Complementary Approaches for an Effective CCESD programme

Infusion & The Whole Institution Approach

Lorna Down, PhD, The University of the West Indies, Mona, Kingston, Jamaica
The infusion approach

Context

Content
The Goal

EDUCATION

CCESD CONTENT

SUSTAINABLE SOCIETIES
[Education] has to play its part in building social and individual capacities and attitudes for climate change mitigation so as to pre-empt worst case climate change scenarios in the future. Second, it has the task of developing the skills, capacities and attitudes for adaptation in the face of already evident and looming climate impacts. Third, it has an on-going role to play in stimulating and reinforcing understanding of and attentiveness to the realities of climate change.

The Basic Steps of Infusion

How do we infuse CCESD in our curriculum? Our courses?
“CCESD content provides the context and the way in.”
Beginning – the Basic Steps

**Step 1**
- Create context of ‘real world’ experience – be community-centred - attend to CCESD concept and issues

**Step 2**
- Consider unique contribution of subject as access point or focal point for CCESD inclusion

**Step 3**
- ‘Activate’ students’ capabilities (Sen) to address CC – think systemically & creatively; be brave; take action
Teaching Literature with ‘CCESD lens’

- Research climate change issues
- Create context for CCESD
- Reflect on literature’s ‘contribution’ to a sustainable society. Create entry points for CCESD infusion
- Examine the relation of human beings to the environment, to place & each other in the text
Implementation of ESD in the literature classroom serves to: • Teach texts, paying attention to the specific demands of the subject, for example, its elements (themes, characters, setting, plot and style) • Employ theories relevant for ESD, for example, eco-criticism, which is the study of the relationship between literature and the physical environment • Have at the core of the teaching the knowledge/awareness of the sustainability concept, issues, principles and actions • Uncover the interconnections of social/cultural, economic and environmental aspects, enabling students to read their world with a different lens and encouraging them to take action to change what destroys their world.

(Down, L. Tomorrow Today, p.102)
Why Infusion?

An individual Teacher can begin CCES at any time

- An immediate start

Low cost

- No extensive financial outlay required
The whole institution approach
“A whole-school (or whole-institution) approach has been widely advocated for education for sustainable development involving the entire school community - students, teachers, administrators, parents, and local community members.”

—UNESCO Course for Secondary Teachers on CCESD p.10
4C Model

Curriculum

Campus

Community

Culture
The 4C model is designed to create synergies and energy flows between different change initiatives in the respective spheres

—UNESCO Course for Secondary Teachers on CCESD p.10
Example of a Whole Institution Project in Jamaica

• Sustainable Teachers’ Environmental Education Project

- The curriculum, pedagogy & research
- School Leadership
- Institution operations
- Community outreach

Joint Board of Teacher Education, the Environmental Action Project of Jamaica & Canada
Proposed Whole School Model

- Needs assessment
- Dedicated leader/Management team
- Community
- Campus
- Curriculum
- Monitor & Evaluation
Making it Work

Obtain Administrators’ Support

Make it a Project

Monitor
[Education] has to play its part in building social and individual capacities and attitudes for climate change mitigation so as to pre-empt worst case climate change scenarios in the future. Second, it has the task of developing the skills, capacities and attitudes for adaptation in the face of already evident and looming climate impacts. Third, it has an on-going role to play in stimulating and reinforcing understanding of and attentiveness to the realities of climate change.

Thank You