

# International Earth Charter Education Conference

A Conference on Education, the Earth Charter,  
and the Sustainable Development Goals

**Leading the Way to Sustainability 2030**

## Abstracts

29 – 31 January 2019

San José, Costa Rica

### Organized by

Earth Charter Center for Education for Sustainable Development at the University for Peace



United Nations  
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Cultural Organization



- UNESCO Chair on Education
- for Sustainable Development with the Earth Charter
- Earth Charter Center for Education for Sustainable Development
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## Day 1 – Tuesday, 29 January

9:00am – 1:00pm – PLENARY SESSIONS

### PLENARY SESSION I: SETTING THE TONE AND GETTING THE BEAT: THE EARTH CHARTER IN EDUCATION

#### ***Earth Charter Education: Experiences and Lessons Learnt***

**Mirian Vilela, Earth Charter International (Brazil/Costa Rica)**

For more than 20 years; the Earth Charter Initiative has worked in contributing to the field of Education for Sustainability and Education for Global Citizenship with a special focus on values clarification and examination. Significant efforts have been undertaken to incorporate the values and principles articulated in the Earth Charter, with a systemic approach, in different areas and contexts. This experience demonstrates that values-based education can be done through self-reflexions, interactions, dialogue and participatory process and without imposition. The purpose of our work has been to expand and deepen human vision and consciousness about our relationships with ourselves and with the great community of life. In this presentation, I will share some reflections on our experience in offering such workshops and courses since 1996 and the findings of a research involving more than 100 Earth Charter education experiences carried out by various groups on all the continents of the world. This presentation will share seven pedagogical elements, identified through this study, which can be considered in processes of education and learning related to values of sustainability and global citizenship.

#### ***Radical Hope, World-Affirming Spirituality, and Intergenerational Action: A Vision for 2030***

**Peter Blaze Corcoran, Florida Gulf Coast University (United States)**

Professor Corcoran will share thoughts on the Earth Charter's capacity to inspire the extraordinary hope much-needed in dark times. He will reflect on the depth and power of the spiritual foundation of the Charter to support values consistent with achieving the Sustainable Development Goals. Finally, he will speak to the Earth Charter's valorization of intergenerational equity as an inspiration for action.

### PLENARY SESSION II: PEDAGOGICAL APPROACHES FOR EDUCATION FOR SUSTAINABILITY

#### ***The Transformative Work of Shifting Consciousness: A Holistic Perspective of ESD and the Earth Charter***

**Sam Crowell, California State University (United States)**

This presentation will focus on the need for a transformative educational approach to the Earth Charter that holistically integrates its fundamental assumptions and values into pedagogical processes and institutional culture. It will introduce a "5E" (4E + 1) theory of cognition that re-orientes our thinking toward a holistic understanding of learning and being.

#### ***Categorical System Based on Ecopedagogy and its Practices***

**María Vilches Norat, Universidad Metropolitana (Puerto Rico)**

In this Conference, we will present part of the qualitative research findings that we made in order to elaborate an intervention programme to improve the integration of ecopedagogy principles and the Earth Charter to the vision and actions of the Eco-schools Programme of Puerto Rico. We will share the integrated system of categories that emerged from the content analysis of the Charter of Ecopedagogy and from twelve formal education experiences compiled by the Earth Charter International and the Center for Ecoliteracy. Among the most relevant findings is that ecopedagogy contains a holistic vision of education that aims at the development of an ecological conscience, the promotion of a solidary ethic and the establishment of a culture of sustainability in our societies. From the cases, it became apparent that emergent, experiential, interdisciplinary, ethical, affective and critical-practical methodological approaches with

practices oriented to collective projects, socio-affective dynamics, artistic expressions and direct experiences in the environment predominate.

## 2:00pm – 4:00pm – PARALLEL SESSIONS

### SESSION 1. PRIMARY AND SECONDARY EDUCATION

#### *Values-Based Arts Education Using the Earth Charter*

**David Reid-Marr, Idyllwild Arts Academy (United States); and Sam Crowell, California State University (United States)**

This presentation will document how using the Earth Charter at a prestigious arts high school can contribute to building values and perspectives that are the foundation for a just and sustainable future.

#### *CEUNA School Experience with Sustainability Values*

**Karla Aguilar Vargas, Centro Educativo Universitario para Niños y Adolescentes, CEUNA (Costa Rica)**

The University Educational Center for Children and Adolescents (CEUNA) is a private non-profit school that was established in 1992. Human Sustainable Development has been its driving force for more than 20 years. It is a small education center, with groups from kindergarden to primary and secondary education. It subsists economically only with the contributions of registration fees and monthly payments made by the parents. It is not privately owned; it is run and managed by an association called ASODEUNA. CEUNA follows the programmes and general guidelines of the Ministry of Public Education, but as a private entity, it also has an autonomy that has allowed it to innovate its academic offer. Within its curriculum, special attention has been given to the enjoyment and use of green spaces. It has a secondary forest of approximately two hectares, which is a protected area that serves as a Green Classroom. CEUNA also has the objective of sharing the learning acquired with other educational centers and university students; that is why every year it hosts an Ecological Festival.

#### *Mobilizing the Earth Charter: Outdoor Preschools and Forest Kindergartens*

**Barry Wood, University of Houston (United States)**

The central premise of this presentation contends that effective Environment Education is not and cannot be education for the environment or about the environment; it must be education that occurs in the environment. Outdoor schools for children has a 75-year history as an alternate educational context from England to Bali, Puerto Rico to Japan, though with limited impact in North America. Meanwhile research has verified physical, social, emotional, and cognitive benefits of Outdoor Education for children; and sociological studies have shown that environmental specialists repeatedly cite “significant life experiences” in nature as instrumental in their understanding of ecology and choice of profession. The environmentalist is, by definition, one who recognizes that the underlying support for industry and civilization is unremitting extraction of Earth resources, with multiple deleterious effects on the rest of the environment--air, water, soil, forests, wetlands, and all other life forms. This recognition brings into perspective the take-make-waste-discard paradigm of industrial and consumer civilization. The world is desperately in need of this new perspective—not later, but now. Outdoor Preschools and Forest Kindergartens, with extension into the early grades of elementary education, present our best opportunity for commencing the re-education of the next generation in the values and principles of the Earth Charter.

#### *The Earth Charter as a Framework for ESD in Puerto Rico’s Eco-School Programme*

**Marisol M. Quiñones, Organización Pro Ambiente Sustentable and María Vilches Norat, Universidad Metropolitana (Puerto Rico)**

Our presentation has the purpose to share the actions that the Eco-Schools Programme and the Foundation for Environmental Education (FEE) have been doing in Puerto Rico during the last five years to integrate the Earth Charter into the programmatic area with the goal to foster a sustainable culture among the schools. We will share some of the

main findings of several investigations held to describe the methodological approaches and the modalities of practices used by this organization to promote the principles and values of the Earth Charter.

### ***The Power of Digital Storytelling***

**Walter “Rocky” Rohwedder, Sonoma State University (United States/Costa Rica)**

How can we fully leverage new media as a pedagogical tool to advance the implementation of the SDG 4.7 and beyond? To tackle this important question, we will briefly focus on how today’s multimedia web and new low-cost platforms have transformed the meaning of “teaching” and “school.” Then we will explore how digital storytelling through multimedia can be an especially powerful catalyst in advancing the understanding of Sustainable Development, as well as in generating a genuine desire to engage in achieving SDGs. Dr. Rohwedder will present two specific examples of how he is using digital storytelling to enhance ESD and sharing the message of the Earth Charter. First, he will demonstrate his use of web-based interactive multimedia to teach the basics of sustainability science and to share what he calls “Ecological Handprints” — successful efforts by impoverished communities around the world to both lift their wellbeing and lower their ecological footprint. Second, he will share his work with the Lexicon of Sustainability and their Project Localize, including a recent class project with fifth graders at La Paz Community School in Costa Rica — where students researched, composed, published, and presented digital information artwork promoting local examples of sustainability.

## **SESSION 2. HIGHER EDUCATION – ENGLISH**

### ***The Earth Charter as a Pedagogical Tool***

**Maria Roca, Florida Gulf Coast University (United States)**

The Earth Charter can be used as a teaching tool both in its entirety or in pieces. Dr. Roca has been using the Earth Charter as the subject of an entire course as well as to teach individual topics in other courses in her teaching at Florida Gulf Coast University. In this session, Dr. Roca will discuss creative ways to use the Earth Charter as a pedagogical tool and will demonstrate one specific activity with session participants. If time permits, she will work with participants to envision ways they might use the Earth Charter in their own teaching.

### ***Teaching experience with the Earth Charter: The Promotion of Eco-Citizenship at the Center for General Studies National University***

**Heidy Vega García, Universidad Nacional UNA (Costa Rica)**

This presentation provides an overview of the experience and knowledge acquired during 10 years of academic work using the Earth Charter as a pedagogical tool, in socio-environmental courses at the Center for General Studies, National University of Costa Rica.

### ***Using the Earth Charter to Teach Social Sustainability***

**Jacqueline Salmond, Florida Gulf Coast University (United States)**

Since the inception of Florida Gulf Coast University (FGCU) we have made sustainability a focus of our educational model. The university was established using sustainable building plans and we have continued to improve the sustainability of our campus. In addition, every student regardless of their major is required to complete a course University Colloquium: A Sustainable Future, which introduces students to sustainability concepts. This course has followed the trajectory of sustainability theory and initially focused on environmental sustainability with the social and economic sides receiving a limited attention. The course has recently undergone a restructuring and now aims to reflect a more blended approach to sustainability more equally incorporating economy, equity, and the environment. As an ECI affiliate, FGCU utilizes the Earth Charter in this course as part of the required reading materials. Many instructors have successfully used the EC to focus on the ecological integrity aspects of sustainability; I have re-imagined the use of EC in this course to help practically illustrate to students the concepts of social sustainability. This session will highlight some of the success and experiences gained over three semesters aggregating data and experiences from several sources. The session aligns closely with conference objective 1 and will be structured to allow

the audience to share and discuss information and experiences across those who aim to focus on a holistic approach to sustainability.

***Dentists in Formation with the Earth Charter***

**David Eduardo Velazquez Muñoz, Autonomous University of the State of Mexico (Mexico)**

Ethics for Sustainability proposes an axiological framework that addresses the different dimensions of human relationships, starting with the personal actions of each individual and the decisions that affect the present and future of the community of life. The Earth Charter represents the collective integrative construct of the Ethics for Sustainability.

The objective of this work is to share some of the most significant experiences in the field of teaching ethics for sustainability with the Earth Charter in the context of the Faculty of Dentistry of the Autonomous University of the State of Mexico (first public university in Mexico to endorse the Earth Charter), over 14 years of work. The internalization of the principles and values is a gradual and slow process, and in case of experiencing them through practices and virtues in life in relation to future professionals, it will be a goal only recognizable by each of the students in the medium and long term.

**SESSION 3. NON FORMAL EDUCATION AND GENERAL THEMES - SPANISH (CITIES AND BUSINESS)**

***The Earth Charter and UMAPAZ: Lifelong education, with ethics and aesthetics***

**Rose Marie Inojosa, Open University of the Environment and Culture of Peace UMAPAZ (Brazil)**

UMAPAZ is the Open University of the Environment and Culture of Peace of the city of São Paulo, Brazil. It was established in 2006, guided by the values of the Earth Charter, which since then has been part of its programmes, especially, in the training of urban socio-environmental agents. This work is inserted in the axis of lifelong learning, engaging citizens and communities of the complex city of São Paulo. It seeks to prepare people to transform their life and community, and has the purpose of contributing to sustainability, through a pedagogy of freedom, with ethics and aesthetics.

***Strategic Alliance between the Municipality of Santa Ana and Schools***

**Rosa María Muñoz Giró, Municipalidad de Santa Ana (Costa Rica)**

The Municipality of Santa Ana is an institution with a broad vision in environmental issues and collaborative work with schools. This presentation will share the experience that begun in 2016, when the Municipality generated actions to strengthen the environmental management of schools in Santa Ana County, offering training opportunities, and creating synergies with the private sector. This experience demonstrates that working in partnership has generated positive results in caring for the environment.

***The Earth Charter in Action in the 21st Century Company (Business Experience in the Era of Knowledge)***

**José Luis Pérez, Fundación Valores (Spain)**

A conscious transformation of the business reality based on the Earth Charter in action. The objective of using the Earth Charter with private sector organizations is that the era of knowledge of the XXI Century, with its globalization promotes organizations with Heart, Soul and focused on the Common Good. People will be the main asset; work will need to be undertaken with the values, the livelihood and the leaders, in such as way to breathe freedom, happiness and ethics and for the results to be sustainable and respecting ecological integrity.

## SESSION 4. NON FORMAL EDUCATION AND GENERAL THEMES – ENGLISH

### ***Seeds of Hope and Seeds of Change Exhibition: The Role and Impact of Non-Formal Education Tools***

**Hiro Sakurai, Soka Gakkai International and Joan Anderson, Soka Gakkai International (Japan/United Kingdom)**

As a community-based Buddhist network, Soka Gakkai International (SGI) has promoted non-formal education in various countries and on several themes including ESD, as part of our efforts to promote a culture of peace and a sense of global citizenship. Our non-formal education (NFE) activities use tools that are easy for non-experts to use. This activities use the “Learn, Reflect, Empower” formula, culminating in inspirational case studies and examples of actions that individual viewers can take in order to make a difference themselves. This presentation will share the experience of the “Seeds of Hope: Visions of sustainability, steps toward change” and our efforts to measure the impact of our work in NFE. We will present the results of an initial research developed in collaboration with India’s Center for Environment Education to measure the impact of the “Seeds of Hope” exhibition.

### ***Engaging Youth with Sustainability and the Earth Charter***

**Catalina Gómez, Earth Charter Young Leader and Christine Lacayo, Coordinator Earth Charter Youth Projects, Earth Charter International Secretariat (Costa Rica/United States)**

The youth are the movement of the future. Millions of youth around the world are gathering and uniting to demand climate action from world leaders, local representatives, and people with leadership positions. We are on the front lines of climate change, and ultimately our next generations will have to face our biggest climate challenges.

This is why the Earth Charter Initiative counts on a global and interactive youth network representing over 100 countries from around the world. Those active in the youth network have embraced and integrated the Earth Charter into their studies, work, and daily lives fully committing to spreading and living the values and principles embodied in the Earth Charter.

Recognizing the power and importance of youth in building a more just, peaceful, and sustainable world, EC International offers the Earth Charter as a tool and guide for youth to further develop their capacity and increase their impact as leaders in their communities worldwide. This presentation will offer a brief overview of some of our past and present efforts through workshops and online courses and how that has impacted youth from around the world.

### ***SDGs and a Cross-cultural Comparison of the African philosophy of Ubuntu, the Bhutanese Gross National Happiness and the Native American idea of Buen Vivir***

**Dorine van Norren, Ministry of Education (Netherlands)**

The Sustainable Development Goals (SDGs) claim to be universal as they were multilaterally negotiated within the UN, but is it offering the Global South a seat at the table truly inclusive development? Other cosmovisions have an inherent biocentric value orientation that is often ignored in academic and diplomatic circles. These claim to be more promising than continuing green development approaches, based in modernism. This presentation looks at a cross cultural comparison of the African philosophy of Ubuntu, the Bhutanese Gross National Happiness and the native American idea of Buen Vivir (BV) in relation to the SDGs, their general attitude towards the SDGs, how they view ‘development’, goals and indicators, leadership and the implicit value underpinnings of the SDGs; prioritization of goals by their adherents and missing links (in ca.120 interviews and literature). Happiness adherents are upbeat, ubuntu pragmatic, BV polemic towards the SDGs. Positive: The SDGs contain language of all three worldviews. Negative: The SDGs are not biocentric aiming to respect nature for nature’s sake, enabling reciprocity with nature. The SDGs embody linear growth/results thinking which requires unlimited resource exploitation, and not cyclical thinking replacing growth with well-being (of all beings). The SDGs represent individualism and exclude private sector responsibility and not collective agency and sharing, implying that there is a need for ‘development as service’ to one another and to the Earth. The glass can be viewed as half full or half empty, but Western ‘modernism’ is still a strong underpinning of the SDGs. Bridges can be built between Happiness, Ubuntu and Buen Vivir in re-interpreting the globalization process.

***Same Theme, Different Approaches - The Challenge of Working with Sustainability Values in Non Formal Education***  
**Cristina Moreno, Fellow, Earth Charter Center for Education for Sustainable Development (Brazil)**

Although there are no rules or guidelines for how to work with sustainability values in non-formal education, the question always emerge with regards to which approach to use, what methodology and exercises to use in a workshop and even which words to use to have real meaning in different contexts. My experience has taught me that, despite different contexts and use of language, there are some values and principles capable of touching the minds and hearts of people. This is what makes the education experience a valuable one.

***How Can We Help Decrease Rates of Child Marriage?***

**Palina Gurung, Cornell University (United States)**

According to UNICEF, more than 650 million women alive today were married as children and an estimated 12 million girls under the age of 18 are married each year. Most of these child marriage cases occur in developing countries where income levels, socioeconomic status, and access to health care all result in high rates of child marriage. This paper will focus on how ensuring all citizens have access to education can be an effective tool to reduce child marriage as well as help increase rates of development in poorer nations. This topic not only highlights an important human rights issue of child marriage, but also sustainable development.

**4:30pm – 5:30pm – PLENARY SESSION**

**PLENARY SESSION III: LEADERSHIP DRIVING MEANINGFUL CHANGES IN EDUCATION**

***You Are so Much More than What You Think***

**Heleen Christine Marie de Mooij – Lubbers, Stichting In Eigen Kracht (Netherlands)**

Not every person is the same and so not every student is the same. However, in our current educational system, we tend to expect the same from everyone. The invitation for teachers is how to see and help develop talents in the variety of pupils. Our students are so much more than we think. The invitation is to keep looking at the big picture and keep asking the big questions. What do we actually learn in the current education system? What do we know and what have we learned from the past? Would not it be great and enriching if we could include awareness and personal growth as standard topics in education? As well as developing personal leadership and awareness, personal contribution and responsibility for a shared world in all its facets. This is precisely to what the Earth Charter is committed.

***UNESCO Plans to Advance the ESD Agenda***

**Bernard Combes, UNESCO Paris (France)**

This presentation will offer an overview of UNESCO plans to advance the ESD Agenda, a general assessment of the implementation of the Global Action Programme on ESD and its linkages with the Education 2030 Agenda, specifically collaborative efforts towards the SDG4.7.

***Costa Rica Commitment and Experiences in ESD***

**Guiselle Cruz, Vice-Minister of Education (Costa Rica)**

## Day 2 - Wednesday, 30 January

9:00am – 1:00pm – PLENARY SESSIONS

### PLENARY SESSION IV: APPROACHES TO VALUES BASED EDUCATION WITH THE EARTH CHARTER

#### *The Impact of the Earth Charter on the Educational Community*

**María José (Pepa) Carrillo and María Pinar Merino, Fundación Valores (Spain)**

After fourteen years of experience in engaging with educators, students, associations of parents and universities, the Values Foundation has worked with the Earth Charter in different areas. This session will offer an overview of the work in bringing the Earth Charter to the education community in Spain through high impact events and workshops. Our approach considers the role of art as well as the mind, heart and hands in an integral way.

#### *The Earth Charter, Ethics, and Essential Questions about Education*

**Bob Jickling, Lakehead University (Canada)**

Meaningful change does not come from continuously doing the same thing. More information about science and social justice issues will be helpful in keeping issues like climate change and social injustices current. It will set up a meaningful context for change. Still, something more radical may be essential. Arne Naess once said, “We have had for a long time more than enough ecological knowledge about how to mend our ways.” For him, the important question was around value priorities. I agree. In times of change, uncertainty, and stress, interest in values and ethics increases. Unfortunately, ethics are messy and uncomfortable. The term has multiple meanings. This presentation introduces an analytical tool, that I call a heuristic. I have chosen this term because it suggests that our tool is meant as an agent of self-discovery, rather than a rigid framework. As such, this heuristic is designed to help educators reflect on their own conceptions of ethics and education, to help them make decisions about content worthy of inclusion in their lessons, and examine the ways that this content might be educationally presented. The Earth Charter, as a frequently referenced public document and statement of principles, is used as an example to illustrate the application of this tool. This application also illustrates some of the complexities and challenges that are inherent in educational activities. In the end, this heuristic is intended for use in critiquing current discourses, evaluating new initiatives, and finding one’s own educational place within present debates. I also hope that it will enable users of the Earth Charter to find ever more challenging paths forward in environmental ethics. This presentation is based on a chapter in a forthcoming publication called *Environmental Ethics: A Sourcebook for Educators*.

### PLENARY SESSION V: INTEGRAL AND HOLISTIC EDUCATION FOR SUSTAINABILITY AND GLOBAL CITIZENSHIP

#### *Value-Creating Global Citizenship Education and the Earth Charter: Integrating Diverse Perspectives within the UNESCO-led practice of Global Citizenship Education*

**Namrata Sharma, State University of New York (United States/India)**

Several recent scholarly works have challenged the Western dominated paradigm underlying the UNESCO-led agenda of Global Citizenship Education (GCE). This includes the heavy influence of Enlightenment liberalism. Further discussions must also be centered on integrating non-Western perspectives so that the practice of global citizenship has a more intercultural focus. This paper is based on the author’s recently published book that takes Asian examples that can make important contributions to the discourse and practice of GCE. Soka

or value-creating education developed by the Japanese educators, Tsunesaburo Makiguchi (1871-1944) and Daisaku Ikeda (b. 1928) is compared to the educational ideas of the Indian political activist, Mahatma Gandhi (1869-1948). These leaders of the largest mass movements of their respective countries have shown that there are a variety of ways of thinking, acting, being, and living that inform people and communities to create positive social change. In this regards the Earth Charter also offers invaluable lessons not only as an educational resource and a movement, but also in the efforts that were made in its drafting process to draw from the vast repository of human wisdom, from different cultures and traditions. This paper makes policy recommendations for United Nation's 2030 education for global citizenship agenda.

***Engaging Urban Communities with the Earth Charter to Boost Local Sustainable Development: The Walas Way Maria Scantamburlo, World of Walas (Netherlands)***

World of Walas is an international group specialized in sustainable community development. Maria and the rest of the team endorse the Earth Charter personally and professionally. As part of the Walas method, we promote the principles of the Earth Charter and support all communities we engage with, to use the manifesto as self-assessment tool, to translate the principles into practical actions, to share these experiences in local networks. Events, workshops, public participation, engagement in citizen initiatives and local associations, lecturing and professional training are just a few examples of our related activities. In addition, our CEO, Gerben van Straaten developed an Earth Charter adaptation for cities to make it easier to put its principles in practice in urban development and city planning. The Earth Charter Cities Manifesto was created and presented at the 2010 celebration of the Earth Charter in The Hague, The Netherlands. Since then, Gerben shares the Earth Charter and the manifesto with high-level decision-makers, for a wider ethical change and for its endorsement in the policy frameworks and decision-making models. We encourage people to be inspired by the Earth Charter and be inspiring for the others. We strongly believe that only if the communities are ethically rooted and united, the local development is socially, economically, environmentally sustainable and long lasting. In this presentation, I will share how we have approached local communities with the Earth Charter.

***Integral, Informal Educational Approach's to Ethical and Environmental Education Bjorn Heyerdahl, Integral Climate Change Solutions (South Africa)***

This presentation covers an eight-perspective methodology for engaging, educating and motivating communities in the principles of the Earth Charter, Environmental Ethics and Sustainability Programmes. It distinguishes itself in its inclusivity, direct visceral and tactile experience, and integral methodological pluralism. The presentation will cover the theory and practicality of the approach with examples of tribal and contemporary community case studies in Africa and the United Arab Emirates.

## 2:00pm – 4:00pm – PARALLEL SESSIONS

### SESSION 1. PRIMARY AND SECONDARY EDUCATION

***Learning to Embed ESD in Language Texts for Primary School Children. Learning through the Earth Charter: A UNESCO MGIEP project***

**Lorna Down, Retired Senior Lecturer in the School of Education, University of the West Indies (Jamaica)**

Embedding Education for Sustainable Development (ESD) in textbooks for children has been both an inspiring as well as a challenging project. Translating the UNESCO MGIEP Guide Book, 'Textbooks for Sustainable Development: A Guide to Embedding' into concrete and specific activities and materials for children's language textbooks has opened a 'new' space for educating for sustainable development. Thorny questions concerning age-appropriate sustainable development materials, concepts and activities were raised – teachers asked, 'what should children be asked to think about? Will introducing certain issues make the text

less fun, less enjoyable for the children? Are certain concepts beyond the ability of children? What we are learning is that the Earth Charter with its emphasis on values provides clear signposts for walking through such troubling issues. This presentation shares briefly some of the successes we have recently experienced in producing primary level language texts oriented to educating for sustainable development through centring on the Earth Charter.

***Teaching indigenous traditional values***

**Fabier Mena Mena, School Ninfa Cabezas Gonzalez in Quitirrisi and Indigenous Center Oropopo (Costa Rica)**

In this presentation, the work experience in imparting the subject of indigenous culture in the Ninfa Cabezas Gonzales School of the public education system will be shared. The school is located in the Quitirrisi indigenous community. I will share how we develop our work with primary school children, the approach and different areas of intervention to rescue the knowledge and values of our indigenous tradition and how it relates to the values of sustainability.

***Cultivating a Culture of Peace in the Next Generation: Teaching for Sustainable Development through Innovative Strategies in Undergraduate Psychology Courses***

**Carola Pedreschi, Miami Dade College (United States)**

Fostering peace through the development of innovative and meaningful pedagogical practices and successful academic and civic engagement projects has been a major focus of our education practice and research. In this presentation, I will share our experience with projects in English and Spanish in local and global communities, which support education of sustainable development in undergraduate psychology courses in highly diverse student groups.

***The Strength of Collaboration: How Networks can help in ESD***

**André de Hamer, Duurzame PABO (Netherlands)**

As educators, if we are not working consciously towards a socially and environmentally sustainable world, then we are probably working against it. Achieving a socially and environmentally sustainable form of development has implications for what is taught in schools and for the way that education is conducted. This highlights the need for teachers who have the capabilities and motivation to offer their learners an education for sustainable development (ESD). The UNECE competences, the Earth Charter Principles and the SDGs can form the foundation of an effective Whole School Approach for achieving a socially and environmentally sustainable form of development in educational settings. This interactive presentation will discuss the relation between educator competences on sustainable development through the Earth Charter & SDGs. It will focus on the advantages of collaboration when objectives are similar.

***EARTH: An Eco-Pacifist Teaching Strategy Framed through the Earth Charter***

**Carlos Muñiz Osorio, EcoPeace Project (Puerto Rico)**

Education is considered as an alternative to transform ecological crisis we are living. The teaching of science in general, accentuated in ecopedagogy in particular, has the potential to respond creatively to the socio-environmental problems. From the framework of scientific and ecopedagogical education, we conceptualize and design different approaches and tools that integrate socio-ecological, environmental and related to violence, conflict and peace aspects under the EcoPaz Project. Moreover, as part of this project, a particular educational strategy called Ti E R Ra (EARTH) is proposed. This model summarizes a set of dynamic and interconnected pedagogical processes in a non-linear way, highlighting its socio-ecological, environmental, violence, conflict and peace dimensions. It promotes awareness as a primary expectation of the learning and teaching process, praxis as the process of reflecting on learning and action as a result of the whole process. The Ti E R Ra model presents four (4) general stages: exploration time, dialogical experiences, reflection-action and reflection-appraisal. Within the stage of dialogical experiences, there are three main phases: Sister Nature, Sister Humanity and Green Hope. The presentation aims to share the ideas and core processes of the Ti E R Ra strategy through various activities, dialogue and examples.

## **SESSION 2. HIGHER EDUCATION AND GENERAL THEMES**

### ***Involving Students as Partners in the Re-orientation of Higher Education towards Sustainability***

**Harriet Sjerps and Chantal Blom, Leiden University (Netherlands)**

Higher Education (HE) has a crucial role to play in achieving the Sustainable Development Goals. Many universities in Europe engage in important research and the numbers of sustainability courses are growing. However, these courses are mostly add-ons to existing programmes of study. The vast majority of programmes teach business as usual and the institutions' operations, the context in which the learning takes place, are not run in a sustainable manner. However, for effective learning to take place, an integrated whole institution approach to sustainability is needed. Furthermore, as students are the most important stakeholders in sustainable futures they should be directly involved in rethinking and redesigning both operations and curriculum at their universities. This presentation will discuss lessons from pioneering students as partners projects in the UK (University of Exeter) and NL (Green Office) and will explore together how the Earth Charter could be used as a tool to empower students and open up discussions about hidden (un)sustainable value systems at universities.

### ***Socio-Environmental Justice, Gender and the Earth Charter***

**Donna Roberts, Project Zula/Chatham University (United States)**

As a longtime Earth Charter advocate and educator in higher education and communities, I have integrated the Earth Charter in courses for undergraduate and graduate students at Chatham University and formerly at Florida Gulf Coast University. In this presentation, I will share some reflexions on my experience and link it with my interest in the social and environmental justice dimensions of education for sustainable development. I will do this through a special focus on gender, reflecting on the perspective of women students at Chatham, as well as my graduate research on popular education and ecofeminism. Chatham University is the alma mater of Rachel Carson, considered the mother of the U.S. environmental movement, and has a strong commitment to environmental sustainability and women's leadership. I will approach my presentation through these lenses.

### ***Fostering Sustainable Development and Ecological Worldview in Engineering Education***

**Mohammed Baaoum, Virginia Tech (United States)**

Preparing engineers to meet global challenges and be facilitators for sustainable development requires a comprehensive reform in educational content and practices. Although engineers have made huge efforts to make unimaginable dreams reality, yet their efforts at meeting basic human needs in developing countries are limited. Engineers could contribute significantly to solving humanitarian problems since water filtration, building sanitation and housing, designing nutrition supply chains, and energy generation are at the heart of engineering work. Recognizing the need for increasing engineers' engagement in global challenge engineering organizations recently started to highlight developing countries and community development field as a distinct context for engineering applications. Recently the term global engineering education has emerged as a field of study that focuses on exploring skills and attributes that are uniquely or especially relevant for cross-national engineering practice and humanitarian engineering projects. Especially, dealing with ethical issues arising from cultural or national differences is considered one crucial challenge that engineers face when working in a global environment. The goal of this presentation is to propose a comprehensive educational model to foster sustainability and ecological worldview in global engineering education based on collective knowledge and the experience of practitioners in Engineering Without Borders, as well as scholarly research. In addition, the research intends to explore how the Earth Charter could enhance sustainability ecological worldview in engineering ethics especially in global context.

### ***Integrating Indigenous Philosophy into Colleges and Universities***

**Sherlien Sanches, A Touch of Spirit Event (Netherlands)**

Indigenous and original knowledge can teach us invariably much about ourselves, about others and about how to look after our planet. It can contribute to the planet's modern vision on technology, science, even

medicine – and provide us with examples of sustainable living. Indigenous philosophy is necessary and crucial to reconnect our minds with Earth energy and break from the materialistic mind.

This is the time that we dare to address compelling and urgent questions facing indigenous communities as they struggle with threats to their own sovereignty, increased market and media globalization, and the conservation of endangered bioregions. Therefore, we also need to move institutions towards this paradigm of sustainable education. With the Earth Charter as a foundation, we can use it as a guide towards sustainable education & indigenous philosophy. This must come along with shifts in practices and attitudes to education that actively dismantle the colonial roots and history of bias that play their way into the current system. With my indigenous background and my involvement with the Earth Charter, I can focus on making a deeper connection between the Earth Charter and the unique relationship Indigenous have with natural systems between Earth & Spirit. We cannot go forward with just science, politics and business; we need spiritual guidance to build cultures of life.

#### ***Successful Delivery of Entry-Level Sustainable Business Education***

**Chris Beehner, Seminole State College of Florida (United States)**

An ever-increasing number of business schools include sustainability as an elective or required curriculum component. This increased focus on sustainability is partially in response to the increasing number of businesses that are implementing sustainability initiatives and programmes. However, the success of this “top-down” approach to sustainable business education may be limited by a lack of sustainability awareness among entry-level workers and supervisors. Therefore, sustainable business education should occur at multiple academic levels, specifically community and technical colleges, wherein students prepare for entry-level trade, supervisory, and professional positions at businesses and organizations, which have implemented or will implement sustainability programmes. In this presentation, I will discuss the role and importance of teaching sustainable business at community and technical colleges, and the pedagogy and curriculum that I am currently using to teach courses in sustainable business at Seminole State College of Florida. This “bottom-up” approach to sustainable business education will be presented as complementary to the “top-down” approach of traditional business schools. Relevant content from my recently published book *Spirituality, Sustainability and Success: Concepts and Cases*, and from a chapter I wrote for the Springer Handbook of Engaged Sustainability entitled “Expanding Sustainable Business Education beyond Business Schools” will be included. My presentation will support the overall objective of the conference by providing training on how to “ensure that all learners acquire the knowledge and skills needed to promote sustainable development” ... (UN SDG 4 target 7).

### **SESSION 3. NON FORMAL EDUCATION AND GENERAL THEMES – SPANISH**

#### ***Education for Peace in Latin America - Practicing Values for Coexistence through Online Teaching***

**Daniela Carvalho, Earth Charter Center for ESD (Brazil/Costa Rica)**

Lifelong education should strengthen a new ethic for a society in transition and promote the autonomy of all individuals. In line with SDG 4.7, which seeks to provide education for a culture of peace, and SDG 16.11, which seeks to strengthen national institutions to prevent violence, this presentation aims to share some reflections on how online education for peace can stimulate the bond and the coexistence between the participants of a programme, and promote the strengthening of actions. In this space, the individual can live and practice the sense of community; as well as knowing, co-creating and exchanging instruments to practice Non-Violence in their daily life. The Earth Charter is used as an ethical model and guiding axis of this programme, offering values for a healthy coexistence based on universal interdependence and responsibility.

#### ***Sustainable Development and Education within the framework of the Earth Charter***

**María Fernanda Chávez Portillo, Michoacán University of Saint Nicolas of Hidalgo (Mexico)**

Sustainable Development emerges as an alternative to the conventional development model, which has

benefitted economic growth and caused the devastation of the natural heritage. This alternative seeks to find a harmony among the economic, social and environmental spheres, which allows improving the quality of life for living beings. In 2002, during the Summit of Sustainable Development in Johannesburg, South Africa, it was reaffirmed that education is the foundation of any Sustainable Development process that seeks a more humane, more charitable and more respectful society. In this sense, the Earth Charter recognizes that in order to move towards sustainability, education plays a preponderant role. This paper is specifically related to Principle 14 of the Earth Charter, which establishes the need to integrate formal education and lifelong learning, the skills, knowledge and values necessary for a sustainable way of life. The aim is to fulfill two objectives: first, to help demonstrate the importance of including the principles of sustainability both in education within the classroom and outside of it, and second, to contribute to the discussion on what type of education is necessary for the Sustainable Development approach.

***Universal Values as a Lever for Social Change (Workshop)***

**María Pinar Merino, Values Foundation (Spain)**

Universal Values allow us to create an ethical framework that responds to the challenges facing the 21st century society: peace, justice, freedom, love and truth are the foundations on which to build a global citizenship. This workshop will offer an opportunity to experience how Fundación Valores has been approaching this theme in Spain.

**SESSION 4. NON FORMAL EDUCATION AND GENERAL THEMES – ENGLISH**

***Integral, Environmental Immersion***

**Bjorn Heyerdahl, Integral Climate Change Solutions (South Africa)**

This workshop engages the participants, as individuals and as a collective, in an eight-perspective methodology for engaging all the senses as well as all the faculties available to them. Educating and motivating participants in the lived principles of the Earth Charter, while breaking down conceptual boundaries between the participants and their biosphere. It distinguishes itself in its inclusivity, direct visceral and tactile experience, and integral methodological pluralism.

The workshop will involve a physical immersion in the beautiful jungle around UPEACE with pointing out instructions, awakening the senses of sight, sound, touch, taste and smell. The experiencer will be introduced to a more intimate, participative and aware connection, reciprocity and functional fit within the systems of life. ***This Workshop is limited to 20 participants.***

***The Pangaea Project***

**Anca Bunea and Ovidiu Victor Cosbuc, All Together Foundation (Romania)**

The Pangaea Project aims to call for collaboration among educators, teachers and professors from around the world on an international platform to spread the teachings about the Earth Charter and sustainable development. The first step towards teaching is giving an example of sustainable living, global citizenship and appreciation of cultural diversity, sharing the resources for a better future for all life on Earth.

***Ecological Integrity, Education and the Work of Soka Institute in the Amazon***

**Monique Tiezzi den Hartog and Tais Tokusato (Brazil)**

In this presentation we will share the work developed by the Soka - CEPEAM Institute located in Manaus, Amazonas, which manages a 52 - hectare nature reserve (RPPN) where environmental conservation and the sustainable use of ecological diversity are stimulated. Our actions focus on promoting human and environmental rights based on respect for the lives of all. We develop environmental education programmes and projects for global citizenship, as well as scientific research for the preservation of the environment and the creation of a seed bank with native species of the Amazon forest. All our actions are based on the idea that value arises from relationships. That is why we base our work on alliances with government, companies and

representatives of communities with the aim of articulating actions and sharing impacts. Our efforts are focused on raising people awareness, especially young people, of their role as global citizens, since none of the threats that can affect the planet Earth and its inhabitants can be mitigated without the human beings transcending their limited visions and own interests, in search of the interest of the planet. Thus, we conduct our educational programmes based on experiences with nature as a teaching method and encourage students to learn important concepts of ecology in a practical way. The Soka Institute - CEPEAM already impacted more than 40,000 students with its environmental education programme, generated 60,000 native seedlings planted through its projects and is saving about 70% of the Amazonian forest flora in its seed bank.

## 4:30pm – 5:30pm – PLENARY SESSION

### PLENARY SESSION VI: SPECIAL EVENT, SOCIAL MEDIA RESOURCES AND INTERACTIVE SESSION

#### *The learning of Sustainability through the Earth Charter lenses: the Mexican experience*

##### **Mateo Alfredo Castillo Ceja, University of Michoacan of Saint Nicolas of Hidalgo (Mexico)**

Since Mexico assumed its commitment to the Earth Charter International Initiative during the World Summit on Sustainable Development (2002), the National Consultative Council for Sustainable Development (CCNDS) and the Secretary of Environment and Natural Resources (SEMARNAT) agreed to implement a Type II Initiative called "Education for a Sustainable Lifestyle with the Earth Charter." This effort between civil society (CCNDS) and SEMARNAT, allowed an alliance to create the Earth Charter National Secretariat.

#### **Mapting: a Social Media Tool to Learn, Engage and Share on the SDGs**

##### **Christine Lacayo, Earth Charter International Secretariat (Costa Rica/United States) and Tadashi Nagai Soka Gakkai International (Japan)**

Social media has completely changed the way society shares information, impacting the way we exchange news, and how we network, and has opened a space for everyone to tell their story. Today, it is fairly easy to accomplish remarkable actions and have them reach our audiences in a relatively short amount of time giving us the ability to use our voices to reach millions around the world. If we use our social media platforms wisely, we can inspire and influence our audiences to take part in building a better future for the common good. In this presentation we will introduce a social media app called Mapting, which can be used to share positive actions and discover worldwide solutions that can help reach the 17 Sustainable Development Goals by 2030. Using Mapting, you can take pictures and videos of sustainable actions and share them on the global map, interact with other users, and learn more about the SDGs and how they relate to the Earth Charter principles. Join us for an interactive session on how Mapting can be used to virtually share sustainable actions around the world inspiring others to get involved!

#### *The Earth Charter, Agenda 2030, and Education for Sustainable Development*

##### **Rick Clugston, Union Theological Seminary (United States)**

The Earth Charter is composed of 16 main principles and 61 supporting principles. It was completed in 2000 after an extensive civil society consultation to frame an integrated ethical framework to guide sustainable development. Transforming our world, the 2030 agenda for sustainable development, was adopted in 2015 by the 193 member states of the United Nations as a guiding framework for national efforts to realize sustainable development. It is organized into 16 sustainable development goals and 169 targets. This presentation will compare and contrast the values, principles, and objectives of these two documents, and how they might be combined in a robust curriculum for education for sustainable development and global citizenship education, especially for higher education.

## Day 3 – Thursday, 31 January

9:00am – 1:00pm – PLENARY SESSIONS

### PLENARY SESSION VII: RESEARCH INITIATIVES WITH THE EARTH CHARTER – PAST AND FUTURE

#### *Ecological Wisdom and Transformative Learning*

**Mark Hathaway, University of Toronto (Canada)**

The Earth Charter can be understood as an articulation of ecological wisdom. Ecological wisdom, rooted in an experience of the interconnection and intrinsic value of all life, consists of the diverse modalities of perception and consciousness that enable humans to listen to, learn from, and attune to Earth's wisdom; recover a sense of the sacred; and discern and embody actions that enable humans to "live well" in harmony with each other and other species. Drawing on research based on 24 in-depth interviews, this session will explore some pathways of transformative learning that cultivate ecological wisdom along with implications for Earth Charter education.

#### *Traditional Stories and Earth Charter: Storytelling to Educate in a Complex Systems Worldview*

**Grian Cutanda, The Avalon Project (Spain)**

I will present the results of an investigation in which 336 myths, legends and stories from around the world were selected as educational tools to illustrate the different principles and values of the Earth Charter. In addition, in this investigation it was demonstrated that these traditional stories are also capable of transmitting the vision of the world that underlies the Charter itself. The theoretical focus of this research was based, in fact, on the peremptory need for an education in the worldview to avoid the "deactivation" by the education system of the different fields of "education for change", so that they can truly fulfill their transforming mission in the construction of a sustainable civilization. In connection with this research, two interconnected global projects that are beginning to be developed will be presented: The Earth Stories Collection, a global bank of traditional stories connected to the Earth Charter, and The Global Storytelling Lab, a global network of activist storytellers that spread the stories of the Collection.

#### *Values-Based Assessment of Education Experiences with the Earth Charter*

**Alicia Jimenez, Earth Charter International Secretariat (Costa Rica)**

This presentation will focus on sharing the efforts and preliminary ideas of a study to identify assessment criteria for the practical expression of the Earth Charter principles and values. Indicators and other instruments for these criteria are in the process of being developed specifically for schools, which will be used to generate a quality label to be called: "Earth Charter School". The reason to create this Earth Charter certification or quality label is because of the demand from education institutions to count with an instrument to assess their efforts using the Earth Charter and receive a recognition that would motivate the people working in this institutions to improve their work towards a more sustainable, just and peaceful world.

### PLENARY SESSION VIII: ENHANCING EDUCATORS' CAPACITIES TO INFUSE VALUES FOR SUSTAINABILITY

#### *Online Diploma on Education for Sustainable Development: Lessons Learnt and Possibilities*

**Rosalyn McKeown, York University (United States)**

Online teaching and learning permit the education community to practice sustainability in addition to teach about sustainability. Online courses can enroll students from around the world, which broadens and deepens

discussions and learning. One of the great challenges of teaching on line is to create an online learning environment that is as interactive and engaging as a classroom setting. The Diploma on Education for Sustainable Development is expanding beyond traditional online learning formats and pedagogies. Online learning and online conferences provide opportunities for continuing professional development for millions of teacher educators and teachers.

***New Paradigms of Education***

**Cruz Prado, La Salle University (Costa Rica)**

Some reflections on the new paradigms of education will be shared with a learning-based approach. In the last 20 years, we have worked with learning processes based on the principles of self-organization, interconnectivity and complexity, learned from quantum physics and the theory of chaos. Some reflections will be shared about our experience and how this relates to an extension of the meaning of planetary citizenship.

***Education as a Driver for Ecological Civilization; the Earth Charter Approach***

**Song Li, Earth Charter Associates (China/United States)**

The United Nations 2030 Agenda represents an opportunity to forge effective collaboration at the global and local level to shift our societies to a culture of care, respect and sustainability. This will probably help to move from the predominant paradigm of unsustainability to one of Ecological Civilization. The Chinese government has placed major importance on Ecological Civilization and has placed it at the centre of its current plans. What does that mean and what could be the role of the Earth Charter and education in this endeavour?

**PLENARY DIALOGUE - INTERACTION SESSION**

***Citizenship is for All of Us, including Children who say, Here We Are!***

**Angelica Sanchez Arias, Values Foundation (Spain)**

This presentation will highlight a project where three videos about the Earth Charter were developed (in English and Spanish). The emphasis is on the message given by the children for use of the entire Earth Charter Educational Community.

**2:00pm – 4:00pm – PARALLEL SESSIONS**

**SESSION 1. PRIMARY AND SECONDARY EDUCATION**

***Cultivating Care and Caring through Education***

**Scherto Gill, Guerrand-Hermès Foundation for Peace (United Kingdom)**

Care (and being caring) is not only a human value and personal virtue; it is also a form of engagement, and action. Care is the society's pillar to support sustainable planet and lasting peace. For care to become integral to our being, it is paramount that education must focus on cultivating care and caring in children and young people. Therefore, in this presentation, I draw on our ongoing research and learning about caring education, and make a case for harmony and wholeness to underlie the processes that aim at nurturing care. This can mean three important implications for the practice of education. First, it suggests that the process of education must embody principles of harmony - in providing a learning environment that enables the child to live in harmony with others, with nature and with the world, education can courage first-hand the qualities of care and caring in the students. Secondly, the processes of education should inspire students to engage with each other, nature and the world at large with curiosity, kindness, attentiveness, love and appreciation. This

means that the curriculum must not be subject-knowledge and information based, but instead should be wider, emergent and reflecting the wholeness of our being. Thirdly, pedagogical strategies that aim at nurturing care should be inquiry-based, not expert or authority directed, and the processes of learning are characterised by dialogue, exploration and investigation.

***The Experience of the UNESCO Schools Network of Costa Rica***

**Diana Borrás, Coordinator of UNESCO Associated Schools Project Network in Costa Rica (Costa Rica)**

The UNESCO Associated Schools Project Network (ASPnet) is a global network whose mission is to "build the foundations of peace in the mind" of its students by placing UNESCO's values and goals prominently in the organization, the lessons, projects and policies of the participating schools. As part of its objectives, ASPnet focuses particularly on target 4.7 of SDG 4 - Education 2030, on education for global citizenship (GCE) and education for sustainable development. This paper explains how in the ASPnet Costa Rica, 100% of its members and institutions in the process of affiliation receive training on the "Earth Charter" and are committed to incorporating its principles in education management. Also, the National Coordination have been undertaking projects that articulate the principles of the Earth Charter with other initiatives so that these are an axis of work at the national level.

***Peace Education for the Sustainable Development Goals***

**Heather Kertyzia, University for Peace (Costa Rica/Canada)**

Peace education has an integral role to play in working towards the Sustainable Development Goals (SDGs): good health and well-being (SDG 3), quality education (SDG 4), gender equality (SDG 5), reduced inequalities (SDG 10), responsible consumption and production (SDG 12), climate action (SDG 13) and peace justice and strong institutions (SDG 16). Peace education includes education about peace (the knowledge necessary for achieving positive peace), education for peace (the skills, values and behaviours necessary for living in peace), and education by peace (the manner in which we engage in education through peaceful methodologies). This presentation aims to make the links between the SDGs stated and these three components of peace education.

***I AM THE ANSWER: A Different Approach on Education for Peace and Sustainability***

**Javier Francisco Ortiz Gutiérrez, Fundación Gaia (Costa Rica)**

"Yo Soy la Respuesta" I am the Answer, is a new proposal of collaborative education for peace and sustainability, with the objective to generate global awareness, with the values and skills necessary to participate actively in the achievement of the Sustainable Development Goals, building friendly lifestyles, by signing and fulfilling the Mother Earth Peace Agreement. The proposal is developed as a collaborative process, in which the education authorities, students, their families and the community, as well as local and central government authorities, public universities, the private sector and civil society participate actively. The methodology teaches people to assume their personal responsibility, through personal transformation with global impact, and the integration of multiple social actors under a common goal: to make Costa Rica a carbon neutral country. Currently, this project is implemented in San José, Costa Rica, in communities of high social risk and is in the process to be declared of Educational Interest by the Ministry of Education of Costa Rica.

***Education for global regeneration: Holistic approaches and applied cultural evolution for regeneration of the planet***  
**Joe Brewer, School for Applied Cultural Evolution (USA/Costa Rica) and Eduard Müller, University for International Cooperation (Costa Rica)**

Humanity is well into the Anthropocene, witnessing the sixth planetary extinction. According to the planetary boundaries approach we are at risk of losing the "safe operating space for humanity" – the conditions required for human societies to develop and thrive, based on the biophysical processes that regulate the stability of Earth's system (Steffen, 2015). We need to quickly transition to regenerative development to regenerate functional landscapes, society, culture, economics, politics and get to a higher level of consciousness and spirituality. Addressing our current challenges will require changes in human behavior and institutional frameworks, including our schools and universities. Complex problems such as social change, global and climate change, poverty and many others cannot be solved through

disciplinary approaches. We need to quickly develop new ways of learning under holistic approaches following the conceptual framework for regeneration. Technological development will be highly important but will not solve our current challenges. Humans must change their behavior and in order to do this, we must understand the forces that shape behavior. Applied cultural evolution offers unique views into understanding these patterns of behavior and can give clarity to what is needed to be more effective in the transitioning of humanity to higher levels of consciousness and especially action. To prepare youth for this disruptive future, a global network of learning sites is being established through Capital Institute and many other global partners backed by the University for International Cooperation.

## **SESSION 2. INTERACTIVE SESSIONS IN ENGLISH (HIGHER EDUCATION AND GENERAL THEMES)**

### ***Revisiting the Earth Charter: Where Are We 19 Years Later and What Did We Choose?***

**Mary Philip, Martin Luther University College (Canada)**

The paper takes an in-depth look into the principles of the Earth Charter and asks the question whether we, as earthlings, are really paying attention to the signs of times and places and are really taking seriously the peril that we are in as a planet, the only planet where life exists, as we know it. We are indeed at a critical moment in Earth's history as the Preamble of the Earth Charter says. The stark reality of climate change and earth trafficking not to mention human trafficking points to our disrespect and disregard for the community of life, which is contrary to the first two principles of the Earth Charter. Abuse and misuse of power of those in positions of power in various nations leading to continuing poverty and inequitable distribution of wealth and resources, gender injustices – these make a mockery of the Charter's call for social and economic justice. Violence, war and failing democracies seem to be the order of the day. In 2000, the preamble of the Earth Charter exhorted humanity to choose its future. It is 2019 and what have we as humanity chosen? With education being central to the mission of the Earth Charter International, the paper calls for and invites cooperation between educational institutions, religious and community organizations, governmental and non-governmental organizations "to share experiences and research on pedagogical approaches and lessons learned of the use of the Earth Charter."

### ***High Impact Practices (HIPs) to Infuse Earth Charter, UNSDGs, Peace Education and Global Citizenship Knowledge and Skills into Undergraduate Teaching - (Workshop)***

**Michael Lenaghan, Miami Dade College (United States)**

Infusion of high impact teaching practices (HIPs), astutely and artfully done, allows Earth Ethics based upon the Earth Charter, as well as UNSDGs, peace education principles, and global citizenship and civic engagement practices to complement, embrace and elevate the core content of regular course offerings, and also Study Abroad programmes, as enlightened enhancements. "High Impact Practices" (HIP) to facilitate attractive, interactive, enjoyable and sustainable content exploration, application, and outcome measures enable a highly diverse scholar cohort to succeed with high motivation based upon inclusive, yet exclusively combined per scholar, teaching/learning arrays within each scholar. Building upon each learner's learning strengths while expanding learning and demonstration competence pertinent to the core and complementary features of the course is the prevailing dynamic. Each first and second year college course syllabus presents a range of strategies, based upon mini-lesson orientation to "successful master skills" by which each scholar may acquire, reflect upon, apply and demonstrate subject mastery through a variety of "high impact" self-adapted practices that can be measured/evaluated in traditional and non-traditional modes that permit overall and individual outcome evaluation.

### **SESSION 3. INTERACTIVE SESSIONS IN SPANISH (NON FORMAL EDUCATION AND GENERAL THEMES)**

#### ***Bio-literacy with the Earth Charter at La Reforma Prison in Costa Rica***

**Geannina Herrera Blando, Ministry of Public Education (Costa Rica)**

Between 2005 and 2009, a process of formal and non-formal education was developed with a group of inmates at La Reforma Penitentiary Center, which was supported by Earth Charter International Secretariat. This process of environmental education was carried out through workshops in a playful manner. This experience resulted in an annual programme called "Penitentiary Bio-literacy". In this presentation, I will share reflections of this experience and of some other experiences that emerged from it.

#### ***The Earth Stories Collection & The Global Storytelling Lab***

**Grian Cutanda, Avalon Project (Spain)**

Extension of earlier presentation and project overview

#### ***The Earth Community, Intersubjectivity, and the Wisdom of Other Beings***

**Mark Hathaway, University of Toronto (Canada)**

Extension of earlier presentation

#### ***Internalizing the Earth Charter Values (Workshop)***

**Mateo Castillo, University of Michoacan of Saint Nicolas of Hidalgo (Mexico)**

Interactive workshop

### **4:30pm – 5:30pm – PLENARY SESSION**

### **PLENARY SESSION IX: THE WAY FORWARD. EARTH CHARTER IN EDUCATION**

**Akpezi Ogbuigwe (Nigeria), Astrid Hollander (Germany), Mirian Vilela (Brazil, Costa Rica)**