

Declaration of the Chinese Regional Centers of Expertise on
Education for Sustainable Development (Chinese RCEs)

(Hangzhou Declaration)

June, 2019

Preamble

We, the Chinese Regional Centers of Expertise on Education for Sustainable Development (hence after Chinese RCEs), gathered at the 12th Asia-Pacific Regional Meeting, acknowledge:

- that the Global Action Plan (GAP) on Education for Sustainable Development (ESD) is going to end in 2019.
- that a follow up program “Towards Achieving the SDGs (ESD for 2030)” has been initialized by the Executive Board of UNESCO (206 EX/6.II) .

We also reaffirm that ESD is “a key enabler of all the other Sustainable Development Goals”, like stated in the Aichi-Nagoya Declaration (2014) and reconfirmed by the United Nations General Assembly (UNGA 72 /2017).

ESD for 2030

The UNESCO Executive Board identified three key notions for the next ESD decade. These are:

- ***Transformative action:*** ESD has to pay more attention to each learners individual transformation processes and how they happen.
- ***Structural changes:*** There is a need for ESD to pay more attention to the deep structural causes of unsustainable development, in particular the relationship between economic growth and sustainable development.
- ***Technological future:*** Technological advances may provide solutions to some of the “old” sustainability problems, but some ESD efforts to change people’s behavior may no longer be relevant. ESD and its emphasis in critical thinking is therefore becoming ever more important.

Challenges in for implementing “ESD for 2030”

- The Sustainable Development Goals (SDGs) and ESD remain widely unknown in the education sector. ESD has not been commonly implemented in schools.
- In the last decades, China has developed with a rapid pace. Nevertheless, many areas remain underdeveloped. Hence, there cannot be a “single solution” on how to implement ESD.
- China’s rapid economical and technological development have had a profound impact on the people’s lives. Nevertheless, the education system has not fully adapted to the new requirements of the labor market.

Suggested action fields for a successful implementation of “ESD for 2030” in China

We believe that the following measures need to be enhanced in order to contribute to the next ESD decade:

1. Awareness building: All citizens should understand the surrounding world better. A deeper understanding of the interlinkage between social, economic and environmental aspects is needed. We will put an emphasis on actions that promote the understanding of this complex equation.

2. Improving Quality in Education (SDG 4): China is a multifaceted country with many local traditions. ESD should be locally based and promote equitable living conditions. We will promote a dialogue between the policy makers and local communities in order to enhance participation and to find approaches that combine “sustainable development” with economic growth.

3. ESD should be relevant for the labor market: According to international studies (e.g. Future of Jobs Report, 2018), the future labor market requires more general competencies like analytical thinking and creativity, than specific skills which can be replaced by artificial intelligence or robots. Moreover, through ESD these demanded competencies can be taught to all learners. In this equation we will build bridges between working life, education providers and policy makers.

RCE GREATER CHANGRI-LA

(RCE Name)

WANDE GONGBA

(Authorized Signature)

RCE Qingdao

(RCE Name)

ZHAO ZHANG

(Authorized Signature)

RCE Haha

(RCE Name)

WEI ZHI JONG

(Authorized Signature)

RCE Tianjin

(RCE Name)

XU HE

(Authorized Signature)

RCE Hangzhou

(RCE Name)

WU WEIDONG

(Authorized Signature)

Date: June 5th, 2019

中国可持续发展教育专业区域中心宣言
(杭州宣言)

2019年6月

一、前言

我们，中国可持续发展教育专业区域中心，在第12届亚太地区联合国可持续发展教育专业区域中心会议中认可：

1. 《可持续发展教育全球行动计划（2015-2019年）》于2019年结束。
2. 联合国教科文组织执行局颁布第206 EX/6. II号文件，即《努力实现可持续发展目标（2030年可持续发展教育）》，作为《可持续发展教育全球行动计划（2015 - 2019年）》的十年后续行动框架。

我们重申，可持续发展教育是“所有其他可持续发展目标的关键推动因素”，正如《名古屋爱知宣言（2014）》所述，联合国大会2017年第72号决议通过的申明所言。

二、联合国教科文组织《2030年可持续发展教育》

《2030年可持续发展教育》的总目标是：通过实现17项可持续发展目标，建设一个更加公正和可持续的世界。为此，联合国教科文组织执行局明确了三个关键概念，作为《2030年可持续发展教育》的基础。

1. 变革性行动：可持续发展教育必须更加关注每个学习者的个人转变过程及其发生方式。

2. 结构性变化：可持续发展教育需要更加关注不可可持续发展的深层结构性原因，特别是经济增长与可持续发展之间的关系。

3. 技术性未来：技术进步可为某些“旧的”可持续性问题的解决方案，但一些改变人们行为的可持续发展教育工作可能不再具有现实意义。因此，可持续发展教育及其对批判性思维的强调变得更加重要。

三、实施《2030年可持续发展教育》的挑战

1. 在教育领域，可持续发展目标与可持续发展教育仍未获得普遍认识。学校教育中未广泛地开展可持续发展教育。

2. 过去的几十年，中国获得了飞速发展，然而许多地区仍然比较落后，不可能用单一的解决方案来实施可持续发展教育。

3. 中国科技与经济的迅速发展正深刻地改变着人们的生活方式，教育系统与劳动力市场的需求之间存在较大差距。

四、建议

中国的可持续发展不仅关系着中华民族的生存与发展，也关系着世界人民的生存与发展。作为联合国大学可持续发展教育专业区域中心，为了实现《2030年可持续发展教育》的总目标，我们肩负使命与责任，汇聚智慧与力量，致力行动与实践。

我们建议，在以下三个领域加强措施：

1. 意识建设：帮助所有的公民更好地理解我们生活的世界，更深入地理解社会、经济和环境方面的相互关系。我们强调，从行动中促进公民可持续发展意识的提高。

2. 优质教育（可持续发展教育目标 4）：中国是一个多元化国家，有许多不同的地方文化。可持续发展教育要立足于地方，促进包容和平等的优质教育，促进社会的公平与公正。我们将促使决策者和地方社区之间展开对话，找到与地方相适应的可持续发展道路。

3. 可持续发展教育与劳动力市场：根据国际研究报告（例如 2018 年“未来就业报告”），未来的劳动力市场需要更多的一般性能力，如分析能

力，批判性能力，创造性能力，而不是可以被人工智能或机器人取代的特定技能。可持续发展教育强调培养学习者的一般性能力，我们致力于为教育决策者、提供者与劳动力市场的需求之间架起桥梁。

RCE 大香格里拉

(RCE 名称)

完德公巴

(签名)

RCE 青岛

(RCE 名称)

赵昂

(签名)

RCE 呼和浩特

(RCE 名称)

魏智勇

(签名)

RCE 天津

(RCE 名称)

孙鹤

(签名)

RCE 柳州

(RCE 名称)

吴志东

(签名)

2019年6月5日