

# Spor til framtíðar – menntun til sjálfbærni

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## **Education for Sustainable development. Values in education and Education in values**

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The world is facing great challenges that are of concern to all people and all countries. Poverty, climate change, epidemics and war are examples of the problems barring the way to sustainable development, globally as well as nationally and locally. The problems are complex and embrace economic, social and environmental factors. Solutions presuppose a holistic approach /.../ What people learn and how they put it into practice is crucial for whether sustainable development can be achieved. (SOU 2004:104, p. 19)

- ❖ Safeguarding the resources that exist and efficient use of resources
- ❖ A society permeated by democratic values
- ❖ Citizens' participation and possibilities to influence the development of society
- ❖ Equal opportunities irrespective of sex, socioeconomic, ethnic or cultural affiliation.

[The Committee on Education for Sustainable Development, appointed by the Swedish Government 2003]

## **Education for Sustainable Development**

### ***Environmental protection***

Safeguarding the resources that exist and efficient use of resources

### ***Economic growth***

Economic welfare and poverty reduction

### ***Social equity***

A society permeated by democratic values, including equal opportunities

Definition:

“Development that meets the needs of present without compromising the ability of future generations to meet their own needs”

	<b>The transmission model</b>	<b>STS model</b>	<b>SSI model</b>	<b>ESD</b>
<i>Main focus</i>	Expert knowledge; the reliable and experienced knowledge	Integration of issues about science and society	As STS it includes focus on moral development	Environmental protection, economic growth, and social equity
<i>Approach of learning</i>	Assimilation of secure knowledge; Propaedeutical nature, preparing for subsequent levels of schooling	Social responsibility as citizens; rational decision making	Personal growth, development of character and virtues;	Empowerment; Action-competence; problem-solving and critical thinking
<i>View of science education</i>	Mediation of scientific concepts and laws; teacher-centred and value-free education;	Science and democracy are intertwined	As STS but a stress on its relevance for the students' personal life; functional scientific literacy	A means for global sustainable development

Fig 1. A comparison regarding contemporary ideas about science education

	<b>Perennialism</b>	<b>Essentialism</b>	<b>Progressivism</b>	<b>Reconstructionism</b>
<i>School and society</i>	School as a preserver of society	School as subordinated society	School as a part of society	School as an agent of change of society
<i>Main focus</i>	Mediation of perpetual truths, the cultural heritage. Dogmatic teaching fields	Mediation of research based knowledge, the content related to academic subject fields	Students as producers of knowledge. Everyday life issues. Cooperation and student influenced teaching methods	Critical fostering for change of society. Empowerment and emancipation
<i>Approach of learning and awareness</i>	Assimilation of knowledge Absorption	Assimilation of knowledge Acquisition	‘Learning by doing’ Practice-orientation Contrasting	Learning by critical reflection and deliberation Confrontation
<i>View of science</i>	Historical and cultural perspectives (achievements of natural science)	Monolithic view, scientific concepts and laws	STS/SSI	Socio-political action oriented SSI, ESD

Fig 2. Educational philosophical standpoints, an overview

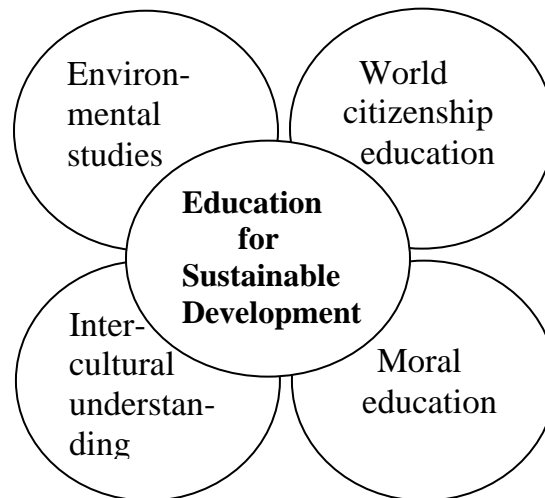


Fig 3. Dimensions of Education for Sustainable Development (ESD)

It is worth considering whether the philosophical basis for environmental education or education for sustainable development in schools has been adequately conceptualized (p. 692).

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These ideas and values may challenge major beliefs about concepts of economic growth and current forms of politics.

Socially critical environmental educators argue, for example, that education should seek to promote a vision of just and sustainable world, thus acknowledging political purposes of environmental education/.../ Although The World Commission on Environment and Development (1987) recognized that environmental education is clearly aimed at transforming the dominant social paradigm through changes in national and international systems of politics, economics, and technology, an idea that has been sustained in more recent international forums in Rio de Janeiro (1992), Thessaloniki (1997) and Johannesburg (2002), it is not at all clear that this rhetoric informs current school practice (p. 693).

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