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Background

To accelerate the implementation of education for sustainable development (ESD) in a decade of action to deliver the Goals and achieve the 2030 Agenda for Sustainable Development, UNESCO launched on October 4th, 2022, the new global network of education stakeholders: ESD-Net 2030. This Network, based on the success and lessons learned from the previous Global Action Programme (GAP), aims to facilitate the implementation of the ESD for 2030 framework and its Roadmap by enhancing **knowledge sharing, collaboration, mutual learning, advocacy, monitoring, and evaluation,** among a wide range of education stakeholders.

To promote knowledge sharing, collaboration and mutual learning through ESD-Net 2030, UNESCO is organizing a **series of learning webinars** on ESD pedagogy to highlight and promote innovative practices in ESD. The learning webinars will focus on providing concrete and practical ESD activities in line with the five priority action areas outlined in the ESD for 2030 Roadmap: 1) advancing policy; 2) transforming learning environments; 3) building capacities of educators; 4) empowering and mobilizing youth; and 5) accelerating local level actions.

Rationale

There has been much research and analysis on the implementation of ESD over the past decades. Great efforts have been made to raise awareness of this key education component, and ESD has been supported and promoted globally through Sustainable Development Goal 4.7. In fact, ESD is increasingly recognized as important in education policies and even explicitly mentioned in curricula. From a recent UNESCO report,[1] at least 95 per cent of countries reported that ESD and/or Global Citizenship Education (GCED) are reflected in their education systems. This was most frequently reported for curricula.

However, translating these policies into effective teaching and learning practices has not been fully realized. In the same report, ESD and GCED are less likely to be integrated into teacher education and student assessment. In a 2021 UNESCO and Education International global survey[2] of 58,000 teachers from 144 countries, 95% of teachers surveyed feel that ESD is important to teach but a quarter of them do not have the confidence to teach it. The frustration among teachers was shared and observed by youth who said their teachers needed more support to address climate change in classroom.

And another recent UNESCO study indicates that youth are becoming more dissatisfied and demand more knowledge, skills and competencies on ESD and climate change education. In a new UNESCO survey[3], 91% of youth said they had learnt about climate change at school but nearly 70% say they don't

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[1] UNESCO. 2022. Where do we stand on ESD and GCED. UNESCO: Paris.
[2] UNESCO and EI. 2021. Teachers have their say. Motivation, skills and opportunities to teach education for sustainable development and global citizenship. UNESCO and EI: Paris and Brussels.
[3] UNESCO. 2022. Youth demands for quality climate change education. UNESCO: Paris

know much about an issue certain to impact their futures and those of their children. 91% would like to learn more about climate change at school.

The ESD-Net 2030 is well-positioned to support stakeholders, educators and policymakers to bridge this gap between policy and implementation by sharing pedagogical resources and to help provide concrete examples of ESD in practice.

Objectives

- Highlight ESD-Net 2030 members' pedagogical practices and activities in implementing ESD.
- Provide ESD-Net 2030's community of practice with new pedagogical approaches to address ESD that they can implement through a diversity of contexts.

Focus of Learning Series

The interactive learning workshops will focus on sharing and strengthening pedagogical approaches and key competencies in ESD through a broad range of topics and issues. These include, but are not limited to:

1. **Key Competencies for Sustainability [4]**

   Each session will explore the key competencies needed for individuals to take action on ESD. These include the skills, knowledge, values and attitudes across cognitive, socio-emotional and behavioural domains that are essential for effective sustainability. For example:

   - Systems thinking, collaboration, critical and innovative thinking, self-awareness, problem-solving, global citizenship, collaboration, communication, creativity, intrapersonal and interpersonal skills

     Key questions include:

   - What are sustainability skills/competencies, how can you teach them in classroom/activities, and how do you assess them?
   - How can we equip youth with ESD skills in a fun and engaging way?

2. **ESD Approaches**

   The workshops will explore the relevant approaches to mainstreaming ESD in education, curricula, teaching and learning. For example:

   - Whole-school, learner-centred, action-oriented, participatory, project-based and experiential learning approaches

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[4] UNESCO. 2017. Education for Sustainable Goals: Learning Objectives. UNESCO: Paris.

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Key questions include:

- What are pedagogical approaches and practices that support better transfer of knowledge, skills, values and attitudes, and support critical thinking and independent learning?
- How can we incorporate more project-based and experiential learning?
- How can we strengthen learning in connection with the local community to address local sustainability challenges?
- How can we strengthen youth leadership and sense of initiative in leading sustainability projects?

3. ESD Themes and Topics

The webinars will introduce the pedagogical approaches, target skills and competencies through innovative lessons based around key topics and themes. For example:

- Climate literacy, climate justice, biodiversity and nature, science and technology, digital economy, among others.

  Key questions include:

- How can various ESD approaches address shared social challenges? (E.g. climate change, poverty, social justice, sustainable development, etc.)
- How do we reconcile ESD with rapid social, environmental and technological changes?
- How do we utilize and leverage technology in a sustainable manner to achieve SDGs?

Expected Outcomes and Outputs

- Strengthened knowledge on ESD pedagogical approaches
- Strengthened/supported capacity to implement ESD in your local context

After the workshop, participants will be encouraged to implement and adapt the pedagogical practices and activities within their context (this could be classroom, community, etc.). Guiding notes and reference materials will be provided to support the implementation. Participants will be invited to share their experiences with ESD-Net 2030 members through its communication channels and future workshops and webinars.

Target Audience

The primary target audience of this learning series will be educators seeking to strengthen the implementation of ESD in their learning environments. This can include teachers, community-based educators, youth leaders, principals, administrators, academics, and other education stakeholders.

Dates

ESD-Net 2030 aims to host 2-3 Interactive learning webinars in 2023; tentatively February/March 2023; May/June 2023; and September/October 2023. Further details will be announced.

Contact

For more information on ESD-Net 2030 and its activities, please inquire to: esd-net@unesco.org

- Website: ESD for 2030 Global Network
- LinkedIn: https://www.linkedin.com/groups/9021873/
- ESD Newsletter: To be part of the ESD-Net 2030 community of practice and subscribe to the ESD newsletter. Please register: English - French - Spanish

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