



Mainstreaming (embedding) ESD in (formal) education

TRANSFORMING OUR WORLD:



THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT

WBGU: The needed change of values and structures cannot be understood as „a mere extension of education supply ... What is needed is a paradigm change for the knowledge society in which every single member understands her/his role as agent of transformation ...“





Mainstreaming (embedding) ESD in (formal) education,

SDG Target 4.7

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, 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

More collaboration less competition



Education for Sustainable Development

- Environmental Education
- Global Learning
- Peace Education
- Global Citizenship Education
- and other approaches

will have to focus on what they have in common and complement each other in finding out how we can learn to think and act sustainably.

Sustainable development ≠ sustained growth

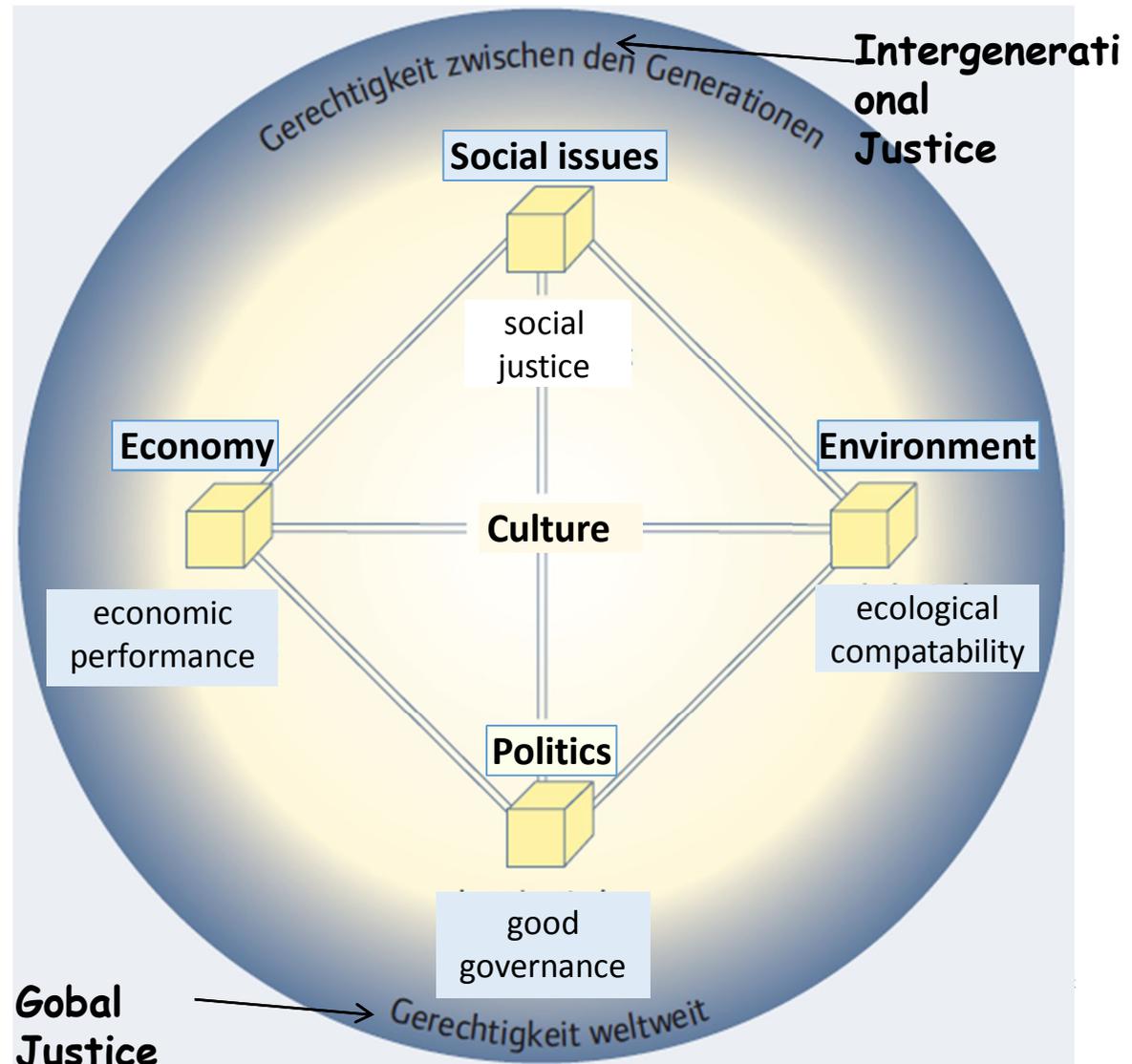
Sustainable Development as guiding principle and set of fundamental values



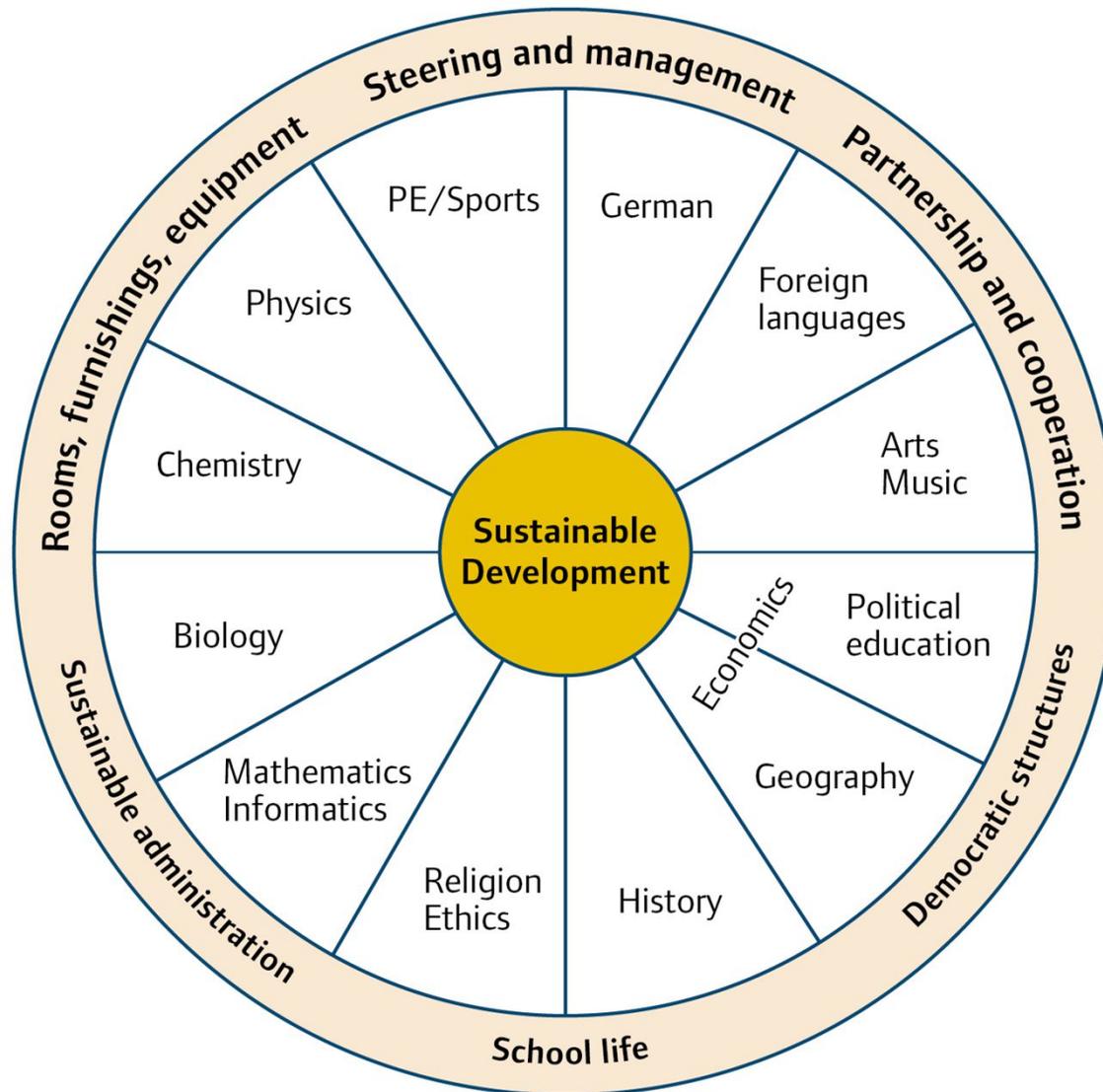
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- respects social, cultural and ecological diversity
- has to be mutually negotiated and reaffirmed for all mayor actions and decisions
- takes all dimensions of development into account
- has to be the core of all learning processes



What does this challenge mean for education ?



It does not mean:
to continually insert
more thematic contents
in the overcrowded
curricula

but

- to redefine
educational quality

and to focus on:

- structural, pedagogical
and thematic embedding
of ESD in *all* subjects and
school activities



UNESCO Global Action Programme on Education for Sustainable Development



Curriculum Framework

Education for Sustainable Development

A contribution to the GAP

1 NO POVERTY	2 ZERO HUNGER	3 GOOD HEALTH	4 QUALITY EDUCATION	5 GENDER EQUALITY	6 CLEAN WATER AND SANITATION
7 AFFORDABLE AND CLEAN ENERGY	8 DECENT WORK AND ECONOMIC GROWTH	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	10 REDUCED INEQUALITIES	11 SUSTAINABLE CITIES AND COMMUNITIES	12 RESPONSIBLE CONSUMPTION
13 CLIMATE ACTION	14 LIFE BELOW WATER	15 LIFE ON LAND	16 PEACE AND JUSTICE	17 PARTNERSHIPS FOR THE GOALS	SUSTAINABLE DEVELOPMENT GOALS



Curriculum Reform



Teacher Education



Educational Media



School-based Curriculum



Teaching/Learning Practice

Assessing success



Global Indicator 4.7

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.

International reporting through an established (1974) UNESCO reporting mechanism on „education for international understanding“

Data Source



- Existing reporting mechanism on the UNESCO 1974 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (adopted in 1974 by the General Conference of UNESCO at its 18th session).
- Compatible with the concepts contained in Target 4.7.
- Revised reporting guidelines.

	Proposed Indicators	UNSD Tier	UIS Tier
25. (4.7.1)	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	3	1
26.	Percentage of students by age group (or level of education) showing adequate understanding of issues relating to global citizenship and sustainability		3
27.	Percentage of 15-year old students showing proficiency in knowledge of environmental science and geoscience		2
28.	Percentage of schools that provide life skills-based HIV and sexuality education		3
29.	Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per UNGA Resolution 59/113)		3

Definition and Purpose

- The indicator seeks to measure the quantity and quality of country inputs as well as whether the quality of ESD and GCED provision is adequate to fulfill their transformational potential.
- The indicator provides important information on the level of national commitment towards the attainment of the target (for example whether political will/decisions and resources available have been translated into concrete policies, curricula, assessment). The quality of the programmes provided can predict the likelihood that desired student outcomes will be achieved.
- Tier proposed by UIS: 1

Data Source

- Existing reporting mechanism on the UNESCO 1974 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (adopted in 1974 by the General Conference of UNESCO at its 18th session).
- The document recommends “taking whatever legislative or other steps” that provide institutional and pedagogical support for its guiding principles such as: education for human rights, peace and non-violence, cultural diversity, human survival and well-being, caring for our planet.
- Compatible with the concepts contained in Target 4.7.

1974 Recommendation reporting

- Member States have the obligation to report every four years.
- UNESCO has so far conducted five reporting cycles on the implementation of the Recommendation.
- The sixth cycle is now being launched following the adoption of the revised questionnaire for reporting at the 199th Executive Board.
- The questionnaire has been revised to obtain data relevant to the Target 4.7 indicator.
- The data obtained can also be used for Target 12.8, may inform Target 13.3.

1974 Recommendation reporting

- 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).
- This review will identify the extent to which ESD and GCED are mainstreamed in: (i) national education policy; (ii) curricula; (iii) teacher education; (iv) student assessments; and, (v) countries where “sustainable development”, “global understanding” or “international understanding” policy/plan/law is in place.
- Can serve to establish a baseline.

Thematic Indicator (26)

- (26) Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability.

Definition

- The indicator is a direct measure of the learning outcomes achieved in global citizenship education and education for sustainable development, critical for the promotion of sustainable development.
- Tier proposed by UIS: 3

Data Source

- A possible source of data for this indicator is an enhanced version of the IEA's International Civic and Citizenship Education Study (ICCS).
- Following an agreement with UNESCO, the ICCS survey tools will be revised for alignment with Target 4.7.
- In addition, data from the 2016 ICCS cycle will be reviewed for relevant information regarding Target 4.7.