From forest folklore to global goals ---education for sustainable use of forests

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26 October 2016

Key Partner
UNESCO Global Action Programme on Education for Sustainable Development

PERL

Partnership for Education and Research about Responsible Living

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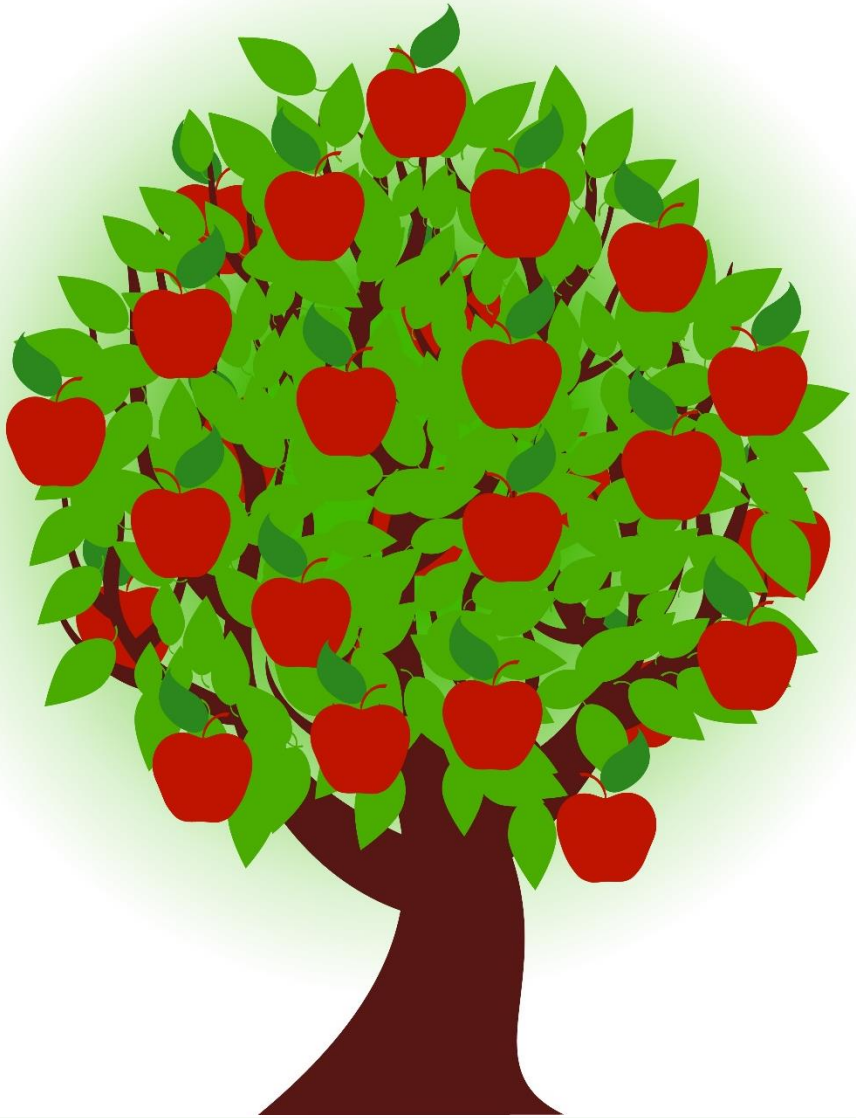
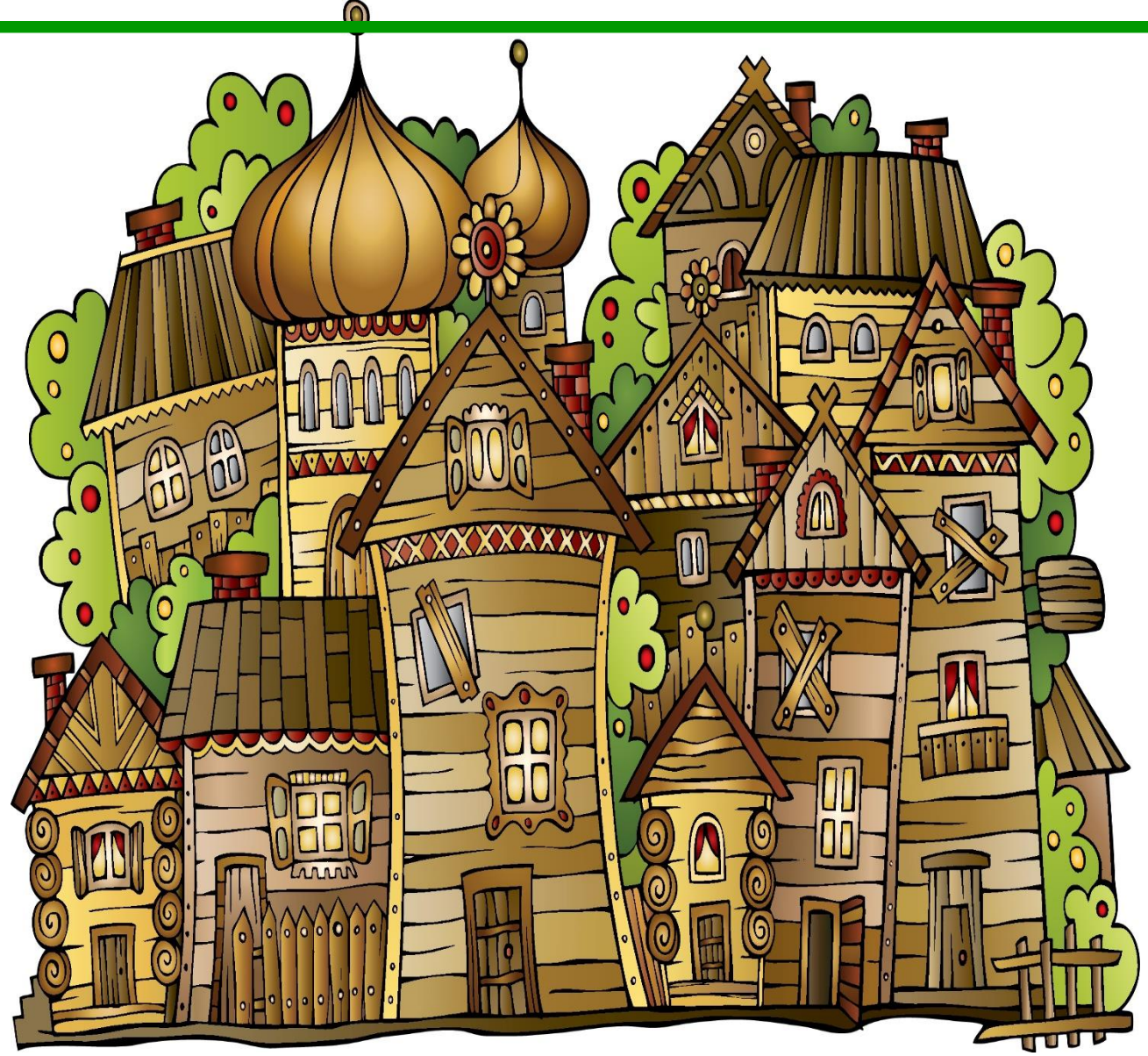
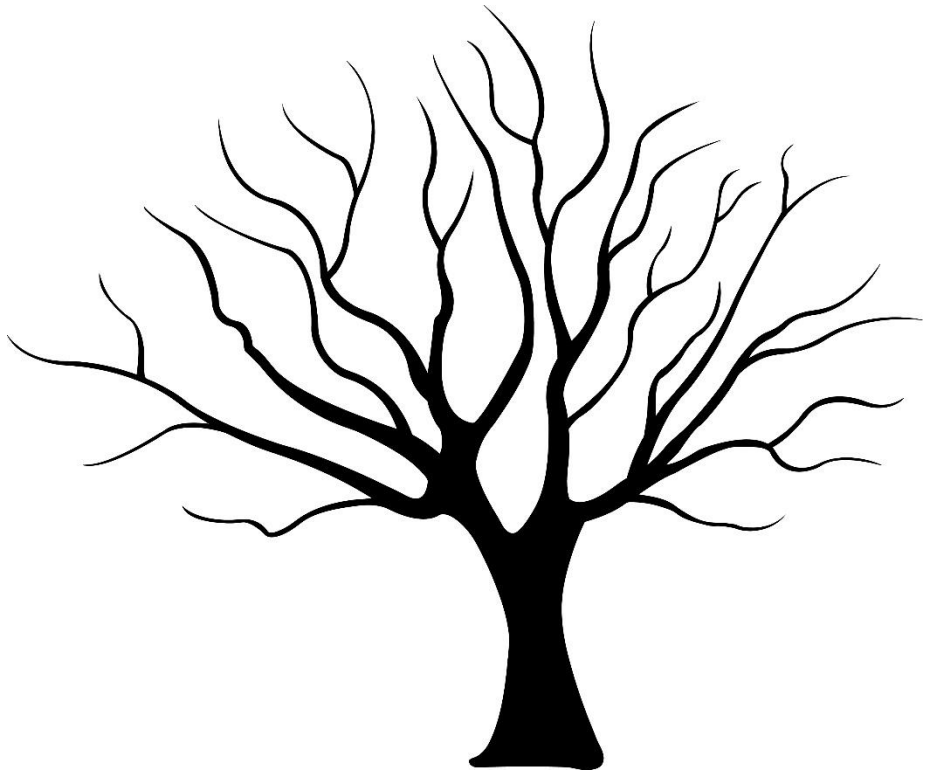
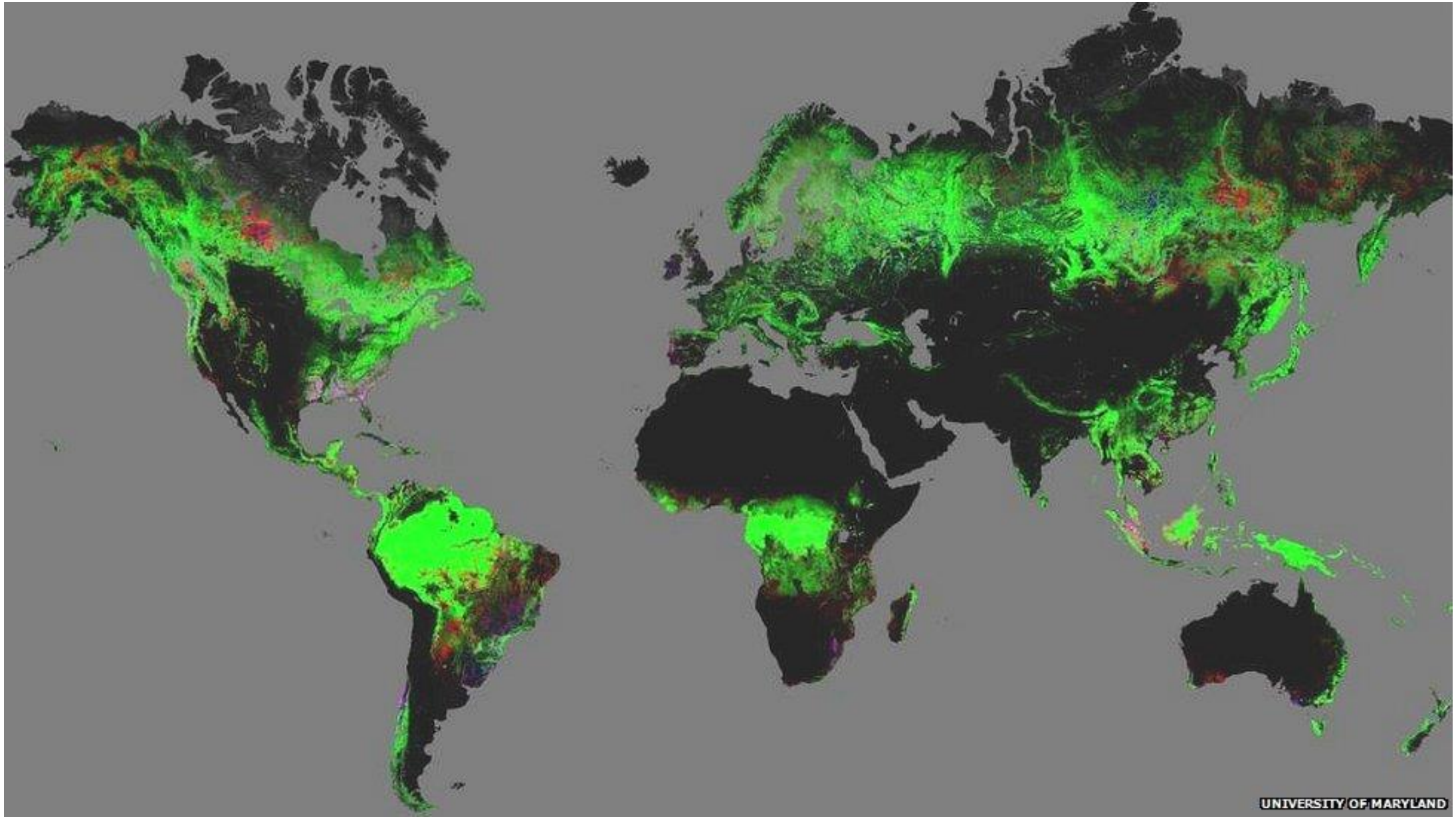




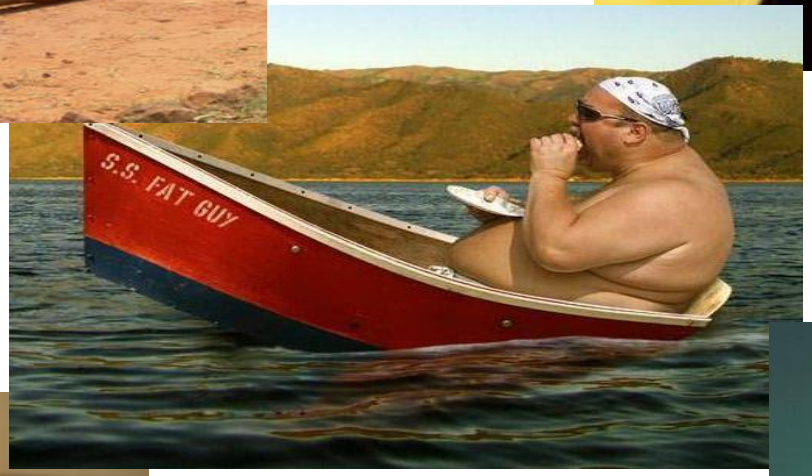




The map shows forest change from 2000-12. Green areas are forested; red suffered forest loss; blue showed forest gain; pink experienced both loss and gain.

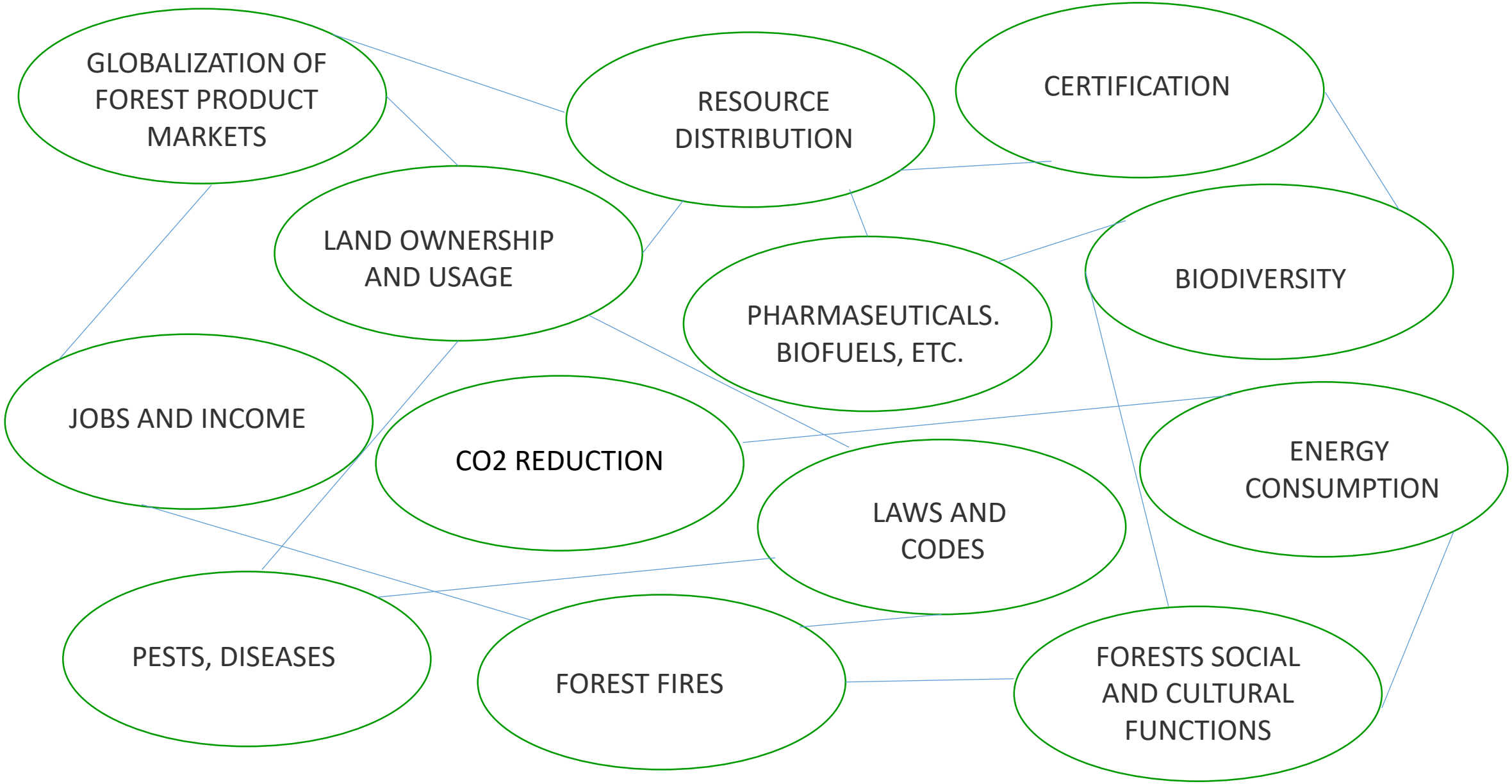
- The Earth **lost 2.3 million square kilometres of tree cover** in that period, due to logging, fire, disease or storms.
- But the planet also **gained 800,000 sq km of new forest**, a net loss of 1.5 million sq km in total.
- **Brazil** showed the **best improvement** of any country, cutting annual forest loss in half between 2003-04 and 2010-11.
- **Indonesia** had the **largest increase in deforestation**, more than doubling its annual loss to nearly 20,000 sq km in 2011-12.
- In the **United States**, the "disturbance rate" of south-eastern forests was four times that of South American rainforests - more than **31% of forest cover was either lost or regrown.**
- **Paraguay, Malaysia and Cambodia** had the **highest national rates of forest loss**.

inequity



Waste, indebtedness

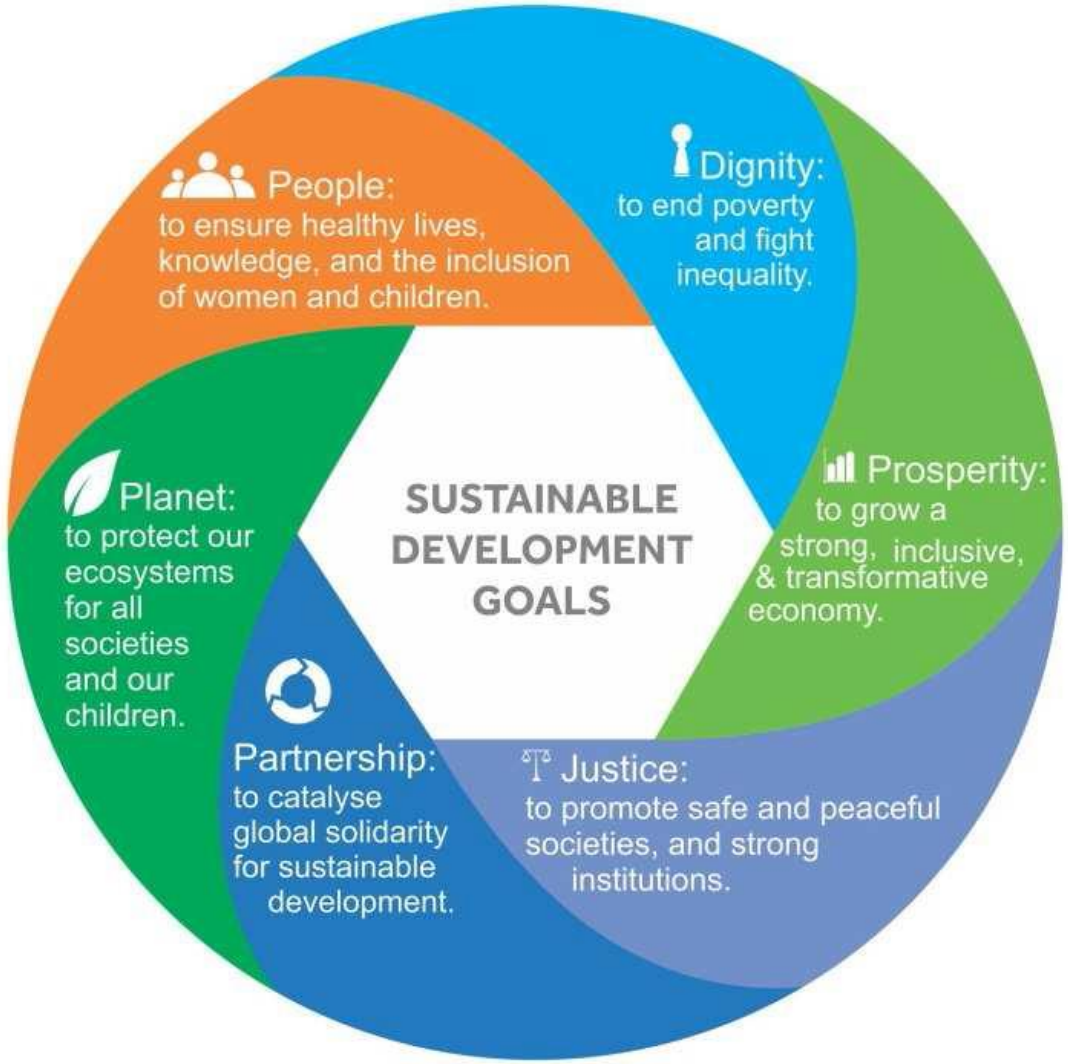
Addictions,
lack of well-being


GLOBALIZATION OF FOREST PRODUCT MARKETS
RESOURCE DISTRIBUTION
CERTIFICATION
LAND OWNERSHIP AND USAGE
PHARMASEUTICALS. BIOFUELS, ETC.
BIODIVERSITY
JOBS AND INCOME
CO2 REDUCTION
ENERGY CONSUMPTION
LAWS AND CODES
PESTS, DISEASES
FOREST FIRES
FORESTS SOCIAL AND CULTURAL FUNCTIONS

Structural change in forest sector

1. Downturn in demand forcing rationalization of production capacity;
2. Climate change policies: wood energy escalation production, consumption and trade;
3. Globalization of forest products markets, e.g. China's rise as a major provider of forest products in the global markets;
4. International control of origins of wood to ensure sustainable and legal production.

By Ed Pepke
Forest Products Marketing Specialist
UNECE/FAO, Geneva



From The Synthesis Report of the U.N. Secretaty General on the Post-2015 Agenda

2015

2030 Agenda: Sustainable Development Goal 15- Forests

2013

First International Forest Day

2012

Future We Want (Paragraphs 193 - 196)

2011

International Year of Forest

2000

UN Forum on Forest

1995

CSD-3 (Chapter 1 D. 1)

1992

Agenda 21 (Chapter 11)

The "Forest Principles" captured the general international understanding of sustainable forest management at that time.

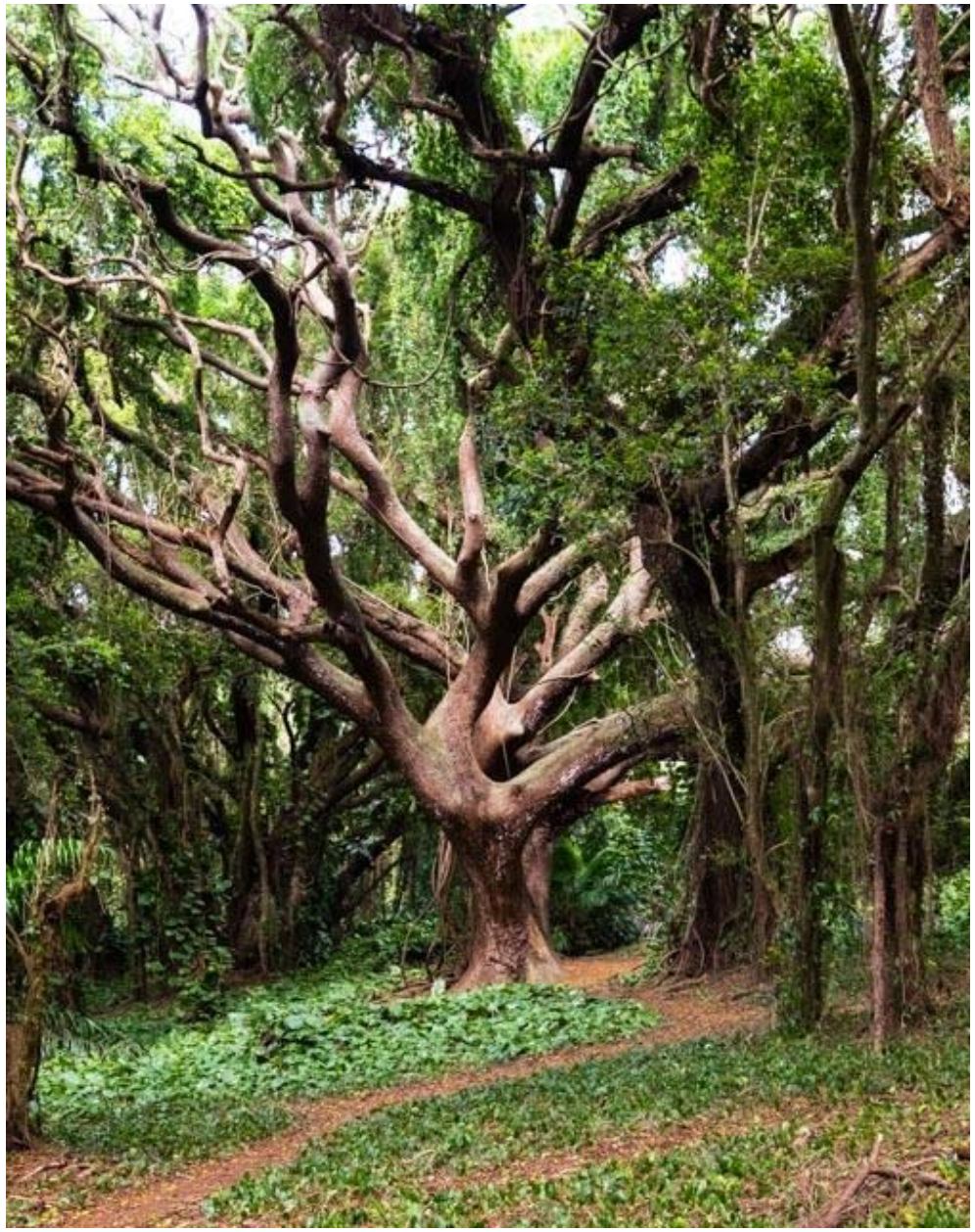
"We recognize that poverty eradication, changing unsustainable and promoting sustainable patterns of consumption and production, and protecting and managing the natural resource base of economic and social development are the overarching objectives of and essential requirements for sustainable development."

The Future We Want, Rio+20, 2012

Global Action Programme on Education for Sustainable Development

Global Action for Sustainable Consumption and Production

10YFP



SUSTAINABLE DEVELOPMENT GOAL 15

Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

15.1

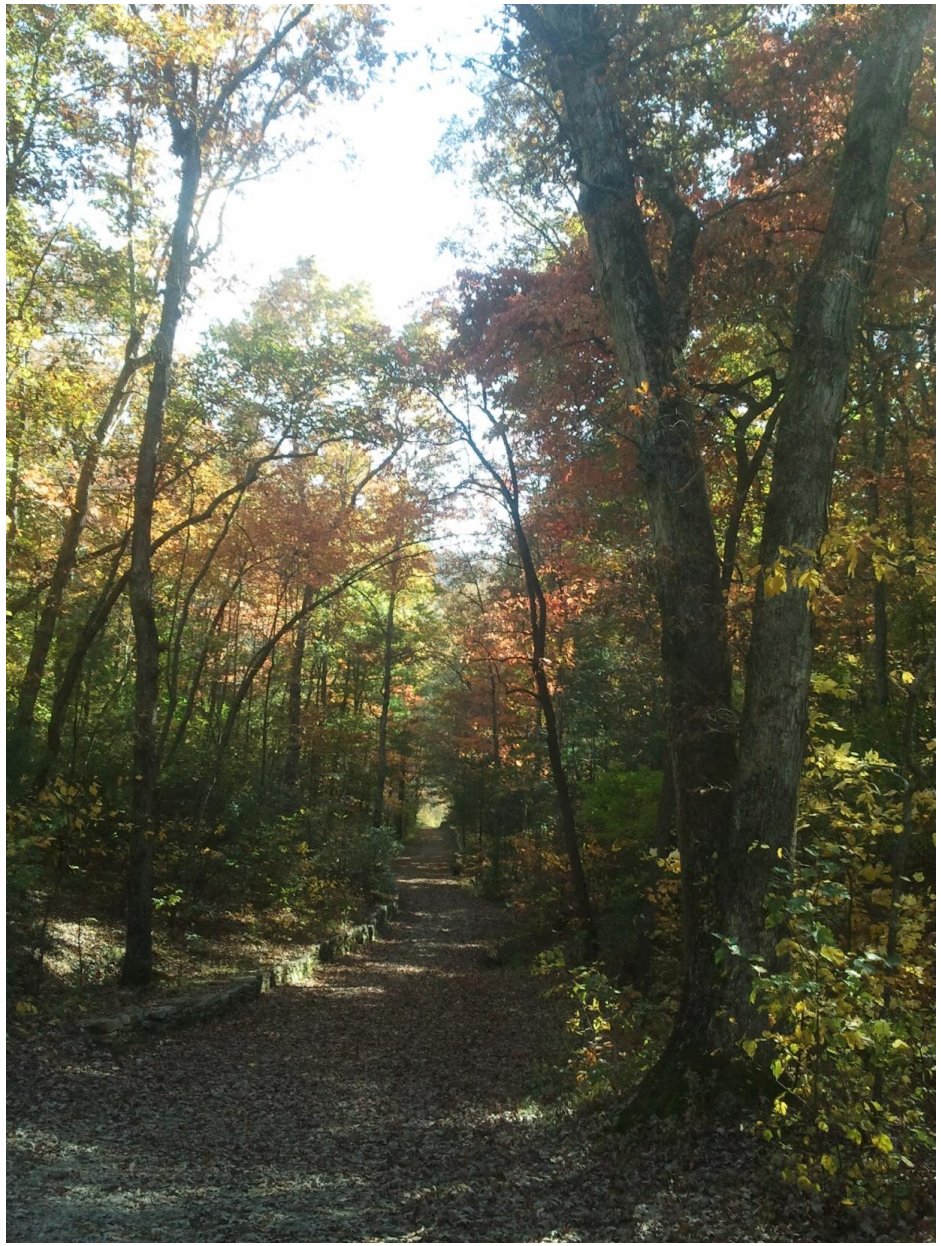
By 2020, ensure the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and their services, in particular forests, wetlands, mountains and drylands, in line with obligations under international agreements

15.2

By 2020, promote the implementation of sustainable management of all types of forests, halt deforestation, restore degraded forests and substantially increase afforestation and reforestation globally

15.3

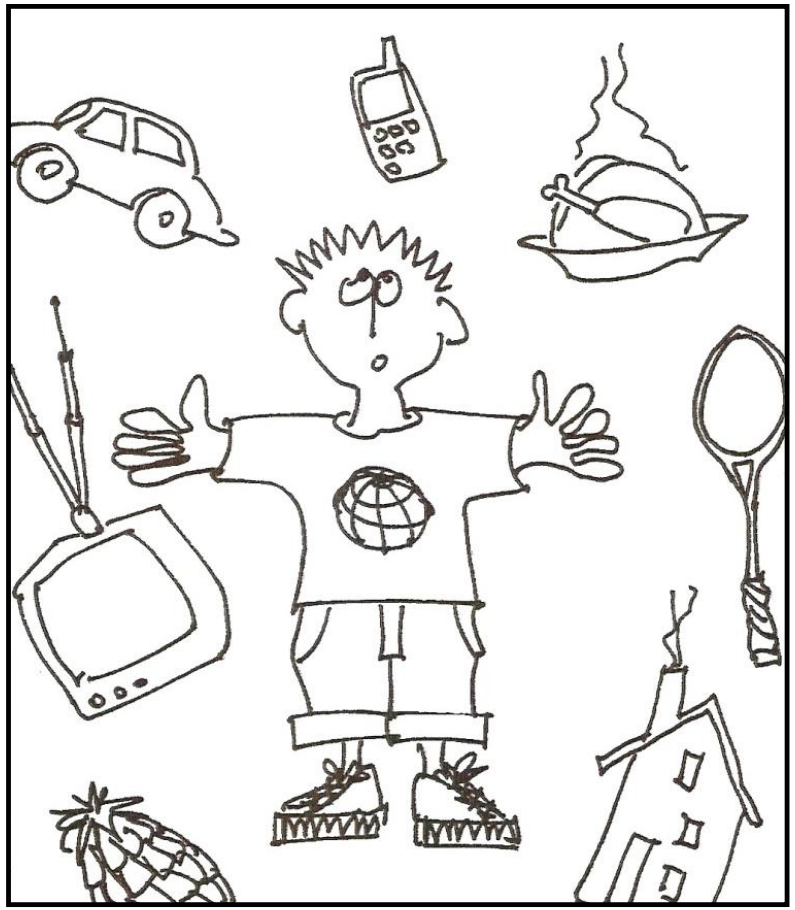
By 2030, combat desertification, restore degraded land and soil, including land affected by desertification, drought and floods, and strive to achieve a land degradation-neutral world



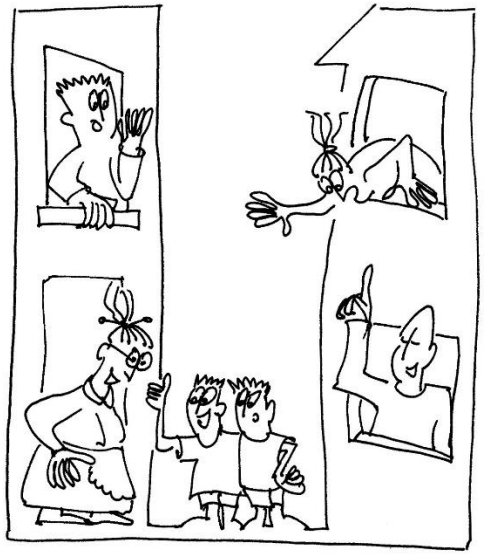
SUSTAINABLE DEVELOPMENT GOAL 15 TARGET 15.9

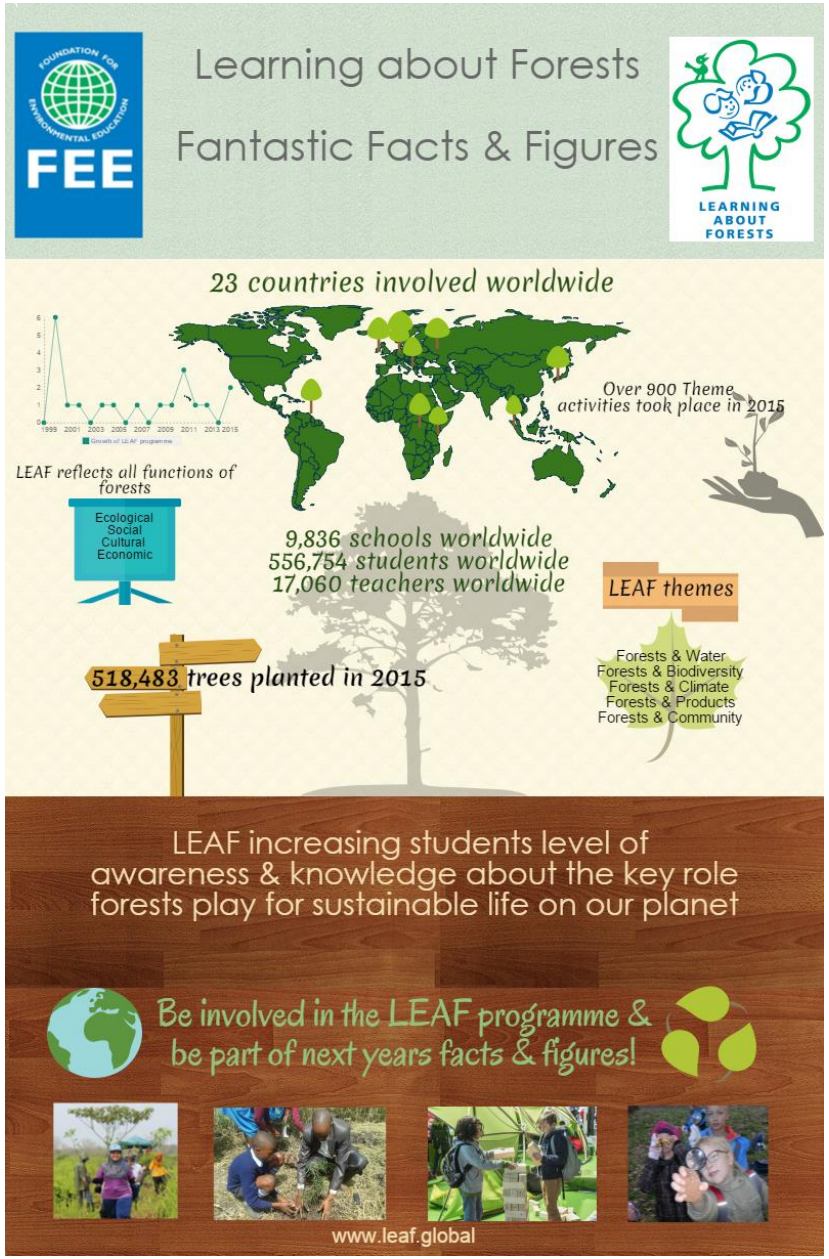
By 2020 integrate ecosystem and biodiversity values in national and local planning, development processes, poverty reduction strategies and accounts

What are our values? What do we prioritize in our lives?



“**value/action gap**” – a disparity between what people mean they value, say they value and how they actually implement these values in everyday life.




Learning about Forests
Fantastic Facts & Figures
FEE
LEARNING ABOUT FORESTS
23 countries involved worldwide
Over 900 Theme activities took place in 2015
LEAF reflects all functions of forests
Ecological
Social
Cultural
Economic
9,836 schools worldwide
556,754 students worldwide
17,060 teachers worldwide
LEAF themes
Forests & Water
Forests & Biodiversity
Forests & Climate
Forests & Products
Forests & Community
518,483 trees planted in 2015
LEAF increasing students level of awareness & knowledge about the key role forests play for sustainable life on our planet
Be involved in the LEAF programme & be part of next years facts & figures!
www.leaf.global

English

French

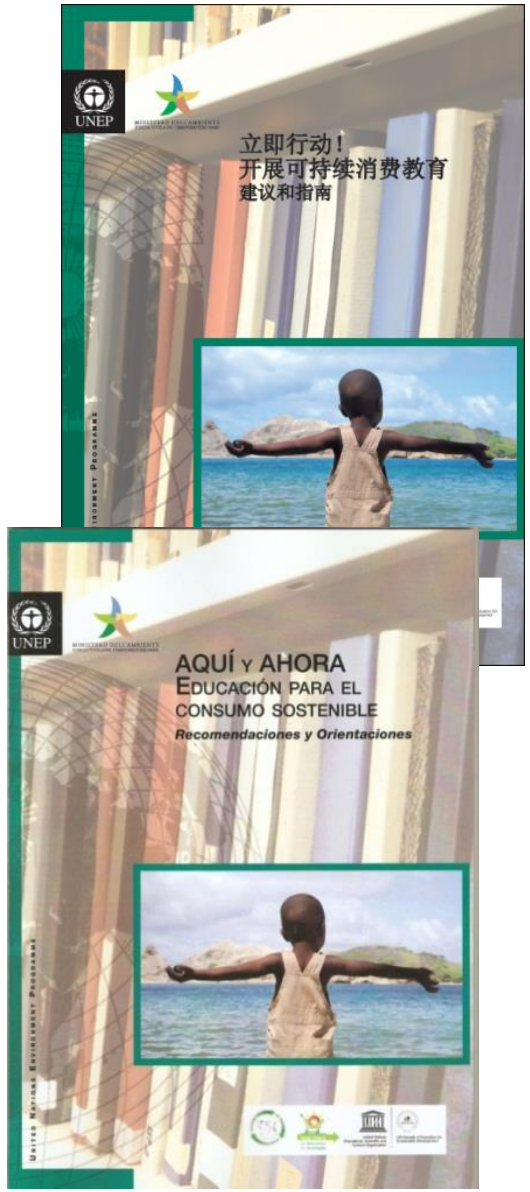
Spanish

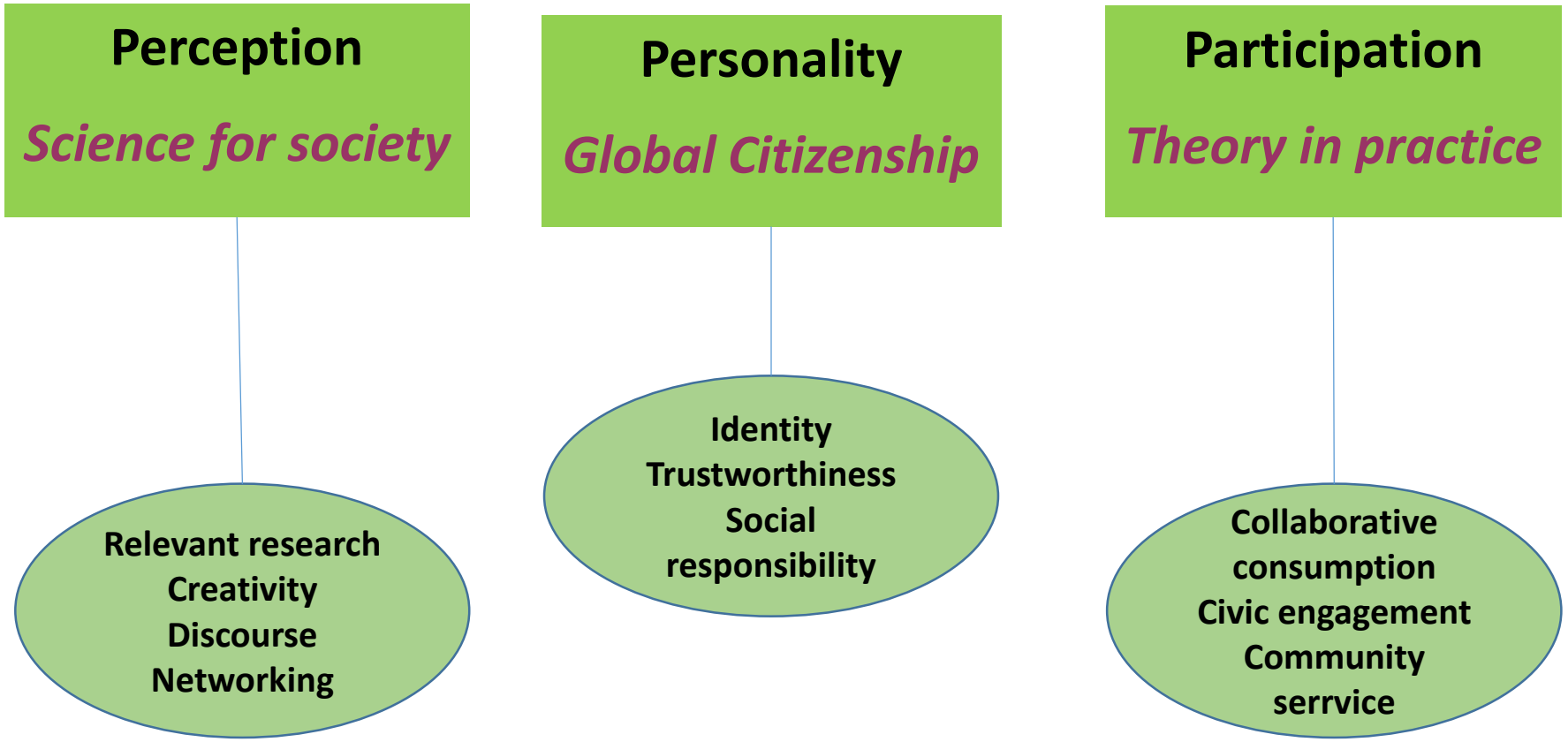
German

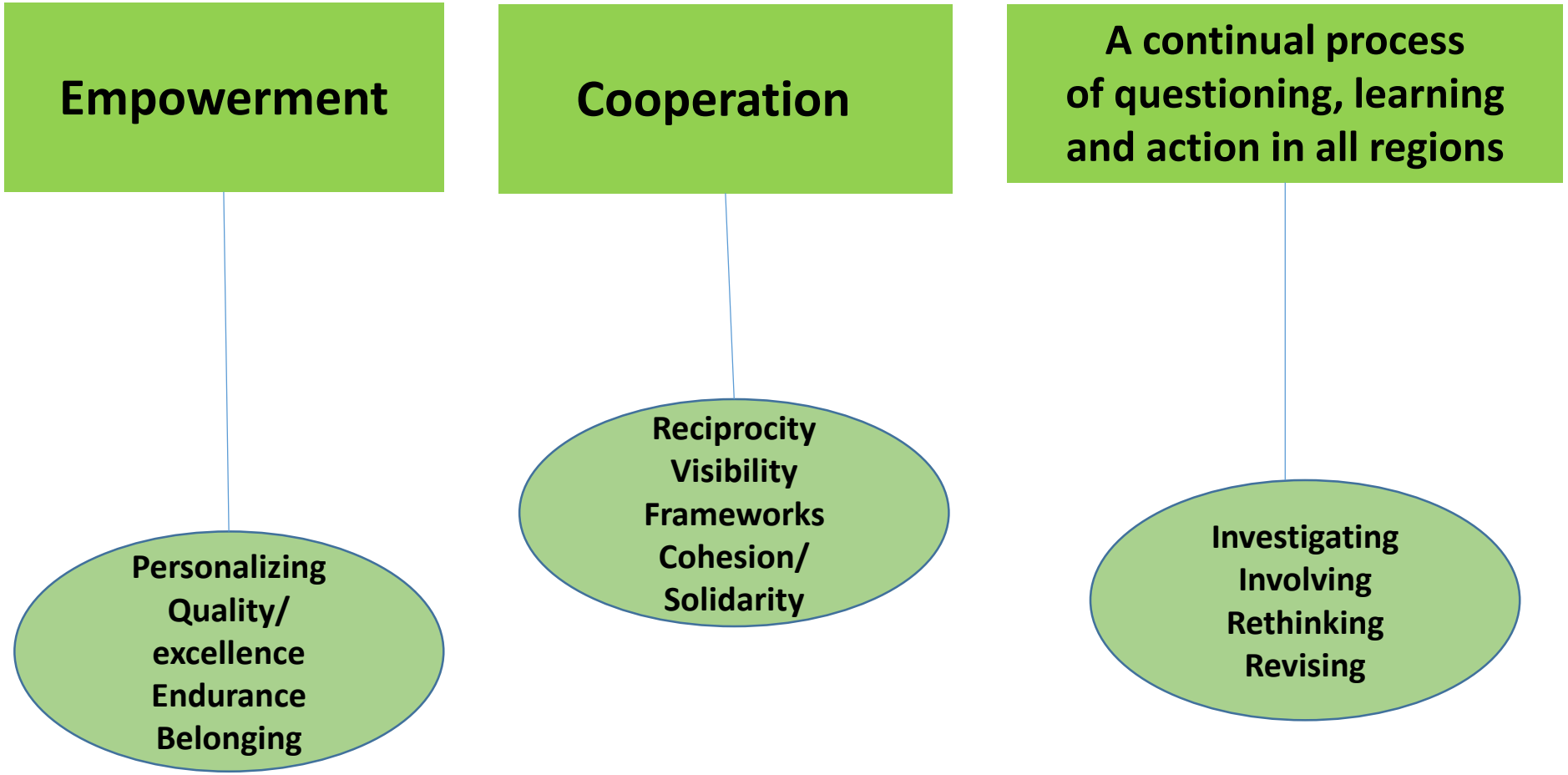
Chinese

Japanese

Korean




Perception
Science for society
Relevant research
Creativity
Discourse
Networking
Personality
Global Citizenship
Identity
Trustworthiness
Social
responsibility
Participation
Theory in practice
Collaborative
consumption
Civic engagement
Community
serrvice


Empowerment
Cooperation
A continual process of questioning, learning and action in all regions
Personalizing
Quality/ excellence
Endurance
Belonging
Reciprocity
Visibility
Frameworks
Cohesion/ Solidarity
Investigating
Involving
Rethinking
Revising

Learning to Do

Education for Sustainable Living

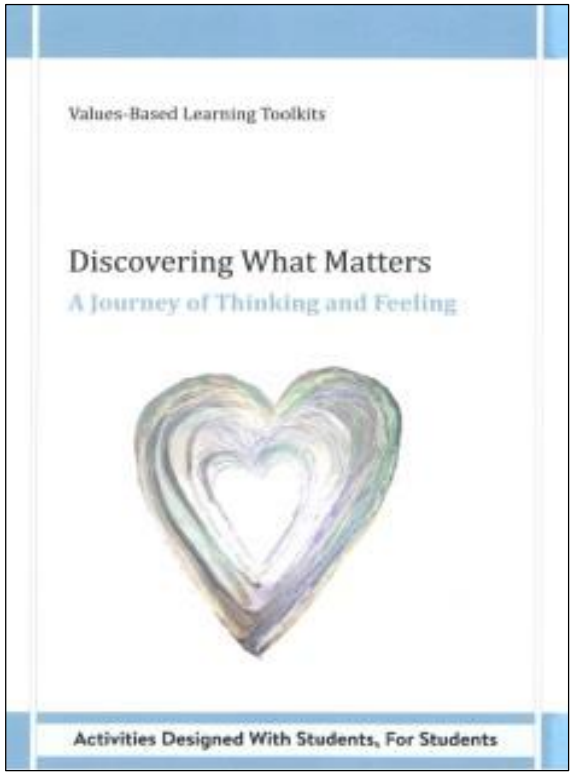
Practices from around the world

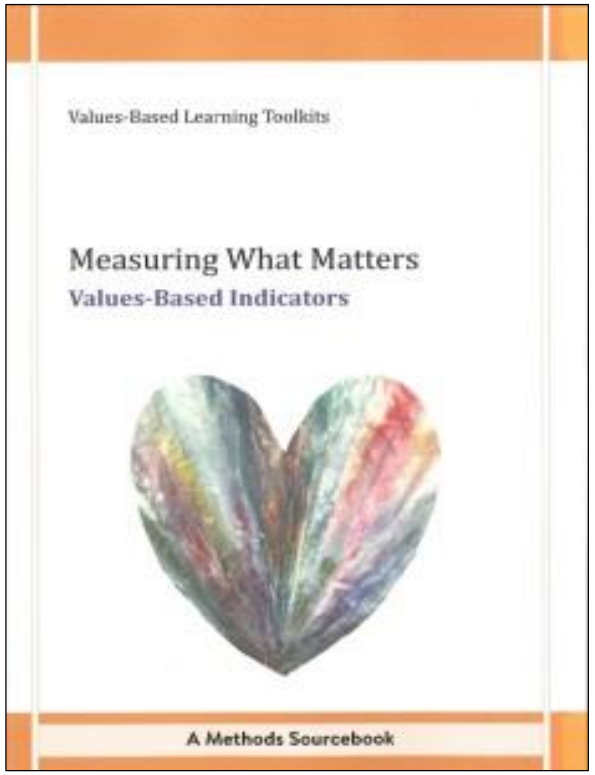
Developing the ability to

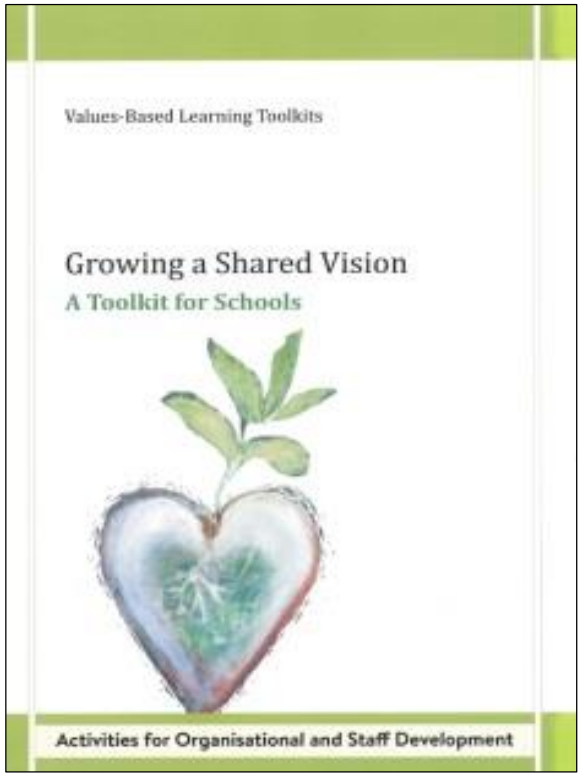
- investigate
- apply
- adjust
- adapt
- facilitate

Partnership for Education and Research about Responsible Living
www.livingresponsibly.org

Learning using values-based indicators







Active Learning with Images and Objects

1. Education can only help allay a threatening condition by addressing root causes.

2.Climate change education needs to happen within interdiciplinary frames.

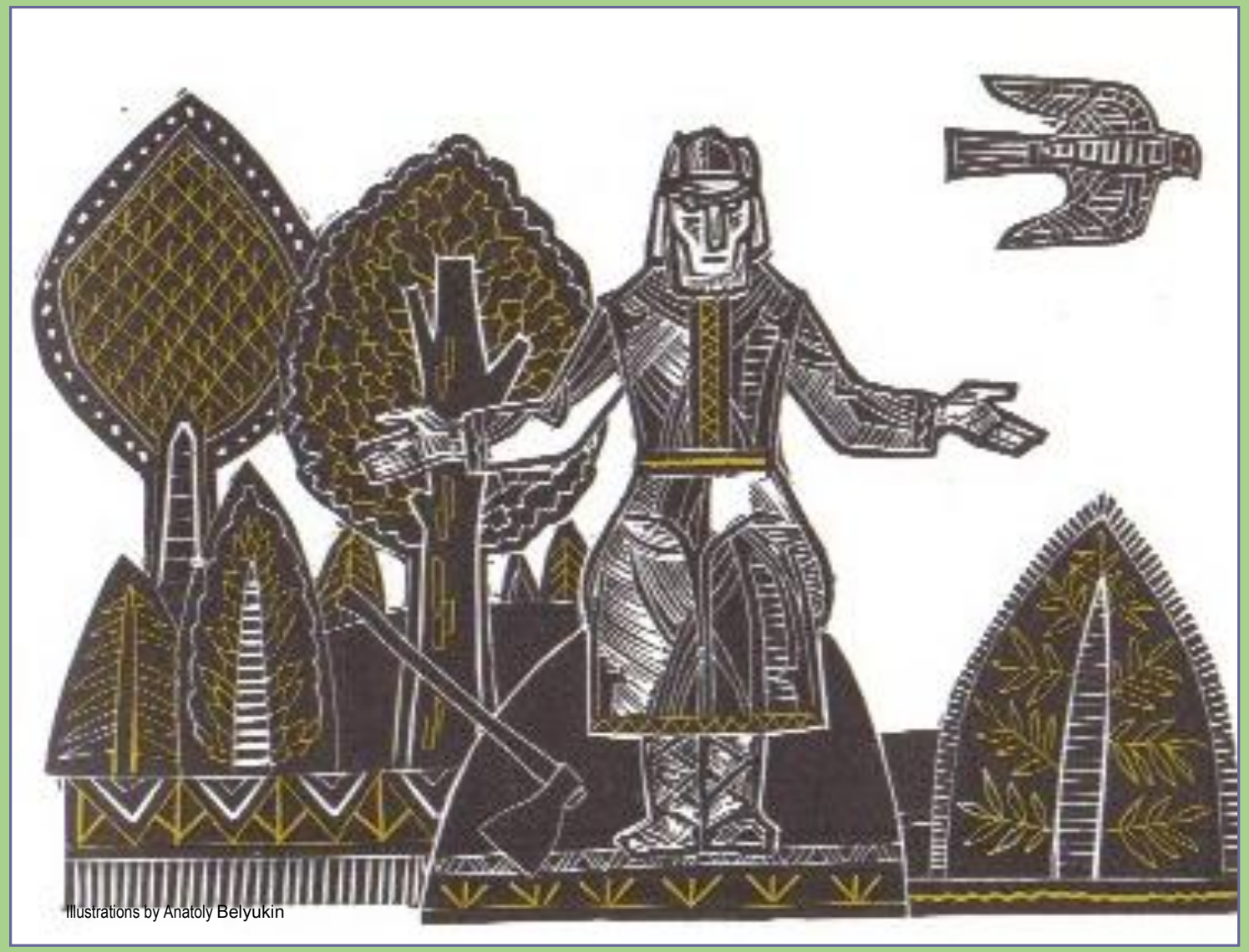
3. There can be no ethical and adequately responsive climate change education without global climate justice education.

4.The educational response to climate change needs to be both local and global.

5. Wherever it takes place, climate change education needs to be a social and holist learning process.

6. There is a need for educators to urgently and radically think through the implications of the invisibility and uncertainty of climate change...

David Selby and Fumiyo Kagawa (Education and Climate Change, Routledge 2010) p.241-243



Illustrations by Anatoly Belyukin

I am young….

My acorns aren’t ripe…

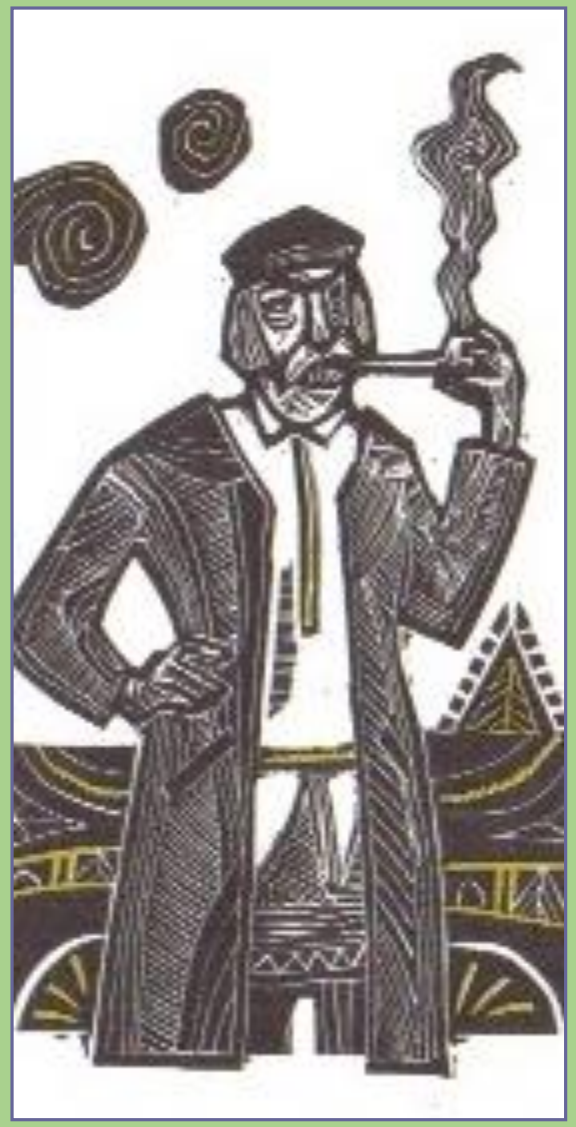
Where will the songbirds sing?…

*What are they trying to tell **me**?*

-Facts
-Falsehoods
-Hidden messages
-Contextually relevant information
-Irrelevant information

*Why should **I** care?*

-Strengthen integrity
-Avoid being misused
-Maintiain independence
-Opportunity to influece developement

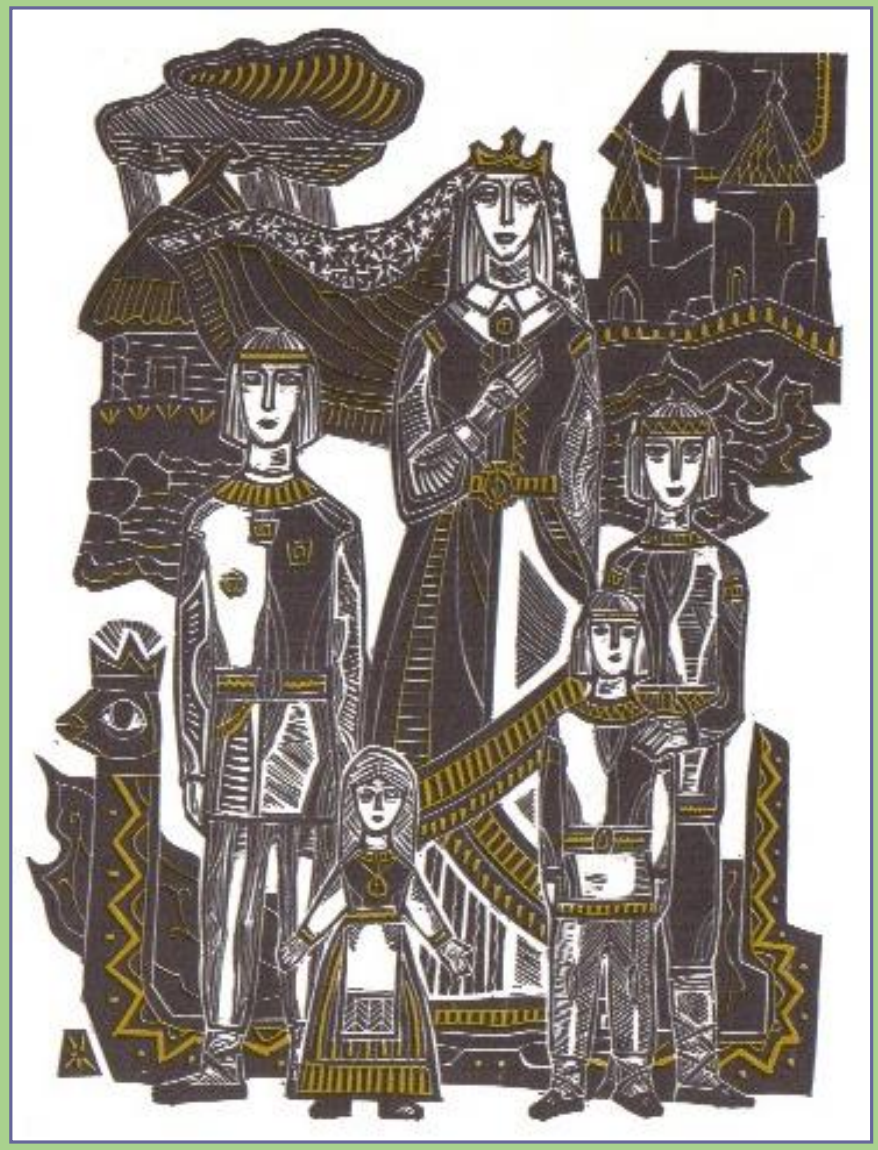


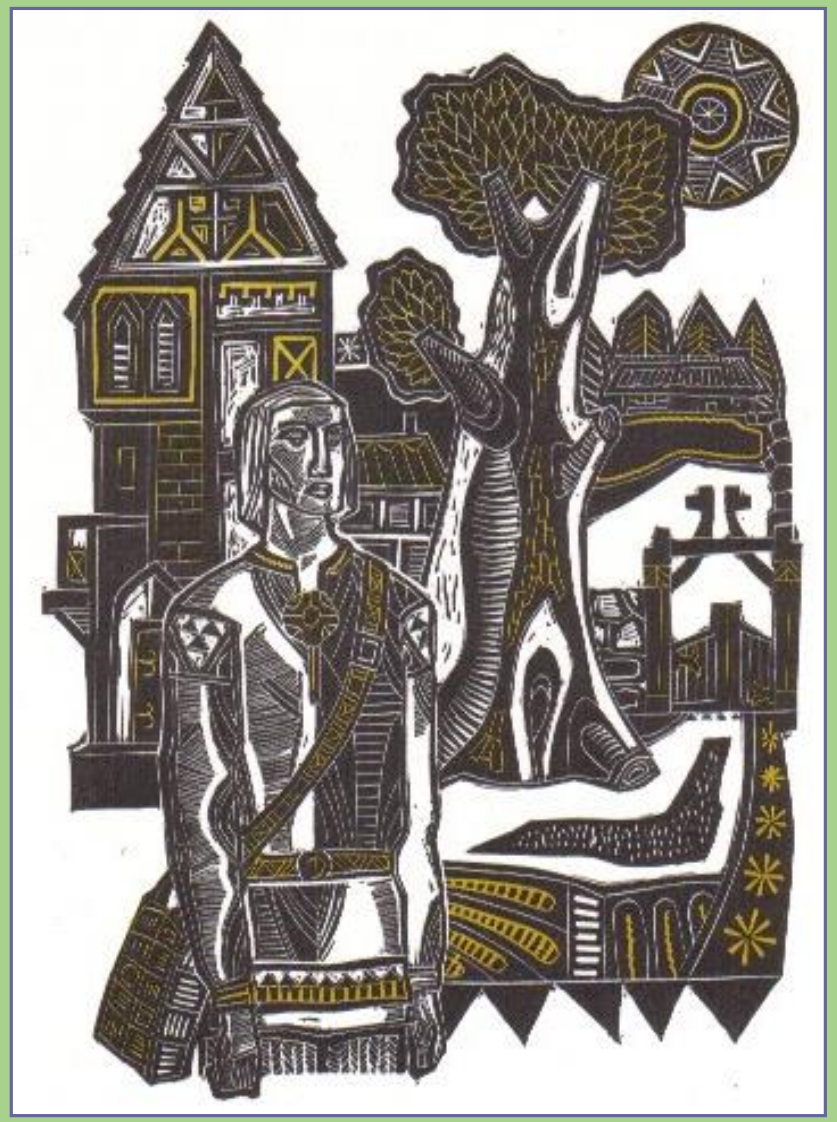
What will it cost me?

-Commitment
-Restraint/moderation
-Sacrafice of luxury
-Continual awareness

What must I do?

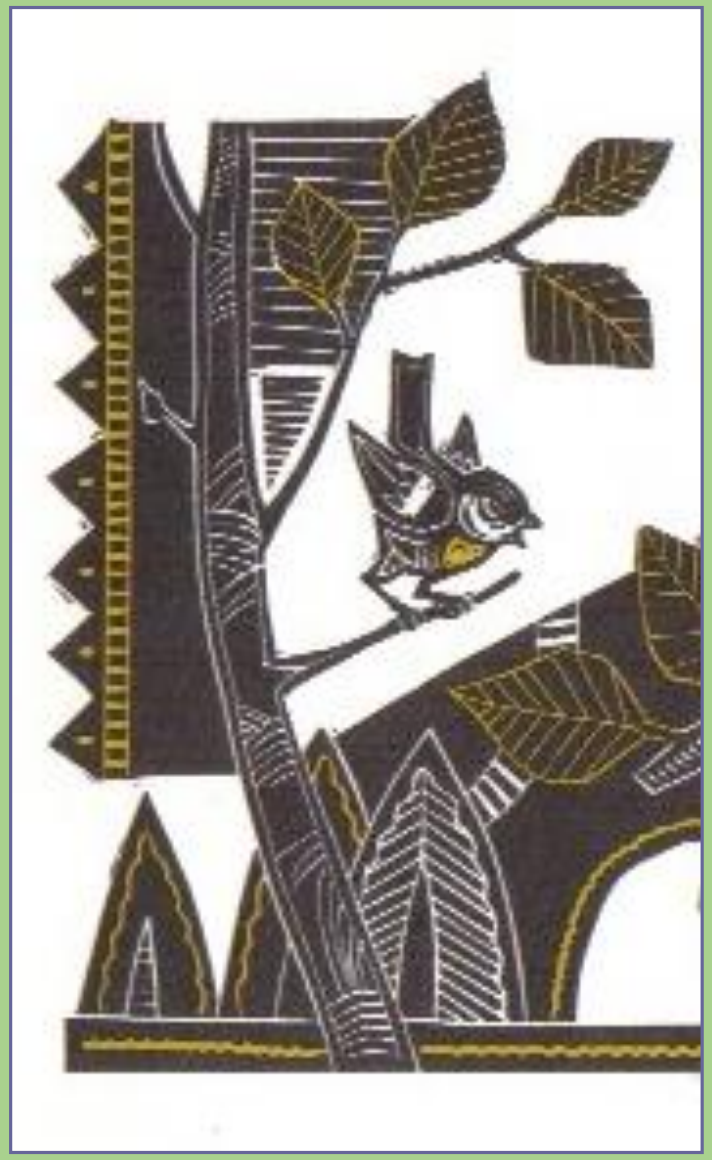
-Weigh the facts
-Make the decision
-Live with uncertainty
-Transmit standards and morals to children
-Keep ”your” end of the bargain





What do I get out of it?

-Security for self and future
-Peace of mind
-Harmony with nature
-Human development



What shall we do now?

Thank you