

ESD – a call to action

The United Nations and The Stern Review (2007) highlight climate change as the biggest threat to the global economy and security.



Developing Newton Lake

Throughout Latin American countries, immense biodiversity and dramatic landscapes mark their beauty, richness and fragility. Deforestation, deglaciation, ‘water stress’, the negative effects of extractive industries, air pollution and socio-economic inequality are worsening in the region. Furthermore, according to the UK Tyndall Centre on Climate Change, Peru has been listed as the third most at risk country in the world to climate change hazards. Education for Sustainable Development (ESD) is a

social-economic-political imperative. Creating well-rounded, inquiring, critical and active citizens, who care for the planet and **all** its people, has never been more important.

ESD is also a dynamic pedagogic tool when used as Education **through** Sustainable Development. At Newton, ESD has become a way of further extending inquiry and investigation into the Secondary School and infusing critical thinking and CAS throughout the curriculum. ESD is explored throughout the 3 C’s of school life: the Curriculum, Campus and Community. Based on international developments and the 8 doorways of the UK framework for ESD, Newton has created its own 10 doorways / areas of focus: water, energy, waste, chemicals, recycling, green



La Oroya. Smelting smog

areas, green architecture, purchasing, transport, and health & safety. Each doorway is overseen by a member of the Plan Verde committee. This committee comprises of people from every sector of the school: teachers, maintenance, administration and suppliers.

Multiple projects have been designed to explore each doorway, such as food waste reduction and recycling, auditing and raising awareness of inefficient printing and waste, auditing and reducing the amount of cars being used to transport children. Curriculum and community projects help embed the related skills, attitude and action on a broader context and in the wider aims of social inclusion and improving local

well-being. For example, Primary students visited the mining community of La Oroya last year to investigate why children were not allowed to play outside until midday. Also, secondary students are investigating how climate change is affecting life in Peru and Switzerland, through an online partnership scheme called 'Hot Stuff Chill Out'.

A separate project action team has been created to oversee each project. These



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projects are starting to bring the school community together like never before; across the school sections and different professional sectors. Each project team sit together to develop the next stage of each project, which include students talking and planning as equals with grown-ups. This could revitalise the whole concept of a student council and could be a crucial way to galvanise the new LAHC structure for a collective regional student council, so that it has real purpose and engages in real action.

Newton is also engaged in promoting a national ESD strategy whereby:

1. ESD is made compulsory in the national curriculum,
2. A Sustainable Schools framework is created which supports and compels every school to become sustainable or 'eco-efficient' by a certain date.
3. A national network of sustainable development is created whereby education organisations, related institutions and especially students unite and have greater collective lobbying impact in supporting or challenging government initiatives and private practice.
4. Every child should have access to enjoy an outdoor nature camp of some kind.
5. Peru creates a National Council of Sustainable Development (NCSD), as proposed by the UN, a national committee, which has representatives from every political, private and social sector.

Many schools in this region are involved in exciting ESD activities. We would be able to make a greater sustainable development impact if schools worked together more on a local and national level.

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