Education for Sustainable Development

By Julia Heiss
ESD’s response to global challenges

- Political regulations/financial incentives not enough to achieve SD → ESD affects **way people think and act**

- **Learning to live sustainably** requires everyone’s attention and involvement

- ESD **prepares societies** for global changes

- ESD **raises awareness** and promotes behavioral change
Overall goal of ESD

→ provide everyone with the opportunity to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future
Key ESD principles and definitions

- **ESD concerns educational content and methodology**
- **ESD promotes skills like critical thinking and imagining future scenarios**
- **ESD treats the three pillars of SD in an integrated manner**
- **ESD encompasses formal, non-formal and informal education and learning**
- **ESD also encompasses activities that are in line with the above but may not be called ‘ESD’**
<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>2002</td>
<td>World Summit on Sustainable Development (Johannesburg, South Africa)</td>
<td>South Africa</td>
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<td>05-14</td>
<td>United Nations Decade of Education for Sustainable Development</td>
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<td>2012</td>
<td>United Nations Conference on Sustainable Development (Rio+20, Rio de Janeiro, Brazil)</td>
<td>Brazil</td>
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<td>2014</td>
<td>UNESCO World Conference on Education for Sustainable Development (Nagoya, Japan)</td>
<td>Japan</td>
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"We resolve to promote education for sustainable development ... beyond the United Nations Decade of Education for Sustainable Development."
Global Action Programme on ESD

- follow up to the UN Decade of ESD
- endorsed by UNESCO’s General Conference & acknowledged by the UN General Assembly
- UN General Assembly invited UNESCO, as lead agency for ESD, to coordinate GAP implementation
- Overall goal of the GAP: “to generate and scale up action in all levels and areas of education and learning to accelerate progress towards sustainable development”.

Priority Action Areas

1. Advancing policy
2. Transforming learning and training environments
3. Building capacity of educators and trainers
4. Empowering and mobilizing youth
5. Accelerating sustainable solutions at local level
Global Coordination by UNESCO

- Building New Momentum through Launch Commitments - received more than 400!
- Harnessing Partnerships: Partner Network
- Fostering a Global Community of Practice: A Global Forum & Online clearinghouse
- Showcasing Good Practice: A UNESCO Prize for ESD
Example:
Climate Change and Education
Principles of Climate Change Education for Sustainable Development (CCESD)

- **To be holistic** – not only the ecological dimension, not only the present, not only the local;

- **To be Contextual** – taking into account the local context-making school-based learning relevant to everyday life of learners

- **To be critical** - questioning e.g. on continuous economic growth and consumerism and associated lifestyles

- **To be transformative** – exploration of alternative lifestyles values and systems that break from existing ones that are inherently unsustainable and lead to change

- **Commitment to equity**: empowering those who are marginalised, deprived, excluded, often especially women.
Climate Change Education

Help people understand the causes and impacts of global warming today (knowledge)

Help bring about changes in attitudes and behaviours to change towards more sustainable lifestyles for reducing the severity of future climate change (mitigation skills)

Prepare learners to adapt to the changes that climate change will bring (adaptation skills)
Article 6 of the Convention

Education, Training and Public Awareness

Parties shall promote and cooperate in education, training and public awareness related to climate change and encourage the widest participation in this process, including that of non-governmental organizations.
Education in the new Climate Agreement
Regional recommendations through expert meeting
Supporting countries
Capacity development

**Policy makers** to draft and review national education plans and policies

**Teacher education** institutions on CCESD

**Curriculum development** specialists and education planners
CCESD countries

- Cuba
- République Dominicaine
- Guyana
- Bresil
- Nepal
- Mongolie
- Bangladesh
- Philippines
- Tuvalu
- Namibie
- Maurice
- Afrique du Sud
- Afrique du Sud
Example: Combating climate change in Small Island States

CCESD project, Dominican Republic

- **capacity development** (policy makers, teachers, ED planners)
- **curriculum development** support with ESD methodology
- **training for 400 teachers** → committed to train 4000 by 2015
- **flagship for Climate Change Education** across Central America
Learning about & solving real problems

Sandwatch

volunteer network of children, youth and adults, in 30 countries worldwide, especially small island developing states, working together to monitor and analyse changes in their beach environment.

uses a standardized scientific approach with simple equipment, share their findings with the wider community and then take action to (a) address beach issues, (b) enhance their beach environment and build resilience to climate change.
Sandwatch methodology: M.A.S.T.

- Monitoring the environment
- Analysing the results
- Sharing the findings
- Taking action
Empowering teachers!
UNESCO / CCESD course for teachers

- brings climate change education outside the science classroom
- include ethics, social studies, economics and political science, among many others.
- develops teachers confidence to facilitate future-oriented learning and using participatory learning methods
- Promotes a whole schools approach and guide to build partnerships with communities
- update CCESD content in their pre-service and in-service training programmes
Target 4.7 of Goal 4 calls for: "by 2030 all learners acquire 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".

Target 13.3 of Goal 13 calls to “**improve education, awareness raising** and human and institutional capacity on climate change mitigation, adaptation, impact reduction, and early warning” in order to **help combat climate change.**”

**Target 12.8**: By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature.
Sustainable development is only truly possible through comprehensive cross-sector efforts that begin with education.

“Education is a fundamental right and the basis for progress in every country. Parents need information about health and nutrition if they are to give their children the start in life they deserve. Prosperous countries depend on skilled and educated workers. The challenges of conquering poverty, combatting climate change and achieving truly sustainable development in the coming decades compel us to work together. With partnership, leadership and wise investments in education, we can transform individual lives, national economies and our world.” — UNITED NATIONS SECRETARY-GENERAL BAN KI-MOON
Thank you for your attention!