

Competencias y valores para la sostenibilidad

Mirian Vilela

Carta de la Tierra Internacional

Centro Educación para el Desarrollo Sostenible en la Upaz



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UNESCO Chair on Education for Sustainable Development with the Earth Charter

Competencias

Conocimientos

Habilidades

Valores

Necesitamos hacer más visibles/explicitos...

Los conocimientos, habilidades y valores subyacentes a la sostenibilidad y necesarios para alcanzarla

Competencias en EDS (Resultados del aprendizaje)

Docente

Estudiante

¿Qué competencias clave deberíamos fomentar a través de la enseñanza y el aprendizaje (EDS)?

Conocimientos:

- Límites del planeta
- Capacidad de sustentación y regeneración de la Tierra y nuestra interdependencia con la comunidad de vida & sistemas de la tierra
- Injusticias sociales y ambientales
- Relación e impacto entre la dimensión ambiental, social y económica

Habilidades:

- Pensamiento crítico
- Pensamiento sistémico
- Visión de futuro
- Creatividad
- Cooperación interdisciplinaria
- Resolución de problemas
- La escucha

Actitudes:

Proactiva
Compromiso con el bien común
Servicio

Valores:

Cuidado
Respeto
Responsabilidad
Solidaridad

Competencias en EDS

¿Conozco todas o algunas de estas competencias?

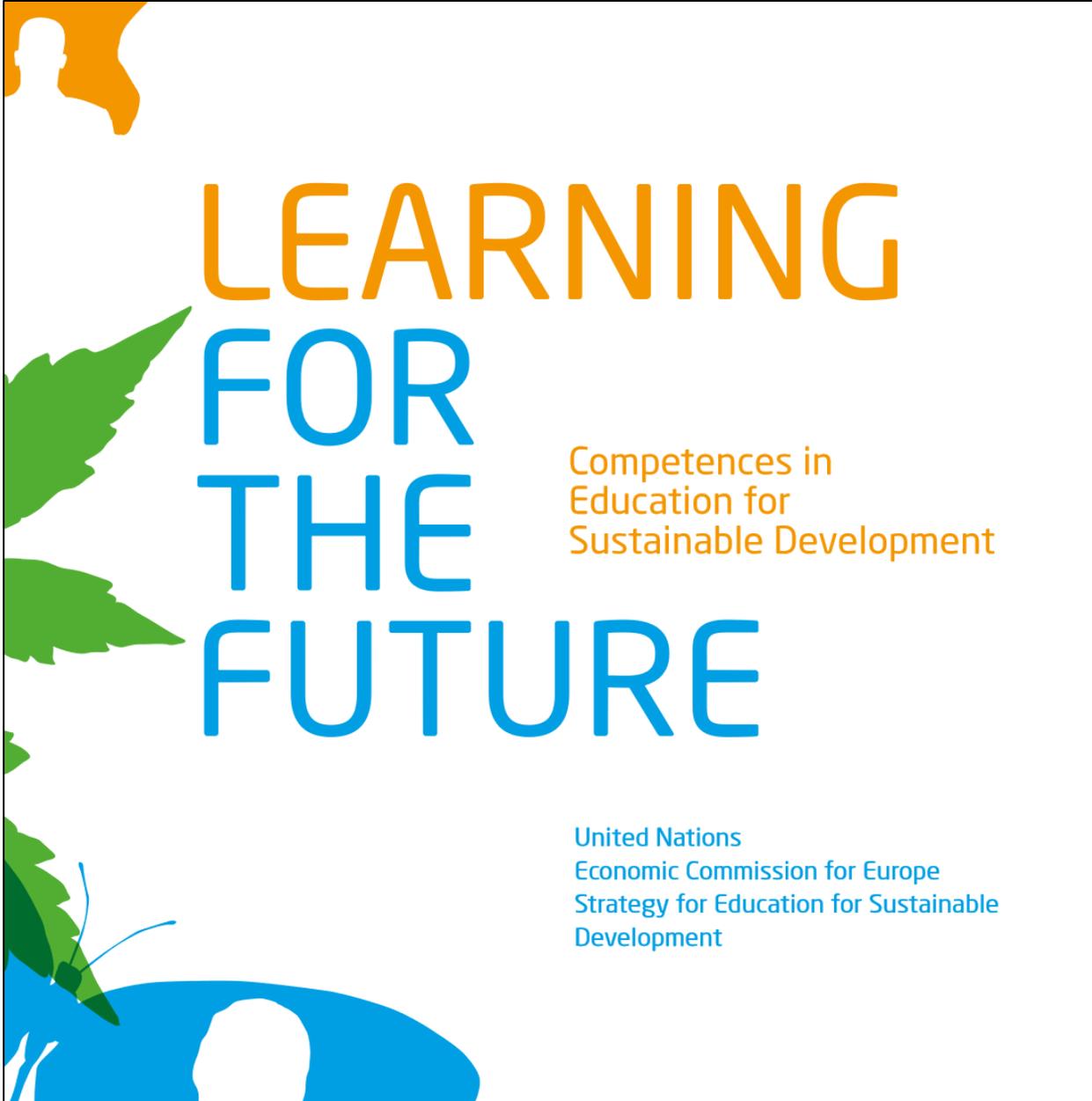
¿Qué tan familiarizada/o estoy con ellas?



Docente

¿Tengo estas competencias? ¿Las domino?
¿Cuáles son mis puntos fuertes y en cuáles necesito trabajar?

¿Sé cómo fomentarlas/cultivarlas en mis estudiantes?



LEARNING FOR THE FUTURE

Competences in
Education for
Sustainable Development

United Nations
Economic Commission for Europe
Strategy for Education for Sustainable
Development

The Competences for educators in education for sustainable development

Learning to know The educator understands...

- HOLISTIC APPROACH**
Integrative thinking and practice
- The basics of systems thinking ways in which natural, social and economic systems function and how they may be interrelated
 - The interdependent nature of relationships within the present generation and between generations, as well as those between rich and poor and between humans and nature
 - Their personal world view and cultural assumptions and seek to understand those of others
 - The connection between sustainable futures and the way we think, live and work
 - Their own thinking and action in relation to sustainable development

- ENVISIONING CHANGE**
Past, present and future
- The root causes of unsustainable development
 - That sustainable development is an evolving concept
 - The urgent need for change from unsustainable practices towards advancing quality of life, equity, solidarity, and environmental sustainability
 - The importance of problem setting, critical reflection, visioning and creative thinking in planning the future and effecting change
 - The importance of preparedness for the unforeseen and a precautionary approach
 - The importance of scientific evidence in supporting sustainable development

- ACHIEVE TRANSFORMATION**
People, pedagogy and education system
- Why there is a need to transform the education systems that support learning
 - Why there is a need to transform the way we educate/learn
 - Why it is important to prepare learners to meet new challenges
 - The importance of building on the experience of learners as a basis for transformation
 - How engagement in real-world issues enhances learning outcomes and helps learners to make a difference in practice

Learning to live together The educator works with others in ways that...

- HOLISTIC APPROACH**
Integrative thinking and practice
- Actively engage different groups across generations, cultures, places and disciplines

- ENVISIONING CHANGE**
Past, present and future
- Facilitate the emergence of new worldviews that address sustainable development
 - Encourage negotiation of alternative futures

Learning to do The educator is able to...

- HOLISTIC APPROACH**
Integrative thinking and practice
- Create opportunities for sharing ideas and experiences from different disciplines/places/cultures/generations without prejudice and preconceptions
 - Work with different perspectives on dilemmas, issues, tensions and conflicts
 - Connect the learner to their local and global spheres of influence

- ENVISIONING CHANGE**
Past, present and future
- Critically assess processes of change in society and envision sustainable futures
 - Communicate a sense of urgency for change and inspire hope
 - Facilitate the evaluation of potential consequences of different decisions and actions
 - Use the natural, social and built environment, including their own institution, as a context and source of learning

- ACHIEVE TRANSFORMATION**
People, pedagogy and education system
- Why there is a need to transform the education systems that support learning
 - Why there is a need to transform the way we educate/learn
 - Why it is important to prepare learners to meet new challenges
 - The importance of building on the experience of learners as a basis for transformation
 - How engagement in real-world issues enhances learning outcomes and helps learners to make a difference in practice

Learning to be The educator is someone who...

- HOLISTIC APPROACH**
Integrative thinking and practice
- Is inclusive of different disciplines, cultures and perspectives, including indigenous knowledge and worldviews

- ENVISIONING CHANGE**
Past, present and future
- Is motivated to make a positive contribution to other people and their social and natural environment, locally and globally
 - Is willing to take considered action even in situations of uncertainty

- ACHIEVE TRANSFORMATION**
People, pedagogy and education system
- Is willing to challenge assumptions underlying unsustainable practice
 - Is a facilitator and participant in the learning process
 - Is a critically reflective practitioner
 - Inspires creativity and innovation
 - Engages with learners in ways that build positive relationships

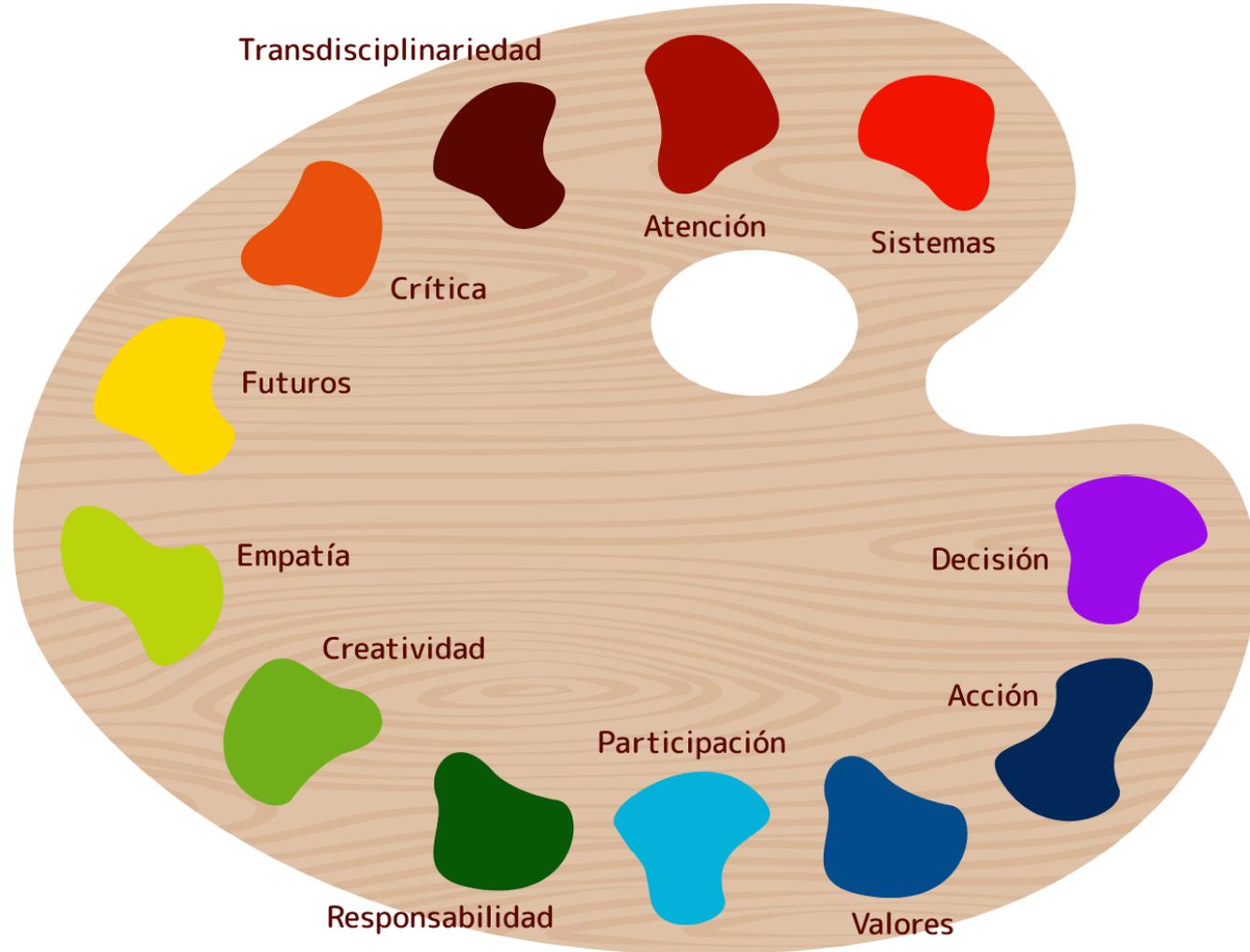




A Rounder Sense of Purpose

Un sentido de propósito más amplio

El RSP identifica doce competencias para el educador/a utilice como base de un programa de formación y/o para evaluar a los educadores y educadoras que deseen mejorar sus capacidades en materia de EDS.





Las competencias del RSP vinculadas a los Objetivos de Desarrollo Sostenible

Competencia

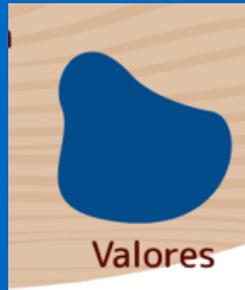
Valores:

Cuidado

Respeto

Responsabilidad

Solidaridad

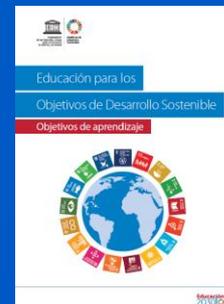


Help learners clarify their own and others worldviews through dialogue, and recognize that alternative frameworks exist

Is willing to challenge assumptions underlying unsustainable practice

UNESCO (2017) . Educación para los Objetivos del Desarrollo Sostenible: Objetivos de Aprendizaje

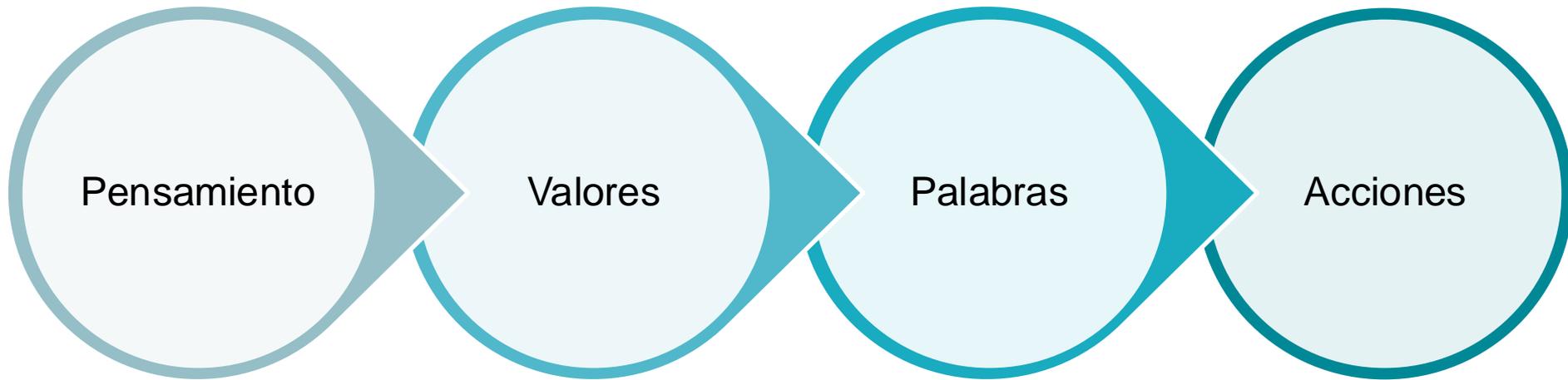
1. Competencia de pensamiento sistémico.
2. Competencia de anticipación: las habilidades para comprender y evaluar múltiples escenarios futuros.
3. **Competencia normativa: las habilidades para comprender y reflexionar sobre las normas y valores que subyacen en nuestras acciones.**
4. Competencia de estrategia.
5. Competencia de colaboración.
6. Competencia de pensamiento crítico: la habilidad para cuestionar normas, prácticas y opiniones; para reflexionar sobre los valores, percepciones y acciones propias; y para adoptar una postura en el discurso de la sostenibilidad
7. Competencia de autoconciencia.
8. Competencia integrada de resolución de problemas.



Algunas percepciones (o percepciones erróneas) con respecto a la Educación en Valores...

- La Educación en Valores se percibe a menudo como una educación religiosa, pero no siempre es así.
- La VbE se lleva a cabo de forma vertical, autoritaria y transmisiva, limitada a la teoría y desconectada de la realidad, pero no es la única forma en que esta se puede llevar a cabo.
- El ejercicio de aclarar o examinar nuestros valores, así como la reflexión diaria sobre nuestras decisiones y acciones y los valores que conllevan a estas se considera, por varios, superflua, inútil o abstracta, pero es justamente nuestros valores que muchas veces orientan nuestro comportamiento y decisiones diarias.
- El estudio de los valores y/o la ética pertenece exclusivamente al dominio de los filósofos o estudiosos de la religión o la ética, pero es una tema/materia que está presente en nuestra vida cotidiana.

Buscar alinear y tener coherencia



¿Como nutrir una ética del cuidado y cultivar los valores subyacentes de la sostenibilidad a través de los lentes de la Carta de la Tierra?

¿Cuáles pueden ser los elementos pedagógicos clave en esta gran tarea?

Educación en valores de sostenibilidad y ciudadanía global con la Carta de la Tierra



References

Rieckmann, M. (2012). Future-oriented higher education: Which key competencies should be fostered through university teaching and learning? *Futures*, 44(2), 127–135. <https://doi.org/10.1016/J.FUTURES.2011.09.005>

Educating with a Rounder Sense of Purpose <https://aroundersenseofpurpose.eu>

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