# Making Education for Sustainable Development a Core Curriculum Component by 2030

Trilateral Symposium on Environmental Education and Public Awareness
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ESD on the move

#ESDfor2030
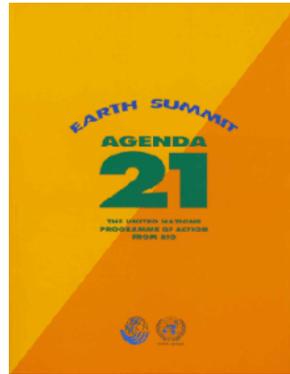
Achievements of the Global Action Programme on ESD (2015-2019)

1,514 strategic ESD policy documents supported

37,669,951 learners involved

2,148,873 teacher educators participated in capacity-building activities

3,549,839 youth leaders supported

5,517 ESD activities/programmes established by local authorities

Where do we stand?

Learn for our planet
A global review of how environmental issues are integrated in education

Getting every school climate-ready
How countries are integrating climate change issues in education

Figure 1.
Percentage of documents with any climate change content

- Any climate change content — 53%
- No climate change content — 47%
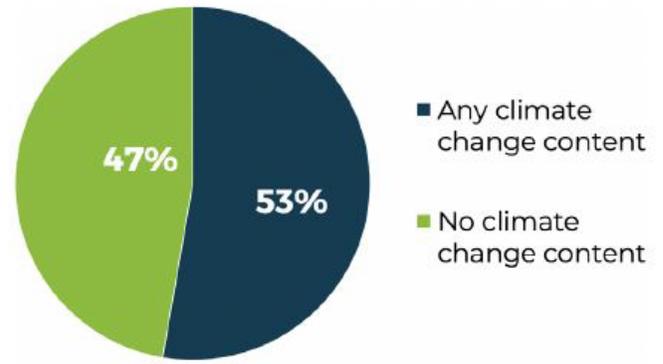
Figure 2.
Percentage of documents by extent of climate change focus

- No focus — 47%
- Very minimal — 40%
- Minimal — 11%
- Moderate — 2%
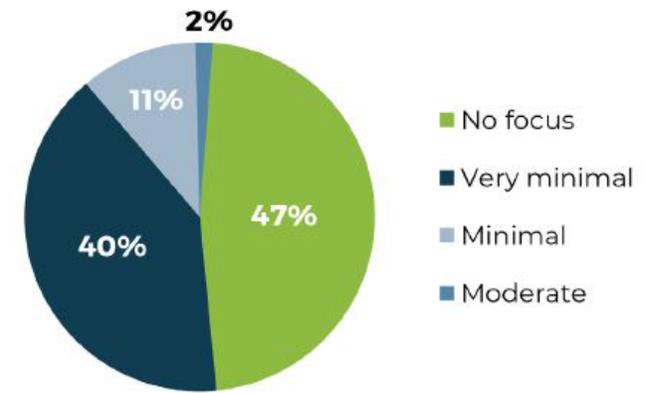
*The categories used were no focus (0 out of a million words), very minimal focus (1-300 words per million words), minimal focus (301-1,000 words per million words), or moderate focus (over 1,000 words per million words).

Review of national curriculum frameworks of 100 countries

In 47% of the documents had no reference to climate change, and when it appears, the depth was minimal.

More climate change education reference in countries vulnerable to climate change, as opposed to those largely responsible for the emissions causing climate change.

Source:
https://unesdoc.unesco.org/ark:/48223/pf0000379591

Are teachers prepared to teach climate change?

Teachers have their say: motivation, skills and opportunities to teach education for sustainable development and global citizenship (2021)
Source: https://unesdoc.unesco.org/ark:/48223/pf0000379914

- 58,280 teachers from 144 countries

Is climate change important to teachers?

- **nearly 95 % of teachers** believed that it is **important or very important to teach** about climate change

Are teachers ready to teach climate change?

- **fewer than 40 %** were **confident** in teaching it

- **only about 1/3** felt able to explain well the effects of **climate change on their locality**.

- About **40%** of teachers are confident in teaching the **cognitive dimensions** of climate change

- Only about **20%** can explain well **how to take action**.

Education as a key for SDGs

Societal transformation: Enable the achievement of the SDGs towards building a more sustainable world

Pedagogy and learning environment: Employ interactive, project-based, learner-centred pedagogy. Transform all aspects of learning environment through a whole-institution approach to ESD to enable learners to live what they learn and learn what they live

Learning outcomes: Empower people to take responsibility for present and future generations and actively contribute to societal transformation

Learning content: Integrate sustainability issues, in particular those enshrined in the 17 SDGs such as climate change, into all kinds of learning

The General Assembly reaffirms education for sustainable development as an integral element of the Sustainable Development Goal on quality education and a key enabler of all the other Sustainable Development Goals.

UN General Assembly Resolution 72/222 (2017)

ESD for 2030: Towards achieving the SDGs

Goal

ESD for 2030 aims to build a more just and sustainable world through strengthening ESD and contributing to the achievement of the 17 SDGs.

Objective

To fully integrate ESD and the 17 SDGs into policies, learning environments, capacity- building of educators, the empowerment and mobilization of young people, and local level action.

Education for
Sustainable
Development
A roadmap

#ESDfor2030

Education 2030
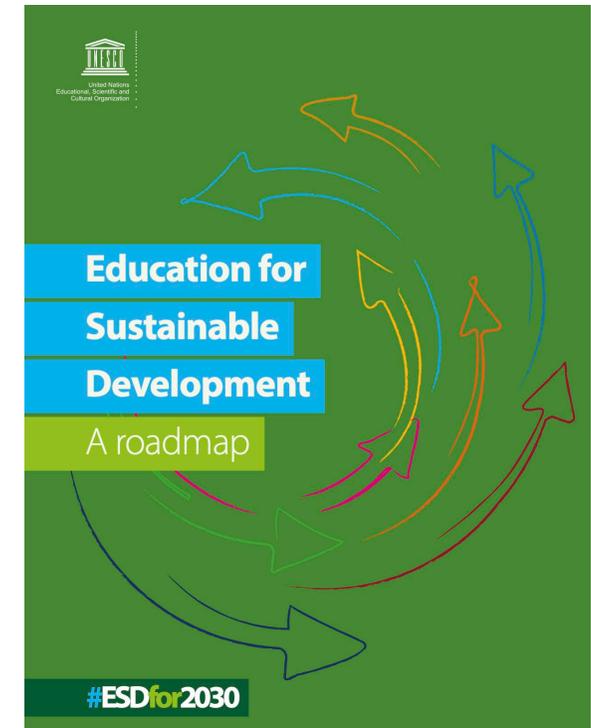
ESD for 2030 framework : https://unesdoc.unesco.org/ark:/48223/pf0000370215.locale=en
Roadmap (EN): https://unesdoc.unesco.org/ark:/48223/pf0000374802
KOR: https://unesdoc.unesco.org/ark:/48223/pf0000377532
CH: https://unesdoc.unesco.org/ark:/48223/pf0000382407
JP: To be published end 2022

Key feature 1

Emphasis on education's role for the 17 SDGs

✓ ESD raises the awareness of the 17 goals in education settings

✓ ESD mobilizes action towards the achievement of the SDGs

✓ ESD promotes critical and contextualized understanding of the SDGs

Focus on the big transformation

- ✓ Transformative action
- ✓ Structural changes
- ✓ Technological future

(...) transformation necessitates, among other things, a certain level of disruption, with people opting to step outside the safety of the status quo or the "usual" way of thinking, behaving or living. It requires courage, persistence and determination, which can be present at different degrees, and which are best sourced from personal conviction, insight, or the simple feeling of what is right.

(Para 4.2, Framework for the implementation of ESD for 2030)

Students take part in a global protest against climate change in Cape Town, South Africa, March 15, 2019. REUTERS/Mike Hutchings

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Emphasis on Member States' leadership

- ✓ Address the five priority action areas

- ✓ Engage all concerned stakeholders

- ✓ Advocate and mobilize resources

Priority Africa & ESD

Priority Gender Equality & ESD

Small Island Developing States

Five priority action areas
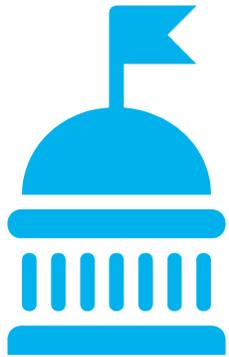
Priority action area 1

Advancing policy

✓ Integrate ESD into education policies and all policies on sustainable development

Priority action area 2

Transforming learning environments

✓ Apply whole institution approach to ESD where learners learn what they live and live what they learn

Priority action area 3

Building capacities of educators

✓ Develop ESD capacity through pre-service and in-service training of educators

Priority action area 4

Empowering and mobilizing youth

✓ Create opportunities for young people and engage them as key actors
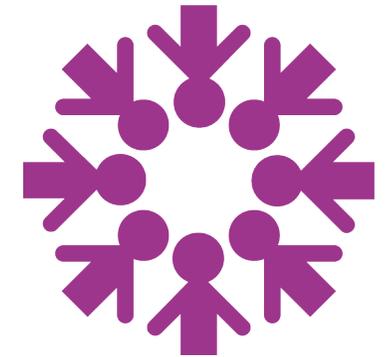
Priority action area 5

Accelerating local level actions

✓ Develop community action plan to promote individual and societal transformation

Implementation

✓ Countries to implement multi-stakeholder country initiative on ESDfor2030

Implementing ESD for 2030 at country level

Tracking issues and trends

✓ Promote research on emerging issues and trends on ESD

✓ Inclusive network of partners called ESD-net

✓ Provide regular platforms to meet and collaborate

Harnessing partnership and collaboration

Mobilizing resources

✓ Mobilize resources to support ESD implementation, including by creating synergies with others

✓ Support education on the SDGs

✓ UNESCO-Japan Prize on ESD

Communicating for action

Monitoring progress

✓ Monitor progress on ESD and country initiative on ESDfor2030

UNESCO World Conference on ESD

Strong political commitments

Around **70 Ministers and Vice ministers of Education** made commitments on their countries' plan of action on ESD for 2030 implementation

Berlin Declaration on Education for Sustainable Development

Drafting process led by the drafting group (representatives of 6 electoral groups + host)

3 rounds of global Member States and stakeholder consultations

"Ensure that ESD is a foundational element of our education systems at all levels, with environmental and climate action as a core curriculum component (...)

Harness the power of ESD for the redesign of our societies (...)

The time to learn and act for our planet is now."

What is a Country Initiative?

Member States' umbrella initiative to mainstream ESD in the country

Country initiative:
- Has **national scope** with potential for country-wide impact
- Build on **existing activities on ESD** and expand where possible
- Engage multiple stakeholders from both education and sustainable development sectors
- **Living document** that collects all the country's initiatives in ESD which will be updated every two years.

COUNTRY INITIATIVE

Goverment Institutions

Academia Private Sector

Civil Society Youth

Community Educators Learners

Key factors for successful designing of country initiative
- ✓ **Network approach** vs. top-down governance
- ✓ Multi-stakeholder approach: **Open, inclusive and evolving network** of partners
- ✓ **Focus on synergies** first, then new ideas and projects next
- ✓ **Flexibility**

Why Country Initiative ?

The Member States who implement ESD for 2030 country initiative can:

Gain opportunities

bringing together diverse ESD stakeholders
and engage a wider group of actors.

Create visibility

among on-going and planned activities on
ESD to produce greater impact.

Showcase the country's commitment and contribution

to education for SDGs through National Voluntary Review
of the Agenda 2030 and other relevant frameworks.

Become members of *ESD-Net*

a global network which provides opportunities for networking,
partnership and collaboration with a global meeting every
2 years from 2023.

UNESCO

#ESDfor2030

UNESCO Support

COUNTRY VISIBILITY on ESD
Countries' commitments and progress on country initiative showcased on UNESCO webpage

Provide technical support

to the identified country initiatives on ESD for 2030 based on the template submitted by Member States.

Support resource mobilization

country initiatives are expected to be self-funded, modest financial support may be provided to a small number of selected countries to support the preparatory stages.

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ESD for 2030 country initiatives

Dennis Wegewijs/Shutterstock.com

Support partnership and collaboration

UNESCO will organize a Global network of ESD stakeholders called ESD-net and convene regular meetings.

Monitor the progress

of identified country initiatives to be included in global reporting of ESD for 2030.

https://www.unesco.org/en/education/sustainable-development/country-initiatives

Country Initiative

Currently around 50 countries as first group of country initiative countries

In APA region:

- **Mongolia**
- **Japan**
- **Malaysia**
- **Republic of Korea**
- **Maldives**
- **Lao PDR**
- Cambodia
- Timor Leste
- Kyrgyzstan
- Indonesia

Global launch webinar
October 4, 2022
1st Global Meeting of ESD-net: **End 2023, Japan**

MONGOLIA

Has launched its country initiative "establishing a national lifelong learning system to assist everyone in acquiring ESD and living sustainably."

GERMANY

Has created the The National Platform on ESD which brings together different stakeholders collecting inputs and focusses on strengthening ESD networks and good practice as well as whole-institution approaches to ESD

ST. KITTS AND NEVIS

Is to submit its country initiative committed to a national ESD policy, operationalised framework with sector indicators and costed action plan to guide the realisation of the national priorities for ESD for 2030.

UN Transforming Education Summit
Thematic Action Track 2: Learning and skills for life, work, and sustainable development

Key Issues	Partners
Foundational learning Skills for employment and entrepreneurship **Education for sustainable development (ED)**	• Member States co-leads : **Colombia, Japan** • UN Support Team: **UNESCO, ILO, UNFCCC + UNICEF, UNEP, UNECE, UNU, ITU** • Stakeholder co-leads: **World Skills International, YOUNGO** • 260+ stakeholder organizations

*[DRAFT] **Recommendation 2.***
- ***Launch 'ESD for 2030 country initiative'*** *– a ten-year umbrella initiative on mainstreaming ESD in policy and curriculum, learning environment, teacher training, youth empowerment and local action by creating synergies among key stakeholders, as implementation mechanism on ESD for 2030 Framework and its Roadmap.*

https://transformingeducationsummit.sdg4education2030.org/AT2DiscussionForum

Support for Member States & global advocacy

#ESDfor2030

- ✓ **UNESCO World Conference on ESD, May 2021 in Berlin, Germany**

- ✓ **Pre-COP youth event in September 2021 in Milan, Italy**

- ✓ **First Ministerial meeting on Education at COP26 in November 2021 in Glasgow, UK**

- ✓ **UN Transforming Education Summit (TES) Pre-Summit Action Track 2 in June 2022 at UNESCO HQs in Paris**

- ➔ **UN Transforming Education Summit, 19 September 2022 at UN HQs in New York**

- ➔ **COP 27, 6-18 November in Sharm El Sheikh, Egypt**

UNESCO's Greening Education Partnership

#ESDfor2030

1. Greening education policies
- Guidance on policy and planning
- Thematic training and technical support

2. Greening every curriculum
- Green curriculum guideline
- Training to policy makers and curriculum developers

Greening curricula globally

Greening every school

3. Greening teacher training
- Quality assurance criteria of TTIs, training of TTI leaders, establishing and training networks of green teacher trainers, convening Global Teacher Campus

4. Greening every school
- Mapping and convening of green school schemes
- Green school quality standards for whole school approach

193 countries integrate ESD and climate change education in sector policies by 2030

193 countries have embedded ESD and climate change as core curriculum components by 2030

Every school and every teacher training institutions greened by 2030

Example: Guidance documents and teaching/learning material
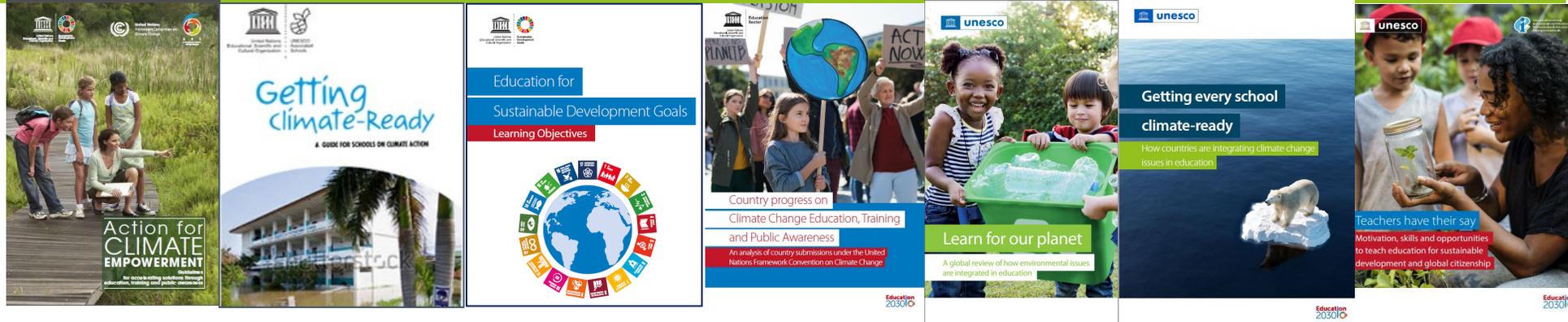
Guidance document for policy-makers (2016)

Guide for schools to climate action (2017)

Guide for practitioners to address all 17 SDGs through education (2017)

Country progress on climate change education, training and public awareness

Learn for our planet (2021)

Getting every school climate-ready (2021)

Teachers have their say (2021)

UNESCO-UNFCCC webinar series
Climate change education for social transformation: On the Road to COP27

April-Nov 2022
Every last **Tuesday** of each month

#ESDfor2030

"We are increasingly asking if what people **learn** is **truly relevant** to their lives, if what they learn helps to ensure the survival of our planet.

Education for Sustainable Development can provide the **knowledge**, **awareness** and **action** that empower people to **transform themselves** and **transform societies.**"

Stefania Giannini,
Assistant Director-General for Education, UNESCO

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Thank you for your attention

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Section of Education for Sustainable Development
Division for Peace and Sustainable Development
Education Sector
UNESCO

#LearnForOurPlanet

UNESCO LinkedIn Group on Education for Sustainable Development

https://on.unesco.org/esd-linkedin

- **UNESCO ESD website**: https://en.unesco.org/themes/education-sustainable-developmen
- **ESD for 2030 framework** : https://unesdoc.unesco.org/ark:/48223/pf0000370215.locale=
- **UN General Assembly Resolution on ESD** (2019) : https://undocs.org/en/A/RES/74/223
- **UNESCO World Conference on ESD :** https://en.unesco.org/events/ESDfor2030