Barriers and Deficits with Implementing ESD

Results of a Survey

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(VDSG e.V./SFI)

The First Half of the UNESCO Decade offers the opportunity for a mid-term review what is concerning the results of our common efforts in implementing ESD in education and how these have been formed and influenced by barriers and drivers. The community is still looking for doable approaches in implementing ESD.

Considerable progress has been achieved in developing an ESD indicator framework at the national level, e.g. Asia-Pacific Guidelines for the Development of National ESD Indicators. Bangkok: UNESCO Bangkok, 2007. http://www.unescobkk.org/fileadmin/user_upload/esd/documents/indicators/Guidelines.pdf

But we are still lacking concepts focussed on integrative thinking in order to prepare students by real life situations for a sustainable future. Which are the reasons? Eight years ago we have tried to find answers by asking international experts on the difficulties with implementing the principle of sustainability in education:

1. Which are the OBSTACLES when doing so?
2. Which STUDENT QUALIFICATIONS will be necessary?
3. What priority steps should be taken next?

The results of the **Survey 2000** have been published in Human Nature Articles - Vol. 5, No. 2, December, 2000, 'Three Questions on Education for Sustainable Development' http://www.dgross-sustainable.de/Human%20Nature%20Articles.pdf

The following results of the **Survey 2008** will refer to some of these former results (**Survey 2000)** by asking international experts what has changed or what hasn't changed at all, where deficits have been reduced or overcome. Thus we may be able to set appropriate goals within the roadmap for the Second Half of the Decade although there will be different regional strategies – nevertheless there is the need for the big picture.

The **Survey 2008** dg was organized by an electronic questionnaire (SurveyMonkey) and accomplished between Feb. 2008 and Jan. 2009. The questionnaire has been diversified by two additional filters:

a) Hiroshima Geographic Alliance of the Japanese Society for Geographical Sciences/ in Japanese (21 respondents), an essential activity within the **German-Japanese Cooperation: DESD-Project** http://www.desd.sustain-future.org/DESD.htm vid. the result of the Japanese survey; figures in % e.g. 33

b) UNESCO/Bangkok for the Asia –Pacific Region (6 respondents)

c) The following results are based on the responses of an international filter (108 respondents). These activities were supported by referring to this questionnaire by: ICUN/CEC International Union for Conservation of Nature/ Commission on Education and Communication Medies/ Mediterranean Education Initiative for Environment & Sustainability

Overview: responses of international experts for ESD, total survey: 108

Europe	Asia	Africa	Latin America	North America	Oceania
63	20	10	9	4	2
e.g. Greece 13	e.g. Turkey 7				
Germany 3					

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vid. the accompanying **PowerPoint Presentation (pptx, 21 MB)** : Barriers and Deficits with Implementing ESD

CV Dieter Gross

EXECUTIVE SUMMARY: Major Results of the International Survey (108 respondents) and the Japanese Survey (21 respondents)

Survey (1-7)	International Survey: Response Percent	Japanese Survey: Response Percent
Barriers 2000 – 2008 changed?		
# The concept behind "sustainability" hasn't been explained sufficiently: most people still do not understand it.	78,4	57,1
Deficits:		
# there is no real rethinking of education itself, only social aspects are added to EE	53,6	80,9
Main barriers for implementing ESD in 2008:		
# crowded curricula	64,0	33,3
# no support by administration	62,9	47,6
# lack of money	51,7	66,7
# no teaching materials(*aspect added in the Japanese Survey*)	--	52,4
Evaluation of initiatives for implementing ESD/results		
# NO intensive cooperation among communities, schools, and teacher education institutions	51,2	76,2
# Teacher education institutions haven't been reformed to educate the next generation of teachers how to prepare students for a sustainable future	60,9	81,0
Student/Qualification: Progress		
# An understanding of the issues facing them at the local and global levels and how issues regarding the environment, the economy, and society's well being are interdependent.	56,5	45,0
# To accept more responsibility	38,8	25,0
Evaluation of present curricula		
# EE instead of ESD	60,6	70,0
# NO decision-making structures within the curricula	50,0	75,0
# Curricula do not offer methods which suit to promote values	47,8	65,0
Priority of Implementing ESD		
# Top priority	Open-minded rethinking of education must be followed by real changes	Open-minded rethinking of education must be followed by real changes
	Raise public awareness to get support for ESD	Raise public awareness to get support for ESD
		Train the administrators
		Look for best practice in other countries
		Support by the media

TO DO LIST:
raise public awareness and form partnership with other stakeholders(international cooperation, business) for turning political unwillingness into ESD action
real rethinking of education
sufficient financial resources
necessary training of administrators
reform of teacher education towards ESD
more teacher training and hands-on ESD materials (e.g. reference curricula)
focus on systemic thinking
focus on responsibility and values

Survey 1

The following five barriers are those which have named by experts in 2000.

Survey 2008 : respondents were asked to evaluate these barriers now. This may give insight in how far ESD has made progress.

Mark those barriers	Response Percent		Response Count international
1. The causes and consequences of unsustainable practices are not analyzed.	49,0%	33,3	50
2. The concept behind "sustainability" hasn't been explained sufficiently: most people still do not understand it.	**78,4%**	**57,1**	80
3. Political leaders do not know how to motivate people to become a part of a civil society.	53,9%	28,6	55
4. The highest priority for political leaders is technology and job training rather than education for a sustainable future.	63,7%	47,6	65
5. One of the key obstacles in school systems is the lack of synergy among the sciences.	63,7%	52,4	65
	answered question		102
	skipped question		6

The result in the following regions is alike; all have put the second barrier at the top. What is concerning the individual comments you will notice regional specifics. More individual responses: vid. **Appendix,** at the end

Box: 1.1

Southern and Eastern Middle Europe:	
EE is still confused with environmental studies, not adequate teacher training	Greece
Teachers have no motivation to implement E.E.	Greece
Scattered efforts to provide ESD, multiplication, lack of synergy at local, national and international level	Greece
Sustainability is not a priority for political leaders	Spain
There are no sustainable practices, which could be communicated easily	Hungary
Several political leaders do not want to motivate …	Hungary

Box: 1.2

Further European Regions:	
ESD is not understood as a real need yet, there isn't sufficient support to ESD activities	Switzer-land
Curricula do not consider as relevant as they should	Switzer-land
Growth and progress myths : the sustainability debate has not been able to tackle the main driver for unsustainability: economic growth in a limited system	Switzer-land
Lack of funds for demonstrations project	Germany
Lack of wareness about the real need for sustainability	Germany
Lack of resources for educational innovation	Denmark
Lack of motivation among teachers	Norway

Box: 1.3

Latin America :	
Political leaders haven't interest in motivate people to participate	Brazil
The lack of continuity in governments; political leaders do not always encourage empowerment	Brazil
Lack of competent teachers	Peru
Lack of promoting analytical thinking on students	Costa Rica
Political leader don' t want to motivate people	Mexico

Box: 1.4

Asia-Pacific Region:	
Lack of coordination and concerted efforts to come out with a comprehensive approach	India
Yes, teachers lack the sensibility of imparting ESD	Pakistan
Lack of government support	Pakistan
Lack of teacher's knowledge and skills to integrate the concept of ESD into school curriculum	Thailand
Political unrest	'Asia'

Survey 2

Which are the most serious deficits in 2008?

Mark not more than 2		Response Percent		Response Count international
the education system is not flexible enough for the integrative nature of ESD		**50,5%**	61,9	49
governments have not adapted their legislation and policy frame works to the needs of ESD		**50,5%**	0,0	49
only sectoral initiatives are practiced		35,1%	42,9	34
there is no real rethinking of education itself, only social aspects are added to EE Japanese Survey added: **'only reflecting aspects'**		**53,6%**	80,9	52
		answered question		97
		skipped question		11

Comment: deficits of ESD Policy

Box: 2.1 additional deficits/ individual responses:

USA	Intelligible, transparent, democratic dialogue in partnership with.
RSA	Complexities and challenges to teach integrative concepts, what are the best methods and approaches?
Fiji	The concept and need is only kept at headquarters and not passed down through schools to reach the children and their communities i.e parents and family members.
India	Field base education system has not been introduced yet.
Australia	Economic issues have higher priority over social and environmental
Turkey	educators and strategy makers do not work together
Greece	lack of political will to endorse ESD
Spain	Old teaching methods and lack of economical support in the long term
Estland	teachers do not understand the essence of ESD
UK	Schools always prepare people for yesterday's world
Mexico	Lack of understanding by all of our responsibility towards well being of future generations
Switzerland	There is no support to train a new generation of teachers for ESD
Spain	SD is not a governmental priority
Greece	Economic gains associated with ESD not considered
Greece	Any educational effort comes into strong contrast with obvious and harsh reality and thus it is self-disproven.
Greece	It's a matter of culture and lack of dissemination of problems in a regular base from everybody.
RSA	reluctance to change

Survey 3 Which are the main barriers for implementing ESD in 2008

Questions:	Response Percent		Response Count international
lack of time	37,1%	33,3	33
lack of money	51,7%	**66,7**	46
too much work	30,3%	33,3	27
no training	**62,9%**	33,3	56
no support by administration	**62,9%**	47,6	56
crowded curriculum	**64,0%**	33,3	57
regarded as irrelevant	33,7%	33,3	30
no quick benefit	30,3%	47,6	27
stakeholders of the National Decade 'lost in space'	33,7%	**52,4**	30
too demanding	18,0%	19,0	16
no teaching materials *aspect added in the Japanese survey*	--	**52,4**	
	answered question		89
	skipped question		19

Comment: the cluster of top barriers is the result of an unsustainable framework of the educational administration.

Box : 3.1 **Individual Responses of ESD Experts /**

USA	Ignoring the other 3.5 billion people who are illiterate or the needs of the poorer countries. MDG 2
RSA	Complexity of the issues
Switzerland	preparedness to engage seriously with sustainability on all levels
Fiji	Lack of continuity of political leaders AND lack of public awareness.
Pakistan	lack of sense of responsibility on the part of the stake holders
Thailand	Lack of strong leaderships at the ministerial level
Turkey	Since government does so administrators see as unnecessary
Bolivia	Lack of understanding of the EDS
Denmark	basically a lack of understanding and commitment from the political top
Hungary	lack of coordination capacity
UK	No one who really matters yet sees it as important
Hungary	myth of growth and welfare are coupled
China	no teacher orientation for ESD; lot os time spent on worthless activities that are compulsory for teachers
Greece	Society itself. Parents do not always favour ESD. Fellow teachers also prefer not to expose themselves doing ESD, or are indifferent, or OPPOSE it
RSA	designing the appropriate curricula for ESD

Survey 4

Have those requirements of 2000 been followed by successful initiatives?

Efforts to cope with these requirements, are there changes?	YES	To some extent	No	Response count/ international
Have politicians committed their constituents and themselves to both a global and a local solution to sustainable development?	2,3%(2) 0%	**54,5%(48)** 47,6%	43,2(38) 52,4%	88
Has the public been linked to the process of implementing sustainable development?	1,1%(1) 4,8%	**52,3%(46)** 52,4%	46,6%(41) 42,9%	88
Have new legislative frameworks been created that will incite the principle actors of the economy to understand that their field is intertwined with the environment and society?	10,1%(9) 4,8%	**53;9%(48)** 47,6%	36;0%(32) 47,6%	89
Have new spaces been created for dialogue between society's stakeholders?	10,1%(9) 4,8%	**59,6%(53)** 47,6%	30,3%(27) 47,6%	89
Has there been established an intensive cooperation among communities, schools, and teacher education institutions?	3,5%(3) 0%	45,3%(39) 23,8%	**51,2%(44)** 76,2%	86
Have teacher education institutions been reformed to educate the next generation of teachers how to prepare students for a sustainable future?	9,2%(8) 0%	29,9%(26) 19,0%	**60,9%(53)** 81,0%	87
Have educational leaders meanwhile designed 'best practice' examples?	6,7%(6) 4,8%	**50,6%(45)** 57,1%	42,7%(38) 38,1%	89
Have the leaders of education for sustainable development become aware that progress is dependent on public awareness and partnership?	22,7%(20) 14,3	**56,8%(50)** 57,1%	20,5%(18) 28,6%	88
			answered question	90
			skipped question	18

Comment: The 'YES' column tells us more than the 'TO SOME EXTENT' column.

Survey 5

Student Qualification/ Results of the **Survey 2000 to 2008**

Progress where?	Response Percent		Response Count/ international
Qualities such as human values, perspectives such as respect and tolerance, a sense of caring for the environment and for others	37,6%	45%	32
An understanding of the issues facing them at the local and global levels and how issues regarding the environment, the economy, and society's well being are interdependent.	**56,5%**	45%	48
Fundamental skills such as critical and ethical thinking, problem-solving, consensus building and conflict resolution	37,6%	35%	32
Knowledge that science, business, and politics must work together	47,1%	30%	40
The capacity to empathize with the cultures and values of peoples from different cultural groups.	34,1%	35%	29
The ability to think openly and laterally and a capacity to act collectively.	31,8%	10%	27
To accept more responsibility	38,8%	25%	33
	answered question		85
	skipped question		23

Comment: transnational issues (global syndromes) within globalization (economic, cultural, and environmental) have caused that national governments return 'responsibility' to the individual, responsibility will be re-privatized. Looking at the above figures emphasizes what should be in the focus.

Survey 6   ESD Curricula

ESD curricula and the proper use of them will be the litmus paper for succeeding in implementing ESD

Respondents were asked to evaluate present ESD curricula.

		YES		NO	Response count international
Curricula developed from within the disciplines		62,7% (42) 35%		37,3% (25) 65%	67
Curricula support changing of the mental mode		**50,0% (33)** 45%		**50,0% (33)** 55%	66
Process- and value-oriented curricula to gain action competence, based on self-responsibility		55,9% (38) 50%		44,1% (30) 50%	68
Objectives in the curricula are the result of a process where different dimensions are balanced out		49,3% (33) 65%		50,7% (34) 35%	67
Objectives in the curricula are mainly single (one) perspective settings		47,8% (32) 30%		52,2% (35) 70%	67
Multi-perspective and systemic view		45,6% (31) 70%		**54,4% (37)** 30%	68
EE instead of ESD		**60,6% (40)** **70%**		39,4% (26) 30%	66
Decision-making structures within the curricula		**50,0% (34)** 25%		**50,0% (34)** 75%	68
Relevant issues		63,1% (41) 75%		36,9% (24) 25%	65
Supremacy of environmental aspects		**57,4% (39)** **75%**		42,6% (29) 25%	68
Overt or covered triangle of economy-society-environment		55,1% (38) 25%		44,9% (31) 75%	69
Curricula offer methods which suit to promote values		52,2% (36) 35%		47,8% (33) 65%	69
				answered question	72
				skipped question	36

Comment: The figures show that 'ESD activities' are still more characterized by EE and environmental aspects than by the 3-domains-concept of sustainability.

vid. PowerPoint Presentation: Characteristics of ESD Curricula

Box: 6.1

Individual responses: ESD Curricula should have the following characteristics

REGION	RESPONSES/EXPERTS Feb. 2008- January 2009	Respondent/ Country
Europe	disciplinary approach to natural and social sciences and tools to integrate	Norway
	real life learning long-term engagement in learning situations, cooperation with other stakeholders oriented towards problem solving committing learners and teachers to sustainable action	Switzerland
	To the maximum extent possible, educational curricula and pedagogy should reflect the interconnections among disciplines that are central to sustainable development. The benefit of this approach is that sustainability is an ideal organizing theme for encouraging holistic, integrative and solution-oriented thinking. ESD demands a holistic approach in which the interdependencies of the economic, ecological and social dimensions are taken into account.	Switzerland
	To cover as many aspects of life as it can within the frame of education	Hungary
	to prepare students to deal with complexity, uncertainty and values	Hungary
	Dynamic to social changes, interlinked subjects. No restricted to administration	Spain
	Multi-perspective, holistic, systemic view	Greece
	ESD Caricula almost inexistent in Greece. Few reference to ethical values, no reference to sustainability. My impression is that in general ESD is customized to secretly justify and serve Economics rather than the environment. No relation in curricula.	Greece
	A symbiosis linking the social, economic and environmental as well as a better understanding of the interdependence at various scales from local to global	UK
	I do not think these are needed; rather, the school curriculum itself, and its component parts, needs to embrace an integrated consideration of sustainability issues	UK
	effectiveness, aspirational value, excitement	NL
	cross-disciplinary, values difficult to assess and grade	Sweden
	Flexible and locally oriented as well as globally focused	Germany
Asia-Pacific	Relevant to community, participatory, focussed and tailored for each community, project-driven to way of life of each community	Fiji
	Bring students near to nature and brief them the micro natural truth in an attractive manner.	India
	Cooperation, partnerships with community; have relevance; be action oriented; integrated approach; long term futurist approach; commitment encouraged	Australia
	Integrated into the existing/regular curricula (to realize the core subject learning and reduce the teaching-learning load.	Thailand
	Interdisciplinary, multidisciplinary	Philippines
	Should relate to daily life situations. Problem solving should be done at every stage; a habit of acquiring knowledge for the purpose of problem solving must be developed through ESD. The wide diversity in student backgrounds in one class becomes a barrier in classrooms with 70-80 students.	China
	Enhance critical thinking skills (taken from the Japanese filter)	Japan
	Traditional values with respect to the sustainable transformation of values (taken …)	Japan
	Awareness: Global citizens share universal values (taken from the Japanese filter)	Japan
Africa	balanced approach or equal importance to the triangle of economy-society-environment	RSA
	Need practical integrated learning models that involve schools and the broader society; there are some excellent models of this nature available from southern Africa	Namibia
	It should be relevant and contextual	RSA
North America	Flexibility; Culturally sensitive and socially appropriate; Ability to address the issue of ;"messy solutions"; Linked to current knowledge/understanding(s), critical issues, and easy access to information and support networks	USA
	Development of skills related to SD	Canada
Latin America	Ecology and evolution should be taught at all levels. Humans should be educated to see the consequences of their actions. Consumerism should be discouraged. The intrinsic value of other species should be emphasized. The common good of all living beings should be the guiding value. Change the profit-making mentality at the expenses of the Earth's resources.	Bolivia

Survey 7 Which are the most strategic DRIVERS to cope with the present barriers?   Forced ranking; only one choice per row and column

The responses reveal the priority of activities: **1.** Open-minded rethinking of education; **2**. Form partnership with the business sector; raise public awareness; look for best practice; support by the media; **3**. Learn to construct decision-making structures

Priority ranking	Train the administrators	Educationists form partner-ship with the business sector, they are dependent on ESD and demand ESD qualities	Raise public awareness to get support for ESD	Open-minded rethinking of education must be followed by real changes	Manuals to design ESD curricula by oneself	Support by the media	Look for best practice in other countries	Inner School Reform	Learn how to construct decision-making structures	Response Count/inter-national
1 lowest importance	15,4%(4)	11,5%(3)	0,0%(0)	3,8%(1)	**19,2%(5)**	11,5%(3)	11,5%(3)	**19,2%(5)**	7,7%(2)	26
2	8,2%(4)	14,3%(7)	6,1%(3)	2,0%(1)	8,2%(4)	14,3%(7)	12,2%(6)	10,2%(5)	**24,5%(12)**	49
3	13,7%(7)	11,8%(6)	5,9%(3)	0,0%(0)	13,7%(7)	5,9%(3)	**23,5%(12)**	9,8%(5)	15,7%(8)	51
4	9,8%(5)	5,9%(3)	9,8%(5)	3,9%(2)	7,8%(4)	13,7%(7)	**17,6%(9)**	7,8%(4)	**23,5%(12)**	51
5	12,9%(8)	**19,4%(12)**	12,9%(8)	3,2%(2)	**22,6%(14)**	11,3%(7)	4,8%(3)	3,2%(2)	9,7%(6)	62
6	7,8%(5)	9,4%(6)	**20,3%(13)**	7,8%(5)	3,1%(2)	**20,3%(13)**	9,4%(6)	10,9%(7)	10,9%(7)	64
7	10,8%(7)	7,7%(5)	10,8%(7)	12,3%(8)	12,3%(8)	**16,9%(11)**	**15,4%(10)**	10,8%(7)	3,1%(2)	65
8	9,1%(6)	**21,2%(14)**	12,1%(8)	10,6%(7)	12,1%(8)	4,5%(3)	7,6%(5)	13,6%(9)	9,1%(6)	66
9	12,3%(8)	4,6%(3)	13,8%(9)	**20,0%(13)**	9,2%(6)	10,8%(7)	9,2%(6)	13,8%(9)	6,2%(4)	65
10 highest importance	10;0%(7)	10,0%(7)	**17;1%(12)**	**30,0%(21)**	2,9%(2)	5,7%(4)	5,7%(4)	10,0(7)	8,6%(6)	70
									answered question	75
									skipped question	33

lowest importance

highest importance

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Survey 7.1 Responses of the international and Japanese experts: priority of initiatives by visualization identical and different priorities, dependent on regional political and educational frameworks

Priority ranking	Train the administrators	Educationists form partnership with the business sector, they are dependent on ESD and demand ESD qualities	Raise public awareness to get support for ESD	Open-minded rethinking of education must be followed by real changes	Manuals to design ESD curricula by oneself	Support by the media	Look for best practice in other countries	Inner School Reform	Learn how to construct decision-making structures	Response Count/ Japan
1 lowest importance					22,2% (2) 19,2% (5)			19,2%(5)		9
2	33,3%(5)								24,5%(12)	15
3				20,0%(3)	20,0%(3)		20,0% (3) 23,5% (12)			15
4							17,6%(9)	40,0%(6)	23,5%(12)	15
5		19,4%(12)		27,8%(5)	22,6%(14)	27,8%(5)				18
6		21,1%	20,3%(13)			20,3%(13)				19
7			29,4%(5)			16,9%(11)	15,4%(10)			17
8	15,8%(3)	15,8% (3) 21,2% (14)			15,8%(3)					19
9	15,8%(3)		15,8%(3)	15,8% (3) 20,0% (13)				15,8%(3)		19
10 highest importance			18,8% (3) 17,1% (12)	30,0%(21)			18,8%(3)	18,8(3)		16
										answered question 20
										skipped question 1

lowest importance

highest importance

Appendix: Further Barriers

Country	Response Text
USA	Language not client-centered, e.g. implemented (ing). Negativity.
RSA	Information overload - end users are bewildered
India	Lack of coordination and concerted efforts to come out with a comprehensive approach.
Switzerland	3-domains-concept of sustainability: does not help debate
Switzerland	curricula do not consider ESD as relevant as they should
Fiji	Localize the meaning of sustainable development to relate to community lifestyle is not being done.
Mexico	political leaders haven't interest in motivate people to participate
India	World is lacking of environment & ecological leadership.
USA	Inability to capture public interest because of consumer societies
Australia	The issue of encouraging unsustainable consumption
Brazil	The lack of continuity in governments; political leaders do not always encourage empowerment.
Pakistan	yes, teachers lack the sense of responsibility of imparting ESD
Namibia	Lck of really good practice examples and success stories esp. but not only from developing countries
Thailand	Lack of quality teaching-learning materials for schools
‚Asia'	policy formulation and implementation
Turkey	There is no newly developed global document except Agenda 21.
Germany	Lack of wareness about the real need for sustainability
Greece	lack of training of educators to provide inspired ESD
Greece	education is not interested about making critical citizens
Greece	EE is still confused with environmental studies, not adequate teacher training
Peru	Lack of competent teachers
Turkey	waning interest in the notion sustainable development at political level
RSA	Our own survival depends on the concept of sustainability!
Spain	education for adults; 40 years, intercultural education guidelines
Dubai	SD has become very clichéd - many are paying lip service and this is sending wrong message
Spain	The lack of knowledge of the natural environment of our country
France	there is no implementation of sustainable development in practical work, but just through education
Costa Rica	Lack of promoting analytical thinking on students
Bolivia	Climate change makes the world less sustainable
RSA	Lack of enthusiasm among educators
Greece	Teachers have no motivation to implement E.E
UK	Apathy and fatalism
UK	greater range of definitions of ESD - adds to the confusion
The Netherlands	neoliberal policy climate makes education (providers and process) more instrumental
Denmark	Lack of resources for educational innovation
Turkey	discrimination
Hungary	There are no sustainable practices, which could be communicated easily.
Spain	Sustainability is not a priority for political leaders
Uzbekistan	Lack of qualified specialists in the field
Norway	lack of motivation among teachers
Sweden	People might think "sustainability"; has lost its value as a concept
UK	The priority of the short-term problems
Canada	School cultivates factual recall without deep understanding.
The Netherlands	disciplinarity
Hungary	several political leaders do not WANT to motivate ...
Columbia	disciplinary boundaries between subject areas
Switzerland	ESD is not understood as a real need yet, there isn't sufficient support to ESD activities
Spain	ESD requires mid-term thinking and collective reflection and action
Brazil	Political leader don't want to motivate people....

Greece	Human greed will always be there, looking for slave labor, human flesh and money.
Greece	The scares of natural resources (are they limited?...for whom?)
UK	Lack of funding and training for educators
USA	We are just now arriving at the realization that the old knowledge is not applicable; Solutions to systemic issues are "messy"
RSA	Inability to think laterally
Norway	research funding for developing concepts and practical approaches around SD: lack of promotion of ID in university systems: shallow understanding of the philosophical, epistemological and ontological foundations of ID and SD.
Switzerland	Growth and progress myths: the sustainability debate has not been able to tackle the main driver for unsustainability: economic growth in a limited system
Fiji	Accessibility for PACIFIC IS. COMMUNITIES, communication and vulnerability to exploitation by ruthless businessman and agents.
Mexico	social inertia: incapability to participate in social projects. collective problems don't belong to someone
India	No greed control machine has yet been discovered.
Brazil	In developing countries teachers face challenges to cover their basic obligations.
Pakistan	Lack of government support.
Namibia	Developed and developing divide ever growing; lip service to SD provides disincentive
Thailand	Lack of teacher's knowledge and skills to integrate the concept of ESD into school curriculum
‚Asia'	political unrest
Turkey	Producers will put more barriers on the people's attempts to consume less.
Germany	Lack of funds for demonstration projects
Greece	scattered efforts to provide ESD, multiplication, lack of synergy at local, national and international level
Greece	big gap between what schools teach and how schools operate

RSA	Man's inherent selfishness and trust in a new invention or grand solution to the environmental problems. Some things we can keep afloat by maintenance - not everything can however be fixed
Spain	lack of funding on the long term for all this teacher training and follow up
Dubai	There are no concrete case studies which can be relied upon as resource material , in the whole bandwagon of ESD , somewhere EE has got lost , all of us forget that for all those motivated individuals it was EE that first got them started
Costa Rica	It is very difficult for most people to see the connections between global and local problems
Bolivia	Lack of system thinking. Economy prevails over ecology. Education is not a priority.
The Netherlands	The teaching profession is being de-intellectualized and feminized
Denmark	Unwillingness to identify and cope with socio-cultural, economic and political barriers
Hungary	Now we see that the problems are mainly on system level, but ESD still mainly focus on individuals, not on institutions or systems.
Spain	link diverse models of sustainability to global objectives
Uzbekistan	Lack of ESD in Higher Education
Canada	"Sustainability"; has become interpreted primarily in terms of energy, water, and waste, not ecological diversity and well-being.
Mexico	Passing responsibility to the Education and Environment Ministries, rather than providing a wide concerted policy among all government.
Brazil	Lack of time for teacher in preparing lessons/classes
Greece	Sustainability in today's sense cannot give solutions if there is no strong political will. People will never vote for politicians that will go against their comfort. The only clean solutions can come from future env. friendly technologies which are not developed yet. Till then problems will be irreversible
Greece	The arise and empowerment of a total new industry based on the control of natural resources of any kind