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International Institute for
Higher Education in Latin
America and the Caribbean

TRANSFORMING HIGHER EDUCATION: TOWARDS SUSTAINABILITY

27.05.2024



17 ALIANZAS PARA
LOGRAR
LOS OBJETIVOS



GREEN COMMUNITIES

TRANSFORMATIVE PARTNERSHIPS

Fortalecer los medios de
implementación y revitalizar la Alianza
Mundial para el Desarrollo Sostenible



“

The way we live today **is not sustainable.**

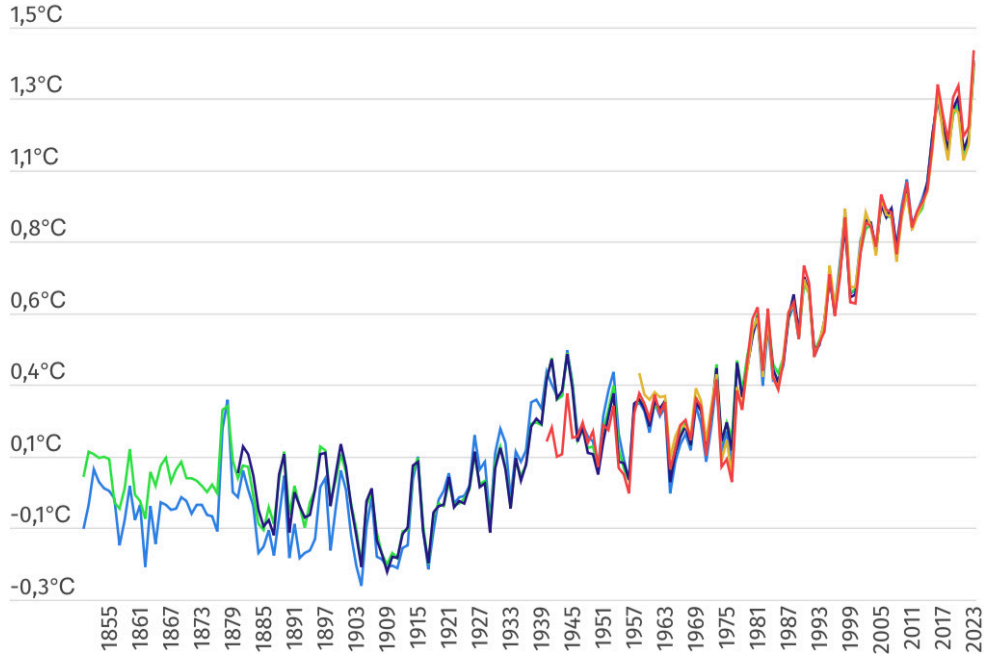
Urgent change is needed, but lasting

change is impossible without education.

WE ARE PAYING WITH THE LIVES AND LIVELIHOODS OF OUR PEOPLE

Diferencia de temperatura media mundial (°C) comparada con el promedio entre 1850-1900

■ HadCRUT5 (1850-2023) ■ NOAA GlobalTemp (1850-2023) ■ GISTEMP (1880-2023)
■ JRA-55 (1958-2023) ■ ERA5 (1940-2023)



Nota: La media de 2023 se basa en datos hasta octubre procedentes de cinco conjuntos de datos.
Fuente: Informe provisional de la OMM sobre el estado del clima mundial de 2023.



Naciones Unidas

Noticias ONU

Mirada global, Historias humanas



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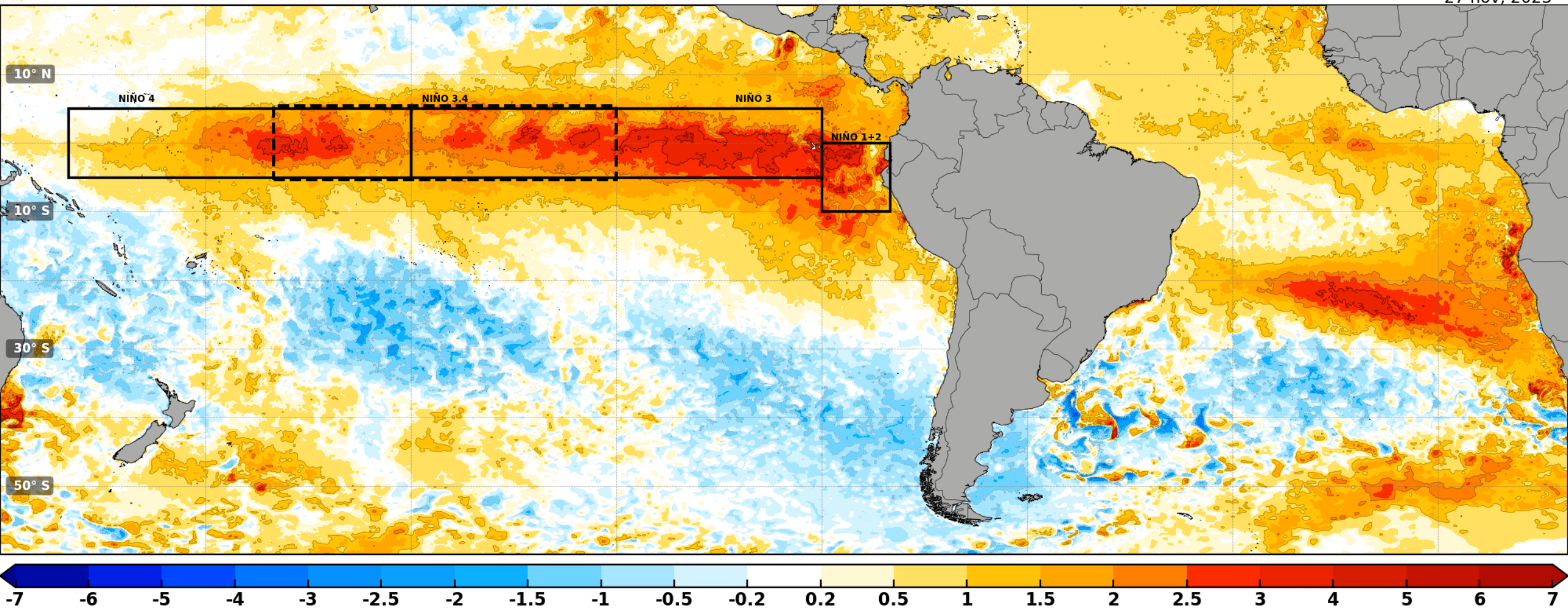
Educación 2030

EL NIÑO AND ITS IMPACT ON THE SOUTHERN CONE




OSTIA - ANOM. TEMPERATURA SUPERFICIAL DEL MAR (°C)

DMA - SPM
27 nov, 2023



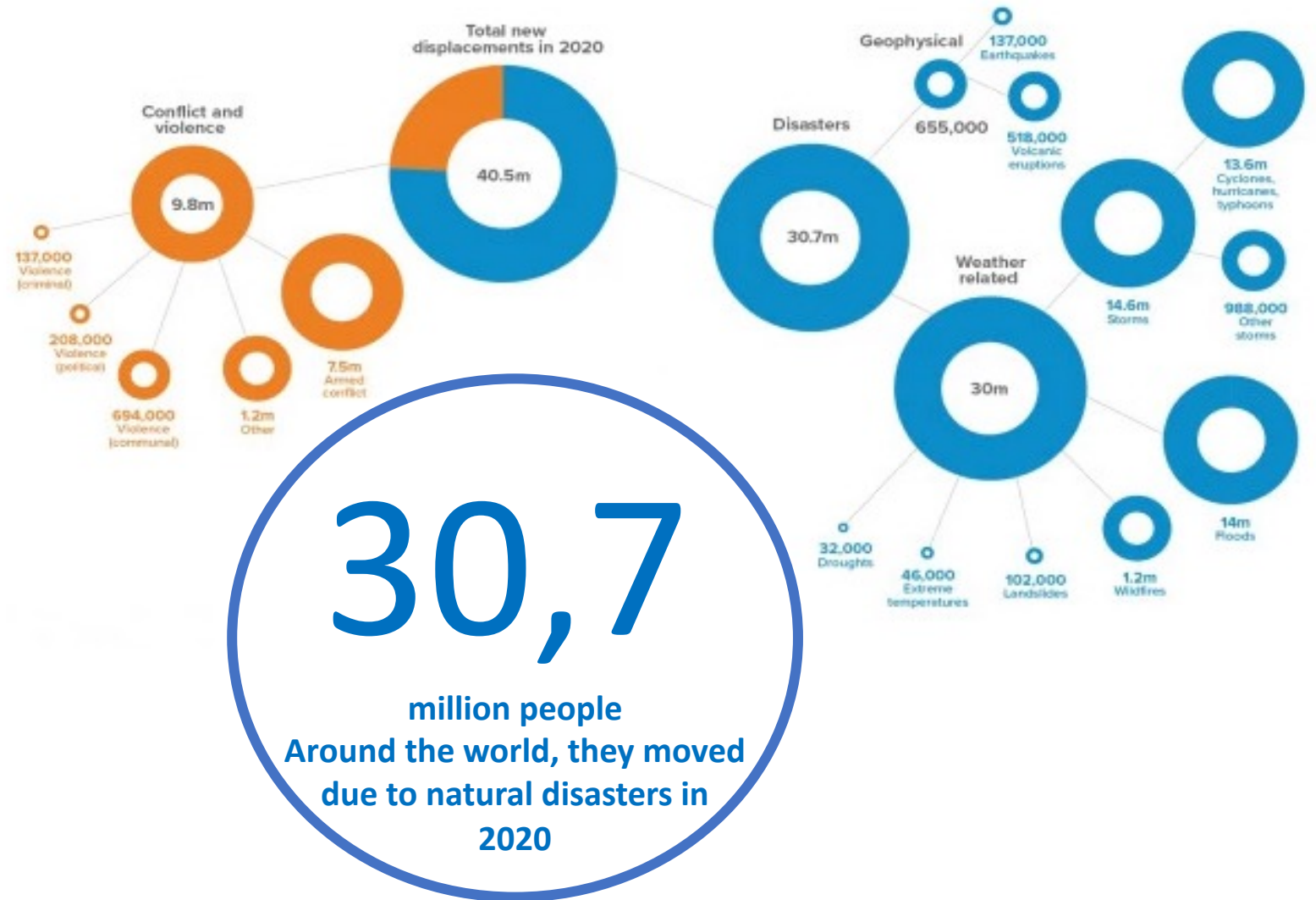
“ We have 6 years left before
exhausting the planet's capabilities
to deal with our emissions before
we exceed 1.5 degrees Celsius.



2020 was one of the three warmest years on record in Central America and the Caribbean, and the second warmest year in South America.

La dura sequía en los Andes peruanos ha provocado la muerte de animales como alpacas. Créditos: Juan Carlos Cisneros / AFP

CLIMATE CHANGE AND ITS IMPACT ON THE RIGHT TO EDUCATION



Key figures

47%

of national curriculum frameworks of 100 countries

made no reference to climate change



40% of teachers

are confident teaching cognitive dimensions

of climate change but only 20% can explain well how to take action



All 2,800

education and environment stakeholders

from 161 countries adopted the Berlin Declaration on ESD



50

pilot countries

are preparing their country initiative on ESD for 2030

#ESDfor2030

“

There is general agreement that sustainability **citizens** **should have certain key competencies** that enable them to engage constructively and responsibly with today's world. ESD can develop cross-cutting key competencies for sustainability that are relevant to all SDGs" (UNESCO, 2017)



12 RESPONSIBLE CONSUMPTION AND PRODUCTION



Target 12.8

RESPONSIBLE PRODUCTION AND CONSUMPTION

By 2030, ensure that people around the world have the information and awareness needed for sustainable development and lifestyles in harmony with nature.

Education for Sustainable Development aims to raise knowledge, awareness and action in order to achieve 3 domains...



Societal transformation:

Enable the achievement of the SDGs towards building a more sustainable world

Pedagogy and learning environment:

Employ interactive, project-based, learner-centred pedagogy. Transform all aspects of learning environment through a whole-institution approach to ESD to enable learners to live what they learn and learn what they live

Learning outcomes:

Empower people to take responsibility for present and future generations and actively contribute to societal transformation

Learning content:

Integrate sustainability issues, in particular those enshrined in the 17 SDGs such as climate change, into all kinds of learning

The General Assembly reaffirms education for sustainable development as an integral element of the Sustainable Development Goal on quality education and a key enabler of all the other Sustainable Development Goals.

UN General Assembly Resolution 72/222 (2017)



Join the Alliance for Green Education



- The Green Education Partnership was launched at the United Nations Transforming Education Summit as a global initiative for strong, coordinated and comprehensive action.
- It supports countries to accelerate the transformation of education by integrating climate change education.
- It represents an open and inclusive community of practice, currently including more than 1,200 organisations and 86 Member States.

DECLARATION ON THE COMMON AGENDA FOR EDUCATION AND CLIMATE CHANGE AT COP28



Building on the achievements at COP26 and COP27, we, as committed member states, adopt this declaration on the common agenda for education and climate change in advance of/at the 28th Conference of the Parties to the United Nations Framework Convention on Climate Change (COP28) in Dubai, United Arab Emirates, in December 2023.

- Recognising that the climate crisis disproportionately impacts children, especially girls and marginalized groups, and weather-related disasters are already causing mass disruption to learning, education systems must urgently adapt to ensure children and young people can survive and thrive in our changing world.
- Emphasising that Education for Sustainable Development as part of SDG 4 on quality education from early childhood to lifelong learning provides the knowledge and skills required for a changing world and plays an essential role to powering the shift at scale to more sustainable, equitable, just, and climate-resilient societies, as highlighted in the Berlin Declaration on Education for Sustainable Development, we must maximize the co-benefits of efforts to achieve inclusive quality education for all and advance environmental sustainability.
- Recalling Article 6 of the United Nations Framework Convention on Climate Change and Article 12 of the Paris Agreement, we call upon countries to enhance climate change education to support transitions to low-carbon and climate-resilient economies and societies.
- Acknowledging the concerning funding gap in climate education and emergency preparedness planning compromising the ability to develop adequate education strategies to tackle the climate emergency, we welcome existing efforts of international education funds and climate education mechanisms - including multilateral development banks, the Global Partnership for Education, Education Cannot Wait, and the UN-Multi Partner Trust Fund for the Greening Education Partnership – in supporting sustainable education systems and getting every learner climate ready.
- Recognising the focus on education, youth, and skills at COP28 and future COPs, we mobilize opportunities to redress the above issues by driving cohesion, deepening collaboration, and securing tangible commitments on education as a tool to mitigate the climate crisis on a global scale.



WHAT WE SHOULD DO



Considering ESD as building blocks of quality education

Integrate ESD across the curriculum

Provide training to teachers on ESD and transformative pedagogies and quality and relevant teaching and learning materials

Supporting faculty leadership and professional autonomy

Ensure the active participation of learners in determining ESD policies and practices

Fostering partnerships with academic institutions for ESD

Ensure that adequate investments are made to support teachers in teaching ESD



**ESD BOOTCAMP Application Form
Next Call - October 2024**

**Deadline to participate English cohort:
Friday, September 20, 2024. 17.00 (GMT)**

**ESD BOOTCAMP Application Form
Next Call - July 2024**

**Deadline to participate Spanish cohort:
Friday, July 12, 2024. 17.00 (GMT)**

Gracias

Yuma Inzolia

Head of Learning and Capacity Development

UNESCO IESALC

y.inzolia@unesco.org



@yumainzolia



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Educación
2030 