

PROFESSIONAL DEVELOPMENT  
ONLINE CERTIFICATE PROGRAMME ON

EDUCATION FOR  
**SUSTAINABLE  
DEVELOPMENT**

“Integrate into formal education and life-long learning the knowledge, values, and skills needed for a sustainable way of life.”

*Principle 14 – Earth Charter*

## OVERVIEW

This unique programme is designed to provide participants with the understanding, knowledge, and skills to integrate Education for Sustainable Development and Education for Global Citizenship into classrooms, schools, and curricula with depth and creativity. Unlike most programmes in sustainability, in these courses the Earth Charter (EC) is used as a central feature of this approach. The EC provides a broad, inclusive and powerful values-based orientation that can be infused within the missions and purposes of most educational programmes. Instructionally, the methodologies introduced are ones that can be applied to all learning across the curriculum and across grade levels.

# PROGRAMME OBJECTIVES

Strengthen the knowledge, skills, and abilities of educators to implement Education for Sustainable Development and Education for Global Citizenship in their work, providing a space for dialogue and professional update on pedagogical processes of transformative learning that respond to the new guidance and educational needs in this area.

## **This Programme seeks to:**

- Clarify concepts of sustainability, sustainability values and principles, sustainable lifestyles and responsible consumption; and global citizenship, as well as the synergies between them.
- Deepen and expand knowledge about new paradigms of education in the field of education for sustainability, and how it relates to education for global citizenship, sustainable lifestyles, and transformative education.
- Strengthen capacities and skills of the educators to integrate the values of sustainability in their areas of action, and develop educational programmes that promote a new awareness of our relationship with the environment and sustainable lifestyles.
- Explore methodological and transforming pedagogical elements that can be used in educational programmes.
- Motivate and inspire educators to contribute, through their areas of action, in building more coherent, harmonious, and sustainable societies.
- Stimulate the exchange of experiences between educators from different contexts and regions.

## SOME EXPECTED RESULTS

When completing the Certificate Programme, the participants will:

- Develop a greater understanding of sustainable development, and its application in education.
- Be familiar with new paradigms of education within the framework of Education for Sustainable Development, and related themes.

- Deepen knowledge and pedagogical tools to incorporate values-based education for sustainable development in educational programmes and processes.
- Internalize the ethical framework for sustainable development that is articulated in the Earth Charter, as a set of fundamental principles and values for building a more just, sustainable, and peaceful society.
- Strengthen the abilities and skills to work with values and principles of sustainability and the Earth Charter in educational programmes.

## PARTICIPANTS PROFILE

This programme is aimed at professionals or academics in the area of education of public or private institutions, being pre-school, school, high school or higher and non-formal education. Professionals in education who seek to improve their careers and who are interested in promoting and practicing sustainability in their environment.

## METHODOLOGY

This is an online Certificate Programme, therefore sessions follow the model of asynchronous learning, where participants have flexibility to complete the sessions when it is convenient for them within each course time limit. However, there will be five real time webinars, one at the beginning of the programme and one at the end of each course, to give the possibility for participants and facilitators to meet and interact more.

The Certificate Programme has a duration of **five months**.

It consists of **four courses plus five seminars**.

Each course consists of five sessions (one per week).

The minimum hourly load per participant required to take this programme is 124 hours, which involves 4 hours per week to read and see all the materials per session, plus the time for the seminars, and the preparation and implementation of a final project (individually or in group).

# COURSES

The courses provide a balance of theoretical and practical analysis, and includes video presentations, individual study materials, and forums where the group discusses the subjects brought in each session. The four courses offered are:

**1. *A Planetary Perspective: Toward a Culture of Peace, Sustainability, and Well-Being***

Facilitators: Lorna Down and Rosalyn McKeown

**2. *Values and Principles for Sustainability: The Earth Charter as an Ethical Framework and a Call to Action***

Facilitators: Mirian Vilela and Alicia Jimenez

**3. *Transformative Learning and ESD: A Holistic Pedagogy Grounded in the Neurosciences***

Facilitator: Sam Crowell

**4. *The Way Forward: Models and Skills for Implementing ESD with the Earth Charter***

Facilitator: Mark Hathaway

## REQUIREMENTS TO OBTAIN THE CERTIFICATE

- Complete the readings and tasks required in each course and session.
- Participate actively in the discussions forum
- Develop and implement the final project in a workshop or classroom activity format.
- Send final project report

To receive a certificate of completion the participant must take part in the 4 courses and at least 3 seminars/webinars.

## FINAL PROJECT

Participants will create a project or design a workshop (for a specific context) to apply the knowledge on education for sustainability and the Earth Charter. The design stage will be done in parallel to course 4, as a group (in order to stimulate collective creation); the implementation and written analysis will be held individually (it can be done in groups if participants live nearby). Participants will have three months to complete their final project involving the design and implementation of a workshop of a minimum of 8 hours, and a final analysis of the experience presented in writing.

## FACILITATORS



**DR. SAM CROWELL** is professor emeritus of education at California State University–San Bernardino and a founder and co-director of the MA in Holistic and Integrative Education and the Center for Holistic and Integrative Learning. He has worked as an elementary school teacher, a principal, an administrator, and a university professor. He considers himself a holistic educator and an advocate of the artistry of teaching. He has been actively engaged with Education for Sustainable Development and the Earth Charter and co-authored the book, “The Re-Enchantment of Learning: A Manual for Teacher Renewal and Classroom Transformation” published by Corwin Press, and the book, “Emergent Teaching: A Path of Creativity, Significance, and Transformation.”



**DR. LORNA DOWN** is a Retired Senior Lecturer in the School of Education, University of the West Indies, Mona, Jamaica. She has co-authored a number of language text books and has published widely in the areas of Education for Sustainable Development, Literature and Teacher Education. Her current research focus is in the field of Teacher Education, Education for Sustainable Development and Literature. A founding member of MESCA (Mainstreaming Environment and Sustainability in Caribbean Universities), Dr. Down, along with other colleagues, has developed awareness and practice in Education for Sustainable Development and Climate Change Education for Sustainable Development throughout the Caribbean region. She has also conducted ESD/CCESD workshops internationally. Dr. Down is also the Editor of the Caribbean Journal of Education.



**DR. MARK HATHAWAY** is an adult educator who specializes in the interconnections between ecology, economy, social justice, spirituality and cosmology. Mark is a doctoral candidate in Adult Education programme of the Institute for Studies in Education of Ontario and collaborative programme of Environmental Studies at the School of the Environment at the University of Toronto, Canada. His doctoral research, supported by the Canadian Research Council of Social Sciences and Humanities, through a scholarship graduate of Vanier, explores transformative learning processes involved in the development of a worldview and ecological wisdom. He is co-author of *The Tao of Liberation: An Ecology of Transformation* (2009) with Leonardo Boff.



**DR. ROSALYN MCKEOWN** is Secretariat for the UNESCO Chair on Reorienting Teacher Education to Address Sustainability at York University in Canada. She is an education for sustainable development (ESD) advisor for Kappa Delta Pi International Honor Society in Education. She served for three years as a Programme Specialist in the ESD Section at UNESCO Headquarters in Paris and has over 60 publications of which 25+ are in peer-reviewed journals. Rosalyn earned B.A. in geography from the University of California – Los Angeles, an M.S. in teacher education from the University of Tennessee, an M.A. and Ph.D. in geography from the University of Oregon. Rosalyn is the primary author of the *Education for Sustainable Development Toolkit*. She primarily taught teacher-preparation courses and was a high school teacher. Rosalyn won an award from the North American Association for Environmental Education for outstanding contribution to environmental education by an individual working at the global level and an award from the *Journal of Geography* for an outstanding article on geography program development.



**MIRIAN VILELA** is the Executive Director of the Earth Charter International Secretariat and the Center for Education for Sustainable Development at UP-EACE. Mirian has been working with the Earth Charter Initiative since early 1996. She coordinates the UNESCO Chair on Education for Sustainable Development with the Earth Charter. She was a member of the UNESCO Expert Reference Group for the Decade of Education for Sustainable Development (DESD) and has been a visiting professor on Sustainable Development at the University for Peace since 2005. Over the years she has lead and facilitated numerous international workshops, courses, and seminars on values and principles for sustainability. Mirian holds a Master's Degree in Public Administration from the Harvard Kennedy School of Government, where she was an Edward Mason Fellow and is finalizing her Doctorate on Education. She is originally from Brazil.



**ALICIA JIMENEZ** works at the Earth Charter International Secretariat in Costa Rica. She is biologist and has been working in conservation and sustainable development field since 1998. She worked several years in IUCN Mesoamerica's Regional Office and then started a professional services co-op called Coopesolidar, based in San Jose, Costa Rica. She got an MSc degree on Resource Development at Michigan State University, USA, and worked at the Center for Latin American Studies of this University. Then, she moved back to Costa Rica, started to work at the National University of Costa Rica. This University is a strong partner of the Earth Charter Initiative. In 2006 she joined the Earth Charter International Secretariat, and is in charge of promoting as widely as possible the Earth Charter, especially in Latin America, Africa, Middle East and Asia Pacific. In addition, she is involved with the Secretariat's projects on education for sustainable development.

## TUITION

Certificate fee: US\$1,300

Flexible payment plans.

Payment methods:

- Credit card
- Bank transfer

## UNESCO CHAIR

This Certificate Programme was developed under the framework of the UNESCO Chair in Education for Sustainable Development with the Earth Charter, coordinated by the Earth Charter Center for Education. The Chair is a collaborative effort between UNESCO, Earth Charter International, and the University for Peace to develop educational programmes and research activities related to education, sustainability, and ethics using the Earth Charter as a fundamental reference.

## INSTITUTIONAL SUPPORT

The Certificate of Completion will be awarded by the University for Peace and the Earth Charter Center for Education for Sustainable Development, under the UNESCO Chair.

## EARTH CHARTER CENTER FOR EDUCATION FOR SUSTAINABLE DEVELOPMENT

The Earth Charter Center for Education for Sustainable Development, established by Earth Charter International, has a mission to “*promote the transition to sustainable ways of living and a global society founded on a shared ethical framework that includes respect and care of the community of life, ecological integrity, universal human rights, respect for diversity, economic justice, democracy, and a culture of peace*”, with a special focus on education.

The Center offers a variety of educational programmes on sustainable development values, leadership and education for policy makers, education professionals, youth, and the general public.

## UNIVERSITY FOR PEACE

The University for Peace, established by an international agreement adopted by the United Nations General Assembly in its resolution 35/55 of December 5th, 1980, has a mission to: *“provide humanity with an international institution of higher education for peace, with the aim of promoting among all human beings a spirit of understanding, tolerance, and peaceful coexistence, to stimulate cooperation among peoples and help overcome obstacles and threats to world peace and progress, consistent with the noble aspirations proclaimed in the United Nations Charter”*.

UPEACE offers Master’s programmes in Peace and Conflict Studies and Education for Peace (among others) for students from all over the world; the students have the opportunity to receive an education in a unique environment, with a combination of multicultural perspectives, theories and practical applications.

# RATIONALE

## WHY AN EDUCATION FOR SUSTAINABLE DEVELOPMENT?

Facing the current global challenges requires new ways of seeing the world, of thinking, of acting and treating ourselves as a community of life. Education has the potential to contribute significantly with awareness and social transformation processes, as well as promoting the cultural and paradigm changes towards more sustainable ways of living. Therefore, in order to address the unsustainability challenges of our present time, it is required to reorient and strengthen the role of education, as well as the teacher's role in building more just, sustainable, and peaceful communities.

This 100% online Certificate Programme is a great opportunity for participants to develop and strengthen their knowledge, skills, attitudes, values related to sustainability, and a sense of global citizenship, so that they can bring this vision into their teaching practice and areas of work. In specific, the programme seeks to strengthen teachers' capacities to incorporate the values and principles of sustainability into their curricula and educational practices.

## POLICY BACKGROUND:

This programme was developed to support the growing international commitment to promote Education for Sustainable Development, which is reflected in various agreements, policies and programmes, such as the *Declaration of Aichi-Nagoya on Education for Sustainable Development (2014)* and the Global Action Programme for Education for Sustainable Development promoted by UNESCO, to give continuity to the United Nations Decade of Education for Sustainable Development (UNDESD 2005-2014). These are closely related to Article 6 on Education for Climate Change by the Framework Convention of the United Nations on Climate Change; the Programme on Sustainable Lifestyles and Sustainable Education of the Framework of Programmes on Sustainable Consumption and Production (2012-2021), Goal 4 (4.7.) of Agenda 2030 of the United Nations; and the results of the World Education Forum (2015). This Programme will provide an opportunity for participants to become familiar with these international instruments and guidance in the field of education.

The Earth Charter is an ethical framework that articulates the values and principles to achieve a more just, sustainable, and peaceful world. It emerged as a result of a process of dialogue and a decade-long multi-cultural and multi-sectorial global consultation; and it seeks to promote the transition to more sustainable forms of life. In 2003, UNESCO adopted the Resolution (Reference 32 C/17) where it recognizes the Earth Charter as an important ethical framework for sustainable development, and acknowledge its ethical principles, its objectives and its contents, as an expression that coincides with UNESCO's vision.



United Nations  
Educational, Scientific and  
Cultural Organization



UNESCO Chair on Education  
for Sustainable Development with the Earth Charter  
Earth Charter Center for Education for Sustainable Development  
University for Peace

**EARTH CHARTER CENTER FOR EDUCATION FOR SUSTAINABLE DEVELOPMENT  
AT THE UNIVERSITY FOR PEACE**

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