

Education for Sustainable Development



Shangri-la Institute



Experience of Shangri-la Institute for Sustainable Communities
Nov. 23, 2012 Bangkok

History of Shangri-la Institute

1996-2007 WWF China Education Program
working on national ESD and community-
based education in NW Yunnan

2007-Independent Chinese NGO focusing on
promoting ESD in China

Education for a Sustainable China

Water Education

Climate Change
Education
(RBF)

Biodiversity
Conservation
Education

Civil Society
Development

Swarovski
Water School
for a Living
Yangtze

Water
Community
for Pearl River
(TBD)

Curriculum
Development

Teacher
Training

Pilot Schools

Community
Outreach

National CCE
Guidelines

Eco-China

Community
Integrated
Nature
Reserve for
China

Community
ESD on the
Tibet Plateau

CSR

National
University ESD
Network

SISC Develop

Community as Source of Inspiration



Culture and Nature Are Intertwined



Three Poisons and Antidotes

Wheel of Life



Greed, Anger and Ignorance

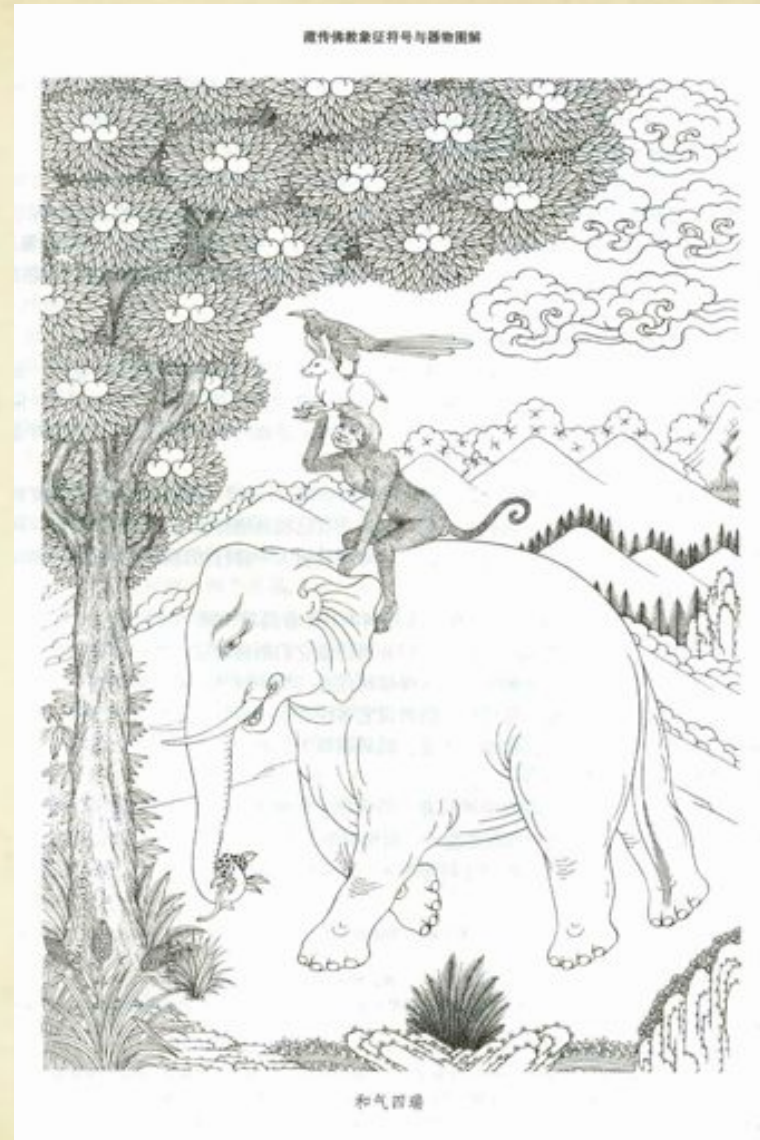


Relationship with others

Compassion

Co-operation

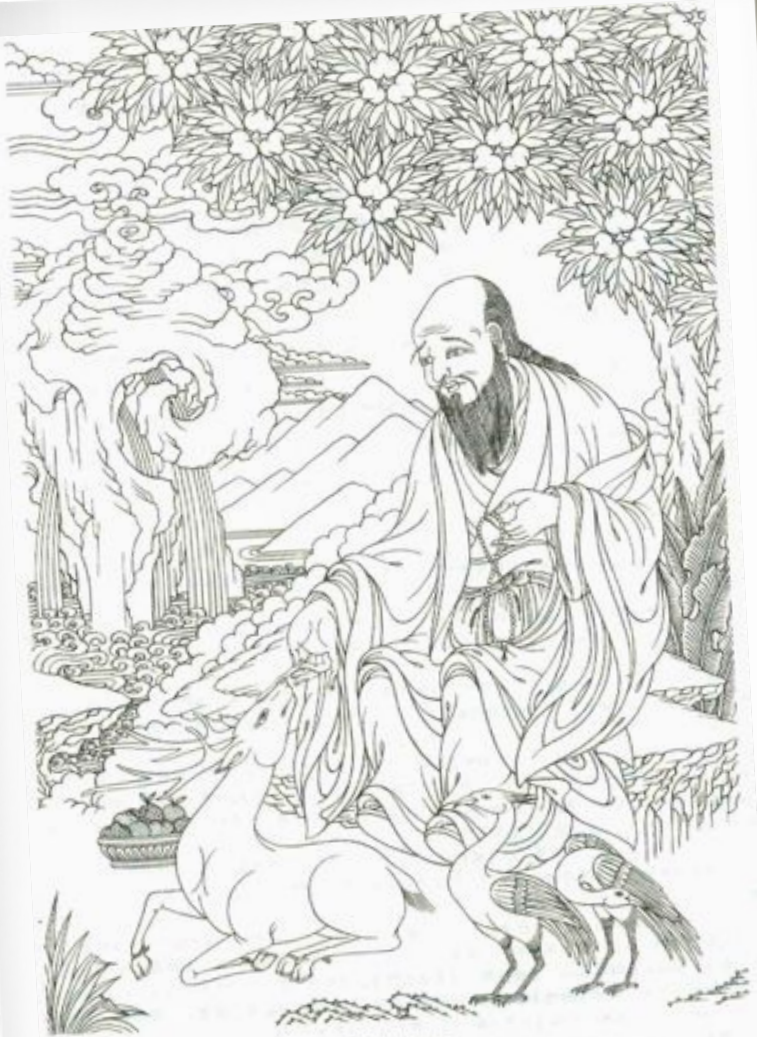
Non-violence and peace



Relationship with the rest of nature

Longevity of mountain, water,
forest, rocks animals and people

Compassion for community of
life and nature



藏式六长寿图

Concepts, Structures and Underpinning Principles



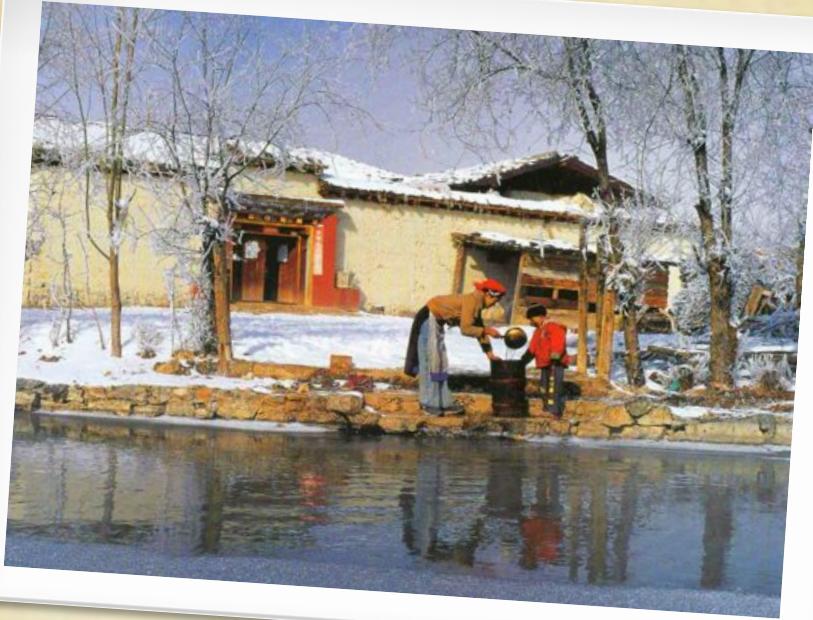
Learning takes place at three levels

- **Individual:** increase knowledge , skills and values, linking with indigenous knowledge, traditional practice and deep belief systems of communities
- **Institutional:** strengthening institutional capacity to enhance collective wisdom, voices and action
- **Societal:** develop learning partnerships, learning platforms and shared values for sustainability

Indigenous knowledge, e.g. Tibetan medicine

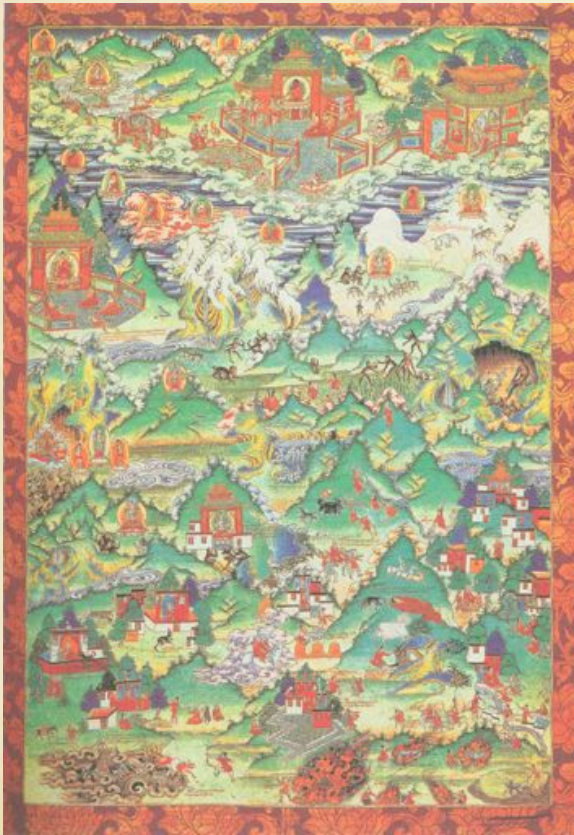


Traditional practices:
following the rules governing
heaven and earth



Deep Belief Systems

- Creation story of the Tibetans



- Tangka painting class in Qinghai Lile CLC



Learning at Institutional level: e.g. Hamugu Community Learning Center



Community Learning and Action at Hamugu CLC



Dongzhulin ESD Center and Water School



Community Learning and Action: combining modern science with local knowledge and traditional practice



Sustainable Communities in Tangka Painting
by Water School Students of Dongzhulin Monastery



BMXS Eco-lodge—community based sustainable natural resource management through ecotourism and community nature reserve development projects







Guiding Principles

— respect diversity and plurality



Guiding Principles

–locally relevant and action based



Guiding Principles—rooted in local culture, e.g. use of local language as vehicle for community learning



Guiding Principles—
participatory, e.g. community
setting the agenda and
driving the process



Villagers on their way to CLC for Vet Training

Underpinning principles—reflexive and adaptive (learning by doing)



Linking and Learning –connecting
with broader structures and decision
making processes



Women Forest Patrolling Team of Bazhu saw their story in China Daily



Education for a Sustainable China



Phase I: Working with 11 Normal Universities

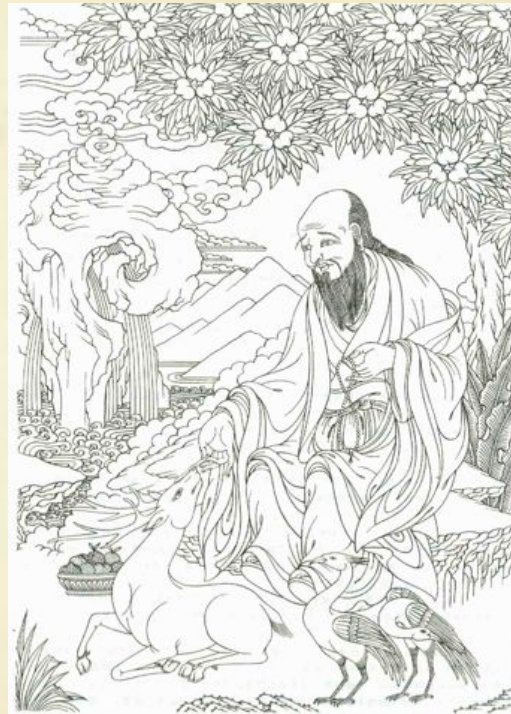
Develop Mutual Understanding and Shared Vision

Six Longevity-Han Style



汉式长寿图：寿星、长寿鹿、仙鹤、岩石、水和树。寿星手持一根龙头竹拐杖，拐杖上挂有一个炼丹用的双葫芦。其头顶上方的蝙蝠和图中象征着幸福和纯净。

Six Longevity-Tibetan Style



藏式六长寿图

Teaching of Confucianism

Benevolence and respect for each other

From self cultivation to harmony and peace under the sky



- Improve yourself,
- Take care of the family,
- Manage your country
- Achieve harmony and peace in the world

Teaching of Daoism

Peace and Non Violence

蜗角之争

如果把地球比作一只蜗牛，那一个无异于蜗牛头上的一角。如果两个国家交战，那就无异于蜗牛的两只角在争斗，是没有任何意义的。

庄子的无为之境中，宇宙是无穷的，有国界的国家处于无穷之宇宙，本就微不足道，若有若无。那么，国家之间自相残杀的战斗又有必要吗？

Harmony with Nature

↑天地
天地不言，养育万物，众人生活得都很好。

Earth Charter



- Participate in Earth Charter in Action
- Apply it in our work e.g. in CCE
- Ethical framework for ESD (BCD and EC)
- (Study on what BCD and EC have in common)
- Translate it into Tibetan



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Let's Build a Sustainable Future Together!

