

Education for Sustainable Development (ESD) in the context of COVID-19

疫情之下的可持续发展教育

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The Sustainable Development Goals (SDGs)

可持续发展目标

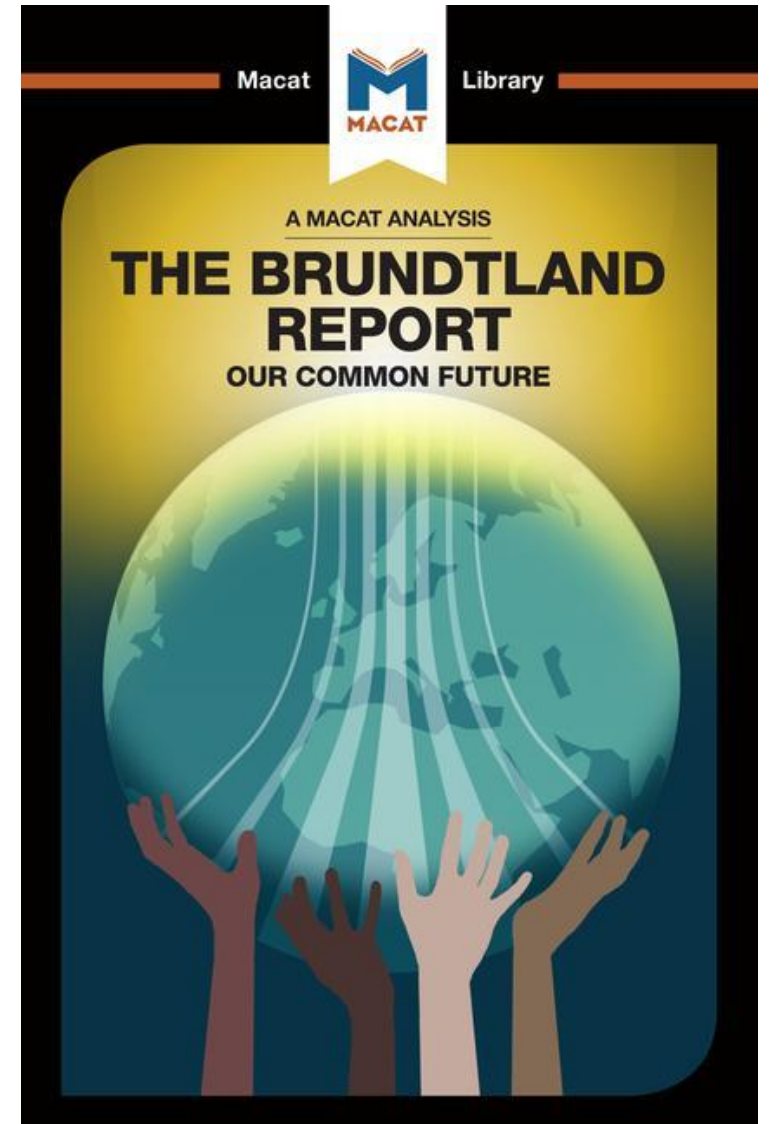


UN Definition of Sustainable Development 联合国对可持续发展的定义

“Meeting the needs of the present generation without compromising the ability of future generations to meet their own needs.”

“既满足当代人的需求，又不损害后代人的需求。”

Brundtland Commission (1987)



Education to enact the Sustainable Development Goals (SDGs) 为实现可持续发展目标而进行教育

Core Competencies 核心能力

- The defining characteristics of ESD are the five competencies a given curriculum builds in students in relation to sustainability for the topic at hand (Wiek et al, 2011)
可持续发展教育的定义特征是特定课程在学生中建立的与当前主题的可持续性有关的五种能力
 - 1) Systems Thinking Competence 系统思维能力
 - 2) Anticipatory Competence 预见能力
 - 3) Normative Competence 规范能力
 - 4) Interpersonal Competence 人际关系能力
 - 5) Strategic Competence 战略能力

Background of UN platforms related to ESD

与可持续发展教育有关的联合国平台的背景

Rio - Agenda 21
(1992)

Launch of MDGs
(2000-2015)

Launch of DESD
(2005-2014)

Rio +20
(2012)

Launch of GAP
(2015-2019)

Launch of SDGs
(2015-2030)

Launch of ESD
2030

ESD for 2030 可持续发展教育2030

Background 背景:

- In 2017, the UN General Assembly recognized ESD as
2017年，联合国大会确认可持续发展教育为
 - *“an integral element of the SDG on quality education and a key enabler of all the other SDGs.”*
“优质教育的一个组成部分，也是实现所有其他可持续发展目标的一个重要推动力。”
- UNESCO will launch the new ESD framework
教科文组织将启动新的可持续发展教育框架
 - *Education for Sustainable Development: Towards achieving the SDGs (ESD for 2030)*
可持续发展教育：实现可持续发展目标（可持续发展教育2030）
 - Launch in Berlin, Germany in 2021 (online before this date)
2021年在德国柏林推出（此日期前上线）
- The new ESD framework will focus on streamlining ESD with Agenda 2030
新的可持续发展教育框架将侧重于根据《2030议程》所精简的可持续发展教育

ESD for 2030 可持续发展教育2030

Objectives 目标:

- Raise awareness of sustainable development challenges and ESD's role in enabling all SDGs
提高对可持续发展挑战和可持续发展教育在促进所有可持续发展目标方面的作用的认识
- Launch new global framework for ESD, including:
启动新的全球可持续发展教育框架，包括：
 - Call for action and commitments from participants
呼吁参与者的行动和承诺
 - Foster stakeholder commitments, including nationwide multi-stakeholder initiatives (NAMSIIs)
促进利益攸关方的承诺，包括全国性的多利益攸关方倡议
 - Expand and reinforce partnerships for ESD
扩大和加强可持续发展教育的伙伴关系

ESD for 2030 可持续发展教育2030

- Desired Outcomes 希望取得的成果:
 - Increased awareness of ESD globally.
提高全球范围内对可持续发展教育的认识
 - Participants, including representatives of Member States, understand the importance of ESD
参与者，包括各成员国代表，了解可持续发展教育的重要性
 - Participants increase their efforts towards enacting ESD in their professional capacities
参与者加强努力，以其专业身份实施可持续发展教育

ESD for 2030 可持续发展教育2030

Structure 结构:

- GAP network structure of multi-stakeholders remains valid for scaling up ESD action and finding ESD best practices
多利益有关者的全球行动计划网络结构对于扩大可持续发展教育行动和寻找可持续发展教育最佳做法仍然有效
 - *5 partner networks (policy, schools, teachers, youth, communities) will be merged into one*
将5个伙伴网络（政策、学校、教师、青年、社区）合并为一个
- Greater emphasis on (national) government partners
更加强调（国家）政府伙伴
- Greater emphasis on development partners
更加强调发展伙伴
- Greater emphasis on donors and the private sector
更加强调捐助者和私营部门

Review of GAP 全球行动计划回顾

Summary points 总结要点：

- Local authorities enthusiastic, but engagement not systemic
地方政府热情高涨，但参与度不够系统化
- ESD Programmes in local communities implemented during GAP – future uncertain
《全球行动计划》期间在当地实施的可持续发展教育方案未来不确定
- Youth engagement with ESD remains low globally
全球青年对可持续发展教育的参与度仍然很低
- Much burden for implanting ESD still falling on teachers in formal schooling systems
可持续发展教育的重任仍然落在教师身上
- ESD policies showing up in many government systems, but information not shared between ministries in same country
可持续发展教育政策出现在多国政府体系中，但各部委之间没有共享信息

Background of ESD Programme at UNU-IAS

联合国大学可持续性高等研究所可持续发展教育项目背景

UNU-IAS launched the ESD Programme with funding support from MOEJ in 2003 in response to the UN resolution on DESD

联合国大学高研所根据联合国关于“可持续发展教育十年”的决议，于2003年在日本环境省的资助下启动了可持续发展教育计划

Major Objectives 主要目标

- 1) Advocacy and dissemination of ESD principles
倡导和传播可持续发展教育的原则
- 2) Promotion of Regional Centres of Expertise on ESD (RCEs)
促进可持续发展教育区域专业中心的发展
- 3) Strengthening of ESD activities of higher education institutions
(ProSPER.Net)
加强高等教育机构的可持续发展教育活动

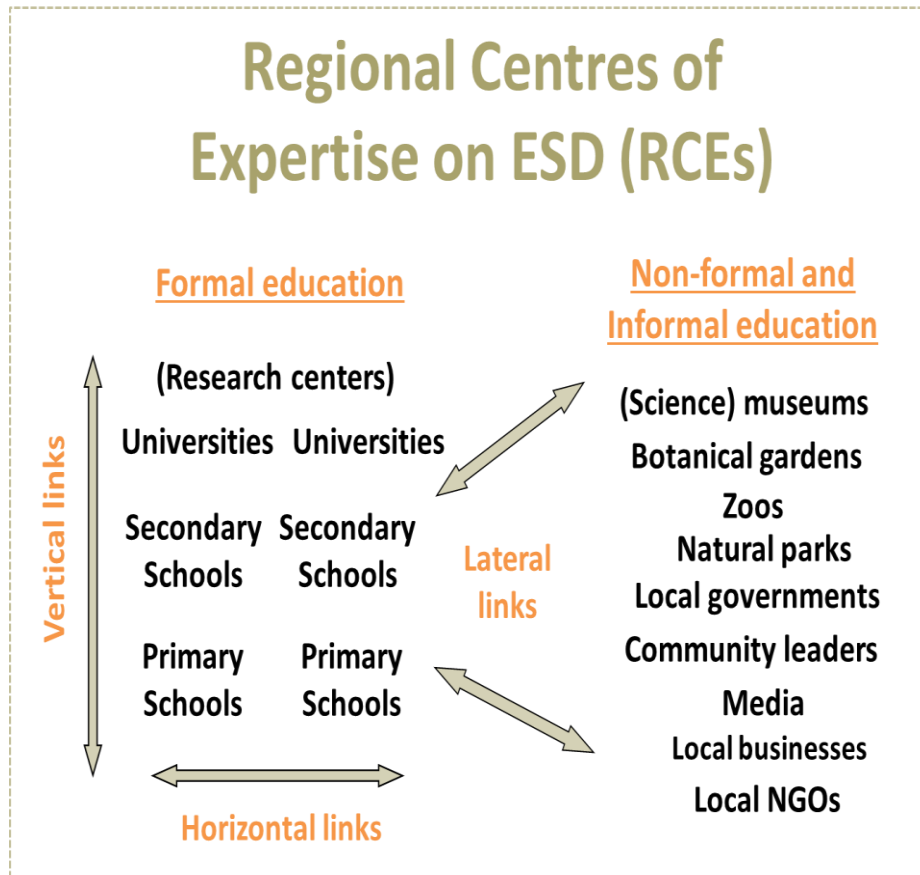


ACKNOWLEDGED BY



Regional Centers of Expertise (RCEs) on Education for Sustainable Development (ESD)

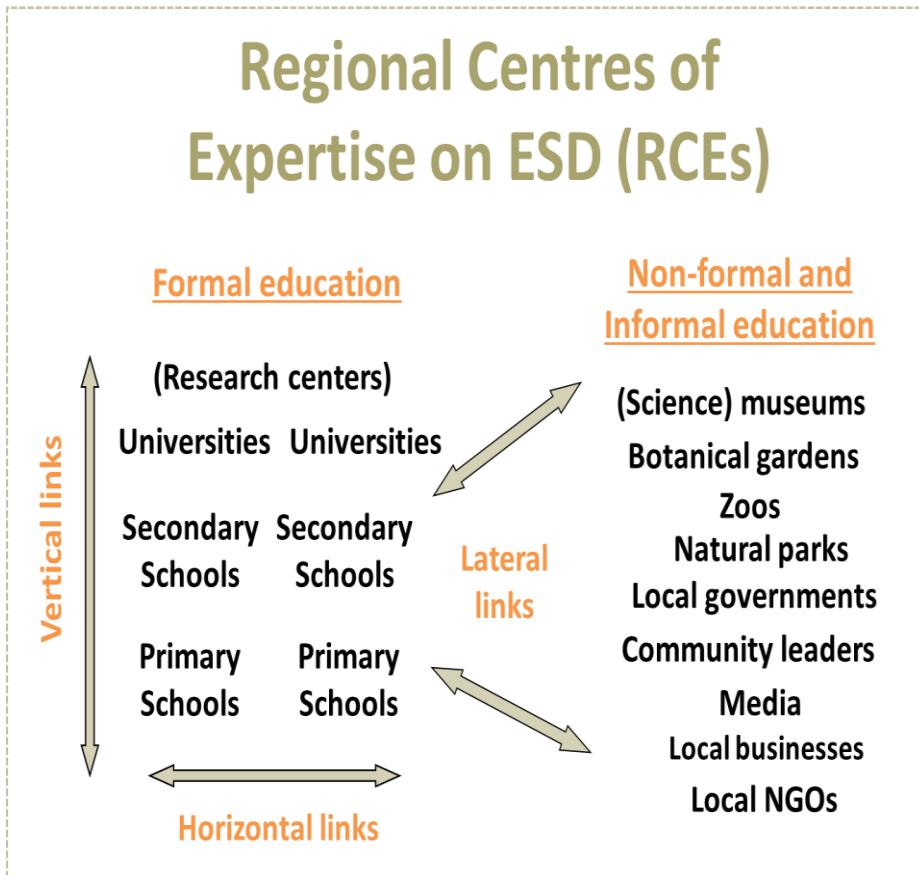
可持续发展教育专业区域中心



- An RCE is a network of existing formal, non-formal, and informal organisations
RCE是一个由现有的正式、非正式和非正式组织组成的网络
- Facilitate education for sustainable development together in local and regional communities
在地方和区域社区共同促进可持续发展教育
- Secretariat usually higher education institution
通常设在高等教育机构内

Regional Centers of Expertise (RCEs) on Education for Sustainable Development (ESD)

可持续发展教育专业区域中心



- Because educators come from from different sectors, an RCE can access a pool of experts from different fields
由于教育工作者来自不同部门，RCE可以接触到不同领域的专家
 - Helps break down silos
有助于打破封闭
 - Gives overview of critical issues due to multiple stakeholders
概述由于多个利益攸关方造成的关键问题
 - Pool of experts can support and facilitate change
专家库可以支持和促进变革



Regional Centres of Expertise on Education for Sustainable Development



RCEs around the world

www.rcenetwork.org

Global RCE Survey on RCEs' response to COVID-19

关于RCE应对疫情的全 球调查

Objectives 目标:

- To characterize and evaluate RCE actions that are being taken in response to the global COVID-19 pandemic.
描述和评价RCE为应对疫情而正在采取的行动
- To examine how multi-stakeholder partnerships can respond during times of crisis
审查多利益攸关方伙伴关系如何在危机时期作出反应

Survey Period 调查时间:

1 July - 2 September 2020

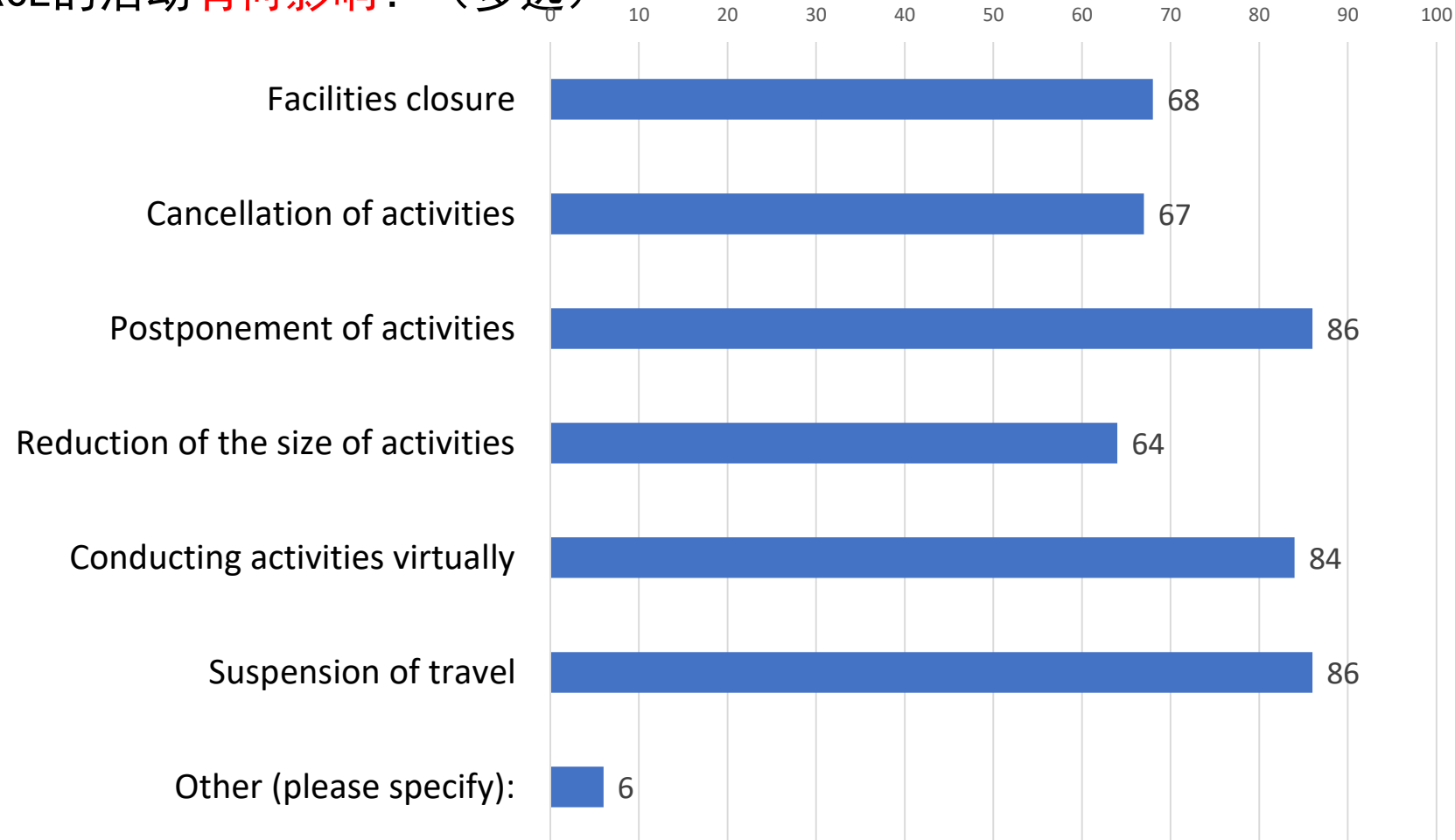
Number of Responses 答复数量:

107 RCEs out of 175 RCEs (61.6%)

Impact and Response to COVID-19 对疫情的影响和应对

Q. What has **the impact of COVID-19** been on your RCE's activities? (Multiple Choice)

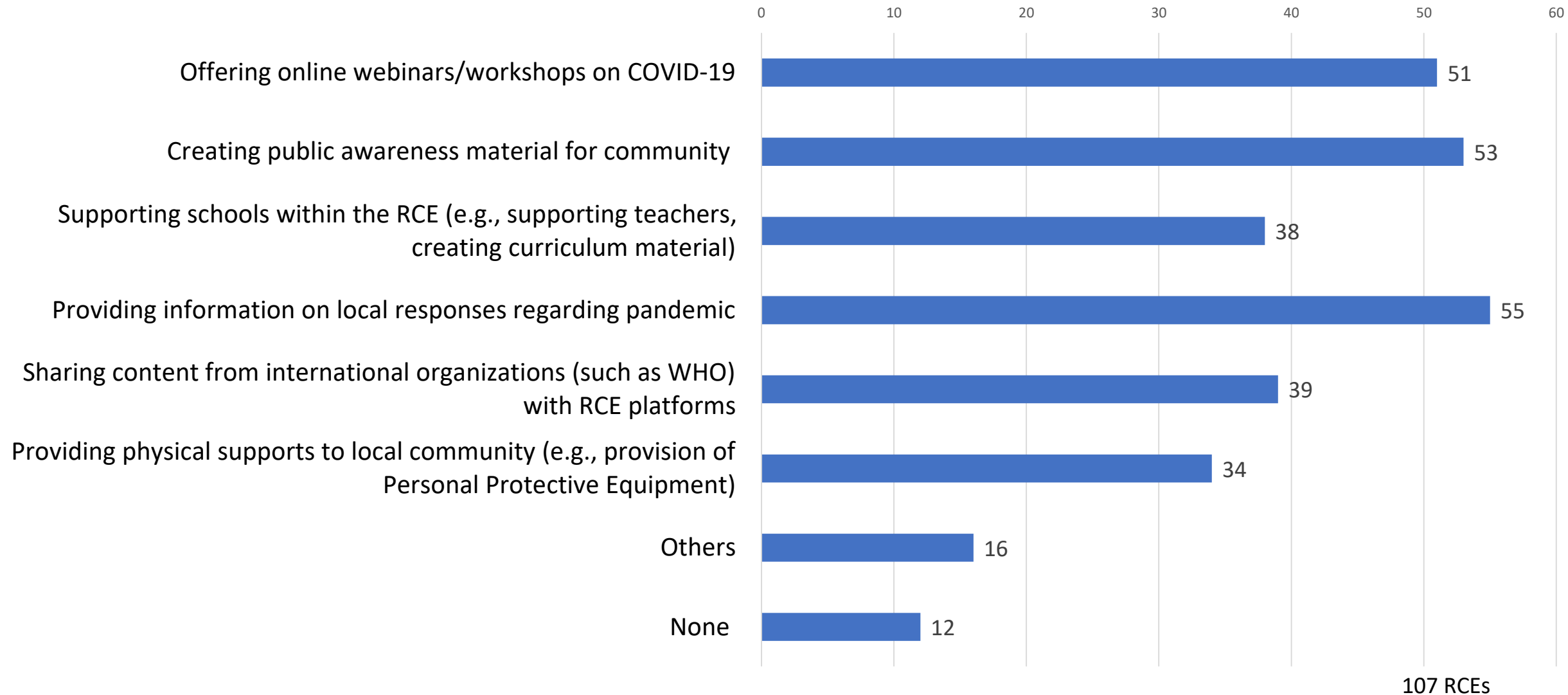
疫情对您的RCE的活动有何影响？（多选）



Impact and Response to COVID-19 对疫情的影响和应对

Q. Has your RCE undertaken any **activities to address the COVID-19 pandemic?** (Multiple Choice)

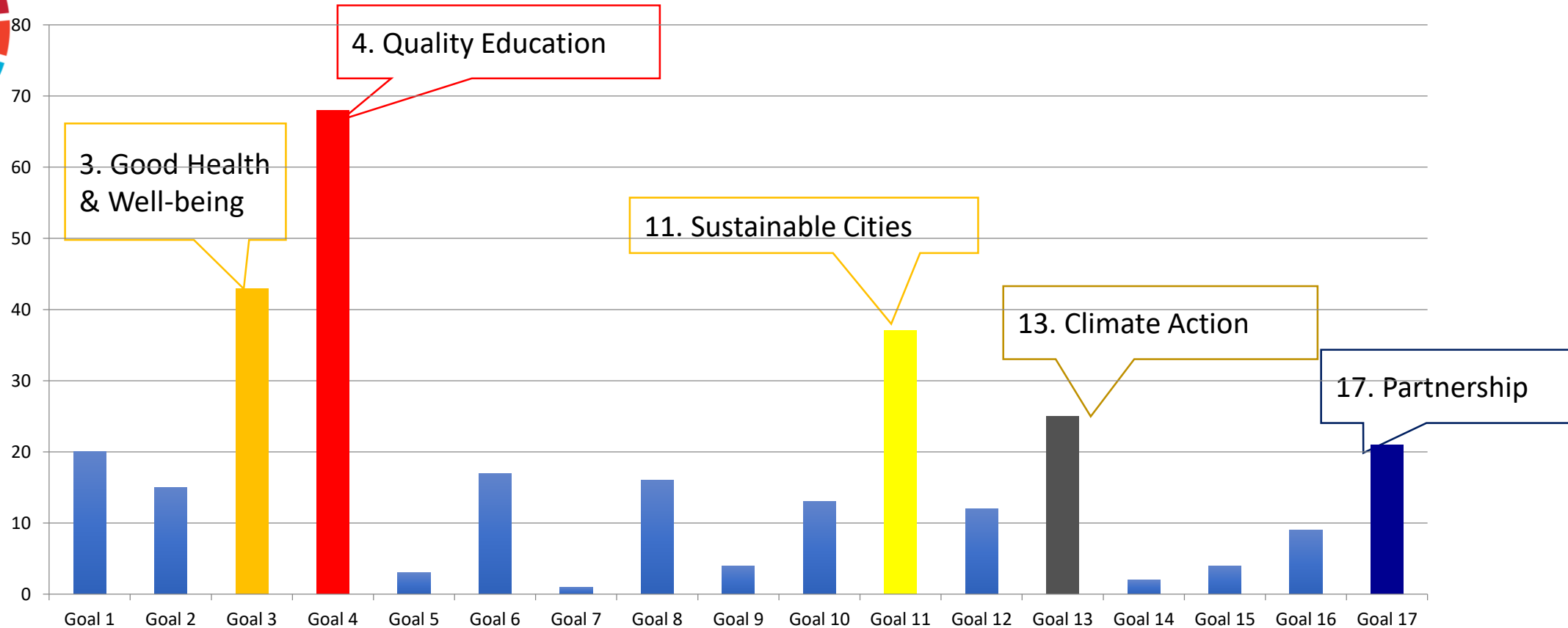
您的RCE是否开展了任何**活动来应对疫情?** (多选)



Looking towards the future 展望未来

Q. Which **areas of sustainable development** are most crucial for your RCE in addressing a response to the COVID-19 pandemic? (Up to three choices)

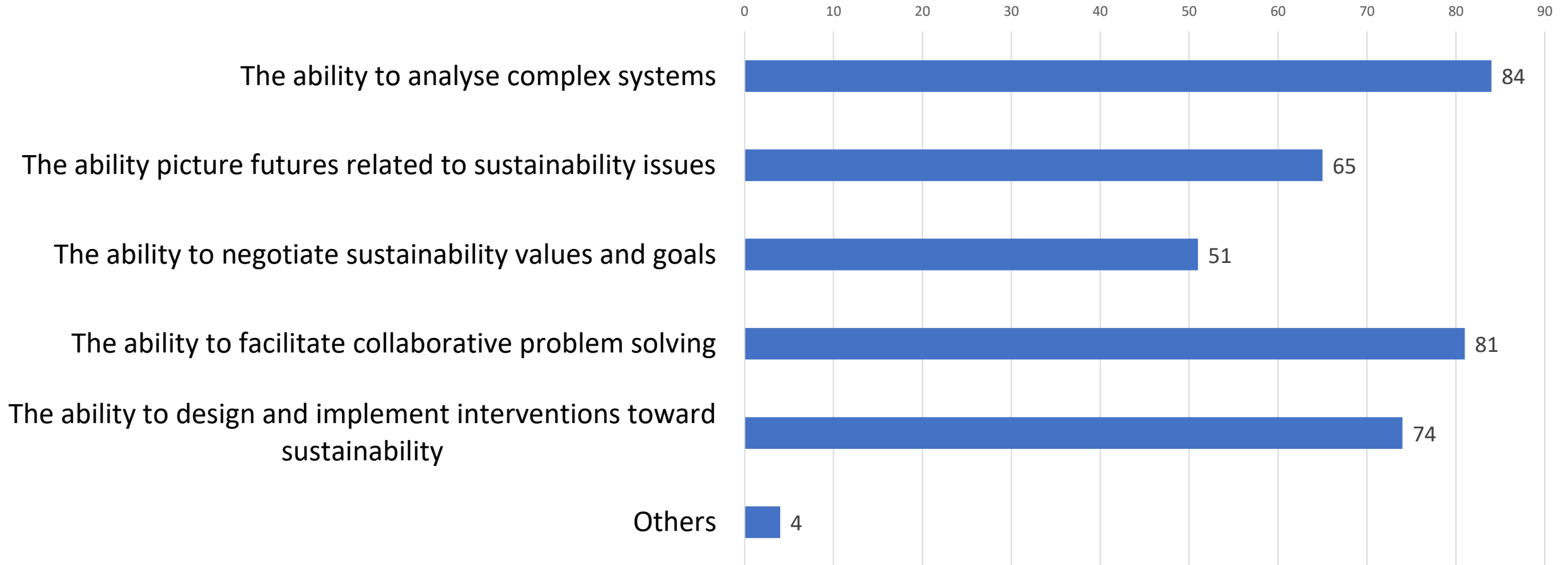
在应对疫情时，哪些领域的可持续发展对您的RCE最为关键？（最多三个选择）



Looking towards the future 展望未来

Q. Which **competencies** does your RCE believe are the most critical to stress in responding to the COVID-19 pandemic? Select all that apply. (Multiple choice)

您的RCE认为在应对疫情时，哪些**能力**是最关键的？请选择所有适用的内容。（多选）



Challenges ahead for ESD regarding COVID-19

可持续发展教育在疫情之下面临的挑战

- Decision makers are not engaging with core competencies, especially not systems thinking competence nor anticipatory competence in response to pandemic – also failure to learn from past pandemics evident
决策者不具备核心能力，尤其是不具备应对大流行病的系统思维能力和预见能力——也没有从过去的大流行病中吸取经验
- Most education measures still focused on avoiding risk rather than managing risk (similar to failures with HIV education in 1990s)
大多数教育仍然侧重于避免风险，而不是管理风险（类似于九十年代艾滋病教育的失败）
- Youth are still primary target of ESD messages, but youth will also be hardest hit from economic fallout, reducing time for instruction and training
青年人仍然是可持续发展教育的主要目标群体，但青年也将受到经济衰退的最严重打击，因而减少了教学和培训的时间
- Digital divide will increase both between nation-states but also within nation-states - students that would have got training no longer will
国家之间和各国内部的数字鸿沟将扩大——本来可以接受培训的学生将不再接受培训
- Emphatic nature of coverage of pandemic in media blocks out other issues that need attention
媒体对疾病的报道过于夸张，把其他需要关注的问题排除在外



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**Thank you for your attention.
感谢您的聆听**

<https://www.rcenetwork.org/portal/>