September 9, 2020

Vicki Jensen, UNESCO

*Education is a lead driver for a sustainable future, and to have a lasting positive impact on learners and multipliers globally. Now is the time for action and change despite the many challenges faced. We need to build strong communities to deal with the pandemic. Questions of how we should learn and what we learn best for a sustainable future post covid-19, have therefore been raised regarding* ***lifestyle, climate change and building resilience****.*

Satish Kumar, Editor Emeritus, Resurgence & Ecologist Magazine

*Nature is a source of life itself and not just a resource for the economy. Production and consumption have become the end goal; and humans and nature have been turned into the means of economic growth, consumption and production.*

***Ends should include health and wellbeing, whereas production and consumption should be the means to achieve those ends.*** *This is a new paradigm where nature is good, and we should accept the rights of nature e.g. of forests and oceans, to be free from overexploitation and pollution, and to be equal to human rights.*

*The Covid-19 pandemic has resulted from humans’ destruction of biodiversity; we need to live within our means with no waste or pollution. That is the model for ESD. Economy should be cyclical without waste and pollution; we need a new economy that is not linear such as climate change which results from carbon pollution by human activity. Nature should not be diminished by human economy; this is a fundamental principle pf ESD (Gaia & Unity of Life Ideology).*

Dzulkifli Abdul Razak, Rector of International Islamic University Malaysia

***Lifestyle*** *is based om education and training we get in schools; this has been based on production and consumption in the human economy. In that regard, the new normal is a renewed normal, because it is argued in the Holocene era we lived a better lifestyle than presently in the Anthropocene era.*

*We need to reintegrate values into the education system as a part of the fight against coronavirus; we thought we had conquered nature but now it looks like nature is conquering us. Values we need to sustain life which must be reintroduced into the education system include life protection, those of the intellectual, and also of the younger generation.*

*We must question what we can salvage from the past, e.g. from indigenous populations who live more harmoniously with nature. What can we learn from them to become better integrated with nature again? Where is the relationship, where is the experience, where is the future? We must also reclaim the value of trust and trustworthiness which is the bedrock of living together in solidarity and harmony.*

Maja Gopel, Secretary-General, German Advisory Council on Global Change

*Covid-19 provides opportunities to reconsider* ***what are means and ends****; from a worldview we begin to see things more systemically. Who is involved in the production economy? E.g. migrant workers’ role in food production is pivotal to addressing consumption in western economies, illustrated by interruption of realities during covid-19 lockdown. Polarisation is highlighted by those who prefer more time at home and more leisure time as a result of the pandemic, vis a vis those falling through the cracks such as those engaged in invisible economies.*

*Educators must therefore implement the frameworks needed to understand different points of view in order to reduce polarisation. Moreover, we need to ensure the most vulnerable and marginalised remain a priority at this time, despite not knowing when and where there will be a recovery. What are the opinions of those not shouting, i.e. the polarised majority that keeps quieter? In that regard,* ***the role of communication is important as a part of resilience****, through transformation theory. How do we build forward?*

Katsutoshi Hori, Student & Member of Climate Youth Japan

*We must take steps to address climate change as a global issue. We are the last generation that have the choice to save the planet, and also achieve peace.*

***WHAT DO WE HAVE TO CHANGE IN EDUCATION TO CONTRIBUTE TO THE VISION LAID OUT?***

*SK- Education should be more than of the brain but of the whole body … and give dignity to manual labour.*

*DAR – Education of heart, hand and head is fundamental to the Malaysian value system; the heart is under threat presently illustrated by increased mental health and emotional issues. LEARN TO BE … is a cardinal pillar of the Malaysian educational value system rather than TO DO.*

*KH – cognition of climate change should be accompanied by learning from experience.*

*MG – “de-privigilisation” is something that people have not been good at in history…*