insurance for poor farmers. The foundation will also be doing last mile distribution of solar energy systems in Nepal and Haiti.

With Action Aid International, I have helped implement their poverty eradication programs in Nepal and will be representing them at the UNFCCC. This summer, under their guidance, I worked to design a model village as a national fellow to a former prime minister of Nepal, and also did research to design a hazard programming framework.

MY COMMITMENT TO ADVANCE ESD AFTER 2014

The practical implementation of ESD and the mobilization of youth in Nepal and Haiti are the primary commitments that I will make in order to advance ESD. At Maya Universe Academy and Diyalo schools, we will introduce ESD as part of the curriculum. With Diyalo farms, we will be educating and training rural farmers about sustainable methods of farming while alleviating poverty. We will also introduce an innovative method of providing crop insurance where farmers can work at Diyalo farms to pay their monthly premium, and donors can take part by investing in any farmer's insurance while ensuring the continuous existence of the fund.

I will also continue to be involved in international policy work through different mechanisms, including participating in the UNFCCC and other UN meetings on post-2015 development goals where ESD has a stake. Finally, I hope to continue to feed into the implementation of ESD policies, while also being part of the feedback mechanism that will drive the outcomes of the conference.



NAME	Ahamed Kishor HAMEED
NATIONALITY	Sri Lanka
TITLE, ORGANIZATION	Head of Sustainability & Stakeholder Engagement, Maga Engineering (Pvt) Ltd (www.maga.lk)
ESD FOCUS	Promoting sustainability in local communities through corporate social responsibility

MY ENGAGEMENT IN ESD

I possess over 9 years of experience in the area of sustainable development in Sri Lanka. Some of the projects I have worked on include:

1. Digital Bridge. The Digital Bridge project is aimed at giving rural marginalised students the opportunity to engage in interactive learning from experienced teachers. The project has connected 2,000 schools (roughly 20% of the schools in the country) by providing them with TV sets and decoder units to enable them to access a satellite educational channel called Nenasa ('wisdom'). Nearly 500,000 rural students will have access to high quality educational content and materials, which are prepared by the Ministry of Education and the National Institute of Education. Nenasa is supplemented by an interactive online Learning Management System.
2. Eco-education programmes in the East. Joined hands with the Sri Lanka Nature Group and the Central Environmental Authority of the Ministry of Environment to raise awareness on environmental conservation amongst school children and government agencies in the Eastern province. I took the lead in compiling a number of booklets and workshop materials on the natural resources in the area, which were published in all three official languages.
3. Small & Medium Entrepreneurs Toolkit. The SME Toolkit Sri Lanka (<http://srilanka.smetoolkit.org/srilanka/en>) is a program of the International Finance Corporation (IFC) and is available in multiple languages through local partners around the world. Dialog Axiata PLC promotes the SME Toolkit in Sri Lanka as a way to reduce poverty and improve people's lives by promoting a sustainable private sector in rural areas. Through the Toolkit, I assisted entrepreneurs with business management information and training on accounting and finance, business planning, human resources, marketing and sales, operations, and information technology.
4. MAGA Nipunatha – Supervisory and Craftsmen Skills Development. I was instrumental in implementing the Nipunatha programme in an effort to overcome the shortage in skilled labour and to build capacity for the future in the Sri Lankan engineering and construction industries. The programme recruits students from technical colleges and provides comprehensive on-the-job training for six months..

MY COMMITMENT TO ADVANCE ESD AFTER 2014

I am driven to work for sustainable development through long-term involvement with my existing work, and I hope to advance in the field of sustainable development. I believe this ESD conference will develop my knowledge, broaden perspectives, and expose me to new skills and methodologies, which will be used to create and support positive change for youths in the rural areas of Sri Lanka, through innovative grassroots projects. I look forward to implementing new, innovative sustainable development projects that will increase active citizenship and help to build a sustainable future.



NAME Yuri NAKAO

NATIONALITY Japan

TITLE, ORGANIZATION Staff member,
Minoh Children's Forest School
(www.kodomono-mori.com)

ESD FOCUS Promoting children's self-autonomy and dialogue for a democratic and sustainable society

MY ENGAGEMENT IN ESD

I have been working at Minoh Kodomonomori Gakuen (Minoh Children's Forest School), which was established in 2004 by parents, teachers and citizens to cultivate children's self-autonomy and cooperation through education. For a decade, we have regarded the school as a place where children can learn and practice a democratic and sustainable way of living both in their school life and in the future society. In order to encourage sustainable development, I have taken the initiative in promoting citizenship education, including themed study, philosophical discussion for students and themed dialogue events in the local community.

The themed study covers three major areas: environmental education, human rights education and education for peace. This themed study also involves the whole school participating in discovery and action-orientated learning. In philosophical discussions, children exchange their ideas about anything they are wondering about. For example, "What is freedom?", "What is true happiness?" and "Why don't wars disappear from the world?". The philosophical discussions have improved students' thinking habits and their capacity for reflection, and have given them an opportunity to consider a variety of topics from various perspectives. The class also enables students to listen to others' opinions and understand different backgrounds. After the discussions, students write an essay so that they can think more deeply on the topics. Through the practice of philosophical discussion, they look inside and get to know themselves. Students also discuss rules and events in a democratic way. Participating in these meetings gives children a sense of responsibility for others and community and the skills needed for peaceful resolutions in conflicts.

A monthly themed dialogue event for citizens, called Educational Café Marathon, aims to involve citizens in the local community, share the values underpinning sustainable development, and encourage people to take action as a civic responsibility. For example, I invited guests who play active roles in sports, education and community planning, and then we set up an opportunity to discuss the topics with participants. Through these community-oriented activities, education for sustainable development is taking place not only in the school but also among citizens.

MY COMMITMENT TO ADVANCE ESD AFTER 2014

I would like to make a commitment to promote ESD after 2014 as follows: to make an ESD platform for Japanese youth members, in order to connect with each other and exchange information and opinions; to involve many young people in the ESD community and share the outcomes of the conference, so that more young people can be engaged in the framework of ESD; and to create a network among conference participants around the world, using online communication including social networking and online phone calls to keep in touch with youth leaders.

I believe that the key role of participants in the conference is to maintain the ESD youth community in a sustainable way. Therefore, I will make every effort to disseminate the concepts of ESD to the youth in Japan and keep in touch with participants of the conference in order to take action for a sustainable society.



NAME	PHAM Thuy Trang
NATIONALITY	Viet Nam
TITLE, ORGANIZATION	Member of Regional Strategic Team, Mekong Peace Journey (mekongpeacejourney.wordpress.com, www.thaivolunteer.org)
ESD FOCUS	Creating dialogue and communicating peace

MY ENGAGEMENT IN ESD

In 2008, I was first engaged in ESD through the Young Masters Programme on Sustainable Development (YMP) organized by Lund University, Sweden. Being inspired by what I learned and being aware of the importance of ESD and interested in social issues, I have kept my desire to learn more in this field and try to apply the concept of sustainable development to real life, through projects for protecting the environment, creating a peaceful life and sharing with others.

One of the inspiring initiatives I have been involved in is the Mekong Peace Journey Project. I was a participant, then a media-supporter, and now I am an organizer (a member of the Regional Strategic Team and representative of Viet Nam). Mekong Peace Journey is a training/learning programme, through which we are trying to provide knowledge and inspire youth in the Mekong Region to understand each other, empowering young people to build a more sustainable future by learning and understanding the past. Participants can hear the same history from different perspectives and find out the truth by themselves. They learn how to live peacefully, not only with people from different countries but also with nature. We offer an alternative platform to learn and share about the impact of human activities on nature, disaster risks, conflicts of interest regarding economic benefits, human rights, poverty, etc., which can help them to make the right decisions regarding their future and take action for a sustainable future.

Issues of sustainable development cannot be separated from justice, inequality, human rights and diversity. Through Mekong Peace Journey, I can see how ESD is successfully applied as a concept, a tool and a solution. I am very proud to be an organizer of this program, which helps youth understand concepts of sustainable development and real peace, and become agents of change in the Mekong Region.

MY COMMITMENT TO ADVANCE ESD AFTER 2014

Be active in what I am doing now and continue doing it: that is my commitment to advance ESD after 2014. My work now is in the areas of media, peace, and ESD, which are strongly related to what I aim to gain at the conference. After 2014, I plan to create a more effective platform of learning for sustainable development, and also to continue the Mekong Peace Journey training program on a larger scale. This platform can be in the form of a training programme, camp, workshop, etc. Besides this, working in media (as a TV producer and editor), I believe that I can promote and advance ESD through positive media.



NAME	Matcha PHORN-IN
NATIONALITY	Thailand
TITLE, ORGANIZATION	Director, Sangsan Anakod Yawachon Development Project (sangsanngo.blogspot.com)
ESD FOCUS	Bringing equality to society by empowering ethnic youth through ESD

MY ENGAGEMENT IN ESD

For more than 8 years, I have been working with ethnic minority children and youth (mostly Karen and Shan ethnic groups) living in the Thailand-Myanmar border region. Many of them have no citizenship. These children and youth face marginalization, discrimination and injustice from the Thai government and society as a whole. Most of their parents are subsistence farmers; hence they can rarely support the entire family's needs. Moreover, they do not speak Thai, so it is impossible for them to get a job. As a consequence, a large number of students are struggling with access to education, or eventually have to quit school at an early level. Furthermore, mainstream education in Thailand has yet to respect the rights of other ethnicities. The centralized Thai curriculum and learning mindsets do not recognize ethnic diversity or diversity of any sort. Therefore, ethnic minority students experience many forms of physical and emotional abuse from teachers and classmates, and the curriculum contents are unfair to them. They internalize the 'otherness' stigma and become disempowered. This affects their livelihood and civil involvement.

My program provides scholarships and trainings to 100-300 high school students each year. The youth who receive scholarships are trained in our awareness-raising programs focusing on ethnic rights, gender and sexuality, health and wellbeing, and organic farming and sustainability. Furthermore, they are encouraged and supported to discover their areas of interest in sports, arts or other academic areas. We also follow up and provide extensive financial and capacity building support to 30 university students who went through our high school program. All 30 of these youth exhibit a strong desire to live in and help develop their home communities.

MY COMMITMENT TO ADVANCE ESD AFTER 2014

Developing ESD is my highest goal and priority when trying to support ethnic youth getting a relevant education – and by relevant, I mean focused on sustainability. I will always try to create new, effective learning processes that are suitable for the students' way of life and which preserve their identity.

Moreover, we have already allied with numerous primary schools, universities and non-profit organizations that work together in terms of promoting access to education, which leads to more equality within society. I will personally ensure that this network keeps expanding, both locally and internationally.

I founded our NGO aiming at making this world a little better and more just, so I will not stop until this is done... and so much still needs to be done!



NAME Vivek TRIVEDI

NATIONALITY India

TITLE, ORGANIZATION Social Development Officer,
Urban Poverty Alleviation & Livelihood Cell,
Municipal Corporation, Chandigarh
(www.mcchandigarh.gov.in/UPA.htm)
Research Scholar,
Centre for Social Work, UIEASS, Panjab University

ESD FOCUS Sustainable livelihoods through skill- and value-based ethical education at the bottom of the pyramid

MY ENGAGEMENT IN ESD

I am a professional social worker and my area of interest is around youth development, their relationship with families, and empowerment. I have always believed in the potential of youth and I see them as seeds of change for any nation.

My work experience in the city spans over a decade and I have successfully introduced various innovative practices. The major achievements included implementation of wage-employment for the first time among poor youth, and we linked poverty-stricken youth to the Indira Gandhi National Open University for bachelor degree courses after giving them the required skills education. Social Work Education with IGNOU was promoted to create a devoted professional workforce to handle and execute development and welfare sector programmes at all levels, including policy planning, implementation, supervision, etc. With the execution of innovative programmes, we were successful in creating opportunities for urban poor youth to break the vicious cycle of poverty.

Prior to this, I served as a Project Director to the UN Development Programme and Government of India project on Urban Poverty Alleviation & Livelihood under the National Strategy for Urban Poor (NSUP). I got associated with ESD during my internship at the Commonwealth Youth Programme, Asia Centre in 2003-04. I worked on bridging the digital divide among marginalized and underprivileged youth using a mobile training centre, based on the 'reaching the unreached' concept and also spreading teachings of social reformers including Swami Vivekananda and Dr. A.P.J. Abdul Kalam. Transforming the lives of underprivileged youth remained my priority while working with leading national and global inter-governmental organizations in various capacities. The work focused on various social issues: public health, poverty reduction and alleviation, skill building, livelihood, financial inclusion, HIV/AIDS, etc.

I have received numerous opportunities to share my ideas at international forums. At the Asia-Pacific Summit on Climate Change in 2009, I participated in leadership training conducted by Noble laureate and former US Vice President Al Gore. I found the programme really helpful as it made me reflect on what could be done to produce better results at the local level.

MY COMMITMENT TO ADVANCE ESD AFTER 2014

I am committed to work towards advancing ESD in my region by following up with concerned departments and ministries in the country. The network which I have built over the years will be used in taking the ESD Youth Conference outcomes to other youth. I will be further strengthened using government and non-government channels. I will stay focused and adopt a well-planned strategy for the cause of sustainable development, and that is the reason I have opted to study welfare and development in my university and post-graduate studies. I am ready to disseminate information, sensitize, build an education-based youth network, empower, organize forums, facilitate exchanges and link with educational institutions for ESD among youth beyond 2014. I agree to infuse my learning from the Youth Conference into my work and studies back home.



NAME	Sybren BOSCH
NATIONALITY	Netherlands
TITLE, ORGANIZATION	Chair, Studenten voor Morgen (Students for Tomorrow) (www.studentenvoormorgen.nl)
ESD FOCUS	Inspiring students to work on sustainability within their education institution

MY ENGAGEMENT IN ESD

As chair of Studenten voor Morgen, I have been actively involved in inspiring students about the importance of sustainable development, and making higher education institutions more aware of their sustainability impact.

During the past year, our organisation has been working on many projects, the most prominent being the SustainaBul, the sustainability ranking of higher education institutions. This ranking assesses universities on the integral approach of education, research and operations, and the added (sustainable) value to society. Over 50% of Dutch higher education institutions now participate in this ranking, including 12 out of 14 universities. Part of the SustainaBul ranking is also knowledge exchange among institutions and other related actors.

Other activities include lobbying for a political agreement on integrating sustainability in the national education policy. A treaty between youth organisations and politicians has been signed the 9th of October. Another large project we will carry out is the Sustainable Introduction Event, in which local student organisations organize sustainable introduction events, and battle against each other for the most 'green' event. These local activities lead to more students getting involved in sustainable development.

Also, Studenten voor Morgen focuses on knowledge exchange by bringing together inspiring examples of sustainability issues at Dutch higher education institutions. We also provide tips for student associations on how to make their association more sustainable.

Personally, I am convinced that only awareness of sustainable development can lead to real action. I work together with the National Youth Representatives to the United Nations, and have been involved in the European Youth Event, generating ideas for a better Europe – with sustainable development in education as a top priority.

MY COMMITMENT TO ADVANCE ESD AFTER 2014

I wish to pursue the integration of sustainable development in the Dutch education system, as in my vision, this is one of the most essential requirements in order to move to a more sustainable society. The integral approach of education, research (when applicable) and operations within an education institution is essential in order to have the maximum added value.

In which role I will be pursuing this mission, I do not know yet, but due to my large network within the sector, and the number of initiatives that are starting up, I am positive that I can use the experience and knowledge gained at the ESD Conference to offer an even greater added value.



NAME **Leah DAVIDSON**

NATIONALITY **Canada**

TITLE, ORGANIZATION **Founder, Act for Antarctica** (www.actforantarctica.com)

ESD FOCUS **Engaging youth and protecting the polar regions**

MY ENGAGEMENT IN ESD

To educate youth about the importance of sustainability, I launched an internationally recognized campaign called Act for Antarctica, through which I worked with teachers to integrate the polar regions into environmental science, social science, and humanities curricula. It resulted in 1,000 conservation acts submitted from across five continents, including tree-planting and park cleanup activities, fundraisers for endangered animal species, and lesson plans and videos created about climate change. I also published a book called *Antarctica: To Be Inspired* after returning from an educational expedition with the Canadian-based NGO Students on Ice. The book has been distributed internationally and is now in use by the International Polar Foundation. I have delivered over 50 multimedia presentations to schools and science centers on the importance of protecting Antarctica, including speeches at the International Polar Year Conference and for TEDxYouth@AntarcticPeninsula.

As the Undergraduate Chair of the Penn Humanities Forum, I have started to establish the first hub for the environmental humanities at the University of Pennsylvania, which will include funding for lecturers and research fellowships, as well as the creation of an electronic journal and an annual curated art exhibit. I have also been selected as a winner of the Top 20 Under 20 Award in Canada and as a finalist for Canada's Top Teen Philanthropist Award for my environmental activism.

To promote the economic development and empowerment of women, I have also raised over \$30,000 to launch a microfinance program in rural Peru, which is in the process of starting/expanding 20 small businesses, including a large-scale knitting co-operative uniting artisans from the city of Huancayo. I lead the Penn chapter of the Compass Fellowship, a personal and professional development program to encourage university students to start their own social enterprises. I was also selected as one of four students out of 60+ applicants to report on social innovation and environmental sustainability at the World Economic Forum Annual Meeting of the New Champions, representing the voice of youth and critiquing international policy.

MY COMMITMENT TO ADVANCE ESD AFTER 2014

My current passion lies in incorporating sustainable development into humanities disciplines at the university level. I am committed to creating an international board of advisors for the electronic platform for the environmental humanities at the University of Pennsylvania and working to create a regional hub for student-faculty partnerships, academic research, and environmental art and writing as an initiative for social change. We have already raised nearly \$12,000 to hire student fellows in the environmental humanities in fall 2014. As one of the only people of my generation who has observed climate change in Antarctica first-hand, I plan to continue giving presentations in schools and developing lesson plans. Lastly, I would like to work with other US-based participants to start a follow-up conference to the UNESCO ESD Youth Conference in 2015, which would bring students together for lectures, discussions, and workshops to develop ESD leadership skills.



NAME Irina FEDORENKO

NATIONALITY Russian Federation

TITLE, ORGANIZATION Founder, Green Light Russia (www.green-light-russia.net)
 PhD Student, Oxford University Centre for the Environment (www.ouce.ox.ac.uk)
 Member, Initiatives for Land, Lives, Peace (www.landlivespeace.org)

ESD FOCUS Integrating ESD into university curriculum, promoting reforestation and biodiversity

MY ENGAGEMENT IN ESD

In 2008 I established Green Light, a youth environmental education NGO, in Vladivostok, Russia. Besides recruiting volunteers and organizing ESD events and trainings, I also handled fundraising, reporting and communications. The eco-projects that spilled out after the trainings involved more than 5,000 participants over the period of 3 years (2008-2011). My main passion is developing ESD training programmes and training trainers who would then go and work as peer-to-peer educators. I attended and contributed to training programmes run by the Council of Europe, and was successful in bringing that knowledge back home. My NGO was named the best European Environmental Practice in the 'Youth Participation' category during the 2010 World Health Organization 5th Ministerial Meeting on Environment and Health in Parma, Italy.

Since then I have been leading various teams and organized numerous small-scale presentations, medium-size international events and global forums and conferences with more than 10,000 participants. The youth camp that I worked on with the Russian Ministry of Youth stands out as an example. In 2011, I created the curricula and educational programme for the 'civil society' section of 600 participants. I put a big emphasis on climate change and sustainable development, and those topics were greeted with enthusiasm, as they were new for Russia at that time.

At Oxford I was elected as Environment Officer of my College, and with the team have organized such events as the Sustainability in Practice speakers series, a charity concert and sustainable food brunches. For these, I was awarded the Nautilus award for my contribution to college life.

Currently I am studying ESD Youth NGOs in Russia and China and trying to figure out how communication and technology can help youth groups to survive in semi-authoritarian political regimes.

MY COMMITMENT TO ADVANCE ESD AFTER 2014

I am committed to ESD within my College and Oxford University and will use these platforms to disseminate the knowledge from the conference and to conduct trainings, panel discussions and speaker events. The areas that I am most passionate about are forests and climate change. Working with the Initiatives for Land, Lives, Peace, I will further promote the importance of sustainable development and biodiversity. I will also contribute to the development of the Environmental Master Courses in Russian Universities to make sure that ESD plays a key part in the curriculum.

I would be happy to help with organizing any follow-up events and activities and building up the network of young ESD professionals. I would also be happy to blog, tweet and publicize information about the conference and its outcomes and disseminate it within my networks and at the events I will be attending in the future.



NAME	Alexandr ISCENCO
NATIONALITY	Republic of Moldova
TITLE, ORGANIZATION	Co-founder and Research and Cooperation Coordinator, Moldovan Environmental Governance Academy (MEGA) (www.megageneration.com)
ESD FOCUS	Offering young people a game-style platform for learning and creating impact

MY ENGAGEMENT IN ESD

I have been much engaged in Education for Sustainable Development, especially in the last 5 years. From 2010 to 2013 I participated in various programmes, including Global Environmental Governance at the University of Copenhagen in Denmark, Sustainable Environmental Management at the University of California in Berkeley, U.S., and the Young Environmental Leaders Programme at the Regional Environment Center in Hungary.

The knowledge, experience and contacts obtained there allowed me to start organizing programmes and delivering trainings on environmental management, green economy and sustainable development. At first they were done as sessions at various projects and conferences (including the 2013 World Resources Forum and the European Forum Alpbach). Then, together with an amazing team of young people, we organized our own project, G.R.E.E.N. (Garbage Recycling and Environmental Education Nationwide; greenmoldova.wordpress.com). We used the concept and tools of gamification to create engaging and powerful practical learning experiences on waste management and sustainable development for pupils in 3 regions of Moldova. Within the project I was primarily responsible for the gamification concept, the trainers team, the content of sessions and the overall learning experience. During the organization of the project I decided to scale up the impact of G.R.E.E.N. through a game-style web platform and mobile app that allow young people to obtain knowledge and skills in sustainable development and create positive social and environmental impact in Moldova. For this purpose, I joined forces with a team of talented young people to establish the Moldovan Environmental Governance Academy (MEGA). Nowadays, we are designing the Game with Impact – a learning, connecting and impact-creating platform in the form of a game – as well as organizing other projects on sustainability education for youth. Besides all that I use my writing skills to publish books that deliver messages on sustainability to readers. An example of this is the book *The Monster: Blade of Darkness* (www.themonster.info).

MY COMMITMENT TO ADVANCE ESD AFTER 2014

The MEGA Team and myself, personally, are willing and ready to make the following commitments:

- Inputs from the conference will be used in our educational programmes and the Game with Impact for young people to have effective learning experiences;
- We will disseminate the knowledge, resources and outputs obtained during the conference in our MEGA community, the networks we are part of and with our partners;
- The materials (statements, report, good practices, etc.) from the conference will be openly available in our online library / resource centre;
- We will contribute to all post-conference discussions and collaborations;
- We are ready to organize a local conference on ESD and present the suggestions from the UNESCO Conference there;
- During that conference, we will elaborate a proposal for ESD programmes and policies to be implemented and, together with our partners, present it to the Ministry of Education in Moldova.



NAME	Stefan MANEVSKI
NATIONALITY	The former Yugoslav Republic of Macedonia
TITLE, ORGANIZATION	Director, Center for Intercultural Dialogue (national branch of Service Civil International) (www.cid.mk)
ESD FOCUS	Youth work building sustainable communities open and respectful of diversity

MY ENGAGEMENT IN ESD

I have been involved with youth work programmes in South East Europe since 2006. Among the first activities of my organization were environment camps to bring young people closer to nature. This was also the moment when I started working with volunteers to engage them in these processes. Over the years I have worked with over 5,000 young people, based on many different needs, some of them directly connected to sustainable development and rural development. In 2010, I was one of the founders of the Bujrum Center for Rural Development, promoting active lifestyles and protection of the environment in North-East Macedonia.

Within the European Youth in Action programme I have delivered various training courses for different organizations in the Balkan region, including the CID Kumanovo, Streets Festival, Young European Federalists, YEU International, Cultural Triangle of Prespa, European Youth Parliament and others. The courses focused primarily on topics connected with youth participation, intercultural dialogue and sustainable development, topics in which I am always working to develop new approaches and methods.

Some examples of initiatives that I took part in:

As a trainer/facilitator: European Youth Meeting on Sustainable Development in Tallinn, July 2011; Youth for Exchange and Understanding – European Convention in Serbia – volunteering for sustainable development, August 2011; Volunteer for Nature youth exchange and volunteer management in rural area training projects for Bujrum Center for Rural Development; Reduce Reuse Recycle training course for Roma Youth Center.

Long-term activities: SAVA working group activities on environment protection, including various actions with volunteers; study sessions with the Council of Europe on the topic of sustainable volunteer camps; MultiKulti Youth Center (part of CID) activities on active citizenship and animation in the community; Savoring Unique Nature project.

MY COMMITMENT TO ADVANCE ESD AFTER 2014

These are the key follow-up commitments that I am planning to make:

- Mainstream ESD in youth work policies and programmes, to ensure that youth programmes offered in Europe and globally have ESD as part of their standard curricula, and that youth work policies have ESD as one of the baselines for development.
- Ensure mechanisms for active youth engagement and participation in decision-making connected with sustainable development of the Balkans.
- Promote ESD in existing youth clubs and youth centers in the Balkans and link what I learn from the UNESCO ESD Youth Conference to actual practice at the grassroots level.
- Support the development of youth work activities and programmes connected with ESD (through training multipliers).

As a result of potential networking during the ESD Youth Conference, I expect to plan and implement a series of trainings for multipliers, ensuring the process has not only a regional (Balkans) but also a European and global perspective.



NAME	Umeda QODIRQULOVA
NATIONALITY	Tajikistan
TITLE, ORGANIZATION	Project Manager, Youth Group on Protection of Environment (YGPE) (www.ygpe.tj)
ESD FOCUS	Youth environmental movement, green economy, research on recycling practices

MY ENGAGEMENT IN ESD

During my 2 years as the Project Manager of the 'Green Patrols' Program in YGPE, we had the opportunity to continue and develop this youth environmental movement that has members in 9 districts/towns of the Sughd region, involving a total of 200 schoolchildren. Our achievements include:

- Organizing the 'School of Ecological Leadership';
- Carrying out national and regional youth summer ecological camps, known as 'Our Green House'.
- Creating and broadcasting the youth environmental TV show *Green Five* and Youth TV debates on socio-environmental issues;
- Carrying out 'The Week of Clean Schools/Houses' and 'Earth Day – The March of Parks';
- Actively participating in the recycling program, and gardening and beautification of cities and streets;
- Monitoring local ecological problems;
- Conducting seminars/trainings/tournaments on debates concerning local environmental issues.

One factor which made our activities significant was the involvement of schoolchildren in awareness-raising and problem-solving issues. We trained them and let them define problematic points in their area, motivating them with further participation in summer educational schools. This method brought a lot of unexpected positive outcomes. For example, in March 2011 schoolchildren from one of the villages in the Gafurov district, after short intensive trainings on leadership and problem-solving, could define that the main problem of the local society is bad waste management (waste is collected only once a month and causes infection and diseases among the local population). So, despite their young age, teenagers could pursue negotiations with local authorities and conduct a meeting of local inhabitants with authorities, where they presented the results of their environmental monitoring, offered several solutions to the identified problem (e.g. applying experience of neighboring districts in recycling paper and plastic bottles) and facilitated discussions. Their experience was shared with the Green Patrols of other regions, inspiring them to take similar kinds of actions successfully.

MY COMMITMENT TO ADVANCE ESD AFTER 2014

After successful completion of my Masters in Education and research work on the recycling business in Germany in December 2014, I intend to carry out intensive work with my colleagues in YGPE, designing programs and pursuing the following activities in 2015:

- Conducting School of Green Economy.
- Carrying out study tours, workshops and master classes on green agriculture and small recycling businesses.
- Organizing a business plan contest for environmentally friendly small entrepreneurship in schools.
- Organization of regional interactive meeting of youth from Tajikistan and Kyrgyzstan.
- Carrying out social negotiations on mutual solution finding of local socio-ecological problems.



NAME Ingrid Moum RIESER

NATIONALITY Norway

TITLE, ORGANIZATION Associate Fellow and Alumna, Centre for Environment and Development Studies, Uppsala University (Sweden) (www.csduppsala.uu.se/cemus)

ESD FOCUS Facilitating and organizing transdisciplinary, student-led and student-centered education for sustainable development

MY ENGAGEMENT IN ESD

The most inspiring and dynamic initiative I have been involved in is the Centre for Environment and Development Studies (CEMUS) at Uppsala University. Since its inception CEMUS has been primarily student-led, and students are seen as co-creators of education and knowledge, rather than passive consumers. As a student, I coordinated and facilitated a course together with a student colleague, in consultation with staff, researchers and teachers. My aim in this work is to enable students to be critical and creative, to challenge themselves and to grow as both learners and human beings, which involves allowing for various ways of learning and communicating. My hope is that after a CEMUS course, students will feel empowered to make the changes that they would like to see in the world.

In 2012/13 I studied at Schumacher College in Totnes, UK, a transformative experience that gave me valuable insights into what a more holistic education can look like. As a student there, you are seen as the creator of your own learning journey, undertaken with the support of staff and your peers. Holistic education entails learning with your head, heart and hands. Beyond the academic work, students help with cooking, cleaning and gardening at the College, while integrating their personal development into the learning process. I continue to be involved in the college's activities, facilitating courses and organizing events.

For my MA dissertation at Schumacher, I made a documentary about the growing movement to make economics education more pluralist and connected to the real world. The project has given me experience in how to communicate visually and tell stories about positive change. I will be showing parts of the film and talking about economics education for sustainability during the keynote speech I am giving at the Swedish *ESD - Call for Action* conference, the purpose of which is to prepare Swedish recommendations for the Nagoya conference.

MY COMMITMENT TO ADVANCE ESD AFTER 2014

I feel passionate about education for a more sustainable world, and I believe that this is the field I will continue to work in for the rest of my life. I am currently considering how to bring about new projects, and Nagoya will be a great place to gather inspiration and establish partnerships for further work in this field.

My long-term plan and dream is to either work at or create a centre for transformative education, drawing on my experiences at both Schumacher College and CEMUS, and creating a physical and mental space for dialogue and communication that can catalyze change.



NAME Felix SPIRA

NATIONALITY Germany

TITLE, ORGANIZATION Executive Director and Co-founder, rootAbility (www.rootability.com)
PhD researcher, Dutch Research Institute for Transitions (DRIFT) (www.drift.eur.nl)

ESD FOCUS Putting students at the heart of sustainability transitions in universities

MY ENGAGEMENT IN ESD

During my Bachelor studies, I co-founded the Maastricht University Green Office in September 2010 (www.greenofficemaastricht.nl). The Green Office is the first student-led and staff-supported sustainability unit at a European university. It is driven by a team of 8 student employees and one university staff, with support from 30 student volunteers. The unit is integrated into the university, supervised by a steering committee and receives 164 000 € in funding for projects, salaries and office space. By putting student and staff collaboration at its core, the model mobilizes the energy of youth and expertise of older generations. It strives towards a whole-institution approach towards sustainable development through projects for change in education, research, community, operations and governance.

I worked at the Maastricht University Green Office for two years. During this time, I led the conceptual development of the model and implemented numerous projects. My main achievement was the publication of the first sustainability baseline report for Maastricht University. Due to the publication of the report, Maastricht University won the SustainaBul Award as the Dutch university with the most transparent sustainability efforts. In 2012, we also received the Student Leadership Award from the International Sustainable Campus Network and were described as a “lighthouse-type of project”.

Given my firm belief in the transformative potential of the model, I co-founded rootAbility together with three friends as a social business to inspire and enable others to follow our example. Since September 2012, we have delivered over 50 workshops and presentations on the Green Office Model and sustainability in higher education in nine countries. We empowered students and staff to replicate the Green Office Model at eight universities in the United Kingdom and the Netherlands. Those units engage over 45 student employees and present a cumulative investment of 750 000 €.

MY COMMITMENT TO ADVANCE ESD AFTER 2014

To realise sustainable development, humanity needs to unlearn certain skills, knowledge and values, and relearn others. Since I am passionate about learning, teaching and working with youth, I am enthusiastic about devoting myself to ESD. I fully believe in the transformative power of the Green Office model and have already committed to scale its impact and grow rootAbility in the years to come. My PhD at the Dutch Research Institute for Transitions (DRIFT) will last until December 2016. Then I will split my time working for rootAbility, the Transition Academy - the educational branch of DRIFT – and run my own research projects to provide a stronger evidence basis for the work of Green Offices. I have a strong vision of how the Green Office Movement, rootAbility and the Transition Academy can drive the sustainability transition in higher education and beyond. Realising this vision will be a lifetime commitment. My participation in the UNESCO conference is an important step on this journey.



NAME	Anna VICKERSTAFF
NATIONALITY	United Kingdom of Great Britain and Northern Ireland
TITLE, ORGANIZATION	Green Exchange Assistant Manager, Leeds University Union (www.luu.org.uk ; www.thegreenexchange.co.uk)
ESD FOCUS	Empowering students to be world leaders in creative, sustainable education

MY ENGAGEMENT IN ESD

I am the Assistant Manager on Leeds Green Exchange, the Leeds University Union sustainability project. The project aims to embed sustainability not only in the curriculum, but into the behaviors and attitudes of every student in Leeds. The project is multi-faceted in its approach, ranging from campaigning on normalising sustainable behaviours to providing a grant scheme for students to apply to lead their own transformational sustainability initiatives. The project also partners the University in the development and dissemination of a more sustainable curriculum.

Through the Green Exchange, I have been responsible for empowering students to engage with sustainability, not only through their studies, but by applying these ideals in their daily lives through simple behaviours like local procurement. I also manage £65,000 worth of funding for students from any higher education institution in Leeds to apply to run their own campaigns and projects, which aim to have a direct impact on both transient students and the legacy of the city.

Within my institution, I have also co-hosted informal forums where staff and students engage on ESD and other sustainability issues in a relaxed and free-flowing context. I have partnered with grassroots local initiatives and liaised with national bodies and NGOs. I have interviewed the University Vice Chancellor about his commitment to sustainability and established a strong relationship with the University's sustainability team to extend reach and collaboration on sustainability within our institutions.

In addition to working in this field in Leeds, I have been involved in a national consultation on ESD in higher education. This year I participated at the HEA Education for Sustainable Development Guidance Document Consultation Event in Birmingham and the HEFCE Sustainable Development Framework Consultation in Leeds. I have also attended conferences on the new tool NETpositive and the NUS We Are the Change conference, with a view to ensuring that ESD becomes a fundamental component in all higher education in the next ten years. In the coming months I will continue this work by hosting a webinar for the Environmental Association for Universities and Colleges on education and sustainability in the wider community.

MY COMMITMENT TO ADVANCE ESD AFTER 2014

I commit 100% of my time and person to creating a legacy of creative and sustainable change to the way we approach education in higher education institutions. I thoroughly believe that the only way to ensure a sustainable future is to both incorporate elements of sustainability across the entire curriculum, not just specialist subjects and themes, and also to ensure that institutions are practicing sustainable behaviors and values. I am especially keen to promote incorporating these themes into arts education. I hope that through my role working in a students' union, partnering with the university and attending national conferences and focus groups, that I will be able to be an enthusiastic and reasoned advocate for ESD in the immediate future. In doing so, my overall aim and hope is that in another ten years, there will not be a need to talk about ESD because the underlying principles of sustainable development will be inherent in everything we do as institutions and as individuals.



NAME Madison VORVA

NATIONALITY United States of America

TITLE, ORGANIZATION National Youth Leader, Roots & Shoots
(www.rootsandshoots.org)
Co-founder, Project ORANGS
(www.projectorangs.org)
Author, Change Starts with a Passion
(www.changestartswithapassion.org)

ESD FOCUS Educating consumers and empowering youth to make a difference

MY ENGAGEMENT IN ESD

In 2007, I co-founded Project ORANGS, asking Girl Scouts USA (GSUSA) to adopt a palm oil policy for their cookies. I had learned that unsustainable palm oil is linked to deforestation, carbon emissions, species endangerment, and human rights abuses. I mobilized over 140,000 consumers through petitions, including my hero, UN Messenger of Peace, Dr. Jane Goodall. I've educated millions of consumers through interviews in The Wall Street Journal, TIME Magazine, and on NPR, CBS, and ABC World News. I designed an educational 'Rainforest Hero' badge with the Philadelphia Zoo, which hundreds of Scouts have earned.

In 2011, GSUSA announced a palm oil policy, the first policy change driven by the efforts of girls in the organization's 101-year history. In 2014, we pressured Kellogg, a Girl Scout Cookie baker, to adopt a deforestation-free palm oil policy for its entire product line.

As a United Nation's North American Forest Hero, I've spoken at the UN about youth advocacy and sustainable development many times. As a member of Jane Goodall's Roots & Shoots National Youth Leadership Council, I've executed national campaigns and represented the organization at the UN Youth Assembly. I've worked with Youth-Leader, a UN Decade of Education for Sustainable Development project, to design educational palm oil activities and tools that have been distributed in classrooms worldwide. In Myanmar, I attended the Women's Forum on the Economy and Society as an ANNPower Global Delegate with Vital Voices, reminding attendees that women's rights are closely linked to environmental justice and education. I've met with leaders, including Lisa Jackson, Melanne Vermeer, Senators, Congressmen, Food Security staff at the State Department, and USAID officials at the US Embassies in Colombia and Cambodia, to speak about the politics of the global palm oil industry and youth empowerment. I've also inspired hundreds of students through presentations and my youth empowerment/advocacy program changestartswithapassion.org.

MY COMMITMENT TO ADVANCE ESD AFTER 2014

This conference will be a springboard for my service efforts as my activism work evolves with my new college pursuits. I will continue showing consumers how their purchases have global impacts by raising awareness about palm oil with my nonprofit partners. I will continue working on my youth advocacy program by adding new educational service learning content. My goal is to increase my outreach to youth and show them how to identify their own passions and how to use educational messaging and awareness campaigns to change policies and solve problems. I would like to partner with a local nonprofit called Uncommon Good to put together a mentoring and advocacy program for high school girls. In addition to tutoring and homework help, I will teach these girls how to translate the material they are learning in class into meaningful service projects to improve their local and global communities.



NAME **Zahnela CLAXTON**

NATIONALITY **Saint Kitts and Nevis**

TITLE,
ORGANIZATION **Coordinator of Youth Development,
Nevis Island Administration
Government Liaison and Counselor,
Reach Hamilton Community Group**

ESD FOCUS **Promoting healthy lifestyle and environmental awareness
among island youth**

MY ENGAGEMENT IN ESD

I recently returned to Nevis (a 36 square mile island) after spending several years obtaining my degrees. I was appointed as the Coordinator of Youth Development with the island's local government in September 2014. Since then, I have worked with several young people and youth groups.

ESD in the area of health/lifestyle change. My department partnered with the local HIV and Health Promotion Unit to stage a Health Fair. During this Fair, young people were exposed to:

- Male and female condom application demonstrations.
- HIV/AIDS information: Preventions, signs and symptoms, and treatment of the disease.
- Proper nutrition: using local fruits and vegetables for snacks as opposed to processed foods. Also, proper portion control.
- Youth were educated on STIs and non-communicable diseases.
- Youth were given blood pressure and sugar checks and then educated on the importance of doing these as young people.

ESD in the area of environment:

- Young people attended a camp where they visited the hot spring on Nevis and learned about its importance. They also learned about keeping the spring and its environs clean.
- Young people were involved in a massive garbage clean-up campaign after they were educated on volunteerism and keeping our island clean.
- A partnership was established with Reach Hamilton Community Group which focuses on recycling materials to make new ones. The group has focused on making bags and purses out of paper, plastic and tyre tubes. In this group, the young people source the materials for making the bags and then spend time making the bags.

MY COMMITMENT TO ADVANCE ESD AFTER 2014

There is no limit to my involvement in ESD following the conference. Of course, I will fulfill the pre- and post-requisites of the conference. However, I will also make myself available to facilitate sessions related to ESD. I will partner with several groups to promote ESD and its importance. To date, I have forecasted plans for 2014-15 which include:

- Extending recycling education and programs,
- Increasing education on non-communicable and communicable diseases,
- Creating a program called KITCH for the youth on the island which promotes healthy eating and lifestyles,
- Partnering with the conservation society and turtle watch groups to promote environmental awareness,
- Circulating educational newsletters and brochures on topics related to ESD,
- Creating and broadcasting PSAs related to health and safety,
- Training young people so that they can also join the cause for ESD and
- Attending or creating further training sessions and webinars related to ESD.



NAME	Kerstin FORSBERG
NATIONALITY	Peru
TITLE, ORGANIZATION	Director, Planeta Océano (www.planetaoceano.org)
ESD FOCUS	Educating and empowering communities to sustainably manage their coastal and marine environments

MY ENGAGEMENT IN ESD

I founded Planeta Océano (PO) in 2007 with my undergraduate research on sea turtles, a project that engaged over 100 local volunteers in northern Peru. PO has now grown as a non-profit organization committed to educating and empowering communities in Peru to sustainably manage their coastal and marine environments. Through this, I've led multiple projects:

- **Research:** Participatory investigations on environments, communities, coastal and marine species in order to generate information for sustainable management. More than 200 local volunteers have taken protagonist roles as citizen scientists, positively influencing resource management. For example, we engage artisanal fishermen to monitor mobulid fisheries, and the information is used to influence environmental policy. Also, we worked with school students to research sea turtles, leading them to discover the first evidence of the nesting of green sea turtles in the country.
- **Environmental Education:** Formal and informal marine education programs: training teachers, raising awareness in children & youth (preK-12), educating fishermen and authorities. To date, we've reached over 200,000 people, delivered hundreds of workshops and trained over 300 teachers. We've integrated more than 50 schools in a Marine Educators Network, a self-governed network that is currently expanding to 3 new regions of Peru. Our innovative, interdisciplinary marine curriculum has improved school subject delivery; as we teach through dynamic games, experiments and hands-on learning.
- **Promoting Sustainable Development:** Empowering environmental leaders and fostering environmentally-friendly economic activities. To date, we've empowered over 20 community-led environmental projects, including mangrove reforestation and recycling, led mainly by youth. These project incubators benefit thousands of people and generate multiplier effects for marine conservation. Currently, we're working to empower artisanal fishermen to develop their own ecotourism businesses for manta ray conservation. Fishermen have shown great interest in this additional livelihood, and are now willing to protect these species as valuable tourism resources!

MY COMMITMENT TO ADVANCE ESD AFTER 2014

As a conservation biologist and social entrepreneur, marine ESD is my life mission. Over the next 10 years, I'll work for PO to expand across Peru, and later explore replicating our model internationally. In particular, I'll be working on expanding our Marine Educators Network nationwide, training more teachers, integrating more schools, and promoting more student environmental clubs. I hope to incorporate marine topics in the national curricula: I'm currently working on a marine ESD guidebook for teachers and students, which we expect to introduce into all coastal schools, with Peru's Ministries of Environment and Education. Additionally, I'm working to promote corporate social responsibility on marine education, and expect our corporate partner portfolio to increase after 2014.



NAME Marcello HERNANDEZ

NATIONALITY Costa Rica

TITLE, ORGANIZATION International Youth Coordinator,
Earth Charter International Secretariat / Earth Charter
Center for Education for Sustainable Development
(www.earthcharterinaction.org)

ESD FOCUS Making the Earth Charter principles a reality through
education

MY ENGAGEMENT IN ESD

I work closely with young individuals and groups all over the world to implement the Earth Charter principles in their communities, schools, and universities, and in their daily lives.

Our priority at Earth Charter International is to provide education to young people that can give them the tools and knowledge needed to get them inspired and engaged in sustainability initiatives. Principle 14b of the Earth Charter says: "Provide all, especially children and youth, with educational opportunities that empower them to contribute actively to sustainable development".

In collaboration with the University for Peace and UNESCO, we coordinate an UNESCO Chair on ESD and the Earth Charter, and in order to implement this chair we created the Earth Charter Center for ESD, where I provide both online and face-to-face courses using a different approach in education, making systems thinking a core concept, allowing future young leaders to have the skills to 'connect the dots' of complex social and environmental issues.

As part of this integral approach to education, I also incorporate an experimental component in all of our education programmes. For example, we teach about many environmental topics, and in order to have a more profound impact on young people, we do activities with them in the forest, providing them clues about the topics that we want them to learn but without giving them all the answers, so they can discover these answers by themselves.

Currently we are working on a consultation process in Latin America to gather the perspectives of young people on how they want to be involved in ESD and its Global Action Programme, as well as to discuss the type of education that they want, to allow them to acquire the skills that they need to address the challenges of sustainable development.

MY COMMITMENT TO ADVANCE ESD AFTER 2014

As youth coordinator I'll be completely committed to continue working on ESD after 2014 and to implement the Global Action Programme in the youth sector around the world.

At the Earth Charter Center for Education for Sustainable Development, we will also continue working closely with schools, high schools and universities to incorporate ESD in their curriculums and guide them to move from a traditional way of education towards a more sustainability- and holistic-oriented education.

We will also keep bringing the voices of youth on ESD to national and international dialogues, in order for youth to have an active role in the development of the type of education that they feel they need to address today's global challenges.



NAME Stefan KNIGHTS

NATIONALITY Guyana

TITLE, ORGANIZATION Special Envoy on Small Island Developing States, Caribbean Youth Environment Network (CYEN) (www.cyen.org)
Youth Advisor for Latin America and the Caribbean, UNEP-TUNZA Youth Network (www.unep.org/tunza)

ESD FOCUS Legal education within the dimensions of sustainable development

MY ENGAGEMENT IN ESD

My engagement in ESD is both formal and non-formal. I have been actively educating people on a plethora of environmental concerns in Latin America and the Caribbean. My work, however, is not restricted to environmental matters, but extends to issues relating to human rights, culture, health, trade, and law.

With respect to formal education, I have written a number of research papers relating to sustainable development under the guidance of my law professors. For instance, I have written papers on the nexus between climate change and human rights, the effects of freedom of movement of persons on economic development in my region, and the importance of access to water supply and water quality to the development of Guyana. Also, through the CYEN I am involved in a project which is coordinated by the Caribbean Community Climate Change Centre, which targets secondary schools.

With respect to non-formal education, I have been able to attract the attention of youth in my region through social media. On these platforms, I create and share videos, articles and information on a myriad of issues relating to sustainable development. Also, I regularly organise or participate in youth workshops and consultations in Guyana, Barbados, and Trinidad and Tobago through CYEN, which has national chapters in these countries.

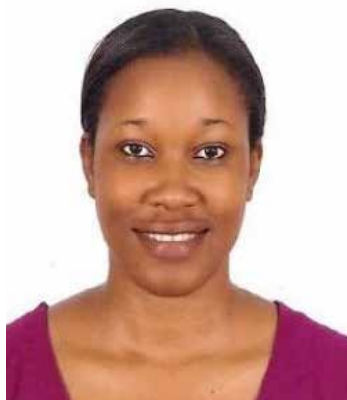
I have been involved in a myriad of successful and inspiring initiatives throughout my region. My latest task, to organise the primary concerns for youth from Caribbean Small Island Developing States (SIDS) for the 2014 International Conference on SIDS, has been very inspiring for me. I feel a sense of euphoria and achievement because I have been able to engage a lot of young people on their primary concerns and also explain to them why SIDS are a special case for sustainable development due to our vulnerabilities.

MY COMMITMENT TO ADVANCE ESD AFTER 2014

I pledge to continue to promote ESD in Latin America and the Caribbean through CYEN and the UNEP-TUNZA Youth Network after 2014. As I indicated above, I am intimately involved in the ESD and sustainable development processes in my region. Below are some specific initiatives/events where I will use my experience from the UNESCO ESD Youth Conference to continue the promotion of ESD:

- The National and Regional Consultations on the Post-2015 Development Agenda and other development processes.
- CYEN Annual Regional Congress and UNEP Annual Latin America and the Caribbean Major Groups Consultation.

I will continue to use social media and any other platform to promote ESD, and I will also work with, and learn from, the other youth who are attending the conference to promote ESD.



NAME Jodykay MAXWELL

NATIONALITY Jamaica

TITLE, ORGANIZATION Long Range Planning Consultant,
St. Elizabeth Parish Development Committee
(www.stelizabethpdc.org)

ESD FOCUS Sustainable urban planning – a bottom up approach

MY ENGAGEMENT IN ESD

As the Long Range Planning Consultant with the St. Elizabeth Parish Development Committee, my main responsibility was to write and coordinate the activities leading up to the development of phase one of the St. Elizabeth Sustainable Development policy plan. The plan utilized a bottom-up, participatory approach (engaging local community members in all aspects of the plan's development) to finalize the goals, visions, objective and policy for growth in four thematic areas – the environment, built infrastructure, economic and social development issues. Participatory planning was done through community consultations, demonstration workshops, surveys, information sessions, regular school visits, and short term internship placements. I was charged with leading demonstration projects and information sessions with young people and adults on the impact of climate change on coastal communities. I led community meetings on the repercussions of destroying the mangrove ecosystem, and held visioning sessions for each community, which led to the development of individual sustainable community visions.

Other initiatives that I led included monthly visits to early childhood institutions, primary schools and high schools to discuss sustainable development issues affecting the community. I highlighted the role young people must play in order to enable the livelihoods of future generations. Additionally, I coordinated and led a three-day urban design forum with young high school students, local government representatives and community members in an effort to design and suggest ideas to retrofit the town center and recreational parks utilizing green infrastructure, such as green roofs, and other sustainable principles. This forum led to development of four sustainable urban designs and a successful high school art competition. Some of the major achievements garnered from my initiatives were:

- The delineation of a no-fishing zone.
- Sustainable urban design for the town of Black River, St. Elizabeth.
- Greater awareness of climate change and disaster risk reduction strategies.
- Holland Bamboo Reforestation Programme.
- Ongoing recycling projects in schools.

MY COMMITMENT TO ADVANCE ESD AFTER 2014

I am committed to advance the cause of ESD through:

- Assisting with research and knowledge-sharing of best practices.
- Planning and organizing events within my country and where possible in the Caribbean at large.
- Acting as liaison and ambassador for ESD in Jamaica and the Caribbean region.
- Playing a greater role by getting involved in organizing committees or PR for future ESD youth conferences.



NAME Manus McCAFFERY

NATIONALITY Ecuador, United States of America

TITLE, ORGANIZATION Environmental Risk and Global Climate Change Specialist, Sun Mountain International (www.smtn.org)

ESD FOCUS Environmental risk and disaster management with a focus on global climate change adaptation

MY ENGAGEMENT IN ESD

My engagement in education for sustainable development began when I was living in New Orleans, Louisiana at the time when Hurricane Katrina struck and left 80% of New Orleans under water, including my home. As a witness to what unsustainable growth and unsound environmental policies can lead to, I used this personal experience as the first of many stepping-stones that have led me down the path of sustainability as a career. I graduated from Stanford University in 2010 with a focus on environmental policy and human rights. I then moved to Ulaanbaatar, Mongolia, where I spent the following three years working on shaping the country's energy and environmental policies by working directly with government ministers, parliament members, and national and international experts. My focus was on nuclear energy policy – in particular, how to sustainably mine uranium and increase international security. In this position, I was a visiting researcher at the University of Tokyo's (Todai) department of nuclear engineering, as well as a visiting lecturer to PhD students for a Seoul National University and Todai summer school on multilateral energy cooperation. I also served as advisor to the director of the largest university in Western Mongolia where, among other things, I trained professors on Western research methodology. This is a position I still hold.

In 2011, I was in Kyoto at a nuclear conference when the Fukushima Daiichi disaster struck. Over the next few years I worked through the instability caused by the disaster before completing my responsibilities and deciding to return to my home country of Ecuador. Today, I work as a professional in environmental sustainability, in particular through environmental risk management, climate change adaptation, and biodiversity conservation efforts for USAID and USAID-funded projects. My work here has brought me to the Democratic Republic of the Congo in disaster risk management for ADRA International, to Haiti, El Salvador, and Paraguay as an organizer/trainer in USAID environmental compliance workshops, to Washington DC for USAID strategic plannings, and to Honduras to research and author a country biodiversity assessment. In addition to this work, I own a strawberry farm in Ecuador that I wish to use to promote agricultural best practices and climate change adaptation. To this end, I am developing plans with the local municipal government to open an on-site training center for Ecuadorians.

MY COMMITMENT TO ADVANCE ESD AFTER 2014

Commitment is the key to successful ESD. My experiences as a student were a great introduction to how ESD is practically applied, but more importantly they allowed me to reach the conclusion that I couldn't effectively aid communities without making a commitment to understanding their lifestyles. So when I found a project in Mongolia that involved the sustainable use of natural resources and energy as well as education, I committed by actively changing my own lifestyle. Mongolians recognized my commitment and were much more open both personally and professionally. Though I cannot predict with certainty where I will be beyond 2014, I can say with confidence that I will approach any challenge with the same dedication.



NAME David MONTERO JALIL

NATIONALITY Colombia

TITLE, ORGANIZATION Sustainable Cities Expert,
La Ciudad Verde & Findeter (www.laciudadverdev.org;
www.findeter.gov.co)

ESD FOCUS Empowering citizens with the concept of 'Creative Urban Sustainability'

MY ENGAGEMENT IN ESD

La Ciudad Verde is a citizen and academic-led think-do tank that works to create awareness about the importance of implementing specific solutions to create more sustainable cities. We do this by transforming academic knowledge into creative citizen actions, working together with private companies, NGOs and local governments to create multi-sectorial agreements and actions. Our main goal is to promote a cultural mindset based on sustainability principles shaped by endless physical development and social behaviors.

Among many activities, we organize educational events in which our internal team or guest academic experts from the government, private sector or NGOs provide knowledge to citizens about specific urban sustainability topics. At the end, round tables are held to generate citizen proposals to promote sustainable development in their cities. Afterwards, these participatory proposals are shown to the local authorities, and community activities are implemented such as enhancement of public spaces with artistic tools and creative citizen ideas, awareness campaigns about the importance of sustainable modes of transportation, cycle-lanes construction, tree planting and many others. By doing this we also achieve social inclusiveness and common ownership of public assets. Also, the citizens and urban experts from La Ciudad Verde launched in 2014 the first Urban Sustainability Award of Colombia with the support of international cooperation organizations, universities, private companies and NGOs, to celebrate the most outstanding practices in Colombian cities towards sustainability.

I am also part of a group of young Colombian social leaders that created the national citizen movement Everybody for Education (Todos por la Educación). We articulate and promote the Great National Agreement for Education, to make education become the main state policy of Colombia. So far, more than 8,000 citizens, dozens of private companies and national politicians have joined the movement and our agreement. I am also a consultant in the sustainable cities program of the Colombian development bank Findeter. In this position I give technical advice to local governments for implementing best urban sustainability practices and projects in their cities.

MY COMMITMENT TO ADVANCE ESD AFTER 2014

I am eager to introduce the conclusions and learnings from the conference to strengthen ESD practices in Colombia. I plan to organize inter-sectorial agreements to promote the Global Action Programme. Specifically, I plan to address the main strategic objectives of the GAP in the following ways:

1. Supporting youth in their role as change-makers within La Ciudad Verde.
2. Including ESD in the Colombian National Agreement for Education.
3. Creating inter-sectorial meetings and actions to replicate and scale-up best ESD practices in Colombian cities.
4. Promoting local community capacities for consensus building and bottom-up processes for organized participatory decision-making along with local governments of Colombia.
5. Supporting the creation of an international network of young ESD promoters for sharing best practices.
6. Sharing the Global Action Programme in the Global Shapers Community (World Economic Forum Initiative).



NAME Isis Paola NUNEZ FERRERA

NATIONALITY Honduras

TITLE, ORGANIZATION Associate and Training Workshop Coordinator, Architecture Sans Frontieres – United Kingdom (www.asf-uk.org)

ESD FOCUS Innovative pedagogies promoting learning by action, inclusive practices and collaboration

MY ENGAGEMENT IN ESD

I have been actively engaged in ESD since 2009, as teaching assistant and studio tutor at various universities developing new pedagogic methods for sustainable urban interventions; and since 2010, as an associate of Architecture Sans Frontieres - United Kingdom (ASF-UK). My main accomplishment in ESD has been my contribution to the development and dissemination of the 'Change by Design' training programme at ASF-UK. During its 4 years this programme has achieved:

- Over 100 students and young professionals from Europe, Africa, Asia and Latin America, trained in innovative methods for inclusive neighbourhood upgrading and sustainable urban development, through action-research workshops in Brazil, Ecuador, Kenya and the United Kingdom.
- Publication of 2 books in English and 1 in Spanish, summarising the Change by Design methodology and the findings of each workshop.
- Implementation of training events on sustainable urbanisation and inclusive city building, at the UN-Habitat World Urban Forum in Naples, 2012 engaging over 100 participants from different backgrounds.
- Capacity-building support for grassroots organisations and local NGOs on how to engage residents, particularly women and young people, more effectively in the improvement of their neighbourhoods and cities. For this purpose we have produced toolkits and video-based training manuals.
- Dissemination and sharing of the methodology through seminars and lectures in different geographical contexts and advocacy platforms, including in the United Kingdom, Kenya, and Honduras.

In my various capacities as lecturer, studio tutor and workshop facilitator, I have been in charge of organising and delivering international conferences, student field trips and capacity-building events, while also undertaking innovative research tasks in different contexts, including India, Turkey, Brazil, Kenya, Honduras, Ecuador, Colombia and the United Kingdom. I also have a record of transforming findings from these educational and research events into tangible products, including advocacy materials, policy recommendations, practitioner toolkits, and action plans.

MY COMMITMENT TO ADVANCE ESD AFTER 2014

I am committed to advance the training programmes within ASF-UK, which includes a training workshop on resilience communities in Cartagena, Colombia, in September 2014, and a workshop on participatory upgrading in Cape Town, South Africa, in 2015. After these two workshops, we are planning to produce a book that summarises 5 years of findings on the Change by Design pedagogies, that hopefully can enrich the experiences of other practitioners and educators willing to engage with inclusive and sustainable practices in development.

I am also committed to expand my engagement with young people at the grassroots level, continue teaching in undergraduate and postgraduate courses and finally, promote international networks of knowledge exchange and collaboration between different stakeholders and young people living in urban areas.



NAME	Narayan SILVA
NATIONALITY	Brazil
TITLE, ORGANIZATION	Programme Organizer and Facilitator, China Green Student Forum (www.gsfchina.org)
ESD FOCUS	Experience, Research, Design and Facilitate Transformative ESD: Head+Heart+Hands

MY ENGAGEMENT IN ESD

2007-2008 - Worked in Auroville (an international ecovillage in India) and joined various ESD initiatives there;

2008-2011 - Co-founded and led REI Rio (International Students Network), a social enterprise focused on cultural exchange and non-formal ESD that is now present in 5 cities in Brazil. It has involved hundreds of volunteers and benefited thousands of people through programs such as classes for children in slums, numerous integration trips and support of local NGO projects;

2009 - Volunteered at the Earthchild Project, an NGO with focus on ESD in South Africa;

2009 - Joined the Innovation and Sustainability Lab, a project by the Federal University of Rio de Janeiro that teaches Ecological Footprint in schools of local poor communities;

2010 - Volunteered at Ute Bock, an NGO that provides support for asylum-seekers in Austria;

2011 - Completed the international ESD program Gaia Education in Rio de Janeiro;

2013 - Graduated cum laude the MSc in Strategic Leadership towards Sustainability in Sweden, with a thesis on strategic and transformative ESD. We researched 6 of the most innovative and transformative programs in Europe to find out what are the key elements of transformative education, in order to give strategic guidance for designing new transformative ESD programs;

2013 - Volunteered at AYA Volunteer in Russia as an ESD facilitator;

2013 - Worked at the YES Network, an incubator for early-stage social enterprises in Hong Kong as an ESD facilitator and consultant;

2014 - Currently in Beijing, working at the China Green Student Forum. Facilitating workshops, conversations, designing and hosting a new transformative ESD and leadership program for university students and young professionals. Also expanding the research that started in Sweden on transformative ESD, which will become a book/toolkit to support people and organisations who want to improve or design new transformative ESD programs. Finally, co-designing a collaboration platform for young change makers from BRICS countries who are passionate about participatory leadership and transformative ESD.

MY COMMITMENT TO ADVANCE ESD AFTER 2014

- Run as many high-quality ESD programs as possible in China and build capacity within Chinese youth. We want new ESD models to be born locally and allow Chinese youth to facilitate their own transformative ESD programs in the near future;
- Share the learnings from my experiences with ESD in BRICS countries, while co-creating communities of support for people who want to work with transformative ESD in those countries and others with similar challenges;
- Go on with my research on transformative ESD by interviewing experts, program organisers, facilitators and students from the best transformative programs all over the world, and make that knowledge available as a book/toolkit and a website.



NAME Daniela ZALLOCCO

NATIONALITY Argentina

TITLE, ORGANIZATION Project Coordinator of UNESCO Associated Schools in Argentina (ASPnet), Argentina National Commission for Cooperation with UNESCO
(portales.educacion.gov.ar/dnci/comision-nacional-para-la-unesco/)

ESD FOCUS Encouraging ASPnet in Argentina to educate on World Heritage and sustainable development

MY ENGAGEMENT IN ESD

I have been the ASPnet National Coordinator since 2013. Our network has 120 schools all over Argentina, which represent different levels and areas of education. In 2013, the main focus of ASPnet's activity was to connect national standards for education with ASPnet study areas and projects around sustainable development. Based on that objective, I collaborated in the design and implementation of a contest to celebrate ASPnet's 60th anniversary together with Argentina's celebration of 30 years of democracy. The contest's main objective was to recollect and reflect on the way students in ASPnet schools in Argentina think about democracy. The contest was divided into three categories – photography, essay and video – and three age groups. As supporting material, we sent to each member school an educational kit developed by the National Ministry of Education. The best six projects were selected by a National Committee and the winners were invited, with their ASPnet school coordinator, to participate in a meeting with others to share their experience and receive their prize. To conclude the activity, an online publication with the winning projects was uploaded to the National Commission's website.

As this year's topic for ASPnet, we have selected World Heritage and Sustainable Development. The main focus this year will be to provide material and training for teachers and students in different ASPnet schools in Argentina regarding UNESCO's Convention Concerning the Protection of the World Cultural and Natural Heritage and how World Heritage can be dealt with in the classroom from a cross-curricular perspective. We are also preparing to launch a photography contest inviting ASPnet students to reflect their local heritage and share it with the world.

MY COMMITMENT TO ADVANCE ESD AFTER 2014

I am highly committed to advance education for sustainable development after 2014. I believe this experience will be a turning point and will enable future exchange between students and teachers from ASPnet in Argentina and others around the world. In my opinion, this conference will present an opportunity to look back on the changes that education has undergone during the past decade and, at the same time, reflect upon the challenges that lie ahead. As a result, we will be able to continue working in our local communities, as well as making use of existing networks or creating new ones to empower change.

Compiled by The Goi Peace Foundation,
co-organizer of the UNESCO ESD Youth Conference