

# **Human Resources for ESD: A Global Perspective**

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# The Evolving Concept of Sustainable Development

- environment
- economic
- social/culture

## **Sustainable Development**

Plus concepts of:

- Intergenerational responsibility
- Need verses greed /equity
- Social justice, etc
- Many issues to be resolved



# Many Initiatives Necessary for SD

- Good legislation/governance
- Economic incentives
- Overcoming corruption
- Environmental protection
- Human rights/security
- Infrastructure (roads to banking)
- 40 issues identified in Agenda 21
  
- Education, Public Awareness and Training (ESD) is key

# UN Decade of Education for Sustainable Development (ESD) 2005 to 2014

- UN General Council Resolution Dec. 2002
- UNESCO is the lead UN Agency
- Mainly a coordinating role
- Integrate with other UN Decades and programs
- Mainly up to each country / state / organization / institution / private sector

## **1<sup>st</sup> Role of ESD**

### **Raising the Level of Public Awareness/Understanding**

- Build public understanding
- Informed citizenry – political support & preparation for democratic change
- Wise consumers
- Raising the level of the discussion
- Changing lifestyle where possible

# 2nd Role- Improving Quality Basic Education -Access and Retention

## Average education levels

- Latin America and Caribbean – 6 years
- Parts of Asia – 5 years
- Parts of Africa - months



## **2nd: Northern Problem As Well**

- Hard to serve students suffer
- Preferred learning style other than reading
- Poverty related issues
- Irrelevant curricula
- Home/family related issues
- Student/school conflict



# A Question for All Societies

What should our citizens:

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

- Implications for life-long learning and human development needs of society for educators ?

# 3<sup>rd</sup> Role: Reorienting Existing Education

Most Educated nations

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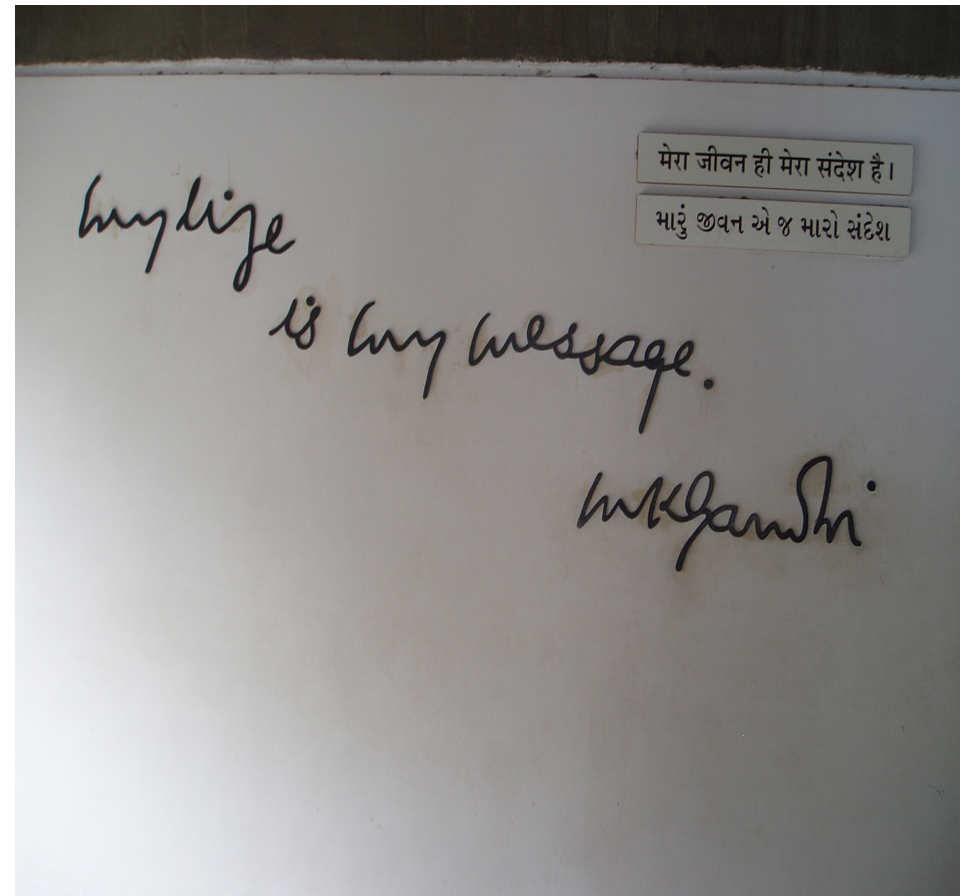
deepest ecological  
footprint

Ecological “handprint”



# Reorienting Existing Education Means Addressing:

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



# New Learning Perspectives - ESD

- 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

# The 4<sup>th</sup> Role of ESD - Training

- Training in sustainable development  
- (public and private sectors alike)
- HE and especially teacher education
- Capacity building – agriculture etc.
- Technology transfer between nations
- Implementing innovative practices

# The Perception of 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 do not want ESD to be seen as # 81

# Sustainable Dev. and Education

Not the addition of “sustainability ed” to the long list of adjectival educations to be added to formal education where and whenever possible

but rather

engaging all formal, non-formal and even informal education, public awareness, and training programs at all levels to learn and to educate our way out of what currently appears as an unsustainable future.

# Strengths Model: Starting Point for Formal ed.

- 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 the reorientation
- Leadership and coordination of these “strengths” are key as we “learn” our way forward



# Initial ESD Interventions

- Curriculum modification
- Energy, Water, Waste Management
- Food services
- Social programs – racism, equity etc.
- Site development

# Facilitating Adaptation Through Higher Education

- Accessing higher education
- Knowledge-based society
- Life-long learning
- Technology transfer
- Capacity building
- Provide pre-service and in-service assistance relating to both civil society and industry needs

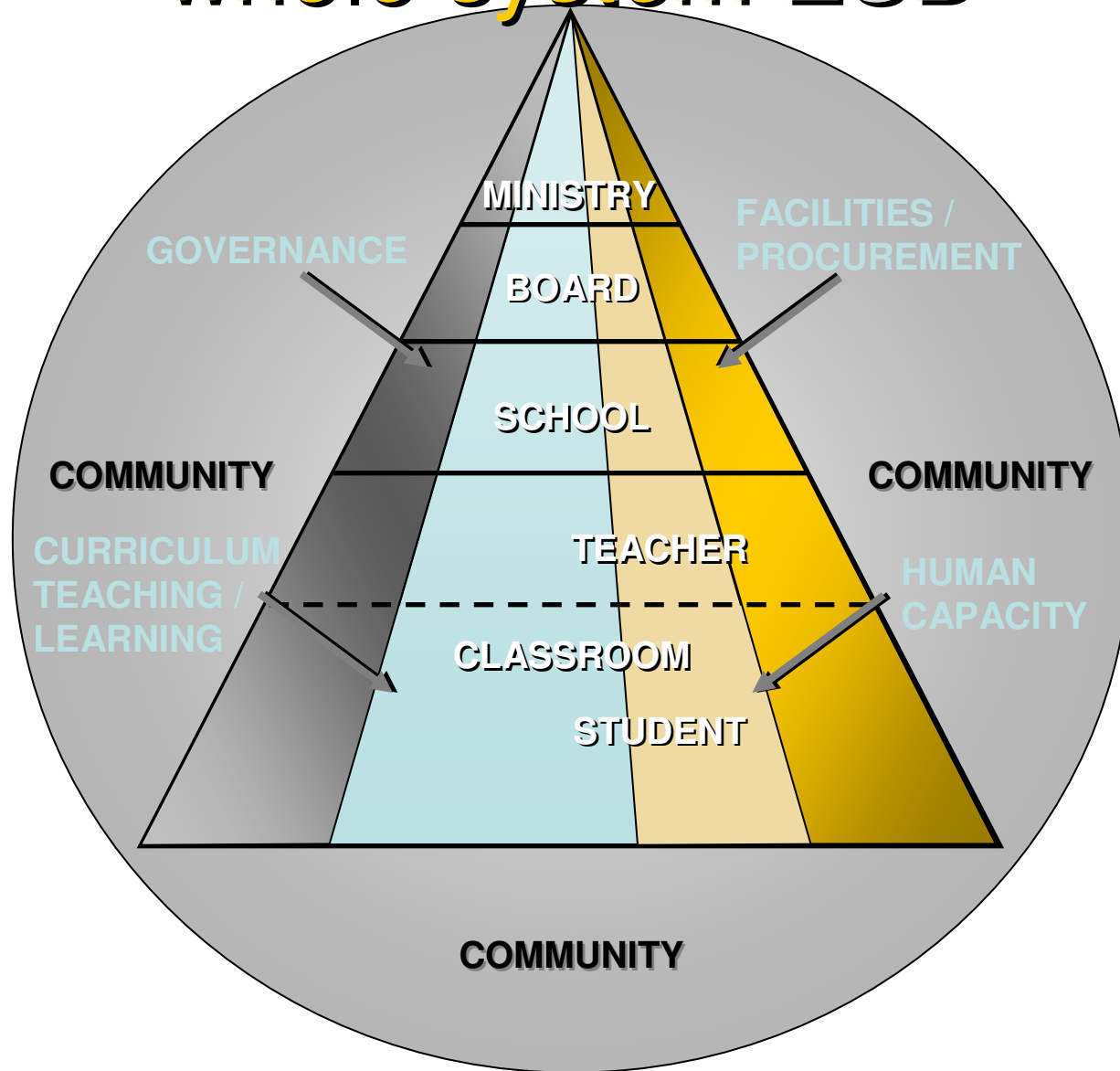




# Innovations: Hydrometropole



# The Educational Pyramid: whole system ESD



# Sustainability and Education Academy (SEdA) Domains

- **Governance:** Policy, Goals, Mission
- **Curriculum,** what and how
- **Human Capacity:** Professional development
- **Built Resources:** Facilities, procurement
- **Community:** relationships
- **Commitment:** System culture and ethos



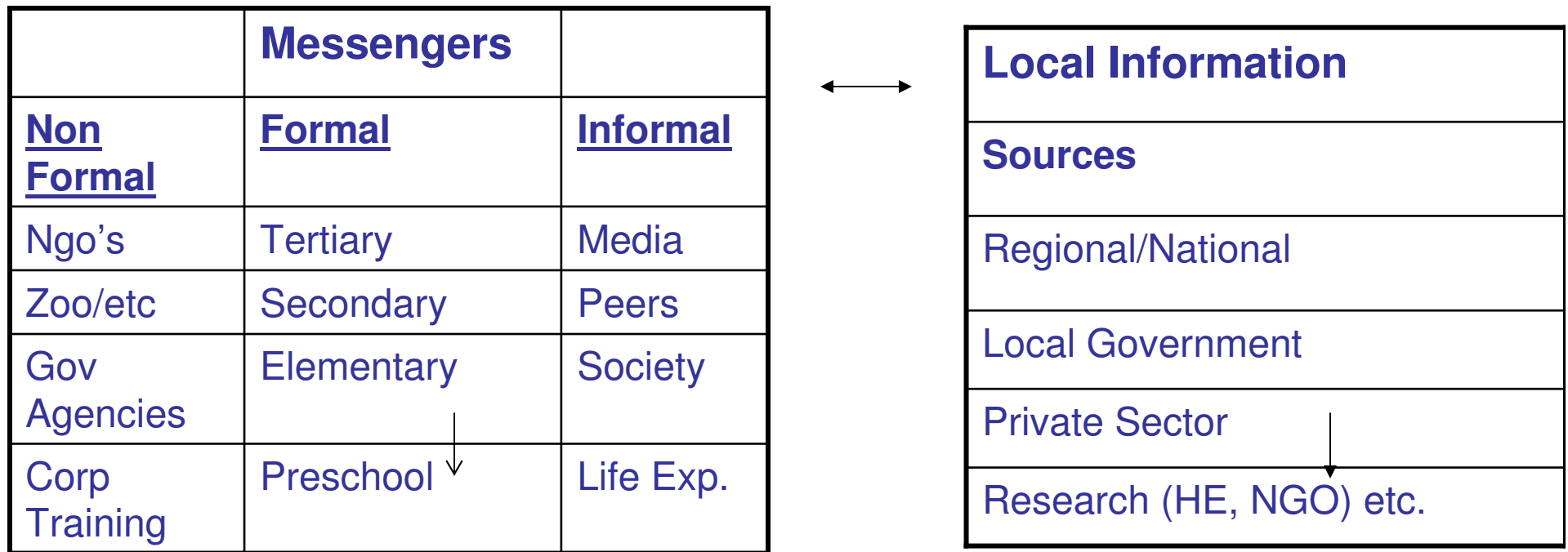




# **United Nations University Project on ESD “Regional Centers of Excellence”**

- Linking horizontally (formal, non-formal, informal)
- Linking vertically (preschool to industry training)
- Infusing ESD as a community strategy to implement community sustainability goals while improving the quality of educational programs

# UNU Regional Centre of ESD Expertise



## Outcomes

- Improved academic outcomes
- More knowledgeable/supportive citizenry
- More sustainably oriented production and consumption
- Perhaps a shift in behaviour as learning is relevant and in scale etc.

# Key Website

[www.pdx.edu/epfa/lecl\\_resources.html](http://www.pdx.edu/epfa/lecl_resources.html)

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