



**Visions and Recommendations for
the *Futures of Education*
By the IUCN Commission on Education and Communication
(CEC)**

Consultation Report (29/01/2021)



exemplifies this emphasis on local knowledge transfer, place-based engagement, innovative education methods, systemic and critical thinking as to create awareness, change attitudes and develop skills to act effectively against its impact and best serve the education purposes necessary to minimize this impact on humankind and Earth in 2050.



Introduction

The mission of the IUCN [Commission on Education and Communication \(CEC\)](#) is to be an agent of change by taking a lead role in advancing sustainable solutions for economic, social, and environmental challenges through leading communication, learning and knowledge management initiatives in IUCN and the wider conservation community. Volunteering from all around the world to improve education, CEC members are experts in nature, sustainability, environmental education, communication and behaviour change.

The CEC Deputy Chair, who is the CEC Co-chair of Education for Sustainability thematic group as well as the Education Committee Chair, invited CEC members to work collaboratively on a comprehensive strategic document aimed at showcasing the







Sustainable development indicates a long term investment in a prosperous future, which summons the basic elements of that future: youth exploring the physical world around them, businesses and entrepreneurs exploiting natural resources for their business, politicians and public officers involved in making and enforcing decisions that affect sustainable developments and civil society organizations that can bring all these parties together for a joint cause.

Education should bring all these stakeholders together for a shared orientation to prioritize sustainable development, a process that is more effectively achieved through partnerships and cooperation.

[#NatureForAll Discovery Zone](#) and [IUCN CEC resources](#).

CEC Members Survey Outputs

Research Objectives and Methodology

members, based on their experiences, regarding the global challenges that face valuing nature, and as a result, articulating the IUCN standpoint on the futures of education in line with the UNESCO frame.

The survey was conducted online in two phases. In the first phase, IUCN CEC members were asked to name the 5 most important challenges (based on the list of the [UNESCO survey](#)) they expect to impact humankind in 2050 from the point of view of nature protection/mainstreaming nature in all walks of life and justify their answers and priorities in free text. Based on the results of this questionnaire, respondents in the second phase selected topics that education should focus on to address the top 5 challenges, how can nature/biodiversity/sustainability education contribute to tackling these challenges, and what other education purposes could benefit from their suggestions.



environmental crises, named by 78 people (60.46%). The 4th place was for human-



respondents to the second phase would choose sustainability; therefore, we did not include it in our list of education purposes which allowed respondents to focus on the other options. We also considered it important to highlight systemic change thus adding it to our list. To validate our assumptions, we asked confirmatory questions about the extent to which respondents agree with the statements that education should focus on sustainability and systemic change in addressing the top 5 challenges. Our assumptions have largely been substantiated. Based on the confirmatory questions, approximately 90% of respondents gave “4” or “5” on a scale where “5” means “yes, totally agree” and “1” means “no, absolutely do not agree”. That meant that the vast majority of the 49 respondents agreed that education should focus on systemic change (44 respondents) and sustainability (43 respondents).

In the second section of the second phase



to local -and thus global- environmental impacts) and the use of innovative (e.g. ICT tools), creative (e.g. literature, art, drama), interactive and experiential teaching (e.g. outdoor activities, visiting national parks) methods to bring together the sciences, humanities and complexities.

Respondents argued that if their suggestions to tackling climate change would be implemented, the education purposes of health and well-being (43 answers) scientific innovation (27 answers), skills for work and social cohesion (13-13 answers) could benefit best.

Human-Nature Disconnect

Through scientific knowledge transfer people u EMC /Span A/CID 9/Lang (en-US)BDC q0.00000912 0 6



actions to meet this challenge such as birth control, reduction of adolescent pregnancies, gender equity, better access to education for women, better distribution of wealth among nations and within a nation, individual freedom, health and well-being, increasing human rights, sustainable economy and natural resources exploitation.

Respondents believe that, if their suggestions on tackling population growth would be implemented, the education purposes of health and well-being (33 answers), human rights (18 answers), and gender equity (13 answers) could benefit best.



Authors and Contributors

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Annex II



Annex III

Table 1. Distribution of responses to the top 5 challenges

#	Challenge/Ranking	Nr1	Nr2	Nr3	Nr4	Nr5	Total
1	Climate change	43	19	16	11	10	99
2	Biodiversity loss	14	25	22	18	7	86
3	Environmental Crises	14	23	19	16	6	78
4	Human-Nature disconnect	19	6	12	11	15	63
5	Population growth	13	10	15	7	10	55
6	Economic inequalities	6	5	6	7.62		

