

Complementary Additional Programme 37 C/5 – CAP  
Education for Sustainable Development



***Education for Sustainable Development  
- Future Forward***



<b>Geographical scope/benefitting country(ies):</b>	Global
<b>Duration (in months):</b>	60 (5 years)
<b>Name and unit of project officer</b>	Education for Sustainable Development
<b>Partner(s) institutions:</b>	UN partners on ESD (e.g. UNICEF, UNEP, UNDP, UN CBD, UNU, UN Alliance on Climate Change Education, Training and Public Awareness); UNESCO Chairs in ESD; UNESCO ASPnet; Centre for Environment Education, India and other similar institutions
<b>Total estimated budget inclusive of Programme Support costs (13%)</b>	USD 10 million

## Rationale and background

Poverty, climate change, frequent natural disasters and dramatic social inequities are but a few of an unprecedented set of challenges the global community faces today. In a world of 7 billion people, with limited natural resources, individuals and societies have to learn to act more sustainably. Sustainable development can be achieved but technological solutions, political regulations or financial instruments are not enough. Long-term sustainable development can be achieved only if individuals and societies change the way they think and act. Education is key to achieving this transformation.

Education for Sustainable Development (ESD) helps individuals and groups to find solutions for sustainability challenges. ESD means including priority sustainable development issues into teaching and learning; for example, climate change, disaster risk reduction, biodiversity, poverty reduction, and sustainable consumption.

It also requires participatory teaching and learning methods that motivate and empower learners to change their behaviour and take action for sustainable development. Education for Sustainable Development consequently promotes competencies such as critical thinking, imagining future scenarios and decision-making in a collaborative way.

As the lead agency for the UN Decade of ESD (DESD 2005-2014), UNESCO has been coordinating ESD implementation globally. While the DESD has seen significant progress, much remains to be done in order to mainstream ESD into all areas of education and learning. At the UN Conference on Sustainable Development in 2012 (Rio+20), countries agreed to promote ESD beyond the end of the Decade. As a result, the Global Action Programme on ESD, the follow up of the DESD, will be launched at the UNESCO World Conference on ESD in November 2014 in Aichi-Nagoya, Japan.

### **The project in more detail:**

Accelerating and scaling up ESD action around the world lies at the heart of *'Education for Sustainable Development - Future Forward'*. This project seeks to link forces for ESD, creating innovation as well as collecting commitments for action from ESD activists from around the world. Flagship peer-learning initiatives will help strengthen the capacities of policymakers to integrate ESD into policies as well as strengthen teachers' capacities to integrate ESD into their daily teaching and learning practice.

The proposed project is needed to support the Global Action Programme to scale up and generate ESD action around the world which is UNESCO's top strategic priority for ESD from 2015 onwards. Past experience – as well as evidence from the two monitoring and evaluation reports on the UN Decade of ESD<sup>1</sup> – has shown that political leadership, combined with the creation of partnerships for ESD, is crucial to its implementation. Reaching out to educators has proven to empower central agents of change for ESD.

## Why UNESCO?

As lead agency for the UN Decade of ESD (2005-2014) and with a global mandate on education, UNESCO has longstanding experience in coordinating ESD implementation globally, providing technical support to countries around the world, and is the recognized leader on ESD.

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<sup>1</sup> See the global ESD Monitoring and Evaluation Reports published in 2009 and 2012 under:  
<http://www.unesco.org/new/en/unesco-world-conference-on-esd-2014/esd-after-2014/desd-final-report/>

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The Global Action Programme on ESD, the follow up to the Decade, has now been endorsed by UNESCO's 37<sup>th</sup> General Conference.

Furthermore, UNESCO's holistic approach to education strengthens its capacity for promoting ESD implementation across all levels, all areas and settings of education. Its inter-sectoral approach and mandate provides UNESCO with the unique advantage of drawing upon technical expertise from different sectors to make an important contribution to sustainable development: education, natural science, social sciences, culture as well as communication.

This project will enhance UNESCO's work in strengthening the capacities of Member States to integrate ESD into teaching and learning (37 C/5 Expected Result 9).

### Overall Goal/Objective

To foster innovation in education that empowers citizens around the world to take action on building a sustainable future.

*The project has the following specific objectives:*

- A great number and variety of partners will undertake ESD action in countries around the world;
- Benefitting policy makers will integrate ESD components in policies and plans, and provide the political leadership and support needed for integrating ESD into teaching and learning practice;
- Benefitting teacher networks will reach out to thousands of educators and will strengthen their capacities to integrate ESD into education and learning practice.

### Main expected results

1. ESD action in all world regions is implemented;
2. Benefitting policy makers integrate ESD components in their policies and plans;
3. Capacities of educators are strengthened to integrate ESD into education and learning practice.

### Activities and deliverables

#### Activity 1: Coordinating the Global Action Programme on ESD (expected result 1)

- ESD Partner Networks set up. Partner Networks will consist of stakeholders with major commitments made to support one or more of the five Priority Action Areas of the Global Action Programme<sup>2</sup> and who will help catalyse the generation of further activities by other stakeholders.
- Clearinghouse website to showcase and provide access to resources established to enable stakeholders around the world to connect with each other, and to exchange and share experiences, learning resources and innovative research. Dedicated spaces for sub-regional exchange of experiences developed as part of the clearinghouse.

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<sup>2</sup> The five Priority Action Areas of the Global Action Programme on ESD are: Policy; Whole-organization approaches; Educators; Youth; Local communities

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- Two Global ESD reports launched to strengthen the evidence base of ESD and showcase progress in the implementation of the Global Action Programme.
- Two Global Fora on ESD, a global platform for ESD stakeholders, convened to facilitate, among others, exchanges of information and experiences and the global monitoring of progress.

### **Activity 2: Empowering policymakers for advancing ESD policies** (expected result 2)

- Peer-to-peer learning programmes for policymakers organized, including South-South/North-South study visits, to enhance sharing of and dissemination of ESD expertise, and in particular to motivate and support policymakers in integrating ESD into policies.
- Training for policymakers organized to strengthen their capacities in integrating ESD into policies.

### **Activity 3: Scaling up ESD Teacher Networks** (expected result 3)

- Peer-to-peer learning programmes set up for members of various ESD teacher networks to share good practices in reaching out and engaging with new members. This aims to reach out to thousands of educators via existing networks.
- ESD teacher training organized in cooperation with a variety of teacher networks to engage newly interested teachers on a long-term basis with the network.

***External monitoring report on all three project activities developed.***

## **Beneficiaries and stakeholders**

### Direct beneficiaries:

Policymakers, educators, a variety of ESD stakeholders (including youth, civil society organizations, academia, media)

### Partners:

UN partners on ESD (e.g. UNICEF, UNEP, UNDP, UN CBD, UNU, UN Alliance on Climate Change Education, Training and Public Awareness); UNESCO Chairs in ESD; UNESCO ASPnet; Centre for Environment Education, India and other similar institutions

All activities will be designed and implemented in close collaboration with partners. Direct beneficiaries will be engaged with the project development from the start.

## **Implementation strategy**

UNESCO will undertake three main activities to accelerate and scale up ESD action worldwide within the Global Action Programme (GAP) on ESD<sup>3</sup>. Three main activities (see below) will be developed and implemented in cooperation with UNESCO experts in the different regions, UN partners on ESD as well as identified relevant national stakeholders. The activities will be gender sensitive.

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<sup>3</sup> The proposed project period of five years corresponds with the initial implementation phase of the Global Action Programme on ESD (2015-2019).

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*Activity 1, 'Coordinating the Global Action Programme on ESD'*. This activity will set up ESD Partner Networks, consisting of stakeholders with major commitments made to support one or more of the five Priority Action Areas. These stakeholders will help catalyze the generation of further activities by other stakeholders.

The project will further develop, launch and maintain an ESD clearinghouse website to enable stakeholders around the world to connect with each other, exchange and share experiences, learning resources and innovative research. Through the clearinghouse, UNESCO will collect commitments for action from ESD stakeholders around the world, which will help accelerate ESD practice. Two Global GAP reports will be developed and launched to strengthen the evidence base of ESD and showcase its relevance. Large-scale global monitoring will enable ESD to be promoted through evidence-based advocacy, knowledge sharing and policy dialogue. Lastly, UNESCO will organize two Global Fora on ESD, providing a global platform for ESD stakeholders and facilitating, among others activities, exchanges of information and experiences and the global monitoring of progress.

*Activity 2, 'Empowering policymakers for advancing ESD policies'*. This activity will focus on strengthening the capacities of policymakers to develop ESD policies and integrate ESD components into existing policies and plans. UNESCO will engage policymakers in peer-to-peer learning opportunities, such as organizing South-South/North-South study visits to enhance sharing of and dissemination of ESD expertise. This will enable others to draw upon ESD expertise built across the world and pass on ESD knowledge to peers. The exchange of expertise also aims to support policymakers develop new transnational ESD activities. UNESCO will also provide training workshops for policymakers to strengthen their capacity in integrating ESD into policies.

Finally, *Activity 3, 'Scaling up ESD Teacher Networks'*, will aim to reach out to thousands of teachers through working with and scaling up existing ESD Teacher Networks. UNESCO will provide peer-to-peer learning programmes for members of a range of ESD teacher networks to share good practices in reaching out and engaging with new members. In addition, UNESCO will organize ESD teacher training in cooperation with a variety of teacher networks to engage newly interested teachers on a long term basis with the network.

To ensure continuous monitoring and allow for improvements and necessary adjustments within the implementation phase, UNESCO will contract an external team to monitor and evaluate all project activities.

### **Sustainability and exit strategy**

All three project activities will be developed in collaboration with key stakeholders and beneficiaries to develop ownership right from the start. The project aims to create ESD 'change agents' who will then spread and disseminate knowledge and expand activities beyond the project period. Whenever possible, activities will be linked to ongoing national projects.