Education for Sustainable Development, a UNESCO perspective

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Education for Sustainable Development

ESD empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity. It is about lifelong learning, and is an integral part of quality education. ESD is holistic and transformational education which addresses learning content and outcomes, pedagogy and the learning environment. It achieves its purpose by transforming society.
Favourable policy environment

• Two converging processes: (1) ED → SD, (2) SD → ED

• (1) Inclusion of education in sustainable development agendas, for example:
  — Rio+20
  — Paris Agreement on Climate Change (Article 12)
Favourable policy environment

- (2) Inclusion of sustainable development in education agendas, for example:
  - UN Decade of ESD
  - Aichi-Nagoya Declaration
  - World Education Forum Incheon and 2030 Framework for Action

- ESD included in the Sustainable Development Goals (Target 4.7; 12.8, 13.3)
Global Action Programme (GAP)

• Current framework to scale up ESD
• Five Priority Action Areas:
  — Policy, education institutions, educators, youth, local communities
• 95 Key Partners
• Activities include advocacy, policy dialogue, capacity building, information sharing, resource development
Mid-term review of the GAP

Achievement rate for all key indicators from 2015 to 2016

1. Strategic Policy Documents
2. Country technical support programmes
3. Schools etc. directly supported
4. Learners directly involved
5. Teachers/educators/trainers participating
6. Teacher training institutions supported
7. Youth leaders supported
8. Youth leaders trained
9. Networks/local organizations that conducted ESD activities
10. ESD activities/programmes established by local authorities
Mid-term review of the GAP
## Mid-term review of the GAP

**Africa:** Angola, Benin, Botswana, Burkina Faso, Cameroon, Chad, Comoros, Congo, Côte d’Ivoire, Democratic Republic of the Congo, Ethiopia, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Lesotho, Liberia, Madagascar, Mali, Mauritius, Mozambique, Namibia, Niger, Nigeria, Rwanda, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, Swaziland, Togo, Uganda, United Republic of Tanzania, Zambia, Zimbabwe - 38 countries

**Arab States:** Algeria, Egypt, Jordan, Lebanon, Libya, Morocco, Oman, Palestine, Tunisia, United Arab Emirates - 10 countries

**Asia and the Pacific:** Afghanistan, Australia, Bangladesh, Bhutan, Cambodia, China, Cook Islands, India, Indonesia, Iran (Islamic Republic of), Japan, Kazakhstan, Kiribati, Malaysia, Myanmar, Nepal, Pakistan, Philippines, Republic of Korea, Sri Lanka, Tajikistan, Thailand, Turkey, Uzbekistan, Vanuatu - 25 countries

**Europe and North America:** Albania, Belgium, Bosnia and Herzegovina, Bulgaria, Canada, Croatia, Cyprus, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Hungary, Ireland, Israel, Italy, Latvia, Lithuania, Malta, Montenegro, Netherlands, Norway, Portugal, Republic of Moldova, Romania, Russian Federation, Serbia, Slovenia, Spain, Sweden, Switzerland, The former Yugoslav Republic of Macedonia, Ukraine, United States of America - 36 countries

**Latin America and the Caribbean:** Antigua and Barbuda, Argentina, Belize, Bolivia (Plurinational State of), Brazil, Chile, Colombia, Costa Rica, Cuba, Dominica, Dominican Republic, El Salvador, Guatemala, Haiti, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Saint Lucia, Suriname, Uruguay, Venezuela (Bolivarian Republic of) - 24 countries
The future of ESD
UNESCO is revisiting its approach to ESD
Overall context: SDGs

Revisiting key issues:
• New generations
• Community
• Technology
The future of ESD

Revisiting key issues:

• Poverty

• Transformative pedagogy (focus on the individuum – in the social/political context)

→ ESD for SDGs
Education for Sustainable Development Goals

Learning Objectives
Monitoring ESD (Target 4.7)

- Official responsibility for SDG Target 4.7

- 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 at all levels in: (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment.”

- Data collection through reporting process for:
Monitoring ESD (other)

Data collection and analysis ongoing:

• GAP Mid-term Review
• International Civic and Citizenship Education Education Study (secondary school)
• Sulitest (higher education)
• Thematic studies foreseen on: socio-emotional learning, climate change education, values for ESD

→ Dedicated website: en.unesco.org/gced/sdg47progress
Thank you

More information: www.unesco.org/education

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