Hållbar utveckling och barn – i teori och global praktik - en OMEP – konferens.
Göteborg Feb 25, 2013
Education for Sustainable Development - more important than ever - for The Future We Want.
The future we want
(Rio +20, Juni 2012)
a) We resolve to improve the capacity of our education systems to prepare people to pursue sustainable development, including through enhanced teacher training, the development of sustainability curricula,..
b) We resolve to promote education for sustainable development and to integrate sustainable development more actively into education .... good practices in sustainability management on their campuses,, and teaching ESD as an integrated component across disciplines.
It was this feeling of responsibility that made Rachel Carson write her highly controversial book Silent Spring, in which she exposed the misleading reports of the agricultural industry and the unwillingness of the authorities to act.
It was this feeling of responsibility that enabled Wangari Maathai to challenge the authorities in Kenya by organising thousands of women in the Green Belt Movement. She was awarded the Nobel Peace Prize for her work for sustainable development.
‘Never underestimate the power of a few concerned people to change the world. In fact, it’s the only thing that ever has.’

Anthropologist Margaret Mead
“The conventional wisdom holds that all education is good, and the more of it one has, the better....... The truth is that without significant precautions, it can equip people merely to be more effective vandals of the earth” (David Orr)

Recommendation 96 on Environmental Education. “Choosing the Future” 1972 Alva Myrdal (OMEP 1948)
The Brundtland Commission, defined Sustainable Development in “Our Common Future” in 1987 as “a development that meets the needs of the present without compromising the ability of future generations to meet their own needs.”
Our biggest challenge in this new century is to take an idea that sounds abstract – sustainable development – and turn it into reality for all the world’s people’. Kofi Annan (2001)
Sustainable Development is particularly important in the wealthy part of the world with the western lifestyle – a lifestyle that means that we are making by far the largest ‘ecological footprint’. Reducing large ecological footprints will require ESD.
Preamble of the Earth Charter:

“We stand at a critical moment in Earth’s history, a time when humanity must choose its future.” Al Gore, “Our home – Earth – is in grave danger. What is at risk of being destroyed is not the planet itself, of course, but the conditions that have made it hospitable for human beings.”
We have to reduce carbondioxide to 1-2 tons/person within 40 years. Today USA and Canada 22-24 tons, Sweden 12 tons, China 5 tons.
Climate change is likely to lead to some irreversible impacts on biodiversity. Approximately 20%–30% of species assessed are likely to be at increased risk of extinction if increases in global average warming exceed 1.5–2.5 °C, relative to 1980–99.
2005–2014 was proclaimed by the UN 2002 as a decade on Education for Sustainable Development (ESD). The main objective for ESD is that everybody should acquire knowledge about and feel motivated to work towards a sustainable future.
“It is also imperative that Early Childhood Education is recognised as the starting point for lifelong learning within ESD”. The Gothenburg Recommendations on ESD adopted November 12, 2008.
It is in the early years (birth to age 8) that children have the greatest capacity to learn. It is in the early childhood period that children develop their basic values, attitudes, skills, behaviours and habits, which may be long lasting.
We know from experience that even very young children are capable of sophisticated thinking in relation to socio-environmental issues and that the earlier ESD is introduced the greater the impact can be. (UNECE, 2008)
Some of the features that should characterize education for sustainable development according to The Swedish Committee on ESD (2004). SOU 2004:104
ESD should be characterised by the following features:
a) Learning should be in an integrated manner using interdisciplinary working methods.
b) Participatory working methods should be used so that students can influence the design and content of educational programmes. Active pupil and student participation as early as pre-school, and must grow by allowing students to take part in planning activities throughout their time at school or university.
c) Learning should be reality-based with close and frequent contact with nature and society. It is important that, as far as possible, real problems are dealt with, problems that have an impact on students’ lives and the reality and the society they live in.
d) Learning should focus on problem-solving and stimulate critical thinking and a readiness to act. The development of a capacity for critical thinking and questioning is important, since there is no predetermined way in which to achieve sustainable development.
DECADE OF EDUCATION FOR SUSTAINABLE DEVELOPMENT
2005-2014
The political will and responsible leadership for tackling the major challenges facing humanity in all our countries can only be created by well-informed and educated public opinion.
The national education sector is often the biggest and most important sector in countries. Only by making full use of this enormous potential, by reorienting the education sector, is it possible to be successful in the struggle for sustainable development.
The education ministers decided in year 2000 to develop an action plan on education for sustainable development in the Baltic Sea region: Baltic 21 Education.
“Learning to Change Our World”, to which the prime minister had invited in Johannesburg. In Gothenburg 2004. 350 participants from 75 countries. The two universities in G. have organized five international follow-up conferences.
The Higher Education Act, from 1 February 2006, Swedish universities and university colleges, ‘in their activities, higher education institutions shall promote sustainable development that ensures present and future generations a healthy and good environment, economic and social welfare and justice.’

(www.unece.org/env/esd)
COUNCIL OF THE EUROPEAN UNION
Brussels, 18 and 19 November 2010
Council conclusions on education for sustainable development
Global Citizen’s Conference on DESD, Oct 2009, Tokyo, Japan
The 4th Beijing International Forum on Education for Sustainable Development

中国·北京/Beijing, China
22nd–24th, October 2009
Sino–Swedish Cooperative Project on ESD in the Basic Education System
Launching Ceremony for ESD National Experimental School Project
April 25th–26th, 2010
Beijing, P.R. China
Experimental School
“President Barack Obama and me will do everything in our power to encourage education for sustainability.”
Politicians in local and regional government, especially those responsible for school issues, need to be made aware that ESD is an important dimension of quality.
New curriculum for Early Childhood Education and Primary school and Secondary School from 2011 are permeated by the values of Sustainable Development. The Swedish branch of the World Organization for Early Childhood Education (OMEP) is working very hard in promoting ESD.
The National Agency for Education encourages ESD through “A Sustainable Development School”, established in 2005. To get this distinction, a school must organize its work so that all pupils and staff take an active part both in formulating SD goals and in the implementation and evaluation processes.
The Global School/International Programme Office for Education and Training, also financed by Sida, is closely involved in the promotion of ESD within the Swedish school system.
Regional Centres of Expertise on Education for Sustainable Development/ UN University in Tokyo (www.ias.unu.edu). There are now more than 100 of these RCEs at present (see http://www.ias.unu.edu). RCE-Skane and from March 1st RCE West Sweden