



EDUCATION FOR SUSTAINABLE DEVELOPMENT IN CENTRAL ASIA: ANALYSIS OF ACHIEVEMENTS, CHALLENGES AND OUTLOOK

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"Education is what remains after one has forgotten what one has learned in school"
A. Einstein

"People are a thousand times more worried about the acquisition of wealth than about formation of mind and soul, although what is in a person, for our happiness, is undoubtedly more important than what a person has"
A. Schopenhauer

"Education is the most effective means that society possesses for confronting the challenges of the future. Indeed, it is education that will shape the world of tomorrow"
Educating for a Sustainable Future: A Transdisciplinary Vision for Concerted Action,
UNESCO, 1997

"Education, in addition to being a human right, is a prerequisite for achieving sustainable development and an essential tool for good governance, informed decision-making and the promotion of democracy. Therefore, education for sustainable development can help translate our vision into reality"
UNECE Strategy for ESD, 2005

1. Background

Education for Sustainable Development (ESD) begins its history as a term, concept, attitude, philosophy of life, a style of behavior and communication between people and as a modern tool for developing the skills and competencies of the 21st century since 2002. Today ESD is a dynamic concept that includes all aspects of education system, training and enlightenment of the community for the purposes of education, upbringing, acquiring the knowledge and skills necessary to achieve sustainable development.

At the World Summit for Sustainable Development (WSSD) held in Johannesburg (South Africa) in 2002, UNESCO with the support of the Government of Japan has first introduced the ESD concept and the idea of conducting the UN Decade of ESD. This idea was positively received and actively supported by the world community as a panacea for ignorance, lack of education, eradication of poverty and as a new tool for capacity building of various social groups such as decision-makers, educators, the public, the media and the private sector.

The WSSD in Johannesburg, South Africa particularly emphasized the role of ESD in addressing environmental challenges and achieving sustainable development. The Johannesburg Plan of Implementation of the WSSD stresses out the need to *"Integrate sustainable development issues into the education system at all its levels in order to promote education as a key factor for change"*.

The Article 117 of the Plan of Implementation articulates the governments' commitments to education for sustainable development, including support for urgent actions at all levels to: (a) Integrate information and communications technology in school curriculum development; (b) Promote, as appropriate, affordable and increased access to programs in developed countries for students, researchers and engineers in developing countries in order to promote exchange of experience and capacity to benefit all partners;(c) Continue to implement the work program of the Commission on

*Sustainable Development on education for sustainable development;(d) Recommend to the United Nations General Assembly that it consider adopting a decade of education for sustainable development, starting in 2005."*¹

Central Asia was very noticeable in Johannesburg, primarily thanks to the announced Central Asian Initiative for Sustainable Development (CAI), and "... *Central Asian countries received support of the CAI... at the Summit (Johannesburg, 2002, CAI entered the final official WSSD documents - Johannesburg Plan of Implementation and Partnership Initiatives and has become a basis for further cooperation of CA countries with the world community in implementing the Summit decisions ... the governments of CA countries developed and presented the document "Invitation to the Partnership for the Implementation of the CAI ", as well as the report "Environment, Water and Security in Central Asia ", in which the main goals and priorities of the CAI were specified."*²

2. Global and Regional Initiatives

The UN Decade of ESD (DESD, 2005-2014) implemented by UNESCO and the world community, with the support of the Government of Japan, played an important role in shaping ESD. The DESD was aimed to promote education as the foundation for creating a more sustainable human society, mainstreaming sustainable development at all levels of the education system, strengthening international cooperation in the area of development and exchanging innovative methods of SD training programs, practices and policies³. Surprisingly, the ESD concept was positively received in Central Asia, although at that time many did not feel an absolute difference between the understandable term "Environmental Education" (EE) for the region and ESD.

The "*Strategy of the United Nations Economic Commission for Europe (UNECE) on Education for Sustainable Development*"⁴, which became the first official document at regional scale to create an educational model capable of ensuring the survival of civilization, and played significant role in the implementation of the UN Decade of ESD, clearly distinguishing the difference between EE and ESD. This UNECE Strategy for ESD is a regional initiative within the implementation of the United Nations Decade on ESD.

At the Fifth Ministerial Conference on "Environment for Europe" in Kiev (Ukraine) in May 2003, it was decided to develop the UNECE Strategy for ESD, and in March 2005 UNECE High-level Meeting on ESD was held in Vilnius (Lithuania) with participation of the Ministries of Environment and Education and Science in the UNECE member countries. At the following Ministerial Conference "Environment for Europe" in Belgrade in 2007, at the special session on ESD, the member-countries presented the first reports on the implementation of the UNECE Strategy for ESD.

The Rio + 20 "*Commitments of Higher Education Institutions on Sustainability Practices in Connection with the UN Conference on Sustainable Development*" also played a significant role in the success of the implementation of the United Nations Decade for ESD, according to which the heads of

¹ Resolution 2 * Plan of Implementation of the World Summit on Sustainable Development http://www.un.org/ru/events/pastevents/pdf/plan_wssd.pdf

² CENTRAL ASIAN INITIATIVE FOR SUSTAINABLE DEVELOPMENT: STATUS AND PROSPECTS, <http://catena.ngo-tm.org/econet/rec/06.htm>

³ Central Asia Review on ESD, CAREC, UNESCO, 2006

⁴ Education for Sustainable Development, <https://www.unece.org/environmental-policy/education-for-sustainable-development/about-the-strategy-for-esd/the-strategy.html>

universities and their departments commit themselves to support international efforts to move towards sustainable development. *"Sustainable development requires changes in thinking and modes of action, and education plays a key role in bringing about such changes. ESD is not only a prerequisite for achieving a sustainable future, but also a priority and advanced means, that is, the transition to SD begins with the formation of education in the interests of sustainable development and the formation of a new globally-stable consciousness".*⁵

Since the Bologna Process, which aims to establish the pan-European framework for higher education and research started in 1999, it was important to link the gradual deployment of ESD with the Bologna Process, by transforming it into a unified education and research system. With the transition towards sustainable development, science and education should merge into a single research and educational process aimed to create a SD-based society. This goal is also served by the new concept of education adopted in Incheon, which refers to transforming people's lives through education, recognizing the important role of education as the main driving force for development and in achievement of SDGs. It is about development of skills, values and attitudes that enable citizens to lead a healthy and fulfilled life, make informed decisions and respond to local and global challenges through ESD and GCED. Education for sustainable development is admitted as a mandatory vector of life-long education of every citizen of each country.⁶

"The Information Note of the World Conference on Education for Sustainable Development" (2014)⁷ declares that *"...ESD allows everyone to acquire the values, competencies, skills and knowledge necessary to shape a future in line with sustainable development. ESD implies integrating SD-related content into education and using teaching and learning methods that help learners acquire skills such as critical thinking and motivating themselves to act for a better future".*

In 2015 the Global Action Programme (GAP) on ESD⁸ was launched at the UNESCO World Conference on ESD in Aichi-Nagoya (Japan) held to assess the current state of education in the world and focuses on the issues of the human civilization's shift to sustainable development. In 2015, the Global Action Programme on ESD (GAP) came into force, through which UNESCO seeks to formulate a large-scale action plan for ESD and an environmentally friendly path of development through the transition to a green economy, and to influence the changing behavior of people in the future. Building on the achievements of the Decade on ESD, the overall objective for the GAP on ESD is *«to activate and scale up action at all levels and areas of education and training in order to accelerate progress towards sustainable development»* in order to achieve two main goals:

- (a) to reorient education and learning so that everyone has the opportunity to acquire the knowledge, skills, values and attitudes that empower them to contribute to sustainable development; and
- (b) to strengthen education and learning in all agendas, programmes and activities that promote sustainable development.

⁵ The key role of education in achieving the goals of sustainable development, Ursul Arkady Dmitrievich, Doctor of Philosophy, Professor, http://e-notabene.ru/pr/article_18218.html

⁶ Synthesis Subregional Review on ESD and Global Citizenship, UNESCO, 2017-2018 (draft, CAREC)

⁷ UNESCO World Conference on Education for Sustainable Development, UNESCO, <http://unesdoc.unesco.org/images/0018/001850/185056r.pdf>

⁸ The Global Program of Action on Education for Sustainable Development (ESD), <https://www.unesco.org/node/280943>

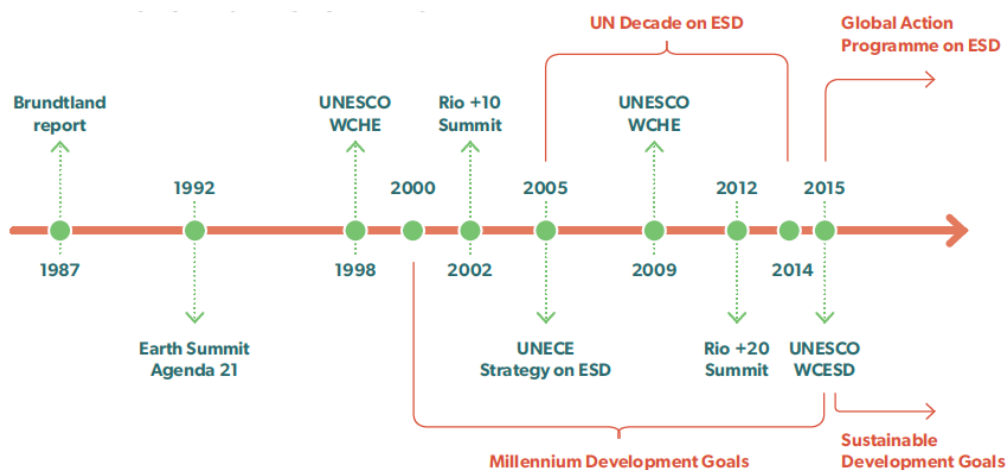
With the growing population of the planet and limited natural resources, it is important that people contribute to solving complex problems of global importance. Therefore, education should encourage development of critical thinking and skills and competences that allow predicting the course of events and find a consensus. To this end, new approaches to learning, including ESD and GCED, are needed. In September 2015 the UN General Assembly adopted the Agenda for Sustainable Development until 2030 and sustainable development goals (SDG), among which the **SDG 4 Quality Education** - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

By 2030, it is expected that all students will acquire the knowledge and skills necessary to promote sustainable development, by promoting ESD and sustainable lifestyles, human rights, gender equality, a culture of peace, global citizenship and understanding of cultural diversity.

Goal 4 in the UN and UNESCO is presented as a new concept of education that is seen in the transformation of people's lives through education and recognizes the important role of education as the main driving force for development and in achieving other proposed SDGs. Prioritizing the Goal 4 at the SDG does not mean that the other goals adopted are not relevant to education. Either way, they are all closely related to education and already entered or will enter the ESD subject field.⁹

Coordination of global, regional and national initiatives on SD and ESD is extremely important in terms of strengthening partnerships, cooperation in the CA region, building the capacity of universities and educators and strengthening the role of educators as agents of change in society and promoting the SDG and global citizenship through the SDG 4 "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."

The following diagram¹⁰ illustrates the relation between sustainable development strategies and ESD in the historical perspective.



Thus, in the area of ESD, a solid foundation has been developed for the activities of the CAREC PSR in the Central Asian region.

⁹ Synthesis Subregional Review on ESD and Global Citizenship, UNESCO, 2017-2018 (draft, CAREC)

¹⁰ Publications of leading practitioners. Professional Development of Higher Education Institutions in the Field of Education for Sustainable Development in European Countries, Environmental Centre of the Charles University, Charles University in Prague, Czech Republic UE4SD, 2015

3. ESD Process in Central Asia. Bridging Global and Central Asian ESD initiatives

In support of the WSSD, UNESCO and UNECE Initiatives on ESD in 2003, CAREC created the CA Program on ESD. Thanks to this Program, since 2003, the concept and philosophy of ESD has been moving forward, has found support in CA countries; and many enthusiasts at the subregional, national and local levels have supported this process.

From 2003 to 2018, the ESD Program went through three stages of its development:

I. STAGE I (2003-2005): period of the development of Environmental Education (EE):

- The EE programme for CA has been launched;
- Central Asia Working Group on EE (CAWG) and Central Asian EE Network established;
- Annual CA conferences on EE were organised (2003-2008);
- Implementation of EE projects in the field of secondary and non-formal education has begun.

II. STAGE II (2005-2014): the implementation period of the UN Decade of ESD and the UNECE Strategy for ESD:

- The WSSD, UNESCO and UNECE initiatives on ESD have found support and understanding in CA countries;
- The CA countries contributed to implementation of the UN Decade of ESD (2005-2014) and the UNECE Strategy for ESD;
- The EE programme was transformed into the ESD Programme, and the Central Asia EE network – into the CA ESD Network;
- CAREC launched the CA Program for Young Leaders (2006-2008), and since 2010 – the Central Asia Leadership Program on Environment for SD (CALP, 2010-2018);
- CA countries and CAREC took an active part in the UNECE ESD process (Regional Steering Committee on ESD, UNECE expert groups on ESD indicators and educators' competencies for ESD, etc.);
- Regional projects on ESD have been implemented, including secondary, higher, non-formal education and teachers' capacity building ("Green Packs for Central Asia": Caspian and Glaciers editions, courses and programs on ecology, environment protection and SD, energy efficiency, integrated water resources management (IWRM), etc.);
- Regional projects on capacity building for various target groups have been implemented: courses on environment protection and SD for civil servants (REC, VIU, Italy), trainings for local authorities, courses on energy efficiency for energy managers (COMOEast, EU), etc.

III STAGE III (2015-2020): the implementation period of the Global Program of Action (GAP) on ESD and the CAREC Education Change Concept:

- This stage relates to the implementation of the GAP on ESD, focusing on the GAP Priority Action Areas (*UNESCO, 2018*):
 1. Priority Action Area1: Advancing Policy.
 2. Priority Action Area 2: Transforming learning and training environment

3. Priority Action Area 3: Building capacities of educators and trainers
4. Priority Action Area 4: Empowering and mobilizing youth
5. Priority Action Area 5: Accelerating sustainable solutions at local level

- The UN General Assembly adopted SDG and Agenda-2030.
- Launch of UNESCO SDG projects "Quality of Education" - "Sustainability Begins with Teachers in Central Asia" and "Reorienting the Education and Training System to Improve the Life of Indigenous Youth" (2016-2020).
- CAREC, in accordance with global priorities and regional needs, has transformed the ESD Programme and its objectives to 2020, including the Central Asia Leadership Programme, which has become a tool for capacity building and a platform for regional youth cooperation on environment and sustainable development in Central Asia.

During the implementation of the United Nations Decade of ESD and the UNECE Strategy for ESD in 2005-2014 CAREC, in cooperation with its partners, held CA annual conferences on ESD, and the first truly significant CAREC projects on ESD in Central Asia were implemented: first in the system (*"Posters and videos on climate change", "Caspian and Glacial Green Packs for Central Asia", trainings on SD for secondary school teachers*), and then in the system of higher education (*courses for bachelors of the RK "Ecology and SD" "Energy Efficiency and SD"*), development of the capacity of decision-makers (*Sustainable Development Course in Venice for Kazakhstani civil servants, the Sustainable Development courses for civil servants in Central Asia, and others.*).

During this period, the foundation for subsequent initiatives on ESD in the Central Asian region was also laid, including EU projects *"I-WEB - Water, Education and Business" of the EU TEMPUS program (2012-2016)*, *"Covenant of Mayors-East" and energy efficiency courses for energy managers of Central Asia (2013-2016)*, the UNESCO project *"Sustainability Begins with Teachers" in Central Asia*, the main objective of which was to improve the professional level of teachers for the implementation of the SDG in the education and training of teachers (2017-2018) and global initiative of the *UNESCO on ESD at York University, Toronto, Canada "Reorienting the education and training system to improve the lives of indigenous youth" (2017-2020)*.

During this period the Regional Office of UNEP in Bangkok and CAREC for the first time organized the First Central Asian Leadership Program on Environment for Sustainable Development (CALP) in Astana, which still functions, develops and adapts to global and regional priorities, responding to the needs of Central Asia region and national partners. Today, the CALP is one of the most successful flagship initiatives of CAREC, a regional platform for capacity building, exchange of experience and innovation among young leaders of the Central Asian region and an important tool for developing and improving regional cooperation on environmental protection and SD.

CAREC Leadership Program is an effective tool for building partnerships and developing cooperation in Central Asia. Having internship in the leadership program, the young specialists of the region are pioneers of cooperation and partnership on environmental issues in Central Asia. Traditionally, the partners of the Leadership Program were the United Nations Environment Program, the Government of Norway and the OSCE Programme Office in Astana. Starting from 2016, the CALP was supported by new partners such as USAID in the framework of the "Smart Waters" project, and since 2017 by the World Bank under the CAMP4ASB project and European Union under the "NEXUS" project, which demonstrates the importance of the CALP as a tool to increase the capacity of young leaders to strengthen regional cooperation.

4. Lessons Learned and Challenges

In 2018, 13 years after the beginning of the UN Decade for ESD and 4 years after the launch of the Global Program of Action on ESD, we could say that 2005-2014 were the most vivid, positive, inspiring, encouraging and motivating for the introduction of changes at all levels for education all over the world and Central Asia. The leading role of UNESCO and other UN organizations such as UNECE, UN ESCAP, UN Environment, OSCE, strong support for ESD of donor countries, primarily the UK, Germany, the Netherlands, Sweden, South Korea, Japan, etc., as well as private sector participation, countries in the EECCA region in the process of implementing the UN Decade on ESD - all this changed our views, way of thinking, behavior, attitude to the role of education, developed capacity of teachers for ESD at all levels, and, to some extent, inspired decision-makers to harmonize regulatory legislation base for education.

However, in Central Asia, not everything conceived has been accomplished during the implementation of the UN Decade for ESD. Why the developed and adopted by UNESCO, UNECE, and UN ESCAP Strategies for ESD, indicators for assessing progress in implementation of the UNECE Strategy, educators' competences for ESD in the form of the document "Learning for the Future: Competencies in Education for Sustainable Development" often remained only on paper, distributed and found support and understanding mainly among international and regional experts and did not become a reference book for the teachers of the CA region, not introduced in legislation, regulatory framework, curricula and plans, in the daily pedagogical practice and the life of schools and universities in the countries of the post-Soviet space at the proper level?

There are several reasons for this:

Often in Central Asia, like in most of the post-Soviet countries, **ESD was perceived narrowly as something related exclusively to environmental education - EE**, although the UNECE Strategy on ESD clearly define the difference between EE and ESD: *"14. ESD is still developing as a broad and comprehensive concept, encompassing interrelated environmental, economic and social issues. It broadens the concept of environmental education (EE), which has increasingly addressed a wide range of development subjects. ESD also encompasses various elements of development and other targeted forms of education. Therefore, environmental education should be elaborated and complemented with other fields of education in an integrative approach towards education for sustainable development."*¹¹

Due to the ESD focus mostly on environmental issues in Central Asia and the perception of ESD as an EE, there was a **lack of sufficient involvement in the UN Decade of ESD' implementation of the Ministries of Education**, while the Ministries of Environmental Protection, acted as national coordinators for the implementation of ESD through participation in the implementation of the UNECE Strategy for ESD. Such a skewed coordination and lack of inter-departmental cooperation on ESD could not but affect the awareness, involvement and motivation of the ministries of Education in the ESD process. By default, it was considered that ESD, as well as EE, is the zone of responsibility of the ministries of Environmental Protection, not Education, and therefore many strategies, concepts, principles, approaches and terms developed by international and national experts for inclusion in national laws, normative legal documents and training programs, were not implemented accordingly.

¹¹ UNECE STRATEGY FOR EDUCATION FOR SUSTAINABLE DEVELOPMENT, <https://www.unece.org/fileadmin/DAM/env/documents/2005/cep/ac.13/cep.ac.13.2005.3.rev.1.r.pdf>

At the same time, "... 15. Key themes of SD include among other things poverty alleviation, citizenship, peace, ethics, responsibility in local and global contexts, democracy and governance, justice, security, human rights, health, gender equity, cultural diversity, rural and urban development, economy, production and consumption patterns, corporate responsibility, environmental protection, natural resource management and biological and landscape diversity. Addressing such diverse themes in ESD requires a holistic approach."¹²

ESD was not always a priority for decision-makers in the field of education, there was no understanding of the importance of ESD as a tool for interdisciplinary, interdepartmental and intersectoral cooperation that could influence the promotion of more sustainable solutions, principles and approaches to the practical life of society. It seems that only now, considering the introduction of the Bologna system in Kazakhstan and its promotion in other countries of the region, *with obtaining a greater degree of academic freedom and autonomy of HEIs, today ESD becomes more understandable term for Central Asia*, a more popular and attractive approach at the institutional level - the level of universities, colleges and schools.

Most of the advisory and expert meetings on ESD were conducted by international organizations in English, and not all of these meetings were translated into Russian, which made it difficult for Russian-speaking experts from the EECCA region in general and Central Asia particularly, to participate.

Most of the ESD documents developed by international organizations and experts were also in English, and their translations into Russian and state languages of Central Asian countries were not always available, which made it difficult for experts from the EECCA region in general and Central Asia particularly, to access and, especially, challenged their further adaptation, implementation and dissemination at the level of universities, colleges and schools.

Unfortunately, **very limited financial resources have been allocated and continue to be allocated for the implementation of the UN Decade on ESD and the Global Action Program on ESD for Central Asia**, which has not facilitated or is currently conducive to the holistic promotion of ESD in the practice of education in the region. However, some of the regional projects of UNESCO, UNECE, UN Environment, UNDP, OSCE, with limited amounts of funding, on the one hand, strongly support the ESD processes and initiatives in the region, but, on the other hand, do not allow systemic integrated work on ESD and promoting the role of SDG 4 as an interdisciplinary goal at the regional level, considering the existing opportunities, experiences, platforms and initiatives of CAREC.

5. Goals and Objectives of CAREC ESD Programme in 2017-2020

Taking into consideration all the global and regional challenges in ESD, today CAREC is reconsidering and rethinking its role in ESD process in Central Asia.

The main objective of the ESD Programme today is to provide a regional platform for dialogue, exchange of knowledge, experience, innovations and best educational practices/tools implemented at local/national/regional levels, and support CAREC's inter-program activities on education and capacity building, as well as intersectoral, interagency, interregional cooperation on ESD in the region with the involvement of all stakeholders and international expertise.

¹² UNECE STRATEGY FOR EDUCATION FOR SUSTAINABLE DEVELOPMENT, <https://www.unece.org/fileadmin/DAM/env/documents/2005/cep/ac.13/cep.ac.13.2005.3.rev.1.r.pdf>

The objectives of the ESD Programme are:

1. **Promoting Leadership** as a tool for capacity building and regional cooperation in CAR;
2. **Provision of a regional platform and facilitation of regional dialogue on SDGs** in the CAR in the field of education and capacity building (SDG 4) in their integrated and interrelated nature, considering the global and regional processes of the SDGs implementation, in particular, the global UNESCO project "Reorienting Education and Training Systems to Improve the Lives of Indigenous Youth" (2017-2020).
3. **Support for networked cooperation on SD**, including the network of the CALP alumni, the network of academic communities under the USAID "Smart Waters" project, the ESD network, and other networks within the existing and future mega-projects of CAREC for implementation of the SDGs in the Central Asian countries;
4. **Capacity building on SD issues on inter-program basis** (water, climate change, energy efficiency, biodiversity, gender, health, etc.) for different target groups, including educators, young leaders, NGOs, civil servants and business, given that education and capacity-building are cross-cutting issues for all SDGs, especially environmental ones;
5. **Attraction and adaptation of the best world educational practices in ESD** in Central Asia, including modern educational teaching, learning and methodological materials for sustainable development;
6. **Participation in international processes, presentation of CAREC and promotion of Central Asia in international cooperation networks on ESD**, including the UNESCO process under the Global Action Program on ESD (GAP) and ESD processes in the Pan-European and Asian-Pacific regions.

To achieve this goal and work in 5 main areas, the ESD Program has the tools and approaches that have been developed:

- CALP as a tool for cooperation and capacity building for young people in SDGs (*partnership for future generations*),
- Thematic courses and programs on environmental protection, SD, water and climate as an opportunity for replication and adaptation in the Central Asian region (*SDGs in formal education*),
- Trainings for trainers (ToT) in capacity building system for decision-makers, educators and NGOs, with the subsequent transfer of knowledge products (*ownership*),
- Online trainings on various SDGs for different target groups (*online learning*),
- Networking cooperation within existing CAREC thematic networks: CA ESD network, CALP alumni' network, academic societies network of the USAID "Smart Waters" project and the network of parliamentarians and diplomats of the EU CAWECOOP project (*networking*).

Flagship initiatives in ESD

CALP. CAREC is formed as the Knowledge Centre on environmental issues in the Central Asian region and, in this context, CALP is one of the most important tools for the development of the CAREC Knowledge Centre, considering the role of youth in promoting innovations, best practices and modern methods, youth's readiness for change and the role of young leaders in strengthening regional cooperation and partnership in all sectors and at all levels. The transfer of knowledge and skills is a very important element for increasing of capacity of young specialists in environmental protection

and sustainable development and, with the assistance of partners forms a sustainable status of CAREC as a leader in environmental knowledge.

"Green Pack for Central Asia." The ESD programme has been introduced in the CA region and the best educational practices on sustainable development have been adapted, such as the recognized European educational multimedia resource "Green Pack", REC, which was a good basis for adaptation ("Green Pack for Central Asia", "Glaciers Green Pack for Central Asia", "Caspian Green Pack" - REC-CAREC, 2009-2014). CAREC is now working to promote the project proposal "Aral Green Pack for Central Asia."

The course on integrated water cycle management within the framework of the EU TEMPUS project: "I-WEB (Water, Education and Business)" (2012-2015), a training manual and a glossary in three languages are IWRM tools with the possibility of adaptation, replication and providing sustainability of the project results in Central Asia.

Innovative educational tools and training programs on ESD:

- compulsory discipline for bachelor's programmes of the Republic of Kazakhstan **"Ecology and Sustainable Development"**, discipline of choice **"Energy Efficiency and Sustainable Development"** at the Kazakh National Technical University named after K. Satpayev;
- **New innovative IT-courses and "Environmental Protection, Ecology and Sustainable Development" discipline for the system of secondary vocational education** in the Pilot College of the Republic of Uzbekistan (TPCIT) with the support of Samsung.

6. [Partnership](#)

The partnership is the key to the success of the ESD Programme, which cooperates with the ministries of Education, Environmental Protection, the academic and pedagogical community (schools, colleges, universities), young leaders, NGOs, scientific organizations and the business community.

Partners and donors of the ESD programme projects are the UN institutions: the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Environment Program (UNEP), the United Nations Development Program (UNDP), the UNECE, the Global Environment Facility Small Grants Program (SGP GEF), European Union, the OSCE Programme Office in Astana, the World Bank, the Government of Norway, the German Ministry of the Environment (BMU), the Goethe-Almaty Institute, GIZ (German Society for International Cooperation), USAID, REC, private business: Samsung Electronics Central Eurasia LLP, Coca-Cola, Chevron, BG-Group and AGIP.

CAREC is a member of the global network on ESD "The International Network of Teacher Education Institutions associated with the UNESCO Chair on Reorienting Teacher Education to Address Sustainability" at York University in Toronto, Canada.

7. [Outlook](#)

The ESD Programme will continue to promote regional cooperation on SDG 4 implementation in the field of education and capacity building, through existing CAREC networks, on an inter-program basis, within existing and future mega-projects of CAREC.

The ESD Programme will continue to implement the CALP as one of the best examples of capacity development for young leaders and promotion of values, way of thinking and behaviour based on ESD for young people.

The ESD Programme will continue to promote the role of ESD as a tool of a "green" economy in Central Asian countries, in close cooperation with Central Asian ministries of Environmental Protection and Education.

The ESD Programme will facilitate CAREC participation in implementation of the UNESCO global research project "Reorienting Education and Training Systems to Improve the Lives of Indigenous Youth", which is aimed at the implementation of SDG 4 "Quality Education" at the global, regional, sub-regional, national and local levels in more than twenty participating countries, including Central Asia. CAREC was invited by UNESCO to become a sub-regional coordinator of the project in CA countries: Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan.

An important aspect of the ESD programme development with the aim of promoting its results to the level of policies is to strengthen work with decision-makers in the field of education and the environment, as well as parliamentarians and diplomats within established and existing CAREC platforms and networks.