

Welcome to Workshop 3.4.F:  
*Education for Sustainable  
Mountain Development*

Chair: Kenichi UENO; Martin F., PRICE

With 10 presenters with discussion, summary,  
for 10:15-12:15

# ***Sustainable Mountain Development Curricula: Current Practice and Lessons Learned***

Ueno, Kenichi<sup>1</sup>; Balsiger, Jörg<sup>2</sup>; M.F., Price<sup>3</sup>

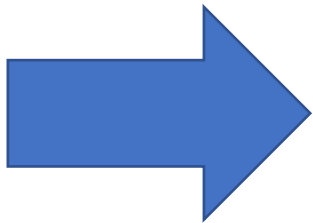
<sup>1</sup>University of Tsukuba;

<sup>2</sup>University of Geneva;

<sup>3</sup>UHI, Perth

Contact; [ueno.kenichi.fw@u.tsukuba.ac.jp](mailto:ueno.kenichi.fw@u.tsukuba.ac.jp)

なにとぞ!



*“Introduction of this session with structure.”*

# Review of ESD by UNESCO



The screenshot shows the UNESCO website header with the logo and navigation links: IN BRIEF, WHAT WE DO, WHERE WE WORK, PARTNERS, JOIN US, and RESOURCES. The main heading is "What is Education for Sustainable Development?". Below it is a photograph of a young girl in a school uniform looking through a telescope. To the right of the photo is a "RELATED LINKS" box containing three items: "The UN Decade of ESD", "Global Action Programme on ESD", and "GAP Commitments". Below the photo is a paragraph of text defining ESD.

UNESCO  
United Nations  
Educational, Scientific and  
Cultural Organization

"Building peace in the minds of men and women"

IN BRIEF WHAT WE DO WHERE WE WORK PARTNERS JOIN US RESOURCES

Home > Education for Sustainable Development > What is Education for Sustainable Development?

## What is Education for Sustainable Development?



ESD empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity. It is about lifelong learning, and is an integral part of quality education. ESD is holistic and transformational education which addresses learning content and outcomes, pedagogy and the learning environment. It achieves its purpose by transforming society.

You may  
know **ESD**,  
then how  
about  
**ESMD?**

Ability for SD,,

(Mountain)

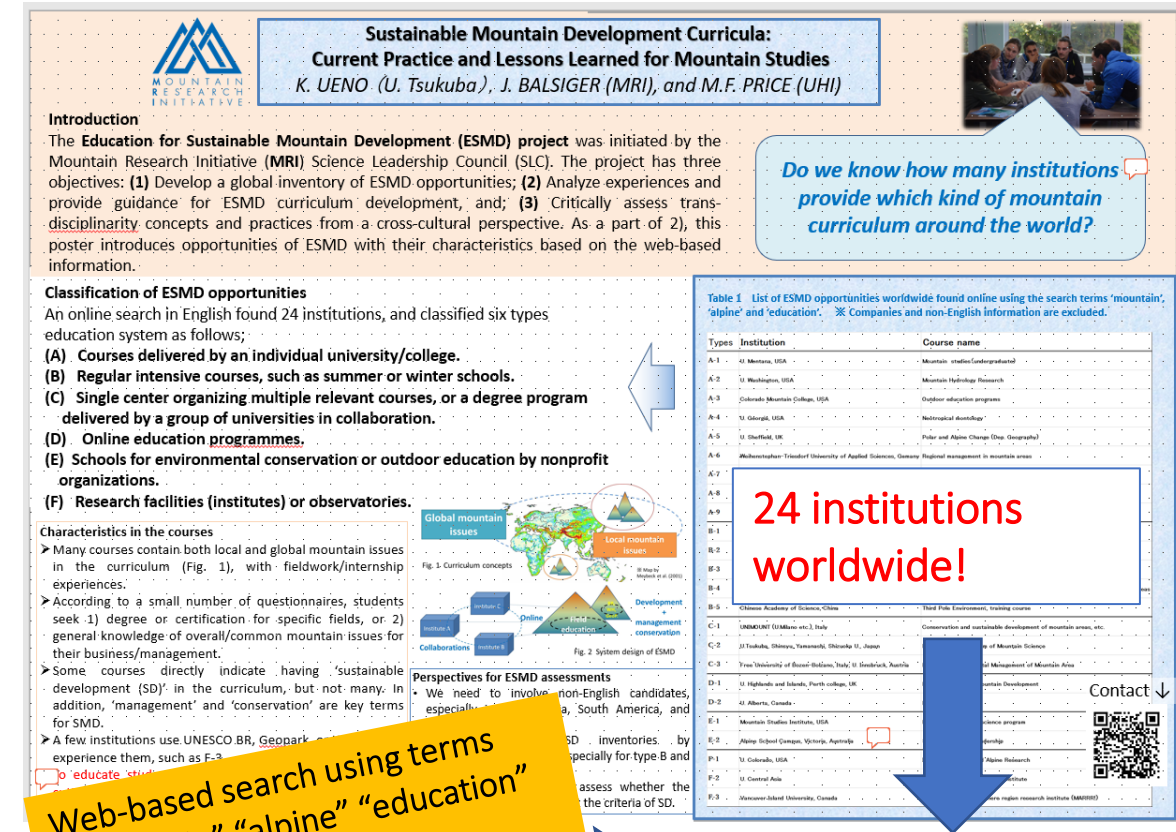
UNESCO aims to foster future generations who could create a societal structure with sustainable development.

# Education for Sustainable Mountain Development (ESMD) project was initiated by MRI-SLC

ESMD aims;

- (1) Develop a global inventory of ESMD opportunities;
- (2) Analyze experiences and provide guidance for ESMD curriculum development;
- (3) Critically assess transdisciplinarity concepts and practices from a cross-cultural perspective

As a part of 2), web-based curriculum survey was done, as shown in our



# Objectives of this session.

To share and exchange international experiences, invite conceptual reflections on education with unique curricula for sustainable mountain development, and explore opportunities for future exchange.

Education not only for young scientists/students but also local/mountain people,,



How to teach/learn by which kind of curricula/system toward SMD,,



Set three question to all of you,,(Jorg)  
Hopefully, you can answer them in your presentation.

Question 1: What are concrete opportunities and challenges in teaching and learning about mountains and sustainable mountain development?

Question 2: What experiences from the development and organization of SMD education programs can be generalized beyond their specific contexts? What coordination mechanisms exist or could be developed?

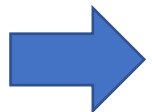
Question 3: How can outputs and knowledge from SMD practice be incorporated into SMD curricula and leaning opportunities?

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*This was a bit difficult to understand for me,, so I asked Jorg,,*

Then Ans. is,,

- The question seeks to assess the link between the "real world" of sustainable mountain development and teaching/learning. More specific questions would be: **how do teachers learn about SMD practice? Are they involved in SMD initiatives themselves, or have active research projects about them? Do they involve students in them? Do students have internships in SMD projects? Can they do their master's thesis in the context of such internships or projects?** Many of these things may depend on what individual teachers do in their classes, but programs can also institutionalise them by means of partnerships with SMD organizations and/or program requirements for students. It's these more regularized initiatives that are of special interest to us, i.e. those things that address the "how can ..." part of our question.



**“How do you implement to study SMD in your course,,”??**

# Structure of this session.

10:20-11:05 **5 minutes presentation** each  
(Chair by Ueno)

11:05-11:45 **40 minuets Oral discussions**  
to identify the common problems, challenges (Chair by Martin)

11:45-11:55 Note and submit the own **summary** via WIFI (E-mail) or card to  
UENO

11:55-12:15 Summary with plausible **future actions** based on audience's  
information (eg. make brief reports)

12:15- Individual discussion with **posters**





# Please fill following contents and send me during the discussion time or after the WS.

- Main points of your presentation (may be your abstract is a bit old contents)
  - 1)
  - ,,,
  -
- Main points of your argument, agreement, or challenges, proposed in the discussion.
  - 1)
  - ,,,
  -
- Any other comments or future proposal for ESMD actions?
  - 1)

# Note

- Over the next decades, mountain regions and its societies will experience dramatic biophysical and socioeconomic transformations as a consequence of global changes; some of these will manifest very rapidly, others more slowly. Education and training for local people and young scientists play a crucial role in fostering understanding of these complex processes, and in developing and transferring competences for contributing to effective adaptation and transformation strategies. Teaching and learning about mountains involves challenges including the definition of the study object, learning outcomes, and teaching approaches; the range of disciplines to be involved; institutional positioning vis-à-vis existing programs, departments, and faculties; and the need and availability of financial resources. The objective of this workshop is to share and exchange international experiences, invite conceptual reflections on education with unique curricula for sustainable mountain development, and explore opportunities for future exchange.
- Question 1: What are concrete opportunities and challenges in teaching and learning about mountains and sustainable mountain development?
- Question 2: What experiences from the development and organization of SMD education programs can be generalized beyond their specific contexts? What coordination mechanisms exist or could be developed?
- Question 3: How can outputs and knowledge from SMD practice be incorporated into SMD curricula and learning opportunities?