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# Where We Are Today

## *A Snapshot of DESD*

### *Implementation in the World*

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## *Educating for sustainable Development means learning to...*

- **Respect and acknowledge** the values of the past; while respecting future generations
- **Evaluate, manage and improve** the state of our planet
- **Build and enjoy** a better, safer, more equitable world
- **Become** concerned and responsible citizens.♪





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## *5 Regional Strategies Developed*

Regional strategies for the DESD emphasizing different elements have been developed in:

*Europe* (education for sustainable consumption),

*Asia Pacific* (knowledge systems, cultural context),

*Latin America and the Caribbean* (literacy rates, biodiversity),

*Arab States* (desertification, sustainable consumption), and

*Sub-Saharan Africa* (poverty alleviation, partnerships).





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## *ESD National Coordination bodies*

- Over 80 countries have coordination mechanisms
- There are countries that have instead appointed a national focal point (e.g. in Cameroon) or a nodal institution (e.g. in India, with CEE as national focal agency for the DESD).





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*« You can dream, create, design,  
and build the most wonderful place  
in the world ... but it requires people  
to make the dream a reality. »*

**Walt Disney**





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## *Unevenness in DESD implementation*

- Diversity in approaches, challenges, priorities and concerns
- A need to pay attention to different levels of implementation (international, national, local)
- A need to pay attention to different stakeholder groups — engaging the private sector and media professionals





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## *How can ESD get the attention it deserves?*

- Mainstreaming ESD into education +  
Mainstreaming ESD into SD and  
Development
- The importance of influencing national  
policies as well as international agenda
- Need to pay attention to regional and  
local initiatives





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## *Achievements and Challenges*

- Increasing awareness among policy makers and civil society
- Countless individual initiatives across the world
- Still often seen as an 'add-on'
- Link to broader education and development agenda not sufficiently developed







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# *Education for Sustainable Development*

*Up to 2014 – and beyond*



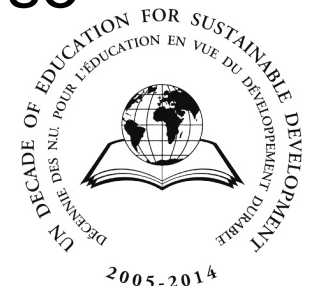


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## *UN Decade of Education for Sustainable Development*

- 2 more years to go in this UNESCO-led global initiative
- Objectives:
  - To integrate sustainable development related themes into teaching and learning
  - To design teaching and learning in a way so that learners acquire critical thinking and related skills





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*«Learning without thought is  
useless.  
Thought without learning is  
dangerous.»*

**Confucius**





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## *Skills and Competencies in ESD*

- Think and act in a forward looking manner
- Acquire knowledge in an interdisciplinary manner
- Handle incomplete and overly complex information
- Motivate oneself as well as others
- Co-operate in decision making
- Show empathy and solidarity





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## *Good Practice in ESD*

An ideal ESD project:

- Addresses various dimensions of sustainable development,
- Goes beyond the individual subject area,
- Has real-life relevance,
- Uses interactive, participatory learning,
- Moves beyond the confines of the education institution,
- Cooperates with outside partners.





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## *UNESCO Activities*

- Policy advice and capacity building
  - For example, workshops on reorienting education plans and curricula
- Collecting and communicating good practices
  - For example, through publications and the website
- Political advocacy
  - For example, working towards the inclusion of ESD in the Rio+20 conference





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## *Achievements*

- ESD increasingly visible nationally and internationally
  - Successful UNESCO World Conference on ESD in 2009
- Large amount of high-quality activities
  - Many projects launched during the UN Decade in Member States
- ESD concept and practice increasingly sophisticated and complex





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## Challenges

- ESD not enough recognized in the wider education arena
  - Countries' focus often different
- ESD not enough recognized in the wider development arena
  - See, for example, the Rio+20 process
- ESD not communicated well and strategically enough







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## Challenges

- Assess ESD progress at local and national levels
- Assess curricular elements that already carry ESD concepts and values
- Go in depth into promising experiences and spread them
- Mobilise media
- Establish partnerships and mobilize ESD stakeholders





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# *Strategies and Priorities for UNESCO up to 2014*

- Focus on key themes of sustainable development
  - Climate change, biodiversity, disaster risk reduction
- Communicate better the potential of ESD
  - Quality education, school performance, societal development
- Focus on key change agents
  - In particular, policy makers





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## *Strategies and Priorities for UNESCO up to 2014*

- Move beyond the ESD constituency
  - Link to other education and development stakeholders
- Advocate for a central role for ESD after 2014/2015
  - Follow-up to the Decade and to the MDG and the EFA processes
  - Build momentum towards the World Conference on ESD in 2014





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## *Strategies and Priorities up to 2014*

For example, Climate Change Education:

- Education needs to respond to one of the major challenges of our time
- An entry point into ESD
- Relevant subject knowledge and critical-thinking skills
- Holistic, taking into account the social impact and ethical questions
- Relevance of Africa and Small Island Developing States, but also industrialized countries





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## *Challenges and opportunities ahead*

- Keep the **momentum alive** and translate the commitments into tangible actions
- Enhance implementation at national level
- Raise **public awareness of sustainability** issues in the framework of the DESD
- Identify and secure diversified sources of funding
- Establishing **structures for ESD** that will survive the Decade





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*«The world we have created is a  
product of our thinking.  
If we want to change the world, we  
have to change our thinking.»*

**Albert Einstein**





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## *A vision for 2014 – Learning our way to sustainability*

- **Address the social, economic, cultural and environmental issues** we face in the 21<sup>st</sup> century **through education**
- Offer opportunities to **rethink and reorient various dimensions of education and training** so that people are empowered to **imagine and devise sustainable local solutions to global development problems**
- **Contribute, in ways large and small, to changes in thinking, values, attitudes and behaviours conducive to acting responsibly to create a sustainable world**
- Further encourage the UN family to support countries and stakeholders in their efforts to **foster sustainable human development and promote the vision of this UN Decade**





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*« If you want to build a boat, don't bring your men and women together to give them orders, to explain every detail, to tell them where to find every plank... If you want to build a boat, trigger in their hearts the desire of the sea. »*

**Antoine de Saint-Exupéry**







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*Thank you for your attention!*

