



“Good practices on the engagement of youth in education for sustainable development in the UNECE region”

CALL FOR PAPERS

Submission deadline 24th January 2022

The UNECE ESD Youth Platform and UNECE Steering Committee on Education for Sustainable Development (ESD) issues an invitation for the submission of papers and/or case studies on youth and ESD. This publication aims to compile examples of theory and practice of youth engagement in the UNECE region, as well as in other regions whilst showcasing successful approaches related to education for sustainable development and youth. ESD empowers learners of all ages with the knowledge, skills, values, and attitudes to address the interconnected global challenges we are facing, including climate change, environmental degradation, loss of biodiversity, poverty and inequality.

The publication will be published by UNECE Steering Committee on Education for Sustainable Development, which is the regional mechanism to support member States to integrate ESD more effectively in their national context, and integrate ESD in national policy and practice through all forms of their educational systems.

The Steering Committee is aware of the ‘momentum of change and crisis’ we are in. It aims to respond to many known and new challenges in a rapidly changing world with considerable political and socioeconomic developments, both at national and global levels. Within this new era for ESD, youth is placed at the centre within the UNECE region; acknowledging that youth must have a voice in the process of formation of ESD policies on the national and regional level.

This publication pursues to operate as a tool that will facilitate youth to share ideas, thoughts, and practices on various aspects of ESD. We are particularly interested in receiving contributions from stakeholders active within UNECE region, focusing on the following topics (mainly, but not exclusively):

- The role of youth in ESD
- Empowering youth to implement ESD
- Engaging youth in ESD policy making
- Challenges faced by youth for engaging in ESD actions and initiatives and how to overcome them
- Looking towards the future of ESD under the lens of youth

Shorter reflection papers, especially those targeting policy discussions, youth and ESD are also welcomed.

Please note the following questions to help framing reflection on youth participation and involvement in ESD:

- Why should young people be included? What is their **impact** on ESD? What are the **benefits** of involving young people in ESD planning and implementation of ESD policies on the national, regional and international level?
- What are the **tools** that are needed for young people to participate on ESD actions and initiatives? How can a **meaningful youth participation** be ensured, what best practices can be implemented? How young people can be empowered? What are their needs, etc.?

- How and in which ways can be ensured **youth meaningful participation as co-creators of ESD policies** on the national, regional and international level? What **competences and skills** are needed? Which **mechanisms and processes** can strengthen the youth participation in ESD policy making? What **practices** can operate as a good example for the national and regional levels?;
- **Challenges**, faced by youth in implementing and participating in activities related to ESD - this can relate to financial aspects, follow-up of initiatives, etc. If possible, please try and avoid only challenges specifically faced under or only related to the COVID-19 pandemic as these will otherwise divert from the original purpose of the publication.
- What **strategies** have young people developed related to ESD implementation to deal with new circumstances with new uncertainties in relation to climate change, pandemics and natural disasters, changing demographics? How are young people showing **resilience**?
- What are the **policy responses** that aim at supporting youth in improving, their social condition, health, well-being, as authorities worldwide seek to ensure ‘recovery’ and to ‘build back better’? What about youth work responses? How can ESD youth policies adapt after the pandemic?
- How can ESD be incorporated into different setting including **formal and non-formal education**? What successful methodologies have been used to achieve this?

Important dates

Submission deadline: January, the 24th, 2022

Expected notification of selection: Early, 2022, from February on

Expected Publication: May 2022

Submission process and contact details

Please submit your full article using the attached template (see below Annex II) by **24th of January 2022** to esdplatformece@gmail.com with the following subject line: UNECE ESD Youth Publication.

The articles will be evaluated according to their clarity of the content, their relevance with the main topics of the publication and the questions raised, their geographical representation and their benefits to the field of ESD and “Youth Participation”.

The authors of the selected articles will be informed in early 2022, from February on.

Annex I

Background of the call

The UNECE draft concept note for the post-2019 implementation framework reflects in a combined and complementary way many of the issues and needs for ESD, identified above and contributes to improve educational systems and other mechanisms to enable people to learn, live and work in the planet and the region that are more prosperous, just, creative, healthy and sustainable. It is focused on the four priority strands: a) Quality Education and ESD, b) Whole Institution Approach/Institutions as communities of transformational learning, c) Digital Education, ICT and ESD, d) Entrepreneurship, Employment, Innovation and ESD. Youth is considered as a key actor of their implementation. As it is stated in the draft concept note “the present generation of youth is the first generation that can see the accumulated impact of crises in climate change and loss of biodiversity in the full scale, but also, perhaps, the last generation that can turn the tide and set compass for the needed transitions. This not only requires that they have to be appropriately educated, equipped and prepared for transitions towards a more sustainable world, but their active participation aspirations and creativity is needed now, during the formulation of critical policies, as major decisions of today will influence and, to some extent, will define their future, their role, their impact, and finally the shape of the world in which they will live in and are expected to manage” (p. 5.)¹.

Youth has also taken an increasingly central role in international frameworks. The appointment of a special UN envoy of youth, formal youth engagement mechanisms and specific strategic frameworks, such as the EU Youth strategy, are some examples of this. Similarly, young people have been increasingly involved not only in participating, but also shaping global conferences and policy documents. Some examples include participation in the Conference of Youth held in the framework of the United Nations Climate Change conference and the different side events held at major ESD related processes, including the side-event in Milan for the pre-COP26 youth event, the UNESCO ESD Road Map, the Global Education Network Europe (GENE) launch of the Maastricht+20 preparatory process towards a new European Declaration on Global Education to 2050, and other.

This call for publication is launched with these different international processes as a backdrop, aiming to showcase successes and challenges by youth in implementing and shaping ESD now and in the future. It aims to build on other ongoing worldwide processes such as the EU competence framework for Green Skills and the UNESCO ESD for 2030 roadmap.

For more information on ESD and the various international frameworks please refer to [non exhaustive list]:

- <https://unece.org/environment-policy/education-sustainable-development>
- <https://en.unesco.org/themes/education-sustainable-development>
- https://ec.europa.eu/education/education-in-the-eu/european-education-area/education-for-environmental-sustainability_en
- <https://www.sdg4education2030.org/education-sustainable-development-goals-learning-objectives-unesco-2017>

¹ Draft concept note for the post-2019 implementation network, inf. Paper 7.
https://unece.org/fileadmin/DAM/env/esd/15th_Meeting_SC/Doc/Informal_documents/Information_Paper_No._7_-_Draft_concept_note_post-2019_implementation.pdf

Annex II

Template for your input to be included in the UNECE ESD publication on youth

You are in receipt of this template for the purposes of providing an input (good practice case study) for possible inclusion in the publication on “Good practices on the engagement of youth in education for sustainable development in the UNECE region”

For your submission to be considered, the project/programme, position paper or relevant research must take place in the UNECE region or be related solely to youth and must address one of the topics described in the call for papers.

The publication is expected to follow the following structure:

Chapter 1: The role of youth in ESD

The aim of this chapter is to highlight the role of young people as the primary target group of formal education and the role young people play in implementing and promoting activities related to ESD.

Chapter 2: Empowering youth to implement ESD

The aim of this chapter is to showcase the importance of meaningful youth participation, the different forms it can take and how youth can be or is included in the different processes related to the implementation of ESD.

Chapter 3: Accelerating ESD through youth actions

The aim of this chapter is to compile activities from youth or with youth related to ESD from a variety of actors [youth organizations, local and national governments, international organizations, etc.] which highlight successful examples of youth actions and youth participation in the implementation of ESD within the UNECE region.

Chapter 4: Challenges faced by youth and how to overcome them

The aim of this chapter is to compile all types of challenges youth are facing in implementing and participating in activities related to ESD; this can relate to financial aspects, follow-up of initiatives.

Practical information

The narrative of the case study must address the topics outlined in the call and have a maximum length of 2000 words excluding bibliographical references, tables, charts etc). The narrative should tell the “story” of the case and not a set of bullets (i.e. it should be submitted in the form of an article). The articles (position papers, research, critical essays) must include a clear statement of the problem being addressed, be grounded in relevant international literature and be accessible to an international audience.

Empirical articles should also include a description of research methodology and methods, findings, and a critical analysis/discussion. Recommendations or implications for policy and/or practice are encouraged. Critical essays and analyses related to the scope of the publication should follow a representational approach appropriate to the particular kind of analysis. Program evaluations must demonstrate innovative advances in the field and should state goals and/or objectives; document the context(s), processes and outcomes; and be transferable to other educational and cultural contexts.

When submitting an article, please include the following information:

1. Title of article:
2. Abstract (max. 150 words)
3. Keywords 3-6
4. Chapter the article best fits under (see above):

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5. Type of article (theoretical, research, example of good practice):
 6. Name(s) of author(s):
 7. Institution/organization:
 8. Country
 9. Email address:
 10. Telephone:

Please take in consideration the following information where relevant:

- Background/literature review
- location
- Goal/objectives
- innovation of the initiative
- methodology / actions taken
- stakeholders' engagement
- Findings
- Discussion
- Key leverage or influence aspects/impacts
- Values of the initiative for youth
- Challenges
- Recommendations/ Way forward
- References

Some other information that you must be taken in consideration during the preparation of your article:

- Articles must be submitted in Calibri, 11 size, in one single space.
- **For articles including illustrations:** figures or pictures must be submitted in a separate file from the main text and indicating in the text where the illustrations are to be inserted.
- **Figures.** Figures should be high quality (1200 dpi for line art, 600 dpi for grayscale and 300 dpi for color, at the correct size). Figures should be supplied in one of the following preferred file formats: EPS, PDF, PS, JPEG, TIFF
- **Tables.** Tables should present new information rather than duplicating what is in the text. Readers should be able to interpret the table without reference to the text. Please supply editable files.
- Bibliographical references must follow the Publication Manual of the American Psychological Association, Seventh Edition (2020). For more information about the APA citation style, visit <https://apastyle.apa.org/>