

## Which are the Hopes and Challenges with ESD Beyond 2014?

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A question that arises after the failed conference of Rio+20!

The ESD Decade will end 2014, without having accomplished all goals (Lost Decade?) Therefore efforts have been started to cope with these open issues by stating what has been achieved and where have we failed. A conference in Bonn,

**EDUCATION FOR SUSTAINABLE DEVELOPMENT –INTERNATIONAL WORKSHOP 'HORIZON 2015'**, organized by the German UNESCO Commission in 2012, asked participants (around 50) to identify obstacles and resources that could hinder or further the agreed vision for ESD. These activities resulted in a list of 'Help' and 'Hinder', see below

These conference lists are usually non-committal because they do not demand to be on active. More effective are overviews where issues are prioritized, thus the stakeholders know where to start and where they feel supported by the knowledge and insights of the community.

**Table 3: Obstacles and resources that hinder and help the ESD vision, p. 20**

### Help

- Lessons learned on ESD implementation are being captured
- Growing number of ESD learning networks and partnerships
- More involvement and engagement in ESD from different sectors of society
- Increased commitment of education ministries
- Learning opportunities in the area of sustainability for leaders and top managers
- Increased availability of ESD materials and resources
- Great opportunities to embed ESD in international initiatives such as the MDGs, EFA and the SDG
- Current economic and political system

### Hinder

- Limited ability to drive curriculum changes at the state level
- Resistance to change
- Not much engagement in ESD on the part of senior managers and leaders, business sector and the media
- Financial crisis
- Lack of strategic communication
- Short-term thinking and lack of flexibility

### **EDUCATION FOR SUSTAINABLE DEVELOPMENT – INTERNATIONAL WORKSHOP 'HORIZON 2015'**

Report and Recommendations

27-28 February 2012, Bonn, Germany

Publisher: Secretariat, UN Decade of Education for Sustainable Development (2005-2014) German Commission for UNESCO

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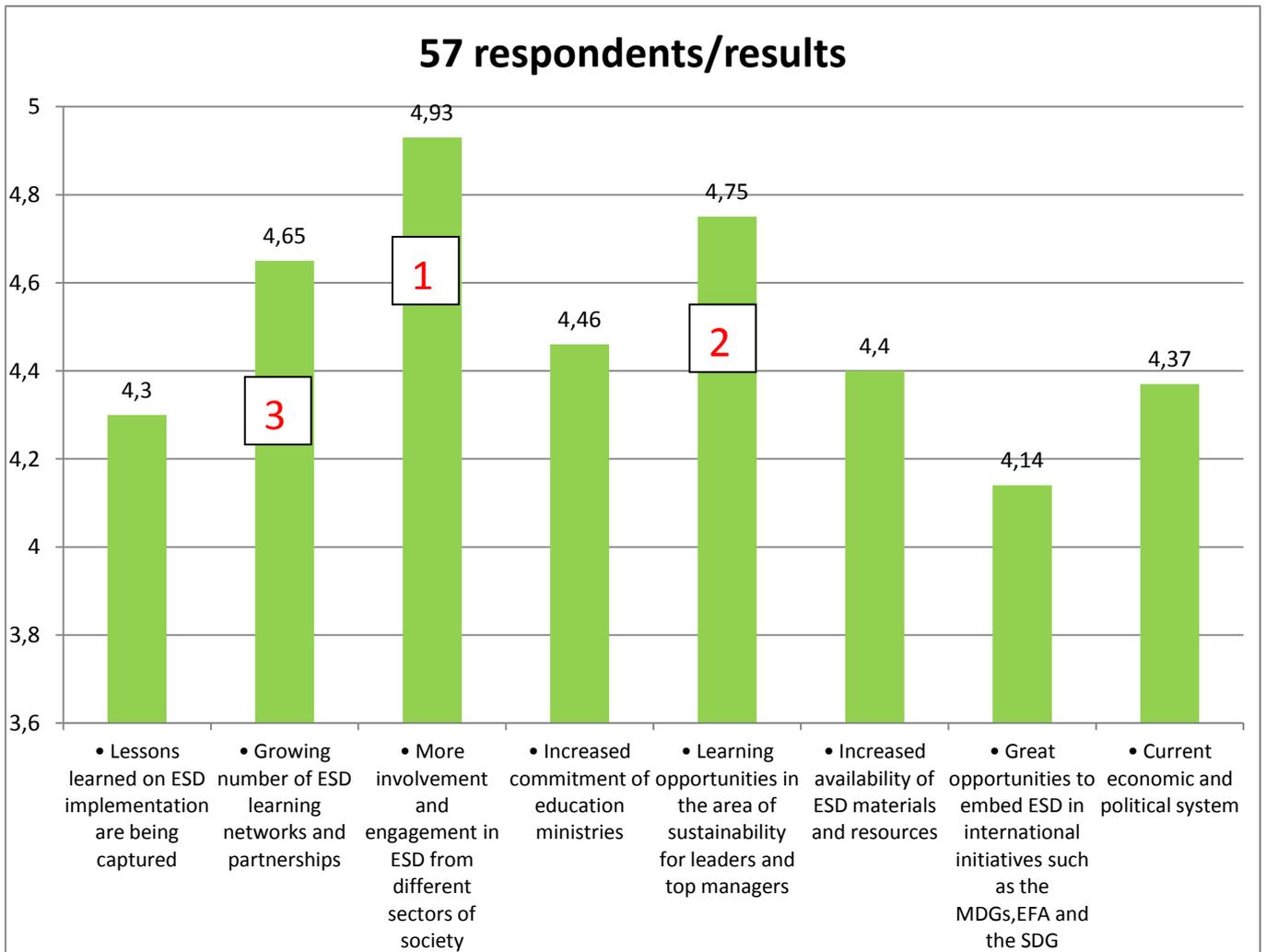
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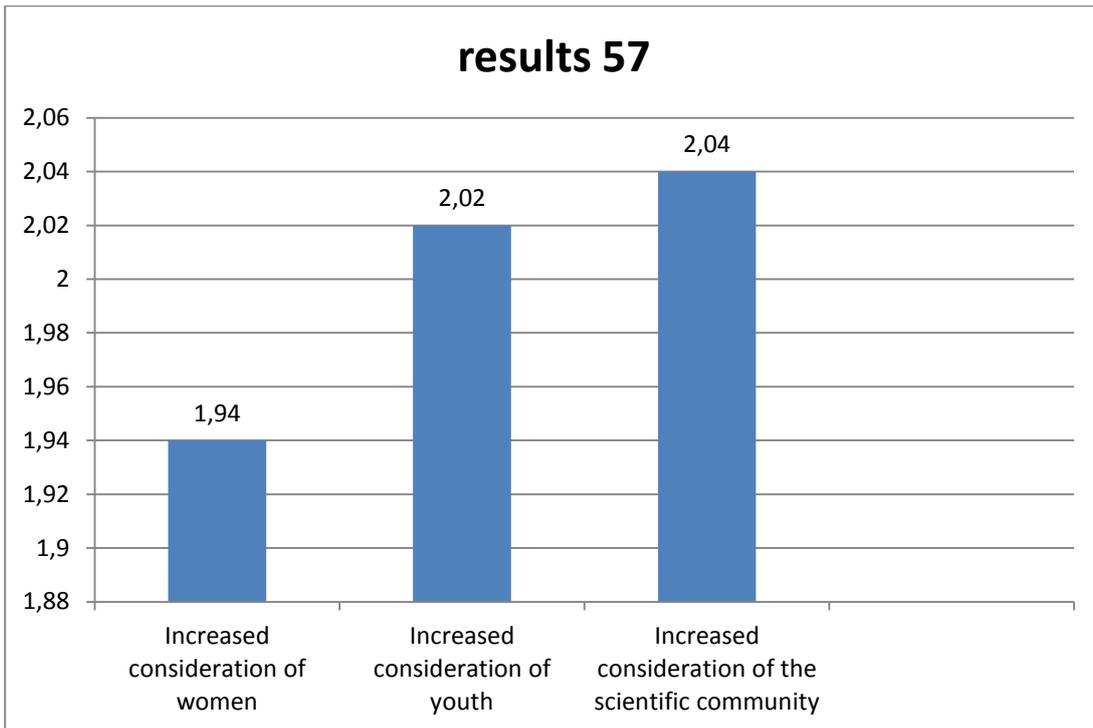
EDUCATION | SCIENCE | CULTURE | COMMUNICATION

We have asked ESD experts to do a ranking, results below

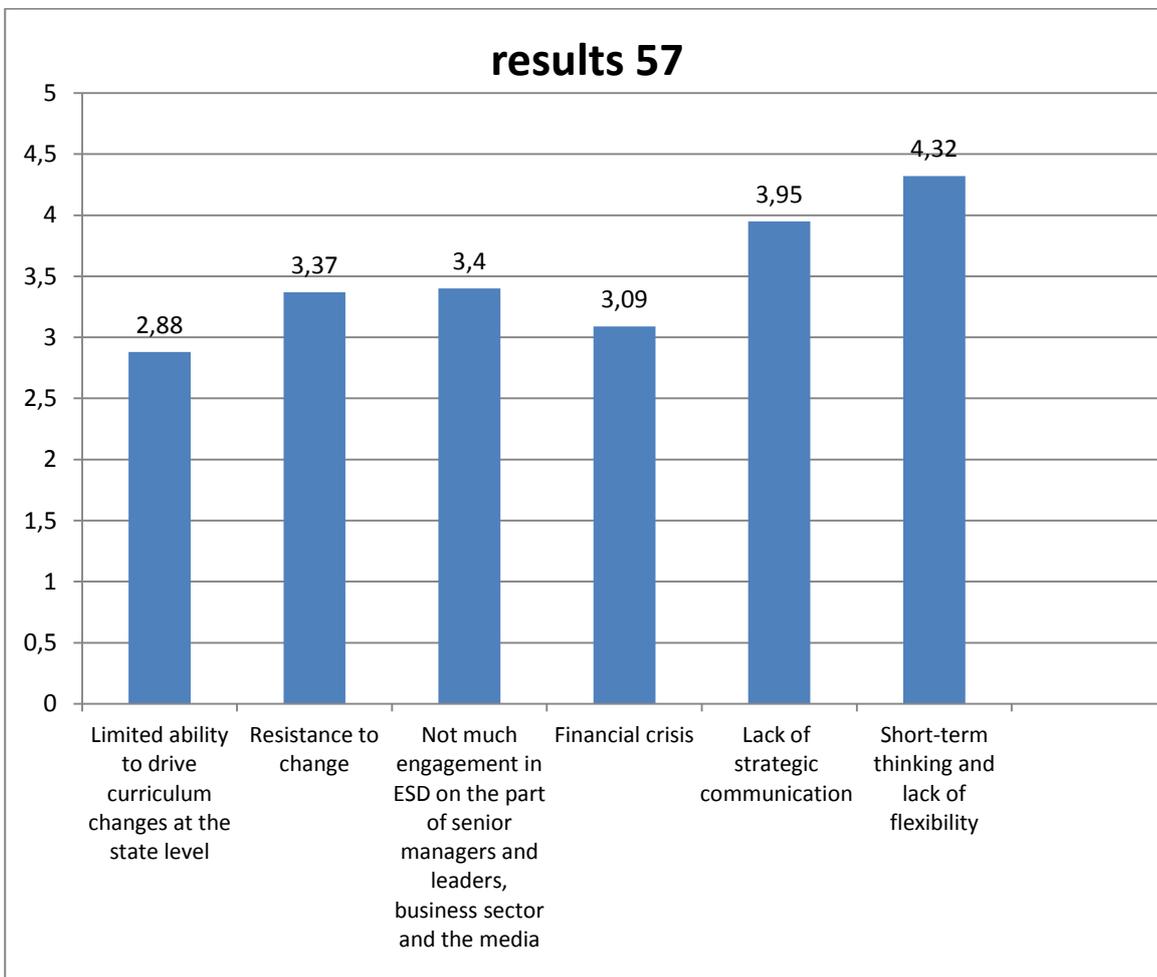
Which of the Drivers are most effective, will help in implementing ESD, do it by ranking, 8 has the highest value, average result (Mittelwert), 57 respondents , 29.09.12



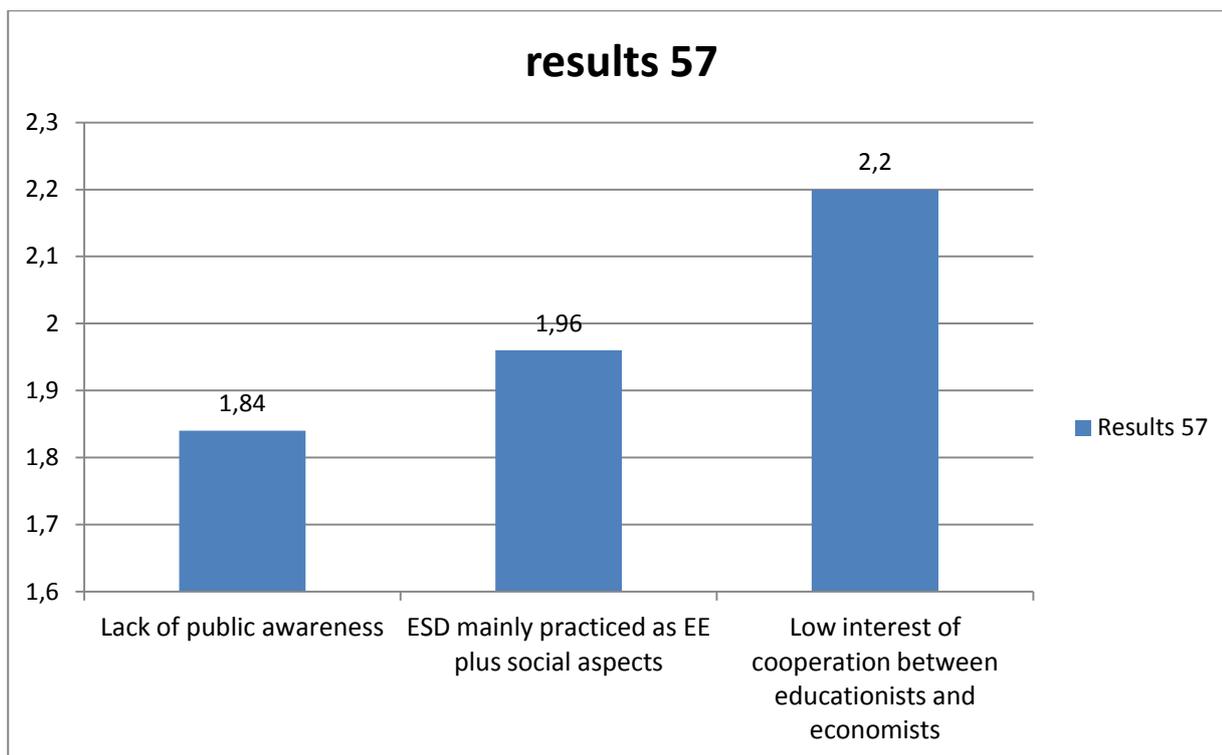
Further drivers which haven't been considered, average value



Barriers



## Additional Barriers



### Summary:

Results of the survey on 8 **Drivers** („Helper“), these activities will help, ranking to respondents' consent

- 1. More involvement and engagement in ESD from different sectors of society**
- 2. Learning opportunities in the area of sustainability for leaders and top managers**
- 3. Growing number of ESD learning networks and partnerships**

Least votes: Great opportunities to embed ESD in international initiatives such as the MDGs, EFA and the SDG

Additional Drivers: **Increased consideration of the scientific community;**

followed by

# increased consideration of youth

# increased consideration of women

Results of the survey on 6 **Barriers** („Hinder“), these activities will hinder ESD's implementation, ranking to respondents' consent

- 1. Short-term thinking and lack of flexibility**
- 2. Lack of strategic communication**
- 3. Not much engagement in ESD on the part of senior managers and leaders, business sector and the media**

Additional Barriers: **Low interest of cooperation between educationists and economists**

followed by

# ESD mainly practiced as EE plus social aspects

#

# Lack of public awareness

### What to do?

#### Which approaches, which strategic goals should be followed now and beyond 2014 according to experts' views?

The results of this interim report have already revealed a trend. Coping with the efforts of implementing ESD is less a problem of the current financial constraints, it is a question of more cooperation among different social groups, a broadening and deepening of networks, a continuous exchange of good practices and a greater involvement of the science community.

Deficits: there is still a lack of commitment of the economy in general and a low interest in cooperating between educationists and the business people and the media. Executive education for SD must be seriously taken into account, there is a need for increased cooperation between the 'new learning' (mental mode) and the business sector (new economic mode) in training of business leaders.

(Open question: the low ranking of 'youth' and 'women')

One of the predominantly deficits is to be sought in short-term thinking and lack of strategic communication among the stakeholders. The greater the need for sustainable and integrative thinking the more we are dependent on ESD.

See also: [Drivers and Barriers to Implementing ESD](#) with Focus on UNESCO's Action and Strategy Goals for the Second Half of the Decade, D. GROSS & S.NAKAYAMA

