CONFERENCE ON DESD OKAYAMA, 18 October 2013

• <u>DESD - AT NINE: OPENING PERSPECTIVES</u>

Where are we? Where do we want to go?

Dr. Hans van Ginkel
Faculty of Geo-Sciences
Utrecht University
The Netherlands



THE BEAUTY OF NATURE: THE AURORA BOREALIS



DESD - AT NINE: OPENING PERSPECTIVES Where are we? Where do we want to go?

- Introduction
- The DESD in context: WCHE, Millennium Summit, Kyoto 3rd WWF,
 Kobe WCDR the struggle for 'sustaining the future'.
- Summits: from Stockholm to Rio +20: 1972 2012 from SD to WEHAB
- The Universities: from the Magna Charta to the UBUNTU ALLIANCE
- <u>Carrot or Stick</u>? Rules and Compliance vs. Ideals, Norms and Stimuli
- The UNESCO DESD Framework: what to achieve in the DESD?
- Education <u>fór</u> Sustainable Development: Why and Hów?
- 'Think Global and Act Local'! and the reverse!
- The MDGs Beyond 2015: towards 'Sustainable Development Goals'
- Normative issues and National Implementation Plans
- EfSD and our common future.

What About Rio?

Rio +20 was very clear

- Many activities are well underway
- Many people, young and older, are active
- In many places good results have been achieved

There is reason for pride and optimism

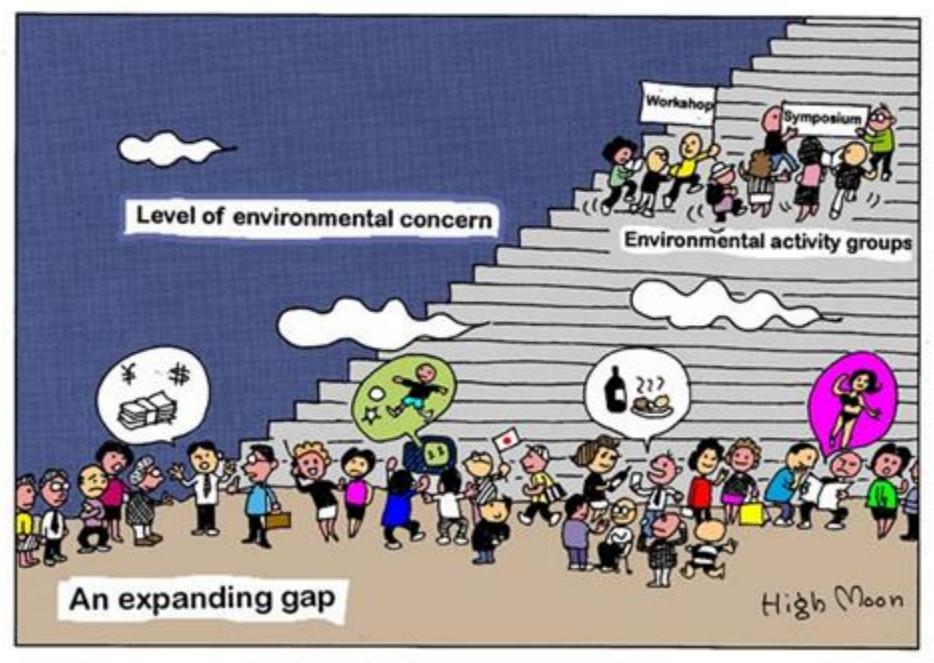
- However, we are not yet there!
- And the conference outcome "The Future We Want" is not convincing

There is much reason for Realism, too

Worldwide agreement will be difficult!!!

FROM MDGs to SUSTAINABLE DEVELOPMENT GOALS

- High-level panel of Eminent Persons
- Working Group of the Governments
- Sustainable Development Network (J. Sachs)
- "The World We Want", Voices of the People



Note: How to involve those who show no concern remains a difficult problem.

REALITIES FORCING TO ACT: Beyond Climate Change !!!

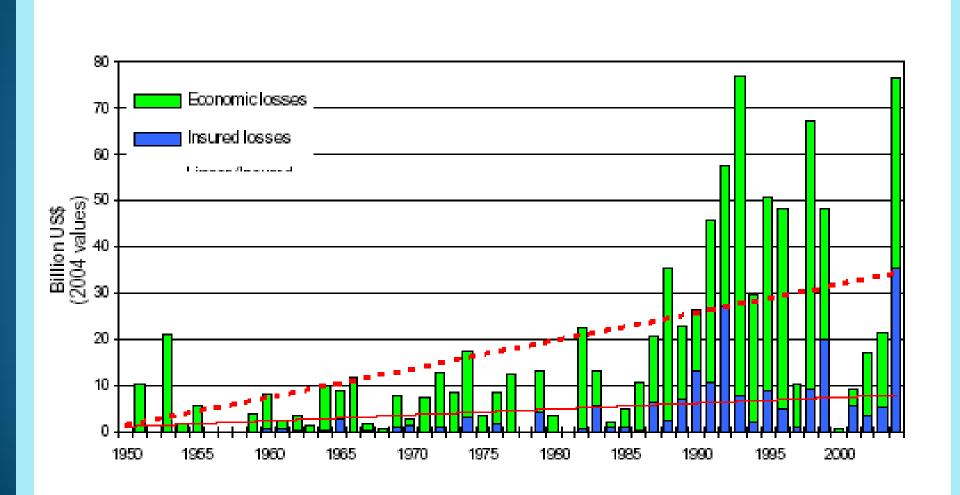
Increasing numbers of crises:

- 1. Increasing numbers of visible indications of (the impact of) climate change;
- 2. Growing energy security concerns;
- 3. Intractable armed conflicts;
- 4. Increase in number and magnitude of natural and humanitarian disasters;
- 5. Increase in short term "here and now", "us and they", "black and white" thinking; leading to
- 6. Economic and financial crises of a magnitude never seen in more than half a century.

MORE AND MORE DISASTERS (Münich Re.)

Great Weather Disasters 1950 – 2004

Economic and insured losses





JAPAN, March 2011: Multi-Hazards leading to Disaster



MAIN OPPORTUNITIES

- There exists, increasingly, a <u>strong support</u> in the population in both developed <u>and developing</u> countries; (see the Gallup poll for the UN-SG's Millennium Report.)
- 2. There is, increasingly, <u>much and good</u> information on SD-issues and good <u>learning material is available</u>.
- 3. Modern Information- and Communication Technology opens up many <u>new opportunities for innovative learning</u> and information strategies.
- 4. The increasing knowledge intensiveness of societies and the *growing* integration of the global and the local creates many more opportunities for developing exciting learning materials, which can be shared across the globe.

THE LONG MARCH (1973-2007)

CC Towards the Top of the International Agenda:

- Stockholm, 1972
- Club of Rome
- Brundtland Report
- Earth Summit, Rio
- Earth Charter
- Millennium Summit
- WSSD, Johannesburg
- Millennium Ecosystem Assessment
- IPCC Reports
- "Inconvenient Truth"
- (Rio +20)

Universities were late!!!

- . Magna Charta of the European Universities 1987
- . CRE-Copernicus 1988/'92
- . Talloires Declaration 1988/'90
- . IAU Kyoto Declaration 1992
- . EARTH CHARTER 1997, etc.

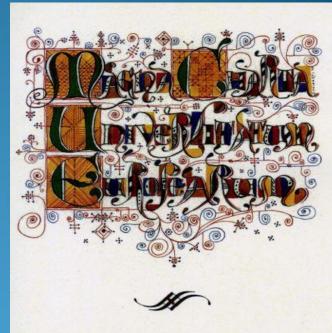
(a.o. Lüneburg, Swansea, Halifax, UBUNTU Alliance)

THE MAGNA CHARTA UNIVERSITATUM

3. that universities must give future generations education and training that will teach them, and through them others, to respect <u>THE GREAT HARMONIES OF THEIR NATURAL</u> <u>ENVIRONMENT AND OF LIFE ITSELF.</u>

The undersigned Rectors of European universities proclaim to all States and to the conscience of all nations the fundamental principles which must, now and always, support the vocation of universities.

Etc.



Bononiæ, a.d.xw.Kal.Octobr.wcw.xxxvm

CRE-COPERNICUS, 1988

<u>Cooperation Programme in Europe for Research</u> on <u>Nature and Industry through Coordinated</u> <u>University Studies</u>

Focus on: four corners of Europe -

'Baltic', Blue Danube, Mediterranean and North Sea — most successful: the Baltic!

<u>Major Output</u>: two books on Environmental <u>Law</u> (A. Kish) and Environmental <u>Economics</u> (H. Folmer) + summer courses, with support of EU

CRE-COPERNICUS CHARTER, 1992

Principles of Action:

- 1. Institutional Commitment
- 2. Environmental Ethics
- 3. Education of University Employees
- 4. Programs in Environmental Education
- 5. Interdisciplinarity
- 6. Dissemination of Knowledge
- 7. Networking
- 8. Partnerships
- 9. Continuing Education Programs
- 10. Technology Transfer

From the start the aims went well beyond "greening the campus".!!!

THE BALTIC REGION:

CRE-COPERNICUS ánd the BALTIC UNIVERSITIES PROGRAMME: both strongly supported by Sweden



Building Networks

The ProSPER Network



ProSPER.Net: Promotion of Sustainability in Postgraduate Education and Research Network

Network of higher education institutions in Asia-Pacific

Launched in 2008

Currently 28 members

RMIT University, Australia Chinese Academy of Sciences, China **Tongji University, China TERI University, India** Universitas Gadjah Mada, Indonesia Chubu University, Japan Hokkaido University, Japan Hosei University, Japan Iwate University, Japan Keio University, Japan Miyagi University of Education, Japan Nagoya University, Japan Okayama University, Japan Rikkyo University, Japan Shinshu University, Japan Tohoku University, Japan University of Tokyo, Japan Yokohama National University, Japan Universiti Sains Malaysia, Malaysia University of the Philippines, Philippines Yonsei University, Republic of Korea University of Peradeniya, Sri Lanka Chulalongkorn University, Thailand Prince of Songkla University, Thailand **Vietnam National University, Vietnam** (Asian Institute of Technology **East-West Center University of South Pacific**

What Universities Should Do

Crucial Initiatives to Improve Education:

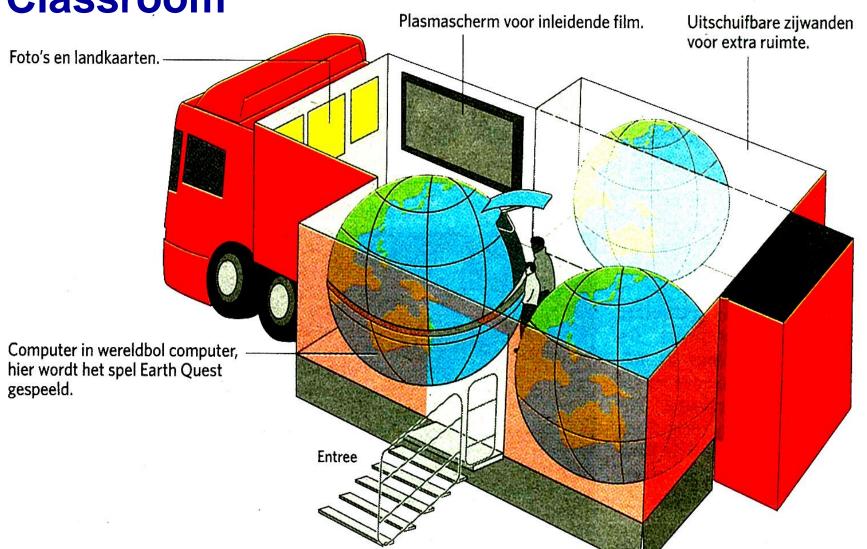
- Multi-, Inter- and Trans-disciplinarity to become reality;
- Problematization of issues;
- Contextualization of issues;

Internationalization/Exchange Programmes:

to participate and get involved!

Mobile Classroom

In deze Geotruck leren leerlingen uit de bovenbouw van het vwo door middel van een spel over de aarde, klimaat en milieu.



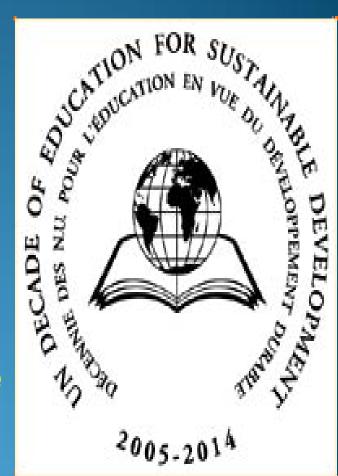
KEY ISSUES TO REMEMBER

- Global change is *more* than climate change
- Environment and development are <u>place-based</u>; real issues are different from region to region
- Analysis and synthesis must go <u>hand-in-hand</u>: understanding complexity must follow the explanation of closely defined relations
- complex problems have <u>complex answers</u> (Kofi Annan); their solutions often need <u>inter-, trans- and multidisciplinary approaches</u>

A BREAKTHROUGH

The Decade of Education for Sustainable Development (<u>DESD</u>), 2005-2014

- Proposed in Johannesburg Plan of Implementation in 2002
- Adopted by UN General Assembly in December 2002
- The International Implementation Scheme (IIS) for DESD was approved in September 2005.
- Governments are invited to consider the measures to implement DESD in their educational strategies and action plans.



The Decade on Ef SD Aims at the Creation of a Global Learning Space, in order

To create a world where everyone has <u>the opportunity</u> to benefit from <u>quality</u> education and learn <u>the values, behavior and lifestyles</u> required for a sustainable future and for positive societal transition; to <u>improve awareness</u> and <u>strengthen resilience</u>.

THE AIMS OF DESD

The DESD aims at changing the approach to education; to break down traditional educational schemes and promotes:

- 1. interdisciplinary and holistic learning;
- 2. values-based learning;
- 3. critical thinking rather than memorizing;
- 4. multi-method approaches, incl. art, drama, debate;
- 5. participatory decision-making;
- 6. locally relevant material rather than national;
- 7. transformative approaches in teaching and learning;
- 8. tertiary education supporting primary and secondary.

OBSERVATIONS: Environment and Development are Place- and Time-specific

- Need for Understanding Complexity
- Need for Understanding Reality
- Need to Address and Involve People
- Need for Regional/Local Approaches
- Need to Build on Existing Capacities
- Need to Look for Sound Trade-offs

REGIONAL CENTRES OF EXPERTISE (RCE's)

Lateral

lin ks

Formal education

(Research centers)

Universities Universities

Secondary Secondary Schools Schools

Primary Primary Schools Schools

Horizontal links

Non-formal education

Knowledge-related institutions

(Science) museums

Botanical gardens
Nature parks

Local Governments

Community leaders

Media

Local businesses

Local NGOs

rtical links

FORMALLY ACKNOWLEDGED RCEs

(116 in January 2013)

Regional Centres of Expertise on Education for Sustainable Development





RCEs around the world

There are 116 acknowledged RCEs as of January 2013

www.ias.unu.edu/efsd



Towards a Global Learning Space

There is a growing movement in higher education that promotes <u>collaboration and</u> <u>sharing</u> of online educational content.

This may mark the emergence of a <u>Global</u> <u>Learning Space</u>, subdivided in many flexible, overlapping ways.

Making Use of the Best, New Opportunities: One Billion People Have Internet Access

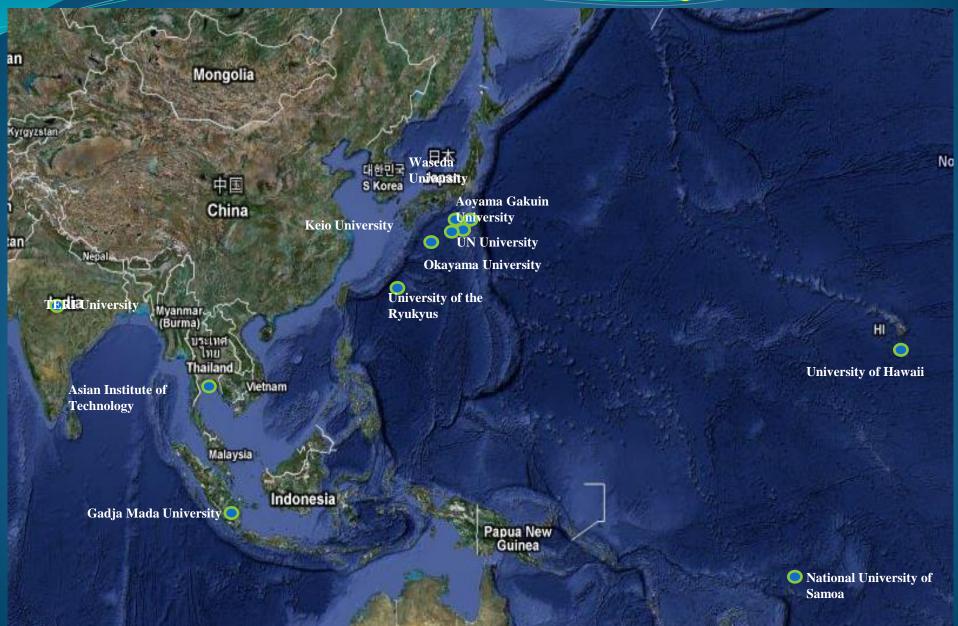
(15% of world population)



Global Learning Space

- <u>Asia Pacific Initiative</u>: Linking universities in the US, Japan, Fiji, Samoa, India and Thailand.
- <u>UN Water Virtual Learning Centre</u>: Linking with universities in Canada, Ghana, Thailand and Fiji.
- <u>REDMESO</u>: Collaboration with 25 public universities in Mexico, Belize, Costa Rica, El Salvador, Nicaragua, Panama, Honduras and Guatemala.

Asia Pacific Initiative University Partners



THE RCES BEYOND THE DECADE

- Enlarge and Broaden the Global RCE-network, e.g. double it in 2015-2019;
- Make the Global Learning Space for EfSD a reality by active internet-based exchanges;
- Identify and Develop the Core Issues in EfSD shared by all/most RCEs to develop a common core curriculum;
- Extend and Broaden the Activities of the RCEs
 Beyond Education, to support planning, policies and
 development of their region;
- Strengthen the Internal Coherence and the Sustainability of All the RCEs.

SD Beyond 2014 (a)

- Need to further promote and strengthen the mobilisation of people and knowledge for SD
- Sustainable develoment remains a major pre-requisite for all disaster prevention and reduction; as well as for the improvement of capacities for relief and support and the strengthening of resilience of people.
- The activities of RCEs must go beyond education and should include also fieldwork and other activities to acquire new relevant information and to develop adequate policies and communication strategies.

E SD Beyond 2014 (b)

- An important part of this is also to structure the knowledge needed from all the projects the RCEs have developed over the time of their existence and to share this knowledge with RCEs, both nearby and faraway and to build in this way the Global Learning Space for EfSD.
- From all the programs and projects of the RCEs it will also be possible to develop a core curriculum which will be crucial in all different parts of the world; as well as to define specific issues and items crucial under specified conditions.



Higher Education Sustainability Initiative













Rio +20 Commitment to Sustainable Practices of Higher Education Institutions

Higher education institution signatories commit to:

- 1) Teach sustainable development concepts, ensuring that they form a part of the core curriculum across all disciplines.
- 2) Encourage research on sustainable development issues, to improve scientific understanding through exchanges of scientific and technological knowledge.
- 3) Green their campuses by: i) reducing the environmental footprint; ii) adopting sustainable procurement practices; iii) providing sustainable mobility options for students and faculty; iv) adopting effective programmes for waste minimization, recycling and reuse, and v) encouraging more sustainable lifestyles.
- 4) Support sustainability efforts in the communities in which they reside.

Preparations for a possible 2014 HESI Conference in Japan

THE POWER IN OUR HANDS MAYBE WE WOULD PREFER TO FEEL LIKE THIS:



Holding such power in our hands: Human ingenuity and imagination; Enhanced by proper Education.