Looking into the Future of ESD

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1. Background
Global Action Programme on ESD

  - Focus – scaling up actions on the ground
  - Five Priority Action Areas
    - Advancing policy
    - Transforming learning and training environments
    - Building capacities of educators and trainers
    - Empowering and mobilizing youth and
    - Accelerating sustainable solutions at local level
  - Five Key Partners Networks
    - 97 Key Partners in 5 Partner Networks
GAP Key Partners’ achievements 2015-18

- 959 strategic ESD policy documents supported
- 1,486 programmes providing technical support for policy development, implemented at the country level
- 151,588 learning institutions supported
- 26,315,288 learners involved
- 2,049,479 teacher educators participated in capacity-building activities
- 48,462 teacher training institutions supported
- 3,441,952 youth leaders supported
- 762,958 youth leaders trained as trainers
- 5,685 networks/civil society organizations conducted ESD activities
- 2,390 ESD activities/programmes established by local authorities
Target 4.7

“By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.”
UN General Assembly resolution on ESD

• UN GA resolution 72/222 “Education for sustainable development in the framework of the 2030 Agenda for Sustainable Development”
  ▪ invites UNESCO to continue its mandated role to lead the Education 2030 agenda, in particular through the SDG-Education 2030 Steering Committee,
  ▪ reaffirms UNESCO as the lead agency for ESD and affirms that ESD is “an integral element of the Sustainable Development Goal on quality education and a key enabler of all the other Sustainable Development Goals”

✓ Need for ESD to address SD more concretely and directly
✓ ESD should not be treated as a separate topic
2. Introduction of post-2019 framework on ESD
“Education for Sustainable Development : Towards achieving the SDGs (ESD for 2030)”
Post-Global Action Programme (GAP) on Education for Sustainable Development

- 2005-2014: UN Decade on Education for Sustainable Development

The Future of ESD:
How to build on the lessons learned?
What are the new emerging issues to be taken into consideration?
How?

A draft position paper on the Future of ESD drafted based on:

- Four brainstorming symposia held in Asia, Europe, Africa and Latin America
- A Technical Consultation with Members States with 116 Member States
- A global online consultation
- Consultation with UN and other international agencies
- Desk review, GAP evaluation
Timeline

- DESD: 2005 - 2014
- GAP: 2015 - 2019
- ESD for 2030: 2020 - 2030

2015 - SDGs
ESD and Transformative action

• Transformative action – how it happens?
  – Knowledge
  – Critical thinking
  – Exposure to realities to form empathy
  – Relevance to one’s life/tipping moments leading to solidarity and compassion
  – Importance of not only formal, but also non-formal and informal education
  – Importance of not only cognitive, but also socio-emotional learning
  – Importance of community/citizenship education
ESD and Structural changes:

- Economic growth vs sustainable development

- Development = a balancing act
  - Adapt to the changes, while respecting the values of conservation, sufficiency, moderation and solidarity

- ESD in extreme poverty
  - Critically relevant, but little room for individuals to show interest
  - Need to consider their specific living environments/conditions
  - Focus on relevant life skills and skills for sustainable livelihoods

✔ Renewed focus on human dignity and right to live decently
  ✔ Adapt to changes, while respecting the values of conservation, sufficiency, moderation and solidarity
ESD and Technological advances

- Solutions for “old” problems
- New problems caused by solutions
- Illusion that problems have been solved
- ESD can accelerate the transition to green technologies through equipping people with the required green skills.
- Critical mindset becoming more important
- More need to link with the business, manufacturing and enterprise sectors
Proposed post-GAP implementation framework

- **Goal**: Contribute to the building of a more just and sustainable world through the achievement of the 17 SDGs through education

- **Title**: Education for Sustainable Development: Towards achieving the SDGs (ESD for 2030)

- **Time frame**: 2020-2030

*Download: ‘Education for Sustainable Development beyond 2019’*

[https://unesdoc.unesco.org/ark:/48223/pf0000261625](https://unesdoc.unesco.org/ark:/48223/pf0000261625)
ESD as a key enabler of all SDGs: Threefold approach

1. Continued support to all ESD activities that contribute to the achievement of the SDGs, even without explicit reference to the SDGs.

2. ESD can enhance the understanding of learners and the general public on sustainable development through communication and advocacy in educational settings with explicit reference to the SDGs.

3. ESD can promote critical and contextualized understanding of the SDGs by raising questions on the inter-linkages and tensions among different SDGs and providing learners with opportunity to practice balancing act.
Improving the implementation structures

What remains valid:
- The 5 Priority Action Areas
- Scaling-up through cascaded partners

Where adjustments are needed:
- Focus on national level initiatives
- One Inclusive Network of Partners

| Advancing policy | Transforming learning and training environments | Building capacity of educators and trainers | Empowering and mobilizing youth | Accelerating sustainable solutions at local level |
What is expected of the Member States?

**Aim** to contribute to the building of a more just and sustainable world through the achievement of the 17 SDGs through education

**Entry point for action**
Policy, education/training institutions, educators/trainers, youth and local communities

**How?**
Mobilizing multi-stakeholders; supporting their networking
Advocacy and communication efforts for SDGs
Nationwide initiatives on ESD
What is expected of UNESCO?

Supporting nationwide initiatives on ESD
Normative guidelines as well as country-level support

Supporting the inclusive Network of Partners
Providing regular platforms of gathering
Special attention to governments, donor and SD communities

Monitoring and Evaluation
Scaling up of actions
Implementation of projects and initiatives
Implementation of the ESD Programme

Ensuring evidence-informed implementation
Emerging issues and trends closely monitored and analysed
3. ESD for 2030 & UNECE framework

Empowering people to change the way they think and act towards a sustainable future.
ESD for 2030 & UNECE post-2019 framework

1. Regional implementation of ESD for 2030

- Focus on national level initiatives
  - Relevant for one or more Priority Action Areas
  - Multi-stakeholder partnership
  - Contribute to learning for the SDGs

- Building the momentum in the five regions
  - To inform the Member States on venues and activities available for the implementation of ESD for 2030
  - Discuss options and strategies to consider to set up nation-wide initiatives for ESD for 2030
  - Collective concrete or preliminary planning elements for nation-wide initiatives to support the implementation of ESD for 2030
ESD for 2030 & UNECE post-2019 framework

1. Regional implementation of ESD for 2030

- **Strand 1. Whole institution approach to ESD**
  - ESD for 2030 Priority Action Area 2: Whole institution approach

- **Strand 2. Quality education and ESD**
  - ESD for 2030 Priority Action Area 1: Advancing Policy
    “(ESD) will also help the global education(…) move towards an increased emphasis on learning contents and their contribution to humanity.”
  - National level initiatives to “carve a unique and impactful ESD pathway”

- **Strand 3. Digital education, ICT and ESD**
  - Technological future

- **Strand 4. Entrepreneurship, employment, innovation and ESD**
  - ESD for 2030 Priority Action Area 3: Training & 4: Youth
  - Structural changes and exploring alternatives to consumer societies
  - Greening TVET
  - Poverty & ESD: livelihood based approach for youth
Monitoring Global indicator 4.7.1

Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed in (a) national education policies (b) curricula (c) teacher education and (d) student assessment.

- The sixth cycle: launched in 2016 on the basis of a revised questionnaire to obtain data relevant to the Target 4.7 indicator. 83 countries have submitted a national report. (*62% ENA region) Progress on Education for Sustainable Development and Global Citizenship Education (UNESCO, 2018) https://en.unesco.org/themes/gced/sdg47progress
- Also informs monitoring Target 12.8 on sustainable consumption, as well as Target 13.3 on climate change education.
ESD for 2030 & UNECE post-2019 framework

2. Aligning reporting and indicators in the post-GAP phase

• UNESCO, custodian agency for monitoring the global indicator for Target 4.7
  ✓ Methodology, monitoring tool, additional studies

• The seventh reporting cycle of the 1974 Recommendation: Questionnaire and methodology being updated to be submitted to the Inter-Agency and Expert Group of SDG Indicators for approval.
• Due in 2020 with results by early 2021 ➔ Expert consultations in 2019

• Possible alignment of country reporting of UNECE post-2019 implementation framework with country reporting for monitoring of the global indicators 4.7.1, 12.8.1 and 13.3.1.
  ✓ ➔ To avoid double reporting and focus on ensuring strong monitoring of the global indicator at country level within the region
  ✓ ➔ To create space for deeper insight into regional specificities.
4. Next Steps
Future of ESD process 2019-2020

2019

April

206th session of UNESCO Executive Board

July

• High Level Political Forum on Sustainable Development 2019 – SDG4
• 4th UNESCO Forum on Education for Sustainable Development and Global Citizenship (Hanoi, Vietnam)

October

• 74th UN General Assembly

November

• 40th session of UNESCO General Conference

2020

• UNESCO Conference on the launch of the post-2019 ESD framework
For more information

The 2019 UNESCO Forum on Education for Sustainable Development and Global Citizenship
July 2- 3, 2019
The 2019 GAP Key Partners Network Meeting
July 4-5, 2019
Ha Noi, Viet Nam


Sustainable Development Goals - Resources for educators

EN - https://en.unesco.org/themes/education/sdgs/material

ESD resources for Early Childhood Care and Education, Primary, and Secondary Education
For more information
SDG Target 4.7 webpage: Trends and Progress

• 4.7 is one of the most important targets in terms of linkages with other SDGs.
• Important to align measurement for target 4.7 related targets such as 12.8 and 13.3.

Learning to live together sustainably (SDG4.7): Trends and Progress
• Webpage to contribute to the measuring of progress towards SDG target 4.7
• Publishes regular reports, news, analyses and publications produced by UNESCO and its partners, which provide evidence and links to data sets that indicate the progress on target 4.7

https://en.unesco.org/gced/sdg47progress
Thank you

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https://en.unesco.org/themes/education-sustainable-development