



Education for Sustainable Lifestyles

Learning to live for people, planet and prosperity



Practices from around the world, Vol. 1



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One planet
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Inland Norway
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CENTRE FOR COLLABORATIVE LEARNING
FOR SUSTAINABLE DEVELOPMENT

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Reaching towards goals – Learning for responsible and sustainable living

We are living in an unprecedented age and in a world that has achieved many great advances but is also facing “grand challenges” (Fensham, 2012) of a scale and complexity never experienced before. As noted by the former UN Secretary-General Ban Ki-moon in 2015, “We are the first generation that can end poverty, the last that can end climate change”. We are already facing many unpleasant consequences of unrestrained economic growth and unsustainable patterns of production and consumption. In order to preserve and improve the quality of our lives and those of future generations, we need to strive for the achievement of the Sustainable Development Goals (SDGs).

In order to reach the ambition of these global goals, we need to take a new perspective and search for solutions that address the interlinkages between social, economic and environmental dimensions. This, in part, relies on the importance of education for sustainable development and its ability to link learning to the contexts and challenges of everyday living. With quality education for sustainable development, we can empower people with values, skills and knowledge, which will help them become active agents of change in their own lives and in their wider society. Many initiatives are already being taken all around the world to promote education and learning for sustainable lifestyles. Our challenge is to identify which policies and practices best facilitate its advancement, what we can learn from these cases, and how we can replicate their successes.

This booklet is the first in a new series collecting good practices in education for sustainable lifestyles from around world, which is increasingly identified as an important step in linking personal responsibility and practice to the implementation of the Sustainable Development Goals.



“Sadly, it’s much easier to create a desert than a forest.”

- James Lovelock

Education for Sustainable Lifestyles – linking personal action and the SDGs

Education plays a major role in the implementation and achievement of the SDGs due to its potential to build capacities, increase knowledge, and provide new perspectives of understanding about the world around us. Education for sustainable development also aims to move beyond transmissive forms of learning and to engender transformative learning, which in turn supports the cooperative search for new solutions and critical reflection on how we define important socio-cultural goals related to our well being and quality of life. Quality education and lifelong learning for all is captured as a standalone goal in SDG 4, but education is also recognised as an important means of implementation for all SDGs.

Education for sustainable lifestyles plays a growing role in sustainability learning with a key focus on how we can connect, at personal and local levels, to the grand challenges of sustainable development. This is not just about understanding what these challenges are in a global context, but it is also about being able to recognise how our daily life choices and how we choose to organise our communities and societies impacts on global efforts to achieve sustainable development. To accomplish this, education needs not just to focus on academic competencies but also on social, cultural and emotional skills. Education for sustainable lifestyles strives to develop empowered, critically reflective and active citizens, who are aware, responsible and proactive in solving community, societal and global challenges.



How does education for sustainable development differ from existing educational approaches?

Education for sustainable development is oriented towards whole system perspectives, and it aims to achieve learning for change. In practice, this means a focus on cross-curricular and interdisciplinary approaches to teaching and a greater effort to link classroom learning to real-world application. ESD promotes a view of quality education that is concerned not just with measurable learning outcomes and national standards, but rather with encouraging lifelong learning and developing the skills and values of learners to become agents of change. A key challenge of quality ESD is thus ensuring the relevance of education and the applicability of knowledge and competencies for addressing sustainability challenges. With a focus on developing core life skills needed for all ages, ESD uses participatory, active learning methods that promote experiential education, collective problem solving and democratic dialogue.

The key elements for delivering Quality Education for Sustainable Development

At the heart of learning for sustainable development, is the need to engender a society where people can work together to reimagine and search for new solutions and innovations for the way that we structure our communities, our daily lives, and our personal relationships in ways that are more sustainable. These points are captured in the Sustainability Learning Performance Framework¹, and this provides a holistic model for considering educational reforms and improvements for achieving Quality Education for Sustainable Development.

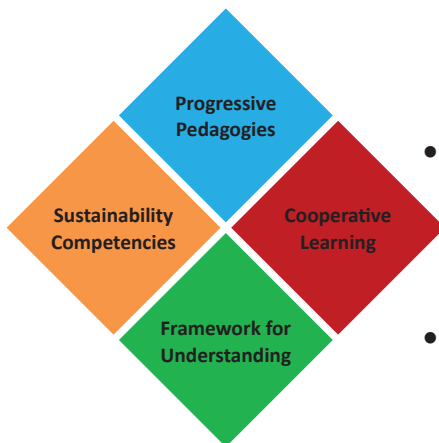


Figure 1. Sustainability Learning Performance Framework

- **Sustainability Competencies** encompasses the capacities needed to be able to contribute to sustainable development and includes relevant knowledge, skills, and values. It also supports the application of a well-developed curriculum with progressive learning objectives.
- **Progressive Pedagogies** cover the educational theories and teaching methods that ground the instruction and teaching ESD. This aims at improving the quality and relevance of applied learning approaches and using teacher training to yield ESD competent teachers.
- **Cooperative Learning Relationships** incorporate perspectives on stakeholder collaboration, social learning, networking and partnership processes that ESD engages. This is about creating safe and effective learning environments and engendering collective problem solving and meaning making.
- **Framework of Understanding and World-View** is about the actual framework of understanding and world-view that the education system supports, and for ESD this is about supporting an integrative and pluralistic system not just for knowledge transmission, but also for new knowledge generation.

¹ From: P. Ofei-Manu & R.J. Didham. (2018) "Identifying the factors for sustainability learning performance". Journal of Cleaner Production, 198. pp.1173-1184

How can CCL assist?

The Centre for Collaborative Learning for Sustainable Development (CCL) is a research and learning centre based at Inland Norway University for Applied Sciences. The Centre holds the UNESCO Chair on Education for Sustainable Lifestyles and coordinates an international network of experts, researchers, teachers and policy-makers that develop curricula, learning methods and teaching material on responsible and sustainable living.

Through the coordination of the international Partnership for Education and Research about Responsible Living (PERL), CCL has connections with organisations and institutions around the world that can assist in capacity building and adapting material, approaches, and methods to local context. Drawing on the diverse experience and expertise of this network, CCL is able to provide support for policy guidance, curriculum reforms, teacher training, pedagogical improvement, and learning material development, as well as research design in relation to sustainable lifestyles and related educational topics.

For more information visit: www.livingresponsibly.org





About the global goals for sustainable development

The Sustainable Development Goals (SDGs) were agreed by the 193 countries of the United Nations General Assembly in September 2015. This agreement was possible only after a three-year period of international negotiation during which all countries and all major stakeholder groups had a chance to provide input to development of the *2030 Agenda for Sustainable Development*.

The 2030 Agenda outlines the SDGs in 17 interconnected goals. These are global goals that build on the achievements of the Millennium Development Goals, but also give more attention to climate change, peace and justice, innovation, sustainable consumption and economic inequality. The SDGs are international, but they also aim to respect different national contexts and conditions in order to reach the goals. To be successful, we need to realise that globally we are interdependent, that our actions have an impact on other peoples' lives and on the health and prosperity of the planet.

5 KEY THEMES INCLUDING 17 GLOBAL GOALS: Sustainable Development for Planet, People, and Prosperity achieved through Peace and Partnerships

PLANET

“We are determined to protect the planet from degradation, including through sustainable consumption and production, sustainably managing its natural resources and taking urgent action on climate change, so that it can support the needs of the present and future generations” *(from the 2030 Agenda for Sustainable Development)*.

The SDGs support a view that access to a safe and healthy environment is a basic necessity and that productive ecosystems provide a foundation for global development. If we want to secure lasting well-being for all, then we must establish patterns of production and consumption that do not continue to degrade and compromise the life support systems of our planet.

PEOPLE

“We are determined to end poverty and hunger, in all their forms and dimensions, and to ensure that all human beings can fulfil their potential in dignity and equality and in a healthy environment” *(from the 2030 Agenda for Sustainable Development)*.

The SDGs are founded on a pledge “that no one will be left behind” and an agreement that the “tyranny of poverty” remains the most paramount challenge for achieving global sustainable development. The goals aim to make the structural changes needed to eliminate poverty, realise human rights for all and ensure access to equal opportunities.

Quoted text in each of the 5Ps boxes is from: UN General Assembly, *Transforming our world: the 2030 Agenda for Sustainable Development*, 21 October 2015, A/RES/70/1.

http://www.un.org/ga/search/view_doc.asp?symbol=A/RES/70/1&Lang=E

PROSPERITY

“We are determined to ensure that all human beings can enjoy prosperous and fulfilling lives and that economic, social and technological progress occurs in harmony with nature”

(from the 2030 Agenda for Sustainable Development).

While current economic systems have provided many opportunities for growth, they are also directly compromising the long-term resilience of global development and placing many people at increasingly greater risk. The SDGs are based on a recognition that we cannot secure decent well-being and human development unless all people are able to participate in fulfilling livelihoods and within society. This requires sustainable approaches to strengthen productive capacities and promote people-centred economies that are dynamic and innovative.

PEACE

“We are determined to foster peaceful, just and inclusive societies which are free from fear and violence. There can be no sustainable development without peace and no peace without sustainable development” *(from the 2030 Agenda for Sustainable Development).*

Peace and security are fundamental for achieving sustainable development, and the SDGs seek to build “peaceful, just and inclusive societies”. They further promote good governance, equal access to justice, rule of law, and transparent and accountable institutions. The right to self-determination, intercultural understanding, tolerance and mutual respect are held up as key values, and the goals aim for an “ethic of global citizenship and shared responsibility”.

PARTNERSHIP

“We are determined to mobilize the means required to implement this Agenda through a revitalised Global Partnership for Sustainable Development, based on a spirit of strengthened global solidarity, focussed in particular on the needs of the poorest and most vulnerable and with the participation of all countries, all stakeholders and all people” *(from the 2030 Agenda for Sustainable Development).*

Partnership and collaboration are key conditions to reach the SDGs. This requires the participation of all sectors of society – local and national governments, civil society, business and private sector, financial institutions, international organisations, etc. – in the effort to achieve these goals and reorient global development onto a sustainable path.



The 5Ps and Education for Sustainable Development

The 5Ps also provide a framework in how we consider Education for Sustainable Development and the types of learning objectives and competencies that are desired.



For PLANET, this means education that promotes holistic, integrated interpretations of knowledge and whole-systems thinking.



For PEOPLE, this means developing students' critical awareness and reflexivity to create personal knowledge constructs.



For PROSPERITY, this means learning that is orientated towards problem solving, practical experience, and the search for new knowledge and innovations.



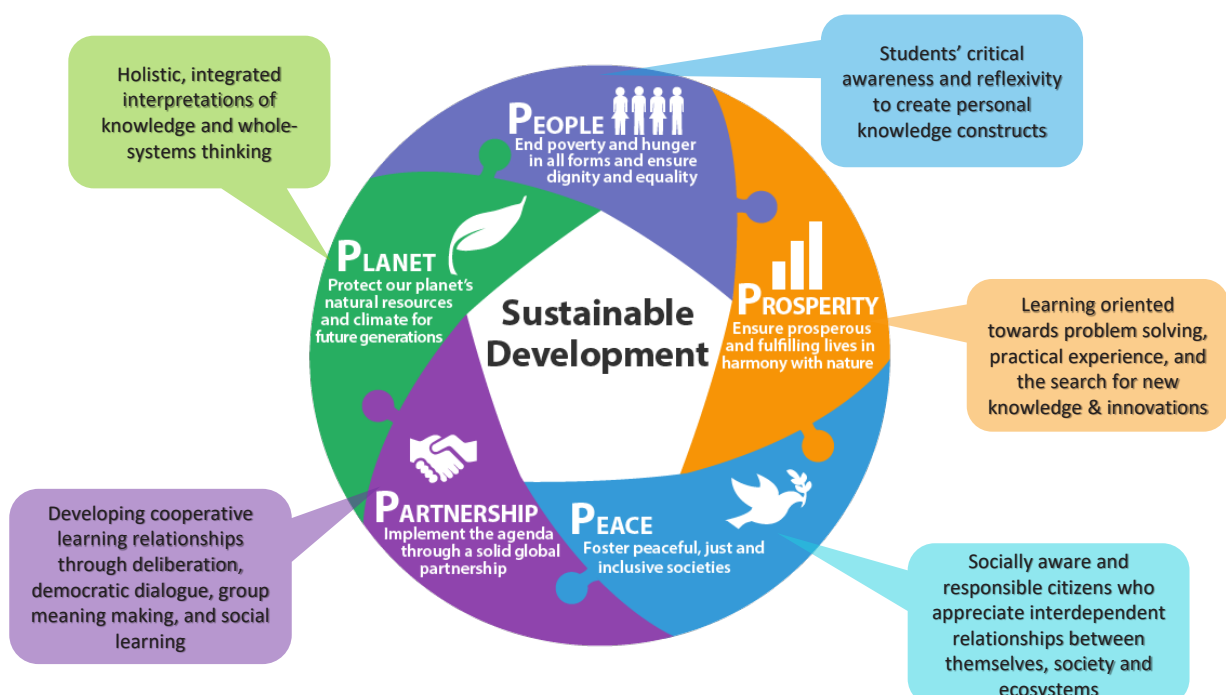
For PEACE, it is about empowering socially aware and responsible citizens who appreciate interdependent relationships between themselves, society and ecosystems.



And for PARTNERSHIP, it is about developing cooperative learning relationships through deliberation, democratic dialogue, group meaning making, and social learning.

These 5 aspects may be understood as the main Life-long Learning Skills promoted by ESD which support learners in gaining critical life skills and the adaptive capacity to be active in the pursuit of sustainable development. ESD can help individuals to better understand the environmental and social impacts of their daily lifestyle choices, and it can support cooperative learning and critical examination which leads to collective reimagining of lifestyle practices and identification of sustainable solutions.

ESD Life-long Learning Skills



What policies and practices are being used?

This booklet presents selected cases of education for sustainable lifestyles from different countries and regions around the world, which involve elements that are essential for the success of education. These case studies of initiatives, programmes, and projects have shown that people, organisations, and governments have undertaken a variety of approaches to strengthen learning for sustainable lifestyles, and through this also improve the overall quality of education. The cases have been organised in relation to their respective support for the 5 Ps – i.e., the 5 key themes of SDGs:



What can be learned from current experiences?

The examples presented in this booklet show that there are many ways to implement education for sustainable lifestyles. Valuable lessons may be learned from what has worked and been effective, but it is equally valid to learn from the activities, models, and tools that have not been successful. Experience shows that four factors are particularly important:

1. Cultural and historical

context: What works in one country or location may not work in another. It is important to look at the factors that have shaped the educational situation that exist in a given place, and to look for existing strengths that can help in implementing educational initiatives.

2. Collaboration between civil society, the educational sector and government:

Initiatives may have different leaders, but collaboration between relevant stakeholder groups is essential to ensure that progress is made.

3. Encouraging creativity:

Learning to recognise and develop creative solutions is essential for stimulating innovations.

4. Monitoring of initiatives: Periodic monitoring is necessary to ensure that essential themes are not missed, to track implementation progress and to identify weaknesses that need to be addressed.



JAPAN, SRI LANKA, AUSTRALIA

THE GREEN LANE DIARY

This project was initiated by Green Cross Japan as a school-based educational project, and with the support of Green Cross International it has also been replicated in Sri Lanka and Australia. **The Green Lane Diary** targets children 6-12 years old to promote sustainable development and to raise awareness that small everyday actions can significantly impact on person's carbon footprint and over the long-term can have a beneficial impact on the planet. The diary has two parts; first is a guidebook, that contains descriptions and illustrations of various environmental topics and ideas that can be implemented in daily routine and second are diary pages for 12 weeks for the students to document their actions. The advantage of this project is that teaching is not just based on lecture but includes actual action for protecting, conserving and sustaining the natural environment. A big motivation for children in the project is to be a part of the award ceremony and environment symposium at the end of the 12 weeks, which gives them the opportunity to present their activities and exchange information. Because the project engages children for a longer period of time, it is likely that they are going to develop a routine that will support practice for a sustainable lifestyle.



Photo: <https://www.gcint.org/value-change/environmental-diary/>

More information on <https://www.gcint.org/value-change/environmental-diary/>

GLOBAL

YOUNG REPORTERS FOR THE ENVIRONMENT

Young Reporters for the Environment is a programme started by the Foundation for Environmental Education, and it has reached over 350,000 participants in 36 countries around the world. Participants in this programme research various environmental issues and promote possible solutions through photography, video journalism, and investigative reporting. Students are encouraged to use creative and active approaches to identify, understand and analyse environmental challenges and to connect causes, effects and consequences of various processes in their local environment. They also reflect on how these issues at a local level may be directly linked to global issues. The main goals are to encourage young people to think about, articulate and take a stand on environmental issues and also to inform and encourage others to become aware and help in the process of finding creative solutions.



Photo: Young reporter for the environment

More information on <http://www.yre.global/>

SWEDEN

FOREST KINDERGARTEN

The *Forest Kindergarten* is guided by a unique pedagogical philosophy towards early childhood education, which privileges outdoor play, active-experiential learning in a natural environment and sustainable living (for decreased resource consumption and waste production). Being in direct contact with nature raises childrens' awareness and connection to the natural environment, and through this the childrens' curiosity, wonder and deep respect for nature are cultivated. Kindergarten groups meet in the forest, where they spend their days in all seasons and all kinds of weather. Kids stripping the bark from a stick with a jackknife or crushing a walnut with a log might sound dangerous to some, but it is an important way for children to become skillful especially when they are treated with trust and as competent individuals. These practices and a lack of pre-made toys necessitate children to more actively inquire about natural materials and their physical space as well as connecting with other children. This has a highly beneficial impact on their creativity and their cognitive, physical, and social development.



Photo: Colourbox

More information on <https://creativestartlearning.co.uk/wp-content/uploads/2013/06/Rain-or-shine-Swedish-Forest-Schools.pdf>

THAILAND

PANYADE SCHOOL

The importance of sustainable architecture comes from its ability to lower the environmental footprint of a building by conserving the use of large amounts of water, energy, other natural resources, and reducing waste. The *Panyaden School* is a primary school in Chiang Mai in northern Thailand and is a good practice example of environmentally friendly buildings designed by Boris Zeisser and Maartje Lammers of the architecture firm 24H. The buildings take their inspiration from the shape of falling leaves. The design of the buildings include several sustainable features, including: the use of locally sourced materials and labor – bamboo rods are used for the columns and roof structure, rocks are used for the foundations, the walls are made of compressed earth and dotted with bottles to provide natural light, and the canopies hovering over the space provide shade and facilitate natural ventilation. What makes this case special from an educational perspective is that they did not stop at having a sustainably designed school, but the school also incorporates many practices for sustainable lifestyles into the learning process – collecting and recycling wastewater, growing their own crops, producing biogas, and educating pupils on ecologically sensitive approaches and practices.



Photo: Arhitecture 24H

More information on <https://www.designboom.com/architecture/24h-architecture-panyaden-school-thailand/>



AUSTRALIA

OUR BIG KITCHEN

This project began with an idea to nourish, educate, empower and support people in Australia. A team of businesses, tradesmen and volunteers joined together and converted an empty basement into a large-scale industrial kitchen. The space is provided to bring people together so they can connect and work together as a team ... in order to make a difference. **Our Big Kitchen** takes an unique approach in its work as a food charity. The kitchen is community run, and it works closely with other organisations, such as SecondBite and Foodbank, with the aim to minimise food waste and prepare home-cooked meals with fresh products. Because of this approach, most meals are vegetarian but still wholesome and always welcomed by receivers. Over 80,000 meals are distributed per year to people in need across Sydney. Participants gain an appreciation of the importance collaboration has in making positive changes in the world around them, as well as developing team working skills and strengthening their sense of solidarity.

Photo: <https://www.obk.org.au/our-story>

More information on <https://www.obk.org.au/>

PAKISTAN

THE AWAKENING PROJECT

Maintaining collective immunisation in some developing countries has become increasingly difficult due to a rising spread of myths about vaccines, while the political and social situation in the Swat district of northern Pakistan makes it even harder. In this highly conflicted part of the world, one child out of every ten dies before the age of 5 because of (preventable) diseases like polio, hepatitis, and measles. **The Awakening Project** includes establishing village health committees, participating in school drama clubs, broadcasting health workers on daily radio programs and organising 240 awareness sessions across the district. All of this is carried out with the hope of decreasing children mortality and changing beliefs that were spread during Taliban occupation (i.e., during the occupation, rumors were actively spread that the USA was using vaccination as a tool to render recipients infertile and with the purpose to forcibly cut the population of Muslims). The project's activities are providing a chance for people to learn about the importance of health care, their own rights and the science of vaccinations as well as their advantages.



Photo: Colourbox

More information on https://www.eurekalert.org/pub_releases/2012-04/srcf-iif041612.php

BRAZIL

ME AND THE WORLD

Me and the World is a school project for 3rd graders that is inspired by Alê Abreu's movie "A Boy and the World" (*O Menino e o Mundo*). The animation provides a critic towards modern society and globalisation from the perspective of Cuca, a young boy, who is in search of both his identity and his father. The project started with discussions, which encouraged students to express their points of view and relate them to the state of others. Then it continued by involving several areas of knowledge, for example: creating games with thematic routes for Cuca in math and discussing spacial awareness in geography. In the other half of the project, students' ideas were incorporated into activities and the outcomes were presented during a cultural festival at the school. The students carried out activities such as building seats from plastic bottles for visitors and preparing an exhibition with a puppet of Cuca and various windows he could look through. These were inspired by a scene from a favela (an urban slum) in the movie, and children discussed the difficulties they are facing in their daily lives and expressed these through their windows. The project ended with a visit from the executive producer of the movie, which really fascinated the students. Project-based learning gave the students opportunities to be active throughout the whole process. This allowed them to express their ideas and provided opportunities to realise them, and it also gave them an experience of advocacy, assertive communication and encouraged critical thinking and empathy.



Photo: Colourbox

More information <http://porvir.org/en/brazilian-animation-nominated-oscar-theme-school-project/>

KENYA

IMpower

IMpower is a project aimed at preventing sexual violence and providing intervention and recovery developed by the NGO named "No Means No Worldwide", which believes in achieving a world with no rape. They developed a 12 hour education prevention programme led by certified youth instructors, that has already reached more than 180,000 teenagers (15-20 years old). The results have shown that due to their workshops in high-risk environments sexual assaults have been reduced by half. They think the reason for their success lies in the fact that the programme is dual-gendered aiming both at girls and boys. Following the programme, girls learn about identifying risks, building confidence, body autonomy and also defending the selv both talking their way out of a dangerous situation and physical skills if their NO is not respected (i.e., the described course is not self-defense training). Boys are taught about respecting females and are encouraged to intervene when they witness any form of sexual assault.



Photo: Colourbox

More information on <https://www.nomeansnoworldwide.org/impower-1/>



FINLAND, CROATIA, SLOVENIA

YOUNG VILLAGE FOLKS – FOODS FROM YOUNG ROOTS

The partnership of three media organisations – the educational programme of National Television Slovenia, the Croatian private agricultural television channel Poljoprivredna TV, and the Finnish agricultural web-platform MaaseutuMedia – has resulted with a project which includes 25 short movies of young European farmers (from Estonia, Slovenia, Croatia, Bulgaria, Italy, Finland, Sweden, Austria and France). For example, one video shares the case of Finnish farmers producing proteins by raising insects. These stories were filmed to spread the message and importance of innovative ideas and suitable policy changes for sustaining a vibrant agricultural sector in European countries, which is key to creating new green jobs and securing resilient food production. They also aim to raise awareness about local food production, the opportunities for local jobs and self-sufficiency while also encouraging people to think about the relationships between food producers and consumers. The use of TV and online media platforms are used in the hope to capture the attention of young people, as the overall goal of this project is to address the current trend of an aging population in the agriculture sector.



Photo: Colourbox

More information on https://img.rtvsllo.si/_static/yvf/files/About_the_project_Young_Village_Folk.pdf

USA

STAINABLE CITY DESIGN CHALLENGE

This initiative begins with students receiving a letter with several QR codes that are then used to help them to find hidden clues spread around a room. This first step aims to motivate the students towards the challenge of redesigning a city to be more sustainable. Prior to this specific initiative, the students already studied about sustainable development and learned the phases of a design process. At the phase of ideation (i.e. concept development), the students used sticky notes to contribute their ideas. After discussing within groups and referring to Google Maps, the students begin the prototyping phase by creating a 2D or 3D model of the city they are working with, including specific geographical features of the area and presenting the various concepts that they developed to make their city more sustainable. The project included design thinking, creativity, and innovation. It also had a high motivation power; students even ask to work after class. At the project’s end, the students have a chance to exhibit and represent their product to other groups for critical evaluation.



Photo: Colourbox

More information on <http://www.learningpersonalized.com/park-sustainable-cities-project-ap-environmental-science/>

SOUTH AFRICA

EEESAY (Entrepreneurial and Environmental Empowerment for South African Youth)

The EEESAY project was started by Teach A Man to Fish in collaboration with WESSA (Wildlife and Environment Society of South Africa) and funded by the European Union Delegation to South Africa.

This project is implemented by 40 schools in the provinces of KwaZulu-Natal and Eastern Cape of South Africa. The project provides step-by-step training and support to plan and implement a business that is owned by the school and run by the learners. The knowledge and skills learners acquire help them gain confidence and plan for their future. During the learning process, they gain information on how to identify business opportunities, how to plan business activities and identify ways to implement robust plans aimed at generating a profit. The profits earned from students' activities in this program can then be invested in school development and further business ventures. For example,



Photo: EEESAY

one student after attending the programme, successfully established a collective procurement company by using economies of scale for the advantage of non-profit groups (such as orphanages and underprivileged schools) to procure staple food products at a significantly reduced cost. Additionally, the programme also contributes to teachers' continuing professional development as they also gain experience and support in facilitating learners' activities.

More information on <http://wessa.org.za/what-we-do/schools-program/eesay-project/>

GLOBAL

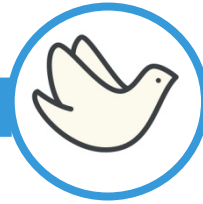
THE GREAT PROJECTS

The Great Projects is a tourism company based in Scotland that is collaborating with organisations in tourism destinations around the world to find more responsible approaches to tourism. They aim to develop a model that finds a balance between positively benefiting local communities and also aiding in the conservation of endangered animals and ecosystems. Establishing their model of responsible tourism, this initiative began by working with The Great Orangutan project in Borneo. Because of the positive effect this had, The Great Projects has now developed links and works with over 35 projects all over the world – each of them offering different experiences, but all of them following their responsible travel policy. This includes maintaining small groups to avoid putting pressure on the local environment, educating locals in conservation management, as well as encouraging volunteers to adopt environmentally friendly values and practices while educating them about the importance of conservation and methods for animal rehabilitation.



Photo: <https://www.thegreatprojects.com/volunteer-in-mozambique>

More information on <https://www.thegreatprojects.com/about-us>



SLOVENIA

THROUGH THE REFUGEE'S EYES

Through the refugee's eyes is an interactive and experiential theater project organised by the Humanitas – Center for Global Learning and Cooperation in a co-creation process with people who have real refugee and migrant experience. The show took place in an underground shelter, and it blurred the boundary between actors and audience through their non-expected inclusion in the show. The audience members assumed a refugee identity (the actual stories of persons with the experience of being a refugee, and who were also members of the acting team). It provided participants a chance to feel distressed, and have their basic rights violated ... similar to what many refugees experience on their dangerous and uncertain road to the “promised” Europe. After the show, the audience met the people behind their identities. The experiences and discussions that followed triggered reflection and rethinking of beliefs among the participants. The project encouraged critical thinking, empathy, and solidarity; it promoted the goals of overcoming stereotypes and prejudices, and encouraged the development of skills and values to live in culturally mixed societies. The debate also provided an opportunity to learn about the interdependence of people from around the world, differences in the way people live (for example, how different political systems treat minorities, women or homosexuality), and to differentiate and understand terms such as refugee, migrant, legal protection, and human rights.



Photo: Dani Modrej, Humanitas

More information on <http://www.humanitas.si/index.php?subpageid=13&contid=229>

UNITED KINGDOM

NATASHA'S PROJECT

Slavery is not a thing of the past, and one of the main purposes of Natasha's Project is to raise awareness about the fact that the global slavery index currently states there are 45.8 million people trapped in modern slavery. This project uses contemporary dance and physical theater. There are three different approaches, all of them aimed at using dance to inform and equip people about modern day slavery, human trafficking and how to provide support to survivors. The three approaches include: 1) performing productions (professional awareness dance productions for informing and empowering change), 2) educational workshop to inform and inspire students to take a stand in their communities, and 3) restorative dance workshop for survivors to develop confidence, physical fitness and self-esteem.



Photo: Colourbox

More information on <https://www.thenatashasproject.co.uk/#about>

CANADA

THE CONCERNED KIDS – COMMUNICATING THROUGH PUPPETRY

Sometimes for children, it is easier to talk through or to a puppet instead of an adult. Puppets can provide high motivational power and give children a chance to identify with a puppet that is confronting the same problems that they are. *The Concerned Kids* are aware of these advantages, and that is why they are using interactive puppetry as an approach to educate elementary school children about serious issues. They have 23 different scenarios, each around 10 min long. They use these scenarios to address topics such as: multiculturalism, peer pressure, substance abuse, bullying, violence, and health issues. Through creating a highly engaging learning environment, the project aims to raise awareness that each child has a choice, and empower them to be decisive, be tolerant and respectful to differences with the goal of making communities and schools safer and more pleasant places.



Photo: Colourbox

More information on <https://www.theconcernedkids.com/>

SOUTH AND EAST EUROPE

REGIONAL SUPPORT FOR INCLUSIVE EDUCATION

This is a three year European project implemented in 49 schools in Croatia, Serbia, Bosnia and Herzegovina, Montenegro, Macedonia, Kosovo and Albania. The project supports the concept of inclusive education and promotes the goal of opening educational institutions and making them not just accessible but also supportive places for everybody regardless of religion, gender, disabilities, etc. One of many micro-projects carried out in Albania was *We may be different, but we deserve an equal chance for education*. This project began with teacher training on active learning methods and opportunities were organised for the exchange of experiences. It aimed to support the realisation that equality does not mean treating everybody the same but rather with equal opportunity. Additional activities were also provided, including support classes, free psycho-social support, and stronger business-school-family collaboration efforts ... which were all steps towards reaching their overall goal; that in each school year there is a noted increase of girls' attendance and a decrease of drop out by 5%. The importance of this project is building an idea of inclusion which recognises the value of positive discrimination – additional help for vulnerable groups to provide equal opportunities to develop their potentials – and because of the high correlation between success in education and further well-being.



Photo: Colourbox

More information on <https://pjp-eu.coe.int/en/web/inclusive-education>



CANADA

BRIDGE BUILDING INQUIRY

Bridge Building Inquiry is a project undertaken by “Learning Community 7” at Greystone Centennial Middle School in Edmonton. The project included the elements of a successful inquiry-based learning: e.g., guiding reflection through productive questioning, students engaged in active group work, regular check-ins on responsibilities, ongoing feedback, and allowing students’ interests to lead the learning process. But it is the project’s efforts to link learning to address a challenge in the real world that makes it a notable good practice. The chosen topic – the planning and construction of the new Walterdale Bridge in Edmonton - was a foundation for learning in context. The students went on a field trip to the site where the construction was planned, and they made connections with experts (e.g., an architect, a structural engineer, and an engineering student from University of Alberta) who were mentors for the pupils during the project. This collaborative, inquiry-based learning project resulted in deeper understanding and strengthened skills of reflection, time management, planning, goal setting, and team work.

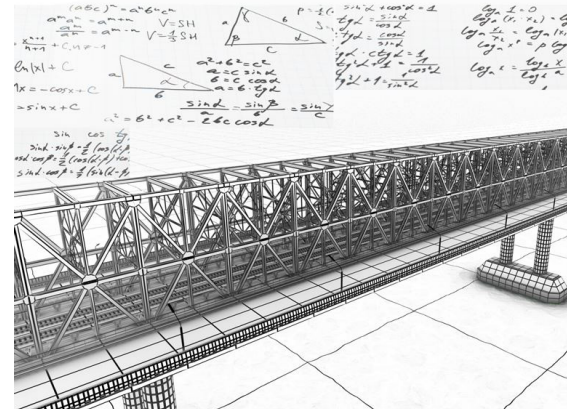


Photo: Colourbox

More information on <http://www.psdblogs.ca/greystone/2014/12/12/bridge-building-an-inquiry-into-structural-engineering-and-design/>

UNITED KINGDOM

WASTEBUSTER

The non-profit organisation **Wastebuster** developed a programme for learning about consumption and waste. To make it more attractive and engaging, they developed a gang of eleven characters like Gordon Glass and Sam Steel; every one of them is introduced and illustrated. This provides a great basis to start discussions about the mentioned topics. From there, the project provides ideas for 3R's: reduce, reuse, recycle – with special attention paid to the idea of reducing overall material consumption, which is often left out in traditional recycling programmes. With this project, they aim to support schools to become sustainable and to empower children to believe they can contribute to changing their environment. For the same purpose, they also collaborate with NGOs, policymakers, and industry. All of this is combined in the project **The Primary Earth Summit** that encourages youth to learn about issues, consider solutions and present them in local and central governments which may lead to actual policy change. Participating in the project gives opportunities to learn about different resources of information, to estimate their reliability on consumption, to develop complex understanding of a topic, and to use creative thinking for finding solutions.



Photo: Colourbox

More information on <http://www.wastebuster.co.uk/home/about-wastebuster>

MALDIVES

DRONES FOR DISASTER PLANNING AND RELIEF MISSIONS

The impacts of climate change threaten the inhabitants of the Maldives with the realistic possibility of someday becoming climate refugees. To protect the population and their properties from hazard, the government and UNDP decided to create a risk map to provide the data required to inform emergency response plans. For example, images of the same area over time can help to plan protective measures more effectively. To realise their goals within the given timeframe and budget, they needed an innovative approach towards their mission. They came up with an out of the box idea for a project using drones to create 3D maps and chart the topography of the terrain. Implementation of the idea was possible because of their collaboration and partnership with DJI (i.e., a leading drone company from China) who are now working with the Disaster Management Centre and the Maldives National Defence Force. The case is a good example of the importance of creative use of modern technology as well as innovative thinking in the search for solutions to difficult challenges.

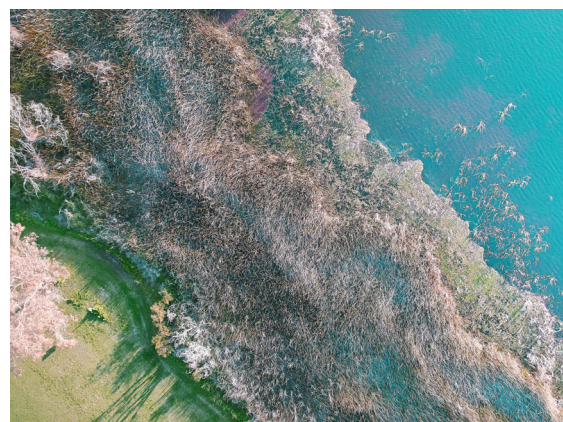


Photo: Colourbox

More information on <https://stories.undp.org/drones-for-social-good>

ITALY

CITA IN ATESSA (CITY IN EXPECTATION)

One of the most important components of the Reggio Emilia kindergartens is maintaining a dialogue between adults, children, and the community – which is aimed at allowing children to experience the role of citizenship and develop feelings of belonging, this in turn encourages active participation in the future. Cita in Atezza was one of the projects that models this form of practice. The youngest children (8 months to 2 years old) went through a meaningful process of inquiry at a city park. After many visits, the kindergarten teachers identified the children's initiatives that stood out most. The children were inspired by the park's pathways, so they designed a new "path" to capture the experience and feelings they had during their play in the park. At this point, problem-solving learning was used, and the children were encouraged to find appropriate materials and ways to make their path and bring it to the park. Children were free to experiment in an art studio that is part of every Reggio Emilia kindergarten, while the kindergarten teachers observed and documented the process and provided help as it was needed. The project ended with an exhibition of the children's new pathway at the park. This approach is significant in the fact that it treats children as equals in the learning process, it encourages their creativity and imagination, and it strengthens their understanding that they are able to contribute to positive changes in their surroundings.



Photo: Colourbox

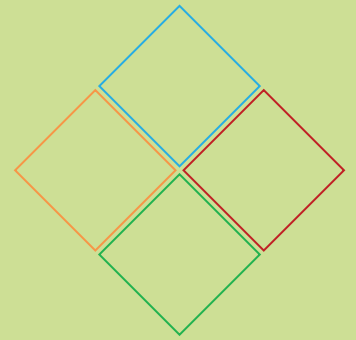
More information on <http://pefprints.pef.uni-lj.si/2275/1/ucenje%2Dpustolovscina.pdf>

Reviewing the elements of quality education for sustainable development

Education is one of the most effective tools humanity has at its disposal for advancing global development that is equitable, just and sustainable. Furthermore, it can provide the transformative capacities that empower people to come together and collectively reimagine how we build towards the achievement of a sustainable future for all.

Education is both an important standalone goal of the SDGs (i.e., SDG 4) and a means of implementation for supporting the achievement of all 17 goals. This however requires an educational focus that is not only concerned with access and attainment, but that also aims to improve the overall quality and relevance of education and engender the life-long learning skills promoted by ESD.

The cases in this booklet provide valuable lessons across the four elements of the Sustainability Learning Performance Framework that capture both the educational contents and learning processes that support successful implementation.



Sustainability competencies articulates the qualities and attributes that learners need for understanding and engaging with sustainability issues. This includes a variety of different knowledge and skill-sets along with values and ethical issues, and in an emerging field like sustainability, relevant knowledge and skills are rapidly evolving and increasing. Sustainability competencies may also be understood as one's capacity to work with other people, as well as with one's community and society in meaningful ways to find pathways and solutions towards sustainable development.

The Great Traveler, *View of a Refugee*, and *Our Big Kitchen* are initiatives that promote learning of new knowledge, skills and values, as well as supporting their direct application through practical actions. *Green Lane Diary* provides another effective example of strengthening sustainability competencies; first learners receive essential information, then they have a chance for deeper inquiry and are challenged to include new knowledge into their own actions, and then over the longer period of implementation they have a chance for re-shaping their values through active participation and self-reflection. These examples show that value-learning has an important role in regards to reorienting actions in line with knowledge. They also demonstrate though the importance that a strong skill base that supports life-long learning competencies such as critical and complex thinking, contextualisation of issues, future-mindedness, and seeking alternative solutions plays in ensuring critical reflection and deeper experiential learning during the reorientation of one's actions.





Progressive pedagogies looks at the educational theories and learning methods used to ground the teaching of ESD. It emphasises the psycho-social dimensions of learning and includes student-centred active learning, critical reflection, problem-solving and cyclical inquiry. Progressive pedagogies aims to support learners to look at both the theoretical and practical aspects of different issues, while also providing the necessary space for learners to be actively involved in the process of learning and knowledge making through cooperative inquiry.

Examples like *Building Bridges* and *Me and the World* show us how this can be implemented by using problem-solving or project-based learning methods. Both of the projects have created safe and encouraging environments for students to ask questions, conduct research on their own – using different sources of information, develop and implement their own ideas. These initiatives also provide experience of team working, developing social skills, and using critical evaluation and dialogue throughout the course of the initiative as part of the collective learning process.

Cooperative learning relationships refers to the inclusion of group learning, networking, partnerships and collective knowledge generation as an important educational component of ESD. This aims for collaborative relationships that support sharing of ideas and strategies over time that in turn creates opportunities for reflexive and inclusive building of trust to develop solutions and innovations.

Cases like *Sustainable City Design Challenge* and the *Drone* project are good examples of implementing teamwork in a manner where different people are contributing to the overall outcome in various ways and from which the outcome depends on the interconnection of these many inputs. The *Cita in Atessa* and *Wastebuster* initiatives demonstrate the importance of early childhood education in which we provide experiences of collaboration by establishing a dialog among various participants (children-adults-community-stakeholders). Rich collaboration experiences not only encourage development of social skills (e.g., trust building, decision making, negotiation and deliberation), but they also strengthen feelings of collective responsibility, promote active citizenship and empower people to contribute towards positive change.

Framework of understanding and world-view addresses the prevailing system for knowledge generation and the contextual frameworks through which individuals shape meaning from diverse knowledge and understand reality. In the context of ESD, this takes on an inter/trans-disciplinary and integrative nature, and it is associated with paradigm shifts. Our way of interpreting, learning and taking action on environmental, social and sustainability issues therefore is greatly influenced by the lens through which we observe and make meaning of these issues. ESD can help to shape and reshape people's world-view by using systems thinking, cross-boundary thinking, and critical praxis.

Through the Refugee's Eyes and *Natasha's Project* both use visual arts and simulation of real-life experiences to stimulate questioning, raise awareness on provocative issues and awaken people's emotions. The *IMpower* project is a case that demonstrates the importance of using a holistic approach to achieve success through the inclusion of both genders in different aspects of this initiative in order to deal with and tackle similar topics, which is evaluated as the reason for the project's good results.

Learning to take Action for Sustainable Lifestyles

There are three levels of action that are important to further education for sustainable lifestyles and strengthen individual participation in the implementation of the SDGs – a learning process that begins with creating personal connection, extends to local action, and finally aims for global understanding.

- **Personal:** While teaching on the SDGs may often begin from an international perspective on these global goals, the experience of learners is strongest when these issues can be linked to the contexts of their daily lives and personal experiences. The ability to reflect on one's own actions and recognise the impacts that these actions may have on wider society is an important first step in learning for sustainable lifestyles.
- **Local:** Moving beyond the personal level, education for sustainable lifestyles promotes transformative learning to empower individuals to become agents of change. Practical and realworld learning experiences may be used to harness efforts to address challenges and find solutions for more sustainable living in local contexts where learners have the deepest connections to community and society, but this may also extend to include efforts to influence change at national and international levels.
- **Global:** Growing from personal connection and local action, learners may begin to cultivate a global understanding and recognise that the achievement of the SDGs in one locality or one country depends on a multitude of global interconnections. Whole systems perspectives may be cultivated that not only explore the environmental dimensions of the SDGs, but that also identify how the social and economic dimensions are linked to the achievement of global sustainability as well as the fulfilment of basic human rights and well-being for all.

“Education is a human right with immense power to transform. On its foundation rest the cornerstones of freedom, democracy and sustainable human development.”

- Kofi Annan

Transforming our world: the 2030 Agenda for Sustainable Development

This Agenda is a plan of action for people, planet and prosperity. It also seeks to strengthen universal peace in larger freedom. We recognize that eradicating poverty in all its forms and dimensions, including extreme poverty, is the greatest global challenge and an indispensable requirement for sustainable development.

All countries and all stakeholders, acting in collaborative partnership, will implement this plan. We are resolved to free the human race from the tyranny of poverty and want and to heal and secure our planet. We are determined to take the bold and transformative steps which are urgently needed to shift the world on to a sustainable and resilient path. As we embark on this collective journey, we pledge that no one will be left behind.

The 17 Sustainable Development Goals and 169 targets which we are announcing today demonstrate the scale and ambition of this new universal Agenda. They seek to build on the Millennium Development Goals and complete what they did not achieve. They seek to realize the human rights of all and to achieve gender equality and the empowerment of all women and girls. They are integrated and indivisible and balance the three dimensions of sustainable development: the economic, social and environmental.

The Goals and targets will stimulate action over the next 15 years in areas of critical importance for humanity and the planet.

Preamble of A/RES/70/1: *Transforming our world: the 2030 Agenda for Sustainable Development*, agreed upon on 21 October 2015 by the 193 member countries of the UN General Assembly.

SUSTAINABLE DEVELOPMENT GOALS



Education for Sustainable Lifestyles is increasingly praised as an important sub-set of education for sustainable development (ESD) due to its focus on linking personal responsibility and practice to the implementation of the Sustainable Development Goals. With a strong focus on active learning and collective problem-solving, education for sustainable lifestyles aims to engage learners in the collaborative search for new solutions and the co-generation of new knowledge and perspectives.

This booklet is the first in a new series collecting good practices in education for sustainable lifestyles from around world. Examples are provided from both formal and non-formal education, and they are divided in relation to their contribution to the 5Ps of the SDGs:

Planet

People

Prosperity

Peace

Partnership



CENTRE FOR COLLABORATIVE LEARNING
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