



Creativity
and Innovation
European Year 2009

EU as Global Actor

**The challenges of including ESD in current
EU policies and programmes**

Prof. Charles Hopkins and Mr. Magnus Persson

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Lund, September 28-29,
2009

EU – a giant in action, a dwarf in wording and a ? in implementation?

- Forming and implementing European policies
- Creating action in European educational programmes
- Building competence in European education and training

... from an ESD perspective?



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EU definition of lifelong learning

- “All general education, vocational education and training, non-formal education and informal learning undertaken throughout life, resulting in an improvement in knowledge, skills and competences within a personal, civic, social and/or employment-related perspective. It includes the provision of counselling and guidance services.”



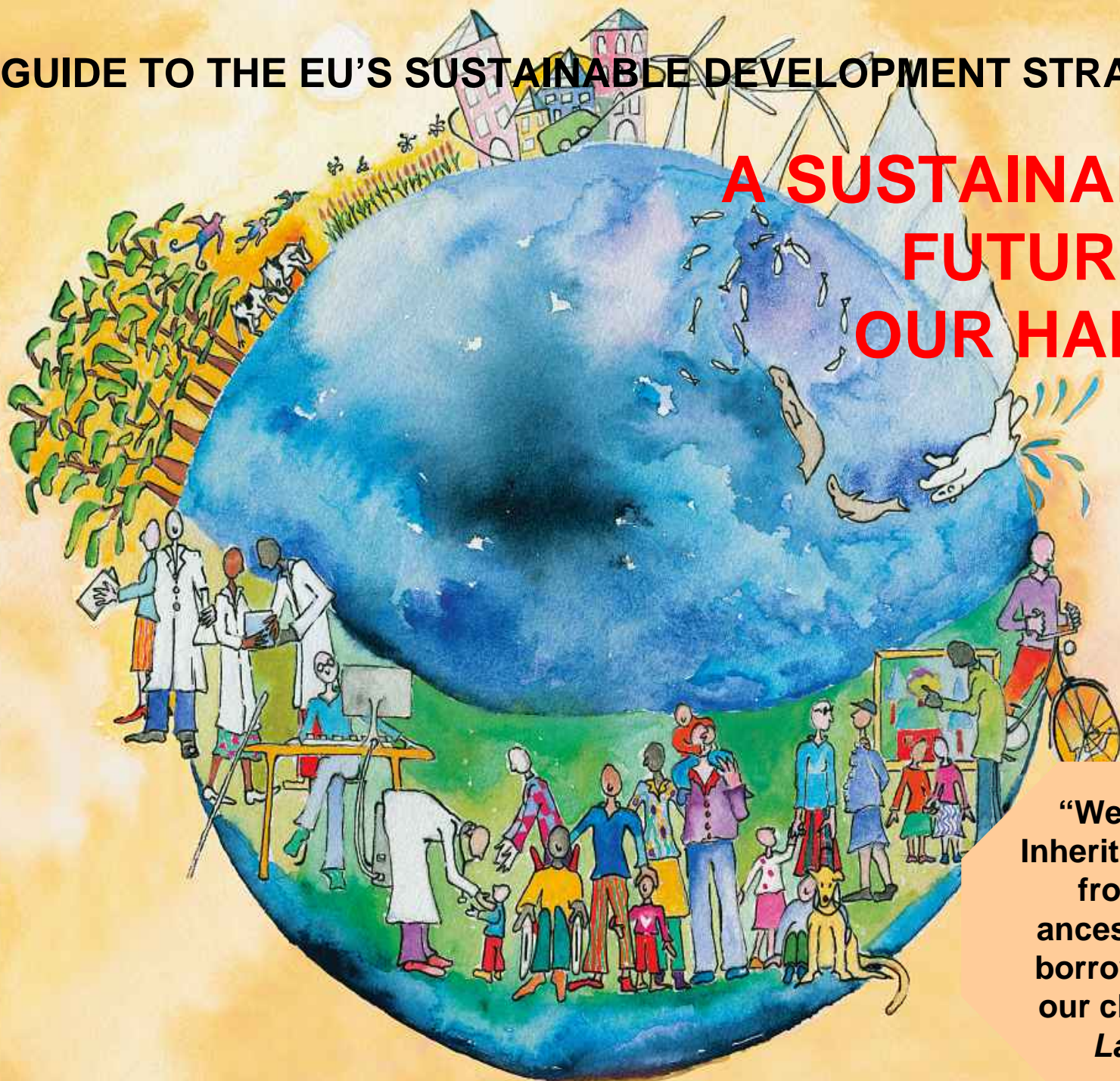
Roles of education and training in the EU

- To contribute in the realization of the Lisbon Strategy goals
 - *Education as a central force to achieve the goals*
- To equip a new generation
 - *Education for knowledge, competence and lifelong learning*
- To contribute to a global sustainable world
 - *Education as an instrument for sustainable development*



A GUIDE TO THE EU'S SUSTAINABLE DEVELOPMENT STRATEGY

A SUSTAINABLE FUTURE IN OUR HANDS



**“We do not
Inherit the Earth
from our
ancestors; we
borrow it from
our children.”
*Lakota***

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EU Strategy for Sustainable Development (SDS)

- Climate change and clean energy
- Sustainable transport
- Sustainable consumption and production
- Conservation and management of natural resources
- Public health
- Social inclusion, demography and migration
- Global poverty



Sustainable Development
Together For Tomorrow

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EU SDS: Cross-cutting policies

- Education and training
- Research and development
- Using the economy to bring about change
- Communication and mobilisation

... as vehicles to reach the goals



The strategic (policy) framework for European cooperation in education and training: “ET 2020” (adopted 2009)

Four long term strategic objectives:

- Making lifelong learning and mobility a reality;
- Improving the quality and efficiency of education and training;
- Promoting equity, social cohesion and active citizenship;
- Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training.



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Challenge 1

- Now, what happened to Sustainable Development in EU educational policy?
 - Especially with regards to the emergence of the UNDESD
- and
- The Bonn Declaration



The Four Thrusts of ESD

- 1 - Access and retention in quality education
- 2 – Reorienting existing education
- 3 – Public awareness and understanding of SD
- 4 – Training (life-long learning)



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UNESCO World Conference Bonn -2009

Who

900 participants from 150 countries, 48 ministers and vice-ministers

Objectives:

- to highlight the contribution of ESD to quality education;
- to promote international exchange on ESD;
- to take stock of Decade activities;
- to develop strategies for the way ahead



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Agreement pending to:

- “Promote ESD’s contribution to all of education and to achieving **quality education**”
- “Increase **public awareness** and understanding about sustainable development and ESD”
- “Mobilize **adequate resources** ..., in particular through integrating ESD into national development policy and budgetary frameworks”
- “Support the incorporation of sustainable development issues [e.g., climate change] using an integrated and systemic approach in formal education as well as in non-formal and informal **education at all levels**”



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Bonn Declaration – A Call for Action:

“ESD should become an integral part of the **training of leaders in business**, industry, trade union, non-profit and voluntary organizations, and the public services”

“Involve **youth** in the design and implementation of ESD”

“**Develop knowledge** through ESD networking”

“Promote the ESD agenda in **other major education and development forums** ... such as the G8, G20, Copenhagen Climate Change Conference



Article 149 of the Treaty

- 'The Community shall contribute to the development of quality education by encouraging co-operation between Member States and, if necessary, by supporting and supplementing their action, while fully respecting the responsibility of the Member States for the content of teaching and the organisation of education systems and their cultural and linguistic diversity.'



Bonn: National Plans of Action

Strategic guidelines for stakeholders:

- Further develop the concept of education for sustainable development and broadly spread good practices
- Forge stronger links between individual players and stakeholders in education for sustainable development
- Increase public visibility of education for sustainable development
- Strengthen international co-operation



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Enhancing the 'knowledge triangle'

- Education and Training programmes
- The Seventh Framework Programme (FP7)
 - bundles all research-related EU initiatives together under a common roof
 - Categories: Cooperation, Ideas, People and Capacities
- Competitiveness and Innovation Framework Programme (CIP)
- Structural and Cohesion Funds for regional convergence and competitiveness



A tool: The (operative) EU Lifelong Learning Programme (LLP)

- A budget of 7000 million euros for the period 2007 – 2013
- General objective: “Through lifelong learning contribute to the development of the Community as an advanced knowledge-based society,
 - with sustainable economic development,
 - more and better jobs and
 - greater social cohesion,

while ensuring good protection of the environment for future generations.”



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10 priority areas for actions in 2009

... of which one of the ten priorities is

- To reinforce sustainable development, including issues relating to energy and climate change, through actions in all sectors of education and training.



“Making lifelong learning a reality”

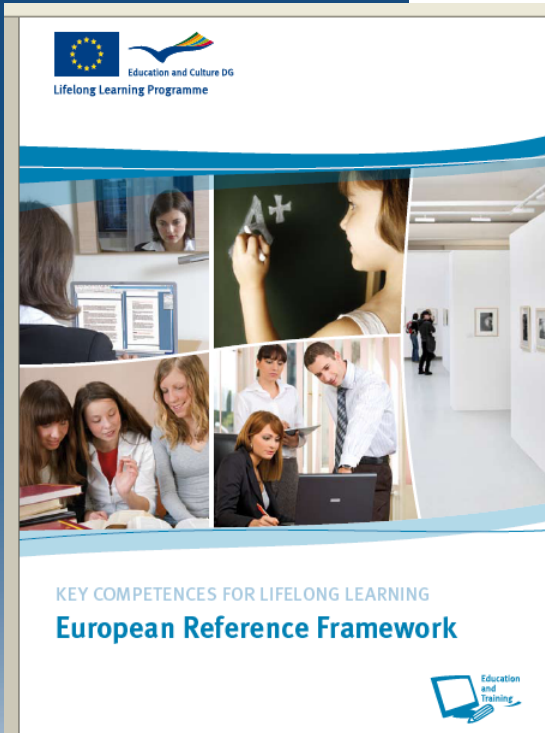
- Key competences in lifelong learning
- European Qualifications Framework for lifelong learning (EQF)
- Framework of actions for the lifelong learning development of competencies and qualifications (the European Social Partners: ETUC, UNICE, UEAPME, CEEP)

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EU Key Competences – A Reference Framework

- Communication in the mother tongue
- Communication in foreign languages
- Mathematical competence and basic competences in science and technology
- Digital competence
- Learning to learn
- Social and civic competences
- Sense of initiative and entrepreneurship
- Cultural expression and expression



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Challenge 2

- Do these competences support and/or match ESD?
- How to include awareness of the issue of sustainable development in these, by the EU, desired human competences?
- HOW DO WE ENGAGE THE CORE DISCIPLINES?



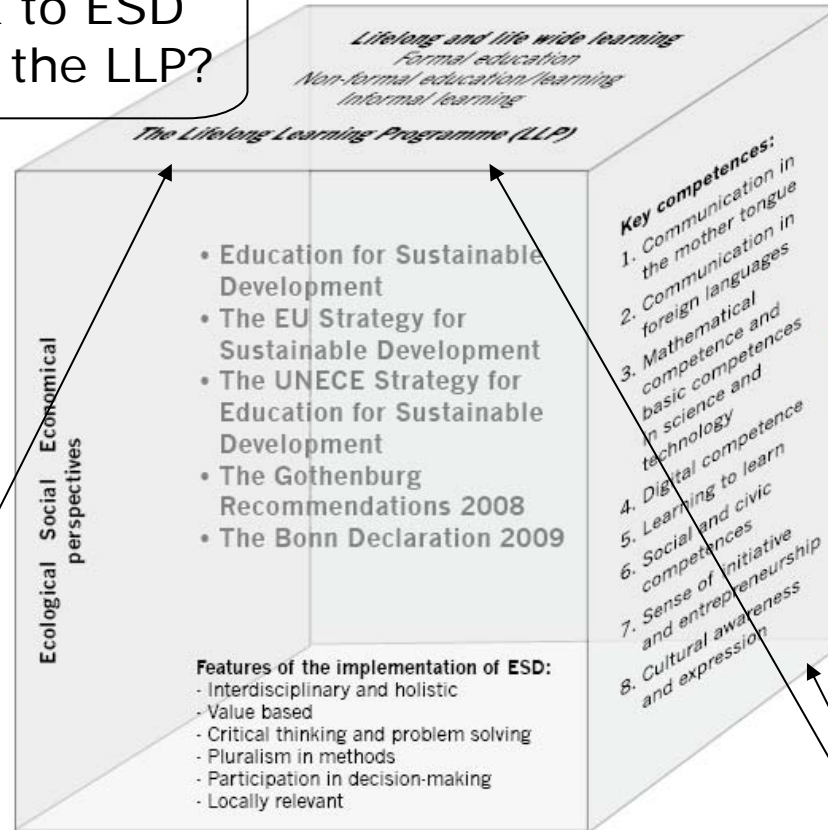
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Challenge 4

The EU Strategy for Sustainable Development (EU SDS):

1. Climate change and clean energy
2. Sustainable transport
3. Sustainable production and consumption
4. Conservation and management of natural resources
5. Public health
6. Social inclusion, demography and migration
7. Global poverty

Link to ESD and the LLP?



SDS and ESD into curricula?

The objectives of the UNECE Strategy for ESD:

1. Ensure that policy, regulatory and operational frameworks support ESD;
2. Promote SD through formal, non-formal and informal learning;
3. Equip educators with the competence to include SD in their teaching;
4. Ensure that adequate tools and materials for ESD are accessible;
5. Promote research on and development of ESD;
6. Strengthen cooperation on ESD at all levels within the UNECE region.

How?

Where is the term ESD used in EU policy and programmes ...?

Synthesis

Ways to re-orient education and training in policy and practice in Europe from an ESD perspective

The Gothenburg Recommendations – areas for immediate reorientation:

1. Access for all to a process of lifelong learning
2. Gender
3. Learning for change
4. Networks, arenas and partnerships
5. Professional development to strengthen ESD across all sectors
6. ESD in curriculum
7. Sustainable development in practise
8. Research



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Challenge 3

- How does the EU reorient from an “education for development” system to an “education for sustainable development” system?
- Which elements are necessary to be introduced and included for real ESD action in the LLP?

Dilemmas

- National sovereignty but the Open Method of Coordination
- Strong EU emphasis on making lifelong learning a reality, but without highlighting ESD



Necessary steps to reorient education and training in the EU

- Explicitly express the concept and terminology of ESD in European educational policies and in the specific LLP objectives
- Include ESD perspectives in each of the eight European key competences
- Insert ESD in all national curricula
- Equip educators with the competence to include SD in teaching and learning
- Ensure that adequate resources and tools for ESD are accessible in education and training





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