



Exploring the Global Action Programme in the Context of TLN

**The Learning Teacher Network
Zagreb, 2015**

Charles Hopkins

UNESCO Chair, York University, Toronto, Canada

Origin of ESD

- Agenda 21 - 40 negotiated issues in four sections:
 - 1/ Social & economic issues
 - 2/ Environmental issues
 - 3/ New major groups to be engaged
 - 4/ **Means of implementation**
- ESD came from the section on “**Means of Implementation**”
 - Plus part of every other chapter of Agenda 21
 - ESD is found in the UN Conventions on CC, Biodiversity, Desertification, Forestry, all UN Conferences Work Programmes etc.

Education FOR Sustainable Development

ESD is the contribution of the world's:

1/education systems,

2/public awareness systems,

3/training systems

to enable us to learn our way towards a

more

sustainable future.

Education, Public Awareness and Training (ESD)

(Chapter 36 of Agenda 21)

The 4 Thrusts of ESD

- 1 Access to quality basic education
- 2 Reorienting existing education
- 3 Public awareness and understanding
- 4 Training programs for all sectors

Agenda 21 -92, UNESCO-96, UNCSD -98, JPOI-2002

Levels of ESD Implementation

5. ESD embedded in community goals (RCE)



4. Teaching for SD (systemic purpose)



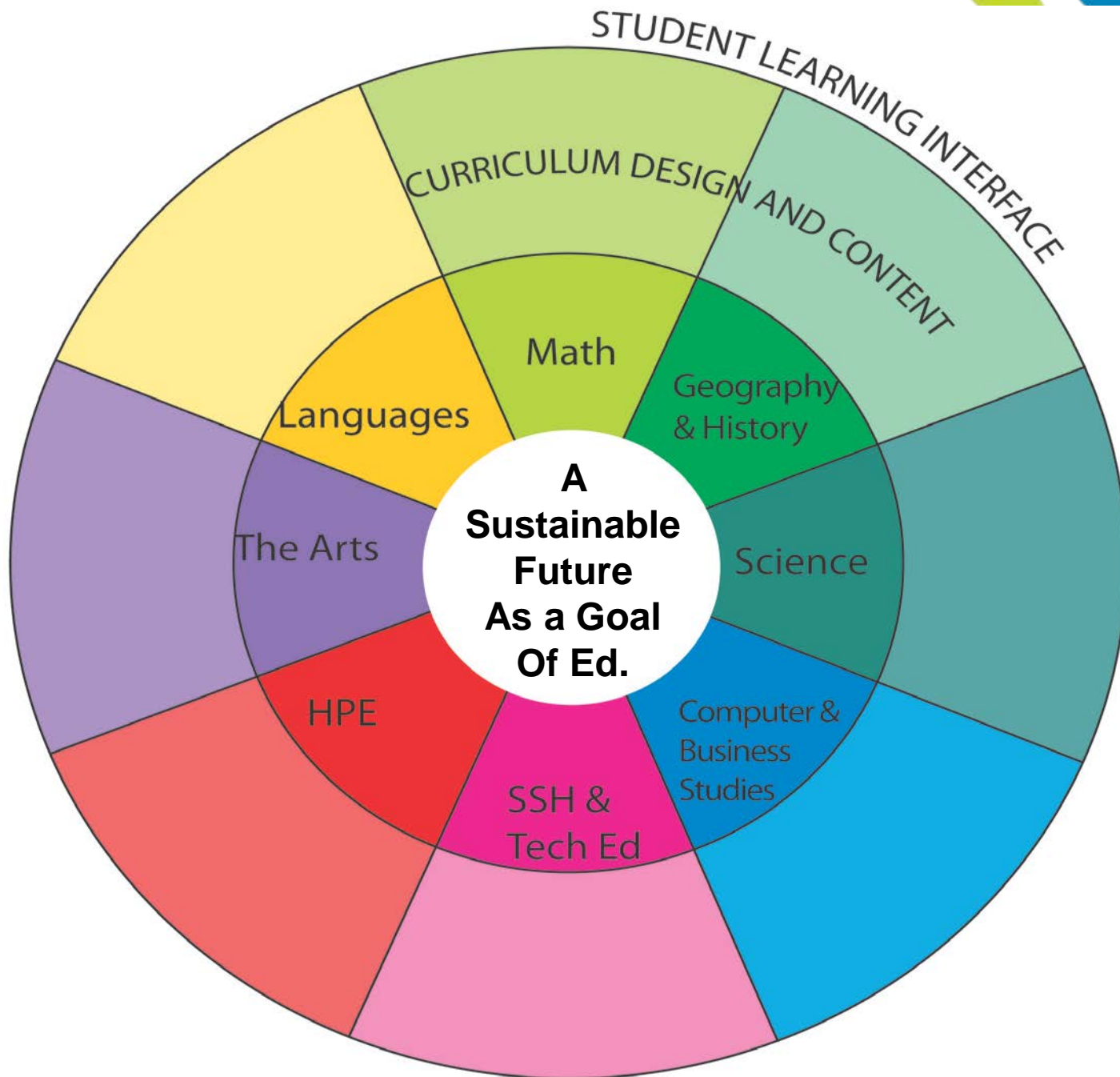
3. Teaching about SD in core disciplines



2. Events/clubs (equity, Eco-school, etc.)



1. Ignore



Strengths Model: Starting Point for Formal ed.

- No single discipline/group/teacher/employee can do it all or own ESD
- Every discipline/group/teacher/employee can and should contribute
- Some individuals or sectors can take lead roles in initiating the reorientation discussion
- Leadership, coordination and resourcing “strengths” are key as a “whole institution” or systemic undertaking is embedded from policy to practice.



United Nations
Educational, Scientific and
Cultural Organization



Education for Sustainable Development 2014
World Conference, Aichi-Nagoya, 10-12 November
Stakeholder Meetings, Okayama, 4-8 November



WORLD CONFERENCE

Education for Sustainable Development

Aichi-Nagoya, Japan
10-12 November 2014

To mobilize education and learning to accelerate progress towards sustainable development.

a. Reorienting education and learning so that everyone has the opportunity to acquire the values, skills and knowledge that empower them to contribute to sustainable development.

b. Enhancing the role of education and learning in all relevant agendas, programmes and activities that promote sustainable development.

Where do we stand?



“We resolve to promote education for sustainable development ... beyond the United Nations Decade of Education for Sustainable Development.”

- ✓ ***Increased presence of ESD internationally and nationally.***
- ✓ ***Major challenges:***
 - from pilot to policy
 - from small scale to large scale
 - from margin to mainstream
- ✓ ***A Global Action Programme to scale up ESD.***



Main Documents

- *Shaping the Future We Want* (final report on the UN Decade for ESD)
 - Excellent review of DESD, 183 pages, photos
 - Chapter 6 “The Future of ESD”
- *UNESCO Roadmap* For Implementing the Global Action Programme on ESD
 - 7 “Principles”
 - 5 “Priority Action Areas”
- **Aichi-Nagoya Declaration on ESD**
 - Asks countries to reexamine the purpose of their education systems

Global Action Program (GAP) Priority Action Areas

1

Advancing policy: Mainstream ESD into both education and sustainable development policies

2

Transforming learning and training environments: Integrate sustainability principles in education and training settings through **Whole Institution** Approaches

3

Building capacity of educators and trainers: Increase the capacities of educators and trainers

4

Empowering and mobilizing youth: Multiply ESD actions among youth

5

Accelerating sustainable solutions at local level: Scale up ESD programmes and multi-stakeholder ESD networks.

Achi-Nagoya Declaration

- **URGE** all concerned stakeholders, in particular **Ministries of Education and all ministries involved with ESD, higher education institutions and the scientific and other knowledge communities to engage in collaborative and transformative knowledge production, dissemination and utilization,**

Achi-Nagoya Declaration

- **Review the purposes and values that underpin education,**
- **.....the integration of ESD into education, training, and sustainable development policies,**
- **.....and ensure the education, training and professional development of teachers and other educators to successfully integrate ESD into teaching and learning;**

Shaping the Future We Want

- 10 Key Findings and Trends 10 Years On
- Policy
- Pedagogy and Practice
- Primary and Secondary
- Stakeholders and Partnerships

1. Education systems are addressing sustainability issues

- A strong trend to make education more **relevant** to the social, environmental and economic challenges that the world faces today and in the future.
- ESD reinforces people's **sense of responsibility** as global citizens and better prepares them for the world they will inherit.
- Evidence at the end of the DESD suggests that the process of reorienting education policies, curricula and plans towards sustainable development **is well underway** in most reporting Member States.

2. Sustainable development and education agendas are converging

- **Stakeholders for SD are increasingly taking up education, public awareness** and training to advance sustainable development.
- Greater attention is now being paid to education, training and public awareness as **essential mechanisms** to support the implementation of major environmental conventions and agreements.
- Significantly, more and more countries are incorporating education strategies, tools and targets **into national sustainable development strategies.**

3. Political leadership has proven instrumental

- Political leadership has helped to create the organizational climate necessary for change. As a result, important advances have been made to integrate **ESD into national education and sustainable development policies**.
- Countries have adopted a **variety of approaches** to reorient education systems: from creating a strong basis for ESD by embedding it in national legislation, policies and standards, through to more decentralized approaches involving multiple stakeholders.

4. Multi-stakeholder partnerships are more effective

- The DESD has reinforced the importance of **partnerships** and collaboration among stakeholders. The use of partnership mechanisms like **national coordinating groups** has helped to shape ESD policy at the country level.
- **Networks of universities** in Africa, Latin America and elsewhere have led to commitments for ESD implementation.
- Similarly, **networking of schools** has connected students to learning and sharing across the globe.
- In addition, partnerships involving **civil society organizations, the private sector, schools and governments** have also been crucial in building ESD capacity in many countries.

5. Local commitments are growing

- The implementation of ESD now includes unique features that relate to **the local context**.
- Elsewhere, lessons from public awareness raising efforts have reinforced the importance of working at local levels to increase **citizens' knowledge and participation in local solutions**.
- Similarly, the private sector's need for an educated, skilled workforce to **support green and sustainable enterprises at the local level** has influenced technical and vocational education and training as well as capacity-building.

6. Whole-institution approaches of ESD

- This includes **embedding sustainability** in curriculum and learning processes, facilities and operations, interaction with the surrounding community, governance and capacity-building.
- Institutions **of higher education** have also made significant commitments to **whole-institution changes**, from sustainability in operations and management to changes in teaching, curriculum and research, as well as participation in strengthening sustainable development in their surrounding communities.

7. ESD facilitates interactive, learner-driven pedagogies

- **Participatory learning** processes, critical thinking and problem-based learning are proving particularly conducive to ESD.
- Although more evidence is needed, research is beginning to suggest that students who learn through these methods, together with the content of sustainable development, **develop greater awareness of and responsibility** for the world around them. Educators at all levels are central to this process.

8. ESD is being integrated into formal education

- There is growing recognition among policy-makers that **early childhood care and education** is the foundation of sustainable development.
- In primary and secondary education, ESD is especially strong. Reviews of official curriculum documents have found that many countries now include **sustainability as one of the general goals of education**.
- The last 10 years have also seen **higher education** stepping up its efforts towards sustainable development.

9. Non-formal and informal ESD is increasing

- In the daily lives of communities, families and individuals, **awareness of environment and sustainable development issues** is reported to have improved in many countries.
- Major gains have been made through education and training to strengthen the private sector to respond to sustainable development. In many cases, education, training and awareness-raising efforts are leading to the adoption of **sustainability as a business strategy**.

10. Technical and vocational education and training advances sustainable development

- Sustainable development policy and planning and technical and vocational education and training **(TVET) policy and planning are now aligning in the green economy and green skills agenda**, leading to new research and capacity-building efforts.
- As a result of international attention, national TVET systems are recognizing the need to support greener development.
- Private sector demands for skilled workers in greening traditional industries and serving new green business are **influencing the reorientation of TVET.**

Current Challenges

Member States and other stakeholders indicated considerable challenges remain. These include:

- the need for further alignment of education and sustainable development sectors;
- the need to do more work for institutionalizing ESD – to ensure strong political support to implement ESD on a systemic level;
- the need for more research, monitoring and evaluation to develop and prove the effectiveness of ESD good practices;
- Innovation in pedagogy.

A New Opportunity

ESD because:

1992 – world leaders asked for ESD

1996 – UN CSD asked for it

2002 – Guilt (2nd thrust – reorienting)

2012 – Opportunity (1st thrust ed. Quality)

Revisiting purpose:

“All school systems, should now explore what it takes to deliver an education that is inclusive, culturally embedded, environmentally sensitive, of the highest academic quality and serves both the individual and the community that funds the system.”

Charles Hopkins

Understanding ESD and PISA

ESD as a purpose of education

vs.

PISA as an indicator of a particular performance (knowledge/skill) level

PISA 2009 Results



Reading

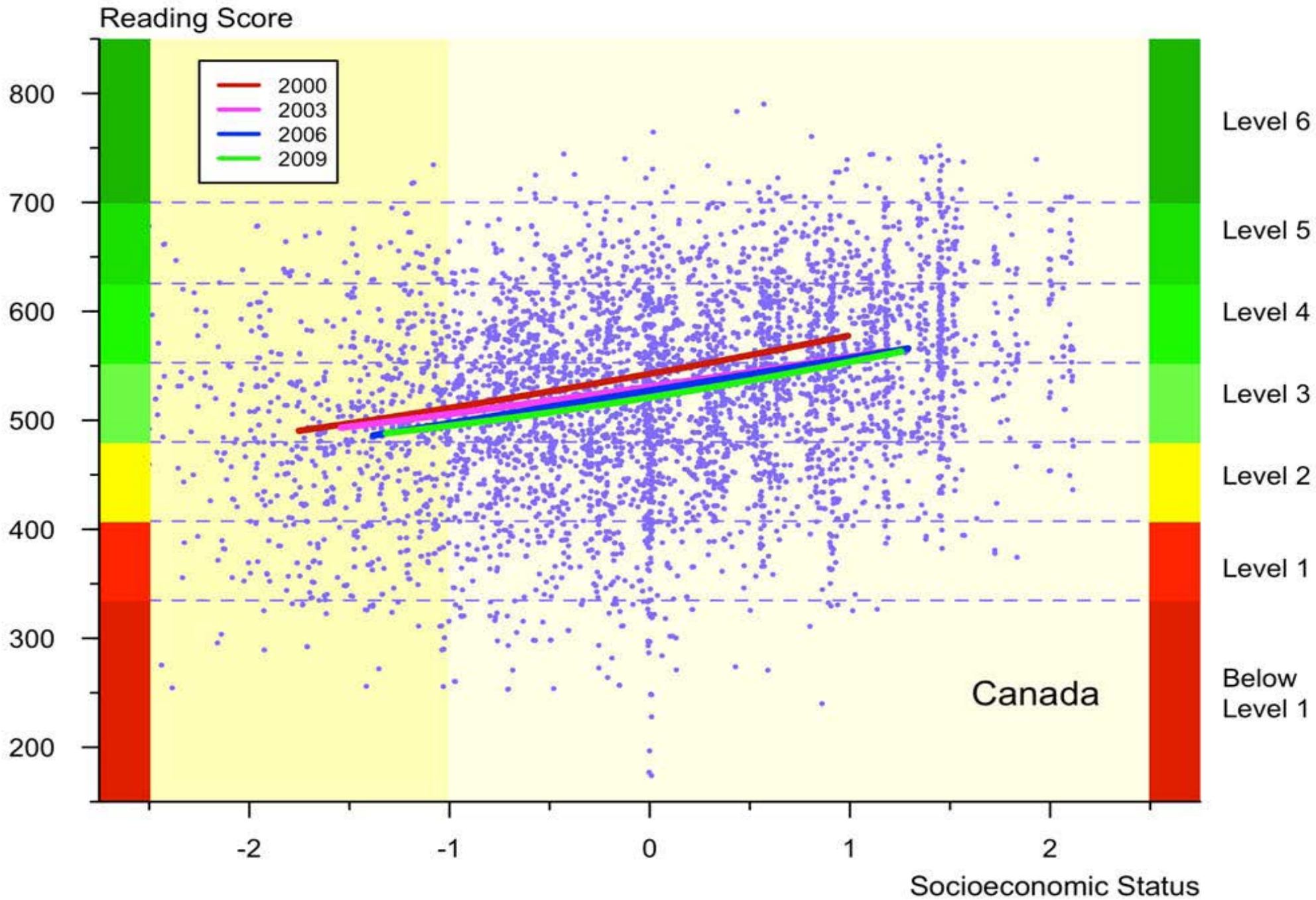
Korea
Finland
Singapore
Canada
New Zealand
Japan
Australia
Netherlands
Belgium
Norway

Mathematics

Singapore
Korea
Finland
Lichtenstein
Switzerland
Japan
Canada
Netherlands
New Zealand
Belgium

Science

Finland
Singapore
Japan
Korea
New Zealand
Canada
Estonia
Australia
Netherlands
Germany



Quality Education?

“There is no one definition, list of criteria, a definitive curriculum, or list of topics for a quality education.

- Quality education is a dynamic concept that changes and evolves with time and changes in the social, economic, and environmental contexts of place.
- Because quality education must be locally relevant and culturally appropriate, quality education will take many forms around the world. (UNESCO, 2005, p. 1)”

Possible ESD contributions to Quality ED

- Achievement
- Engagement
- Attendance/retention
- Relevant learning
- Attitudinal change
- Skill set development:
 - Collaboration
 - Communication
 - Learning to learn
 - Applying disciplinary skills
- Behaviour
- Relationships
- Creativity
- School safety
- Reduced vandalism
- Equity in achievement
- Problem solving
- Responsibility
- Global citizenship
- Concern for others

Australia: K. Malone, M. Sommerville

Belgium: W. Van Buggenhout

Canada: A. MacDiarmid, H. Creech

China: S. Gendong, W. Guiying, W. Qiaoling,
S. Yun

Estonia: M. Vesson

Finland: P. Immonen, A. Nuutinen

Germany: U. Stoltenberg, V. Holz, K. Bruhn

Japan: T. Ichinose

Korea: S. Lee, S. Baek

Latvia: D. Iliško, I. Salite

Mongolia: J. Badrakh, T. Baljir

Netherlands: A. De Hammer, G. Devries, J.
Bot, H. Schweitzer, J. Kenter

Peru: J. Perrin, C. Stayte

Scotland: B. Morton, B. King, I. Menzies, M.
Watson, M. Mackenzie, P. Higgins

Sweden: M. Persson, U. Lindqvist, T. Almgren,
M. Bengtsson

Taiwan: T.C. Chang, J. Wang

United Kingdom: A. Finlayson

United States: V. Nolet

ESD and Quality Education Research

- How can ESD update and improve educational purposes/outcomes?
- How can ESD help to improve and enrich curriculum development?
- How can ESD guide students to have the knowledge, skills and values to care for and solve the sustainable development issues that will arise in their lifetime?
- How can ESD help strengthen the partnerships between schools and other stakeholders, including the surrounding community?
- How can ESD promote innovation in the teaching-learning conceptual framework?

ESD and Quality Education Questions

- How can ESD update and improve educational purposes/**outcomes**?
- How can ESD help to **improve and enrich** curriculum development?
- How can ESD guide students to have the knowledge, skills and values to care for and **solve the sustainable development issues** that will arise in their lifetime?
- How can ESD help strengthen the **partnerships** between schools and other stakeholders, including the surrounding **community**?
- How can ESD promote **innovation** in the **teaching-learning conceptual framework**?

1 -How can ESD update and improve educational purposes/outcomes?

- developed stronger critical thinking skills, a deeper understanding of the topics under study, and better research skills(China, Estonia, Netherlands, Germany, Japan, Mongolia, Peru, Sweden, the Netherlands, United Kingdom)
- acquiring the necessary preparation for the job market (Latvia).”

1 - How can ESD update and improve educational purposes/outcomes?

“Students demonstrated excellent communication, writing and mathematical skills ... **Germany**

graduates from ESD schools entered university with an excellent preparation for post-secondary studies”**Sweden**

Core Findings	Countries
Increased academic performance.	Australia, China, Estonia, Peru, Sweden, the Netherlands, United Kingdom, United States
Stronger critical thinking skills, deeper understanding of the topics under study, and better research skills	Belgium, Canada, China, Estonia, Finland, Germany, Japan, Mongolia, Peru, Scotland, Sweden, the Netherlands, United Kingdom
Better prepared for the job market	Latvia, Sweden, Belgium
Demonstration of excellent communication, writing and mathematical skills	Finland, Germany, Scotland
Increased problem solving skills	Korea, Belgium
Development of abilities in forming and defending their opinions	Estonia
Enter university with excellent post-secondary studies preparation	Sweden
Contribute to creativity and character education	Japan, Korea
Student attendance rates increase in ESD schools	Belgium, United States, Netherlands

2 - How can ESD help to improve and enrich curriculum development?

“Gave more “meaning” to school curricula because it was well adapted to local themes and priorities and thus created a more interesting learning context for students (Australia, Canada, Belgium, Mongolia, Peru, Scotland, Taiwan, United Kingdom, Sweden, United States).

....the increased curricular relevance associated with ESD is accompanied by increased student engagement and commitment in their studies (Canada, China, Netherlands, Germany, Japan, Peru, Scotland, Sweden, United States), self-confidence (Germany), and self-esteem (South Korea).”

Core Findings on Benefits for Students	Countries
Increases the relevance of learning content	Australia, Belgium, Canada, China, Mongolia, the Netherlands, Peru, Scotland, Sweden, Taiwan, United Kingdom, United States
Gives more meaning to school curricula that is well adapted to local themes and priorities, creating a more interesting learning context for students	Australia, Belgium, Canada, Japan, Netherlands, Scotland, Sweden, United States
Helps students recognize their roles in society	Korea, Taiwan
Increased student engagement and commitment	Canada, China, Germany, Japan, Latvia, the Netherlands, Peru, Scotland, Sweden, Taiwan, United States
Increases in self-confidence, self-esteem, and self-awareness	Estonia, Finland, Germany, Finland, Korea, Latvia, Netherlands, Sweden, Taiwan
Fosters further engagement with ESD topics in students' private lives, including life-long learning, informal learning and social entrepreneurship	Finland, Germany

3 - How can ESD guide students to have the knowledge, skills and values to solve future sustainable development issues?

“ ESD contributed to developing student’s **abilities and confidence to adapt to evolving complex situations** (Belgium, Latvia, Mongolia, Sweden)

developed better **systems thinking skills** (Japan, Mongolia, United States),”

4 - How can ESD help strengthen the partnerships within the community?

- “When children become engaged with community issues, the community feels more invested in the solution. Evidence of this was reported with respect to local communities, organisations, universities ,local governments... (Canada, Europe, Germany, Japan, Latvia, Mongolia, Peru, Scotland, Sweden, Netherlands, United States).”

5 - How can ESD promote innovation in the teaching-learning conceptual framework?

- “ESD led to an increased use of information and communication technologies (Estonia, Japan, Latvia, Sweden).
- the addition of ESD has led to the development and increased use of new educational materials, (Belgium, Japan).”

Goals of the GAP:

an opportunity for LTN to contribute

- From pilot to policy
- From small scale to large scale
- From margin to mainstream

Guided by the Achi-Nagoya Declaration
and the UNESCO Global Action
Programme