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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San Jose, Costa Rica

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

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The Ministry of the Environment and Energy of the Government of Sweden
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as a contribution to the 10-Year Framework of Programs on Sustainable Production
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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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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.
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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 an 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 to 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 Karaeorgiadis and a discussion with contributions from each of the workshop participants.

1300-1400 Lunch

1400-1500 “**Assessing ESD/ESL: a Gorgian 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 playing 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 present 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. Thoreson 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 Rodríguez Beltrán 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 respond 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.
Group Discussions
Networking
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<th>Name</th>
<th>Institution</th>
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<tr>
<td>Michel RICARD</td>
<td>UNESCO chair on ESD</td>
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<td>Shepherd Urenje</td>
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<td>Ingrid Pramling-Samuelson</td>
<td>World Organisation for Early Childhood Education (OMEP Organisation Mondiale pour l’Éducation Presolâre)</td>
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<td>Oscar Pamio</td>
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<td>Daniela Carvalho</td>
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<td>Viviana Gutierrez Tobon</td>
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<td>Melissa Ortega</td>
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<td>Isa Torrealba-Suárez</td>
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<td>Nichole McVeigh</td>
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<td>Marco Vinicio Torres</td>
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<td>Tatiana Robles Cordero</td>
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<td>Ana Maria Venegas Zamora</td>
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<td>Elmer Cantarero</td>
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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
What has not happened?
What can we promise?
TRANSFORMATION
17 Sustainable Development Goals (SDGs)

1. No Poverty
2. Zero Hunger
3. Good Health and Well-being
4. Quality Education
5. Gender Equality
6. Clean Water and Sanitation
7. Affordable and Clean Energy
8. Decent Work and Economic Growth
9. Industry, Innovation, and Infrastructure
10. Reduced Inequalities
11. Sustainable Cities and Communities
12. Responsible Consumption and Production
13. Climate Action
14. Life Below Water
15. Life on Land
16. Peace and Justice, Strong Institutions
17. Partnerships for the Goals

"Ensuring a Life with Dignity"
"Investing in the Future"
"Protecting our Planet"
"No one is left behind"

169 targets
241 indicators
17 Sustainable Development Goals (SDGs)

**Education 2030**

*"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
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 CRISIS

MORE PLASTIC THAN FISH IN THE SEA BY 2050

MacArthur, 2018

BUSINESS AS USUAL

2014

PLASTICS PRODUCTION

311 MT

2050

1,124 MT

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

1:5

>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?
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 (ROUNGLY 50% OF CURRENT JOBS ON THE PLANET) BY 2030 (THOMAS FREY, 2016)
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.
By 2030, ensure that all learners acquire knowledge and skills needed to promote sustainable development, including among others, through education, a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and sustainability.

4.7 By 2030, ensure that all learners acquire knowledge and skills needed to promote sustainable development, including among others, through education, a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and sustainability.

TARGET 4.7 OF GOAL 4

EDUCATION IS THE BEST INVESTMENT BUT - WHAT KIND OF EDUCATION?

This is more than 800 million young people globally will not have the skills needed for the global job market by 2050. Half of today’s jobs will be replaced by 2050, and 40% of children will work at the level of skills that are needed. A major shortage of skilled workers could still live in extreme poverty.

Half of today’s working-age population will be young people globally.
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 BUT 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

CHANGE OR DIE.
What are we trying to change?

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!

Discussion:

- Why is this important for Teacher Education?
- How can ESD achieve this ambition?
Educational challenge to business as usual: Making impossible to solve the problems of the future!

From linear economy to circular economy:
- Linear economy: Resources → Production → Consumption → Waste
- Circular economy: Recycle → Production → Consumption → Recycle

From waste to resources:

From schools of yesterday teachers of the past:
- Old theoretical model of learning
- New theoretical model of learning
AN EXAMPLE
THE CHANGE PROJECT APPROACH

ACTION RESEARCH

Identify the Problem
Pre-Course preparation and identification of Change Project Focus

Act to implement your Plan
On course participation and planning for Change Project Development

Observe Collect and Analyze your Data

Devise a Plan
“How can teaching and learning respond to 21st century challenges?”

Reflect and Share
Project presentation and on-going monitoring and evaluation

In context development of Change Project with colleagues
**Effective methods**

**Transmissive**
- Predetermined
- Prescribed
- Closed

**Authoritative**
- Training
- Conditioning

**Participatory**
- Active citizenry
- Social learning

**Transformative**
- Co-created
- Socially critical
- Action-orientated
- Open

*Methods that encourage:*
- Reflexive thought and action
- Collaborative learning
- Making connections
- Learning as inquiry
Weaving a mat ...

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

Methods that encourage:
- Reflective thought and action
- Collaborative learning
- Making connections
- Learning as inquiry
- Enabling empowerment, transformation and emancipation

Integrated problem-solving
COMPETENCES FOR SUSTAINABILITY

- Systems thinking
- Futures thinking
- Values thinking
- Strategic thinking
- Collaboration competence
- Critical thinking
- Personal competence
- Integrated problem-solving competence
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
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

**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"

**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

**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

**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”

**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
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

THE JOURNEY MATTERS

We crave freedom and discovery

TIME TO SLOW DOWN

Free time is an experience worth sharing

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

From:
- Living Large
- Driving Solo
- Slicing it Thick
- Pouring it On
- Throwing It Away
- Getting it Fast

To:
- Being Connected
- Sharing Journeys
- Knowing Your Food
- Spending it wisely
- Holding On To It
- Slowing Down

The Good Life 2.0

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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
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

Scratch hens indoors

Farm hens with narrow coops

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

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1. Progress on Environmental Education in the Lain 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 Lain 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

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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
Environmental Training Network

- 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

“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)

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**Decision 3: Environmental Education**

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

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- **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

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

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.
Global environmental issues

140 billion tons/year
natural resources extraction

+2.6–4.8°C
pre-industrial levels by 2100

60%
eco-system damaged

+3 billion
middle class consumers by 2030
The World’s Priorities

Increase in annual investment needed to achieve SDGs 1,400 (1.5-2.5% of GDP)

Annual world military expenditure 1,686 (2.25% of world GDP i.e. 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


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
**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

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**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 expectaciones 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.
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)

- **Pro-sustainability stakeholders**
- **ATTITUDES**
  - Education
  - Awareness raising
  - Publicity
- **FACILITATORS**
  - Economic incentives
  - Labelling
- **INFRASTRUCTURE**
  - Regulation (hard and soft)
  - Spatial planning
- **Regulatory incentives**
- **Sustainable Options**
What can governments do to enable citizens to be sustainable?

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

- **ACTITUDES**
  - Educación
  - Creación de conciencia
  - Publicidad

- **FACILITADORES**
  - Incentivos económicos
  - Etiquetas

- **INFRAESTRUCTURA**
  - Regulación (rígida y suave)
  - Planificación espacial

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?

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  Driving solo  Slicing it thick  Throwing it away  Pouring it on
Being connected  Sharing your journey  Knowing your food  Holding on to it  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 life 2.0” 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

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

Equipping policy makers with knowledge
- MOOC on SCP in LAC

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
"Trueque" (Exchange) – Bike riders

Mobility Event at El Bosque University – Game about sustainable mobility
Fashion Revolution Week

Global Fashion Exchange

@modoaccionsostenible (página)
“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.

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**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 across 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)

- **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.

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**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

**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**

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**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 – expand and improve, to support improvement of overall quality of teaching
- Safe and Effective Learning Environments
- Curricula – Improve the quality and relevance

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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