



GÖTEBORGS
UNIVERSITET



unesco

UNESCO professor

Advancing Education for Sustainable Development for All: The Contribution from the Early Years

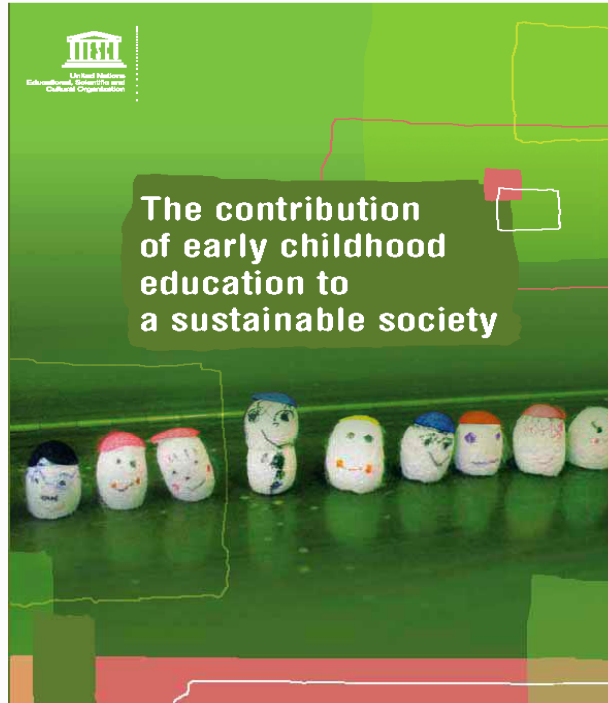
INGRID PRAMLING SAMUELSSON

The beginning of
Environment Critique
1972

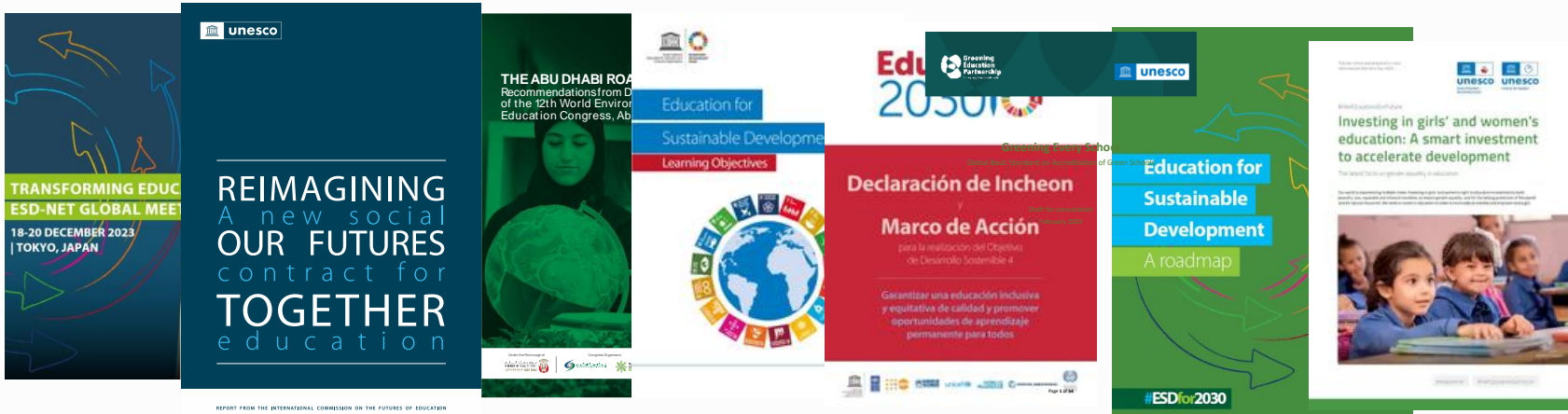
The beginning
of ECE and ESD
2008

OMEP has since 2009
launched ESD awards
about projects in ECE

OMEP become
part of the DECADE
2005-2014



Hundreds of important documents about sustainability



Many documents and many organisations, individuals, countries involved – maybe the largest movement, except education in general

Declaration

Preamble

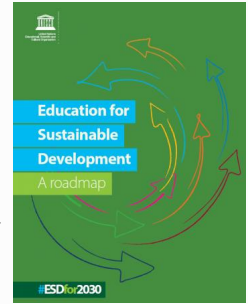
1. We, Ministers, heads and members of delegations, representatives of United Nations (UN) agencies, development cooperation agencies, civil society organizations, education agents and experts, have gathered in Tashkent, Uzbekistan, on 14-16 November 2022, at the invitation of the Director-General of UNESCO for the World Conference on Early Childhood Care and Education (WCEECE).
2. Thanking UNESCO and the Government and people of the Republic of Uzbekistan for having hosted this event that aims to: (1) reaffirm the right of every young child to quality early childhood care and education (ECCE) from birth to 8 years of age, (2) renew and strengthen political commitment and action, and (3) further rally Member States and the international community to develop rights-based and inclusive ECCE policies and programmes; put in place effective and accountable ECCE systems and multi-stakeholder partnerships; and increase equitable and effective investment in ECCE, including overseas development aid (ODA), as an essential and integrated part of strategies to advance lifelong learning, sustainable development and gender equality.
3. Noting that this conference is the first high-level intergovernmental education event following the September 2022 Transforming Education Summit (TES) and acknowledging the United Nations Secretary General's Vision Statement, the Youth Declaration and the six Calls to Action emerging from the TES.
4. Acknowledging the relative neglect of ECCE in many national and international policy agendas on education, and the inadequate progress made in achieving commitments endorsed by Member States in the Moscow Framework for Action and Cooperation adopted at the first WCEECE in 2010 and those adopted in 2015 in the Sustainable Development Goal 4 (SDG 4) - Education 2030 Agenda, specifically SDG Target 4.2.
5. Recognizing that as inequalities and disparities in development and learning start early and often persist throughout life, access to inclusive and quality ECCE is an important enabler of well-being and holistic development, foundational and lifelong learning, gender equality and social equity, and sustainable development where all children can have the opportunity to reach their full potential.
6. Recognizing the increasing severity and frequency of conflicts, emergencies and crises, which weaken communities and families, threaten the well-being of young children, limit ECCE provision and quality, and reduce enrolment in early childhood programmes, especially among already disadvantaged groups, notably: (1) the COVID-19 pandemic which has resulted

UNESCO's work for young children – guiding principles

- Equitable and inclusive quality ECCE service for all – prioritizing the vulnerable
- ECCE staff
- Innovation for advancing transformation in policy and practice, technology & diversity learning spaces, practices and provision
- Policy, governance & finance

UNESCO's Road Map for ESD (2020)

1. ***Social transformation:*** Enable the achievement of ESDs towards building a more sustainable world.
2. ***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.
3. ***Learning content:*** Integrate sustainability issues, in particular those enshrined in the 17 SDGs such as climate change, into all kinds of learning.
4. ***Learning outcomes:*** Empower people to take responsibility for present and future generations and actively contribute to societal transformation.



Children's outcome of teaching ESD – an example from Japan

- To contribute to children's (3-4 years) interest...
- To contribute to children's (4-5 years) knowledge and understanding...
- To contribute to children's (5-6 years) understanding and appreciation....



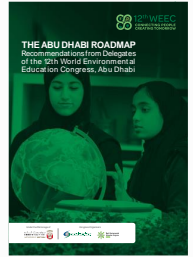
A new social contract for education

- The starting point is a shared vision of the public purposes of education
- To act or reimagine means working together to create future that are shared and interdependent
 - What should we continue to do
 - What should we abandon?
 - What needs to be creatively invented afresh?
- Assuring the right to quality education throughout life & Strengthen education as a public endeavour and a common good

To renewing education

- Pedagogy should be organized around *principles of cooperation, collaboration and solidarity*
- Curricula should emphasise *ecology, intercultural and interdisciplinary learning*
- Teaching should be further *professionalised as a collaborative endeavour..*
- School should be *protected educational sites...*
- We should *enjoy and expand* the educational opportunities that take place throughout life and in *different cultural and social spaces*

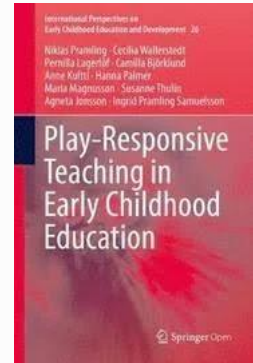
Environment Education: Sustainability from the start



- While ESD begins at birth, we should make sure it continues through youth, adulthood and across society from education, industry, governments and communities to realise its full potential
- ECE have a significant opportunity to promote sustainability-related attitudes, behaviours, habits and meaning-making
- A holistic ECE pedagogy incorporates social, cultural, psychological and economical dimensions of sustainability
- Learn in nature, build critical thinking and resilience skills to understand and face the evolving world with a positive mindset

To integrating ESD in ECE demands....

- ESD both as a content (curriculum) and as pedagogy/didactics
- Communication as the key resource – organisation
- Children's participation – influence - agency
- Learning as a negotiation between teachers and children
- Not two separate - play and learning (fantasy & reality)
- To be supportive for children's problem solving, initiations and ideas
- Imagination is related to knowledge – imagine a sustainable world



What is the benefit of be part of OMEP

- Local & Global
- Bottom up – every country can take initiatives
- Manyfold as a net-work
- Proudness & engagements
- Relevant in a changing world – values
- Serious & enjoyment
- Possibilities & hope about a better world
- We reach into the large organisations like UN and UNESCO