

The Limitations of Locating Education for Sustainable Development Within an Environmental Education Framework.



Presentation Structure:

Part 1: Education for Sustainable Development (ESD)

Part 2: Education for Sustainable Development in Aotearoa New Zealand

Part 3: The Role of Education in Developing a Culture for Sustainable Development.

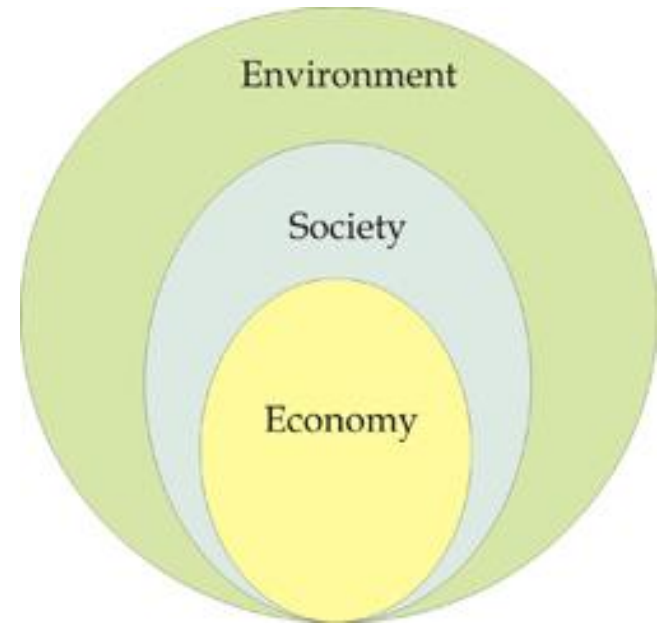
Part 4: Connecting Development Practitioners with Environmental Educators.

1a: Dimensions of Sustainable Development



Overlapping Pillars Model

www.excellence-in-insulation.eu



Concentric Circles Model

www.helsinki.fi/bioscience

1b: Education for Sustainable Development :

1992 Earth Summit. Rio de Janeiro:

Agenda 21, Chapter 36 is dedicated to the importance of education in achieving sustainable development.



2002 World Summit on Sustainable Development. Johannesburg:

Evolved to encompass social justice and the fight against poverty as key principles of Sustainable Development.



1c: The UN Decade of Education for Sustainable Development

- DESD Objectives include:
 - Facilitate links and networking, exchange and interaction amongst stakeholders.
 - Foster increased quality of teaching and learning .
 - Develop strategies at every level to strengthen capacity to deliver effective learning programs.



2a: UNDESSED in Aotearoa New Zealand

- Who is involved?



Enviroschools



New Zealand National
Commission for UNESCO
Te Kōmihana Matua o Aotearoa mō UNESCO



2b: Locating Education for Sustainable Development in New Zealand:

- Education for Sustainability:



Education for Sustainability Achievement Standards.



3a: The importance of 'culture' in ESD

- *“Culture is the underlying dimension of sustainable development. The values, diversity, knowledge, languages and worldviews associated with culture predetermine the way issues of Education for Sustainable Development are dealt with” UNESCO*



4a: Development Practice Education for Sustainability

- Opportunity for greater cooperation/connectedness between NGOs/CSOs and formal education projects
- Extend global/development education to include teacher and student capacity building in development practice.
- Participatory Action Research as a starting point?



Summary

- UNDESD is about quality of educational outcomes.
- New Zealand needs to create a parallel drive in social and cultural education for sustainability, greater incorporation of social science educators.
- We need to step beyond thinking and knowledge building. We need to empower our students to be agents for change.
- We are in need of development tools to achieve this.
- Students and citizens as agents for change through sustainable development projects are a quality outcome of ESD.



