**PAPER PRESENTATION**

By

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**Topic: SUSTAINABILITY IN EDUCATION**

**Theme: TEACHING, EDUCATION & LEARNING**

**Definition:**

“Education for sustainability develops the knowledge, skills, values and world-views necessary for people to act in ways that contribute to more sustainable patterns of living. It enables individuals and communities to reflect on ways of interpreting and engaging with the world. Sustainability education is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence."

Objectives:

1. Education for Sustainability (EfS) is an educational approach that aims to develop students, schools and communities with the values and the motivation to take action for sustainability – in their personal lives, within their community and also at a global scale, now and in the future.
2. Education for Sustainability (EfS) aims to build awareness and knowledge of sustainability issues but also to develop students and schools that are able to think critically, innovate and provide solutions towards more sustainable patterns of living.

**EDUCATION FOR SUSTAINABILITY IS BASED ON THE FOLLOWING SEVEN PRINCIPLES**

1. **Transformation and change**

Education for Sustainability involves equipping people with skills, capacity and motivation to plan and manage change towards sustainability within an organisation, industry or community.

**(ii) Education for all and lifelong learning**

Education for sustainability is driven by a broad understanding of education and learning that includes people of all ages and backgrounds and at all stages of life and takes place within formal and informal learning places, in schools, workplaces, homes and communities.

1. **Systems thinking**

Education for sustainability aims to equip people to understand connections between environmental, economic, social and political systems.

1. **Envisioning a better future**

Education for sustainability engages people in envisaging diverse, sustainable futures.

1. **Critical Thinking and Reflection**

Education for sustainability encourages individuals and groups to reflect upon personal experiences and worldviews, and challenges accepted ways of interpreting and engaging with the world.

1. **Participation**

Education for sustainability recognises community participation as critical to the collective shift towards an environmentally sustainable society.

1. **Partnerships for change**

Education for sustainability focuses on partnerships to build networks and relationships, and improve communication between different sectors of the community.

# It is important to note that there are three basic Key sustainability concepts

The sustainability cross-curriculum priority has been organised around three key concepts and includes nine organising ideas that outline the key knowledge, skills and understandings for the sustainability priority.

**The three key concepts are: Systems, World views, and Futures.**

## **1. Systems concept**

The systems concept looks at the interdependent and changing nature of systems that support life on Earth. This concept also focuses on wellbeing and survival through the promotion of healthy social, economic and ecological systems. It is about big-picture thinking and creating solutions at a system level.

Example: Primary Industries Education Foundation Australia - [A year on a farm](https://www.primezone.edu.au/item_details.php?item_id=25&item_type=resource&content_list_id=2)

## **2. World views concept**

The World views concept looks at sustainability issues in a global context.

This concept takes in a range of world views around social justice, values and ecosystems to be discussed and considered with actions by individuals and communities.

Example: ABC Splash - [Downstream effects of the textile industry](http://splash.abc.net.au/home#!/media/1534740/)

## **3. Futures concept**

The Futures concept is concerned with developing students who have the capacities to think and act to create more sustainable futures. It aims to develop critical and reflective thinking processes so young people can design actions that will lead to more sustainable futures that value social justice and equity.

Example: Cool Australia - [Role play habitat meeting](http://www.coolaustralia.org/activity/role-play-habitat-meeting-34/)

Conclusion:

With the above information we must encourage one another to sustain the value and standard of education.

We now have the perfect vehicle for emphasising sustainability education with the above introduction. We must be clever by giving teachers solutions not more work. Children share their learning and reinforce the fact that we are all in this together because **our future really is in their hands**