

Education for sustainable development for achieving sustainable development goals through the engagement of youth

Item 3

Youth calling for change

“Every day that passes without real action is failure. And every year that passes without bold changes is a complete disaster ...This is why hundreds of thousands of students from all around the world are school striking” (Greta Thunberg, Young Activist, 16 years old)



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Youth as the driving force for creating sustainable societies



**ESD
DECADE
(2005-
2014)**

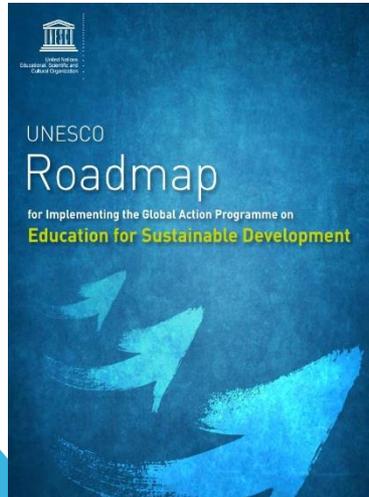
One of the priority areas for the ESD decade was Empowering and mobilizing youth

**Unesco
Report
(2014)**

“Extensive partnerships and networks have developed giving to children, youth and students an important role as agents of change to participate actively in discussions that affect their future, advocating for a transformation in their learning environments and bringing the messages of sustainability and global citizenship home to parents and communities”.



Nevertheless the role of youth seems to be very critical after the end of the decade and more challenging in the frame of SDGs



**GAP
ON
ESD
(2015-
2019)**

clear statement for YOUTH

“Support youth in their role as change agents for sustainable development through ESD. Youth have a high stake in shaping a better future for themselves and generations after. Moreover, youth are today increasingly drivers of the educational process, especially in non-formal and informal learning”.



UNESCO position paper on the future of ESD

.. It is stress the need to provide opportunities for young people’s engagement in key decision-making processes concerning sustainable development. Young people must be recognized as key actors in addressing sustainability challenges ... and youth role must emphasized especially in non-formal and in-formal education

The Power of Knowledge for Change: Education and Learning as Drivers for Sustainable Development



“NO ONE LIVE BEHIND”
Young people who have not had the benefit of, or are no longer in, the formal education system should also be engaged and empowered through non-formal and informal education processes that will support their full involvement in building more sustainable societies.



EUROPEAN UNION

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

Europe and North America Education 2030 Consultation

Strasbourg, 24 October 2018

Noted the provision of education for democratic citizenship and sustainable development at all levels and in all types of education and the meaningful involvement of social partners in the development and monitoring of education policies, such as youth, students and parents.

Indirect References to UNECE ESD STRATEGY FOR YOUTH....



...It is important to ensure that all pupils and students acquire appropriate knowledge of SD and are aware of the impact of decisions that do not support sustainable development.

...An educational institution, as a whole, including pupils and students, teachers, managers and other staff as well as parents, should follow principles of SD.

...Involved in ESD an important role in has the dialogue among pupils and students and the authorities and civil society

DIRECT BUT LIMITED REFERENCES IN THE WORK PLAN FOR ESD STRATEGY FOR THE PERIOD 2017-2019

United Nations ECE/CEP/AC.13/2017/3

 **Economic and Social Council** Dist.: General
8 February 2017
Original: English

Economic Commission for Europe
Committee on Environmental Policy
United Nations Economic Commission for Europe Steering Committee on Education for Sustainable Development

Twelfth meeting
Geneva, 20 and 21 April 2017
Item 6 of the provisional agenda
Draft workplan for 2017-2019

Draft workplan for 2017-2019 for the UNECE Strategy for Education for Sustainable Development

Note by the secretariat

Summary

At the High-level Meeting of Education and Environment Ministers held on 8 June 2016 within the framework of the Eighth Environment for Europe Ministerial Conference (Batumi, Georgia, 8-10 June 2016), ministers and heads of delegation considered progress in implementing the UNECE Strategy for Education for Sustainable Development from 2005 to 2015 and reaffirmed participating States' commitment to the future implementation of the Strategy. Ministers supported the continuation of the Strategy's implementation at the regional level beyond its first decade, and the alignment of the work under the Strategy with the 2030 Agenda for Sustainable Development, its Sustainable Development Goals and the first five-year phase of the Global Action Programme on Education for Sustainable Development.

Participants at the High-Level Meeting also extended the mandate of the United Nations Economic Commission for Europe Steering Committee on Education for Sustainable Development until 2030, and requested it to prepare, with the support of the secretariat, a workplan and budget for the Strategy's implementation for a period covering the next four years (2016-2019). As the draft workplan could not be approved before the next meeting of the Steering Committee, in 2017, it was agreed to consider the first phase of the new implementation period as starting from 2017. It was proposed that the workplan

OE.17-01855(E)
 
Please recycle 

To consider the role of networks, including those of civil society, academia and science, youth, NGOs, companies and enterprises, in education for sustainable development as a vital part of the implementation framework.

To empower and increase the capacity of civil society, and in particular youth as critical agents of change, through networking and co-learning, which is essential for a wide and participatory implementation process.

**Hague Ad
Hoc Group
Meeting
brain
storming
ideas for
Youth, ESD
and SDGs**

**(suggestions
/ideas
proposed)**

There is a need to use existing initiatives aimed to leverage knowledge, alliances and resources to create action that leads to tangible results for young people (e.g. The Global Initiative on Decent Jobs for Youth is the first-ever, comprehensive United Nations system-wide effort for the promotion of youth employment is such an initiative) .

Block chain and DLT offer great opportunities for schools, colleges and Universities to address the SDGs to youngsters

Get in touch with national youth councils and invite young people to actively involve in the finalization of the strategic planning 2030 and its' work plan implementation (e.g. UN representatives in various countries that can assist with this effort, such as the country youth delegates to the UN, the UN Major Group for Children and Youth)

To consider how the whole UNECE ESD Strategy can help young people for the future of the planet and for the future of work.

There is a need to connect with and use outcomes of different inter-ministerial processes that will strengthen collaborative actions for engaging Youth in SDGs.

Examine the possibility under the initiative of UNECE to invite a youth forum to discuss the issues that are part of their interest and are themes of UNECE SC on ESD (e.g. Country host a Youth Forum on Youth ESD and SDGs under the UNECE).

Discuss the suggestion to include in countries delegation a youth member. Also there could be representation from a youth organizations at the Steering committee meeting.

Issues for Discussion for the UNECE ESD Steering Committee

QUESTION 1: In which ways we can actively involve Youth in the Strategic Planning 2030 of the UNECE ESD Steering Committee; (Ensure that youth has a meaningful role to the committees work)

Some idea:

- 1. Invite youth organizations to the UNECE ESD SC**
- 2. Country host a youth forum for UNECE ESD Strategic Planning and SDGs**
- 3. Creation ad hoc group of young people in the UNECE ESD SC**
- 4. Include at the next meeting of the Committee an item for Youth/ESD and SDGs and Countries include in their national delegation a representative from Youth;**

ANY OTHER IDEAS ;;;;;;

Issues for Discussion for the UNECE ESD Steering Committee

Question 2: In which Strands will focus Regarding youth and ESD in the new ESD UNECE Strategic Planning 2030;

Some ideas for Youth and priority areas

1. POLICY ADVANCEMENT

- a) Active involvement of youth in policy planning, implementation and evaluation.**
- b) Policies address the multiple dimensions of sustainable development in a holistic, just and gender responsive way.**
- c) All relevant stakeholders should allocate resources to empower youth as agents of change on ESD.**

WHOLE-INSTITUTION APPROACHES

- a) Educational institutions and governments should provide the institutional support, resources for youth-led change processes towards sustainability.
- b) Enhance collective action among sustainability initiatives.
- c) Recognize youth as equal partners to accelerate the operational transformation of educational institutions towards sustainability.

LEARNING ON ESD AND YOUTH

- a) Educational institutions and governments should encourage and support youth and educators to experiment with innovative learning approaches.
- b) Monitor and evaluate these learning approaches to determine their effectiveness and efficiency in promoting ESD.
- c) Scale the impact of successful learning approaches to different geographic and institutional contexts.
- d) Build capacities of youth as trainers and peer-to-peer educators for ESD.
- e) Enhance the capacity of existing educators and trainers to empower youth to engage on ESD

LOCAL COMMUNITIES, YOUTH AND ESD

- a) Respect the voices of youth in community-driven ESD initiatives.
- b) Support youth-led ESD initiatives in local communities.
- c) Encourage youth to engage with and learn through real-life situations.

ENTREPRENEURSHIP, YOUTH AND ESD

- a) Recognize the importance of entrepreneurship to contribute to the goals of ESD.
- b) Create policy and funding conditions for new start-ups.
- c) Develop the capacity of youth to set up and manage their enterprises.

SUSTAINABILITY CHALLENGES AND OPPORTUNITIES AND YOUTH

- a) Enable all youth to understand and critically appreciate the complexities and uncertainties of sustainability challenges and opportunities.
- b) Empower youth to develop visions of more sustainable futures.
- c) Equip students with the competencies to transform their personal lives, educational institutions, communities and countries.

ANY OTHER IDEAS;;;

Issues for Discussion for the UNECE ESD Steering Committee

Question 3: HOW YOUTH ISSUES WILL BE INTEGRATED IN THE UNECE STRATEGIC PLANNING 2030;

- As a fifth strand of the UNECE ESD Strategic Planning 2030;
- As an initiative from the UNECE ESD Steering Committee under the title “YOUTH CALLING FOR ACTION: UNECE ESD STRATEGIC PLANNING 2030 FOR YOUTH”
- Youth issues infused horizontally to the four strands of the UNECE ESD Strategic Planning 2030;
- Elaborate a work plan, under the UNECE ESD Steering Committee with specific actions and activities for YOUTH, ESD AND DGS;

ANY OTHER IDEAS;;;;;

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