

INTEGRATING SUSTAINABILITY INTO AGRICULTURAL EDUCATION

UNESCO Bangkok

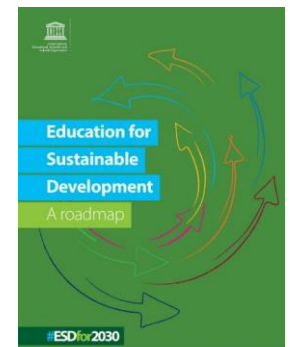
SDG4

By 2030 ensure all learners acquire 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.



ESD ROADMAP 2030

Priority action area 5 on local level action emphasizes the importance of actions in the communities as they are where meaningful transformative actions are most likely to occur.



The background features abstract, hand-drawn green lines on a white surface, creating a sense of movement and organic growth. These lines are scattered across the page, with some forming larger, irregular shapes that frame the text blocks. The overall aesthetic is clean, modern, and eco-friendly, consistent with the theme of sustainability.

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

Societal transformation:

Enable the achievement of the SDGs towards building a more sustainable world

Learning outcomes:

Empower people to take responsibility for present and future generations and actively contribute to societal transformation

Learning content:

Integrate sustainability issues, in particular those enshrined in the 17 SDGs such as climate change, into all kinds of learning

Agricultural Sustainability

By 2030, ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, that help **maintain ecosystems, that strengthen capacity for adaptation** to climate change, extreme weather, drought, flooding and other disasters and that progressively improve land and soil quality.



Linking SDGs 2 and 4

Integrating Sustainability into Agricultural Education:

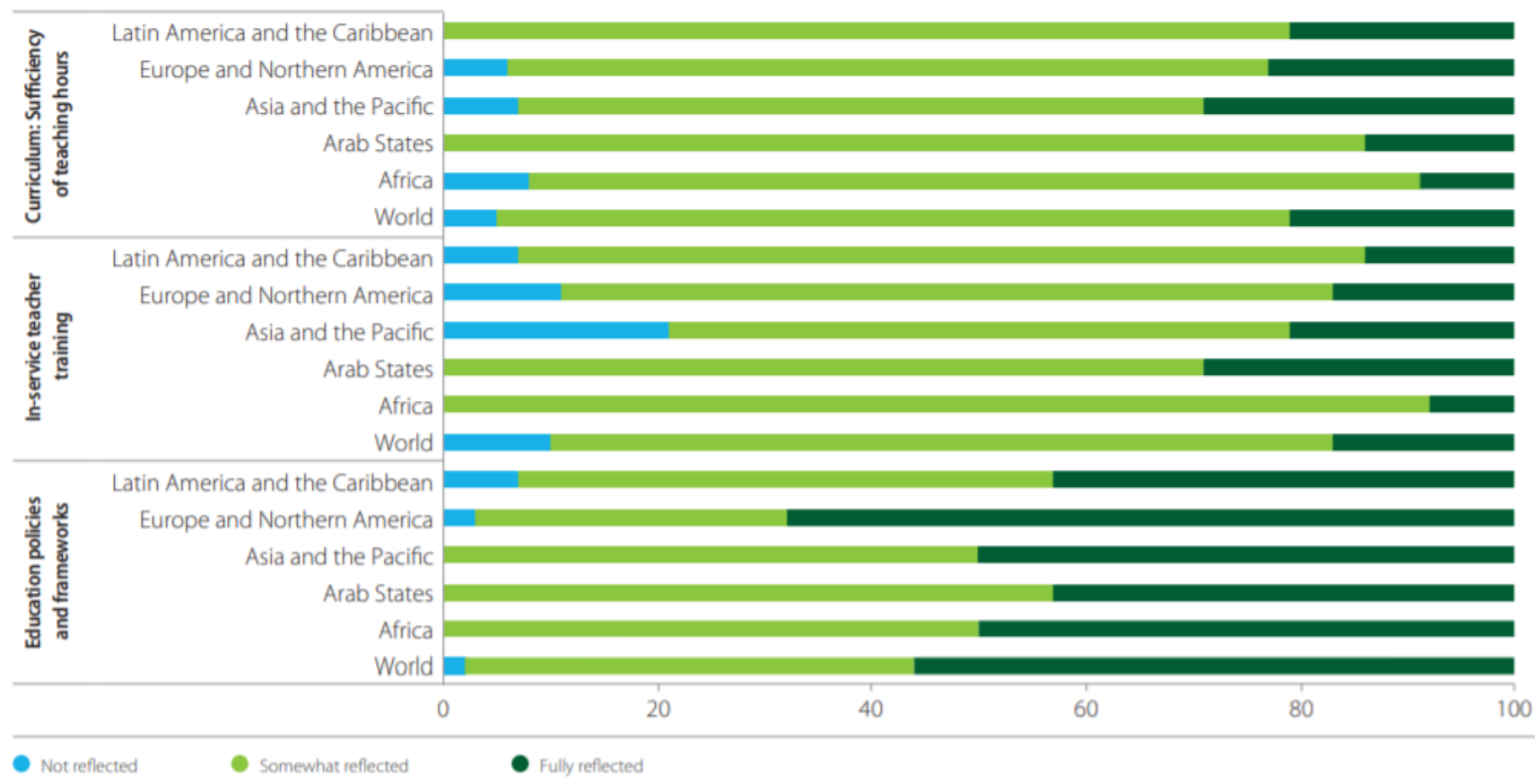
- At Schools
- At Universities
- In farming communities



Schools



Figure 2. Percentage of countries reflecting principles of the 1974 UNESCO Recommendation in their education policy, teacher education and curricula, 2012–2016



Source: 2019 Global Education Monitoring Report (UNESCO, 2018), p. 205



HESI

HIGHER EDUCATION SUSTAINABILITY INITIATIVE

- Mobilizing higher education systems to promote sustainability
- Higher education institutions in HESI commit to:
 - Teach sustainable development across all disciplines of study,
 - Encourage research and dissemination of sustainable development knowledge,
 - Green campuses and support local sustainability efforts, and
 - Engage and share information with international networks.

Communities



Indonesia

- Many qualified experts and demonstration sites
- Curriculum includes agricultural extension
- Limited infrastructure and financial support

Lao PDR

- Green Agriculture Strategy
- Curriculum includes agricultural extension (and organic agriculture)

Philippines

- Majority of curricula focus on conventional chemical based methods
- No coherent support structure for agroecology

Thailand

- Significant expertise and networking
- No coherent support structure for agroecology
- Curriculum weak in relation to extension and sustainability

Viet Nam

- Government support extension services
- Lack of expertise

FUTURE NEEDS



1 DATA – to better understand how agricultural education is being delivered (at all levels) and extent to which sustainability is integrated

2 LEARNING OPPORTUNITIES – to ensure content on sustainability is available in curricula (at all levels)

3 DEDICATED EXTENSION SERVICES – to ensure that information reaches farming communities and provides practical support to enable more sustainable practices

4 M&E – Need to develop metrics to monitor learning outcomes and their impact on sustainability