

EDUCATION FOR SUSTAINABLE LIVING

Advancing teaching and learning for responsible consumption

Regional Capacity Building Workshop

24th April 2018

University for Peace,
San Jose, Costa Rica

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Organised by:

Latin America PERL Regional Network,
Centre for Collaborative Learning for Sustainable Development at
Inland Norway University of Applied Sciences
and the Earth Charter Center for Education for Sustainable Development



CENTRE FOR COLLABORATIVE LEARNING
FOR SUSTAINABLE DEVELOPMENT
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programme.



Proceedings of the Regional Capacity Building Workshop for Latin America:

Education for Sustainable Living

Advancing teaching and learning for responsible consumption



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INLAND NORWAY
UNIVERSITY
OF APPLIED SCIENCES

The authors are responsible for the choice and presentation of views contained in this document and for opinions expressed therein which are not necessarily those of Government of Sweden or the organizations involved in the organization of this workshop.

Supported by the Ministry of the Environment and Energy of the Government of Sweden and the Swedish International Development Cooperation Agency (SIDA)

as a contribution to the 10-Year Framework of Programs on Sustainable Production and Consumption (10YFP on SCP) and as part of the action plan of the Sustainable Lifestyles and Education programme.



Government Offices of Sweden

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Summary of Workshop

On the 24th April 2018, the workshop “Education for Sustainable Living: Advancing teaching and learning for responsible consumption” was held at the University for Peace in San Jose, Costa Rica. The workshop targeted teacher trainers, educational authorities and specialists working on sustainable lifestyles. Coinciding with the meeting of partner networks of the UNESCO Global Action Programme (GAP) on Education for Sustainable Development (ESD) on the subsequent days, the workshop also drew on the international expertise of members from the GAP Partner Network 3 on “Building Capacity of Educators and Trainers”. Over 30 persons participated in this workshop, and while a majority of participants came from within Costa Rica, there were participants from several other countries in the region and from farther abroad, in total representing 13 countries. The workshop was conducted bilingually in Spanish and English.

The workshop was organized as contribution to the Sustainable Lifestyle and Education programme of the 10 Year Framework of Programmes (10 YFP) on Sustainable Consumption and Production. The PERL Network, the Centre for Collaborative Learning for Sustainable Development (at Inland Norway University of Applied Sciences) and the Earth Charter Center for Education for Sustainable Development at the University for Peace, Costa Rica were the main organizers. The workshop was made possible by the Ministry of the Environment and Energy of the Government of Sweden and the Swedish International Development Cooperation Agency (SIDA).

Background:

Each year the UN High Level Political Forum reviews several of the SDGs. A selection of countries and stakeholders submit national reports. This year among the SDGs being reviewed is goal 12 on responsible production and consumption. The themes of education for sustainable living and responsible consumption are central to the overall pursuit of education for sustainable development (ESD), and are supported both by the Global Action Programme on ESD and the 10 Year Framework of Programmes on Sustainable Consumption and Production.

The workshop examined how education can support progress towards SDG 12, and it will consider how policy, pedagogy and practice of education for sustainable living and responsible consumption may best be advanced especially in the Latin America region.

Objectives:

This Workshop aimed to share experiences with education for sustainable living and examples of best practice from around the world. It focussed on how to improve both teacher training and educational practice in schools on sustainable living and responsible consumption.

Discussions dealt with such challenges as:

- the need for more transformational education,
- how to empower responsible living and engage learners,
- how to assess education for sustainable development,
- best practice for comprehensive teacher training on education for sustainable living.

Workshop Outcomes:

The workshop investigated various approaches to transformative learning and how to involve a wide variety of stakeholders in the learning processes. Experiences with education for sustainable living (ESL) and examples of best practice from around the world were shared. The workshop focused on how to improve both teacher training and educational practice in schools on sustainable living and responsible consumption. Education for sustainable living and sustainable lifestyles was viewed as important topic in Latin America that provides opportunities to bring together education for sustainable development (ESD) and sustainable consumption and production (SCP) themes, as well as making strong links to the daily life choices, actions and behaviours of the individual learner.

The workshop discussions dealt with how to address common challenges for advancing education for sustainable living. The participants discussed the roles education can play in supporting achievement towards the SDGs, and they considered the need for more transformational education to support the aspirations for dramatic social change outlined in Agenda 2030. The topic of educational approaches for sustainable living and how best to engage learners were also discussed, and it was considered what are the best ways to empower responsible living. Following this, participants also discussed how to ensure comprehensive teacher training on education for sustainable living. This became an important theme that many participants felt was a leading challenge for the further implementation of education for sustainable living, and this led to recommendations for follow up activities and capacity building for teacher training. Participants also discussed the challenges related to educational assessment of ESD, and how to effectively identify if ESD is actually supporting or leading too more sustainable lifestyle practices.

The participants' overall evaluation of the workshop was highly positive. While participants felt that this workshop clarified and addressed many important aspects of education for sustainable living, many also felt that more time was needed to allow more depth of investigation into individual topics. Participants were eager to have more hands-on training with tools and methods for educational assessment and ESD evaluation, on active learning approaches, and on ways to engage with the SDGs, among other. Participants suggested that the contents of this workshop be developed into a multi-day capacity building workshop/training that provides more depth on individual aspects and more time for practical activities. It was also suggested that the information from this workshop needs to reach a much larger audience and thus consideration of how to make this workshop available in an online format would be valuable.

Programme for the workshop on Education for Sustainable Living

Date: 24th April 2018 **Time:** 9 am – 17 pm

Venue: The University of Peace, Earth Charter Center for Education for Sustainable Development, San Jose, Costa Rica.

This Workshop aims to share experiences with education for sustainable living (ESL) and examples of best practice from around the world. It will focus on how to improve both teacher training and educational practice in schools on sustainable living and responsible consumption. After brief introductory presentations, the discussions will deal with such challenges as:

- the need for more transformational education
- how to empower responsible living and engage learners
- how to assess education for sustainable development
- best practice for comprehensive teacher training on education for sustainable living

There will be focus on the specific challenges in Latin America.

* * *

0900-0930: Welcome and introductions

0930-1030: ***“Transformational education: from what to what?”***

Presentation by Shepherd Urenje and a discussion with contributions from each of the workshop participants.

1030-1100 Break

1100-1200 ***“Education for Sustainable Living: an integral part or an ignored stepchild of Education for sustainable development (ESD)?”***

Presentations by Victoria W. Thoresen and Mari Nishimuri and a discussion with contributions from each of the workshop participants.

1200-1300 ***Examples of good practice of comprehensive teacher training on education for sustainable living from around the world***

Presentations by Ingrid Pramling Samuelsson and Ekaterine Karageorgiadis and a discussion with contributions from each of the workshop participants.

1300-1400 Lunch

1400-1500 ***“Assessing ESD/ESL: a Gordian knot to untie?”***

Presentation by Michel Ricard and a discussion with contributions from each of the workshop participants. *(Michel Ricard was not able to participate in workshop due to delays caused by an airline strike, and Mari Nishimuri’s presentation was instead moved to this session)*

1500-1530 Break

1530-1630 ***“What is ESD’s role in the implementation of the Sustainable Development Goals?”***

Presentation by Robert Didham and a discussion with contributions from each of the workshop participants. There will be special focus on the challenges in Latin America related to this topic.

1630-1700 Summary and evaluation

Description of Workshop Sessions

The workshop on “Education for Sustainable Living: Advancing teaching and learning for responsible consumption” was opened by Victoria W. Thoresen from the Centre for Collaborative Learning for Sustainable Development at Inland Norway University of Applied Sciences with warm welcome to all participants and a show of appreciation to the workshop hosts at the Earth Charter Center for Education for Sustainable Development and the University for Peace. Victoria went on to provide an introduction to the workshop, outline the objectives and provide an overview of the agenda. The opening session also included the opportunity for participants to introduce themselves.

Shepherd Urenje, of the Swedish International Centre of Education for Sustainable Development (SWEDESD) at Uppsala University, led the first workshop session on transformational education and learning. His presentation addressed the important role education can play in preparing us to address the challenges for sustainable development by enabling to be more responsive to change. Shepherd explained how learning for change is important in addressing a global crisis not only stemming from continued patterns of unsustainable development and consumption, but also for preparing young learners for a changing world and job market where new skills and knowledge are rapidly evolving. In order to better define transformational education, Shepherd also presented how the quality and relevance of learning can be enhanced through a combined effort to improve educational research and classroom practice. As an example of this in practice, the Change Project developed at SWEDESD was introduced based on an action research model to address how teaching and learning can respond to 21st century challenges. Following the presentation, participants discussed the transformative aspects of their current work and activities.

Session 2 of the workshop was led by Victoria W. Thoresen and discussed the topic of Education for Sustainable Living. The combined relationship with education for sustainable development (ESD) and sustainable consumption and production (SCP) were explained, as well as education for sustainable living’s focus on personal lifestyle choices, behaviours and patterns. Victoria also presented the work of the 10 Year Framework of Programmes (10YFP) on SCP and the specific Sustainable Lifestyle and Education programme. The work of the World Business Council for Sustainable Development on “The Good Life 2.0” was also shared, and its unique effort to reinterpret and redefine what is “good” living away from a market driven, high production and high consumption based system was discussed. Groups discussions were held after the presentation and addressed two questions:

- How do you feel your work and/or educational activities include “lifestyles”?
- How have you been able to make that learning transformational?

In the discussions, participants noted that while the topic of sustainable lifestyles is very diverse and can cover many dimensions, if we are considering how to achieve transformative learning then it is the pedagogical approaches that provide the binding feature. They also noted that some of the common features of these pedagogical approaches include: a search for solutions and a focus on positive alternatives (not just a critical analysis of current negative impacts); active application of learning to real world issues; and collaboration of learners and support for community building and social learning.

The third session included two presentations. The first presentation was made by Ekaterine Karaeorgiadis of the Alana Institute based in São Paulo, Brazil, a civil society organisation working to

develop and strengthen transformative and sustainable education opportunities for children and youth. Ekaterine presented several of the programs and good practices that Alana supports.

Representing the World Organisation for Early Childhood Education, Ingrid Pramling Samuelsson and Glynne Mackey presented on the importance of including sustainable lifestyle education within early childhood education. Together, they presented several good examples of learning activities for young children that created active learning about sustainable lifestyles. The presentation also explored several important conclusions for education about how to better integrate learning about sustainable lifestyles, including: focus on authentic every-day life questions, exploration of children's own perspectives and meaning-making, interaction and communication, and collaborative and participatory learning activities. The importance of a whole centre approach to education for sustainability and the development of well qualified teachers were both emphasised as vital resources for achieving education for sustainable living. In closing, the presenters expressed that early childhood education for sustainable living should aim to empower young learners with both confidence and competence as the start to a life-long process of inquiry, exploration and learning.

Session 4 was led by Mari Nishirmuri of the United Nations Environment Programme, and she explained how sustainable lifestyles can provide a central essence to the progress of ESD and environmental education in Latin America and the Caribbean (LAC). Mari began by explaining the work that UN Environment carries out in the LAC region on ESD and environmental education, and she introduced the various networks and alliances the work with across the region. The presentation went on to address the importance of lifestyles in relation to sustainable development, and it explained how education for sustainable lifestyles can help to address the decisions we make about: what we eat (food), where we live (housing), how we move around (mobility), what we buy and use (consumer goods), and what we do for fun (leisure). This session concluded with a short presentation by Marcela Rodriguez Beltran and Diana Carolina Páez Moreno from El Bosque University, Bogotá, Colombia on the sustainable lifestyle activities and education programmes they have been carrying out, as part of the 10YFP Sustainable Lifestyles and Education programme, for simple and happy living.

The final thematic session looked at the role education, and specifically ESD and education for sustainable living, plays in the implementation of the Sustainable Development Goal. Robert J. Didham of the Centre for Collaborative Learning for Sustainable Development at Inland Norway University of Applied Sciences provided a presentation on this topic. He began by highlighting that there are two different paths for integrating education and the SDGs – one is about integrating education firmly into and across the sustainable development agenda as a means of implementation for all SDG; and the other is about integrating sustainable development fully into the Education 2030 Agenda and into national curriculums so that education firmly responds to and prepares learners for future challenges. The presentation went on to draw strong linkages between ESD and efforts to advance the overall quality of education. Robert then identified the key means of implementation for ESD, and he discussed various possibilities and opportunities for advancing ESD policies. Following the presentation, participants broke into groups for their final discussion period and talked about how education for sustainable living could be advanced in their working contexts in relation to policy and curriculum; teacher training; and educational assessment.

In the closing session, participants reflected on the major points from the day and considered how they would apply these lessons in their future activities. One of the important areas of discussion during this final session was how to achieve long-lasting impact and synergies from various educational activities. Participants were concerned with moving beyond awareness raising on individual environmental issues such as recycling or reducing usage of plastics and with a learning focus on sustainable living that is ultimately about creating good citizens and social agents of change. The session concluded with a reflection and sum-up shared among the participants.

The overall evaluation of the workshop was highly positive, although participants suggested more time was needed to develop next-steps and follow up to this workshop. Generally, the workshop left participants wanting to know more on the topic, and several specific requests for more information on different topics were made – e.g., on educational assessment and ESD evaluation, on active learning approaches, on ways to engage with the SDGs, etc. Participants suggested that the contents of this workshop be developed into a multi-day capacity building workshop/training that provides more depth on individual aspects and more time for practical activities. It was also suggested that the information from this workshop needs to reach a much larger audience and thus consideration of how to make this workshop available in an online format would be valuable.

Photos

Presentations



Group Discussions



Networking

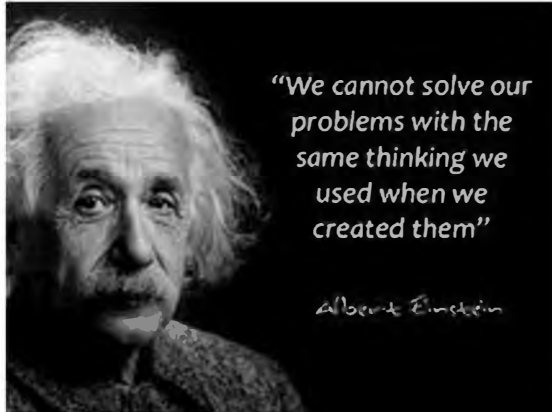


Participants List

Name	Institution
Michel RICARD	UNESCO chair on ESD <i>*Was not able to attend due to airline strike</i>
Shepherd Urenje	Swedish International Centre of Education for Sustainable Development (SWEDESD), Uppsala University
Ingrid Pramling-Samuelson	World Organisation for Early Childhood Education (OMEP Organisation Mondiale pour l'Éducation Presolare)
Andrés de las Mercedes	National Institute for teacher's Training (Inafocam) - Instituto Nacional de Formación y Capacitación del Magisterio (Inafocam)
Maria Nadeiza Otero Valle	Universidad Mayor de San Andres (USMA), Bolivia
Alicia Jimenez	Earth Charter International
Laura Barrantes Chaves	Instituto nacional de Aprendizaje
Saukén Abarca Pizarro	Universidad San Marcos
Geannina Herrera Blando	MEP
María Gabriela Madriz Varela	Saint Gabriel Elementary & High School
Soledad Peña	Universidad de La Salle
Oscar Pamio	Universidad de La Salle
Daniela Carvalho	Ecolectivo - educación, diálogo y convivencia
Rosa Orquídea Campusano Padilla	National Institute of Teacher Training of the Dominican Republic (INAFOCAM)
Marianela Abarca Espeleta	Universidad de Costa Rica
Pedro Smith	Economía del Bien Común Chile
Andrea Arango Hernandez	Universidad Lasalle
Olga Rodríguez Morales	Preescolar Contemporaneo
Viviana Gutierrez Tobon	EARTH University
Melissa Ortega	INCAE
Isa Torrealba-Suárez	UNIVERSIDAD VERITAS
Nichole McVeigh	EARTH University
Marco Vinicio Torres	Universidad de La Salle
Marianela Fernández	Universidad de Costa Rica
Jennifer Sanchez	Fundación Parque La Libertad
Dayana Calderón Bermúdez	Fundación Parque La Libertad
Lidia Noches	Fundación Parque La Libertad
Ekaterine Karageorgiadis	Alana Institute, Brazil
Tatiana Robles Cordero	Colegio Yurusti
Raquel Rojas Sagot	Universidad de Costa Rica
Elizabeth León Rodríguez	EARTH University
Miguel Delgado	Colegio Yurusti
Ana María Venegas Zamora	Colegio Yurusti
Elmer Cantarero	EARTH University
Ligia Barillas Arias	Yurusti School
Victoria W. Thoresen	Centre for Collaborative Learning for Sustainable Development, Inland Norway University of Applied Sciences
Robert J. Didham	Centre for Collaborative Learning for Sustainable Development, Inland Norway University of Applied Sciences
Stefanie Mallow	International Association of Universities (IAU)
Olga Ovares Araya	Carta de la Tierra CR
Marcela Rodríguez Beltran	Universidad El Bosque, Bogotá, Colombia
Diana Carolina Páez Moreno	Universidad El Bosque, Bogotá, Colombia
María José Bolaños Mora.	Yurusti School
Masahisa Sato	Institute for Global Environmental Strategies (IGES), Japan

Presentation Files

TRANSFORMATIONAL EDUCATION *FROM WHAT TO WHAT?"*



EDUCATION FOR SUSTAINABLE LIVING: 24/04 – 2018:

Dr Shepherd Urenje

Swedish International Centre of Education for Sustainable Development

Uppsala University



- *Your personal experience*
- *Background to Agenda 2030*
- *The 21st Century Challenge -
The crisis*
- *An educational response*
- *What can we promise?*

QUICK QUESTION...?

Have you ever undergone a major change in your understanding of a topic, world view, comfort zone or through a particular learning experience/activities?

Then you are embarking on Transformational Learning!

Activity

Using your personal experiences can you give an example of Transformative Learning that you have experienced.



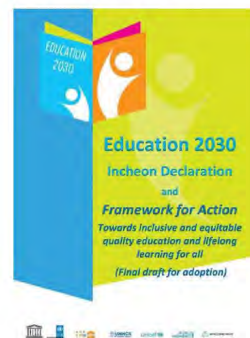
**BRIEF BACKGROUND
AGENDA 2030**



2015-30



2015-30

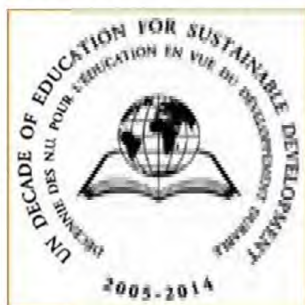


2015-19



UNESCO Global Action Programme on
Education for Sustainable Development

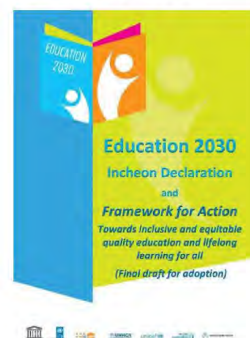
2014



2015-30



2015-30

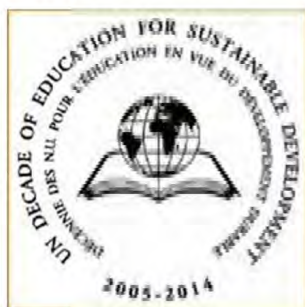


2015-19



UNESCO Global Action Programme on
Education for Sustainable Development

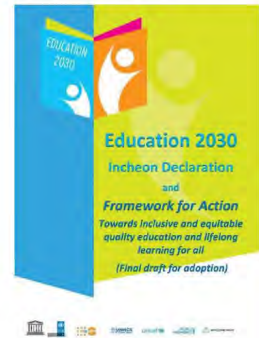
2014



What has not happened?
What can we promise?
TRANSFORMATION



2015-30



2015-30



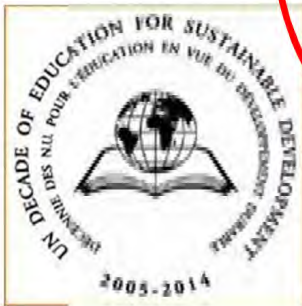
Education 2030

2015-19

UNESCO Global Action Programme on Education for Sustainable Development

Partner Networks & Flagship Projects

2014



17 Sustainable Development Goals (SDGs)



169 targets

241 indicators

"Investing in the Future"

"Ensuring a Life with Dignity"

"Protecting our Planet"

"No one is left behind"

17 Sustainable Development Goals (SDGs)

Education
2030



SUSTAINABLE DEVELOPMENT GOAL 4

Ensure inclusive and equitable quality
education and promote lifelong learning opportunities for
all



“Investing in the Future”

“Ensuring a Life with Dignity”

“Protecting our Planet”

“No one is left behind”

THE 21ST CENTURY CHALLENGE THE CRISIS

illustrated by

- *climate change*
- *environmental degradation*
- *increasing public health risk*
- *consumption and consumerism*
- *conflict & social instability*
- *lack of equity*

COP21/CMP11

Paris, France



PARIS2015
UN CLIMATE CHANGE CONFERENCE
COP21-CMP11

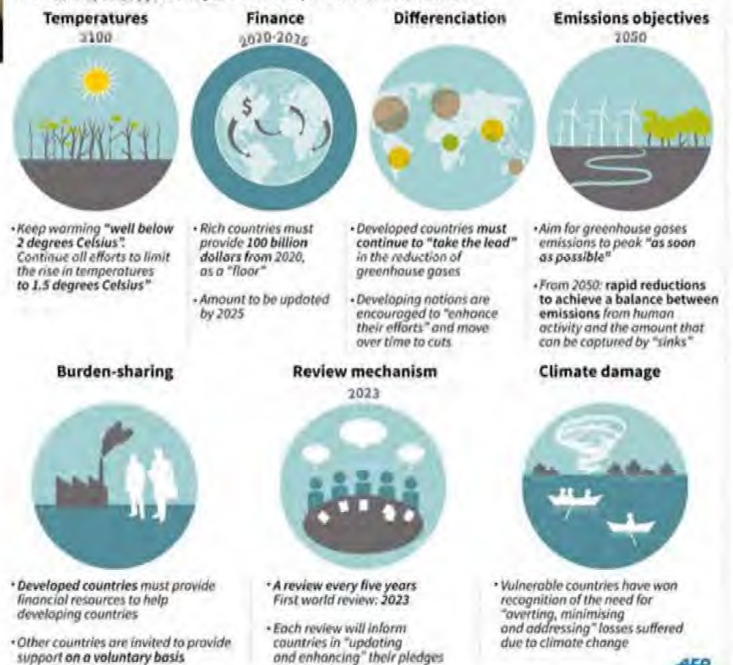
A new international agreement to combat global warming

The road to the Paris summit began three decades ago with the Montreal Protocol in 1987



The Paris climate agreement: key points

The historic pact, approved by 195 countries, will take effect from 2020



AFP

THE CRISIS

MORE PLASTIC THAN FISH IN THE SEA BY 2050



PLASTICS PRODUCTION

THREAT OR OPPORTUNITY



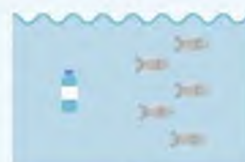
RATIO OF PLASTICS TO FISH IN THE OCEAN' (BY WEIGHT)

ELLEN MACARTHUR, 2018
BUSINESS AS USUAL

2014



311 MT

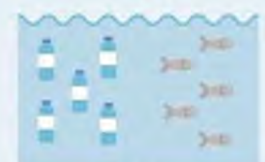


1:5

2050



1,124 MT



>1:1

Ellen MacArthur Foundation & World Economic Forum, 2018

The problem really does exist - but

- how do we measure the plastic, and
- how do we count the fish?

THE CRISIS

THREAT OR OPPORTUNITY

SIXTY PER CENT OF AUSTRALIAN STUDENTS ARE TRAINING FOR JOBS THAT WILL NOT EXIST IN THE FUTURE OR WILL BE TRANSFORMED BY AUTOMATION, ACCORDING TO A REPORT BY THE FOUNDATION FOR YOUNG AUSTRALIANS.

([RACHAEL BROWN](#), 2015)



2 BILLION JOBS WILL DISAPPEAR (ROUGHLY 50% OF CURRENT JOBS ON THE PLANET) BY 2030 (THOMAS FREY, 2016)

UPPSALA
UNIVERSITET



*What
happened?*

EDUCATION RESPONSE LEARNING FOR CHANGE

THE CRISIS

*A report by the International Commission
on Financing Global Education Opportunity,*

- By 2030 **more than half** a generation of young people will not have the skills needed for the changing global job market
- This is more than 800 million out of 1,6 billion children and young people globally

Figure 2. Education for a new global reality



THE CRISIS

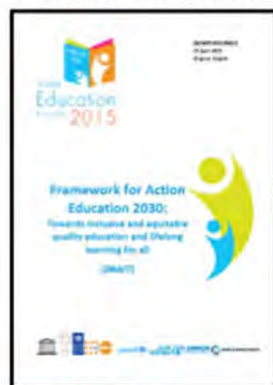
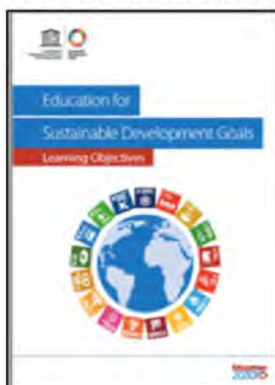
A report by the International Commission on Financing Global Education Opportunity,

- By 2030 **more than half** a generation of young people will not have the skills needed for the growing global job market
- This is more than 800 million or 1.5 billion children and young people globally

Figure 2. Education for a new world of work



TARGET 4.7 OF GOAL 4



4.7 By 2030, **ensure that all learners acquire knowledge and skills needed to promote sustainable development**, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.



EDUCATION FOR SUSTAINABLE DEVELOPMENT

Quality and Relevance



EDUCATIONAL RESEARCH



CLASSROOM PRACTICE

EDUCATION FOR SUSTAINABLE DEVELOPMENT

Quality and Relevance



EDUCATIONAL RESEARCH

**ESD in
Higher Education**



CLASSROOM PRACTICE

*Transformative
Transgressive
Transdisciplinary*

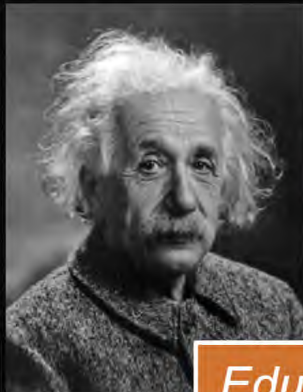
**T
LEARNING**

THE ILLITERATE OF
THE 21ST CENTURY
WILL NOT BE THOSE
WHO CANNOT READ
AND WRITE BUT
THOSE WHO CANNOT
LEARN UNLEARN
AND RELEARN.

-Alvin Toffler



WHAT CAN WE PROMISE?



We cannot solve our problems with the same
thinking we used when we created them.

(Albert Einstein)

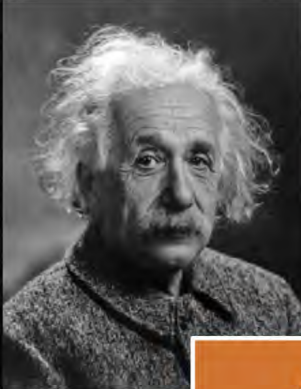
Educating for a new way of thinking

Not just
BUSINESS
AS
USUAL



BUSINESS
AS
UNUSUAL

WHAT CAN WE PROMISE?



From

We cannot solve our problems with the same thinking we used when we created them.

(Albert Einstein)

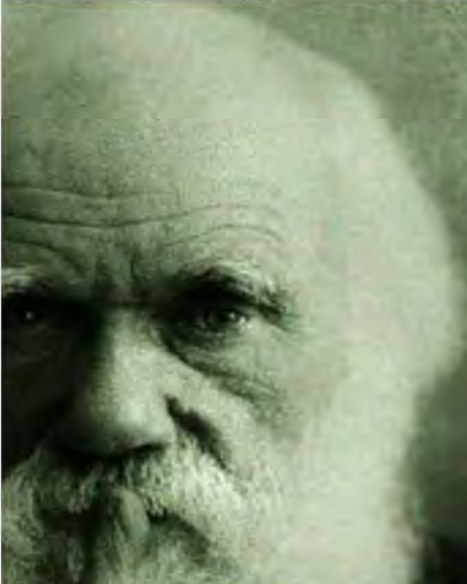
To

A new way of thinking

Not just
BUSINESS
AS
USUAL

BUT

BUSINESS
AS
UNUSUAL



“It is not the strongest of the species that survives, nor the most intelligent, but the one most responsive to change.”

-Charles Darwin, 1809



READINESS
*For **CHANGE***

**CHANGE
OR **DIE.****



WHAT ARE WE TRYING TO CHANGE?

From

Ways of thinking and acting

We are the students of today
attending the schools of yesterday
being taught by the teachers of the past
with methods from the Middle Ages
to solve the problems of the future!



Classroom

You

Pedagogy

TRYING TO CHANGE?

Introducing New ways of thinking and acting

We are the students of today
attending the schools of yesterday
being taught by the teachers of the past
with methods from the Middle Ages
to solve the problems of the future!



Classroom

You

Pedagogy

Discussion:

- Why is this important for Teacher Education?
- How can ESD achieve this ambition?

Educational challenge to business as usual: Making

~~IM~~POSSIBLE

to solve the problems of the future!

Ways of thinking and acting

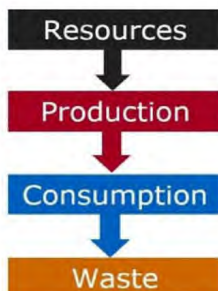
From

BUSINESS AS USUAL

4 QUALITY EDUCATION



Linear economy



Chain economy



Circular economy



To

BUSINESS AS UNUSUAL

12 RESPONSIBLE CONSUMPTION AND PRODUCTION



From waste to resources



OLD THEORETICAL MODEL OF LEARNING



NEW THEORETICAL MODEL OF LEARNING

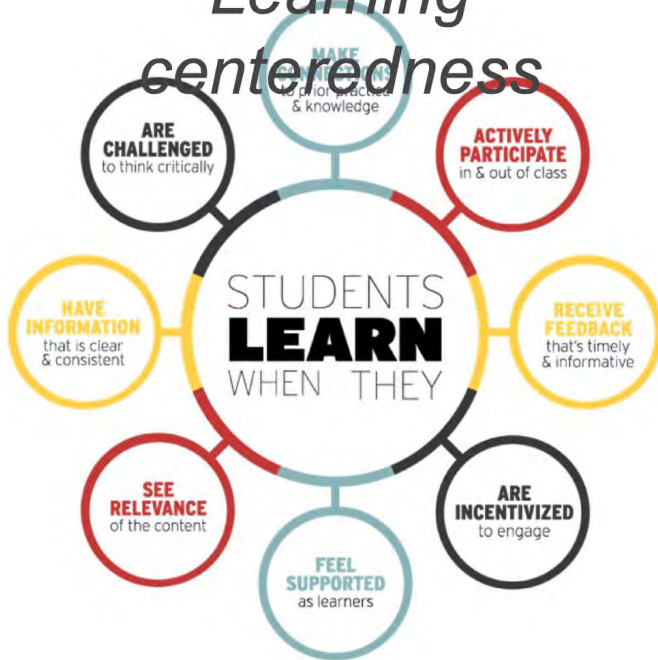
From Schools of yesterday
Teachers of the past
Medieval methods



To Learning for Change

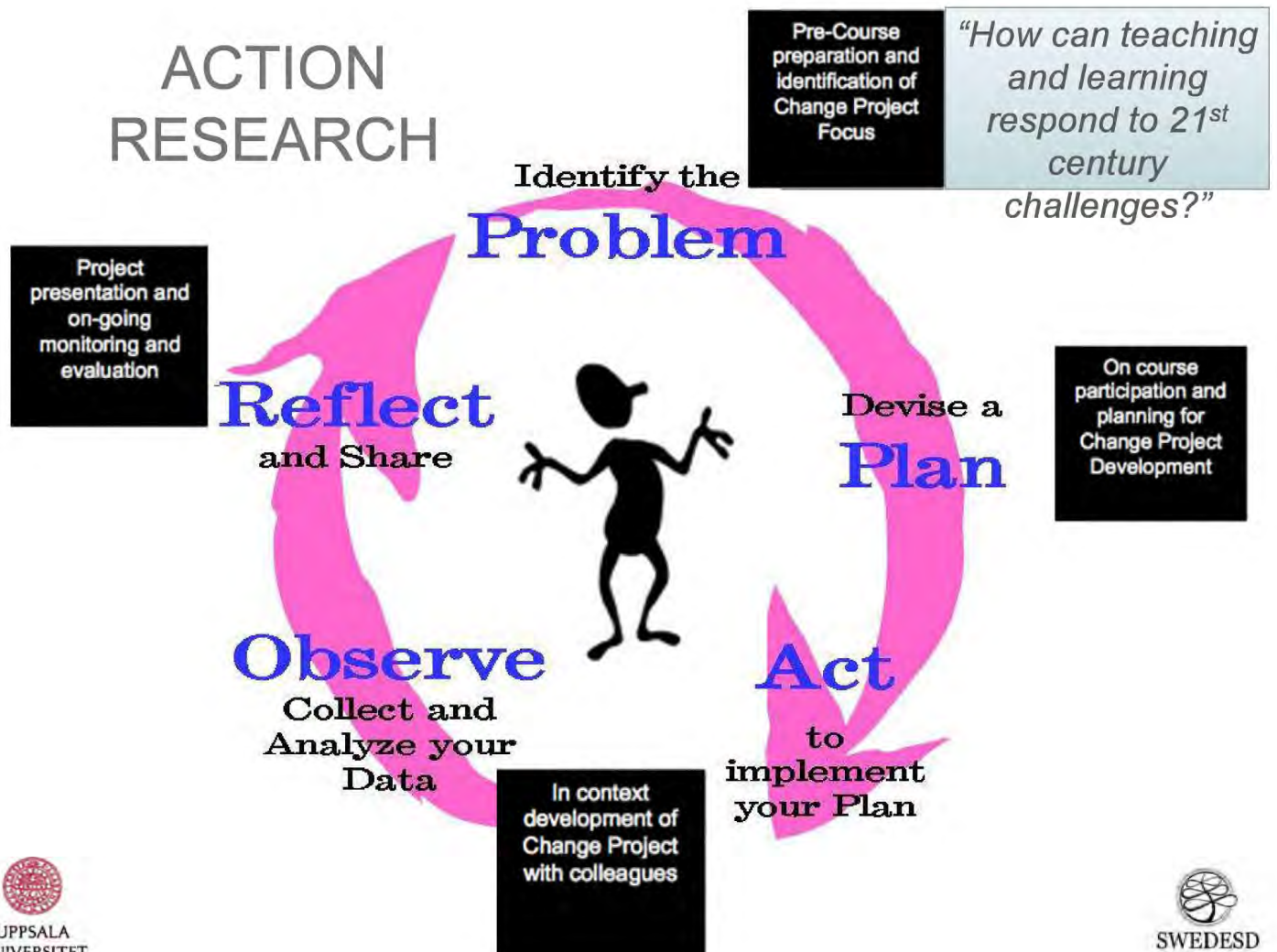
Learning for Transformation

Learning centeredness



AN EXAMPLE THE CHANGE PROJECT APPROACH

ACTION RESEARCH



EDUCATION FOR

SUSTAINABLE DEVELOPMENT

CHANGE

before it's too late to

TRANSFORMATION

CHANGE

LEARNING FOR



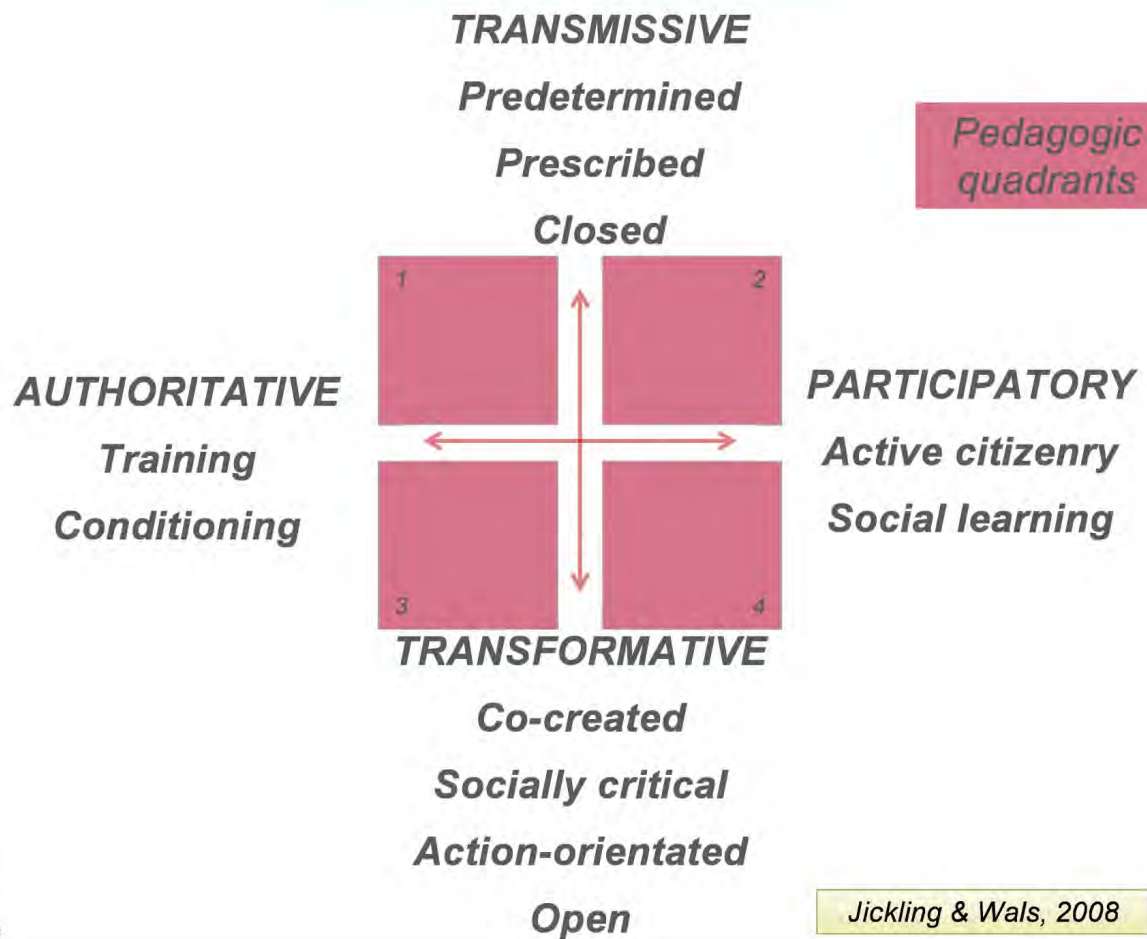
UPPSALA
UNIVERSITET



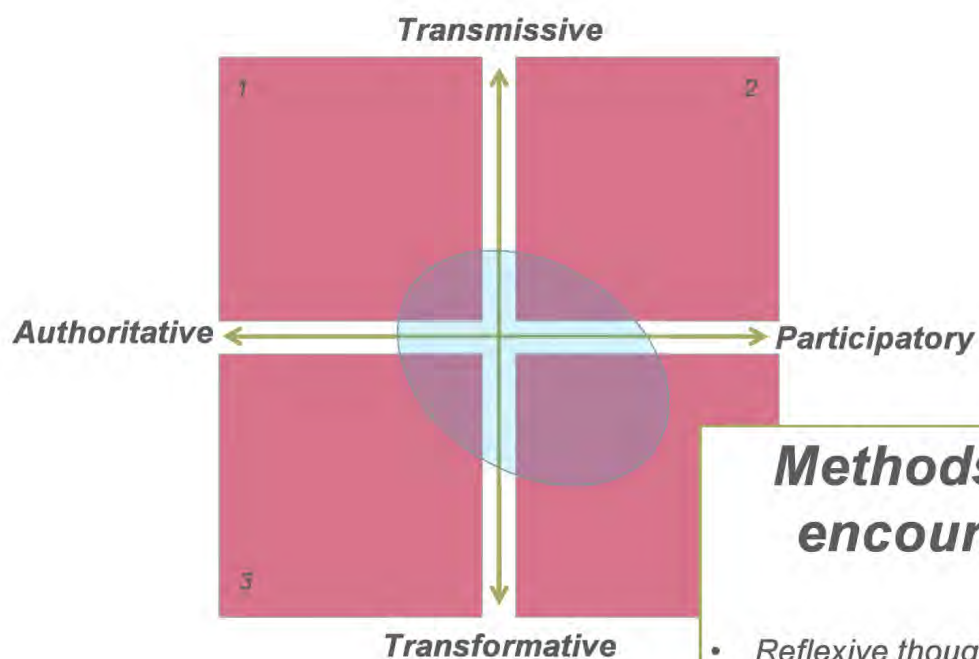
SWEDSD

THANK YOU

Effective methods



Effective methods



Methods that encourage:

- Reflexive thought and action
- Collaborative learning
- Making connections
- Learning as inquiry

Weaving a mat ...

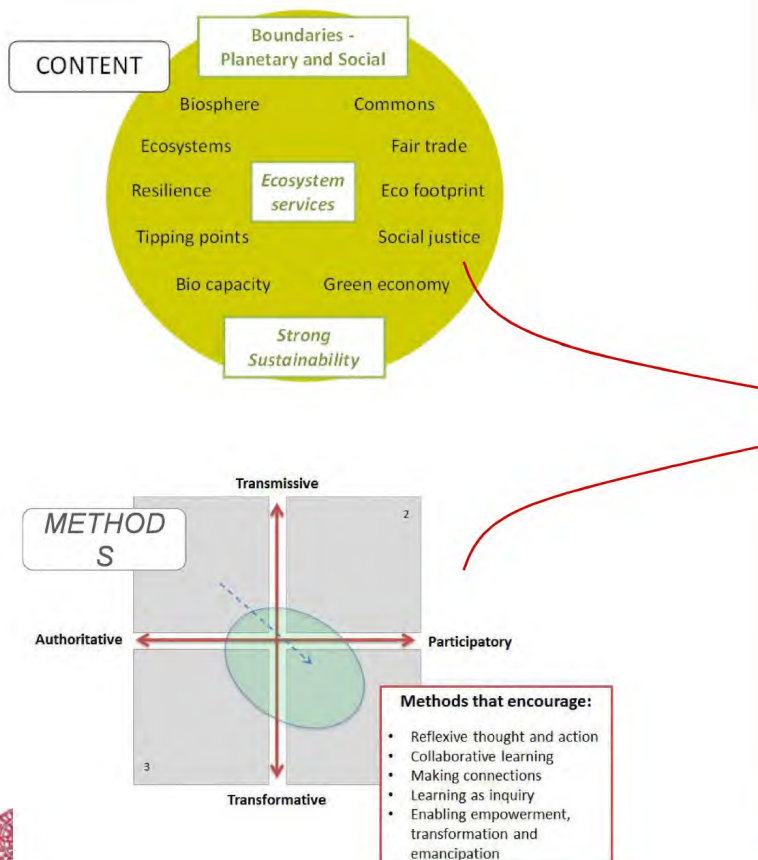
METHODS

CONTENT



Patterns of Integrated Knowledge = COMPETENCES

THE NAVIGATION TOOL



COMPETENCES FOR SUSTAINABILITY

Systems thinking

Futures thinking

Values thinking

Strategic thinking

Collaboration competence

Critical thinking

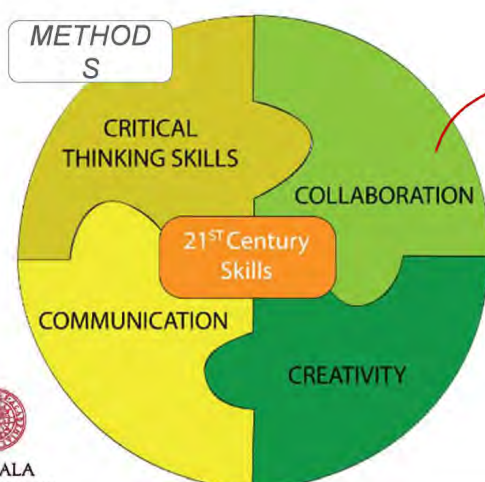
Personal competence

Integrated problem-solving

THE NAVIGATION TOOL



Downloaded in collaboration with INTELLIGENCE - GÖTEBORGS UNIVERSITET (The Swedish Institute of Technology) in 2018-08-01. The image is a copy, original: INTELLIGENCE - GÖTEBORGS UNIVERSITET



COMPETENCES FOR SUSTAINABILITY

Systems thinking

Futures thinking

Values thinking

Strategic thinking

Collaboration competence

Critical thinking

Personal competence

Integrated problem-solving competence



UPPSALA
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UNESCO



Victoria W. Thoresen

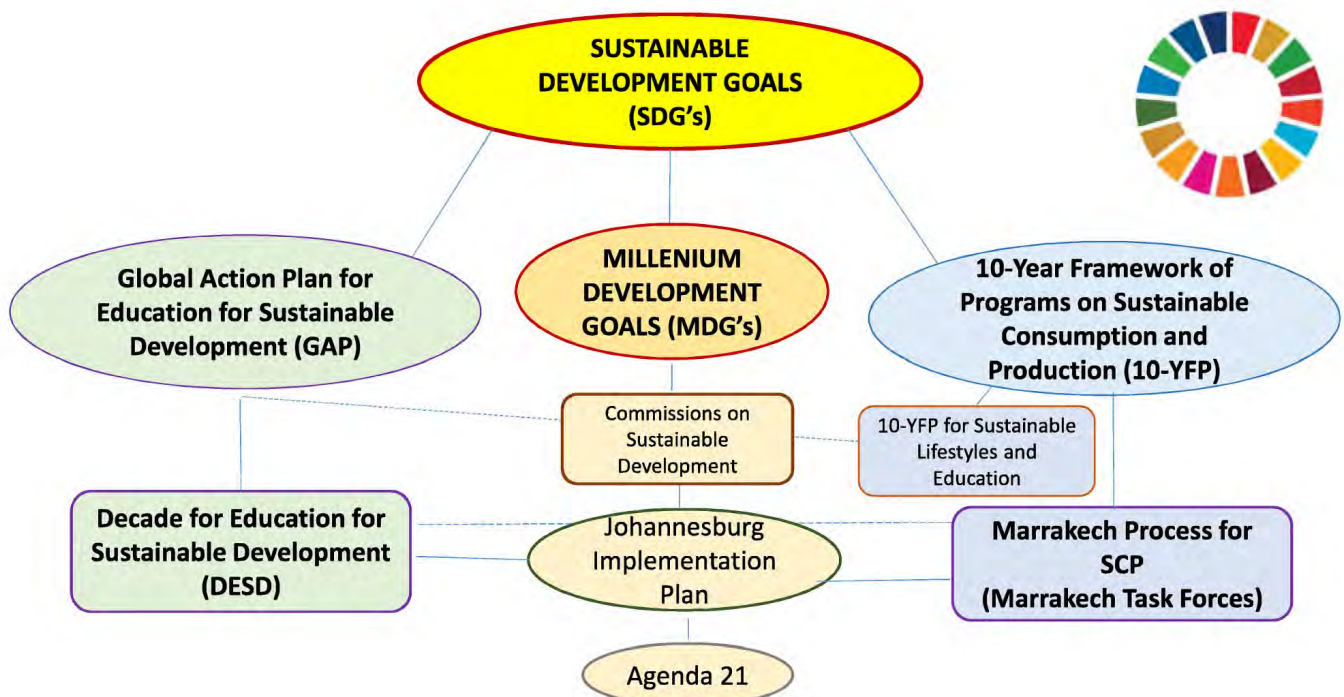
UNESCO Chair for Education about Sustainable Lifestyles,
Director of the Center for Collaborative Learning for
Sustainable Development,
Inland Norway University of Applied Sciences



www.livingresponsibly.org



Partnership for Education and Research about Responsible Living



Partnership for Education and Research about Responsible Living



From The Synthesis Report of the U.N. Secretary General on the Post-2015 Agenda



Partnership for Education and Research about Responsible Living



Partnership for Education and Research about Responsible Living



The Good Life 1.0

Our society tells us that more is better, and we buy it.



Living large

Today's new homes are 1,000 square feet larger than in 1973, and average living space per person has doubled.

– AEI, Today's New Homes ¹



Driving solo

85% of Americans get to work by car, spending an average of 50 minutes round-trip, or 200 hours annually at a cost of \$2,600. About 76% drove alone to work.

– Washington Post, "The lonely American commute" ²



Slicing it thick

Nearly 60% of an American's daily calories come from "ultra-processed" food... food that contains ingredients such as flavors, colors, sweeteners and hydrogenated oils, emulsifiers and other additives that you wouldn't cook with at home.

– TIME, "You Won't Believe How Much Processed Food Americans Eat" ³



Pouring it on

The average American family of four uses about 200 gallons of water a day—that goes down the drain—but could be reused as grey water; this is water from bathing, bathroom sinks, and laundry.

– WaterSense, US EPA ⁴



Throwing it away

Whether it's electronics or clothes, Americans want the latest thing, which means throwing out anything that isn't. In 2013 the US produced over 3 million tons of e-waste and over 13 million tons of textiles were discarded

– US EPA ⁵



Getting it fast

80% of shoppers surveyed want same-day shipping, while 61% want their packages even faster—within 1-3 hours of placing an order

– State of Shipping in Commerce 2016 ⁶

Rethinking the good life

What if the “good life” we aspire to was actually good for us, our families and the communities we live in? What if the cost for living well actually allowed us to live well?

Are we working hard to achieve more, or just to get more stuff? Do we use the extra rooms in our homes? What if we owned less and still got the things we needed—could we do more?

How far do we commute in order to make a living? What if we had that time back?

Is our diet killing us? What if eating the foods we loved made us healthier?

Have we traded meaningful time with our friends and family for social recognition from strangers? What if togetherness was a status symbol?

HOME & FAMILY



Togetherness has real social currency

TIME TO SLOW DOWN



Free time is an experience worth sharing

THE JOURNEY MATTERS



We crave freedom and discovery

WORK & LIFE IN BALANCE



Managing what we have to, and want to do

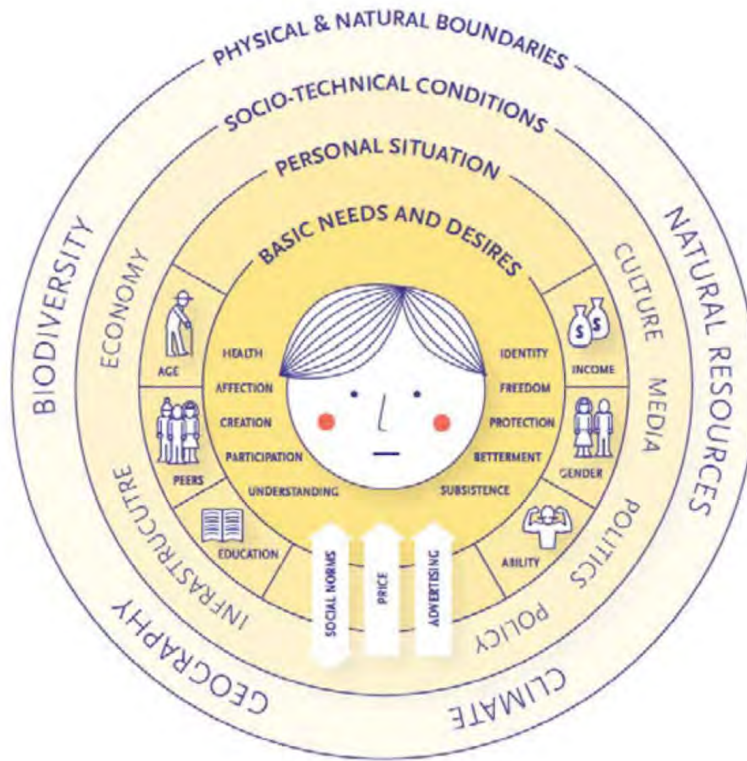
Curating a New (and present) Vision for Living Well

From Living Bigger to Living Better



The Good Life 2.0

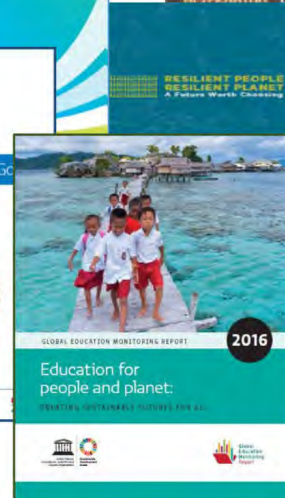
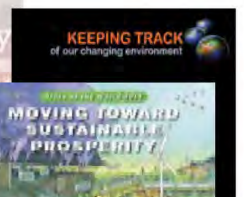
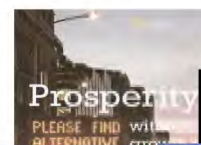
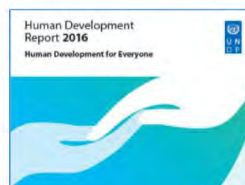
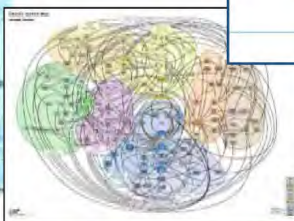
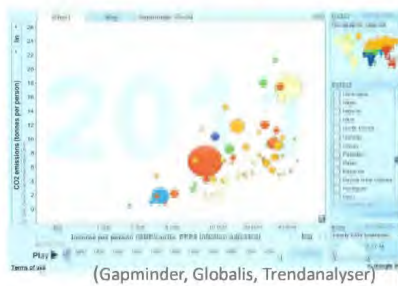
 havas Havas Worldwide 200 Hudson St, New York, NY 10013 United States +1 212-886-4100 www.havas.com	 wbcds World Business Council for Sustainable Development Maison de la Paix, Chemin Eugène-Rigot 2B, 1211 Geneva, Switzerland +41 22 839 3100 www.wbcds.org		
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Cognitive learning objectives

Socio-emotional learning objectives

Behavioural learning objectives



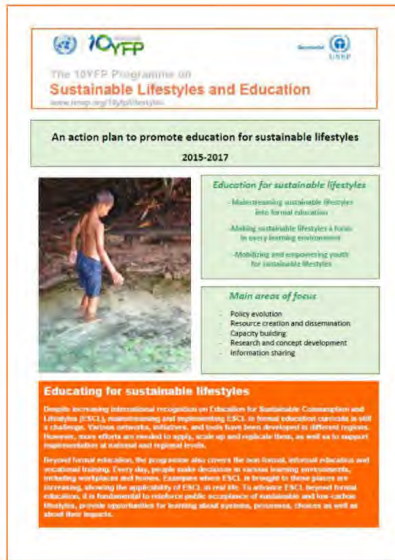
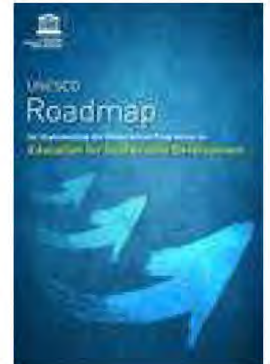
Partnership for Education and Research about Responsible Living

Education for sustainable lifestyles

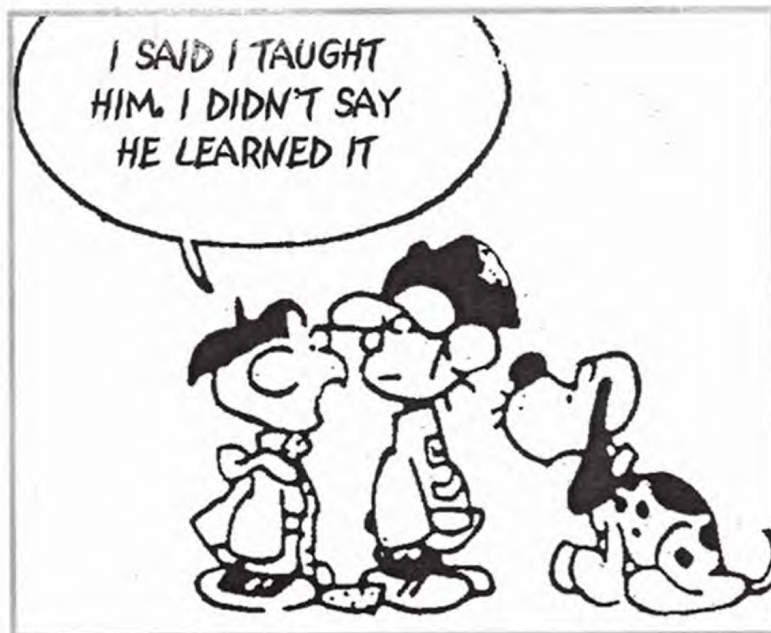
- Mainstreaming sustainable lifestyles into formal education
- Making sustainable lifestyles a focus in every learning environment
- Mobilizing and empowering youth for sustainable lifestyles

Main areas of focus

- Policy evolution
- Resource creation and dissemination
- Capacity building
- Research and concept development
- Information sharing



Partnership for Education and Research about Responsible Living



Partnership for Education and Research about Responsible Living

Education for Sustainable Living

Ingrid Pramling Samuelsson & Glynne Mackey
UNESCO Chair in ECE & SD

Life-style questions in ECEC are related to:

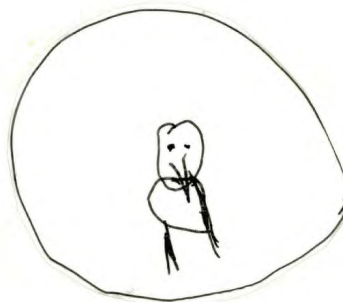
- Consumption
- Production
- Re-cycling & reusing
- Ecological cycle
- Economy
- Social life

What is alive, what carries life and what is not alive?



A project in Långvik's preschool, Värmdö, Sweden

Is there life within an egg?



How come some eggs carry chickens

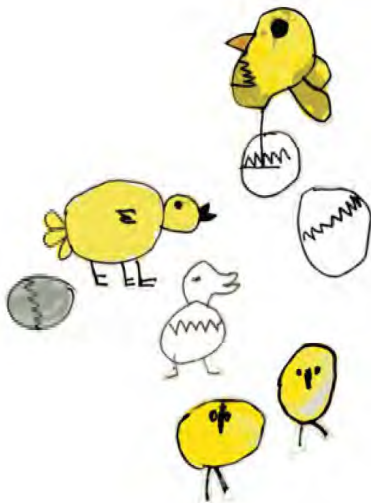


How is life for a chicken?

- We can ask Anna's grandmother
- We can read in a book about eggs, Mathilda has one at home
- We can go to a farm and ask

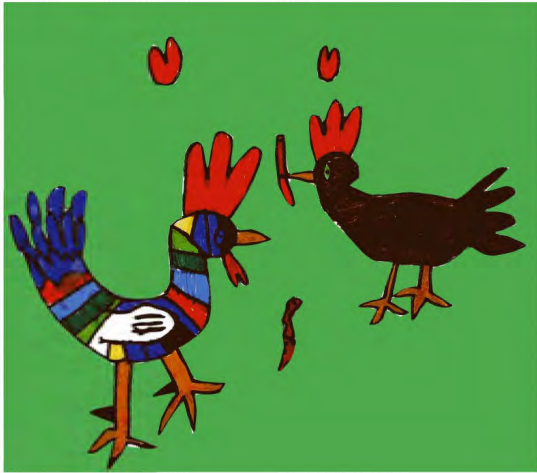


Children's questions



About life in eggs:
Where does the life come from?
Can a cock mate any hen?
Why are eggs different?
Can a chicken have baby-chickens?
Do the eggs come from the poo-poo hole?

Children's questions



About every-day life:
Can they go out-side?
Can they fly?
How much do they eat?
Do they like bathing?
How do they find worms?

BUT life is not always nice...



- Most hens live in coops, small coops
 - They don't even have a perch
 - They stay indoors all their lives
 - How would that be? A DRAMA

Very different conditions



**Farm hens
with narrow
coops**

**Scratch hens
indoors**



**Free range,
ecological
indoors and
outdoors**

Where do our eggs come from?



- THEY COME FROM FARM HENS
- PROTEST – PROTEST
- Changing the purchase routines
- Give voice to their concerns
- Collaborate with the community
- For all preschools, teachers, families, relatives...



Some conclusions for education

- Thematic organisation of content areas
- Authentic every-day life questions
- Children's perspectives and meaning-making
- Interaction and communication
- Collaboration and participation
- Whole centre approach to ESD
- Well qualified teachers
- ESD in teacher education

Sustainable Lifestyles as essence for ESD

Progress on Environmental Education in Latin America and the Caribbean

Mari Nishimura

United Nations Environment Programme- Regional Office for Latin America and the Caribbean

Education for Sustainable Living Workshop
San Jose, Costa Rica, 24 April 2018



Table of contents

1. Progress on Environmental Education in the Latin America and the Caribbean
2. Education as a bridge between the global issues and actions
3. Why Sustainable Lifestyles
4. How to sell Sustainable Lifestyles
5. Regional work

Our work on Environmental Education in the Latin America and the Caribbean



- Environmental education - fundamental to the achievement of the sustainable development goals
- Awareness raising and training - essential to fulfil our mandates of inspiring, informing and enabling nations and people to achieve this goal
- Works closely with the 33 countries of the LAC region, including the 16 Small Island Developing States, with a population of about 570 million people



University networks connecting 13 countries in the region



Intergovernmental network composed of focal points in 19 countries (ministries of the environment) of the region



Alliance and a joint agenda between ARIUSA and Environmental Training Network in Ibero America to promote the mainstreaming of the environment in higher education



Alliance of Ibero American Networks of Universities for Sustainability and Environment



- Academic network for the environment created in Bogota in October 2017 by higher education environment and sustainable development stakeholders
- GAP Partner Network 2 member
- 12 national environmental networks in ARIUSA in 12 countries of Latin America (Mexico, Guatemala, Costa Rica, Cuba, Dominican Republic, Venezuela, Colombia, Ecuador, Peru, Brazil, Argentina, Chile, Bolivia)
- Promote, coordinate and support actions towards environmental education
- Promote academic and scientific **cooperation between academic networks** for the environment and sustainable development
- Project - "Network of Indicators for Sustainability in Universities" (RISU)
 - Common set of 114 indicators, clustered in 11 thematic areas such as Sustainability Policy, Awareness & Participation, Energy, Transport, Water, Procurement, Teaching & Learning, Social and Environmental Responsibility
 - Development of a framework of analysis to assess the implementation of sustainability and social responsibility policies and strategies in Latin America and the Caribbean universities
 - Train university staff on the use of indicators to assess the sustainability commitments of their universities
 - Monitoring and evaluation to identify strength and weakness, and identify changes to institutional programmes and policies



- created by the Forum of Ministers of the Environment of Latin America and the Caribbean in the early 1980s
- A governmental network composed of units on Environmental Education in Spanish speaking countries of LAC
- Coordinated by UN Environment Programme regional office for LAC
- Trust fund (voluntary)
 - Only 5-6 countries contributes
 - Chile (USD 10,000), Peru (USD 10,000), Costa Rica (USD 5,000), Guatemala (USD 5,000) = USD 30,000 per an
- Serves as a platform to exchange best practices among the members
- Researches on incorporating practical approaches (vocational training/informal education) towards sustainability at the community level in the university curricula
- Current focus is on the actions derived from **Decision 3 on Environmental Education for Sustainable Development of the XX Meeting of the Forum of Ministers of the Environment** (held March 2016 in Bogota, Colombia)



Decision 3*: Environmental Education for Sustainable Development



Cartagena Declaration

"2. Commit to the implementation and strengthening of environmental education programmes to transform collective and individual values and behaviours which promote sustainable consumption and production patterns and the comprehensive protection of the environment, promoting alliances and exchanges between our countries and other actors."



*Decision 3 on Environmental Education for Sustainable Development of the XX Meeting of the Forum of Ministers of the Environment (held March 2016 in Bogota, Colombia)
Annual meeting Uruguay 2018; Cuba 2019

Decision 3: Environmental Education

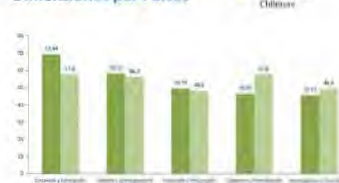
2017-2018 Action 1. Training and research

- **Experiences** on environmental education with and integrated approach in Latin America and the Caribbean: **systematized**
- **Compilation of policies, legislation and plans** on environmental education and brief comparative analysis, **completed**
- **Environmental education** courses offered by Ministries of Environment: **mapped out and compiled**
- Preliminary research on environmental education **budget** devoted to environmental education by Ministers of the Environment and Ministers of Education in the region: **initiated**

2017-2018 Action 2. Training and research

- **Cooperation with ARIUSA** (Alliance of Iberoamerican Networks of Universities on Sustainability and Environment)

Resultados Comparativos Dimensiones por Países



Decision 3: Environmental Education

2017-2018 3. Exchange of experiences and south-south cooperation

Face-to-face



9-12 May 2017, Brasilia; jointly with the V Training Encounter on Environmental Education and Water Management in Brazil

Virtual

- ✓ **14/12/2016:** Systematization of environmental education experiences with integrated approach in Latin America
- ✓ **17/02/2017:** Potential sources of **financing**
- ✓ **08/09/2017:** Update on policies and legislation

Recent results in countries



Peru

The Ministry of Environment, which supports the Inter-University Environmental Network, decided that one of the indicators for assessing the quality of higher education institutes to be having policies, plans and actions for the protection of the environment in place

Colombia

The Cross-Sector Committee for Quality Assurance in Higher Education agreed to create a group of experts to recommend environmental criteria that needs to be taken into account in the evaluation process and accreditation for the country's universities

Panama

The Environmental Commission of the Council of Principals of Panama and the Network of Panamanian Universities for Sustainable Development began drafting a proposal for an environmental policy for universities

Brasil

National Training Meeting on Environmental Education for Water Management (May 2017) was organised in preparation for the 8th World Water Forum (March 2018). Objective was to strengthen the network in the relevant field and integrate the ongoing and permanent training process, which is also one of the priorities of the current National Water Resource Plan.



ALIANZA DE REDES INTERAMERICANAS
DE UNIVERSIDADES POR
LA SUSTENTABILIDAD Y EL AMBIENTE

ARIUSA



Programa de las Naciones
Unidas para el Medio Ambiente

Key points to remember

1. Needs to work with private sector and governments

Everyone's behaviour on how to satisfy their needs and desire are reflected in how the market works and how the governments respond and vice versa

2. Trainers and students have different access point of information

90% of youth receives information from apps while older generation still obtain information through news(papers). Information is exchanged much faster among youth. Youth is the effective entry point of advocate the needs for ESD

3. Putting youth in the forefront of dialogue from the design stage of curricula

Trainers, academia, experts and governments needs to recognise the importance of involving youth from the initial stage of decision making. Current structure of curricula is not designed to integrate the voices of youth who will be carrying out the activities needed to achieve SDGs in 12 years

4. Flexible and open-minded approach by the trainers

Socio-economic situation and its challenges are changing more rapidly than ever. Educating trainers means equipping them with open-minded understandings of the future needs of students so that they become able to adopt to those changes when they need to tackle the challenges (eg. Financing, entrepreneurship, technologies)

5. Education is not just happening in institutions

Utilise all communication means that are available to us everyday (social media, advertisement, media, schools, offices, conversations with your peer)

6. Assumption on potential political barriers in modifying the national curricula

Cooperation between the Ministry of Environment and Ministry of Education is crucial

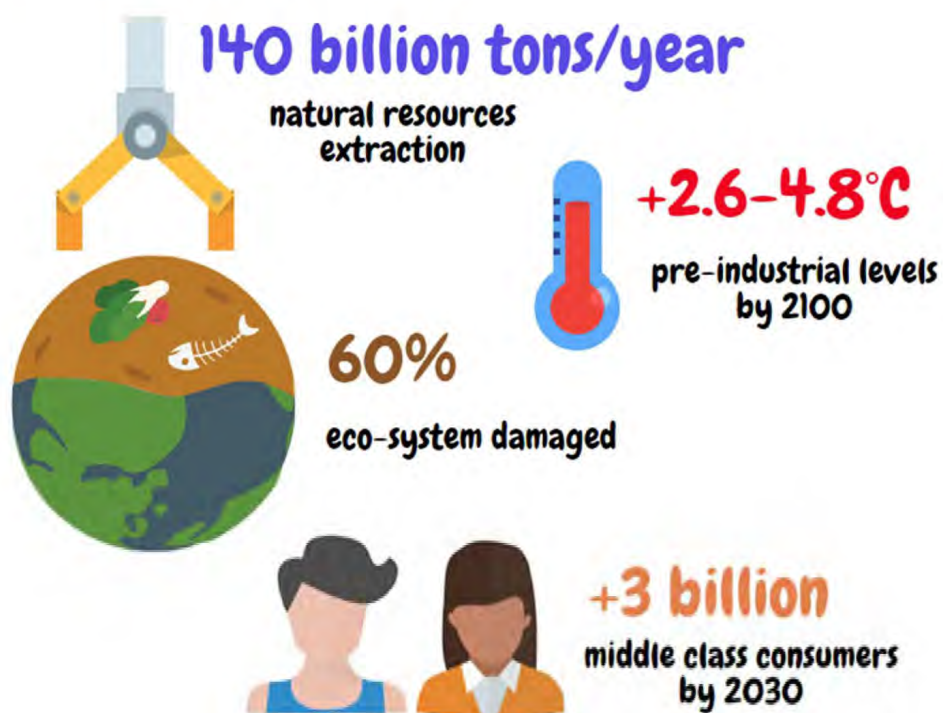


25 September 2015 UN NYHQ



30 Nov – 11 December 2015 Paris

Global environmental issues



The World's Priorities



Increase in annual investment needed to achieve SDGs

(Billion US\$PPP)

1,400 (1.5-2.5% of GDP)

Annual world military expenditure

1,686 (2.25 % of world GDP ie.GDP)

In case of Colombia, for each year in peace, the country saves 7.1 billion in environmental costs caused by the armed conflict.



Total cost per year to end extreme poverty world wide in twenty years 175 (0.1% of GDP)

Global consumers spend on...

Healthcare expenditure due to smoking-attributable diseases	467
Smartphone	429
Food waste world wide	400
Alcohol in OECD countries	398
Pet related products and services	81
Health and fitness clubs	80
Perfume and Fragrance	30

Global data. Source: World Bank (2010, 2016), UNCTAD (2014), OECD (2014), UNSDSN (2015), Jeffrey Sachs (2016)

Reality behind modern consumerism



Millions of small decisions we make each day around **1. food**, **2. housing**, **3. mobility**, **4. consumer goods** and **5. leisure**



- exploitation of resources
- rising poverty
- widening inequality
- increasing pollution
- damaging ecosystems



- 2 in 10 are obese while 1 in 9 are in hunger
- 40% of your bin is food while 795 million do not have sufficient
- 13% of population owns a car while ambient air pollution contributes to 5.4% of all death
- 52 micro seasons in fashion while 2 extreme seasons are seen around the world

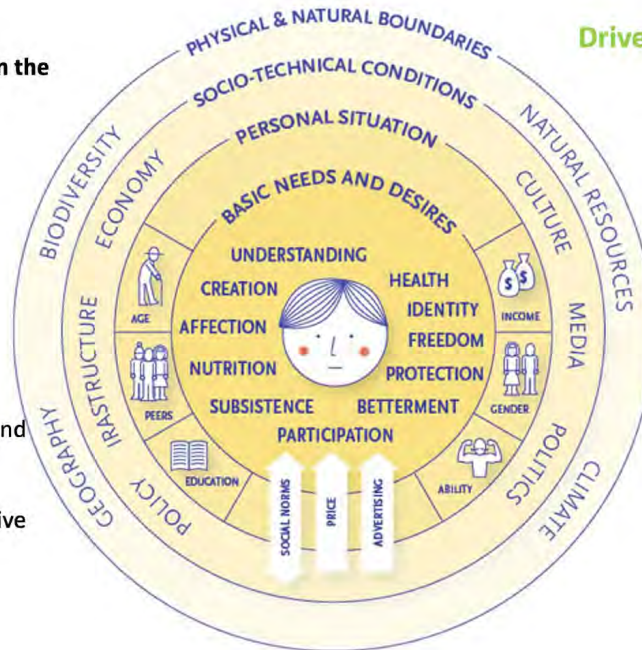
Why do we consume? What is supporting our decisions?



Motivations: explain behaviors

People don't consume with the intention to harm the environment; environmental destruction is a consequence of efforts to:

- Meet essential needs (food, shelter...)
- Meet social needs/expectations (mobility, relationships)
- Satisfy Personal Desires
- Being railroaded to consume (advertisement and marketing)
- No choice (no infrastructure designed, legislative obstacles)



Drivers: explain motivations

- Personal situation
- Socio-technical conditions
- Physical and natural boundaries



Roles for individuals, policy and private sector

Why do we consume? What is supporting our decisions?

Motivations: explain behaviors

Fuerzas motrices - ¿qué está apoyando esas motivaciones?

No consumimos con la intención de dañar el medio ambiente

Satisfacer necesidades básicas

- nutrición, salud, vivienda, educación, movilidad

Satisfacer expectativas sociales

- Conveniencia, tradición, conservar relaciones

Satisfacer deseos, aspiraciones y preferencias

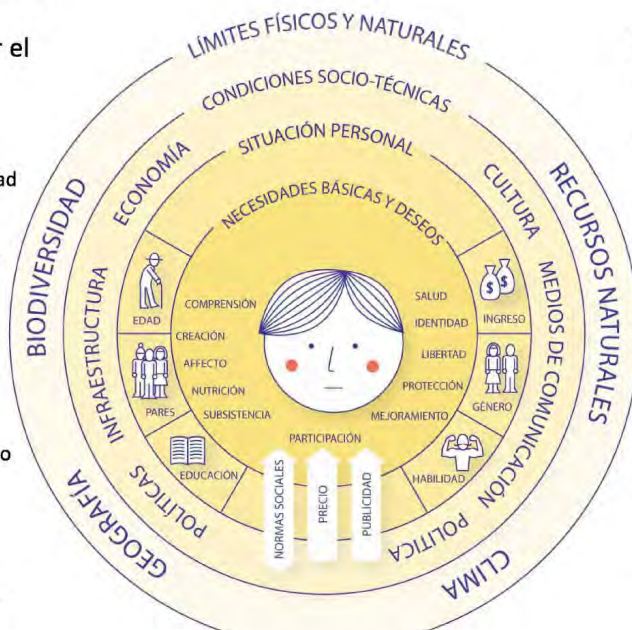
- Ocio, preferencia de alimentos, viajar, cine, teatro, estudiar

Nos dejamos influenciar por otros y por el marketing

- Presión social, nuevos productos, cosas que no necesitamos, productos con obsolescencia programada

No tenemos otras opciones

- Falta de oferta de productos verdes, no hay infraestructura para movilidad sostenible y/o reciclaje,



Drivers: explain motivations

No consumimos con la intención de dañar el medio ambiente

- Necesidades y aspiraciones
- Situación Personal
- Condiciones socio-técnicas
- Límites físicos y naturales

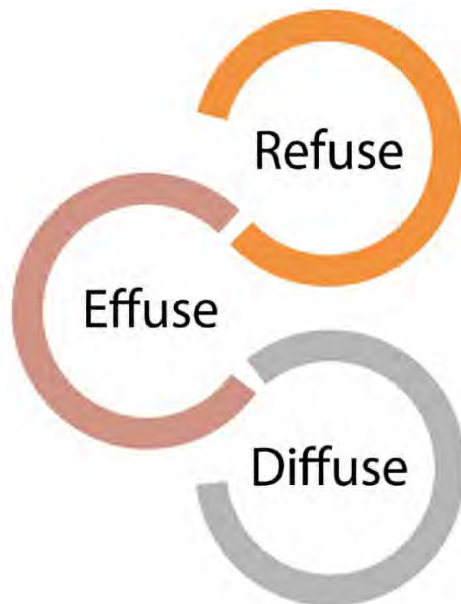


➤ Estos interactúan e incluso se pueden contradecir!

➤ Los sectores público y privado pueden intervenir en varios puntos

What can we do as citizens?

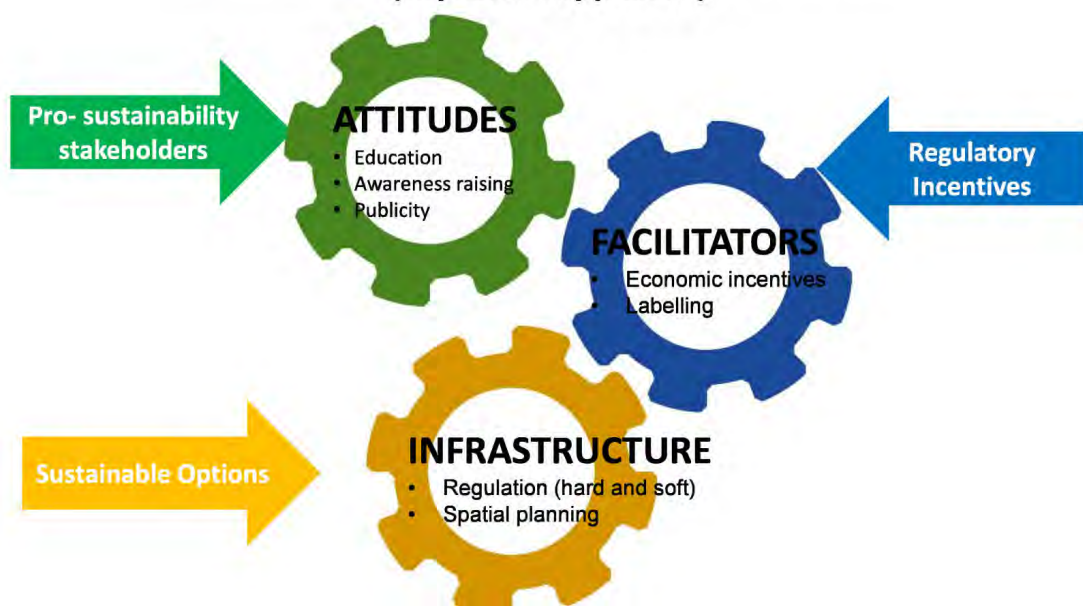
The REDuse Strategy (Bottom-up approach)



- **Refuse** negative-impact activities - actions by individuals/households to avoid or reduce unsustainable practices (e.g. avoid food waste).
- **Effuse** positive impact activities - actions to amplify activities by individuals/households that are sustainable (e.g. increase purchase of organic vegetables).
- **Diffuse** collaborative engagement –actions with a wider communities that provide solutions and reduce environmental impact (e.g. a local community farming allotment).

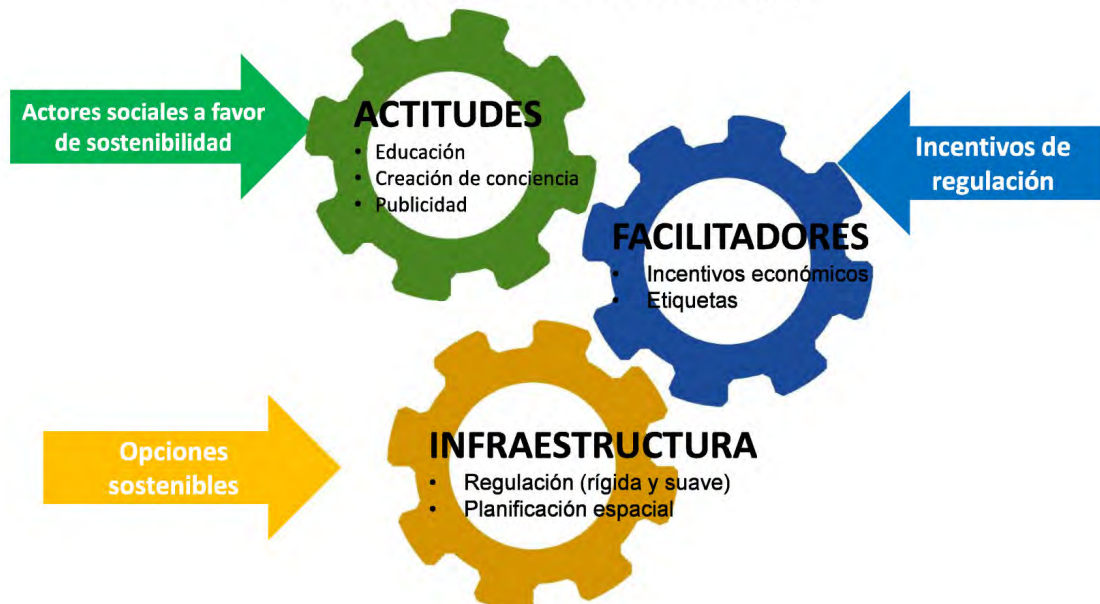
What can governments do to enable citizens to be sustainable?

Attitude-Facilitators-Infrastructure (AFI) framework (Top-down approach)



What can governments do to enable citizens to be sustainable?

Marco de Actitud-Facilitadores-Infraestructura (AFI) (Enfoque de arriba hacia abajo)



For example...

Resource consumption begins in Lifestyles



How Modern **LIFESTYLE**
CAUSES
Global
PROBLEMS



Can we put our world on a sustainable path?



- Current (predominant) aspirations

MORE, BIGGER, FASTER



- BUT Research suggests people have increasing aspirations of

HEALTHIER, SMARTER, CLEANER

Dream vs Reality

What does the "good life" cost?



Housing



Mobility



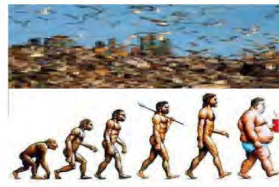
Food



Consumer Goods



Leisure



The "good life" - fueled by mass consumption messaging - is about **more, bigger and faster**. In the US it costs people (in salary) 1-2 months a year for bedrooms not used, 2 weeks for longer commutes, 1 week for daily take-away coffee, and 2 weeks for clothes that are thrown out after minimal wear.

Lifestyles vary.... How much does the good life cost around the world? In urban areas, costs are increasing similar and more and more people are unable to meet basic needs.

How can we make lifestyles more about **healthier, smarter, cleaner** for everyone in Bogota?

Rethinking the good life

What do we really care about?



Living large



Being connected



Driving solo



Sharing your journey



Slicing it thick



Knowing your food



Throwing it away



Holding on to it



Pouring it on



Spending it wisely



It depends on who and where we are – our aspirations are as unique as each one of us. Through social media, insights on how people picture themselves abound. This American example, is an authentic view of how people are living the lives they love (via Instagram). We are researching how the "good life2.0" looks like in Bogota as a pilot city.

Activities in Latin America & the Caribbean



Aspirations to Actions

- Sustainable Lifestyles in the Workplace in Bogota, Colombia and UN agencies
- Urban youth as an engine for more low-carbon and Sustainable Lifestyles in Bogota, Colombia



Equipping policy makers with knowledge

- MOOC on SCP in LAC

Regional campaign

- Single-Use Plastic Free Lifestyles event in Barbados during the World Environment Day

Private Sector commitment

- Supermarket chains to ban plastic bags and promote non-plastic package and cutlery in Panama (dialogue on going)



Sustainable Lifestyles: Bogotá

How urban youth can be an engine to achieve low-carbon sustainable lifestyles: beginning in Bogota



Nuestros aportes al trueque del Foro de Estilos de Vida Sostenibles del programa de [@AmbientalUEB](#) de la [@UEIBosque](#) en el marco de [@10YFP](#)



7:15 - 12 sept. 2017

2 Retweets 10 Me gusta



8:44 - 12 sept. 2017

Nuestros aportes al trueque del Foro de Estilos de Vida Sostenibles del programa de [@AmbientalUEB](#) de la [@UEIBosque](#) en el marco de [@10YFP](#)



7:15 - 12 sept. 2017

1 Retweet 11 Me gusta

**"Trueque"
(Exchange) –
Bike riders**



**Mobility Event at El Bosque University –
Game about sustainable mobility**



Fashion Revolution Week

Global Fashion Exchange



@modoaccionsostenible (página)



The role of ESD in implementing the SDGs

Robert J. Didham

Associate Professor / Deputy Director
Centre for Collaborative Learning for Sustainable Development
Inland Norway University of Applied Sciences



Centre for Collaborative Learning
for sustainable development
www.livingresponsibly.org



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"Education will be the lynchpin of a sustainable development agenda whose success relies on individuals, throughout their lifetime, acquiring relevant knowledge and developing positive attitudes to address global challenges".

Global Education Monitoring Report, 2015



2030 Development Agenda *for people, planet and prosperity*



- The 17 SDGs and 169 targets serve as the framing action plan of *Agenda 2030*.
- Unique to the SDGs, the goals were developed through a 3-year period of consultation and negotiation involving stakeholders from all major groups and the participation of all countries.
- Aims for bold and transformative steps which are urgently needed to shift the world on to a sustainable and resilient path.
- Requires readdressing what is human development, what we value, and how we define equity and quality of life.

Two Paths for integrating Education and the SDGs



Unpacking SDG 4 and Target 4.7

- **Goal 4:** Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
- **Target 4.7**
- **Education for sustainability and global citizenship**
- By 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development



Education Targets and Indicators across the SDGs

SDG 3 – Health and Well-being

- Target 3.7: By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes.

SDG 5 – Gender Equality

- Global Indicator: Number of countries with laws and regulations that guarantee women aged 15-49 years access to sexual and reproductive health care, information and education.

SDG 8 – Decent Work and Economic Growth

- Target 8.6: By 2020, substantially reduce the proportion of youth not in employment, education or training.

SDG 12 – Responsible Consumption & Production

- Target 12.8: By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature.

SDG 13 – Climate Change Mitigation

- Target 13.3: Improve education, awareness raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.



"Quality education for sustainable development is about what people learn, its relevance to today's world and global challenges, and how learners develop the skills and attitudes to respond to such challenges and prosper, now and for future generations." (UNESCO, *Shaping the Future We Want*, 2014)

Quality Education and ESD

- ESD **empowers learners to take informed decisions and responsible actions** for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity.
- ESD is **holistic and transformational education**, which **addresses learning content and outcomes, pedagogy and the learning environment**. It achieves its purpose by transforming society.
- **Learning content**: Integrating critical issues, such as climate change, biodiversity, disaster risk reduction (DRR), and sustainable consumption and production (SCP), into the curriculum.
- **Pedagogy and learning environments**: Designing teaching and learning in an interactive, learner-centered way that enables exploratory, action oriented and transformative learning.
- **Societal transformation**: Empowering learners of any age, in any education setting, to transform themselves and the society they live in.
- **Learning outcomes**: Stimulating learning and promoting core competencies, such as critical and systemic thinking, collaborative decision-making, and taking responsibility for present and future generations.

Key Competencies of Sustainability

Eight overarching competencies for sustainability are identified, and these can be used 1) **to frame the core goals of the curriculum including progressive learning objectives**, and 2) **to coordinate both disciplinary and interdisciplinary aspects of the curriculum**.

- Systems thinking competency,
- Anticipatory competency,
- Normative competency,
- Strategic competency,
- Collaboration competency,
- Critical thinking competency,
- Self-awareness competency, and
- Integrated problem-solving competency

(UNESCO, *Education for Sustainable Development Goals: Learning Objectives*, 2017).



Means of Implementation for ESD

Key to framing the effective implementation of ESD is how it is addressed in the **curriculum**, **teacher training**, development of **learning materials**, and the **learning environment**.

ESD policies must not only give authority for the implementation of ESD, they also need to ensure the necessary institutions, resources and capacities for its effective delivery. This must account for:

1. **Governance, accountability and partnerships;**
2. **Effective coordination;**
3. **Monitoring, reporting and evaluation for evidence-based policies;**
4. **Financing**



Recommendations for Advancing ESD Policies

- SDG 4 offers countries potential to **galvanize ESD as a stimulus for a larger qualitative turn in educational reform** & advancement.
- Promoting ESD as a vehicle for advancing the quality and relevance of education depends on **clearly defined strategies and policies formulated in a holistic and integrated manner** to carry out systematic and unified improvements.
- It also depends on reforming educational systems, strengthening curriculums, innovating pedagogies and teacher training, transforming learning environments, building diverse partnerships, and creating local learning opportunities.
- For example, ensuring flexibility in the curriculum allows for more opportunities to align teaching with real-world issues, increases the practical relevance of learning, and promotes effectiveness of ESD implementation with stakeholder involvement.



Goals and Targets related to QESD

(Quality Education for Sustainable Development)

Improving the Quality of Education	Teacher Training – <i>expand and improve, to support improvement of overall quality of teaching</i>
	Safe and Effective Learning Environments
	Curricula – <i>Improve the quality and relevance</i>

Inspiring Transformative Learning	Provision of Cooperative & Participatory Learning
	Develop critical Analysis & Problem Solving Skills
	Provision of Global Citizenship & Peace Education and Values-Based Learning



Capacities for implementing ESD

- **Education practice should be framed around using progressive pedagogies and cooperative learning approaches** with specific focus on student-centred learning, critical reflection and problem solving. For this to be possible, teachers must be equipped with appropriate pedagogical skills and methods through both pre-service and in-service training.
- **Enhanced capacities are needed among policy makers and authorities, curriculum developers, school administrators, assessment experts, and teachers** as these important stakeholders hold the key to the successful development and mainstreaming of ESD curriculum.
- **The supportive institutions and implementation structure of the education system** must be strengthened to deliver more effectively and efficiently on these policy improvements, and key to this is the establishment of safe and effective learning environments.



Thank you for your attention!

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