



United Nations
Educational, Scientific and
Cultural Organization

Education for the SDGs

What Teaching & Learning for “Transforming Our World”?



UNESCO Bangkok

International Forum for Sustainable Asia and the Pacific 2019
Session: Next Steps of ESD

30 July 2019
Yokohama, Japan



United Nations
Educational, Scientific and
Cultural Organization

Transformative power of education



UNESCO Bangkok

International Forum for Sustainable Asia and the Pacific 2019
Session: Next Steps of ESD

30 July 2019
Yokohama, Japan

Fishing community in Cadiz City, Philippines

**Illegal fishing practices
and damaged
mangroves**



**Sustainable fishing
practices and mangrove
rehabilitation**

**Professor from PNU-Visayas
Community learning centre**

Read the story:

<https://bangkok.unesco.org/content/building-rapport-community-based-education-sustainable-development>

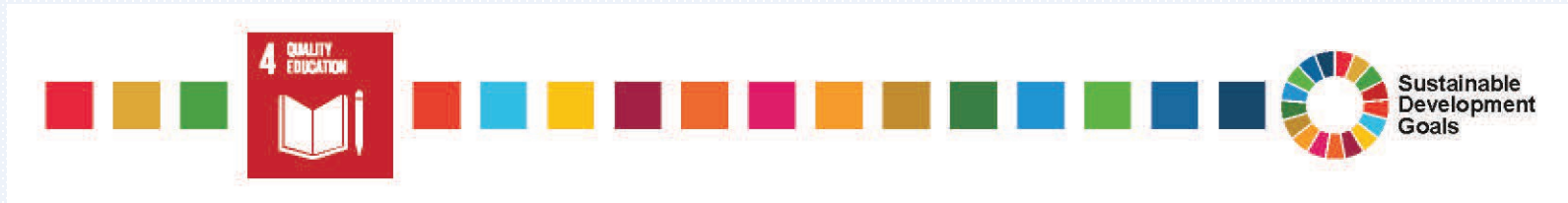


Photo credit
©Jethro Arquio



United Nations
Educational, Scientific and
Cultural Organization

Transformative power of education ... how?



UNESCO Bangkok

International Forum for Sustainable Asia and the Pacific 2019
Session: Next Steps of ESD

30 July 2019
Yokohama, Japan

Draft framework: *ESD for 2030*

“Education for Sustainable Development: Towards achieving the SDGs (ESD for 2030)”

<https://unesdoc.unesco.org/ark:/48223/pf0000366797>

What facilitates/stimulates transformative actions?



Key factors

Critical inquiry

Experience

Relevance to life
and identify

Influential peers, mentors

Community

Both cognitive and
socio-emotional
learning

Space to experiment with
new ideas

Not only formal but also
non-formal and informal

Learning throughout life





United Nations
Educational, Scientific and
Cultural Organization

What teaching and learning to guide a transformative process?



UNESCO Bangkok

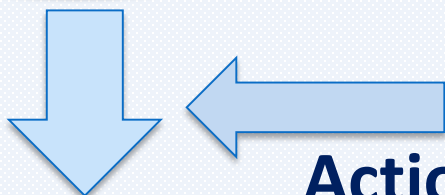
International Forum for Sustainable Asia and the Pacific 2019
Session: Next Steps of ESD

30 July 2019
Yokohama, Japan

Young women in Nashik District, North Maharashtra, India

Girls in the villages are:

- restricted about their mobility
- married early without consent
- early school leavers



Girls in the villages:

- started libraries for girls
- participate in village council meetings and mobilize other women to join
- started a restaurant for income generation

Girls did

Community mapping

Census of the girls in the villages

Survey on girls' education and well-being

Action Research Approach

Data compilation, coding, analysis

Sharing findings

Lobbying for a library space for girls, advocating for support for women



Photo credit

©Abhivyakti Media Development

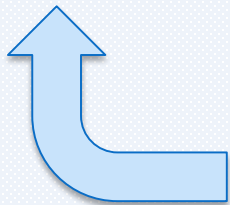
Watch the story:

<https://youtu.be/4kWmwNXk5m8>

Some implications

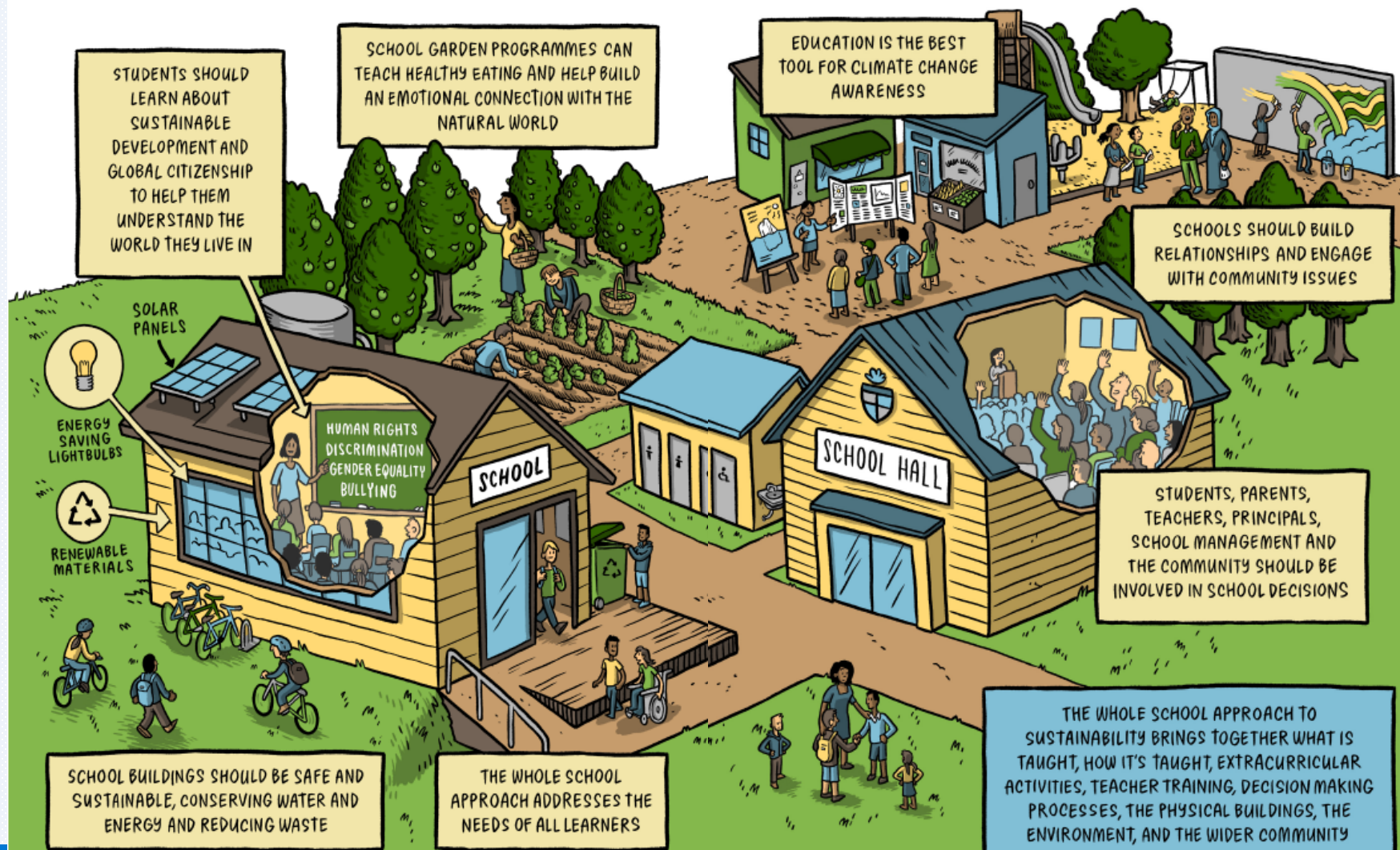
For teaching and learning for the SDGs:

See learners as creators of knowledge - not as recipients, and support them in applying knowledge, shaping knowledge, and use knowledge to transform their communities and society



- ✓ **Recognize the knowledge, experiences and perspectives that learners bring**
- ✓ **Value co-learning processes - learning from one another and collectively**
- ✓ **Embed learning in learners' lived realities – situated learning**
- ✓ **Create a safe, enabling environment to pursue learning**

Sustainability is not just something to learn, it's something to live!



For more information

on **UNESCO Bangkok**, please visit:

<http://bangkok.unesco.org/>



United Nations
Educational, Scientific and
Cultural Organization



**Sustainable
Development
Goals**

UNESCO Bangkok
Asia and Pacific Regional Bureau
for Education

THANK YOU!



UNESCO Bangkok

International Forum for Sustainable Asia and the Pacific 2019
Session: Next Steps of ESD

30 July 2019
Yokohama, Japan