



Regional consultation on the assessment of and follow-up to the United Nations Decade of Education for Sustainable Development

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Information Paper 7

**Major global processes relevant to
Education for Sustainable Development**
UNESCO Draft overview

Major global processes relevant to Education for Sustainable Development

This is a rough overview of major global processes that are relevant to the UN Decade of Education for Sustainable Development (DESD, 2005-2014) and its follow-up. To raise the profile of ESD beyond the end of the DESD and in the post-2015 international agenda, it will be crucial to highlight the relevance of ESD to each of these processes.

Global Process	Status	UNESCO's ESD message	UNESCO's involvement & actions	Timeline
<p>Rio+20 and SDGs</p> <p>www.uncsd2012.org</p>	<ul style="list-style-type: none"> ✓ The UN Conference on Sustainable Development (Rio+20, 20-22 June 2012, Rio de Janeiro, Brazil), took stock of the implementation of sustainable development and discussed the way forward. ✓ Outcome document of the conference: <i>The Future We Want</i>. Major point of reference for future work on sustainable development, it contains a commitment to continue and strengthen ESD beyond the end of the DESD. ✓ Resilient People, Resilient Planet: A Future Worth Choosing, the report of the UN Secretary-General's High-level Panel on Global Sustainability, which was published for Rio+20, contains significant recommendations on education. 	<ul style="list-style-type: none"> ✓ <i>ESD is crucial for all efforts towards sustainable development. Sustainable development cannot be achieved by technological solutions, political regulation or financial instruments alone. Achieving sustainable development requires a change in the way we think and act that only education can bring about.</i> ✓ <i>Consequently, it will be crucial to include ESD also in the drafting of Sustainable Development Goals (SDGs). This can be done by including an education and public awareness component in each of the goals – similar to the education articles in the Rio Conventions – or through a separate SDG on ESD, or through combining these options.</i> 	<ul style="list-style-type: none"> ✓ UNESCO has been tasked with following up on para. 233 (ESD beyond the DESD) of the outcome document. 	<ul style="list-style-type: none"> ✓ Development of a set of Sustainable Development Goals (SDGs), which should build upon the Millennium Development Goals and converge with the post-2015 development agenda. ✓ Creation of an intergovernmental Open Working Group that will submit a report to the 68th session of the General Assembly containing a concrete proposal for SDGs. The Working Group will be assisted by a technical team at the UN.

	<p>✓ Overall follow-up to the conference is coordinated at the UN level by UN DESA.</p>			<p>✓ Member States also agreed to establish a high-level political forum for sustainable development. The first session of the forum will take place at the 68th session of the General Assembly.</p>
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<p>MDGs</p> <p>www.un.org/millenniumgoals</p>	<ul style="list-style-type: none"> ✓ The UN is organizing thematic consultations on inequalities, health, education, growth and employment, environmental sustainability, energy, water, governance, conflict and fragility, population dynamics, food security and nutrition to assess the progress towards the MDGs and discuss the future development agenda. National consultations also take place. ✓ The UN Secretary-General's High-level Panel advises him on the global development agenda beyond 2015; it is co-chaired by President Susilo Bambang Yudhoyono of Indonesia, President Ellen Johnson Sirleaf of Liberia, and Prime Minister David Cameron of the United Kingdom. It closely coordinates with the work of the intergovernmental working group tasked to draw up SDGs. The focal point at the UN is Amina J. Mohammed, who was appointed as Assistant Secretary-General and Special Advisor for Post-2015 Development Planning. 	<ul style="list-style-type: none"> ✓ <i>The skills ESD promotes are crucial for sustainable livelihoods and hence for the eradication of poverty. Furthermore, education cannot only be considered from the point of view of 'access to education'. The important question is whether the education that learners receive is in fact relevant to their lives as individuals and as citizens.</i> ✓ <i>ESD, through its attention to challenges such as climate change, also has special relevance for the MDG on environmental sustainability.</i> 	<ul style="list-style-type: none"> ✓ UNESCO and UNICEF are co-leading the consultation on education. ✓ UNESCO is also contributing to a number of other consultations, from an ESD perspective in particular to the UNEP-UNDP-led consultation on environmental sustainability. 	<ul style="list-style-type: none"> ✓ The UN Secretary-General's High-level Panel is expected to submit a report to the Secretary-General by 31 May 2013.

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<p>EFA</p> <p>www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all</p>	<p>✓ Education for All is a global partnership by Member States, international organizations, bilateral agencies, civil society and the private sector to reach the EFA goals of the Dakar Framework for Action adopted at the World Education Forum in 2000 in Dakar, Senegal.</p>	<p>✓ <i>ESD is crucial for the 'quality aspect' of EFA. Any education that can be considered 'quality education' must be relevant and respond to the key local and global sustainable development challenges. ESD, through enabling everyone to acquire the values, skills and knowledge needed for sustainable development, makes education relevant today.</i></p> <p>✓ <i>At the level of process, it will be important to capture in the final EFA assessment also dimensions relevant to ESD. The conference in Korea in 2015 should take on board the outcome of the World Conference on ESD in Japan in 2014.</i></p>	<p>✓ UNESCO coordinates the EFA partners and serves as the Secretariat for EFA.</p>	<p>✓ Planning for the final EFA assessment and consulting on the way forward for EFA.</p> <p>✓ A major conference in April 2015 in Korea will take stock of EFA implementation since 2000.</p>

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<p>Secretary-General's global initiative on education</p> <p>www.globaleducationfirst.org</p>	<ul style="list-style-type: none"> ✓ Aims at raising the political profile of education, strengthen the global movement to achieve quality education and generate additional funding through advocacy efforts. It intends to give a final push to the achievement of the MDGs and prepare for the post-2015 agenda. It has eight 'champion countries': Australia, Bangladesh, Brazil, Croatia, Denmark, Guyana, South Africa, Tunisia. ✓ The three priorities of the initiative are: put every child in school; improve the quality of education; foster global citizenship. 	<ul style="list-style-type: none"> ✓ <i>ESD is indispensable in particular for the third priority of the initiative. The values, skills and knowledge relevant to sustainable development that ESD promotes are crucial for any concept of global citizenship that considers that we live on a planet with limited resources.</i> 	<ul style="list-style-type: none"> ✓ The initiative launched is by the UN Secretary-General, with the UNESCO Director-General as the Executive Secretary of its Steering Committee. 	<ul style="list-style-type: none"> ✓ Five year initiative. ✓ Its concrete implementation will be decided shortly.

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<p>UN DESD and beyond</p> <p>www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-development/about-us</p>	<p>✓ Post-DESD framework: action oriented, with a limited set of priorities, and built on successful activities within the DESD that can and should be scaled up.</p>	<p>✓ <i>Regarding how the post-DESD framework relates to post-2015 processes: To ensure the further strengthening of ESD, it will be important to have a solid programme framework in place when the DESD ends in 2014, which builds on lessons learnt from the DESD, ensures visibility and enables a particular focus for ESD efforts. At the same time, ESD must be integrated in the post-2015 agenda. A post-DESD framework can in fact help in this effort.</i></p>	<p>✓ As lead-agency for the DESD, UNESCO is currently preparing for the post-DESD framework.</p> <p>UNESCO is currently in particular:</p> <ul style="list-style-type: none"> ✓ Preparing the final report on the DESD; ✓ Preparing the World Conference on ESD; ✓ Undertaking multi-stakeholder consultations (electronic and through regional meetings) on the priorities for the post-DESD framework. 	<p>✓ The global programme framework on ESD is expected to be submitted to the UN General Assembly in 2014.</p> <p>✓ 10-12 November 2014 in Aichi-Nagoya, Japan: World Conference on ESD</p>

Other relevant processes

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Programme of Action agreed at the International Conference on Population and Development	<ul style="list-style-type: none"> ✓ UNFPA is undertaking a review of the Programme of Action agreed at the International Conference on Population and Development (ICPD, 1994, Cairo, Egypt) and has established an ICPD Beyond 2014 Secretariat for this process. ✓ ICPD Beyond 2014 - http://icpdbeyond2014.org/about 		<ul style="list-style-type: none"> ✓ On the basis of the review, a report with recommendations for action will be presented by the UN Secretary-General to the UN Conference on Population and Development in 2014.
The Hyogo Framework for Action 2005-2015	<ul style="list-style-type: none"> ✓ The Hyogo Framework for Action 2005-2015: Building the Resilience of Nations and Communities to Disasters was adopted by the World Conference for Disaster Reduction (2005, Kobe, Japan). UNISDR is currently leading consultations on its follow up. ✓ Priority Action 3 of the Hyogo Framework is on knowledge, innovation and education. ✓ Post-2015 consultations have been initiated, including online - http://www.preventionweb.net/posthfa/ 		<ul style="list-style-type: none"> ✓ World Conference on Disaster Reduction in 2015 in Japan
Learning Metrics Task Force http://www.brookings.edu/about/centers/universal-education/learning-metrics-task-force	<ul style="list-style-type: none"> ✓ The UNESCO Institute for Statistics and the Center for Universal Education at Brookings have convened a Learning Metrics Task Force that is investigating the feasibility of common learning goals for children and youth worldwide. ✓ Focus is on EFA Goal 6 		<ul style="list-style-type: none"> ✓ The final report is expected for September 2013.

This is a draft overview directed at ESD stakeholders. Please direct additions and corrections to: a.leicht@unesco.org.