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**Education for Sustainable Development for 2030  
– updates May 2022**

# Why Education for Sustainable Development?

## 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?



Source:  
<https://unesdoc.unesco.org/ark:/48223/pf0000379591>

Figure 1.  
Percentage of documents with any climate change content

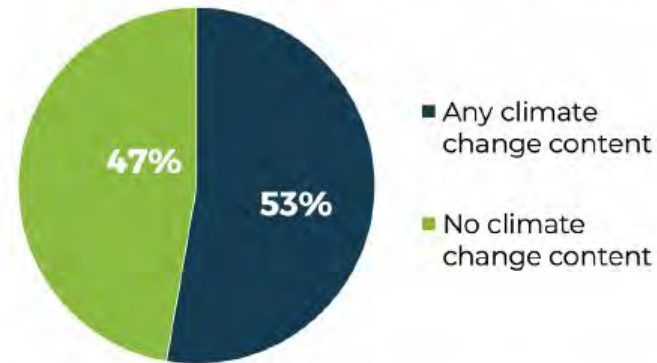
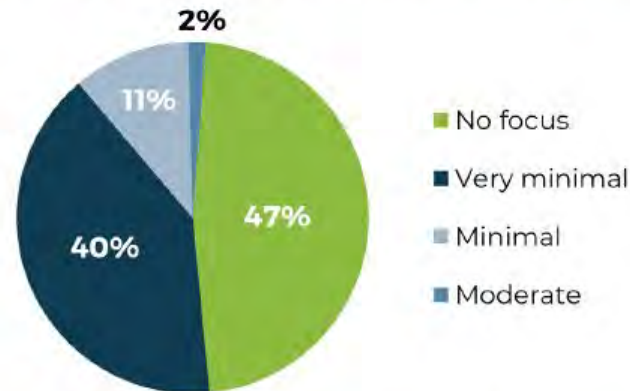


Figure 2.  
Percentage of documents by extent of climate change focus



\*The categories used were no focus (0 out of a million words), very minimal focus (1-300 words per million words), minimal focus (301-1,000 words per million words), or moderate focus (over 1,000 words per million words).

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.

# 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

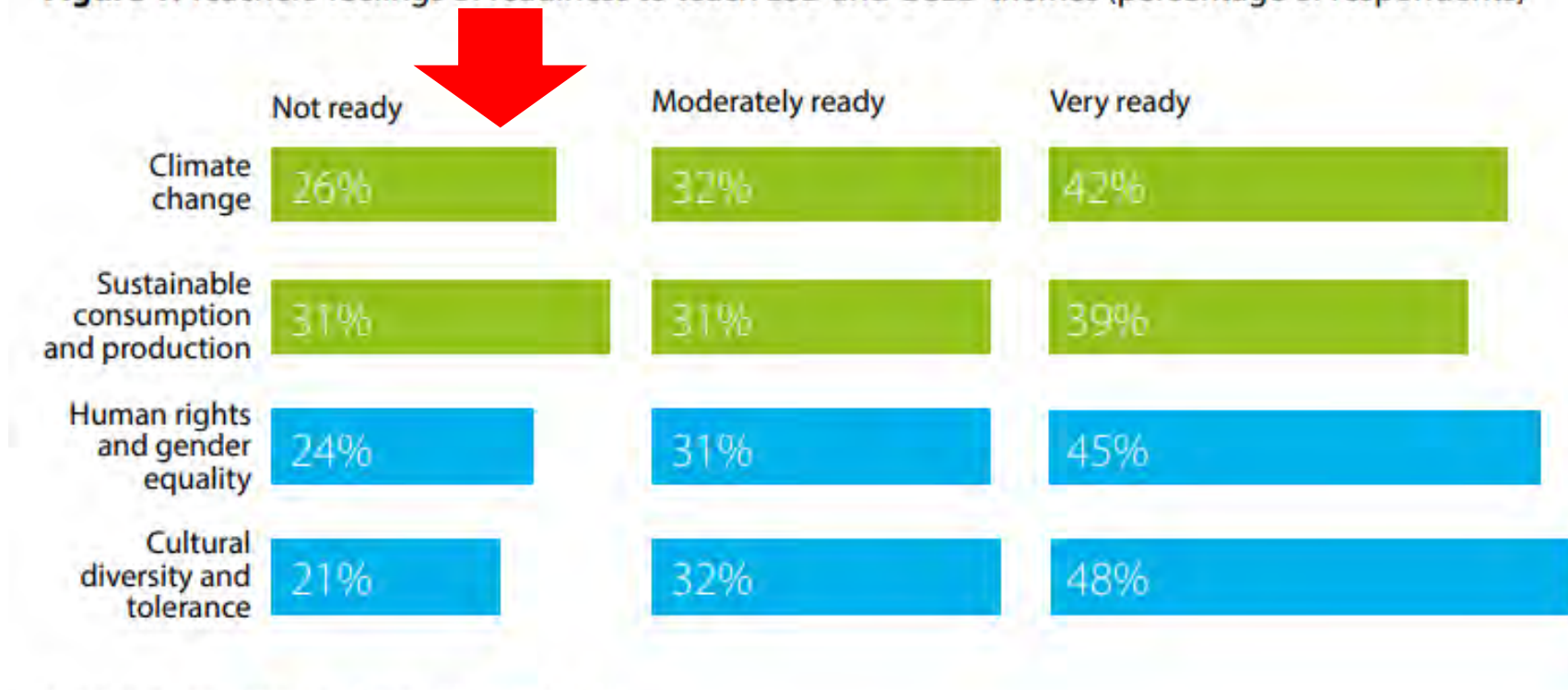
### Are teachers ready to teach climate change?

- **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)



Data Source: Global Teacher Survey (2021). (n=58,280).

# Opportunities

- Teachers believe students do not have a sufficient voice in ESD and GCED at schools, in particular at primary school level.

**“ I think training that involves everybody in the school district will benefit all.”** – A teacher from South Africa

**“ 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





# 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**



# Berlin Declaration on ESD





# Environmental and climate action as core curriculum component

## UNESCO declares environmental education must be a core curriculum component by 2025

20/05/2021

3 min



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<https://en.unesco.org/news/unesco-declares-environmental-education-must-be-core-curriculum-component-2025-0>

# 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



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## Teaching key to better ocean protection, says UNESCO chief



<https://news.un.org/en/story/2022/02/1111682>



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# UNGA Resolution 76/209 on ESD

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## United Nations alert that education should be a clear priority

17/12/2021 1 min

4 min read

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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>

<https://en.unesco.org/news/general-assembly-discusses-unescos-report-education-sustainable-development>



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# UNESCO-Japan Prize on Education for Sustainable Development



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



<https://en.unesco.org/news/laureates-2021-unesco-japan-prize-education-sustainable-development-awarded-inspiring-projects>

<https://en.unesco.org/prize-esd>



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# 5<sup>th</sup> UNESCO Forum on Transformative Education for Sustainable Development, Global Citizenship, Health & Well-being

29 November – 1 December 2021

Co-organized by **UNESCO** and **APCEIU**

Hosted by the **Ministry of Education and the Ministry of Foreign Affairs of the Republic of Korea**

**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.



<https://en.unesco.org/news/5th-unesco-forum-transformative-education-sustainable-development-global-citizenship-health>



# 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace, and Education relating to Human Rights and Fundamental

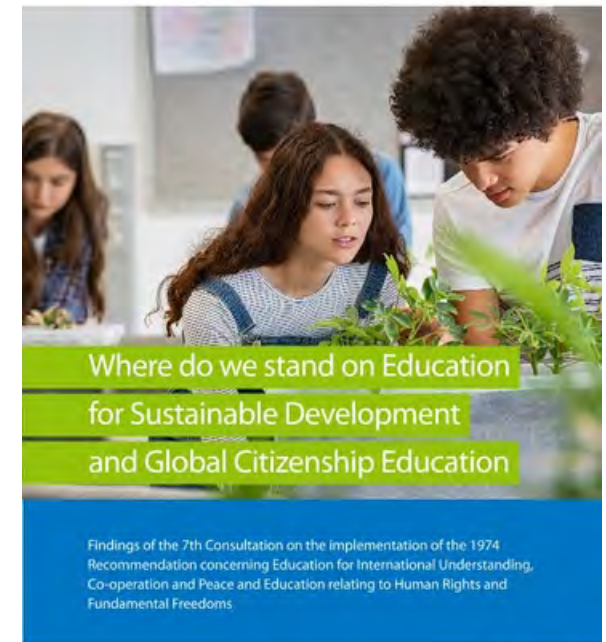
## Monitoring the implementation of the Recommendation

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>



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# Revision of the 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace, and Education relating to Human Rights and Fundamental Freedoms

## 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 :



<https://en.unesco.org/themes/gced/1974recommendation>



# Transforming Education Summit

## Thematic Action Track 2: Learning and skills for life, work, and sustainable development



Key Issues	Expected Outputs	Partners
<p>Foundational learning</p> <p>Skills for employment and entrepreneurship</p> <p>Education for sustainable development (ESD)</p>	<ul style="list-style-type: none"><li>• Policy discussion paper and recommendations for action</li><li>• Online catalogue of good practices</li><li>• A set of ideas for action or concrete commitments at the September Summit</li></ul>	<ul style="list-style-type: none"><li>• Member States co-leads : <b>Colombia, Japan</b></li><li>• UN Support Team: <b>UNESCO, ILO, UNFCCC + UNICEF, UNEP, UNECE, UNU, ITU</b></li><li>• Stakeholder co-leads: <b>World Skills International, YOUNGO</b></li><li>• 260+ stakeholder organizations</li></ul>

<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



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Last update: May 23, 2022

<https://www.unesco.org/en/education/sustainable-development/cce-social-transformation>

# 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.



# ESD for 2030 Country Initiatives

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.

# #LearnForOurPlanet

## 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  
<https://en.unesco.org/sites/default/files/esdfor2030-berlin-declaration-en.pdf>
- ✓ 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>











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Thank you for your attention

