



Technical consultation meeting on the future of Education for Sustainable Development

Meeting report

9-10 July 2018
The Landmark Hotel,
Bangkok, Thailand



Introduction

This is a summary report from the Technical Consultation Meeting on the Future of Education for Sustainable Development held 9-10 July 2018 in Bangkok, Thailand. To provide an overview of the proceedings, this report presents main points of each session in bullet point format.

Background

In 2014, the UN Decade of Education for Sustainable Development (DESD) came to an end. As the follow-up, and for an initial phase of five years (2015-2019), UNESCO launched¹ the Global Action Programme (GAP) on Education for Sustainable Development at the UNESCO World Conference on Education for Sustainable Development held in Aichi-Nagoya, Japan. To build on the efforts made by the Decade in relation to advocacy and awareness-raising, the GAP, acknowledged by the UN General Assembly² as the official follow-up to the Decade, focused on the scaling-up of actions on the ground. Policy, education institutions, educators, youth and local communities were identified as five Priority Action Areas for implementation.

The GAP time frame ends in 2019. To build a post-GAP vision, UNESCO has been preparing a draft position paper through a series of experts' meetings as well as a desk review of related literature and results of the mid-term GAP implementation. This technical consultation meeting has been a key opportunity for UNESCO Member States and Associate Members to provide valuable inputs on the future direction of ESD presented in the draft position paper. A revised draft will be submitted to the UNESCO Executive Board, the General Conference and the UN for their respective approval processes in 2019.

Objective

To ensure the transparent, participatory preparation of the post-GAP through collecting input from UNESCO Member States and Associate Members, and to invite their commitment and ownership in the process.

Expected outcomes

- UNESCO Member States and Associate Members' views on the direction of the Future of ESD taken on board.
- UNESCO Member States and Associate Members mobilized for further ESD action.

Participants

270 people from 116 UNESCO Member States and Associate Members participated in the meeting from ministries of education, other ministries responsible for ESD and other public authorities as relevant.

Organizers

Section of Education for Sustainable Development, Division for Peace and Sustainable Development, UNESCO Headquarters

UNESCO Bangkok and other Regional Bureaux

The meeting is generously funded by the Government of Japan.

Languages

¹ As endorsed by the 37th session of the UNESCO General Conference (37 C/Resolution 12).

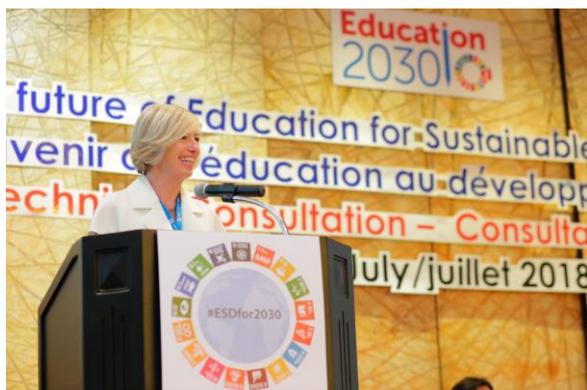
² Resolution A/RES/69/211.

Interpretation and documents were provided in English, French, Spanish, Russian and Arabic

Opening

*Moderators: Mr Shigeru Aoyagi, Director, UNESCO Asia-Pacific Regional Bureau for Education, Bangkok
Mr Alexander Leicht, Chief of Section of ESD, UNESCO*

Stefania Giannini, Assistant Director-General for Education, UNESCO



- It is my great pleasure to welcome over 270 participants from nearly 120 Member States or Associated Member States to this meeting. This is a sign of commitment of how much you care about education and ESD.
- UNESCO was the lead agency for the UN Decade of ESD. Since the conclusion of the Decade, UNESCO has been implementing the Global Action Programme (GAP) on ESD, the official follow-up of the Decade, which will end 2019. UNESCO has drafted post-GAP position paper for which we will be seeking your inputs

over the next two days.

- ESD is at the forefront of a major trend in education. The focus on access and quality in education has been complemented by one on content and relevance. We are increasingly asking if what people learn is truly relevant to their lives, if what people learn helps create better societies, if what they learn helps to ensure the survival of our planet. ESD provides important answers to the questions and is duly recognized through SDG Target 4.7. ESD is also recently recognized as a key enabler for the achievement of all the SDGs.
- The draft position paper will be mindful of the 17 SDGs. The post-GAP should be directed to building a more just and sustainable world through the achievement of all 17 SDGs.
- We are hoping to re-confirm your commitment to ESD because, above all, it is governments' ownership of ESD which will help drive it forward.
- I would like to thank the experts who contributed to the position paper, the Government of Japan and the Government of Thailand as well as UNESCO team.

Watanaporn Ra-Ngubtook, Deputy Permanent Secretary, Ministry of Education, Thailand

- Welcome to Thailand. This meeting provides a good opportunity to address target 7 of SDG 4 on Education.
- In case of Thailand, government has been working hard to establish stability, prosperity, and sustainability in all areas.
- Thailand is applying the philosophy of sufficiency and its 3 principles of moderation, reasonableness and prudence, especially at primary and secondary. Ministry has integrated 21st century skills such as higher-order thinking, creativity, and citizenship especially in TVET.
- Sustainable development goes faster if we learn from one another. I wish you a successful meeting.



Yosuke Kobayashi, Director-General for International Affairs, MEXT, Japan



- The idea for the Decade of ESD was proposed by Japan at the 2002 Johannesburg Summit, and the resolution calling for the DESD was unanimously approved at the 57th UN General Assembly. Ever since then, Japan has been promoting ESD internationally through our support to UNESCO, the lead organization.

- At the UNESCO Executive Board held in April, Japan, together with 46 cosponsors, proposed a resolution calling for UNESCO to formulate a draft in consultation with UNESCO Member States for

establishing a post-GAP framework and submit it to the Executive Board in the spring of 2019. For the formulation of a new framework for ESD, as with UN Resolution adopted last year, the April resolution mentioned the importance of further encouraging member states' commitment to ESD, based on the understanding that ESD contributes to the achievement of all the SDGs and that collaboration among stakeholders is essential for the achievement of the SDGs.

- The Japanese government will work to further promote ESD and continue to actively contribute to the achievement of the SDGs, through our support for the ESD Prize and the implementation of the post-GAP program.

Bjorn Andersson, Director, Asia-Pacific Regional Office, UNFPA

- ESD is a key driver for the achievement of all the Sustainable Development Goals. Not only empowers learners to take key action but ESD also includes cognitive and social-emotional learning objectives which lead to behaviour change in society.
- ESD provides people with the ability to recognize and question traditional beliefs on education.
- We should ensure consistent focus placed on broader issues plaguing education system: underinvestment especially in rural areas, gender disparities, in humanitarian situations
- We should recognize 2030 agenda through accountability. Support government to report on SDGs. Make use of opportunities such as high-level forum on SDGs, which will include SDG 4.
- We should strengthen partnerships and ways of working with UN agencies and others.



II. Presentation of the post-GAP position paper

Presenter: Ms Soo-Hyang Choi, Director, Division for Peace and Sustainable Development, UNESCO

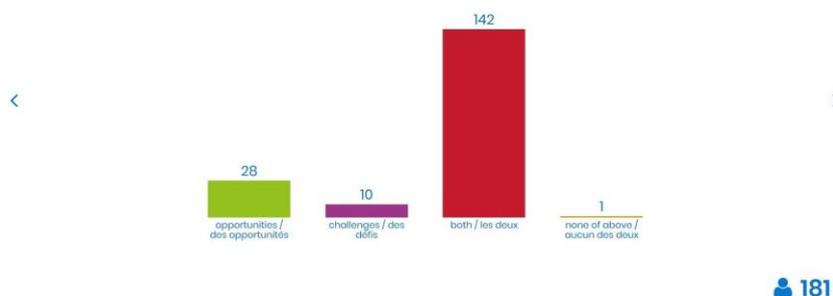


- **Why this paper**
 - Member States asked UNESCO Secretariat to propose framework for post 2019. Propose duration of 2020-2030 in line with end date of SDGs.
- **How the paper was prepared**
 - Review of GAP implementation: Implementation good, but room for improvement
 - Symposium series 2016-18: Out-of-the-box thinking and brainstorming meeting with over 100 experts and 150 stakeholders on what works and what does not.
- **Key context and reflections**
 - Lessons learned from the GAP implementation
 - Launching of 17 SDGs also now taken into consideration in position paper.
 - UNGA recognized ESD as key enabler of achieving all SDGs
- **Required reflections**
 - How does transformative action happen?
 - Needs knowledge, critical thinking, exposure to realities, relevance to one's life.
 - For transformative action to take place at individual level, it is critical to give non-formal and informal education more than lip service
 - Community will be a key word for next two days of meeting
 - What needs to be done at societal level
 - Interested in underlying tension of economic development and sustainable development. If development is to be sustainable, it has to be a balancing act.
 - ESD is critically relevant to communities with extreme poverty. But seems a remote concern. Pay attention to livelihood issues, survival and basic needs to satisfy conditions for dignity of human life
 - In recognition of technological advancement
 - Will no longer have some of the old problems but will have new problems.
 - May believe wrongly that all problems will be solved by technology while development of critical mind-set increasingly important.
- **Implementation framework**
 - Contribute to building a sustainable world through education and the 17 SDGs.
 - Proposed title is *Education for Sustainable Development Goals Programme*
 - Address topical issues with or without specific reference to SDGs
 - Address linkages and tensions in SDGs
 - GAP structure: 5 priority action areas and scaling up through cascaded multiple layered partners remains valid, 5 partner networks merge into one. Greater emphasis on government partners, development partners, donors and private sector.
 - Member States – mobilize stakeholders and action at ground level. Responsible for nationwide initiatives
 - UNESCO – support nationwide initiatives on ESDG Programme, support the inclusive network of partners, monitoring progress, and produce evidence base.
- **Way forward**
 - Paper will be revised based on comments in this meeting
 - Autumn 2019 – paper to be approved by UNESCO General Conference and to be acknowledged by UNGA for implementation beginning 2020

III. Townhall reflections

In this session, an on-site survey tool was used to stimulate the discussion. Moderator: Ms Soo-Hyang Choi, Director, Division for Peace and Sustainable Development, UNESCO, Mr Anantha Duraiappah, Director, UNESCO MGIEP

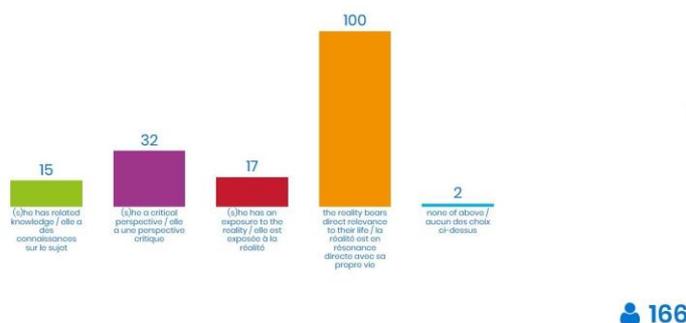
Q1. The 17 SDGs present to ESD:



Opportunities (28); Challenges (10); Both (142)

The majority of the responders felt the 17 SDGs presented both opportunities and challenges. One said while quality education remains the best opportunity any country could get, challenges remain around clean energy, water and sanitation. Another said SDG4 was an opportunity to equip the 35 per cent of the population in school in Africa with sustainable development education to take back to their communities. A third participant said they saw only opportunities such as bringing SDG5 into maths and biodiversity into science making both subjects more relevant to students.

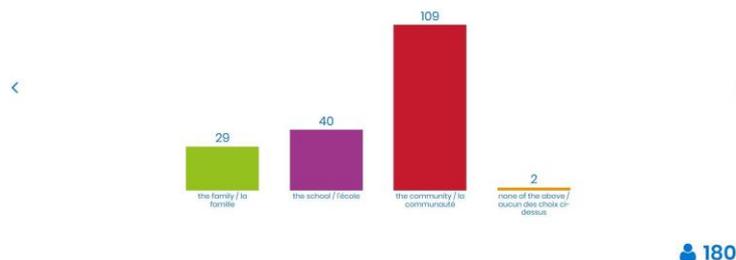
Q2. An individual is most likely to undertake a transformative action for sustainability when one has...:



Knowledge (15); Critical perspective (32); Exposure to reality (17); Reality bears direct relevance to their life (100); None of above (2)

The moderator Ms Soo-Hyang Choi said the overall trend was clear but asked whether education in one’s country was good at providing that kind of critical moment for learners. This is the reality gap.

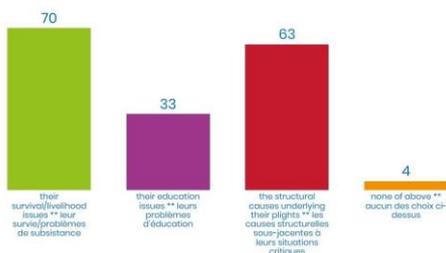
Q3. Solidarity for transformative actions can be best strengthened in...



Family (29); School (40); Community (109); None (2)

The moderator said all elements were important but the majority thought solidarity could best be strengthened by the community but that most ESD activities are carried out in schools. Another said SDG success was impossible without integrating family, school and community to create synergies. Community combines family, schools, and non-formal and informal education.

Q4. ESD for populations in extreme poverty should consider, with priority...

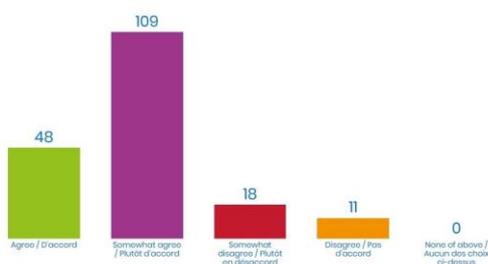


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Livelihood (70); Education issues (33); Structural issue (63); None (4)

The moderator raised that there was a split between survival and structural and less emphasis on education issues highlighting the gap between what needs to be done and what ESD is doing. Another participant, inspired by Freire, indicated 'none of the above' believing that pedagogy should be driven by the masses not imposed from outside.

Q5. Technological advances will help resolve sustainability issues.



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Agree (48); Somewhat agree (109); Somewhat disagree (17); Disagree (10); None (0)

One participant said they somewhat agreed because some technological advances will cause new problems and threaten sustainability. Another totally disagreed feeling technology can blind people from the real problems and cause delays in addressing them. One agreed as AI will make decisions, take away bias in human decisions and give people more free time.



IV. Plenary interview: What does it take to live sustainably?

Interview with Ms Tomi Matsuba, sustainability practitioner from Omori village, Japan, followed by Q & A from the floor. Moderated by Ms Julie Saito, UNESCO.



Q: Ms Tomi, you and your husband decided to return to your community, Omori, and the experience has been a success story. Can you tell us about it?

- Me and my husband decided to return to our community and used local material to make clothes.
- Economic happiness is not everything and many young Japanese are looking for mental happiness.
- Our parents taught us to save and we are thankful to them. It is an important issue.
- We should keep ancient things in mind and add

features to them to create new things.

- Tradition is the source of innovation and innovation needs ambition.
- We have to consider whether the future direction is right or not.

Q: Are there enough job opportunities for youths who come to the village?

- Twenty years ago, we came here and everyone was wondering why we returned at a time when others were leaving.
- We have found hope and young people now come from all over Japan to work here. We have recently had a few positions for newly graduates. Ninety young Japanese graduates applied and we selected a few who we thought were competent.
- One of our staff studied 6 years at the university and said that ours was the first company he joined. At the beginning he couldn't make an income but he helped disseminate information about our work.

Q: Omori is a world heritage site now. Has this been welcomed by community members as it has resulted in more tourism which disturbs the peace of its inhabitant?

- First no one thought it would get this designation and then we considered it to be important.
- We have to live by the philosophy of taking tradition into the future.

Floor questions and comments:

Q: Why have you refused the offer of big companies to collaborate?

- We put philosophical values before economic values. That is the secret of our success. Mass production is sacrificing a generation of young workers. This is the beginning of a society with new values.

Q: Your parents taught you to be grateful for everything and save. How does this link to ESD?

- In Japan, we think everything has a spirit and is holy, including everything in the river. WE keep these values in daily and working life. Parents have to pass this on to the next generation who would like to know about their own history.

Moderator: Sustainability development can start from your own surroundings.

V. Plenary debate: Consumerism and sustainable development

Moderator: Ms Priyanut Dharmapiya, Thailand Sustainable Development Foundation

Panel: Mr Arjen Wals, UNESCO Chair, Wageningen University, Netherlands

Mr Anantha Duraiappah, Director, UNESCO MGIEP

Moderator question: Relation between economic growth and sustainable development?

Arjen Wals felt that education did not exist to serve the economy but to serve the people and the planet. The economy was also there to serve people and planet and people needed to think about doing more with less.

Talking from an economist's perspective, **Anantha Duraiappah** felt people were hostages not to economics but to the way economics is understood by policy-makers and the real indicator we are slaves to was GDP. Economists who designed GDP said not to use it to measure social progress but only the efficient use of resources.



Moderator question: In this context, what is the ESD of the future?

Arjen Wals said the challenge was that there was not just one context and therefore, ESD was not the same everywhere in the world. The way the SDGs are expressed can be modified to strengthen their focus. He said while there is an SDG on poverty there should also be one on *eliminating extreme wealth and fair economy*. There was a need to reflect on what education has done for sustainability, as those with the biggest eco footprints were the most educated. A circular and sharing economy was becoming popular and there were good ways to reframe the economy.

Anantha Duraiappah felt that rather than teaching people what values should be, it was necessary to teach people to reflect on what is valuable and develop their own values. This would take at least 3-4 generations (at least 100 years) to change. In the modern society education was a game changer. The turning point hinges on how we bring emotional intelligence back to education.

Moderator question: Is ESD a luxury in the context of extreme poverty?

Arjen Wals said ESD felt like a luxury for those in extreme poverty. Poverty came in different forms and could include poverty of ideas. There was no global blueprint to live sustainably and each community had to find a more local autonomous system. People had to define the indicators and make them more meaningful, e.g. localized curricula. In schools in many parts of the world, people were not happy with the quality of education and this led to counter movements as per their needs rather than schools driven by performance and competition. The circular economy was an important idea that would change the economy. There was business as usual but what was needed was business 'unusual'.

Anantha Duraiappah did not think ESD was a luxury. Society was becoming non-caring and could only be solved by training in emotional sharing and acting on kindness which was not just the job of schools but

also of the community. HE said ESD needed to be mainstreamed to resolve and link up its many tensions. ESD provided chances for resolving these tensions, as well as human rights education, GCED and others. The question was how to link education for humanity?

Comments from the floor included the statement that economic growth and sustainable development needed to be decoupled and a move made towards a circular/regenerative economy. One said that while they agreed with most ideas they found them too philosophical and that people needed to be educated to flourish and survive in the current economic system. Another felt there was a global tendency towards competition which left some behind. A different pathway and benchmarks were needed so communities could move education forward to suit them. Education planning based on skills anticipation for future jobs – for example TVET courses with digital, emotional, future skills to reduce poverty – was needed. Another comment posed the question of how community and local governments in big cities would take action to make this change. National government should enable local governments to engage ESD at local levels.



VI. World Café session on post-GAP implementation: Plenary review

World café session in small groups to discuss the proposed implementation section of the post-GAP paper was followed by a plenary session. Key comments and questions were raised by the participants, followed by response from UNESCO.

Major comments	UNESCO response
<ul style="list-style-type: none"> ESD is more than the SDGs. Especially in paragraphs 5.3 and 5.4, we need to avoid misunderstanding that ESD is merely a tool for SDGs. Not 'informing learners on 17 SDGs' but building competencies for the future. 	ESD is more than the SDGs and also has to do more to serve SDGs – we will reflect the comment in the revised draft more clearly. The broadness of ESD is strength as well as weakness. SDGs provide a targeted strategy.
<ul style="list-style-type: none"> Link between ESD and SDG4 on Education, how to align framework in the context of SDGs at implementation should be clearer. 	ESD is a key element of SDG4. ESD also can help advance the SDG4 agenda towards the future with an increased emphasis on learning contents and their contribution to the collective survival and prosperity of the humanity.
<ul style="list-style-type: none"> The role of Member States should be further clarified. 	We have only proposed the overall direction to ask for your comments. Concrete details on the implementation will follow.
<ul style="list-style-type: none"> How can we monitor progress of ESD? Para 5.28- survey alone is too limited and does not cover, for example, school drop-outs. 	UNESCO is the custodian agency to monitor the progress of SDG Target 4.7 on ESD and GCED. There is global indicator 4.7.1, the methodology for which is going through endorsement process in 2018. More details will be added to implementation document.
<ul style="list-style-type: none"> Para 5.11 – what is the learning model for the network? 	Global network serving as learning network.
<ul style="list-style-type: none"> Para 5.15 – not only schools but whole institution approach. 	This will be adapted in the language of the paper.
<ul style="list-style-type: none"> 5 Priority Action Areas merged together- how is this possible in national level implementation? 	Member States are invited to mobilise the diverse stakeholders of 5 Priority Action Areas and support their collaborative networking.
<ul style="list-style-type: none"> Para 5.5. – No reference on interconnectedness on ESD-GCED. Some ESD challenges can be addressed by GCED, for example, people in vulnerable situations. 	Monitoring of SDG Target 4.7 links both ESD and GCED.
<ul style="list-style-type: none"> Para 5.25 - Inter-sectoral collaboration within UNESCO should be added. 	It will be duly addressed in the revised draft of the position paper.
<ul style="list-style-type: none"> How will key partners be selected? 	There will be a new process to identify partners and the terms of reference for the network.
<ul style="list-style-type: none"> The need for strengthening civil society, private sector, youth engagement. 	Flagship projects will be conducted to bring actors together.

VII. Concurrent group work: Implementing at the country level

Concurrent group work, divided in small groups by language, discussed the question of possible challenges and opportunities for the implementation of the post-GAP position at country level.

The concurrent group found that possible **challenges** included a lack of funding for teacher development and curricula and at regional level. An overly rigid education system created its own challenges for piloting and implementation at the school level. A lack of commitment from governments and a lack of clear strategy to target beneficiary organizations including the private sector could also make implementation difficult. Coordination between the various implementing authorities, government ministries, departments and agencies was necessary as was the building of capacities of all stakeholders, particularly educators, to implement these goals. There was a need for communication and awareness-raising on SDGs for institutions and partners. Other challenges came in the form of illiteracy and lack of access to quality education, a lack of access to regions, communities matched with the low quality of non-formal education. Implementation could also be complicated by political instability in countries that are in conflict and the refugees caused by that. Lack of precise data, often ambitious indicators and laying down a clear measurement strategy were also cited. Finally, another challenge was the contextualizing of the targeted goals, whether SDG or ESD, to national and sub-national levels and aligning national priorities to these goals

Balancing that up **opportunities** included the fact that SDG implementation has already been agreed which was an opportunity for ESD. The ESD perspective and more partners could be brought in within existing SDG groups at country level. Another opportunity was communication on ESD and SDGs (e.g. through social media). ESD could build on existing programmes including on the SDGs and areas such as research, pedagogy, TVET, curriculum, and bring it onto a platform for shared knowledge. ESD could also provide opportunities to expand the scope of active agenda for reforms in various priority action areas such as



embedding value education, human rights and teacher curricula. This in turn could help expand knowledge. There were opportunities presented by large number of youth population in parts of the world such as Africa and the development of social and cultural values. Other opportunities included use of integrated information systems and digital infrastructure, coordination with social partners (parents, community, administration at school level), including cross-sectorial, strengthening Public-Private Partnerships with a focus on ESD, starting with awareness-raising and capacity development. Self-benefiting funds could be used at country level for ESD and an overall concept could be prepared for ESD (since ESD elements already exist in different strategies but there is no unifying concept). ESD provides an opportunity for leveraging resources from other ministries and better investment in human capital.

UNESCO support was needed in the form of technical support and capacity-building (of decision-makers and practitioners) and teacher training, follow-up support and guidance on monitoring & evaluation and support for advocacy and communication especially at school and community levels. The work of UNESCO centres and institutes (category I and II), e.g. IITE could be strengthened and coordination with international and regional organizations (e.g. EU) improved. An Action Plan should be developed to implement as a post-GAP position paper, with UNESCO materials adapted according to specific country context. Coordination with ASPnet schools should also be strengthened.

VIII. Concurrent regional discussion

Concurrent regional sessions discussed region-specific needs and approaches on ESD to be addressed in the post-GAP implementation.

Asia-Pacific

Overview of ESD policies and practices in Asia by Chew-Hung Chang, National Institute of Education, Singapore and Network of Education for Sustainability in Asia

- Presenting a reflective narrative – these examples to trigger discussion for envisioning the future – using “appreciative inquiry” pedagogy
- Transformative action: disruption – experiential learning, field trips (go out in neighbourhood and do unfamiliar and things – building perspective in the community), grassroots informal, non-formal education programmes
- Structural changes: interdisciplinary, cross-cutting, issues-based approaches
- Research and networking are important to help inform policies
- Values to consider: every child can learn; every teacher is a learner; the teacher does not exist in a vacuum but has a role to play in community.

Sub-regional group discussion

What are the challenges and opportunities if we were to create the envisioned future?

	Challenges	Opportunities
Central Asia	<ul style="list-style-type: none"> • Lack of regional strategy for ESD • Limited resources, e.g. for innovative approaches for ESD • Lack of culture of environmental friendliness 	<ul style="list-style-type: none"> • Strong traditions and community relationships • Use existing regional platforms (e.g. Shanghai Organization for Cooperation)
East Asia	<ul style="list-style-type: none"> • Environmental: climate change, natural disaster, urgency of management of clean water; • Socioeconomic: changing population dynamics; disconnection of communities; neglecting traditional knowledge and institutional memories; unnecessary waste in industries and commerce; democracy; outdated pedagogies in moral and value education • Technological: misuse of technologies; lack of discipline in use of internet for learning (exposure to wrong information) 	<ul style="list-style-type: none"> • ESD for preventing and responding to the challenges via: • Disaster mitigation, sustainable food production and consumption; • Holistic/inclusive view of problems and identifying solutions, educating future private sector leaders on sustainable practices, extending education beyond school/formal education settings; • Embedding and mainstreaming ESD into STEM education at all levels of education, reforming education system, curriculum and promote LLL.
Pacific	<ul style="list-style-type: none"> • Change management/mindset (may need to look back to key values). Development in Fiji for example has happened quite rapidly and the government did not have ownership of the process. 	<ul style="list-style-type: none"> • Blue and green economy? The region has got both land and oceans. • People - traditional/indigenous wisdom.

	<ul style="list-style-type: none"> • Lack of investment in green infrastructure (school solar panels) • Too many international mandates that can be in conflict with national priorities. • You will never get economy of scale (some communities are located in isolation, but still you have to provide the service. So, the cost could be different and quite high. • Climate refugees (e.g. sea level rising). 	<ul style="list-style-type: none"> • Pacific networks (there are good domestic and sub-regional networks). • ESD starts with identity and culture (respect of elders and communal caring).
South Asia	<ul style="list-style-type: none"> • Limited resources • Training and capacity-building • Roles of teachers (as facilitators, learner-centred), education system needs to be updated • Curriculum needs to be more flexible • Bring people together, sense of belonging to the community • Community empowerment • Attitude and the cost of technologies (solar panels) • Technology transfer • Maximize the natural energies • Learning disabilities • Political intervention • Health issues • Assess learners in comprehensive manner • Underlying conflicts that may lead to violence (gender, equity, migrant...) • Natural disaster 	<ul style="list-style-type: none"> • Awareness-raising • Diversity • Participation of all the communities in planning and decision-making • Responsible citizens (connection among the people and with the community) • Learning outcomes improvement, • All groups inclusive, ethnicity, migrants, • Sharing the resources • Good governance • Affordability (of education)
Mekong Southeast Asia	<ul style="list-style-type: none"> • Creating a shared vision among people • Involvement of people from different backgrounds • Balance between economic growth and sustainable development and between the use of technology and real-life 	<ul style="list-style-type: none"> • Harmony: sense of family and community • Diversity: Cultural/natural aspects to support learning • Connectivity: Between and within regions, organizations.
Insular Southeast Asia	<ul style="list-style-type: none"> • Mindset “Less for More” • Policies, laws and regulations • Values clarification • Population – huge numbers • Interfaith dialogues • Energy resources • Maintain and sustain humanity (humans over robots/AI) 	<ul style="list-style-type: none"> • Indigenous knowledge • SDG goals • Technological advancement (STEM) • Interfaith dialogue • Regional networking • Cooperation between UN Agencies and financial institutions • Population democracy • ESGD

What needs to be done to respond to the challenges and seize the opportunities?

Central Asia

- Establish a regional platform for discussing ESD questions
- Common action plan for promoting ESD

- Community awareness-raising on ESD and SDGs
- Strengthening the engagement of PPP and social and multi-sectorial partners

East Asia

- Identifying and sharing good practices (school, community, private sector, etc.)
- Strengthening capacity at all levels (teacher training, community empowerment, youth engagement, private sector, CSOs and government)
- Establish good partnerships (PPPs)
- Identify and remove existing barriers

Pacific

- International agencies need to be educated about the Pacific.
- Measure what we value and manage what we measure.
- Value student voices (the strategies to take into consideration students' thoughts/perspectives)

Mekong Southeast Asia

- Research and evidence to drive policy
- Online/offline platform for sharing and collaboration
- Empowering people to see new roles as teachers/learners for/from each other
- Create quality schools as a learning community for students as entry points for people to learn in, about, for SD and vice versa (two-way learning)

Insular Southeast Asia

- Strategic partnership on ESD (UN Agencies and partners)
- Transformational leadership (from visioning to action)
- Good governance
- Regional network on ESD upscaled
- Utilize/mainstream indigenous knowledge
- Awareness-raising on ESD
- Whole system approach (policy-making and grassroots)
- Sustainable consumption and production
- Sustainable consumption and production
- Social accountability



Synthesis by Prof. Munirah Ghazali from USM & Director of RCE Penang

- There are terms that come up from many groups such as looking for peace, cultural diversity, happiness, balance, inclusivity. Many of the aspirations are intangible.
- Many groups mentioned they want to look to cultural, indigenous wisdom and knowledge, and family values as a way of addressing current issues.
- It will be a challenge to measure some of the actions such as change of mindset, changed visions.
- More collaboration and networking, strengthening existing networks.
- There are some specific geographical challenges e.g. landscape, rising sea levels, etc.
- Issues discussed in groups are similar. ESD is not just knowledge but an approach to SDGs
- Shared vision reflects shared values. If it is not shared, it cannot succeed.
- Challenges emphasize limited resources – very important. Also lack of capacity for leadership.
- Challenges turned to opportunities
- We've had a lot of talk. Must have transformative actions!

Africa

A presentation on the overall status of ESD implementation in 26 countries in the region was followed by a panel discussion on good practices. Survey on lessons learned from GAP implementation was conducted to stimulate further discussion.

Based on the panel, which experience is closest to the needs of my constituency?

- Advancing policy (13%)
- Transforming learning and training environment (26%)
- Building capacity of educators and trainers (35%)
- Mobilizing youth (9%)
- Local solutions (17%)

Which of the areas of work do you think should be prioritized in your country?

- Advancing policy (30%)
- Transforming learning and training environment (19%)
- Building capacity of educators and trainers (19%)
- Mobilizing youth (7%)
- Local solutions (11%)
- Advocacy on ESD (15%)

Which of the areas of work on the GAP Priority Action Area has received the most attention in your country?

- Advancing policy (30%)
- Transforming learning and training environment (43%)
- Building capacity of educators and trainers (17%)
- Mobilizing youth (0%)
- Local solutions (9%)

What are the 3 key action points that need to be prioritized in your sub-region?

- Enhance understanding about ESD (48%) reflecting the common regional issues
- Mobilize funds for ESD (11%)
- Make a clear link between ESD policy and curriculum (11%)
- Strengthen advocacy to ensure political will (7%)
- Strengthen professional expertise in ESD (7%) by strengthening the capacity of all the stakeholders
- Strengthen the ownership from the community (7%)
- Ensure the communication from the ministry to all levels – school, family, community, national, sub-regional and regional (4%)
- Strengthen peer collaboration
- Communicate with all the stakeholders for the framework of the new programme

East Africa

- Advocacy and awareness
- Capacity-building for educators and curriculum developers on ESD
- Mobilization and empowerment of youth and the local communities

West and Central Africa

- Establishment of a framework for consultation and regional action for the common understanding and implementation of the ESD
- Integration of the new programme in CESA 16/25

- Mobilization of internal and external resources for implementation of ESD (e.g. South-South partnership)

Southern Africa

- Secure political buy-in for the programme e.g. pitch the programme at the President/Prime ministers' level. UNESCO's responsibility
- Develop the strategy for the operation of the post-GAP programme/official documents to guide the process
- Framework for monitoring and evaluation

GAP Priority Action Area Africa as a region should work on

- Transforming learning and training environments
- Capacity-building of teachers and educators

Key action points that need to be done at country, sub-regional and regional after this meeting

- (1) Development of ESD policy and fast-tracking implementation
- (2) Awareness and advocacy on ESD
- (3) Training of educators and curriculum developers
- (4) African Union to lead a platform for ESD for the entire continent.

East Africa

- Development of ESD policy and fast-tracking implementation
- Create awareness and advocacy on ESD
- Training of educators and curriculum developers

West and Central Africa

- Country level: - Sensitization;
- Sub- regional: Capacity-building of all stakeholders
- Regional: Create/reinforce a platform for sharing experiences and best practices in ESD

Southern Africa

- Country level: Development of country policy; Advocacy on ESD post-GAP programme
- Sub-regional: Change EEASA to ESD; Strengthen the EEASA network
- Regional: Develop an African ESD network



Arab States

What is the current policy environment/direction for ESD in your country?

- National educational strategies adopting the ESD approach or incorporating its key principles have been set up in most countries:
 - Palestine: curriculum has been revised (process started 2016) and integrating key SD principles; currently being implemented in grades 1-11; in August will start in grade 12.
 - Qatar: Coordination between Ministries for inter-sectoral strategies; conducting teacher trainings.
 - Tunis: Setting a special committee on SDGs: Role of Ministry of Planning and Infrastructure and for coordinating between ministries; new policy for teacher training; national strategy for poverty reduction
 - Lebanon: Started curriculum reviews; piloted in some countries across the country and within teacher training
 - Egypt: Prepared general implementation framework curriculum for achieving SDG4, based on comprehensive national needs assessment (and included youth reps); and also have developed indicators for monitoring each target; SDGs' awareness projects and awards for districts with best practices on this.
 - Palestine: 22% of national budget allocated to education; political instability as key challenge.
 - Oman: National Team on ESD; skills-building on the 5 GAP areas; existence of clear education policies.
 - Yemen: National strategy developed; currently setting up implementing committee; needs funding;
 - UAE: National Strategy; green schools being implemented;
 - KSA: Setting up SDG4 national team; assigning SD coordinators in all education sectors (total of 46 coordinators) across different regions and districts of KSA; workshop on integrating SDG plan in curriculum; Vision 2030 aligned with SDGs.
 - Libya: Set up proposal strategy on SDGs including SDG4.



What are the specific needs/challenges of your country/region on ESD?

- Need for proper support from international organizations to develop educational policies on ESD;
- Capacity-building for government staff; educators, teachers, etc;
- No clear framework for monitoring;
- Ambiguity of key terminologies in post-GAP position paper;
- KPIs for monitoring and evaluation; specific indicators contextualized to the region for benchmarking; UNESCO supports by sharing existing resources on M&E and on developing KPIs for the SDGs;
- Community awareness on importance of education for achieving SDGs;
- Some governments do not keep stated commitments for implementation;
- Lack of coordination among ministries;
- Lack of comprehensive and updated data/research/studies as well as weak access to official data; Ministries do not always share data transparently among each other;
- Lack of national awareness on ESD and SDGs;
- Refugee crisis, migrants, create more pressure and less opportunities; questions on how to manage education in emergencies and still manage to integrate ESD into it.
- Lack of funding;
- Need media support as well as support for open learning platforms on ESD

- Challenge of impact of political changes on ESD and SDG coordinators and focal points; need more consistency and continuity of key designated people;
- Need for setting up open learning platforms on ESD and in Arabic language;

What do think are the most viable opportunities and solutions/programmes for effectively implementing ESD and which respond to your country's/region's challenges?

- Setting up national data centre in relation to SDG4
- Setting up electronic platform for following and coordination; sharing resources, good practices, lessons learnt, etc.;
- Making use of NATCOM schools' network for implementing ESD programmes;
- Developing open learning platforms on ESD
- Integrating intangible cultural heritage in ESD programmes and projects;
- Using social media especially for targeting and engaging youth;
- Connecting youth to national coordinators, possibly through having focal point at the NATCOM who can liaise between UNESCO and youth as well as between government and youth, on ESD;
- Building-on Flagship Training Programme for Arab Youth Leaders to further support youth-led initiatives on ESD and to promote partnerships between youth leaders and other stakeholders.

Opportunities for regional collaboration

- Regional cooperation on ESD should be encouraged with UNESCO Beirut Office taking the lead in order to ensure technical guidance as well as coordination and collaboration among countries and to maintain neutrality/cohesion;
- Establishing regional platforms and networks:
 - Possible MoU or some form of agreement for information sharing and cooperation across the Arab region on ESD;
 - Possibility to jointly develop a regional framework
 - Organizing yearly regional conference for sharing good practices, lessons learned, new ideas
 - Need to hold regional meetings to identify and agree on M&E/indicators on SDG4;
 - Setting up a regional guidebook (after holding a series of regional workshops) for developing contextualized teacher training programmes on ESD;
 - Regional network on ESD including government entities, civil society, youth, media, academics;
- Setting up focal point/national coordinator for SDG4 and to further promote ESD;
- Setting up regional prize/awards on best ESD practices in Arab region
- Operationalizing Target 9 of SDG4 so countries can provide scholarships and support research related to ESD in Arab region;
- National plan to empower youth to contribute to SDGs; can be aligned with current efforts to develop the National Youth Policy (NYP) in some countries and to develop the Action Plan for the NYP in other countries;

Action points/next steps for each country

- Regional cooperation should be encouraged with UNESCO Beirut office
 - Develop curriculum;
 - Regional workshops for teacher training;
 - Showcase success projects and pilot schools on ESD
 - Almost all countries expressed interest in this point
- Yearly regional ESD conference to be coordinated along with youth leaders and practitioners on ESD (Almost all countries expressed interest in this).
- Regional electronic platform on ESD (Countries: Libya, Yemen, KSA, Oman, Palestine, Jordan Syria, Lebanon, UAE);
- Develop KPIs and proper M&E frameworks on SDGs and ESD implementation (Libya, Qatar, Egypt, Oman, Palestine, Yemen, Jordan, KSA);
- Nominate national coordinator on ESD (Libya, Qatar, Egypt, Yemen, UAE, Syria, Oman).

Latin America and the Caribbean

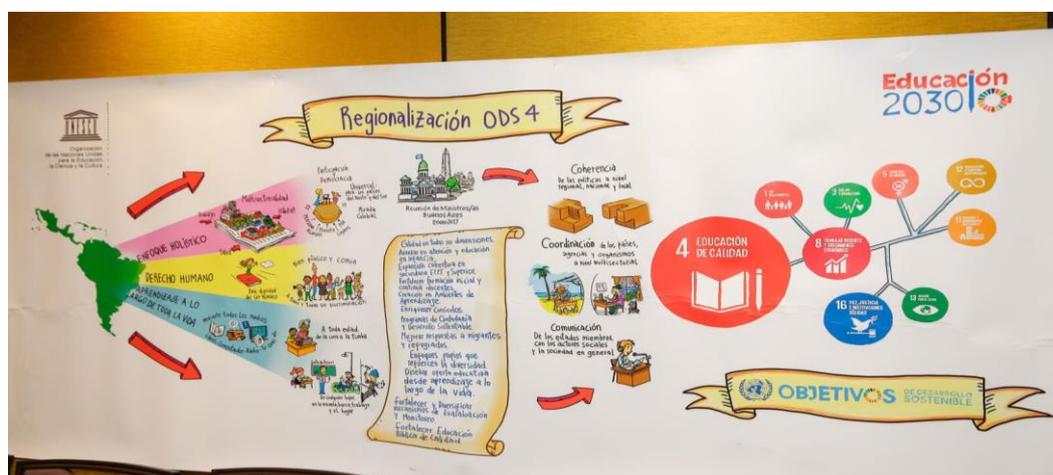
Good practices for ESD implementation in Latin America and the Caribbean

Delegation	Good practices
Honduras	The country has established a programme of access to education for students for rural and scattered communities. Accessing these communities is a challenge several of the countries in the region share.
Granada	The country has advanced in strengthening partnerships in relation to the implementation of the agendas. As an example, they developed the IMNA Programme which targets youth that have dropped out of school and gives them financial support upon graduation and permanent employment. They become actors of change and to scale up to other youth.
Colombia	SDG compliance is addressed on 2 fronts - the National Education Programme and through the Peace Agreement, which addresses rural education, as well as education to mitigate violence, and drug use among the youth. The programmes focus on educational context, but also on the community and the family.
Ecuador	The Government of Ecuador has introduced the TiNi methodology in elementary school, which is a learning space where children can have contact with nature. Kids are given gardens in school where they can grow vegetables or ornamental plants. The methodology promotes empowerment of children because they are responsible for taking care of these spaces. The TiNi spaces have managed to involve communities as well and 70 per cent of educational institutions have incorporated this practice.
Argentina	Initiatives focused on partnerships. Four types of alliances were identified (1) Partnerships between the national government and the regions, (2) UNESCO ASPnet schools (3) Alliance with the private sector for the development of digital games for teaching SDGs (4) Alliances with regional and ex-regional partners Euroclima + and Organization of Ibero-American States.
Costa Rica	Feeding children in schools, with specialists responsible for the design of the menus. It is complemented with sustainable management of food waste. Establishment of policies that articulate different actions and a new education policy that places the person at the centre of the cognitive process.
Surinam	Initiatives funded by global partners to implement the SDGs. Focus on early childhood, gender. Identifying the causes of school drop-out by directly understanding children's motivation.
Jamaica	The country has focused on a reform of curricula to incorporate ESD, together with teacher training and assessment, with an approach focused on the person, not the information acquired. These new curricula have identified that there is weak link between the capabilities learned at school and the skills required for employment, the country has accordingly developed mechanisms to provide these kind of skills.
Cuba	Implementation of the SDGs in three dimensions (1) Planning. In each school year, plans are generated to review the fulfilment of medium-term goals. Evaluation in terms of quality, not quantity. (2) Stage of complete transformation of the education system in which the SDGs have been placed. (3) Projection from the National Environmental Education with objective 4.7. National Life Task Plan. A vulnerability assessment of climate change is made to highlight the need for this task from the educational field.

Paraguay	One part of the resources of the hydraulic energy sector are allocated to education and teaching skills for renewable energy. Strengthening the network with the UNESCO ASPnet schools. Teacher training with mobility and specialization programmes, with funding from the Ministry of Education , with the objective of teachers generating projects to incorporate ESD.
Brazil	The country has focused on incorporating education with other national agendas and in training teachers.
Peru	Sustainability of the policies in such a way that they are not assistance programmes but truly contribute to the real development of the capacities. Close the educational gap in areas of poverty. Need to attract talent for education. Find consensus with different groups within the countries.
El Salvador	In a country with a lot of problems related to violence, ESD should be seen as a state policy to strengthen the agenda
Institute for Lifelong Learning UNESCO	Support from UNESCO and the Learning Cities Network to develop capacities of local governments and communities to implement ESD.
Mexico City	Definition of community is very broad. The ESD agenda must recognize subnational governments, local governments and communities . Articulation of the Education Agenda, with the other international agendas, such as the SDGs, the New Urban Agenda, and the Paris Agreement, and the Sendai Framework for Risk Reduction.

Needs and approaches of the region that need to be reflected in the final position paper.

- The region shares the challenge of bringing education to rural communities. The ESD draft paper should enable community and rural dimension.
- **Teacher training is a main task for the effective implementation of ESD.**
- There is need for more tools and mechanisms for ESD on early childhood.
- The impacts of climate change are already affecting the population. There should be a resilience approach on ESD.
- Strengthening partnerships has proven to be an effective mechanism for funding and capacity-building. ESD should promote multi-stakeholder and multilevel alliances.
- Promote public-private partnerships to deliver solutions.
- ESD should not only focus on formal education- lifelong learning approach is an opportunity.
- Definition of community is very broad. The ESD agenda must recognize **subnational governments, local governments and communities** and use this phrasing in the text of the position paper.



Europe and North America

Presentation of Arjen Wals: History, trends and some challenges

- Environmental and sustainability education – this varies from country to country. History of ESD is from the environmental education. Brief history starting with nature conservation and experiential learning in the environment, late 19th century ecological literacy. In the 1960s and 70s pollution and water quality came into focus (Stockholm 1972). Focus on trying to change environmental behaviour – developing agency in society. Eco schools and inclusion of other elements of sustainability including social justice and economics in early 90s.
- 5 challenges for ESD in Europe and North America : To find opportunities to increase the autonomy of schools to enable a responsive, relevant and responsible localized curriculum that connects with the SDG's at a local level bearing in mind the global context; To make the many lessons learnt over the last 15 or so years visible and applicable within these transition movements; To show that ESD is overarching and catalytic for renewing education in an attempt to make it more responsive, relevant and responsible in light of urgent global challenges; To continue to engage with governments at all levels to advocated more integrative policy schemes and forms of governance; and To find ways to address moral dilemmas and ethical questions in a pedagogically good way and to help teacher in becoming competent and comfortable to do so.
- The transition movement: we are now entering a new stage – we realise that we must enter into a new transition to have more localised food sources and localised curricula. We see things like citizen science, circular economies, integrating school and family. In some countries environmental education is still emphasised and ESD is part of it. In others it has moved to ESD. ESD became stronger than EE in many countries in the region over the last 15 years.
- Some drivers: 1) we need to live within the planetary boundaries; trying to have a decent quality of life for all, staying within planetary boundaries; 2) SDGs – a lot of governments and schools and universities taking the challenge; 3) young people are beginning to demand that education should prepare them for the future. What is the role of education - to serve people and planet. To help students to think in a different way.
- Sustainability can be a catalyst for a responsible and relevant curriculum - whole school approach - what kind of content, professional development of teachers, design of schools, pedagogy. This requires leadership and coordination and all these are challenging. Integrated 'whole institution' approach to education – school to become a living laboratory.
- Conclusion:
 - Rich histories and multiple 'identities' exist within Europe but some common patterns (from NCE to EE to ESE/ESD)
 - Increased attention for boundary crossing and integrative approaches
 - The SDGs, combined with emerging transition movements, combined with a general feeling of frustration with the 'state of education', create a space for innovation in education
 - Whole school approaches, as well as 'ecologies of learning' that include multiple-stakeholders and are not confined to formal learning, are gaining interest
 - Rise of ethics, moral reasoning, social justice and concerns of being manipulated (fake news, post-truth) in society also calls for a response from education

Discussion: What are common ESD trends in Europe and North America

- Armenia: Importance of having democracy within schools and the four purposes of education: Economic purpose still reflects and responds to the needs of the industrial revolution and has not changed; Social purpose: needs to be democratic; Cultural purpose: develop identify e.g. through arts and Personal purpose: all other three purposes serve the personal purpose. Need a system approach and not just little fixes within the system.
- Germany: Need to consider and link up with other roots and players of ESD – from global education, 3rd world education; GCED

- Cyprus: Importance of linking ESD with other fields of education. Teacher development builds on existing programmes: learn from experiences
- Germany: Let us not build a “church” for ESD but integrate ESD in education processes and link it with other education such as GCED etc. In the past, schools’ systems gave instructions – role of education institutions changes and are not “prisons of learning “. Need new didactic methods and understanding of new generations. Take the agency of young people seriously!
- Switzerland: Learning and doing is not connected. ENA region has many activities of different actors UNESCO; UNECE; UNEVOC; EU ... too many different agendas and need to coordinate the different ESD initiatives in ENA; SDGs cover North and South and in the case of Europe: East and West, and we should take it as a learning experience and Europe as a learning space.
- Greece: ESD needs to play a role as education that addresses the immediate needs of young people and link it to quality education. Not driven by an idealistic agenda only but takes real world and economic demands into account. Good education is relevant, responsive and responsible
- Canada: Canada is moving towards competency-based education. Trying to have a discussion with the use of data – what kind of data and what are we measuring. There is a window of opportunity in Canada. There is a lot going on, many opportunities for ESD.

World Café discussion

Is ESD still an island... disconnected from the SD and ED discourse?

- Decade and the GAP had a major impact on closing the gap on SD discourses
- SDGs are now connecting the discourses
- Whole of government approach is working across sectors and this helps to connect the SDG and ESD agenda
- ESD is more connected to SD discourse than the education discourse.
- Education is seen as an agent for SD.
- ESD incorporated in the curricula in some countries purposefully, in others not.
- HLPF2019 as kind of a test for ESD –need to demonstrate importance of ESD.
- Should aim at multi stakeholders not only schools but also research etc.
- It is not totally disconnected but Ministries of Education want to protect schools.
- ESD as a brand is not on the radar among different stakeholders.



Do schools have the autonomy to adapt ESD to local contexts?

- Should focus on the desired outcome: adapt ESD to local context; then as a second step look at possible constraints.
- The challenge is to connect the local activities to the global agenda, articulate that efforts are part of a bigger picture: movement e.g.; global.
- It is a matter of competencies of educators and trainers as well as school culture and programmes.
- It varies from one country to another and even within countries.
- If autonomy is not claimed, it does not exist.
- The most important tipping point is the independence of teachers.
- ESD should be incorporated in core curricula and the interpretation left to schools.
- Need some standards and an umbrella framework to ensure quality with local interpretation at schools’ level.
- Autonomy depends upon the cooperation with parents, local authorities – schools are not only teaching in the classroom but outside the building.

IX. Conclusion and closing

Moderator: Mr Alexander Leicht, Chief of Section of ESD, UNESCO

Summary of the meeting: Ms Soo-Hyang Choi, Director, Division for Peace and Sustainable Development, UNESCO

As a summary of the discussions during the two-day meeting, Ms Choi said that clarification was needed on the post-GAP implementation concerning ESD versus the SDGs and ESD and SDG4. When it came to implementing the post-GAP position at the country level, challenges included resolving the confusion around the terms 'ESDGs', 'GAP', and 'ESD' had been raised. There was also a call for inter-sectoral, inter-ministerial, and inter-agency coordination. Ms Choi mentioned that the participants had emphasized that ESD should be aligned with SDG4 and the other SDGs. In terms of resources and support, capacity-building of stakeholders, funding, and political commitment were required.



Opportunities identified during the meeting included reflecting ESD in the on-going educational reform processes of the Member States. The private sector contribution could be tapped further and existing structures, mechanisms, processes for education could also be optimized. Ms Choi informed that the immediate next steps to be taken included the revision of the post-GAP position paper based on the meeting and its sharing for online consultation in September 2018. The paper will be presented to UNESCO Governing Bodies and UN General Assembly in 2019.

Remarks from Member State representative: H.E. Floyd Green, Minister of State, Ministry of Education, Jamaica

As a Member State representative, H.E. Floyd Green, Minister of State, Ministry of Education, Jamaica was invited to the podium to share his reflections. Mr Green said political ownership and connecting to the people's desire for 'better life' were important. If the voters were involved, politicians would move. He said every challenge brought its own opportunity and it was time to take action.

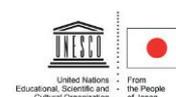
Closing remarks: Mr Shigeru Aoyagi, Director, UNESCO Asia-Pacific Regional Bureau for Education, Bangkok

In closing Mr Shigeru Aoyagi said it was essential to continue the journey that had been started. The future of ESD was critical for the SDGs as a whole and the future of the next generation.

For more information:

<https://en.unesco.org/technical-consultation-meeting-future-education-sustainable-development-esd>

With kind support from:



Annex 1. Programme

Monday, 9 July 2018	
08:00 – 09:30	Registration/ <i>in front of Landmark Ballroom (7th floor)</i>
09:30 – 10:00	<p>Opening/<i>Landmark Ballroom (7th floor)</i></p> <p>Welcome remarks by:</p> <ul style="list-style-type: none"> Ms Stefania Giannini, Assistant Director-General for Education, UNESCO Mrs Watanaporn Ra-Ngubtook, Deputy Permanent Secretary, Ministry of Education, Thailand Mr Yosuke Kobayashi, Director for International Strategic Planning, Ministry of Education, Culture, Sports, Science and Technology, Japan/Deputy Secretary-General, Japanese National Commission for UNESCO Mr Björn Andersson, Director, Asia-Pacific Regional Office, UNFPA <p>Moderator: Mr Alexander Leicht, Chief, Section of Education for Sustainable Development, UNESCO; Mr Shigeru Aoyagi, Director, UNESCO Asia-Pacific Regional Bureau for Education, Bangkok</p>
10:00 – 10:30	<p>Presentation of the UNESCO post-GAP (Global Action Programme for ESD) position paper/<i>Landmark Ballroom</i></p> <p>Review of the agenda of the meeting</p> <p>Presenter: Ms Soo-Hyang Choi, Director, Division for Peace and Sustainable Development, Education Sector, UNESCO</p>
10:30 – 11:15	<p>Town-hall reflections/<i>Landmark Ballroom</i></p> <p>The session, which will be held in an interactive town-hall format, will examine key contexts and necessary reflections on the future of ESD identified in the UNESCO post-GAP position paper:</p> <ul style="list-style-type: none"> ESD and the Sustainable Development Goals Transformative action Structural changes The technological future <p>Moderator: Ms Soo-Hyang Choi, Director, Division for Peace and Sustainable Development, Education Sector, UNESCO; Mr Anantha Duraiappah, Director, UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development</p>
11:15 – 11:45	Coffee break/ <i>Landmark Room (7th floor)</i>
11:45 – 12:30	<p>Plenary interview: What does it take to live sustainably?/<i>Landmark Ballroom</i></p> <ul style="list-style-type: none"> Ms Tomi Matsuba, sustainability practitioner from Omori, Japan <p>A rural village of only 400 habitants, Omori, Shimane Prefecture, Japan, provides unique insights into sustainability lifestyles and values. An interview with Ms Tomi Matsuba, sustainability practitioner from Omori, will address the question of what it takes to live sustainably at community and individual levels. The interview will be followed by a Q & A session.</p> <p>Moderator: Ms Julie Saito, Section of Education for Sustainable Development, UNESCO</p>
12:30 – 14:00	Lunch/ <i>Rooms Landmark 1-3 (7th floor) and Rooms Sukhumvit 7-9 (3rd floor)</i>
14:00 – 14:45	<p>Plenary debate: Consumerism and sustainable development/<i>Landmark Ballroom</i></p> <ul style="list-style-type: none"> Mr Arjen Wals, UNESCO Chair, Wageningen University, Netherlands Mr Anantha Duraiappah, Director, UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development

	<p>The relationship between economic growth and sustainable development is one of the structural issues to be addressed in ESD. This debate, which will be followed by a Q & A session, will discuss the challenge of reconciling economic growth and sustainable development and examine implications for the future of ESD.</p> <p>Moderator: Ms Priyanut Dharmapiya, Thailand Sustainable Development Foundation</p>
14:45 – 15:45	<p><u>World Café session on the post-GAP implementation/Landmark Ballroom</u></p> <p>Two rounds of small group discussions on key points of agreement and issues for clarification regarding the proposed post-GAP implementation.</p> <p>Moderator: Ms Julia Heiss, Section of Education for Sustainable Development, UNESCO</p>
15:45 – 16:15	Coffee break/ <i>Landmark Room</i>
16:15 – 17:00	<p><u>Plenary review of the discussions and Q&A/Landmark Ballroom</u></p> <p>Plenary review on the key points of agreement and issues for clarification identified during the World Café session.</p> <p>Moderators: Ms Soo-Hyang Choi, Director, Division for Peace and Sustainable Development, Education Sector, UNESCO; Mr Anantha Duraiappah, Director, UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development; Mr Alexander Leicht, Chief, Section of Education for Sustainable Development, UNESCO</p>
17:00 – 18:00	Rest
18:00 – 20:00	<p><u>Welcome reception/Landmark Ballroom</u></p> <p>Remarks by:</p> <ul style="list-style-type: none"> • Ms Stefania Giannini, Assistant Director-General for Education, UNESCO • Representative of the Thailand National Commission for UNESCO (tbc)

<p>09:00 – 11:00</p>	<p><u>Concurrent group work: Implementing the post-GAP position at the country level</u></p> <p>Three concurrent sessions will each discuss key challenges and opportunities in implementing the proposed post-GAP position at country level. The sessions will also discuss how UNESCO can support country-level work and will address funding needs and opportunities at country level.</p> <ul style="list-style-type: none"> • Group 1: French, Arabic, English interpretation/<i>Room Sukhumvit 2-3 (3rd floor)</i> • Group 2: Russian, Spanish, English interpretation/<i>Room Sukhumvit 10-11 (3rd floor)</i> • Group 3: English only/<i>Landmark Ballroom (7th floor)</i>
<p>11:00 – 11:30</p>	<p>Coffee break/<i>Landmark Room (7th floor) and Foyer (3rd floor)</i></p>
<p>11:30 – 12:30</p>	<p><u>Concurrent regional discussion</u></p> <p>Concurrent discussions will address region-specific needs, challenges and opportunities with regard to ESD, facilitated by the corresponding UNESCO regional offices.</p> <ul style="list-style-type: none"> • Asia-Pacific, facilitated by the UNESCO Asia-Pacific Regional Bureau for Education/<i>Landmark Ballroom (7th floor)</i> • Africa, facilitated by the UNESCO Regional Office for Southern Africa/<i>Room Sukhumvit 5 (3rd floor)</i> • Arab States, facilitated by the UNESCO Regional Bureau for Education in the Arab States / <i>Room Sukhumvit 2-3 (3rd floor) Room</i> • Latin America and the Caribbean, facilitated by the UNESCO Regional Bureau for Education in Latin America and the Caribbean/ <i>Room Sukhumvit 4 (3rd floor)</i> • Europe and North America, facilitated by the Division for Peace and Sustainable Development, Education Sector, UNESCO/<i>Room Sukhumvit 10-11 (3rd floor)</i>
<p>12:30 – 14:00</p>	<p><u>Regional networking lunch/Rooms Landmark 1-3 (7th floor) and Rooms Sukhumvit 7-9 (3rd floor)</u></p> <p>To further facilitate regional collaboration, a networking lunch will be organized by region.</p> <ul style="list-style-type: none"> • <i>7th floor:</i> Asia-Pacific, Africa • <i>3rd floor:</i> Arab States, Europe and North America, Latin America and the Caribbean
<p>14:00 – 15:30</p>	<p><u>Concurrent regional discussion (continued)/groups and rooms are the same as for the 11:30-12:30 session</u></p>
<p>15:30 – 16:00</p>	<p>Coffee Break/<i>Landmark Room (7th floor)</i></p>
<p>16:00 – 16:30</p>	<p><u>Conclusion and closing/Landmark Ballroom</u></p> <p>Conclusions, explanation of next steps by:</p> <ul style="list-style-type: none"> • Ms Soo-Hyang Choi, Director, Division for Peace and Sustainable Development, Education Sector, UNESCO <p>Closing remarks by:</p> <ul style="list-style-type: none"> • Mr Shigeru Aoyagi, Director, UNESCO Asia-Pacific Regional Bureau for Education, Bangkok <p>Moderator: Mr Alexander Leicht, Chief, Section of Education for Sustainable Development, UNESCO</p>