

# UNESCO 2019 Forum on Education for Sustainable Development and Global Citizenship

Hanoi, Vietnam, 2-3 July 2019



## Early Childhood Care and Education and Education for Sustainable Development & Global Citizenship

This document brings together the responses to a survey on Early Childhood Care and Education in the context of Education for Sustainable Development and Global Citizenship, initiated by GAP Partner Network 3 on educators, in the framework of preparing the UNESCO 2019 Forum.

### **Key findings**

A majority of respondents recommend better cooperation, both in sharing of educational resources and in general, between early childhood structures and GAP Key Partners.

According to them, the best way to transmit values and teach ESD to children is through play. This must be done in a fun way, in contact with nature.

Concerning training, practical and continuous training of childcare educators is requested and recommended. This should facilitate the integration of ESD and global citizenship, as well as provide insights for enhancing the content of teacher education.



## Responses

	Page
I – Africa	
Namibia	2
Zimbabwe	4
II – Europe and North America	
Germany	6 & 8
Ireland	10
Spain	12
III – Asia and the Pacific	
India	14
Indonesia	15
Japan	17
Republic of Korea	19
IV – Latin America and the Caribbean	
Dominican Republic	21
V – Arab region	
Lebanon	23
IV – Global organizations	
Education International	25
GADRRRES	27
OMEP	29
Organización de Estados Iberoamericanos	33
PERL	36

I - Africa

## Namibia

	NaDEET, NAMIBIA
<b>1. Does the work you do at present target early childhood educators? If so, please explain how.</b>	
<b>Votre travail actuel cible-t-il les éducateurs de la petite enfance? Si oui, veuillez expliquer comment</b>	
	<p>We are implementing a project with the Ministry of Education to train lower primary school teachers in ESD and to translate materials into local mother tongue. We started the project last year with funding from the UNESCO Participation Programme and for 2019-2020 it is being funded by Brot fuer die Welt.</p> <p>In total there will be 6 languages (including English) and approx. 100 teachers will have been trained at NaDEET Centre.</p> <p>A total of 300 Teacher Sets of the educational material will be distributed (50/language).</p>
<b>2. Have you created any pedagogical methodologies or materials for ESD/GC for early childhood? If so, please describe them very briefly.</b>	
<b>Avez-vous créé des méthodologies pédagogiques ou du matériel pour l'EDD / la Citoyenneté mondiale pour la petite enfance? Si oui, veuillez les décrire très brièvement.</b>	
	<p>No the materials themselves are for the students. Some of the materials are on-line and can be viewed here :</p> <p><a href="http://nadeet.org/sites/default/files/NaDEET%20ITTG%20A4%20Teachers%20book%20OSH%20INDONGA%20LR.pdf">http://nadeet.org/sites/default/files/NaDEET%20ITTG%20A4%20Teachers%20book%20OSH%20INDONGA%20LR.pdf</a></p> <p><a href="http://nadeet.org/sites/default/files/NaDEET%20ITTG%20A4%20Teachers%20book%20OTJI%20HERERO%20LR.pdf">http://nadeet.org/sites/default/files/NaDEET%20ITTG%20A4%20Teachers%20book%20OTJI%20HERERO%20LR.pdf</a></p> <p><a href="http://nadeet.org/sites/default/files/NaDEET%20ITTG%20A4%20Teachers%20book%20KKG%20LR.pdf">http://nadeet.org/sites/default/files/NaDEET%20ITTG%20A4%20Teachers%20book%20KKG%20LR.pdf</a></p>
<b>3. Do you have experience working with pre-school children and/or early childhood educators? If so, what?</b>	
<b>Avez-vous déjà travaillé avec des enfants d'âge préscolaire et / ou des éducateurs de la petite enfance? Si oui, quelles expériences?</b>	
	See above.
<b>4. Are you familiar with any relevant publications about ESD/GC and early childhood education? If so, please mention one or two.</b>	
<b>Connaissez-vous des publications pertinentes sur l'EDD / la Citoyenneté mondiale et l'éducation de la petite enfance? Si oui, veuillez en mentionner un ou deux.</b>	
	See above.

5. Do you have any suggestions as to how ESD/GC can be better facilitated for early childhood educators/preschool children? If so, please explain briefly.

Avez-vous des suggestions quant à la manière de faciliter l'EDD / la Citoyenneté mondiale pour les éducateurs de la petite enfance / les enfants d'âge préscolaire? Si oui, veuillez expliquer brièvement.

I think this combination of using mother tongue, having the teachers translate/develop the materials and then at the same time take part in the sustainable living training at NaDEET is very effective. We will only have evaluation results however at the end of 2019.

## Zimbabwe

	Sihlengeni Primary School
1. Does the work you do at present target early childhood educators? If so, please explain how.	
Votre travail actuel cible-t-il les éducateurs de la petite enfance? Si oui, veuillez expliquer comment	
	<p>Yes ; The work we do targets early childhood educators.</p> <p>My involvement include sensitizing early childhood teachers on ESD practices and equip them on relevant methodologies on ESD. We do conduct workshops, seminars, tours and staff development sessions with educators on ESD practices.</p>
2. Have you created any pedagogical methodologies or materials for ESD/GC for early childhood? If so, please describe them very briefly.	
Avez-vous créé des méthodologies pédagogiques ou du matériel pour l'EDD / la Citoyenneté mondiale pour la petite enfance? Si oui, veuillez les décrire très brièvement.	
	<p>Yes. We do have methodologies for early childhood education.</p> <ol style="list-style-type: none"> <li><b>Hands on approach</b> Here learners are involved in activities such as painting, tree planting and environmental care thereby inculcating in them sustainable development skills and good practices at a tender age.</li> <li>We also encourage teamwork or working together in early childhood to promote peace, tolerance and appreciation through various approaches such as PLAY, EDUCATIONAL TOURS/TRIPS, MODELLING and WHOLE INSTITUTION APPROACH, which is transformative-oriented learning. Let me explain some of these concisely ; <ul style="list-style-type: none"> <li><b>Play</b> – is paramount in promoting teamwork, tolerance and appreciation.</li> <li><b>Field trips</b> – assist learners in realizing the environment around them, how to care and manage, its benefits to human sustainance and realizing the interdependence between organisms.</li> <li><b>Modeling</b> – using materials to produce cultural artifacts creates an awareness and appreciation and of different cultures in the world and that, they can earn a living out of it later in life.</li> </ul> </li> </ol>
3. Do you have experience working with pre-school children and/or early childhood educators? If so, what?	
Avez-vous déjà travaillé avec des enfants d'âge préscolaire et / ou des éducateurs de la petite enfance? Si oui, quelles expériences?	
	<p>The school has an ECD enrolment of 160 early childhood learners with 3 qualified ECD teachers and 4 ECD trainee teachers on attachment.</p> <p>Moreover, it is good to know that the ECD programme has been running for the past 12 years in the institution under the policies of the Ministry of Education in Zimbabwe.</p>

4. Are you familiar with any relevant publications about ESD/GC and early childhood education? If so, please mention one or two.

Connaissez-vous des publications pertinentes sur l'EDD / la Citoyenneté mondiale et l'éducation de la petite enfance? Si oui, veuillez en mentionner un ou deux.

Yes, relevant publications are available about ESD and early childhood, which I am aware of. These include among others ;

- ❖ UNESCO (2017) ESD Goals learning objectives. Paris Ed.
- ❖ UNESCO (2016) Education for people and planet: Creating Sustainable futures for all.
- ❖ UNESCO (2017) Education for Sustainable Development: Partner in Action. EDUCATION 2030.

5. Do you have any suggestions as to how ESD/GC can be better facilitated for early childhood educators/preschool children? If so, please explain briefly.

Avez-vous des suggestions quant à la manière de faciliter l'EDD / la Citoyenneté mondiale pour les éducateurs de la petite enfance / les enfants d'âge préscolaire? Si oui, veuillez expliquer brièvement.

YES

Key Partners may engage **more** in collaborations and sharing of their ideas and projects. Inductions, field days and showcasing of ESD related material may be ideal also.

## II - Europe and North America

### Germany

S.O.F. Save Our Future Environment Foundation Hamburg / Germany

**1. Does the work you do at present target early childhood educators? If so, please explain how.**

**Votre travail actuel cible-t-il les éducateurs de la petite enfance? Si oui, veuillez expliquer comment**

The Save Our Future Environment Foundation assists early childhood educators in implementing ESD for toddlers, 3-to-5 year olds and primary school children. For this purpose, a comprehensive programme (Kita21) with diverse components was developed and has been implemented since 2008.

More than 250-day care and early childhood education centres have – with the recognition of the local government - been certified as Kita21 ESD-centres. In addition to including ESD-topics in their curriculum, these centres have also undergone a transformation towards being outstanding workplaces based on integrated ESD-criteria.

**2. Have you created any pedagogical methodologies or materials for ESD/GC for early childhood? If so, please describe them very briefly.**

**Avez-vous créé des méthodologies pédagogiques ou du matériel pour l'EDD / la Citoyenneté mondiale pour la petite enfance? Si oui, veuillez les décrire très brièvement.**

Kita21 methodologies for early childhood educators comprise workshops, seminars, network meetings, coaching, team-trainings, evaluation, scientific support, certification and the official recognition as ESD-educators. Save Our Future is in a position to supply a variety of ESD-experts from within the Foundations' team. External sustainability experts are also consulted on a regular basis.

The Kita21 certifying process for childcare centres contains three levels which can be successively acquired and certified, possibly over several years:

Level 1: Learning about ESD and applying some aspects

Level 2: Increasingly implementing ESD in the pedagogical work, but also in procurement and resource-management.

Level 3: The centre has realised all suggested ESD measures and makes a strong commitment to prioritise aspects of sustainable development.

Kita21 produced a variety of materials for educators' background information and for the applied work with young children:

Scientific studies with third-level partners / In-depth handouts / Leaflets on various sustainability topics / Various websites / Material folders with applied work units – for sale / Experimental tool collections and applications - for rent



3. Do you have experience working with pre-school children and/or early childhood educators? If so, what?

Avez-vous déjà travaillé avec des enfants d'âge préscolaire et / ou des éducateurs de la petite enfance? Si oui, quelles expériences?

Early childhood education centres in the greater Hamburg area can apply to participate in a 12-months process to qualify as Kita21 ESD-centres. Each centre can participate three or more times. More than 450 qualification processes have been carried out over 10 years.

The main topics for education units and training materials are : diet, food & agriculture / waste, repair and recycling / consumption / energy & mobility / climate, water and natural resources / global justice and participation

4. Are you familiar with any relevant publications about ESD/GC and early childhood education? If so, please mention one or two.

Connaissez-vous des publications pertinentes sur l'EDD / la Citoyenneté mondiale et l'éducation de la petite enfance? Si oui, veuillez en mentionner un ou deux.

UNESCO roadmap for implementing the Global Action Programme on Education for Sustainable Development

S.O.F.-CEO Ralf Thielebein co-edited a publication on Kita21: early childhood ESD in 2011 in cooperation with Professor. Ute Stoltenberg, Leuphana University Lüneburg.

5. Do you have any suggestions as to how ESD/GC can be better facilitated for early childhood educators/preschool children? If so, please explain briefly.

Avez-vous des suggestions quant à la manière de faciliter l'EDD / la Citoyenneté mondiale pour les éducateurs de la petite enfance / les enfants d'âge préscolaire? Si oui, veuillez expliquer brièvement.

Early Childhood education centres need to have sufficient staff resources to be in a position actively develop on the basis of ESD. ☐ Cooperation with training colleges should be further developed. Future educators should encounter ESD during their vocational training and readily perceive it as a beneficial aspect rather than a burden on top of their daily duties. ☐ ESD should be officially integrated in national education frameworks and should be followed up by accompanying legislative measures.

Additional information:

KITA21 was recognized as an official German contribution to the UN Decade of ESD. In 2016, KITA21 was honoured for its high quality work on ESD by the Federal Ministry of Education and Research and the German Commission for UNESCO within the framework of the Global Action Programme on ESD.

Save Our Future with Kita21 has been Board member in the National Network for Early Childhood Education at the Federal Ministry of Education and Research. S.O.F. is participating in national working groups for the WAP.

In the past Save Our Future supported Chinese NGO-partners in the introduction of environmental awareness and environmental protection programmes. S.O.F. also assisted in the development of a Chinese centre for environmental education, a mobile education programme and the Chinese adaptation of education tools and materials.

[http://www.save-our-future.de/about\\_sof.html](http://www.save-our-future.de/about_sof.html) <https://www.kita21.de/>

## Germany

Federal Ministry of Education and Research (BMBF)

1. Does the work you do at present target early childhood educators? If so, please explain how.

Votre travail actuel cible-t-il les éducateurs de la petite enfance? Si oui, veuillez expliquer comment

The Federal Ministry of Education and Research (BMBF) supports the ESD training of early childhood educators and administrators of early childhood care and education institutes through the foundation "Haus der kleinen Forscher" (Little scientists' house). 29 model networks, supported by the foundation, provide pedagogical resources and a continuous professional development programme. In this context, training workshops for caring/teaching staff on the integration of ESD in early childhood education are offered and the whole institution approach is promoted. The foundation reaches more than 30.000 early childhood education institutions throughout Germany. In 2019, the foundation will host an international conference on ESD and STEM.

Moreover, as part of a multi-stakeholder process for the development and implementation of the National Action Plan on ESD, the BMBF has set up an ESD expert forum on early childhood education, defining and implementing goals and measures to incorporate ESD structurally in the German system of early childhood education.

2. Have you created any pedagogical methodologies or materials for ESD/GC for early childhood? If so, please describe them very briefly.

Avez-vous créé des méthodologies pédagogiques ou du matériel pour l'EDD / la Citoyenneté mondiale pour la petite enfance? Si oui, veuillez les décrire très brièvement.

The BMBF does not create pedagogical methodologies or materials on ESD, but supports the above mentioned foundation Little scientists' house. The foundation develops pedagogical resources in collaboration with early childhood education and care centres, primary schools, and education experts. These pedagogical resources include brochures and sets of cards for educators, teachers, and children. The BMBF offers to establish a contact between UNESCO and the foundation.

3. Do you have experience working with pre-school children and/or early childhood educators? If so, what?

Avez-vous déjà travaillé avec des enfants d'âge préscolaire et / ou des éducateurs de la petite enfance? Si oui, quelles expériences?

See above. The BMBF will gladly establish a contact between UNESCO and the foundation with experience on the subject and/ or experts in the ESD expert forum on early childhood education.

4. Are you familiar with any relevant publications about ESD/GC and early childhood education? If so, please mention one or two.

Connaissez-vous des publications pertinentes sur l'EDD / la Citoyenneté mondiale et l'éducation de la petite enfance? Si oui, veuillez en mentionner un ou deux.

See above

5. Do you have any suggestions as to how ESD/GC can be better facilitated for early childhood educators/preschool children? If so, please explain briefly.

Avez-vous des suggestions quant à la manière de faciliter l'EDD / la Citoyenneté mondiale pour les éducateurs de la petite enfance / les enfants d'âge préscolaire? Si oui, veuillez expliquer brièvement.

See above.

## Ireland

	Martin Fitzgerald, Ireland
<b>1. Does the work you do at present target early childhood educators? If so, please explain how.</b>	
Votre travail actuel cible-t-il les éducateurs de la petite enfance? Si oui, veuillez expliquer comment	
	Yes. I teach on a level 8-degree programme training early childhood educators.
<b>2. Have you created any pedagogical methodologies or materials for ESD/GC for early childhood? If so, please describe them very briefly.</b>	
Avez-vous créé des méthodologies pédagogiques ou du matériel pour l'EDD / la Citoyenneté mondiale pour la petite enfance? Si oui, veuillez les décrire très brièvement.	
	Not yet as the course is at an early stage but it is intended to develop ESD methodologies as soon as possible. However, the programme design specifically focusses on outdoor education as a key element of the training and implicitly encourages a sustainable approach to all aspects of early childhood.
<b>3. Do you have experience working with pre-school children and/or early childhood educators? If so, what?</b>	
Avez-vous déjà travaillé avec des enfants d'âge préscolaire et / ou des éducateurs de la petite enfance? Si oui, quelles expériences?	
	Yes, as above. We also collaborate with a number of practitioners and they deliver components of the course.
<b>4. Are you familiar with any relevant publications about ESD/GC and early childhood education? If so, please mention one or two.</b>	
Connaissez-vous des publications pertinentes sur l'EDD / la Citoyenneté mondiale et l'éducation de la petite enfance? Si oui, veuillez en mentionner un ou deux.	
	Yes. The following links are very useful; <a href="http://327matters.org/Docs/ESD%20Book%20Master.pdf">http://327matters.org/Docs/ESD%20Book%20Master.pdf</a> <a href="https://files.eric.ed.gov/fulltext/EJ1107636.pdf">https://files.eric.ed.gov/fulltext/EJ1107636.pdf</a>
<b>5. Do you have any suggestions as to how ESD/GC can be better facilitated for early childhood educators/preschool children? If so, please explain briefly.</b>	
Avez-vous des suggestions quant à la manière de faciliter l'EDD / la Citoyenneté mondiale pour les éducateurs de la petite enfance / les enfants d'âge préscolaire? Si oui, veuillez expliquer brièvement.	
	Using nature and the external environment is a key way to do this as children love to play outdoors and there is so much natural material to draw from every day. I think Early childhood centers can bring ESD/GC into their classrooms visually and through play to increase awareness among children. In Ireland the Aistear ( <a href="https://curriculumonline.ie/Early-childhood/Aistear-Framework">https://curriculumonline.ie/Early-childhood/Aistear-Framework</a> ) programme which is the national framework for Early Childhood Education has a number of elements through its themes of community and belonging that could support and enhance

	ESD/GC in this context.
--	-------------------------

## Spain

PN member

Barcelona More Sustainable Schools Programme

1. Does the work you do at present target early childhood educators? If so, please explain how.

*Votre travail actuel cible-t-il les éducateurs de la petite enfance? Si oui, veuillez expliquer comment*

Our network includes formal education from kindergarten (0-3 years) to secondary school.

Training for educators:

**Backyard seminar:**

Over the years we have been reflecting on the spaces of the school, on how to reconvert the gardens and playgrounds in multifunctional spaces where to enjoy the nature, the game and the outdoors stay. Also how to make these places more welcoming for as much as diverse activities; about how to improve green spaces, make them grow, and allow movements full of vitality, that arouse curiosity, or calm ... and as all this is very related to teaching and learning.

<http://lameva.barcelona.cat/barcelonasostenible/ca/escoles-sostenibles/tags/page/repensar-i-cocrear-els-patis>

**Early childhood seminar:**

Over the years we have reflected on various aspects of the adult-child link at these ages, the distribution of spaces and the diversity of corners of the garden and classrooms, about the nature of games and material used daily, of the game that we propose to children ... and how all this can influence teaching and learning.

The aim is to compile ideas and develop proposals to enrich both the outside space and the interior of our schools. We share suggestions on how to accompany the process of discovery and growth of children and how to convey curiosity, love of knowledge and the enjoyment of the environment.

<http://lameva.barcelona.cat/barcelonasostenible/ca/escoles-sostenibles/tags/seminari-deducacio-infantil>

All childhood schools can also participate in any of the micro networks about waste, energy, biodiversity, noise...

2. Have you created any pedagogical methodologies or materials for ESD/GC for early childhood? If so, please describe them very briefly.

*Avez-vous créé des méthodologies pédagogiques ou du matériel pour l'EDD / la Citoyenneté mondiale pour la petite enfance? Si oui, veuillez les décrire très brièvement.*

In the early childhood seminar we have created a "sand suitcase" thanks to Ute Strub inspiration.

You can check more info: <https://www.pinterest.com/lauribaldufeta/obrador-de-la-sorra-ute-strub/>

We have also created an autoguided tour:

<http://ajuntament.barcelona.cat/lafabricadelsol/inscripciones/un-tomb-pels-enigmes-de-la-ciudadella>

Espai lúdic ambiental per a famílies del Parc de la Ciutadella

<http://ajuntament.barcelona.cat/ecologiaurbana/ca/serveis/la-ciutat-funciona/educacio-i-sensibilitzacio/equipaments-municipals/espai-ludic-ambiental-per-a-families-del-parc-de-la-ciutadella>

Playable city: <http://ajuntament.barcelona.cat/premsa/wp-content/uploads/2018/02/180218-DOSSIER-Ciutat-Jugable.pdf>

3. Do you have experience working with pre-school children and/or early childhood educators? If so, what?

*Avez-vous déjà travaillé avec des enfants d'âge préscolaire et / ou des éducateurs de la petite enfance? Si oui, quelles expériences?*

We offer training for educators, exchange of experience, face-to-face advice, criteria

Experts like Penny Ritscher, Alfredo Larraz, Francesco Tonnuci, Sonia Kläss, Uli Tritschler

4. Are you familiar with any relevant publications about ESD/GC and early childhood education? If so, please mention one or two.

*Connaissez-vous des publications pertinentes sur l'EDD / la Citoyenneté mondiale et l'éducation de la petite enfance? Si oui, veuillez en mentionner un ou deux.*

We usually use this magazine, written in catalan

Guix d'Infantil. (Ed Graó) <https://www.grao.cat/ca/guix-dinfantil>

Besides, all schools can use the **Environmental Education Documentation Service (SDEA)**, an environmental information service that provides a wide range of environmental education materials, information and resources to the population. It lends books, magazines, games, dvds and measuring instruments to individuals and to entities to work and promote education for sustainability in the urban environment. The Environmental Education Documentation Service is located at La Fàbrica del Sol (Passeig Salvat Papasseit, 1. 08003, Barcelona).

5. Do you have any suggestions as to how ESD/GC can be better facilitated for early childhood educators/preschool children? If so, please explain briefly.

*Avez-vous des suggestions quant à la manière de faciliter l'EDD / la Citoyenneté mondiale pour les éducateurs de la petite enfance / les enfants d'âge préscolaire? Si oui, veuillez expliquer brièvement.*

## III – Asia and the Pacific

### India

	The Energy & Resources Institute (TERI)
<b>1. Does the work you do at present target early childhood educators? If so, please explain how.</b>	
Votre travail actuel cible-t-il les éducateurs de la petite enfance? Si oui, veuillez expliquer comment	
	No
<b>2. Have you created any pedagogical methodologies or materials for ESD/GC for early childhood? If so, please describe them very briefly.</b>	
Avez-vous créé des méthodologies pédagogiques ou du matériel pour l'EDD / la Citoyenneté mondiale pour la petite enfance? Si oui, veuillez les décrire très brièvement.	
	No
<b>3. Do you have experience working with pre-school children and/or early childhood educators? If so, what?</b>	
Avez-vous déjà travaillé avec des enfants d'âge préscolaire et / ou des éducateurs de la petite enfance? Si oui, quelles expériences?	
	No
<b>4. Are you familiar with any relevant publications about ESD/GC and early childhood education? If so, please mention one or two.</b>	
Connaissez-vous des publications pertinentes sur l'EDD / la Citoyenneté mondiale et l'éducation de la petite enfance? Si oui, veuillez en mentionner un ou deux.	
	TERI has its Press, and the team comes out with excellent publications for all the age groups. Please find the link below for browsing through their books. <a href="http://bookstore.teri.res.in/">http://bookstore.teri.res.in/</a>
<b>5. Do you have any suggestions as to how ESD/GC can be better facilitated for early childhood educators/preschool children? If so, please explain briefly.</b>	
Avez-vous des suggestions quant à la manière de faciliter l'EDD / la Citoyenneté mondiale pour les éducateurs de la petite enfance / les enfants d'âge préscolaire? Si oui, veuillez expliquer brièvement.	
	N/A



## Indonesia

	Yayasan Kalabia Indonesia (YaKIn)
<b>1. Does the work you do at present target early childhood educators? If so, please explain how.</b>	
Votre travail actuel cible-t-il les éducateurs de la petite enfance? Si oui, veuillez expliquer comment	
	No. While we engage some students under the age of 8 year old in the core Kalabia program, our capacity-building and training of trainers programs are mostly related to students in age groups between 8-12 and 13-16 year olds.
<b>2. Have you created pedagogical methodologies or material for EDD / Global Citizenship for early childhood? If so, please describe briefly.</b>	
Avez-vous créé des méthodologies pédagogiques ou du matériel pour l'EDD / la Citoyenneté mondiale pour la petite enfance? Si oui, veuillez les décrire très brièvement.	
	Nothing extensively targeting this age group ; we have developed a few songs and games that we use with very young students as fun extra-curricular fillers, but this age is not our parograms target audience.
<b>3. Do you have experience working with pre-school children and/or early childhood educators? If so, what?</b>	
Avez-vous déjà travaillé avec des enfants d'âge préscolaire et / ou des éducateurs de la petite enfance? Si oui, quelles expériences?	
	Not much other than a course during my Education Degree, as well as a part-time volunteer position.
<b>4. Are you familiar with any relevant publications about ESD/GC and early childhood education? If so, please mention one or two.</b>	
Connaissez-vous des publications pertinentes sur l'EDD / la Citoyenneté mondiale et l'éducation de la petite enfance? Si oui, veuillez en mentionner un ou deux.	
	Not well – I do not keep up with publications in this theme, but include links to a few I have read in the past : <a href="https://www.academia.edu/8769979/The_Benefits_of_Children_s_Engagement_with_Nature_A_Systematic_Literature_Review">https://www.academia.edu/8769979/The_Benefits_of_Children_s_Engagement_with_Nature_A_Systematic_Literature_Review</a> <a href="http://www.banc.org.uk/wp-content/uploads/2015/03/ECOS-35-2-22-The-benefits-of-engaging-with-nature.pdf">http://www.banc.org.uk/wp-content/uploads/2015/03/ECOS-35-2-22-The-benefits-of-engaging-with-nature.pdf</a>
<b>5. Do you have any suggestions as to how ESD/GC can be better facilitated for early childhood educators/preschool children? If so, please explain briefly.</b>	
Avez-vous des suggestions quant à la manière de faciliter l'EDD / la Citoyenneté mondiale pour les éducateurs de la petite enfance / les enfants d'âge préscolaire? Si oui, veuillez expliquer brièvement.	
	As related in the above articles, I believe it would be helpful if natural outdoor spaces were accessible to host ESD/GC as evidence about the benefits of engaging with nature in early childhood is significant, and fostering environmentally-friendly attitudes and behaviours at

this age, based in love, enjoyable experience and respect for the environment, form a strong foundation for a life in service of these ideals.

## Japan

Ministry of Education, Culture, Sports, Science and Technology (MEXT), Japan - Japanese National Commission for UNESCO

1. Does the work you do at present target early childhood educators? If so, please explain how.

Votre travail actuel cible-t-il les éducateurs de la petite enfance? Si oui, veuillez expliquer comment

MEXT's efforts also target early childhood educators. Concretely, MEXT promotes ESD domestically and abroad, positioning UNESCO Associated Schools Network (including ECCE institutions, institutions of elementary, secondary, and higher education, etc.) as bases for promoting ESD. In the Course of Study for Kindergartens, MEXT calls for the fostering of 'leadership to a sustainable society', and relevant contents are incorporated into each learning area.

2. Have you created any pedagogical methodologies or materials for ESD/GC for early childhood? If so, please describe them very briefly.

Avez-vous créé des méthodologies pédagogiques ou du matériel pour l'EDD / la Citoyenneté mondiale pour la petite enfance? Si oui, veuillez les décrire très brièvement.

- **【A guide to promoting ESD】** (revised in May 2018)

A guide developed by MEXT in March 2016 for boards of education or education center supervisors of school education responsible for planning and implementing ESD training, as well as teachers in managerial positions. The guide explains the importance of ESD as well as practical ways to implement ESD in schools to teachers who are not familiar with ESD.

([http://www.mext.go.jp/unesco/004/\\_icsFiles/afieldfile/2018/07/05/1405507\\_01\\_2.pdf](http://www.mext.go.jp/unesco/004/_icsFiles/afieldfile/2018/07/05/1405507_01_2.pdf))

- **【Brochure of UNESCO Associated Schools Network (ASPnet)】** (revised in November 2018)

This brochure provides clear explanations of ESD and UNESCO ASPnet to mainly educators or people who are interested in ESD and UNESCO ASPnet.

([http://www.unescoschool.mext.go.jp/?action=common\\_download\\_main&upload\\_id=21113](http://www.unescoschool.mext.go.jp/?action=common_download_main&upload_id=21113))

3. Do you have experience working with pre-school children and/or early childhood educators? If so, what?

Avez-vous déjà travaillé avec des enfants d'âge préscolaire et / ou des éducateurs de la petite enfance? Si oui, quelles expériences?

- **【Japan's National Conference on UNESCO ASPnet】**

MEXT organizes Japan's National Conference on UNESCO ASPnet annually. The conference is open to teachers in ASPnet schools (including ECCE institution like a kindergarden). The conference programme consists of plenary sessions and various parallel sessions which deal with ESD from different perspectives.

- MEXT produced 'Guidance and advice for early childhood educators of UNESCO ASPnet across Japan'.

MEXT staff attend teacher training workshops or practical report/presentation workshops

held in UNESCO ASPnet throughout Japan, and give guidance and advice to educators regarding their reports in terms of promoting ESD.

4. Are you familiar with any relevant publications about ESD/GC and early childhood education? If so, please mention one or two.

Connaissez-vous des publications pertinentes sur l'EDD / la Citoyenneté mondiale et l'éducation de la petite enfance? Si oui, veuillez en mentionner un ou deux.

- 【A guide to promoting ESD】 (revised in May 2018)

A guide developed by MEXT in March 2016 for boards of education or education center supervisors of school education responsible for planning and implementing ESD training, as well as teachers in managerial positions. The guide explains the importance of ESD as well as practical ways to implement ESD in schools to teachers who are not familiar with ESD.

([http://www.mext.go.jp/unesco/004/\\_icsFiles/afieldfile/2018/07/05/1405507\\_01\\_2.pdf](http://www.mext.go.jp/unesco/004/_icsFiles/afieldfile/2018/07/05/1405507_01_2.pdf))

5. Do you have any suggestions as to how ESD/GC can be better facilitated for early childhood educators/preschool children? If so, please explain briefly.

Avez-vous des suggestions quant à la manière de faciliter l'EDD / la Citoyenneté mondiale pour les éducateurs de la petite enfance / les enfants d'âge préscolaire? Si oui, veuillez expliquer brièvement.

- Increasing the opportunities for teacher training regarding ESD for early childhood educators.
- Making efforts to share good practices of ESD at ECCE institutions.

## Republic of Korea

Korean National Commission for UNESCO (KNCU)

1. Does the work you do at present target early childhood educators? If so, please explain how.

Votre travail actuel cible-t-il les éducateurs de la petite enfance? Si oui, veuillez expliquer comment

In order to contribute to the expansion of activities and policymaking in the field of ESD, the KNCU established the **Korean National Committee on ESD** in 2009, comprising experts from the government, public institutions, and the civil sector. Some of the Committee members are specialists in Early Childhood Education (ECCE), and at their initiative, the Committee has discussed policies and the development of best practices on ECCE. The KNCU has also implemented the **Korean UNESCO ESD Official Project** (2011-) to recognize and support best practices in diverse areas of ESD, including ECCE.

2. Have you created any pedagogical methodologies or materials for ESD/GC for early childhood? If so, please describe them very briefly.

Avez-vous créé des méthodologies pédagogiques ou du matériel pour l'EDD / la Citoyenneté mondiale pour la petite enfance? Si oui, veuillez les décrire très brièvement.

Several ECCE projects that have been officially credentialed through the Korean UNESCO ESD Official Project had the primary goal of creating pedagogical methodologies or materials on ESD.

3. Do you have experience working with pre-school children and/or early childhood educators? If so, what?

Avez-vous déjà travaillé avec des enfants d'âge préscolaire et / ou des éducateurs de la petite enfance? Si oui, quelles expériences?

KNCU has maintained consistent cooperation and communication with pre-school children's educators and early childhood educators through the Korean National Committee on ESD and the Korean UNESCO ESD Official Project. Furthermore, a national coordination mechanism named the **SDG 4 – Education 2030 Committee** was established in 2017 to enhance understanding of SDG 4 – Education 2030 among educational stakeholders and the public, and vitalize related activities in South Korea. The Committee has nine thematic working groups, based on the seven outcome targets and three means of implementation for SDG 4. Among these, the **SDG 4.2 working group**—hosted by the **Korea Institute of Child Care and Education (KICCE)**—is in charge of promoting and monitoring ECCE activities in Korea.

4. Are you familiar with any relevant publications about ESD/GC and early childhood education? If so, please mention one or two.

Connaissez-vous des publications pertinentes sur l'EDD / la Citoyenneté mondiale et l'éducation de la petite enfance? Si oui, veuillez en mentionner un ou deux.

-

5. Do you have any suggestions as to how ESD/GC can be better facilitated for early childhood educators/preschool children? If so, please explain briefly.

Avez-vous des suggestions quant à la manière de faciliter l'EDD / la Citoyenneté mondiale pour les éducateurs de la petite enfance / les enfants d'âge préscolaire? Si oui, veuillez expliquer brièvement.

- Cooperation between the ECCE stakeholders to enhance relevant networks
- Provision of sufficient opportunities for discussion among ECCE educators for the purpose of research and policy-making, etc.

## IV - Latin America and the Caribbean

### Dominican Republic

	National Council for Climate Change
<b>1. Does the work you do at present target early childhood educators? If so, please explain how.</b>	
<b>Votre travail actuel cible-t-il les éducateurs de la petite enfance? Si oui, veuillez expliquer comment</b>	
	<p>Not directly. We have worked on the training guide on environmental education and climate change in collaboration with USAID, CDCT and The Nature Conservancy, whose main purpose is to serve as a teaching tool for the different modalities of formal, non-formal and informal environmental education in raising awareness, training and training of multiplying agents in the areas of environmental education for adaptation to climate change. Aimed at training teachers, community leaders, organized women, farmers, etc.</p> <p>We also work on the National Strategy to Strengthen Human Resources and the Skills to Advance towards Green Development, with Low Emissions and Climate Resilience, with the support of UN CC: Learn and financing of the Swiss cooperation for Development. Its main objective is to create a national framework for coordinated action to strengthen relevant learning for green development, with low emissions and climate resilience in the Dominican Republic.</p>
<b>2. Have you created any pedagogical methodologies or materials for ESD/GC for early childhood? If so, please describe them very briefly.</b>	
<b>Avez-vous créé des méthodologies pédagogiques ou du matériel pour l'EDD / la Citoyenneté mondiale pour la petite enfance? Si oui, veuillez les décrire très brièvement.</b>	
	Not directly
<b>3. Do you have experience working with pre-school children and/or early childhood educators? If so, what?</b>	
<b>Avez-vous déjà travaillé avec des enfants d'âge préscolaire et / ou des éducateurs de la petite enfance? Si oui, quelles expériences?</b>	
	Not directly
<b>4. Are you familiar with any relevant publications about ESD/GC and early childhood education? If so, please mention one or two.</b>	
<b>Connaissez-vous des publications pertinentes sur l'EDD / la Citoyenneté mondiale et l'éducation de la petite enfance? Si oui, veuillez en mentionner un ou deux.</b>	
	No

5. Do you have any suggestions as to how ESD/GC can be better facilitated for early childhood educators/preschool children? If so, please explain briefly.

Avez-vous des suggestions quant à la manière de faciliter l'EDD / la Citoyenneté mondiale pour les éducateurs de la petite enfance / les enfants d'âge préscolaire? Si oui, veuillez expliquer brièvement.

At the country level, create, in the case that they do not exist, or regulate public policies that are aimed at facilitating the ESD / GC for early childhood educators and preschool children, specifically.

Develop and implement programs that are dedicated only to early childhood and child development focused on the areas of health and child development, considering that parents are fundamental axes and should be guided on how to stimulate children in home.

The practical and continuous training of educators responsible for the education of the child is essential to facilitate the ESD, as well as the periodic review of the contents in the teacher's training.

Perform activities that are interactive and based on practice, easy to learn and especially that connects with the emotional part of children.

In this way it will be easier for learning to be effective. One of the fundamental rights of the child is to be able to play. One of the most practical ways to learn is by playing. This helps the child develop.

The monitoring and evaluation of each program carried out are two fundamental aspects when facilitating and implementing an effective ESD. To facilitate the ESD, it will also be necessary for the administrative personnel to exercise leadership with the quality that is required and that the infrastructure and all the elements within the campus are also, that they contain a good contingency system and that it is inclusive.



V – Arab region

## Lebanon

	ODDD
<b>1. Does the work you do at present target early childhood educators? If so, please explain how.</b>	
<b>Votre travail actuel cible-t-il les éducateurs de la petite enfance? Si oui, veuillez expliquer comment</b>	
	Part of our work target early childhood educators as we formed ESD leaders to work with different age categories including the early childhoods... although we are in PN4 and empowering youth, we believe that the SDGs and ESD are helpful and important for all age categories... and one way to make difference is to work with the Youth for the near future and the early childhood for the long run
<b>2. Have you created any pedagogical methodologies or materials for ESD/GC for early childhood? If so, please describe them very briefly.</b>	
<b>Avez-vous créé des méthodologies pédagogiques ou du matériel pour l'EDD / la Citoyenneté mondiale pour la petite enfance? Si oui, veuillez les décrire très brièvement.</b>	
	Yes we did... focusing mainly on ESD including the values of GC (without really focusing on this topic)... For each project and context we developed a curriculum with a specific topic... however all of them combine: (1)simplified communication skills based on the kids group specific, (2) concrete and tangible activities, (3) ESD as a main focus  We are more than happy to share with you the curriculum/ pedagogies we developed for our different interventions.
<b>3. Do you have experience working with pre-school children and/or early childhood educators? If so, what?</b>	
<b>Avez-vous déjà travaillé avec des enfants d'âge préscolaire et / ou des éducateurs de la petite enfance? Si oui, quelles expériences?</b>	
	As we mentioned earlier we already formed ESD pre-school children/ early childhood educators and worked in different with these categories of age during different projects. Last year 18 educators were formed and intervened with kids in different 11 different schools. As well we animated pre-school children workshops within bio-farmers market and Eco lodges weekend spaces... Regarding Feb 2019 and in collaboration with UNRWA, new formed educators will work during one month with the Palestinian refugees kids in two different schools on ESD/ SDGs /GC.
<b>4. Are you familiar with any relevant publications about ESD/GC and early childhood education? If so, please mention one or two.</b>	
<b>Connaissez-vous des publications pertinentes sur l'EDD / la Citoyenneté mondiale et l'éducation de la petite enfance? Si oui, veuillez en mentionner un ou deux.</b>	
	We contributed in ESD publications with UNESCO Beirut regional office and Paris main office...  We are aware of the GAP different publication,

UIL on lifelong learning

ESDGC: good practice case studies in teacher education

The application of the Professional Standards for Embedding ESDGC in the Lifelong Learning Sector in Wales...

Etc.

5. Do you have any suggestions as to how ESD/GC can be better facilitated for early childhood educators/preschool children? If so, please explain briefly.

Avez-vous des suggestions quant à la manière de faciliter l'EDD / la Citoyenneté mondiale pour les éducateurs de la petite enfance / les enfants d'âge préscolaire? Si oui, veuillez expliquer brièvement.

One of the most important lessons we learned during our past experiences could be summarized by the below:

- 1- Never generalize and work/ adapt/ develop based on the context
- 2- Develop/ create new ideas/ animated games to learn
- 3- Integrate concrete steps and less lecturing
- 4- Have dynamic educators with adaptation communication skills
- 5- Learn by doing and trying

## VI – Global organizations

### Education International

	Education International
<b>1. Does the work you do at present target early childhood educators? If so, please explain how.</b>	
<b>Votre travail actuel cible-t-il les éducateurs de la petite enfance? Si oui, veuillez expliquer comment</b>	
	<p>Thousands of Early Childhood educators around the world are in Unions affiliated to Education International. We have an ECE Working Group whose mandate is to support EI to promote quality early childhood education for all, including SDG 4 targets 4.2, 4.7 and 4.c. EI has carried out research on various aspects of ECE, including education policy, the status of teachers and the breath of the ECE curriculum, and this includes education for sustainable development, global citizenship education etc. (target 4.7).</p> <p>EI organised an ECE international seminar in September 2018 in Nairobi, and ESD/GCE was among the topics discussed. EI and its affiliates promote learning through play and using the environment as a resource for teaching and learning. An ECE seminar on the Nordic approach to ECE will be held in Norway at the end of March 2019. EI is planning to convene a special ECE session/meeting at its 8<sup>th</sup> World Congress, which will be held in Bangkok, Thailand in July 2019.</p>
<b>2. Have you created any pedagogical methodologies or materials for ESD/GC for early childhood? If so, please describe them very briefly.</b>	
<b>Avez-vous créé des méthodologies pédagogiques ou du matériel pour l'EDD / la Citoyenneté mondiale pour la petite enfance? Si oui, veuillez les décrire très brièvement.</b>	
	<p>EI and its affiliates promote learning through play and using the environment as a resource for teaching and learning. An ECE seminar on the Nordic approach to ECE will be held in Norway at the end of March 2019.</p> <p>EI is planning to convene a special ECE session/meeting at its 8<sup>th</sup> World Congress, which will be held in Bangkok, Thailand in July 2019.</p>
<b>3. Do you have experience working with pre-school children and/or early childhood educators? If so, what?</b>	
<b>Avez-vous déjà travaillé avec des enfants d'âge préscolaire et / ou des éducateurs de la petite enfance? Si oui, quelles expériences?</b>	
	<p>We work with Early Childhood educators in our ECE Working Group.</p>
<b>4. Are you familiar with any relevant publications about ESD/GC and early childhood education? If so, please mention one or two.</b>	
<b>Connaissez-vous des publications pertinentes sur l'EDD / la Citoyenneté mondiale et l'éducation de la petite enfance? Si oui, veuillez en mentionner un ou deux.</b>	
	<p>EI collaborates with the ILO and UNESCO in promoting the ILO Policy Guidelines on the promotion of Decent Work for early childhood education personnel, and with the OECD to promote broader assessment in ECE which should include ESD.</p> <p>EI has published in 2012 a Strategy Paper on ECE, which presents EI's commitment to Quality Early Childhood Education.</p>

5. Do you have any suggestions as to how ESD/GC can be better facilitated for early childhood educators/preschool children? If so, please explain briefly.

Avez-vous des suggestions quant à la manière de faciliter l'EDD / la Citoyenneté mondiale pour les éducateurs de la petite enfance / les enfants d'âge préscolaire? Si oui, veuillez expliquer brièvement.

-

## GADRRRES

	GADRRRES
1. Does the work you do at present target early childhood educators? If so, please explain how.	
Votre travail actuel cible-t-il les éducateurs de la petite enfance? Si oui, veuillez expliquer comment	
	<p>The Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES) is a multi-stakeholder mechanism composed of UN agencies, international organizations, and global networks. Current members include: Global Facility for Disaster Reduction and Recovery (GFDRR); International Federation of Red Cross and Red Crescent Societies (IFRC); Inter-Agency Network for Education in Emergencies (INEE); Plan International; RET International; Risk RED; Save the Children; United Nations Education, Science and Culture Organisation (UNESCO); United Nations Fund for Children (UNICEF); United Nations Office for Disaster Risk Reduction (UNISDR) and World Vision.</p> <p>The work of some of these organisations targets indeed early childhood educators. For instance, Save the Children works with ECCE professionals, service providers, and parents on « developing brains », literacy and numeracy, parenting without violence. They are also increasing emphasis on school safety and skills for educators and children.</p>
2. Have you created any pedagogical methodologies or materials for ESD/GC for early childhood? If so, please describe them very briefly.	
Avez-vous créé des méthodologies pédagogiques ou du matériel pour l'EDD / la Citoyenneté mondiale pour la petite enfance? Si oui, veuillez les décrire très brièvement.	
	<p>GADRRRES partners have individually or in close collaboration between each other developed pedagogical methodologies or materials for ESD/GC for early childhood.</p> <p>Among others, it is possible to quote:</p> <ul style="list-style-type: none"> <li>• The Early Childhood Development Kit (UNICEF) that was created to strengthen the response for young children caught in conflict or emergencies: <a href="https://www.unicef.org/supply/index_52666.html">https://www.unicef.org/supply/index_52666.html</a></li> <li>• The following report provides information on save the Children' actions: <a href="https://www.savethechildren.org/content/dam/global/reports/education-and-child-protection/early-learning-qual-2014.pdf">https://www.savethechildren.org/content/dam/global/reports/education-and-child-protection/early-learning-qual-2014.pdf</a></li> </ul>
3. Do you have experience working with pre-school children and/or early childhood educators? If so, what?	
Avez-vous déjà travaillé avec des enfants d'âge préscolaire et / ou des éducateurs de la petite enfance? Si oui, quelles expériences?	
	<p>Some of the GADRRRES partners have indeed experience working with pre-school children and early childhood educators:</p> <ul style="list-style-type: none"> <li>• Save the Children has decades of experience supporting ECCE and school readiness.</li> <li>• Plan International has also been working to help vulnerable and excluded children, particularly girls, grow up equally valued and cared for and free from discrimination.</li> <li>• UNICEF particularly supports early learning in 143 countries around the globe. UNICEF works on growing strong programmes, building evidence for innovative approaches, and helping caregivers and teachers develop, to increase access to quality early learning. They also help governments deliver conflict-sensitive early</li> </ul>

learning and psychosocial support to young children and their families in humanitarian situations

4. Are you familiar with any relevant publications about ESD/GC and early childhood education? If so, please mention one or two.

Connaissez-vous des publications pertinentes sur l'EDD / la Citoyenneté mondiale et l'éducation de la petite enfance? Si oui, veuillez en mentionner un ou deux.

5. Do you have any suggestions as to how ESD/GC can be better facilitated for early childhood educators/preschool children? If so, please explain briefly.

Avez-vous des suggestions quant à la manière de faciliter l'EDD / la Citoyenneté mondiale pour les éducateurs de la petite enfance / les enfants d'âge préscolaire? Si oui, veuillez expliquer brièvement.

It appears important for GADRRRES partners to incorporate safety education for educators, parents, and even the little ones.

Some examples are available here:

<https://www.preventionweb.net/publications/view/61523>

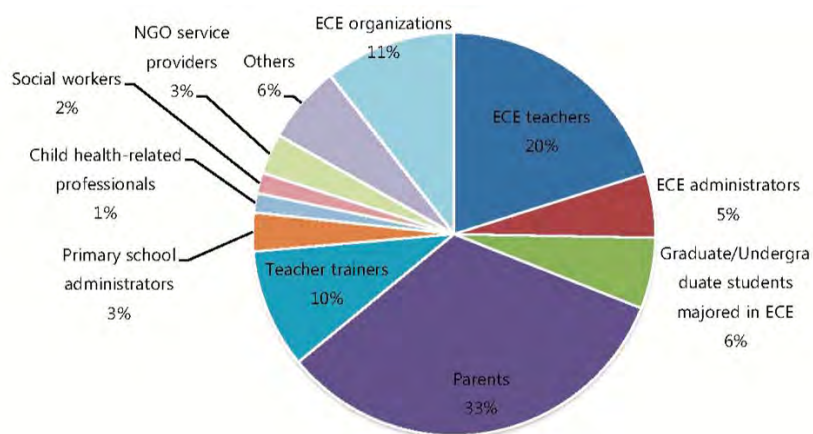
## OMEP

World Organisation for Early Childhood Education

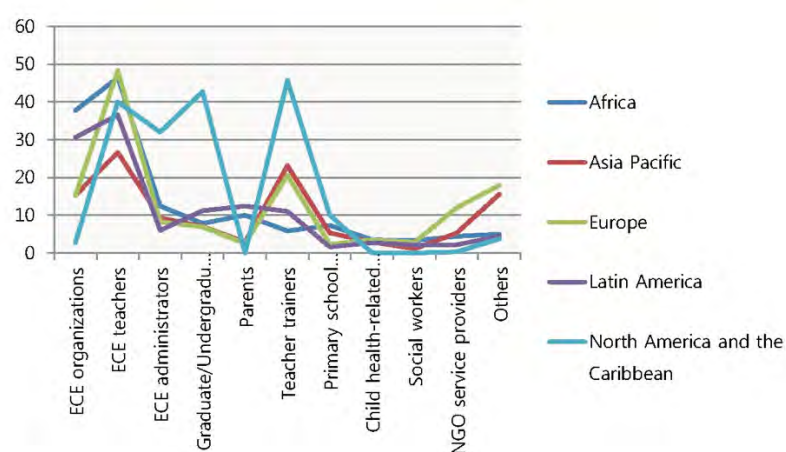
1. Does the work you do at present target early childhood educators? If so, please explain how.

Votre travail actuel cible-t-il les éducateurs de la petite enfance? Si oui, veuillez expliquer comment

With national committees in more than 70 countries, OMEP is the oldest and largest international organization focusing on the world's youngest children. The majority of OMEP's members are early childhood educators and early childhood teacher educators. OMEP's work focuses on early childhood educators, taken in the broadest sense to include parents, teachers and caregivers for children between birth and school-entry age. OMEP also focuses on children's overall development; children's rights; peacebuilding from the cradle up; children in migrations contexts; water, sanitation, and hygiene education (WASH); and the UN Sustainable Development Goals (SDG). Through its work at the United Nations and with other NGOs, OMEP also advocates for early childhood ESD as an unambiguous priority in local, national, and global policies and program initiatives. Since 2010, more than 25,000 early childhood educators from all regions of the world have been involved in one of OMEP's annual ESD award competitions. Early childhood educators from all over the world attend OMEP's annual World Conference, where ESD is always a central theme.



Estimated % of Types of Members (N=49 countries)



2. Have you created any pedagogical methodologies or materials for ESD/GC for early childhood? If so, please describe them very briefly.

Avez-vous créé des méthodologies pédagogiques ou du matériel pour l'EDD / la Citoyenneté mondiale pour la petite enfance? Si oui, veuillez les décrire très brièvement.

OMEP's members in more than 70 countries have created numerous worthy, context-specific pedagogical materials and methodologies. We can share examples from OMEP's major projects in Education for Sustainable Development (ESD); Play and Resilience; WASH (water, sanitation, and hygiene); and peacebuilding.

Each year since 2010, OMEP members have been encouraged to contribute their ESD research and practice to the ESD World Project. Selected projects have received a travel award to present their work at the World Conference. The competition winners and other worthy projects are posted on the Early Childhood Resource Bank, which OMEP hosts on the UNESCO GAP site: [http://eceresourcebank.org/index.php?hCode=PROJECT\\_04\\_01](http://eceresourcebank.org/index.php?hCode=PROJECT_04_01)

The most significant materials produced recently have focused on providing an ESD vision that is achievable and adaptable to the context, the country or the ESD issue.

World OMEP has developed a Resource Bank to be shared among practitioners, scholars, and parents, educators and parents. This addresses OMEP's goal to increase accessibility to ESD knowledge and teaching materials. OMEP continuously updates the Resource Bank to provide new material in 5 languages. The materials are organized by ESD themes and the UN Regions. <http://www.eceresourcebank.org/>

OMEP developed the ESD Early Childhood Environmental Rating Scale, first published in English in 2013 and now published in 10 languages (English, Spanish, Norwegian, Korean, Portuguese, Swedish, Turkish, Chinese, Croatian, and Russian). In line with the principles of best practice in early childhood, the scale is a "beginning tool," adapted to each cultural context, to help teachers identify their successes and concerns in early childhood ESD and also to provide guidance for internal evaluation and future planning. Teachers are able to use this as a guide to deepen their understanding of ESD, and to reflect on their own and their centre's performance in the 3 ESD Pillars: Social/Cultural; Economic and Environmental.

[http://eceresourcebank.org/index.php?hCode=SCALE\\_03\\_01](http://eceresourcebank.org/index.php?hCode=SCALE_03_01)

As part of 4 World projects on ESD since 2010, OMEP has also developed guidelines to help early childhood teachers talk with children about sustainability, listen to children's ideas, and utilize their ideas and concerns for future learning activities. These guidelines also assist early childhood teachers recognize the ways in which young children can become agents of change and advocates for sustainable behaviors and habits.

3. Do you have experience working with pre-school children and/or early childhood educators? If so, what?

Avez-vous déjà travaillé avec des enfants d'âge préscolaire et / ou des éducateurs de la petite enfance? Si oui, quelles expériences?

Yes. OMEP members in 70+ national committees around the world include practitioners who work directly with children from birth the eight years. OMEP members who work directly with children serve in such capacities as teachers, teacher support workers (aides), child care center or preschool administrators or support staff, social worker, and child psychologists. Many of OMEP's researchers, university-level teacher educators, child advocates, and policy makers also continue to work directly with children.



4. Are you familiar with any relevant publications about ESD/GC and early childhood education? If so, please mention one or two.

Connaissez-vous des publications pertinentes sur l'EDD / la Citoyenneté mondiale et l'éducation de la petite enfance? Si oui, veuillez en mentionner un ou deux.

OMEP's publication, *International Journal of Early Childhood*, published a special issue on ESD. Other issues frequently include articles on ESD and early childhood education. OMEP's new on-line journal for practitioners, *Theory into Practice*, also includes articles on ESD-related topics.

Here are a few other examples of OMEP and OMEP members' publications on ESD:

Ärlemalm-Hagsér, E. Pramling Samuelsson, I. (2018). Early Childhood Education and Care for Sustainability. Historical context and current challenges. In V. Huggins & D. Evans (Eds.), *Early Childhood Education and Care for Sustainability. International Perspectives* (pp. 13-27). NY: Routledge.

Engdahl, I. (2015). "Early childhood education for sustainability: The OMEP world project. *International Journal of Early Childhood*," *International Journal of Early Childhood* **47**(3): 347-366.

Hägglund, S. & Pramling Samuelsson, I. (2009). Early childhood education and learning for sustainable development and citizenship. *International Journal of Early Childhood*, **41**(2), 49-63.

Mackey, G. (2017). Strengthening children's agency in outdoor learning environments *Outdoor Learning Environments: Spaces for exploration, discovery and risk-taking*. H. Little, S. Elliott and S. Wyver. Melbourne, Allen & Unwin.

Mackey, G. and L. De Vocht (2016). "Teachers Explore How to Support Young Children's Agency for Social Justice." *International Journal of Early Childhood*: 1-15.

Pramling Samuelsson, I. (2011). Why we should begin early with ESD: The role of Early Childhood Education. *International Journal of Early Childhood*, **43**(2), 103-118. <http://www.springer.com/education+%26+language/journal/13158>

Pramling Samuelsson, I. & Park, E. (2017). How to Educate Children for Sustainable Learning and for a Sustainable world. *International Journal of Early Childhood*, **49**(3), 273-285.

Siraj-Blatchford, J. & Pramling Samuelsson, I. (2016). Education for Sustainable Development in Early Childhood Care and Education: An Introduction. In J. Siraj-Blatchford, C. Mogharreban & E. Park (Eds.), *International research on Education for Sustainable Development in Early Childhood* (pp. 1-15). Springer: Switzerland. DOI: <https://doi.org/10.1007/978-3-319-42208-4>

Siraj-Blatchford, J., Pramling Samuelsson, I, Lenglet, F., et.al. (2010). Taking children seriously – How the EU can invest in early childhood education for a sustainable future. European Panel of Sustainable Development, EPSD. Report no 4, 2010-12-17. GMV, Centre for Environment and Sustainability: Chalmers University of Technology, Göteborg. [www.ecesustainability.org](http://www.ecesustainability.org)

Wagner, J.T. and Pramling Samuelsson, I. (2018, under review): Water, Sanitation, and Hygiene Education in Early Childhood Settings: A Pathway to Sustainability.

5. Do you have any suggestions as to how ESD/GC can be better facilitated for early childhood educators/preschool children? If so, please explain briefly.

Avez-vous des suggestions quant à la manière de faciliter l'EDD / la Citoyenneté mondiale pour les éducateurs de la petite enfance / les enfants d'âge préscolaire? Si oui, veuillez expliquer brièvement.

OMEP has advocated, with some success, for ESD to be fully integrated into early childhood teacher education curricula.

OMEP's strategy to involve early childhood educators in ESD through the travel award competition has been highly successful, with an increasing number of applications and increasingly high quality projects throughout the nine years of the competition. In 2018 2002 early childhood teachers and more than 37,000 children were involved in projects submitted for consideration for the award.

Recommendation: This competition has increased awareness of ESD in the field. ESD/GC could be better facilitated if additional funding were available for more travel awards and to provide scaling up activities for the winners.

In addition the following recommendations would allow ESD/GC to be better facilitated in early childhood settings.

- Greater recognition and information dissemination about the meaning of education in early childhood settings (i.e., not just formal education, or schooling, but rather the totality of the young child's experiences across all domains of development (cognitive, social, physical, linguistic, and moral/ethical) resulting from communication and interaction with parents, other children, and adults in homes, communities, and child care environments.
- Governmental recognition that education as defined above begins at birth. During early childhood, sustainability-related attitudes, behaviors, and habits are developed and strengthened. Governments must fund high quality early childhood education that includes sustainability as an integral component.
- Support for teacher education and professional development to include more ESD. Resources for WASH programs and the ESD Rating Scale need to be accompanied by workshops to introduce and further develop the materials.
- Seminars or meetings for teachers to bring their concerns, creative ideas and resources that are relevant to their local context and deal with their local sustainability issues.
- Teachers who are open to hearing children's voices and valuing their participation. Using the ideas of children and acknowledging their agency. Allowing children to be part of the decision making and action.
- A UN Decade for Early Childhood Development and Education

If you need any further information, please contact Ingrid Pramling Samuelsson at [Ingrid.pramling@ped.gu.se](mailto:Ingrid.pramling@ped.gu.se)

## Organización de Estados Iberoamericanos para la Educación, la Ciencia y la Cultura

Organización de Estados Iberoamericanos para la Educación, la Ciencia y la Cultura

1. Does the work you do at present target early childhood educators? If so, please explain how.

Votre travail actuel cible-t-il les éducateurs de la petite enfance? Si oui, veuillez expliquer comment

Yes. One of the main lines of action of OEI reflected in its action program is the support, design, and implementation of public policies that improve the quality and universalization of infant education. The OEI has taken numerous and varied steps in this area including: The Regional Office of OEI in Paraguay has developed a training center for innovation in public policies named "Centro de Formación e Innovación en Políticas Públicas - CeFIPP" with the aim of consolidating the knowledge generation within the region. Its goal is to contribute to the professionalization of civil servants and public officials, and to provide tools for the State in its development process, which not only requires technical tools but also highly professionalized human resources who are equipped with the capacity to make decisions. CeFIPP proposes flexible training spaces focusing on specific needs of state and non-state institutions that contribute to the country's development. Particularly, CeFIPP focuses on developing innovative training programs for teachers and public servants of the Ministry of Education, which enables and empowers them to generate changes within their own system. Therefore, changes and innovative practices are generated from the people working within the educational system.

<http://www.oei.org.py/Oei/Noticia/acto-de-graduacion-del-curso-de-tecnico-docente-en-primer>

<http://www.oei.org.py/Oei/Noticia/sexta-convocatoria-del-diplomado-superior-en-politicas-publicas-en-primer>

Currently, the Regional Office of OEI in Colombia has worked in the training of early childhood educators in order to guarantee comprehensive care for children in these ages. OEI has carried out accompaniment and training processes in comprehensive care for early childhood with a differential approach, taking into account characteristics of sex, ethnicity and culture of children and their families. One of the main lines of action of the Ibero-American Institution for Early Childhood, IPI, of the OEI, based in Chile, is to favor the professionalization of adults working on the education of young children. In this context, the IPI is currently finalizing the audiovisual campaign "Steps towards reading" that seeks to favor the approach to the written word in young children. This campaign is aimed at adults who interact or work educating early childhood throughout Ibero-America. The IPI is currently preparing a series of two modules for adults on pedagogical work with children between 0 and 3 years of age. From this last module a face-to-face course oriented to Nursery Education Techniques will be raised, at the request of the Ministry of Education of Chile.

2. Have you created any pedagogical methodologies or materials for ESD/GC for early childhood? If so, please describe them very briefly.

Avez-vous créé des méthodologies pédagogiques ou du matériel pour l'EDD / la Citoyenneté mondiale pour la petite enfance? Si oui, veuillez les décrire très brièvement.

Yes, OEI has developed various pedagogical methodologies in Argentina, Chile, Colombia and Paraguay in collaboration with the Ministries of Education and other institutions such as UNICEF, BBVA. For example in Paraguay OEI have developed papers and materials for ESD/GC for early childhood. The materials and the curriculums are original contents created by the

OEI with the help from experts all over the region and overseas, and are certified by different universities. These materials have been used in courses created and implemented by the OEI and CeFIPP. Examples of the materials used for early childhood education are attached below as a picture.

### 3. Do you have experience working with pre-school children and/or early childhood educators? If so, what?

Avez-vous déjà travaillé avec des enfants d'âge préscolaire et / ou des éducateurs de la petite enfance? Si oui, quelles expériences?

Yes. For over a decade, the OEI has championed measures related with early childhood comprehensive care and education, since the foundations for lifelong learning and development laid during infancy. OEI has experience working with early childhood educators. Most of the civil servants that received a training program in CeFIPP are teachers or facilitators at early childhood development centers. We have provided three main training programs regarding early childhood education, which is listed below with their objectives. - Specialization in Early Childhood aims to equip people with a solid knowledge about the biological, socio-pedagogical, cultural and institutional components at a post-graduate level, in order for them to develop curriculums necessary for early childhood educations and to participate in the teaching process. - Public Policies in Early Childhood aims to help policy makers to generate new perspectives based on an epistemological framework, and to provide effective tools for management, monitoring and evaluation of actions and programs related to early childhood education. - Qualification for Educational Agents for Initial Education aims to strengthen the training of nonformal educational agents such as educators without degrees, tutors, community leaders, mothers, street educators, who work with children under the age of 6, in order to contribute to the high quality of non-formal educational services. Three main courses are implemented at CeFIPP: 1. Specialization in Early Childhood Education. 2. Higher Diploma: Public Policies in Early childhood. 3. Qualification for Educational Agents for Early Childhood Education

### 4. Are you familiar with any relevant publications about ESD/GC and early childhood education? If so, please mention one or two.

Connaissez-vous des publications pertinentes sur l'EDD / la Citoyenneté mondiale et l'éducation de la petite enfance? Si oui, veuillez en mentionner un ou deux.

Yes. The OEI Regional office of Paraguay has published the journal called "Revista Paraguaya de Educación" which is a bi-annual publication produced by the OEI Paraguay, the Ministry of Education and Santillana S.A, with the aim of sharing studies related to the reality of education in Paraguay and other countries. The journal is published through the Center for Educational Research and Innovation of the Ministry of Education. The most recent journal, which was published in November 2018, explores the theme of Education for Young People and Adults, describes various experiences carried out at a national level, and points out implications for the formulation of public policies regarding education in Paraguay. More details can be found in the links attached.

<http://www.oei.org.py/Oei/Noticia/presentacion-del-septimo-numero-de-la-revista-paraguaya-de-educacion>

<http://www.oei.org.py/Oei/Noticia/oei-y-santillana-reafirmaron-su-compromiso-para>

RIE : <https://rieoei.org/RIE/issue/view/1>

Early Childhood is an increasingly relevant period for education and research as its challenge is to improve the quality of life of early childhood, and with its importance in human life, to improve the quality of life for all the people. In this monograph of the RIE, theoretical and

practical aspects are addressed in different stages of educational work in Early Childhood Education that contribute to social, affective, cognitive and organizational development.

Cyberinfancia – Virtual Journal of Preschool Education/Early Childhood Education  
Cyberinfancia is the first virtual journal of Preschool Education/Early Childhood Education in Peru. This publication seeks to disseminate an updated, multidisciplinary, intercultural, systemic idea of the education and development of children under the age of 6 in different regions of the country.

Space for Children Bernard van Leer Foundation's Journal on the development of early childhood that deals with specific issues related to the development of young children, particularly from the psychological perspectives, combines the present theories with practical work experiences. The projects carried out, which were supported by the Foundation are also included in the journal.

Other Publications about ESD/GC are :

- LANCET SERIE (UNICEF) : <https://www.thelancet.com/series/ECD2016>

- Global Action Programme on Education for Sustainable Development : <https://en.unesco.org/gap>

**5. Do you have any suggestions as to how ESD/GC can be better facilitated for early childhood educators/preschool children? If so, please explain briefly.**

**Avez-vous des suggestions quant à la manière de faciliter l'EDD / la Citoyenneté mondiale pour les éducateurs de la petite enfance / les enfants d'âge préscolaire? Si oui, veuillez expliquer brièvement.**

Yes. The CeFIPP is a great example of how to empower civil servants and educators to lead changes in the Early Childhood Development practices, and to generate changes in public policies based on that. The main suggestion from our side is to focus on empowering the institutional capacity from the Ministry of Education at all levels and to introduce ESD/GC practices on the daily routines of students of this age, using games and storytelling practices. The OEI Regional Office in Paraguay is going to implement a project targeting secondary students that will facilitate the ESD/GC learning to the early childhood children.

It is fundamental to deliver an education that respects the particularities and cultural diversity of which children are part of; It is essential to avoid standardized curricula and homogenous methodologies for learning. Efforts should be directed towards granting equal possibilities to all children, with special focus on those groups that suffer exclusion, such as children from indigenous peoples, migrants or those in a disabled situation.

In an institutional level, it is necessary to address the leadership in the early childhood education centers, in this sense it is crucial that those who lead these spaces have the tools to mobilize their communities to develop better strategies to promote learning and integral development of children. Therefore, it is urgent to define the challenges that these leaders face in different sociocultural and institutional contexts.

Early childhood educators should receive initial and ongoing training that provides pedagogical responses to the characteristics of young children, incorporating updated perspectives and strategies that promote comprehensive development in early childhood. It is important to generate a diversity of formal and nonformal educational alternatives that accommodate the possibilities of access and permanence of children and their families.

It is important to develop strategies for educators not only in schoolrooms, but also to accompany them, in addition to carry out exchange processes in other countries or cities, which allow strength of learning.

## PERL

	PERL
<b>1. Does the work you do at present target early childhood educators? If so, please explain how.</b>	
<b>Votre travail actuel cible-t-il les éducateurs de la petite enfance? Si oui, veuillez expliquer comment</b>	
	Yes, we are continually working to integrate ESD in the training of pre-school teachers both at our teacher-training university and in Norway in general. We give courses, prepare and distribute learning materials and emphasize the importance of active, participatory, thematic learning from an early age.
<b>2. Have you created any pedagogical methodologies or materials for ESD/GC for early childhood? If so, please describe them very briefly.</b>	
<b>Avez-vous créé des méthodologies pédagogiques ou du matériel pour l'EDD / la Citoyenneté mondiale pour la petite enfance? Si oui, veuillez les décrire très brièvement.</b>	
	A number of the PERL ESD/GC learning materials such as the Active Learning using images and objects toolkits and LOLA have been adapted for use for early childhood education. I have also written a book (published in Norwegian but also translated into English) entitled, « The Consumer: A Fellow Human Being » which provides examples of ways of dealing with education for sustainable living for early childhood educators. I have made a series of videos as a part of a « Learning through play » course focusing on thematic methods of teaching in early childhood. A number of years ago, I co-authored a series of books called, « Tussilago » (teacher training guidelines and large size illustrated books) for use in kindergarten, first , second and third grades in Norway. The subjects covered, in an interdisciplinary manner, in these materials were mathematics, language and natural sciences.
<b>3. Do you have experience working with pre-school children and/or early childhood educators? If so, what?</b>	
<b>Avez-vous déjà travaillé avec des enfants d'âge préscolaire et / ou des éducateurs de la petite enfance? Si oui, quelles expériences?</b>	
	I have, myself, taught pre-school children for many years in the USA, Finland and Norway as well as having founded in 1973 a pre-school (in Finland) (previously called Kangasalan Englanninkielinen Leikkikoulu, presently called: Kangasalan Enkku). I was a part of the national Norwegian project, « Pedagogical Opportunities for 6-year olds » and have taught pedagogics to early childhood educators for many years. I have also been a consultant for early childhood education projects in the Nordic countries as well as in Africa and the USA. In Norway, I have been a part of the national committee that revised the national curriculum (guidelines) for early childhood education.
<b>4. Are you familiar with any relevant publications about ESD/GC and early childhood education? If so, please mention one or two.</b>	
<b>Connaissez-vous des publications pertinentes sur l'EDD / la Citoyenneté mondiale et l'éducation de la petite enfance? Si oui, veuillez en mentionner un ou deux.</b>	
	** -Global Teacher, Global Learner, D. Selby & Pike, 1992. -ESD in the Early Years, <a href="http://www.327matters.org/docs/esd%20book%20master.pdf">http://www.327matters.org/docs/esd%20book%20master.pdf</a>

- How to Educate Children for Sustainable Learning and for a Sustainable World, International Journal of Early Childhood December 2017, Volume 49, Issue 3, pp 273–285.
- Eduardo de Bono's books on children, thinking and creativity
- Books and reports on the Reggio Emilia kindergartens

5. Do you have any suggestions as to how ESD/GC can be better facilitated for early childhood educators/preschool children? If so, please explain briefly.

Avez-vous des suggestions quant à la manière de faciliter l'EDD / la Citoyenneté mondiale pour les éducateurs de la petite enfance / les enfants d'âge préscolaire? Si oui, veuillez expliquer brièvement.

- I firmly believe that the first step in facilitating ESD/GC is to contribute to building the young children's self-confidence. This will enable children to better withstand peer pressure, the pressure of advertizing, and be able to deal with the flow of information that they meet already at an early age. It will help them develop critical, independent thinking.
- Parents are children's first educators and role models. They need to be assisted and involved in ESD/GC initiatives in a positive manner. Fortunately, many pre-school institutions have close contact with parents and thus ESD/GC can easily be focused on to a greater extent than at present.
- Young children seek to know « why ». Explaining the values that ESD and GC are based upon ( in a simple manner) is important in early childhood education.
- There is a tendency in many countries to concentrate on cognitive learning already in early childhood education. While this is important, early childhood educators need to realize that young children learn mostly through play, experience, observation, music and emotions. Learning about ESD/GC must use pedagogical methodologies that allow for such learning.
- While learning about ESD/GC needs to constantly be relevant to children's daily lives, educators should realize that in today's world, youngsters have far greater exposure to people, cultures, information about the world beyond their immediate environment than ever before. By using the child's family, friends and neighborhood as points of departure, it is possible to explore the wider world and gain an understanding of the interdependdencies that exist---in other words, how we are all members of the human family sharing a single planet.
- Young children are extremely creative. They are able to imagine solutions and scenarios that older children and adults cannot. ESD/GC must strive to stimulate that creativity and encourage that it be used to understand ESD/GC.