

# Education for Sustainable Development

ESD for 2030 framework and its Roadmap 2020-2030

ISDL dialogue

Thursday 18th March 2021

# ESD on the move



26 August - 4 September 2002



## 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

## Sustainable Development Goal 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."



## ESD as a key enabler of all SDGs

- UN General Assembly Resolution 72/222  
“Education for sustainable development in the framework of the 2030 Agenda for Sustainable Development”
  - Reaffirms UNESCO as the lead agency for ESD
  - 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”**



➔ Call for ESD to address SDGs more concretely and directly

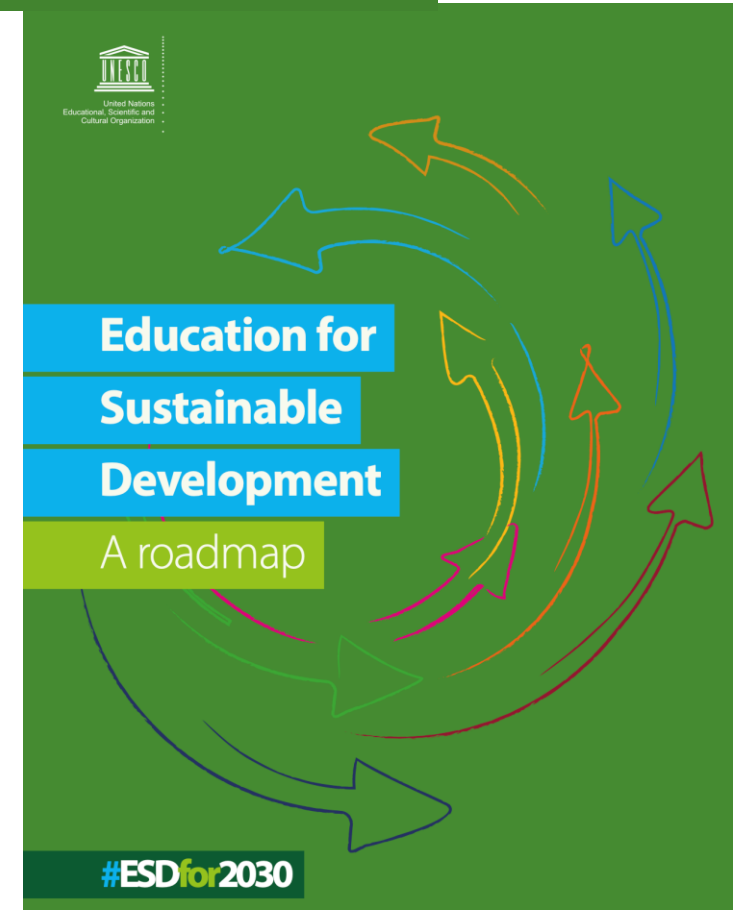
# ESD for 2030: Towards achieving the SDGs

## 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.



**ESD for 2030 framework :** <https://unesdoc.unesco.org/ark:/48223/pf0000370215.locale=en>

**Roadmap (EN):** <https://unesdoc.unesco.org/ark:/48223/pf0000374802>

## Key features of ESD for 2030 framework

Emphasis on education's role for the 17 SDGs

Focus on the big transformation

Emphasis on Member States' leadership





## Key feature 1

### Emphasis on education's role for the 17 SDGs

- ✓ ESD raises the awareness of the 17 goals in education settings, even without explicit reference
- ✓ ESD mobilizes action towards the achievement of the SDGs through communication and advocacy in educational settings
- ✓ ESD promotes critical and contextualized understanding of the SDGs by raising questions on the interlinkages and tensions among different SDGs



## Key feature 2

### Focus on the big transformation

#### ✓ Transformative action

*(...) 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)*

*(...) ESD in action is basically citizenship in action.*

*Para 4.7*



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



## Key feature 2

### Focus on the big transformation

#### ✓ 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, behavioural** learning
  - ✓ Importance of **community**/citizenship education



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

### Focus on the big transformation

✓ Structural changes

(...) there is **a need for ESD to focus more on deep structural causes.**

**The relationship between economic growth and sustainable development** is

one of the pertinent issues in this regard. There is wide agreement that it is challenging to reconcile economic growth with the principles of sustainable development, as far as current industrial and production patterns continue.

ESD in the future will have to **encourage learners to explore values which could provide an alternative** to consumer societies, such as sufficiency, fairness and solidarity.

ESD also has to affect the unsustainable production patterns of current economic structures more directly. This means that **people have to be empowered to engage directly in the political process** and advocate, for example, for appropriate environmental regulations for businesses. (Para 4.8- 4.10, ESDfor2030 framework)

## Key feature 2

### Focus on the big transformation

- ✓ Structural changes
  - Adapt to the changes, raise questions on systemic issues
  - **Re-think and re-imagine the economic models** : the values of conservation, sufficiency, moderation and solidarity
  - 'ESD in action is citizenship in action'
    - ESD in extreme poverty
  - Critically relevant, but little room for individuals to show interest
  - Focus on relevant life skills and skills for sustainable livelihoods
  - Renewed focus on human dignity and right to live decently

## Key feature 2

### Focus on the big transformation

#### ✓ Technological advancements

*(...) the world will witness major technological shifts that will transform societies. (...) **Some “old” problems will be resolved, but new ones will arise.** ESD for the future cannot afford not to address the implications of the technological era. (...) Some of the long-standing ESD efforts to change people's behaviour in relation to energy-saving, resource management and a green environment may no longer be relevant. At the same time, new opportunities will open up for ESD. For example, **ESD can accelerate the transition to green technologies** through equipping people with the required green skills. (...) On the other hand, there will also be a surge of new challenges. (...) **Ironically, the task of teaching sustainability principles may become more challenging, as technologies give the illusion that they have resolved or can resolve the majority of sustainability problems.** (para 4.15-4.18, ESDfor2030 framework)*



## Key feature 2

#ESDfor2030

### Focus on the big transformation

- ✓ Technological advancements
    - 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
- Requires critical thinking
  - Need for media and information literacy
  - Deal with complexity





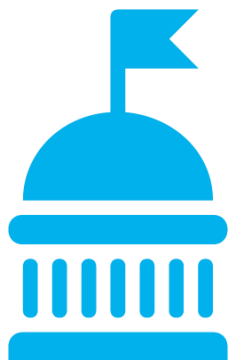
## Key feature 3

### Emphasis on Member States' leadership

- ✓ Address the five priority action areas
- ✓ Engage all concerned stakeholders
- ✓ Advocate and mobilize resources



# 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

Harnessing  
partnership and  
collaboration

Mobilizing  
resources

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

- ✓ Provide regular platforms to meet and collaborate

Communicating  
for action

Monitoring  
progress

- ✓ Monitor progress on ESD and country initiative on ESDfor2030

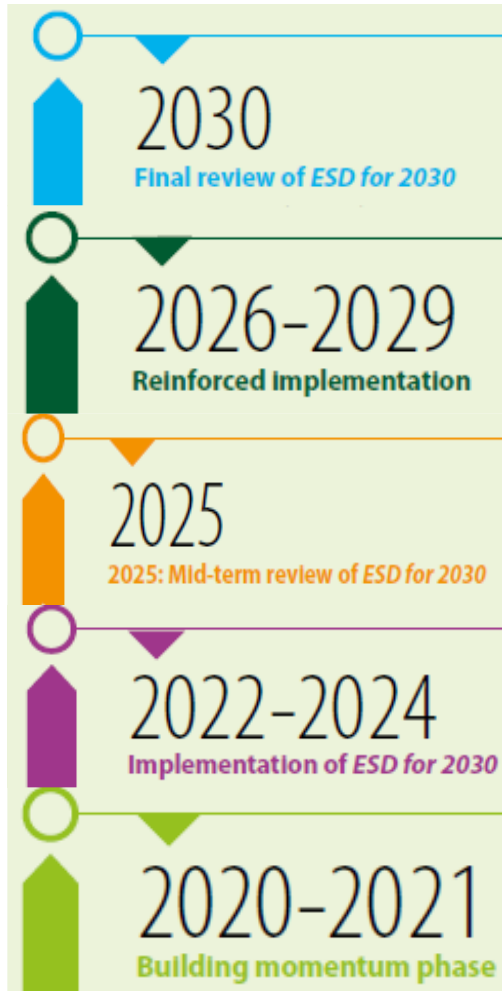
- ✓ Support education on the SDGs
- ✓ UNESCO-Japan Prize on ESD

## Country initiatives on ESD for 2030

- Call for countries to implement country initiatives on ESD for 2030
  - Build on on-going efforts on ESD and possibly create new efforts
  - Engage multi-stakeholders from both education and sustainable development sectors
  - Country initiative template available
- UNESCO to provide technical support to organize preparatory multi-stakeholder workshops
  - Map stakeholders and on-going/planned activities
  - Create governing structure
  - Plan the implementation
- Showcased at the UNESCO World Conference on ESD



## Next steps



- **Country level preparatory workshop**: Early 2021 – onwards.
- **Country submits country initiative plan**: Early 2021 – onwards.
- **UNESCO World Conference on ESD**: 17-19 May 2021. High-level ministerial session and plenary sessions to showcase country initiatives.
- **Regional technical meeting** : One week after Berlin Conference.
- **Regional meeting on ESD for 2030** : End 2021-2022. A physical meeting, back to back to regional SDG4 meeting where possible.
- **Global ESD-Net meeting** : Planned in 2023, cycle of once every 2 years.





"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



United Nations  
Educational, Scientific and  
Cultural Organization

Education  
Sector

#ESDfor2030

# Thank you for your attention

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- **UNESCO ESD website:** <https://en.unesco.org/themes/education-sustainable-development>
- **ESD for 2030 framework :** <https://unesdoc.unesco.org/ark:/48223/pf0000370215.locale=en>
- **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>