

Education for Sustainable Development in the Southern African Development Community



Regional Strategic Framework

2022-2030



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The Policy Dialogue brought together 125 delegates from 11 SADC Member States. The SADC Secretariat is grateful to the 11 SADC Member States (Angola, Botswana, Eswatini, Lesotho, Madagascar, Malawi, Mozambique, Namibia, South Africa, United Republic of Tanzania, Zambia, and Zimbabwe) for their active engagement that

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Foreword

Education is a key process that can lead to change towards sustainable development. Education for Sustainable Development (ESD) builds the capacity of individuals, communities and society as a whole to make informed judgements and choices in favour of sustainable development. ESD is not only about teaching the subjects relevant to sustainable development, but it is also about participatory, transformative learning processes that strengthen agency for change. Introduction of ESD at national and local levels is a complex and evolving process that often challenges and works to transform existing approaches to education. The development of this Strategy responds to aspirations in the SADC Regional Indicative Strategic Development Plan (RISDP) 2020–2030 that endorses environment, sustainable development and ESD among the crosscutting issues.

Specifically, the SADC RISDP aims to develop and implement programmes to improve human capacities for socio-economic development in areas including education and human resource development; health, HIV/AIDS, pandemics, and other diseases of public health concern; poverty eradication; employment and labour; food and nutrition security; environmental management; and gender equality. This SADC Strategic Framework on ESD focuses on five key priority areas that will strengthen the implementation of ESD aligned with the SADC RISDP:

1. Advocate for the integration of ESD into existing policy, regulatory and operational frameworks through multi-sector approaches, coordination and leadership.
2. Strengthen sustainable development through capacity building, training and continuing professional development in formal, non-formal and informal learning settings.

3. Forge partnerships and networks to promote sustainable sharing of ESD resources in support of the active engagement of youth and communities in ESD practice and action for change.
4. Promote research and development of ESD at a national and regional level and strengthen regional knowledge management, monitoring and evaluation.
5. Connect Education for Sustainable Development to 21st century skills, jobs and a sustainable economy.

The Regional Strategic Framework aligns with the UNESCO ESD for 2030 framework and supports the wider Sustainable Development Goals and Africa's Agenda 2063 commitments to sustainable development and education. It also contributes to the development of the wider programme of the Futures of Education initiative of the SADC Secretariat/ UNESCO. This initiative seeks to reaffirm education as a common good and to support a transformative orientation to education. The initiative recognises that if education is to shape peaceful, just, and sustainable futures, education itself must be transformed. The expectation is that the regional framework will guide SADC Member States to integrate ESD into their education systems.

As stated in the Declaration from the most recent UNESCO World Conference on ESD (2021), “*Transformative learning for people and the planet is a necessity for our survival and that of future generations. The time to learn and act for our planet is now.*” This SADC ESD Strategic Framework aims to support SADC Member States to give further impetus to transformative learning for sustainable development and sustainable futures across the entire education and training system, including formal and informal education and learning processes.



Acronyms

| | |
|------------------|---|
| AR | Assessment Report |
| AU | African Union |
| CC | Climate Change |
| CCE | Climate Change Education |
| CPD | Continuous Professional Development |
| DESD | Decade of Education for Sustainable Development |
| ECE | Early Childhood Education |
| EE | Environmental Education |
| EEASA | Environmental Education Association of Southern Africa |
| ESD | Education for Sustainable Development |
| GAP | Global Action Project |
| HEI | Higher Education Institution |
| ICT | Information Communication Technology |
| IPCC | Intergovernmental Panel on Climate Change |
| M&E | Monitoring and Evaluation |
| MEL | Monitoring, Evaluation and Learning |
| RISDP | Regional Indicative Strategic Development Plan |
| ROSA | Regional Office for Southern Africa |
| SADC | Southern African Development Community |
| SADC REEP | Southern African Development Community Regional Environmental Education |
| SDGs | Sustainable Development Goals |
| TVET | Technical and Vocational Education and Training |
| UN | United Nations |
| UNESCO | United Nations Educational, Scientific and Culture Organisation |
| UNFCCC | United Nations Framework Convention on Climate Change |
| WSSD | World Summit on Sustainable Development |



Definition of terms

Climate Change Education (CCE)

CCE is one of the holistic educational responses to the effects of climate change. It helps learners understand the causes and consequences of climate change, preparing them to adapt to the impacts of climate change while also mitigating the causes of climate change and building more climate-resilient societies. It further promotes climate action through education.

Environmental Education (EE)

EE promotes transformative learning that encourages a sense of personal and social care and responsibility for the environment, fosters a commitment to sustainable living, and promotes an enduring dedication to environmental stewardship, planetary well-being and sustainable futures.

Education for Sustainable Development (ESD)

ESD is an approach to teaching and learning based on the ideals and principles that underlie sustainability – human rights, poverty reduction, sustainable livelihoods, peace, environmental protection, democracy, health, biological and landscape diversity, climate change, and gender equality and protection of indigenous cultures.

Sustainability

Sustainability is effectively the goal of sustainable development. It is the ideal state for countries to aspire to and to ensure planetary well-being and social justice.

Environment

All the biotic and abiotic factors that act on an organism, population, or ecological community and influence its survival and development. Biotic factors include the organisms themselves, their food, and their interactions. Abiotic factors include sunlight, soil, air, water, climate, and pollution. Organisms respond to changes in their environment by evolutionary adaptations in form and behaviour. It also includes the human environment and its social, cultural, economic and political relations to the physical environment.

Economy (including green economy and circular economy)

Economy refers to the system or range of economic activity in a country, region, or community, as well as the management of the resources, finances, income, and expenditure of a community, business enterprise, etc. Green economy means economies that are seeking to be more sustainable and that contribute to sustainable development and planetary well-being. Circular economies embrace a 'cradle to grave' approach to production involving waste reduction and minimisation (zero waste) and material sustainability.



1. Introduction

Education for Sustainable Development (ESD) is a transformative approach to teaching and learning based on the ideals and principles that underlie sustainability – human rights, poverty reduction, sustainable livelihoods, peace, environmental protection, ecological sustainability, democracy, health, biological and landscape diversity, climate change, gender equality, and protection of indigenous cultures. This Regional Strategic Framework on ESD emanates from efforts of the Southern African Development Community (SADC) Member States to strengthen regional cooperation and development.

The Strategy builds upon the lessons learned from the i) UN Decade on Sustainable Development (2005-2015), ii) the SADC Regional Environmental Education Programme (SADC REEP), iii) the UNESCO Global Action Programme on ESD (GAP, 2015-2019) and embraces the five priorities of the ESD for 2030 agenda (policy, whole institution approaches, educators, youth and community action). It aligns with the increased national, regional and

global emphasis on ESD as a way of strengthening and promoting the contribution of learning content and approaches to the survival and prosperity of humanity and planetary well-being in the face of critical challenges such as climate change, biodiversity loss, social inequality and poverty, and unsustainable forms of production and consumption.

The Strategy complements the objectives of the SADC Revised Regional Indicative Strategic Development Plan (RISDP) 2020-2030, the SADC Industrialisation Strategy and Roadmap 2015-2063, and other key strategic documents that outline SADC's vision for achieving regional integration and sustainable development. This includes SADC Member States' efforts to implement the Sustainable Development Goals and climate change mitigation and adaptation. Furthermore, the development of this Strategy was informed by the AU Agenda 2063 (The Africa We Want) and the SADC Protocol on Education and Training.



The development of this Strategy drew on insights gained from Member States' ESD policy and practice initiatives (presented as case studies during the policy dialogue in Johannesburg, 2022) to map the policy and practice landscape for integrating ESD into the education and training system. At the SADC regional level, the Strategy builds on years of ESD research and practice undertaken in the Environmental Education Association of Southern Africa (EEASA) and the SADC Regional Environmental Education Programme (REEP) since 1982 and 1997, respectively. It brings together the UNESCO Regional Office of Southern Africa (ROSA) and the SADC Secretariat's efforts to co-operatively strengthen and advance ESD in the Social and Human Development Directorate of the SADC Secretariat.

Against this backdrop, 125 delegates from 11 SADC Member States (Angola, Botswana, Eswatini, Lesotho, Madagascar, Malawi, Mozambique, Namibia, South Africa, United Republic of Tanzania, Zambia, and Zimbabwe) gathered in Johannesburg, South Africa for the UNESCO-SADC High Level Policy Dialogue on Education for Sustainable Development (ESD) from 14 to 16 March 2022. Delegates from Ministries of Education, Environment and Sustainable Development, key NGOs, Sustainability Starts with Teachers and SADC REEP alumni, ESD for 2030 focal persons, policy makers, senior education actors and the SADC secretariat and UNESCO attended the forum. The Policy Dialogue provided a platform for policy actors and educational leaders to discuss sustainability issues in the region, with an emphasis on the importance of ESD integration into education policies, curricula and leadership activities in the SADC region. Subsequent work and revisions on the draft ESD Strategy were based on Member States' review and feedback.

This Regional ESD Strategic Framework has been developed with the expectation that it will serve as a reference document to Member States in their endeavours to develop their National ESD Strategic Frameworks. This Regional ESD Strategic Framework will also serve to support Member States'

initiatives towards the achievement of the SDGs by inter alia:

- Developing an overarching, multi-sectoral ESD national policy with its accompanying implementation plan;
- Embedding ESD in institutional and sector-specific strategic plans;
- Championing and garnering support from top administration and leadership for ESD;
- Ensuring inclusivity of issues such as gender and Indigenous Knowledge Systems, addressing emerging issues like Covid-19, and climate change;
- Aligning Education for Sustainable Development to 21st century skills, jobs and a sustainable economy;
- Responding to needs with social and cultural values, norms and practices considered;
- Advancing community awareness and participation in response to sustainability challenges (everyone should participate in creating education for sustainable development);
- Strengthening action-orientated ESD, where practice in relation to theory enhances the results of ESD, and whole institutional approaches are needed from policy to practice;
- Articulating curriculum elements at all levels and in all phases of the education and training systems in SADC countries with contemporary sustainability challenges, solutions and opportunities;
- Actively promoting and developing transformative approaches to learning, involving learning through doing, foregrounding values and ethics, and engaged and practical approaches that strengthen agency for change;
- Embracing innovative and exploratory approaches – in classrooms this means encouraging exploration of new ideas, self-discovery, action taking and boundary crossing approaches that include both formal and informal learning settings and actors;



- Generating evidence through research as a strong pillar in education strategies, establishing and maintaining relevant knowledge platforms that advance ESD;
- Developing, re-directing and sustaining funding sources for ESD;
- Valuing and establishing ESD partnerships and structures, including inter-sectoral institutional partnerships that build an ecosystem for ESD and learning-centred engagements with the SDGs; and
- Crossing disciplinary boundaries, embracing coordination and a team spirit that strengthens collaboration and collective agency for change.

1.1 Methodology

The process of developing the SADC ESD Strategic Framework was participatory in nature, involving multiple stakeholders from governments, inter-governmental agencies, academia, youth organisations, ESD reference group members, and the SADC REEP and Sustainability Starts with Teachers course alumni. The process of the policy dialogue involved:

- Showcasing how ESD is integrated into policy documents and frameworks in the SADC Member States;
- Sharing the outcomes of the Sustainability Starts with Teachers (SST) programme in selected SADC Member States;
- Highlighting the synergies between the SST programme, ESD for 2030 country initiatives and the aspirations of SADC Member States as specified in the SADC RISDP (2020–2030); and
- Creating a forum for policymakers to dialogue and draft a SADC Strategic Framework for ESD for presentation at the Joint Meeting of Ministers of Education and Training and Science, Technology and Innovation, scheduled for June 2022.

During the policy dialogue, panel discussions centred on six themes:

1. ESD in national policies and frameworks
2. ESD in educational institutions
3. The Sustainability Starts with Teachers programme
4. Youth experiences in ESD work
5. ESD for 2030 country initiatives
6. Climate education and ESD

The results of the policy dialogue are contained in this document. This sets strategic directions to guide SADC Member States in the development and implementation of their national ESD Strategies.

1.2 Challenges

The Member States of Southern Africa envision thriving and inclusive sustainable development via creating employment and new opportunities for its people. Safeguarding the rich cultural and natural heritage that sustains life and communities in the region is part of this vision. Currently, challenges in the region include inequality and unemployment, a degrading natural resource base and inadequate institutional development needed for quality education. Goals for all countries include education for increased agricultural productivity, sustainable industrialisation including a circular economy, investment in infrastructure development and renewable energy, along with education that supports conservation of biodiversity, sustainable, fair and equitable use of genetic resources, clean air and water, and better adaptive capacity to climate change. All these have implications for quality education and for Teacher Education, TVET, Higher Education, as well as adult and community learning in a southern African context.

The policy dialogue on ESD Strategy revealed several challenges that may affect the development of national strategies, which Member States need to bear in mind:

a. Understanding of ESD

Most countries and practitioners in the SADC region tend to equate ESD with the environmental aspects



of ESD and need to broaden views to embrace the more holistic dimensions of sustainable development as reflected in the SDGs. This is notwithstanding the importance of environmental education within the SDGs. Additionally, few countries are giving adequate attention to the role of education and learning in achieving the SDGs and the way in which ESD contributes to quality, relevant education. There is also inadequate engagement with the crosscutting nature of ESD, hence it is not well integrated in the curriculum and fails to attract adequate inter-sectoral support and partnerships. Due to poor understanding of the importance of environmental management and its relationship to social justice, some people and some governments perceive ESD as non-important. It is for this reason that ESD is not prioritised.

b. Lack/absence of ESD policy frameworks and/or ESD policy coordination structures

The ESD Policy dialogue conference revealed that a number of SADC Member States were working on their ESD policies. However, only Namibia had published an ESD policy at the time of the conference. Other Member States had integrated aspects of ESD into various education and development sector policies but did not have coordinating structures to maximise a diversified approach to ESD policy.

c. ESD implementation challenges

In most countries, there is a lack of awareness of the importance of ESD. This creates implementation challenges. There is often a lack of political will and leadership to develop and disseminate ESD policies, which further impedes ESD implementation and affects available resources, capacities, infrastructure, inter-sectoral platforms and ultimately adequate funding streams for ESD activities. Efforts to integrate ESD into curriculum are met with resistance as the ministries of education claim that the curriculum is congested and cannot take the additional load of ESD. This is because ESD is seen as an 'add on' rather than an integral feature of quality education. These challenges are also due to the lack of full involvement and participation of youth organisations and communities, including the business community. There are often disjunctures

between various actors (i.e. non-governmental organisations, civil society, youth, the academic community, business sectors) creating weak partnerships. These point to a lack of adequate coordination and failure to adapt to changing contexts and critical challenges. For example, this can be illustrated by the way that COVID-19 negatively affected food security and livelihoods. Climate change challenges are similarly poorly responded to and people are not well prepared to deal with sustainability challenges, hence also the urgency and importance of giving attention to ESD.

d. Monitoring and evaluation challenges

Countries lack adequate indicators, monitoring, evaluation tools, and reporting mechanisms for ESD. This may be related to inadequate research and knowledge creation on ESD to inform monitoring and evaluation, especially the contribution that ESD makes to quality education and the achievement of the SDGs.

1.3 Opportunities

While the above challenges were reported during the ESD Policy Dialogue, SADC Member States have made progress with ESD and there are many examples of excellent ESD programmes and practices across the SADC region that Member States should review and build on as they further extend ESD at a policy and system-wide level. There are also many opportunities for ESD, for example, embracing circular, green economy approaches, the SADC Industrialisation Strategy and advancing renewable energy solutions. SADC also has a rich cultural and natural heritage that offers many rich learning opportunities for advancing sustainable development actions and innovations, for example, via the development of cultural and ecotourism approaches to development. Additionally, green digitalisation offers new opportunities for ESD, as does the development of youth-led green economy enterprises. The youthful population of SADC offers many opportunities for creativity and for re-visioning the future of SADC through sustainable development approaches that are climate resilient.



2. Policy Context

2.1 Global Policy Context

2.1.1 History of ESD at a Glance

Global policy statements, principles, conferences and events have emphasised sustainable development approaches to support the transformations needed for sustainable living and sustainable futures. These have shaped the thinking around development policy and practice towards a sustainable future, with benefits for present and future generations. A number of international conferences and initiatives specify the role of education in contributing to sustainable development. Table 1 below is adapted from ESD for 2030 (UNESCO (2020) and provides a history of ESD at a glance.

Table 1: History of ESD (1972-2019)

| Year | Event |
|------|--|
| 1972 | <p>United Nations Conference on the Human Environment, Stockholm</p> <ul style="list-style-type: none"> The Declaration of the UN Conference on Human Environment proclaimed, “To defend and improve the environment for present and future generations has become an imperative goal for mankind”. Recommendation 96 of the 1972 Stockholm Conference sees environmental education as a critical means to address the world’s environmental crises. Principle 19 of the Stockholm Declaration states, inter alia, that “Education in environmental matters, for the younger generation as well as adults, giving due consideration to the underprivileged, is essential in order to broaden the basis for an enlightened opinion and responsible conduct by individuals, enterprises and communities in protecting and improving the environment in its full human dimension.” |
| 1977 | <p>First Intergovernmental Conference on Environmental Education in Tbilisi, Georgia</p> <ul style="list-style-type: none"> The Conference laid out the role, objectives, and characteristics of environmental education, and provided several goals and principles for environmental education. The Tbilisi Declaration noted “the important role of environmental education in the preservation and improvement of the world’s environment, as well as in the sound and balanced development of the world’s communities”. |
| 1987 | <p>‘Our Common Future’ (Report of the World Commission on Environment and Development, (also known as the Brundtland Report)</p> <ul style="list-style-type: none"> ‘Sustainable development’ is defined as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs”. |



| Year | Event |
|------|--|
| 1992 | <p>The United Nations Conference on Environment and Development (Rio Summit, Earth Summit)</p> <ul style="list-style-type: none"> • Chapter 36 of Agenda 21 consolidated international discussions on the critical role of education, training and public awareness in achieving sustainable development. • “Education is critical for promoting sustainable development and improving the capacity of the people to address environment and development issues.” • Climate change: Article 6 of the United Nations Framework Convention on Climate Change is dedicated to education, training, public awareness and access to information related to climate change. • Biodiversity: Article 13 of the Convention on Biological Diversity calls for developing educational and public awareness programmes, with respect to conservation and sustainable use of biological diversity and its programme of work on Communication, Education and Public Awareness, notably Priority Activity 10: Strengthen formal and informal education on Biodiversity. |
| 2002 | <p>World Summit on Sustainable Development (Johannesburg Summit)</p> <ul style="list-style-type: none"> • A proposal for a Decade of Education for Sustainable Development was included in the Johannesburg Plan of Implementation. • UN General Assembly Resolution 57/254 designated 2005-2014 the United Nations Decade of Education for Sustainable Development (DESD) and UNESCO as the lead agency. |
| 2005 | <p>UN Decade of Education for Sustainable Development (2005-2014, DESD)</p> <ul style="list-style-type: none"> • “Activated hundreds of thousands of people to reorient education globally towards a central goal: to learn to live and work sustainably”. • Disaster risk reduction: Hyogo Framework for Action 2005-2015: Building the Resilience of Nations and Communities to Disasters, and the subsequent Sendai Framework for Disaster Risk Reduction 2015-2030. |
| 2009 | <p>UNESCO World Conference on ESD in Bonn, Germany</p> <ul style="list-style-type: none"> • Bonn Declaration emphasised ESD as a “life-saving measure” for the future that empowers people for change and recommended promoting ESD as “an investment in the future”. It also highlighted the importance of transformative learning through ESD and the role of teachers. |
| 2012 | <p>The United Nations Conference on Sustainable Development (Rio +20)</p> <ul style="list-style-type: none"> • “Promote education for sustainable development and integrate sustainable development more actively into education beyond the United Nations Decade of Education for Sustainable Development”. • Sustainable consumption and production: Sustainable Lifestyles and Education Programme of the 10-Year Framework of Programmes on Sustainable Consumption and Production 2012-2021. |



| Year | Event |
|------|---|
| 2014 | <p>UNESCO World Conference on ESD in Aichi-Nagoya (Japan)</p> <ul style="list-style-type: none"> • Launch of the Global Action Programme on ESD (2015-2019) aiming “to generate and scale up action in all levels and areas of education and to learn to accelerate progress towards sustainable development”. It focuses on five priorities and considers key advantage points to advance the ESD agenda. • Aichi-Nagoya Declaration on ESD was adopted at the UNESCO 2014 World Conference on ESD reaffirms ESD as a vital means of implementation for sustainable development. |
| 2015 | <p>Sustainable Development Goals (SDGs) and the 2030 Agenda for Global Transformation</p> <ul style="list-style-type: none"> • Target 4.7 urges that “by 2030 all learners acquire knowledge and skills needed to promote sustainable development”. • Target 12.8 asks to “ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature”. • Target 13.3 calls to “improve education, awareness raising and human and institutional capacity on climate change”. • Incheon Declaration on Education 2030: “Our vision is to transform lives through education, recognising the important role of education as a main driver of development and in achieving the other proposed SDGs.” • Global Action Programme on ESD (2015-2019): “Building on the achievements of the Decade, the GAP aims to generate and scale-up concrete actions in ESD.” • Paris Climate Conference of Parties (COP 21) resulting in the Paris Agreement. Articles 11 and 12: “Parties shall cooperate in taking measures to enhance climate change education, training, public awareness, public participation and public access to information.” |
| 2016 | <p>Sustainable Cities and Communities</p> <ul style="list-style-type: none"> • New Urban Agenda adopted at the UN Conference on Housing and Sustainable Urban Development (Habitat III). |
| 2017 | <p>UN General Assembly Resolution 72/222</p> <ul style="list-style-type: none"> • ESD's role as “an integral element of the SDG on quality education and a key enabler of all other sustainable development goals is explicitly recognised. <p>Oceans: UN Ocean Conference Call for Action and UN Decade of Ocean Science for Sustainable Development (2021–2030)</p> <ul style="list-style-type: none"> • “To support plans to foster ocean-related education, to promote ocean literacy and a culture of conservation, restoration and sustainable use of our ocean.” |
| 2019 | <p>40th Session of the UNESCO General Conference</p> <ul style="list-style-type: none"> • Adoption of Framework for the implementation of ESD beyond 2019 ‘ESD for 2030’ (2020-2030) UN General Assembly Resolution 74/223 – “Encourages Governments to increase efforts to systemically integrate and institutionalise education for sustainable development in the education sector and other relevant sectors.” |





ELRC/Rhodes University

Across all these policy interventions over this extended period is an ongoing call for alignment, at global, regional and national levels, of the education, environment, climate, sustainable economy and other relevant development agendas. This is a call for enhancing networking between different stakeholder groups to ensure that efforts are mutually supportive and complementary so that they meaningfully and substantively support the structural mainstreaming of ESD into education and training systems, including formal, non-formal and informal learning processes.

This, in turn, requires enhancing and extending multi-sectoral and multi-disciplinary collaboration on ESD at all levels of governance, with Ministries of Education collaborating with all other ministries that have an impact on sustainable development. Member States should ensure a 'whole-of-government approach', with strengthened cooperation between Ministries of Education and Environment at the core, as well as with all other relevant stakeholder groups such as non-governmental organisations, the academic community, the business sector and youth. This multi-sectoral and multi-disciplinary approach is necessary because sustainable

development challenges permeate all sectors of society and all aspects of life and development.

2.1.2 ESD for 2030 and Sustainable Development

To build a follow-up to the Global Action Programme (GAP) (2015-2019) that contributes to Agenda 2030 and its 17 goals, the 'Education for Sustainable Development: Towards achieving the SDGs' (ESD for 2030) framework was adopted by UNESCO member states in 2020, with the aim of increasing the contribution of education to building a more just and sustainable world.

ESD for 2030 is thus the new global framework for implementation of ESD over the period 2020-2030. It builds on the lessons learned from the UN Decade on Education for Sustainable Development (2005-2014) and on the follow up Global Action Programme on ESD (GAP, 2015-2019). It supports the increased importance placed on ESD to promote the contribution of learning content to the survival and prosperity of humanity. It sees ESD as integral to the achievement of quality, relevant education.



ESD for 2030 places emphasis on education's contribution to the achievement of all 17 SDGs. It aims to review the purposes and values that underpin education and reorient all levels of education and learning to contribute to sustainable development and strengthen the quality and relevance of learning. (UNESCO, 2020)

ESD is widely recognised as an integral element of Agenda 2030, in particular Sustainable Development Goal 4 (SDG 4), and a key enabler of all the other SDGs. ESD is included as a Target in Goal 4 of the SDGs, which focuses on ensuring "inclusive and equitable quality education and promote life-long learning opportunities for all". With Target 4.7, UNESCO Member States agreed to:

Target 4.7: By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

In the light of the above, the ESD for 2030 roadmap ushers in an 'Urgent Call for Action'. The Call for Action aims to extend ESD in national, regional and international spheres and adopts a transformative approach, which integrates cognitive, social-emotional, and action-oriented or behavioural approaches. Figure 1 shows a holistic transformational approach to the societal transformation of the ESD for the 2030 roadmap, which sees learning content and outcomes, pedagogy and the learning environment of ESD as integral to societal transformation.

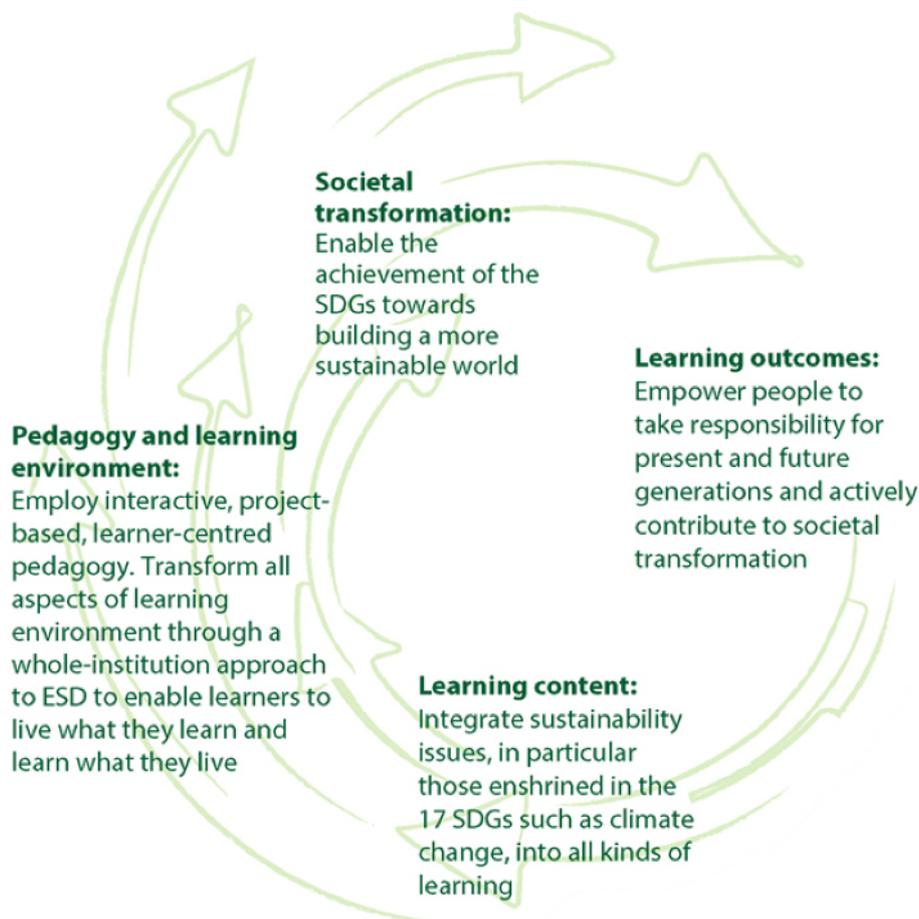


Figure 1: Holistic transformational approach to societal transformation of the ESD for the 2030 roadmap (UNESCO, 2020)





Figure 2: Model showing central role of ESD in advancing the SDGs (UNESCO, 2020)

The ESD for 2030 roadmap frames five priority action areas, stressing further ESD's key role in the successful achievement of the 17 SDGs and the great individual and societal transformation required to address the urgent sustainability challenges. The five **priority action areas** (which this SADC ESD Strategy builds on) are:

- **Priority action area 1 on policy:** ESD must be integrated into global, regional, national, and local policies related to education and sustainable development.
- **Priority action area 2 on education and training settings:** Attention is required to promote the whole-institution approach to ensure we learn what we live and live what we learn.

- **Priority action area 3 on building capacities of educators:** Focus is on empowering educators with the knowledge, skills, values and attitudes needed for the transition to sustainability.
- **Priority action area 4 on youth:** Young people must be recognised as key actors in addressing sustainability challenges and associated decision-making processes.
- **Priority action area 5 on local-level action:** Actions in communities are important, as this is where meaningful, transformative actions is most likely to occur.

Aligned with this SADC ESD Strategic Framework is a process of support that is also being offered and developed by UNESCO to support Member States to consider their national and regional ESD programmes and activities in the context of the five priority areas outlined above, as shown in Figure 3.



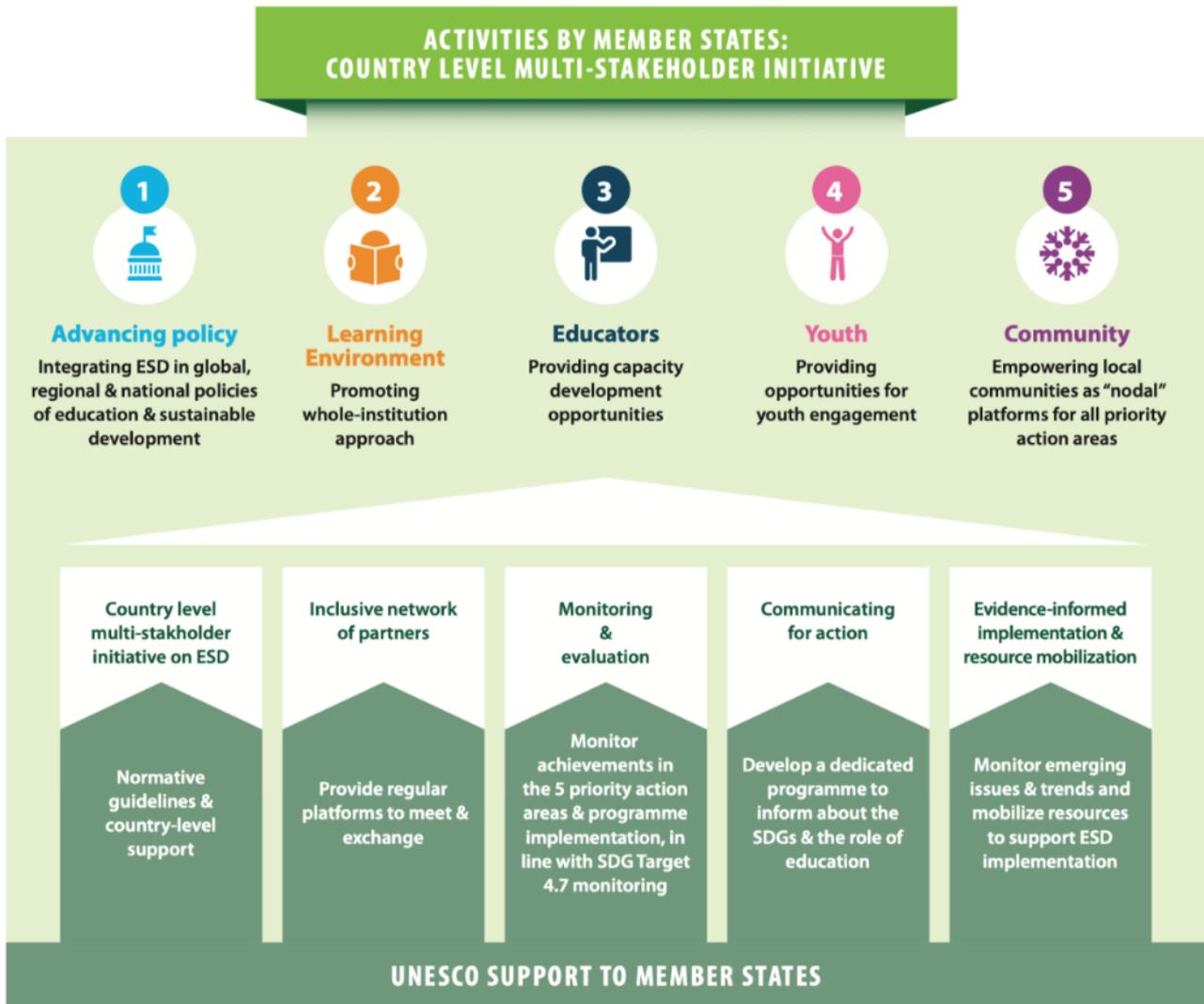


Figure 3: UNESCO support for ESD integration and development in the Member States (UNESCO, 2020)

To contribute towards regional and wider synergies for ESD while also recognising country and regional specific dynamics, the strategy encourages SADC Member States to critically reflect on, draw on and use the ESD for 2030 road map principles and processes in the development and implementation of their national ESD Strategies. The ESD for 2030 roadmap provides a platform for country initiatives that can help lead the mainstreaming of ESD in education and sustainable development within respective countries. The framework also encourages strong leadership from the Member States and diverse stakeholders from education and sustainable development communities through an ESD for 2030 Network (ESD-Net) at global and regional levels, which the SADC Member States can benefit from.

Figure 3 above shows the planned support from UNESCO to the Member States for ESD integration and development.

2.1.3 Climate Change Education

The Sixth IPCC Assessment Report (AR6) *Climate Change 2022: Impacts, Adaptation and Vulnerability* indicates that climate change has caused substantial damages, and increasingly irreversible losses, in terrestrial, freshwater, coastal and open ocean marine ecosystems. The extent and magnitude of climate change impacts are larger than estimated in previous assessments. Widespread deterioration of ecosystem structure and function, resilience and natural adaptive



capacity, and shifts in seasonal timing have occurred due to climate change, with adverse socio-economic consequences. The IPCC report further notes that some losses are already irreversible, such as the first species extinctions driven by climate change.

With increasing awareness of environmental problems and the effects of climate change, local and international communities have raised concerns. Climate change learning has received increasing international attention, in particular under the UN Framework Convention on Climate Change (UNFCCC). Besides the Convention, a variety of initiatives in the areas of climate change education and training, sustainable development, disaster risk reduction, and aid effectiveness can provide useful input for the development and implementation of this SADC ESD Strategy.

Climate change education (CCE) is one of the responses to the effects of climate change. It helps learners understand the causes and consequences of climate change, preparing them to live with the impacts of climate change. It empowers learners to take appropriate actions to adopt more sustainable lifestyles and adapt to climate change realities while building more climate resilient societies. CCE helps policymakers understand the urgency and importance of putting mechanisms into place to combat climate change on a national and global scale. Communities learn about how climate change will affect them, what they can do to protect themselves from negative consequences, and how they can reduce their own climate footprint. According to UNESCO, Climate Change Education (CCE) is a tool for developing responses and helping people address climate change. It helps learners understand the causes and consequences of climate change and prepare for the impacts of climate change.

2.2 ESD in the African Region

A lack of adequate communication mechanisms and an inadequate continent-wide understanding of why ESD is an important focus for future education

and training on the continent has impeded Africa's participation in the mid-term evaluation of the UN Decade of Education for Sustainable Development (UNESCO, 2009). Hence, in 2012, the SADC Regional Environmental Education Programme produced a publication *Learning Today for Tomorrow: Sustainable Development Learning in sub-Saharan Africa* (Lupele and Lotz-Sisitka, 2012), to foreground what ESD must contribute to education in Sub-Saharan Africa. The publication observed that Education for Sustainable Development, as practised in Sub-Saharan Africa, aims to shape a world where education works with methods, processes and contents that encourage learners' critical assessment of the status quo, question unjust and unsustainable development patterns, find innovative solutions to emerging issues and adapt their social practices. The assertion underscores valued beings and doings, guided by principles of social justice, equity, sustainability and care for the community of life. Very often, within traditional schooling and universities, thinking and practice remain confined within the boundaries of disciplines and organisational culture. ESD learning processes cannot, therefore, be confined to schools and formal learning institutions only.

2.2.1 ESD in Southern Africa

The aspirations enunciated in SADC's Vision and Mission 2050 align with key global and continental frameworks, such as the 2030 Agenda for Sustainable Development of the United Nations and the Agenda 2063 of the African Union.

During the UN Decade of Education for Sustainable Development (2005-2014), the SADC REEP, a programme of the SADC Environmental Sector, and the SADC Education Secretariat championed the importance of integrating environment and sustainable development concerns into education and training programmes across the SADC region based on ESD principles. Considerable progress was made in supporting ESD policy development, capacity building, networking, learning materials development and research (SADC REEP, 2012).



As a result of these interventions, today most education systems in SADC countries have a focus on issues related to the environment and sustainability within a social and economic justice framework (although this is at times quite contradictory, especially in the wider context of the influence of neo-liberal proclivities).

Given the complex and contradictory contexts in which transformative policies are shaped, there is still much to be done to strengthen implementation and wider political support. Expanding the political

buy-in and strengthening the implementation of ESD at various levels represents one of the aims of this ESD Strategic Framework. In 2006, SADC REEP surveyed 600 environment and sustainability education practitioners, leading to a number of reports providing rich regional guidance for ESD. This helped to guide ESD development during the UN Decade on Education for Sustainable Development and beyond. This history of ESD guides innovative programmes in the present, such as the UNESCO ROSA Sustainability Starts with Teachers Programme (see Box 1 below).

Box 1: Case Study - Sustainability Starts with Teachers: A successful contemporary ESD capacity development initiative in the SADC region <https://sustainabilityteachers.org/>

The collaborative work among UNESCO ROSA, Rhodes University, and the UNESCO Global Action Programme for ESD culminated in the development of an international flagship programme called **Sustainability Starts with Teachers**. In 2016, UNESCO ROSA received funding from Japan Funds in Trust to work with nine countries on ESD. Building on this previous work, the Sustainability Starts with Teachers programme (SST) is a capacity-building programme for teacher educators on ESD. It seeks to strengthen the implementation of ESD in teacher education institutions that train teacher educators from Early Childhood Education (ECE), primary, secondary and Technical Vocational Education and Training (TVET). With the funding support of the Swedish International Development Cooperation Agency



(Sida), the programme is implemented in 11 countries in SADC.¹ The programme, therefore, adopted a transformative learning model called the Change Project.²

The programme builds on the years of research and work undertaken in the environment by the Education Association of Southern Africa (EEASA) since 1982 and the SADC REEP and continues to argue for a stronger situated, sociocultural approach to education in which social and transformative learning are foregrounded, along with the need for wider structural and systemic change.

At the centre of the SST, programme work is deepening understanding of the relationships that exist between ESD, educational quality and relevance, and building transformative, transgressive learning approaches for building capability and collective agency for sustainable futures in southern Africa. Decades of work in southern Africa have shown that there is an ongoing need to foreground transforming education systems to enable sustainable futures for southern Africa and its people. This is a complex relationship with many dynamics, which are at the same time historical, social, political, cultural, and material (i.e., economic and biophysical), as the COVID-19 pandemic is once again highlighting.

1. These countries are Zimbabwe, Botswana and Namibia in year 1 (2019); Zambia, South Africa and Lesotho in year 2 (2020); Tanzania, Malawi and eSwatini in year 3 (2021); and Mozambique and Angola in year 4 (2022).

2. These self-defined institutional change initiatives include curriculum innovations, pedagogical innovations and whole-institution innovations orientated towards sustainability, with the model emerging from earlier SADC REEP professional development programmes for EE and ESD.



3. ESD Guiding Principles



The development of a sustainable society is a continuous learning process involving ongoing exploring of (changing) issues and dilemmas, where appropriate answers and solutions may change as our experience increases. Learning targets for ESD should include knowledge, skills, understanding, attitude and values and should combine cognitive gains with social-emotional learning and action taking or agency for change. The following guiding principles for ESD can be elaborated at country level:³

- ESD is still developing as a broad and comprehensive concept, *encompassing interrelated environmental, economic and social issues*. It broadens the concept of environmental education (EE), which has increasingly addressed a wide range of development subjects. ESD also encompasses various elements of development and other targeted forms of education. Therefore, environmental education requires elaboration to include other fields of education in an integrative approach toward Education for Sustainable Development. Climate change education (CCE) is part of ESD and should therefore be articulated in country contexts;

- ESD is a *lifelong process*, from early childhood to higher and adult education and goes beyond formal education. Since learning takes place as we take on different roles in our lives, ESD has to be considered a 'lifelong' and 'life-wide' process.
- ESD should foster respect for and understanding of different cultures and embrace contributions from them, including indigenous knowledge(s);
- ESD should address the ethical dimension, including issues of equity, solidarity and interdependence in the present generation and between generations, as well as relationships between humans and nature and between rich and poor. The ethical dimension is central to sustainable development and, therefore, vital for ESD. Responsibility is inherent in ethics and becomes a practical matter for ESD;
- ESD should take into account diverse local, national and regional circumstances as well as the global context, seeking a balance between global and local interests;
- ESD could contribute to developing rural and urban areas by increasing access to education and improving its quality. This would be particularly beneficial to people living in rural areas;
- Formal ESD should be permeated by the experience of life and work beyond the classroom and should strengthen education institution-community relations and multi-, inter- and trans-disciplinary approaches.
- ESD should prioritise and advance transformative learning and individual and collective agency for change as contributions to quality, relevant education and social learning.

3. Adapted from the Berlin Declaration on Education for Sustainable Development that emerged from the most recent World Conference on ESD (UNESCO, 2021).



4. Strategic Focus

4.1 Vision

The vision of SADC is one of a common future, a future within a regional community that will ensure sustainable economic well-being, a sustainable environment and natural resource base, improvement of the standards of living and quality of life, freedom and social justice and peace and security for the people of southern Africa.

4.2 Mission

Mobilise ESD to transform society and the economy in line with the sustainable development goals and SADC aspirations for sustainable futures through the implementation of transformative, quality education for all.

This means that ESD should be harnessed to combat poverty, address social justice and environmental degradation challenges that threaten human well-being and planetary sustainability, and provide learners with relevant knowledge, competencies and values to meet individual and societal demands for the development of social justice and sustainability. ESD should be integrated into all levels and phases of the education and training system and should include formal, non-formal and informal learning environments, embracing community-institution partnerships for sustainability.

4.3 Goals

To provide a common approach to ESD that can facilitate policy harmonisation/alignment and ESD mainstreaming and integration of ESD across the SADC Member States. The integration of ESD will be implemented within the Member States' mandates and areas of responsibility, taking into account individual states' needs, capacities, available resources and national priorities in order to:⁴

- Ensure that ESD is a foundational element of our education systems at all levels, with environmental and climate action as a core curriculum component, while maintaining a holistic perspective on ESD that recognises the interrelatedness of all dimensions of sustainable development;
- Integrate ESD into all levels of education and training from early childhood to tertiary and adult education, including technical and vocational education and training (TVET), and into non-formal education and informal learning so that all individuals are provided with lifelong and life-wide learning opportunities for sustainable development;
- Implement ESD with joint emphasis on the cognitive skills, social and emotional learning, and action competencies for the individual and societal dimensions of transformation, promoting behavioural change, social learning and action taking for sustainable development, equality and respect for human rights as well as fundamental structural and cultural changes at the systemic level of economies and societies, and also promoting the required political action to bring about these changes;
- Promote a whole-institution approach, recognising that learners and the school community become meaningfully engaged in sustainable development through democratic participation when their institutions become living laboratories for participation and active citizenship, equity and gender equality, health, connections with nature and respect for the environment, energy efficiency and sustainable consumption, and where learning is experiential, action-oriented, localised and culturally specific, allowing learners to learn what they live and live what they learn;

4. Adapted from the Berlin Declaration on Education for Sustainable Development that emerged from the most recent World Conference on ESD (UNESCO, 2021) and recommendations from the SADC ESD Policy Dialogue, as well as programme recommendations and best practices on ESD in SADC, reported on at the end of the UN Decade of ESD and affirmed in the UNESCO ROSA SST Programme's policy dialogues (SADC, 2016; sustainabilityteachers.org).



- Harness the potential of new, digital and ‘green’ technologies to ensure that the access, development and use of technologies is responsible, safe, equitable, inclusive and based on critical thinking and sustainability principles with a proper assessment of risks and benefits, as well as promote open educational resources, open science and affordable eLearning facilities for ESD;
- Empower young people as change agents for sustainable development by creating opportunities for learning and civic engagement and providing them with the competencies and tools to participate in ESD as co-creators of individual and societal transformation;
- Emphasise gender equality and non-discrimination in access to knowledge and skills, and ensure gender mainstreaming in ESD, which enables a more profound and holistic understanding of sustainability challenges and potential solutions;
- Mobilise ESD to combat poverty, particularly extreme poverty, and provide learners with relevant competencies to meet individual and societal demands, including through TVET and skills development for sustainable livelihoods to ensure human dignity and the right to live decently;
- Enhance multi-sectoral and multi-disciplinary collaboration on ESD at all levels of governance, with Ministries of Education collaborating with all other ministries that have an impact on sustainable development, to ensure a whole-of-government approach, with strengthened cooperation between Ministries of Education and Environment at the core, as well as with all other relevant stakeholder groups, such as non-governmental organisations, the academic community, the business sector, youth, and others;
- Monitor ESD progress, in the context of the overall monitoring of the SDGs and Target 4.7 in particular, in order to ensure that implementation is continuously improved and that no one is left behind, put in place assessment systems on ESD and enhance research on how to evaluate ESD progress; and
- Integrate 21st century skills in the teaching/learning process in order to prepare learners for jobs and sustainable economics.

4.4 Objectives

The objectives of this Regional Strategic Framework for ESD in SADC, which will contribute to the achievement of the vision, are to:

- 1) Advocate for the integration of ESD into existing policy, regulatory and operational frameworks through multi-sector approaches, coordination and leadership;
- 2) Strengthen education for sustainable development through capacity building, training and continuing professional development in formal, non-formal and informal learning settings;
- 3) Forge partnerships and networks to promote sustainable sharing of ESD resources in support of the active engagement of youth and communities in ESD practice and action for change;
- 4) Promote research and development of ESD at the national and regional level and strengthen regional knowledge management, monitoring and evaluation; and
- 5) Connect Education for Sustainable Development to 21st century skills, jobs and a sustainable economy.



5. Strategic Directions

The five priority action areas of this ESD Strategy explained below are to be implemented by the SADC Member States and regional and global stakeholders with the support and assistance of the SADC Secretariat, UNESCO and its partners. These can be further aligned with ESD for the 2030 Agenda at the Member State level.

5.1 Priority Area 1 – Policy Advancement for ESD

Advocate for the integration of ESD into existing policy, regulatory and operational frameworks through multi-sector approaches, coordination and leadership.

5.1.1 Recommendations

- Work towards a shared understanding of ESD and how this is aligned with existing concepts in development strategies and plans.
- Promote policy measures, which would ensure a strong positive feedback loop between education and innovation as a prime mover of sustainable economic activity in green economies, integrity of biodiversity and habitats where innovation, green skills and the capacity to cope with change will be significant drivers of each economic sector.
- Establish or use an existing coordinating focal point or multi-sectoral governance structure to provide ESD leadership.
- Establish a Standing Committee for ESD at the SADC level that facilitates continuity and monitoring and evaluation of ESD with a rotating Chair.
- Develop communication and evidence-based advocacy approaches and tools for mainstreaming ESD across sectors.

5.2 Priority Area 2 – Capacity Building, Training and Professional Development

Strengthen education for sustainable development through capacity building, training and continuing professional development in formal, non-formal and informal learning settings.

5.2.1 Recommendations

- Develop and implement capacity-building plans aligned with the SADC Continuous Professional Development (CPD) framework for teachers and other education and training sector capacity building structures.
- Develop and share ESD training materials and programmes, including online ESD continuing professional development courses for teachers, teacher educators and education leaders in ECE, primary, secondary, TVET and HEIs, and the non-formal learning sector.
- Review and adapt existing curriculum frameworks to integrate ESD issues and principles across the education and training system (including TVET).
- Strengthen digitalisation skills and capacity for using Information Communication Technology (ICT) for ESD.
- Integrate indigenous knowledge systems in ESD training, lifelong learning and professional development programmes.



- Strengthen approaches that link community education and community engagement programmes to formal education and whole institution approaches – strengthen links between formal and informal learning contexts.
- Extend and make use of SADC-wide virtual communities of practice, reference group members, teacher educators, and youth and education leaders for sharing experience, innovation tools and models for effective ESD implementation.



5.3 Priority Area 3 – Partnerships, Networks, Youth and Community Engagement and Action

Forge ESD partnerships and networks to promote sustainable sharing of ESD resources in support of the active engagement of youth and communities in ESD practice and action for change.

5.3.1 Recommendations

- Empower and train young people in the environment and sustainable development issues, actions and solutions, developing and mobilising agencies for change.
- Strengthen peer-to-peer training opportunities amongst youth organisations, and support the development of fundraising competence and, life skills, enterprise development capacity to extend ESD projects and action.
- Operationalise youth platforms in each member state (including existing youth ministries and structures (e.g. youth councils) for the conception, implementation, monitoring and evaluation of sustainable development activities.
- Undertake inclusive community stakeholder mapping to ensure full community participation and engagement in ESD activities and actions.
- Develop civic and community engagement strategies and community learning processes (co-learning) for ESD that include monitoring, evaluation and learning (MEL).
- Mobilise, share and document indigenous knowledge systems, practices, local cultures and languages and practices to advance sustainable development action at local levels.
- Strengthen community public private partnerships (and private-private partnerships) to support ESD implementation in member states.
- Support involvement of the mass media and social learning platforms that can enhance ESD in proactive ways and strengthen communication for ESD practices.
- Establish and/or extend existing SADC-wide multi-sector networking forums and platforms where Member States collaborate on ESD issues.



5.4 Priority Area 4 – Research, Monitoring and Evaluation

Promote research and development of ESD at national and regional levels and strengthen regional knowledge management, monitoring and evaluation.

5.4.1 Recommendations

- Strengthen research and development activities in different areas of ESD, such as effective learning methods, evaluation tools, formation of attitudes and values, school/institutional development and use of ICT in implementation of ESD.
- Initiate and promote research on and development of the content, learning methods and outcomes, the economic, social-ecological and livelihood advancement effects, and incentives for ESD to inform programme development as well as monitoring and evaluation (M&E) processes.
- Share results of ESD research and examples of good practices with actors locally, regionally and globally, and incorporate these into different parts of the education system for knowledge exchange and learning.
- Strengthen regional platforms for sharing ESD policies and practices.
- Establish or extend existing databases or information management systems for member states actively involved in ESD initiatives and activities.
- Organise and support ESD sharing platforms such as SADC Research symposiums and conferences on ESD that include multi-sector partners, including academia, civil society, teachers' professional associations, environmental and economic sector partners as well as youth organisations, community forums and organisations.

5.5 Priority Area 5 – 21st Century Skills, Jobs and a Sustainable Economy

Promote futures of jobs by connecting ESD to 21st Century skills, jobs and a sustainable economy.

5.4.1 Recommendations

- Foster education curricula to equip learners with a set of key competencies or essential attributes, also defined as '21st Century skills', which give learners the opportunity of thriving in education, personal development, employment and inclusion in a knowledge society. These include analytical skills, effective communication, collaboration, critical thinking, problem-solving, citizenship and digital literacy.
- Promote a set of non-cognitive attributes, qualities and behaviours that are needed for life and work in modern society. These include time management, integrity, understanding emotions, setting and achieving goals, having a sense of responsibility, and feeling and showing empathy for others.
- Reorient vocational schools' curricula to ensure they respond to the demand for a workforce capable of operating well in a modern, skilled economy and integrate ESD in TVET to stimulate new ways of thinking and innovative responses to sustainable development, low-carbon green practices, poverty reduction and support for socio-economic development.



6. Implementation Mechanisms

Each SADC Member State will be responsible for the development and implementation of its respective national ESD Strategy based on these provisions. It is expected that those responsible for formal, non-formal and informal education will cooperate with other relevant sectors in implementing the Strategy.

6.1 Coordination (Institutional)

Working with the existing sector-wide structures, SADC Member States will need to establish a coordination mechanism for implementing the ESD Strategy at the national level and for sharing information and stimulating partnerships among different actors. Recognising that Member States may wish to set their own priorities and schedules for implementation in accordance with their needs, policies and programmes, the national implementation plans should address objectives, activities, measures, tentative timetables, means of implementation and evaluation instruments and budgets.

6.2 Roles and Responsibilities of Stakeholders

The Member States should play a proactive role in promoting and facilitating the Strategy's implementation in their respective Member States. They should assess and regularly follow up on its implementation at all levels of governance. Other relevant stakeholders, including local authorities, academia, non-governmental organisations, education sector, environmental related sectors, the health sector, the private sector, industry, transport and agriculture, trade and labour unions, the youth, mass media, local community members and international organisations should be invited to discuss their priorities and take responsibility for implementing and following up on the Strategy. This should have synergies with national initiatives on ESD and Climate Change learning strategies.

6.2.1 Role of SADC Member States

- Address the five priority action areas: Member States should catalyse and reinforce country initiatives focusing on the priority action areas identified in this document.
- Engage all concerned stakeholders: In line with the multi-faceted nature of ESD, Member States are urged to mobilise, engage and support diverse stakeholders under a coordinated strategy for ESD related to the national framework on the SDGs. Use available mechanisms (e.g. national ESD task force, national dialogues to bring these stakeholders together).
- Advocate and mobilise resources to ensure the effective implementation of ESD at the country level, and it is also important for Member States to reach out to the wider public through strong communication and advocacy efforts on ESD.

6.2.2 Role of SADC Secretariat

- Facilitate the validation of the Regional ESD Framework.
- Facilitate the approval of the Roadmap by Ministers of Education and Training and Science, Technology and Innovation.
- Recognise and encourage inter-sectoral partnerships and the roles of Ministries of Environment and other ministries involved in promoting sustainable development in advancing ESD through multi- and inter-sectoral cooperation.
- Facilitate the development of the Regional ESD Framework Action Plan to accompany the Regional ESD Framework.
- Initiate National Policy Dialogues to support Member States to develop/review their National Framework on ESD, in collaboration with UNESCO.
- Monitor the progress of national initiatives in collaboration with UNESCO.





6.2.3 Role of UNESCO

- Support partnership and collaboration between country initiatives.
- Provide dedicated technical support to identified country initiatives and organise regional information meetings to provide technical guidance on their establishment.
- Facilitate National Policy Dialogues to support Member States in developing/reviewing their National Framework on ESD.
- Together with the SADC Secretariat, monitor the progress of country initiatives.

6.3 Monitoring, Evaluation and Accountability

Performance related to the implementation of the ESD Strategy in SADC will be ascertained by ensuring continuous monitoring, regular evaluations and accountability of the set-out action plans and their respective indicators, which include anticipated outcomes from the interventions. Accountability will ensure compliance with set standards and results against planned activities/targets. These should be responsive to the demands and expectations of the national leadership, citizenry as well as donors.

A separate monitoring and evaluation framework will be developed in the next phase to be aligned

with national reporting on SDGs and education sector advancement instruments.

6.4 Funding

It is expected that the implementation of the action points enunciated under the strategic areas will be funded through Member States. Many of the proposed actions can be incorporated into ongoing development work in the education sector. Governments may consider using budgets and economic incentives to finance ESD for all forms of education, including introducing scholarships on ESD and capacity building in educational institutions. Efforts should be made to include ESD components in relevant bilateral and multilateral agreements.

Allocation of national funding for ESD should be considered in light of **ESD being an integral dimension of relevant, quality education as outlined in SDG 4, Target 4.7**. This will allow for the allocation of core education funding for the advancement of ESD as an important and necessary contribution to the quality, relevant education that better equips learners to deal with contemporary and future challenges in society. ESD is relevant to all subjects, levels, and types of education and enhances the quality and relevance of all levels and phases of education. Therefore, ESD should not be seen as an 'add on' but integral to mainstream education provisioning and resourcing.



7. Roadmap

The Roadmap proposes an eight-year timeline for SADC Member States to develop their National ESD Framework aligned to the Regional Strategic Framework for ESD in SADC and Report Progress on an Annual Basis through Regional Sharing Meetings to the Joint Meeting of Ministers of Education and Training and Science, Technology and Innovation.

Table 2: Implementation Roadmap

| Time frame | Action | Responsibility |
|------------|---|----------------------------------|
| May 2022 | Validation of the Regional Strategic Framework for ESD in SADC | Secretariat/UNESCO |
| June 2022 | Approval of Roadmap by Ministers of Education and Training and Science, Technology and Innovation | Secretariat |
| 2022-2023 | Development of Regional Strategic Framework for ESD Action Plan and M&E tools to accompany the Regional Strategic Framework for ESD in SADC | Secretariat/UNESCO |
| 2022-2024 | National Policy Dialogues – Support Member States to Develop and/or Review their National ESD Strategy/ Strategies ⁵ | Secretariat/UNESCO/Member States |
| 2022-2025 | Advocacy Campaign to promote ESD and for a changed mind-set | UNESCO |
| 2022-2027 | Capacity Building for Teachers and for Youth Integration | UNESCO |
| 2023-2030 | Regional Sharing Meetings to report progress on Member State endeavours to promote ESD | Secretariat/UNESCO/Member States |

5. It is recognised that some countries may have multi-sectoral or multi-levelled ESD strategies that cumulatively form a national ESD Strategic approach.



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