



Webinar for ESD Methods

March 14th, 2018

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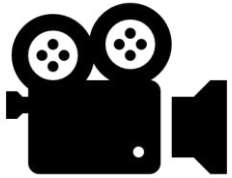
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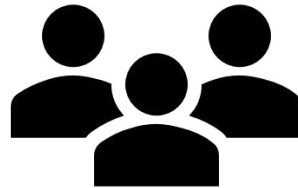
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SCHEDULE FOR OUR WEBINAR



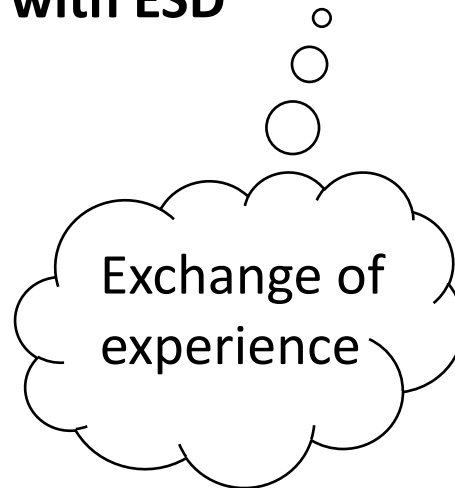
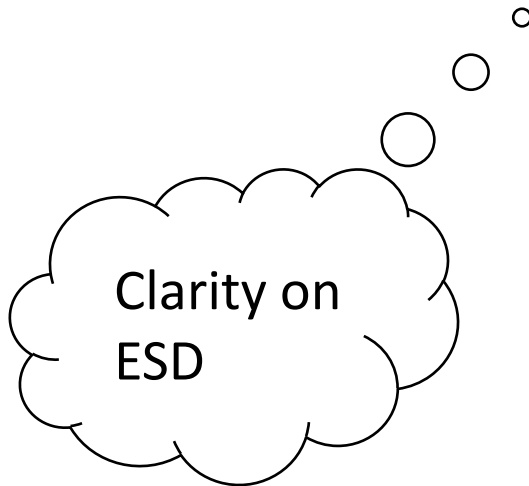
The story of ESD



**Personal experience
with ESD**



**ESD Toolbox:
project learning**



Sustainability as base

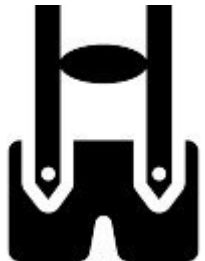
Life Long Learning

relevance

Education for Sustainable Development ???

tailored for the labour market

Student centered approach



suspenders

Learning to learn: from each
other, learning to be, learning
to act

A SHORT STORY OF ESD

- **1987 Brundtland Report defines SD as:**

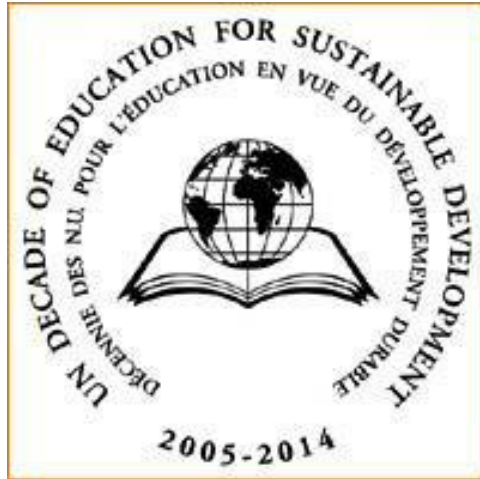
"Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs."

-> a „good life“ for everyone everywhere at all times within the limits of earth's carrying capacity

- **1992 UN Rio Summit: ESD in to promote SD**

- more than dissemination of knowledge
- promotion and improvement of Basic Education
- reorienting existing education at all levels to address sustainable development
- developing public understanding and awareness of sustainability training

GLOBAL INITIATIVES TOWARDS ESD



UN Decade of ESD
2005-2014



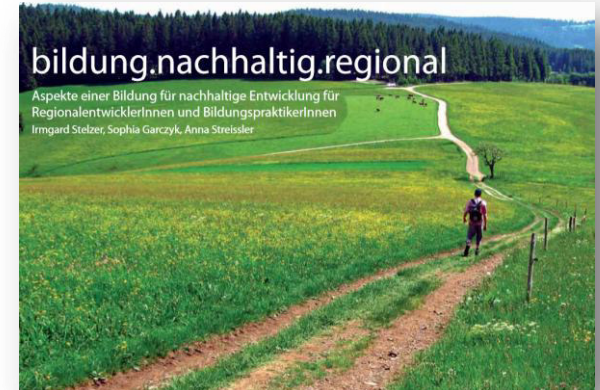
Global Action
Programme
from 2015 on



Sustainable
Development Goals
2015 – 2030

TOWARDS SUSTAINABLE DEVELOPMENT

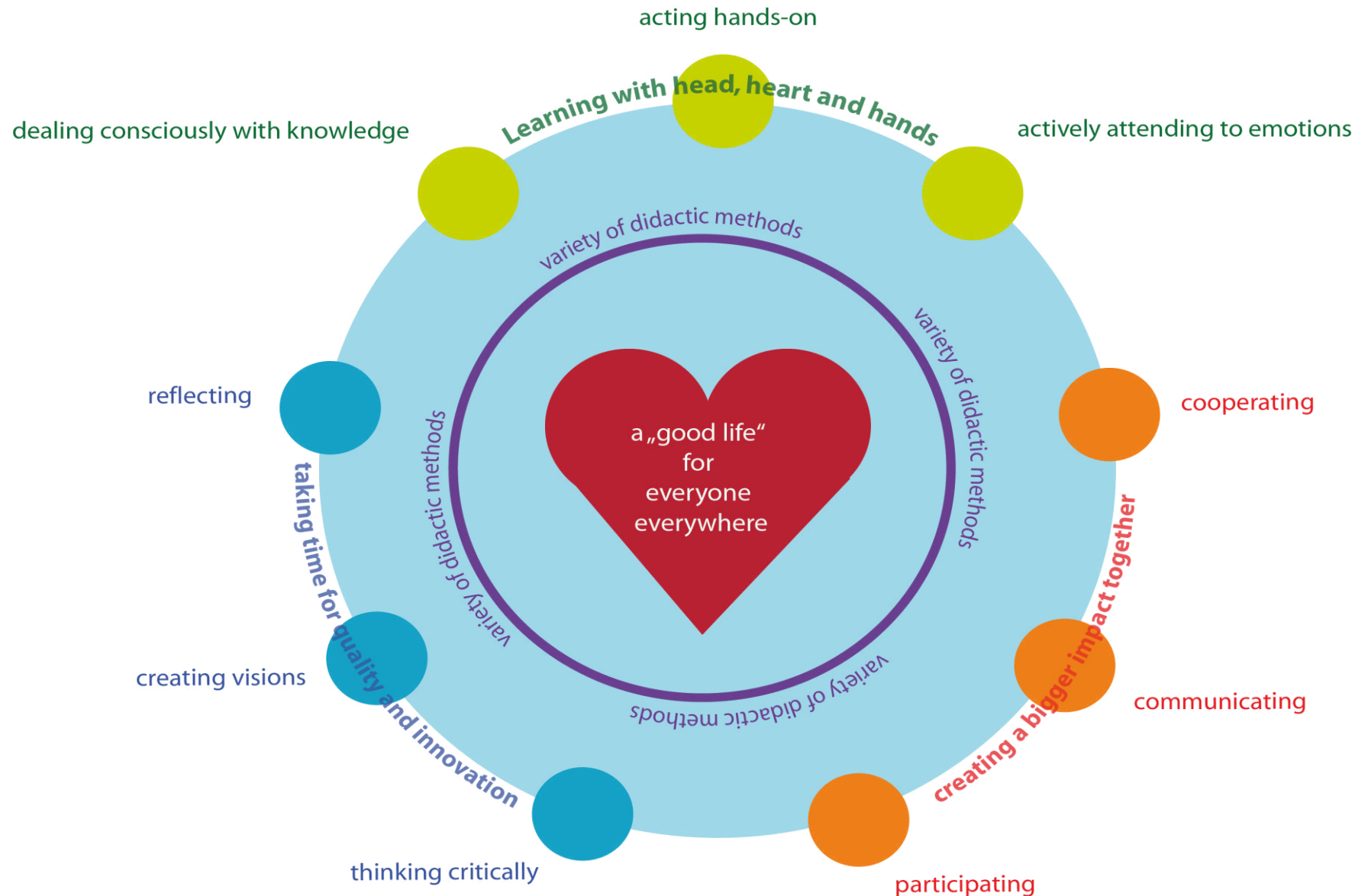
- Knowledge about the status quo (Systemwissen), knowledge about the goal (Zielwissen), knowledge about ways to reach that target (Transformationswissen) BUT
- *do we have the necessary knowledge about the status quo?*
- *do we know the goal?*
- *do we know ways to reach that goal?*
- transmitting knowledge is not enough!
- we need (a) NEW CULTURE(s) OF LEARNING, INSTRUCTING, FACILITATING at all levels of formal and non-formal education



SKILLS FOR ESD

- **Envisioning** – being able to imagine a better future. The premise is that if we know where we want to go, we will be better able to work out how to get there.
- **Critical thinking and reflection** – learning to question our current belief systems and to recognize the assumptions underlying our knowledge, perspective and opinions. Critical thinking skills help people learn to examine economic, environmental, social and cultural structures in the context of sustainable development.
- **Systemic thinking** – acknowledging complexities and looking for links and synergies when trying to find solutions to problems.
- **Building partnerships** – promoting dialogue and negotiation, learning to work together.
- **Participation** in decision-making – empowering people.

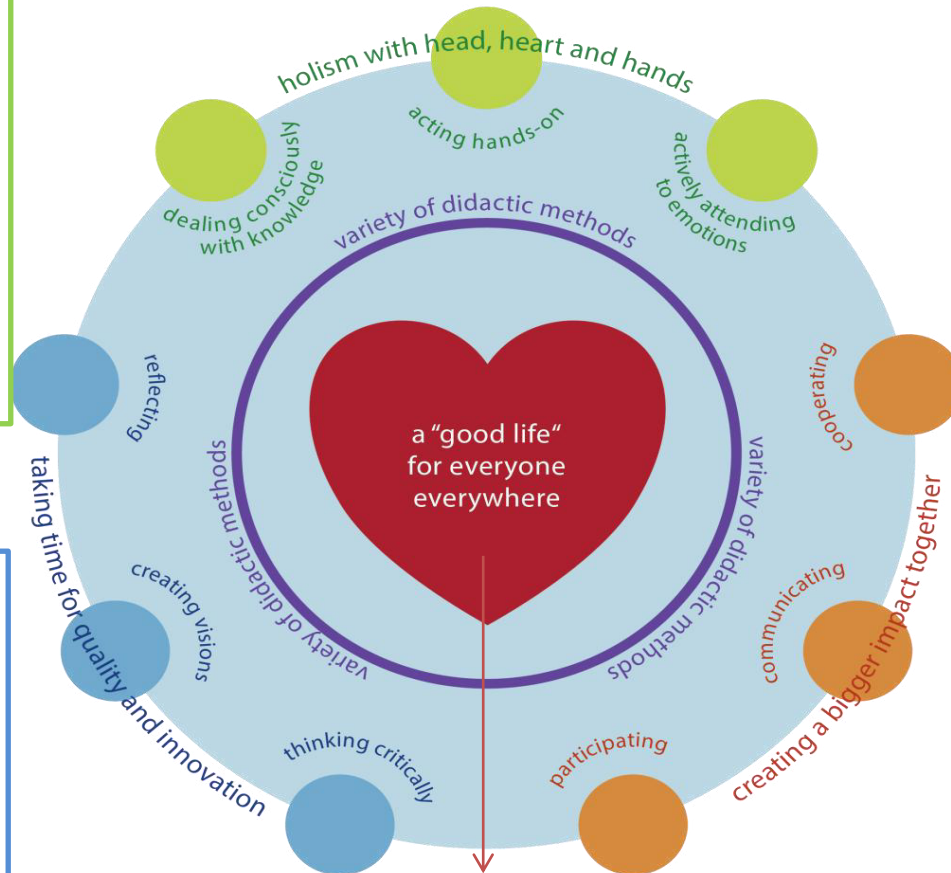
A MODEL FOR EDUCATION FOR SUSTAINABLE DEVELOPMENT



OUR PROJECT/ LESSON/TOPIC FOR ESD

*Beside the knowledge input.
How can I demonstrate
options for action?*

*Was there a part where the
students could reflect on the
topic? If not, how could you
integrate these aspects?*



*How did the students actively
participate in the learning
process?*

Contribution to the concept of sustainable development:

OUR PROJECT/ LESSON/TOPIC FOR ESD: CURRICULA FOR CLASS HOURS - LATVIA

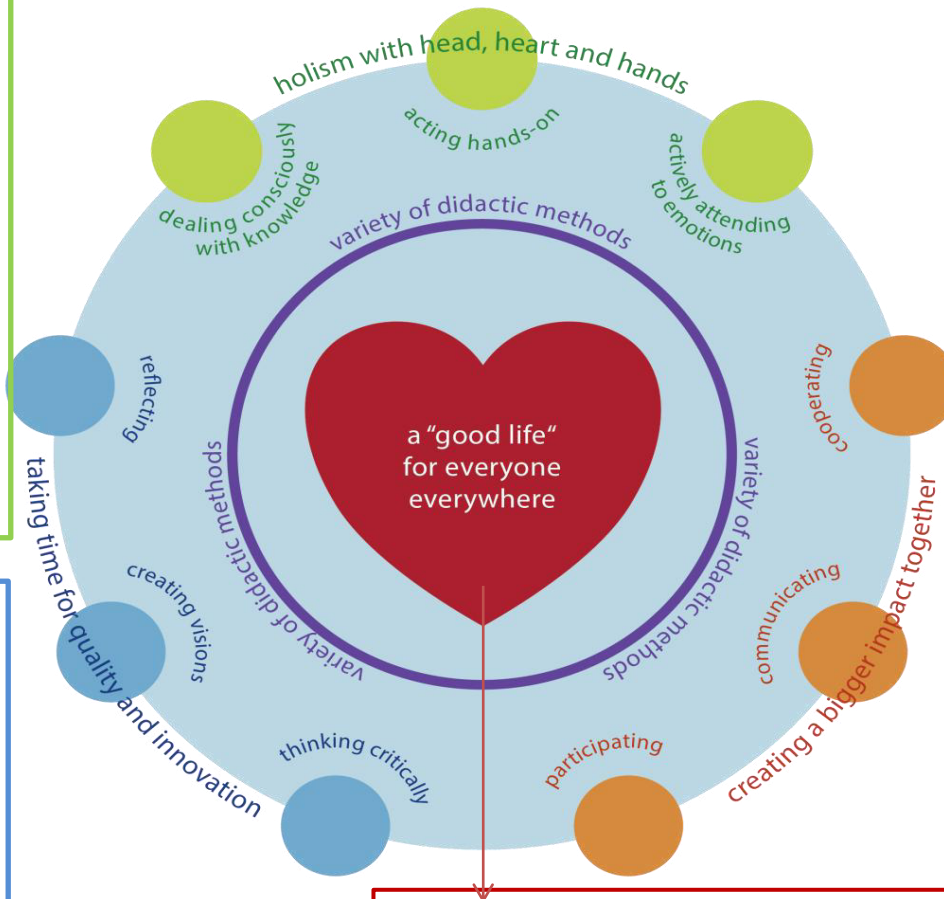
*Beside the knowledge input.
How can I demonstrate
options for action?*

Discussions and reflection

Who is responsible for it? – Try
to involve the responsible
people in the dialogue

*Was there a part where the
students could reflect on the
topic? If not, how could you
integrate these aspects?*

Students make presentations
on the topic



*How did the students actively
participate in the learning
process?*

Students are very curious
about the topic
Interdisciplinary connection
What could be done to
improve?

Contribution to the concept of sustainable development

Topic 1: Car mechanics:

Pollution, how to make the planet clean?

Topic 2: Renewable Energy: Relates to SDG 7, contribution to ecology, production
resources, presentations about ideas, discussions and reflections, debates on resources
that could be used in Latvia

OUR PROJECT/ LESSON/TOPIC FOR ESD

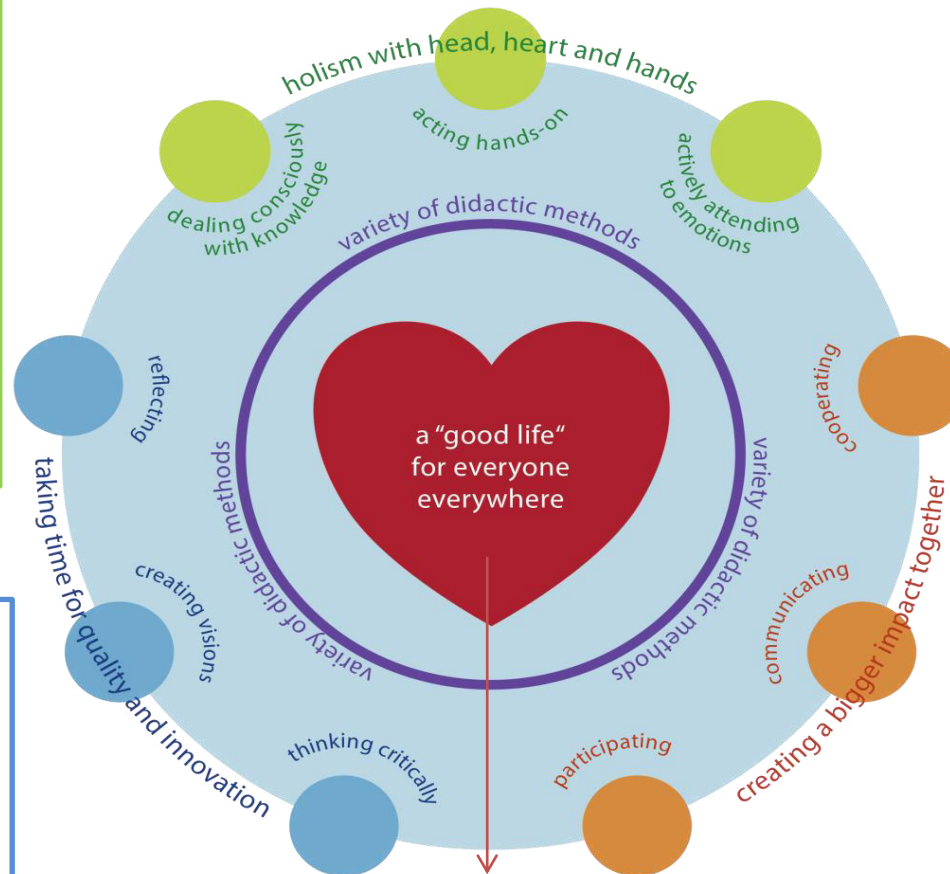
CAREER SUPPORT PROJECT - LATVIA

*Beside the knowledge input.
How can I demonstrate
options for action?*

Introduce students to different companies,.
Promote a positive attitude for a job
Connect different subjects
More practical aspects to create student confidence
Students should feel useful

Was there a part where the students could reflect on the topic? If not, how could you integrate these aspects?

Discussion on values of companies.



How did the students actively participate in the learning process?

Organize communication employer and employees – opportunity for discussion
What expectations are there?

Educational exhibitions:
different companies,
organisations introduce themselves (their values, expectations, etc.)

Contribution to the concept of sustainable development

Energy saving, pollution, take care of oneself, attitudes and opportunities for consciousness, creating new values and work attitude, Opportunity for feeling responsible

OUR PROJECT/ LESSON/TOPIC FOR ESD

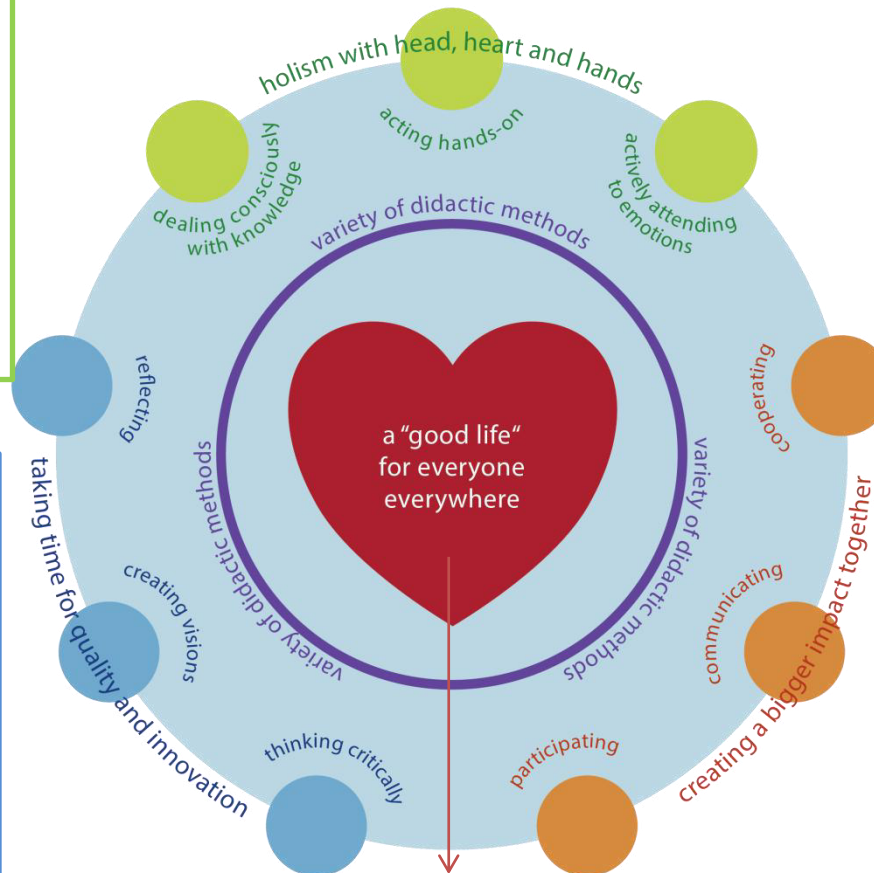
„SCHÜLERFIRMA“ - GERMANY

Beside the knowledge input. How can I demonstrate options for action?

What are the things they are emotionally attached of. Fears for their future and also goals.

Was there a part where the students could reflect on the topic? If not, how could you integrate these aspects?

I also work with reflective questions, i used a questionnaire for the students of the „Schülerfirma“ where they had to reflect on their work within the different departments of the firm.



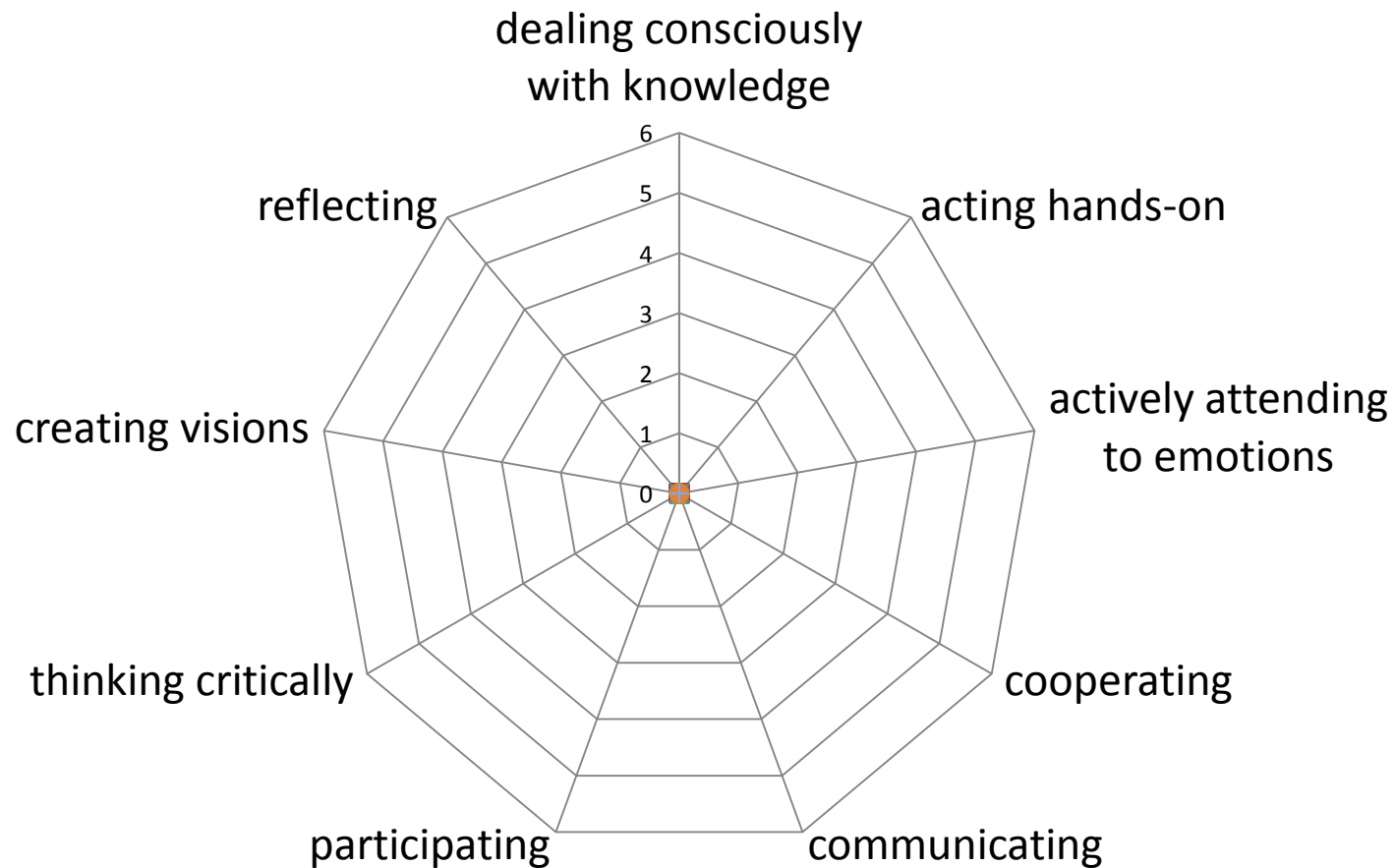
How did the students actively participate in the learning process?

Through the survey the students actively participated in the learning process.

Contribution to the concept of sustainable development:

In politics we discussed different future scenarios with students

QUALITY ASSESSMENT TOOL



WHY ESD?

Personal level

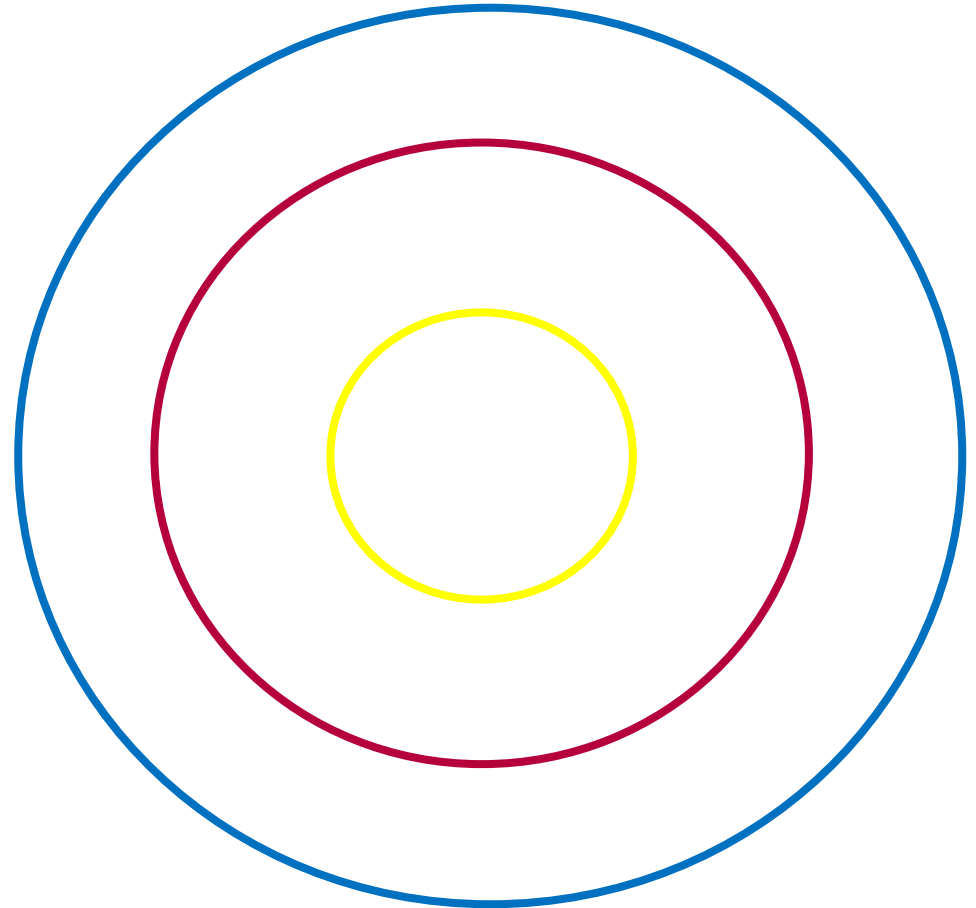
skills, visions, responsibility

Project level

Quality and stability, Reflecting
on processes, communication,
skills of all involved

Society level

increase solidarity,
cooperation, various
perspectives, responsibility



EXPERIENCE WITH ESD

(INPUT FROM THE PARTICIPANTS)

CHALLENGES

- structural issues
- Influence on students
- Cooperation with school administration
- Socio-economic situation in Latvia (lots of challenges for young people)
- Involve more teachers into this process
- Lack of teacher trainings
- Not a single subject – a frame for everything (a new perspective – not looking back, but looking forward)
- New way of teaching and learning
- Redefining roles of teachers

OPPORTUNITIES

- Support of government
- Enthusiasm for the topic
- Curricula is ESD friendly
- More teacher trainings
- Future development
- Not a single subject – a frame for everything (a new perspective – not looking back, but looking forward) See ESD holistically – paradigm shift in learning
- New way of teaching and learning
- Redefining roles of teachers

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Webinar documentation of 14.3.2018

The video documentation of the webinar of 14.3.2018 can be found under the following link:

<https://youtu.be/z5y0-NHxmFI>

The video is not listed, so only available to people who have the link.

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Tool for Online Conferences

Suitable open source tool for webinars: studystream.de

Instructions on how to use the tool:

<http://screencast.com/t/JsWiJwHgW2T1>

Preparations:

For the participants it is not necessary to download a program.

Important instructions in advance:

- Please check **in advance** if you have **Adobe Flash Player** on the computer you are using for the webinar.
- Please use **MOZILLA** as Browser. Internet Explorer might not work.
- The first thing you do when you opened the link is to register: name, user name, mail address. Then click “enter the room”.
- After this you can choose the language.
- As soon as you’ve entered the room please try to find the chat, because otherwise it is not possible to give written instructions. You will find the chat underneath the white board.

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