ESD –NET TRAINING WORKSHOP

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SESSION 2

SITUATIONAL ANALYSIS OF TEACHER EDUCATION CURRICULUM / ESD

FIGURE 1:SUSTAINABILITY AND RELATED CONCEPTS AS INPUTS INTO A SUSTAINABILITY CURRICULUM

SOURCE: E.THOMAS (2006)

A. BIO – ENVIRONMENTAL INPUT
INTERDEPENDENCE
BIO-DIVERSITY
NATURAL RESOURCES
EARTH CAPACITY

B. BIO – SOCIAL INPUT HUMAN LIFE QUALITY BIO – SOCIAL DIVERSITY CITIZENSHIP RIGHTS+RESPONSIBILITIES

A SUSTAINABILITY CURRICULUM

C. PSYCHO-SOCIAL INPUT
LEARNING
CREATIVE THINKING
GROUP DYNAMICS
BEHAVIOUR UNCERTAINTY
ATTITUDE CHANGE

D. EDUCATIONAL INPUT
NEW KNOWLEDGE CULTURE
KNOWLEDGE APPLICATION
LIFE LONG LEARNING
LEARNING SOCIETIES 3
TEACHER DEVELOPMENT

FIGURE 2:CHALLENGES TO THE DEVELOPMENT OF A SUSTAINABILITY CURRICULUM AND ITS PROSPECTS

CHALLENGES

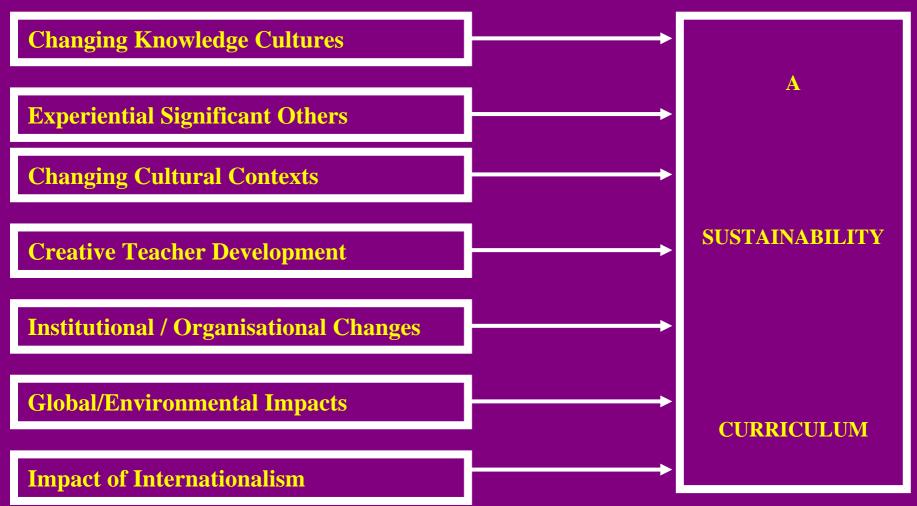


FIGURE 2:CHALLENGES TO THE DEVELOPMENT OF A SUSTAINABILITY CURRICULUM AND ITS PROSPECTS

PROSPECTS

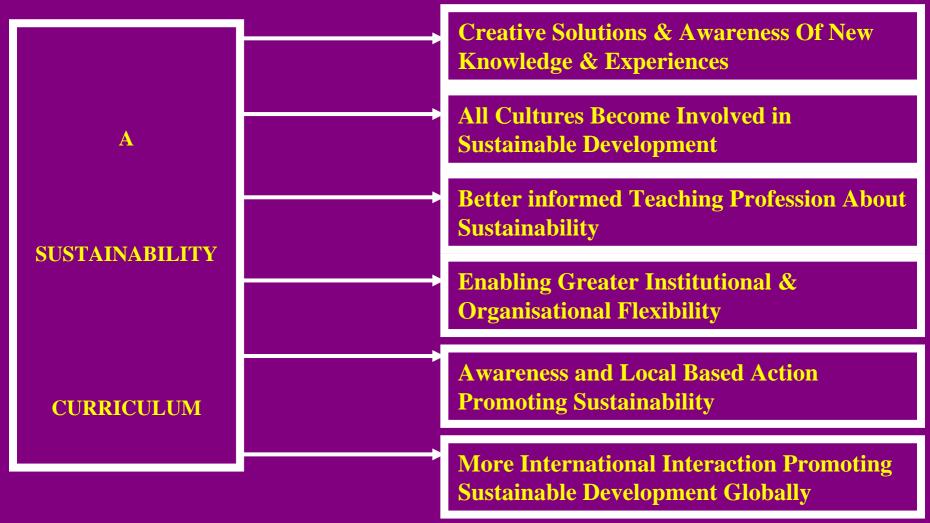


FIGURE 3: EDUCATION AND TRAINING FOR A SUSTAINABILITY CURRICULUM



LIFE LONG EDUCATION FOR ALL