

Chapter 1 : Education & Development - Division of Inclusion, Diversity & Equity

Education Development Center (EDC) New skills and knowledge can spark a lifetime of change. For 60 years, Education Development Center (EDC), has designed and delivered programs in education, health, and economic opportunity that provide life-changing opportunities to those who need them most.

The Brundtland Commission defined sustainable development as meeting the needs of the present generation without putting at risk the capacity of generations to come in meeting their own requirements. This may include, for example, instruction about climate change, disaster risk reduction, biodiversity, and poverty reduction and sustainable consumption. It also requires participatory teaching and learning methods that motivate and empower learners to change their behaviours and take action for sustainable development. ESD consequently promotes competencies like critical thinking, imagining future scenarios and making decisions in a collaborative way. Economic growth and the creation of wealth have reduced global poverty rates, but vulnerability, inequality, exclusion and violence have increased within and across societies throughout the world. Unsustainable patterns of economic production and consumption contribute to global warming, environmental degradation and an upsurge in natural disasters. Moreover, while international human rights frameworks have been strengthened over the past several decades, the implementation and protection of these norms remain a challenge. For example, despite the progressive empowerment of women through greater access to education, they continue to face discrimination in public life and in employment. Violence against women and children, particularly girls, continues to undermine their rights. Again, while technological development contributes to greater interconnectedness and offers new avenues for exchange, cooperation and solidarity, we also see an increase in cultural and religious intolerance, identity-based political mobilization and conflict. Rethinking the purpose of education and the organization of learning has never been more urgent. Recent changes in service learning, a focus on literacies and skills, standards that support interdisciplinary thinking, and the role of systems thinking have all increased the visibility of the movement. ESD seeks to engage people in negotiating a sustainable future, making decisions and acting on them. It is generally agreed on that sustainability education must be customized for individual learners, [12] Education for Sustainability EfS, in particular, focuses not on the environmental, social and economic loci of education but on the human skills that are needed for any environmental education to succeed. These thinking and relational skills are thus fundamental, not just to ESD, but to education in general. The premise is that if we know where we want to go, we will be better able to work out how to get there. Critical thinking skills help people learn to examine economic, environmental, social and cultural structures in the context of sustainable development. Education [17] for sustainability is the practice of learning how to achieve global and local sustainable communities. The objectives of the DESD are to: UNESCO invited governments and non-governmental organizations with official partnerships with UNESCO to nominate 3 individuals, institutions or organizations working in the field of education for sustainable development. In order to be part of the UNESCO award, provided that it participates in one or more of the five areas of work of the program of education for sustainable development. This award is the first to be presented since its inception in the field of education for sustainable development. This award is being funded by the Government of Japan. Article 6 of the United Nations Framework Convention on Climate Change states that "States should facilitate education programs for awareness on climate change". Education in climate change for sustainable development aims to improve understanding of the key concepts of sustainability and the blood of these four directions: On the other hand, NGOs as a partner of the government contribute to sustainable development as a real contribution, and have succeeded in building development awareness, stability and employment through a real and effective participation in the development process. It also has a role in finding a balance between the ecosystem and the economy to conserve natural resources. Organizations are the right arm of governments in the process of sustainable development. Global Action Programme on Education for Sustainable Development GAP on ESD [edit] The UN Decade of Education for Sustainable Development took place from 2005 to 2015, with the goal of emphasizing education in all its forms formal, non-formal and informal as an indispensable element for achieving

sustainable development. Reorienting education and learning so that everyone has the opportunity to acquire the values, skills and knowledge that empower them to contribute to sustainable development; and Enhancing the role of education and learning in all relevant agendas, programmes and activities that promote sustainable development. Transforming learning and training environments; 3. Building capacities of educators and trainers; 4. Empowering and mobilizing youth; 5. Accelerating sustainable solutions at local level. Due to its strong linkages with sustainable development, the GAP on ESD provides an excellent framework for understanding the types of education, training and public awareness initiatives conducive to enabling people of all ages to understand and implement solutions for solving the complex problems presented by climate change. End poverty in all its forms everywhere. Ending hunger, achieving food security, improving nutrition and promoting sustainable agriculture. Ensure healthy living and promote well-being for all ages. Ensure universal and equal quality education and enhance lifelong learning opportunities for all. Gender equality Achieve gender equality and empower all women and girls. Clean and healthy water. Ensure abundance and sustainable water and health management for all. Renewable and affordable energy. Ensure affordable, reliable and sustainable energy access for all. Good jobs and economy economics. Promote sustainable, comprehensive and sustainable economic growth, full and productive employment, and decent work for all. Innovative and good infrastructure. Build a flexible infrastructure and promote comprehensive, sustainable manufacturing and innovation promotion. Reducing inequality within States and between States and each other. Cities and sustainable communities. Make cities and human settlements inclusive, secure, flexible and sustainable. Responsible use of resources. Ensure sustainable consumption and production patterns. Action to combat climate change and its impacts. Sustainable and sustainable use of oceans, seas and marine resources for sustainable development. Sustainable use of land. Protect, restore and promote the sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, halt and restore land degradation and halt loss of biodiversity. Promoting peaceful and inclusive societies for sustainable development, providing access to justice for all and building effective, accountable and inclusive institutions at all levels. Partnership for Sustainable Development. Strengthening the means to implement and revitalize the global partnership for sustainable development. With its overall aim to develop cross-cutting sustainability competencies in learners, ESD is an essential contribution to all efforts to achieve the SDGs, enabling individuals to contribute to sustainable development by promoting societal, economic and political change as well as by transforming their own behaviour. ESD can produce specific cognitive, socio-emotional and behavioural learning outcomes that enable individuals to deal with the particular challenges of each SDG, thus facilitating its achievement. In short, ESD enables all individuals to contribute to achieving the SDGs by equipping them with the knowledge and competencies they need, not only to understand what the SDGs are about, but to engage as informed citizens in bringing about the necessary transformation. It acts as a convener, catalyst, and communicator working across all sectors of American society. Partnership was conceived at a November "Open Space" gathering held in Washington, DC that included almost participants from a diverse range of sectors including K and higher education, science and research organizations, conservation and environmental NGOs, faith communities, living institutions, youth advocacy organizations, government agencies and others. How the Decade could be leveraged to advance education for sustainable development ESD in the United States; What were the opportunities for collaboration within and across sectors; and How could widespread engagement in the Decade by U. A subsequent strategic planning retreat on the campus of Gettysburg College in Pennsylvania gave shape to the emerging Partnership. An "Interim Steward" would provide ongoing facilitation and leadership. Participants decided that the Partnership would not design or implement programs of its own. The Partnership supports its vision and mission through periodic conference calls, in-person meetings and events, and its website. Action and Sector Teams remain key operational components of the Partnership, carrying out a range of activities in support of its mission and vision. Action Teams are responsible for planning and carrying out joint activities that support the entire partnership e. Sector Teams focus on the needs of their own sector e. The Disciplinary Associations Network for Sustainability and the Higher Education Associations Sustainability Consortium are networks of national higher education associations integrating information about our urgent sustainability challenges and solutions into education.

The Decade and the U. Partnership provide international and national context for such efforts, helping to promote and strengthen education for sustainable development in the United States. Education and sustainable development are two sides of a single coin. Their human goal is to build human beings and develop their capacities to achieve sustainable development in an efficient and equitable manner in which life choices are available to people. Therefore, education is the heart of development and its solidity and that the success of development in any society depends very much on the success of the educational system in this society. Education is therefore the key to progress, the instrument of renaissance and the source of strength in societies. Therefore, there is a close relationship between education and sustainable development so that development can not achieve any step unless qualified manpower is available and therefore the process of education is the basis of the process of sustainable development. Hence, the learning process is closely related to sustainable development, namely, investment in human beings and human beings. This has led to a radical shift in educational development thinking, which focuses on the development of human capacities and the importance of education as the focus of real development and human capacity development. Where Chinese wisdom says: If you want to invest for one year and the wheat flour and if you want to invest for ten years tree sap and if you want to invest life and flourish in people. Therefore, education is the one that pushed man to the heart of the development process and the slogan of no development without human beings and therefore the comprehensive sustainable development is no longer dependent on physical capital only But the most important need is the presence of a trained and qualified workforce capable of producing more and more. Sustainable development in Canada[edit] Sustainable Development Strategy for organizations in Canada is about the Government of Canada finding ways to develop social, financial, and environmental resources that meet the needs of the present without compromising the ability of future generations to meet their own needs in Canada. A Sustainable Development Strategy for the organization needs to be developed that establishes the Sustainable Development goals and objectives set by the Auditor General Act of Canada and provides the written policies and procedures to achieve them. Sustainable Development is based on responsible decision-making, which considers not only the economic benefits of development, but also the short-term and long-term, Canadian environment and environmental impacts. Sustainability education by private industry[edit] The private sector plays an increasingly important role in environmental and sustainability education. In recent years, as the seriousness of problems such as climate change and hazards to the environment have received more emphasis, corporate environmental responsibility CER and sustainability education has been discussed more frequently. Nearly half of respondents to the GreenBiz survey whose companies have no current program believe their company will begin educating employees in the next two years. For example, Cisco employees live and work in a Web 2. A number of other reports have been published by the NEEF detailing the benefits of sustainability education in corporations and provide some examples and case studies of how corporations embed sustainability education into their operations.

Chapter 2 : Education | U.S. Agency for International Development

"Educational development" is the most inclusive term for POD Network members' work, which encompasses a number of subfields, described below: Faculty/Graduate Student/Postdoc Development. Faculty, graduate student, and postdoctoral scholar development refers to those programs which focus on the individual instructor or future faculty member.

Explore the latest strategic trends, research and analysis Education is a human right. And, like other human rights, it cannot be taken for granted. More than million children do not complete primary education. Behind these figures there are children and youth being denied not only a right, but opportunities: This year, decision-makers will set the priorities for global development for the next 15 years. They should make sure to place education high on the list. The deadline for the Millennium Development Goals is fast approaching. We have a responsibility to make sure we fulfill the promise we made at the beginning of the millennium: The challenge is daunting. Many of those who remain out of school are the hardest to reach, as they live in countries that are held back by conflict, disaster, and epidemics. And the last push is unlikely to be accompanied by the double-digit economic growth in some developing economies that makes it easier to expand opportunities. Nevertheless, we can succeed. Over the last 15 years, governments and their partners have shown that political will and concerted efforts can deliver tremendous results – including halving the number of children and adolescents who are out of school. Moreover, most countries are closing in on gender parity at the primary level. Now is the time to redouble our efforts to finish what we started. But we must not stop with primary education. That is why we must also set targets for secondary education, while improving quality and learning outcomes at all levels. Addressing the fact that an estimated million children worldwide are not learning the basic skills they need to enter the labor market is more than a moral obligation. It amounts to an investment in sustainable growth and prosperity. For both countries and individuals, there is a direct and indisputable link between access to quality education and economic and social development. Likewise, ensuring that girls are not kept at home when they reach puberty, but are allowed to complete education on the same footing as their male counterparts, is not just altruism; it is sound economics. Communities and countries that succeed in achieving gender parity in education will reap substantial benefits relating to health, equality, and job creation. All countries, regardless of their national wealth, stand to gain from more and better education. Learners of all ages need to become familiar with new technologies and cope with rapidly changing workplaces. According to the International Labour Organization, an additional million jobs will be needed by Robust education systems – underpinned by qualified, professionally trained, motivated, and well-supported teachers – will be the cornerstone of this effort. Governments should work with parent and teacher associations, as well as the private sector and civil-society organizations, to find the best and most constructive ways to improve the quality of education. Innovation has to be harnessed, and new partnerships must be forged. Of course, this will cost money. But we have the resources necessary to deliver. What is lacking is the political will to make the needed investments. For the first time in history, we are in the unique position to provide education opportunities for all, if only we pull together. We cannot miss this critical opportunity. To be sure, the responsibility for providing citizens with a quality education rests, first and foremost, with national governments. Aid cannot replace domestic-resource mobilization. But donor countries also have an important role to play, especially in supporting least-developed countries. We must reverse the recent downward trend in development assistance for education, and leverage our assistance to attract investments from various other sources. Together, we need to intensify efforts to bring the poorest and hardest to reach children into the education system. Education is a right for everyone. It is a right for girls, just as it is for boys. It is a right for disabled children, just as it is for everyone else. It is a right for the 37 million out-of-school children and youth in countries affected by crises and conflicts. Education is a right regardless of where you are born and where you grow up. It is time to ensure that the right is upheld. This article is published in collaboration with Project Syndicate. Publication does not imply endorsement of views by the World Economic Forum. Erna Solberg is Prime Minister of Norway. Students attend a class at the Oxford

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Development education in youth work aims to support young people to increase their awareness and understanding of the interdependent and unequal world in which we live, through a process of interactive learning, debate, action and reflection.

What is Educational Development? Educational development is a growing and vibrant field, defined as: What all of these definitions have in common is the enhancement of the work of colleges and universities, often with a focus on teaching and learning. Specialists in this area provide consultation on teaching, including class organization, evaluation of students, in-class teaching methods, active learning strategies, emerging teaching and learning technologies, and all aspects of design and presentation. An additional frequent focus of such programs is the instructor as a scholar and professional. These programs offer assistance in career planning, professional development in scholarly skills such as grant writing, publishing, committee work, administrative work, supervisory skills, and a wide range of other activities expected of faculty. For graduate and professional students, these programs might take the shape of Preparing Future Faculty or Preparing Future Professionals, designed to prepare them for future career directions. A third area on which these programs focus is the instructor as a person. Instructional Development Instructional Development takes a different approach for the improvement of the institution, with a focus on the course, the curriculum and student learning. In this approach, instructors become members of a design or redesign team, working with instructional design specialists to identify appropriate course structures and teaching strategies to achieve the goals of instruction. Instructional development programs can also examine how a course fits into the overall departmental and institutional curriculum; they help define instructional goals and methods that will maximize learning; they evaluate course effectiveness in terms of goal achievement; they support faculty in selecting and using teaching and learning technologies; and they produce or evaluate learning materials for use in the course. Many instructional development programs include a media design component. Many programs have expanded this focus to include training faculty members and teaching assistants to perform these functions themselves. This involves the presentation of workshops on course design, alternative instructional methods, new and effective technological tools or learning management system features, and materials production. This expansion also frequently includes an assessment component that either studies a variety of questions about instructional effectiveness or assists faculty members and graduate students in conducting their own studies of course methods. The philosophy behind these programs is that members of the institution should work as teams to design the best possible courses with the resources available. Organizational Development Organizational Development provides a third perspective on maximizing institutional effectiveness. The focus of these programs is the organizational structure of the institution. Many centers are involved in large-scale institutional change efforts, involving high-level college and university priorities, such as grants designed to transform teaching and learning structures and practices. Similar activities include helping academic units plan and enhance their curricula, through processes such as assessment, curriculum mapping, and discussion of learning goals. Do intended outcomes match achieved outcomes? Do curricular plans need to be updated? What is the change process? Still other programs deal with personnel issues involving faculty. How are faculty evaluated and rewarded? How are they prepared for changes in the institution, including their own retirement? What is the effect of unionization, departmentalization, and professionalization? A third area of organizational development focuses on developing leadership capacities in faculty and administrators. One activity such programs offer is administrative development for department chairs, deans and other decision makers. The reasoning is that these are the individuals who will be making the policies that affect how courses are taught, how faculty are hired and promoted, and how students are admitted and graduated. Across all of these emphasesâ€”institutional change, personnel, leadershipâ€”the key focus of organizational development is a structural lens to improve educational practices. Are we asking the right questions? A conceptual review of the educational development literature in higher education. Review of Educational Research, 82 1: Toward a scholarship of teaching and learning in educational development. Resources for Faculty, Instructional and

Organizational Development, 25 pp. Reflections on the state of the scholarship of educational development. To Improve the Academy, 33 1: Creating the future of faculty development: Learning from the past, understanding the present.

Chapter 4 : General Educational Development - Wikipedia

Tal Rafaeli Senior Consultant The art of school inspections. 05 September Tal has 14 years of experience in the education sector. She started her path as an educator herself - working for many years as the educator of young adults in informal education.

Chapter 5 : Department of Education and Training Victoria

www.nxgvision.com is the one place I can go to find the resources I need for my students, no matter what kind or level of support is right for them.

Chapter 6 : What is development education? | Development Education Programme

No Upcoming Events Found The EDC publishing staff currently has no scheduled trade show or events. Please check back soon as events are frequently added.

Chapter 7 : Education for sustainable development - Wikipedia

Obtaining a quality education is the foundation to creating sustainable development. In addition to improving quality of life, access to inclusive education can help equip locals with the tools.

Chapter 8 : What is Educational Development? - POD Network

Education is Transformational. Education serves as a driver for development and the elimination of extreme poverty. Education is transformational for individuals and societies--it creates pathways to better health, economic growth, a sustainable environment, and peaceful, democratic societies.

Chapter 9 : Educational Development Corporation: Main

Education for Sustainable Development With a world population of 7 billion people and limited natural resources, we, as individuals and societies need to learn to live together sustainably. We need to take action responsibly based on the understanding that what we do today can have implications on the lives of people and the planet in future.