

HAGA DECLARATION

THE MINISTERS OF EDUCATION OF DENMARK, ESTONIA, FINLAND, GERMANY, LATVIA, LITHUANIA, NORWAY, POLAND, THE RUSSIAN FEDERATION AND SWEDEN OR THEIR REPRESENTATIVES MEETING IN STOCKHOLM, SWEDEN, 23–24 MARCH 2000.

1. Preamble

1.1. Reaffirming that education, training and public awareness are critical for promoting sustainable development and increasing the capacity to address economic, environmental and social issues, and that therefore the further implementation of Chapter 36 of Agenda 21 will influence the progress in implementing all other chapters of Agenda 21;

1.2. Recognising decisions taken by the United Nations Commission on Sustainable Development (CSD) at their sessions 6 and 7;

1.3. Welcoming the outcome of the Visby Summit, 3–4 May 1996, as reflected in the Presidency Declaration and the subsequent adoption of the Action Programmes for the Baltic Sea States by the Ministers of Foreign Affairs at their meeting as the Council of the Baltic Sea States (CBSS) in Kalmar, 2–3 July 1996, and the call for the development of an Agenda 21 for the Baltic Sea Region as expressed on these two occasions;

1.4. Welcoming the outcome of the Environment Ministers' Meeting and the meeting of the Ministers for Spatial Planning in Saltsjöbaden, 20–22 October 1996, as reflected in the Saltsjöbaden Declaration and the Stockholm Declaration;

1.5. Also welcoming the Agenda 21 for the Baltic Sea Region – Baltic 21 – adopted at the seventh session by the Ministers of Foreign Affairs as the Council of the Baltic Sea States (CBSS) in Nyborg, 22–23 June 1998;

1.6. Also recognising that education for sustainable development in the Baltic Sea Region must take account of the EU dimension, i.a. as presented to the sixth session of the UN Commission on Sustainable Development, 20 April–1 May 1998;

1.7. Recognising that economic, environmental and social issues are included in the concept of 'sustainable development' and also recognising the importance of cultural issues as reflected in decisions taken by the UN Commission on sustainable development; education for sustainable development is thus a broader concept than environmental education, which focuses on protection of, and care for, the environment; education for sustainable development must take

account of diverse local, regional and national situations and may therefore place varying degrees of emphasis on these three aspects;

1.8. Also recognising that education and training for sustainable development (ESD) is about the learning needed to maintain and improve our quality of life and the quality of life for generations to come;

1.9. Recognising the need for broad co-operation at the international, regional and national level and to involve important players in the field such as the educational community, business and industry and as well as youth;

HAVE AGREED ON THE FOLLOWING:

2. An Agenda 21 for Education for sustainable development in the Baltic Sea Region (BSR)

2.1 To develop and implement an Agenda 21 for Education in the Baltic Sea Region.

2.2. The objective of the Agenda 21 for Education in the Baltic Sea Region is sustainable development which will require an integrated approach and broad participation.

2.3. To implement and achieve sustainable development in the region will require basic understanding, competence and skills that have to be developed in our societies for the general public, the schools, vocational training, universities and through continuing education at workplaces.

2.4. The emphasis of an Agenda 21 for education in the BSR should be on regional co-operation. It must find its own logical structure and bring added value to the process. The Agenda 21 for Education should emphasise that:

- The creation of knowledge on and awareness of sustainable development must be seen as a life-long process and should address people of all ethnical groups, ages and both genders. It must include all levels of education, formal as well as informal, from pre-school to higher education and adult education as well as awareness-raising measures through actions by non-governmental organisations and informal modes of teaching and learning, e.g., within the family and through the media.
- ESD should be pursued at all levels of education; it should be included in all curricula or equivalent instruments corresponding to the level of education. Such education should rest on a broad scientific knowledge and be both integrated into existing disciplines and developed as a special competence. It demands an educational culture directed towards a more integrative process-oriented and dynamic mode emphasising the importance of critical thinking, and of social learning and a democratic process
- ESD should be based on an integrated approach to economic, environmental and societal development and encompass a broad range of related issues such as democracy, gender equity and human rights. This broad approach should be recognised in both natural science and social science, and should complement and build on existing initiatives in environmental education.
- Teachers and educators have a key role in education for sustainable development. Training programmes for educators and teachers should take into account the concept

of sustainable development and promote suitable learning methods based on research in the area. Further research on education for sustainable development should be encouraged.

- All educational institutions have an important role in the further implementation of Agenda 21 and should aim at being linked to internationally or nationally recognised development strategies or the equivalent; to have staff fully trained and competent in education for sustainable development; and to provide all students with relevant opportunities and methods for learning about sustainable development.
- Intergovernmental (IGOs) and non-governmental organisations (NGOs) as well as the media have a key role in raising public awareness for sustainable development.
- ESD should also be regarded as an important tool for achieving sustainable consumption and production patterns as well as for necessary lifestyle changes.

2.5. Good practices of existing networks of educational institutions and citizens organisations are important and could serve as sources of inspiration.

2.6. The process of developing Agenda 21 for education in the BSR should be democratic, transparent and open to participation by all actors.

2.7. Reports on the progress in the development of an Agenda 21 for Education in the Baltic Sea Region should be prepared for the Baltic Sea State Summit. Progress reports and a final report should also be communicated to the CBSS.

2.8. An Agenda 21 for Education in the Baltic Sea Region should be ready for consideration and adoption by the Ministers of Education in the autumn 2001.

3. Organisation of work for an Agenda 21 for education in the Baltic Sea Region

3.1. To recommend the Prime Ministers at the Baltic Sea State Summit in Kolding, Denmark, on 12–13 April 2000 to enter education as an additional sector of crucial importance for sustainable development in the region.

3.2. To take full responsibility for the elaboration and implementation of an Agenda 21 for Education in the Baltic Sea Region, 'Agenda 21E for BSR'.

3.3. To invite all governments and other relevant actors and stakeholders, including IGOs and NGOs, to participate in the elaboration of the Agenda 21E for BSR.

3.4. To review the institutional development required to achieve efficient education for sustainable development in the region, e.g. supporting network, the creation of new possibilities for professional training, and support of the development of necessary appropriate teaching/educational material.

3.5. To request the Baltic 21 Senior Officials Group (SOG) to closely monitor, contribute to and steer the process of developing the Agenda 21E for the BSR and to establish the education sector network as a Negotiating Committee for the negotiation of the Agenda 21 for Education.

3.6. To appoint Lithuania and Sweden as lead parties in the development of an Agenda 21 for Education in the Baltic Sea Region.

3.7. The Agenda 21E should cover, e.g., the following elements:

- Definition of goals
- Review and evaluation of educational activities to promote sustainable development undertaken so far and identification of obstacles and gaps
- Action programme for education as a part of achieving sustainable development, including targets, monitoring methods, time frames, actors and financing.

Further details on the organisation, terms of reference and timetable are found in the attachment.

4. Financing

4.1. In general, the financing of the implementation of an Agenda 21E for BSR should be borne by each country.

4.2. To invite bilateral and multilateral donors to assist countries with economies in transition (CITs) in the region and in particular request the following EU programmes; Phare, ISPA, SAPARD, Tacis, SOCRATES and LEONARDO; as well as the Nordic Council of Ministers, the Nordic financing institutions, the Nordic Environmental Financing Corporation and the Nordic Environmental Fund to support the education sector actions.

Haga Declaration attachment: Organisation of and Terms of Reference for a Baltic 21 Sector on Education

A sector network will be set up, headed by two Lead Parties.

Since there are many forms of education with different actors three working groups will be established, each chaired by a country or a regional organisation:

1. Pre-school to upper secondary education (incl. initial vocational education) and formal adult education
2. Universities and university colleges and other institutions of higher education
3. Non-formal education (foremost on adult level)

Countries, NGOs and IGOs should be invited to nominate their representative to the sector network and to the three working groups.

Terms of reference:

Sector network:

- Undertake the actions required to establish its three working groups and appoint their chairs.

- Co-ordinate the work in the three working groups by providing common guidelines and a common timetable.
- Based on input from the three working groups, produce a sector report on education for sustainable development, covering i. a. the topics specified in the Haga Declaration.
- With the sector report as the basis, produce a shorter Agenda 21 document on Education for sustainable development in the Baltic Sea Region.
- Act as the Senior Officials Group (SOG) negotiating committee with the mandate to negotiate the Agenda 21 on Education document.
- Report to the SOG on the progress in elaborating the Agenda 21 on Education document.
- Submit the Agenda 21 to the Ministers of Education for adoption.

Sector Lead Parties:

- Initiate, organise and co-ordinate the sector network work.

Working groups:

- Provide input to the sector report and the Agenda 21 document, following the common guidelines and timetable provided by the sector network.

Working group chairs:

- Initiate, organise and co-ordinate the working group work. The chairs may organise the work in their own way, but all countries and relevant IGOs and NGOs should be invited to contribute to the work.