Responding to global issues
Climate change
- changing consumption/production patterns

Biodiversity loss
- changing relations between humans & nature

Environmental pollution
- the need to protect our oceans

Disease outbreaks & pandemics
- the need to build resilience

Resource inequality
- migration & displacement, instability & insecurity

calls for lifelong learning that equips learners with the knowledge, skills, values & actions to live sustainably

IPCC REPORT – A CODE RED FOR HUMANITY
“The evidence is irrefutable: greenhouse gas emissions are choking our planet & placing billions of people in danger...We must act decisively now to avert a climate catastrophe”
**Where do we stand?**

Review of national curriculum frameworks of 100 countries

In 47% of the documents had no reference to climate change, and when it appears, the depth was minimal.

More climate change education reference in countries vulnerable to climate change, as opposed to those largely responsible for the emissions causing climate change.

Source: [https://unesdoc.unesco.org/ark:/48223/pf0000379591](https://unesdoc.unesco.org/ark:/48223/pf0000379591)
Are teachers ready to teach climate change?

Teachers have their say: motivation, skills and opportunities to teach education for sustainable development and global citizenship (2021)

Source: https://unesdoc.unesco.org/ark:/48223/pf0000379914

- 58,280 teachers from 144 countries

Is climate change important to teachers?
- nearly 95 % of teachers believed that it is important or very important to teach about climate change

Are teachers ready to teach climate change?
- fewer than 40 % were confident in teaching it
- only about 1/3 felt able to explain well the effects of climate change on their locality.
- About 40% of teachers are confident in teaching the cognitive dimensions of climate change
- Only about 20% can explain well how to take action.
Teachers motivation and awareness

- Many teachers are motivated, but **1 in 4** do not feel ready to teach themes related to ESD and GCED.

![Figure 1. Teachers' feelings of readiness to teach ESD and GCED themes (percentage of respondents)](image-url)

- **Climate change**
  - Not ready: 26%
  - Moderately ready: 32%
  - Very ready: 42%

- **Sustainable consumption and production**
  - Not ready: 31%
  - Moderately ready: 31%
  - Very ready: 39%

- **Human rights and gender equality**
  - Not ready: 24%
  - Moderately ready: 31%
  - Very ready: 45%

- **Cultural diversity and tolerance**
  - Not ready: 21%
  - Moderately ready: 32%
  - Very ready: 48%

*Data Source: Global Teacher Survey (2021). (n=58,280).*
Teachers believe students do not have a sufficient voice in ESD and GCED at schools, in particular at primary school level.

“ESD and GCED should become a school concept where all classes are taught within a certain set up framework which offers teaching materials and possibilities.” – A teacher from Austria

“I think training that involves everybody in the school district will benefit all.” – A teacher from South Africa
Support for Member States & global advocacy

✓ UNESCO World Conference on Education for Sustainable Development (ESD), 17-19 May 2021 in Berlin, Germany hosted by Government of Germany
  → Strong political commitments around Berlin Declaration on ESD

“Ensure that ESD is a foundational element of our education systems at all levels, with environmental and climate action as a core curriculum component (…)”

✓ Pre-COP youth event in September 2021 in Milan, Italy
✓ First Ministerial meeting on Education at COP26 in November 2021 in Glasgow, UK
UNESCO declares environmental education must be a core curriculum component by 2025

20/05/2021

Ocean literacy as a critical curriculum component

One Ocean Summit: UNESCO calls on countries to include ocean education in school curricula by 2025

https://www.unesco.org/en/articles/one-ocean-summit-unesco-calls-countries-include-ocean-education-school-curricula-2025
"If we want to protect the ocean better, we must teach it better”, UNESCO Director-General Audrey Azoulay
UNGA Resolution 76/209 on ESD

On 17 December 2021, United Nations General Assembly adopted by consensus the resolution entitled "Education for sustainable development in the framework of the 2030 Agenda for Sustainable Development" and called on member states to strengthen their efforts to prioritize education in the response and recovery from the pandemic.

https://en.unesco.org/news/united-nations-alert-education-should-be-clear-priority
UNESCO-Japan Prize on Education for Sustainable Development

Laureates of the 2021 UNESCO-Japan Prize on Education for Sustainable Development awarded for inspiring projects

https://en.unesco.org/prize-esd
Objective: identify what country progress in transformative education looks like and how it can best be captured.

- To improve the implementation of transformative education, an outcome document has been created. It gives some recommendations for action, including in Monitoring and evaluation:
  
  - Decide collectively what is important to measure (and what is not) when monitoring progress in implementing transformative education through involving learners, educators and education stakeholders.
  - Develop and expand easy-to-use monitoring mechanisms that help countries to set clear targets and evaluate their own progress.
  - Identify the effectiveness and impact of transformative education in society to extract important and globally applicable lessons.

Monitoring the implementation of the Recommendation

As part of its standard-setting and monitoring role, UNESCO has been inviting Member States every four years to report on progress made in implementing the 1974 Recommendation. The Seventh Consultation was conducted from October 2020 to March 2021. The data was published for the first time in July 2021 in the UN’s SDG Global Indicator database.

- Nearly all countries reported that education for sustainable development (ESD) and global citizenship education (GCED) are reflected in national education laws and policies, curricula, teacher education and student assessment.

- ESD and GCED are considerably less likely to be reflected in technical and vocational education and training (TVET) or in adult education.

- Climate change education and sustainable consumption and production are less often reflected in curricula and teacher education respectively than other themes.

- Government support for research in ESD and GCED is limited.

https://unesdoc.unesco.org/ark:/48223/pf0000381362.locale=en

Why revise the 1974 Recommendation?

- Strengthen the relevance and effectiveness of the instrument
- Strengthen resolve of Member states to take action
- Harness positive shifts and new understandings in education

The revision process:

**STEP 1**
Preparatory work
- Technical notes
- Background reports
- Informal consultations

Dec 2021-Feb 2022

**STEP 2**
Technical consultation
- Global survey
- International expert group (Cat. VI)
- Regional meetings
- Thematic meetings

Feb 2022 - June 2022

**STEP 3**
Formal consultation with Member States
- Written comments
- Special Committee meeting (Cat. II)
- 42nd General Conference

Sept 2022 - Nov 2023

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<th>Key Issues</th>
<th>Expected Outputs</th>
<th>Partners</th>
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<tr>
<td>Foundational learning</td>
<td>• Policy discussion paper and recommendations for action</td>
<td>• Member States co-leads: <strong>Colombia, Japan</strong></td>
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<tr>
<td>Skills for employment and entrepreneurship</td>
<td>• Online catalogue of good practices</td>
<td>• UN Support Team: <strong>UNESCO, ILO, UNFCCC + UNICEF, UNEP, UNECE, UNU, ITU</strong></td>
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<tr>
<td>Education for sustainable development (ESD)</td>
<td>• A set of ideas for action or concrete commitments at the September Summit</td>
<td>• Stakeholder co-leads: <strong>World Skills International, YOUNGO</strong></td>
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<td></td>
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<td>• 260+ stakeholder organizations</td>
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https://transformingeducationsummit.sdg4education2030.org/track/learning
Key recommendations to translate knowledge into policy and practice

- **Enhance policies, systems and measures** for foundational learning, skills for employment and entrepreneurship and ESD in a coherent effective way.

- **Strengthen platforms for policy dialogue and knowledge sharing** to ensure that countries develop, reform, and implement learning and skills for sustainable development policies.

- **Invest in capacity building of teachers and educators.**

- **Leverage existing networks, partnerships and global instruments and frameworks.**

- **Mainstream ESD** as a cross-cutting instrument to empower learners at all levels of education and enhance awareness of SDGs at local, national, regional, and global level.

- **Support the learning needs of individuals in a flexible way,** using where possible innovative tools such as individual learning accounts, lifelong learning entitlements, micro credentials, and management of individual learning portfolios.

- **Commit to the collection and use of evidence and data** to support policy development and implementation.
Climate change education for social transformation

On the road to COP 27: webinar series

ESD for 2030 Country Initiatives

Member States initiative to mainstream ESD in the country

Country initiative:
• Has **national scope** with potential for country-wide impact
• Build on **existing activities on ESD** and expand where possible
• **Living document** that collects all the country’s initiatives in ESD which will be updated every two years.

50 pilot countries around the world are preparing their country initiative on ESD for 2030. 15 are from the UNECE region.
Member States who implement ESD for 2030 country initiative can:

- **Gain opportunities**
  bringing together diverse ESD stakeholders and engage a wider group of actors

- **Become members of ESD-Net**
  a global network which provides opportunities for networking, partnership and collaboration with a global meeting every 2 years from 2023.

- **Showcase the country’s commitment and contribution**
  to education for SDGs through National Voluntary Review of the Agenda 2030 and other relevant frameworks

- **Create visibility**
  among on-going and planned activities on ESD to produce greater impact.
Transformative learning for people and the planet is a necessity for our survival and that of future generations.

- Berlin Declaration on Education for Sustainable Development
- Education for Sustainable Development
  https://en.unesco.org/themes/education-sustainable-development
- Education for Sustainable Development Goals: Learning Objectives
  https://unesdoc.unesco.org/ark:/48223/pf0000247444
- Sustainable Development Goals - Resources for educators
  https://en.unesco.org/themes/education/sdgs/material
- ESD for 2030 Roadmap
  https://unesdoc.unesco.org/ark:/48223/pf0000374802
- Learn for our planet
  https://unesdoc.unesco.org/ark:/48223/pf0000377362
- UNESCO Trash Hack
  https://www.trashhack.org/
- UNESCO Green Citizens
  https://www.unescogreencitizens.org
UNESCO LinkedIn Group on Education for Sustainable Development
https://www.linkedin.com/groups/9021873/

#ESDfor2030

LEARN & ACT NOW

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Thank you for your attention