

2019 Global Conference on Teacher Education for Education for Sustainable Development, Okayama, Japan

Results from the group work on November 23, 2019 (keywords)

Education for Sustainable Development (ESD) and Global Citizenship Education (GCED) in all UN Regions: Challenges, enablers and strategies to address SDG 4.7 in education institutions

I. Report from the African Region

1. Challenges

- Lack of resources
- Lack of information on ESD
- Irrelevant policies on education
- Curriculum-related challenges: top-down approaches, exam-oriented and very structured curriculum
- Inadequate training of teachers

2. Enablers

- Relevant policies (e.g. inclusive education, integrated of Indigenous knowledge)
- Capacity-building for education, teachers in addition to policy makers
- Innovative strategy (e.g. proper use of environment)
- Collaboration and networking for ESD and GCED

3. How can ESD be used to fill the gap?

- Quality education is needed to enable people create necessary new frameworks for a sustainable future

II. Report from the Central Asian and East Asian Regions

1. Challenges with possible solutions

COMMUNICATION

- Top-down/bottom up (centralization is an issue in many countries)
- Stronger involvement of NGOs needed
- Lack of leading people to take ESD, more leaders are needed
- Empower teachers to bring ESD into the classroom (division of environmental education (EE) and ESD)

INSTITUTIONAL LEVEL

- Whole-institution approaches (both ways bottom up/top down) are needed but not carried out yet
- University-wide training kits for whole-institution approaches are needed

DIVISION IN URBAN AND RURAL AREAS

- Leaders (ICT mobile labs)
- National policies to support this work are needed and still not in place

2. Policy Recommendations

- Connections between all stakeholders
- ESD explained as multifaceted
- University-wide policy training material and strategies
- Manuals for policy support strategies are needed (very clearly written, including problem solving, financial support, human resource needed)
- Have national/local “lead people” (KOREN “Model”, presentation)
- Enable more flexibility in curriculum management
- Emphasize teacher empowerment
- Collaboration/school level, universities, boards of education, ministries

III. Report from South-East Asia, South Asia, West Asia and the Pacific Region

1. Challenges

MANAGEMENT

- School regulation and management to run whole-school approach
- School management system needs to be change (old school, traditional)

POLICY

- Coordinating different programs required
- Raising government/policy makers’ awareness about ESD
- Include ESD into the curriculum, especially when the curriculum is already there
- Policy from central government, e.g. Taiwan: there is an act but not implemented
- What role can policies play?
- Top down policies – not clear
- Need evidence from classroom
- Superficial measurement

TEACHERS

- A new “thing” as instruction to do rather than things they want to do
- Blending ESD explicitly into all subjects
- Building teacher’ competencies to be able to teach ESD
- How? How we implement it
- Teachers buy in to know how?
- Lack of supports for teachers
- Exam-oriented curricula

- Teachers find it difficult to transform
- Understanding not wide enough
- High turnover in schools (especially in rural regions)
- Teachers receive contradict instructions from the ministry
- Textbook become the syllabus – ranking of students
- Teachers work for their measurement
- Teacher believes/mindset

OTHERS

- Financial support
- Cultural norms/believe
- Different country challenges: i.e. – Myanmar has had several reforms....

2. Enablers

- More massive campaign to introduce ESD
- Collaboration amongst all stakeholders
- Connection from central and local
- Teacher have more autonomy – empower them
- Change guidance

3. Strategies

- Identify ESD in the local wisdom and pull it out to fit ESD principles
- ESD introduced at preservice teacher education and teacher training institutions
- SDG advisor to go into the countries.
- Bringing in Maori perspectives into curriculum
- Public-private partnerships

IV. Report from the European and North American Regions

Challenges – enablers - strategies

1. Challenges

- The perception of ESD, many different perceptions and sometimes perceived as the “flavor of the month”.
- Working against some of these perceptions can burn out passionate people, the role often falls to one-two passionate advocates
- Theory vs. practice divide exists in the discipline
- Students in pre-service programs immersed but the overwhelming challenges of the first years of teaching do not allow them to implement ESD and create change in the school
- Tension between whether ESD is separated out and emphasized, or integrated...

2. Enablers

- Connect ESD to 21st century learning which is something that has captured lots of attention and has been a successful driver for curriculum change
- ESD could be the 'solution' to other problems such as engagement, or how to integrate more group learning etc.
- Best-practice example: ESD content is mandatory in the curriculum of all school levels K-12 in Italy
- Recognize ESD as one of the current SILOS if we want to deal with the systems, ESD needs to be infused everywhere
- Problem-based and project-based learning (ESD to solve problems rather than another problem)
- Recalibrate expectations towards student level (does everyone really become a changemaker?)

3. Strategies

- Appoint sustainability officers
- Consider developing a 'bare bones' version of ESD, maybe focused on skills/competencies
- Contextualization of ESD is key

V. Report from the South American Region

1. Challenges

| | |
|-------------------------|---|
| Political | Social tensions and configurations Political use of laws and systems Power relations No protection for common goods No equitable development |
| Economic | Income inequalities but no redistribution Poverty, especially Indigenous |
| Spiritual | Differentiated access to public goods, especially education Spiritual (rural-urban) marginalization and exclusion Slum areas and squatters Zoning and social homogeneity |
| Social | Poor social mobility Poor education (non-quality education access) Poor health No access to public infrastructure and goods |
| Social inclusion | Petty crimes Gender exclusion Marginalization Discrimination Ethnic and social disadvantages Lack of participation Lack of cohesion |

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| Environment | Vulnerability (no green economy) Lack of resilience Pollution Atmospheric contamination (adaptation-mitigation) |
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2. Enablers and strategies to address SDG 4.7

| Strategies | Action | Outcomes |
|--|--|---|
| I. Anticipate (long-term vision for 2030) II. Restore Connections (thinking priorities: quality of living) | I. Deciding Equitable strong educational systems (rules-laws-rights-institutions) Connections between all forms of education (social and economic value of rights) | <ul style="list-style-type: none">· Equal opportunities at the community level, territory by territory· Positive impact in quality of life· Substantive welfare· Enhanced citizenship· Shared Growth· Sustainable rural and urban development· Rural-urban adaptations, vulnerability and risks· Empowerment in participation-government· Strong social development· Inclusion growth· Equitable rules· Social Institutions· Value-orientation· Human rights· Rights to commons· |
| III. Enhance citizenship (with opportunities for social inclusion) IV. Orient goods and services for a new strong and innovative education systems | II. Planning Building the education system (access to quality – mobility – spaces – infrastructure – teacher training) | |
| V. Financial and investment resources oriented to promote quality education specifically to teacher education and training actions | III. Managing Common goods and services, investments (new resources for evolution, environment, investment for implementation, evaluation, permanent control) | |
| VI. Evaluation - control | | |
| VI. Self-regeneration (transformation process) <ul style="list-style-type: none">· Society in a new collective education project· Social movement· Solidarity and identity· Universal values· Commitments at the international level | IV. Achieving <ul style="list-style-type: none">· Inclusion policies· Equitable education· Environment· Culture inspiring the new thinking and action in education· Focus interventions | |
| Fundamental orientation for all: “Territories for Life” <ol style="list-style-type: none">1. Socially inclusive world that can provide comprehensive safeguards for all2. Understanding through joint languages and cultures3. Nourish the capacity of making elevated goals for all humanity through education4. Connect every individual with the surroundings creating multiple local and external interventions5. Transform lives in the search for individual and collective wellbeing | | |