

Project LLABS: Lifelong learning for adults  
to become sustainable 2013-1-RO1-GRU06-29574-5

LIFELONG LEARNING PROGRAMME  
GRUNDTVIG ACTION  
LEARNING PARTNERSHIP

# PRACTICAL GUIDE

education for sustainable development



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## PARTNERS OF PROJECT



TRANSFER Slovensko, s.r.o.,  
Hraničná 18, 821 05  
Bratislava, Slovakia  
TEL: 00421903438447  
[www.transfer.sk](http://www.transfer.sk)



Fondazione Mentore,  
Via delle Case Rosse 23,  
Roma, Italia  
TEL: 0645439510  
[www.mentoreservizi.it](http://www.mentoreservizi.it)



METER Silesia, spol. s.r.o.,  
28. října 165/68, 709 00  
Ostrava, Czech Republic  
TEL: 00420777953957  
[www.metersilesia.eu](http://www.metersilesia.eu)

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## CONTENT

### 1. **An introduction to the guide** (pg. 4)

- 1.1. What does the project LLABS bring for the education for sustainable development? (pg. 5)
- 1.2. What's in the text of the Practical guide - Education for sustainable development? (pg. 6)
- 1.3. Who is the guide for? (pg. 7)

### 2. **From opinion to action** (pg. 8)

- 2.1. Why should we pay attention to education for sustainable development in adult education in the countries of EU? (pg. 8)
- 2.2. To what objectives should the development of adult education result in? (pg. 8)
- 2.3. What values are accompanying development education? (pg. 9)
- 2.4. What principles is the development education built on? (pg. 10)

### 3. **The pedagogy of adult education for sustainable development** (pg. 12)

- 3.1. What is the most suitable practice of preparing lifelong education in company, organization? (pg. 13)
- 3.2. A comprehensive approach to education - educational cycle - scheme (pg. 16)
- 3.3. What are traditional and innovative methods for adult learning in the field of sustainable development? (pg. 17)
- 3.4. Where can we find inspiration, resources and support in the implementation of education for sustainable development? (pg. 19)



## 1. An introduction to the guide

*Practical Guide. Education for sustainable development* is the outcome of the project Lifelong adult education for sustainable development, implemented under the Lifelong Learning Grundtvig - Learning Partnerships. It presents the results of researches' discussions from partner countries, the aim was to create a guide that would help educators, trainers and managers in deciding on the inclusion of current topics<sup>1</sup> in adult education and training in preparing and organizing. Education for sustainable development has many forms - it can be global development, multicultural development, environmental education and education about human rights when promoting the values of sustainable development, the sustainability of life.

We understand that the existing development in the world takes place in an environment of limited resources and is unsustainable. This is manifested by reducing the quality of the environment - natural and social. Topics of education for sustainable development relating to one of three interrelated components:

- sustainable economic production,
- social inclusion
- environmental sustainability
- preservation of cultural diversity (added by authors of the guide)

Education for sustainable development (ESD<sup>2</sup>), sustainable development or simply sustainability (of a life) is more a state of mind or attitude towards life. It is a response to the unresolved problems of interconnected mankind; it has the level of values and system of certain principles. The purpose of education for sustainable development is to mitigate the negative consequences of globalization, colonialism, technological development and civilization of mankind. On many issues we are confronted with phenomena that contradict the value orientation of contemporary man, they are contradictory and ambiguous in terms of value. Teachers, managers who realize the education for sustainable development are faced with the fact that participants formulate their ideal idea of problem solving. Level of the values, is connected with the ideals, aspirations and although the concept of sustainable development does not offer ready-made solutions, in the level of promotion of values it is clear. Education should respect human rights, human dignity, equality, inclusion, support and respect diversity, taking responsibility for their actions and to others, the need for cooperation and solidarity and justice, in addition to the appropriate value such as peace<sup>3</sup>. The content of the guide constitutes the answers to the questions - Why should we educate ourselves about the issues of sustainable development? What principles is sustainable development built on? How to organize education for adults? All the questions are linked by problem, which we have expressed also by using the question - how to move from convinced belief – importance of development education to its implementation in order to increase the motivation of learners to understand the problems of our present, and ultimately motivate them to willingness to solve the problems?

<sup>1</sup> Navojský, A. Globálne vzdelávanie. In: *Mimovládne iniciatívy vo vzdelávaní*. Bratislava : OSF, 2010 s. 7-30

<sup>2</sup> Trvalo udržateľný rozvoj je rozvoj, ktorý napĺňa potreby dnešnej generácie bez toho, aby ohrozil možnosti budúcich generácií uspokojiť ich vlastné potreby." (Brundtlandovej správa, UN , 1987) , pozri brožúru o legislatíve projektu LLABS

<sup>3</sup> Mistrík, E. Zmysel a možnosti rozvojového vzdelávania. In. Cenker, M. (ed). *Rozvojové vzdelávanie. Témy a metódy*. 2. vyd. Bratislava : Nadácia Pontis, 2014, s 20, 21

Authors of the guide listed in footnotes at the end of their guide recommend literature, websites associations, educational institutions where potential users of the guide might find detailed information and guidance on activity according to their current needs.

## 1.1. What does the project LLABS bring for the education for sustainable development?

The “Life Long Learning for adults become sustainable” (llabs) / “Lifelong Adult Education for Sustainable Development” was designed by the applicants to meet the needs of adult education in formal and informal education. Identification of educational needs in this area shows that in partners’ countries there wasn’t sufficient attention to education to environmental sustainability, or the care of public space yet. The concept of sustainable development is also needed, according to the statements of partners in the project understood as “ethical training”. This means that education should prefer targets that will lead to understanding the meaning of education and to commitment to responsible behaviour. In designing innovative ways of implementing programs of education for sustainable development, it is in our opinion necessary to promote cooperation between institutions that deal with the issue.

During the project, the partners worked on the project focusing on the following objectives:

- to establish a network of institutions in the areas of support, training and adult education;
- to raise awareness of legislative issues in the field of sustainable development;
- to make an inventory of existing cases - programs and initiatives;
- to promote the exchange of experience between the partners using effective forms of education for sustainable development.

The diagram of the outcome of llabs shows how individual outputs are linked. Outputs - material produced in the project can also be used separately.

### Activities and the most important outputs of the project:



Meeting in Rome, Ostrava and Bratislava - presentation of the results, discussions and demonstrations opposing texts and activities and where in the partners countries is implementing of the education for sustainable development realized.

Scheme no. 1 Activities and Outcomes of the project llabs



Llabs project is innovative because it wants to focus on adult education in non-formal education; our partners in the project are also active in this area. Project outputs are documenting the potential of mutual cooperation and bringing examples of a coherent approach to adult learning. Brochure *Examples of good practice* presents both traditional and non-traditional forms of education and the examples of their usage (e.g. E-learning, excursions and discussions and follow up project, etc.). The demonstration of using modern methods of experiential learning (working with film, group and others).

## 1.2. What's in the text of the Practical guide - Education for sustainable development?

**The second part of the text "From opinion to action"** is dealing with naming the "ethical" level of education for sustainable development. Integrating the ideas of the meaning, values and principles of education for sustainable development, we consider as meeting the challenge of the project applicants. Education for sustainable development is not neutral, so the one, who undertakes to offer suggestions on topics or comprehensive courses for adults in formal and informal education, might appreciate first section of the guide. It provides the opportunity to compare their answers to questions about the meaning, values and objectives of education for sustainable development, with the values promoted by the company/ institution, but also with their personal attitudes.

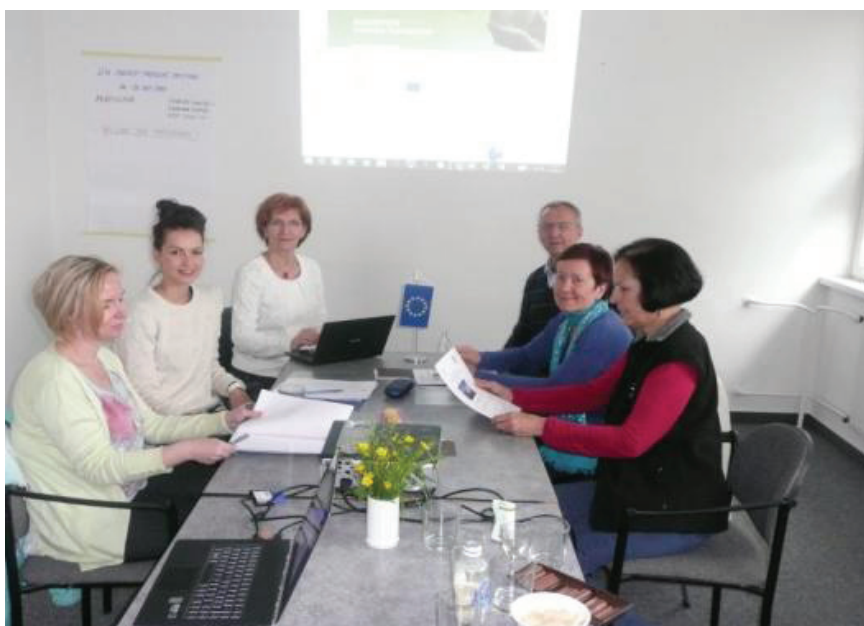
**The third part of the text is dealing with the pedagogy of adult education for sustainable development.** It presents a comprehensive approach to education in companies/institutions or interest and civil society groups/organizations; expressed graphically as the series or the sequence of steps. It starts from the agreement, through the identification of needs for training and educational planning to the implementation and evaluation of education, business manager or tutor or trainer – all the steps that characterize 'didactics' of adult education. In addition to teaching responsibilities of the lecturer, educator; it is important to be well informed about the topics of education for sustainable development. Finally, the second part of the Guide contains suggestions for finding resources including web addresses and links to methodical manuals and centres of assistance and consultation.

## 1.3. Who is the guide for?

**Practical Guide to Education for Sustainable Development might use:**

1. managers and HR professionals or individuals that determine the orientation and form of training for employees of companies, institutions, communities, interest groups, as well as managers of adult education institutions;
2. teachers, trainers, educators, lecturers, teachers of vocational training and more, all the people professionally engaged in education, training or education.

For the realization of the concept of sustainable development just vocational training and formal education is not enough. It is necessary to change the operation of all segments of society, political, civil sector, communities, institutions, media, advertising agencies, industry sector, public administration, and the like. Therefore, the potential users of the Practical Guide - Education for Sustainable Development can be anyone who shows an interest in current issues and their solutions towards sustainability of life on earth.



## 2. From opinion to action

### 2.1. Why should we pay attention to education for sustainable development in adult education in the countries of EU?

The main reason is that education and sustainable development are closely related. Education is the precondition to the sustainable development<sup>4</sup>. But why should we actually bother with sustainable development in our teaching?

Idea of sustainable development says that we should behave and act in a way we could leave the world in a state we would like to find it ourselves. However, day to day reality shows that it is not generally accepted life principle. So the reason is simple – we would like to leave our common planet in the state, we would like to find it. If we will count with sustainable development in our educational practice, we will contribute to its acceptance and wider spread around society. Then it could help to give the planet and human dignity a chance.

This requirement is reflected in all the national and international documents related to sustainable development, and gradually it also gets into the legislation of all individual parts of society, as well as into documents related to lifelong learning.

### 2.2. To what objectives should the development of adult education result in?

There are various levels of objectives to which fusion of sustainable development and lifelong learning leads. In general, at the planetary level, it aims to promote more equitable and just global society, which is not destroying its own environment and tries to be responsible towards each its member.

Sustainable development is not against production or consume per se. It just wants us to understand the economy as a complex worldwide system, where everything is connected with everything. As system in which cheap available clothes we buy, are connected to our ability to push weaker countries to disadvantageous trade relations, and thus to exploit their own citizens, as system in which products we eat or use are produced without taking into account their environmental impacts.

Maybe it sounds too far from our national or community level. But sustainable development within education and particularly within lifelong learning is important element also for these levels. Maybe even to lower levels such as company or personal level.

We all want to live in the world with fresh air and quality food, we want our companies to deal responsibly with own people and business partners; we want our country to sustain changing conditions. These objectives, more and more often hand in hand with prioritising of lifelong learning, are part of many binding international and national documents in each project country.

<sup>4</sup> UNESCO: Education for Sustainable Development; available at: <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-development/education-for-sustainable-development/>



### Global level objectives:

- Millennium Development Goals – 2000-2015
- Sustainable Development Goals – 2016-2030 – universal goals to which project countries will commit itself in September 2015. Education, and particularly lifelong learning, is included in goal no. 4

### European level objectives:

- Treaty of Amsterdam from 1997 and all subsequent treaties until the latest, Treaty of Lisbon in 2009
- European Strategy of Sustainable Development from 2001 and its revised versions in 2006 and later

### National and regional level objectives:

Each project country has its own national strategy of sustainable development. On the other hand each country has also its strategy of lifelong learning, which also includes parts on sustainable development and its importance for full-featured education able to react on faster and faster changing world. And probably of the same importance it is at the regional level. Also regional actors have to react on environmental challenges, have to deal a lot with unemployment issues due to changing trade patterns, etc.

### Company level objectives:

We can identify two different objectives at the company level. One, more obvious, is company's effort to be sustainable itself. To work with employees who are able to keep up with ever changing market, bringing still new and new educational requirements. On the other hand it is related to its ability and will to follow some vision, understanding of the responsibility in the wider context.

In reality it would mean that one hand company would actively employ sustainable development elements in the education of its employees, on the other hand it means it would not make business, which is in any possible way harming the environment, having something with violating of human rights, etc.

## 2.3. What values are accompanying development education?

The overarching value which sustainable development brings into lifelong learning is that **we should behave and act in a way we could leave the world in a state we would like to find it ourselves. That is a principle of sustainable development.**

This principle can be broken up to its 3 main components, which should be mainstreamed into each educational output and outcome you teach and learn:

1. sustainable economic production
2. social inclusion
3. environmental sustainability

Educational process with included sustainability aspects should lead towards the sustainable world in general. Concretely if you, for instance, prepare course for socially deprived individuals or community to enable them to become integrated into labour market, you have already included sustainable development provision into your teaching. However, you can still add there other aspects, too, even though they do not have to be of the same prominence as the first one.

*Education should respect human rights, human dignity, equality, inclusion, support and respect the diversity, taking responsibility for their actions and to others, the need for cooperation and solidarity and in addition to justice and peace.*

## 2.4. What principles is the development education built on?

In general, it...

- ...is an educational concept, which claims to respond to the growing complexity and to the movement towards a global society in a pedagogically adequate way
- ...imparts knowledge about the world, informs about worldwide interrelation and encourages individuals to act responsibly in terms of a global sustainable development
- ...brings forward personal development of individuals and social learning in a global scale
- ...is mostly pedagogical, not thematic concept
- ...*“enables people to develop the knowledge, skills, values and attitudes needed for securing a just, sustainable world in which everyone has the right to fulfil his/her potential”*  
(North-South-Centre of the Council of Europe 2008, p. 20)

### Thematic perspective...

The global political, economic, social, ecological and cultural interdependences of nowadays world require us to see the world as a whole in holistic perspective, and to adjust teaching and learning accordingly. The content of Global Development Education is based on the concept of so called “One World”, while acknowledging its diversity, disparities and differences. The selection and formation of content issues are derived from that.

Curricula of this pedagogical concept address the key issues of today, above all the economic and social disparities in the world, the structural violence against people and peoples, the ecological threats. Causes are analysed, probable consequences are explored and possibilities for intervention are considered.

In principle almost every curriculum content in education can be understood in a global context and can thus become a priority in our teaching. Therefore, a tight canon of topics make little sense. In Slovakia formal education, for instance, it is included into educational process in the form of so called global dimension of individual subjects.

## Didactic perspective

Key question of Global Development Education is how to arrange educational processes. The most important to mention is that it is directed at participation of the learners – it is strictly participative learning. Its most important corner stones are:

- Educational processes should start with the living experience of learners, they ought to identify with the issue they learn about, have to experience it
- The experiences of the learners should be moved into the centre of education processes, allowing self-reflection, enabling learners to examine their own values, opinions, prejudices and stereotypes...
- The complexity of issues requires methods, which adequately depict the topics.
- It requires a variety of methods and opens up forms of changes of perspectives for the learners.
- It should foster a participative, creative, dialogical, cooperative and democratic learning process.
- Global Learning seeks to link learning on a cognitive, affective and social level.
- Objectives of Global Development Education can be divided into 1) affective (attitudes and values), 2) psychomotoric (skills), 3) cognitive (knowledge). It is however specific as affective and psychomotoric objectives are given prominence, while at the at the cognitive objectives only higher cognitive operations such as analysis, synthesis, evaluation or creativity are emphasised.

Criteria formulated by North-South-Centre of the Council of Europe in order to exemplify how educational processes should be organised. Amongst others its methods:

- Are coherent with the content,
- Do not “teach” but educate,
- Raise awareness,
- Bring up everyone’s responsibility,
- Are based on human values,
- Develop critical thinking,
- Link local to global
- And promote human-values.

### 3. The pedagogy of adult education for sustainable development

How to organize and prepare adult education in order to achieve the general objectives of education for sustainable development? How to prepare learning if learning objectives are time consuming and requires:

- participants to know how to take a responsible attitude to the consequences of global problems,
- to acquire skills for finding effective solutions for its action,
- and to understand the need for development aid.

Defining the needs of education for sustainable development is happening at national level, at the level of ministries<sup>5</sup>, but especially at the level of the company, organization or association. Only when it is clearly defined need for education, it will become the basis for defining the goals of education. Departmental responsibilities, legislative standards for sustainable development provide the framework within which education takes place<sup>6</sup>.

**Education for Sustainable Development promotes the values of sustainable development, the sustainability of life and can be oriented to global problems, development, multicultural, environmental, or human rights education.**

The amount of training courses without interconnection, recurring themes, activities that do not provide enough understanding, experience or space for reflection - these are just some of the deficiencies in adult education for sustainable development. Practical Guide - Education for Sustainable Development presents a strategy which is considered to be a preview of a **comprehensive approach to education**.

Graphically we can express the complexity with the picture of cycle where the individual steps are interlinked; they are interconnected in order to increase the efficiency of education. In terms of adult education in institutions, companies or qualification courses, comprehensive education has a form of a spiral, for further education follows the previous cycle and lecturers of education or managers must take into account the form and results of previous education cycle.

How to organize and prepare for adult education in order to achieve the general objectives of education for sustainable development? How to prepare learning if learning objectives are consuming and requires:

- to know the trainees to take a responsible attitude to the consequences of global problems,
- develop skills for finding effective solutions for its action,
- a deeper understanding of the need for development assistance?

<sup>5</sup> Každá z krajín EÚ má vypracovanú Národnú stratégiu pre globálne vzdelávanie (v SR na roky 2012-2016) a Akčný plán výchovy a vzdelávania k TUR v SR. V krátkej budúcnosti sa pripravujú plány pre ďalšie obdobie.

<sup>6</sup> Pozri Brožúru o legislatíve a opatreniach v oblasti udržateľného rozvoja a ochrane životného prostredia, výstup projektu LLABS na webovej stránke projektu

Creators of the guide focused on naming a number of **innovations in adult education**. We based it on the principles of adult learning and therefore propose to use innovation, so that the participants will meet with what is known to them and also with something new. Innovation may refer to all parameters of education - organizational forms of adult learning, learning methods, use of modern technologies, materials, worksheets, group work, but also the ways of evaluation of the educational activities.

In the first part of the text we have shown that education for sustainable development is not neutral. If the trainer **identifies own attitudes and beliefs of learners in relation to the subject, this information is included in all steps** - from preparation through implementation, to the evaluation of education! The second section is more practical; it provides a **comprehensive approach to education** in companies, institutions and interest groups and civic associations, accompanies the reader through the process. In addition, at the outset it highlights the need for gradual changes in the environment of companies, institutions and behaviour of training managers, and trainers. Therefore, we enter into "more practical" part of the handbook by naming parameters of the environment that supports learning for sustainable development.

### 3.1. What is the most suitable practice of preparing lifelong education in company, organization?

Indicators of the institutions openness to the ideas of sustainable development.

Companies, organizations present in many different ways how the process of changing the organization to one that operates according to the principles of sustainable development happens. The existence of education to sustainable development and operation of the company according to its principles may not comply. We will present several indicators by which we can see a tendency of the organization to the ideas of sustainability. You can add to the list other according to your experience and opinion. In the environment of village, firm, association, institution, company, community:

- people from different cultural and social backgrounds, women and men in the company have the same appreciation of the work
- logo or vision is formulated in accordance with certain principles of sustainable development
- the proposals of employees' activities for environmental protection towards sustainable development are appreciated
- the important events at the company are recalled, we can find evidence (posters, etc.).
- on the company site, the materials, which the company publish are presented ideas, suggestions, plans, ideas and references of sustainable development
- cooperation with organizations, institutions, communities which are active in the field of sustainable development
- the company has published code of ethics, rules that respond to the principles of sustainable
- and other indicators



The result of education for sustainable development could be mapped indicators, an action plan to expand the list if there are people in companies, organizations, communities convinced about the meaningfulness of inclination to the ideas of sustainable development.

Constant changes in the business environment are also reflected in the aims of education. Requirements for training and development of people induces changes in civil society, requirements for training of unemployed affects the labour market and technological improvements, education of managers identifies business way. Instead of isolated skills, knowledge of new trends and the ability to work together, learning is focused mainly on the development of key professional competencies that allow managers and other employees or job seekers to cope with frequent changes and deal with unexpected problems.

Competency development requires innovation in the way of education. Parts of the competences are, except the knowledge, skills and abilities that belong to the group of so-called “soft skills”. These capabilities, skills are difficult to define and cannot be easily learned. They belong to such personality characteristics as motivation, work ethic, presentation and communication skills or assertiveness. The development of the competencies requires new educational methods that are based on active participation and reflection that strengthens understanding of each other and the process. It is important that training courses are coherent, complementary, and thus gradually help to shape and improve professional competences.

### **Ways to promote competence development and education for sustainable development:**

We motivate learners to undertake the responsibility for their own development by:

- offering the topics related to their professional or personal life,
- orientation in the basic documents that form the context for solving the issues,
- presenting their own views and proposals in front of the group,
- identifying the level of their own personal and social development,
- offering the cooperation and work in small support groups,
- providing feedback and reflection in several ways of observed phenomena,
- possibility to participate actively in self-development through the creation of a portfolio
- creating opportunities for active involvement in activities in the area concerned, and the like.

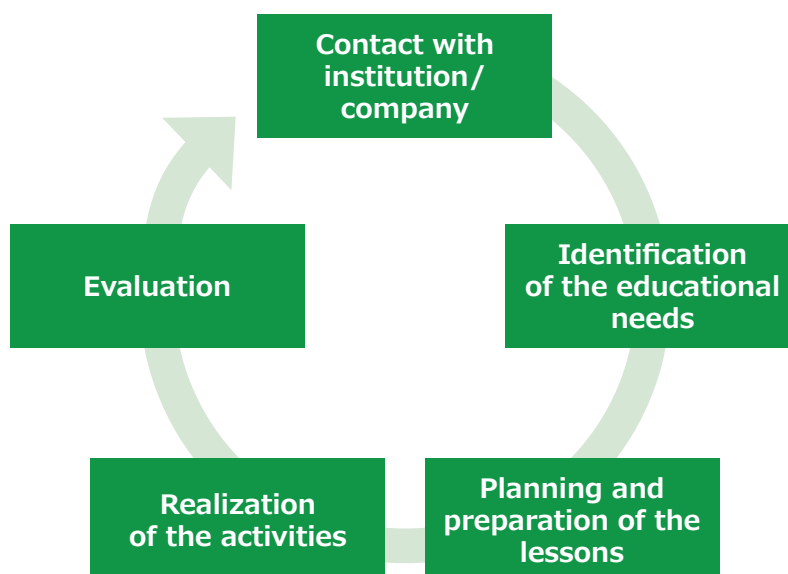
### **A comprehensive approach to education - educational cycle - scheme**

In adult education, we pay attention to proven approaches to development education. Also users of the guide we lead to rather systematic work than to random activities. Thus we will avoid the repetition of activities, disinterest of the participants, but also the populism - funny and interesting activities, although do not achieve the agreed objectives of education.

To increase the effectiveness of learning outcomes tutor, teacher or trainer of adults must go through the whole educational cycle over and over again - from introduction of the education, through the training, through the detection of training needs of workers or individuals. Then the process of planning specific courses, seminars, activities and their implementation and evaluation begins. The

sixth step is the personal and social development of the lecturer or manager of the training. This area can be completed at the beginning or at the end of the cycle, because it is a prerequisite for quality education.

### Educational cycle



Picture no. 2 Educational cycle – scheme

### Process – steps of the cycle of education for sustainable development

1. Contact with the institution/company, individuals
2. Identification of the educational needs
3. Planning and preparation of the lessons
4. Realization of the activities
5. Evaluation
6. Personal and social development of the teacher, tutor, manager

### Portfolio - a record of personal development and professional competences

The portfolio is a set of documented evidence of ongoing, systematic work, which requires not only self-study, but also participation in group activities. The portfolio consists of evidence of active work (training materials, worksheets, photographs, documentation, own creation, notes etc.).

## 3.2. A comprehensive approach to education - educational cycle - scheme

### Planning and preparation within the compliance of selected objectives and methods

What procedures, methods in education for sustainable development are effective?

How can I plan and realize the training courses in accordance with the objectives?

When is the education (also) to sustainable development successful? How can I find out?

### Part of the process of adult education for sustainable development should be:

- Setting the objectives (areas - cognitive, affective, psychomotoric and conative);
- The choice of the form of education (classical training room, where the lecturer is in front of the participants, or the combination of interpretation and the group work associated with the demonstration, meetings with experts, men from another institution, videos with discussions, or e-learning or project;
- Choosing the methods (according to the learning styles - experiential, constructivist) but also by phases of education within which we use the method - initial and final activities in accordance with the objectives - different for the aims of understanding, different for an application, for influencing attitudes, for skills training);
- Choosing the forms of lecturer's interventions (questions, assignments, questions for reflection and possible interference in the group work);
- The way of the assessment (feedback, assessment of participants, written, oral, final etc.);
- Planning usage of the materials, tools and techniques.

### 3.3. What are traditional and innovative methods for adult learning in the field of sustainable development?

Let's begin looking for the answer to the question posed by differentiating:

1. **The methods** of education in the workplace where employees or managers are mentors, coaches, instructors, when the employee, participant of the qualification course needs to rehearse or practice a certain working skill at the real work;
2. **The methods of education**, learning, which are used by trainers, tutors in education, which aim is to develop professional competencies for courses organized by the company to improve team collaboration, and to improve skills.

**Methods of education in the workplace (On the Job Training)** are all the methods of education that take place during the work process in the workplace. Those methods are used when a worker needs to train / practice a particular skill at working during the real work. The mentioned activities are related to the objectives of education for sustainable development only indirectly - in communication within the workplace, in pursuit of accepted standards, regulations, when focusing on those forms of behaviour that are named, for example, in the Code of Ethics of the workplace, or union or professional organizations.

According to several authors (OJT) we are talking about the following activities: AAR (After Action Review), briefings, mentoring, coaching, consulting (Counselling), mentoring, assigning of the task, workshops, job rotation.

Methods of education for the development of professional competencies.

Trainers, tutors, teachers can make their own classification of methods. It is important for them that adopted classification will provide them orientation and help in choosing appropriate methods for achieving the goals they want to achieve in education. We offer you a simple classification that reflects the degree of involvement of learners in learning process, the rate at which learner can "have its education in his/her own hands."

Interaction, involvement of participants in the learning process causes that the individual learns more effectively.

Information and experiences are consolidated in different ways – from the texts of the teachers, from peers, from active experiencing. The involvement of participants varies on a scale from passive listening to individual / group projects. Differentiating, variety of methods meets the objectives of education and makes learning process more interesting, all the topics are focused on sustainable development<sup>7</sup>.

<sup>7</sup> Upravené podľa Pash a kol.: Od vzdelávacieho programu k vyučovací hodine. Praha: Portál 1998.

← ← ← ← ← ← ← ← ←

Managed by teacher - 100% trainer  
Reproductive methods

Productive methods  
100% managed by participants  
→ → → → → → → → →

Scheme no. 2 Sample of the scale of the involvement of the participants

**Reproductive methods**<sup>8</sup> are those that let learners, students acquire ready knowledge which may used and reproduced - orally, in writing, in an interview, by solving set of exercises, by sketching diagrams, performing of art or music practices. The trainer prepares, constructs a teaching tasks as the activity for learners and the level of difficulty of knowledge and activities can be at the first three levels of Bloom's taxonomy of cognitive objectives. These methods also have their place in education for sustainable development.

**Examples of methods:** interpretation, explanation, description, illustration by the text, teaching tools, demonstration experiments, visual symbols, maps, diagrams, listening to recordings, videos, films etc.

In accordance to the objectives of adult education there should be more space for productive methods.

**Productive methods** of education and learning increase the activity of the students or the training of participants, the new knowledge is gained largely independently as a result of creative activity. For example the method of problem interpretation is one of the methods where the scale of the involvement of the trainers and learners is almost the same. Project work assumed a lot of independent work of the students.

**Examples of productive methods:** problem interpretation, heuristic methods bring the level of acquiring knowledge that allows participants to apply the knowledge. Research methods, case studies, project methods associated with the development of skills to analyze and make a synthesis of values (higher levels of the taxonomy). The productive methods include excursions, trips, demonstrations, experiments, and interviews with experts and role plays, brainstorming, panel discussions, simulated situations, direct learning experiences, projects and more.

**...the attempt to engage the reader of the guide to the active selection of methods:**

The following list consists of a lot of innovative methods and forms of work, which can be used in adult education. If you are reading this section of the guide, underline the methods that you consider to be innovative and make your own list of innovative methods.

These methods which you want to study more, you can see within the next section 3.4. of the text. It contains the types, links and information about the methodological manuals, guides and websites

<sup>8</sup> Dúbravová, V. Multikultúrna výchova (didaktické aspekty), s.26. In: Šoltésová K. (ed) Multi-kulti na školách, 2009, <http://www.nadaciamilanasecku.sk/sk/publikacie/>



that represent the different methods as a part of education for sustainable development (which include global development, multi-cultural development, environmental education and education about human rights when promoting the values of sustainable living).

**List of innovative forms of education and methods:**

Group, individual consultation, a set of methods that develop metacognitive skills, traditional lectures, discussions related to narratives, case studies, working with the story, e-learning, training and information campaigns to educate, volunteer activities, festivals, exhibitions (photos) live-reading, library books and intergenerational meetings, film screenings with activities - games, documentaries, creation of film scripts, short movies with a script and with reflection, world café, open space, creating blogs, websites, summer schools, conferences / professional workshops.

### 3.4. Where can we find inspiration, resources and support in the implementation of education for sustainable development?

Daily there are new materials for education for sustainable development. If we have a strategy according to which we are able to orient within the offer of all the activities, we will choose the initiatives and proposals of activities that will help us to achieve the given objectives. Authors of the guide also recommend the literature, websites of the associations, educational institutions offering materials and activities.

There are plenty of available materials in all three project countries. Here is the basic list of them in each country and at the international level.

### Slovakia – websites

[www.globalnevzdelavanie.sk](http://www.globalnevzdelavanie.sk)  
[www.rozvojovevzdelavanie.sk](http://www.rozvojovevzdelavanie.sk)

### Slovakia – other materials

- Concept of the global education in school, available at:  
[http://www.globalnevzdelavanie.sk/sites/default/files/cvo\\_koncept\\_globalneho\\_vzdelavania\\_pdf.pdf](http://www.globalnevzdelavanie.sk/sites/default/files/cvo_koncept_globalneho_vzdelavania_pdf.pdf)
- Development education – themes and topics, available at:  
[http://www.globalnevzdelavanie.sk/sites/default/files/rozvojove\\_vzdelavanie\\_ekniha.pdf](http://www.globalnevzdelavanie.sk/sites/default/files/rozvojove_vzdelavanie_ekniha.pdf)
- Global education – education for the 21st century, available at:  
[http://www.globalnevzdelavanie.sk/sites/default/files/e.\\_sucho\\_ov\\_glob\\_lne\\_vzdel\\_vanie\\_vzdel\\_vanie\\_pre\\_21.\\_storo\\_ie.pdf](http://www.globalnevzdelavanie.sk/sites/default/files/e._sucho_ov_glob_lne_vzdel_vanie_vzdel_vanie_pre_21._storo_ie.pdf)

### Czech Republic – websites

### Czech Republic – other materials

### Italy – websites

### Italy – other materials

### International level:

Global Education Guidelines, available at:

<https://www.coe.int/t/dg4/nscentre/GE/GE/GE-Guidelines/GEguidelines-web.pdf>  
<http://www.developmenteducation.ie/>

### Where can we find the help, consultations and support?

Find short (and definitely not exhausting) list of instances you can ask for advice or help in case you would be interested in inclusion of sustainability aspects into your lifelong learning/teaching.

### Global and European level:

- UNESCO<sup>9</sup>
- North-South Centre at the Council of Europe<sup>10</sup>

### National level – Slovakia:

Slovak NGDO Platform – [www.mvro.sk](http://www.mvro.sk) –organisation **with 32 member organisations active in development cooperation and development and/or global education including education for sustainable development**. Some of the organisations deal directly with sustainable development issues, some of them deal with them partially. Probably the best way is to call the office and ask for advice which organisation you should contact.

National Office of Lifelong Learning in Slovakia – [www.nuczv.sk](http://www.nuczv.sk)

<sup>9</sup> UNESCO – Education for Sustainable Education (ESD), available at: <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-development/>

<sup>10</sup> North-South Centre at the Council of Europe, available at: <http://www.coe.int/t/dg4/nscentre/>