

Re-orientating Education towards Education for Sustainable Development

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Why should we re-orientate education?

РЕПОЗИТОРИЙ БГТУ

A new look at the world: the Whole Earth Perspective



Blue Marble, photographed by Apollo 17 on 7. December 1972

РЕПОЗИТОРИЙ БГПУ

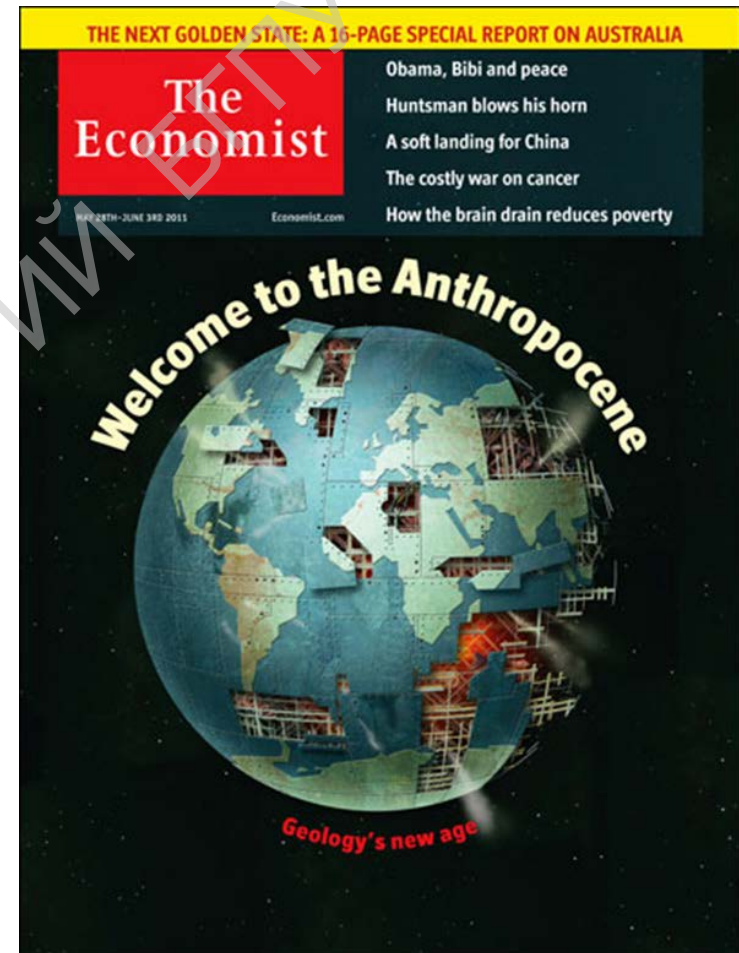
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<http://images.futuristech.info>

So without realising at first,
we stumbled into a new era...

РЕПОЗИТОРИЙ БГПУ

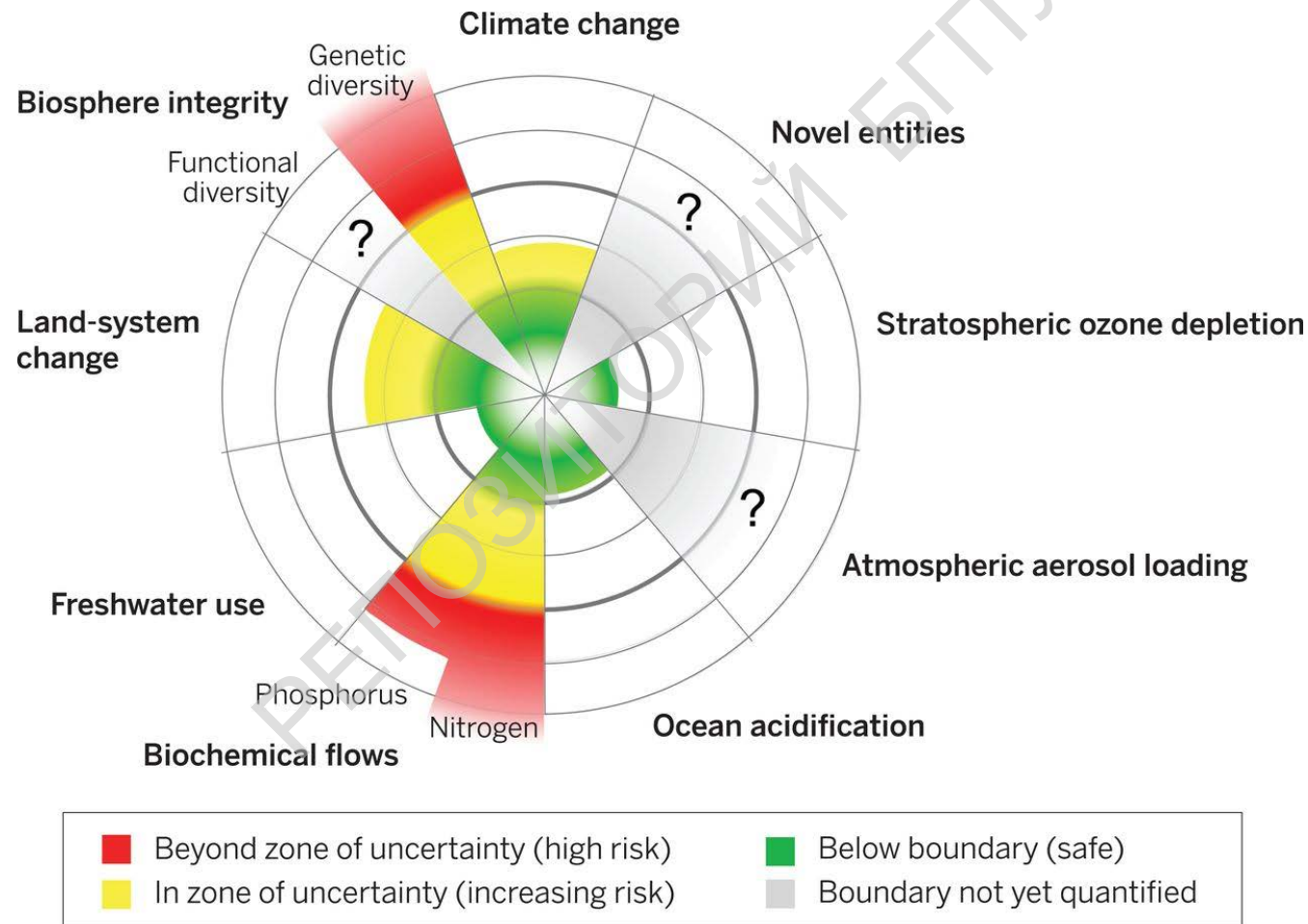
The Anthropocene



Global Change and Global Challenges

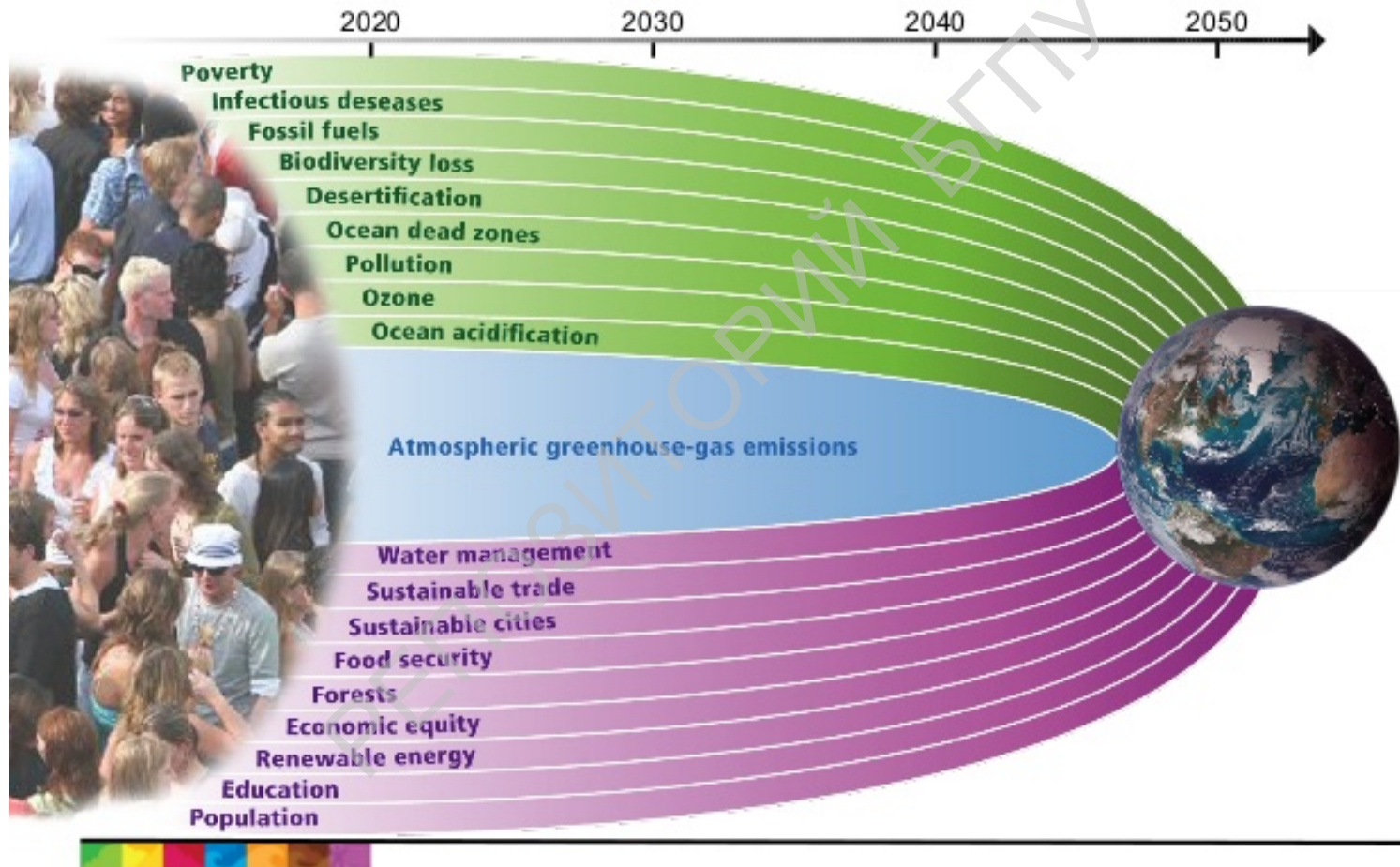
- Never before had humankind the power to change the Earth as a whole
- What is right, what is wrong?
- What to do, what to better leave?
- We face problems not known to the people who taught us and confront new ethical challenges
- Our successors will face other problems than us
- So what to teach the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

Planetary boundaries: Guiding human development on a changing planet



The great challenge
is the great transformation
within the 21th century

Planetary Stewardship





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

Envisioning futures for environmental and sustainability education

Editors: Peter Blaze Corcoran, Joseph P. Weakland and Arjen E.J. Wals

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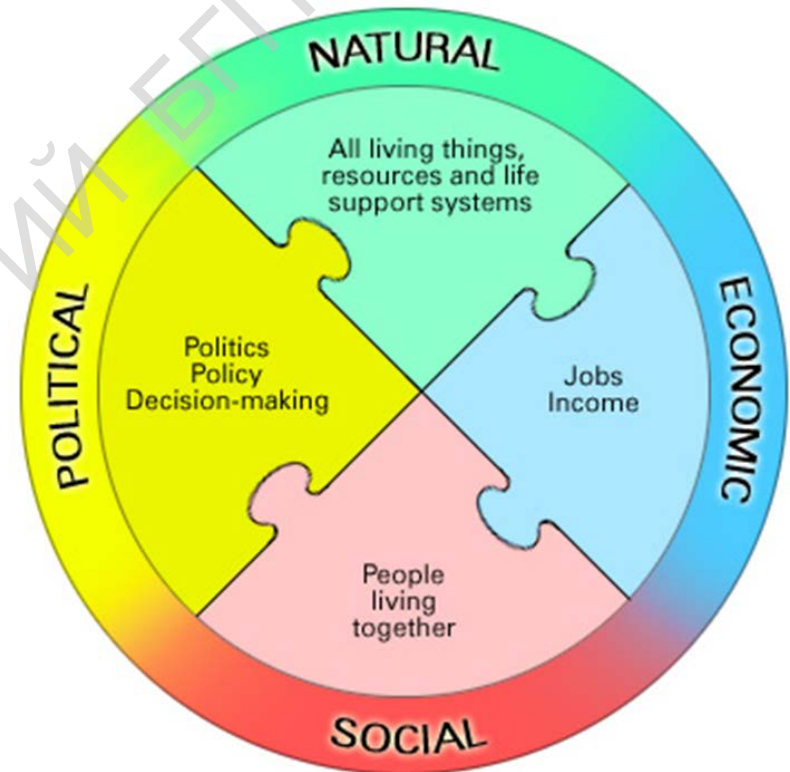


“...make the case for more radical forms of learning that begin to question the normalization of planetary destruction, inequity, discrimination and marginalization through so-called transgressive forms of learning”

Prof. Dr. Arjen Wals, Wageningen University, Netherlands

New ways of thinking

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

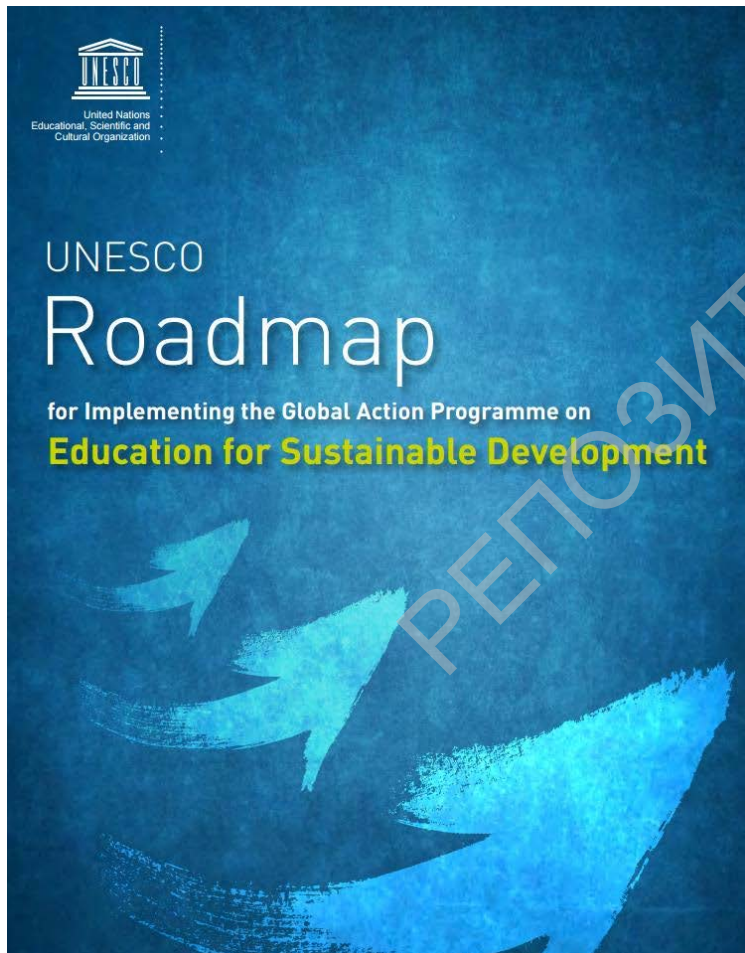


Systems thinking -
Patterns of interdependent systems
www.unesco.org

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