



Educating for a Sustainable Future:

Guarda, Portugal

Charles Hopkins
UNESCO & UN University Chairs
York University, Toronto, Canada



Three Points

Thank you

What is ESD

Invitation to continue expanding

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

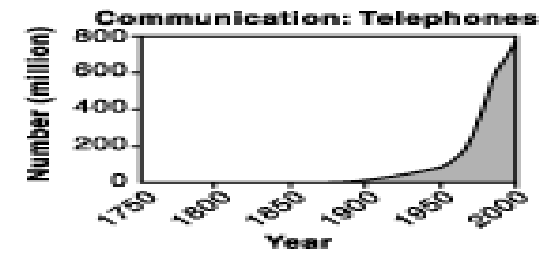
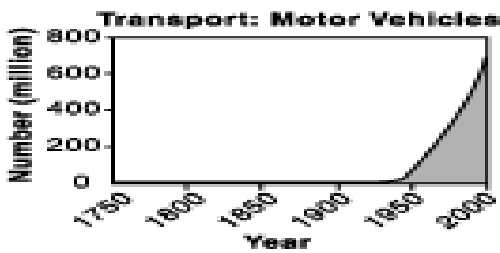
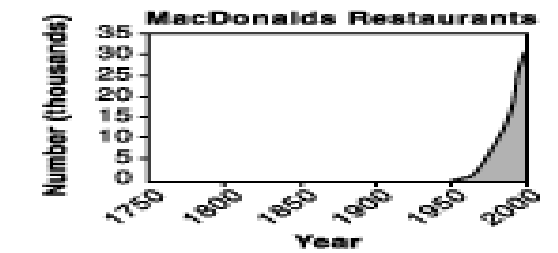
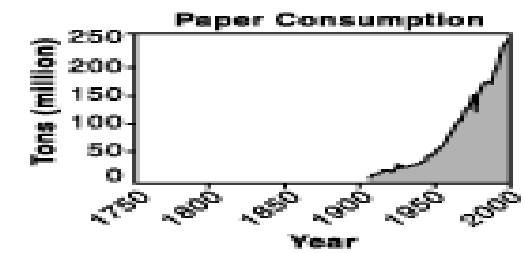
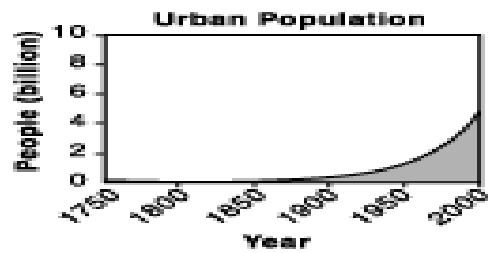
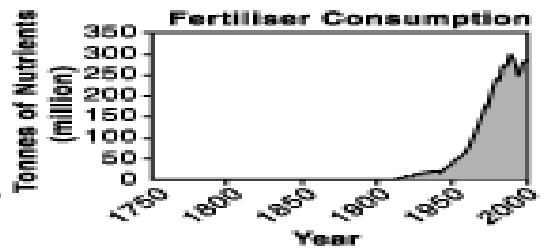
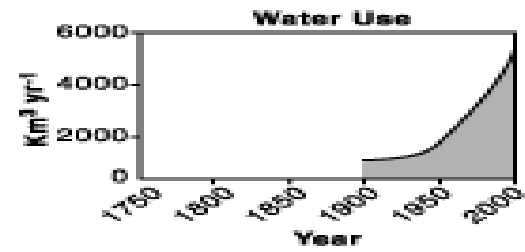
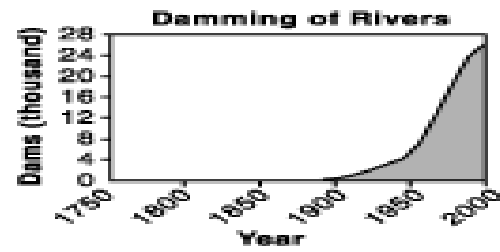
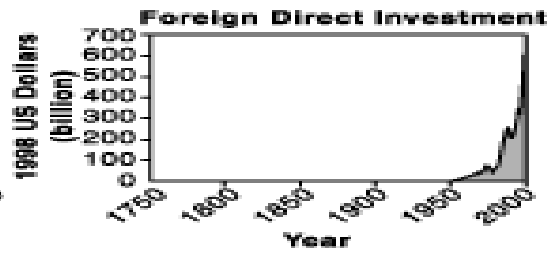
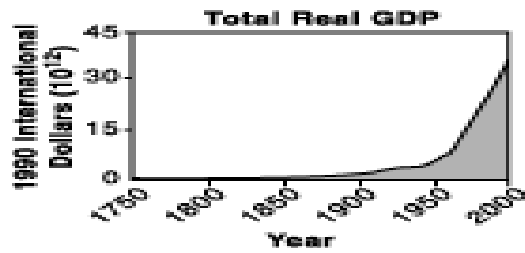
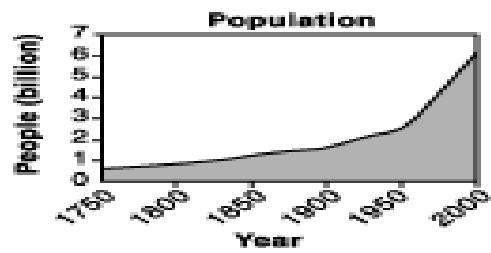
- UN General Council Resolution Dec. 2002
- UNESCO is the lead UN Agency
- Mainly a coordinating role
- Integrate with other Decades and programs
- Mainly up to each country / institution / ngo....

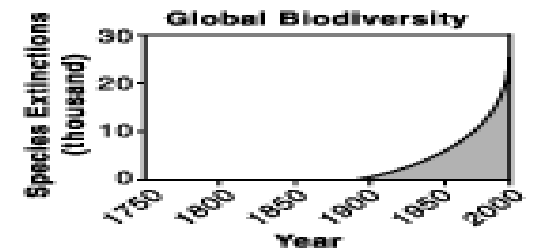
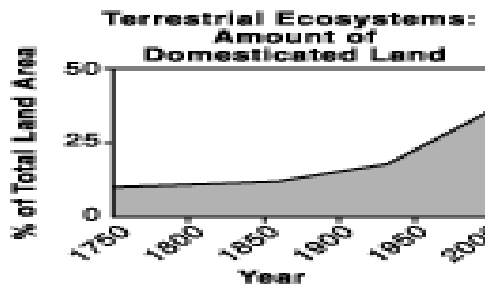
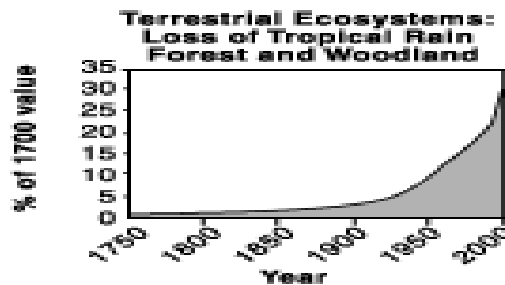
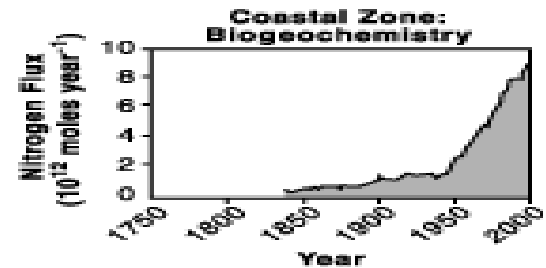
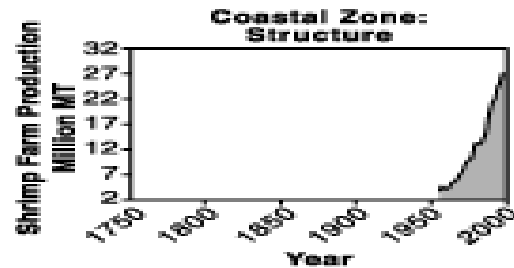
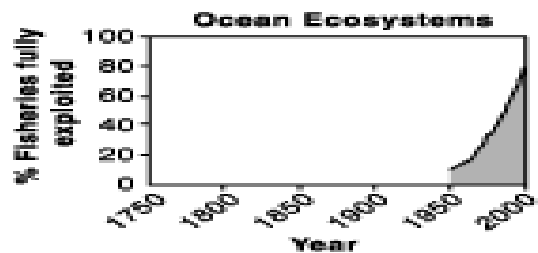
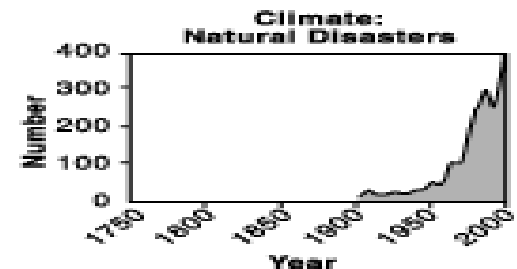
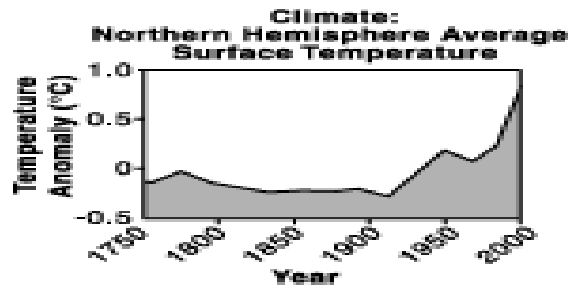
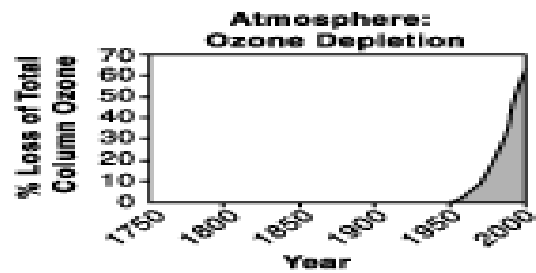
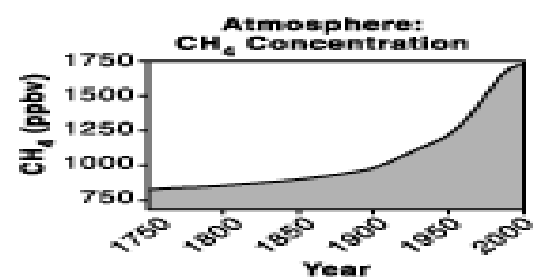
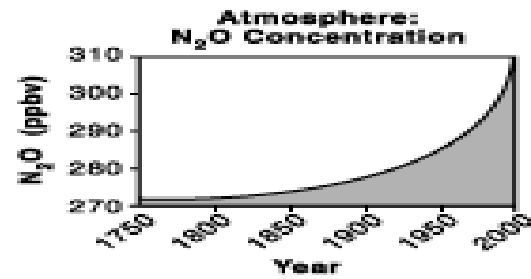
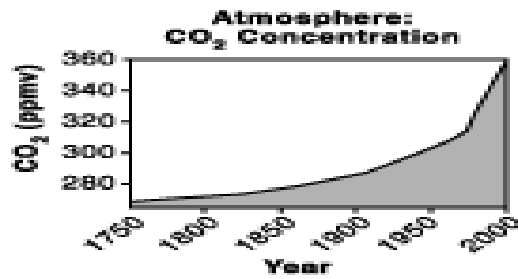
- **Much good news/progress**

The World is Changing

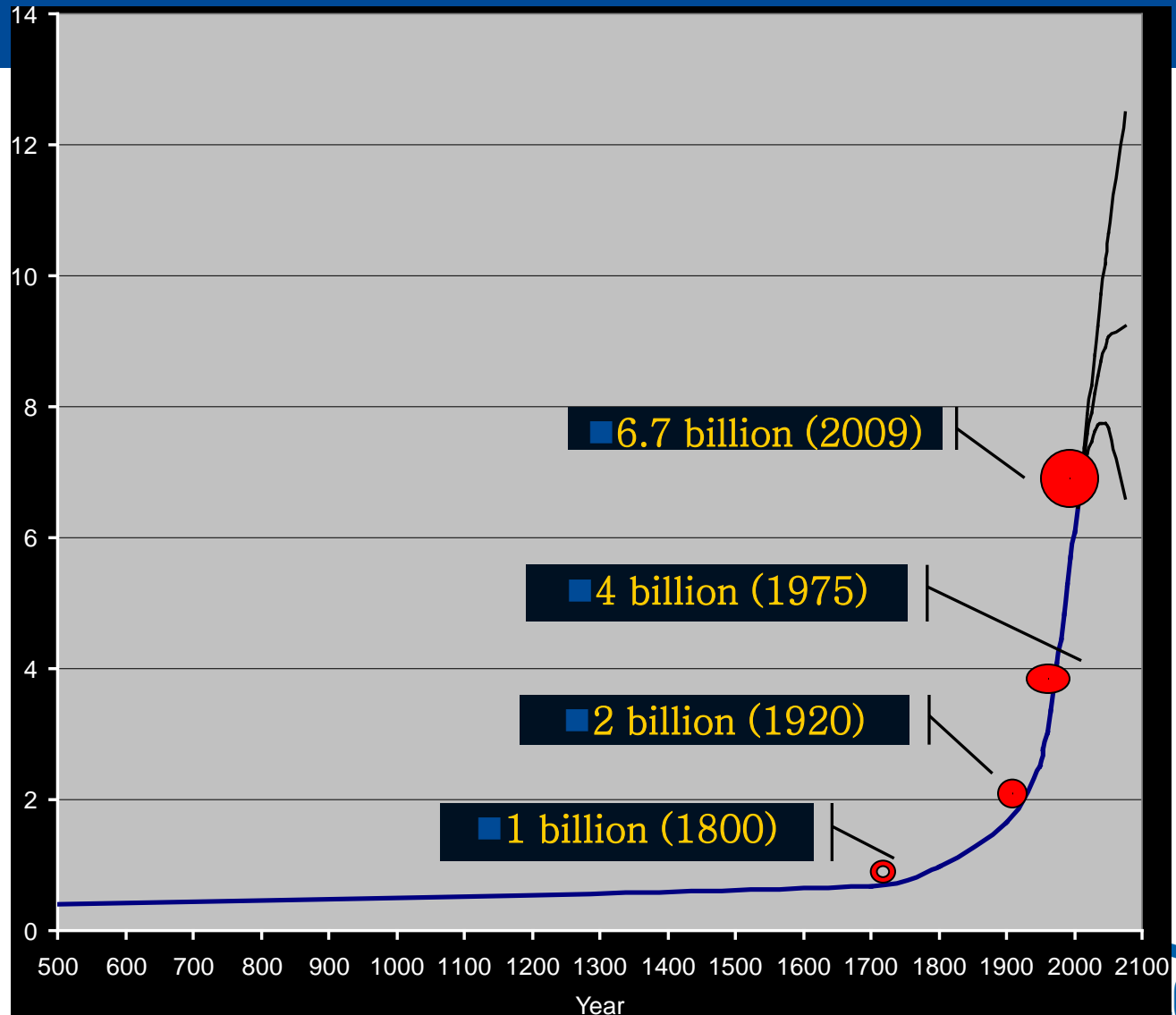
The world has always been changing but this time it is different in several ways-

- scale
- speed
- human influences



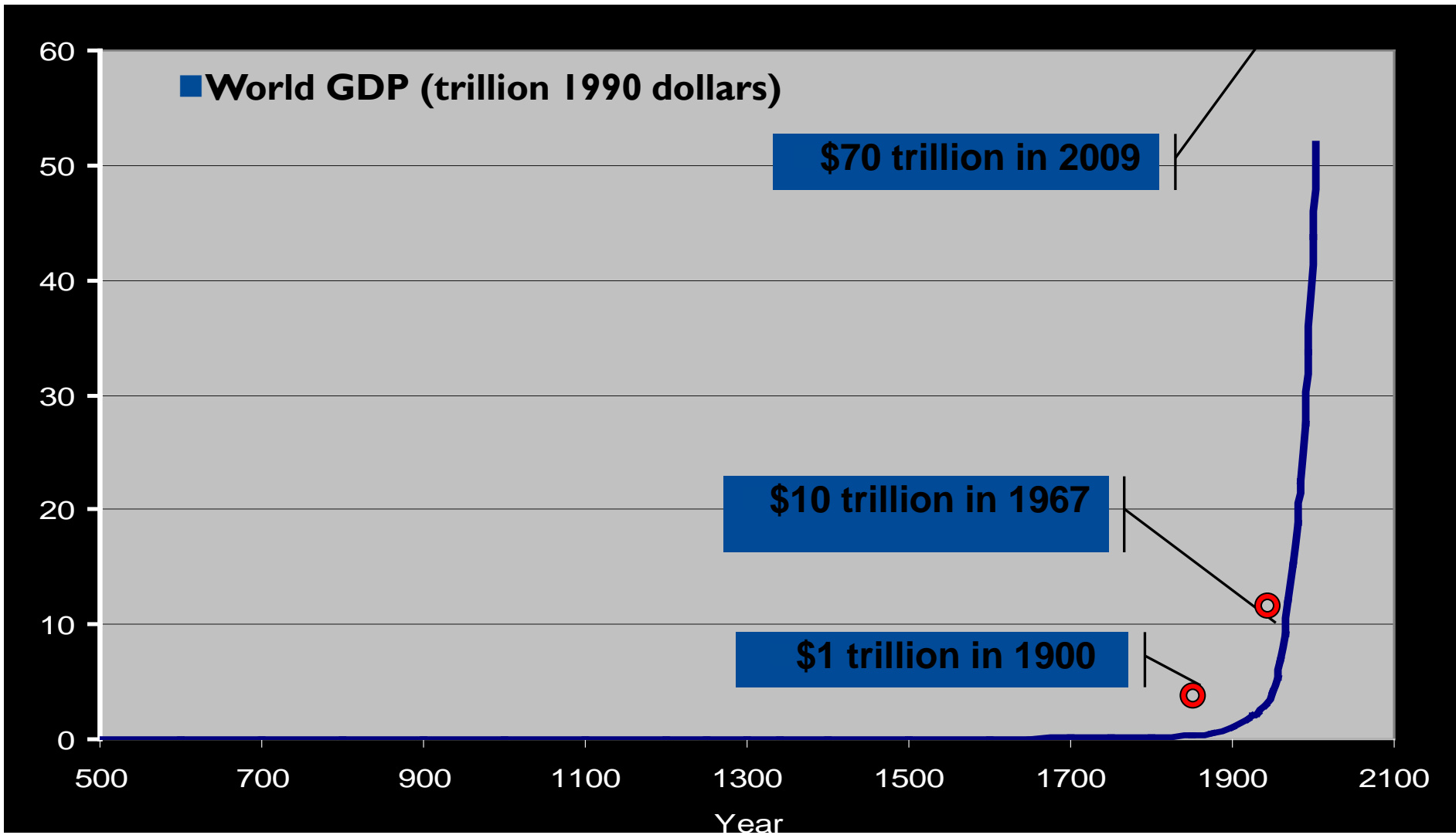


Our pressures on the planet have increased with our numbers





■ Generating great wealth but paying a great price




- Great wealth without FCC – Full Cost Accounting



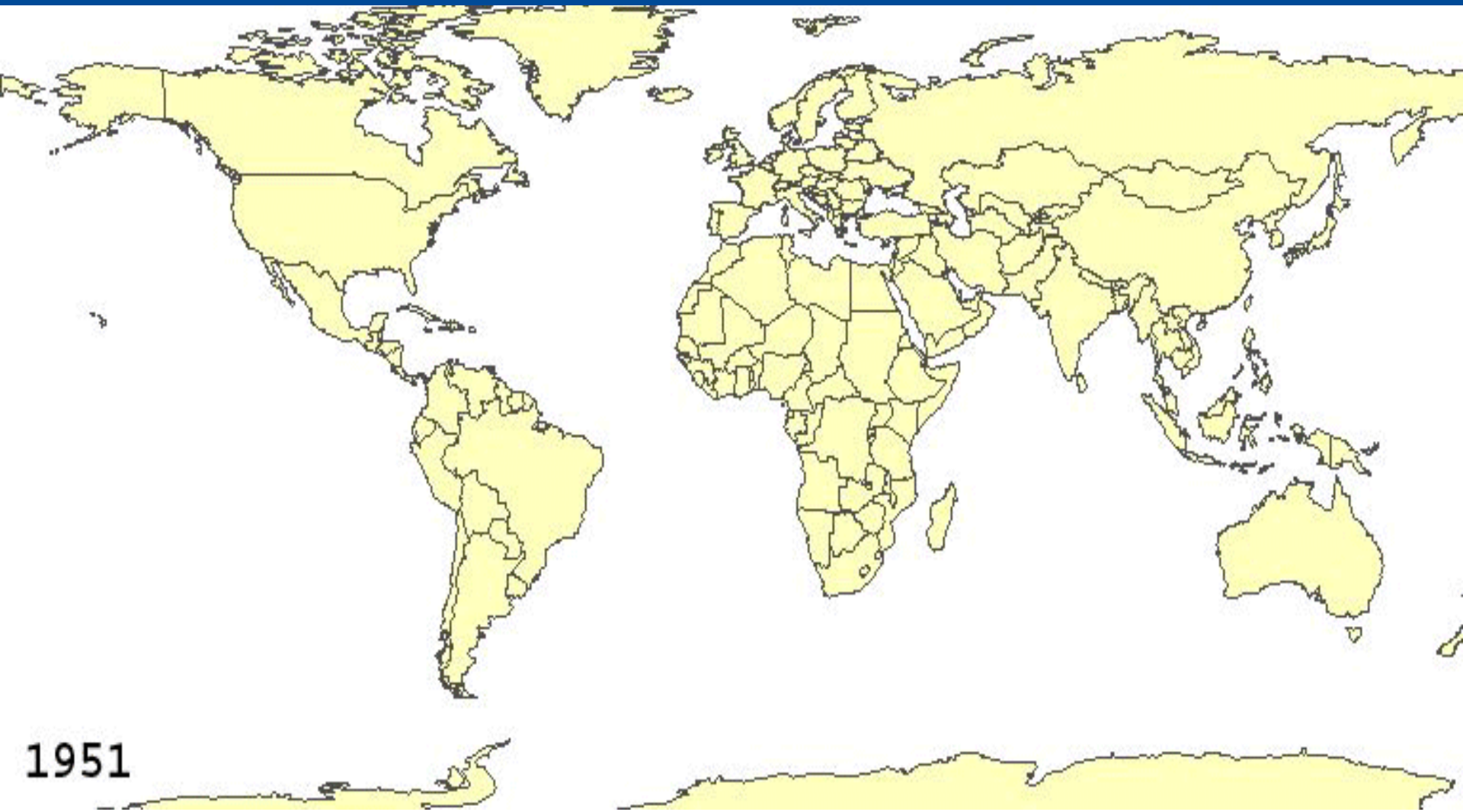
1951

Year of Peak Fish Harvest

-  Harvest peak
-  Post-peak


Source: Millennium Ecosystem Assessment and Sea Around Us project





1951

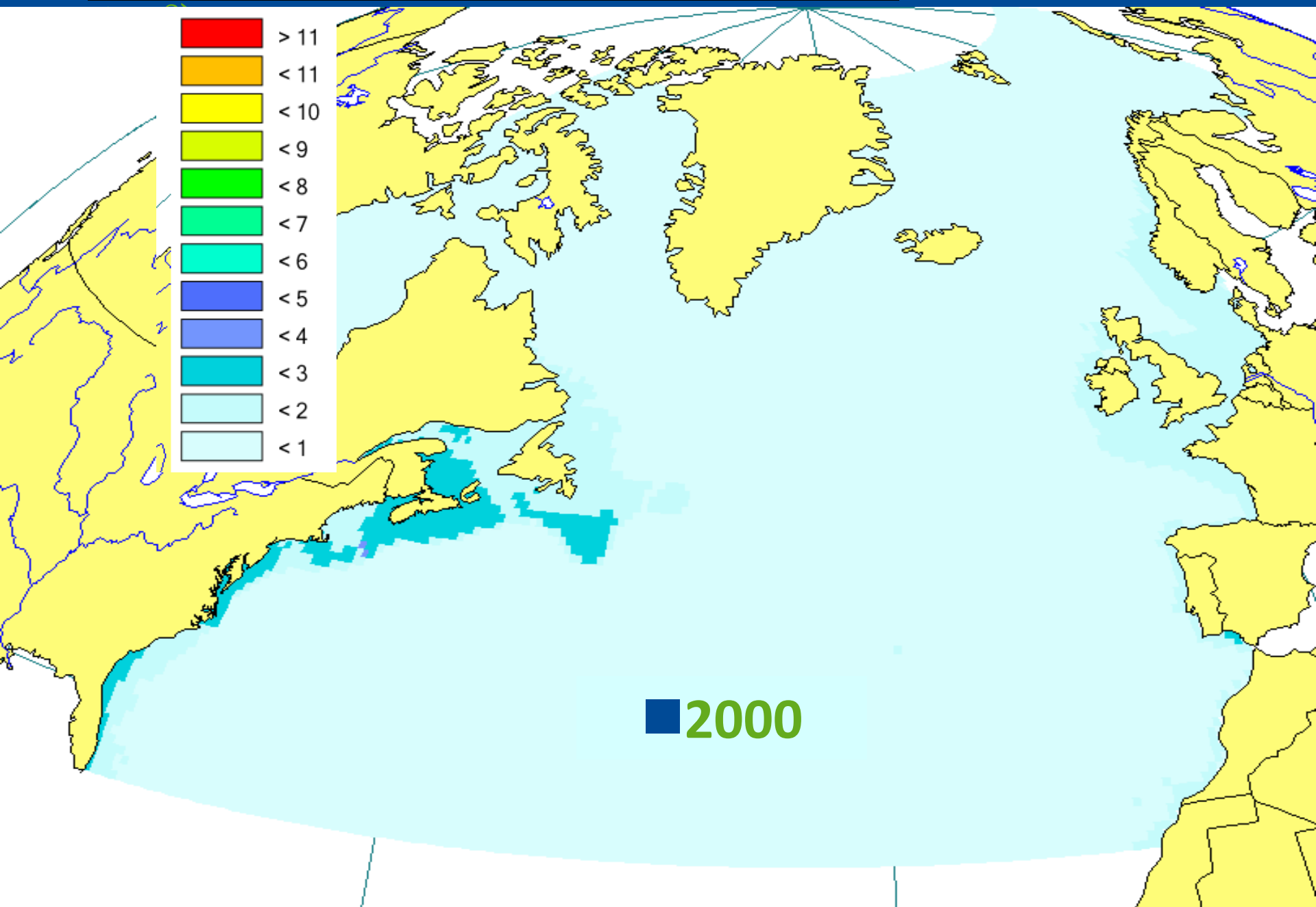
Year of Peak Fish Harvest

-  Harvest peak
-  Post-peak

Source: Millennium Ecosystem Assessment and Sea Around Us project



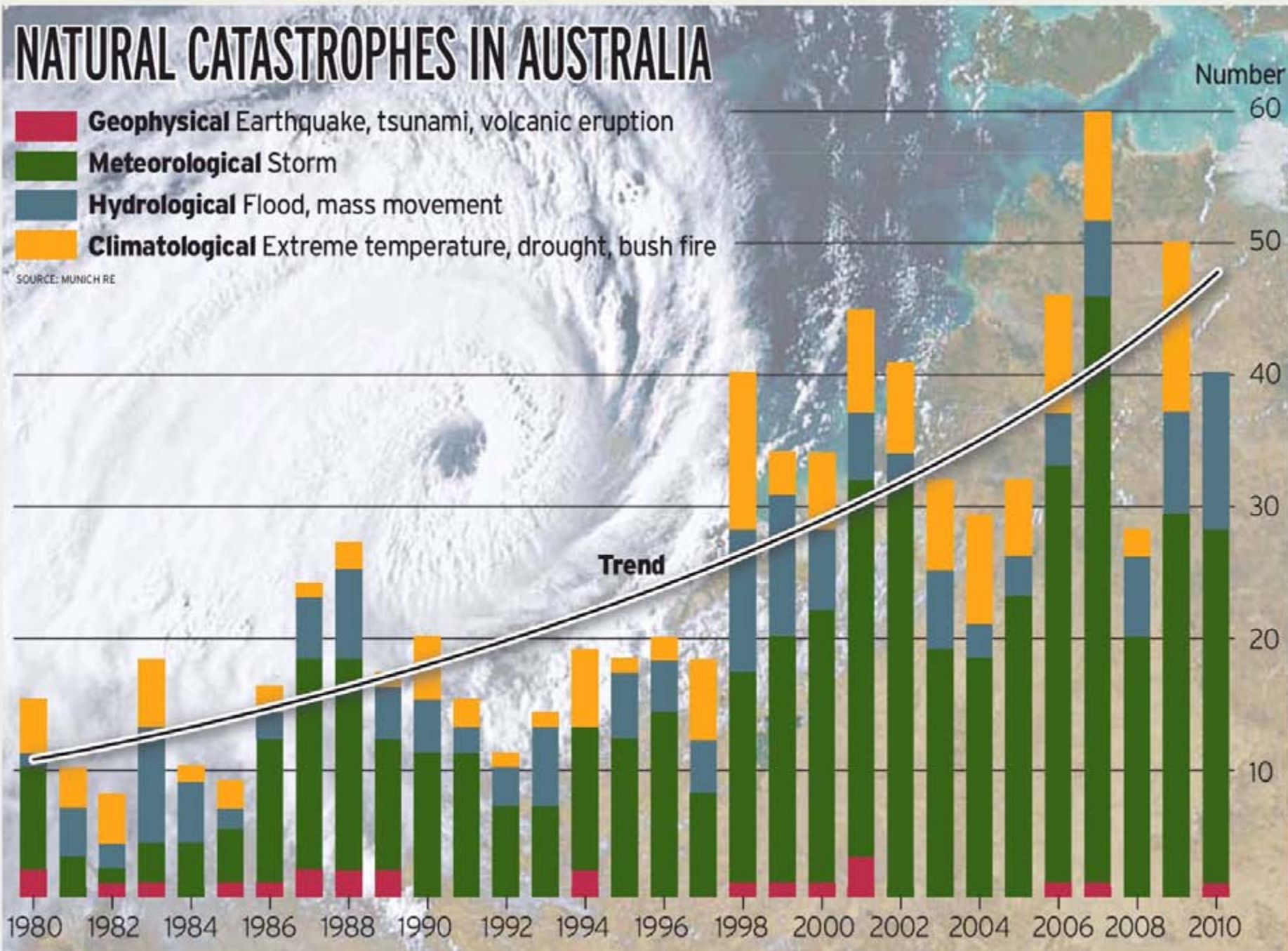
Biomass of Table Fish (tons per



NATURAL CATASTROPHES IN AUSTRALIA

- Geophysical** Earthquake, tsunami, volcanic eruption
- Meteorological** Storm
- Hydrological** Flood, mass movement
- Climatological** Extreme temperature, drought, bush fire

SOURCE: MUNICH RE



Future Societal Challenges

Our students will try to provide for 50% more people:

- using less water
- using less land
- using fewer ocean food resources

while

- raising global energy supply (14TW–50 TW)
(carbon free) and replacing existing carbon fuels
- addressing new global issues as they emerge
- developing employable skill sets
- developing the will and skills to act with “**others**”
- **Create sustainable communities here and abroad**

UN Definition of Sustainable Development

- Meeting the needs of the present generation without compromising the ability of future generations to meet their own needs

-- Brundtland Commission, 1987



The SD Vision

Enough
For All
Forever !

African elder at Johannesburg (WSSD) 2002



What is Education for Sustainable Development (ESD)

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.....(100 plus)

We are not creating Sustainability Education as #101

Education FOR Sustainable Development (ESD)

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

Four 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 Purpose of Education

Jacques Delors – Learning the Treasure Within: UNESCO

Learning:

to know

to do

to be

to live together

Perhaps we can alter this last purpose slightly to:

Learning:

to live together with “**others**” and “**sustainably**”?

Manitoba Mission Statement

- *“To ensure that all Manitoba’s children and youth have access to an array of educational opportunities such that every learner experiences success through relevant engaging and high quality education that prepares them for lifelong learning and citizenship in a democratic, socially just and sustainable society.”*

Manitoba Ed Goals

- *1/ To ensure education in Manitoba supports students experiencing and learning about what it means to live in a sustainable manner.*

Portugal's Challenges

- What are Portugal's environmental, social and economic threats, now and in the future?
- How can education, public awareness and training help?

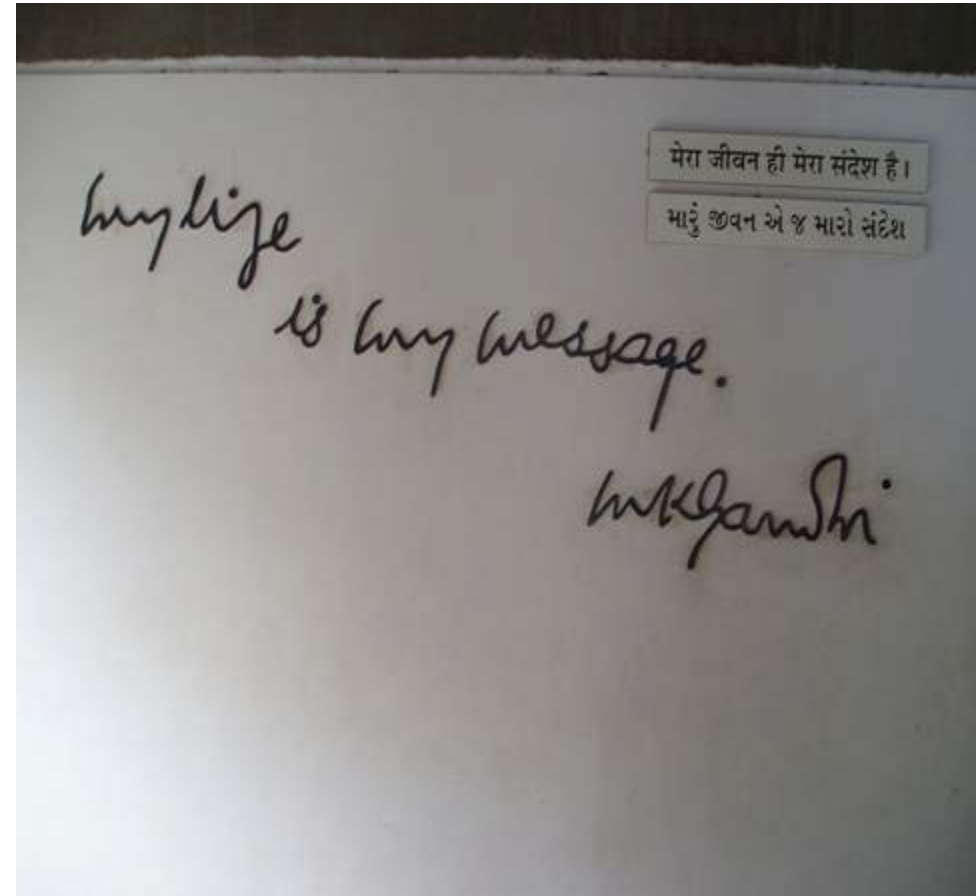
Infusing ESD Means Addressing:

- Values
- Principles
- Perspectives
- Knowledge
- Skills

**But again in a context of education
rather than indoctrination**

Reorienting Existing Education Means Addressing:

- Buildings
- Program
- Practices and actions
- What we value and what we evaluate
- Modeling sustainability







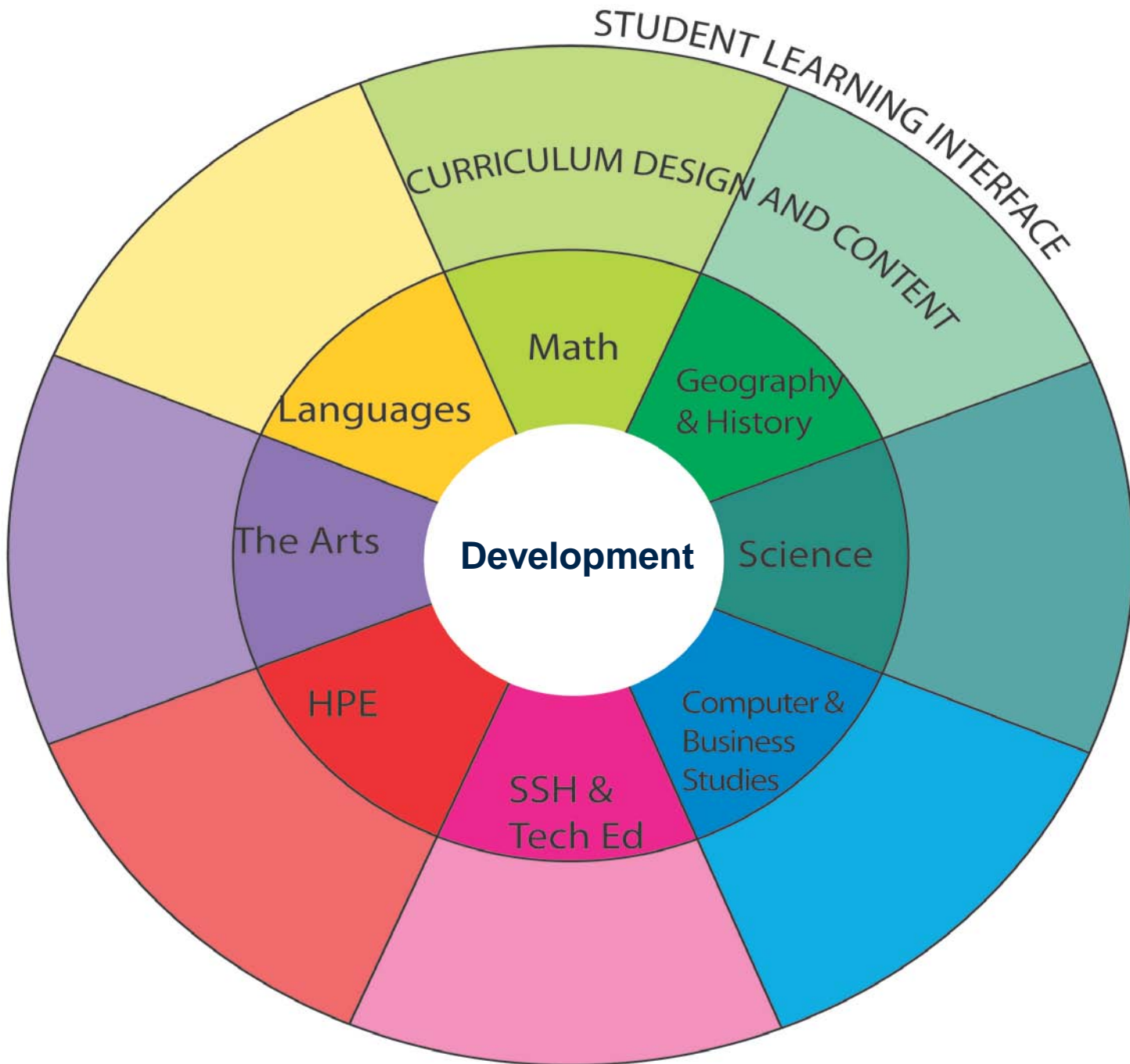


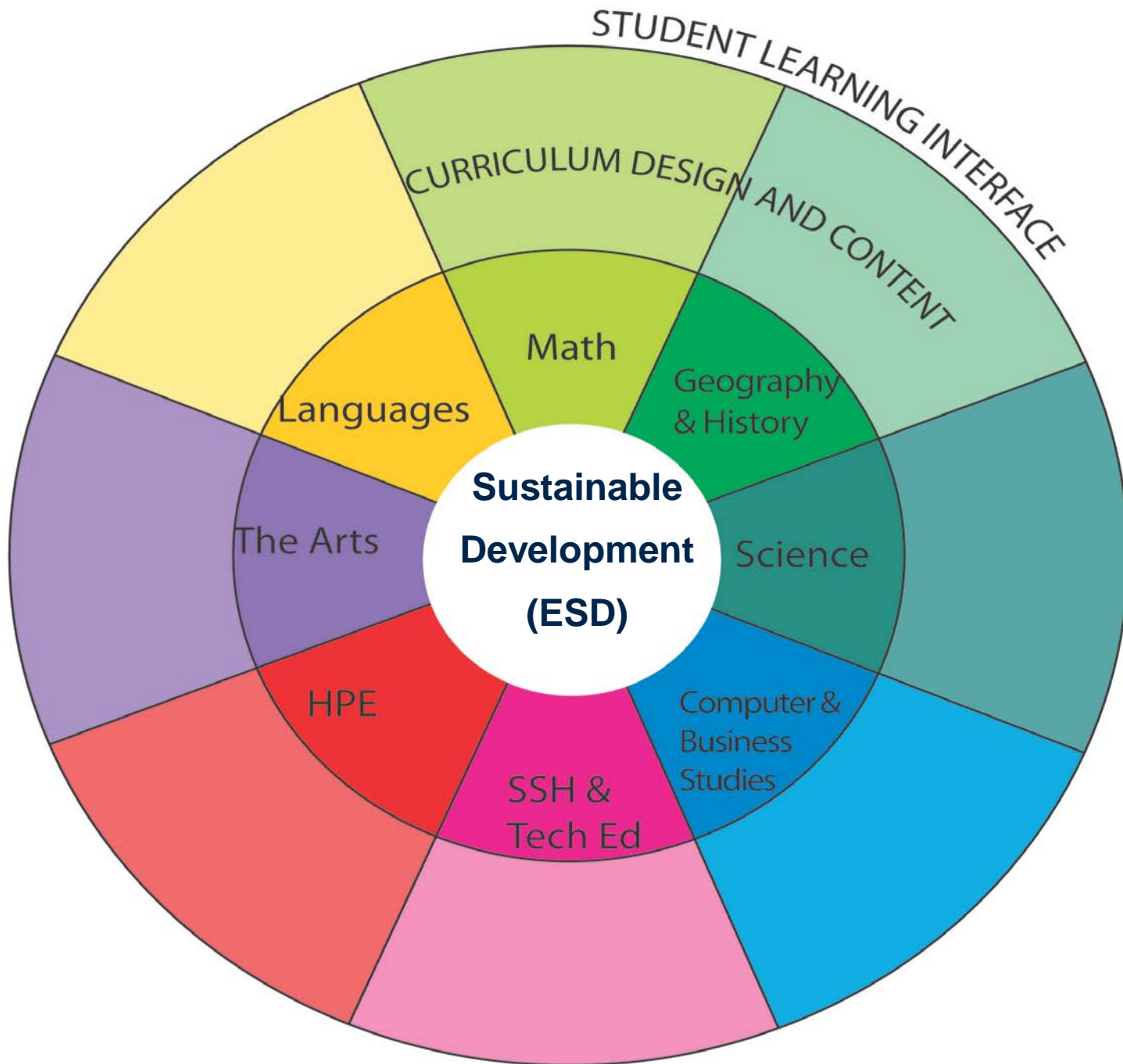
How is ESD Made Tangible

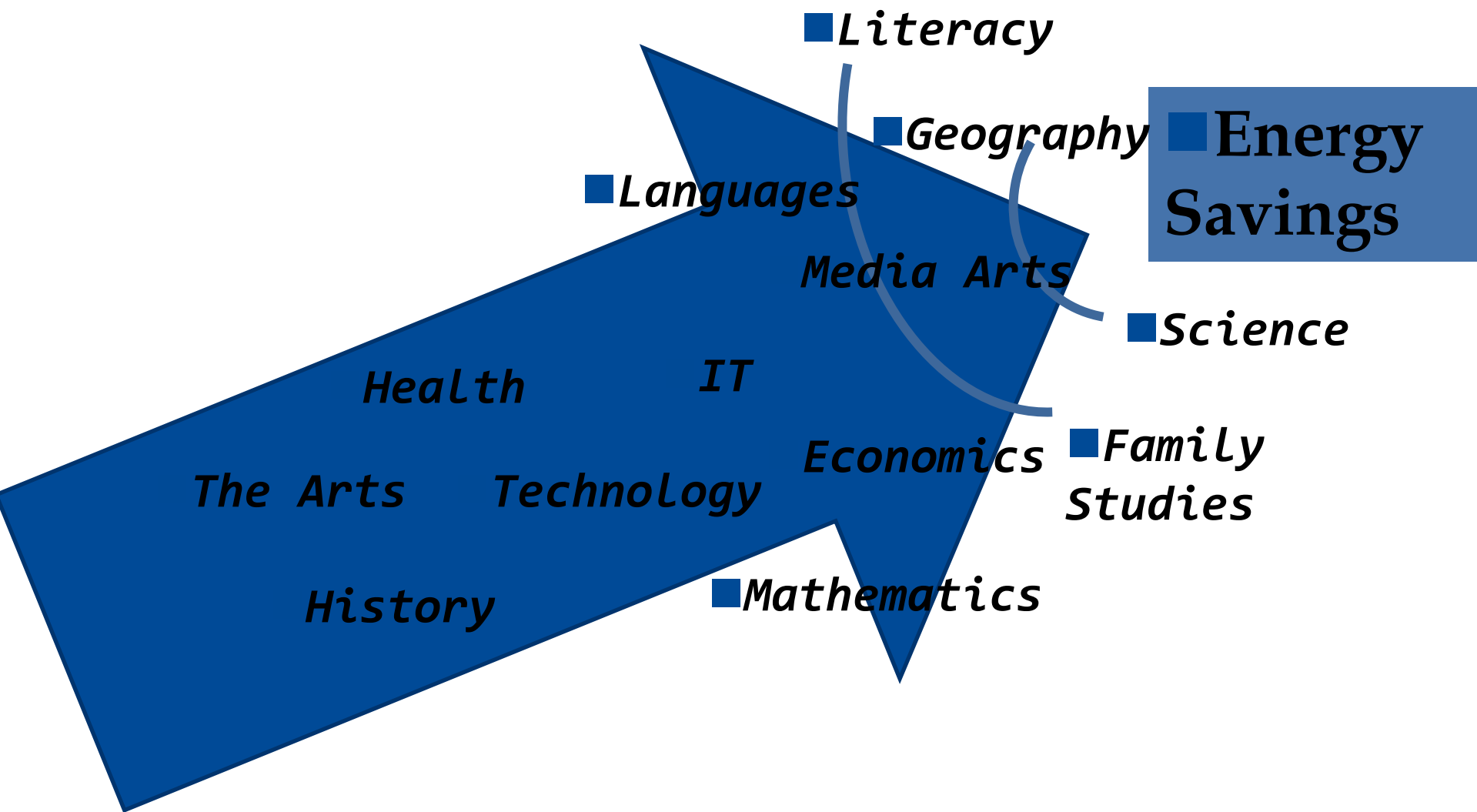


Strengths Model: a starting point for formal ed.

- **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**







Future ESD Priorities

- TO WORK WITH THE MINISTRIES OF EDUCATION TO INSTITUTIONALIZE ESD
- The ESD community now has a base of praxis, we need to institutionalize ESD in policy.
- Work with teacher education

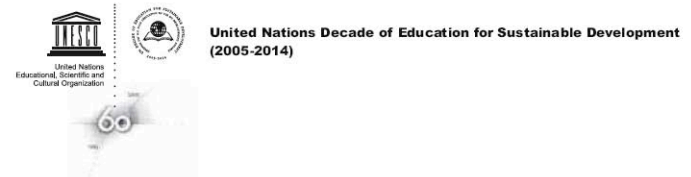
UNESCO: Teacher ED and ESD

■ Phase 1 (2000-2005)

- 30 TEI in 30 countries

■ Phase 2 (2010 – 2015)

- Networks of TEI in 60 plus countries



Guidelines and Recommendations for Reorienting
Teacher Education to Address Sustainability



Reorienting Existing Education

Currently our **most** educated nations leave the deepest ecological footprints

We have ED systems for **Development** Rather than **Sustainable Development**



Radical Hope!!



We need more

**“Sustainability
Handprints”**

And

fewer “footprints”



HAND PRINT™
action towards
sustainability

www.handsforchange.org

Presenting ESD

- Awareness
- Do-able
- Understandable
- A must-have, popular
- Cost saving or affordable or prestigious
- An opportunity verses a problem
- Economically sound
- Up-beat and happy

Tony Piggott – CEO J.W. Thompson