

# Lifewide PROGRESS Reports

A framework to nurture

Learning to live together



Presentation by

Christine and Chris Picone

# Living together and Sustainable Development in two very different places

**Kuwait**



and

**Australia**



# Usual view from window at Australian College of Kuwait



# View during sand storm



# Summer sand storms: getting worse due to drop in rain fall which 'sets' sand surface



# Direct human actions that affect environment



# Iraqi invasion of Kuwait in 1990



# Iraqi invasion of Kuwait in 1990

- Nearly **700 oil wells** were set ablaze by retreating Iraqi army.
- At the peak of the fires, the smoke absorbed **75 to 80%** of the sun's radiation.
- The fires were not fully extinguished for **eight months**.
- Fires consumed an estimated **6 million barrels** of oil daily.
- Kuwait's oil production before war was **2 million barrels/ day**.
- Unignited oil from the wells formed about **300 oil lakes**.

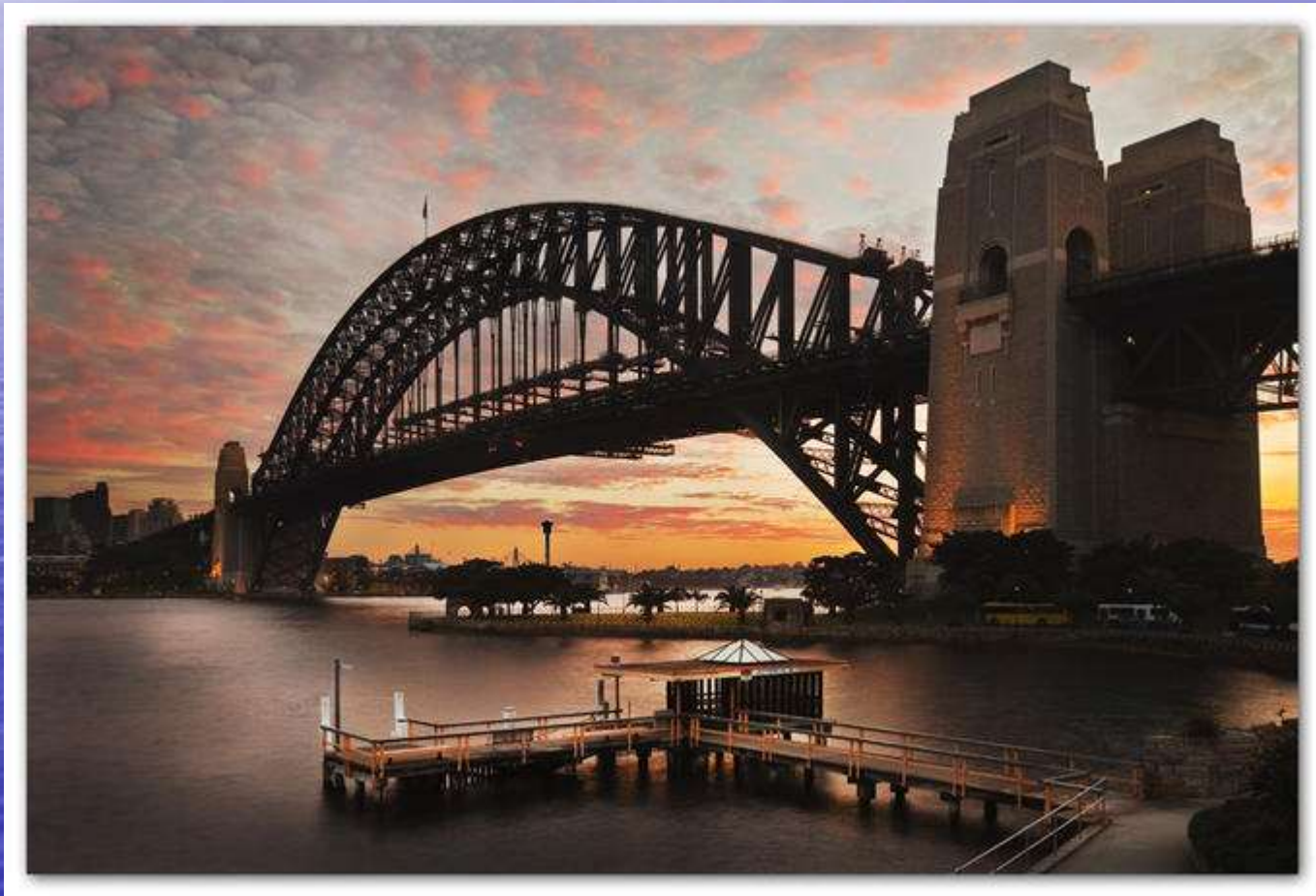




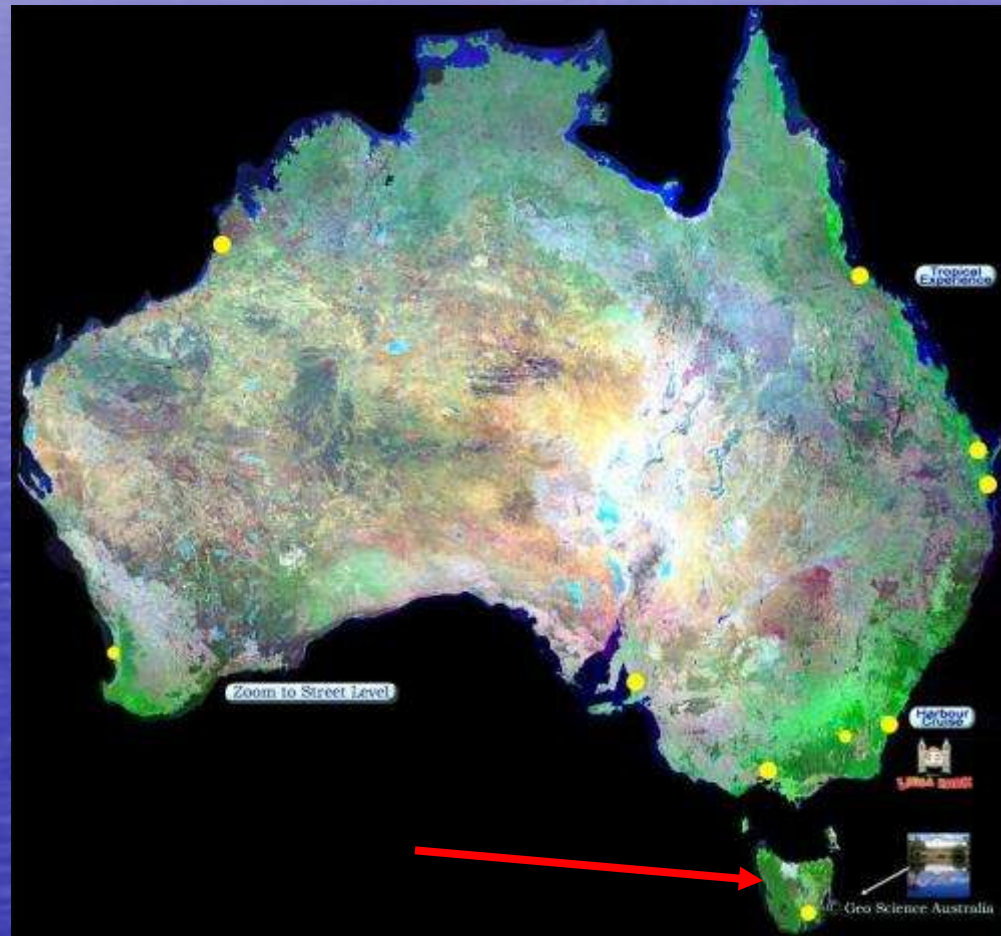
# Australia



# Most notable landmark in Aus



# State of Tasmania



# A DEVIL- Tasmanian variety



# Tasmanian wilderness



# Tasmanian rain forests



# Deforestation in Tasmania



# The price of progress!





# Lake Pedder- up until 1972



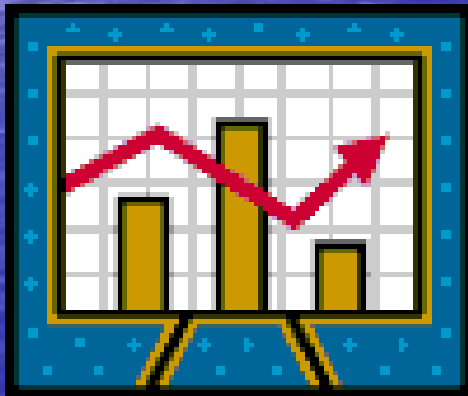
# Lake Pedder now



# Sustainable Development

Present and future local and global balanced development underpinned by three pillars:

- Environment
- Economy
- Community



# DESD

UN declared

Decade of Education for Sustainable  
Development

2005-2014



# Goals of DESD

- To integrate the principles, values, and practices of sustainable development into all aspects of education and training.
- Encourage changes in behaviour that will create a more sustainable future in terms of
  - **environmental** integrity,
  - **economic** viability, and a
  - just **society** for present and future generations where people **live together in harmony**

(UNESCO, 2008)



# World population growth

Much of environmental problems caused by growth in population

1950: 2.6 billion

2000: 6.1 billion

2050: 9.3 billion

(Source: US Census Bureau)



# Consequences of large populations



[http://www.worldofstock.com/search\\_pages/crowded.php](http://www.worldofstock.com/search_pages/crowded.php)

# How can we allow this to continue?



Unhealthy living conditions

Kibera slum, Nairobi, Kenya.  
Photo © Sean Sprague



# Growing population and water supply

\$2 LifeStraw Purifies  
Unsafe Drinking Water



Only one planet for everyone



# Education for Sustainable Development including Learning to live together

Simply means showing you how to leave a  
**healthy planet and contents** for your children



# Education for Sustainable Development

Shared respect and shared responsibility for

- Environment
- Economy and
- Society



# Lifewide PROGRESS Reports: a framework for Learning to live together for Sustainable Development

## Lifewide PROGRESS Reports

Personal  
Response of  
Ongoing  
Growth  
Regarding  
Environment  
Employability  
Society and  
Self

**Lifewide PROGRESS Reports:**  
Learning and recognizing wider student formation

**Lifewide PROGRESS Reports 2011/12**  
(Personal Response of Ongoing Growth Regarding Environmental, Employability, Society and Self)

**Example for student 'Emma' in year 10**

Student Goals	Student Goals for next year	Personal response	Environmental	Employability	Society and Self
Environmental issues	Be part of class tree-planting on 15th Nov. (1st year of school)	Research on local environmental issues and write a report for the school website.	Participate in the school's environmental week activities.	Attend the school's career talks and workshops.	Participate in the school's community service projects.
Employability issues	Attend the school's career talks and workshops.	Research on local environmental issues and write a report for the school website.	Participate in the school's environmental week activities.	Attend the school's career talks and workshops.	Participate in the school's community service projects.
Society and Self	Attend the school's career talks and workshops.	Research on local environmental issues and write a report for the school website.	Participate in the school's environmental week activities.	Attend the school's career talks and workshops.	Participate in the school's community service projects.

**Notes:**  
 Lifewide PROGRESS Reports are developed in partnership with the school's Environmental, Employability and Society and Self Learning Leaders. The reports are developed in partnership with the school's Environmental, Employability and Society and Self Learning Leaders. The reports are developed in partnership with the school's Environmental, Employability and Society and Self Learning Leaders.

# Lifewide PROGRESS Reports

First trial commenced February 2010 at  
City Schools International, Dubai campus



# Lifewide PROGRESS Reports

## Launch:

- 2009 UNESCO World Conference on Education for Sustainable Development, Bonn

## Tested in

- Dubai, at City Schools International
- Kuwait, at Carmel School and ACK
- Singapore, at OLG Primary School
- Philippines at Lorenzo Ruiz De Manila School
- Pakistan, at Beaconhouse School
- Ghana, at Pentecost University College
- Mexico, at Instituto de Villahermosa

# Lifewide PROGRESS Reports

- Environment
- Employability
- Society



Sustainable  
Development



- Self improvement, including:
  - health/fitness/sport
  - hobbies/interests
  - personal values
  - emerging life goals
  - academic performance

Lifewide and  
Lifelong learning





# Lifewide PROGRESS Reports confirm UN Purpose of Education

Education at all  
levels is about:

- improving every part of our lives, as well as
- being more aware of others and the environment



# Lifewide PROGRESS Reports: linking ESD with Delors four pillars of education in 21<sup>st</sup> C

1996 Delors Commission on Education for 21<sup>st</sup> Century  
Four pillars: Learning to live together; know; do and be

- Environment, (Live together)
- Employability, (know and do)
- Society (Live together)
  
- Self improvement, (be) including:
  - health/fitness/sport
  - hobbies/interests
  - personal values
  - emerging life goals
  - academic performance

Sustainable  
Development



Lifewide and  
Lifelong learning



# Lifewide PROGRESS Reports

## Environmental goals for 'Emma':

- tree planting on World Environment Day
- take no carry bag from any shop during year



# Lifewide PROGRESS Reports

## Employability goals for 'Emma':

- participate in sessions for job applications and interviews
- gain part-time work as retail assistant in clothing store



# Lifewide PROGRESS Reports

## Community goals for 'Emma':

- help in book drive for sister school in Africa
- remain an active member of Guides



# Lifewide PROGRESS Reports

Health/fitness/sports goals for 'Emma':

- join the local club junior soccer team



# Lifewide PROGRESS Reports

Hobbies/interests/  
other goals for  
'Emma':

- do an Indian cookery course and a beauty course at ACE



# Lifewide PROGRESS Reports

Values goals for  
'Emma':

- being fairer in my personal relationships and spend time getting to know someone from another culture





# Lifewide PROGRESS Reports

Emerging life goals  
for 'Emma':

- to discover and use my hidden treasure



# Lifewide PROGRESS Reports

Personal academic goal for 'Emma':

- gain average of B+ across all subjects this year



# Lifewide PROGRESS Reports



Comments by school parent Dr Rosa Rios, originally from South America, and her two children, Eddie and Tina:

Dr Rosa: "It confirms that education is more than just about learning to know."

Eddie: "Motivates students who are not good academically."

Tina: "It's a good idea to cover non academic areas."

# Lifewide PROGRESS Reports

- Environment,
- Employability,
- Society



Sustainable  
Development

- Self improvement, including:
  - health/fitness/sport
  - hobbies/interests
  - personal values
  - emerging life goals
  - academic performance

Lifewide and  
Lifelong learning



# Lifewide PROGRESS Reports

- Enable students to **set and review lifewide goals** for personal formation and Learning to live together
- **Holistic perspective** by using ONE sheet of paper
- Empower students towards **self management** of learning
- In **writing** to confirm importance of goal setting
- Provide a framework to review **progress** towards those goals
- Prepare students to manage their **lifelong learning** beyond school

**Lifewide PROGRESS Reports:**  
Encouraging and reviewing whole school education

Example for student 'Emma' in year 10

Area	Goal	Progress	Review
Academic	...	...	...
Personal	...	...	...
Physical	...	...	...
Emotional	...	...	...
Social	...	...	...
Environmental	...	...	...



# Lifewide PROGRESS Reports

For further information:

- email  
[info@pecascentres.com](mailto:info@pecascentres.com)
- visit  
[www.pecascentres.com](http://www.pecascentres.com)

