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University Chair

Education for Sustainable Development from an international perspective

Hanns Seidel Foundation/RCE Hangzhou and Zhejiang University Global Engagement Series

16 November 2022

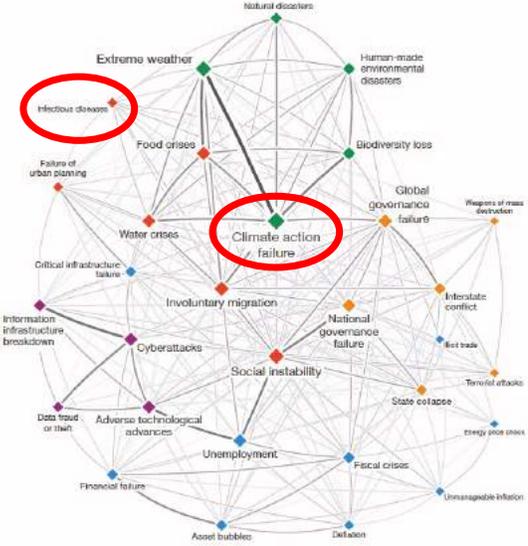
YORK U

CHARLES HOPKINS, UNESCO CHAIR
KATRIN KOHL, IAU S SDG 4 FOCAL POINT



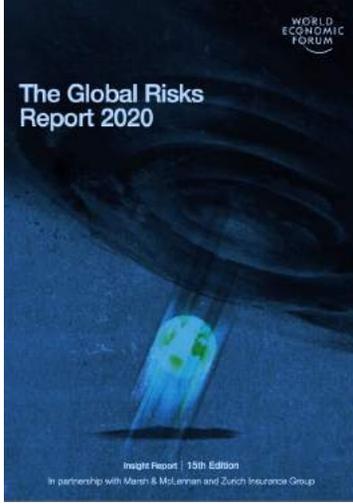
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Global risk landscape before COVID-19



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Insight Report | 13th Edition
In partnership with Marsh & McLennan and Zurich Insurance Group

Credit: World Economic Forum

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What is happening to...?



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Belarus must go on (Vladimir Tsesler in Vilnius, July 2022)



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A question to you...1

What are the current risks that you are concerned about?

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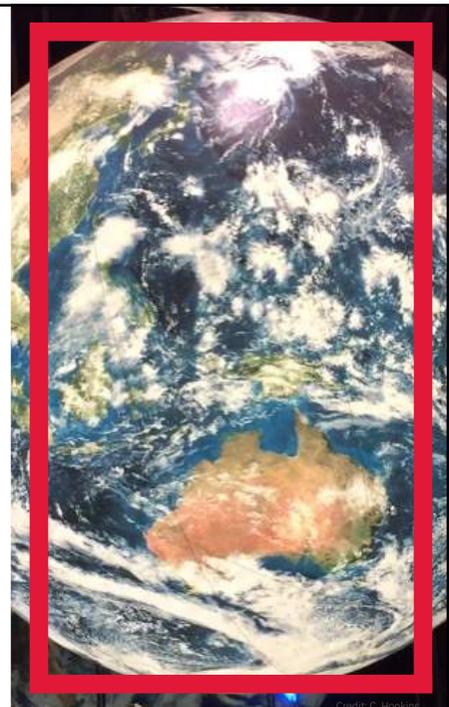
The global challenge

How can we collaboratively create an economic system that ensures both:

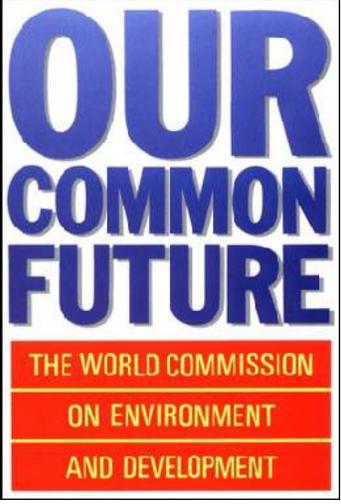
- current humanity's ability to thrive equitably
and
- the earth's resilience and capacity to support future generations?

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Sustainable Development: the current solution

"Sustainable development is development that meets the needs of the present, without compromising the ability of future generations to meet their own needs."
 (United Nations Brundtland Commission, 1987)

Enough, for all, forever.
 (African Elder, 2002)

Well-being, for all, forever.
 (Hopkins, 2006)

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Sustainable development: a historical perspective of frameworks

Founding United Nations	Brundtland Report	Agenda 21	Millennium Development Goals	The World We Want Campaign	2030 Agenda w/ the 17 SDGs
1945	1987	1992	2000	2012	2015



The timeline shows the evolution of frameworks: Founding United Nations (1945), Brundtland Report (1987), Agenda 21 (1992), Millennium Development Goals (2000), The World We Want Campaign (2012), and 2030 Agenda w/ the 17 SDGs (2015). Each framework is represented by its corresponding logo or cover image.

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The Sustainable Development Goals (SDGs) in the 2030 Agenda



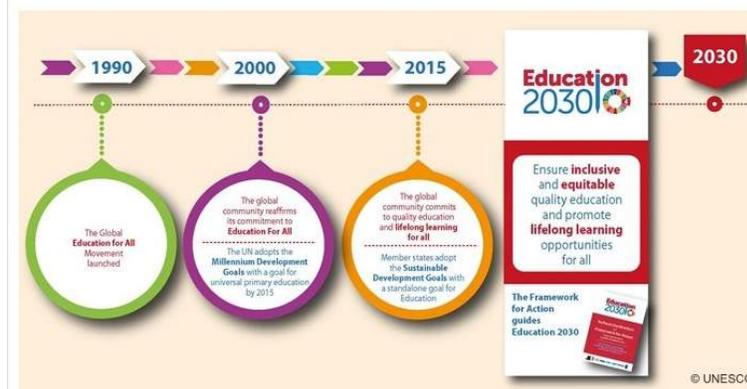
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History of education policies on the international level

Timeline of the global education movement



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A question to you...2

Is there a future challenge that you see coming?

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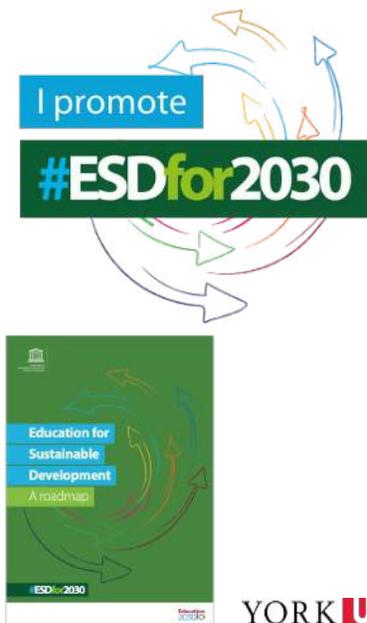
The four aspects of ESD

Sustainability is a purpose of education.

The original concept of ESD has 4 thrusts (Agenda 21, 1992):

- Access to and retention within quality education
- Reorienting existing education and training systems towards sustainability
- Public awareness and understanding of the concept of addressing sustainability
- Training programs for all sectors

ESD is a **holistic learning approach** that ‘... empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity.’



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The Global Education 2030 Agenda

By 2030 all learners will have...

- 4.1 Complete free quality primary and secondary school
- 4.2 Access to early childhood education and care
- 4.3 Equal and affordable quality technical, vocational, tertiary education**
- 4.4 Skills for employment and entrepreneurship
- 4.5 Eliminate gender disparities, equal access for vulnerable groups**
- 4.6 Ensure youth and adults have numeracy & literacy
- 4.7 Knowledge and skills for sustainable development**

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Credit: United Nations

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Credit: UN Portal, UNESCO, Unsplash/T. Bish

ESD – more than SDG 4

SDG target 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.

United Nations General Assembly

...Reaffirms education for sustainable development as a **vital means** of implementation for sustainable development,... and as an **integral element** of the Sustainable Development Goal on quality education and a **key enabler** of all the other Sustainable Development Goals...

UNGA 72, 222, 2017 / 74, 223, 2019/ 76, 222, 2021

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Declaration of INTERdependence

HUMAN PROGRESS having reached a high level through respect for the liberty and dignity of men, it has become desirable to reaffirm these evident truths:

That differences of race, color and creed are natural, and that diverse groups, institutions, and ideas are stimulating factors in the development of man;

That to promote harmony in diversity is a responsible task of religion and statesmanship;

That since no individual can express the whole truth, it is essential to treat with understanding and good will those whose views differ from our own;

That by the continuance of history intolerance is the door to violence, brutality, and dictatorship; and

That the realization of human interdependence and solidarity is the best guard of civilization.

Therefore, we solemnly resolve, and invite everyone to join in united action,

To uphold and promote human fellowship through mutual consideration and respect;

To champion human dignity and decency, and to safeguard these without distinction of race or color or creed;

To strive in concert with others to discourage all unwholesome rivalry from these differences, and to unite all groups in the fair play of civilized life.

Rooted in freedom, children of the same Divine Father, sharing everywhere a common human blood, we declare again that all men are brothers, and that mutual tolerance is the price of liberty.

Please sign, DETACH STUB, and return it to us. Retain Declaration and show it to others. I hereby sign the Declaration of INTERdependence.

Signature: _____ Date: _____

Name (Please Print) _____

Address _____

Occupation _____ Phone _____

(No financial obligation is assumed by signing the Declaration)

Declaration of INTERdependence, Inc., 112 South La Brea Avenue, Los Angeles 36, California

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Global citizenship is...

Global citizenship refers to a sense of **belonging** to a broader **community** and common **humanity**. It emphasises political, economic, social and cultural **interdependency** and the **interconnectedness** between the local, national and the global. (UNESCO 2015)

- ✓ ... not a challenge to national borders or formal citizenship.
- ✓ ... an urging to accept the larger responsibilities.
- ✓ ... does not come with legal rights – only a sense of responsibilities.

Global citizenship is a state of mind.

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Education for sustainable development (ESD) and Global citizenship education (GCED) at the core: synergies

ESD focuses on **knowledge and skills** to manage ambiguity and uncertainty, and solve complexities, in a context of social justice and concern for all life forms.

ESD is a **systemic** approach emerging from natural sciences.

GCED addresses the social responsibility and skills of the individual to act. It also suggests that the action be to the benefit of all life forms.

GCED focuses on the individual within a system emerging from social sciences.

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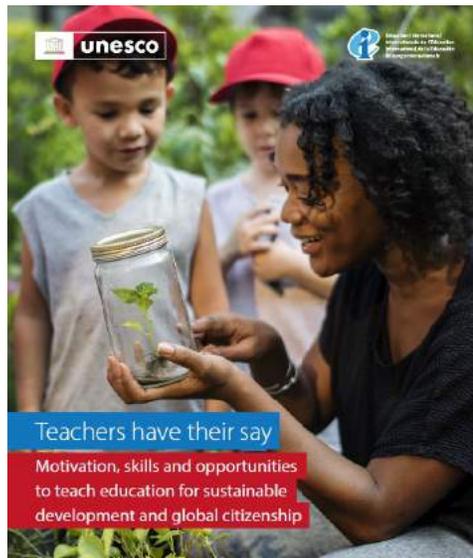
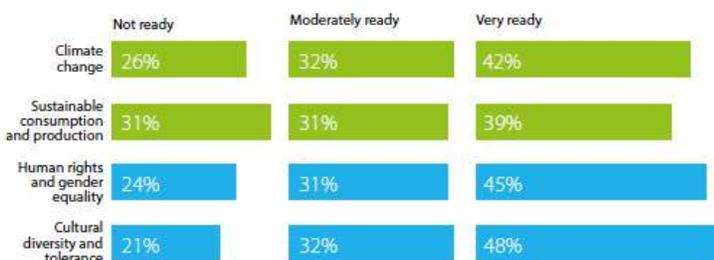
Credit: UNESCO Schools in Action 2016, UNESCO Teachers have their say 2021

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Are teachers ready to teach ESD/GCED?

1 in 4 teachers
do not feel ready to teach themes related to sustainable development or global citizenship and peace

UNESCO global survey amongst 58,000 educators (2021)



Credit: UNESCO Teachers have their say 2021

Education 2030

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Education change is needed: but what and how?

WHAT THINGS DO WE WANT TO CHANGE

- Graduation outcomes
- Graduation rates
- Relevance and usefulness
- Sustainable future for all
- Equitable society
- ...

WHAT WILL CHANGE IF WE DO NOT ACT

- Climate change disasters
- Forced migration
- Biodiversity collapse
- Exclusion/racism
- Income divide worsens
- ...



Credit: UNESCO

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Dealing with changing purposes of education

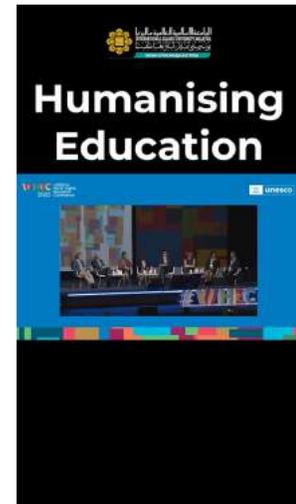
1996 UNESCO Delors

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

2015 UNESCO in SDG framework

- To know + **be aware of unknown**
- To do + **be ethically engaged**
- To be + **ensure equity for others to be**
- To live together + **with 'others' sustainably**

2022 Futures of Education



The OECD Learning Compass 2030



“ Stages of transformation

1. Acquisition of knowledge and information → learners come to be aware of the existence of certain realities
2. Critical analysis → understand the complexity of those realities
3. Experiential exposure to the realities → a deeper connection with issues & empathic connection to those affected by realities
4. **Compassion** when relevance to the learners' own lives and their sense of identity
5. A knowledgeable compassionate mind is set on the path of empowerment!

”

UNESCO ESD for 2030 Roadmap

A question to you...3

What is it that makes you want to act?

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Becoming engaged



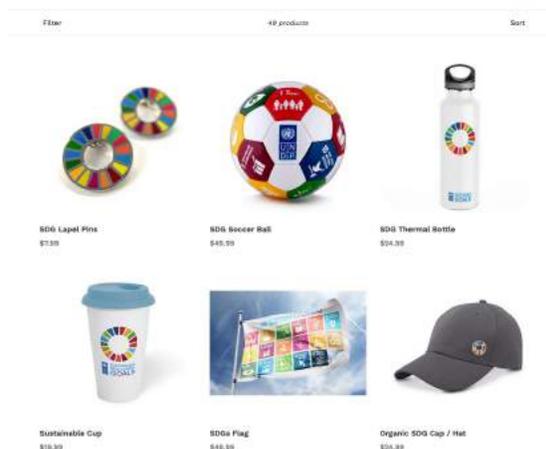
Everyone can become engaged.

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Involving all disciplines

- Awareness of the issue
- Awareness of the chance
- Understood/manageable
- A 'must-have/do', popular
- Ethical, prestigious, and do-able
- Cost saving and affordable
- Speaking of opportunity vs. problem

Sustainable Development Goals Products



Marketing and positive language are needed.

Youth leadership is needed!

School Strike for Climate
Fridays for Future



Credit: Photo by C Hopkins



Credit: Photo by Collin Shaw on Unsplash



Credit: Photo by Markus Spiske on Unsplash



Credit: Photo by Markus Spiske on Unsplash

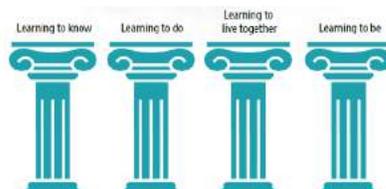
UNESCO's Futures of Education conversation: Reimagining our futures together

1 million people had a say in 2020.

We will build a new social contract for education

through millions of individual and collective acts –

acts of courage, leadership, resistance, creativity and care



Source: Learning: The Treasure Within, Odier et al. (1996)



The time has come to reignite our collective commitment to education.

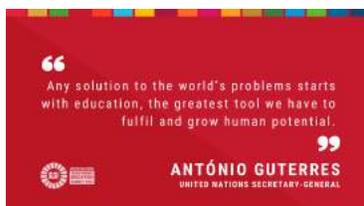
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VISION OF THE UNITED NATIONS
SECRETARY GENERAL



A new vision statement by António Guterres

YOUTH DECLARATION ON
TRANSFORMING EDUCATION



MORE THAN 130 COUNTRIES TO
PRIORITIZE EDUCATIONS



Check out for more information:

<https://transformingeducationsummit.sdg4education2030.org/>
#TransformingEducation
#LetMeLearn

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Research for the SDGs and ESD for 2030 it is a win-win situation.

SDG RESEARCH AND SCIENCE



5 PRIORITY ACTION AREAS



1. Advancing policy
2. Transforming learning environments
3. Building capacities of educators
4. Empowering and enabling youth
5. Accelerating local level activities

Thematic focus areas for research for country level action

1. Transformative action and ESD
2. Structural issues and ESD
3. Technological advances and ESD



SDGs as a framework

- The SDGs can serve as a framework to tackle both known and yet unknown sustainability challenges in a systemic approach.
- Where is more research and evidence needed while we value our choices and academic freedom?
- How do we serve our communities locally/globally with relevant research knowledge?
- How can students and other stakeholders meaningfully contribute?
- How can we make research knowledge more accessible?
-

It is time for higher education to shift from being mirrors of society towards becoming lighthouses of a sustainable future.

Daniella Tilbury

A question to you...4

What is your hope?

P.S. There are lots of reasons for hope...

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Strengths model

1. Education for sustainable development (ESD) and global citizenship education (GCED) do not belong to a single discipline.
2. Every discipline and administrative unit can contribute to enhance both ESD and GCED.
3. Identifying the existing strands and integrating them into a comprehensive strategy, can be a focal point of responsibility to start the efforts.
4. Coordinating this integration process requires support by institutional decision-makers, e. g. principals.
5. Embedding it into policy leads to long-term success.

Credit: UNESCO ESD Toolkit 2012

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Global to local communities' challenges with sustainable development



Credit: Pat Whelen on Unsplash

ENVIRONMENTAL

- Air quality
- Housing
- Transportation
- Waste/sewage
- Energy

SOCIAL

- Exclusion
- Mobility
- Access
- Equity
- Gender
- Education

ECONOMIC

- Decent work
- Tax base
- Poverty issues
- Corruption
- Infrastructure
- Safety



Credit: C. Hopkins

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Every handprint counts



The Handprint represents the belief that we can make a difference through individual and collective actions to solve environmental problems.





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Thank you

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