

Education for Sustainability – What is it?

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Note: Much of the text in this section is taken from the ARIES web portal.
See www.aries.mq.edu.au/portal for more information.

Our vision is a world in which there are many opportunities to learn about sustainable development. A world where a skilled population makes informed decisions in their home, community and working lives and in their leisure activities. A world where people understand and take responsibility for the impact they have on the quality of life of other people, locally and globally.'

Sustainable Development Education Panel, UK (1999)

What is the purpose of this section?

To introduce:

- the key terms, concepts and themes of Education for Sustainability
- the Education for Sustainability framework used in this project
- the value of an Education for Sustainability approach within local government
- the UN Decade in Education for Sustainable Development.

Some key moments in the development of Education for Sustainability

- 1992 Rio Summit, Chapter 36 Agenda 21 recognises education as key to addressing sustainable development
- 1996 Committee on Sustainable Development (CSD) recognises the value of informal education methods for sustainability
- 1997 discourse on EfS starts to include concepts of capacity building
- 2002 Jo'burg Summit, Recognition of EfS as a lifelong, society-wide capacity-building and learning-based strategy for change
- 2005 UN adopts Decade in Education for Sustainable Development (DESD) 2005- 2014

***A brief history of Education for Sustainability,
internationally and in Australia***

In 1992 Chapter 36 of 'Agenda 21', the action blueprint from the Rio Earth Summit, advocated the **pivotal role of education in the achievement of sustainability**. It identified education, public awareness and training as critical for achieving progress towards sustainability and for building the capacity of the people to address development and environment issues. It also identified that education is linked to almost all areas of Agenda 21.

In 1996, the UN Commission for Sustainable Development concluded that 'in order to change unsustainable production and consumption patterns and lifestyles, it (is) essential to give **great emphasis to the role of education for sustainable development**'. The Commission initiated a program of work on education for sustainable development and in its report entitled *Implementation of the Work Programme on Education, Public Awareness and Training* (2000) acknowledged that education is gradually being understood as an integral and indispensable part of the solution to the world's problems and to the building of a sustainable future. It also highlighted several other issues, including the need to reach beyond those traditionally concerned with education, to create a '**cross-cutting dynamic**'.

The Commission urged for the **sharing of experience and the development of new partnership** arrangements among educators, scientists, governments, non-governmental organisations, business and industry, youth, the media and other major groups; and that training for sustainable development be based on a **broad participatory approach, taking into account local needs and values**.

By the time of Rio plus 5 in 1997, UNESCO reported that education seemed to be 'the forgotten priority of Rio' since there had been little national reporting of action or global funding. It was at this time that interpretations of 'education' began to move beyond awareness raising towards **capacity building**. Entering the education discourse were also interpretations of education **as a critical policy instrument for change**.

The momentum stimulated by the Rio Earth Summit in 1992 and 'Agenda 21' was revitalised at the World Summit for Sustainable Development which took place in Johannesburg in 2002. Discussions at the Summit reflected how education in the context of sustainability had evolved from former years, where it was mostly about reorienting formal systems and training, **towards capacity building and learning-based strategies for change**. It was no longer just about becoming sustainability literate or receiving qualifications in this area. It was also about understanding education as an approach to making change within our families, communities, organisations and authorities.

What are the concepts that underpin Education for Sustainability?

Sustainability requires a population that is aware of the goals of a sustainable society and has the knowledge and skills to contribute to those goals. An informed citizenry, which lends support to enlightened policies and government initiatives, can help governments enact sustainable measures. (McKeown R, The ESD Toolkit)

As discussed in the previous section, it has been increasingly recognised that achieving sustainability is essentially an **ongoing learning process** that actively involves multiple stakeholders in change across every aspect of society. Education for Sustainability (EfS) is an approach to involving stakeholders in this learning process. These learning processes need to encourage active participation and opportunities for decision making for learners, and to build motivation and capacity to take action for sustainability.¹

Education for Sustainability is ...

a process that uses education to equip people with the skills necessary to be leaders and engagers in the change process towards sustainability.

UNESCO (2005) United Nations
DESD: Draft International
Implementation Scheme

Education for Sustainability (EfS) is an evolving concept, as is sustainability. It involves incorporating key themes of sustainability – such as poverty alleviation, human rights, equity, health and environmental protection – into all education systems – formal, non-formal and informal.²

Education for Sustainability carries with it the inherent idea of implementing programs that are locally relevant and culturally appropriate. All sustainability programs, including EfS, must take into consideration the local environmental, economic, and societal conditions. As a result, EfS can take many forms around the world.³

The overall aim of Education for Sustainability is ...

to empower citizens to act for positive change using a process-oriented, participatory and action-oriented learning approach.

(Kiev Ministerial Declaration 2003)

EfS seeks to involve and motivate individuals and organisations to *reflect* on how they currently live and work, what their value systems are and how they can bring about changes in the way they do things, leading ultimately towards a more sustainable future. EfS seeks to develop the **knowledge, skills, values and attitudes** necessary to bring about the change required for sustainability. To help participants knowledgeably engage in sustainability, EfS approaches need to be

developed in terms of both the **content** of the learning and the style of the learning **process**.

The **content** of an EfS approach needs to include such things as futures-thinking (visioning), participation in democratic processes, development of problem-solving skills, collaborative action, generation of collective knowledge through dialogue, consensus-building, critical and systemic thinking and an exploration of the change process. This type of approach would typically involve participants in addressing the following types of questions⁴:

- Q. What is our role in a sustainable future?
- Q. What can we do to make a difference?
- Q. What skills/knowledge do we need?
- Q. How do we make a difference?
- Q. Who has the power?
- Q. How can we influence?
- Q. How can we change our involvement?
- Q. Can we design something better?

An EfS approach to the **process** of designing and implementing a program should seek to engage rather than inform, be a learner-centered approach, create situations for participants to become involved in decision-making, be collaborative and participatory throughout, including in the design and development of the program, offer opportunities for dialogue and generation of shared knowledge, seek to be self-sustaining, and to develop partnerships and networks.

This type of approach would typically involve the program developers addressing the following types of questions⁵:

- Q. Is the process future/vision-orientated?
- Q. Does the process encourage autonomy/self-direction?
- Q. Is the process confidence-building?
- Q. Are the aims and outcomes clearly identified?
- Q. Are the tools for the process participatory?
- Q. Have all the stakeholders been identified and included?
- Q. Is there critical reflection built in to the process?
- Q. Is there flexibility within the process?
- Q. Is there an evaluation of outputs, outcomes and impacts in place?
- Q. Is the process sustainable?

Recent research^{6 7} argues that EfS requires:

- A **focus on the future** and ability to create a sustainable future – more than just focusing on trying to problem-solve our way out of our current situation
- Less emphasis on science and technology solutions and more on **participatory and citizen action**
- Less emphasis on seeing people as the problem and more on seeing people as **agents of change**
- Less emphasis on awareness-raising approaches and more emphasis on **critical reflection and systemic thinking**
- A focus on individuals influencing **structural change** – not just on individual environmental actions
- More focus on **changing mental models** that influence decisions and actions rather than solely changing individual attitudes.

Some core elements of success for engaging communities in EfS

- Community participation in visioning, strategic planning and resourcing discussions
- Institutional arrangements such as partnerships, consensus-building, conflict resolution, transparency and accountability
- Cross-cutting elements such as capacity-building and quality
- Research and documentation for influencing policy.

(Asia Pacific Regional Strategy for Education for Sustainable Development, Bangkok, 2005)

What's in a label? Different names for Education for Sustainability

The text of this section has been adapted from Tilbury, D. and Cooke, K. (2005) *A National Review of Environmental Education and its Contribution to Sustainability in Australia: Frameworks for Sustainability*. Canberra: Australian Government Department of the Environment, Water, Heritage and the Arts, and Australian Research Institute in Education for Sustainability.

Various names have been used by policy-makers and educators to acknowledge the shift towards sustainability in Environmental Education. ARIES uses the term **Education for Sustainability (EfS)**, which is an internationally recognised term, as well as **Learning for Sustainability (LfS)**. **Education for Sustainable Development (ESD)** is also widely used, especially in view of the Decade in Education for Sustainable Development.

Some use the term 'learning' rather than 'education' to define their work because education is often associated with schools, whereas the broader concept of learning refers to it taking place at all levels and in all contexts – outside schools, within workplaces, in the community.

Many use the term sustainability rather than 'sustainable development'. In Australia, the term 'sustainability' has gained greater currency as it is seen as more relevant to a country which has already 'developed'. However, critics are concerned that the issues relating to planning, consumption and broader quality of life associated with 'development' are overlooked in preference for ecological and resource management issues.

Many retain the term **Environmental Education** because they believe that 'Education for Sustainability' is Environmental Education but with a more specific focus. They perceive it as a new approach to Environmental Education. Others who choose to use the term 'Education for Sustainability' believe that it is important to move away from traditional Environmental Education practices which have focused on creating positive environmental experiences with nature, developing ecological knowledge and changing values and attitudes of individuals. Rather the focus is more

on lifestyle choices and actions for the systemic, rather than individual, change needed to move to a sustainable society.

The term **sustainable education** puts the emphasis on the quality of education and suggests the need for culture change in education, based around an ecological and systemic view. This term has mostly been used to refer to formal education. Many use the term **sustainable futures** to emphasise the importance of futures-thinking and looking forward through a process of education.

? Here the term *Education for Sustainability* is treated synonymously with the terms *learning for sustainability* or *education for sustainable development*. The important thing to note is that it is *what you are doing* not what it is called that is important.

However, the project clearly distinguished between education *about* sustainability (developing understanding and awareness) and Education *for* Sustainability (the process of engaging people in actions toward sustainability). Education *for* Sustainability aims to go beyond individual 'behaviour' change and seeks to engage and empower people to implement systemic changes.

What is the UN Decade of Education for Sustainable Development?

In December 2002 the United Nations (UN) adopted the Decade of Education for Sustainable Development (DESD), which is to be observed from 2005–2014. The International Implementation Scheme for the Decade⁸ interprets education as a strategic process which can challenge unsustainability in our societies.

The Implementation Scheme identifies two key ways in which local organisations, both community-based and local government, can participate in the DESD:

- by integrating Education for Sustainability into their own regular learning and program activities. This will include identifying and implementing local relevant learning strategies in appropriate ways, and for a variety of target groups
- by cooperating in local groupings and networks, set up on a formal basis or in an ad hoc manner to meet particular needs or respond to special opportunities. This may involve identifying local challenges in sustainable development, integrating local knowledge and skills into Education for Sustainability, and exchanging experiences. The local level is the primary place at which lessons for better practice in sustainable development can be learnt, shared and applied.

The Asia Pacific Regional Strategy for Education for Sustainable Development⁹ reiterates that local governments must have an active role in the Decade. Given their presence at the community level, local governments play a key role in improving the quality of people's daily lives through the delivery of public programs and services. They are, therefore, well placed to work towards achieving sustainable development

at the grassroots level. It recommends that EfS should be incorporated into all existing programs and structures at the local and government level.

For more information on the DESD go to <http://portal.unesco.org/education/> and then follow links to the Decade, or www.aries.mq.edu.au/portal/decade/index.htm which has a full list of Decade documents including Australia's approach to implementation of the Decade.

What is Education for Sustainability within the local government context?

Chapter 28 of Agenda 21 identifies that 'as the level of governance closest to the people, they (local government) play a vital role in educating, mobilising and responding to the public to promote sustainable development'. Thus local government is identified as having a key role to play within the sustainability agenda and education is seen as being an integral part of any local council's moves towards advancing sustainability.¹⁰

The local level is the primary place at which lessons for better practice in sustainable development can be learnt, shared and applied.

UNESCO (2005) United Nations
DESD: Draft International
Implementation Scheme

As discussed in the section 'Sustainability – What is it?' local governments should be aiming to integrate sustainability across all aspects of their work, at both the strategic policy level and on a day to day work basis.

There is a need for a holistic and participatory whole of government approach to sustainability. This involves all of local government working together towards a vision of how they see a sustainable local government, jointly putting structures in place to facilitate this vision and then working together to achieve that vision. It should be seen as an ongoing action and reflection process rather than a 'project' to be undertaken and completed in a fixed time. This process can be facilitated through an Education for Sustainability approach by involving people in:

- identifying a **vision** of what a sustainable local government might be and its role in a sustainable future
- **critically reflecting** on what the barriers to sustainability are and what changes need to be made to move towards a more sustainable local government, e.g. issues of power and politics
- **thinking systemically**, e.g. how do different issues link within the local government structure? What connections are there in common throughout local government?
- **participation** by all stakeholders in the dialogue about sustainability within local government
- the formation of **networks and partnerships** across local government to generate momentum, enthusiasm, ideas and resources for sustainability.

Within the wider community context, programs in keeping with Education for Sustainability approaches seek to engage the community in developing the knowledge and skills necessary to engage with the complexities of sustainable

development. Whilst many community action programs have traditionally focused on environmental actions, they are increasingly becoming more holistic in their approach. It is essential that all the information and skills found within local government are used to raise awareness, educate and ultimately empower the wider community.¹¹ This may in turn ultimately lead to more popular input into local decision-making processes – i.e. linking directly to community participation.

Genuine participation develops people's skills and abilities and encourages learners to take action for change towards sustainability. The local council officer, group facilitator or educator is not considered the 'expert' but a facilitator dedicated to helping learners to rethink, take decisions and actions towards sustainability. This process of participation is more likely to lead to permanent changes as compared to participation in one-off events.

Participation in and for sustainability is also an important way of recognising the value and relevance of 'local' or 'context specific' knowledge. Successful participation for sustainability involves a wide range of stakeholders and provides opportunities to build a shared vision, a greater sense of unified purpose and community identity.

Many government agencies are using participation and learning approaches as the basis for developing national strategies for sustainability and Education for Sustainability. Participation in strategy development facilitates the development of stakeholder relationships. This can serve to catalyse partnerships, both within and often beyond the bounds of the strategy. Adopting this type of approach facilitates network-building and improves communication across multiple stakeholder groups. This approach to strategy development is advocated in the development of action plans for Local Agenda 21 (see Section 5 for more info on Local Agenda 21).

What approaches can you use to reorientate your projects?

The two essential readings for this project, 'Engaging People in Sustainability'¹² and 'Living Change'¹³ identify a framework that could be used for reorientation of your projects. It has as its basis five key themes:

- Imaging a better future: futures thinking or envisioning
- Systemic thinking
- Critical (reflective) thinking
- Participation
- Partnerships for change.

? These five integrated components were key to the project and were the platform for considering good practice in Education for Sustainability. We offer this framework as a way to help you grapple with Education for Sustainability and how it can be incorporated into your projects.

Education for Sustainability calls for a reorientation of education and learning in terms of both:

- the content of the learning
- the learning process.

Therefore when considering the re-alignment of your projects with these principles and the selection of your mentoring focus, you will need to consider making changes in what the project focus is (the project content) and how the participants are engaged in learning (the project process). Remember that what you are seeking through the mentoring project is ultimately change. The framework can be thought of as a lens or a filter through which you can consider your project. At each stage, from conception, planning, design, implementation and evaluation, you will need to apply the framework. You will then need to reflect on whether your project's content and process contain these key approaches and if not consider how they can best be integrated. The aim is to support and assist you whilst you undertake this change process.

You will also need to reflect on the strategic impact of your project, i.e. how you can give your project greater impact, how you can spread the learnings and how it fits with the strategic goals of your council and your region.

Futures Thinking

'There's no use trying,' said Alice. 'One can't believe impossible things.'
'I daresay you haven't had much practice,' said the Queen. 'When I was your age I always did it for half an hour a day. Why, sometimes I believed as many as six impossible things before breakfast.'

Lewis Carroll, *Through the Looking Glass*, 1872

If [problem-solving] is successful, you might eliminate the problem. Then what you have is the absence of the problem you are solving. But what you do not have is the presence of a result you want to create.

The Path of Least Resistance, Robert Fritz



Sidewalk Bubblegum ©1996 Clay Butler

Where can I find out more about Education for Sustainability?

General

Environmental Education and Communication for a Sustainable World: Handbook for International Practitioners
www.greencom.org/greencom/books/ec_handbook.asp

Huckle, J. and Sterling, S. (1996) *Education for Sustainability*. London: Earth Scan Publication

IUCN CEC (2000) *The ESDebate: International Debate on Education for Sustainable Development*
<http://app.iucn.org/webfiles/doc/CEC/Public/Electronic/CEC/Books/ESDebate.pdf>

Teaching and Learning for a Sustainable Future
www.unesco.org/education/tlsf/

The Education for Sustainable Development Toolkit
www.esdtoolkit.org/
An easy-to-use manual for individuals and organisations from both the education and community sectors. It includes tools for managing change, creating community goals and introducing the concept of sustainability as well as case studies.

Tilbury, D. Stevenson, R.B, Fien, J., and Schreuder, D. (eds) (2002): *Education and Sustainability Responding to the Global Challenge*, Gland IUCN, CEC
<http://app.iucn.org/themes/cec/cfms/publications.cfm?tp=CEC&cat=Books>

UN Division for Sustainable Development *Agenda 21 Chapter 36*
www.un.org/esa/sustdev/documents/agenda21/english/agenda21chapter36.htm

EfS strategies and action plans
See also www.aries.mq.edu.au/portal for a full list of national and international EfS strategies.

Australian Government Department of the Environment and Heritage (2000)

Environmental Education for a Sustainable Future National Action Plan
www.deh.gov.au/education/publications/nap/

Education for Sustainability: An Agenda for Action <http://ffof.org/pcsd/>
Final report for the National Forum on Partnerships Supporting Education About the Environment, 1996, USA

Government of Western Australia (2004) *Environmental Education Strategy and Action Plan*. Perth: Department of Environment.

New Zealand Parliamentary Commissioner for the Environment (PCE). 2004. *See Change: Learning and education for sustainability*. Wellington: PCE

NSW Government *Learning for Sustainability NSW Environmental Education Plan 2002-05*
www.environment.nsw.gov.au/cee/lfs.htm

NSW Government *Learning for Sustainability NSW Environmental Education Plan 2006-09 Consultation Draft October 2005*
www.environment.nsw.gov.au/cee/lfs.htm

Victorian Government Department of Sustainability and Environment (DSE) *Learning to Live Sustainably: Victoria's Approach to Learning Based Change for Environmental Sustainability (Draft September 2005)*
[www.dse.vic.gov.au/CA256F310024B628/0/2BDA5FDE21AB1A19CA25709100119B24/\\$File/content-v-6.pdf](http://www.dse.vic.gov.au/CA256F310024B628/0/2BDA5FDE21AB1A19CA25709100119B24/$File/content-v-6.pdf)

EfS networks

Australian Association of Environmental Education (AAEE)
www.aaee.org.au/
The Australian Association for Environmental Education is the professional association for environmental educators in Australia,

providing networking and information exchange between the environmental education community in Australia. It has a working group for the Decade in Education for Sustainable Development.

Development Education Association
[/www.dea.org.uk/dea/deved.html](http://www.dea.org.uk/dea/deved.html)
Development education aims to raise awareness and understanding of how global issues affect the lives of individuals, communities and societies.

IUCN Commission on Education and Communication (CEC)
www.iucn.org/themes/cec/
CEC is a global membership network of active, voluntary, professional experts in learning, education, communication, capacity building and change management.

IUCN World Conservation Learning Network www.wcln.org/
WCLN builds professional capacity for environmental sustainability by developing and delivering 'New Learning for Sustainable Solutions'.

Sustainable Communities Network
www.sustainable.org/
Linking citizens to resources and to one another to create healthy, vital, sustainable communities.

Victorian Association for Environmental Education (VAEE)
www.vaee.vic.edu.au/
The VAEE is a not-for-profit, membership driven organisation that provides leadership and a voice for the environmental and sustainability education sector within Victoria.

Systems thinking

Capra, F. (1996) *The Web of Life*
London: Harper and Collins

Doppelt B (2003) *Leading change towards sustainability: A change management guide for business, government and civil society.*

Sheffield, England: Greenleaf Publishing

The Change Management Toolbook: Systemic Thinking

www.change-management-toolbook.com/tools/systems.html

This Toolbook offers a broad range of tools, methods and strategies which can be applied during different stages of personal, team and organisational development, in training, facilitation and consulting.

WWF Scotland Linkingthinking: *New perspectives on thinking and Education for Sustainability*
www.wwflearning.org.uk/data/files/linkingthinking-302.pdf

Lots of information and activity ideas for developing systemic thinking. It is school-based but can be easily adapted.

Futures thinking

Beyond Intractability

www2.beyondintractability.org/essay/visioning/

An essay on Envisioning with weblinks to related sites.

Burchsted, S. and Byrne, J. (2001) *Shaping Our Future: Facilitators Guidebook*. Foundation and Center for a Sustainable Future. www.ffof.org

Creating Preferred Futures (CPF)

www.cpfonline.org/cpf/index.php

CPF is a web-based learning environment with the objective of empowering young people to be proactive in creating a more positive future for themselves and their communities.

New Zealand Futures Trust: Promoting Futures Thinking

www.futurestrust.org.nz

The New Zealand Futures Trust is an independent non-profit organisation whose members aim to identify developments and changes affecting the lives and aspirations of New Zealanders, and to promote debate about possible futures.

The Futures Foundation

www.futuresfoundation.org.au

The Futures Foundation promotes greater interest in, and understanding of, the future. Future Studies provides tools and perspectives to assist individuals and businesses today in preparing a more ideal tomorrow. The Foundation utilises this discipline in planning and strategy.

UK Government Improvement and Development Agency (I&DeA)

Knowledge: Futures Thinking

www.idea-

knowledge.gov.uk/idk/core/page.do?p_ageld=75037

Has a good explanation of Futures Thinking, resources and scenarios for undertaking futures thinking exercises.

University of Arizona *Anticipating the Future Course*

<http://ag.arizona.edu/futures/>

A university of Arizona course on methods and approaches for studying the future.

Critical thinking

John Huckle – Educating for Sustainability

<http://john.huckle.org.uk/>

I seek to combine critical social theories of the environment and education with critical pedagogy. The resulting forms of education are designed to empower citizens so that they are more able to realise a global democracy that gives full expression to environmental and ecological citizenship.

Kearins, K. and Springett, D. (2003) *Educating for Sustainability: Developing critical skills* *Journal of Management Education* 27 (2): 188-204

Saul, D. (2000) *Expanding Environmental Education: Thinking Critically, Thinking Culturally* *Journal of Environmental Education* 31(2): 5-7

The Critical Thinking Community: Defining Critical Thinking

www.criticalthinking.org/aboutCT/definingCT.shtml

Contains an explanation of critical thinking, its history and relevant research into critical thinking.

Participation and partnerships

Beyond Fences: Seeking Social Sustainability in Conservation

www.iucn.org/themes/spg/Files/beyond_fences/bf_section1_1.html

Beyond Fences is a process and reference book for individuals and teams of professionals working in conservation. Participatory tools and process on information gathering and assessment, communication, planning and conflict as well as evaluation and monitoring are provided throughout this book. Although conservation based much of the information and tools are highly relevant to all community participation processes.

David Wilcox *Partnerships and Participation*

www.partnerships.org.uk/part

Contains lots of good information on partnerships and participation including *The Guide to Effective Participation* and *A Short Guide to Partnerships*.

DEMOS Project Conference 2004 *Guidelines for Citizen Participation Projects*

www.demosprojectconference.org

The Demos Project aims to increase citizen participation in local government through innovative pilot projects and action research across seven European cities. The Guidelines downloadable from this site outlines guidance and lessons learnt for citizen participation in local governance as well as participation methods used in the project. A highly relevant document.

Effective Engagement: Building relationships with community and other stakeholders

Book 1: An Introduction to Engagement

Book 2: The Engagement Planning Workbook

Book 3: The Engagement Toolkit
State of Victoria, Department of Sustainability and Environment 2005
Available for download from www.dse.vic.gov.au/engage

Eldis Participation Resource Guide
www.eldis.org/participation/index.htm
A massive resource with manuals, guides and toolkits concerning participation in all spheres of environment and development. Keep drilling down and you could get lost forever!

IIED- Participatory Learning and Action (PLA)
www.iied.org/NR/agbioliv/pla_notes/about.html
Participatory Learning and Action (PLA) is an umbrella term for a wide range of similar approaches and methodologies all of which require the full participation of people in the processes of learning about their needs and opportunities, and in the action required to address them.

Institute of Development Studies Sussex (IDS) – *Participation*
www.ids.ac.uk/ids/particip/
Through the work of the Participation Group, the Institute of Development Studies serves as a global centre for research, innovation and learning in citizen participation and participatory approaches to development.

International Association for Public Participation (IAP2)
www.iap2.org
The International Association for Public Participation, working through its members, helps organisations and communities around the world improve their decisions by involving those people who are affected by those decisions.

LOGOLink Learning Initiative on Citizen Participation and Local Governance
www.ids.ac.uk/logolink/index.htm

LogoLink is a global network of practitioners from civil society organisations, research institutions and governments that aims to deepen democracy through greater citizen participation in local governance. Coordinated by the Participation Group at the Institute of Development Studies, University of Sussex, UK, it provides tools and training materials, LogoLink newsletters (English, Spanish), bibliographies, research papers, articles, and related weblinks.

Ramsar – The Wetland Convention
www.ramsar.org/key_guide_indigenou/s.htm
This website serves the needs of Parties to the Convention and includes guidelines for establishing and strengthening local communities' and indigenous people's participation in the management of wetlands.

The World Bank Participation Sourcebook
www.worldbank.org/wbi/sourcebook/sbhome.htm
The World Bank Participation Sourcebook follows the definition of participation adopted by the Bank's Learning Group on Participatory Development: Participation is a process through which stakeholders influence and share control over development initiatives and the decisions and resources which affect them.

UN Development Program
Empowering People: A Guide to Participation
www.undp.org/cso/resource/toolkits/empowering/intro.html

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- ⁸ UNESCO (2005) *Decade of Education for Sustainable Development Draft International Implementation Scheme* www.unescobkk.org/fileadmin/user_upload/esd/documents/Final_draft_IIS.pdf [Accessed 24 May 2006]
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