Lifewide PROGRESS Reports

A framework to nurture
Learning to live together

Presentation by
Christine and Chris Picone
Living together and Sustainable Development in two very different places

Kuwait

and

Australia
Usual view from window at Australian College of Kuwait
View during sand storm
Summer sand storms: getting worse due to drop in rain fall which ‘sets’ sand surface
Direct human actions that affect environment
Iraqi invasion of Kuwait in 1990
Iraqi invasion of Kuwait in 1990

- Nearly **700 oil wells** were set ablaze by retreating Iraqi army.
- At the peak of the fires, the smoke absorbed **75 to 80%** of the sun’s radiation.
- The fires were not fully extinguished for **eight months**.
- Fires consumed an estimated **6 million barrels** of oil daily.
- Kuwait’s oil production before war was **2 million barrels/ day**.
- Unignited oil from the wells formed about **300 oil lakes**.
Australia
Most notable landmark in Aus
State of Tasmania
A DEVIL - Tasmanian variety
Tasmanian wilderness
Tasmanian rain forests
Deforestation in Tasmania
The price of progress!
Lake Pedder - up until 1972
Lake Pedder now
Sustainable Development

Present and future local and global balanced development underpinned by three pillars:

- Environment
- Economy
- Community
UN declared Decade of Education for Sustainable Development 2005-2014
Goals of DESD

• To integrate the principles, values, and practices of sustainable development into all aspects of education and training.

• Encourage changes in behaviour that will create a more sustainable future in terms of
  – environmental integrity,
  – economic viability, and a
  – just society for present and future generations where people live together in harmony

(UNESCO, 2008)
World population growth

Much of environmental problems caused by growth in population

1950: 2.6 billion
2000: 6.1 billion
2050: 9.3 billion

(Source: US Census Bureau)
Consequences of large populations

http://www.worldofstock.com/search_pages/crowded.php
How can we allow this to continue?

Unhealthy living conditions

Kibera slum, Nairobi, Kenya.
Photo © Sean Sprague
Growing population and water supply

$2 LifeStraw Purifies Unsafe Drinking Water

http://water.org/waterpartners2.aspx?pgID=970
Only one planet for everyone
Education for Sustainable Development including Learning to live together

Simply means showing you how to leave a healthy planet and contents for your children
Education for Sustainable Development

Shared respect and shared responsibility for:
• Environment
• Economy and
• Society
Lifewide PROGRESS Reports: a framework for Learning to live together for Sustainable Development

Lifewide PROGRESS Reports
Personal Response of Ongoing Growth Regarding Environment Employability Society and Self
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First trial commenced February 2010 at City Schools International, Dubai campus
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Launch:
• 2009 UNESCO World Conference on Education for Sustainable Development, Bonn

Tested in
• Dubai, at City Schools International
• Kuwait, at Carmel School and ACK
• Singapore, at OLGC Primary School
• Philippines at Lorenzo Ruiz De Manila School
• Pakistan, at Beaconhouse School
• Ghana, at Pentecost University College
• Mexico, at Instituto de Villahermosa
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- Environment
- Employability
- Society

Self improvement, including:
- health/fitness/sport
- hobbies/interests
- personal values
- emerging life goals
- academic performance

Sustainable Development

Lifewide and Lifelong learning
Lifewide PROGRESS Reports confirm UN Purpose of Education

Education at all levels is about:
• improving every part of our lives, as well as
• being more aware of others and the environment
Lifewide PROGRESS Reports: linking ESD with Delors four pillars of education in 21st C

1996 Delors Commission on Education for 21st Century

Four pillars: Learning to live together; know; do and be

- Environment, (Live together)  
- Employability, (know and do)  
- Society (Live together)  

- Self improvement, (be) including:
  - health/fitness/sport
  - hobbies/interests
  - personal values
  - emerging life goals
  - academic performance
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Environmental goals for ‘Emma’:

• tree planting on World Environment Day
• take no carry bag from any shop during year
Employability goals for ‘Emma’: 

- participate in sessions for job applications and interviews
- gain part-time work as retail assistant in clothing store
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Community goals for ‘Emma’:

• help in book drive for sister school in Africa
• remain an active member of Guides
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Health/fitness/sports goals for ‘Emma’: 

- join the local club junior soccer team
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Hobbies/interests/other goals for ‘Emma’:

• do an Indian cookery course and a beauty course at ACE
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Values goals for ‘Emma’:

• being fairer in my personal relationships and spend time getting to know someone from another culture
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Emerging life goals for ‘Emma’:

• to discover and use my hidden treasure
Personal academic goal for ‘Emma’: 

• gain average of B+ across all subjects this year
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Comments by school parent Dr Rosa Rios, originally from South America, and her two children, Eddie and Tina:

Dr Rosa: “It confirms that education is more than just about learning to know.”

Eddie: “Motivates students who are not good academically.”

Tina: “It’s a good idea to cover non academic areas.”
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- Environment,
- Employability,
- Society

Self improvement, including:
- health/fitness/sport
- hobbies/interests
- personal values
- emerging life goals
- academic performance

Sustainable Development
Lifewide and Lifelong learning
Lifewide PROGRESS Reports

- Enable students to set and review lifewide goals for personal formation and Learning to live together
- **Holistic perspective** by using ONE sheet of paper
- Empower students towards **self management** of learning
- In **writing** to confirm importance of goal setting
- Provide a framework to review **progress** towards those goals
- Prepare students to manage their **lifelong learning** beyond school
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For further information:

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• visit www.pecascentres.com