Reflections of Good Practice of Infusing ESD to Improve Education Outcomes for Indigenous Learners in Light of a Global Pandemic

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Abstract
The COVID-19 global pandemic presented an unprecedented challenge to the sustainability strategies and initiatives of many nations. In many countries, education strategies and funding were negatively impacted and, consequently, especially vulnerable groups were highly affected, amongst them Indigenous communities around the world. As Indigenous communities were already amongst the most vulnerable before 2020, a strategically and well-planned recovery from this pandemic would be vital to secure their well-being.

This article offers reflections on the potential of infusing Education for Sustainable Development (ESD) in the classroom, the school and the community as a whole, to deal with known and yet unprecedented sustainability challenges in presenting commonalities of 32 good practice reports from 21 countries collected in advance and during the global pandemic. Authors make the point of considering the pandemic and its widespread impact as yet another sustainability challenge and position ESD as a potential tool to achieve quality education and unleash the full potential of education for society when planning recovery efforts in hope for a better future of Indigenous communities in the long term.

As the good practices were also included in a report of the UN Special Rapporteur on the Rights of Indigenous Peoples to the 48th Session of the United Nations Human Rights Council, focusing on the post-pandemic recovery efforts for Indigenous Peoples, further thoughts on both official reports and their alignment with the overall 2030 Agenda from an ESD perspective are included.

Keywords: 2030 Agenda, COVID-19, Education for Sustainable Development (ESD), Indigenous peoples, Sustainable Development Goals (SDGs)

Introduction
The UNESCO Chair in Reorienting Education towards Sustainability at York University (Toronto, Canada) has been coordinating a global research network, named #IndigenousESD, since 2017. This network aims to provide research-based knowledge
on quality education particularly for Indigenous children and youth in order to serve the United Nations (UN) 2030 Agenda for Sustainable Development with the 17 Sustainable Development Goals (SDGs) (United Nations, 2015), in particular SDG 4.5 (vulnerable groups), and 4.7 (education for sustainable development and global citizenship).


When the global COVID-19 pandemic hit, a second research phase was well underway. This phase focused on collecting good practice examples of delivering quality education for Indigenous children and youth with activities at the core that were infused by the principles of Education for Sustainable Development (ESD) as stated in SDG 4.7 (United Nations, 2015) and in the ESD for 2030 Roadmap (UNESCO, 2020c).

The ongoing #IndigenousESD research project in documenting examples of good practice was suddenly and heavily impacted by the pandemic. Communities were struggling with sickness and economic challenges as well as school closures. Some researchers no longer had access to the communities or priorities in communities and higher education institutions changed. Many countries shut down their entire education systems (UNESCO, 2020a). Soon, it became clear that Indigenous communities were particularly hard hit by the pandemic (UNESCO, 2020b). Overall impact on students around the world was a reality but much more acute with Indigenous communities. The inadequate delivery of culturally appropriate and relevant education to Indigenous Peoples was a pre-COVID reality (Mellor & Corrigan, 2004; Gordon & White, 2014) now made considerably worse by the pandemic. Yet, a number of research reports were successfully submitted, shared good practices on infusing ESD and additionally reflected on the sudden changes and new challenges.

In 2021, the UN Special Rapporteur on the Rights of Indigenous Peoples, Jose Francisco Cali Tzay, invited submissions from stakeholders involved with Indigenous communities to inform a report to the UN Human Rights Council to focus on the recovery of Indigenous Peoples from the pandemic.

Based on 34 research reports, the authors of this article shared a summary of experience-based reflections (https://www.yorku.ca/unescochair/indigenous-esd/ (November 20, 2022)) and added recommendations to position quality education prominently in the recovery efforts of Indigenous people. Recommendations emphasized the potential of quality education in helping to build Indigenous education systems back better, and consequently supporting an overall sustainable COVID-19 recovery in the long term, while synergistically addressing the 17 SDGs.

This article presents a summary of reflections on the good practices, their potential for today’s and future sustainability challenges and on a process of contributing to the pandemic recovery efforts coordinated within the United Nations in a broader setting of the ESD discourse.
Collecting Good Practices of Infusing ESD to Improve Education Outcomes for Indigenous Populations

The #IndigenousESD research network aims to create research-based knowledge towards improving the education outcomes for Indigenous children and youth through the inclusion of ESD in the curriculum, the school and the community as a whole.

In 2019/2020, research partners were addressing the following questions: What successful Good Practice using ESD is already being incorporated into school systems that serves – amongst other groups – Indigenous children and youth? What can be incorporated into the education and training systems from Indigenous knowledge and traditions to further sustain the community?

Together with their school and community partners, researchers documented existing good practices that put aspects of ESD into practice and that had led to an improvement of education outcomes for Indigenous children and youth.

Methodology

Researchers documented the situation, described the intervention and shared an understanding of why a certain practice had worked, was effective in that particular situation, and finally evaluated the potential transferability to other regions.

The underlying understanding of ESD had been explicitly determined for this research (Kohl & Hopkins, 2019) based on UNESCO’s definitions in the UN Decade of ESD, the Global Action Programme on ESD, and the ESD for 2030 Roadmap (UNESCO, 2014; UNESCO, 2016; UNESCO, 2020c). ESD was seen in addressing local social, economic, and environmental sustainability issues and designing appropriate pedagogy towards positioning sustainability as a purpose of education.

Many researchers also referred to the SDGs directly as their local sustainability challenges reflected SDG themes. The impact of the pandemic was highlighted in many of the practices. Reports also identified barriers and challenges in implementing the practice before and during the pandemic.

The good practices shared by researchers and communities were systematically analyzed by clustering according to the three dimensions of sustainable development, the Delors’ Four Pillars of Education (Delors, 1996) and categorized based on the UNESCO Policy on Engaging with Indigenous Peoples (UNESCO, 2018a) to create results that would align with, and be useful for, the UN engagement with Indigenous peoples (UNESCO, 2018b). The approach followed the methodology of the first research initiative conducted in the network (Kohl & Hopkins, 2019).

Overview of the 32 Good Practices Collected From the #IndigenousESD Network

The good practices covered 32 examples from 21 countries (see Annex: https://www.yorku.ca/unescochair/wp-content/uploads/sites/655/2022/10/21_04_03-04_ANNEX.pdf). 97 % of institutions had also participated in the first phase of the research and had built a trusted relationship with their Indigenous community. Some of the participating 24 research institutions shared multiple practices covering:

- Asia-Pacific region: 13 practices from Australia and Maldives, Malaysia, New Zealand, Philippines, Taiwan;
• Central Asian region: two practices from Kazakhstan in conjunction with their partners in Afghanistan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan, and two from Russia and Mongolia;
• Central/North American region: six practices from Canada, Nicaragua, and the United States;
• Europe: a practice from Finland, and
• South American region: eight practices from Chile, Peru, and Venezuela.

Unfortunately, African Indigenous ESD partners were unable to finalize their good practice reports due to various pandemic circumstances, such as access to Indigenous groups often being nearly impossible, the prolonged university and school closures, layoffs, and lack of resources to coordinate the reporting.

COVID-19 also deeply affected important in-person interactions. For this research, the pandemic led to considerable interruptions and sometimes even ended the project. Initial challenges were often exacerbated in those cases where reporting necessarily included the first months of 2020.

While the overall impact of COVID-19 was difficult for all education systems and youth it was even more acute for Indigenous youth (UNESCO, 2020b). Indigenous communities were overall extremely challenged with regard to health problems and starvation. As a consequence, they sometimes interrupted relationships with outsiders in fear of the virus. Moving education online was possible in some of the settings, but largely limited.

The 32 reported research settings equally covered rural and (sub-)urban areas with 19 solely Indigenous and 13 blended communities. Two of the research settings were defined (semi-)nomadic. 26 of the good practices showed the results of at least one or more years of ongoing learning in partnership between researchers and the Indigenous groups.

The majority of good practices holistically addressed sustainability in its three dimensions and also aligned with Delors’ well-known “Four Pillars of Education” model (1) to know; (2) to do; (3) to be; and (4) to live together sustainably. With the Delors’ model there was a slight downward trend in addressing more comprehensive aspects: to know (all 32), to do (30 of 32), to be (24 of 32), and to live together sustainably (19 of 32). The most important stakeholder group to make a practice successful was represented by teachers and faculty (29 of 32), followed by community Elders (24 of 32), students (24 of 32) as well as ministries (19 of 32), and not-for-profit organizations (17 of 32).

When it comes to directly addressing the SDGs, all of the practices evolved around SDG 4 “Quality Education”, as well as additionally addressed SDG 3 “Good Health and Well-being” (11 of 32), SDG 8 “Decent Work and Economic Growth” (13 of 32), SDG 10 “Reduced Inequalities” (16 of 32), SDG 11 “Sustainable Cities and Communities” (14 of 32), and SDG 15 “Life on Land” (17 of 32). In many cases, the good practices using ESD were put to use to address the new health and other pandemic-related issues.

Regarding the categories of UNESCO Policy on engagement with Indigenous Peoples (UNESCO, 2018a), the findings showed the following priorities: Education and training practices often focused on access to quality education and addressing twenty-first century skills (28 of 32), as well as themes of equality/non-discrimination and employment/employability (20). Topics of self-determination and leadership (21 of 32) were found at focus, including cultural heritage in learning (21 of 32) and a strong con-
nection to development with culture and identity (22 of 32). The conservation and protection of the environment (20 of 32) were relevant to the practices. Finally, matters of gender seemed to play a rather subordinate role (2 of 32).

Barriers and challenges mostly focused on economic concerns, such as funding (23 of 32) as well as necessary training of facilitators or engagement of parents and the community (20 of 32). It should be noted that conflict or fear of crimes hindered some practices. The overall potential for transferability of the 32 practices was perceived as high, even if some practices were rather complex, e.g., whole-community partnerships.

The types of good practices reported from the #IndigenousESD network were as follows:

- four approaches of whole-community partnerships with the school or a cultural center at the heart of the trusted relationship (from Chile, Malaysia, Philippines);
- two visions for a new school or curriculum concept (from Malaysia and Nicaragua);
- two new teaching centers (from Malaysia);
- a master’s program in Central Asia on integrated water resource management;
- a TVET program in reindeer management for herders (from Finland);
- an outreach program to enhance literacy and achieve Indigenous participation in policy processes (from Mongolia);
- an intercultural exchange between the Maldives and Australia with a focus on school gardening;
- twelve stories of successful practices in reorienting curriculum and addressing local needs in culturally appropriate ways (from Finland, Malaysia, New Zealand, Peru, Taiwan, the United States, and Venezuela), partially as a whole-community learning process beyond school-age youth;
- four specific concepts to enhance learning about languages and traditions, some of them with a focus on events for the community to celebrate their heritage (Russia, Venezuela);
- two leadership programs (from Central Asia and Peru), as well as two in-depth mentoring and counseling opportunities (from Canada).

Good practices were future oriented and could adapt to the challenges of the pandemic while remaining in ESD framework.

Beyond Improving Education Outcomes: #IndigenousESD Good Practices Show Potential to Serve in Pandemic Recovery Efforts

Inclusion in the Report of the UN Special Rapporteur on the Rights of Indigenous Peoples

When the opportunity presented itself through the call for contributions to the report of the UN Special Rapporteur on the Rights of Indigenous Peoples to inform the 48th UN Human Rights Council, titled Indigenous Peoples and Coronavirus Disease (COVID-19) Recovery (United Nations, 2021b), focused on the coronavirus disease (COVID-19) recovery phase and related future plans, the authors submitted the 32 good practice examples from the #IndigenousESD research to make the point of how important education was for a holistic recovery. The submission was accepted as one out of 52 submissions from governments, Indigenous groups, non-governmental organizations,
and academia worldwide. The final report of the Special Rapporteur included two direct references to the #IndigenousESD research, taking into account that

“...COVID-19 recovery presents an opportunity to reorient curriculums to address local needs in culturally appropriate, collective ways and enhance learning about languages and traditions. States should support multilingual, intercultural education that incorporates sustainable development concepts in COVID-19 national recovery plans.” (United Nations, 2021b, No. 23)

and stating that it was possible to close the technological gap in infrastructure in partnership

“...between schools and cultural centres to provide sustainable education for indigenous peoples during COVID-19 (for example, in Chile, Malaysia and the Philippines). These partnerships have created new teaching centres and new curricula aimed at addressing local needs in culturally appropriate ways (for example, in Finland, New Zealand, Peru, Taiwan, the United States of America and the Bolivarian Republic of Venezuela).” (United Nations, 2021b, No. 25)

The overall importance of education was underlined as first priority for the fields of action saying that “...COVID-19 recovery measures need to address the long-term needs and financial impacts of the pandemic on Indigenous peoples in terms of education, employment, housing, health and other social services” (United Nations, 2021b, No. 21).

In the final recommendations for education, the UN Special Rapporteur called on States to secure structures to “Ensure that COVID-19 recovery measures address the long-term needs and financial impact of the pandemic on indigenous peoples in terms of education, employment, housing, health and other social services” (United Nations, 2021b, No. 85 lit. c).

The UN Special Rapporteur’s Report was formally submitted to inform the 48th Session of the UN Human Rights Council in August 2021.

Recommendations From the Human Rights Council During Its 48th Session

In September/October 2021, during the debate in the 48th session of the UN Human Rights Council, the negative impact and scope of inequalities caused for Indigenous peoples by COVID-19 measures during the pandemic were described as “truly shocking” (United Nations, 2021c), but the focus shifted toward the direct health and economic impacts of the pandemic. Little attention was dedicated to the role of education for the recovery efforts. In the final resolution (United Nations, 2021d) which was adopted without a vote on 8 October 2021, education as a theme was included in the following aspects of the text:

- Bearing in mind the importance of empowerment and capacity-building for Indigenous women to healthcare through several means, amongst them education (p. 2);
- Noting the serious impact on the health, education, food security, safety, well-being and livelihoods of people across the world, with a disproportionately negative effect on indigenous peoples and to take measures including elimination of barriers, such as digital and language barriers, to the full and effective participation of indigenous peoples in matters affecting their rights, and to leave no one behind (p. 2);
• Acknowledging the outcomes of and lessons learned from the UNESCO International Year of Indigenous Languages in 2019 (p. 3);
• Recalling the International Decade of Indigenous Languages 2022–2032 to draw attention to the critical loss of indigenous peoples’ languages (p. 3);
• Reaffirming the importance of promoting the political, social and economic empowerment of indigenous women and girls, including by ensuring access to quality and inclusive education (p. 6).

Reflections on the Good Practices of Infusing ESD and Their Value to Serve in the Efforts Towards a Post-Pandemic Recovery

Initial Observations
The ESD-infused education practices mostly improved the overall economic, environmental, and social situations of Indigenous peoples in that particular community. Trusted relationships were built and learning from, with, and for each other was established. The good practices also showed that successful measures to improve education outcomes for Indigenous children and youth did not present as one-size-fits-all but addressed manifold local sustainability challenges of concern for the Indigenous community: nutrition and food insecurities, health problems, housing, parenting skills, several reports on trauma and bullying experiences, continuous loss of traditional knowledge and traditions, arts and crafts, languages, dealing with polluted environments, little knowledge and skills relevant for employability, and lack of local employment opportunity.

The pandemic exacerbated these existing challenges for Indigenous communities through the unprecedented health challenges and sudden effects on the infrastructure, especially the school closures. Some of the good practices directly addressed the impact of these changes. Certain barriers to communicate with mainstream society and to understand the implications regarding the spread and magnitude of the pandemic led to undue fear and hardships in Indigenous communities.

It appeared that focusing on revising and reorienting the teaching content/curricula to address a specific situation or project as well as pedagogical modification to include, e.g., place-based, and experiential learning, worked well in many communities. A crucial success factor in creating change was the training of teachers and faculty regarding Indigeneity for 18 out of 32 practices. It was also mentioned as a perceived challenge for the future when asked about implementing Indigenous perspectives, understanding their culture and taking leadership in education change. In addition, mentoring, counseling, and leadership programs created a positive impact for those who were able to participate and became multipliers for knowledge transfer. Yet only a limited number of stakeholders had access to these rather resource-intensive opportunities.

Last but not least, some good practice examples showed that publicly celebrating Indigenous heritage, traditions, arts, and languages through specific events and acknowledging their importance created additional positive outcomes in changing self-perceptions of communities.

Some research institutions, e.g., Leyte Normal University in the Philippines, used this research to strengthen their engagement with local Indigenous communities beyond the research mandate, e.g., to support health initiatives and assist with economic challenges before and during the pandemic (York University, 2021).
Comprehensive approaches of good practice with a three to five-year mid-term partnership strategy were the most successful in bringing positive change to Indigenous communities in education and beyond. These continuous and reliable partnerships made a considerable difference for Indigenous communities, especially during the pandemic when all stakeholders were facing a new reality.

Aligning Good Practices With Knowledge and Experience From ESD

The 32 good practices presented in the research built on the knowledge and experience of embedding ESD, a concept that long been part of the global efforts for quality education but that had not yet been adapted to taking into account a global pandemic. Yet, ESD approaches appeared to be serving well to keep or improve education opportunities for Indigenous children and youth and with their communities during that difficult time.

ESD, when originally developed, presented four thrusts: (a) access to quality education; (b) reorienting curriculum; (c) creating public awareness; (d) infusing ESD in training in all sectors (United Nations, 1992; McKeown, 2002). While the pandemic challenges were perceived as unprecedented, the majority of good practices from the #IndigenousESD touched upon these thrusts:

- 25 practices addressed questions of access to quality education, e.g., being able to attend school in a physical building, if possible, designed in culturally appropriate architectural style, or participating in distance learning was deemed essential for all Indigenous youth;
- 22 practices addressed reorienting the curriculum, e.g., most of the practices in the study addressed successful curriculum and pedagogy changes combined with specific projects that were carried out in the community in co-leadership with the community;
- 22 practices addressed public awareness, e.g., agreeing on jointly negotiated, accepted and transparent plans and timeframes, working with multipliers to inform communities, and actively reaching out to the community for dialogue proved important including celebrating Indigenous heritage, traditions, arts and languages. When working towards a whole-community approach, activities were recommended to be built bottom-up and carefully accumulated within the pre-agreed overall partnership;
- 20 practices addressed training in all sectors, e.g., training of teachers and learning process facilitators on how to respectfully address Indigenous perspectives in general and to conduct specific practices were crucial factors for success.

As a consequence, the authors of this article argue that the four ESD thrusts offer a flexible template to address the education needs of not only Indigenous communities but also in general. They can also serve during a process of developing a trusted relationship to improve education outcomes for Indigenous children and youth. Therefore, the ESD thrusts are perceived as potentially useful in creating the quality education including ESD as needed and seen as relevant by Indigenous communities.

ESD also proved to be fit for uncertain futures as – from the perspective of the authors – the pandemic turned out to be a new global sustainability challenge, comparable to recognized sustainability issues, such as environmental destruction, biodiversity loss, mass migration, and global inequalities.
Sustainability challenges are generally known as environmental, economic, social matters of relevance for the current or further development within a certain community (Marouli, 2021) and their issues can occur in different scales and forms and stem from manifold origins (Barth, 2013). The global pandemic severely affected the world in all three dimensions of sustainable development and drew connections to all 17 SDGs (United Nations, 2020).

The ESD-infused good practices could hold this promise to be ready for uncertain new sustainability challenges as educators continuously included the events of the pandemic in the practices. It meant to meaningfully address new issues in the classroom to make students not only aware but give them the skills to deal with a changing and unforeseeable environment (UNESCO, 2020c; Lauret & Bayram-Jacobs, 2021). Educators in the #IndigenousESD research network were able to prove their skills, including systems thinking and future skills to use ESD knowledge and skills to embed sustainability concepts and practices within education institutions as a whole (Dlouhá et al., 2019, Adéfila et al., 2021).

The adaptability of the 32 good practices of infusing ESD during such unprecedented times also gave reason to believe that they would potentially be transferable to other settings or new sustainability challenges, yet unknown. While the practices from this research were overall individual examples, their commonalities were striking and pointed directly at the great potential of embedding ESD in the classroom and beyond.

The Role of Education in the Decision of the UN Human Rights Council

Since quality education as in SDG 4 was explicitly and repeatedly recognized as crucial to achieving all of the SDGs since 2017, it was strongly recommended in the York UNESCO Chair’s submission to the UN Special Rapporteur on the Rights of Indigenous Peoples to include quality education, infused with ESD, for all Indigenous learners in the specific areas of action for Indigenous Peoples’ COVID-19 global recovery efforts.

Only with equitable access to quality education at all levels in light of SDG 4, Indigenous Peoples would truly be able to move to a next normal, strive towards a better future in the long term, create self-sufficient livelihoods and live a meaningful life, embracing their heritage, traditions, arts and languages. This counts especially as the concept of sustainability has proven essential to learners’ futures (Handayani et al., 2018). Putting education at the center of the COVID-19 recovery was suggested to strengthen the Indigenous Peoples’ overall position, as they claim access and control of their education as a basic human right (United Nations, 2007; UNESCO, 2019) granted to them.

This tenor of the York UNESCO Chair’s submission was included in the final report to the UN Human Rights Council by the Special Rapporteur resulting in two direct references and defining education as the first area of priority (United Nations, 2021b, No. 85 lit. c).

Although the Special Rapporteur’s Report was very clear, only some of the recommendations were brought forward in the Human Rights Council final resolution. In 2021, it seemed like many governments focused on short-term impulses towards an economic recovery, education might have not been sufficiently at focus and was even facing financial cuts in favor of economic stipulations (World Bank Group & UNESCO, 2021). Simply, the return to the physical space of schools and securing of care for children and youth was publicly discussed as the priority (UNESCO/UNICEF, 2020).
Various priorities that were seen as important before the pandemic were rolled back again in favor of economic gains (Auer, 2021).

From the authors’ perspective, these were unfortunate events as they contradicted efforts of positioning quality education at the core of the pursuit of a sustainable future within the activities of the UN to achieve the SDGs. While focusing on quickly achieving a next normal post-COVID-19, staying with existing strategic frameworks and established reporting systems with an overall focus towards the mid- to long-term implementation of the 2030 Agenda are desperately needed.

Although the UN General Assembly was on a clear path with its repeated resolutions on quality education and ESD (United Nations, 2017/2019/2021), the UN Human Rights Council prioritized differently in 2021. It is hoped for the future that all UN agencies maintain a broad holistic sustainability mindset when addressing their particular responsibility, encourage or even seek more integrated solutions.

It is hoped that future recommendations by UN entities consider overall priorities and would fall more synergistically in line with the overall strategy of the UN, such as the SDGs and as recently stated in the vision Our Common Agenda by the UN Secretary-General (United Nations, 2021e). Quality education with ESD at the core must be seen as a fundamental element in the pursuit of a COVID-19 recovery for all and in dealing with any other new sustainability challenge.

Future Outlook

The pandemic has shown that even the 17 SDGs can lose importance at first glance when the world is facing a threat that is perceived greater. This was shown in education during the pandemic and even before as pedagogy had been struggling to address the complex problems of today’s world (Salóte et al., 2021a). Yet, the detrimental effect and loss of nearly 20 years of achievements in quality education have also shown that short-term interruptions might have long-lasting and considerably more negative effects on our futures (United Nations, 2021f).

This article is a call to refrain from short-term perspectives, addressing new challenges within existing frameworks, such as the SDGs. This applies in particular to education as a crucial success factor for our shared futures. In treating the COVID-19 pandemic as a global sustainability challenge, systems could benefit from the existing knowledge and resources that are available to us from literature and practice for this new and unprecedented situation.

By reviewing existing research and using the pertinent data in a related context, such as from the IndigenousESD research, it was possible to quickly inform the COVID-19 recovery planning and hopefully enhance the outcomes.

Confronted with a new reality, we could benefit from a broad field of education research that was suitable to serve the new situation as well, thus finding solutions to the new challenge. Therefore, it is considered as generally valuable to review options of reframing research for new or changing situations (Lotz-Sisitka, 2009).

As the IndigenousESD research showed, good practices that were embedding ESD were future fit and could adapt to the challenges of the pandemic while remaining in ESD frameworks. ESD had also proven before to not contradict other priorities but to be beneficial in supporting other priorities, such as PISA, in education systems (Laurie et al., 2016). Therefore, strengthening ESD efforts is promising.
The pre-service and in-service training of teachers remain at the center of priorities in quality education. Teachers deliver the curriculum and their preparedness is crucial for the ESD to unleash its potential (UNESCO & Education International, 2021). In particular, teacher educators are very relevant as they prepare not only the next generation of teachers but are also multipliers for sustainable development in their communities (Goller & Rieckmann, 2021). Infusing their training with ESD and Indigeneity might unleash a new potential. It might also create a deeper personal understanding for future teachers (SalÓte et al., 2021b) that might go beyond their activities in the classroom and influence their lives as higher education graduates (Pegalajar-Palomino et al., 2021).

With ESD acknowledged as an integral element of quality education and recognized as a key enabler for the SDGs (United Nations, 2017/2019/2021a), it is an imminent opportunity for educators in Indigenous communities to fully implement ESD, to benefit from the broad knowledge and experience in ESD, and to tailor to each community to be put in practice.

Now it is hoped that with the enormous efforts of UNESCO regarding SDG 4 and towards the Futures of Education (UNESCO, 2021) with a broader timeframe of 2050, education will receive more attention in the coming years, especially when it comes to serving the most vulnerable on their path towards a post-pandemic world.

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