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Education for Sustainable Development-for The Future We Want.

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The Future We Want (Rio +20, Juni 2012)

a) We resolve to improve the capacity of our education systems to prepare people to pursue sustainable development, including through enhanced teacher training, the development of sustainability curricula,..

b) We resolve to promote education for sustainable development and to integrate sustainable development more actively into education beyond the United Nations Decade of Education for Sustainable Development.

c) We strongly encourage educational institutions to consider adopting good practices in sustainability management on their campuses.., and teaching sustainable development as an integrated component across disciplines.

It was this feeling of responsibility that made Rachel Carson writes her highly controversial book Silent Spring, in which she exposed the misleading reports of the agricultural industry and the unwillingness of the authorities to act.

It was this feeling of responsibility that enabled Wangari Maathai to challenge the authorities in Kenya by organising thousands of women in the Green Belt Movement. She was awarded the Nobel Peace Prize for her work for sustainable development.

***'Never underestimate the power of a few concerned people to change the world. In fact, it's the only thing that ever has.'* Anthropologist Margaret Mead**

The conventional wisdom holds that all education is good, and the more of it one has, the better..... The truth is that without significant precautions, it can equip people merely to be more effective vandals of the earth" (David Orr)

***The United Nations Conference on the Human Environment, Stockholm, June , 5-16 , 1972
Recommendation 96 on Environmental Education***

The Brundtland Commission , defined Sustainable Development in "Our Common Future" in 1987 as "a development that meets the needs of the present without compromising the ability of future generations to meet their own needs."

***The United Nations Conference on Environment and Development, Rio de Janeiro, 1992, Agenda 21
Chapter 36***

The education ministers decided in year 2000 to develop an action plan on education for sustainable development in the Baltic Sea region: Baltic 21 Education.

The Summit in Johannesburg sept 2002, UN General Assembly, Dec 2002, UN Decade(2005-2014) on Education for Sustainable Development (ESD)2005–2014

Nordic Council of Ministers' conference on ESD was conducted in June 2003 in Karlskrona. The conference brought together 140 participants from Greenland in the west from Moscow to the east from Warsaw in the south to Luleå in the north.

Preamble of the Earth Charter: “We stand at a critical moment in Earth’s history, a time when humanity must choose its future.”

Chris Jordan Photos

The scientists have identified and quantified planetary boundaries that must not be transgressed to help prevent human activities from causing unacceptable environmental change. It is about how to create a safe operating space for humanity.(NATURE, sept 09)

Three boundaries (climate change, biological diversity and nitrogen input to the biosphere) may already have been transgressed. They are strongly connected — crossing one boundary may seriously threaten the ability to stay within safe levels of the others

We have to reduce carbondioxide to 1-2 tons/person within 40 years. Today USA and Canada 22-24 tons, Sweden 12 tons , China 5 tons.

Climate change is likely to lead to some irreversible impacts on biodiversity. Approximately 20%–30% of species assessed are likely to be at increased risk of extinction if increases in global average warming exceed 1.5–2.5 °C, relative to 1980–99.

Some of the features that should characterize education for sustainable development according to The Swedish Committee on ESD (2004).SOU 2004:104

ESD should be characterised by the following features:

a) Learning should be in an integrated manner using interdisciplinary working methods.

b) Participatory working methods should be used so that students can influence the design and content of educational programmes. Active pupil and student participation as early as pre-school.

c) Learning should be reality-based with close and frequent contact with nature and society. It is important that real problems are dealt with, problems that have an impact on students’ lives and the reality and the society they live in.

d) Learning should focus on problem-solving and stimulate critical thinking and a readiness to act. Critical thinking and questioning is important, since there is no predetermined way in which to achieve sustainable development.

“Learning to Change Our World”, to which the prime minister had invited in Johannesburg. In Gothenburg 2004. 350 participants from 75 countries. The two universities in G. have organized five international follow-up conferences. The Gothenburg Recommendations, October 2008.

The Higher Education Act, from 1 February 2006, Swedish universities and university colleges, ‘in their activities, higher education institutions shall promote sustainable development that ensures

present and future generations a healthy and good environment, economic and social welfare and justice.'

The establishment of the centre SWEDESD, The Swedish International Centre of Education for Sustainable Development 2008 at Gotland University financed by Sida for the promotion of ESD in international development aid activities.

The Swedish national Graduate school in Education and Sustainable Development (GRESO), established in 2009 is the result of a research partnership between eight Swedish universities working in this field, with almost 20 Ph D-students from different disciplines, the aim being to establish a research environment on ESD of international importance.

The Baltic University Programme, an international network with support from the Swedish Government, bringing together 225 universities in the Baltic Sea region in an educational partnership based on sustainable development

CEMUS, the Student Centre for Environment and Development Studies, is a unique institution largely run by students at Uppsala University, that bases its activities on sustainable development.

*UNECE's High Level Meeting of Environment and Education Ministers, Vilnius, Lithuania, March 2005. A framework for the UNECE Strategy for ESD
(www.unece.org/env/esd)*

"UNESCO World Conference on Education for Sustainable Development – Moving into the Second Half of the Decade" in Bonn, Germany.

The Bonn Declaration

www.esd-world-conference-2009.org.

COUNCIL OF

THE EUROPEAN UNION

Brussels, 18 and 19 November 2010

Council conclusions on

education for sustainable development

International photos

Regional Centres of Expertise on Education for Sustainable Development/ UN University in Tokyo (www.ias.unu.edu). There are now 117 of these RCEs at present. Skane, Copenhagen, Espoo, West Sweden.

Conclusions: a) The political will and responsible leadership for tackling the major challenges facing humanity in all our countries can only be created by well-informed and educated public opinion.

b) The national education sector is often the biggest and most important sector in countries. Only by making full use of this enormous potential, by reorienting the education sector, is it possible to be successful in the struggle for sustainable development.

c) The ministers responsible for school and education must be the responsible ministers for driving the ESD process. Today too many education ministers either have not been given or have not been willing to take responsibility for the ESD process.

d) Politicians in local and regional government, especially those responsible for school issues, need to be made aware that ESD is an important dimension of quality.

e) ESD is particularly important in the wealthy part of the world with the western lifestyle – a lifestyle that means that we are making by far the largest ‘ecological footprint’. Reducing large ecological footprints will require ESD.

f) The challenges facing humankind are greater than ever and make our promotion of ESD more and more important. We have to use every means of securing powerful political support for ESD from the international community even after the end in 2014 of the current UN Decade of ESD.