

ESD.

A crucial but misunderstood component of Education 2030.

Linköping 2017

Charles Hopkins
UNESCO Chair, York University



Overview

Part I The global quest for quality education

Part 2 Quality education and ESD (LHU)

Part 3 Examples of ESD in practice



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Delor's report: The purpose of learning



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- To know
- To do
- To be
- To live together



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Post-Nagoya: The purpose of learning



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- To know
- To do
- To be
- To live together, *“sustainably”, with “others”*



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The hidden curriculum

- empathy
- respect for diversity
- respect for self
- respect for nature
- ethics, values
- resilience
- active citizenship
- critical thinking
- problem- solving
- cooperation
- negotiation/reliance
- participation
- creativity
- learning employability



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Sustainable development: a simple concept, yet so elusive



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“Enough, for all, forever.”

African elder



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Another simple concept of sustainable development



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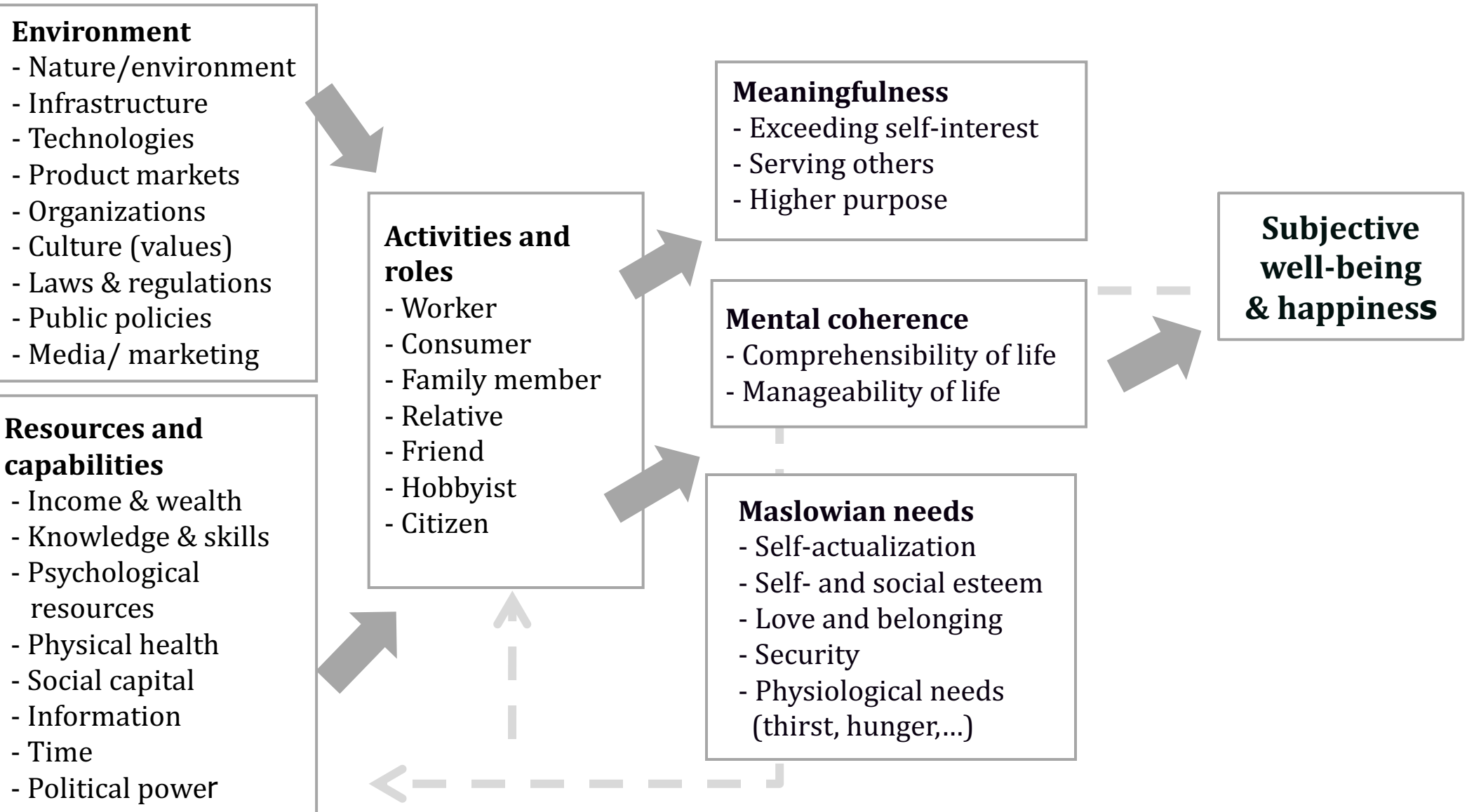
Well-being, for all, forever.



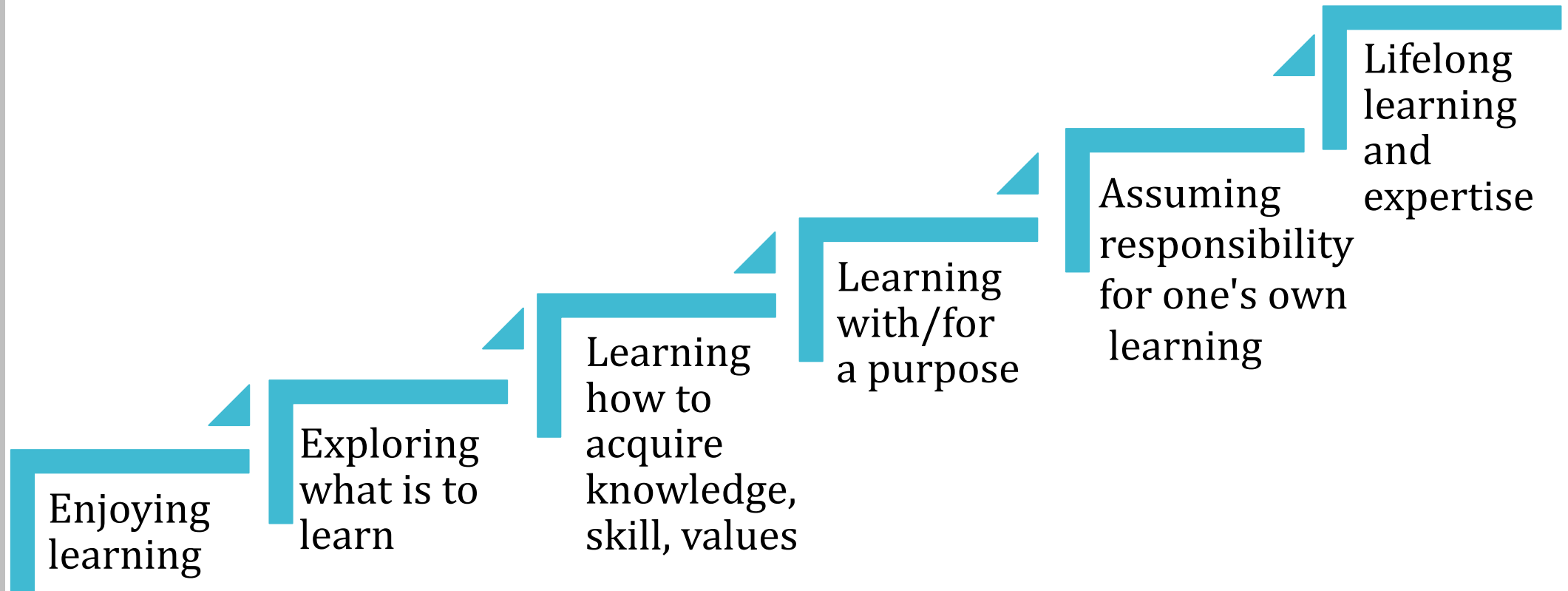
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Key drivers of well-being



Stages of learning: sharing pedagogies



Education and living in the 21st century



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Provide for 40% more people while:

- Using less water, land, ocean food resources,
- Changing our ecological footprints to handprints
- Quadrupling the global energy supply
- Addressing climate change, biodiversity loss etc.
- Creating employment in decent work
- Learning to live together with “others” sustainably
- Seeking “well-being” for all

The global societal challenge

How can we create an economic system

- *that enables individuals and communities to thrive*

while also

- *sustaining the capacity of the environment to support this for future generations?*



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Sustainable Development Goals (SDGs)



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Sustainable Development Goals (SDGs)



From commitment to action



Global goal SDG 4

“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

7 targets and 3 means of implementation



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SDG 4: By 2030 all learners will have...



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- 4.1 Complete free quality primary and secondary school
- 4.2 Access to early childhood education and care
- 4.3 Affordable quality technical, vocational, tertiary, & university
- 4.4 Skills for employment and entrepreneurship
- 4.5 Eliminate gender disparities, indigenous and vulnerable
- 4.6 Ensure youth and “most” adults have numeracy & literacy
- 4.7 Knowledge and skill for sustainable development (ESD)

World Education Forum Incheon, Korea , 2015



Global Education Monitoring Report mandated to monitor and report on education progress in all SDGs



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Global Education Monitoring Report

2

0

1

6



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Theme in 2016
Education for people and planet:
Creating sustainable futures for all



Global Education Monitoring Report

Findings that most teachers already know

- Today there are 265 million children under age 16 out of school and tens of millions with poor quality outcomes.
- Schools sanctioned for poor test results, in the name of quality enhancement simply punish children already underserved.
- High-stakes tests based on narrow performance measures encourage efforts to 'teach for the tests', negatively impacting the broader learning needed for life punishing marginalized.
- Teachers seldom consulted undermining local commitment.



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Education within other SDGs

Health and Well-being (SDG 3)

Target 3.7: By 2030, ensure universal access to sexual and reproductive health-care services, including family planning, information and education

Gender Equality (SDG 5)

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 (SDG 8)

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



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IMAGE: DAVID TETT / UNESCO

The 2017/8 GEM Report "Accountability in Education" is coming out 24 October.

Sign up to receive the Report as soon as it's released.



Aid to education is stagnating and not going to countries most in need



Bit.ly/FundEd

READ MORE

How can we ensure higher education leaves no one behind?



Bit.ly/tertiaryed

#MindTheStudentGap

READ MORE

Global Education Monitoring Report 2017



Global Education Monitoring Report



Global Education Monitoring Report 2017

This year's theme

Accountability in Education: meeting our commitments



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Part I The Global Quest for Quality Education

Part 2 Quality Education and Educating for a Sustainable Future (ESD) 4.7

Part 3 Examples of ESD in practice



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Sustainable Development Goal 4.7

4.7 by 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, ...through **education for sustainable development** ... sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, ... appreciation of cultural diversity and of culture's contribution to sustainable development



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Teacher educators and ESD

- Teachers should be prepared to teach in areas related to **Sustainable Development and Global Citizenship.**
- Only 8 % of 66 countries surveyed integrated sustainable development in teacher education in 2016, only up from 2% in 2005 (GEMR 2016).



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Education's original role in achieving sustainable development

ESD was seen as 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



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1992-2012 (twenty lost years)



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Education – the forgotten priority



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Resources and professional development?



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.
- ...urge all concerned stakeholders, in particular **Ministries of Education** and all ministries involved with ESD, higher education institutions ... to engage in **collaborative and transformative knowledge** production, dissemination and utilization.



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The 4 overarching aspects of ESD

1. Access to and retention within quality education
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 or yet another adjectival education?

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, Civics 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,...



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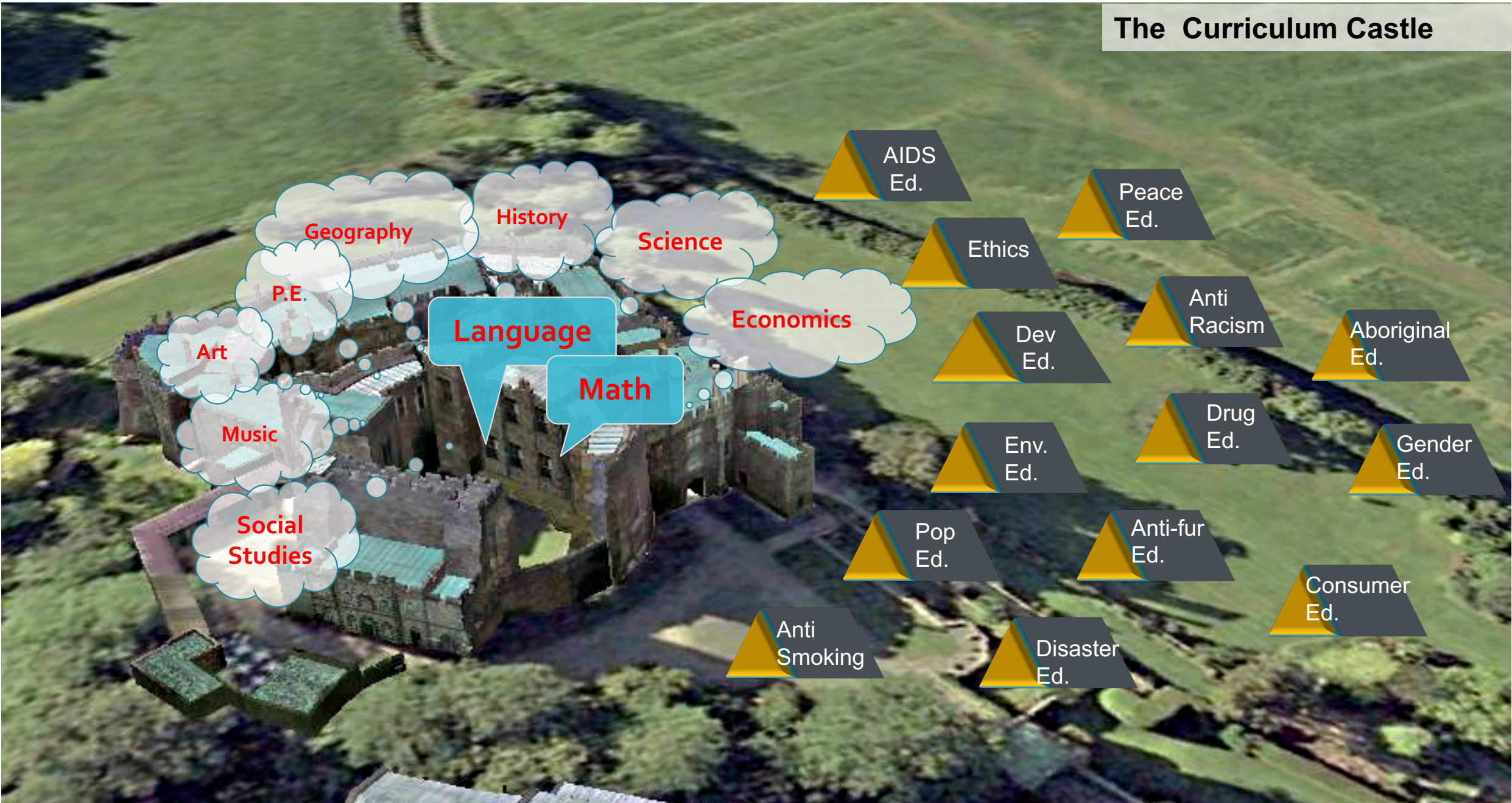
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The Curriculum Castle



Becoming a “Sustainable Global Citizen”

= **Sustainable Citizenship**

+ Well-Being and world view

+ Personal attributes, values

+ Professional and life skills

+ Specific adjectival education

Reoriented core disciplines



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ESD strengths model of engagement

4 assumptions within formal education:

1. No single teacher or discipline owns ESD.
2. Every teacher, discipline, institution and education system can engage and is responsible to do so.
3. Any teacher or group can initiate and begin ESD.
4. Leaders should embed ESD in policy, resource initiatives, research, monitor and celebrate ESD in all aspects of school culture.



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Research on ESD & Quality Education



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- Increases the relevance of learning content
- Gives more meaning to school curricula that is well adapted to local themes and priorities, creating a more interesting learning context for students
- Helps students recognize their identity and roles in society
- Increased student engagement and commitment
- Increases in self-confidence, self-esteem, and self-awareness

Learning perspectives

More Traditional/Common (BLOOM 1,2,&3)

- Learning as “acquisition” model
- Knowledge, solutions, true/false right/wrong
- Skills, comprehension, application of formula

Analyzing (BLOOM 4)

- Finding evidence supporting a generalization
- Generalizing from found evidence

Synthesis, Evaluation & Engagement (BLOOM 5&6)

- Learning as meaningful “creating” and “engagement” model
- Ambiguity yet acting, assuming responsibility, leadership



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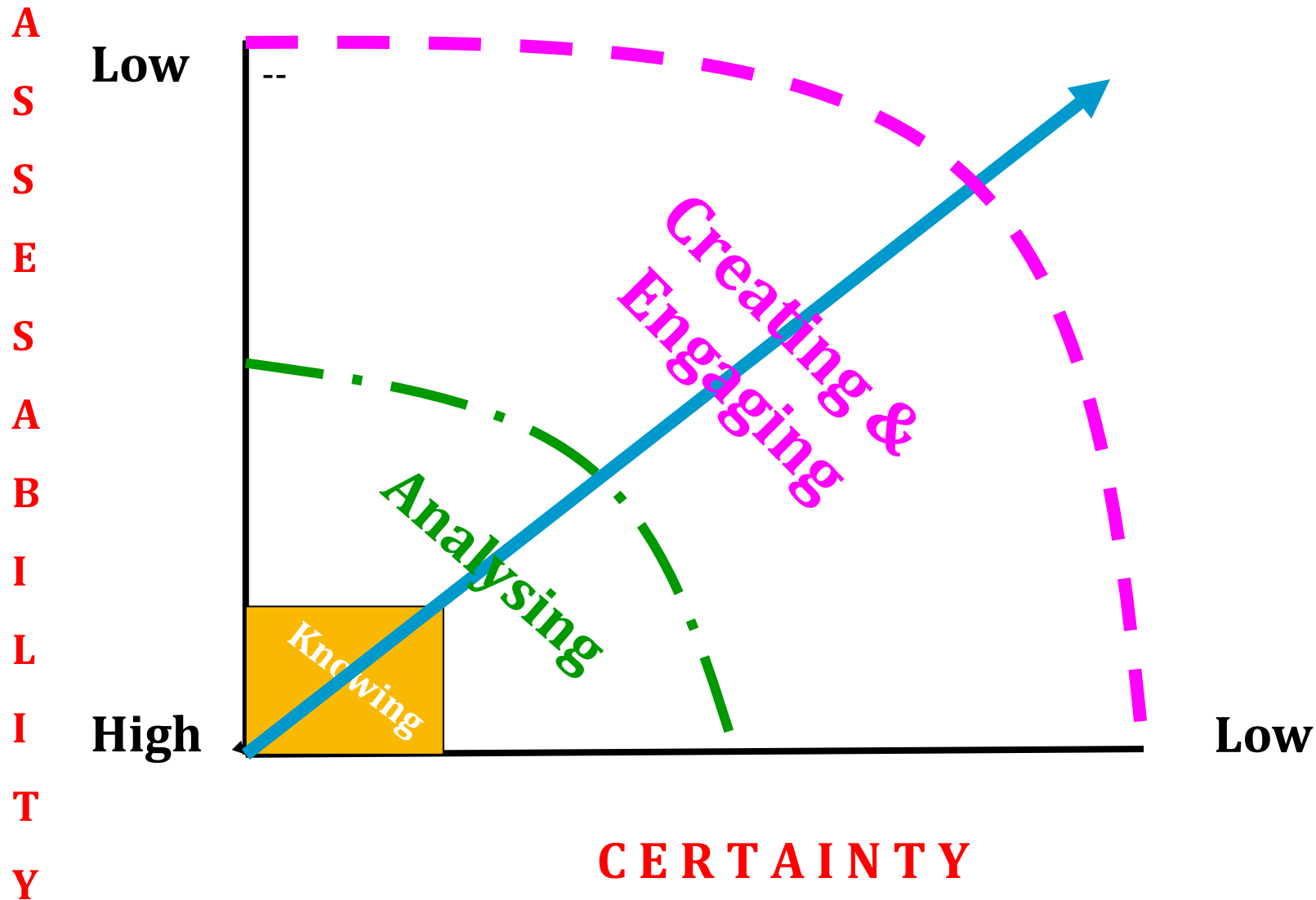


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ESD “Wicked” issues and learning



Critical thinking within local issues



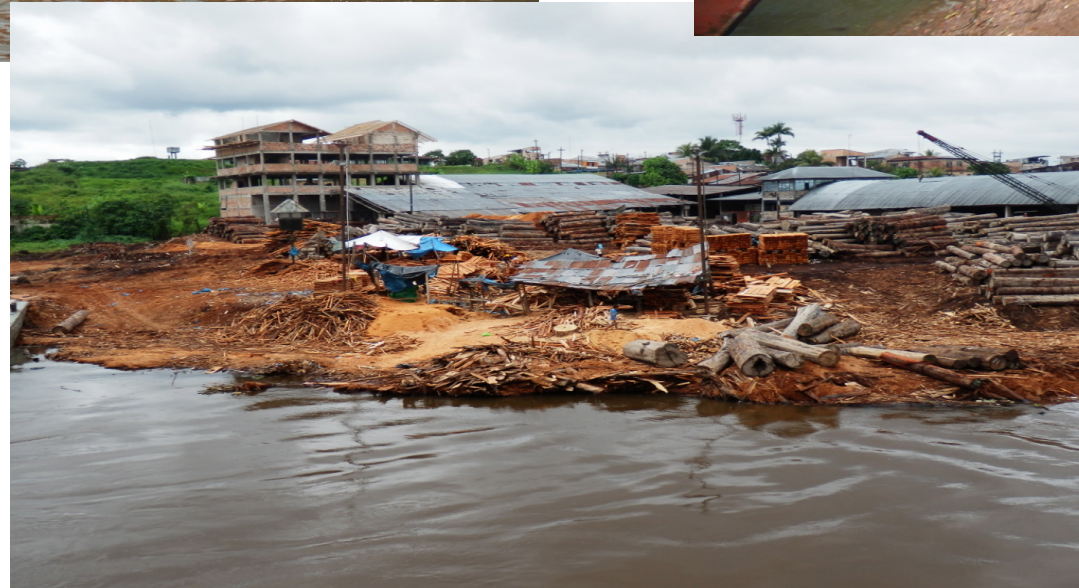
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Credit: C. Hopkins

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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



Social sciences, humanities and ESD

“The power of one”



Dr. Lorna Down

Editor of the Caribbean Journal of Education.

