Education for Sustainable Development (ESD)

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Learning to change the world

• **Drivers and Barriers for Implementing Learning for Sustainable Development in Higher Education, 7-9 December 2005.** Organised by Chalmers University of Technology and the University of Gothenburg.

• **Drivers and Barriers for Learning for Sustainable Development in Pre-School, School and Teacher Education, 27-29 March 2006.** Organised by the University of Gothenburg and the City of Göteborg.

• **The role of early childhood education in a sustainable society, 2-4 May 2007.** Organised by the University of Gothenburg and the City of Göteborg.

• **Learning Laboratory – The Right to Knowledge, 11-14 October 2007.** Organised by Göteborg Folk High School, Swedish National Museums of World Culture, the University of Gothenburg and Chalmers University of Technology (and partly financed by Region Västra Götaland).
Recommendations from the workshop

- Increase investment in early childhood
- Incorporate ESD in early years
- Recognize and raise awareness about the role of ECE
- UNCRC as a common ground
- ESD critical for justice, solidarity, equality, equity
- Recognize the strength of ECE pedagogy
• Include ESD (- 7 Rs) in ECE curriculum
• Strengthen teacher training and competence development
• Increase support and funding of research
• Undertake, promote and strengthen advocacy and networking
• Disseminate and communicate issues about ESD
• Urge state leaders to be role models for young children
5th international workshop

- Visions and preparations for a common blueprint on Education for Sustainable Development (ESD)

Göteborg, November 10-12, 2008
The Gothenburg recommendations

- Access for all to a lifelong learning
- Gender
- Learning for change
- Networks, arenas and partnerships
- Professional development to strengthen ESD across all sectors
Cont.

• ESD in curriculum
• Sustainable development in practice
• Research
Mid-term review of the UN Decade for ESD

• Statements about:
  – Poverty, conflicts, unsustainable economic development, short-term goals, unsustainable production and consumption
  – We have the knowledge and technology
  – Shared commitments
  – Literacy & numeracy
  – Lifestyles
  – Gender equality
ESD in the 21st Century

• Setting new goals for education for all
• ESD based on values of justice, tolerance, sufficient thinking, innovation and empowerment for dealing with uncertainty and solving complex problems
• Interdependence of environment, economy, society and cultural diversity
Progress in ESD

- Many people and organisations are engaged
- Education is the main factor for improving human well-being
- We know about natural systems, and human impacts on them
- Time to put it to action!!!
What is alive, what carries life and what is not alive?

A project in Långvik’s preschool, Värmdö, Sweden
Is there life within an egg?

How come some eggs carry chickens and some don’t?
How is life for a chicken?

- We can ask Anna’s grandmother
- We can read in a book about eggs, Mathilda has one at home
- We can go to a farm and ask
Children’s questions

About life in eggs:
Where does the life come from?
Can a cock mate any hen?
Why are eggs different?
Can a chicken have baby-chickens?
Do the eggs come from the poo-poo hole?
Children’s questions

About every-day life:
Can they go out-side?
Can they fly?
How much do they eat?
Do they like bathing?
How do they find worms?
BUT life is not always nice…

- Most hens live in coops, small coops
- They don’t even have a perch
- They stay indoors all their lives

How would that be? A DRAMA
Very different conditions

Farm hens with narrow coops

Scratch hens indoors

Free going ecological indoors and outdoors
Where do our eggs come from?

- THEY COME FROM FARM HENS
- PROTEST – PROTEST
- Changing the purchase routines
- For all preschools, teachers, families, relatives...
los niños | ciudadanos de un mundo lleno de desafíos

children | citizens in a challenged world

enfants | citoyens dans un monde défié

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