Emerging Implications of SDGs, ESD, and Education 2030

The Learning Teacher Network
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CANADA IS THE MOST EDUCATED COUNTRY

No other developed nation in the Organisation for Economic Co-operation and Development (OECD) has as many residents who have graduated from college or university

<table>
<thead>
<tr>
<th>Country</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada</td>
<td>52.59</td>
</tr>
<tr>
<td>Japan</td>
<td>46.62</td>
</tr>
<tr>
<td>Israel</td>
<td>46.44</td>
</tr>
<tr>
<td>United States</td>
<td>43.05</td>
</tr>
<tr>
<td>Korea</td>
<td>41.73</td>
</tr>
<tr>
<td>Australia</td>
<td>41.28</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>40.98</td>
</tr>
<tr>
<td>New Zealand</td>
<td>40.58</td>
</tr>
<tr>
<td>Ireland</td>
<td>39.7</td>
</tr>
<tr>
<td>Finland</td>
<td>39.66</td>
</tr>
<tr>
<td>OECD Average</td>
<td>32.6</td>
</tr>
</tbody>
</table>

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2015–17 Crucial Years of Optimism

- Global agreement on 17 new SDGs
- Targeting all countries
- Funding is already pledged
- Corporate world is aligning
- Higher Education is aligning
- Cities and states moving quickly
Aichi-Nagoya Declaration (2014)

- 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,
Sustainable Development Goals (SDGs)
Global goal SDG4: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”

7 Targets (4.1 – 4.7) and 3 Means of Implementation (4a-c)
Sustainable Development Goal 4

- 4.1 Complete free primary and secondary school
- 4.2 Access to early childhood education and care
- 4.3 Affordable quality technical, vocational, tertiary, and university
- 4.4 Skills for employment and entrepreneurship
- 4.5 Eliminate gender disparities equal access
- 4.6 Ensure all youth and “most” adults have numeracy and literacy
- 4.7 Knowledge and skill for sustainable development
4.7 by 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including ... through education for sustainable development ... sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture’s contribution to sustainable development.
Understanding ESD: origin and intent

**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**”

- However, also a part of every other chapter of Agenda 21
- ESD is found in the UN Conventions on Climate Change, Biodiversity, Desertification, Forestry and most UN Conferences Work Programmes
The 4 Major Thrusts/Aspects of ESD
Agenda 21 - Education, Public Awareness and Training

1. Access to and retention within quality education system(s)

2. Reorienting existing education and training systems to create a sustainable future.

3. Public awareness and understanding of the concept of addressing sustainability

4. Training programs for all sectors
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ESD is the contribution of the world’s:

1) Education systems,
2) Public awareness systems,
3) Training systems

ESD through the SDGs is now a purpose and an overall goal of education and training systems
The Range 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
Sequel to the UN Decade of ESD

- Scaling up
- Periphery to core
- Enhancing education’s role in national sustainability plans and
- Using sustainability issues to strengthen the relevancy of education
World Education Forum Incheon, Korea

Global Education Monitoring Report mandated to monitor and report on education progress in all SDGs
Education for people and planet: Creating sustainable futures for all

presented by

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Key GEM Report Findings

- The world's poorest countries are projected to achieve universal primary education more than 100 years later than the richest countries.

- In low income countries, universalizing upper secondary completion by 2030 would increase per capita income by 75 per cent by 2050 and lift 60 million out of poverty.
PROJECTIONS FOR EDUCATION 2030

World is not set to achieve key global education commitments until 2084.

YEAR

2015 2030 2042 2059 2084

Global average

Universal primary completion
Universal Lower secondary completion
Universal Upper secondary completion

Southern Asia

2051 2062 2087

Sub-Saharan Africa

2080 2089 After 2100

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Education can help economies transform and innovate and provide skills for green jobs

Governments need to increase energy research and development by up to fivefold annually to shift to low carbon intensity
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Sustainable Development Goals (SDGs)

1. No Poverty
2. No Hunger
3. Good Health
4. Quality Education
5. Gender Equality
6. Clean Water and Sanitation
7. Clean Energy
8. Good Jobs and Economic Growth
9. Innovation and Infrastructure
10. Reduced Inequalities
11. Sustainable Cities and Communities
12. Responsible Consumption
13. Protect the Planet
14. Life Below Water
15. Life on Land
16. Peace and Justice
17. Partnerships for the Goals

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Living sustainably requires a huge shift in mindset and education must be a part of that change.
An inclusive education ensures economic growth is sustainable and doesn’t leave anyone behind.
Education can help with the shift towards sustainable farming and food production.

Farmers have increased productivity by 12% and net income by 19% with field schools.

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Education increases economic growth that doesn’t leave anyone behind

If workers from rich and poor backgrounds had the same education, working poverty among the poor would be reduced by 39%.
Educating women is at the heart of social development

If women in sub-Saharan Africa achieved universal upper secondary education by 2030, it would prevent 3.5 million child deaths in 2050-60

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Children need to be healthy and well-fed in order to attend school and learn.

Meanwhile, it costs one tenth the amount to deliver simple health interventions through teachers, than through mobile health teams.
ESD and Quality Education Research

- How can ESD update and improve educational purposes/outcomes?
- How can ESD help to improve and enrich curriculum?
- 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 community stakeholders?
- How can ESD promote innovation in the teaching-learning conceptual framework?
New ESD and Quality Ed Research

Contributions of Education for Sustainable Development (ESD) to Quality Education: A Synthesis of Research

Robert Laurie, Yuko Nonoyama-Tarumi, Rosalyn McKeown and Charles Hopkins

Published by E-SAGE

On Becoming the Sustainable Self

Core disciplines
+ Specific Adjectival educations
+ Professional skills
+ Personal attributes
+ Well-being, worldview

The “Sustainable self”

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The Positive and Inspirational Hope in Education 2030

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Thank you.