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#ESDfor2030



# Education for Sustainable Development for 2030



**Target 4.7 speaks to UNESCO's core mandate & mission – to build lasting peace & foster open, equal & inclusive societies through education, sciences, culture & communication.**

**Audrey Azoulay**

**UNESCO Director-General**

укоренять идею  
защиты мира.

“

**Crises also create opportunities.  
The opportunity to change  
how we see our relationships  
with nature, with each other,  
and with the Earth.**

---

**AUDREY AZOULAY**  
**UNESCO DIRECTOR GENERAL**



# Five priority action areas



## Priority action area 1 Advancing policy

Integrate ESD into education policies and all policies on sustainable development



## Priority action area 2 Transforming learning environments

Apply whole institution approach to ESD where learners learn what they live and live what they learn



## Priority action area 3 Building capacities of educators

Develop ESD capacity through pre-service and in-service training of educators



## Priority action area 4 Empowering and mobilizing youth

Create opportunities for young people and engage them as key actors



## Priority action area 5 Accelerating local level actions

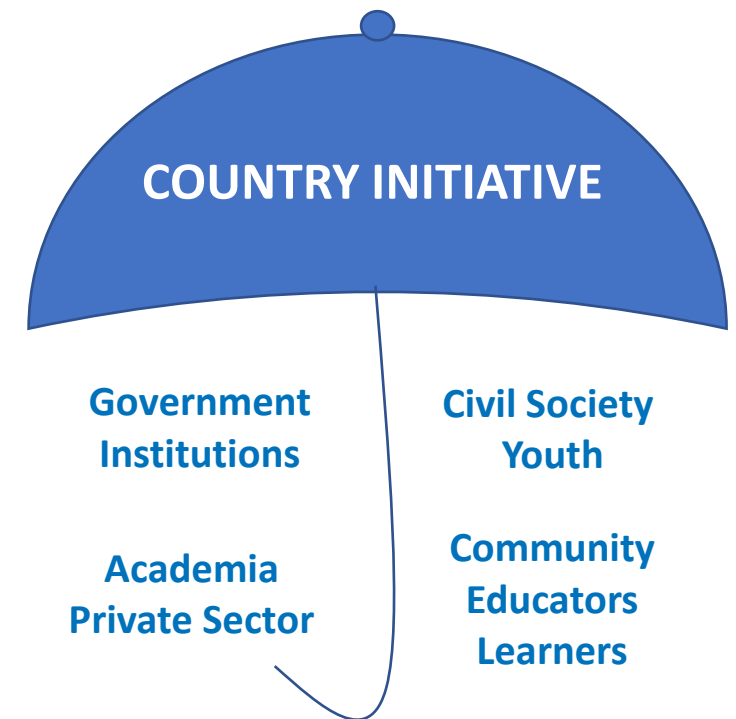
Develop community action plan to promote individual and societal transformation

# ESD for 2020 Country Initiative

Member States' initiative to *mainstream ESD in the country*

## Country initiative:

- Has a **national scope** with potential for country-wide impact
- Builds on **existing activities on ESD** and expand where possible
- Is a **living document** that collects all the country's initiatives in ESD which will be updated every two years
- **No strict deadline**



# UNESCO Support

**COUNTRY VISIBILITY on ESD**  
Countries' commitments and progress on country initiative showcased on UNESCO webpage

**Provide technical support**  
to the identified country initiatives on ESD for 2030 based on the template submitted by Member States.

**Support resource mobilization**  
country initiatives are expected to be self-funded, modest financial support may be provided to a small number of selected countries to support the preparatory stages.

**Support partnership and collaboration**  
UNESCO will organize a Global network of ESD stakeholders called ESD-net and convene regular meetings.

**Monitor the progress**  
of identified country initiatives to be included in global reporting of ESD for 2030.





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# ESD for 2030 Country Initiatives

In 29 UNECE  
Member States

Andorra, Austria, Belgium, Bosnia & Herzegovina, Bulgaria, Canada, Cyprus, Estonia, France, Georgia, Germany, Greece, Iceland, Ireland, Italy, Kazakhstan, Kyrgyzstan, Latvia, Lithuania, Malta, Netherlands, Norway, Romania, Slovenia, Spain, Sweden, Switzerland, Türkiye, UK

I promote

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Shaping our future  
through  
quality education



# ESD-net 2030

**ESD-Net 2030** is a broad community of practice comprising over 4000 individuals and institutions worldwide, including Member States.

This network aims to facilitate the implementation of the ESD for 2030 framework and its Roadmap by providing a platform of exchange and collaboration organized according to **4 main objectives**:



**Knowledge  
sharing and  
mutual learning**



**Collaboration**



**Advocacy**



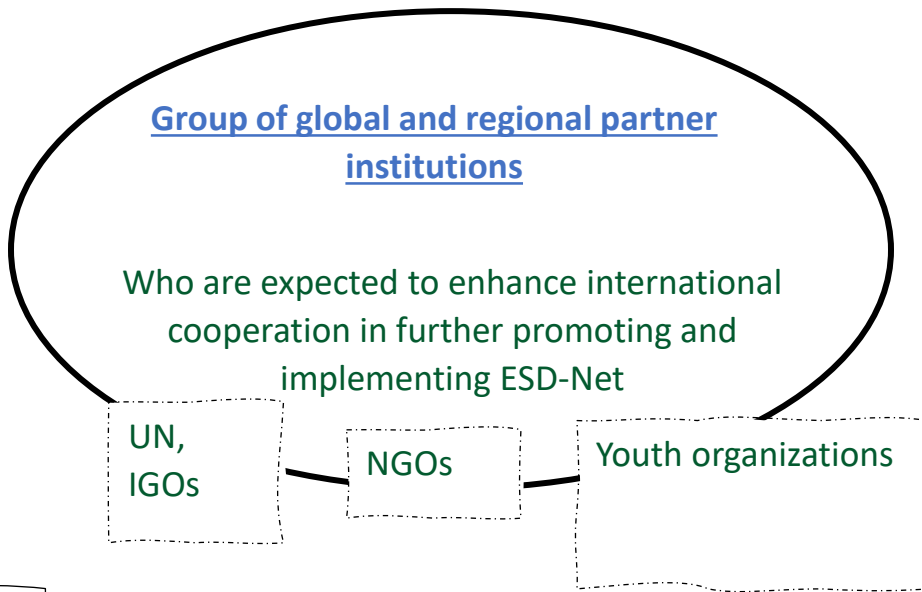
**Monitoring and  
Evaluation**

# ESD-Net 2030: Members



Unesco Chairs

Higher Education Institutions



- National and local entities
- Municipalities
  - Community based organizations
  - Associations
  - Etc.

- Individuals
- Educators
  - Researchers
  - Practitioners
  - Young people
  - Etc.

# ESD-Net 2030: Activities

- **ESD for 2030 Country Initiatives**
  - Support Member States in the development and implementation of ESD for 2030
- **ESD-Net 2030 Meetings**
  - Platforms to engage ESD-Net members
- **Knowledge Exchanges**
  - Peer to peer learning
  - Interactive learning workshops :
    - Oct 4, 2022
    - Mar 30, 2023
    - May 31, 2023
    - Sep 21, 2023
  - Capacity development
- **Communication and Advocacy**
  - ESD Newsletter
  - ESD LinkedIn Group
- **Research and Analysis**
  - Case studies, policy briefs, thematic analyses
  - Reporting on ESD implementation
- **Monitoring and Evaluation**
  - Reporting on Country Initiative progress
  - Reporting on ESD implementation



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# Europe-North America ESD-Net webinars

March 6

EN <https://youtu.be/LceRqdSul88>

FR <https://youtu.be/UqZL3tvrU5w>

March 7

EN [https://youtu.be/pAHUCPq7d\\_I](https://youtu.be/pAHUCPq7d_I)

FR <https://youtu.be/3ng9yGsNRYQ>



# Europe-North America ESD-Net Regional meeting

26-27 June 2023

UNESCO HQ, Paris France



**ESD-Net 2030**  
Europe and North  
America Regional Meeting

***EDD-Net 2030***  
*Réunion régionale Europe  
et Amérique du Nord*

June 26-27, 2023  
Juin 26-27 2023



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# Global ESD-Net 2030 participation

**32 UNECE  
Member States**

Andorra, Austria, Belgium, Bosnia & Herzegovina, Bulgaria, Canada, Cyprus, Estonia, France, Georgia, Germany, Greece, Hungary, Iceland, Ireland, Italy, Kazakhstan, Kyrgyzstan, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Romania, Slovenia, Spain, Sweden, Switzerland, Türkiye, UK, Uzbekistan



# TRANSFORMING EDUCATION FOR THE FUTURE





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# Commitments at the UN Transforming Education Summit

**25 UNECE  
Member States**

Albania, Andorra, Bosnia & Herzegovina, Bulgaria, Canada, Croatia, France, Georgia, Germany, Italy, Kazakhstan, Liechtenstein, North Macedonia, Norway, Portugal, Romania, San Marino, Serbia, Spain, Sweden, Switzerland, Turkmenistan, Ukraine, UK, Uzbekistan

<https://www.un.org/en/transforming-education-summit>







# Greening Education Partnership

## GREENING SCHOOLS



From early childhood through adult education, work to ensure that all schools achieve green school accreditation, including teacher training and higher education institutions.



## GREENING CURRICULUM

Embrace a life-long learning approach that integrates climate education into school curricula, technical and vocational education, workplace skills development, teaching materials, pedagogy, and assessment.

### HERE'S HOW YOU CAN COMMIT

Countries and organizations are encouraged to join the Greening Education Partnership, expressing their interest in at least one of the four action areas.

Strengthen education systems to be climate-smart with adequate measures, and ensure teachers and policymakers are trained.

## GREENING TEACHER TRAINING AND EDUCATION SYSTEMS' CAPACITIES



## GREENING COMMUNITIES

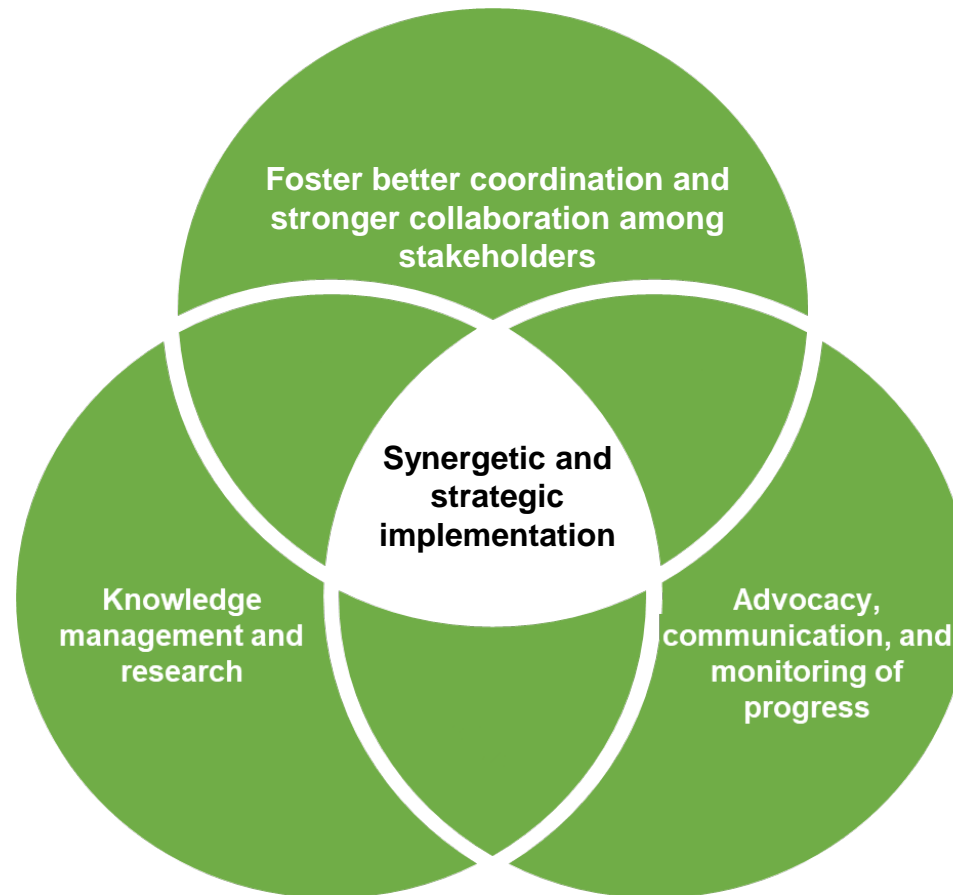
Engage communities by integrating climate education in life-long learning, in particular through community learning centres and learning cities.



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# Objectives of Greening Education Partnership





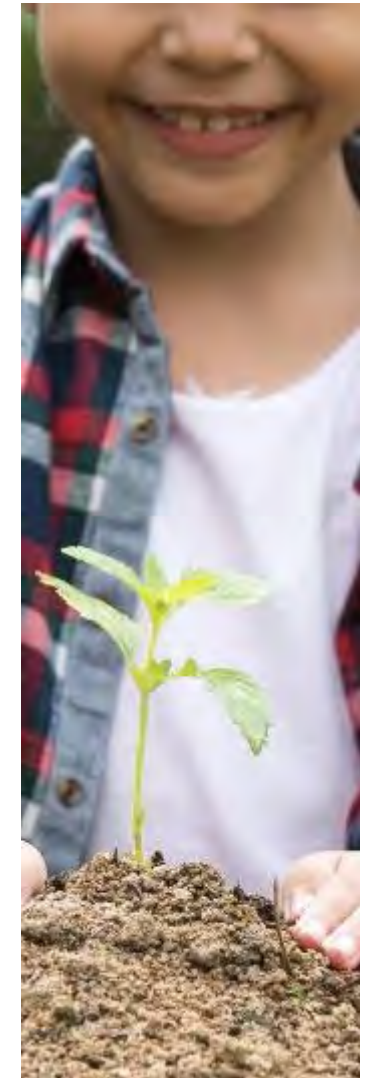
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# Membership in the Greening Education Partnership

**18 UNECE  
Member States**

Albania, Armenia, Azerbaijan, Finland, France, Georgia, Hungary, Ireland, Kyrgyzstan, Montenegro, Norway, Romania, San Marino, Slovenia, Spain, Tajikistan, UK, Uzbekistan



“

**The climate crisis is no longer the threat of a distant future, but a global reality. There is no solution without education.**

---

**Audrey Azoulay**  
UNESCO Director-General



# Where do we stand?



Source:

<https://unesdoc.unesco.org/ark:/48223/pf0000379591>

Figure 1.  
Percentage of documents with any climate change content

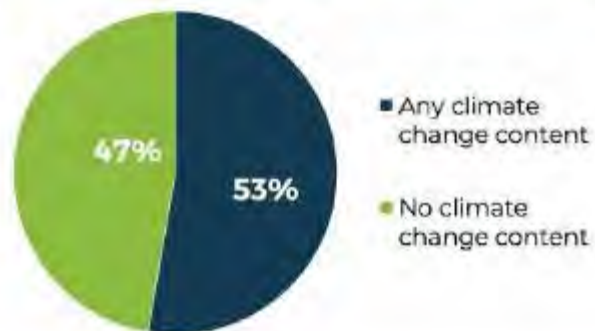
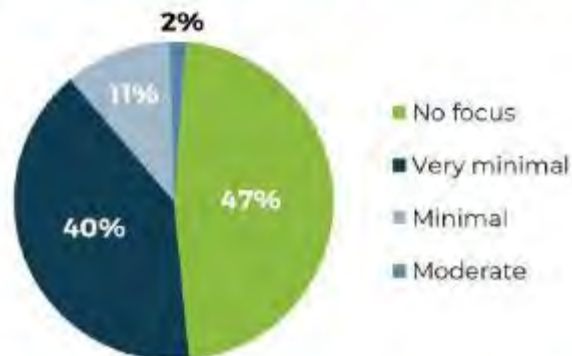


Figure 2.  
Percentage of documents by extent of climate change focus



\*The categories used were no focus (0 out of a million words), very minimal focus (1-300 words per million words), minimal focus (301-1,000 words per million words), or moderate focus (over 1,000 words per million words).

Review of national curriculum frameworks of **100 countries**

In **47%** of the documents had **no reference to climate change**, and when it appears, the depth was minimal.

More climate change education reference in countries vulnerable to climate change, as opposed to those largely responsible for the emissions causing climate change.



**ONLY 1/5**

OF SCHOOL CURRICULA  
MENTIONS BIODIVERSITY



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# Review of curriculum frameworks

22 UNECE  
Member States

Albania, Azerbaijan, Bosnia & Herzegovina, Croatia, Cyprus, Czech Republic, Denmark, Finland, France, Greece, Hungary, Iceland, Ireland, Kazakhstan, Kyrgyzstan, Latvia, Malta, Norway, Portugal, Spain, Sweden, Türkiye

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Getting every school climate-ready

How countries are integrating climate change issues in education

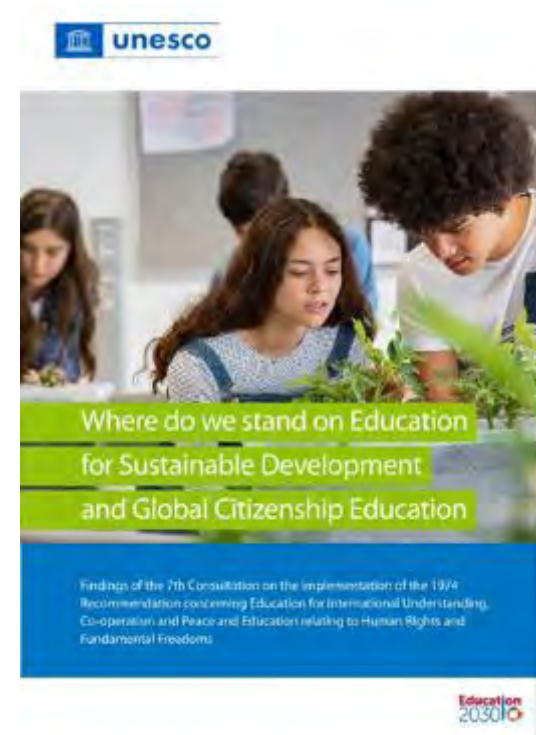


Education  
2030

## 7<sup>th</sup> consultation on the 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education

36 UNECE  
Member States

Albania, Andorra, Armenia, Austria, Belgium, Bosnia & Herzegovina, Bulgaria, Canada, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Hungary, Ireland, Italy, Kyrgyzstan, Latvia, Lithuania, Malta, Monaco, Poland, Republic of Moldova, Romania, Russian Federation, San Marino, Slovakia, Slovenia, Spain, Sweden, Türkiye, Ukraine, UK







# Are teachers prepared to teach climate change?

Teachers have their say: motivation, skills and opportunities to teach education for sustainable development and global citizenship (2021)



- 58,280 teachers from 144 countries

## Is climate change important to teachers?

- **nearly 95 % of teachers** believed that it is **important or very important to teach** about climate change

## Are teachers ready to teach climate change?

- **fewer than 40 %** were **confident** in teaching it
- **only about 1/3** felt able to explain well the effects of **climate change on their locality**.
- About **40%** of teachers are confident in teaching the **cognitive dimensions** of climate change
- Only about **20%** can explain well **how to take action**.



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# Responses from teachers in UNECE

from 43 UNECE  
Member States

Albania, Andorra, Armenia, Austria, Belarus, Belgium, Bosnia & Herzegovina, Canada, Cyprus, Estonia, Finland, France, Georgia, Germany, Greece, Hungary, Iceland, Ireland, Israel, Italy, Kazakhstan, Kyrgyzstan, Latvia, Lithuania, Luxembourg, Malta, Monaco, Netherlands, Norway, Portugal, Republic of Moldova, Romania, Russian Federation, Serbia, Slovenia, Spain, Sweden, Switzerland, Türkiye, Ukraine, UK, USA, Uzbekistan





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**"We have barely  
3 years left to  
preserve the  
hospitality of  
our world and  
the diversity of  
the species that  
inhabit it."**

AUDREY AZOULAY  
UNESCO DIRECTOR GENERAL



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# What do youth think about climate change education?

70%



In English class, we talked about climate change but we never talked about climate change mitigation. We spoke about climate change in a really general way, nothing specific.  
Chile (19 years)

Seventy per cent of the youth surveyed say that they cannot explain climate change, can only explain its broad principles or do not know anything about it, putting into question the quality of climate change education in our schools today

I do not know anything about climate change 2%

I have heard about climate change, and I can explain the broad principles only 41%

I have heard about climate change, but I cannot explain what it is 27%

I know a lot about climate change, and I can explain it well 30%

This puts into question the quality of climate change education in our schools today



# Youth demands for quality climate change education

Youth demands for quality  
climate change education



- 1 Climate change education that helps to understand, take better action and recognize the place of people within nature
- 2 Diverse aspects of climate change taught across subjects in an interdisciplinary manner to address complexity and interlinkages
- 3 Learner-centered, experiential and reflective ways of learning to make climate change education more fun, solutions-based and action-oriented
- 4 Teachers supported, trained and ready to teach climate change
- 5 Schools as important learning spaces for climate change
- 6 Increased say in decision-making on climate action in school
- 7 Contextualized climate change education through engagement with the local community
- 8 Specificities of geographic and demographic contexts addressed



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# Responses from youth in UNECE

from 51 UNECE  
Member States

Albania, Andorra, Armenia, Austria, Azerbaijan, Belgium, Bosnia & Herzegovina, Bulgaria, Canada, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Hungary, Iceland, Ireland, Israel, Italy, Kazakhstan, Kyrgyzstan, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Montenegro, Netherlands, North Macedonia, Norway, Poland, Portugal, Romania, Russian Federation, Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland, Tajikistan, Türkiye, Ukraine, UK, USA, Uzbekistan





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# Trash Hack Campaign

28 UNECE  
Member States

Andorra, Austria, Belarus, Belgium, Bulgaria, Canada, Cyprus, Estonia, France, Germany, Greece, Hungary, Italy, Kazakhstan, Lithuania, Malta, Netherlands, Poland, Portugal, Romania, Russian Federation, Serbia, Slovakia, Slovenia, Spain, Türkiye, UK, Uzbekistan



<https://unesdoc.unesco.org/ark:/48223/pf0000375408.locale=en>

<https://www.trashhack.org/>

A woman with curly hair, wearing a dark jacket and a light-colored scarf, is walking in profile through a field of purple flowers. The background is a soft-focus green landscape. The text is overlaid on the left side of the image.

**"We must develop  
a new form of  
environmental  
ethics where  
humans learn  
to preserve  
biodiversity by  
living with it,  
rather than  
isolating it."**

AUDREY AZOULAY  
UNESCO DIRECTOR-GENERAL



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## UNESCO's education responses

« **Climate change = integral part of quality education** »

- Co-creation of *UNESCO Greening Curriculum Guidelines* with young people
- Greening school quality standard
- Use of UNESCO designated sites in climate change education
- Support capacity development in countries
- Impact of climate change education on learners
- Collective advocacy and action through the Greening Education Partnership (COP28)



According to one study  
in California, **children**  
who attended school  
**outdoors** improved  
test scores by **27%**.



Sources: Economist Impact, Kuo et al., 2019, American Institutes for Research, Kelly et al., 2022, UNESCO, Sea Ranger



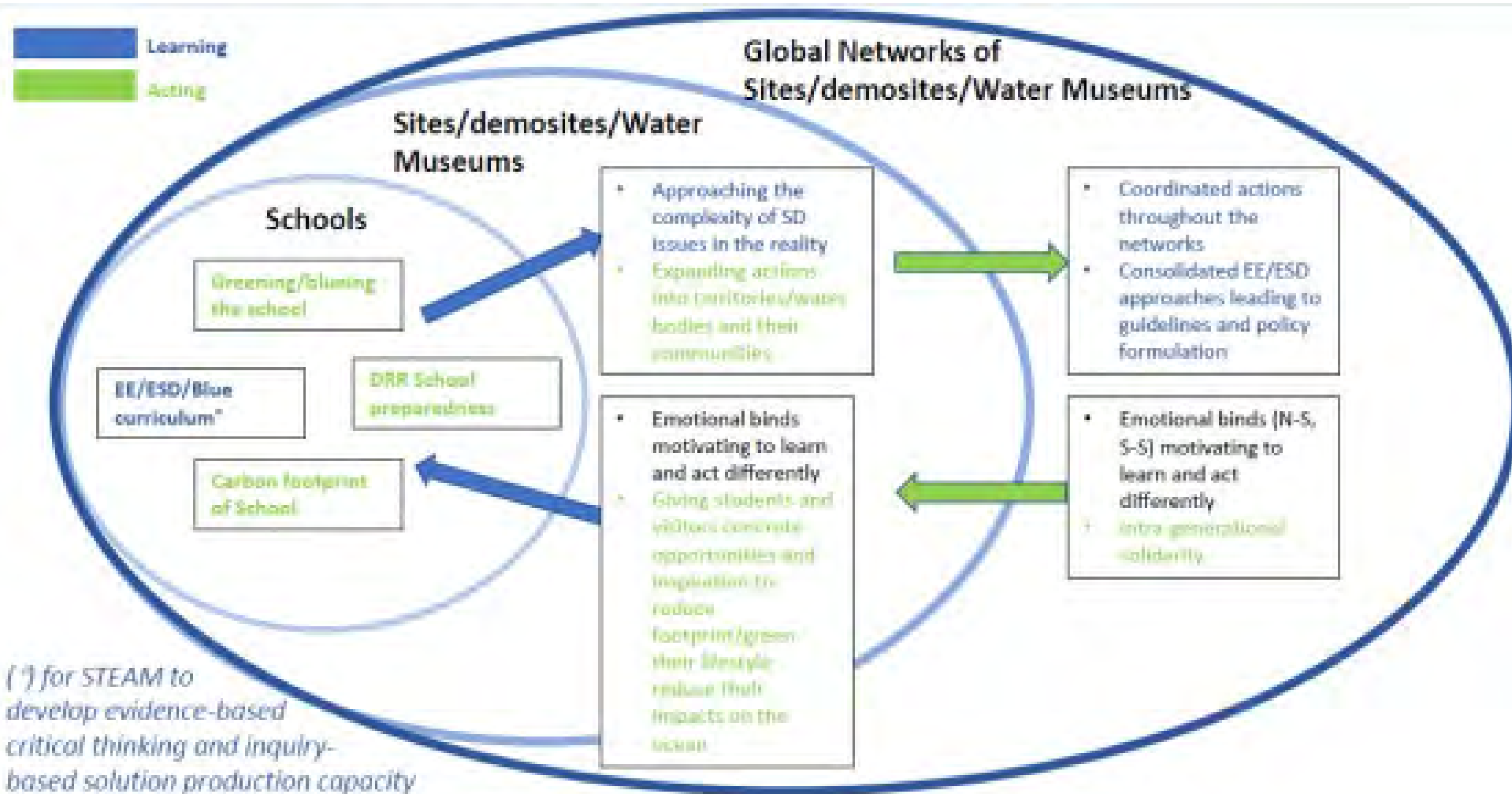
# Biosphere Reserves

are learning  
places for  
sustainable  
development





# IP2 - Advancing Scientific and Environmental Education for Sustainable and Resilient Societies





# UNESCO sites for IP2 pilot activities



- ✓ Danube Delta Biosphere Reserve (Romania)
- ✓ Lower Prut Biosphere Reserve (Moldova)
- ✓ Asterousia Biosphere Reserve (Greece)
- ✓ Venice and its lagoon WH (Italy)



# UNESCO Networks



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Associated Schools  
Network

**ASPnet**



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University Twinning and  
Networking Programme

**UNESCO Chairs**



**unesco**

World Heritage

**World Heritage sites and  
intangible cultural heritage**



**unesco**

Man and the Biosphere  
Programme

**World Network of Biosphere  
Reserves and Geoparks**



**unesco**

Creative Cities Network

**UNESCO Cities networks**

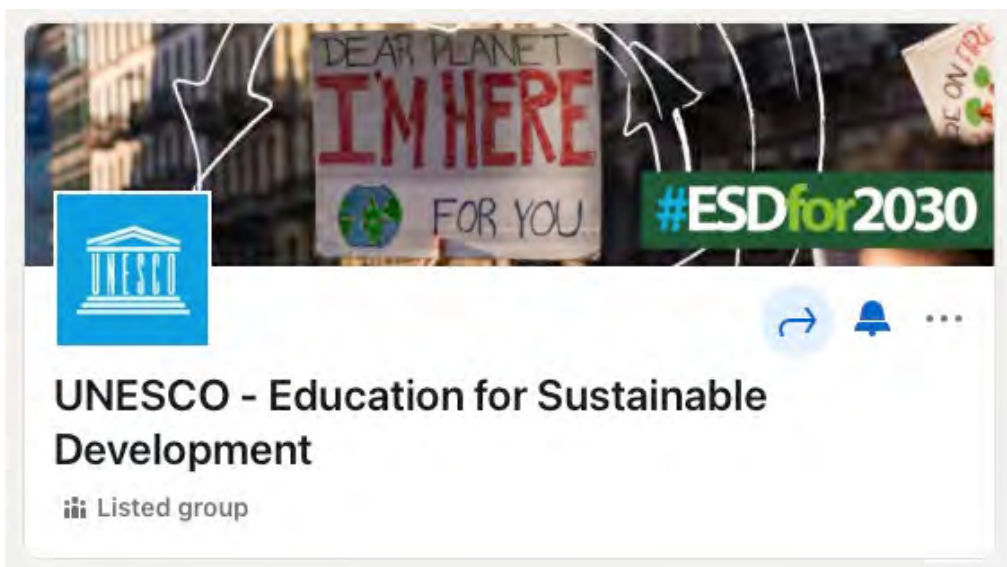


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International Centre for  
Technical and Vocational  
Education and Training

**UNEVOC Centres on TVET**

# ESD LinkedIn and Newsletter



 LinkedIn: <https://www.linkedin.com/groups/9021873/>

ESD Newsletter: Be part of the ESD-Net 2030 Community of Practice and subscribe to the ESD Newsletter. Please register: [English](#) - [Français](#) - [Espagnol](#)

**Site internet:** <https://www.unesco.org/en/education-sustainable-development>



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**LEARN  
FOR OUR  
PLANET**

Photo: Getty Images



Thank you