



Workshop 15

From the margins into the center: Establishing ESD in education plans and curricula

Time: 2 April: 9.00-13.00h

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Rationale

Increased awareness of the problems of environmental challenges, globalisation and poverty has meant that the concepts of environmental education, global learning, and education in development have recently been given more prominence in education policies.

However, in the past these learning areas sometimes have been pushed to marginal, extracurricular areas such as clubs or other non-compulsory activities, when- and wherever the serious, examinable work was not scheduled. This heritage places a burden on ESD, which, as a fairly recent concept, still has to find its way from the fringes of education programmes into the mainstream.

The challenge is to place ESD in the centre of education by moving into the areas of mainstream education plans and curricula. These areas are the policy, regulatory and operational frameworks of education systems and the syllabuses and curricula at all levels. Since syllabuses and curricula are usually oriented towards and deriving from teaching subjects, and subject teaching makes up for the bulk of time in schools "spent on task", ESD has to be mainstreamed into subject curricula. But as an approach integrating the pillars of sustainable development, the economic, social and environmental dimension towards sustainability, ESD cannot be restricted to subject domains only, but has to maintain the integrity as a crosscutting learning area.

Thus cross-curricular teaching is an essential component of ESD. Learning in ESD should provide pupils with a future-oriented viewpoint on the increasingly globalised world and the issues affecting the future, which they will then be able to build upon further in the context of lifelong learning. They should acquire basic competencies that correspond to shaping their personal and professional lives and help them to get involved in their own societies and share responsibility in a global setting.

Workshop objectives

The workshop pursues the 4 objectives of the conference:

- 1. to highlight the essential contribution of Education for Sustainable Development (ESD) to all of education and to achieving quality education**
- 2. to promote international exchange on ESD**
- 3. to carry out a stock-taking of DESD implementation**
- 4. to develop strategies for the way ahead**

The approach of the workshop links ESD to relevant competencies to be developed by learners. The workshop will establish that ESD can provide pupils with guidance for a future in an

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increasingly globalized world, which they can build upon in the context of lifelong learning. Thus ESD provides a valuable contribution to education in general. (objective 1)

Several inputs into the workshop promote international exchange: The Southern African regional initiative, the Chat of the Worlds and the School Exchange Programme are good practice examples of international exchange, the Programme of International Learning Partnerships is at present being designed to facilitate the South-South, North-South exchange on ESD (objective 2)

The inputs into the workshop reflect the experiences of 2 countries (Costa Rica and Germany) and 1 region (Southern Africa). They are part of the ESD implementation within the framework of the Decade. Participants in the workshop will be asked to reflect on the good practice examples and contribute by sharing their own experiences. (objective 3)

Participants at the workshop will be asked to contribute to the question “Where do we want to go from here?” (objective 4)

Workshop Content

Apart from providing the opportunity to reflect on the workshop theme “from the margins to the centre”, 3 areas of good practice from different parts of the world form “the core” of the workshop.

Costa Rica

The aim of the participation of Costa Rica at the World Conference on Education for Sustainable Development is to share an experience based not only in pedagogical principles but in social, political and cultural views. This has been possible thanks to the collaboration and establishment of alliances with national and international NGOs as well as with other institutions, recognized as “Collaborators.”

If we understand the curriculum as a social construction that synthesizes a national feeling and aspiration, it has to have a social and cultural foundation, not only a pedagogical one. That is why in Costa Rica two main sources created by consensus are leading all formal and non formal education programs in this area:

1. The Peace with Nature Initiative (IPN as its acronym stands in Spanish) is a presidential initiative, officially launched by President Oscar Arias on July 6, 2007, and represents a strong political commitment of Costa Rica to achieve sustainable development and to fight environmental degradation both at the national and global levels.
2. National Commitment Towards the Decade on Education for Sustainable Development. It looks for the generation of a change of culture through a comprehensive and holistic approach to ESD that will guarantee that present and future generations of Costa Ricans live together in peace, with social equity, in harmony with themselves, with others and with the environment, without discrimination of gender, race, religion, nationality, culture, age, sexual orientation, different abilities or otherwise.

Germany

Within the frame of the National Action Plan of the ESD-Decade, the Standing Conference of the Ministers of Education and Cultural Affairs of the states in the Federal Republic of Germany and the Federal Ministry of Economic Cooperation and Development have developed a *Cross-Curricular Framework for Global Development Education*. The framework serves the purpose of establishing a cross-curricular Global Development teaching programme, in the context of education for sustainable development, in the curricula of general and vocational schools. The Cross-Curricular Framework is a frame of reference for the development of syllabuses and teaching curricula at school, for designing and checking lessons and extra-curricular activities, as well as for study-area and subject-specific requirements. In addition, it can be relevant for teacher education.



The components of development—society, economy, politics and environment/ecology—are related to school subjects and disciplines. The Cross-Curricular framework uses these four components of development as the starting point to structure the complex questions of global development and provide recommendations on how to handle these questions in the classroom. The workshop will provide information on several programmes which contribute to the implementation of the Cross-Curricular Framework.

Southern Africa

As part of its contributions towards sustainable development, the Southern African Development Community Environmental Education Programme (SADC REEP) aims to strengthen ESD processes for equitable and sustainable environmental management choices in southern Africa.

SADC REEP has succeeded in establishing an active network involving regional ESD centres, NGOs and networks. It has also forged partnerships with international organisations involved in the ESD processes. These include UNESCO and UNEP. Networking under the SADC REEP provides ESD practitioners from countries where ESD practice is limited or lacking to find colleagues, resources, ideas and support for strengthening and extending these activities. It links these practitioners not only to the programme's immediate contacts and resources, but also to those in the broader networks of which the Programme is a part. For example, participants to the SADC REEP activities such as training programmes and meetings are exposed to other networks in the region where they can benefit from a wider network. These exposures have significant impacts as they not only inform but also enthuse and motivate ESD practitioners.

Workshop Approach and Methodology

The workshop uses the World Cafe methodology. World Cafe is a method, which has worked in the international context. It is a tool of the personalized knowledge management and offers the possibility of open, creative conversation, with the goal of a better common understanding and solution.

The plenary is divided into 7 smaller groups, gathering around tables. A facilitator (host) moderates the discussion at each table and will give a brief introduction to the topic. After 40min. the participants move to the next table. Finally the moderators (hosts) are giving a short presentation of the results to the plenary.

<http://www.theworldcafe.com> (English website on the method, some materials also in other languages)

Hosts (facilitators) at the 7 tables:

- (1) Justin Lupele, Zambia, SADC-REEP, focus on networking between stakeholders, the regional approach in Southern Africa
www.sadc-reep.org.za
- (2) Claudia Charpentier, Costa Rica, focus on the tertiary sector and ESD plans and curricula
- (3) Robert Schreiber, Hamburg, Focus on school curricula, Geography and ESD
<http://igu-cge.tamu.edu/> (several declaration)
- (4) Insa Sommer, Düsseldorf, Chat of the Worlds, focus on ESD learning communities using the internet
www.chatderwelten.de
- (5) Christine Blome, Berlin, ESD and North-South school partnerships - Focus on the development of competencies of ESD via school-partnerships between Germany and developing countries/ countries of transition
www.ensa-programm.com
- (6) Hannes Siege, Bonn, The making and implementation of the Cross-curricular Frame Work, focus on elaboration, test examples, implementation, the national and international dimension (international learning partnerships)
www.gc21.de/KMK-BMZ
- (7) Alejandrina Mata, Costa Rica, focus on environmental education and ESD in the school system

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