



United Nations  
Educational, Scientific and  
Cultural Organization

# Global Action Programme on Education for Sustainable Development (GAP)

**- overview -**

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# World Conference on ESD

10-12 November 2014 (Aichi-Nagoya, Japan)

- ✓ 1,100 participants from 150 countries
- ✓ 122 official country delegations
- ✓ 76 participants at ministerial level

## Programme elements:

- ✓ 4 Plenaries
- ✓ 1 High Level roundtable
- ✓ 34 parallel workshops
- ✓ 25 side-events
- ✓ 42 exhibition booths, 25 ESD projects



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Education for Sustainable Development 2014  
World Conference, Aichi-Nagoya (Japan), 10-12 November  
Stakeholder Meetings, Okayama (Japan), 4-8 November



Organisation  
des Nations Unies  
pour l'éducation,  
la science et la culture

Éducation pour le développement durable 2014  
Conférence mondiale, Aichi-Nagoya (Japon), 10-12 novembre  
Réunions des parties prenantes, Okayama (Japon), 4-8 novembre



# World Conference on ESD outcomes

- ✓ **Aichi-Nagoya Declaration on ESD** adopted, calling for urgent action to mainstream ESD and include ESD in the post-2015 development agenda
- ✓ **Final report on the UN Decade of ESD** launched
- ✓ **Global Action Programme (GAP) on ESD** launched, with its *Roadmap for implementation*
- ✓ **365 GAP Launch commitments** received from stakeholders in 80 countries
- ✓ **10YFP Sustainable Lifestyles and Education (SLE) Programme** launched
- ✓ taken to the **2015 World Education Forum**



# Global Action Programme on ESD

- ✓ follow up to the UN Decade of ESD (2005-2014)
- ✓ concrete contribution to the post-2015 agenda
- ✓ 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 (Resolution 69/211)



# Global Action Programme on ESD

**Goal: to generate and scale up ESD action to accelerate progress towards sustainable development**

**a. Reorienting education and learning so that everyone has the opportunity to acquire the values, skills and knowledge that empower them to contribute to sustainable development.**

**b. Enhancing the role of education and learning in all relevant agendas, programmes and activities that promote sustainable development.**



# Key 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, with culture as an underlying and critical dimension*



*ESD encompasses formal, non-formal and informal education and learning*



*The Global Programme also encompasses activities that are in line with the above but may not be called 'ESD'*



# Priority Action Areas of the GAP

**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**



# Priority Action Areas

## 1. Advancing *Policy*

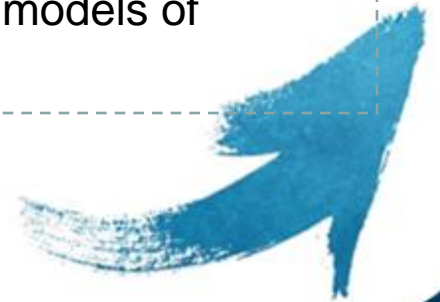
Integrate ESD into international and national policies in education and sustainable development by mainstreaming good practices and bringing about systemic change.

- ✓ Work with Ministry of Education to strengthen ESD policy
- ✓ Connect ESD policy with other sectors (e.g., aligning low-carbon strategies with content of TVET)

## 2. Transforming *learning and training environments*

Integrate sustainability principles into institutions through whole-institution approaches.

- ✓ Support education institution to set up a school sustainability plan
- ✓ Work with private companies to transform them into inspiring models of sustainability through education and training





# Priority Action Areas

## 3. Building capacity of **educators and trainers**

Build capacities of educators and trainers to become learning facilitators for ESD.

- ✓ Introduce ESD into pre-service and in-service education and training.

## 4. Empowering and mobilizing **youth**

Support youth in their role as change agents.

- ✓ Design learner-centered ESD opportunities, such as e-learning and mobile learning.
- ✓ Work with youth-driven organizations to enhance youth participation in addressing sustainability challenges.

## 5. Accelerating sustainable solutions at **local level**

Develop innovative solutions to sustainable development challenges at the local level.

- ✓ Work with local authorities and municipalities to enhance ESD programmes.



# Strategies



**Building New Momentum**  
*through Launch Commitments*



**Harnessing Partnerships**  
*through Partner Networks*



**Fostering a Global Community of Practice**  
*through a Global Forum and an on-line clearinghouse*



**Showcasing Good Practice**  
*through the UNESCO-Japan Prize for ESD*



# First consultation meeting of the GAP Partner Networks

26-27 May 2015 (UNESCO HQ)

- ✓ **78 organizations** from around the world participated
- ✓ Establish **5 Partner Networks**
- ✓ Consult and plan the work of the Partner Networks:
  - **Synergizing** the Commitment Activities of the individual partners
  - **Scaling-up** Commitment Activities and reaching out to other stakeholders
  - **Exploring joint activities** among the partners



# Implementation at national level

*The four global strategies can also be adopted at national level to spur national initiatives.*

- ✓ Member States encouraged to set up an appropriate **ESD coordination mechanism**, preferably inside a government body, as designated National ESD Focal Point.
- ✓ **National ESD Focal Point** to interface with UNESCO, monitoring and reporting on country performance in implementing the GAP.
- ✓ **UNESCO National Commissions** to play an important role, by working closely with the National ESD Focal Point.



# Implementation at national level

- ✓ Countries encouraged to **set national targets for ESD** as appropriate, based on national requirements and aspirations, updating existing ESD plans and policies, and keeping in line with the SDGs.
- ✓ Need to **mobilize and coordinate partners and stakeholders**, including UNESCO Associated Schools (ASPnet), UNESCO Chairs, UNESCO Centres, UNESCO Clubs, UNESCO sites (World Heritage, Biosphere Reserves, Geoparks)



# UNESCO's Role

- ✓ **Coordinate the GAP**
  - Partner Networks
  - Clearinghouse and Global Forum
  - UNESCO-Japan ESD Prize
- ✓ **Implement the GAP with Partners**
  - Flagship Projects
  - Focus on scaling up
- ✓ **Monitoring & reporting**
  - Global reporting by UNESCO (2017, 2019)
  - Reporting on Implementation and Impact



# Data collection and reporting

What is reported?	How is it reported?	Against which targets?
Quantitative expansion	Reporting from Key Partners and Partner Networks	<ul style="list-style-type: none"><li>• Baseline targets based on Launch Commitments</li><li>• Baseline targets for Joint Activities in Partner Network</li></ul>
Impact of ESD	Survey of ca. 10 countries	To be developed and agreed with the pilot countries
Qualitative compilation of good practices	Through Online Clearinghouse, applications for the UNESCO-Japan Prize on ESD, etc.	



# Timeline (still to be revised)

**2014**

- **UNESCO World Conference on ESD** launches the **Global Action Programme (GAP)** on ESD

**2015**

- First meeting of **Partner Networks**
- Launch of online **Clearinghouse**

**2017**

- **Global Review Forum** for the Global Action Programme on ESD
- **Short mid-term report** for the Global Action Programme on ESD

**2019**

- **Global Review Forum** for the Global Action Programme on ESD
- **Final report for the first phase** of the Global Action Programme on ESD

**Activities  
of  
Members  
of Partner  
Networks**

**Flagship  
Projects**







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**THANK YOU!**

