Overview of Education for Sustainable Development

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She’s Alive, Beautiful, Finite....and Hurting

http://www.youtube.com/embed/nGeXdv-uPaw
Education for Sustainable Development (ESD)

I. UN Decade for ESD
II. Concept and principles of ESD
III. UNESCO’s Activities on ESD
IV. UNESCO’s Resources on ESD
I. UN Decade for ESD (2005-2014)
Sustainable Development

Development that can:

- “meet the needs of the present without comprising the ability of future generations to meet their own needs”

DECADE for ESD

Decade for ESD (2005-2014)

Vision: “A world where everyone has the opportunity to benefit from education and learn the values, behaviours, and lifestyles required for a sustainable future and for positive societal transformation.”

3 pillars of ESD:
- Society
- Environment
- Economy

Culture as an underlying dimension
Background of ESD: Three Pillars

- Environmental
  - Conservation of natural resources and biodiversity
  - Disaster prevention and mitigation
  - Control of climate change
  - "Green" consumerism
  - Sustainable urbanization

- Economic
  - Poverty Reduction
  - More equal income distribution
  - Corporate Responsibility
  - A “benign” Market Economy
  - Reduced Consumption
  - Sustainable tourism/land use
  - Creating and finding new economic opportunities

- Societal
  - Human Rights
  - Peace and Security
  - Gender Equality
  - Health
  - Good Governance
  - Cultural Diversity

BUT three interconnected dimensions

- Environment
  - Renewable Energy
  - Biodiversity
  - Prevention of and Adaptation to Climate Change
  - Waste Reclamation
  - Natural Resources

- Society
  - Human Rights
  - Peace and Security
  - Gender Equality
  - Health
  - Good Governance
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- Culture
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Education for Sustainable Development (ESD)

Investment in Education for Sustainable Development is an investment in the future

Bonn Declaration, 2009
Education for Sustainable Development (ESD)

1. Concerns all levels of education and all social contexts

2. Allows learners to acquire the skills, capacities, values and knowledge required to ensure sustainable development

3. Fosters responsible citizens and promotes democracy

4. Provides essential learning tools to allow individuals to develop their capacities, to live and work in dignity, to participate in development, to improve their lives, to make informed decisions.
Guiding Principles of ESD

- Interdisciplinary
- Respect for local knowledge, culture and values
- Respect for environment
- Integrate social justice principles, including inter-generational equity
- Community empowerment
- Engagement of multiple stakeholders
- Shared responsibility of stakeholders
Some core concepts of ESD

- Interdependence
- Biodiversity
- Ecological footprint
- Sustainable production & consumption
- Carrying capacity
- Natural resources
- 5 Rs

- Equity
- Cultural diversity
- Human rights
- Basic human needs
- Quality of life
- Media literacy
- Democracy
- Citizenship & stewardship
all good things last for all

Good
what does ‘good’ look like?

Values
what do we value. What is at risk? What can we preserve?

Behaviours/Practices
how do we encourage change in attitudes and behaviours?

Culture
all good things last for all forever
all good things last for all forever

Enough, for all, forever

vs.

Excess, for a few, for now
Reorienting Existing Education

- Perspectives
- Knowledge content, issues
- Critical awareness commitment
- Values
- Skills
- Action
Reorienting Teacher Education to Address Education for Sustainable Development

- **UNESCO Bangkok** has been working together since 2005 to reorient teacher education towards ESD.
- The aim was to reorient education programmes in the formal school system to address sustainability and international understanding starting with the reorientation of pre-service teacher education courses and the development of teaching and learning materials for ESD.
- The project intends to facilitate a collaborative effort among the Teacher education institutions (TEIs) in the Asia-Pacific region in sharing challenges and lessons learned – **ESD-NET**

Some of the thematic issues:
- Global Citizenship Education
- Climate change
- Natural disaster preparedness
- Environmental protection
- HIV/AIDS prevention
- Gender sensitizing
- Education for international understanding
- Inter-cultural understanding
- Human and food security
- Peace education
Teaching Approaches

- HEAD, HEART, HANDS, BEING
- Experiential, active, participatory
- Understanding, reflective
- Practical and relevant
- Knowledge, skills, values and attitudes
Modes of Learning

- Value-based learning
- Learning to transform
- Whole-school approach
- Project-based learning
- Community-based learning
ESD: Implications for Teacher Education

- Learning outcomes: knowledge, skills, values, behaviours
- Conceptual, Methodological, Pedagogical
- APNIEVE Teaching and Learning cycle: knowing, understanding, valuing and acting
- Methodology: Participatory Situational analysis, Experiential learning, Mind mapping, participatory methods, and reflective practice
UNESCO Regional Strategies for ESD

- Trans-disciplinary approach
- Innovative approach
- Whole school approach
- Thematic approach
- Partnership approach: APEID, APNIEVE, APCEIU, ACCU, ASPnet, CLC, etc
Integrating ESD into Curriculum

- TE curriculum (pre-service, in-service)
- HE programmes (postgraduate, undergraduate)
- School curriculum (subjects, across the curriculum, whole-school approach)
UNESCO’s ESD Resources
Recommendations

- Teaching and Learning for a Sustainable Future (TLSF)
- Modules on: Environmental Protection, Natural Disaster Prevention, Climate Change, Gender Sensitization
- Guidelines on Reorienting Teacher Education for ESD
- ESD Toolkit
- Integrating ESD and EIU
ESD as a Social Movement
Thank You

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