BEYOND “LEARNING TO LIVE TOGETHER”: THE KEY TO EDUCATION FOR SUSTAINABLE DEVELOPMENT

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Premises:

There is not enough values-based education in the region today.

There are too many values-based curricula in the region today.

Questions:

What needs to be done to bring some sense of order to this often confusing and even competitive situation?

How can schools better reflect and demonstrate a values-based education?
THE CONTEXT OF EDUCATION IN THE 21ST CENTURY

- A change of the desired development model
  - from economic growth to social cohesion and human-centred development
- A widening rift between rich and poor and increasing social exclusion
  - the growing importance of education for poverty alleviation and social inclusion
THE CONTEXT OF EDUCATION IN THE 21ST CENTURY

- Alienation and de-humanisation in the process of material development
  - the need for humanistic values education

- The exploding AIDS epidemic
  - the need for better preventive education and new roles for teachers and schools

- Rapid changes of economic structures and labour market needs
  - education for adaptability to change rather than for specific occupational skills
THE CONTEXT OF EDUCATION IN THE 21ST CENTURY

- The rapid advance of ICTs and the increasing digital divide among and within countries
  - the role of ICTs to reduce, rather than increase, disparities in educational access and quality
- Globalisation
  - the need to preserve cultural identity and the “localisation” of the development process
- An apparent increase in intolerance, violence, and terrorism
  - the need for inter-cultural, inter-faith education and education for peace
Above all, the need to ensure sustainable development – development that can:

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

In order to help modern society cope with the challenges in the world around it, the Delors report, *Learning: The Treasure Within*, recommends four goals of learning:

- **Learning to know** – acquiring the instruments of understanding, or learning how to learn
- **Learning to do** – applying learned knowledge in daily life, to be able to act creatively and responsibly in one’s environment
THE DELORS REPORT: THE FOUR PILLARS OF LEARNING

• Learning to be
  ➢ acquiring universally shared values
  ➢ developing one’s personality, self-identity, self-knowledge, and self-fulfillment – the complete person
  ➢ in essence, developing wisdom and becoming immersed in one’s culture
  ➢ empowering people to learn about ourselves and become more fully human
THE DELORS REPORT: THE FOUR PILLARS OF LEARNING

• Learning to live together – what is it?
  ➢ the social dimension of human development
  ➢ the basis for cohesion and harmony, conflict avoidance, non-violence, and peaceful coexistence
  ➢ the recognition that difference and diversity are opportunities rather than dangers and are a valuable resource to be used for the common good
  ➢ the ability to tolerate, respect, welcome, embrace, 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
THE DELORS REPORT: THE FOUR PILLARS OF LEARNING

- Learning to live together – why do it?
  - to cope with situations of tension, exclusion, conflict, violence, and terrorism
  - to respond constructively to the cultural diversity and economic disparity found within and across the region
  - to enable people to live in increasingly pluralistic, multi-cultural societies
  - to provide a peaceful environment for sustainable socio-economic development
  - to further the mission of “constructing the defense of peace in the minds of men”
THE DELORS REPORT: THE FOUR PILLARS OF LEARNING

- **Learning to live together** – how to do it?
  - reformulate policies for systematic education reform – towards education for social inclusion, conflict resolution, and mutual understanding
  - emphasise changes in knowledge, skills, attitudes, and behaviours via changes in educational content, approaches, and ethics, both in and out of school
  - reorganise curricular contents with a central emphasis on moral, ethical, and cultural education
THE DELORS REPORT: THE FOUR PILLARS OF LEARNING

• Learning to live together – how to do it?
  ➢ retrain and mobilise teachers and school administrators towards more democratic, participatory interactions and as role models of learning to live together
  ➢ create a safe, peaceful, and harmonious school climate which reflects the ideal of learning to live together
  ➢ link it with what it taught in homes, communities, the media, the workplace, and other informal learning contexts
EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Three Pillars of Sustainable Development

- **Society** – an understanding of social institutions and their role in change and development
- **Environment** – an awareness of resources and the fragility of the physical environment
- **Economy** – a sensitivity to the limits and potential of economic growth and its impact on society and on the environment

with **Culture** – ways of being, relating, behaving, believing, and acting which differ according to context, history and tradition -- as an underlying dimension
UN DECADE OF EDUCATION FOR SUSTAINABLE DEVELOPMENT (DESD)

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.
**UN DECADE OF EDUCATION FOR SUSTAINABLE DEVELOPMENT (DESD)**

**Objectives**

- Enhance the role of education in sustainable development
- Facilitate links between stakeholders
- Promote the vision through learning and awareness-raising
- Foster higher quality of learning
- Develop strategies at every level
CORE ISSUES

Socio-Cultural Issues

• Fulfillment of human rights
• Guarantee of peace and human security.
• Gender equality
• Reinforcement of cultural diversity and intercultural understanding
• Good health
• HIV/AIDS prevention
• Good governance
CORE ISSUES

Environmental Issues

• Conservation of natural resources
• Control of climate change
• Rural transformation
• Sustainable urbanization
• Disaster prevention and mitigation
Economic Issues

- Poverty reduction
- Corporate responsibility and accountability
- A “benign” market economy
KEY CHARACTERISTICS OF ESD

- Interdisciplinary and holistic
- Values-driven
- Focused on critical thinking and problem solving
- Multi-methodological
- Participatory in decision-making
- Locally relevant
**ESD AND THE FOUR PILLARS**

- Both are concerned with the development of knowledge and skills, values and attitudes, and behaviours.
- Learning to live together – including between faiths and cultures – is an essential part of ESD.
- ESD offers the possibility of serving as a larger framework for all values-related education.
ESD AND THE FOUR PILLARS

• But ESD, in effect, adds a “fifth” pillar – learning to transform society and change the world – i.e., work toward a gender-neutral, non-discriminatory society; act to achieve social solidarity; and live sustainably --

  ➢ to respect and protect the earth and its environment
  ➢ to 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
  ➢ to co-exist and cooperate with nature whenever possible, rather than always seeking to conquer it and control it
TO MAKE VALUES-BASED EDUCATION A REALITY:

CHILD-FRIENDLY, RIGHTS-BASED SCHOOLS

• Implementing the (now) Five Pillars and learning about ESD require schools to reflect and demonstrate the essential core messages of these two frameworks.

• Their teaching processes and learning environments, their organisational structures and personal interactions, must demonstrate the Five Pillars and reflect ESD in all of its components.
THUS, A CHILD-FRIENDLY (RIGHTS-BASED) SCHOOL...

1. is a child-seeking school
   - actively identifying excluded children to get them enrolled in school and included in learning
   - promoting and helping to monitor the rights and well-being of ALL children in the community
2. is a child-centred school
   • acting in the best interests of the child
   • leading to the realisation of the child’s full potential
   • concerned about the “whole” child: health, nutritional status, and well-being
   • concerned about what happens to children before they enter school and after they leave school
3. above all, has an environment of good quality
   - inclusive of children
   - effective with children
   - healthy and protective for children
   - gender-responsive
   - encouraging the participation of children, families, and communities
A CHILD-FRIENDLY SCHOOL... INCLUSIVE OF CHILDREN

1. Does not exclude, discriminate against, or stereotype on the basis of difference
2. Provides education that is free and compulsory, affordable and accessible, especially to families and children at risk
3. Respects diversity and ensures equality of opportunity for all children (e.g., girls, ethnic minority and working children, children with disabilities, AIDS-affected children)
4. Responds to diversity and meets the differing needs of children (e.g., based on gender, social class, ethnicity, and ability level)
A CHILD-FRIENDLY SCHOOL... EFFECTIVE WITH CHILDREN

1. Promotes good quality teaching and learning
   • instruction appropriate to each child’s learning needs, abilities, and styles
   • active, co-operative, and democratic learning
2. Provides structured content and good quality materials and resources
3. Enhances teacher capacity, morale, commitment, status, and income
4. Promotes quality learning outcomes
A CHILD-FRIENDLY SCHOOL... 
HEALTHY AND PROTECTIVE FOR CHILDREN

1. Ensures a learning environment of good quality - healthy, hygienic, and safe
2. Provides life-skills based health education
3. Promotes both the physical and the psycho/socio/emotional health of teachers and learners
4. Helps to defend and protect all children from abuse and harm
5. Provides positive experiences for children
A CHILD-FRIENDLY SCHOOL… RESPONSIVE TO GENDER

1. Promotes gender equality in enrolment and achievement
2. Eliminates gender stereotypes
3. Guarantees girl-friendly facilities, curricula, textbooks, and teaching
4. Socialises girls and boys in a non-violent environment and encourages respect for each other’s rights, dignity, and equality
A CHILD-FRIENDLY SCHOOL... ENCOURAGING THE PARTICIPATION OF CHILDREN, FAMILIES AND COMMUNITIES

1. Child-centred
   • promotes child participation in school life

2. Family-focused
   • works to strengthen the family as a child’s primary caregiver and educator
   • helps children, parents, and teachers establish harmonious, collaborative relationships

3. Community-based
   • encourages local partnerships in education
   • acts in and with the community for the sake of children
A CHILD-FRIENDLY SCHOOL...

A school supportive of, and reflecting, sustainable development:

- 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.