

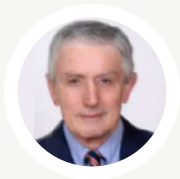


# Education for Sustainability

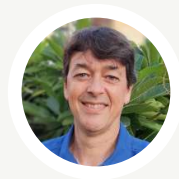
A webinar for Kognity



# Presenters



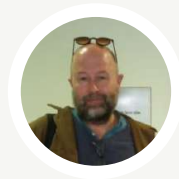
**John Cannings,**  
[Core Consultants Zurich](#)



**Laurence Myers,**  
[American School of Dubai,](#)  
[Compass Education](#)



**Jennifer Brandsberg-Engelmann,**  
[Strothoff International School](#), Frankfurt



**Andrew Watson,**  
Co Director of [SusEd](#),  
Director [Jerusalem American International School](#)

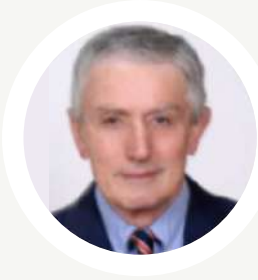
# Agenda

1. Introductions
2. What are the goals of education for sustainability?
3. What's happening in schools? Leverage points
4. What is the importance of models / theory?
5. A couple case studies
6. What might the future look like?



# Introductions





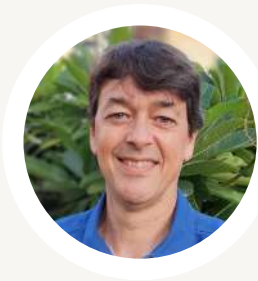
## John Cannings

- Geography Teacher, CAS Coordinator
- IBEN member, Examiner and workshop leader for the IB in Geography, CAS and Foundation courses.
- Author of books on CAS, a number of articles on a range of educational topics and a blog writer on Holistic Education

# Why Sustainability?

- Drought, bushfires in Australia 2019
- School students' protests
- Attitude of climate change deniers





## Laurence Myers

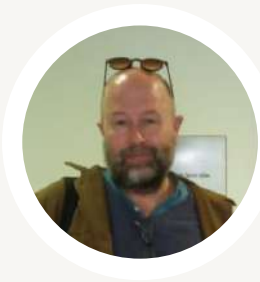
- K-12 Service Learning Coordinator  
American School of Dubai
- Steering Committee Member & Workshop facilitator  
Compass Education
- Educator, facilitator, connector & consultant focusing on the nexus of service learning, sustainability and global citizenship education through systems thinking



## Jennifer Brandsberg-Engelmann

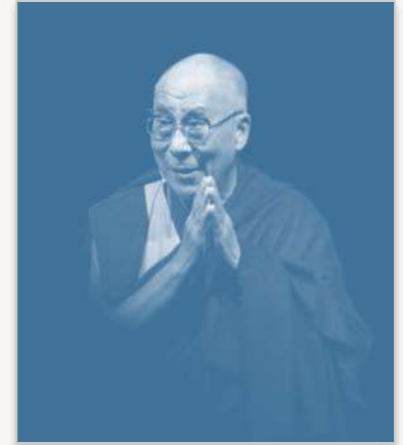
- 20 years IBDP Economics
- Tipping point - Kate Raworth's [Doughnut Economics](#) in 2018
- Kognity IBDP Economics textbook - systems theory / expanded sustainability beyond the minimum syllabus content
- [Doughnut Economics Action Lab](#), curriculum, applying model to school, very recent Frankfurt Doughnut group (like [Amsterdam](#))
- [Youth Mayors Field Guide](#), systems and design thinking and the Doughnut model (with various European UWC schools)



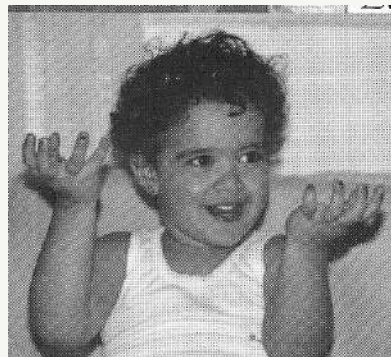


## Andrew Watson

- Co-Director Sustainability Education ([www.sused.org](http://www.sused.org))
- Chair of Board - Albanian College
- IB Regional Manager (DP)
- IB Workshop Leader (Admin, ToK, CAS, EE, ATL)
- Visual Artist (London)



But more seriously...







# The goals?



# The goals?



Fostering community thriving, well-being



Developing skills

research, collaboration, critical thinking, organisation



Cultivating a changemaking culture

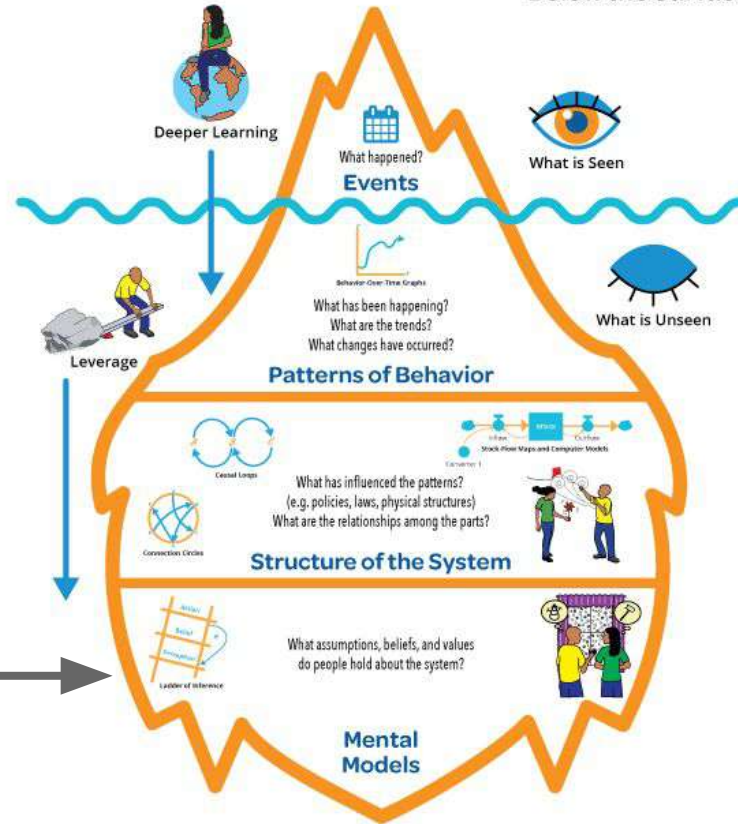
willingness and ability to take initiative to solve problems



Promoting systems thinking

changing patterns of behaviour, systems, mental models





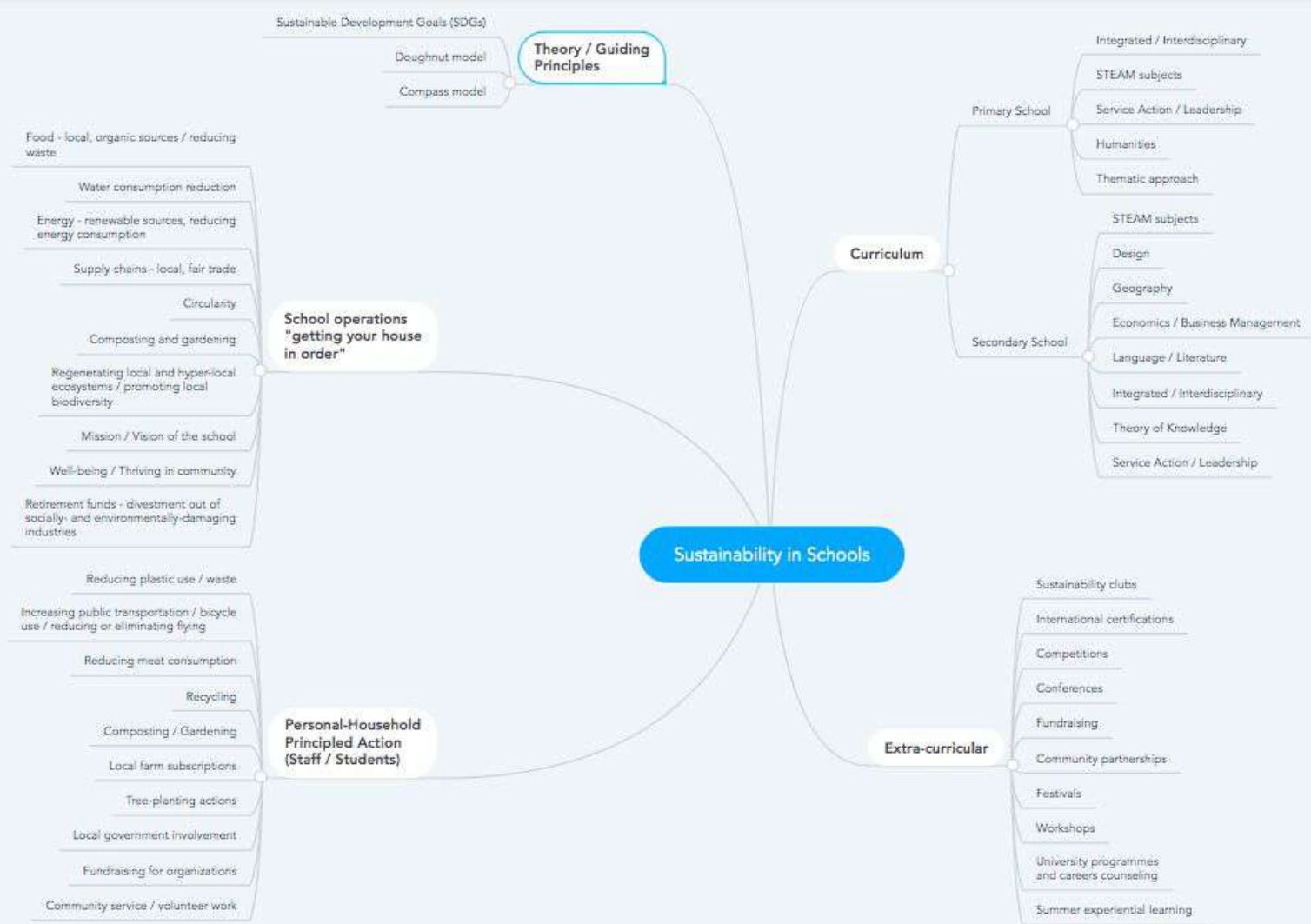
Hardest to do, but  
most impactful



# What's going on in schools?

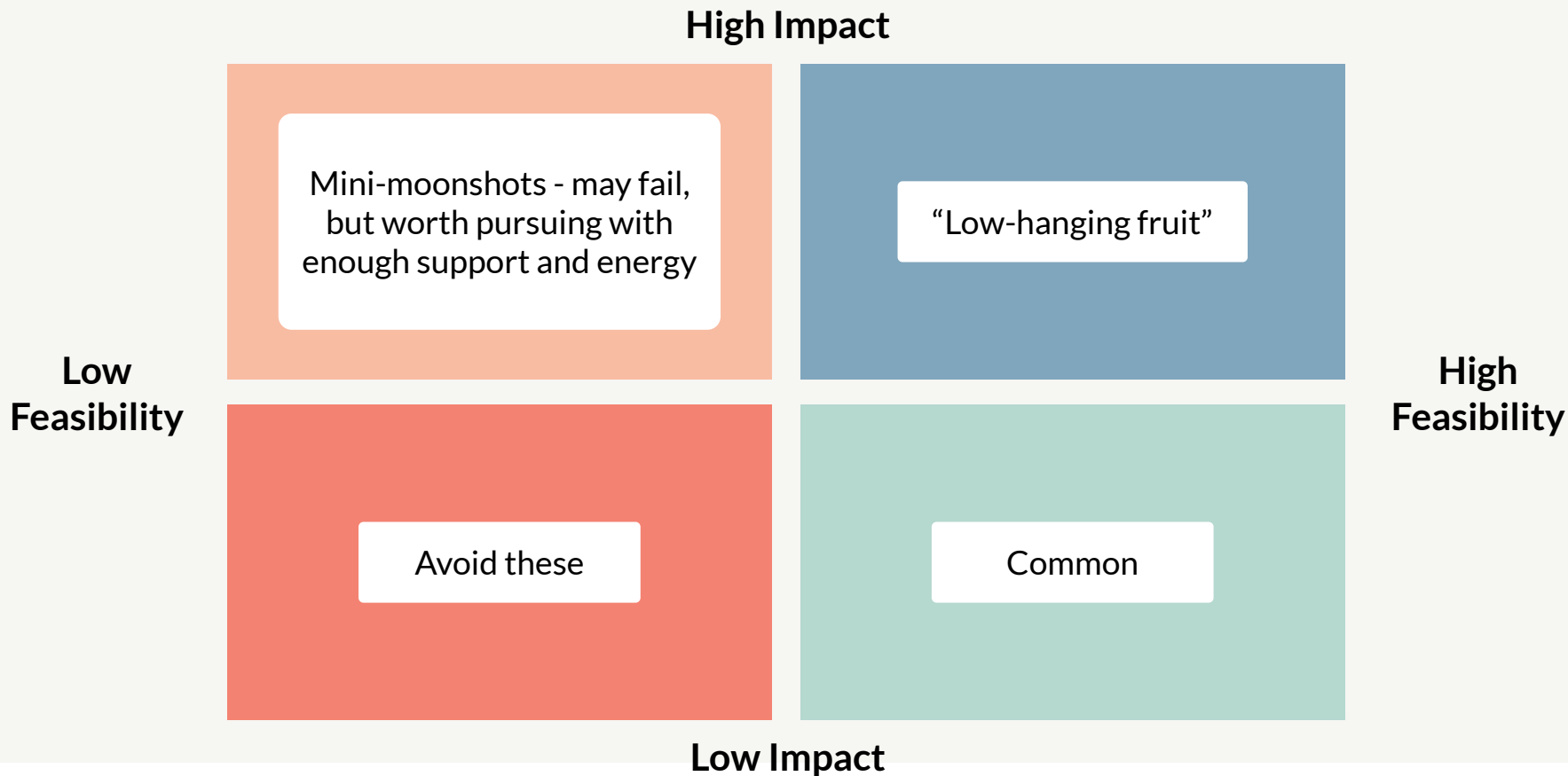
## Leverage points







# Impact / Feasibility Position Map (Context-dependent)





# Models

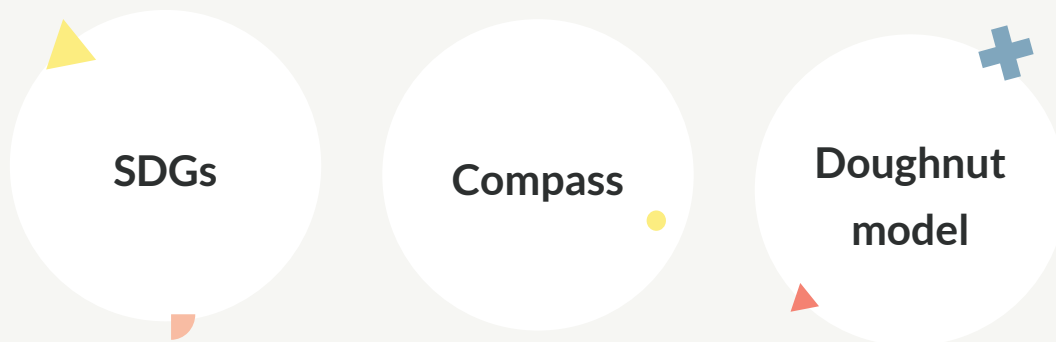


# Importance of holistic frameworks in schools

- Common narrative and goals for whole school

Without it, actions can be *ad hoc*, lack of unified purpose across large school

- Framework for metrics to measure progress over time





# SUSTAINABLE DEVELOPMENT GOALS



# Common SDGs that schools target



Providing meals for poorer students



Improving student and community thriving



School syllabi  
Outreach programmes



Moving to renewable sources of energy in schools

# Common SDGs that schools target



Promoting public transport, biking  
Tactical urbanism



Recycling, circular economy



Reducing school and personal carbon footprint



Ocean plastic cleanup

# Common SDGs that schools target



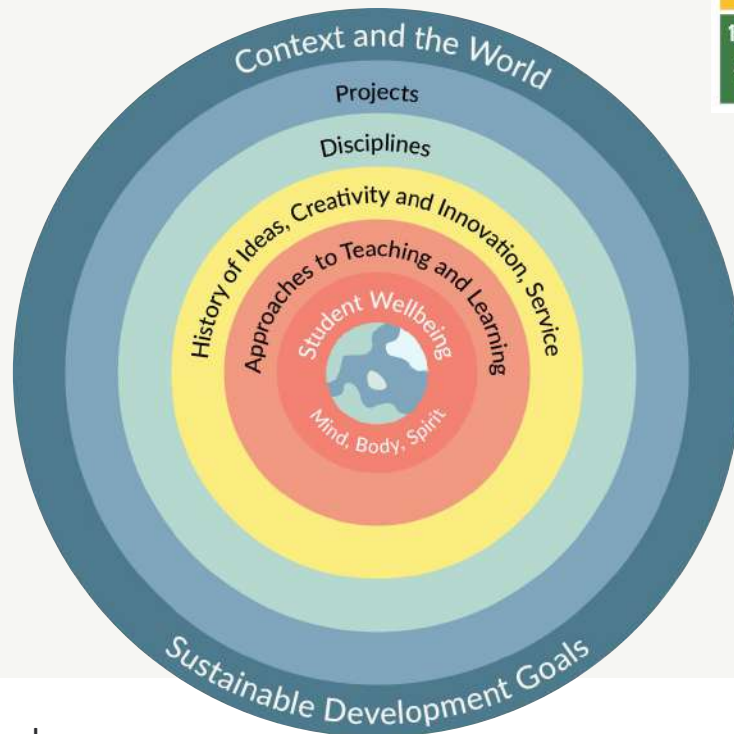
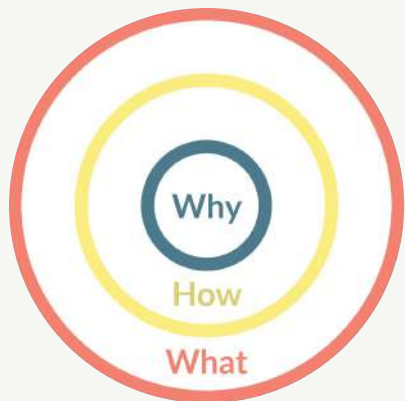
Gardening / composting / bee-keeping



Connecting with organizations in the community

# The *What*: Re-imagining Education

## Connecting with purpose...





# The *How*: Re-imagining - From “I” to “We”

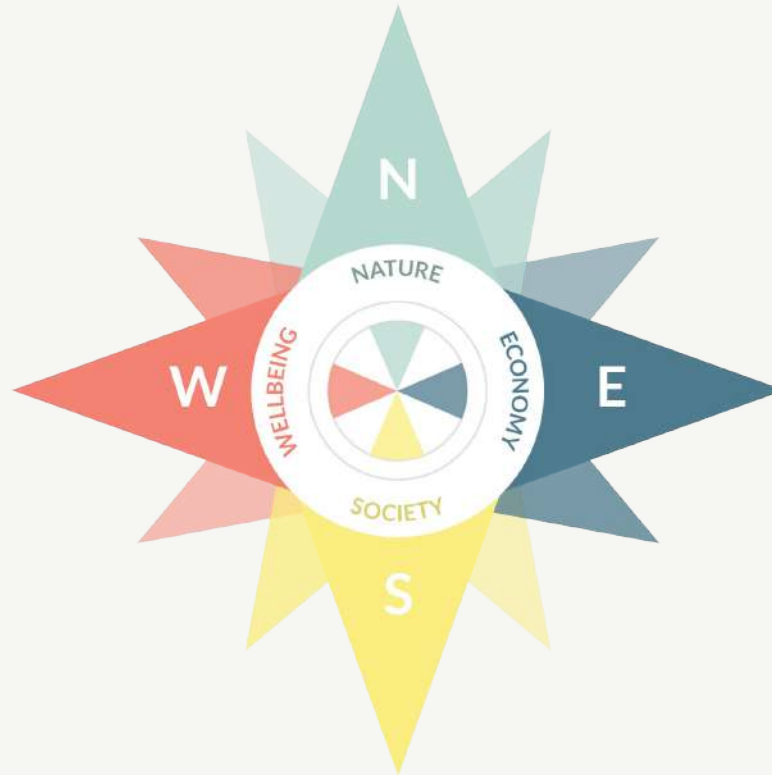
## The Where, What and How of Education Re-prioritizing

- Understand your ecosystem
- Put human relationships at your organisation heart
- Develop a prophetic vision
- Read the game
- Create a meaningful experience of education



...and the struggle to be human...and the  
“choreography of interpersonal relationships..”  
(Sachs p59)...“I-It” and “I-Thou” (Sachs p60)

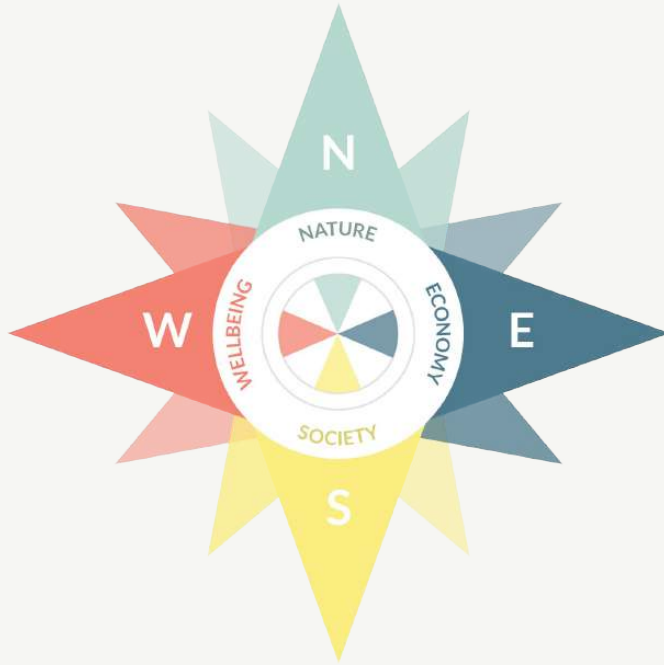
# The Sustainability Compass



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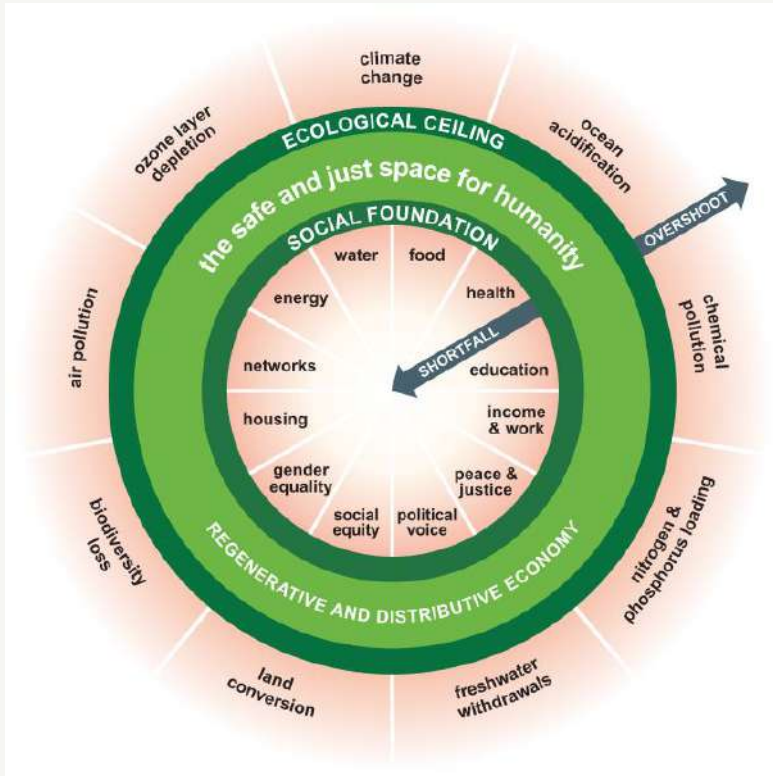
[Compass](#)  
[Education](#)

# Key Elements of a Sustainability Mindset



- Multiple lenses perspectives
- Inter-connections
- Systems thinking approach
- “Most good, least harm” mindset

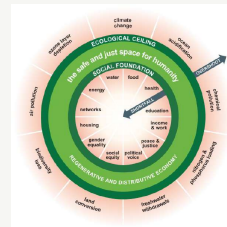
# Doughnut Economics Model



## Inquiry Question:

How can our city (community / school) be home to a thriving people, in a thriving place, while respecting the well-being of people worldwide and the health of the whole planet?

# Applying the Doughnut for Strothoff IS sustainable development



- Investigating what thriving means to students and staff so we don't waste resources on things that don't matter
- Improving the wellbeing of others in the world
- Evaluating school actions / policies for global social impact (ex: supply chains)

	SOCIAL	ECOLOGICAL
LOCAL	What would it mean for the people of this school to thrive?	What would it mean for this school to thrive within its natural habitat?
GLOBAL	What would it mean for this school to respect the wellbeing of people worldwide?	What would it mean for this school to respect the health of the whole planet?

- Improving our (hyper) local ecosystems
- Evaluating school actions / policies for local ecological impact
- Lowering impact on planetary systems (ex: carbon footprint)
- Evaluating school actions / policies for global ecological impact

[The Doughnut City \(School\) Portrait Canvas \(New!\)](#)



# Some case studies



# Example 1: Green STEM Club

## Vietnam Finland International School

After-school-activity club that promotes learning about and taking action on environmental conservation and sustainability.

Crafts + STEM (Science, Technology, Engineering, Math)



### Objectives

- Raise awareness of environmental issues
- Instill a sense of environmental responsibility and personal commitment
- Cultivate an appreciation and interest in the environment.

### Topics / Projects (selection):

- Composting system
- Food / plastic waste reduction
- Rhino protection awareness campaign
- Environmental exhibitions / campaigns



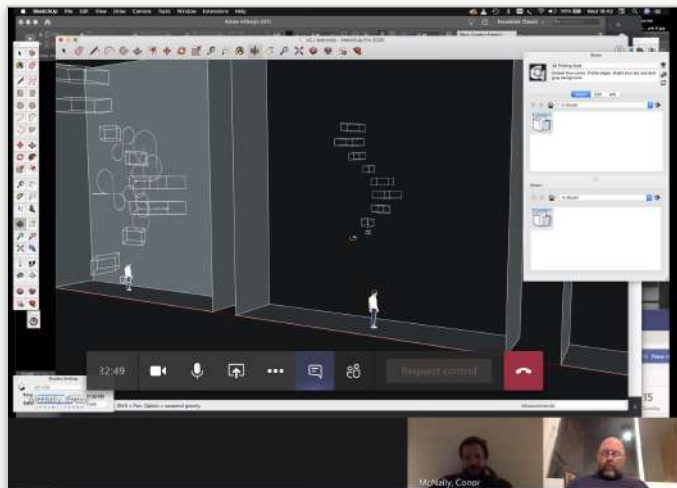




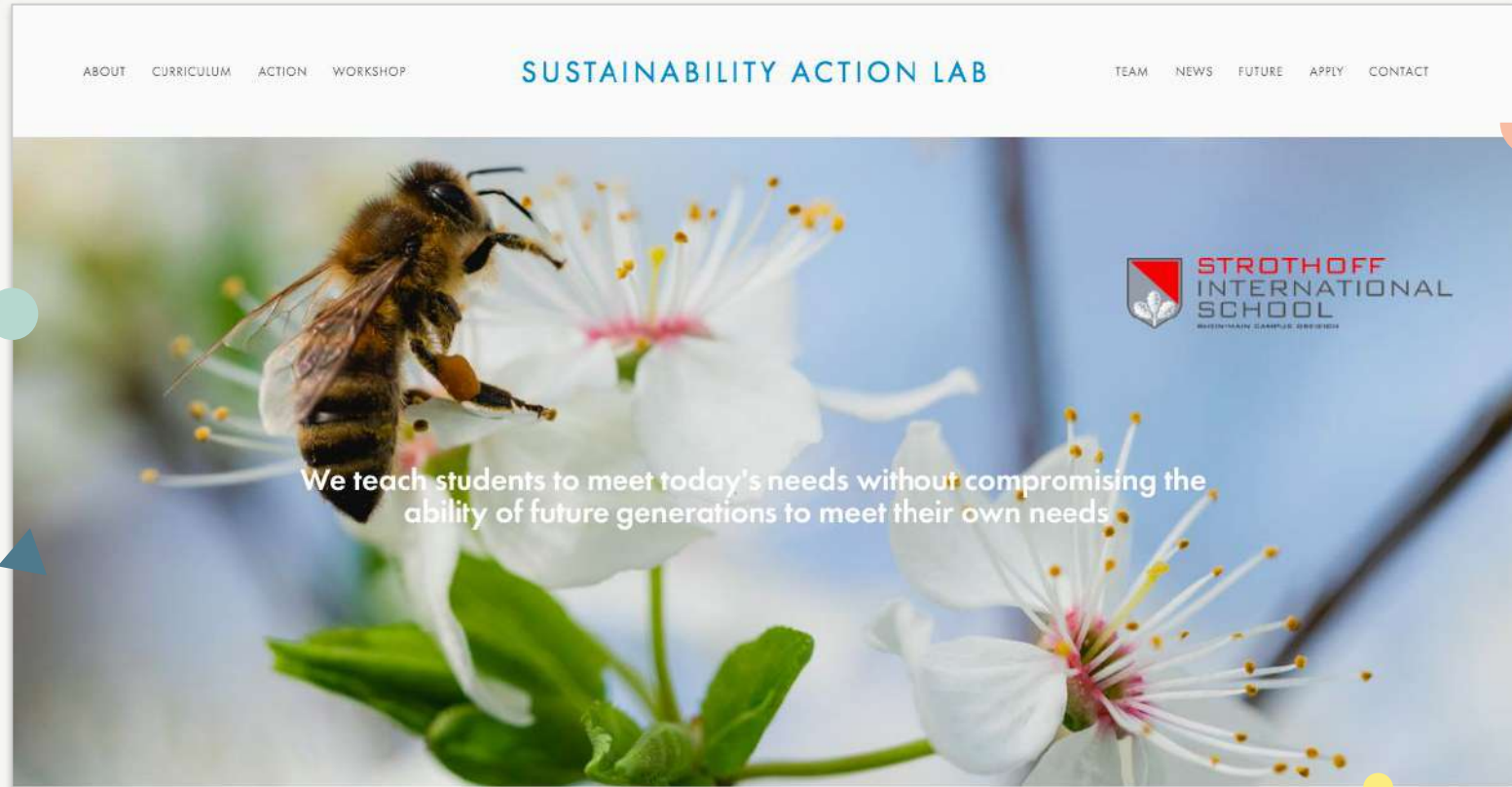
## Example 2: American School of Dubai



# Example 3: The Where Re-imagining at [The Jerusalem American School](https://www.sused.org)



## Example 4: [Sustainability Action Lab](#), Strothoff IS (Frankfurt)





Now



Spring  
2021



Fall  
2021



Spring  
2022

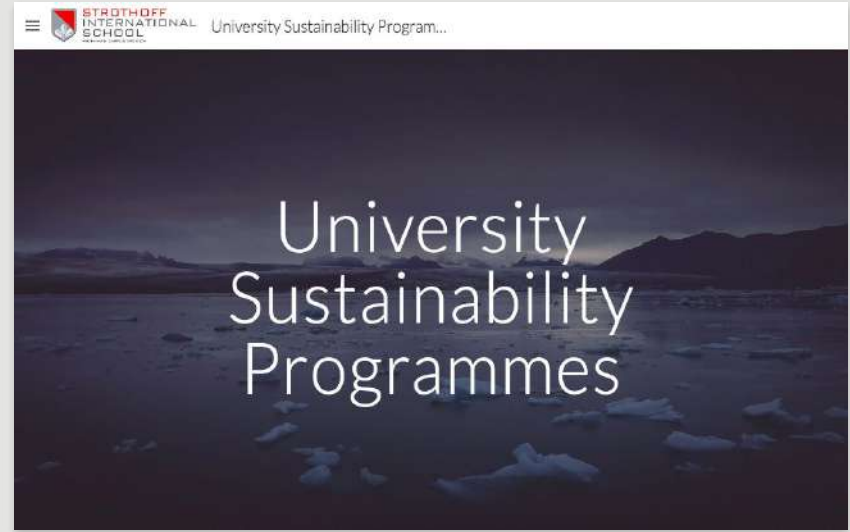
## Learning modules (undetermined number)

- project-oriented
- developed collaboratively, interdisciplinary
- each one-semester long
- delivered outside mandated courses, but inside the school timetable
- [Youth Mayors Field Guide](#) - can be used by anyone!





**Workshops  
for our students and local  
student community**



**University / Careers  
Counseling**



# Key takeaways



# 3 Key Takeaways



A model / theory should provide a holistic framework or umbrella for school sustainability to provide a common narrative

- buy-in from school leadership
- inclusion in the school mission (global citizenship)
- measuring progress



School sustainability actions should be led by students and their projects, guided by teachers to develop skills

- get comfortable with ambiguity and less-than perfect results, provide enough time
- use the school as a canvas for action
- connect with the local community
- leverage opportunities that already exist in your programmes e.g. CAS, service learning



Classroom instruction is important for context and building blocks, in particular systems thinking and design thinking



# The Future





# The Future

- Incorporation of sustainability more deeply in established courses, official syllabi - more sustainability-oriented educators getting on syllabus-writing committees
- New courses in sustainability that reach a wide audience - for example, a sustainable development course in the IBDP Core as option instead of Theory of Knowledge, or the new [Amala HS Diploma](#) for refugees firmly based on SDGs
- Integration of sustainability more deeply into accreditation - schools can take initiative with committees that measure school sustainability using models (SDGs, Doughnut, [Compass School Sustainability Self-Assessment](#))
- Entire schools with dedicated focus on sustainability ([Green School International](#))

