Promoting a transformative education through Global Citizenship Education (GCED) and Education for Sustainable Development (ESD) in sub-Saharan Africa

A paper prepared for Post-2015 Education Agenda Regional Conference
Prepared by Akemi Yonemura, UNESCO Dakar, February 2, 2015

INTRODUCTION

Although efforts towards achieving Education for All (EFA) since 2000 yielded significant progress, the EFA and Millennium Development Goal (MDG) education agendas will remain unattainable by 2015 and continue to be relevant years ahead. As a result, there is a strong need for a forward-looking agenda that will complete the unfinished business while going beyond the current goals.

There are emerging trends and development challenges in a globalized, inter-connected world, and their implications for education and training. In Africa, the rising issues, such as population growth, youth bulge, urbanization, climate change and inequalities have urged policymakers to re-prioritize their policies, leading to structural transformation for inclusive and people-centered development.¹ A future education agenda must explore how education systems should adapt to tackle new challenges and contribute to peace and sustainable development. This will require rethinking of the kind of knowledge, skills and competencies needed for the future, the educational and learning processes, and policies and reforms that will help achieve renewed goals.²

In today’s rapidly changing world, learners are required to develop a comprehensive understanding of local, national and global challenges so that they can influence the political, social, cultural, economic and environmental development both in their societies and their personal lives. In this context, UNESCO has been promoting education for peace and sustainable development as the overarching goal of its education programme, focusing on transformative education through Education for Sustainable Development (ESD) and Global Citizenship Education (GCED).

United Nations Post-2015 development agenda

The framework of Millennium Development Goals (MDGs) has helped guide global national development priorities. While three of the eight MDGs have been achieved by some countries prior to the deadline of 2015, progress has been uneven both within and

across countries. Thus, further efforts are needed to accelerate development progress.
In this regard, the UN Secretary General established the UN System Task Team for the
post-2015 Development Agenda. One of the main outcomes of the Rio+20 Conference
in 2012 was to develop a set of sustainable development goals (SDGs), which will guide
the post-2015 development agenda built on the MDGs. There is a broad consensus on
the need for close linkages between the two processes to arrive at one common agenda
for the post-2015, with sustainable development at its center. The co-chairs of the
Open Working Group on SDGs (OWG) have issued Focus area documents as a basis to
develop a set of goals and targets, for which UNESCO and UNICEF were designated co-
leaders for the Focus area on education.

Of the 17 draft SDGs proposed by the OWG, Goal 4, “Ensure inclusive and equitable
quality education and promote life-long learning opportunities for all” includes a direct
reference to Global Citizenship Education (GCED) and Education for Sustainable
Development (ESD) through its target 4.7 “by 2030 ensure all learners acquire
knowledge and skills needed to promote sustainable development, including among
others through education for sustainable development and sustainable lifestyles, human
rights, gender equality, promotion of a culture of peace and non-violence, global
citizenship, and appreciation of cultural diversity and of culture’s contribution to
sustainable development.” Furthermore, the Muscat Agreement supports the same
goal through Target 5: “By 2030, all learners acquire knowledge, skills, values and
attitudes to establish sustainable and peaceful societies, including through global
citizenship education and education for sustainable development.”

Consultations involving diverse stakeholders have been undertaken to reach the first
draft of the SDGs, including civil society, the UN system and academia. To allow wider
participation from around the world, the UN set up the consultation process using the
global survey, “My World 2015” (www.myworld2015.org) to share their views with
global decision makers. There are 16 issues that cover the current Millennium
Development Goals (MDGs) and additional issues related to sustainability, security,
governance and transparency from which each voter can choose six priorities. As of
December 2014, more than 7 million people had voted. Both globally and at SSA
regionally, “a good education” was considered to be the most important priority
followed by “better healthcare” and “better job opportunities.”

Nigeria voted the largest number in the world (1.6 million) followed by other populous
countries, such as Mexico and India. From all the 47 SSA countries, men and women,
young people (less than 15 years old) to old people (more than 60 years old), and even
people with only some primary education voted.

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3 United Nations. Resolution adopted by the General Assembly. 65/1. Keeping the promise: united to
achieve the Millennium Development Goals.
These results promoted the discussions on the post-2015 development agenda both on the SDGs and on the education agenda to deepen the reflection on the kind of education we want for the twenty-first century.

Preparing learners for the challenges and opportunities of the 21st century: the contributions of ESD and GCED

In an increasingly interconnected world, global challenges cross national borders and concern us all. However, this interconnectedness is not always a positive one. By the end of 2012, 45.2 million people across the world were forcibly displaced due to persecution, conflict, generalized violence, or human rights violations. Between 1995 and 2005, 2 million children were killed in armed conflicts. Despite impressive gains in the HIV antiretroviral therapy, only 34% of those who need this treatment in low-and middle-income countries are receiving it. From 2005 through 2010, Africa lost more than 3 million hectares per year of forest land. Global emission of carbon dioxide has increased by more than 46% since 1990, causing global warming and extreme weather and natural disasters. As these issues are threatening human and environmental well-being, we need to re-think the role and relevance of education. In this context, just access to education is not enough but we also need an education that facilitates not
only academic knowledge and skills but also helps us to reach our full potential by preparing us to be problem-solvers as well as intelligent and peaceful citizens. Education needs to go beyond cognitive knowledge to instill core values, attitudes and skills that encourage respect for human rights, social justice, diversity, gender equality and environmental sustainability.⁵

**Education for Sustainable Development (ESD)**

The UN Conference on Sustainable Development (Rio+20) in 2012 set out a mandate to establish an Open Working Group (OWG) to develop a set of sustainable development goals for consideration and appropriate action by the General Assembly at its 68th session and gave the mandate that the Sustainable Development Goals (SDGs) should be coherent with and integrated into the UN development agenda beyond 2015. Rio+20 reaffirmed all the principles of the Rio Declaration on Environment and Development, the principle of common but differentiated responsibilities.⁶ In the OWG on the Sustainable Development Goals post-2015, Education for Sustainable Development (ESD) is also included to support a goal to combat climate change (13.3) and a goal to ensure sustainable consumption and production patterns (12.1 with a reference to 10YFP and 12.8).

The outcome document of the Rio+20, “*The Future We Want,*” agreed to integrate sustainable development into education beyond the UN Decade of Education for Sustainable Development (DESD, 2005-2014). The UNESCO’s World Conference on Education for Sustainable Development (ESD) in 2014 marked the end of the UNDESD, and took stock of the development of ESD throughout the decade, identified areas where ESD could reinforce quality education and accelerate action for sustainable development, and set the agenda for ESD beyond 2014.

ESD concerns integrating critical issues, such as climate change, biodiversity, disaster risk reduction (DRR), and sustainable consumption and production (SCP), into the curriculum, as well as designing teaching and learning in an interactive, learner-centered way that enables exploratory, action-oriented and transformative learning. In order to scale up ESD work globally, UNESCO, as lead agency for ESD, has just launched the Global Action Programme on ESD (GAP) at the UNESCO World Conference on ESD in Aichi-Nagoya, Japan, as a follow up to the DESD. The GAP was acknowledged as the follow up to the DESD by the UN General Assembly in December 2014 (Resolution A/RES/69/211). ESD is about empowering learners of any age, in any education setting, to transform themselves and the society they live in. This involves, among other things, enabling a transition to sustainable societies by equipping learners with skills for ‘green jobs’, motivating people to adopt sustainable lifestyles, and building resilience of

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individuals and communities for environmental, demographic, geopolitical changes and associated risks and uncertainty.

The Aichi-Nagoya Declaration on ESD, which was adopted as the outcome of the 2014 UNESCO World Conference on ESD, emphasizes the “potential of ESD to empower learners to transform themselves and the society they live in by developing knowledge, skills, attitudes, competences and values required for addressing global citizenship and local contextual challenges of the present and the future, such as critical and systemic thinking, analytical problem-solving, creativity, working collaboratively and making decisions in the face of uncertainty, and understanding of the interconnectedness of global challenges and responsibilities emanating from such awareness” (Paragraph 8) and stresses that “ESD is an opportunity and a responsibility that should engage both developed and developing countries in intensifying efforts for poverty eradication, reduction of inequalities, environmental protection and economic growth, with a view to promoting equitable, more sustainable economies and societies benefiting all countries, especially those most vulnerable, such as Small Island Developing States and Least Developed Countries” (Paragraph 9).  

Global Citizenship Education (GCED)

GCED is based on existing work in areas, such as peace and human rights education, including culture of peace, among others, where UNESCO has longstanding experience in both the conceptualization of the ideas and implementation. Recognizing its importance, the Global Education First Initiative (GEFI), launched in 2012 by the UN Secretary-General, includes fostering global citizenship as one of its three education priorities.

Education in a globalized world is increasingly putting emphasis on the importance of values, attitudes and communication skills as a critical complement to cognitive knowledge and skills. The education community is also paying increasing attention to the relevance of education in understanding social, political, cultural and global issues. This includes the role of education in supporting peace, human rights, equity, acceptance of diversity, and sustainable development. Global Citizenship Education (GCED) presents a paradigm shift that recognizes the relevance of education in understanding and resolving global issues in social, political, cultural, economic and environmental areas. GCED applies a multifaceted approach, using concepts, methodologies and theories already implemented in different fields and subjects. While GCED has been applied in different methods in different contexts, regional and community level, it has a number of common elements, which includes:

7 http://unesdoc.unesco.org/images/0023/002310/231074e.pdf
8 The other priorities are to put every child in school and to improve the quality of learning. See http://www.globaleducationfirst.org/about.
• **An attitude** supported by an understanding of multiple levels of identity, and the potential for a ‘collective identity’ which transcends individual cultural, religious, ethnic or other differences;

• **A knowledge of global issues and universal values**, such as justice, equality, dignity and respect;

• **Cognitive skills** to think critically, systemically and creatively, including adopting a multi-perspective approach that recognizes the different dimensions, perspectives and angles of issues;

• **Non-cognitive skills**, including social skills, such as empathy and conflict resolution, communication skills and aptitudes for networking and interacting with people of different backgrounds, origins, cultures and perspectives; and

• **Behavioral capacities** to act collaboratively and responsibly to find global solutions for global challenges, and to strive for the collective good.\(^9\)

Thus the goal of GCED is to empower learners to engage and assume active roles both locally and globally to face and resolve global challenges. It is built on a lifelong learning perspective, catered not only for children and youth, but also for adults as well. It can be delivered in all modes and venues of delivery, including formal, non-formal and informal systems. Flexible pedagogical approaches may be useful in targeting populations outside the formal system and those who are likely to engage with new information and communication technologies, such as social media.

**The sub-Saharan African context**

The sub-Saharan Africa (SSA), with 869 million population, is made up of 47 diverse countries, from high-income countries, such as Equatorial Guinea and Seychelles with GNP per capita of more than $25,000 to least developed countries, such as Democratic Republic of the Congo, Liberia, Eritrea, Burundi, Niger, Central African Republic, Sierra Leone, Malawi, Mozambique with GNP per capita of less than $1,000; and from populous countries, such as Nigeria (170 million) and Ethiopia (88 million) to small states with less than 1 million inhabitants, such as Seychelles, Sao Tome & Principe, Cabo Verde, Equatorial Guinea, and Comoros.\(^10\)

Overall, sub-Saharan Africa has achieved sustained levels of economic growth over the past decade with estimated economic growth of 4.5% with $1,966 per capita income in 2013. The region experienced considerable structural change coupled with improved macroeconomic foundations, better policy making and strong engagement with

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Emerging economies, which led to improvements in human development. The region has experienced the second highest growth in the Human Development Index after South Asia in the past decade. Of the 14 countries in the world with Human Development Index (HDI) that gain more than 2% annually since 2000, 11 are in the SSA region. The top-performers include a mix of countries with or without resources as well as diversified economies, such as Angola, Ethiopia, Mauritius, Rwanda, Sierra Leone, and Uganda. The progress in MDGs is also noticeable with considerable improvements for example in primary education, gender parity and the fight against HIV/AIDS. 

Despite these developments, SSA continues to face a number of challenges. For example, poverty rates across the region remain high with half (48.5%) of SSA living in poverty, while progress on health and sanitation has been slow and uneven. Moreover, the region is characterized by joblessness and limited opportunities for political and economic participation, particularly for women and young people. The region is also vulnerable to external shocks, including events caused by extreme weather and economic volatility, as well as demographic growth, environmental degradation and climate change. Food security remains a serious concern, particularly in the Sahel and Horn of Africa, which have also experienced political instability, conflict and civil unrest.

Africa regional consultations led by the United Nations Economic Commission for Africa (UNECA), African Union Commission (AUC), African Development Bank (AfDB) and the United Nations Development Programme (UNDP) also confirm that health, education, water and sanitation and the environment remain high priorities for African countries. Further priority areas for responding to these challenges in the post-2015 development agenda that have been identified include: inclusive growth that creates employment and livelihood opportunities, especially the youth, structural economic transformation, human development, financing and partnerships, and technology and innovation.

**Common African Position on the Post-2015 Development Agenda**

The African Union (AU) prepared Common African Position (CAP) on the Post-2015 Development Agenda in January 2014, involving stakeholders at the national, regional and continental levels, including public and private sectors, civil society, and academia. The position paper acknowledges the importance of prioritizing structural transformation for inclusive and people-centered development in Africa to respond to the emerging trends in Africa. The position paper also acknowledges the outcome document of the UN Conference on Sustainable Development, “The Future We Want” as well as the processes in the implementation of the Rio+20 outcomes, including the OWG and the Africa Regional Consultation on the SDGs.

While Africa has made remarkable advances in the implementation of the Millennium Development Goals (MDGs), particularly in some areas, such as the increase of primary school enrollment, gender parity in primary education, and reversing the trend of the spread of HIV/AIDS, more needs to be done. Africa’s development remains uneven across goals and targets and across groups and countries. Reducing inequity in access to basic social services remains a major challenge for many African countries. In education, despite increased enrollment in primary schools, the quality of education remains a concern. Learning from the implementation of MDGs, the position paper argues that the post-2015 Development Agenda should enhance countries’ ownership of development and respond to the emerging issues and implementation gap, particularly data collection and monitoring.

Where do we stand in ESD and GCED in the SSA region?

In Africa, the discussion on the concept of sustainability has expanded beyond the issue of environment, to include the social and economic aspects that affect development in a rapidly changing global context, which covers all levels of education from basic education to life-long learning. This includes: (i) environmental sustainability and environmental change, including climate change mitigation and adaptation; (ii) sustainable economic growth taking into account sustainable use, management and conservation of natural resources; (iii) the construction of inclusive societies, responding to the need for poverty alleviation, elimination of discrimination and marginalization; and (iv) the strengthening of mutual understanding between different cultural spiritual groups and societies to foster solidarity and peace. The Association for the Development of Education in Africa (ADEA) emphasizes that the role of ESD is not just inform or train people, but it is about building a critical mass of citizens who can use their achievements to bring about the economic, social, cultural and political changes to promote sustainable development.14

One of the challenges to achieve EFA goals as the ADEA has noted is a deficit in peace and security in SSA. This deficit has hampered economic development and also the achievement of Education for All (EFA) goals. The EFA Global Monitoring Report 2011 revealed that countries affected by violent conflicts are among the furthest from reaching the EFA goals. According to the report, violent conflicts also reinforce inequalities, grievances and desperation that trap countries in cycles of violence. In regard to children accessing basic education, the report further states that out of the total number of school going children, 42% were from countries affected by violent

conflicts. There is therefore need for addressing violent conflicts to facilitate the achievement of education goals.\footnote{http://www.adeanet.org/portalv2/en/inter-country-quality-nodes-icqn/inter-country-quality-nodes/inter-country-quality-node-icqn-peace-0#.VLdtvSuUehs}

Thus, peace is one of the principles of sustainable development, which is seen as fundamental to human dignity and development. Indeed, principle 25 of the Rio Declaration on Environment and Development mentions that “peace, development and environmental protection are interdependent and indivisible” (27 principles of sustainable development\footnote{http://www.unep.org/Documents.Multilingual/Default.asp?documentid=78&articleid=1163}). Within the overarching framework of sustainable development, ESD and GCED aim at developing competencies that enable individuals to live together peacefully. Additionally, ESD and GCED can help to prevent insecurity and conflicts from thwarting progress. Education can also be instrumental in rebuilding a more sustainable society after violent conflict. By ‘learning to live together’, learners acquire knowledge, values, skills and attitudes for dialogue, cooperation and peace. ESD and GCED help develop the capacity to respect differences and diversities as well as to build social tolerance.

It is within the framework of sustainable development that complementarities between ESD and GCED approaches are encouraged, competencies to promote peace and reduce conflicts can be developed, and EFA goals are achieved. ESD and GCED employ a multifaceted approach, using concepts, methodologies and theories already implemented in different fields and subjects such as environmental education, development education, education for peace, human rights, and culture of peace. Both ESD and GCED efforts are aimed at supporting peace, human rights, equity, acceptance of diversity, and sustainable development. These efforts should be appropriately contextualized for conflict-sensitive countries.

**Main achievements from 2000-2015**

**Global movements**

Numerous ESD and GCED activities have been implemented in the sub-Saharan African (SSA) region by governments, development partners, civil society and school networks since 2000. In view of the preparations for the post-2015 education agenda, key stakeholders of ESD and GCED, such as ADEA, participated in global consultations and conferences to address the issues of SSA. Most recently, experts from SSA participated in the *World Conference on Education for Sustainable Development* in Nagoya, Japan in November 2014\footnote{http://www.unesco.org/new/en/unesco-world-conference-on-esd-2014/}, as well as the *UNESCO Forum on Global Citizenship Education: Preparing learners for the challenges of the 21st Century* in Bangkok, Thailand in
December 2013\textsuperscript{18} and will also participate in the \textit{Second UNESCO Forum on Global Citizenship Education (GCED): Building Peaceful and Sustainable Societies - preparing for post-2015} in January 2015\textsuperscript{19} to discuss GCED in the context of the post-2015 education agenda including consideration of the emerging Framework of Action Post-2015, and the role of GCED for peace.

\textbf{SSA Initiatives in ESD}

In the years since the launch of the UNDESD, SSA embarked on various activities throughout the region. The \textit{ESD Workshop in Mauritius, which was organized by ADEA, following its Triennial event in Burkina Faso in 2012, was an important initiative that took place at the African continental level}. The Workshop participants documented\textsuperscript{20} the major achievements in matters of ESD in the African region. Based on field experiences, the document records the sustainability competencies that are seen by SSA stakeholders as most contextually and culturally relevant as well as appropriate for SSA. The participating countries in SSA have, among other things, agreed on promoting a common set of core competencies in ESD along with strategies and mechanisms for learning and capacity building. Based on Rio+20 discussions, participating countries have also delineated the importance of ESD in Higher Education, Research and Development for Employment and Sustainable development. Policy issues, challenges as well as the need for continuous monitoring, evaluation and appropriate SD indices and benchmarks were also flagged.

One of the recent achievements is the \textit{Arusha Declaration produced in the African Ministerial Conference on the Environment (AMCEN)} in 2012. Among its key resolutions is the development of an African Environmental Education and Training Action Plan (AEETAP) to strengthen environmental education (EE) and training in Africa, covering formal and non-formal education, capacity-building and information networking components. Work has begun on the development of a draft of this action plan to be presented for AMCEN’s consideration at a future date.

The implementation of ESD activities has been also observed at the sub-regional level. The \textit{Southern African Development Community (SADC)}, and the \textit{Horn of Africa} countries embraced ESD and supported multi-country collaborative programmes to strengthen ESD across countries in both ministries of environment/Sustainable Development (SD) and education with substantive policy and practice outcomes for ESD and SD. However, this approach to linking ESD to Regional Economic Community (REC)

\begin{footnotes}
\item[18] http://www.unesco.org/new/en/unesco/events/all-events/?tx_browser_pi1%5BshowUid%5D=27492&cHash=51e851990a
\end{footnotes}
priorities across regional contexts has not been widespread in Africa and has been dependent on donor support.21

In **East Africa**, the UNESCO Nairobi region has helped to design and implement ESD through various dimensions including projects and programmes ranging from Biodiversity Conservation at UNESCO World Heritage Sites, climate change, and peace education projects through teacher training and respect for all. Of the numerous projects underway is an ESD policy with implementation strategies through the piloting of schools in Kenya and others built around school programmes that teach conservation and sustainable use of biodiversity, for example the pilot projects in Ethiopia (Lake Tana) and Tanzania for secondary schools (East Usumbura Biosphere Reserve). In the case of Ethiopia, the AU Commission has endorsed the ESD project as a highly relevant initiative for many parts of Africa.

In **West Africa**, The UNESCO Regional Office in Dakar organized the Africa regional consultation on 4-5 March 2013 in Abidjan, Cote d’Ivoire. The expert participants from across Africa recommended priority areas to be included in a post-2014 ESD programme framework, which were grouped according to the seven strategies of the International Implementation Scheme for the DESD, including: (1) vision-building and advocacy, (2) consultation and ownership, (3) partnership and networks, (4) capacity-building and training, (5) research and innovation, (6) use of information and communication technologies (ICT), and (7) monitoring and evaluation.

**SSA initiatives in GCED**

For the GCED, UNESCO has been supporting the efforts of Member States by promoting a culture of tolerance, reconciliation and peace in formal and non-formal educational systems. The scope of intervention for peace education and democracy will be broadened by ensuring the integration in the national sector policy documents, learning/training, curricula, teacher training and socio-cultural environment.

UNESCO Dakar has assisted countries in developing national capacities to mainstream peace education and conflict prevention and preparedness in the education strategic plans in West and Central Africa. It is within this context that UNESCO Dakar published the Economic Community of West African States (ECOWAS) Reference Manual on “**Education for Culture of Peace, Human Rights, Citizenship, Democracy and Regional Integration**”22 in 2013, in close collaboration with the ECOWAS and the African Development Bank. The manual includes seven module: (1) *culture of peace, conflict prevention and management*, (2) *human rights*, (3) *civic-awareness and citizenship*, (4) democracy and good governance, (5) *gender, prospect for peace and development*, (6)

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21 This and the next two paragraphs have been taken from the final report of the DESD, UNESCO, 2014, Shaping the future we want: UN Decade of Education for Sustainable Development (2005-2014). Available from: http://unesdoc.unesco.org/images/0023/002301/230171e.pdf

22 http://unesdoc.unesco.org/images/0022/002211/221128e.pdf
public health, environment and sustainable development, and (7) regional Integration, which is available in English, French, and Portuguese and some local languages. The reference manual has been used in various countries, targeting different thematic areas. Under the Education for Sustainable Development (ESD) programme, capacities of education planners in 14 ECOWAS countries were developed for the integration of natural disasters risk prevention in education policies and curriculum institutions. In the area of curriculum, the capacity of national education planners and curriculum developers to mainstream peace education and disaster management was developed in selected ECOWAS and the Central African Economic and Monetary Community (CEMAC) countries. Teacher training institutions (TTIs) of the 15 ECOWAS Member States have also benefited from training on the use of the reference manual.

In East Africa, Kenya is a strong supporter and proponent of GCED, which is guided by a three-pronged approach: policy dialogue in connection with the post-2015 agenda; providing technical guidance on GCED and promoting transformative pedagogies and serving as a Clearing-house. Kenya is currently also one of 5 pilot countries for UNESCO’s Teaching Respect for All programme. The latter was launched in 2013 with the objective of strengthening educational responses in Kenya to reduce discrimination and violence within the nation State, and promote respect for all. Over the past decade the ESD LENS: A Policy and Practice Review Tool was used for training in a few countries in Africa. Kenya is committed to playing a lead role in Sustainable Development, and UNESCO Nairobi will be working closely with the Government of Kenya to prepare a policy framework for ESD with viable implementation strategies in 2015.

In Mauritius a regional Expert meeting on Climate Change Education (CCE) for Sustainable Development in Africa was organized in March 2013. Capacity building activities have benefitted over 150 teachers, inspectors, rectors, curriculum developers and trainers and demonstrated approaches and methods to integrate climate change education into educational programmes and teacher education at the national level. An adapted national version of UNESCO-CCE resources has been developed. The programme has been well received in the country, which is committed to further integrating CCE through ESD in their education system.

In conclusion, a greater effort is required to use a programme approach with countries to make systemic-thinking an inherent and natural approach for effective policy-making for Sustainable Development in a post-2015 scenario.

Challenges for ESD and GCED

While these developments and the latest action plan are important steps in regional cooperation on ESD, a UNESCO African regional consultation in 2013 identified the following challenges: the need for strategic impetus on climate change, biodiversity and

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23 The online course for trainers is available in all three languages as well in the following link: http://www.educationalapaix-ao.org/
disaster risk reduction (DRR) education; insufficient integration of ESD in national development policies and sectoral plans (education, health, agriculture, etc.); poor inter-ministerial cooperation and coordination between different stakeholders on ESD implementation; the need to strengthen networks and increase synergies among stakeholders across the region; and inadequate mobilization of resources. These challenges will need careful consideration and attention in the years to come.

**Priority actions and the way forward**

The CAP of the AU also acknowledges the outcome document of the UN Conference on Sustainable development of the Rio +20, including the OWG and the Africa Regional Consultation on the Sustainable Development Goals. It is expected that SSA will promote ESD and GCED through some of the key pillars of the CAP, such as “people-centered development,” “environmental sustainability, natural resources management, and disaster risk management,” and “peace and security” (see the table below. ESD and GCED can directly contribute to the highlighted pillars and commitment areas). 

As part of the post-DESD programme framework, countries are expected to integrate ESD into education policies, plans and curricula, including in non-formal education and life-long learning with a focus on key sustainable development challenges of Climate Change (CC), Disaster Risk Reduction (DRR) and Biodiversity. A substantial portion of this activity will consist of mobilizing the ASPnet schools to address sustainable development challenges, including through the whole school approach. The development of a flagship activity on Greening Technical, Vocational Education and Training (GTVET) will be also envisaged.

To support the Member State-driven development, the AU Position Paper proposes to negotiate an outcome that will lead to their collective ownership of the new agenda. It also affirms collective interests, including science, technology and innovation, youth development and women’s empowerment as well as sustainable natural resource management. It further addresses environmental issues, such as climate change, desertification, land degradation, drought biodiversity, as well as political issues, such as peace and security. ESD and GCED activities will be aligned with these emerging needs in SSA. Understanding of ESD and GCDE as a comprehensive concept by stakeholders and therefore, a lack of advocacy and ESD and GCDE mainstreaming in national policies and strategies are priority areas to tackle. Finally, there should be documented efforts (contextually driven) for integration of ESD and GCED competencies within broader SD compliant curricula (in all learning pathways).

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24 Although this reference is very useful table, the question is what are the implications of these commitment areas for education and training systems. This is what ADEA is trying to address through its strategic policy framework for the follow-up of the 2012 Triennial.
### Table 1. Africa’s Development Priorities for Post-2015

<table>
<thead>
<tr>
<th>Pillars</th>
<th>Commitment Areas</th>
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| 1. Structural economic transformation and inclusive growth | a. Inclusive growth that reduces inequality  
| | b. Sustainable agriculture, food self-sufficiency and nutrition  
| | c. Diversification, industrialization and value addition  
| | d. Developing the Services Sector  
| | e. Infrastructure development |
| 2. Science, technology and innovation | a. Enhancing technological capacities for Africa’s transformative agenda  
| | b. Building enabling environment for innovation  
| | c. Increasing support for research and development  
| | d. Optimal utilization of space and geospatial technologies |
| 3. People-centered development | a. The eradication of poverty  
| | b. Education and human capital development  
| | c. Universal and equitable access to quality healthcare  
| | d. Gender equality and women’s empowerment  
| | e. Leveraging population dynamics for development  
| | f. Harnessing Africa’s youthful population  
| | g. Improving access to sustainable human settlements |
| 4. Environmental sustainability natural resources management, and disaster risk management | a. Improving natural resource and biodiversity management  
| | b. Enhancing access to Safe Water for All  
| | c. Responding effectively to climate change  
| | d. Addressing desertification, land degradation, soil erosion, flooding and drought  
| | e. Natural disaster risk reduction and management |
| 5. Peace and security | a. Addressing the root causes of conflict  
| | b. Preventing the outbreak of armed conflicts |
| 6. Finance and partnerships | A. Finance  
| | a. Improving domestic resource mobilization  
| | b. Maximizing innovative financing  
| | c. Implementing existing commitments and promoting quality and predictability of external financing |
| | B. Partnerships  
| | a. Promoting mutually beneficial partnerships  
| | b. Strengthening partnerships for trade  
| | c. Establish partnerships for managing global commons |

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