



## Education and Communication for a Sustainable Pacific

Guiding Framework: 2005 – 2007



Education and communication are critical to achieving sustainable development. In recognition of its crucial role, 2005 – 2017 has been declared the UN Decade of Education for Sustainable Development, a global movement that aims to empower people of all ages to assume responsibility for creating a sustainable future.

Building the capacity of Pacific Islanders' to sustainably manage the Pacific Islands' environment is a core component of the Pacific Regional Environment Programme (SPREP). SPREP is an intergovernmental organization that works with Pacific island countries and territories to protect the Pacific environment and support and encourage collaboration and sustainable development. SPREP's membership includes 21 Pacific countries and territories, and also includes Australia, France, New Zealand and the United States of America.

A strong focus of SPREP's work is to build individual and collective capacity of people working in environmental education and communications. SPREP supports its Pacific members to use education and communications to foster the values, behaviour and lifestyles required for a sustainable future.

### How to use this Framework

This Framework aims to guide the implementation of education and communication initiatives to promote environment and sustainable development in the Pacific.

A key role of the Framework is to provide support in the development of annual national action plans in correlation to the education requirements of existing environmental/sustainable development programmes.

SPREP recognises the vast differences of its member countries and territories and therefore this Framework does not seek to meet all the needs nor replace the activities of the government, private sector or NGOs currently engaged in education activities in the region. Largely, it aims to provide a foundation to progress education and communication as powerful tools for achieving sustainable development in the Pacific.

On 16-18 August 2005, SPREP, with support from UNEP, brought together education and communication contact points from SPREP's members to attend a three-day workshop in Suva, Fiji to develop a framework for environmental education and communication in the Pacific. The Framework was developed from a draft Action Plan prepared in 2003 by a group of practitioners in the area of environmental education and communication. The vision and focus areas for both documents was drawn from *the Action Strategy for Environmental Education and Training in the Pacific Region (1999-2003)*, developed and endorsed by SPREP's member countries and territories and key stakeholders.

## **Sustainable Development**

Sustainable development is defined as meeting the needs of the present without compromising the ability of future generations to meet their own needs. Sustainable development means learning from the past, fulfilling the needs of the present, while conserving our future environment.

## **Education for Sustainable Development principles**

A key focus area of this Framework is to integrate Education for Sustainable Development (ESD) principles into existing initiatives. ESD promotes a new vision of education that seeks to empower people of all ages to assume responsibility for creating a sustainable future. ESD is an integral part of achieving the key pillars of sustainable development.

The role of ESD is critical in promoting sustainable development for the following reasons:

- Education is the primary agent of transformation towards sustainable development, increasing people's capacities to transform their visions for society and reality
- Education fosters the values, behaviour and lifestyles required for a sustainable future
- Education for sustainable development is a process of learning how to make decisions that consider the long-term future of all communities' equity, economy and ecology
- Education builds capacity for future-oriented thinking

## **SPREP education programme background**

### **The Action Strategy for Environmental Education and Training in the Pacific Region (1999-2003)**

The Action Strategy was developed at the Pacific Regional Conference on Environmental Education and Training in Suva 1998. More than 170 participants from 24 SPREP member countries and territories participated in the conference. The Strategy was endorsed by Member governments at the 10<sup>th</sup> SPREP Meeting of Officials in 1998, when governments reiterated the importance of environmental education and called on SPREP to continue its efforts to attract donor support to assist member countries in implementing the strategy.

The Strategy was drafted with the aim of providing a basis for practical and effective environmental education and training which could be adopted by Pacific Island countries and territories. It was expected that SPREP Members would be able to use the Strategy to develop "realistic national action plans which address the goals outputs of each target area in accordance with local concerns and needs".

### **Strategy review (2003)**

A review of this Strategy was undertaken in 2003, to assess its impact and determine the next steps. The review focused on seven specific issues:

1. Awareness of the Strategy
2. Integration of EE into formal education
3. Involvement of Departments of Education
4. Resource Material
5. Networking, communication and collaboration
6. Public awareness
7. Planning and decision making

### **Development of Draft Action Plan for Environmental Education and Public Awareness in the Pacific Islands Region (2003)**

The findings of the review were compiled and presented for discussion at a meeting of environmental education experts from throughout the Pacific from 29 -1 August 2003. The recommendations of this meeting were as follows:

1. Agree that coordination of environmental education is necessary
2. In order to ensure success of strategies, it was suggested that countries commit to coordinating, drafting and implementation of national environmental education plans
3. Facilitation and utilisation of the Pacific Environment Information Network (PEIN)
4. Utilise UNESCO's ASP network
5. Establish National Contact Points for Environmental Education and Education for Sustainable Development (NCEE)
6. Recognition of SPREP as contact point for consultation on EE/ESD matters
7. Regular meetings with NCEEs
8. Consider using resources from existing projects for EE/ESD activities
9. Financial commitment from countries where possible
10. Identify new funding sources
11. Ensure that EE/ESD is built into the design of new projects
12. SPREP to present regional proposal to Bali (UNEP-ESD) meeting

## Education and communication for a sustainable Pacific: A Guiding Framework (2005 – 2007)

### **Target area: FORMAL EDUCATION:**

**Goal:** To incorporate local, regional and international environmental issues into all formal education in Pacific Islands, integrating cultural, traditional and contemporary knowledge, skills and attitudes to enhance sustainable development.

### **Target area: COMMUNICATION:**

**Goal:** To motivate, inspire and empower people to sustainably manage their environment, through knowledge transfer, skills building, and promotion of positive attitudes and behaviours.

### **Target area: CAPACITY DEVELOPMENT, PARTNERSHIPS, AND NETWORKING**

**Goal:** To promote and improve the exchange of information, skills and resources and to gain support for education and communication in environment and sustainable development through formal and non formal networks at local, national, regional and international levels.

## TARGET AREA 1: FORMAL EDUCATION

**Goal:** To incorporate local, regional and international environmental issues into all formal education in Pacific Islands, integrating cultural, traditional and contemporary knowledge, skills and attitudes to enhance sustainable development.

Objectives	Actions	Suggested indicators
<b>1.1 Curricula development: support relevant bodies develop curricula</b>	1.1.1 Strengthen partnerships with relevant stakeholders to support curricula development (host monthly meetings, undertake information briefings etc)	Countries and territories participating in curricula reviews and development
	1.1.2 Integrate environmental and sustainable development issues into school curricula	Increased understanding of EE and ESD principles within schools and communities
<b>1.2 Curricula material: Develop resource materials and programmes to support curricula at all levels of education</b>	1.2.1 Produce resource materials and programmes to support curricula	Number and type of materials and programmes developed, and number of requests by users of materials
	1.2.2 Establish a network of relevant stakeholders to increase the participation in resource material development	Participation by key stakeholders
	1.2.3 Identify and catalogue existing materials, information and resources that are relevant to curricula development	Catalogues from countries compiled and accessible to the region
	1.2.4 Provide training and assistance on the use of specific resource materials with relevant target audience(s).	The number of training sessions for relevant target audiences

		Use of materials and feedback from users
<b>1.3 Evaluate and review: measure the impact of formal EE/ESD</b>	<p>1.3.1 Undertake annual evaluations of effectiveness of resource materials</p> <p>1.3.2 Share lessons with region</p>	<p>Improved attitudes and behaviour towards environmental issues (teachers, students and communities)</p> <p>Integrating information from lessons into project design</p>

## TARGET AREA 2: COMMUNICATION

**Goal:** *To motivate, inspire and empower people to sustainably manage their environment, through knowledge transfer, skills building, and promotion of positive attitudes and behaviours.*

Objectives	Actions		Suggested Indicators
<b>2.1 Raise awareness of environmental conservation and sustainable development</b>	2.1.1	Conduct activities, campaigns, and/or actions on priority environmental issues.	Increased participation of communities in programmes; feedback from target audiences; type and quality of awareness materials produced  Increased coverage of environmental and sustainable development issues in the region  Resource materials widely used and distributed in the communities  Use of traditional knowledge to promote sustainable development
	2.1.2	Engage the media in dialogue about sustainable development issues to effectively implement campaigns	
	2.1.3	Develop appropriate communication strategies for reaching decision/policy makers.	
	2.1.4	Produce resources and materials in local languages linked to core community values.	
<b>2.2 Participation: Increase community participation in environment and sustainable development practices and awareness initiatives.</b>	2.2.1	Facilitate workshops to support communities identify their own problems/concerns and possible solutions	Proposals to address issues identified Documented feedback  Number of community based programmes and activities implemented Active participation and ownership in planning processes.  Guidelines developed and lessons learnt documented.  Joint training initiatives with relevant organizations.  Improved participation of local communities
	2.2.2	Invite and engage communities to participate more in planning and implementation of sustainable environment initiatives	
	2.2.3	Work with target audiences to, encourage and support good practice among targeted audiences (eg. farmers, village councils, tourism, manufacturing, retailing) to promote sustainable practices	
	2.2.4	Coordinate training and communication activities for people working in environment and sustainable development areas (eg: extension officers)	
	2.2.5	Integrate local language, cultural values and traditions in the facilitation of awareness programmes	

## TARGET AREA 3: CAPACITY DEVELOPMENT, PARTNERSHIPS, AND NETWORKING

**Goal:** *To promote and improve the exchange of information, skills and resources and to gain support for education and communication in environment and sustainable development through formal and non formal networks at local, national, regional and international levels.*

Objectives	Actions	Suggested indicators
<b>3.1 Information and Resource Exchange: Establish and promote effective and reliable systems of information and resource exchange</b>	<p>3.1.1 Identify and link relevant existing (and new) networks and develop supportive networks.</p> <p>3.1.2 Strengthen national networks and linkages with the Pacific Environment Information Network (PEIN).</p> <p>3.1.3 Explore practical and cost-effective methods to make EE/ESD information and resources accessible to users in all areas at the national level.</p> <p>3.1.4 Facilitate partnerships between relevant organizations to support the development of education and communication activities.</p>	<p>Available information on new and existing networks</p> <p>National networks and PEIN utilized; secured funding to maintain the networks</p> <p>National and regional inventory developed</p> <p>Funding opportunities through partnerships</p>
<b>3.2 Training and Professional Development: equip people and institutions with the capacity to develop, implement and manage impact-oriented education, communication and awareness programmes</b>	<p>3.2.1 Encourage and support training/professional development programmes on innovative methodologies (eg. use of learning circles, social marketing).</p> <p>3.2.2 Conduct a skills audit to develop a database of experts working in education and communication (national, regional and international).</p> <p>3.2.3 Develop regional programmes to address priority ESD training/capacity development needs.</p> <p>3.2.4 Establish personnel exchange schemes and internship programmes between PICTs and institutions.</p> <p>3.2.5 Promote on-going “on-the-job” support options such as mentoring for newly trained personnel.</p> <p>3.2.6 Strengthen the network of people working to develop and support ESD initiatives</p>	<p>Training programmes developed and implemented</p> <p>Database developed and accessible</p> <p>Programmes developed, implemented and promoted</p> <p>Number of people working in EE/ESD undertaking attachments/internships or scholarships.</p> <p>Network accessible at national levels</p>

<b>3.3 Fund-raising: build and strengthen capacity of people and institutions to obtain and manage financial resources for EE/ESD</b>	<p>3.3.1 Develop guidelines on strategic fund-raising (including grant writing, submission, donor identification).</p> <p>3.3.2 Develop tools and mechanisms to help market EE/ESD with the aim of getting support at national, regional and international levels.</p> <p>3.3.3 Skills workshop in project planning and financial planning.</p>	<p>Guidelines for strategic fundraising produced and available</p> <p>Pacific EE/ESD communication toolkit developed and widely available</p> <p>EE/ESD workshops undertaken and promoted</p>
<b>3.4 Partnerships and Collaboration: Develop synergistic arrangements between local, regional and international institutions to effectively utilize resources</b>	<p>3.4.1 Develop and strengthen links with universities and similar institutions at national, regional and international levels.</p> <p>3.4.2 Facilitate consultation between EE/ESD personnel, relevant agencies and communities throughout the project cycle.</p> <p>3.4.3 Link into, as appropriate, existing national plans and strategies.</p> <p>3.4.4 Identify linkages between various regional and international conventions and agreements with regard to implementing education and awareness requirements.</p> <p>3.4.5 Facilitate collaboration between educators, traditional leaders/knowledge holders and technical/scientific personnel to ensure that cultural and traditional matters are adequately recognised in all EE/ESD activities.</p>	<p>Availability and accessibility of research material to Pacific</p> <p>EE/ESD issues considered and incorporated into project plan</p> <p>Highlight points of intervention for financial and technical assistance</p> <p>Document lessons learnt that promote the use of culture and tradition in respective countries and territories</p>