United Nations
Educational, Scientific and
Cultural Organization

**Sustainable
Development
Goals**

Education for Sustainable Development:

Partners in action

Halfway through the Global Action Programme on Education for Sustainable Development

Education
2030

UNESCO Education Sector

Education is UNESCO's top priority because it is a basic human right and the foundation on which to build peace and drive sustainable development. UNESCO is the United Nations' specialized agency for education, and the Education Sector provides global and regional leadership in education, strengthens national education systems and responds to contemporary global challenges through education with a special focus on gender equality and Africa.

The Global Education 2030 Agenda

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to *"ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."* The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.

UNESCO

United Nations
Educational, Scientific and
Cultural Organization

Education Sector

Education 2030

The designations employed and the presentation of material throughout this publication do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

The ideas and opinions expressed in this publication are those of the authors; they are not necessarily those of UNESCO and do not commit the Organization.

Cover Photo: © Run always/Shutterstock.com

Designed and printed by UNESCO

Printed in France

Education for Sustainable Development:

Partners in action

The Global Action Programme (GAP) on Education for Sustainable Development (ESD) is a concrete response to the urgent need for a new way of living that respects the limits of our planet's resources while enhancing our collective well-being.

The programme builds on the momentum created by the UN Decade of Education for Sustainable Development (2005-2014), by scaling up action at all levels and areas of education and learning, to accelerate progress towards the Sustainable Development Goals (SDGs).

Under the stewardship of UNESCO, Sustainable Development Goal 4 and the Education 2030 Agenda recognize the transformative power of education in relation to all other SDGs. Target 4.7 in particular calls for key ESD themes to be mainstreamed in curricular content, teaching practices and assessments, and for ESD to be given greater importance in policy planning.

To this end, a network of around 90 GAP Key Partners, which includes governments, civil society organizations, stakeholders from the private sector, and academia, are working in five interconnected Priority Action Areas: advancing policy, transforming learning environments, building capacity in education, empowering youth, and accelerating sustainable solutions at the local level to advance the implementation of the five-year programme (2014-2019).

This brochure illustrates key findings and achievements from a monitoring exercise conducted by UNESCO at the halfway point of the initial phase of the GAP. Key partners reported on their progress as of 2016 for 10 indicators -- two in each Priority Action Area -- and toward their target for 2019 which was set as part of their initial commitment.

The data summarised here show remarkable progress and suggest that GAP Key Partners and other stakeholders are acting as catalysts for a wide range of ESD efforts. A clear learning agenda has emerged that will inform the second part of the programme and help ensure that ESD evolves, stays relevant and adds value to the full spectrum of Sustainable Development Goals.
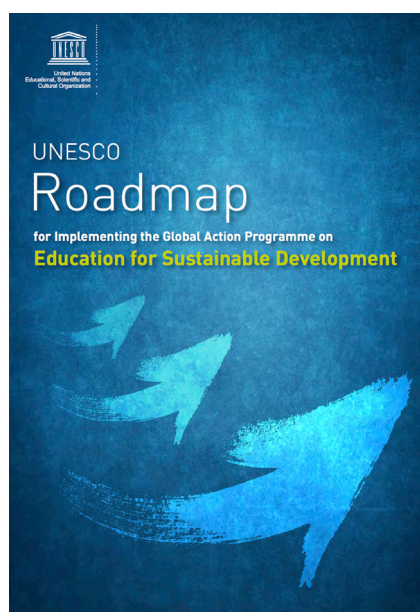
Key partners are scaling up concrete actions to implement ESD in support of the Education 2030 Agenda and all SDGs.

432 strategic policy documents
supported

701 programmes
providing technical support for policy development, implemented at the country level

73,143 schools
supported

2,458,054 learners
supported

1,540,400 teacher educators
participated in capacity-building activities

14,873 teacher training institutions
supported

1,718,889 youth leaders
supported

626,192 youth leaders trained
as trainers

1,192 networks/civil society organizations
conducted ESD activities

745 local activities/programmes
established by local authorities

In 2014, GAP Key Partners made commitments in five Priority Action Areas, each measured by two indicators. Key partners were expected to reach 40% of their target for each indicator by the end of 2016. According to the data collected as part of the mid-term monitoring report, partners exceeded their planned activities by 20% in most areas. In some areas, targets have been exceeded by 40% or more, particularly for partners working directly with schools, engaging teachers and trainers, as well as civil society organizations.

TARGET

REPORTED

PLANNED

Achievement rate for all key indicators from 2015 to 2016

71% 64% 76% 74% 88% 65% 52% 37% 76% 54%
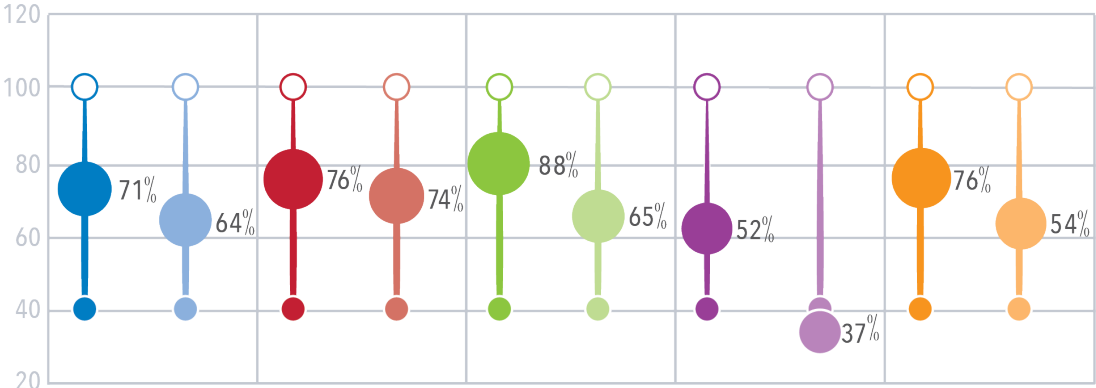
1. Strategic Policy Documents	3. Schools etc. directly supported	5. Teachers/ educators/ trainers participating	7. Youth leaders supported	9. Networks/local organizations that conducted ESD activities
2. Country technical support programmes	4. Learners directly involved	6. Teacher training institutions supported	8. Youth leaders trained	10. ESD activities/ programmes established by local authorities

Advancing policy

GAP Key Partners are active...

In 132 countries, Key Partners, including policy-makers, civil society organizations and intergovernmental organizations, are mainstreaming ESD into both education and sustainable development policies, laying the foundation for a sustainable future.

Africa: Angola, Benin, Botswana, Burkina Faso, Cameroon, Chad, Comoros, Congo, Côte d'Ivoire, Democratic Republic of the Congo, Ethiopia, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Lesotho, Liberia, Madagascar, Mali, Mauritius, Mozambique, Namibia, Niger, Nigeria, Rwanda, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, Swaziland, Togo, Uganda, United Republic of Tanzania, Zambia, Zimbabwe • 38 countries

Arab States: Algeria, Egypt, Jordan, Lebanon, Libya, Morocco, Oman, Palestine, Tunisia, United Arab Emirates • 10 countries
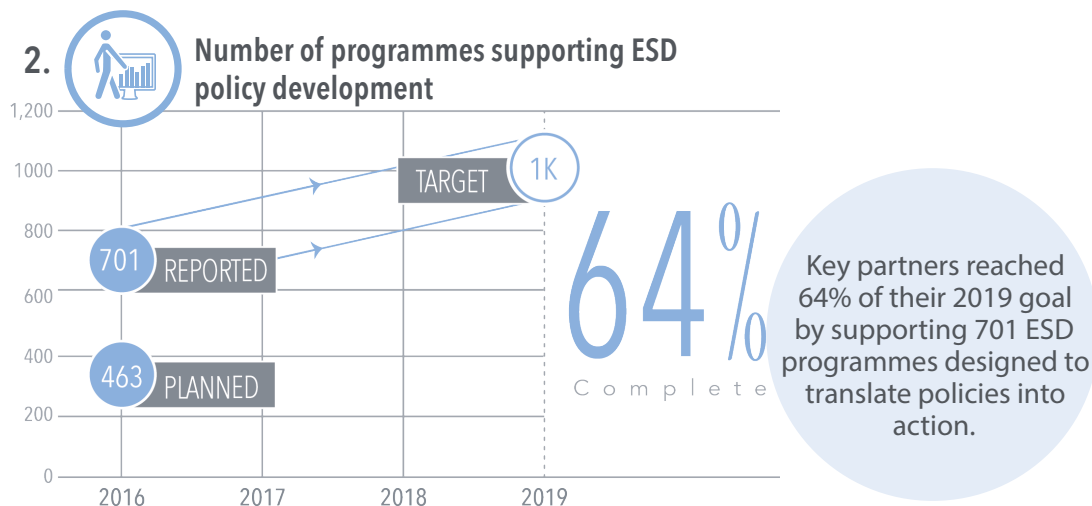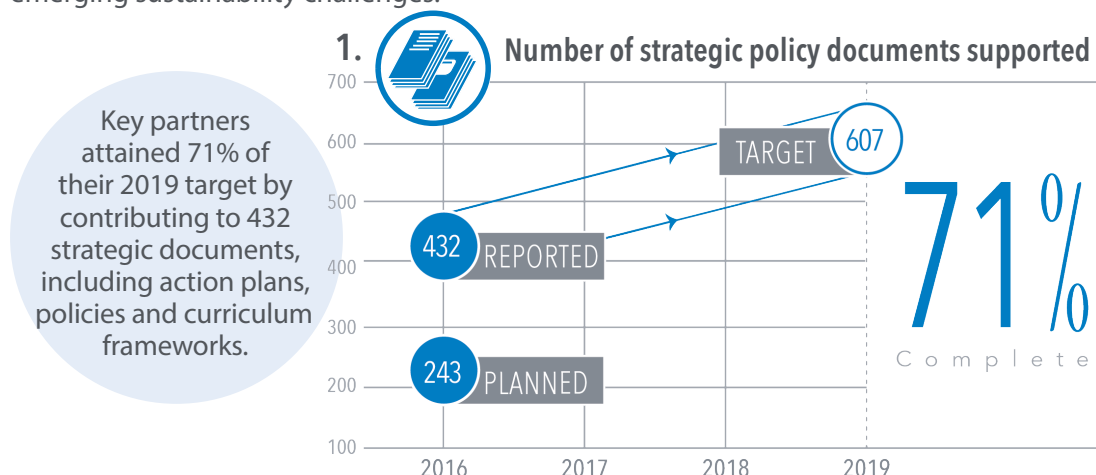
Asia and the Pacific: Afghanistan, Australia, Bangladesh, Bhutan, Cambodia, China, Cook Islands, India, Indonesia, Iran (Islamic Republic of), Japan, Kazakhstan, Kiribati, Malaysia, Myanmar, Nepal, Pakistan, Philippines, Republic of Korea, Sri Lanka, Tajikistan, Thailand, Turkey, Uzbekistan, Vanuatu • 25 countries

Europe and North America: Albania, Belgium, Bosnia and Herzegovina, Bulgaria, Canada, Croatia, Cyprus, Denmark, Estonia, Finland, France, Georgia, Germany, Hungary, Ireland, Israel, Italy, Latvia, Lithuania, Malta, Montenegro, Netherlands, Norway, Portugal, Republic of Moldova, Romania, Russian Federation, Serbia, Slovenia, Spain, Sweden, Switzerland, The former Yugoslav Republic of Macedonia, Ukraine, United States of America • 35 countries

Latin America and the Caribbean: Antigua and Barbuda, Argentina, Belize, Bolivia (Plurinational State of), Brazil, Chile, Colombia, Costa Rica, Cuba, Dominica, Dominican Republic, El Salvador, Guatemala, Haiti, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Saint Lucia, Suriname, Uruguay, Venezuela (Bolivarian Republic of) • 24 countries

Mainstream ESD into both education and sustainable development policies to create an enabling environment for ESD and bring about systemic change

GAP Key Partners are ensuring that ESD is integrated into national, regional and international policies related to education and sustainable development. Key Partners have produced numerous resources to ensure that education systems are prepared for emerging sustainability challenges.

1. Number of strategic policy documents supported

Key partners attained 71% of their 2019 target by contributing to 432 strategic documents, including action plans, policies and curriculum frameworks.

TARGET 607

432 REPORTED

243 PLANNED

700
600
500
400
300
200
100

2016   2017   2018   2019

71% Complete

2. Number of programmes supporting ESD policy development

TARGET 1K

701 REPORTED

463 PLANNED

1,200
1000
800
600
400
200
0

2016   2017   2018   2019

64% Complete

Key partners reached 64% of their 2019 goal by supporting 701 ESD programmes designed to translate policies into action.

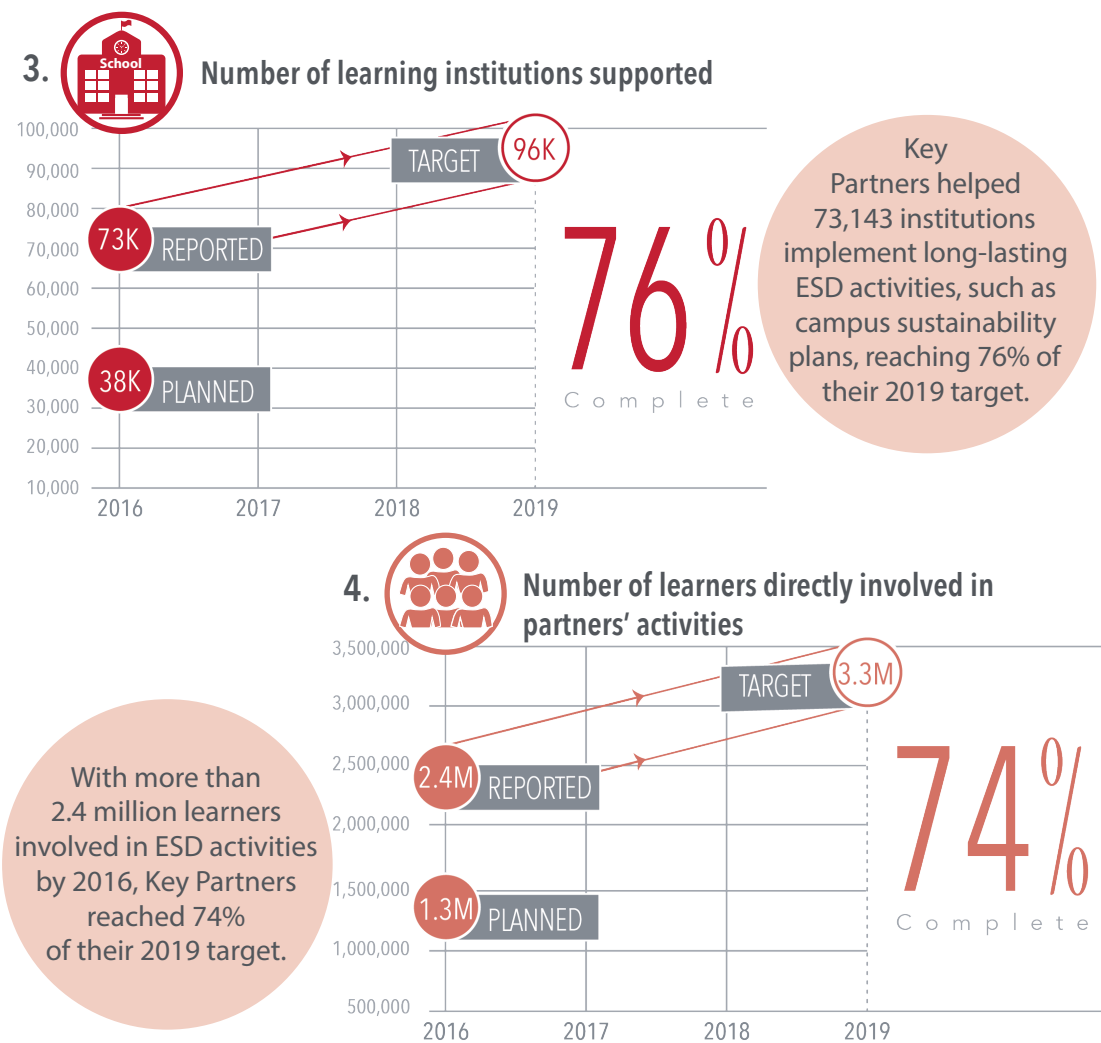### Example

With support from the Swiss Government, UN CC:Learn assists 16 countries in taking a strategic and results-oriented approach to climate change learning. National partners include Benin, Burkina Faso, Dominican Republic, Ethiopia, Ghana, Indonesia, Niger, Malawi, Uganda. UN CC:Learn also supports a regional programme implemented by the members of the Central American Integration System.

Transforming learning and training environments

Integrate sustainability principles into education and training settings

Transforming learning environments entails taking a holistic approach to ensure that every aspect of institutional life is guided by a sustainable mindset. The principles of sustainability come to life, reaching a larger number of learners than instruction alone.

3. Number of learning institutions supported

100,000
90,000
80,000
73K REPORTED
70,000
60,000
50,000
40,000
38K PLANNED
30,000
20,000
10,000

TARGET 96K

2016   2017   2018   2019

76%
C o m p l e t e

Key Partners helped 73,143 institutions implement long-lasting ESD activities, such as campus sustainability plans, reaching 76% of their 2019 target.

4. Number of learners directly involved in partners' activities

3,500,000
3,000,000
2,500,000   2.4M REPORTED
2,000,000
1,500,000   1.3M PLANNED
1,000,000
500,000

TARGET 3.3M

2016   2017   2018   2019

74%
C o m p l e t e

With more than 2.4 million learners involved in ESD activities by 2016, Key Partners reached 74% of their 2019 target.

Example

The Korean National Commission for UNESCO is implementing the ESD whole-school approach in UNESCO Associated Schools (ASPnet). All aspects of a school, including curriculum, extracurricular activities, teacher training, human resources, infrastructure, operations and processes aim to create a safe, climate-compatible and sustainable learning environment.
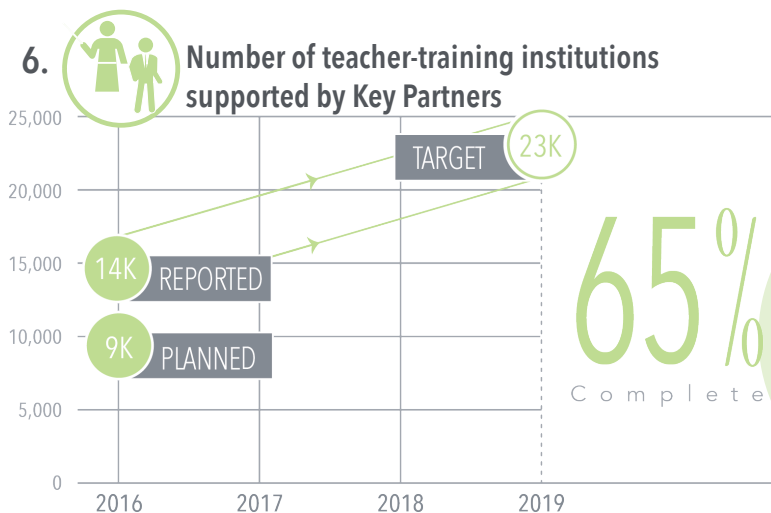
Building capacities of educators and trainers

Increase the capacities of educators and trainers to more effectively deliver ESD

Educators are key to the educational response to sustainable development. But they need to acquire knowledge, skills and values to integrate ESD principles into their practice. GAP Key Partners are helping educators become agents of change in schools and among their peers.

5. Number of educators trained by partners
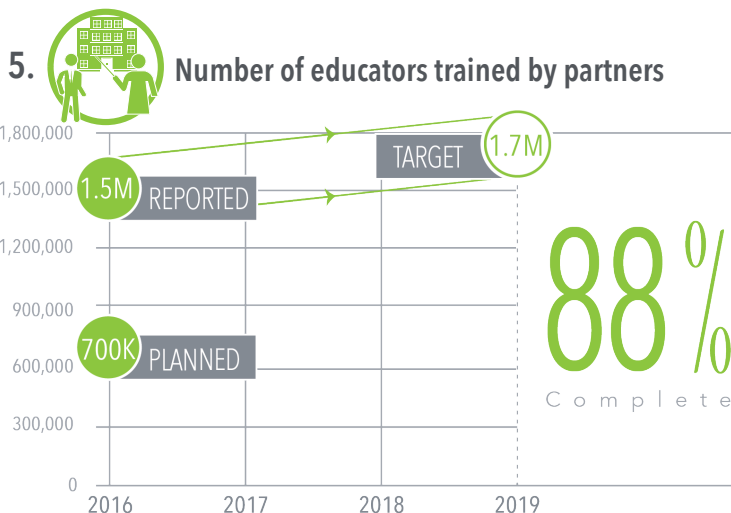
Key Partners made remarkable progress in training educators. At 88% complete, the 2019 target is well within reach.

TARGET 1.7M
REPORTED 1.5M
PLANNED 700K

1,800,000
1,500,000
1,200,000
900,000
600,000
300,000
0

2016   2017   2018   2019

88% Complete

6. Number of teacher-training institutions supported by Key Partners

TARGET 23K
REPORTED 14K
PLANNED 9K

25,000
20,000
15,000
10,000
5,000
0

2016   2017   2018   2019

65% Complete

Key Partners worked with 14,873 teacher-training institutions to implement or improve the delivery of preservice and in-service training, meeting 65% of their 2019 target.
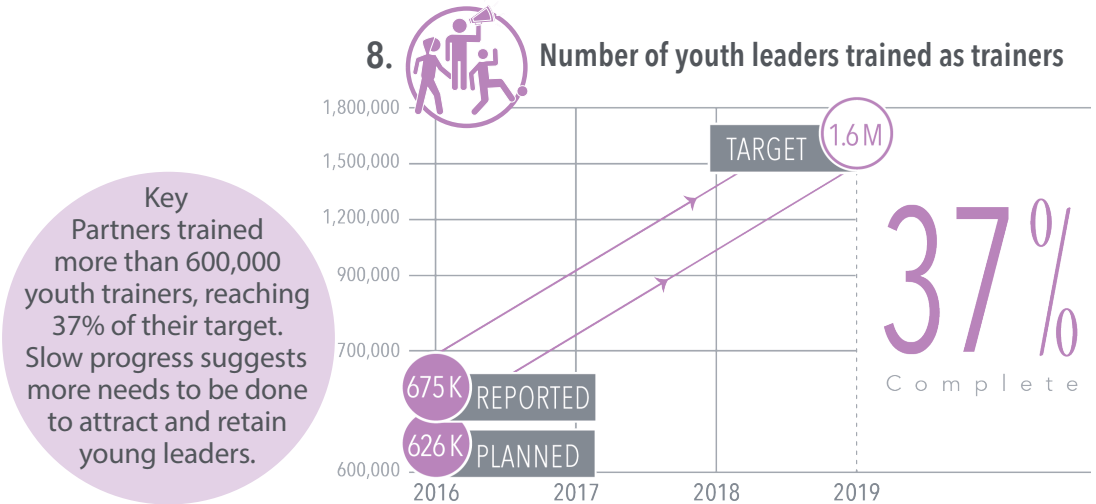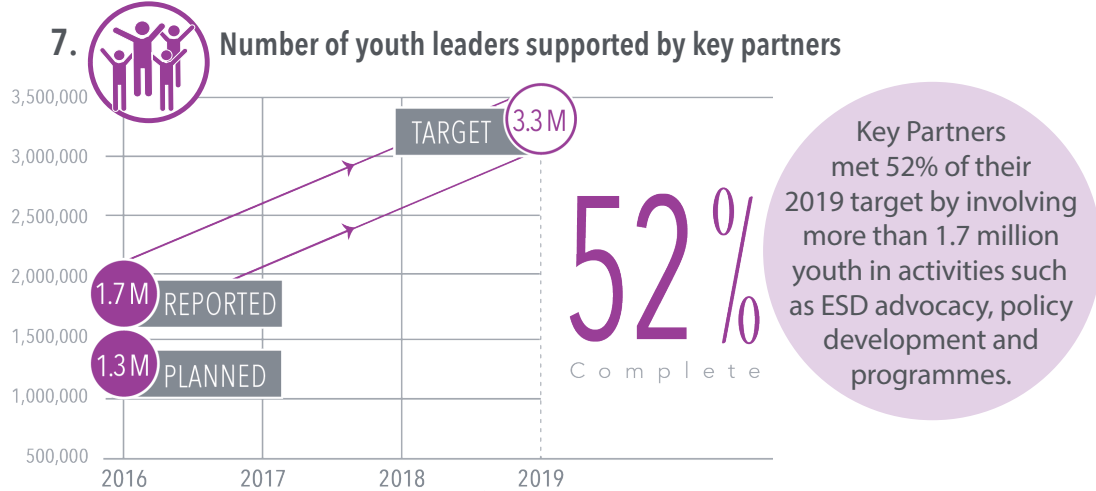
Example

In the Southern Africa region, two GAP Key Partners, the Southern African Development Community (SADC) and the Swedish International Centre of Education for Sustainable Development (SWEDESD), are supporting the integration of ESD into teacher education. Currently, 40 Change Projects are underway, fostering the institutionalisation of ESD in teacher education settings.

Empowering and mobilising youth

Multiply ESD activities among youth

GAP Key Partners are engaging with youth leaders and peer networks to inspire and empower young women and men to shape healthy, sustainable societies for future generations. Targets for this area are ambitious, underscoring the critical role of youth in meeting the GAP objectives.

7. Number of youth leaders supported by key partners

TARGET 3.3 M

1.7 M REPORTED

1.3 M PLANNED

3,500,000
3,000,000
2,500,000
2,000,000
1,500,000
1,000,000
500,000

2016   2017   2018   2019

52%
Complete

Key Partners met 52% of their 2019 target by involving more than 1.7 million youth in activities such as ESD advocacy, policy development and programmes.

8. Number of youth leaders trained as trainers

TARGET 1.6 M

675 K REPORTED

626 K PLANNED

1,800,000
1,500,000
1,200,000
900,000
700,000
600,000

2016   2017   2018   2019

37%
Complete

Key Partners trained more than 600,000 youth trainers, reaching 37% of their target. Slow progress suggests more needs to be done to attract and retain young leaders.
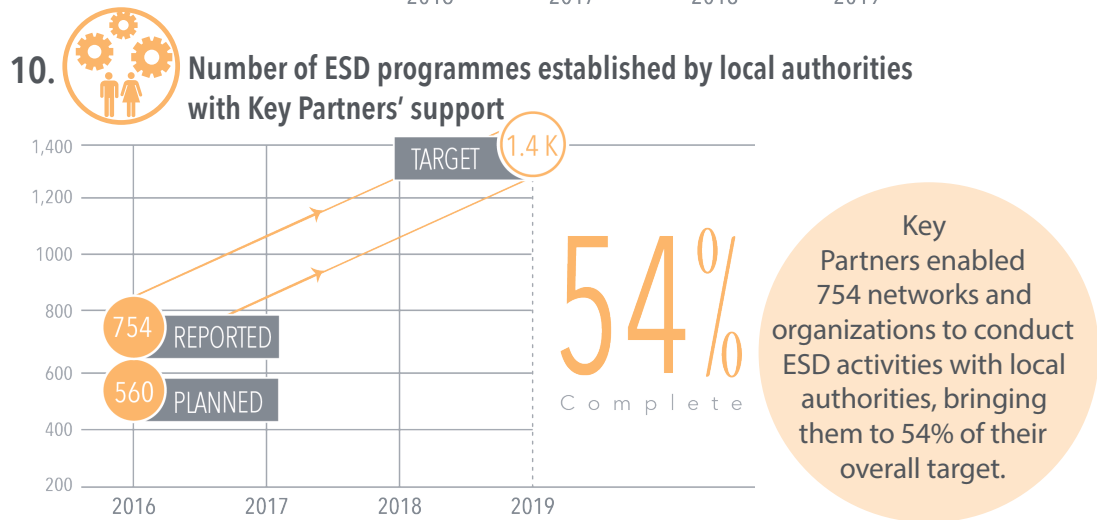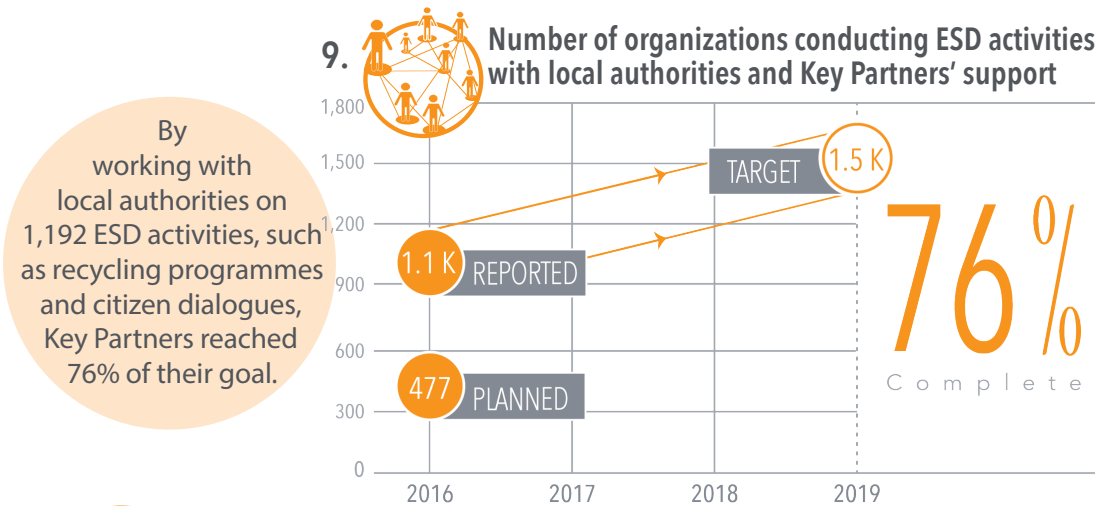
Example

In 2016, Untouched World Charitable Trust sent 120 youth leaders to an intensive GAP training programme in New Zealand. Participants plan to scale up by training youth in their home organizations. Five similar programmes have focused on leadership, sustainability, behaviour change and teamwork.

Accelerating sustainable solutions at the local level

Scale up ESD programmes and multi-stakeholder networks in communities

Communities are on the frontlines of some of the most pressing sustainability challenges, from pollution and coastal flooding to persistent poverty. In response, Key Partners are focused on activities that foster local ownership of sustainable development initiatives.
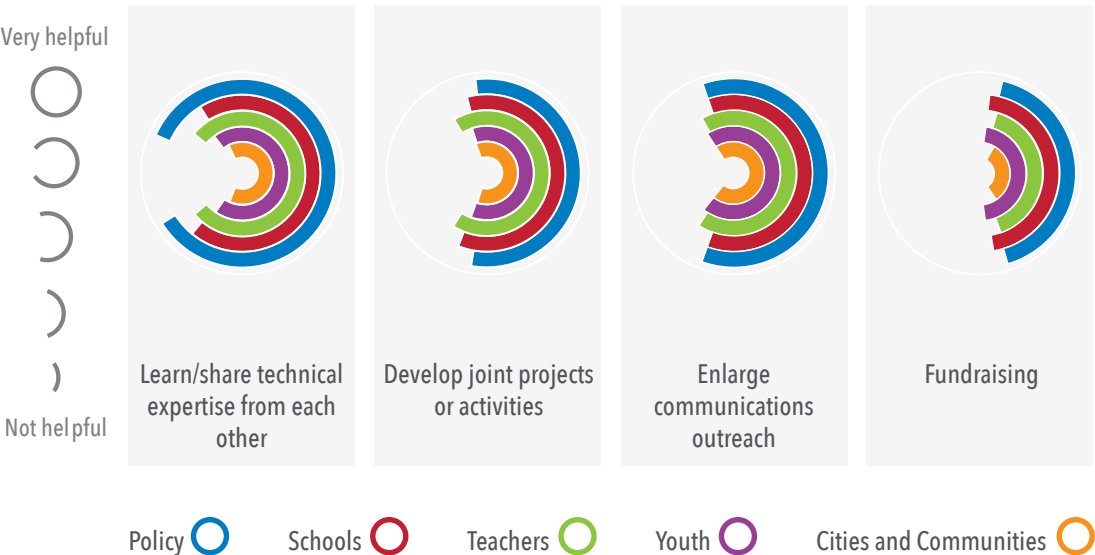
9. **Number of organizations conducting ESD activities with local authorities and Key Partners' support**

By working with local authorities on 1,192 ESD activities, such as recycling programmes and citizen dialogues, Key Partners reached 76% of their goal.

TARGET 1.5 K

1.1 K REPORTED

477 PLANNED

76% Complete

1,800
1,500
1,200
900
600
300
0

2016   2017   2018   2019

10. **Number of ESD programmes established by local authorities with Key Partners' support**

TARGET 1.4 K

754 REPORTED

560 PLANNED

54% Complete

Key Partners enabled 754 networks and organizations to conduct ESD activities with local authorities, bringing them to 54% of their overall target.

1,400
1,200
1000
800
600
400
200

2016   2017   2018   2019

Example

The Namib Desert Environmental Education Trust, Namibia (NaDEET), is working with communities in the NamibRand Nature Reserve, a coastal desert region, to improve quality of life and protect the environment. Through 25 programmes at the NaDEET Centre and 54 action-oriented programmes in schools and communities, NaDeet has enabled more than 550 rural residents to acquire bottle skylights, fuel-efficient stoves, solar cookers and solar ovens.

Benefit for GAP Key Partners

Belonging to partner networks fuels ESD momentum

Key Partners report that their participation in the GAP has generated new momentum for collaboration and synergies to advance ESD across all sectors. An estimated 63% of Key Partners are working across Priority Action Areas to leverage the expertise of other networks. This has led to strong results; however, fundraising remains a barrier to scaling up joint work.

Very helpful

Not helpful

| Learn/share technical expertise from each other | Develop joint projects or activities | Enlarge communications outreach | Fundraising |

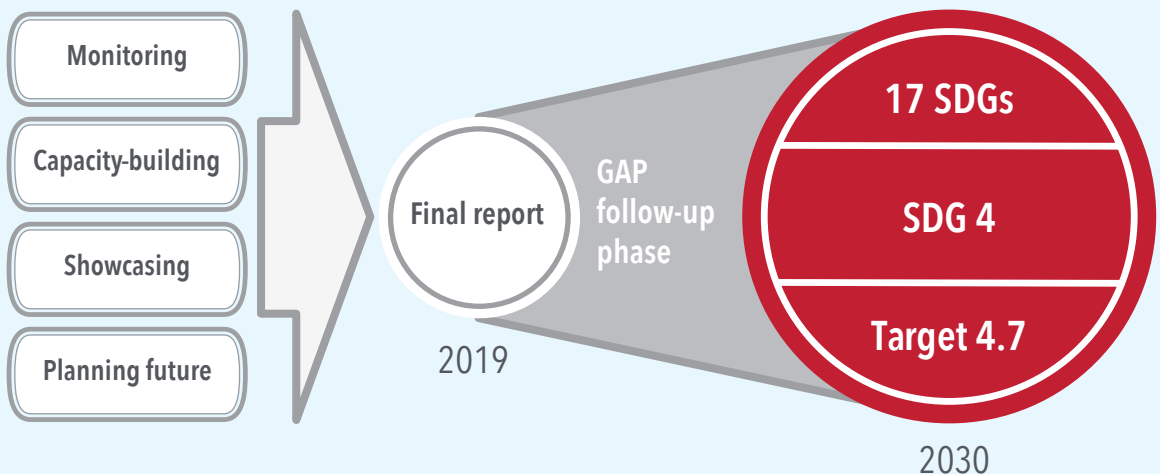Policy ○   Schools ○   Teachers ○   Youth ○   Cities and Communities ○

The way forward

The mid-term review shows that GAP Key Partners have worked diligently to advance ESD globally. Their efforts cover at least two-thirds of countries. Collectively, Key Partners have engaged with more than six million learners, educators and other education stakeholders as well as thousands of institutions. They are on track to achieve their targets for 2019.

To maximize the impact of the Programme and to make ESD more relevant and impactful, UNESCO will support these four steps:

1. Continue monitoring efforts and develop a final report on the first phase of the GAP (2015-2019), which will measure quantitative and qualitative achievements. This will be harnessed and aligned with efforts to monitor SDG Target 4.7.

2. Enhance ESD capacity. UNESCO, together with GAP Key Partners and others, implements flagship projects in the five Priority Action Areas of the GAP with a focus on scaling up ESD action through strategic capacity-building initiatives for ESD actors.

3. Showcase good practices. The Programme will reward outstanding ESD work with future editions of the UNESCO-Japan Prize on Education for Sustainable Development and intensify ESD communications work through the GAP clearinghouse.

4. Plan for the future of ESD. UNESCO will organize a series of expert symposia and consultations with Member States and GAP Key Partners, which will culminate in a position paper on the future of ESD beyond 2019.

GAP ESD ACTIVITIES

- Monitoring
- Capacity-building
- Showcasing
- Planning future

Final report

2019

GAP follow-up phase

17 SDGs

SDG 4

Target 4.7

2030

UNESCO-Japan Prize on ESD

Within the framework of the GAP, the UNESCO-Japan Prize honours outstanding ESD projects. The Prize consists of three annual awards of US$50,000 for each recipient. Funded by the Government of Japan, it was awarded for the first time in 2015. The uniqueness of this Prize is its programme approach, with support for activities and regular follow-ups with laureates beyond the award ceremony, including the organization of national and regional events.

2015 winners

rootAbility (Germany), "Green Office Model"

This social enterprise has inspired 7 student-led and staff-supported sustainability hubs in 6 countries across Europe.

SERES (Guatemala and El Salvador), "ESD Youth Ambassadors"

In Central and North America, 1,900 youth and young adults had been reached by 2015 through the SERES ESD Youth Ambassadors programme.

Jayagiri Center (Indonesia), "Eco-Friendly Entrepreneurship for Youths and Adults"

Since its initiation in 2010, the programme has already reached over 15,000 learners, mainly in marginalised communities.

2016 winners

CCREAD (Cameroon), "Integrated ESD schemes in schools and communities"

In less than 5 years, the programme supported 39,000 students in 147 schools, 260 teachers and administrators, and 3,640 households.

Okayama ESD Promotion Commission (Japan), "Okayama ESD Project"

Already, 150,000 people have participated in ESD activities conducted by groups and organizations from the Okayama ESD Promotion Commission.

National Union of Students (United Kingdom), "Green Impact"

In 10 years, 239,792 sustainability actions have been completed. More than 100,000 university students and staff have been reached and 3,600 trained.

2017 winners

Zikra (Jordan), "Zikra for Popular Learning"

More than 8,500 people have already participated in the project and 60 households have been economically empowered.

Hard Rain Project (United Kingdom), "Hard Rain" and "Whole Earth"

More than 15 million people have seen the exhibitions at over 150 venues, raising their awareness of sustainability issues.

Sihlengeni Primary School (Zimbabwe), "Permaculture"

Thanks to permaculture, unemployment has decreased significantly in the local community, through the creation of small-scale businesses by former students.

Connect with the Global Action Programme on Education for Sustainable Development

UNESCO
Section of Education for Sustainable Development and Global Citizenship
(ED/IPS/ESG)
Division for Inclusion, Peace and Sustainable Development
Education Sector

UNESCO
7, place de Fontenoy
F-75352 Paris 07 SP
Tel.: +33 (0)1 45 68 10 00

en.unesco.org/gap

esd@unesco.org

Education for Sustainable Development/
Education au Développement Durable

twitter.com/UNESCO

UNESCO-Japan Prize:
en.unesco.org/prize-esd

Zoom newsletter:
en.unesco.org/esd-newsletter

Follow us on social media via the hashtag
#GAPesd

Education for Sustainable Development:

Partners in action

This brochure illustrates the key findings and achievements resulting from a monitoring exercise conducted at the halfway point of the initial phase of the Global Action Programme (GAP).

While more work needs to be done to consolidate the accomplishments presented in this summary, GAP Key Partners and other stakeholders have made impressive gains against their commitments.

A clear learning agenda has emerged that will help ensure that ESD evolves, stays relevant and adds value to the full spectrum of Sustainable Development Goals.

4 QUALITY EDUCATION

Sustainable Development Goals