Re-orientating Education towards Education for Sustainable Development

Dr. Torsten Richter
Universität Hildesheim
Maxim Tank Universität Minsk 25. 09. 2017
Why should we re-orientate education?
A new look at the world: the Whole Earth Perspective

Blue Marble, photographed by Apollo 17 on 7. December 1972
You are here.
So without realising at first, we stumbled into a new era...
The Anthropocene
Global Change and Global Challenges

• Never before had humankind the power to change the Earth as a whole
• What is right, what is wrong?
• What to do, what to better leave?
• We face problems not known to the people who taught us and confront new ethical challenges
• Our successors will face other problems than us
• So what to teach the youth?
Planetary boundaries: Guiding human development on a changing planet

Steffen et al., Science 2015
The great challenge is the great transformation within the 21\textsuperscript{th} century
Planetary Stewardship

2020
2030
2040
2050

Poverty
Infectious diseases
Fossil fuels
Biodiversity loss
Desertification
Ocean dead zones
Pollution
Ozone
Ocean acidification

Atmospheric greenhouse-gas emissions

Water management
Sustainable trade
Sustainable cities
Food security
Forests
Economic equity
Renewable energy
Education
Population
So we are facing increasing complexity
So do we need a new kind of education?

„Learning our way out of unsustainability“

Prof. Dr. Arjen Wals, Wageningen University
UNESCO Chair of Social Learning and Sustainable Development
“...make the case for more radical forms of learning that begin to question the normalization of planetary destruction, inequity, discrimination and marginalization through so-called transgressive forms of learning”

Prof. Dr. Arjen Wals, Wageningen University, Netherlands
New ways of thinking

- systems thinking
- critical thinking
- problem solving
- decision making
- showing leadership

Systems thinking - Patterns of interdependent systems
www.unesco.org
New ways of thinking need new ways of teaching

- Shift from teaching to learning
- Action research
- Problem-based learning
- Participative learning
- Learning in collaborative projects with partners
- Self-directed learning processes
United Nations Global Action Programme
Education for Sustainable Development 2015 - 2019

- There is now a growing international recognition of ESD as an integral element of quality education and a key enabler for sustainable development.
GAP on ESD: 5 Priority Action Areas

• 1: Advancing policy
• 2: Transforming learning and training environments – Integrate sustainability principles into education settings
• 3: Building capacities of educators and trainers – Increase the capacities of educators and trainers to more effectively deliver ESD
• 4: Empowering and mobilizing youth – Multiply ESD actions among youth
• 5: Accelerating sustainable solutions at local level