

## SUBMISSION 99

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**From:** Richard Lenn  
**Sent:** Monday, 10 July 2006 1:09 PM  
**To:** Committee, EM (REPS)  
**Subject:** supplementary submission

Good day,

I would like to add to my submission.

I have recently come across some information from UNESCO (the United Nations Educational, Scientific and Cultural Organisation) that I feel is broadly relevant to this inquiry.

Looking at education at broader level, UNESCO notes about "Reorienting [Education] Programmes":

"Rethinking and revising education from nursery school through university to include a clear focus on the development of the knowledge, skills, perspectives and values related to sustainability is important to current and future societies.

More basic education as it is currently taught will not create more sustainable societies. The conundrum remains, that it is educated nations that leave the deepest ecological footprints, using large amounts of resources and energy to support their lifestyles. Creating a more sustainable future will not occur simply by increasing the amount of education; instead, it is an issue of content and relevance. Questioning, rethinking, and revising education from pre-school through university to include more principles, knowledge, skills, perspectives and values related to sustainability in each of the three realms – environment, society, and economy – is important to our current and future societies. This should be done in a holistic and interdisciplinary context, engaging society at large, but carried out by individual nations in a locally relevant and culturally appropriate manner.

This implies a review of existing curricula in terms of their objectives and content to develop transdisciplinary understandings of social, economic and environmental sustainability. It also requires a review of recommended and mandated approaches to teaching, learning and assessment so that lifelong learning skills are fostered. These include skills for creative and critical thinking, oral and written communication, collaboration and cooperation, conflict management, decision-making, problem-solving and planning, using appropriate ICTs, and practical citizenship."

Source: [http://portal.unesco.org/education/en/ev.php-URL\\_ID=27544&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/education/en/ev.php-URL_ID=27544&URL_DO=DO_TOPIC&URL_SECTION=201.html)

One path may be UNESCO's "Teaching and Learning for a Sustainable Future" teacher education programme, which is online at <http://www.unesco.org/education/tlsf/>

It covers many broad and inclusive themes including citizenship education, as well as looking at a number of factors that make societies sustainable, one of which is the element of democracy / political sustainability.

In a similar tone, an information paper from the Australian Bureau of Statistics, "Measuring Social Capital - An Australian Framework and Indicators" notes that "Civic participation is the involvement in activities reflecting interest and engagement with governance and democracy, such as membership of political parties and trade unions/professional associations, serving on committees of clubs and associations, contacting members of parliament, and attending community consultations. A civically active populace is engaged in the process of governance through concern about a range of issues that may affect themselves personally, or their community or society in a broader sense. Civic participation is the process by which citizen's concerns, needs and values are incorporated into governmental decision making."

The paper also raises the notion of a decline in the more traditional forms of civic participation.

There are many broader references and considerations that cross the path of my submission and this inquiry and the paper is online at <http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/1378.02004?OpenDocument>

With regards,

Richard Lenn