The 10th National ESD Workshop
Implementation of China’s Mid-term and Long-term National Strategy on ESD

ESD in Asia-Pacific
Focus: China

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ESD

- Quality of education a cornerstone
- Education embedded in societies norms, mores etc. giving positive impetus
- Quality of education = function of value added to cognitive achievement?
- Knowledge transition only part of the equation; values and behavioural change key attributes
- Measuring education by years of schooling unproductive
ESD

- ESD addressing preparedness
- Education systems capable of improving agricultural productivity, the status of women, demographic stability, raise standard of living
- Paradox: more education = larger unsustainable footprint
- Education needs to present itself in a more multidimensional way
- Quality of education indicators lacking
Lifelong Learning for Sustainable Development

....represents a change in perspective, attention directed at:

- early years

- juncture points between different levels, smooth transitions

- flexibility, openness to change

- results based rather than pro forma

- learner and community at centre of discussions
Next steps for the International Community: Learning outcomes from the Bonn Conference 2009

1) We need to focus our attention on monitoring and evaluation so we can plan our efforts better in the future

2) We need to strengthen existing ESD structures and establish new ones where they do not exist

3) We need to further stream ESD into policy to provide systematic support for teaching and learning

4) We must research, document and share, not only ‘good’ practices, but also ‘good’ processes for supporting ESD

5) Half of the world is under 20 years old, and 90% of all these young people live in developing countries. This is a huge population that needs to be engaged in decision-making for the future.
Establishing ESD in Education Plans and Curricula

ESD in formal education...

- provides learners with basic competencies that enable to act responsibly
- offers an opportunity to give a new direction to education as a whole
- is a new form of learning that emphasizes active participation and transformation learning
- Underscores the application of knowledge and change in values and behaviours

In the schools and the curriculum ESD is represented through...

- Environmental education, global citizenship and development awareness
- Professional development of teachers (to become facilitators of divergent learning and thinking)
- Top-down and Bottom-up approaches (i.e. mainstream policy, student-centered learning and experiential education)
Teacher Education in the DESD

ESD.

- Provides a conceptual frame for identifying core competencies for teachers and teacher educators that can help improve the quality of education

- Facilitates the exchange of ideas across disciplines and various institutions

- Promotes cross-disciplinary ideas and process-driven pedagogy

Challenges...

- Implementation of ESD practices is a new concept – curriculum easily overflowing – while many teachers have not been formally trained to implement ESD in their teaching practices

- Integration of ESD across disciplines and across education levels is not fully established

- A lack of clarity in understanding ESD as a concept makes implementation in the classroom difficult

- Cultural variations must be considered when implementing ESD
Model Framework for Teaching or Analyzing Sustainable Development Issues

1) What are the main historical and current causes (i.e., physical, social/cultural, or economic) of issue at hand?

2) What is the geographic scale, the spatial distribution, and the longevity of the issue?

3) What are the major risks and consequences to the natural environment?

4) What are the major risks and consequences to human systems? What are the economic implications?

5) What are the major currently implemented or proposed solutions?

6) What are the obstacles to these solutions?

7) What major social values (e.g., economic, ecological, political, aesthetic) are involved in or infringed upon by these solutions?

8) What group(s) of people would be adversely impacted by or bear the costs of these solutions?

9) What is the political status of the problem and solutions?

10) How does this issue relate to other environmental issues?

11) What is a change you can make in your daily life to lessen the problem or issue? Beyond changes in your daily life, what is the next step you could take to address the issue?
Next Steps for China and ESD?

- National curriculum reform initiative (undertaken through consultation with key stakeholders, i.e. Headmasters and Teachers critically important)

- Public awareness of ESD and sustainability

- Teacher training on generic ESD skills/abilities rather than more knowledge (study tours, workshops, additional courses & self-learning resources for remote locations)

- Expanded networking and information-exchanges amongst ESD actors (schools, institutions, NGOs, government, international organizations and civil society)

- Enhanced monitoring and evaluation practices (collaboration with UNESCO Bangkok)
Asia-Pacific examples and practices

- Healthy and sustainable lifestyles
- Higher Education voluntarism for community development
- Integration of DRR and Climate Change adaptation into Education
Future trends in ESD?

- Sustainable Business Models and Education Sector’s involvement
- Cognitive development and sustainable development; implications to learning and pedagogy
Thank you.

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