SESSION 2

SITUATIONAL ANALYSIS OF TEACHER EDUCATION CURRICULUM / ESD
FIGURE 1: SUSTAINABILITY AND RELATED CONCEPTS AS INPUTS INTO A SUSTAINABILITY CURRICULUM

A. BIO – ENVIRONMENTAL INPUT
   INTERDEPENDENCE
   BIO-DIVERSITY
   NATURAL RESOURCES
   EARTH CAPACITY

B. BIO – SOCIAL INPUT
   HUMAN LIFE QUALITY
   BIO – SOCIAL DIVERSITY
   CITIZENSHIP
   RIGHTS+RESPONSIBILITIES

C. PSYCHO-SOCIAL INPUT
   LEARNING
   CREATIVE THINKING
   GROUP DYNAMICS
   BEHAVIOUR UNCERTAINTY
   ATTITUDE CHANGE

D. EDUCATIONAL INPUT
   NEW KNOWLEDGE CULTURE
   KNOWLEDGE APPLICATION
   LIFE LONG LEARNING
   LEARNING SOCIETIES
   TEACHER DEVELOPMENT

FIGURE 2: CHALLENGES TO THE DEVELOPMENT OF A SUSTAINABILITY CURRICULUM AND ITS PROSPECTS

CHALLENGES

- Changing Knowledge Cultures
- Experiential Significant Others
- Changing Cultural Contexts
- Creative Teacher Development
- Institutional / Organisational Changes
- Global/Environmental Impacts
- Impact of Internationalism

FIGURE 2: CHALLENGES TO THE DEVELOPMENT OF A SUSTAINABILITY CURRICULUM AND ITS PROSPECTS

A SUSTAINABILITY CURRICULUM

PROSPECTS

Creative Solutions & Awareness Of New Knowledge & Experiences

All Cultures Become Involved in Sustainable Development

Better informed Teaching Profession About Sustainability

Enabling Greater Institutional & Organisational Flexibility

Awareness and Local Based Action Promoting Sustainability

More International Interaction Promoting Sustainable Development Globally

FIGURE 3: EDUCATION AND TRAINING FOR A SUSTAINABILITY CURRICULUM

EDUCATION

- Awareness & Understanding
- Policies for Change
- Knowledge & Problem Solving
- Creativity
- Global Citizenship
- Attitude & Behaviour Change

TRAINING

- Developing Appropriate Teaching Strategies
- Training for Uncertainty
- Promoting exchange of ideas + practices from other disciplines
- Monitoring & Assessment
- Promoting co-operation for sustainability development

LIFE LONG EDUCATION FOR ALL