United Nations Decade of Education for Sustainable Development

6th Asia and Pacific Experts’ Consultation on Reorienting Teacher Education to Address Sustainability

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Sustainable Development

Development that can:

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

Sustainable Development

Requires:

• Balancing environmental, societal, and economic considerations in the pursuit of development and an improved quality of life

• Promoting the ideals of gender equity, just and peaceful societies, human rights, environmental preservation and restoration, cultural diversity, and poverty alleviation.
What is Education for Sustainable Development?

- ESD uses a partnership approach that engages multiple sectors and stakeholders – including media and the private sector – and utilises all forms and methods of public awareness-raising, education, and training to promote sustainable development.

- It encourages people to understand: (1) the complexities of, and synergies between, the issues threatening planetary sustainability and (2) their own values and those of the society in which they live.
ESD is about learning rather than teaching and therefore requires:

- Reforming the structure and nature of basic education
- Reorienting existing education programmes
- Developing public awareness about what sustainability means
- Building capacity within education systems and across all other ESD partners
Education for Sustainable Development (ESD)

Three Pillars of Sustainable Development

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

with **Culture** – ways of behaving, believing, and acting which differ according to context, history and tradition -- as an underlying and critical dimension
Core Issues

Environmental Issues

- Conservation of natural resources
- Control of climate change
- Transformation of rural societies and environments
- Sustainable urbanization
- Disaster prevention and mitigation
Core Issues

Economic Issues

• Poverty reduction
• Corporate responsibility and accountability
• A “benign” market economy
Core Issues

Socio-Cultural Issues

- Fulfillment of human rights
- Guarantee of peace and human security
- Gender equality
- Good health (e.g., HIV/AIDS prevention)
- Good governance
- Reinforcement of intercultural/international understanding
- Preservation of cultural diversity
Key Characteristics of ESD

- Interdisciplinary and holistic
- Values-driven
- Focused on critical thinking and problem solving
- Multi-methodological
- Participatory in decision-making
- Locally relevant
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.
International Implementation Scheme (IIS)

Contents:

- Overview of ESD and the Decade
- Goals and objectives of the Decade
- Relation to other international initiatives
- Strategies for implementation
- Roles of stakeholders
- Monitoring and evaluation
Objectives of the Decade

- Facilitate networking, linkages, exchanges, and interaction among stakeholders in ESD
- Foster an increased quality of teaching and learning in Education for Sustainable Development
- Help countries make progress toward and attain the Millennium Development Goals (MDGs) through ESD efforts
- Provide countries with new opportunities to incorporate ESD into education reform efforts
DESD Outcomes: Capacities of stakeholders consolidated and strengthened

- Improve integration of ESD into the curriculum
- Develop an ESD model teacher training programme and associated classroom and teacher training materials based on innovative ESD curricula
- Identify and disseminate best-practices on ESD issues
- Promote and support the establishment of ESD Higher Education courses and programmes
- Develop ESD modules and toolkits that illustrate the linkages among different ESD issues
The Delors Report: The Four Pillars of Learning

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, and **self-knowledge**
  - becoming immersed in one’s **culture** and its wisdom
  - being **empowered** to learn about oneself and become more fully human
The Delors Report: The Four Pillars of Learning

• **Learning to live together** – education for international and inter-cultural understanding
  
  ➢ 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, 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
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, including inter-faith, inter-cultural education and international understanding.
ESD and the Four Pillars

But ESD, in a sense, adds a “fifth” pillar – learning to transform society and change the world –

• to work toward a gender-neutral, non-discriminatory society
• to act to achieve social solidarity and international understanding
• to live sustainably
For more information on ESD in the Asia-Pacific region:
Visit our website
www.unescobkk.org/esd
Or email us
esd@unescobkk.org
Or attend our conference

- 6-8 December, Queens Park Hotel, Bangkok, Thailand
- Email: apeidconf@unescobkk.org
- Web: www.unescobkk.org/education/apeid/conference