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1st Activity

Learning/Teaching/Training

Curtea De Arges - Romania

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EDUCATION FOR THE ENVIRONMENT AND SUSTAINABLE DEVELOPMENT AS A LEARNING FRAMEWORK IN EDUCATION

The modern age, despite its advances in technology and science in order to improve the quality of human life, is also characterized by multiple "crises" in the field of economy, society and the environment.

These conditions are all but favorable for the well-being of man. The severe economic crisis affecting a large part of the world today, including developed countries, is inseparably linked to the environmental crisis and is also linked to the crisis in modern societies.

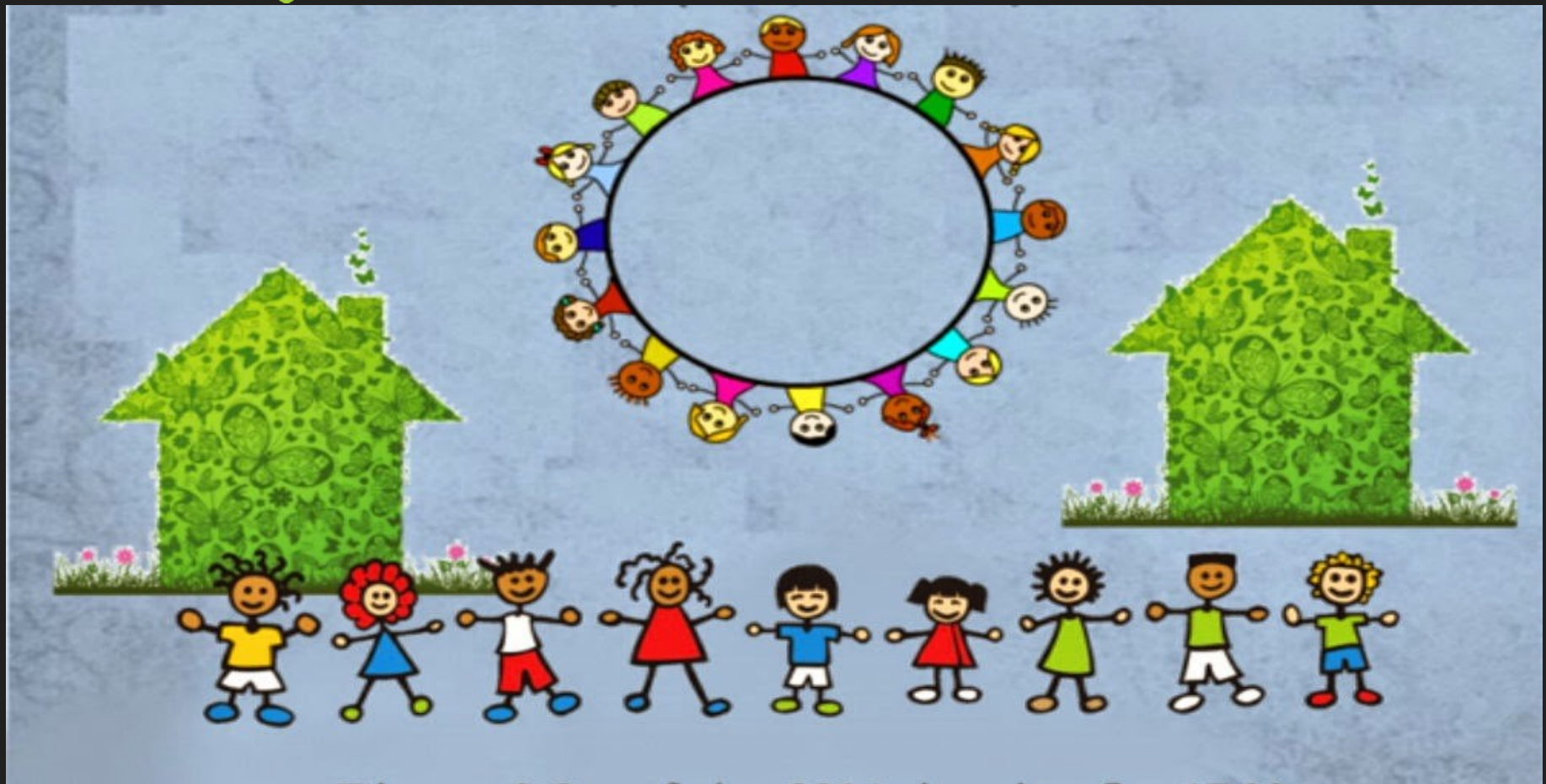
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- The environmental crisis stems from unsustainable management of the environment, waste of natural resources and energy, demanding "cheap" mass production to satisfy our consumer appetites.
- The current production and consumption patterns degrade the environment and lead to serious environmental issues (eg environmental pollution, climate change, shrinking biodiversity ...), which disrupt the ecological balance and endanger the survival of ecosystems and consequently of man.

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- At the same time, the environmental crisis is linked to social and economic issues (eg poverty, economic and environmental migrants, production and consumption). Addressing these issues requires a sustainable, sustainable and lasting solution.
- Sustainable Development is the kind of development that promises to restore balance to the global system Environment - Economy - Society by taking into account the three and seeking to improve and maintain the quality of life in the long term.

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- Sustainable Development, however, to achieve this requires a global revolution in the way people think and act. It requires the development of respect, critical and systemic thinking, participation and interest, the instilling of moral values as well as important problem solving, reflection and evaluation skills.
- Co-operation and co-ordinated actions at international, national, regional and local level and involving and co-operation between the public and private sectors and citizens are still required.

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- In the quest for this solution, the role of education is the focus of discussion and debate, as a means of shaping active citizens capable of building a better future. Their ability will stem not only from acquiring a body of knowledge in relation to environmental issues and Sustainable Development but also in their ability and willingness to participate actively and responsibly in solving these issues.
- In this challenge, Education for Sustainable Development provides solutions and suggests ways in which citizens can acquire the skills they need to shape a sustainable future that will ensure a high quality of life.

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- The characteristics of Education for Sustainable Development that contribute to the empowerment of citizens include, among other things, the dynamic, evolutionary, socially critical and value-oriented and action-oriented nature of the system as well as the holistic, systemic and interdisciplinary approach to knowledge.
- Implementation of Sustainable Development and Sustainable Development goals requires changes and reforms in the structures of education systems. Reforms in curricula of primary and secondary education.
- The effective implementation of these programs depends on the teacher, who in many cases is not well trained and does not have the necessary skills to meet this need.

What can the school and the teacher do to implement Sustainable Development at school?

- 1) It should first understand the basic theoretical framework of the concept of Sustainable Development in relation to Education.
- 2) To develop, implement and evaluate a course in relation to Sustainable Development Education.
- 3) Teachers monitor and evaluate the students' concerns, experiences, ideas and expectations. They plan programs that are flexible and open to change.
- 4) Teachers encourage cooperative and experiential learning.
- 5) The learning process incorporates the value of practical experiences as it links them to the development of concepts and the making of theoretical patterns by students.

What can the school and the teacher do to implement Sustainable Development at school?

- 6) Teachers facilitate pupil participation and create frameworks to develop their self-learning, ideas and skills.
- 7) Teachers are exploring ways to evaluate and evaluate the achievements of their students, which are linked to the above-mentioned criteria.
- 8) Physical or technical changes that take place in the school and the local community and are linked to the content of Sustainable Development Education can be a learning opportunity for students to participate in and make decisions.

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- 9) Achievements and changes in the school and the local community are being cultivated and consolidated.
- 10) School leadership encourages teachers to use the dimension of the future for their long-term work in the framework of Sustainable Development Education.
- 11) School gives school students the necessary time for their work in relation to sustainable development, as well as for teachers to reflect on and clarify the issues of Education for Sustainable Development at school.



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CHANGE**

Dimitrios Chlemes
Project coordinator



THANKS

FOR YOUR ATTENTION!!

ANY QUESTIONS?

NO?

GREAT! BYE!