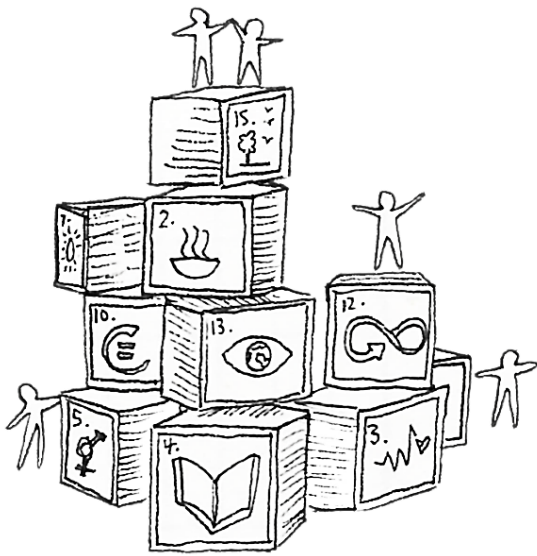


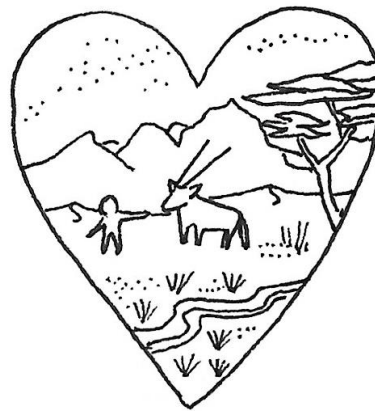


TEACH for ESD

TEACH FOR A SUSTAINABLE WORLD



The Sustainable Development Goals



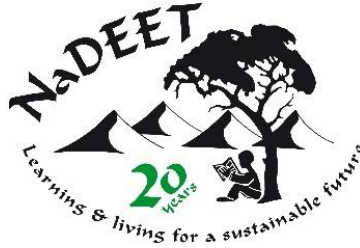
Environmental Ethics & Indigenous Knowledge



Global Citizenship

Teach for ESD - Toolkit Guide 3.2

TEACH FOR A SUSTAINABLE WORLD



Published in 2024 by the Namib Desert Environmental Education Trust (NaDEET).

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Brot
für die Welt

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OVERVIEW

Environmental education is part of the Namibian curriculum as a cross-cutting issue.

It can be found in the syllabus for each of the subjects and phases, together with other complementary topics. These topics all fit under Education for Sustainable Development (ESD) and are included in the 17 UN Sustainable Development Goals (SDGs). This means that environmental learning does not belong to any one subject alone and should be taught during the regular school day and within the set curriculum.

Remember that ESD is wide-ranging. The mandate is there for us to teach ESD.

Get started by teaching the **UN Sustainable Development Goals (SDGs)**. Understanding sustainable development and the international agenda for addressing our global issues is important for learners to develop a better understanding for the world today. Let us take the challenge and opportunity to learn and teach about different cultures and perspectives by exploring **environmental ethics** and **indigenous knowledge** as they relate to our environment and lifestyles. **Global citizenship** education is complementary to ESD as it aims to create a peaceful and just world for all.

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1. THE SUSTAINABLE DEVELOPMENT GOALS (SDGs)

TEACHING THE SDGS

The SDGs can be taught to learners of all ages. Let us ask ourselves, and our learners, what kind of world do we want to live in? Why do we need a common global vision and action plan for sustainable development? Start off with one of the resources that give a background to the SDGs.



Use the *Heroes for Change* comic, *Kolo Touré Introduces the World's Largest Lesson* video and the *Global Goals for Sustainable Development* poster to teach an overview of the SDGs.

Then choose from one of many resources to teach about specific SDGs and their targets. The targets are important as they give the clear objectives of each of the SDGs. Most of these resources also focus on actions that can be taken.



Refer to **pgs.10 - 26** in *The World We Want* and *The Planet and the 17 Goals* comic for the key targets presented for young people.

We can teach all the individual SDGs or choose the ones most relevant to our subjects. There are many different resources available to teach the SDGs for different age groups. They are also called the **Global Goals**.

Key points to consider in teaching the SDGs are:

- What is sustainable development?
- Who are the United Nations? Why do we have an international agreement?
- What are the specific SDGs and their targets?
- How are they related to the subject that we are teaching?
- How can we act as a class, community or individual?

Make a customised 'to do' list for the planet and share with fellow teachers and learners.

The SDGs are just as significant to us in Namibia as to anyone else in the world. It is important for learners to be aware that they are part of a global community.



Show the video made by the *UN Information Centre* featuring Namibian youth sharing the goals, *Make it Yours Namibia*, or for younger learners read the story, *Frieda Makes a Difference*.



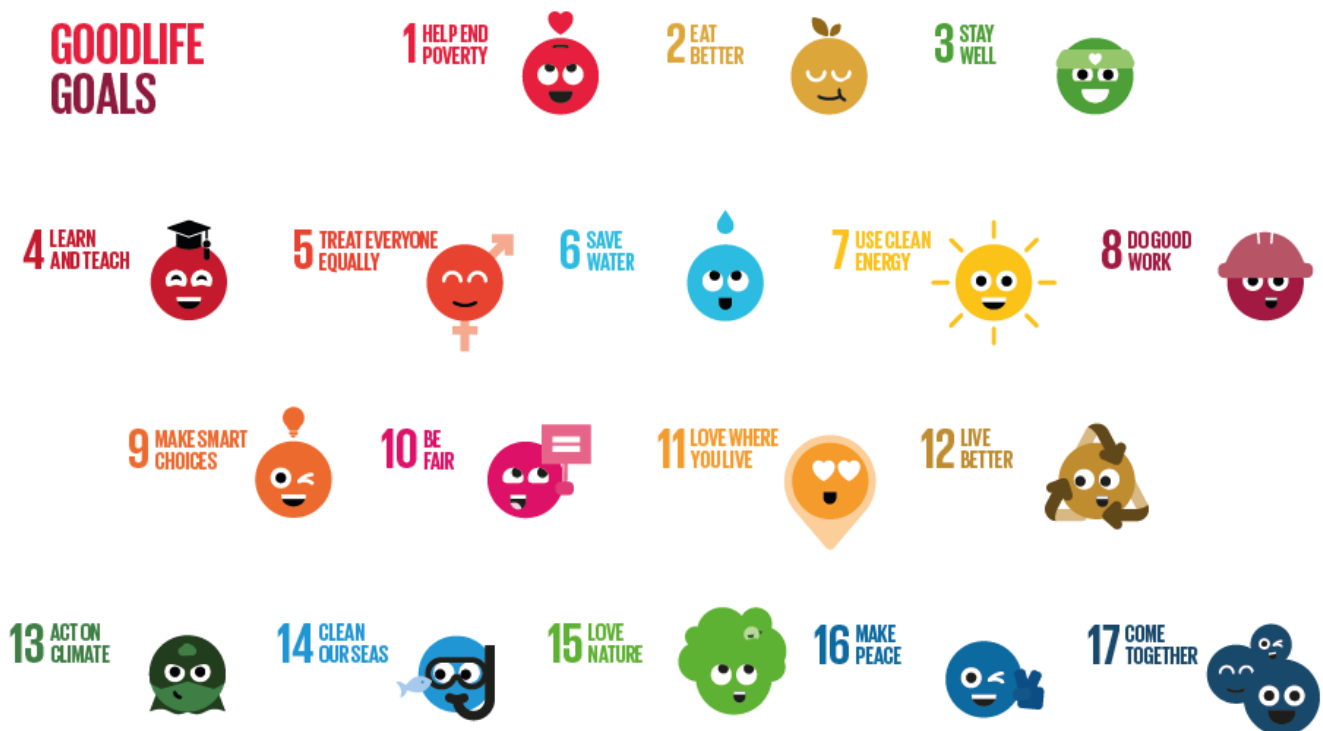
Get a lot more resources and ideas from the many databases and teacher manuals found throughout **Toolkit 3 – Let’s Get Practical**. Many of these activities can contribute towards achieving more than one goal!



Use the comprehensive guide **Teaching the Sustainable Development Goals** from *ESD ExpertNet*.

The SDGs have been adapted to help make them more tangible for us, on an individual level, in the form of the **Good Life Goals**. Here, each SDG and its main targets have been made into a personal goal with an emoji and actions that individuals can do – making them attractive for even younger learners!

GOODLIFE GOALS



Investigate the **Good Life Goals Pack of Actions** to see what we can be doing ourselves to help achieve each of the SDGs.



RESOURCES FOR TEACHING THE SDGS

Junior Primary

JP

Senior Primary

SP

Junior Secondary

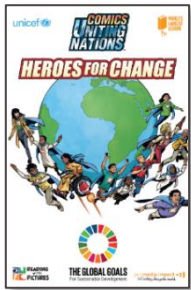
JS

Senior Secondary

SS

Teacher

T



SP
JS
SS

Heroes for Change

COMIC: This comic, illustrated as part of the *World's Largest Lesson* programme, shows why and how the Global Goals were developed. It highlights why they matter and what youth around the world can do.

AUTHOR: UNICEF (2015)

Link: <https://developmenteducation.ie/media/documents/Heroes%20For%20Change.pdf>



SP
JS

Kolo Touré Introduces the World's Largest Lesson

VIDEO: Kolo Touré explains the mission of the *World's Largest Lesson* as he challenges individuals to use their unique "superpower" to help contribute to achieving the SDGs. Animations also give context to the initiative.

AUTHOR: World's Largest Lesson, UNICEF (2015)

Link: <https://vimeo.com/139585278>



SP
JS
SS

The Global Goals for Sustainable Development

POSTER: This poster is a summary of the SDGs; each goal's official title and its corresponding icon.

AUTHOR: UNICEF (n.d)

Link: <https://www.globalgoals.org/resources>



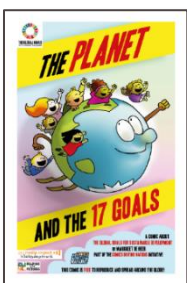
JP
SP

The World We Want – A Guide to the Goals for Children and Young People

ACTIVITY BOOK: This booklet is a young person's guide to the Sustainable Development Goals. It gives brief context to the goals before individually outlining and explaining measures being taken to achieve each one.

AUTHOR: D. Bardales, P. Arenas (2015)

Link: [https://sustainabledevelopment.un.org/content/documents/16166_TWLL_Children_s_Goals_Booklet_\(Final_Edit\).pdf](https://sustainabledevelopment.un.org/content/documents/16166_TWLL_Children_s_Goals_Booklet_(Final_Edit).pdf)



JP
SP

The Planet and the 17 Goals

COMIC: Developed as an educational tool for young people to better understand the Global Goals, this comic reel illustrates each goal and the aims set out by the UN on what is needed to achieve them.

AUTHOR: M. De Heer (2015)

Link: <https://www.margreetdeheer.com/the-global-goals-of-sustainable-development/>



JS

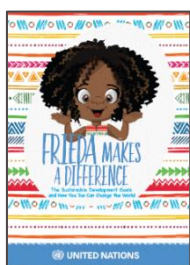
SS

Make it Yours Namibia

VIDEO: This awareness video produced by Namibians and directed at Namibian youth, aims to spark action in working collectively towards the SDGs and taking ownership of them.

AUTHOR: United Nations Information Centre (2018)

Link: <https://www.youtube.com/watch?v=r6yC2hAppUo>



JP

Frieda Makes a Difference

BOOK: Through the story of Frieda, this book (aimed at young children) teaches about the SDGs by presenting tips on making a difference to both humanity and the environment in accordance with each of the goals.

AUTHOR: UNIC (2019)

Link: https://issuu.com/unpublications/docs/frieda_2018



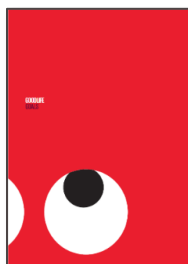
T

Teaching the Sustainable Development Goals

MANUAL: Produced to guide teachers in how to “learn about, learn through and learn for the SDGs”, this publication suggests learning goals and student competencies as well as gives ideas for classroom practice.

AUTHOR: ESD Expert Net (2018)

Link: <https://www.engagement-global.de/mediathek-startseite.html>



JP

SP

Good Life Goals - Pack of Actions

HOW-TO: A clear, simple “action pack” to achieving the SDGs, this booklet provides practical, globally relevant ideas on how to make a difference and raise awareness; steps also known as the *Good Life Goals*.

AUTHOR: UNEP, UNESCO (2018)

Link: https://wedocs.unep.org/bitstream/handle/20.500.11822/26434/GLG_Action_Pack.pdf?sequence=1&isAllowed=y

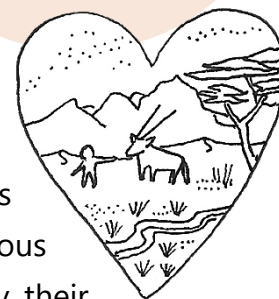
2. ENVIRONMENTAL ETHICS & INDIGENOUS KNOWLEDGE

EXPLORING ENVIRONMENTAL ETHICS

Ethics and **values** are an integral part of ESD as they are deeply rooted in our cultures and belief systems, and these in turn influence our actions. On the flip side, our actions (or the actions of others) can also inform our belief systems. With globalisation, new technologies, modern lifestyles, consumerism, and social media, our values and ethics are being challenged and influenced daily.

ETHICS

principles (rules that govern behaviour) that a society considers right and acceptable (moral).



As educators, we too have our own set of personal beliefs and values. It is important that we are *self-aware*, and that we do not impose our personal beliefs and views onto our learners.

Allowing our learners to reflect and question their own underlying beliefs is important too for them to develop critical thinking skills and self-awareness. Exploring different environmental ethics (e.g. human-centred vs nature-centred), social justice issues and indigenous knowledge systems, will help our learners to clarify their own personal values and views towards others and our natural world. Identifying our shared values strengthen our collective environmental actions with a deeper purpose.

RESOURCE CHECK

Learn how to incorporate values and ethics into your subject with *Environmental Education, Ethics and Action: A Workbook to Get Started*.

VALUES CLARIFICATION

Let us start by reflecting on our values and ethics, by asking philosophical questions, such as:

- What is a good way to live?
- What are good relations between people of different cultures?
- What are good relationships between human beings and other living organisms?



"One of the most important aspects of values clarification exercises is not the actual position taken by the students, but the fact that they begin to reflect about the questions for themselves."

EDUCATION FOR CHANGE –
A HANDBOOK FOR TEACHING
AND LEARNING SUSTAINABLE
DEVELOPMENT

VALUES

qualities that an individual or group considers *important* which inform *behaviour* and *character*.

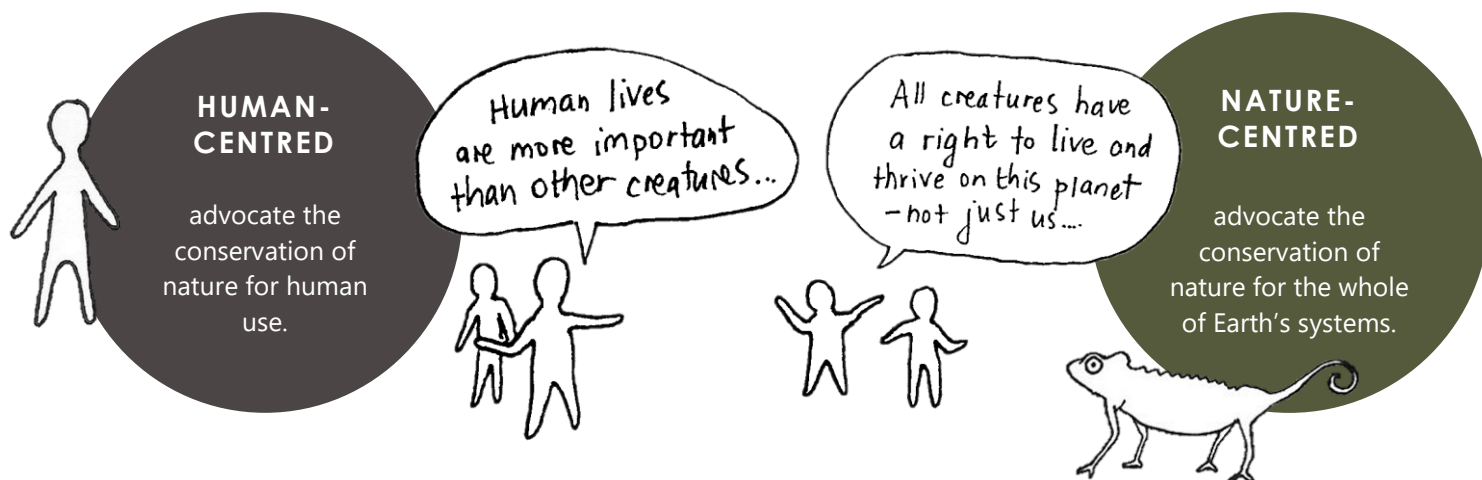
Then use **values clarification exercises** with your learners to explore the *why* behind our actions and beliefs.

RESOURCE CHECK

For numerous ideas on values clarification activities, read **pgs. 35 - 41** in *Education for Change – A Handbook for Teaching and Learning Sustainable Development*.

EXPLORING HUMAN-CENTRED & NATURE-CENTRED ETHICS

We can introduce our learners to the two broad categories of modern environmental ethics: human-centred and nature-centred (see *Toolkit 2 - Education for Sustainable Development*) and then have them reflect or debate on where their own values fit in.



THE EARTH CHARTER

Use the **Earth Charter** to explore environmental ethics further with your learners, for them to recognize that we are part of a global community. Let them learn about the sixteen principles that are organized into the four sections of:

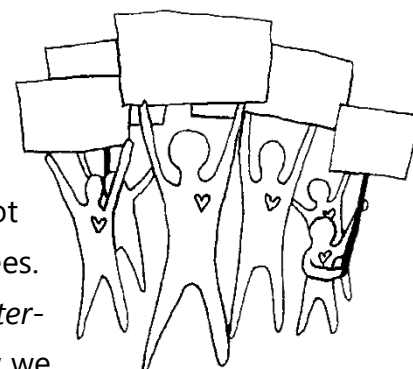
- I. Respect and Care for the Community of Life
- II. Ecological Integrity
- III. Social and Economic Justice
- IV. Democracy, Nonviolence, and Peace



For tips on how to teach the Earth Charter use *An Earth Charter Guidebook for Teachers*. Print out the actual *Earth Charter Booklet & Poster* to use in your lessons.

SOCIAL JUSTICE

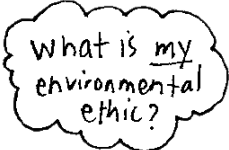
Both the SDGs and the Earth Charter are concerned with addressing the issues of social and environmental justice. The causes of the environmental crisis, as outlined in *Toolkit 1 - Environmental Knowledge*, were not contributed to by all equally and the impacts will be felt at varying degrees. This can be *intra-generational* (within one generation) as well as *inter-generational* (between generations). These are moral issues regarding how we treat each other, our expectations of a 'good life' and the environmental issues that ensue.



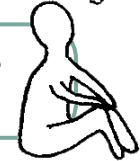
Use the lesson plans and worksheets: *A Good Life* (pg. 16), *The Fish Game* (pg. 20), and *Fairness and Strong Sustainability* (pg. 62) in *The Parts and the Whole* manual.

FAITH-BASED ENVIRONMENTAL ETHICS

Many of our values, morals and ethics are informed by our faith traditions. Together with our learners, we can learn how the values from our own religion and other beliefs from around the world inform environmental ethics.



To look at how ESD can be incorporated in faith-based teaching, refer to the teacher's toolkit **Faith-based Education for Sustainable Development**.



EXPLORING INDIGENOUS KNOWLEDGE

"What we need is a more fluid approach to learning as a continuum, in which schooling and formal education institutions interact more closely with other less formalized educational experiences from early childhood throughout life."

UNESCO -
RETHINKING EDUCATION

It is important to recognize and explore indigenous knowledge systems within our diverse learning contexts, to understand how they can contribute to the sustainability practices of our learning experiences. This is particularly significant as indigenous knowledge is passed down from older to younger generations, shaping our worldviews that we bring to the classroom and school environment.

According to SDG4's call to make education more inclusive, education should adopt a culturally sensitive yet inclusive approach to ESD.

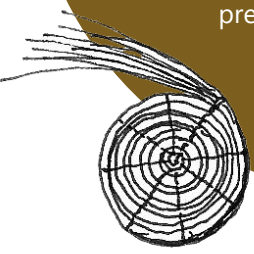
This must explore teaching approaches and content that integrate **indigenous knowledge** to enhance the effectiveness and relevance of ESD.



Indigenous knowledge is different from **cultural beliefs**.

INDIGENOUS KNOWLEDGE

traditional wisdom, skills, and practices passed down through generations within a specific community or group. It often includes practical knowledge about the environment, sustainable practices, and cultural identity such as knowledge about medicinal plants and their uses, contributing to their preservation and traditional healing practices.



CULTURAL BELIEFS

shared beliefs and values held by a particular culture. These beliefs shape how individuals within a culture perceive the world, interact with others, and make sense of various aspects of life. For example, a community might kill a snake as a default reaction based on a belief that seeing a snake is a bad omen associated with witchcraft and must be killed at sight.



Indigenous knowledge encompasses various traditional knowledge, and hence, educators must be careful to select indigenous knowledge practices that *reinforce sustainability* when incorporating practices or skills into their teaching.



Become inspired by indigenous knowledge of ESD in the case studies in ***African Heritage Knowledge in the context of Social Innovation***. Use the embedded videos for interactive content for secondary school learners.



Read **pgs. 29 - 39** in *Live & Learn's ESD Teacher Training Manual* for lesson plans on discussing indigenous knowledge.

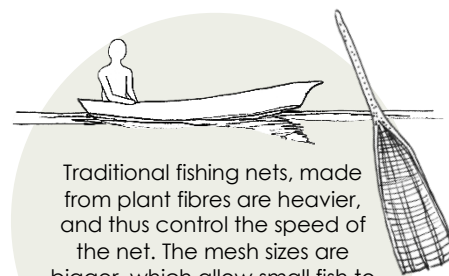


We can incorporate indigenous values into education that allows learners to develop a sense of responsibility and commitment to living sustainably. Here are some areas in which indigenous knowledge practices and topics can be linked to teaching:

- Agricultural practices
- Conservation practices
- Health and medicine
- Arts and crafts
- Food security
- History
- Water and sanitation
- Languages and oral literature
- Environmentally friendly architecture



Traditional foods regularly include wild, indigenous plants and are high in nutritional value.



Traditional fishing nets, made from plant fibres are heavier, and thus control the speed of the net. The mesh sizes are bigger, which allow small fish to pass through. This results in more sustainable fishing practices.



In the ***Bush Telegraph: Environmental Protection- Hidden in the Wisdom of our Roots*** see **pgs. 3 - 7** to explore the use of indigenous knowledge. Refer to **Toolkit 3.7** for resources on indigenous foods.



INDIGENOUS KNOWLEDGE (IK) IS DIVERSE

"Each culture's knowledge and lessons are unique. Let us value the diversity and bring back important conservation lessons into our daily lives."

BUSH TELEGRAPH: ENVIRONMENTAL PROTECTION – HIDDEN IN THE WISDOM OF OUR ROOTS



When implementing indigenous knowledge topics, it is crucial to involve local communities to ensure accuracy, cultural appropriateness, and respectful representation. This includes indigenous knowledge in the curriculum.



Refer to **pgs. 8-10** in the Namibia's ***School Culture Clubs for Development (SCCD) Policy Guide*** for proposed projects and activities for schools in the SCCD policy.

RESOURCES FOR ENVIRONMENTAL ETHICS & INDIGENOUS KNOWLEDGE

Junior Primary



Senior Primary



Junior Secondary



Senior Secondary



Teacher

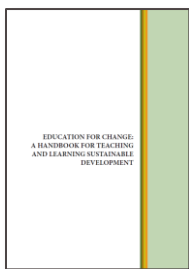


Environmental Education, Ethics and Action: A Workbook to Get Started

WORKBOOK: This workbook provides an overview of what environmental ethics are and how to bring them into your teaching.

AUTHOR: B. Jickling, H Lotz-Sisitka, R. O'Donoghue, A. Ogbuigwe (2006)

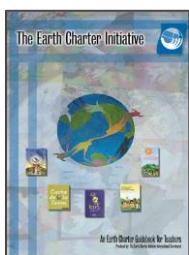
Link: https://wedocs.unep.org/bitstream/handle/20.500.11822/7719/-Environmental%20Education%2C%20Ethics%20and%20Action_%20A%20Workbook%20to%20Get%20Started-20063918.pdf?sequence=3&isAllowed=y



Education for Change - A Handbook for Teaching and Learning Sustainable Development

MANUAL: This is a practical guide to teaching sustainable development. It includes foundational knowledge and skills building, tested examples and teaching methods.

AUTHOR: The Baltic University Programme Uppsala University (2010)



An Earth Charter Guidebook for Teachers

MANUAL: This guidebook addresses teaching and learning practices that are cohesive with sustainability and sustainable education. It covers teacher and student skill-development as well as practical teaching guidance.

AUTHOR: Earth Charter Initiative International Secretariat (2005)

Link: <https://earthcharter.org/library/the-earth-charter-guidebook-for-teachers/>



Earth Charter Booklet & Poster



BOOKLET & POSTER: The poster provides an overview of the 4 principles.

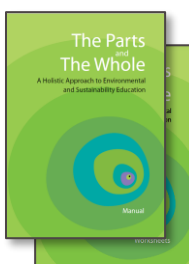


AUTHOR: Earth Charter International (2020)



Link: <https://earthcharter.org/wp-content/uploads/2020/06/Booklet-Earth-Charter-52-FINAL.pdf>

Link: <https://earthcharter.org/wp-content/uploads/2020/08/EC-POSTER-2020.pdf>



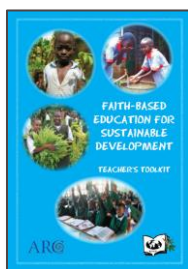
The Parts and the Whole

MANUAL & WORKSHEET: This manual provides lesson plans and worksheets for incorporating ESD into various secondary school subjects.

AUTHOR: Swedish International Centre of Education for Sustainable Development (2012)

Link: <https://uu.diva-portal.org/smash/get/diva2:808778/FULLTEXT01.pdf>

Link: <https://www.diva-portal.org/smash/get/diva2:808778/FULLTEXT02.pdf>



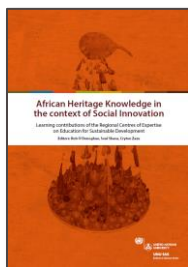
T

Faith-based Education for Sustainable Development

BOOK: This toolkit for teachers in Kenya gives a background in linking ESD concepts and themes to different faiths. It also presents viewpoints from Kenya regarding faith and culture.

AUTHOR: B.D. Otieno (n.d)

Link: <http://www.arcworld.org/downloads/ARC-Faith-based-ESD-toolkit.pdf>



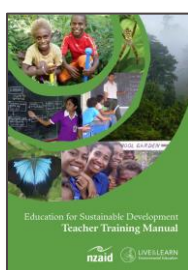
T

African Heritage Knowledge in the Context of Social Innovation

BOOK & VIDEO: This book is an assembly of case studies of the interconnectedness of indigenous knowledge, ESD and sustainability practices. It provides inspiration for ESD sustainability performance. Click on the video links for interactive teaching material.

AUTHOR: United Nations University Institute of Advanced Studies (Eds. R. O'Donoghue, S. Shava, C. Zazu, A. Dirksen, A. Atiti) (2013)

Link: http://collections.unu.edu/eserv/UNU:5760/African_Heritage_Knowledge_2013.pdf



T

Education for Sustainable Development - Teacher Training Manual

MANUAL: This guide provides the tools and skills development to enable teachers to deliver ESD. It includes comprehensive lesson plans for lectures and tutorials, worksheets/case studies and information per section.

AUTHOR: Live&Learn Environmental Education (2009)

Link: https://livelearn.org/assets/media/docs/resources/Education_SustDev_teacher.pdf



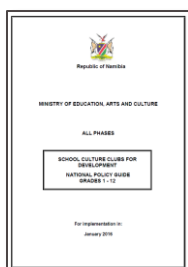
T

Bush Telegraph: Environmental Protection - Hidden in the Wisdom of our Roots

BOOKLET: This issue of the Bush Telegraph explores traditional knowledge and practices including plants, water storage and much more.

AUTHOR: NaDEET (2016)

Link: https://nadeet.org/sites/default/files/2016_1_BT_Hidden%20in%20our%20Roots.pdf



T

School Culture Clubs for Development - National Policy Guide Grades 1-12

GUIDE: This approved national lesson plan guide from NIED outlines the aims and purposes of culture clubs and provides guidance for activity implementation.

AUTHOR: Ministry of Education, Arts and Culture (2015)

Link: https://www.nied.edu.na/assets/documents/05Policies/NationalCurriculumGuide/Approved_SCCD_National_Policy_Guide.pdf

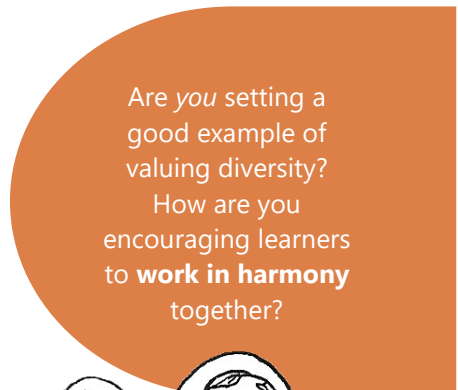
3. GLOBAL CITIZENSHIP

TEACHING GLOBAL CITIZENSHIP

Global Citizenship Education (GCE) is closely linked to Education for Sustainable Development as they both focus on improving life on Earth for all today and in the future. Whereas ESD is focussed on the environmental impacts of development, GCE focusses on cultural understanding, non-discrimination, and democracy. By working *together*, global citizenship and ESD can make the world a more equitable and sustainable place. Using the school and classroom environment as a training ground, our learners can gain skills in collaborative work, good communication and conflict resolution (see **Toolkit 3.7 – Promote Learner Well-Being** for 21st Century learning skills).

A Global Citizen is someone who:

- **Thinks global** (awareness) and **acts local** (application of world citizen knowledge)
- Respects and values **diversity**
- Commits to **social justice**
- Participates and contributes to **community** (local to global)
- **Works with others** towards a more equitable and sustainable world
- Takes **responsibility** for their actions



For guidance on teaching global citizenship and integrating the concept into the classroom, see **Education for Global Citizenship**.

We can teach learners the skill of remaining open-minded, inquisitive, critical thinkers who engage with the world around them. This is not only essential to the growth and development of our learners, but also to the sustainable development of the world they have the potential to influence.



CIVIC EDUCATION

Thinking global, acting local is a good way to start getting involved. Civic education is focused on developing skills in the rights and responsibilities of us as member of society. This includes being actively involved in democratic processes. Learning how to advocate for issues that are important to us is essential to being a global citizen – see the advocacy resources in **Toolkit 3.10 – Share ESD with others**.



Inform yourself on 'civic education' by reading the **Training Manual: Civic Education**. Use the comic **Troubled Waters** to teach about our rights and responsibilities.

RESOURCES FOR GLOBAL CITIZENSHIP

Junior Primary

JP

Senior Primary

SP

Junior Secondary

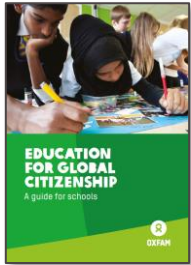
JS

Senior Secondary

SS

Teacher

T



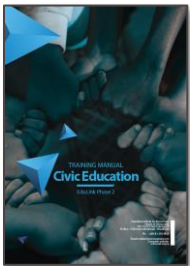
SP
JS
SS

Global Citizenship- OXFAM Resources

MANUAL: These resources on global citizenship are designed for teachers and implementation in schools.

AUTHOR: Oxfam Education and Youth (2015)

Link: <https://oxfamilibrary.openrepository.com/bitstream/handle/10546/620105/edu-global-citizenship-teacher-guide-091115-en.pdf?sequence=9&isAllowed=y>



JS
SS

Trainers Manual: Civic Education

MANUAL: This manual is designed for teachers to gain a better understanding of the concept of civic education. It gives examples for teaching activities including lesson plans.

AUTHOR: Namibian Institute of Democracy (NID) & EduVentures (2023)



SP
JS
SS

Troubled Waters: Coastal Protection, Communities and Constitutional Commitments

COMIC: This comic aims to engage with the general public, in particular the youth, about the relationship of local, (semi-)rural communities, their natural environment, biodiversity and the necessity to ensure sustainable social and economic development based on natural resource capitalization.

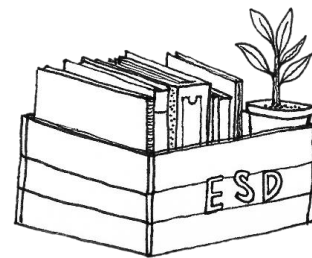
AUTHOR: Legal Assistance Centre (2023)

Link: https://www.lac.org.na/projects/lead/Pdf/Comic-Port_Extension.pdf



TEACH for ESD

TEACH FOR A SUSTAINABLE WORLD is part of the TEACH FOR ESD TOOLKIT.



Improving ESD Teaching & Learning Experiences in Namibia