



Bortom dekaden – NU2012

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Göteborgs miljövetenskapliga centrum, GMV
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Göteborgs miljövetenskapliga centrum, GMV

GMV är Chalmers och Göteborgs universitets gemensamma organisation för att främja forskning, utbildning och samverkan inom miljö och hållbar utveckling.

GMV:s verksamhetsidé är att skapa samverkan för att generera och nyttiggöra kunskap om miljö och hållbar utveckling.

Har funnits sedan 1990.

GMV har ett nätverk bestående av ca 500 forskare/lärare/doktorander och 500 utanför akademien.



PRE Summit Conference on "Knowledge and Learning for a Sustainable Society"





The Swedish Prime Minister Göran Persson offered at the UN World Summit on Sustainable Development in Johannesburg 2002 that Sweden would arrange an international conference on learning for sustainable development.



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Gothenburg 2004

Learning to change our world



Learning to change our world

INTERNATIONAL CONSULTATION ON
EDUCATION FOR SUSTAINABLE DEVELOPMENT

Göteborg, Sweden, 4–7 May 2004

<http://www.chalmers.se/gmv/SV/projekt/larande-for-hallbar/konferenser-workshops/learning-2004>



Högskolalagen, kap 1, § 5 (2005)

Högskolorna skall i sin verksamhet främja en hållbar utveckling som innebär att nuvarande och kommande generationer tillförsäkras en hälsosam och god miljö, ekonomisk och social välfärd och rättvisa.





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Higher Education 2005



Drivers and Barriers for Implementing Learning for Sustainable Development in Higher Education

Edited by John Holmberg and Bo
Samuelsson



<http://unesdoc.unesco.org/images/0014/001484/148466E.pdf>



Pre-School, School and Teacher Education 2006



Drivers and Barriers for Learning for Sustainable Development in Pre-School, School and Teacher Education

Edited by Inger Björneloo
and Eva Nyberg



<http://unesdoc.unesco.org/images/0015/001509/150966E.pdf>

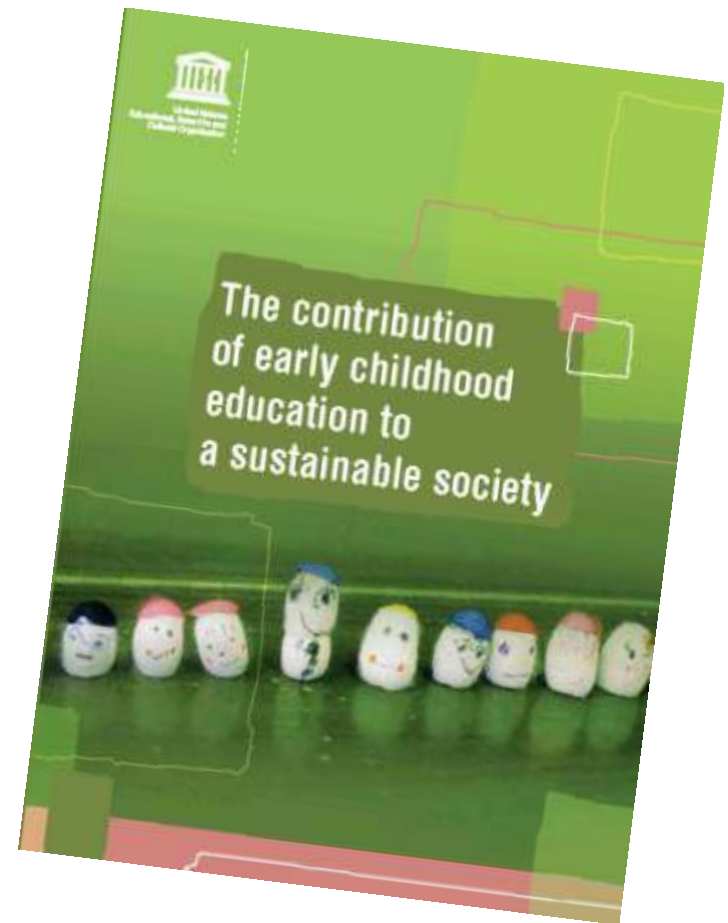


Early Childhood Education 2007



The contribution of early childhood education to a sustainable society

Edited by Ingrid Pramling Samuelsson and Yoshie Kaga



<https://document.chalmers.se/download?docid=1420618238>



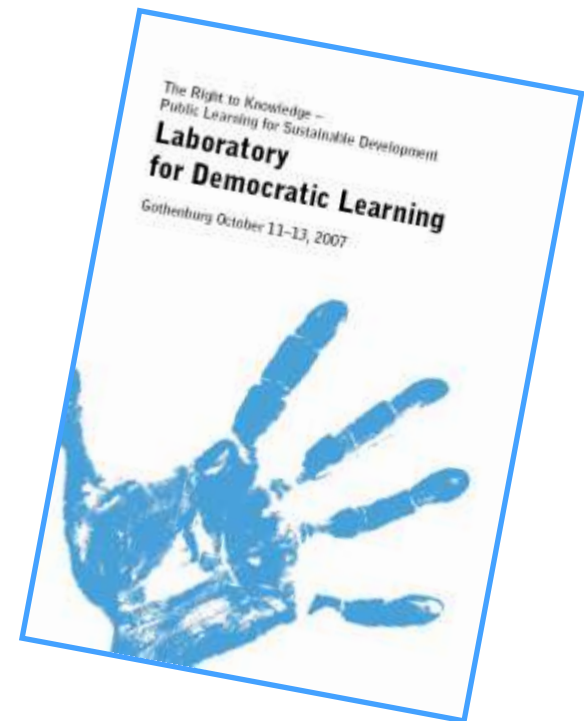
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Public Learning 2007



The Right to Knowledge - Public Learning for Sustainable Development

Laboratory for Democratic Learning
Edited by Mats Havström, Karl
Magnusson and Pernilla Ottosson



<https://document.chalmers.se/download?docid=1620869201>



Sammanfattning

Många personer visar på goda exempel och erfarenheter.

Det går fortfarande trögt att ändra system och invanda mönster

Endast en mindre del av de som utbildar har med sig hållbar utveckling än så länge



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Summing up 2008

Vision for a common blueprint on Education for Sustainable Development

The Gothenburg Recommendations on Education for Sustainable Development



<http://www.chalmers.se/gmv/EN/projects/education-for/gothenburg>



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Schools and Teacher Education Institutions

Authors: Inger Björneloo, David Chapman, Charles Hopkins, Mark Rickinson

While school systems cannot reorient societies on their own, the profound societal change that is needed will not occur without engaging the world's 60,000,000 teachers and the systems that support and direct them. Engaging these systems will not be easy as many causes and initiatives are currently seeking entry into the curriculum. Furthermore, the ESD initiative is relatively unknown to many of the world's formal education systems.



Specific recommendations for Higher Education

- **Strengthen Teacher Education Institutions to address the need for millions of additional teachers that will be needed globally.**
- **Support educational policy-makers and practitioners in developing ESD programmes and approaches that respond to gender equality.**
- **Support teacher educators, teachers and students in developing more participatory approaches to learning and teaching through ESD.**
- **Support system-wide capacity development for all professional groups and stakeholders involved in education systems.**
- **Continue to develop a comprehensive approach to ESD by engaging all curriculum subject areas and beyond-school learning opportunities.**
- **Support schools in becoming working models of sustainability in practice.**
- **Engage schools, teachers and teacher educators in the creation, communication and utilization of ESD research.**



Specific recommendations for Higher Education

Authors: John Holmberg, Heila Lotz-Sistka, Bo Samuelsson, Arjen Wals, Tarah Wright

Higher Education Institutions are in the position to address sustainability in at least five areas:

1. learning & instruction,
2. content & curriculum,
3. research,
4. university as an institution and
5. community linkages.

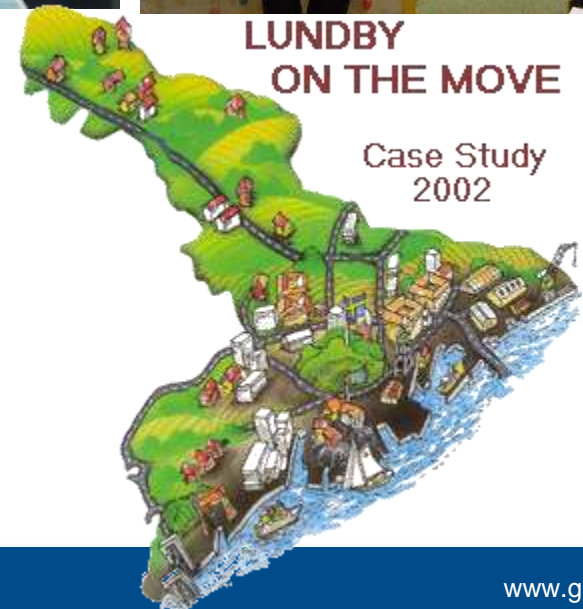
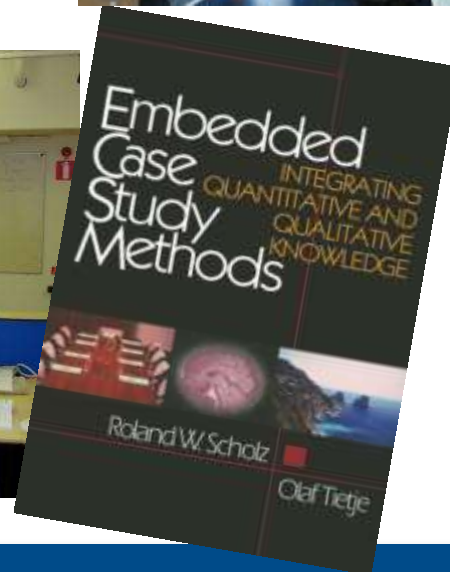


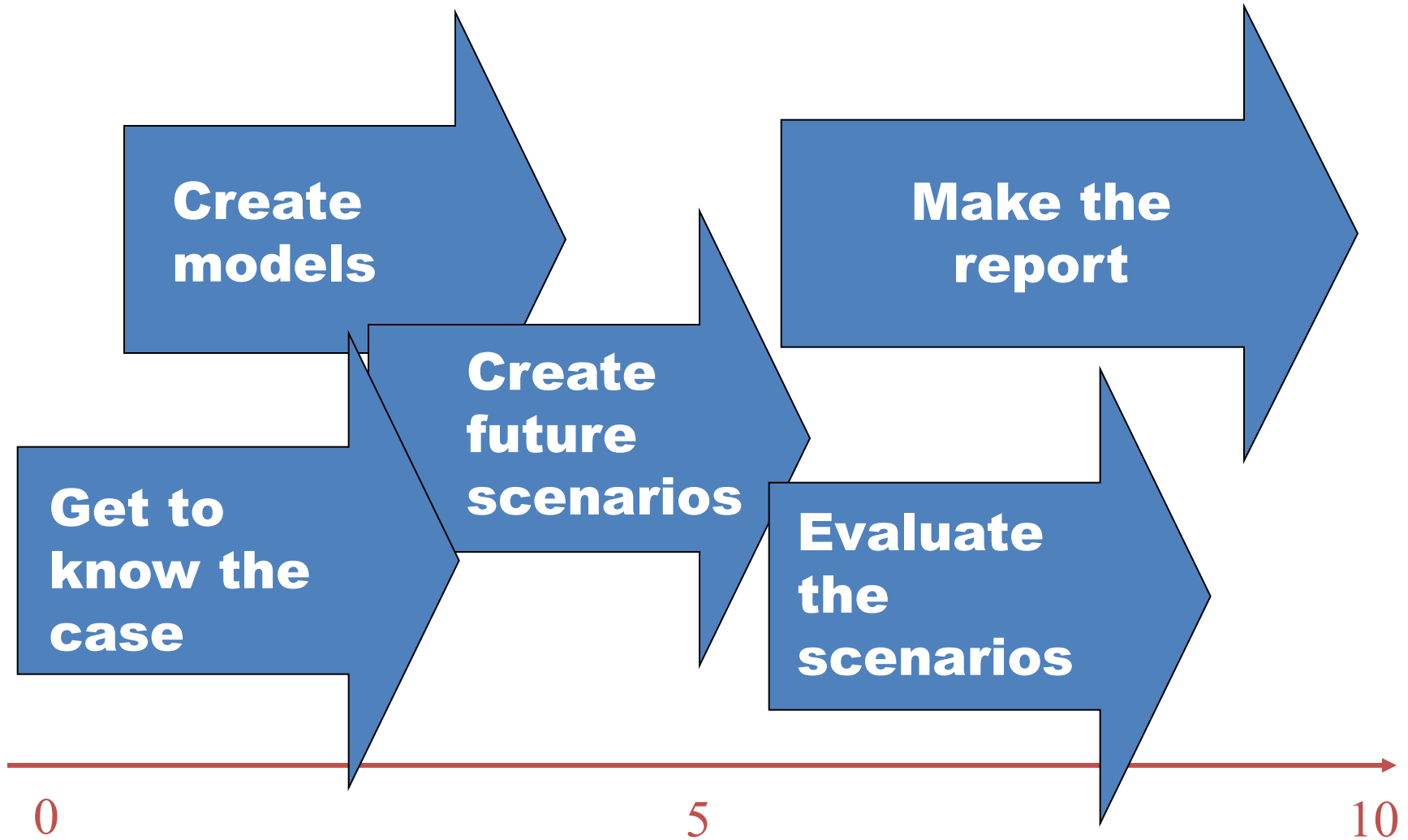
Specific recommendations for Higher Education

1. Higher Education Institutions need to become open ESD centers and Hubs for Lifelong learning.
2. In order to become a sustainable organization Higher Education Institutions need to embrace diversity and inclusivity.
3. Higher Education Institutions need to develop knowledge and education that penetrates through and transcends disciplines, space, time and cultures.
4. Higher Education Institutions need to contribute to the development of (E)SD-competence in all both within and outside the higher education community.
5. Higher Education Institutions must incorporate sustainability concepts and the implications of sustainability into curricula.
6. Higher Education Institutions must model sustainability in practice.
7. Higher Education Institutions must support Sustainability Research



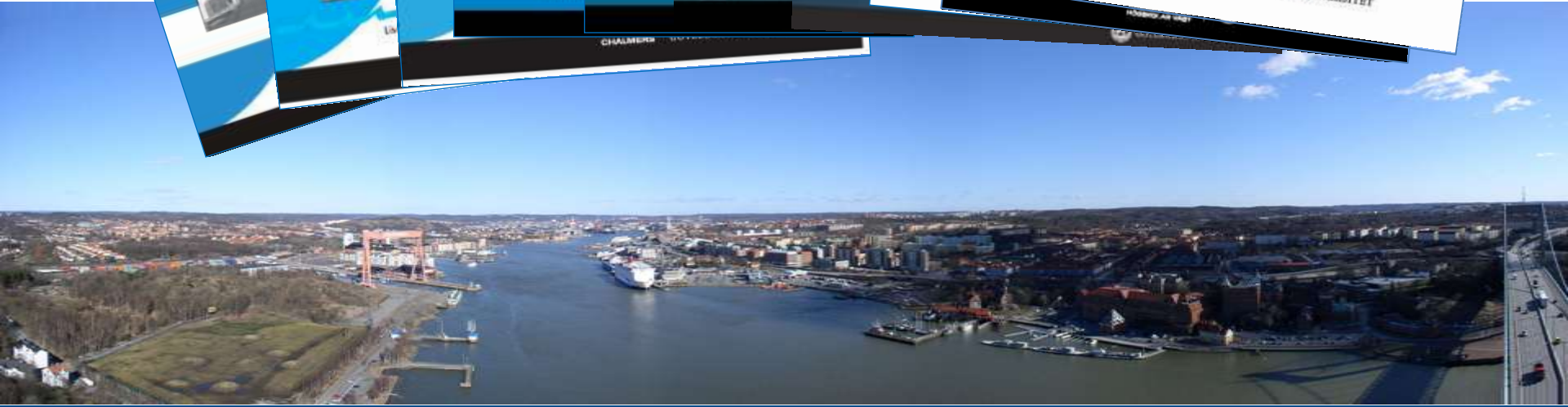
Case study Course in Sustainable development







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Lifecycle of a teacher





After one decade



4 decades needed!



TACK!

Frågor?

Vill du ha någon av rapporterna?
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