Education for the SDGs

What Teaching & Learning for “Transforming Our World”?
Transformative power of education
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
Transformative power of education ... how?
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
- Influential peers, mentors
- Space to experiment with new ideas
- Experience
- Not only formal but also non-formal and informal
- Relevance to life and identify
- Both cognitive and socio-emotional learning
- Learning throughout life

[Image of a flowchart with the above factors interconnected]
What teaching and learning to guide a transformative process?
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

Action Research Approach

Community mapping
Census of the girls in the villages
Survey on girls’ education and well-being

Data compilation, coding, analysis
Sharing findings
Lobbying for a library space for girls, advocating for support for women

Girls did

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!

- **School garden programmes can teach healthy eating and help build an emotional connection with the natural world.**
- **Students should learn about sustainable development and global citizenship to help them understand the world they live in.**
- **Solar panels**
- **Energy saving lightbulbs**
- **Renewable materials**
- **School buildings should be safe and sustainable, conserving water and energy and reducing waste.**
- **The whole school approach addresses the needs of all learners.**
- **Education is the best tool for climate change awareness.**
- **Schools should build relationships and engage with community issues.**
- **Human rights, discrimination, gender equality, bullying.**
- **Students, parents, teachers, principals, school management and the community should be involved in school decisions.**
- **The whole school approach to sustainability brings together what is taught, how it’s taught, extracurricular activities, teacher training, decision making processes, the physical buildings, the environment, and the wider community.**
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THANK YOU!