

*The SDG and Education: addressing new
global/national/local education responsibilities*

Agenda Congress

Berlin, 2016

Charles Hopkins

UNESCO Chair, York University

2016 – A Crucial Year of Optimism

- Global agreement on 17 new SDGs
- Funding is already pledged
- Corporate world is aligning
- Higher Education is aligning
- Cities and states moving quickly



Sustainable Development Goals (SDGs)



The SDGs comprise a universal agenda that applies **to all countries, rich and poor**, recognizing that development is much more than the eradication of extreme poverty.

Universality not only means solidarity between countries but also represents a **shared responsibility and action by all**.

New UN Education Initiatives

- UNESCO World Summit on ESD, Japan (2014)
 - Aichi-Nagoya Declaration
 - Global Action Programme on ESD
- World Education Forum, Korea (2015)
 - Incheon Declaration
- Education 2030
 - The education contribution to the SDGs (2015)

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;

SDG 4 – Education – By 2030 all learners:

4.1 Complete free primary and secondary school for all

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 and equal access

4.6 Ensure all youth and substantial adults have numeracy and literacy

4.7 Knowledge and skill for sustainable development

Plus – equity, scholarships, increased quality teachers etc.

Sustainable Development Goal 4

- 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



Global Citizenship and Related Issues

UNESCO and UN Priority

Action 9: Foster global citizenship

- Develop the values, knowledge and skills necessary for peace, tolerance, and respect for diversity.
- Cultivate a sense of community and participation in giving back to society.
- Ensure schools are free of all forms of discrimination, including gender inequality, bullying, violence, xenophobia, and exploitation.

Aspects of Global Citizenship

- **Internationalizing**
(traditional topics
economics, geography etc.)
- **Responsibilities**
 - Intergenerational
 - Planetary CSR-ISR
- **Citizenship**
 - Human rights
 - Earth Charter
- **Engagement**
 - “for” versus “about”
 - Political

Educating the Sustainable Global Self

Core disciplines

Specific Adjectival educations

Professional skills

Personal attributes

Well-being, worldview,

“Sustainable self” “societies”

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.

New ESD and Quality Education Research Study

Schools/systems in:

Australia, Belgium, Canada, China, England, Estonia, Finland, Germany, Japan, Korea, Latvia, Mongolia, Netherlands, Peru, Scotland, Sweden, Taiwan, The United States of America.

- Research in ESD school systems in 18 countries
- Many high scoring PISA nations
- Very positive results
- Quality as a new reason for ESD in education systems

The ESD and Quality Education Research Questions

- 1 Can ESD update and improve education **outcomes**?
- 2 Can ESD help to **improve and enrich curriculum**?
- 3 Can ESD help students acquire **knowledge, skills, values** to address **sustainable development issues**?
- 4 Can ESD help strengthen the **partnerships** between schools and other stakeholders, in their **community**?
- 5 Can ESD promote **innovation** in **teaching-learning conceptual frameworks**?

1 -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)

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

Core Findings on Benefits for Students	Countries
Increases the relevance of learning content	Australia, Belgium, Canada, China, Mongolia, 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, 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
Promotes students' spiritual development and helps them treat their surrounding world and cultural heritage with sensitivity, care, and respect	Belgium, Latvia, Netherlands
Increase student influence on their education	Scotland, Sweden
Twinning schools in different countries increase empathy, understanding, stewardship and intellectual engagement	Canada

Journal of Education for Sustainable Development

- <http://jsd.sagepub.com/>
- September 2016
- Volume 10
- Number 2

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, For all UN Conferences Work Programmes etc.

The 4 Major Thrusts of ESD

- 1 Access to and retention within quality education systems – lifelong?**
Improving, expanding, engaging
- 2 Reorienting existing education to address the social, economic and environmental issues our graduates will encounter.**
questioning, evaluating, researching,
- 3 Public awareness and understanding of the concept of addressing sustainability**
social media, political and consumer support
- 4 Training programs for all sectors**
lifelong learning and well-being

Environmental Education, Population Education, **Development Education**, Energy Education, HIV/AIDS Education, Permaculture Education, Citizenship Education, Democracy Education, Consumer Education, Media Education, Outdoor Education, Experiential Education, Workplace Education, Conservation Education, Anti-Racist Education, Religious Education, Equity Education, Gender Education, Holocaust Education, Entrepreneurship Education, Horticulture Education, Water Education, **Global Education**, Drug Education, Sex Education, International Studies, Family Studies, **Human Rights Education**, Women's Studies, Native Studies, Values Education, Natural History Education, Vocational Education, Economic Education, Anti-smoking Education, Conflict Resolution Education, Workplace education, Disaster Prevention Education, Computer Studies, Life-Skills Education, Recycling Education, **Citizenship Education**, Heritage Education, Community Studies, Multicultural Education, Anti-Violence Education, Systems Thinking Education, Futures Education, Biodiversity Education, Pioneer Studies, Nutrition Education, Resource Management Education, Self-Image Education, Peace Education, Leadership Education, Cooperative Education, Character Education, Intercultural Ed.

THANK YOU

Journal of Education for Sustainable Development

- <http://jsd.sagepub.com/>
- September 2016
- Volume 10
- Number 2