



**International IAU Conference
EDUCATION FOR A SUSTAINABLE FUTURE
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**A Report on Working Group 3:
“In-Service Education – Life-Long Learning”**

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Introduction

The members introduced themselves (see attached list) and started defining terminologies, which were frequently used during the paper presentations. It was noted that Sustainable Education (SE) and Education for Sustainable Development (ESD) are recent terminologies, which must be understood well by all stakeholders.

Education in all spheres has been specific and very subject-oriented. Introduction of new disciplines in curriculum means a shift from the original philosophy. The group emphasized the fact that life-long learning did not stop after formal education, but continued for a long period of time.

a) Life-long learning is embedded in the curriculum; we must strive to change it, change human values, attitudes and behaviour towards a particular requirement in this case (SE). Adults are hard to change; one must use all means of teaching including publicity, the media and other support mechanisms. It is easier to convince a child of a value than an adult. The group further suggested that education for teachers would be paramount, as they are in contact with a larger learning community than the rest of society. The group decided to divide the discussion into three parts as follows:

b) From our knowledge and experience, what works:

We delineated some experiences gained by a cross section of scholars as follows:

- Use consultations with customers – involving a wide society;
- Award champions, persons who are committed to values and can deliver;

- Talk to colleagues and like-minded individuals who can make a difference;
- Share information across educational and technological experiences;
- Develop a curriculum with ESD issues;
- Co-operate between higher education (HE) and Non-Governmental Organisations (NGOs) to develop SD with industry;
- Prioritise issues during the allocation of scarce funds;
- Map out ESD into teacher training;
- Utilize students to make connections to rural society and especially on consumer choices.

c) Some barriers to action

The group noted the following as hindrances to the implementation of SE; among others:

- Lack of IT skills to access information;
- Lack of funding and other incentives;
- Absence of legislation which should be a driving force for development;
- Lack of awareness and knowledge amongst educators;
- Language barriers for appropriate communication, hence no available documents;
- Poverty in developing countries encourages destructive actions to the environment.

d) The way forward:

It was noted that the following considerations may assist in creating awareness on SE:

- Creation of a central resources centre for information;
- Integration of HE to promote education for sustainable development;
- Creation of focal points or persons for information e.g. various UNESCO and UNEP focal points;
- Prioritization of professional education in particular areas which embrace environment;
- Setting up standards for gauging environmental degradation.

The Global Higher Education for Sustainability (GHESP) Toolkit was not one of our themes, but we did make comments on it as follows:

- The tool was very timely and welcome in institutions of higher learning;
- The toolkit was unique and definitely a way forward in SE;
- There has to be a training or workshop for various countries especially developing ones;
- The toolkit is a basic working manual and each country or region would modify it to fit the local situations;
- The toolkit must be popularized world wide;
- We did not cover any other topics because of limited time.

The group noted that Problems for developing countries are closely correlated to the poverty levels, so any innovations which can create jobs will highly reduce environmental degradation.

The group thanked the organisers (IAU) for a conference well-organised and strongly recommended stronger South/South, South/North linkages in training, meetings, and staff/student exchanges.

Report submitted by Ratemo Michieka (12/09/03)

Group Three: Education for a Sustainable Future

List of Participants

Name	Organization
1. Luis Cortez	Moderator, Institutional and International Relations Coordinator
2. Alun Williams	Stow College, Glasgow, UK
3. June Thomas	Stow College, Glasgow, UK
4. Sarita Swanepoel	University of Pretoria, South Africa
5. Hana Srpova	University of Ostrava, Czech Republic
6. Clark Field	Derby College, UK
7. Eva Egron-Polak	IAU
8. Dr.(Mrs.) A.G. Mohamedbhai	Accompanying person from Mauritius
9. Iva Jedlickova	University of Hradec Kralove, Czech Republic
10. Guy Neave	IAU
11. Michal Pokorný	University of Žilina, Slovak Republic
12. Ryokichi Hirono	Seikei University, Tokyo, Japan
13. Hannes Sjöblad	Swedish Ecodemics, Sweden
14. Richard Clugston	University Leaders for a Sustainable Future, USA
15. Daphne de Rebello	UNESCO
16. Rietje van Dam-Meiras	Open University of the Netherlands/Copernicus Campus/GHESP
17. Prof. Ratemo W. Michieka	National Environment Management Authority, Rapporteur