

The Remaining Half of the UNDESD: challenges and roles for ESD practitioners and policy makers

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The SD Vision

Enough

For All

Forever

African elder at Johannesburg (WSSD) 2002



Understanding ESD

Environmental Education, Population Education, Development Education, Energy Education, HIV/AIDS Education, Permaculture Education, Citizenship Education, Democracy Education, Consumer Education, Media Education, Outdoor Education, Experiential Education, Workplace Education, Conservation Education, Anti-Racist Education, Religious Education, Equity Education, Gender Education, Holocaust Education, Entrepreneurship Education, Horticulture Education, Water Education, Global Education, Drug Education, Sex Education, International Studies, Family Studies, Human Rights Education, Women's Studies, Native Studies, Values Education, Natural History Education, Vocational Education, Economic Education, Anti-smoking Education, Conflict Resolution Education, Workplace education, Disaster Prevention Education, Computer Studies, Life-Skills Education, Recycling Education, Civics Education, Heritage Education, Community Studies, Multicultural Education, Anti-Violence Education, Systems Thinking Education, Futures Education, Biodiversity Education, Pioneer Studies, Nutrition Education, Resource Management Education, Self-Image Education, Peace Education, Leadership Education, Cooperative Education, Character Education, Sexual orientation Education.....(80 plus)

We are not creating Sustainability Education as #81

Sustainable Dev. and Education's Role

ESD is the contribution of the world's education, public awareness, and training systems to learning our way towards a more sustainable future

Original perception of the Chapter 36 writing team

The 4 Major Thrusts of ESD

- 1 Access to quality basic education**
- 2 Reorienting existing education**
- 3 Public awareness and understanding**
- 4 Training programs for all sectors**

Agenda 21 -92, UNESCO-96, UNCSD -98, JPOI-2002

The need for synergy !

The Need for Hope

Age appropriate

Speak of solutions

Our ability to change/survive etc

But

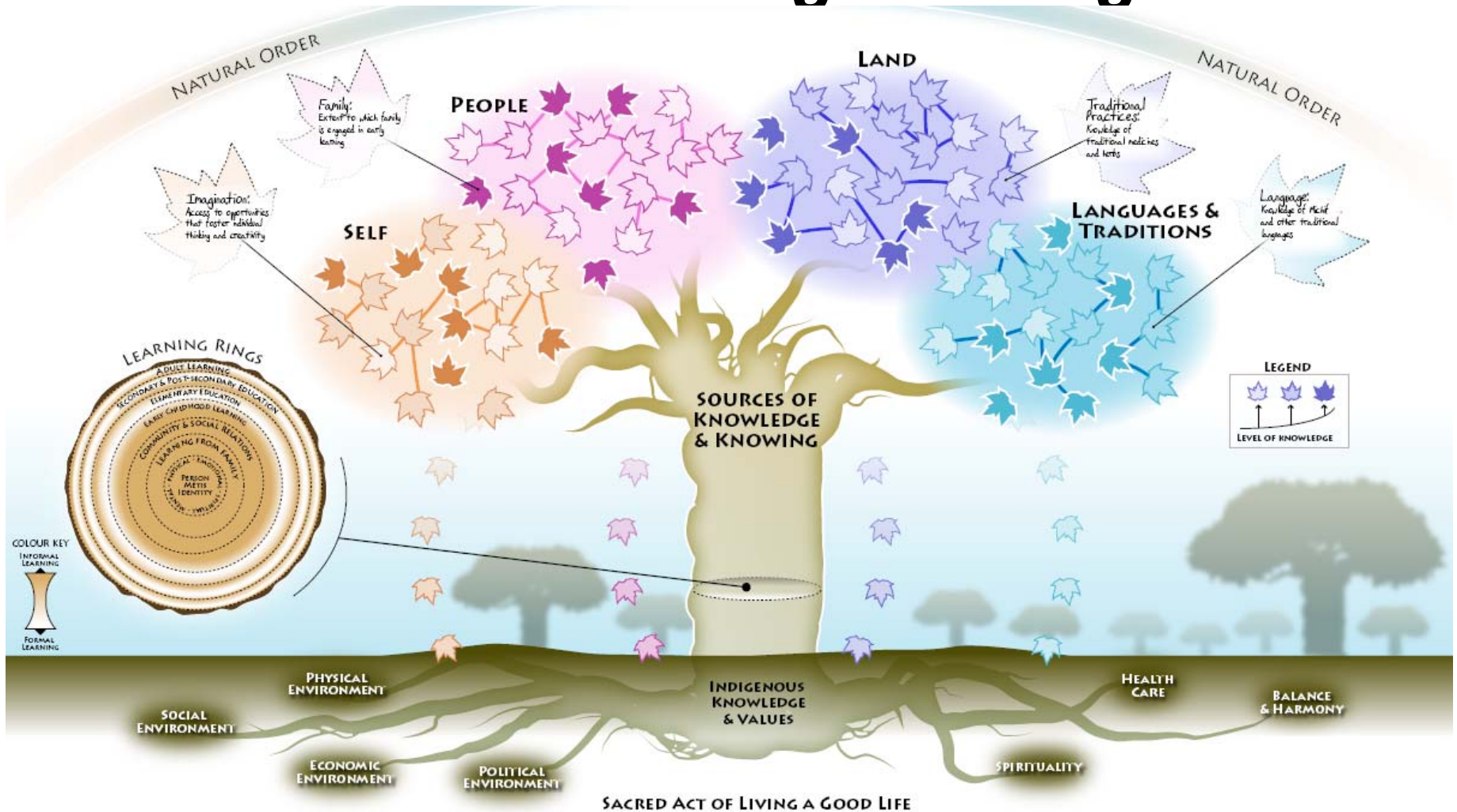
Our need to learn by acting and
experimenting now before the worlds
poor suffer unbearably!

We will change – but when

Global Awakening – Formal Ed.

- Formal education leaders are taking action
- Collaboration at Regional levels – UNECE, Asia Pacific, etc.
- ESD Indicators are being developed
- Engagement of the core disciplines' professional organizations
- ESD research platform being established collaboratively
- New ESD Research Journals
- Countries such as Sweden, Netherlands, Australia, Latvia, India, China, India, South Africa launching ESD initiatives
- UN Decade progress conference on ESD in Bonn - 2009.
- South East Asia Ministers of Education Organization (SEAMEO) addressing ESD and TVET
- Private schools are moving quickly as early adoptors

Aboriginal Learning Knowledge Centre Métis Holistic Lifelong Learning Model



Redefining Success in Aboriginal Learning

Principles of Learning: FN Emerging Model

Harmony and Well Being: Individual and Collective

Purpose

- ❑ To protect the earth to ensure sustainability of all life.

Principles of Learning

- ❑ Holistic (physical, emotional, social and spiritual), experience based and cumulative (life-long)
- ❑ personal and collective (individual and community or societal focused – connected to...natural world, language, traditions and ceremonies, self, family, ancestors, clan, community nations and other nations – intergenerational – nurtured by mentors, elders, guides, etc.)
- ❑ natural or organic, integrated, dynamic evolving process with depth in knowledge (wisdom) emerging as the ultimate outcome
- ❑ circular (self-generating) and available at all stages of life
- ❑ promotes responsibility, adaptability and interdependence
- ❑ respectful of place and the natural order of life
- ❑ at its core it is culturally based – language based and open to new experience and knowledge (Indigenous and Western traditions)
- ❑ can be enhanced or disrupted by physical, social, cultural and political environment (natural, social, economic and political environments)

Strengths Model: an ESD starting point

- No single discipline/group/teacher/employee can do it all
- Every discipline/group/teacher/employee can contribute something
- Some individuals or sectors can take lead roles in directing/managing
- Leadership and coordination of these “strengths” are key as we “learn” our way forward

“Train the trainers becomes learn with the learners”

Contributions of Bonn

Immediate

- Awareness and understanding by M of Ed
- Reports and baselines
- Bonn Declaration
- Sense of global priority

Future

- UNESCO adopting Bonn Declaration
- Country plans to act upon Bonn Declaration
- UNESCO in-house plans strengthened
- National/regional ESD activities

Systemic Issues and Challenges to Moving ESD Forward Addressed at Bonn

- vision and awareness
- policy or mandate
- society's expectation
- funding and resources
- training programs
- crowded curriculum
- research base
- models and exemplars

Importance of Public Understanding

1. To address

- Eco-fatigue
- Recessions
- Wars on poverty, deficits etc.
- Corporate stringency push-backs
- Government tax cuts

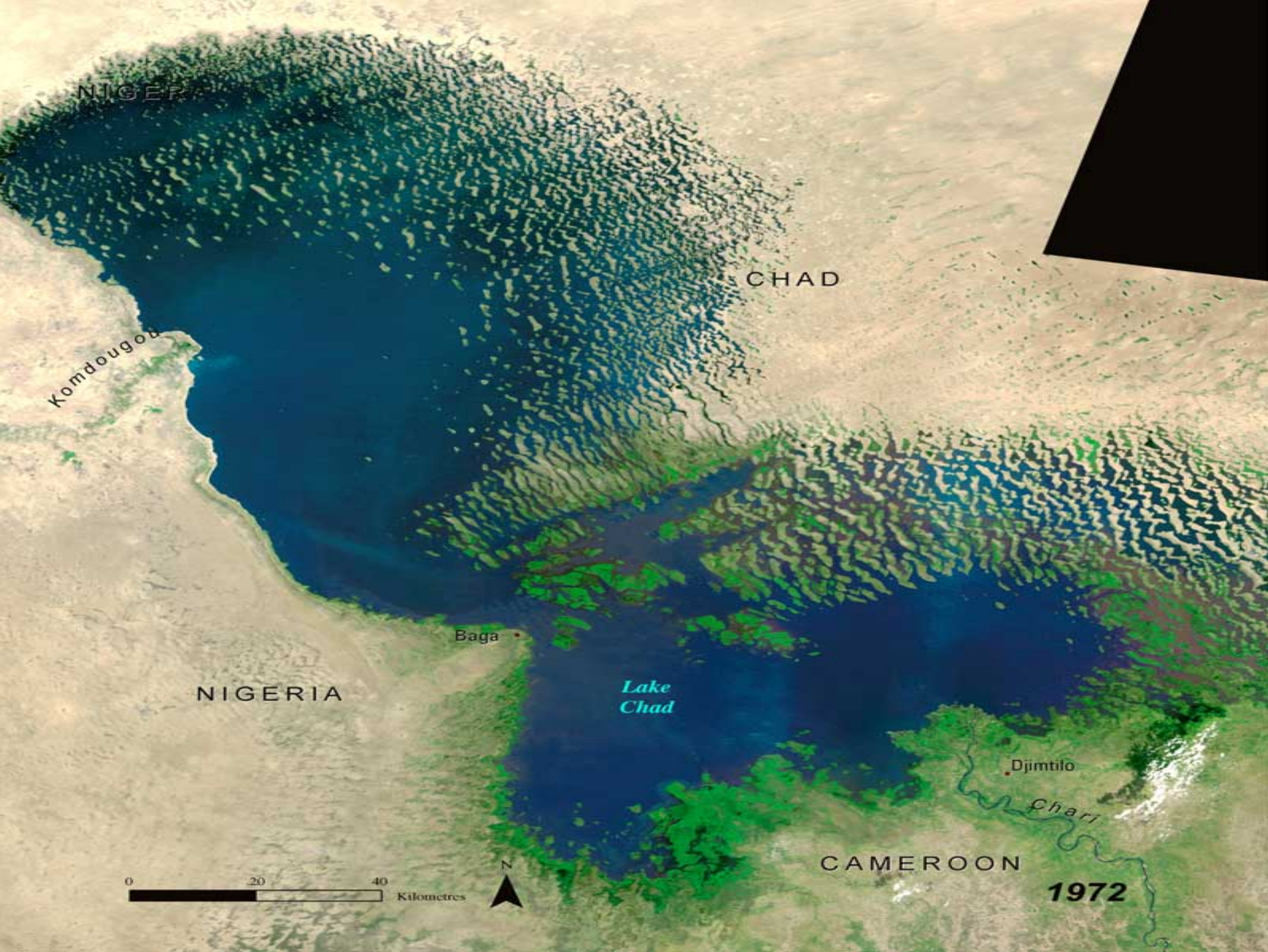
2. Maintaining political will in spite of

- Complexity
- Overwhelming scale

Social: Addressing Real Issues

- 50 % under \$2/day
- \$30./ month is a dream
- Accumulation of wealth
- Free trade/fair trade
- Economic Refugees





NIGERIA

CHAD

Komdougou

NIGERIA

Baga

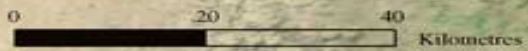
Lake Chad

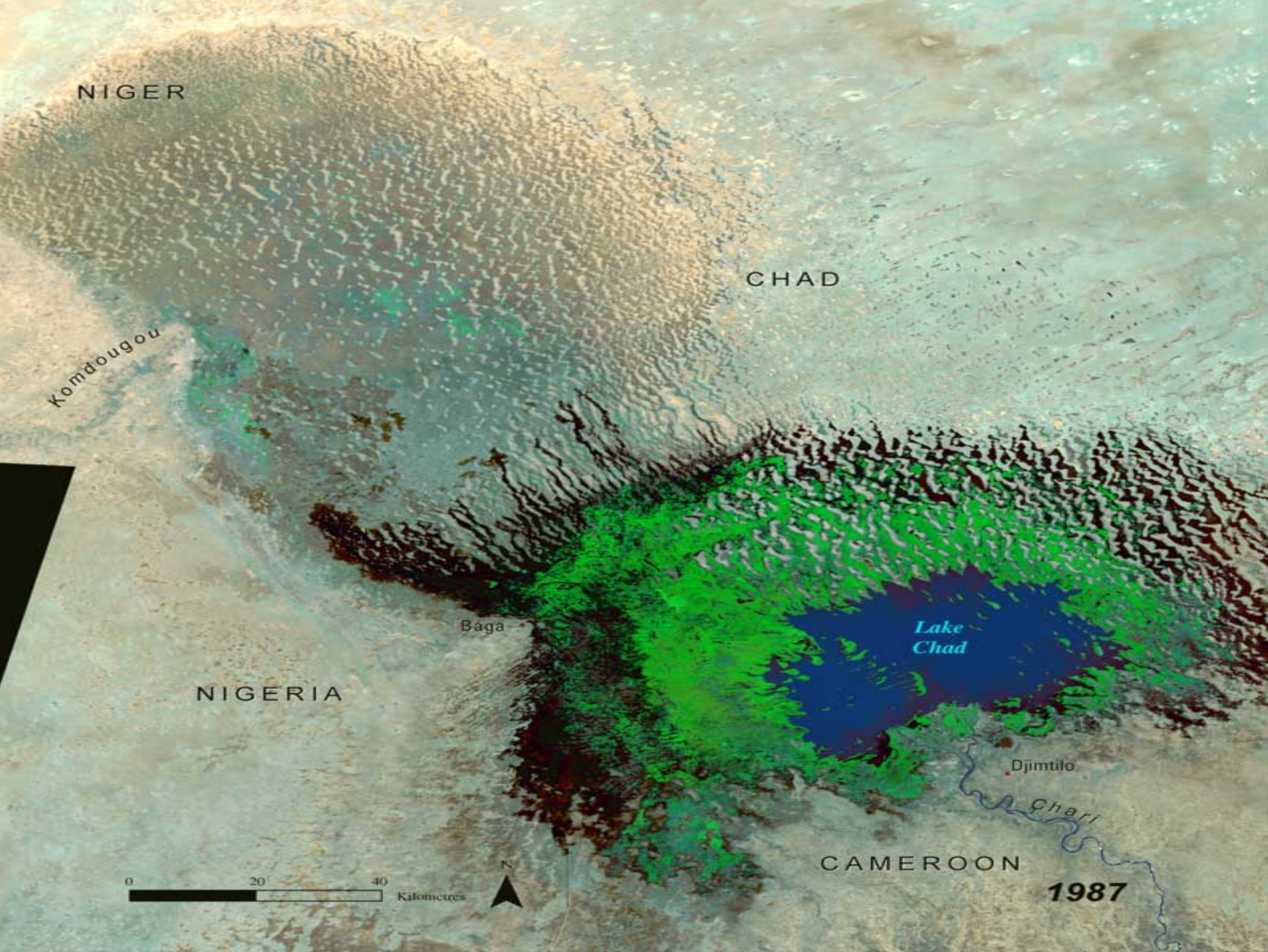
Djimtilo

Chari

CAMEROON

1972





NIGER

CHAD

Komdougou

Baga

NIGERIA

Lake
Chad

Djimtilo

Chari

CAMEROON

1987





Developed Country's Problems As Well

- Hard to serve students suffer
- Preferred learning style other than reading
- Poverty related issues
- Irrelevant curricula
- Engaging the disenfranchised
- Home/family related issues
- Student/school conflict
- Dropouts,
- TVET

Contribution of Higher Ed

- Need to understand the impact
- Historical perspective
- Futures perspective
- Develop the skills to manage SD
- Assist society to cope with SD
- Opportunity for life-long learning
- Research, measuring, training

2nd: Reorienting Existing Education

Currently our most
educated nations

=

deepest ecological
footprints

We have ED systems
for D rather than SD

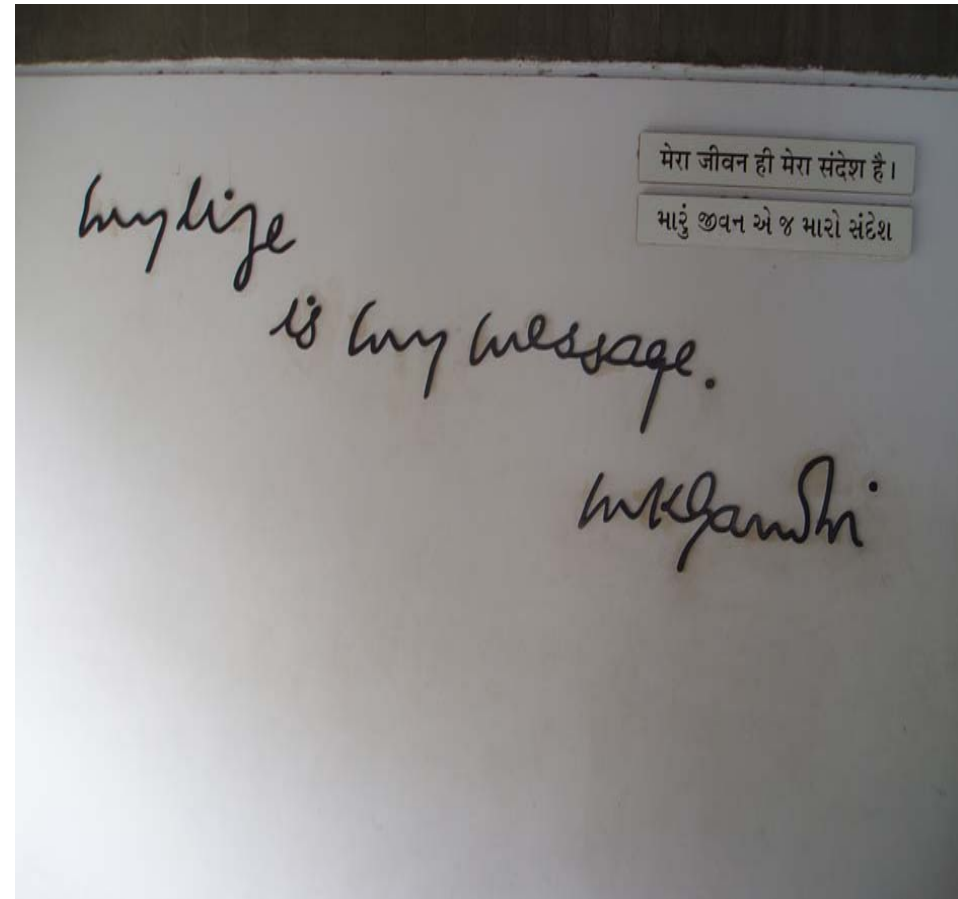


Competences and the Moral Compass

- The S.D.-S.D. combination is necessary since system thinking needs a compass. (Without orientation, it might even be used to design a concentration camp). RCE Munich serves to catalyze these ingredients.
- The goal: Thinking in systems has become a cultural skill among the agreed upon others (reading, writing, computing communicating.... It is intended to complement linear thinking.
 - RCE Munich

Reorienting Existing Education Means Addressing:

- Buildings
- Curriculum
- Practices and actions
- What we value
- What we evaluate
- Modeling sustainability



Initial ESD Interventions

- Curriculum modification – major disciplines!
- Selected “adjectivals” as appropriate
- Energy, Water, Waste Management
- Food services
- Social programs – racism, equity, bullying etc.
- School site development
- However supporting teachers and schools beyond this is difficult for most ministries

Reorienting Teacher Education

UNESCO/Bonn priority

International network of faculties of ed

Phase 1 – guidelines (2000 – 2006)

Phase 2 – implementation (2010 – 2014)

national and regional networks

The Purpose of Education

Learning:

To know

To do

To be

To become

To live together – others and sustainably

Jacques Delors – Learning the Treasure Within UNESCO

A Question for All Societies

What should our citizens:

- know,
- be able to do,
- and value enough to act throughout their lives?

Implications for life-long learning and training

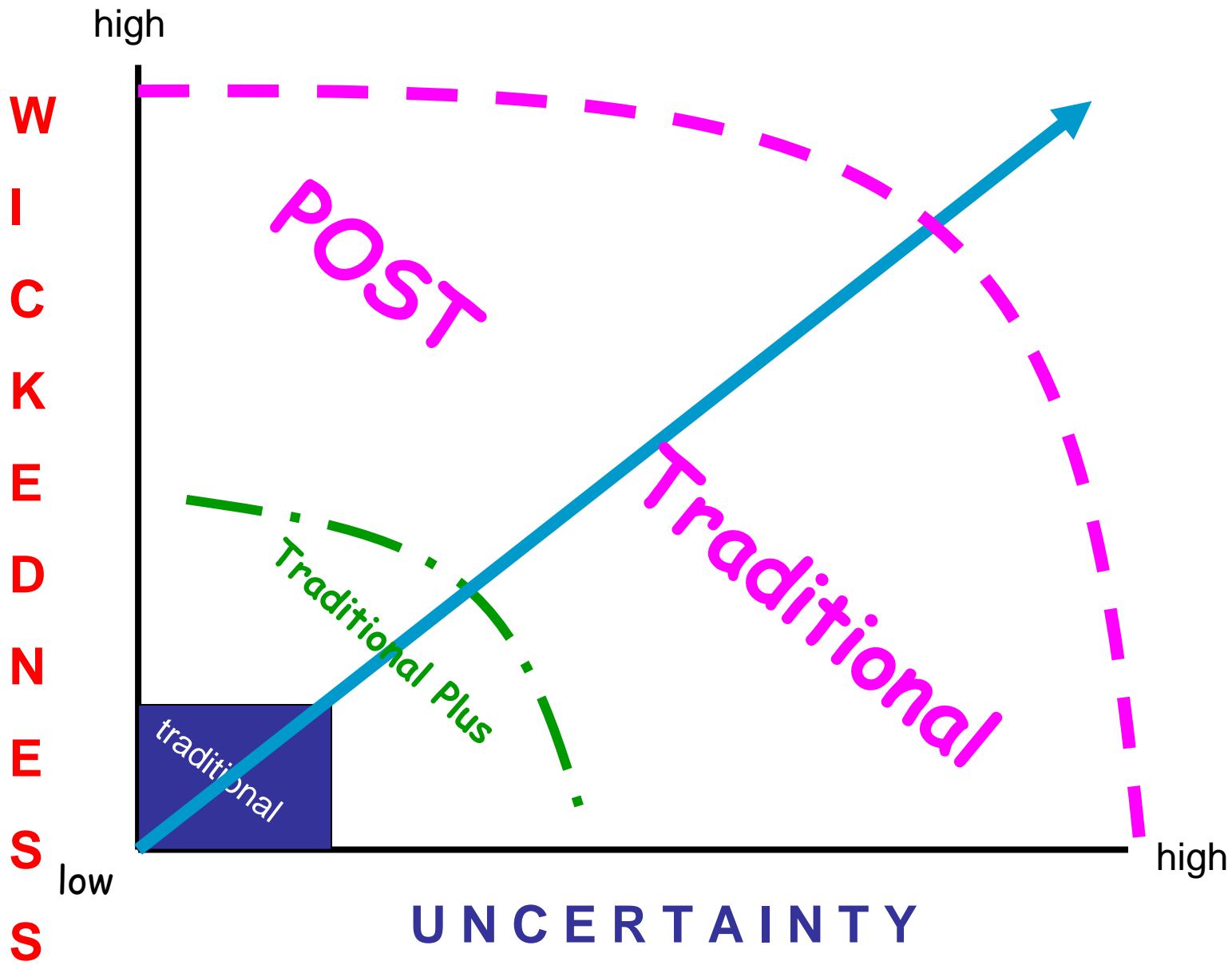
Why do we teach what we teach ?

- To preserve culture _____%
- To prepare/train for work _____%
- To care for environment _____%
- To live a full, meaningful life _____%
- To contribute to society _____%
- To be creative and resourceful _____%
- To live a religious life _____%
- To live together in peace _____%
- To be self-sufficient _____%

What is the ESD vision for _____ schools ?

New Learning Perspectives

- Traditional – Learning as “acquisition” model
Knowledge, solutions, true/false right/wrong
- Plus – Learning as “participation” model
complexity, reflexive, reflection, negotiation
- And – Learning as a “response model” ambiguity in world,
taking charge-life, tolerance, engagement





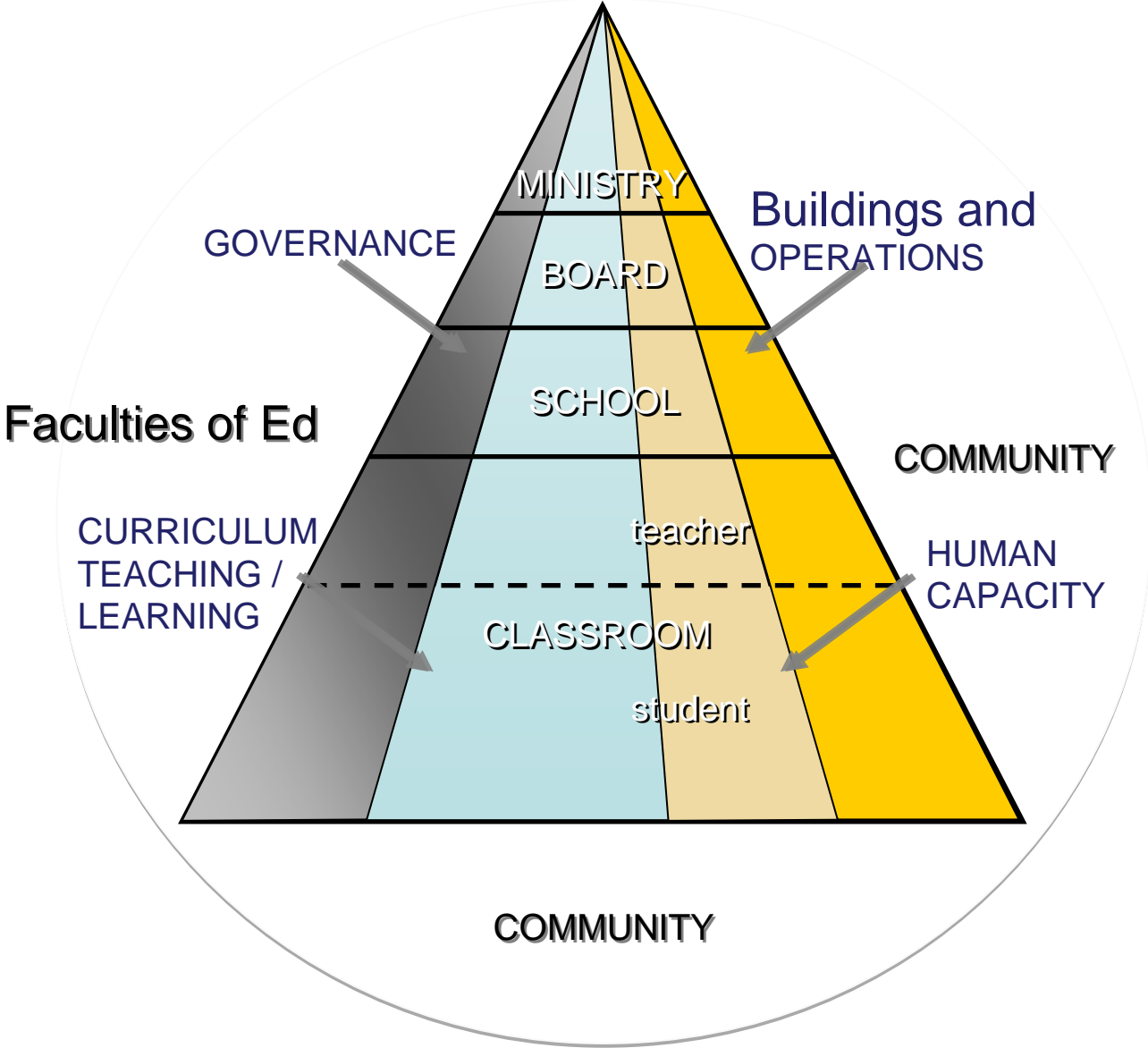


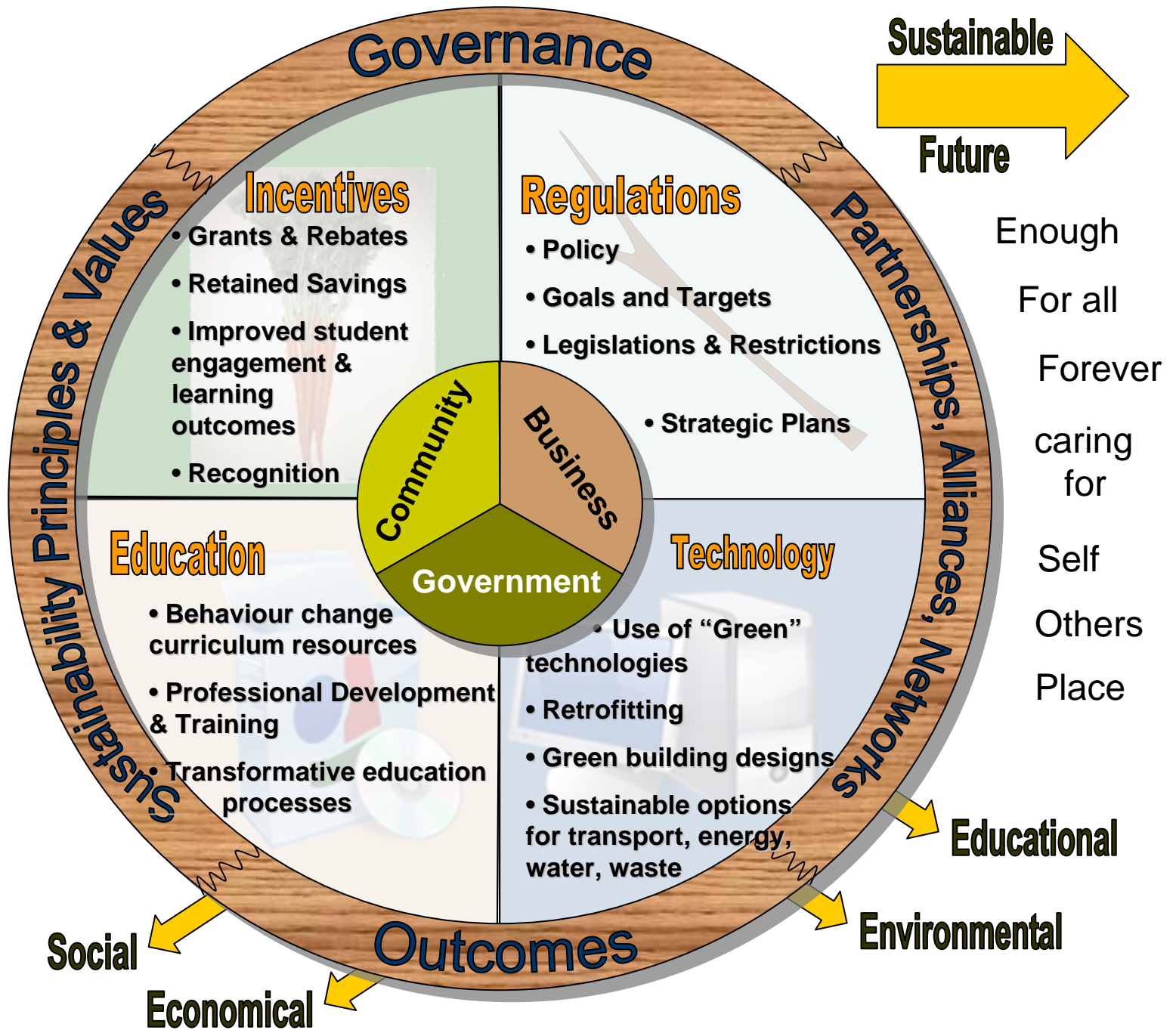


Engaging Senior Education Officials

- It is not just the curriculum!
- It is also policy – purchasing/hiring/....
- Its about how we teach
- It is about the buildings
- What we evaluate/report upon
- Teacher education
- Engaging the community
- What is relevant for all in the 21st C

Engaging The Educational Pyramid:





Strengths Model: next half Decade

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ESD a Swedish “strength”

A Changing Question

1992- What can ESD contribute to the search for a sustainable future?

2014 - What can the search for a more sustainable future contribute to education?