

Towards a Post 2014 ESD Framework

Steps Forward....

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Regional Input



Key Questions

1. What are the particular **challenges** that States have encountered in the implementation of the DESD that need to be addressed post 2014?
2. Which ESD initiatives have been particularly successful and should be considered for **scaling up** in a post 2014 framework?
3. What are the **key priority areas** for ESD activities after 2014?.



Question 1- Challenges



- **National Coordination and Vision**
 - **Some countries have decentralised education systems (.e.g Canada, Germany and UK). Each province and territory has its own Minister, frameworks and programmes. This makes coordinating or reporting national efforts very challenging.**
 - **Public opinion differs in different regions within a nation – history, economics and demographics (and perhaps culture). This also makes it difficult to have a national vision and coordinate effort in support of this vision.**
- **What is ESD?**
 - **ESD is often interpreted literally and misrepresent what it is about. There is no common vision of what ESD is.**
 - **How we communicate what ESD is. Challenging to keep with the discourse and connecting to new language.**



Question 1 - Challenges



Shifting Mindsets of Educators

- ***Criticism from within – criticisms of concept of ESD. Also ESD often confused with access to education or adding of new content. Much effort consumed in changing mindsets of educators***

Resourcing

- ***Limited resources for ESD. Dedicated staff working on ESD is rare. Lack of national coordination/translation
Lack of engagement with (by) politicians in ESD and lack of leadership by key agencies.***

Social Changes

- ***In Med major changes (Arab Spring and changes in demographics; austerity measures). Imp to recognise these changes influencing how ESD can be practised.***



Question 1 - Challenges



Where to locate ESD

Struggle where to position in the Netherlands – perhaps now need to move on from Education – Foreign Affairs; Finance – where budget is for ESD

Connecting dots

Must connect the dots – strategic frameworks and support imp – improve integrity. Not a utopia!

Lack of monitoring and evaluation

Difficult to establish where we are at and what has changed as we enter a new international programme.

Social Innovation

New ideas new ownership – its asks for permanent and out of the box learning.



Question 2: Scaling Up



Success - *Development of networks focused in ESD - ENSI and Copernicus). Networking on NGOs and civil society in monitoring and evaluation and political engagement*

Notable Examples

- *Challenging the crisis – Ireland*
- *Armenia UNESCO Chairs*
- *Belarus bioethics programme*
- *Med programme of capacity building in ESD*
- *Greek Universities formally committing*
- *UNECE ESD Competences*
- *Sweden Lund University Training*
- *Canada Working Groups and SEDA*
- *Canada developing model curriculum around key themes*
- *CAREC – Central Asian ESD Network – Leadership programme*
- *Finland – School plans in ES*
- *Germany – ESD Towns*
- *RCE's*



Question 3: Priorities



- **Consolidate implementation of ESD**
- **Cooperation and synergies with other partners (e.g. UNEP)**
- **Not static but must involve – labels**
- **Social learning – connecting education systems- part of the larger social learning processes.**
- **Is it upscaling or is it connecting the current activity beyond disciplines beyond sectors.**
- **From Teaching to learning**
- **Projects to structures**
- **Local networks from loose to strong working structures**
- **4 or 5 areas – more focus.**
- **More evidence driven and more monitoring and evaluation .**
- **From policy to action.**
- **From good practice to making a difference**
- **Assure coherence processes post 2014 SDGs – links too thin.**
- **Better enhance links with national strategies of CC and DR**



Question 3: Priorities



- *Lifelong education – systemic approach to ESD*
- *Reflective monitoring – how contribute to where you are going*
- *Need to not just develop indicators but use them*
- *Focus on CEPA*



Question 3-



- *ESD as a vision not as a concept.*
- *Top up – bottom up*
- *Mindset and practice of Educators – not enough of a shift?*
- *Changing demographics*
- *Coordination how do we coordinate and connect*
- *engagement.*



Question 1 - Gerard



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Question 1 - Challenges



- *lack of connectivity with main agendas. ESD not relating or linking to key political concerns.*
- *Lack of coordinating actions between the stakeholders influencing impact of implementation.*
- *Lack of monitoring and evaluation – how are ESD related activities developing in the country and where we are now.*

Vocational sector have found ways of being concrete in SD. Thus they have made a impact. Importance of being concrete as we move forward.

