



United Nations
Educational, Scientific and
Cultural Organization

UNESCO Global Action Programme on ESD: work at policy-level

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Progress & Way Forward



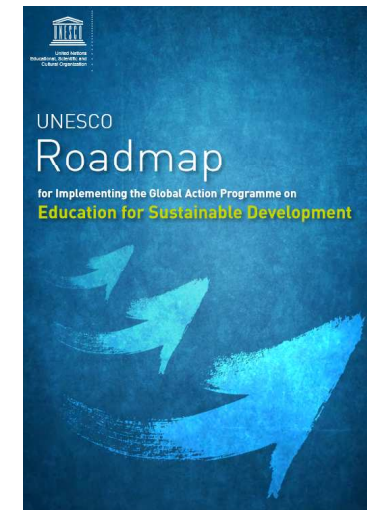
Outline

- 1) UNESCO Global Action Programme on ESD & the SDGs
- 2) Achievements at policy-level
- 3) Way ahead



Global Action Programme on ESD

- Follow-up to the UN Decade of ESD (2005-2014), acknowledged by the UNGA
- Objective: to **generate and scale up** ESD action to accelerate progress towards SD
 - *Reorienting education and learning*
 - *Enhancing the role of education in all relevant agendas & programmes that promote SD*



ESD & the SDGs

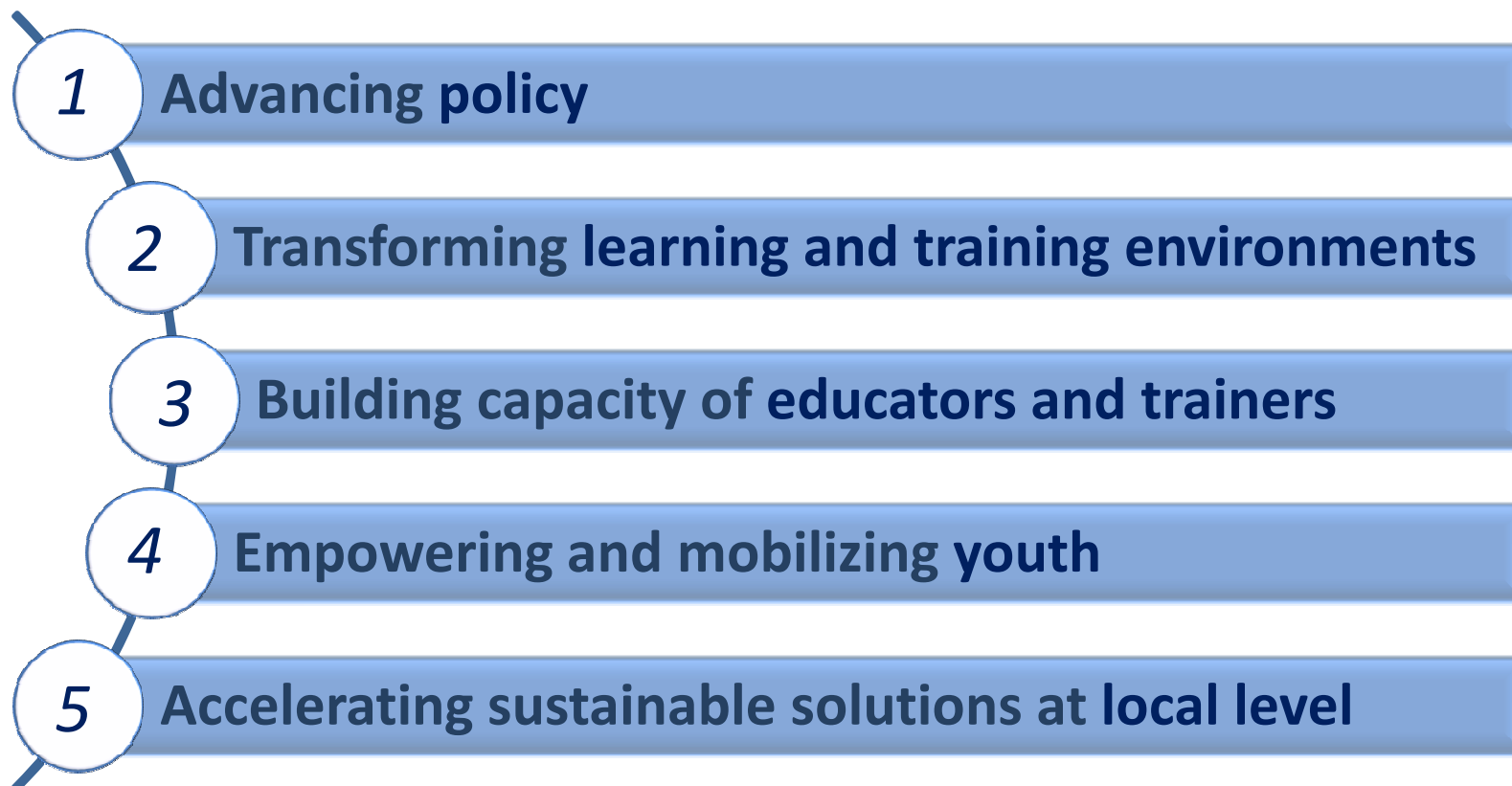


*“By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through **education for sustainable development** and sustainable lifestyles,”*

- ✓ *Presence of ESD internationally and nationally further increasing*
- ✓ *SDG Target 4.7: specific mention of ESD*
- ✓ *Education also mentioned in targets of 5 other SDGs*
- ✓ *ESD and the GAP support the implementation of all 17 SDGs*



Priority Action Areas of the GAP



→ *Partner Networks* and implementation of a
Flagship Project for each of the priority action areas



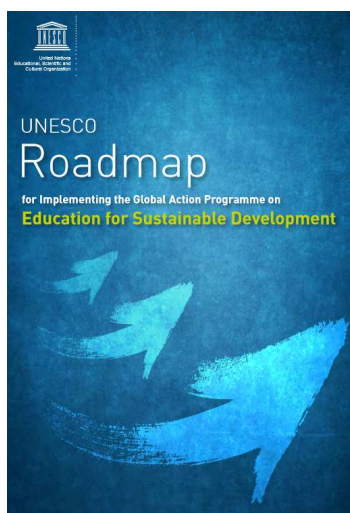
PAA 1: Achievements at policy-level



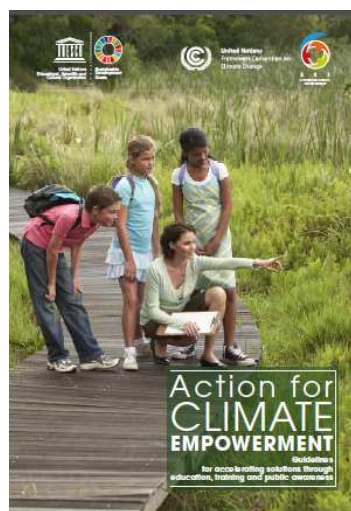
- **Policy support at global level:**
COPs, guidance documents, monitoring SDG 4.7
 - **Policy support at country & regional level:**
Development of ESD policy in 3 pilot countries
(*Costa Rica, Vietnam, Kenya*)
- Mediterranean region as good-practice example!



Guidance documents for policy-makers



Roadmap for GAP
implementation
(2014)



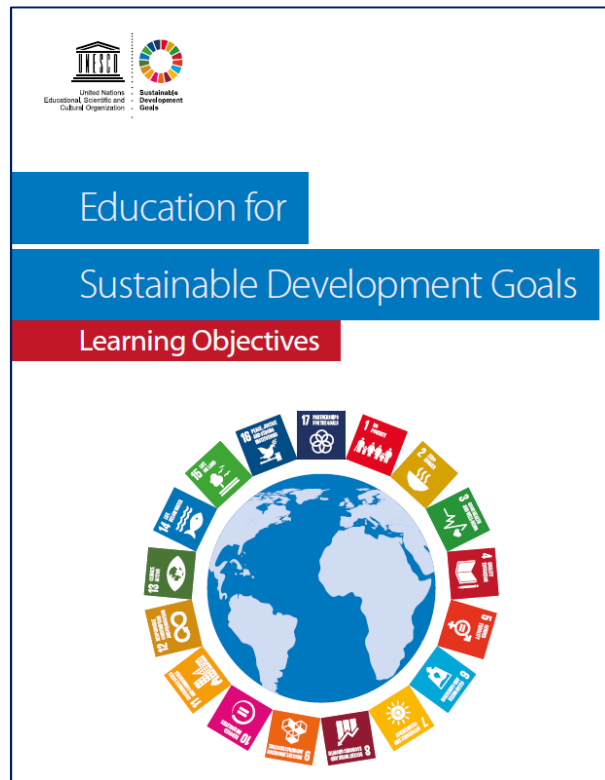
Guidelines on climate
change education
(2016)



Guide to address all 17
SDGs through education
(2017)



Education for the SDGs: Learning objectives



- concise guidance on **learning content and approaches** to teach key sustainable development challenges
- structured along the SDGs, providing **age-specific learning content** for each SDG
- addresses **key competencies** needed to implement the SDGs, as well as transformative pedagogies to teach them
→ *cognitive, socio-emotional & behavioural*

⇒ <http://unesdoc.unesco.org/images/0024/002474/247444e.pdf>



Monitoring SDG Target 4.7

Agreed global indicator:

“the extent to which GCED and ESD, including gender equality and human rights, are mainstreamed in (i) national education policies, (ii) curricula, (iii) teacher education and (iv) student assessments.”



- Analysis of Member State surveys
- Partnerships to collect & analyze data
- Website to publish trends, studies and reports

⇒ <https://en.unesco.org/gced/sdg47progress>



Way ahead

- 1st phase of GAP ends in 2019 → **accelerate action**
(final report to be aligned with SDG 4.7 monitoring)
 - Enhance **ESD capacity** strategically &
finalize GAP **flagship projects**
 - Strengthen **regional dimension**
 - Member State **consultations** in 2018
for future of ESD
- Mediterranean region will be consulted



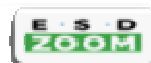


Thank you for your attention

Learn more: en.unesco.org/gap

 @UNESCO #GAPesd

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SDG 4 key features

Principles

- **Universally-relevant**
- **Rights-based** and a **public good**

Scope

- Expanded **access** to all levels of education
- Holistic and **lifelong learning** approach

Equity

- Renewed focus on **inclusion, equity** and **gender equality**

Quality

- Renewed focus on **effective acquisition of foundational skills**
- New focus on **relevance of learning for decent jobs**
- New focus on **relevance of learning for social and civic life**



Education targets/indicators within the SDGs



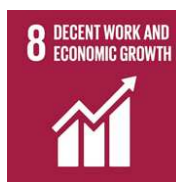
Health and Well-being

Target 3.7: By 2030, ensure universal access to sexual and reproductive health -care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes



Gender Equality

Global Indicator: Number of countries with laws and regulations that guarantee women aged 15-49 years access to sexual and reproductive health care, information and education



Decent Work and Economic Growth

Target 8.6: By 2020 substantially reduce the proportion of youth not in employment, education or training



Responsible Consumption & Production

Target 12.8: By 2030 ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature



Climate Change Mitigation

Target 13.3: Improve education, awareness raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction, and early warning

UNESCO Education Sector

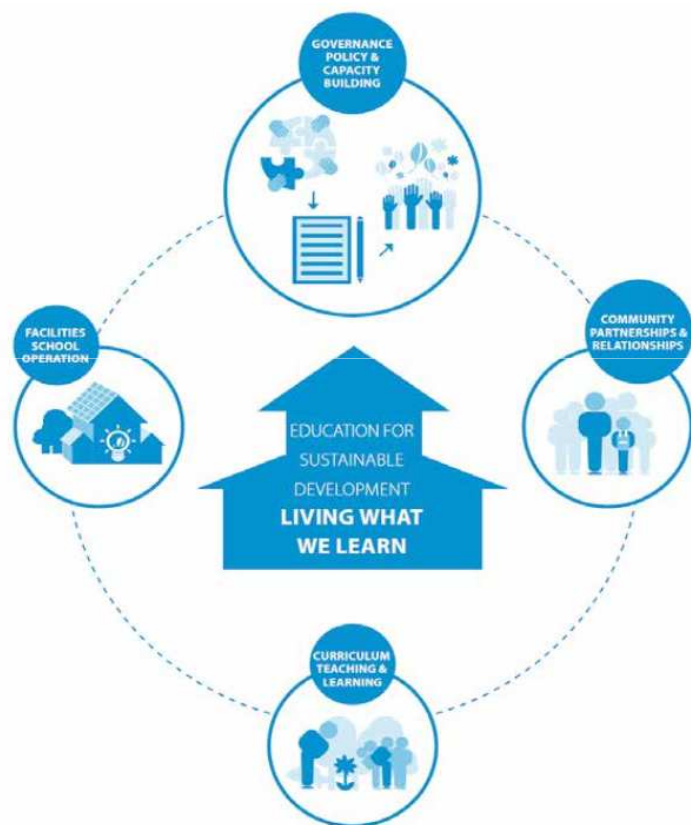
Promotion of key competencies for sustainability



- ✓ **Systems thinking** competency
- ✓ **Anticipatory** competency
- ✓ **Normative** competency
- ✓ **Strategic** competency
- ✓ **Collaboration** competency
- ✓ **Critical thinking**
- ✓ **Self-awareness** competency
- ✓ **Integrated problem-solving** competency

ESD enables all individuals to contribute to achieving the SDGs by equipping them with the knowledge and competencies which are needed to not only understand what the SDGs are about, but to become engaged in promoting the transformation needed.

Recommendations for implementation



- ✓ Integrating ESD in **policies, strategies and programmes**
- ✓ Integrating ESD in **curricula & textbooks**
- ✓ Integrating ESD in **teacher education**
- ✓ Promoting a **whole-institution approach**
- ✓ Applying **action-oriented transformative pedagogy**

Development of indicators for monitoring Target 4.7

Global indicator framework for monitoring SDGs

- Developed by the Inter-Agency and Expert Group on SDG Indicators (IAEG-SDGs) established by the UN Statistical Commission (UNSC) in May 2015 based on advice from
 - International and regional organizations
 - Civil society organizations
 - Academia and
 - The private sector
- Agreed by UNSC in March 2016 and March 2017
- Adopted by ECOSOC in June and the UN General Assembly in July 2017

Development of indicators for monitoring Target 4.7

Thematic indicator framework for monitoring SDG 4

- Developed initially by the Technical Advisory Group (TAG) on Post-2015 Education Indicators and finalised by the **Technical Cooperation Group** (TCG) on SDG4-Education 2030 Indicators established by UNESCO in March 2014 and April 2016 respectively
- Members drawn from UNESCO partner organizations, civil society and a regionally-representative group of UNESCO Member States
- Framework includes **11 global indicators** for SDG 4 and **32 other indicators** of which 29 indicators (11 global and 18 others) have been approved for reporting in 2017 by the TCG – only one is for target 4.7

Indicators for monitoring Target 4.7

Type	Indicator
Global	4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment
Thematic	<p>4.7.2 Percentage of schools that provide life skills-based HIV and sexuality education</p> <p>4.7.3 Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per the UNGA Resolution 59/113)</p> <p>4.7.4 Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability</p> <p>4.7.5 Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience</p>

Monitoring Global indicator 4.7.1: 1974 recommendation reporting

Extent to which (i) **global citizenship education** and (ii) **education for sustainable development**, including gender equality and human rights, are mainstreamed in (a) *national education policies* (b) *curricula* (c) *teacher education* and (d) *student assessment*.

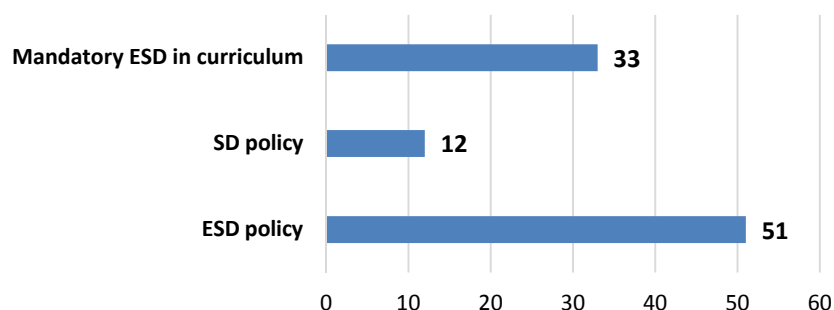
- Existing reporting mechanism on the ***UNESCO Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms*** (adopted in **1974** by the 18th UNESCO General Conference).
 - Compatible with the concepts contained in Target 4.7.
 - Member States have the obligation to report every four years.
 - UNESCO Commissioned a review of past country reports on the implementation of the 1974 Recommendation for the reporting cycles for which data are available (cycles 3-5).
 - 94 reports were analyzed (35 from 2005-2008 and 57 from 2009-2016)
 - The data obtained will also be used for Target 12.8 on sustainable consumption, may inform Target 13.3 on climate change education.
- ➔ 6th Consultation ended in January 2017. 83 countries have submitted a national report. Report to be submitted to UNESCO's General Conference in November 2017.
- Focal point: UNESCO ESG

Key findings of the Historical Analysis of the 1974 Recommendation

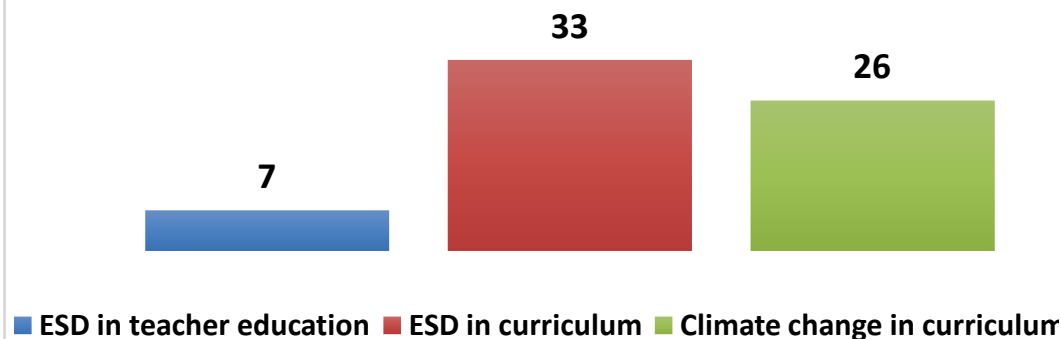
The analysis indicates:

- ✓ ESD is becoming an integral part of national education policies
- ✓ There is a gap in teacher-capacity to deliver an ESD-integrated curriculum

Percentage of countries reporting on integration of ESD, presence of stand-alone sustainable development policies on education, and mandatory ESD in curriculum, 2012



Percentage of countries reporting on mandatory ESD in teacher education, mandatory ESD curriculum and mandatory climate change education in the curriculum, 2012



Full report downloadable from : <https://en.unesco.org/gced/sdg47progress>