Education for Sustainable Development for 2030
Target 4.7 speaks to UNESCO’s core mandate & mission – to build lasting peace & foster open, equal & inclusive societies through education, sciences, culture & communication.

Audrey Azoulay
UNESCO Director-General
Crises also create opportunities. The opportunity to change how we see our relationships with nature, with each other, and with the Earth.

AUDREY AZOULAY
UNESCO DIRECTOR GENERAL
Five priority action areas

Priority action area 1
Advancing policy
Integrate ESD into education policies and all policies on sustainable development

Priority action area 2
Transforming learning environments
Apply whole institution approach to ESD where learners learn what they live and live what they learn

Priority action area 3
Building capacities of educators
Develop ESD capacity through pre-service and in-service training of educators

Priority action area 4
Empowering and mobilizing youth
Create opportunities for young people and engage them as key actors

Priority action area 5
Accelerating local level actions
Develop community action plan to promote individual and societal transformation
ESD for 2020 Country Initiative

Member States’ initiative to *mainstream ESD in the country*

Country initiative:
- Has a **national scope** with potential for country-wide impact
- Builds on **existing activities on ESD** and expand where possible
- Is a **living document** that collects all the country’s initiatives in ESD which will be updated every two years
- **No strict deadline**
UNESCO Support

Provide technical support to the identified country initiatives on ESD for 2030 based on the template submitted by Member States.

Support partnership and collaboration
UNESCO will organize a Global network of ESD stakeholders called ESD-net and convene regular meetings.

Support resource mobilization
country initiatives are expected to be self-funded, modest financial support may be provided to a small number of selected countries to support the preparatory stages.

Monitor the progress of identified country initiatives to be included in global reporting of ESD for 2030.

COUNTRY VISIBILITY on ESD
Countries’ commitments and progress on country initiative showcased on UNESCO webpage
ESD for 2030 Country Initiatives

In 29 UNECE Member States

Andorra, Austria, Belgium, Bosnia & Herzegovina, Bulgaria, Canada, Cyprus, Estonia, France, Georgia, Germany, Greece, Iceland, Ireland, Italy, Kazakhstan, Kyrgyzstan, Latvia, Lithuania, Malta, Netherlands, Norway, Romania, Slovenia, Spain, Sweden, Switzerland, Türkiye, UK

https://www.unesco.org/en/education-sustainable-development/country-initiatives
Shaping our future through quality education
ESD-Net 2030 is a broad community of practice comprising over 4000 individuals and institutions worldwide, including Member States.

This network aims to facilitate the implementation of the ESD for 2030 framework and its Roadmap by providing a platform of exchange and collaboration organized according to 4 main objectives:

- **Knowledge sharing and mutual learning**
- **Collaboration**
- **Advocacy**
- **Monitoring and Evaluation**
ESD-Net 2030: Members

**Group of ESD for 2030 Countries**
- Representatives of the country initiatives
- Key national implementing partners

**Unesco Chairs**

**Higher Education Institutions**

**Group of global and regional partner institutions**
Who are expected to enhance international cooperation in further promoting and implementing ESD-Net

**National and local entities**
- Municipalities
- Community based organizations
- Associations
- Etc.

**Individuals**
- Educators
- Researchers
- Practitioners
- Young people
- Etc.
ESD-Net 2030: Activities

- **ESD for 2030 Country Initiatives**
  - Support Member States in the development and implementation of ESD for 2030

- **ESD-Net 2030 Meetings**
  - Platforms to engage ESD-Net members

- **Knowledge Exchanges**
  - Peer to peer learning
  - Interactive learning workshops:
    - Oct 4, 2022
    - Mar 30, 2023
    - May 31, 2023
    - Sep 21, 2023
  - Capacity development

- **Communication and Advocacy**
  - ESD Newsletter
  - ESD LinkedIn Group

- **Research and Analysis**
  - Case studies, policy briefs, thematic analyses
  - Reporting on ESD implementation

- **Monitoring and Evaluation**
  - Reporting on Country Initiative progress
  - Reporting on ESD implementation
Europe-North America ESD-Net webinars

March 6
EN  https://youtu.be/LceRqdSuI88
FR  https://youtu.be/UqZL3tvrU5w

March 7
EN  https://youtu.be/pAHUCPq7d_I
FR  https://youtu.be/3ng9yGsNRYQ
Europe-North America ESD-Net Regional meeting

26-27 June 2023

UNESCO HQ, Paris France
Global ESD-Net 2030 participation

32 UNECE Member States

Andorra, Austria, Belgium, Bosnia & Herzegovina, Bulgaria, Canada, Cyprus, Estonia, France, Georgia, Germany, Greece, Hungary, Iceland, Ireland, Italy, Kazakhstan, Kyrgyzstan, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Romania, Slovenia, Spain, Sweden, Switzerland, Türkiye, UK, Uzbekistan

https://www.unesco.org/en/education-sustainable-development/esd-net
TRANSFORMING EDUCATION FOR THE FUTURE
Commitments at the UN Transforming Education Summit

Albania, Andorra, Bosnia & Herzegovina, Bulgaria, Canada, Croatia, France, Georgia, Germany, Italy, Kazakhstan, Liechtenstein, North Macedonia, Norway, Portugal, Romania, San Marino, Serbia, Spain, Sweden, Switzerland, Turkmenistan, Ukraine, UK, Uzbekistan

25 UNECE Member States

https://www.un.org/en/transforming-education-summit
**Greening Education Partnership**

**GREENING SCHOOLS**
From early childhood through adult education, work to ensure that all schools achieve green school accreditation, including teacher training and higher education institutions.

**GREENING CURRICULUM**
Embrace a life-long learning approach that integrates climate education into school curricula, technical and vocational education, workplace skills development, teaching materials, pedagogy, and assessment.

**GREENING TEACHER TRAINING AND EDUCATION SYSTEMS’ CAPACITIES**
Strengthen education systems to be climate-smart with adequate measures, and ensure teachers and policymakers are trained.

**GREENING COMMUNITIES**
Engage communities by integrating climate education in life-long learning, in particular through community learning centres and learning cities.

**HERE’S HOW YOU CAN COMMIT**
Countries and organizations are encouraged to join the Greening Education Partnership, expressing their interest in at least one of the four action areas.
Objectives of Greening Education Partnership

Foster better coordination and stronger collaboration among stakeholders

Knowledge management and research

Advocacy, communication, and monitoring of progress

Synergetic and strategic implementation
Membership in the Greening Education Partnership

18 UNECE Member States

Albania, Armenia, Azerbaijan, Finland, France, Georgia, Hungary, Ireland, Kyrgyzstan, Montenegro, Norway, Romania, San Marino, Slovenia, Spain, Tajikistan, UK, Uzbekistan

https://www.unesco.org/en/education-sustainable-development/greening-future
The climate crisis is no longer the threat of a distant future, but a global reality. There is no solution without education.

Audrey Azoulay
UNESCO Director-General
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
ONLY 1/5 OF SCHOOL CURRICULA MENTIONS BIODIVERSITY
Review of curriculum frameworks

22 UNECE Member States

Albania, Azerbaijan, Bosnia & Herzegovina, Croatia, Cyprus, Czech Republic, Denmark, Finland, France, Greece, Hungary, Iceland, Ireland, Kazakhstan, Kyrgyzstan, Latvia, Malta, Norway, Portugal, Spain, Sweden, Türkiye

https://unesdoc.unesco.org/ark:/48223/pf0000379591.locale=en
7th consultation on the 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education

Albania, Andorra, Armenia, Austria, Belgium, Bosnia & Herzegovina, Bulgaria, Canada, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Hungary, Ireland, Italy, Kyrgyzstan, Latvia, Lithuania, Malta, Monaco, Poland, Republic of Moldova, Romania, Russian Federation, San Marino, Slovakia, Slovenia, Spain, Sweden, Türkiye, Ukraine, UK

36 UNECE Member States

https://unesdoc.unesco.org/ark:/48223/pf0000381362.locale=en
Are teachers prepared to teach climate change?

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

- 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.
Responses from teachers in UNECE

from 43 UNECE Member States

Albania, Andorra, Armenia, Austria, Belarus, Belgium, Bosnia & Herzegovina, Canada, Cyprus, Estonia, Finland, France, Georgia, Germany, Greece, Hungary, Iceland, Ireland, Israel, Italy, Kazakhstan, Kyrgyzstan, Latvia, Lithuania, Luxembourg, Malta, Monaco, Netherlands, Norway, Portugal, Republic of Moldova, Romania, Russian Federation, Serbia, Slovenia, Spain, Sweden, Switzerland, Türkiye, Ukraine, UK, USA, Uzbekistan

https://unesdoc.unesco.org/ark:/48223(pf)0000379914
"We have barely 3 years left to preserve the hospitality of our world and the diversity of the species that inhabit it."

AUDREY AZOULAY
UNESCO DIRECTOR-GENERAL
What do youth think about climate change education?

70% of the youth surveyed say that they cannot explain climate change, can only explain its broad principles or do not know anything about it, putting into question the quality of climate change education in our schools today.

In English class, we talked about climate change but we never talked about climate change mitigation. We spoke about climate change in a really general way, nothing specific.

Chile (19 years)

- I do not know anything about climate change
  - 2%

- I have heard about climate change, but I cannot explain what it is
  - 27%

- I have heard about climate change, and I can explain the broad principles only
  - 41%

- I know a lot about climate change, and I can explain it well
  - 30%

This puts into question the quality of climate change education in our schools today.
# Youth demands for quality climate change education

|   | Description |
|---|-------------|
| 1 | Climate change education that helps to understand, take better action and recognize the place of people within nature |
| 2 | Diverse aspects of climate change taught across subjects in an interdisciplinary manner to address complexity and interlinkages |
| 3 | Learner-centered, experiential and reflective ways of learning to make climate change education more fun, solutions-based and action-oriented |
| 4 | Teachers supported, trained and ready to teach climate change |
| 5 | Schools as important learning spaces for climate change |
| 6 | Increased say in decision-making on climate action in school |
| 7 | Contextualized climate change education through engagement with the local community |
| 8 | Specificities of geographic and demographic contexts addressed |
Responses from youth in UNECE

from 51 UNECE Member States

Albania, Andorra, Armenia, Austria, Azerbaijan, Belgium, Bosnia & Herzegovina, Bulgaria, Canada, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Hungary, Iceland, Ireland, Israel, Italy, Kazakhstan, Kyrgyzstan, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Montenegro, Netherlands, North Macedonia, Norway, Poland, Portugal, Romania, Russian Federation, Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland, Tajikistan, Türkiye, Ukraine, UK, USA, Uzbekistan

https://unesdoc.unesco.org/ark:/48223/pf0000383615.locale=en
Trash Hack Campaign

Andorra, Austria, Belarus, Belgium, Bulgaria, Canada, Cyprus, Estonia, France, Germany, Greece, Hungary, Italy, Kazakhstan, Lithuania, Malta, Netherlands, Poland, Portugal, Romania, Russian Federation, Serbia, Slovakia, Slovenia, Spain, Türkiye, UK, Uzbekistan

28 UNECE Member States

https://unesdoc.unesco.org/ark:/48223/pf0000375408.locale=en

https://www.trashhack.org/
“We must develop a new form of environmental ethics where humans learn to preserve biodiversity by living with it, rather than isolating it.”

AUDREY AZOULAY
UNESCO DIRECTOR-GENERAL
UNESCO’s education responses

“Climate change = integral part of quality education”

- Co-creation of UNESCO Greening Curriculum Guidelines with young people
- Greening school quality standard
- Use of UNESCO designated sites in climate change education
- Support capacity development in countries
- Impact of climate change education on learners
- Collective advocacy and action through the Greening Education Partnership (COP28)
According to one study in California, children who attended school outdoors improved test scores by 27%.

Biosphere Reserves are learning places for sustainable development.
IP2 - Advancing Scientific and Environmental Education for Sustainable and Resilient Societies
UNESCO sites for IP2 pilot activities

- Danube Delta Biosphere Reserve (Romania)
- Lower Prut Biosphere Reserve (Moldova)
- Asterousia Biosphere Reserve (Greece)
- Venice and its lagoon WH (Italy)
UNESCO Networks

- Associated Schools Network (ASPnet)
- Man and the Biosphere Programme
- University Twinning and Networking Programme (UNESCO Chairs)
- Creative Cities Network
- UNESCO Cities networks
- World Heritage sites and intangible cultural heritage
- International Centre for Technical and Vocational Education and Training (UNEVOC Centres on TVET)
ESD LinkedIn and Newsletter

LinkedIn: https://www.linkedin.com/groups/9021873/

Site internet: https://www.unesco.org/en/education-sustainable-development

ESD Newsletter: Be part of the ESD-Net 2030 Community of Practice and subscribe to the ESD Newsletter. Please register: English - Français - Espagnol
Thank you