Our Common Goal

Through education, create a sustainable future for our country, the region, and the globe
Outline of Presentation

• Context: Challenges and Opportunities in Canada
• Role of LSF
• Future Directions for UNECE ESD Steering Committee
Context - Federal

- New federal government with a progressive agenda
- Reassessment of the relationship to Aboriginal Peoples
- Growing recognition that Canada’s development path may be unsustainable
  - Fall in oil prices and value of the loonie
  - Economic transformation involved in 4th industrial revolution
- Shift to a low carbon, greener economy
- Global unrest and refugees
Context - Provincial/Territorial

- 13 departments of education each with their own policies and curricula (no federal department of education)
- Interest in ESD varies between departments
- Terminology varies – environmental education, 21st century learning, citizenship, wellbeing, etc.
- Increasing focus on Aboriginal education
- Shift away from transmission pedagogy to transformative learning

“... educational success is no longer about reproducing content knowledge, but about extrapolating from what we know and applying that knowledge to novel situations.”

Andreas Schleicher “The Case for Twenty-first Century Learning”
The Role of LSF

Small NGO = small budget and staff

Partnerships and collaboration with:
- federal and provincial/territorial governments
- faculties of education
- teachers’ unions
- school boards
- business and community

4 key roles LSF plays in support of ESD
- Advancing Education *Policy*, Standards, and Good Practice
- Reorienting Teaching and Learning
- Fostering Sustainable Communities – Linking Education to Action
- Supporting Collaborative Initiatives, Networks and Champions

LSF’s MISSION: to promote, through education, the knowledge, skills, perspectives and practices essential to a sustainable future.
Policy: A Special Challenge for an NGO

The “Wheel of History” & the Politics of Influence
Engaging Decision Makers

Research and Symposia

- Health
- Citizenship
- 21st Century Learning and the Green Economy
Influencing Key Actors

Twenty first Century Education: Transformative Education for Sustainability and Responsible Citizenship

David V. J. Bell, PhD
Chair, Learning for a Sustainable Future (www.lsf-itc.ca)
Professor Emeritus and former Dean,
Faculty of Environmental Studies, York University

“If you are planning ahead 1 year, plant a seed.
If you are planning ahead 10 years, plant a tree.
If you are planning ahead 100 years, educate the people.”
Hsun Hsu, Chinese poet, 500 BC
Supporting Educators & Empowering Youth

“Today we learned that we can make a difference in our communities. Even though we are not adults, with our passion, commitment and persistence, we can do it.”

- Students at St. Maria Goretti Catholic School after the 2016 EcoLeague Milton Youth Forum
ESD, GAP, and the new SDGs: The Role of LSF/NGOs

• Representing LSF and CCUNESCO, I attended the Japan World Conference concluding the UN Decade on ESD:
  • “Sustainability must be built into everything we do. And education is the starting point.”
    Ban Ki Moon, Opening Address

• UNESCO announced GAP:
  • NGOs are active in all 5 priority areas
  • NGOs can partner with governments and raise funds from the private sector for related projects

• UN SDGs: Target 4.7 references SD and ESD

• NGOs can bridge these parallel initiatives and help better connect Global Citizenship to ESD
Future Directions for UNECE ESD Steering Committee

• Continue to be hub of an ESD network for the UNECE
• Continue with 3 priorities (ESD School Plans, Teacher Education, TVET)
• Embed ESD as part of 21st century student competencies
• Regular updates re GAP networks and implementation
• Further research and reporting on metrics, competences (continued use of Task Forces?)
More Challenging Roles?

• Contribute to education, training and public understanding related to Climate Change/COP21 agreements

• Contribute to Aboriginal/Indigenous and traditional knowledge - identified as a key element of ESD and 22 countries in UNECE reported on it

• Emphasize the social dimensions of SD/ESD especially equity, wealth and income disparity; as well as inclusion, identity, diversity, multiculturalism, tolerance
Learning for a Sustainable Future

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“You made me realize so much about the world, environment and what we can do to make a difference.” Student