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From Teacher-oriented to Student-oriented Education for Sustainable Development: Re-orienting Undergraduate Education at the University Campus

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Re-orienting Undergraduate Education at the University Campus

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Abstract

Author argues that the core of necessary re-orientation of under-graduate education at the university campus is from teacher-oriented to student-oriented education for sustainable development. The paper gives three examples of student-oriented education at the university campus, relating three human security themes and issues with three student-oriented methods: (1) peace and human security through fieldwork study; (2) development and poverty reduction through case teaching; and (3) international political economy and climate change through in-class debate.

Author also argues that these practices of re-orientation enrich Education for Sustainable Development (ESD) at the university campus when they are combined with exchange of ideas in multicultural environment. The paper concludes with a proposal of bilateral or multilateral project among the East and Southeast Asian institutions that realizes this type of re-orientation in and out of the university campus.

Contents

1　ESD at University Campus

1.1　What is ESD?

The essence of Education for Sustainable Development (ESD) is para-phrased in many ways with various flavors, while the common ground is found in the purpose of its undertaking: "ESD is a dynamic and expansive undertaking that envisions a world where every person has the chance to benefit from educational opportunities and to learn the life-styles, behaviors and values necessary to create a sustainable future"

(UNESCO 2005b: 6).

Pointing out that ESD is not limited to new initiatives and that various forms of ESD are already being implemented, ESD-J[1] suggests the common ground not only in its objectives but also in its methods and values. "The comprehensive community development schemes being promoted up and down the country that deal with such issues as the environment, welfare and health, and the Integrated Studies programs being promoted jointly by schools and local communities are typical examples of ESD being put into practice in Japan. As well, various examples of learning in relation to social problems are already underway in fields such as environmental education, development education, multicultural education, welfare education, human rights education, peace education and gender education, and also in international cooperation projects overseas. All of these educational and learning activities are linked by similar 'fostered abilities' in the form of a multifaceted outlook and sound communication skills, similar 'learning methods' in the form of participatory learning and consensus building, and similar 'values' in the form of respect for all. It is these common objectives, methods, and

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[1] According to its webpage, "Founded on June 21, 2003, the Japan Council on the UN Decade of Education for Sustainable Development (ESD-J) is a networking organization dedicated to promoting education for a sustainable society, given impetus by the UN Decade of Education for Sustainable Development (DESD).
    ESD-J is a gathering of NGO/NPOs and individuals involved in social issues such as the environment, development, human rights, peace and gender, joining forces for the purposes of searching for and realizing forms of education that can be shared by all. ESD-J also works with the government, local authorities, companies and educational institutions to promote ESD" (ESD-J 2006a).

values that are the essence of ESD" (ESD-J 2006b).

Accepting these common ground naturally leads us to the need of reorientation of existing education programs. Chapter 36 of Agenda 21 (1992, the Earth Summit) identified four major thrusts of education to support a sustainable future. One of them is "Reorienting existing education programs."

International Implementation Scheme of United Nations Decade of Education for Sustainable Development (UNDESD) suggests this reorientation should be done in a holistic and interdisciplinary context: "Creating a more sustainable future will not occur simply by increasing the amount of education; instead, it is an issue of content and relevance. Questioning, rethinking, and revising education from pre-school through university to include more principles, knowledge, skills, perspectives and values related to sustainability in each of the three realms - environment, society, and economy - is important to our current and future societies" (UNESCO 2005a).

ESD as a holistic or 'whole school approach,' however, is not an easy goal to be achieved in Japanese universities during 2005-2014. ESD would be "carried out by individual nations in a locally relevant and culturally appropriate manner" (UNESCO 2005a). "Time constraints and bureaucracy, among other factors, limit the adoption of ESD initiatives in the formal education sector." (UNESCO 2005c: 8).

Based on these judgments, this paper illustrates three types of student-oriented education at the university campus. After describing ESD at university campus in general in this section, I review main stream arguments on "From Teacher-oriented to Student-oriented Education" in a

field of International Relations. Section 3 illustrates three types of student-oriented education, relating three human security issues with three student-oriented methods: (1) peace and human security through fieldwork study; (2) development and poverty reduction through case teaching; and (3) international political economy and climate change through in-class debate. In the Concluding Remarks, I argue that these practices of re-orientation enrich ESD at the university campus when they are combined with exchange of ideas in multicultural environment, and propose to plan bilateral or multilateral projects among the East and Southeast Asian institutions that realizes this type of re-orientation in and out of the university campus.

1.2   University Education for Sustainable Future

Even if it is difficult to bring 'whole school approach' to university campuses in Japan, we could introduce the essence of ESD into our curriculum and make it contagious. According to a leaflet of United Nations University (UNU), ESD is not "synonymous with education about sustainable development (SD). It is not simply about transmitting knowledge but about bringing about changes in our behaviors and life-styles and positive societal transformation." Then, when we introduce the essence of ESD into our curriculum, we need to emphasize (1) methods which enable students to be at the center of learning process, and (2) contents which cover a variety of SD-related topics in interdisciplinary context.

   In order to empower students to assume responsibility for creating a

sustainable future, students should be at the center of the academic learning enterprise. There are many kind of approaches to teaching and learning: Traditional lectures that are planned, formal presentations; Giving exercises and assigning term papers; Group discussions and self-organized study group; Socratic method and formal or informal debate; Role playing; Case teaching; Fieldworks; Internships or on-the-job learning; and other problem-oriented instruction such as simulated procedures or problem situations.

While these approaches are not mutually exclusive and can be used in combination, they are on a continuum from teacher-oriented to student-oriented. "On the one end are approaches that are teacher centered, authoritarian, and knowledge driven, including lecturing, where learning is structured and directed. The center of attention and action is the text-book or podium or 'front of the room.' Student learning is 'private,' invisible, and compliant. On the other end of the continuum are approaches in which learning is self-initiated and self-directed, more discussion based, public, social, and voluntary. At the extreme end are field-based approaches in which the teacher may be only a background presence" (Lynn 1999: 33).

Authoritative knowledge generation, in many cases, neglect the need to equip students with tools to understand and make a difference in the world. Facilitating student initiative and responsibilities would be critical when we introduce the essence of ESD into our undergraduate curriculum and try to make it contagious. Once students are empowered in such way, they start bringing excitement to other classrooms: questioning popular knowledge, initiating discussions, and trying to test it by

themselves.

According to the same leaflet of UNU, ESD is not "synonymous with environmental education (EE). EE is but one component of ESD, which should include education for poverty alleviation, human rights, gender equality, cultural diversity, international understanding, democracy and active citizenships, peace and more." Therefore, presenting course contents in interdisciplinary context and in relations to other SD-related topics is also critical when we introduce the essence of ESD into our curriculum and try to make it contagious. Once students gained these broad perspectives, they could place various topics from other courses in relations to sustainability and other important issues to our current and future societies.

Security studies in a field of International Relations could be just one example of such course with interdisciplinary contents. Buzan, Waever, and Wilde (1998) proposed a new framework for security analysis: analyzing "securitization" in the military, environmental, economic, societal and political sectors at global, subsystemic, regional and local levels. Since the notion of securitization is placed on the one end of the spectrum of nonpoliticized-politicized-securitized,[2] security studies in this manner would cover very broad issues and shed light on political aspect of SD-related topics.

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[2] Buzan, Waever, and Wilde (1998: 23-24) discribed this spectrum as one "ranging from nonpolitical (meaning the state does not deal with it and it is not in any other way made an issue of public debate and decision) through politicized (meaning the issue is part of public policy, requiring government decision and resource allocations or, more rarely, some other form of communal governance) to securitized (meaning the issue is presented as an existential threat, requiring emergency measures and justifying actions outside the normal bounds of political procedure)."

The next section of this paper deals with methods that enable students to be at the center of learning process, and examines main stream arguments on "From Teacher-oriented to Student-oriented Education" in a field of International Relations.

2　From Teacher-oriented to Student-oriented Education

2.1　Active Learning

In its first issue of the first volume of International Studies Perspectives (ISP), the Editors of the journal explained why their focus on international studies pedagogy, as one of fourfold mission, is appropriate. "Throughout our teaching environments, we hear widespread use of such terms as 'active learning,' 'collaborative learning,' 'learning assessment,' 'case teaching,' and 'student-centered approaches' ... The major thrust behind much of the effort toward teaching innovation focuses on the movement away from a more passive, instructor-centered, approach to college teaching to a more active, student-centered, approach. This includes the use of simulation, discussion and case teaching, problem-based learning, the integration of multimedia into the newly electronic classroom, and many more emerging approaches" (Editors of ISP 2000: 4).

Thus, active learning is a generic term for an approach that shifts pedagogy from instructor-focused teaching paradigm to a student-focused learning paradigm in International Studies community. The approach abandons "traditional and more passive modes of information delivery in favor of active and experiential approaches centered on the learning

needs of students" (Krain and Shadle 2006: 52). Active learning can promote the development of skills such as critical and analytical thinking that might not be developed in a lecture setting (Smith and Boyer 1996). Shaw (2004) points out that students are having fun in this student-focused learning paradigm. "People tend to remember positive experiences and students tend to retain the lesson they have learned through interactive exercises because of their enjoyment of them" (Shaw 2004: 4).

In the same very first volume of ISP, Golich (2000) wrote an article titled "The ABCs of Case Teaching," while Burch (2000) wrote "A Primer on Problem-Based Learning for International Relations Courses." Both of them are excellent introductions for student-centered active learning. Brown and King (2000) characterize the method of Problem-Based Learning (PBL) as "collaborative, case-based, and student-centered" (Brown and King 2000: 246), while Dunlap and Grabinger (1996) appreciate PBL in that "learning to think critically and to analyze and synthesize information in order to solve technical, social, economic, political, and scientific problems are crucial for successful and fulfilling participation in a modern, competitive society" (Dunlap and Grabinger 1996: 65).

2.2 Current Program vs. Emerging Paradigm

When writing on role-play exercise, Krain and Shadle (2006: 52-53) quote Fox and Ronknowski (1997), Krain and Nurse (2004), and Morgan (2003) to emphasize the positive effects of active learning: increased comprehension, long-term memory, and greater learning and development. "Studies of the use of active learning strategies in higher education

consistently shows that experiential learning increases student compre-
hension of the subject matter being taught" (Fox and Ronknowski 1997),
and "increases long-term memory of the experience and retention of
lessons learned" (Krain and Nurse 2004). In other words, "greater learning
and development occur when students are actively engaged" (Morgan
2003: 354).

Lynn (1999) compares and contrasts current program with emerging
paradigm, and agrees with these educators: Learning "is most likely to
occur when the learner is actively engaged with the instructor and with
other learners in exploring ideas and testing solutions" (Lynn 1999: 33).

	current program	emerging paradigm
educational institutions	isolated from community secretive operations	integrated into society information open
teachers/ lecturers	initiator of instruction whole class teaching	guides students into infor-mation and learning
students	passive, learns mostly at school, answers questions, little teamwork	active, learns at school and everywhere, ask questions, much teamwork
parents	no life-long learning	provide model for learning

Fig. 1 Current Program vs. Emerging Paradigm (Based on Lynn 1999)

It is worth noting that these evaluations of active learning fell short in
terms of "bringing about changes in our behaviors and lifestyles and positive
societal transformation." We might have to compromise with the power of
learning by doing, since "in the field of educational psychology, changes
in knowledge are considered the first step, or foundation of future
change. Attitudes and behaviors change much more slowly" (Brown and

King 2000: 252).

3 Student-oriented Education at University Campus

Section 3 illustrates three types of student-oriented education, relating three human security issues with three student-oriented methods: (1) peace and human security through fieldwork study; (2) development and poverty reduction through case teaching; and (3) international political economy and climate change through in-class debate.

International Implementation Scheme of UNDESD identified three perspectives as important concerns and challenges that must be addressed in ESD (UNESCO 2005a).

Socio-cultural perspectives: human rights, peace and human security, gender equality, cultural diversity and intercultural understanding, health, HIV/AIDS and governance

Environmental perspectives: natural resources, climate change, rural transformation, sustainable urbanization, and disaster prevention and mitigation

Economic perspectives: poverty reduction, corporate responsibility and accountability, and market economy

Following three examples deal with one or more issues addressed above and utilize one of various student-centered methods. All of them are taken from my previous courses taught in Tokyo Woman's Christian University (TWCU) and/ or in University of the Ryukyus (UoR).

3.1　Peace and Human Security - Fieldwork Study

First example is "Sophomore Seminar: Okinawa in the world," mainly dealing with peace and human security issues, utilizing fieldwork study method.

Sophomore Seminar: Okinawa in the World
Instructor: Prof. HOSHINO Eiichi Credits: 4 (once a week for 90 minutes) Term: Spring Semester & Fall Semester
1. Course Objective and method
This course will explore political, economic, societal and cultural aspects of Okinawa in the world. Class meetings will largely consist of discussion around the assigned readings. Students are expected to read them, to engage in library research, and to come prepared each week to discuss the points in the assigned readings. In winter break, class will visit Okinawa (historical sites, war memorials, and museums), have a joint seminar with Okinawan students, and write a report on the visit.
2. Course Contents
Spring Semester 1) Introduction 2) How to write a research paper (1) 3) History 4) Culture 5) Economy 6) Battle of Okinawa 7) U. S. Military Bases 8) How to write a research paper (2) 9) Readings on Memory of War (1) 10) Readings on Memory of War (2) 11) Readings on Memory of War (3) 12) Research Design (1) 13) Research Design (2)
Fall Semester

1) How to write a research paper (3)
2) Readings on Reversion in 1972 (1)
3) Readings on Reversion in 1972 (2)
4) Readings on Reversion in 1972 (3)
5) Readings on U. S. Japan Security Treaty (1)
6) Readings on U. S. Japan Security Treaty (2)
7) Readings on U. S. Japan Security Treaty (3)
8) Research Paper (1)
9) Research Paper (2)
10) Research Paper (3)
11) Research Paper (4)
12) Research Paper (5)
13) Research Paper (6)

3. Teaching Materials

Most readings are handed out. Others are available on WWW.

4. Grading

Grading is based on class attendance (10%), presentation (20%), research design (30%), and research paper (40%).

Fig. 2 Syllabus of Sophomore Seminar: Okinawa in the World

Okinawa experienced severe battles on islands during the WW II, and U. S. military occupation for 27 years, while the islands are still suffering from heavy presence of U. S. military bases. Chalmers Johnson used very strong words to describe the picture in introducing a book edited by Hein and Selden (2003): "Okinawa's legacy of lost independence; colonial exploitation; suffering the bloodiest battle of World War II, followed by twenty-seven years as a stateless plaything of the Pentagon; fake reversion to Japan; and endless crimes of sexual violence by American military forces against Okinawan women."

This unfortunate picture makes Okinawa an important place for field-work study. "Cross-cultural awareness is a state of mind in which one is alert to alternity, the existence of others possessing different and equally

valid world views and ways of life. This can be acquired living within or alongside other cultures, when one's own and others' strangeness become readily apparent. Culture shock involves just such a realization" (Cohen 2001: 151). Okinawa brings such cultural shock even to Japanese students from other prefectures.

In his 1984 book titled *The Quest for a Just World Order*, Samuel S. Kim analyzed the state of the human conditions from four aspects: Global Violence, Global Inequalities, Global Human Rights, and Global Human Environment. Well prepared area studies in general, and the case of Okinawa in particular, will offer appropriate study materials for students in all of these aspects.

3.2　Development and Poverty Reduction - Case Teaching

Second example is "International Cooperation," mainly dealing with development and poverty reduction issues, utilizing case teaching method.

International Cooperation
Instructor: Prof. HOSHINO Eiichi Credits: 2 (once a week for 90 minutes) Term: Spring Semester
1. Course Objective and method
To learn theory and practice of post-conflict peace-building, and to write a Policy Paper on a case.
2. Course Contents
04/14 Introduction 04/21 What is International Cooperation?

04/28 Chapter 1 05/12 Chapter 2 05/19 Chapter 3 05/26 Chapter 4 06/02 Chapter 5, Case: National Maternity Hospital in Cambodia 06/09 Chapter 6, Case: When Should You Say Goodbye? 06/16 Chapter 7 06/30 Chapter 8, Case: New Women's Village 07/07 Chapter 9 07/14 Chapter 10, Case: People's Voice in Emergency Assistance 07/21 Chapter 11, Case: East Timor in 2001 07/28 Chapter 12
3. Teaching Materials
Inada Juichi, ed. Conflict and Assistance to Post-conflict Peace-building. Yuhikaku, 2004. Teaching Cases in International Cooperation (handouts)
4. Grading
Grading is based on class attendance (20%), ten short reports (50%), and policy paper (30%).

Fig. 3 Syllabus of International Cooperation

In his Presidential Address to the 2000 ISA Annual Meeting, Craig Murphy (2001) emphasized the need for students of the north to understand the structural violence. Ignorance of the world's growing inequality helps keep that inequality "sustainable." Murphy contends that there are four aspects of inequality which "can be called 'the new inequality' that every undergraduate should know" (Murphy 2001: 348): a decline of formal political inequality, a decline of public-sphere gender inequality, a decline of nation-state power relative to markets, and a rise in income inequality.

These inequalities produce five new political consequences which are likely to affect the lives of our students: protracted social conflict, global health policies, global gender politics, the politics of "super-empowered"

individuals (a phrase taken from Thomas Friedman's *The Lexus and the Olive Tree*), and the politics and ethics of "greatly empowered" individuals who include ourselves and our students (Murphy 2001: 348-349). Thus, I utilized teaching cases of post-conflict peace-building in a context of development and poverty reduction issues.

As Lynn (1999) argues, "the case method is based on the premise that learning is most likely to occur when students are actively engaged in testing the validity of ideas and applying them to problems relevant to their interests and aspirations" (Lynn 1999: 34). Golich's "The ABCs of Case Teaching" (2000) and Hey's "Teaching About the Third World with Cases" (2000) are useful sources on the method.[3]

I utilized cases offered by FASID Case Library. "The FASID Case Library[4] has 65 English and 20 Japanese development-related cases. The topics include project management, organizational management, aid coop- eration, human resource development, agriculture, industry, health, finance, democratization, environment, cross-cultural communication, emergency aid, post conflict management, and many others... Cases are compiled in a seven volume set of casebooks, and these cases are provided free of charge for educational and training purposes. All the Casebooks and accompanied Teaching Notes are available at FASID" (<*www.fasid.or.jp/*

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[3] Also see, Lantis, Kuzma, and Boehrer (2000).

[4] "The Foundation for Advanced Studies on International Development (FASID) was set up in March 1990. Its primary functions are to conduct education and training of a new generation of Japanese development professionals, and research on international development. FASID was established as a non-profit organization with the legal status accorded jointly by the Ministry of Foreign Affairs, and the then Ministry of Education, Science and Culture. It was founded with the active support and cooperation by the then Japan Federation of Economic Organizations (KEIDANREN)." <*www.fasid.or.jp/index.html*>

casebook.html>).

There are other useful case resources related to the field of International Development: Kennedy School of Government Cases (*<www.ksgcase.harvard. edu>*); Electronic Hallway, Cascade Center, University of Washington (*<www.hallway.org>*); and Case Studies Program at Georgetown University (*<www12.georgetown.edu/ecase>*).

3.3   International Political Economy and Climate Change - Debate

Third example is "Issues in International Political Economy," mainly dealing with variety of international political economy issues, including the topic of climate change, utilizing in-class debate method.

Not many words are necessarily on debate books in general. Goodnight's Getting Started in Debate (1993) is a good starting point, while IDEA (2004) offers a variety of debate topics related to ESD: Invasion of Afghanistan, Economic Development vs. Environment, Globalization and the Poor, Global Warming, and Multiculturalism vs. Integration.

Issues in International Political Economy
Instructor: Prof. HOSHINO Eiichi Credits: 2 (once a week for 90 minutes) Term: Spring Semester
1. Course Objective and method
This course will explore some theoretical and practical issues in international political economy. Class meetings will largely consist of discussion around the assigned readings. Students are expected to read them, to engage in library research, and to come prepared each week to discuss the points in these articles.
2. Course Contents

04/14 Introduction
04/21 Manner of Debating
04/28 Debate No. 1: Is Globalization a Positive Development for the International Community?
05/12 Debate No. 2: Are Cultural Rivalries and Ethnic Conflicts the Next Great Threats to International Security?
05/19 Debate No. 3: Should a Permanent UN Military Force Be Established?
05/26 Debate No. 4: Do China's Armaments and Intentions Pose a Long-Term Threat?
06/02 Debate No. 5: Is the Global Community Responding Well to the Plight of Refugees and Displaced Persons?
06/09 Debate No. 6: Should the Kyoto Treaty Be Supported?
06/16 Debate No. 7: Should the Developed North Increase Aid to the Less Developed South?
06/30 Case No. 1: Run Before You Get Shot Down?
07/07 Case No. 2: Treat or Retreat? - Coordinating Education Aid
07/14 Case No. 3: National Maternity Hospital in Cambodia
07/21 Final Exam
07/28 Follow-up

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3. Teaching Materials

Gregory M. Scott, ed., 21 Debated Issues in World Politics: Issues in World Politics, Prentice Hall, 2003.
John T. Rourke, ed., Taking Sides: Clashing Views on Controversial Issues in World Politics, McGraw-Hill College, 2004.
Teaching Cases in International Cooperation (handouts)

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4. Grading

Grading is based on class attendance (10%), two debate tournaments (40%), three case papers (30%), and final examination (20%).

Fig. 4　Syllabus of Issues in International Political Economy

There are more advanced books available: Van Ness (1999) on human rights; Scott, Jones, and Furmanski (2004) on world politics; Rourke (2004) on global issues; and Harf and Lombardi (2001) on environmental issues.

4 Concluding Remarks

In this section of concluding remarks, I would like to argue that these practices of re-orientation enrich ESD at the university campus when they are combined with exchange of ideas in multicultural environment, and propose to plan bilateral or multilateral projects among the East and Southeast Asian institutions that realize this type of re-orientation in and out of the university campus.

4.1 Conditions

ESD as a holistic or 'whole school approach' is not an easy goal to be achieved in Japanese universities, while Craig Murphy (2001) emphasized the need for students of the north to understand the structural violence and the world's growing inequality. Japanese universities are in flux, and reform is a big word on university campus. These trends would give us opportunities for promoting ESD at the university campus.

When we introduce the essence of ESD into our undergraduate curriculum and try to make it embedded in the whole curriculum, establishing University Charter offers a chance for ESD, since the University Charter itself is pretty much a values-driven endeavor.

Faculty Development (FD) is also a popular term among teachers and administrators in Japanese universities. Since one of major methods of FD is exchanging teaching experience among colleagues, FD could be a convenient vehicle of ESD, when we try to make our efforts of introducing ESD into our curriculum contagious.

Another popular proof of introducing reform is the course evaluation by students. With its positive and negative side effects, the course evaluation by students could enhance learners participation in decisions on how they are to learn.

4.2 A Proposal

If these trends in Japanese universities give us opportunities for promoting ESD at the university campus, the conference like the 2006 ASAIHL would present us a chance for proposing various projects for ESD in international settings. As one of those, I would like to propose a bilateral or multilateral project among the East and Southeast Asian institutions combined with exchange of ideas in multicultural environment.

Example: Bilateral project between an institute in Malaysia and UoR
1. Two groups of students (10-15 each) work on either (1) peace and human security, (2) development and poverty reduction, or (3) global environment and climate change at their home campuses, utilizing case teaching and in-class debate.
2. Students visit their counterpart, and conduct fieldwork study and role-playing session on related topics. Say Malaysian students visit Okinawa in year 1, then UoR students visit Malaysia in year 2.[5]
3. Students create web sites for exchange of ideas before visiting each other and for exchange of their experiences after going back to their

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[5] On using role-play scenarios in the IR classroom, there are plenty of works especially on decision-making: Boyer (2000), Kaarbo (1997), Kille (2002), and Smith and Boyer (1996).

home institutes.

As Fowler (2005) contends, "active-learning techniques can succeed every bit as well abroad as at home. These educational initiatives can be challenging and empowering and can bring real excitement to the classroom" (Fowler 2005: 171). If the above outlined project becomes reality, our efforts of re-orienting undergraduate education at the university campus can prove that active learning is an exceptional way to boost students learning, "while bridging cultural differences and helping in some small way to build peaceful global relations" (Fowler 2005: 172).

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Appendix: Key Roles, Underlying Values, and Key Characteristics of ESD (ESD-J 2006a)

Key Roles of ESD

1. Education must inspire the belief that each of us has both the power and the responsibility to effect positive change on a global scale.

2. Education is the primary agent of transformation towards sustainable

development, increasing people's capacities to transform their visions for society into reality.

3. Education fosters the values, behavior and lifestyles required for a sustainable future.

4. Education for sustainable development is a process of learning how to make decisions that consider the long-term futurev of the equity, economy and ecology of all communities.

5. Education builds the capacity for such futures-oriented thinking.

Underlying Values of ESD

1. Respect for the dignity and human rights of all people throughout the world and a commitment to social and economic justice for all;

2. Respect for the human rights of future generations and a commitment to intergenerational responsibility;

3. Respect and care for the greater community of life in all its diversity which involves the protection and restoration of the Earth's ecosystems;

4. Respect for cultural diversity and a commitment to build locally and globally a culture of tolerance, non-violence and peace.

Key Characteristics of ESD

1. Interdisciplinary and holistic: learning for sustainable development embedded in the whole curriculum, not as a separate subject;

2. Values-driven: it is critical that the assumed norms - the shared values and principles underpinning sustainable development - are made explicit so that that can be examined, debated, tested and applied;

3. Critical thinking and problem solving: leading to confidence in addressing

the dilemmas and challenges of sustainable development;

4. Multi-method: word, art, drama, debate, experience, ... different peda-gogy which model the processes. Teaching that is geared simply to passing on knowledge should be recast into an approach in which teachers and learners work together to acquire knowledge and play a role in shaping the environment of their educational institutions;

5. Participatory decision-making: learners participate in decisions on how they are to learn;

6. Locally relevant: addressing local as well as global issues, and using the language(s) which learners most commonly use. Concepts of sustainable development must be carefully expressed in other languages - languages and cultures say things differently, and each language has creative ways of expressing new concepts.