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\textsuperscript{st} 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?
3rd Role: Reorienting Existing Education

Most Educated nations = 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 4th 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


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
### 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.

### UNU Regional Centre of ESD Expertise

#### Messengers

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<tr>
<th>Non Formal</th>
<th>Formal</th>
<th>Informal</th>
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<tr>
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<td>Society</td>
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<td>Corp Training</td>
<td>Preschool</td>
<td>Life Exp.</td>
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#### Local Information

- Sources
  - Regional/National
  - Local Government
  - Private Sector
  - Research (HE, NGO) etc.

#### Sources

- Informal
- Media
- Peers
- Society
- Life Exp.
Key Website

www.pdx.edu/epfa/lecl_resources.html

Dr. Rosalyn McKeown – Portland State Univ.