Education for Sustainable Development

SUSTAINABLE DEVELOPMENT

SCHOOL BUS

EDUCATION

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'Education is not widely regarded as a problem, although the lack of it is. The conventional wisdom holds that all education is good, and the more one has of it, the better. […] The truth is that without significant precautions, education can equip people merely to be more effective vandals of the earth.'

Orr, David (2004) Earth in Mind: On Education, Environment, and the Human Prospect, Washington DC: Island Press. One of the seminal texts on education, environment and sustainability.

Functions of Learning

Socialization

Vocational

Transformative

Education and Learning

Latin words

- Edcare - to rear or foster
- Educere - to draw out or develop

Learning is more of a psychological phenomenon, a process in which we develop ways to see and interact with the world around us.

Education is more of a sociological phenomenon, more focused on what educators do to facilitate learning in others.

- We learn not just as isolated individuals but within a social context.
- Organisations are also involved in learning.

The term Education for sustainable development - ESD

Terminology is extremely complex and highly contested

Many 'adjectival educations' which coexist and intersect and overlap:

Environmental education

Peace education

Human rights education

Inclusive education

Citizenship education

Global education

Etc.

Learning for sustainability

Aspect	Dominant approach	Future perspectives
Problem	Pollution/end of pipe	Pollution/source reduction
Solution	Environment protection	Sustainability solutions
Connectedness	Humans separate from ecosystems	Humans as part of ecosystems
Time frame	Present/short term	Future/long term
Goals	Awareness and knowledge	Changed behaviours, practices and structures
Education methods	Predominantly information-based	Participatory and experiential learning, community development and capacity-building
Learners	Audiences/target groups	Participants/stakeholders
Implementation	Mainly top down	Through partnerships/networks
Legitimacy	Predominantly technical expertise	Based on different ways of knowing

Environmental Education EE	Education for Sustainable Development ESD
Deals with environmental problems	Deals in an integrated way with the protection of the environment, an effective use of natural resources, maintenance of the ecosystem, a well-functioning society and a good economy
Environmental problems are based on human activities and their effect on the environment	The problem is based on a conflict between different human goals: environmental, social, cultural and economical
Emphasises biodiversity	Emphasises cultural, social, economic and biological diversity
The goal for action: A good environment for future generations	A good quality of life for present and future generations
Actions for the environment	Motivation to change to a more sustainable lifestyle
Responsibility for the environment	Responsibility for the human condition and the condition of the ecosystem
Deals with individual behaviour (environmental ethics)	Increases action competences, including competence to develop moral criteria and stimulate public participation in decision-making
Environmental education has a local and global context	ESD should be applied and based on the local economic, social, cultural and ecological context and community followed by regional, national and global contexts
Taught in some subjects	Integrated in all teaching and learning and in all aspects of school life

UN Decade on Education for Sustainable Development (DESD)

Aim is to *integrate the values inherent in sustainable development into all aspects of learning to encourage changes in behaviour that allow for a more sustainable and just society for all*

The basic vision of the DESD is a world where everyone has the opportunity to benefit from education and learn the values, behaviour and lifestyles required for a sustainable future and for positive societal transformation.

Five kinds of fundamental learning will be enhanced:

learning to know

learning to do

learning to be

learning to live together

learning to transform oneself and society

5 Pillars of ESD - UNESCO

Learning to know - acquire instruments of understanding

Learning to be - see oneself as the main actor in defining positive outcome for the future

Learning to do - be able to act creatively and responsibly in one's environment

Learning to live together - participate and co-operate with other people in all human activity

Learning to transform oneself and society - develop respect for the environment, social solidarity and non-discrimination

Learning to know
- acquiring instruments of understanding

acquire a taste for learning throughout life

acquire a taste for understanding the world

develop critical thinking

learn how to learn

Learning to be - seeing oneself as the main actor in defining positive outcome for the future

Acquire universally shared values

Develop one's personality, self-identity, and self-knowledge

Become immersed in one's culture and its wisdom

Be empowered to learn about oneself and become more fully human

Be able to act with greater autonomy, judgement and personal responsibility

Learning to do - be able to act creatively and responsibly in one's environment

apply learned knowledge in daily life

be able to act creatively and responsibly in one's environment

be able to deal with many situations

be an actor as well as a thinker

Learning to live together - participate and co-operate with other people in all human activity

develop an understanding of other people and their history, traditions and spirituality, in order to participate and co-operate with others in all human activities

recognize that difference and diversity are opportunities rather than dangers and are a valuable resource to be used for the common good

be able to tolerate, respect, welcome, and even celebrate difference and diversity in people and in their histories, traditions, beliefs, values, and cultures, and to use this diversity to enrich our lives

Learning to transform oneself and society - develop respect for the environment, social solidarity and non-discrimination

develop respect for a non-discriminatory, gender-sensitive world.

act to achieve social solidarity and international understanding

learn to live sustainably

respect and protect the earth and its environment

adopt behaviours and practices that restrain and minimise our ecological footprint on the world around us – without depriving us of opportunities for development and fulfillment

Global Learning

Education that puts learning in a global context, fostering:

- critical and creative thinking
- self-awareness and open-mindedness towards difference

  understanding of global issues and power relationships and

- optimism and action for a better world

Global Learning

Overlapping concepts

    Global citizenship

    Interdependence

    Social justice

    Conflict resolution

    Diversity

    Values and perceptions

    Human rights

    Sustainable development

Key teaching and learning approaches - pedagogies

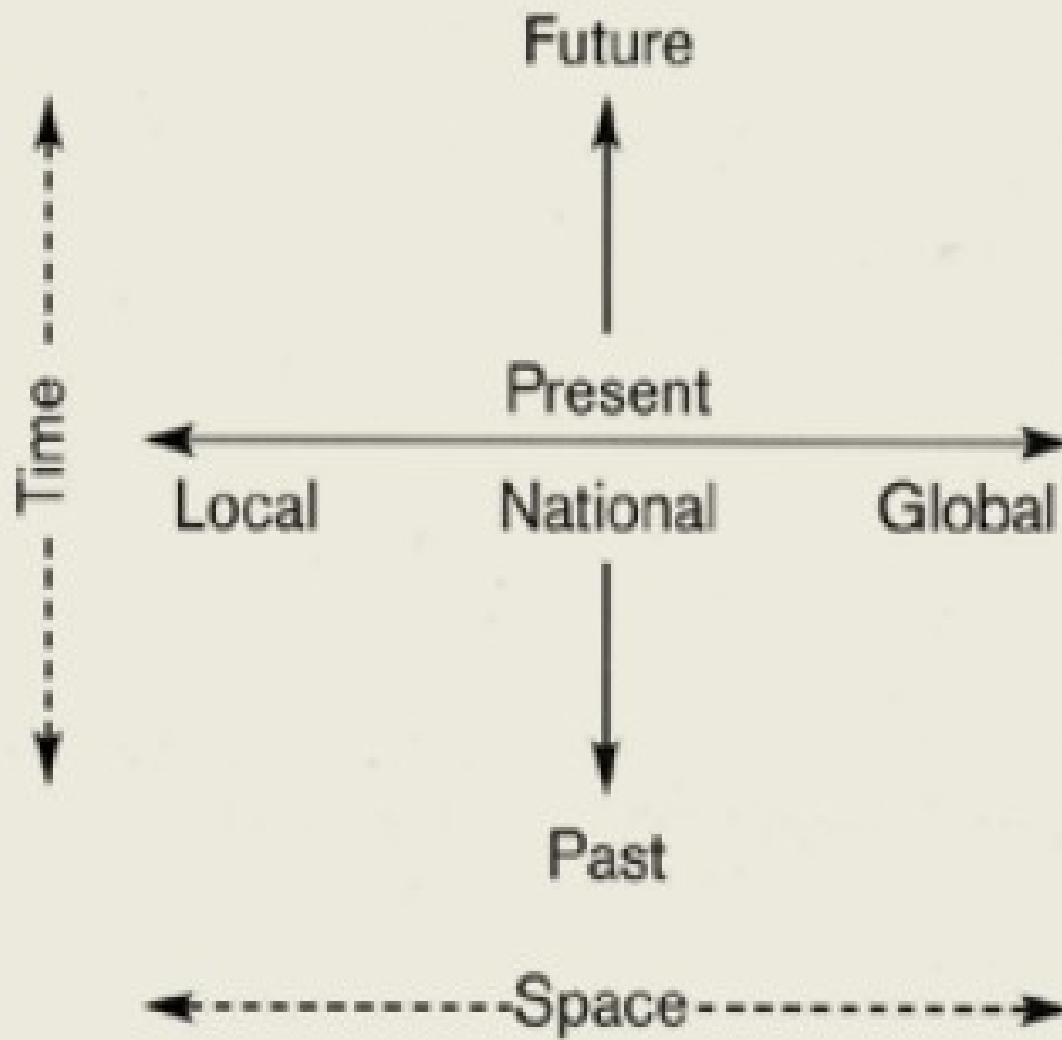Futures thinking

Systems thinking

Critical thinking

Participatory, social learning

Experiential learning

Partnership working

Values reflection

The spatial and temporal dimensions

Future

Present

Local · National · Global

Past

Time

Space

Teacher	Facilitator
tells	asks
lectures from the front	supports from the rear
gives answers according to a set curriculum	provides guidelines and creates an environment in which the learner arrives at his or her own conclusions
mostly gives a monologue	is in continuous dialogue with the learners

Education for sustainable development is

for learners who will:

Respect, value and preserve the achievements of the past

Value the wonders and the peoples of the Earth

Live in a world where all people have sufficient food for a healthy and productive life

Assess, care for and restore the state of our planet

Create and enjoy a better, safer, more just world

Are caring citizens who exercise their rights and responsibilities locally, nationally and globally

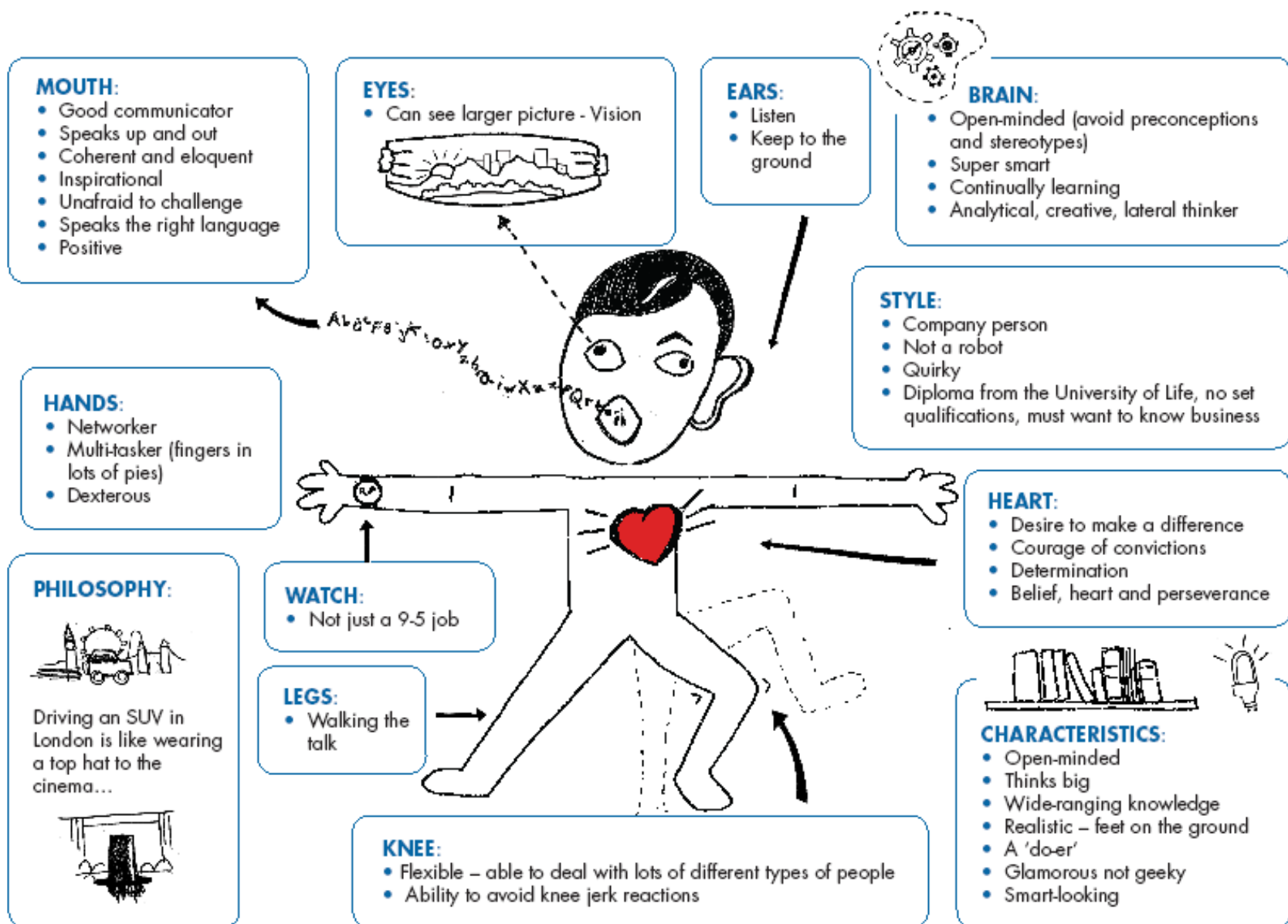Caring for themselves, Others and the Planet

Citizens of the Future

A survey of experts from nine countries (Cogan and Derricot, 2000), both East and West, agreed on eight characteristics that citizens of the 21st century will need in order to cope with and constructively engage in major global trends.

Ranked as follows:

1. Looking at problems in a global context

2. Working cooperatively and responsibly

3. Accepting cultural differences

4. Thinking in a critical and systematic way

5. Solving conflicts non-violently

6. Changing lifestyles to protect the environment

7. Defending human rights

8. Participating in politics

MOUTH:
- Good communicator
- Speaks up and out
- Coherent and eloquent
- Inspirational
- Unafraid to challenge
- Speaks the right language
- Positive

EYES:
- Can see larger picture - Vision

EARS:
- Listen
- Keep to the ground

BRAIN:
- Open-minded (avoid preconceptions and stereotypes)
- Super smart
- Continually learning
- Analytical, creative, lateral thinker

STYLE:
- Company person
- Not a robot
- Quirky
- Diploma from the University of Life, no set qualifications, must want to know business

HANDS:
- Networker
- Multi-tasker (fingers in lots of pies)
- Dexterous

HEART:
- Desire to make a difference
- Courage of convictions
- Determination
- Belief, heart and perseverance

PHILOSOPHY:

Driving an SUV in London is like wearing a top hat to the cinema...

WATCH:
- Not just a 9-5 job

LEGS:
- Walking the talk

CHARACTERISTICS:
- Open-minded
- Thinks big
- Wide-ranging knowledge
- Realistic – feet on the ground
- A 'do-er'
- Glamorous not geeky
- Smart-looking

KNEE:
- Flexible – able to deal with lots of different types of people
- Ability to avoid knee jerk reactions

Knowledge - facts, practical skills, deep understanding, broad awareness and wisdom.

Possibilities - existence of different alternatives and opportunities.

Motivation – grows from personal conviction and surrounding influences such as social norms and economic stimulation

- There are safe paths so it is possible for me to cycle to school.

- I can buy fish knowing that this does not harm the fish stock.

- I can vote for good leaders who work for international agreements that are important for climate change.

- As a consumer I have access to information and can use this information and my money to choose products that have been produced in a sustainable way.

- As teacher I have curricula, a head teacher and colleagues that support and cooperate to improve education for sustainable development.

Variety of ESD approaches

Learner-oriented – learners responsible for their own learning, coming from their own experiences and questions.

Process-oriented – focused on how to solve a problem rather than on the actual result, considering links and systems.

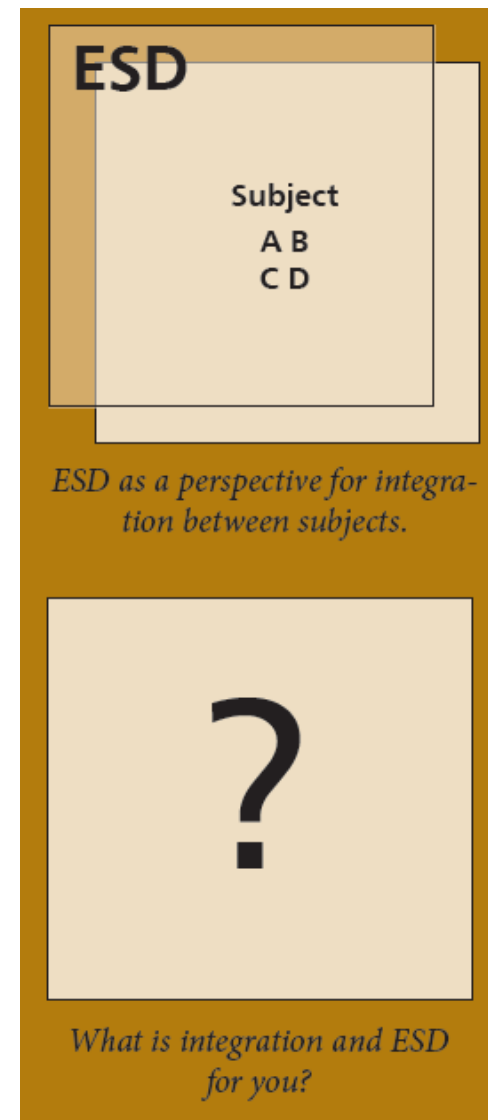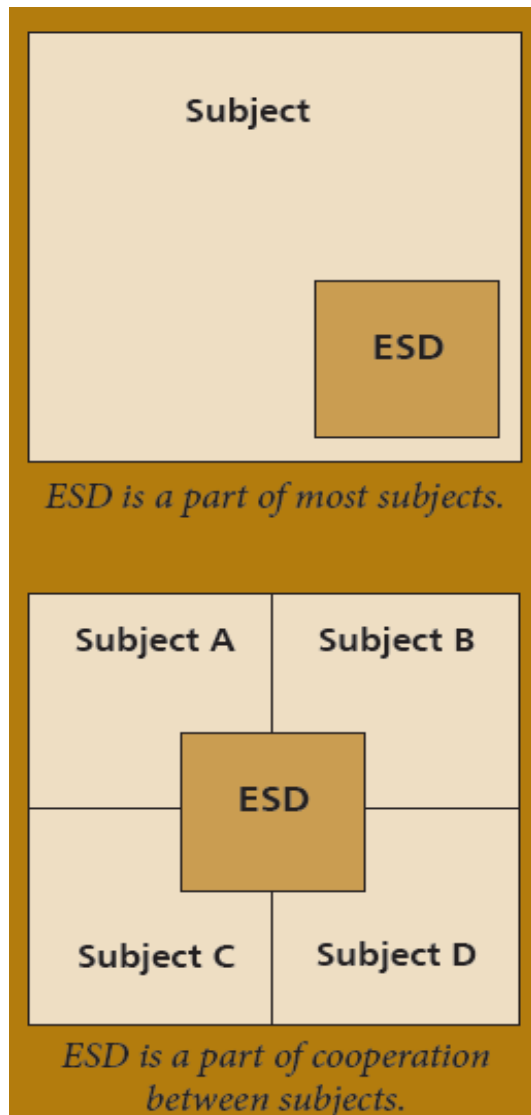**Society and nature-oriented** – learners involved in real life events, places, issues and processes.

Integrated – a holistic approach making it relevant and meaningful to different subjects and perspectives.

School-based – Learners study and take action about the school as a consumer of resources.

How can you respond to student initiatives and at the same time achieve the goals set in the curricula?

The society and nature-orientated approach…. what are the difficulties of leaving the classroom? How might such difficulties be overcome? What is to be gained from teaching and learning beyond the classroom?

Most educators see the integrated approach as something quite natural and desirable. But do we all have the same picture of integration?

Subject

ESD

ESD is a part of most subjects.

Subject A | Subject B

ESD

Subject C | Subject D

ESD is a part of cooperation between subjects.

ESD

Subject
A B
C D

ESD as a perspective for integration between subjects.

?

What is integration and ESD for you?

A pedagogic stairway for ESD

Be responsible for the future

» Make decisions on environmental issues

– Understand the interplay of man and nature

• Understand the ecological web and systems

Experience and observe nature

Learn to enjoy the outdoors

Some ESD Methods

Values clarification

Incomplete sentences

Ranking

Change circles

Standing on a line

Four Corners

The hot seat

Forum play

Role play

Case studies

Problem-based learning

Debate

Panel Discussion

Pyramidal discussion

Plenary discussion

Storyline

From Ch. 3 Education for Change: A Handbook for Teaching and Learning Sustainable development

"Responsible" Schools

Sustainable Schools

Global learning

EcoSchools

Healthy Schools

Fair Trade Schools

Rights Respecting Schools

Cooperative Schools

Growing Schools

Forest Schools