Education for Sustainable Development Implementation towards Education 2030

Recommendation of the 7th Annual Meeting of the Education for Sustainable Development for UNESCO Jakarta Cluster Countries
Dili, Timor-Leste, 7 June 2017

SDG Goal – 4 Quality Education

Goal
“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”

Key Feature
- Access
- Equity and inclusion
- Gender Equality
- Quality
- Lifelong Learning
SDG4 – Strategic Approach

• Strengthening policies, plans, legislation and system
• Emphasizing equity, inclusion and gender equality
• Focusing on quality and learning
• Promoting lifelong learning
• Addressing education in emergency situations

Target 4.7

4.7. by 2030, ensure that 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, promoting of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.
4.7 Indicative Strategies

- Interdisciplinary multi-stakeholder approach
- Policies and program to promote ESD
- Global Action Programmed on ESD
- Lifelong learning focused on knowledge, skills, values and attitudes
- Sharing ESD good practice
- Education and culture
- Assessment system for ESD

ESD Implementation

- Based on the sharing on ESD Implementation on the 7th ESD Annual Meeting in Dili, 6-7 June 2017
- The ESD Progress was shared by the Ministry of Education and the National Commission for UNESCO from Brunei Darussalam, Indonesia, Malaysia, the Philippines and Timor-Leste
- Focused on SDG4.7 – Education for Sustainable Development
Current Progress

- Interdisciplinary multi-stakeholder approach from National to Local Level
- Policies and program to promote ESD is integrated into the Educational Development Plan
- Global Action Programmed on ESD under-unified
- Lifelong learning focused on knowledge, skills, values and attitudes
- Sharing ESD good practice in minimum ways
- The integration of education and culture are in place
- Assessment system for ESD are not well-formulated

Challenges

- Government ownership on SDGs, especially SDG4 is still weak
- ESD is not into “a whole approach”
- The SDG4.7 Global targets and Indicators are not clear
- Budget constraint or limited budget availability on ESD
Way Forward for the Cluster Countries

- Development of a joint ESD Guideline
- Development of a baseline data for the region
- Development Standard/guideline/pabric levels/
- Development of Monitoring tools of ESD
- Development of Strategic Objectives based on international benchmark (Planning, Implementation, M&E)

ESD Network -

- To continuously share good practice and lesson learned
- To share the ESD promotion materials and Education awareness
- To share the document of the national indicators of SDG4, in particular 4.7
Integration of ESD

• ESD as part of TVET Program
• Put in practice “ESD Initiative”
• Part of Science and Math subject

Thank you