

Welcome to Turning Conscience Into Action, the Earth Charter podcast. Join Mirian Vilela, Earth Charter International Executive Director, in her fascinating conversations with great thinkers, scholars and activists from around the world who are working in the fields of sustainability, ethics, education and social transformation. Our purpose is to generate new insights on how to face current global challenges and inspire informed action.

Hello everyone, welcome to our Earth Charter podcast episode with Professor Daniella Tilbury.

Daniella is Commissioner for Sustainable Development in Future Generations at the Government of Gibraltar. Among other things, she is also the UK Government focal point for all matters on ESD education for sustainable development. Daniella, it's such an honour to have you here with us for this episode of our Earth Charter podcast. Thank you so much. Thank you Mirian. It's great to be able to reconnect with you and your work. So thank you for inviting me. Thank you. So let's start this podcast, Daniella.

We have put together to really help people, offer people resources, especially the audience, its educators from various parts of the world, certainly also students, university students. Among other things, it's actually being used by people who are just interested in researching more on ESD. So in brief, could you share with us what is your take on the futures of education? What are the various scenarios, challenges and the direction that we should take, especially from a higher education angle?

Wow, what a question. Okay, so it is my view, I think, that education is currently failing us. It's failing our students, it's failing our society and definitely our planet. I think that it's not fit for purpose. And I very often argue that we need to engage in a process of reimagining, recrafting our education systems. But let me explain that a little bit better, if I can. Why do I say this? Well, Greta's generation is right to be angry. Greta and the Fridays for Climate movement exemplifies how education has failed our young people.

They're frustrated, they're disengaged, particularly with the political and social processes that shape the society we're in. But instead of resorting to engaging through these set systems, they're going to the streets to protest. So why is this? Well, the answer lies in education. Our schools, our colleges, our universities have focused teaching about knowledge and understanding, about telling them how the world is, rather than how it can be. It tells them about the problems, about the issues. It does not provide the type of educational experience, which I think is really important, relating to the skills, capabilities, and real life situations that you need to learn from and to engage in in your professional community, in your everyday life, so that you can make a difference.

And I think that the lack of experiences in this area have meant that they have built up concern and frustration. So when you ask me about the futures of education, for me, it is an absolute priority that we challenge the education systems so that these young people, Greta, their generation, her generation, can actually shape the rapidly changing landscape that we have at the moment, rather than simply learn how to analyze and understand this landscape, which is currently changing. Until we do that, education will continue to fail.

And there are many blind spots in education where both educators, sometimes students, and certainly administrators and agencies in education are not seeing the problem, because they don't recognize that our education systems are being mirrors of our society. They are reproducing, they are reflecting the current tensions between people and planet. They do very little to help enlighten students with alternative futures, with lighting up pathways where they know they can begin to change things. So for me, this is critical.

And the reason why I think futures education, education for sustainable development needs to challenge the current way we go about our education. Thank you so much. Indeed, if we are there just to teach students about how the world are, or is, they can just Google it, right? They can search on the Internet and find a lot of information on what is there. So I very much appreciate you emphasizing the importance of helping students to see the world beyond what it is now, trying to envision a different world.

Yeah, it's not future yet. It's not currently education is not fit for the future. I think this is the key aspect, as the voice of young people is not very present as we design education, as we teach education, that they are really passive in this process. Yeah, sure. Now, you mentioned ESD, Education for Sustainable Development, and you certainly have been a pioneer in working the forefront of this thinking around ESD. And to share with us, what is ESD for you? What is that? Why? And how could we make it happen in practice?

Okay, to answer the first question about what it is for me, I think I probably would need to go back to 1988. I'm showing my age, I know. I was a university undergraduate at the time, and I was in an exchange. A visit to Australia when I was 20 years old, which helped me cement my interest in quality of life issues and concerns for the planet, and marrying those with questions about the purpose and practice of education. I went to Australia, it helped me open my eyes and start questioning my own assumptions about what I thought reality was like, what I thought education was all about.

And it helped me understand how many contradictions there are between what education seeks to achieve and how it is actually practiced in the classrooms all around the world, not just in your own hometown. There's a lovely cartoon by a gentleman called Warren Brown that captures this tension really perfectly. He actually draws a teacher standing next to a blackboard in a very traditional classroom setting with young students sitting in single desks lined up facing the front. And in that cartoon the teacher says, I expect you all to be independent, innovative, critical thinkers who will do exactly as I say.

Now those who worked with me have heard me say that phrase a thousand times, they're probably sick of it, but to me this contradiction is what is at the heart of unsustainable practice and education and is what drives my work in this area. Because it gives me an opportunity to explore the dynamic of what is happening in classrooms, the relationship between the teacher and the student in lecture rooms equally between the professors and the graduates. And then seeing how that is relevant to the type of skills, abilities and capabilities that we are needing our young people to have when they go out in the world.

So all of this has fueled my interest in what I would call educational reform. It's helped me understand that we have to ground our pedagogical approaches, our student learning outcomes very much in support of social justice and planetary boundaries. And until we

challenge those contradictions of how we teach and what students learn in support of sustainability, our education systems will continue to reproduce things that are unsustainable in our world. You know that is why that particular student experience for me was life changing and it is the reason why I still engage in the issue of sustainable development in education.

To answer the second part of your question about you know what is it about ESD that's important, what are the core components of it? I think there's a lot of misunderstanding and I want to start by trying to highlight that before I start identifying what I think it is. To me education for sustainable development is not about exposing children to nature. It is not about teaching climate science or understanding the links between poverty and environmental disasters. This should be taught in school anyway and I think in some places there's an element of it in the science curriculum, in the geography curriculum, in the language or English curriculum and sometimes even in the religious studies subject matter.

This is basic knowledge, you know this is a basic understanding that we must have. But to me that's not ESD because ESD goes well beyond that to try and bring a new set of glasses to the learner so that they can see themselves and their role in the world and the relationships between people on planet in very different ways. And that requires the education system building engagement and empowerment skills which can only come through systems thinking, critical thinking and futures thinking. And they may seem like jargon but for me those three key areas have to be present.

So what are the key areas again system thinking? Systems thinking, critical thinking and futures thinking and I'll elaborate a little bit on those three. You know they're components that help you go beyond understanding the world so that you can participate in influencing and changing it. So critical thinking for example is about getting to the root cause of issues or situations and asking really difficult questions, the big picture questions that are critical of sometimes lifestyles, governance and structures.

So for example I was traveling to on a train to Gerona last week and as I got off the train I could see all these advertisements on the platform using the word sustainability in every other sentence. You know and without it certainly old fashioned. Yeah it's fashionable. This is not everywhere. Yeah and our young people are experiencing this seeing sustainability all around them but they need to see beyond the surface of it. They need the critical things to ask questions about is this a narrative?

Is this is the word being used in a way that's relevant to what sustainability is? Are the adverts promoting lifestyle changes, critical questions that can help us improve our relationship with the planet or are they using this trendy word to actually confirm other arrangements? You know things that are more marketing and spin that necessarily change. So critical thinking is quite critical in that aspect. Then there's the aspect of values clarification.

Now various qualifications about detecting bias, about understanding one why one whole specific values, where this has come from, what is influence one's views of people and planet and it's like peeling an onion and uncovering the layers of assumptions and

influence that we are born with or that we're surrounded by and understanding that context clarifying why we have those values, clarifying where they come from, what's shaped them and understanding that other people have other values that have been shaped by their own influences because that's really important to have meaningful conversations and dialogue.

So and then we have systems thinking how we connect with the world, how our actions have consequences, how our plans, decisions, everything that we do has an implication well beyond that we might see and that's positive but also sometimes important to understand the consequences of one particular action or group of actions. So we have to start seeing relationships, we have to see connections that are sometimes invisible and the new glasses of sustainability can make those more visible.

Once we have these we connect that with a commitment to participating, to engaging and you can have various levels of engagement but the opportunity to learn how to engage is really important because not only do you need to understand, I've said this prior, but you need to be able to know how to change things if you want to, if you want to inform you have your information but if you want to influence and bring about a change you need to understand how change comes about and this is really critical. I think, you know, I'm working on a program now called the Future Makers which is a program for 20 to 30 year olds here in Gibraltar and these are very smart young people who have a very deep commitment to sustainability and they have their own projects, their plans to instigate change in particular areas.

Some of them are working with electric vehicles, others are looking at changes within the education system, others are looking at presenting grants and incentives to the corporate sector to facilitate the changes and a common thing I find when I talk to these young people about sustainability is that they believe that if they have very strong arguments and they're very clear passion and commitment that they can sit in front of someone, present those arguments in a passionate way and the person sitting on the other side of the table will have an epiphany and they will do whatever they're asking them to do or change their minds about how they're engaging with people on the planet. Exactly and I don't think our schools are conveying this.

Schools have a role to prepare young people for life, for work and they need to understand change and influence so as I say it's not just about passion and commitment, not just about knowing, it's about understanding and participating in changes to really get to that level where they can actually have an impact in the community. Okay well I'm very happy that you shared this project of working and engaging with young people. I think this is very crucial in effort in terms of engaging and enhancing the capacity of young people to really contribute to change. Thank you for sharing that. Change, changing education, you just mentioned one thing that you are doing among many in terms of engaging young people.

So from where you are and the experience you have had in working these things, how can change in education take place? It's something that's so much required and can you share a specific example? Yeah absolutely, I think you know as educators involved in ESD we not only need to create opportunities for change and experiences for change but we also

need to ourselves understand how change happens and this is why I am a firm believer of professional development for educators in this area because I think it's really important.

And for me international experiences have taught me that transformative change takes time and that sometimes relies more on changing social contexts and changing mindsets than on science and it goes back to that example I gave. You know you can give us many facts and figures about climate change. It's not going to change the way people live their lives you know ultimately.

We have seen it done for the past 30 years, a lot of information doesn't necessarily change. Exactly so I want to bring an anecdote of an experience I had in Australia when I was living and working in Australia just over you know two decades ago because Australia taught me that you know this transformative change takes time and that you know it has been a very long journey. I had the privilege to belong to the board of directors of WWF Australia. I worked with a very small team that created Earth Hour, Laura de la Tierra you must have heard it, in 2007.

It's a very important initiative. Yeah and in 2007 it was a very small group here in Sydney that got together and thought it through and you know and that experience was very formative for me because I remember how we gathered by the shores of Sydney Harbour with the media and with the leading politicians counting down the first Earth Hour. After a lot of planning, after a lot of discussion about how it would work, how we could influence, we gathered at the Sydney Harbour expecting to see a city blackout and so we counted it down. We said five, four, three you know the media was there, there was a big hullabaloo and then what happens? The lights just didn't go out. It just didn't happen in 2007. Well at least it didn't happen immediately. I can imagine the feeling of disappointment.

It took more than 15 minutes into the hour before we could see a noticeable difference between the city and the harbour lights being switched on and off and it taught me that people had switched off. They had bought to the idea but that it had taken time. They did it in their own time. You know we gathered statistics on energy consumption. We collected images of the key landmarks without lights. We circulated this worldwide and now today Earth Hour is a major global movement. But you know we could have just quit you know the first time around and said oh well this is not as successful as we thought it was going to be and look at it now.

You know it is not only raising awareness but it is leading to quite a significant buy-in by leaders and politicians who can see that you know there is impact in considering people action for sustainability.

Which year was that? 2007. I think it's a great communication I would say successful communication strategy and I'm happy you shared this with us because I think most people don't know the history of Earth Hour. Yeah and you see parallels can be drawn with education because I think learners need to see the change you know and I think learners need to experience and participate as well as no one understands. This is my consistent message. So I think universities and schools must create experiential opportunities for learners in sustainability so that they can learn how to you know not just

respond to a changing world but actually learn how to change the world at the same time. And for that to happen they need to experience change initiatives and understand the realities of it.

You know change initiatives are like snakes and ladders you know it doesn't happen when you want it. It takes time people do it in their own time. There are lots of opportunities that might escalate your success in a change initiative like a ladder in a snakes and ladders game but there's also a lot of slippery snakes you know and if you happen to accidentally fall on a situation or on a on a changing context that brings your your change initiative down or at least the impact of your change initiative down it doesn't mean you give up it means you have to find another ladder another way up the board to keep persisting with change for sustainability and that's another thing that I have found with the future makers initiative that I'm working on with young people.

The need to build resilience the the need to build a long game and understanding that that this is not going to happen quickly and that the needs to be perseverance and persistence for the sustainability agenda to forget places. In the young generation seems to not be willing to wait too much on things right it's kind of a generation culture that things have to happen in a very speedway in a very fast way.

Yeah but I think the the assessment system and the way we encourage learning in schools supports that rapid turnaround you know the way that the that we assess and it's all like quite quite structured that we are providing feedback and expecting an improvement and a change very quickly and that things go in one particular direction and that we provide grades and assessment in a linear way.

When learning just like change doesn't happen in a linear way you know there are ups and downs there are periods where you're learning a lot more where you're concentrating a lot more where it's more meaningful for you and other periods where you know you you're learning might be stagnant it's the same with change change is not a constant you know it does require an understanding of the ups and downs you know a colleague of mine called Alex Ryan and I wrote a paper which talked about seasickness in the process of bringing about change in universities for sustainability and we drew parallels between being on a boat and trying to bring about change in the sector which can be exhausting because you've got the ups and the downs of the waves you know sometimes you get a tsunami that completely distracts you and

You're fighting for survival rather than fighting for progress other times there are calm waters and there are other boats in the sea that help you progress this agenda in a very significant way you know and I think similarly we have to convey sustainability and its issues in this context is it making sense to you?

Sure it's very clear now you have talked about being able to envision the future but you have also been working for so long in higher education sustainability so Daniella what would be your most important advice for a professor, head of a department or director of a university anywhere in the world who is already committed and willing to make things happen in reorient teaching and learning towards sustainability what would be your most

important advice to them to make teaching and learning for sustainability happen specifically in higher education?

Okay right so probably I would give a couple of steers the very first steer would be don't add reframe and change but don't add more because we cannot just have business as usual with added content or new programs added on to it and we get that a lot recently because a lot of educators are wanting to just add the SDGs onto their existing programs so they're considering the sustainable development goals as primarily thematic and identifying themes of gender and equality about poverty alleviation about improving conditions of life in the sea or in the oceans and bringing them to the existing programs and sustainability is not an add-on it is actually challenging everything else that's been taught already which leads us to assumptions about the way we live our lives about the way we organize ourselves about the

Way we govern and so it needs to question what we're doing already rather than just adding on more examples or particular assignments in these areas so I'm not saying that the SDGs are not valuable they are and they can certainly help advance our ambitions but we must learn not to misrepresent the goals and to rather than draw attention to islands of good practice in universities and colleges we need to work towards a step change that is much deeper and that helps to build capability of our graduates of our researchers in this area and for that we need to for example change the way that we have discipline boundaries for example we move away from discipline based inquiry towards more interdisciplinary investigations because reality is more interdisciplinary because the complexity of sustainability requires us

To make those connections we also need to stop doing research on people and start working with people in research programs and this is something that continues to this day I evaluate a lot of research programs particularly for the European Union and it surprises me how sustainability researchers are still using the traditional researcher on research and I think we redefine the role of researcher away from bringing primarily experts to being collaborators and bringing the users of the research to the heart of the research framing we need to start thinking about research which has academic impact about research that has social impact in particular because if it doesn't have an impact then you know you could say research is ethically questionable isn't it why are resources being being plowed into research that

Doesn't actually lead to anything different in our world so I think that that transformative edge in both research and in learning is quite critical we do need to have education that goes beyond simply informing to transforming and and for me you know it's it's so important to have that questioning so to summarize that first point I would say don't add question challenge the other thing I would say is as a second steer is don't look down don't just focus on what's in front of you and what's directly responsive you're directly responsible for look up and around because there are invisible links between the academic work you might be doing and the campus management work or the community engagement or the quality side of work and if we are going to escalate things at the university and move things away from

The margins to the mainstream we need to make those connections it's really important to look around and and bring those things together and the last bit I would say is look beyond the university campus gates because again I think we need to redesign not just what we're doing in the university but how we relate outside of the university and I want to give you an example of the University of Cambridge I was precisely going to ask you a specific example that you have actually lived you know all these you have been so many universities in in Cambridge in 2019 they removed beef and lamb and added plant-based food options into the catering outlets right and all their hospitality events and overnight an action like this had a radical impact on the carbon footprint of the university reducing it by 10.5 percent that

Was just overnight you know reminding us that there is you know that that students need to live through changes so that they understand through the higher education experience what a change looks like and what the dramatic benefits of something can be when a courageous decision is taken and that not only redefined the relationship for students and their experiences but also those with the providers of the food that you know the supply chain got redefined so here's a university being an agent of change not just to those who belong to the university community but those who are supporting and providing food to the university extending the reach and the impact will be on the campus gates thank you so much for that example it's a very concrete action that the university can make of course with an important

Consequence so Daniele in these uncertain times what do you think the future has installed for higher education and sustainable development?

Yeah in 2021 I think change for sustainability is happening but it's happening perhaps too incrementally perhaps too much in the margins of higher education which is why I'm asking for these more profound questions to be asked and I think that sustainability in all its disguises will bring a decade of disruption to higher education I have no doubt we've already seen how our lack of respect for nature human boundaries has given rise to a pandemic that has ransacked our lives our communities our economies it's changed the world as we knew it and I think that unfortunately life changing and life threatening experiences are going to continue to present themselves and sustainability issues are going to become more and more visible and not only is this going to have implications for modes of delivery we've seen

That how we've gone more online but I think it's going to have an impact on the core fabric of institutions and even on business models for higher education you know last month the IPCC provided evidence of how human activity is making heat waves,

Heavy rainfall and droughts a lot more frequent and more severe in every continent you know it does conclude that if we don't make changes very quickly these are now going to be irreversible and the impact tremendous to everyone not just to the select few and so I think one of the key things that higher education is going to be engaging with in the future is divestment and I think divestment is a really important aspect of change in higher education it will be almost like the first step in the transition of higher education to a new business model one that stigmatizes fossil fuel and that can lead to a permanent compression actually in the trading multiples and I think that this can potentially pose a

far-reaching threat to the fossil fuel companies because we have many universities like Stanford, Cambridge,

Oxford, Durham, Glasgow, Hawaii, Bauspa, the Australian National University,

Chalmers University of Technology in Sweden and they all have divested they've all signaled the commitments to Harvard have made a very strong decision on the same thing not long ago great it's actually hard to believe that higher education and universities too had some investments on fossil fuels yeah I think it's mainly my understanding is a lot of teachers pensions you know university pensions as well as you know investment in particular aspects of the fabric of the institution yeah but divesting certainly gives a very strong and clear signal it's also part of a communication strategy I would say to help us change our mindsets yeah yeah yeah there's little doubt and I think it can change the DNA of higher education once those values those principles are embedded in the culture of the institution and

They're not just sort of projects that are happening in the margins once it gets to the core of the governing body who makes a commitment and you know I keep using climate change as an example but there are commitments to you know getting rid of extreme poverty alleviating extreme poverty is not enough but getting rid of it is very important and equally I think institutions like universities and colleges have a very big role to play in having impact in our local communities but far beyond that and you know there's increasing poverty in urban dwellers at the moment and not just in those countries we traditionally associate with droughts and malnutrition we also find poverty in our urban communities and COVID has accelerated the pace and the scale that of those experiences unfortunately and I do think

Universities and colleges need to open their eyes up and be more responsible on a where to what is happening around their campus gates as well as provide opportunities for students to learn and participate in in addressing these situations I think I think you know so in response I think in response to the question I think universities are a very important role to play as lighthouses in our community and not you know I spoke about mirrors before how they are actually mirroring a lot of what is wrong in our society but I think they can they can light up new paths they can show the way to our students and to our communities in the area of sustainability and I think they need to do that through inspiration and not through fear you know I think fear doesn't get us too far I think through inspiring action

Through rethinking the campuses the classrooms the way learning takes place the the dynamics of the teacher learner relationship the community university town and gown relationship by inspiring a new way forward I think the impact could be quite far-reaching thank you you mentioned about climate change and pop 26 is around the corner this year we also have the G20 and many other international meetings all of these meetings can certainly mark a different future for all of us depends on how it's led and organized and how much countries can commit to really move forward on the on the policies I know you are involved in preparing briefings events and negotiations at these international meetings can you talk a little bit about that and and if you think that progress is really being attained yeah very good question

I don't know but if if if colleagues have seen I mean this is being filmed in September or this has been recorded in September when we've just had the Global Citizen Music Festival I don't know whether that reached your part of the world but it can you can talk a little bit about it it conveyed a very powerful message about the need for leaders to stop and think about the future in a different way because there are a lot of a big decisions being made this year in 2021 there is COP26 in Glasgow there's the G20 that's going to happen in Rome this week on the 29th of September there's a youth summit taking place in Milan and all of these are laying the tracks for international agreements in the area of climate change particularly but also for financing and investment to alleviate poverty to ensure that women

Have access to education to trying to address inequalities between the rich and poor countries and all these themes are very much connected so there's a lot of dialogues there's a lot of agreements there's a lot of stake this year much more than many other years and sometimes these dialogues and what's at stake is not always visible so I think it's a really good time to keep our eyes open and with regards to the news and to developments because it is a very very critical time sometimes I've asked whether you know a lot of these international meetings are just a waste of time and space or whether you know there is progress and my personal view is that progress has been remarkable maybe not as fast or as ambitious as we need it to be but when you consider the starting point of where we were 20 30 years ago you

Know when the word sustainability was just a narrative it was just a term and and people were talking across roads with each other they didn't mean the same thing when they used the term they were just talking about a philosophy a way of thinking a way of life but now you know when we talk about sustainability we're talking about specific targets we're talking about financing mechanisms we're talking about resilience we're talking about building structures and systems to protect the most vulnerable we're talking about international agreements that lead to some concrete action as I say sometimes these actions are not as ambitious as we need them to be but we're certainly hurting in the right direction and I do believe that these the COP26 in particular is going to make some fundamental announcements associated

With with education really big announcements associated with education and international collaboration because I keep thinking that climate change if we really want our world to move towards the direction of people individuals companies institutions are really addressing climate change seriously I wonder how all of that could take place without seriously incorporating that into education at all levels so yes yes very hard to believe that this could take place without that yeah but the thing is I think there's a general understanding that education is important and that it's a critical strategy in taking this agenda forward I think there's a general understanding of that but from my perspective if I may be a little bit critical I would say that sometimes you see situations where environmentalists are going

Into schools and going into universities and telling teachers and education educational professionals how to teach these to teach these content how to teach this area and I think that's where we're failing I think educators need to be more centre stage need to be informing advising a lot more and how we tackle the education strategy because going to

school and experiencing school doesn't make you an educator you know education is a profession in itself and there's expertise in how people learn and how changes take place as a result of education and I often get concerned that there's a lot of preaching going on from those who want change to happen very quickly but we actually do need those who understand and know education fundamentally to be influencing how we respond to education at the international

Level but also within the classroom setting you know there are different terms and for someone who is new into this we may hear climate change education education for sustainable development environment education so how do you relate them do you are they similar are they different what what what are the synergies between climate change education and yes the or environment education for that matter I don't worry about what we call it I worry about what we do with it so I don't tend to concern myself about the terms but but the practice of what we do in favour of sustainable development or in favour of addressing the sustainable development goals is what's important so for me sometimes they're interchangeable and sometimes they're not if what we're doing I said before you know to me exposing young children

To nature is seen as being very important all of the sudden and that's happening a lot that to me is not education for sustainable development because it is not looking at people and planet relationships on a day-to-day basis it is instead looking at the you know the study of nature it is looking at aspects which are also very important but something that should be dealt with already in the geography of the science curriculum so for me education for sustainable development is about bringing that new set of glasses into our education systems and starting to question those unsustainable relationships that already exist they're there and start questioning why why are we doing it this way is that going to help us move towards a more sustainable world or is it hindering us and to me there's a there's a

Fundamental difference between talking and teaching about thematic issues be the climate be poverty alleviation be being protecting our oceans plastic pollution recycling there's a fundamental difference between that and education for sustainable development that gets us to question why we leave our lives in particular ways and what we can do to improve those relationships that do exploit people and planet well this leads me to the question about the Earth Charter it's our last question of our conversation today you talked about kind of education that helps us simplify our relationship the people planet relationship but also you talked about the kind of education that helps us to become critical thinkers and future thinkers and also a kind of education that helps us to address values through lenses of

Values clarification so how do you think their charter could be used in this context okay well the Earth Charter to me is like a compass you know we need we need it but we also need to travel with it we need to take it places we need to work within not just our immediate environment but but well beyond it to take it with us and use those 16 principles to help help us take a journey take a journey with others if we use it as a checklist i think we're missing the point if we use it as a document that can help us initiate conversations that can help us understand situations with others that can encourage us to reflect and reframe or even relearn our relationships with people and planet then we're

going somewhere so i think it's a terrific orientator it's a terrific resource for guiding conversations and

Reminding us that we do have a destination that we do want a better world because those principles illustrate what a better world could be like but you know we need to discover those new pathways together and using this compass we can try and look for that pathway that's going to lead us to a more sustainable future sustainability is really an act of collaboration and act of imagination and we need to charter this new course for change for us and for a much better world it is not about resolving issues and problems of today i think people are mistaken it is about striking a very different way of living a very different way of organizing and governing ourselves and so i think the Earth Charter can help us make that imaginatively leap into a very very different future you know thank you so much daniella for

This most inspiring and conversation it's been very enriching for me and of course you have such a wonderful way of articulating these complex ideas actually sounds very simple when we hear it from you thank you so much not only for today but thank you so much for everything you have been doing for all these years to help us expand our thinking with regards to how education should be reoriented to something else thank you daniella it's always a pleasure talking to you Mirian you know we we've all been engaged with this work for a very long time and i think we rely on each other's support and encouragement to keep going so so thank you thank you.

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