

Learning to Know

Education for Sustainable Living

Practices from around the world



Developing the ability to

- Apply knowledge in practice
- Foster curiosity and discovery
- Negotiate complex realities
- Question “truths”
- Read between the lines



Partnership for Education and
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United Nations
Educational, Scientific and
Cultural Organization



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Learning to Know: Education for sustainable living

The global Sustainable Development Goals (2015-2030) clearly state that quality education is essential to achieving sustainable development in an inclusive manner for all. Peace and prosperity are dependent upon people everywhere acquiring new knowledge and skills which will help them change their consumption patterns and become more creative, compassionate and active citizens.

Many initiatives are being taken all around the world to achieve more responsible ways of living in relation to our own lives, the lives of others and the natural environment. Our present challenge is to identify which policies and practices best facilitate education for sustainable living, what lessons can be learned from these initiatives already being carried out in different countries, and how to recreate them in other contexts.

"They do not care how much you know, until they know how much you care".
Theodore Roosevelt

Education for sustainable living, if not now then when?

The Sustainable Development Goals (SDGs) were agreed by all UN member states as an aspirational and universal agenda to end poverty, inequality, and climate change in the world. Implementing the agenda will require a transformation of the way we live our lives. It also requires commitment at all levels – international, national, and local – to move together towards a new paradigm of collaboration and conservation, instead of one based on competition and consumption.

For education to play an active role in achieving these goals, it requires serious reflection, such as what are the competencies we value and emphasize? Education for sustainable living recognizes that successfully achieving the SDGs will not only require academic competencies, but will also demand social, cultural and emotional skills.

How does education for sustainable living fit into existing educational programs?

Education for sustainable living (ESL) involves rethinking definitions of human needs and desires, and it makes use of education as a tool to achieve sustainability. It includes more skills, perspectives and values related to sustainability than are currently included in most education systems, for example learning about the principles of moderation and sufficiency as means of curbing social, economic and environmental imbalances. It is not only about the quantity of education, but also about relevance and appropriateness. Reorienting education requires teaching and learning that guides and motivates people to develop in a wholesome manner and live in a sustainable way. As an important dimension of education for sustainable development, ESL encourages responsibility, which aims to contribute to the individual's ability to manage his or her own life, while also participating in the stewardship of global society's collective life.



Life skills which are needed include the ability to:

- **Apply knowledge in practice** by doing, experimenting and problem solving;
- **Foster curiosity and discovery** from childhood and throughout the whole life;
- **Negotiate complex realities** through discourse and harmonizing information;
- **Question “truths”** by enquiring both inward and outward;
- **Read between the lines** by identifying what is not written.

The United Nations Global Action Programme on Education for Sustainable Development (GAP) (2014-2019), continues the efforts begun during the UN Decade on Education for Sustainable Development (2005-2014) and endeavors to integrate the principles, values and practices of sustainable development into all levels and types of education and learning. The GAP has five Priority Action Areas: 1) Advancing policy; 2) Transforming learning and training environments; 3) Building capacities of educators and trainers; 4) Empowering and mobilizing youth; and 5) Accelerating sustainable solutions at local level.



Education for Sustainable Consumption (ESC) aims at providing knowledge, values and skills to enable individuals and social groups to become actors of change towards more sustainable consumption behaviours. The objective is to ensure that the basic needs of the global community are met, quality of life for all is improved, and inefficient use of resources and environmental degradation are avoided. ESC is therefore about providing citizens with the appropriate information and knowledge on the environmental and social impacts of their daily choices, as well as workable solutions and alternatives. ESC integrates fundamental rights and freedoms including consumers' rights, and aims at empowering citizens to participate in the public debate and economy in an informed and ethical way.

*Here and Now! Education for Sustainable Consumption, UNEP 2010, p.11
http://unep.org/pdf/Here_and_Now_English.pdf*

How can PERL/UNITWIN assist?



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PERL/UNITWIN (The Partnership for Education and Research about Responsible Living) is an international network of experts, researchers, teachers and policy-makers that develop curricula, learning methods and materials about responsible, sustainable living. PERL/UNITWIN contributes to building the capacity of educators and sharing information about relevant initiatives from around the world that help us all build a world of unity in diversity. PERL/UNITWIN is coordinating the education part of the 10-Year Framework of Programmes on Sustainable Lifestyles.

Knowing what other regions are doing often stimulates ideas about how to initiate or further develop policies and practices in one's own country. PERL can offer advice based on over 20 years of experience; assist with adapting approaches, methods and materials to local conditions; and provide information about organisations and institutions that can assist in capacity building in countries around the world.

PERL is housed at the Center for Collaborative Learning (CCL) for Sustainable Development at Inland Norway University of Applied Sciences.

For more information visit: www.livingresponsibly.org

What practices are being used?

Countries have undertaken a variety of approaches to implement education for sustainable living. The examples shown in this brochure come from actions taken in different regions around the world, and they embody the following important elements of education for sustainable living:

- **Enabling civic participation**
- **Innovation in curriculum and teaching**
- **Redefining wellbeing**
- **Broadening the learning environment**

What can be learned from past and current experiences?

The examples presented in this booklet show that there are many different ways to start implementing education for sustainable living. Valuable lessons can be learned from what has worked, but it is just as important to learn from what has not worked. 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 exists in a given place, and to look for strengths to help implement educational initiatives.
2. **Collaboration between civil society, the educational sector and government:** Various initiatives may have different leaders, but collaboration between stakeholder groups is essential to ensure that progress is made.
3. **Encouraging creativity:** Learning to recognize, develop and implement creative solutions is essential for stimulating innovation.
4. **Monitoring of initiatives:** Periodic monitoring is necessary so that essential themes are not missed, to track implementation progress and to identify weaknesses that need to be addressed.



Why are these themes important?

Enabling Civic Participation

Global ambitions, such as the Sustainable Development Goals (SDGs), ask us to collaboratively work towards them. It also asks us how best to collaborate and if change comes from the top and works its way downward, or if it rather forms a ground swell and comes from the roots to work its way upwards. Collaboration demands honesty. Civic participation can build trust, resolve conflicts between competing interests, and educate the public. It is through civic participation that public values are included in decisions about community issues. Through civic education youth can develop shared values around the concepts of democratic practice, volunteerism, and community participation in decision making processes. Each of these approaches add to the overall aim of sustainability. By creating opportunities for civic participation, and community cooperation, many individuals gain a strong personal sense of responsibility to engage that goes beyond a feeling of social obligation. Through this engagement in collaborative action for the betterment of the community, these individuals also gain a lasting sense of satisfaction and belonging.

Innovation in Curriculum and Teaching

Rethinking not only the what, but also the how of education is critical for developing the relevant and appropriate competencies needed to live and function wholly and in a sustainable manner. These competencies include knowledge, skills, perspectives and values, all of which have to come back into the formal curriculum for its reorientation to address sustainability. Deciding what to leave out of an already full curricula is part of that reorientation process. Innovation should seek to not only renew what subjects are being taught and the specific details concerning those subjects, but it is equally important to look into how they are being taught and seek ways to innovate. This involves an expanded vision of how to teach for creativity, critical thinking, and a desire for life-long learning (all mental habits that support sustainable societies). Value-based learning in schools is also needed and incorporates reflection on personal values, what they are, where they come from, and their relation to the larger values of society. In doing so, a whole range of values influenced by local traditions, ethnic populations, immigrants, religions, media, and pop culture can also be revealed, discussed and better understood.

“There is a need to rethink and broaden the notion of lifelong education. Not only must it adapt to changes in the nature of work, but it must also constitute a continuous process of forming whole human beings – their knowledge and aptitudes, as well as the critical faculty and the ability to act. It should enable people to develop awareness of themselves and their environment and encourage them to play their social role at work and in the community”.

Delors (1996: 21)

Redefining Wellbeing

Central to Education for Sustainable Development (ESD) and the movement to global sustainability is human wellbeing, and to redefine wellbeing is to ask the important question of how each person can thrive to the fullest of his or her own potential. As human beings, our need to belong is part of who we are. Our relationships with others help us define ourselves as individuals. The agenda for sustainable development cannot be achieved without realizing wellbeing for all. At the global level, the SDGs are guidelines for achieving economic, social, and environmental objectives in harmony, thereby leading to higher levels of wellbeing for present and future generations. This means that if objectives are pursued in a lopsided manner, the disbalance results in unequal wellbeing with some individuals benefiting whilst others continue to struggle. An environment which negatively affects wellbeing, will consequently hinder the learning process as well. In contrast an environment where the students feel supported by their teachers would facilitate the learning process and deepen the learners' engagement.

Broadening the Learning Environment

To broaden the learning environment is to question if the surroundings could be transformed or complemented so that they facilitate the learning process more fully. It also questions how to take learning beyond and outside the classroom, and engage the learners in hands-on discovery and experience. For example, through exposure to the intricate web of life, students are more likely to understand and relate to the complexity of natural and social systems. Deciding which modifications will be the most effective is dependent on the individual learners and the teaching objectives. Accommodating and broadening the learning environment can help students to more actively participate and apply knowledge to real world settings.

“We further reaffirm that full access to quality education at all levels is an essential condition for achieving sustainable development, poverty eradication, gender equality and women’s empowerment, as well as human development, for the attainment of the internationally agreed development goals, and for the full participation of both women and men, in particular young people.”

UN General Assembly, 2015

Enabling Civic Participation

Several researchers have documented and described benefits of learning via civic participation (and service-learning) to students and to a lesser extent teachers, academic institutions and community members. It is shown that students' learning outcomes are improved and a student's personal and social development is enhanced. A benefit, for example, is the improvement of students' academic outcomes through critical thinking and cognitive development. Teachers report improvements in teaching and research opportunities from civic participation, and academic institutions report increased student retention. Communities benefit from additional resources provided by student services and improved community relations.¹

Israel

★ Education Cities

An Education City perceives the education system as an essential instrument for citywide development and the city as a central instrument in the development of the education system. The driving force behind the initiative is to develop the art of collaboration - in the classroom, at school, in the city, in the country and around the world. It shifts from working in a "pyramid paradigm" to a "network paradigm", and a citywide network is created. Every enterprise, whether a theater or a soccer team, and every available resource in a child's city can serve as a fertile ground for his or her learning. In return, the city itself benefits by contributing to a generation of students who are actively involved and invested in their communities. Founded in Israel, the organization has worked with about 15 cities and local municipalities. Once successfully linking the city's strengths and areas of growth with that of its students, and its population as a whole, it enhances strategic and exceptionally meaningful relationships in its community.

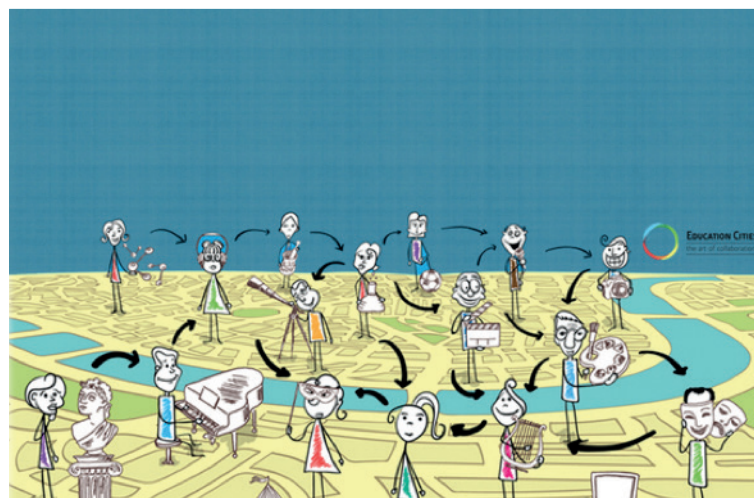


Photo: www.education-cities.com

Website: www.education-cities.com

¹ Astin, A.W., Vogelsang, L.J., Ikeda, E.K., Yee, J.A., 2000. How service learning affects students. Higher Education Research Institution, University of California, Los Angeles // Eyler, J. 2001. Creating your reflection map. In M. Canada (Ed.), *Service-learning: Practical advice and models* (Series # 114, pp. 35-43). San Francisco: Jossey-Bass. // Eyler, J., & Giles, D. E. Jr., 1999. *Where's the learning in service-learning?* San Francisco: Jossey-Bass.

Greece

★ Odyssea

“Odyssea” is a network of people from diverse backgrounds that founded a social enterprise in Greece designing resilient solutions for environmental and humanitarian challenges. Challenged by the current refugee situation in Greece, Odyssea responds with innovative actions that employ the positive opportunities in seemingly negative situations. The project called “LOVEST” addresses a solution for the removal of tons of waste that is left after the arrival of refugees from the mediterranean sea on Greek islands. The waste mainly comes from lifevests and boats, and the project remodifies these materials into, for example, handbags, backpacks, notebooks and several other products. This project recongnizes significant opportunities in targeting waste, and aims to revitalize the local economy through the creation of an up-cycling social enterprise.



Photo: www.odyssea.org.gr

Website: www.odyssea.org.gr

Netherlands

★ Tree WiFi

The aim of the initiative “TreeWiFi”, originating in the city of Amsterdam in the Netherlands, is to make citizens aware of local air pollution and give citizens tips on how the individual and the community can improve the air quality. This is done by putting specially equipped birdhouses on trees that measure the air quality with high quality sensors. The roofs of the birdhouses light up to indicate the average level of air quality present. In good air quality conditions, it then distributes free internet, but if the average air quality scores low TreeWiFi gives tips on how to improve the local air quality. For example, it might encourage people to take more sustainable transport like bicycles in order to reduce pollution levels. The project rewards positive change, and it supplies relevant data that can be used to discuss with local government to negotiate initiatives that address air pollution in the local environment. In this way, it empowers local communities to improve their air quality.



Photo: www.treewifi.org

Website: www.treewifi.org

Innovation in Curriculum and Teaching

Education plays a key role in achieving all 17 of the SDGs, and has its own SDG as well, which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. United Nations Educational, Scientific and Cultural Organisation (UNESCO) promotes education for sustainable development (ESD) as a way of achieving this, and has learning objectives that contribute to the integration of cognitive, socio-emotional and behavioral learning as cross-cutting key competencies needed to achieve the SDGs. The goal is to include these into all curricula of formal education (including early childhood care and education, primary and secondary education, technical and vocational education and training, and higher education).

United Kingdom

★ Comedy in the classroom

“Comedy in the classroom” is an approach that draws from the performing arts and is used in higher education teaching. It originates from the school of environmental sciences team at the University of East Anglia in England. It deploys a ‘Theoretical Theatre’, a semi-improvised performance teaching method with wide applicability across the curriculum. It aims to engage students on an emotional, rather than purely cognitive level and thereby improve their learning. The initiative transforms a complex or abstract concept, from social science theory,

into a character. In the performances, teachers embody the competing theories regarding the concept and enact dramatic scenarios in front of and in collaboration with their student audience. For example, ‘swipe right for sustainability’ is a piece where two very different approaches to sustainable development are acted out as two persons going on a date, the date crashes, and the students follow up with a workshop exercise where they re-write Daisy and Gareth’s ‘greender’ profiles, to make sure they could successfully form a match in the future. The methods of Comedy in the classroom have won the the university’s “teaching excellence” award and have received positive feedback from both students and other teachers.

swipe right for sustainability



Gareth Suggernaut
'green growth'

Daisy Beansprout
'de-growth'

Photo: www.comedyintheclassroom.org

Korea

★ Asian Folk Tales

The project titled the “SEAMEO-APCEIU Collaboration on the Development of Educational Material” brings an educational focus on widely read folktales of 11 Southeast Asian countries and Korea. It targets primary school children, and deploys multicultural education towards fostering an ethos of ‘learning to live together’. The folktales act as a medium for promoting inter-cultural understanding and global citizenship, they include elements of environmental studies and sustainable living. The stories



Photo: asianfolktales.unescoapceiu.org

are provided for teachers through the project’s website, but also via DVD, with various instructions and tips that are given on the ways of telling them or acting them out. For example, the teacher could introduce ‘reader’s theatre’, which is a script written for a story that allows many children in the class to participate in the storytelling. The project encourages improvisation, the writing of new material and facilitates that the teachers and students will ultimately become storytellers themselves. Storytelling is entertaining, but it also promotes learning and brings insights to wicked and complex concepts via personal and emotional understanding.

Website: <http://asianfolktales.unescoapceiu.org>

Finland

★ Teaching emotional skills and self-awareness in schools

The Kilonpuisto comprehensive school in Finland started the project of ‘teaching emotional skills and self-awareness in schools’, with the aim to develop the student’s self-awareness and include understanding towards oneself and others. For example, calming exercises are integrated into the school day by doing breathing, concentration or relaxation exercises. Students focus on recognizing their own strengths and feelings each day and practice putting their experiences into words. The thinking behind this is that observing and acknowledging one’s feelings is extremely important, because our brains are affected by our behavior and this influences how we connect with our surroundings. Learning these skills plays a key role in recognizing and coping with negative thoughts and feelings. By learning how to express their emotions and feelings, students become more able to make constructive choices with the skills they learn and the strengths they possess.



Photo: hundred.org

Website: <https://hundred.org/en/projects/teaching-emotional-skills-and-self-awareness-in-schools>

Redefining Wellbeing

Increasingly, happiness is considered to be the proper measure of social progress and the goal of public policy. After the UN high level meeting on happiness and wellbeing, there have been yearly “World Happiness Reports” that redefine the growth narrative and put people’s wellbeing at the center of governmental efforts.² It is increasingly recognized that health and wellbeing are essential for people’s education, development outcomes, and quality of life.

Ghana

★ Pride Sanitary Pads

Pride Pads are biodegradable, accessible, affordable, and quality sanitary pads for schoolgirls and women in rural and peri-urban impoverished communities. Locally manufactured banana and plantain fibres serve as raw material for the production process. Women are integrated in the whole production process from raw material collection to manufacturing and distribution. The project provides menstrual health education to women and girls in Ghana. To reach the target groups, the pads are sold during weekly market days in villages. The project has a positive



Photo: www.pridepad.org

environmental, economic and social impact, reducing environmental pollution through the production of organic and biodegradable products and packaging, creating employment for 10 factory workers and income for 120 female farmers, and enabling already three million girls to continue to go to school during menstruation (which traditionally has not been an acceptable practice). This movement fosters gender equality by empowering women through job creation, education and social entrepreneurship.

Website: www.pridepad.org

² Helliwell, J., Layard, R., & Sachs, J. (2017). World Happiness Report 2017, New York: Sustainable Development Solutions Network. (<http://worldhappiness.report>)

Australia

★ Lift Off!

The “Lift Off!” Project from the Uplifting Australia organization works in partnership with schools over a 12-month period undertaking different activities that enhance the emotional wellbeing of children and families. Integrated into both day-to-day school and family life these activities are a collaborative effort, whereby each school’s specific needs are taken into consideration. These could be: parent talks, an outdoor camping program with families, a teacher training for all teachers, a kindergarten picnic event for parents and children, and so on. The



Photo: www.thewellbeingclassroom.com.au

project’s aims are to improve emotional wellbeing of the child, by improving relationships between the teachers, parents and children, and to teach teachers the strategies and techniques to strengthen the social environment of the classroom. In this way, it seeks to benefit all aspects of children’s learning, development, mental health and wellbeing.

Website: www.thewellbeingclassroom.com.au

United States of America

★ CARE for Teachers

“CARE (Cultivating Awareness and Resilience in Education) for Teachers” is a development program for primary and secondary educators. The CARE program offers tools and resources for reducing stress, preventing burn-out, enlivening teaching and helping students thrive socially, emotionally and academically. The program gives instruction to promote understanding, recognition and regulation of emotions. There are several skills, which include relaxation, deep listening, and



Photo: Colourbox

emotional awareness training, and practices taught, including reflection and breathing exercises. For example, instruction is given for checking tensions in the body, like clenched jaws, or a slouching posture, and techniques for overcoming them, like “taking repeated deep breaths” are explained. Through these activities, teachers learn to bring greater calm, mindfulness and awareness into the classroom and, as a result, enhance their relationship with their students, their environment and curricular implementation.

Website: www.care4teachers.com

Broadening the Learning Environment

Recently many international organisations and UNESCO member states have emphasized the importance of learning that takes place outside of formal learning settings (i.e., non-formal learning). Non-formal learning is beneficial in several ways. It encourages the learner to take initiative based on their own emerging interests, and the activity gives them the opportunity to develop skills, such as decision making and interpersonal skills, alongside the acquisition of knowledge. Non-formal learning also supports the application of knowledge and skills in real world settings. The boundaries between formal and non-formal learning are not as straightforward as one might expect. In the following cases the distinction between these two approaches is being explored, and the edges are being softened so that the benefits of learning beyond the classroom may also be brought to formal education.³

India

★ Sanjeevani

DEEKSHA (Diffuse Environmental Education Keep Society Humbly Aware) has started the project 'Sanjeevani', in New Delhi in India, to develop herbal gardens to make people, especially children and teachers, aware about herbs and their uses. The history of herbal plant usage is very old in India and throughout the world. There are many medicinal herbs and spices, which are used in day-to-day lives, either in cooking or for remedial purposes, e.g. tulsi, mint, ashwaganda, aloe vera, neem, etc. The project aims to preserve the knowledge of these plants and many others. Specific programs are developed for each of the participating schools. The working groups of each school vary in size from 30 to 50 pupils. Within the individual programs, the teachers are responsible for delegating the various responsibilities of protecting and caring for the gardens. This helps build a sense of belongingness among all the participants. Various workshops are also conducted for the teachers and children, where DEEKSHA facilitates in acquiring adequate knowledge about the uses and benefits of herbal plants. The Sanjeevani project ultimately aims to have a herbal garden in all the schools of India.



Photo: Colourbox

Website: <http://gnpspunjabibagh.blogspot.no/2016/10/herbal-garden-4102016.html>

³ UNESCO Institute for Lifelong Learning. 2012. UNESCO Guidelines on the Recognition, Validation and Accreditation (RVA) of the Outcomes of Non-formal and Informal Learning. Hamburg; UIL.

Japan

★ Fuji Kindergarten

To remove boundaries between the indoors and outdoors, the Fuji Yochien (kindergarten) in the Tokyo suburb of Tachikawa in Japan has turned its school roof into a circular, seemingly endless playground and put nature at the forefront of its teaching with trees growing right through the middle of the classrooms. The spaces are designed in such a way that they positively affect concentration, mood, well-being, attendance, and ultimately learning by



Photo: fujikids.jp

including the elements of temperature control, lighting, air quality and acoustics in them. For example, the classrooms in the building have sliding doors that can be kept open for at least two thirds of the year, and there are no walls between classrooms.

Website: <http://fujikids.jp>

Global

★ Go! Global

“Go! Global” is a virtual school exchange program which gives students the opportunity to exchange ideas on different topics on an international level. It is aimed at schools in Germany, Mexico, South Africa and India and thus contributes to exchange on a global level. In addition to the exchange of experiences, for example about school gardens and food production, special attention is also paid to waste disposal. Through digital communication, students are not just able to discover similarities and differences in behavior and systems at a global level, they can also recognize



Photo: Colourbox

interdependencies, share experiences and pick up thought provoking ideas for their own actions at a local level. Topics are dealt with which affect us all regardless of nationality.

Website: <http://esd-expert.net/go-global-virtual-school-exchange.html>

How to recreate the lessons in other context

Apply knowledge in practice

The cases of Tree Wi-Fi, Odyssey, and Education Cities link well to the ability to apply knowledge in practice. The essence of the mentioned cases is that students engage in real world learning. They enable the learners to become aware of why the skill or information is essential, and give them the opportunity to learn the material in such a way that they can utilize it in their daily life. Lessons that can be applied to other initiatives are: a need for information transparency and an escape from “prescriptive” knowledge, creating a platform for experimentation and action, and strengthening skills for problem solving and creative innovation.

Foster curiosity and discovery

The cases of Sanjeevani and Fuji Kindergarten link well to the ability of fostering curiosity and discovery. The essence of the mentioned cases is that the students have the possibility to explore outside of ordinary classroom settings, follow their own sense of curiosity, and allow their own interests to drive deeper investigation. The teachers facilitate and encourage students to find new ways to approach and look at their surroundings. Care is given not to hinder the childrens’ inherent sense of curiosity through overdirection and control. Lessons that can be applied to other initiatives are: facilitating curiosity and the joy of discovery, providing opportunities for exploration, and allowing learners to shape their own paths of enquiry.

Negotiate complex realities

The cases of Go! Global, Asian Folk Tales, and Comedy in the Classroom link well to the ability to negotiate complex realities. The essence of the mentioned cases is that a student is able to create or participate in a discourse about complex and sometimes contradictory theories and views. The cases enable the students to understand several (opposite) points of view, and through this over-view they are able to reflect on and create their own unique understanding. Lessons that can be applied to other initiatives are: viewing things from different angles and exploring all sides, finding connections and empathy for others feelings/perspectives, seeing the interdependence of things and not regarding things as finite or completely separate.



Question “truths”

The cases of Teaching emotional skills and self awareness in schools and CARE for teachers link well to the ability to question “truths”. The essence of the mentioned cases is that through the act of reflection, personal development is promoted and enhanced. The cases enable the learner to take time for him or herself and actively reflect upon feelings, thought processes, and values, thereby better connecting ones rational and emotional perspectives. Lessons that can be applied to other initiatives are: understanding one’s own abilities to observe with an open and impartial mind, to not take situations solely at face value, to apply new information in practice in order to test its relevance, and to recognize and challenge the limitations of prevailing perspectives.

Read between the lines

The cases of Lift Off! and Pride Sanitary Pads link well to the ability to read between the lines. The essence of the mentioned cases is that there is innovation, a rethinking of how things are done by seeing the whole and filling in missing links. The cases inspire and empower individuals not just to be another chain in the link, but to be able to break free of and transform existing systems in order to establish new solutions and opportunities, also to take direct action and initiate. Lessons that can be applied to other initiatives are: challenging the learner to be a social actor, inviting greater engagement and enterprise, not accepting the status quo and daring to differ.



“It is in fact a part of the function of education to help us escape, not from our own time – for we are bound by that – but from the intellectual and emotional limitations of our time”.

T.S. Eliot



The way forward

There are three levels of action that are important to further implement education for sustainable living:

- 1. Locally:** Discussions about education for sustainable living can be stimulated and local projects and initiatives supported.
- 2. Nationally:** Countries can initiate national roundtables to bring stakeholders together to discuss education for sustainable living, to agree on recommendations and to form implementation plans. With the support of the Italian Ministry of Environment, Land and Sea, PERL has helped UNEP, (now UN Environment) coordinate a project that researched education for sustainable living, held national roundtables and created strategies for implementation in Indonesia, Chile and Tanzania.
- 3. Internationally:** Three major campaigns all emphasize the importance of education for sustainable living. Overarching, is that of the global Sustainable Development Goals (SDGs). Education for sustainable living is a part of education for sustainable development and therefore, a vital element of UNESCO’s Global Action Programme. It is also a distinct part of the 10-Year Framework of Programmes on Sustainable Consumption and Production.

All the materials described in this booklet are available free of charge. They can be downloaded from www.livingresponsibly.org or hardcopies ordered from ccl@inn.no

How to achieve education for sustainable living

Here and Now! Education for Sustainable Consumption is a set of guidelines and recommendations published by the United Nations Environment Programme (2010) which contains the following roadmap for achieving education for sustainable consumption.

1. **Ensure education institutions** reflect in their daily management the priorities given to sustainable development
2. **Include themes, topics, modules, courses and degrees** about education for sustainable consumption in established curriculum
3. **Encourage research** in education for sustainable consumption-related areas
4. **Strengthen connections** between researchers, lecturers, teacher trainers and socio-economic actors and stakeholders
5. **Enhance cooperation** between professionals from diverse disciplines in order to develop integrated approaches to education for sustainable consumption
6. **Facilitate teaching and teacher-training** which strengthens global, future oriented, constructive perspectives within education for sustainable consumption
7. **Reward creative, critical, innovative thinking** related to education for sustainable consumption
8. **Ensure** that education for sustainable consumption respects the importance of **indigenous knowledge** and recognizes **alternative lifestyles**
9. **Foster intergenerational learning** as an integrated aspect of education for sustainable consumption
10. **Provide opportunities for practical application** of theoretical study through social involvement and community service



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