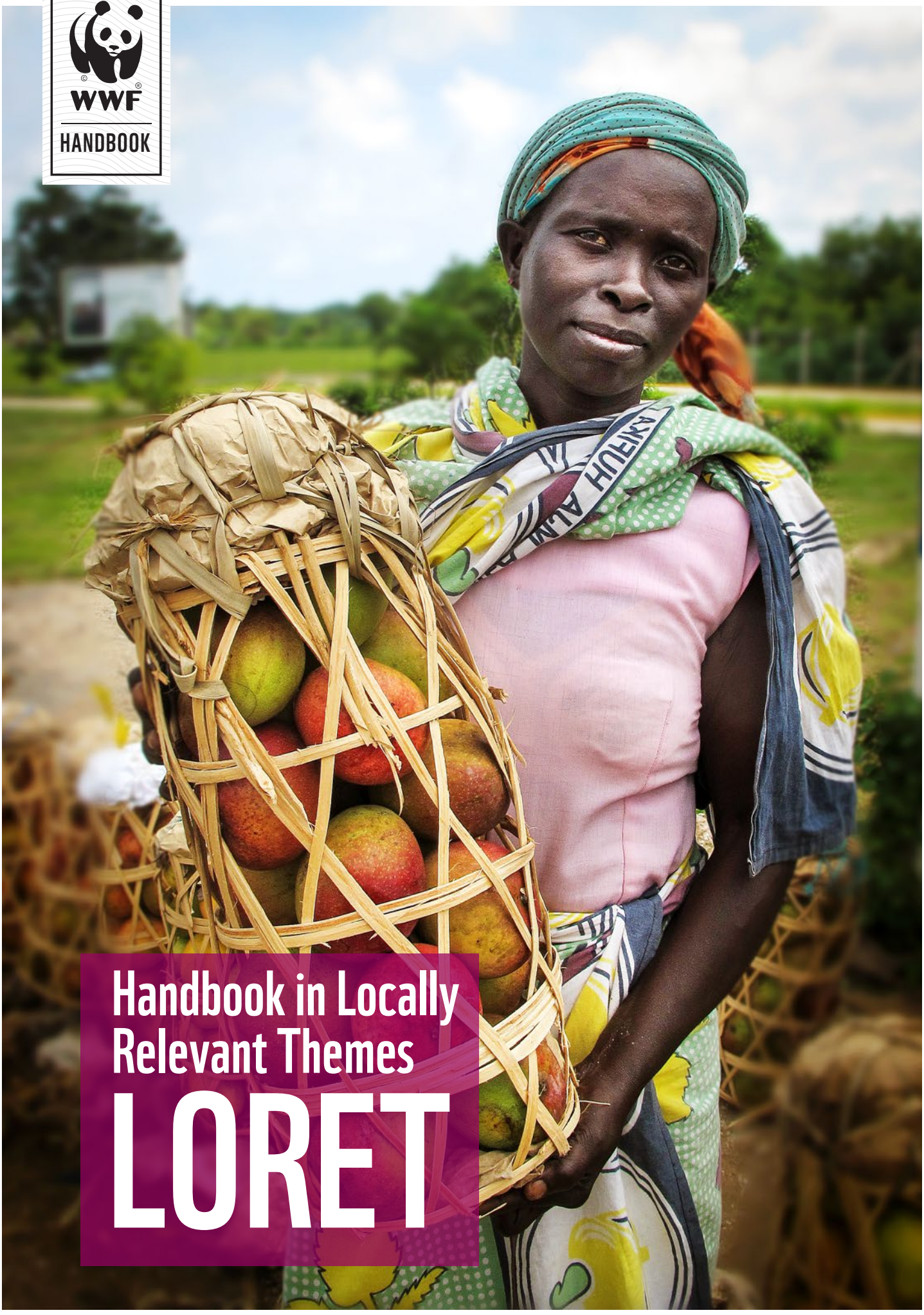
WWF

HANDBOOK



Handbook in Locally Relevant Themes

LORET



Editor in Chief: Germund Sellgren

Authors: Professor Leif Östman, Department of Education, Uppsala University and the Institute for Research in Education and Sustainable Development (IRESD), Sweden.
Staffan Svanberg, Education for Sustainable Development Specialist.

Photo: Staffan Svanberg page 2, 4 och 6. Germund Sellgren 1,3 och 4.

Format and design: Sven Ängermark

Published: 2013 by WWF Sweden

Copyright: Text 2013 WWF

All right reserved

WWF is one of the world´s largest and most experienced independent conservation organizations, with over 5 million supporters and a global network active in more than 100 countries.

WWF´s mission is to stop the degradation of the planet´s natural environment and to build a future in which humans live in harmony with nature, by: conserving the world´s biological diversity, ensuring that the use of renewable natural resources is sustainable, and promoting the reduction of pollution and wasteful consumption.

INTRODUCTION

One of the important tasks that face Education for Sustainable Development (ESD) is to connect schoolwork with reality. If education is to support development it must be based upon the society we are all a part of. Key issues for development must be identified. These issues are not made up of separate compartments such as history, biology, language, etc. In real life all these aspects are integrated and to understand them a holistic approach is needed. Work in schools must integrate the knowledge and skills found in the different subjects taught there.

This requires a continuous development of local school curricula and the organisation of schoolwork. It requires the in-service training of teachers and suitable sources of information. This manual is an attempt to support the development of a plan that addresses local key development issues in a holistic way – integrating school subjects with concrete non-formal action and practice. This plan should harmonise with national education curricula.

Conditions vary in different countries and in different regions. This means that teachers in individual schools must develop local curricula for key issues adapted to local needs and conditions. Preferably these plans should be formulated in such a way that they can be understood and followed by teachers working at other schools. In this way we will be able to put together a portfolio of local curricula to guide teachers in individual schools that will also inspire teachers elsewhere.

The new model integrates issues of sustainable development into subject teaching and connects this teaching to non-formal education that targets key developmental issues in the local community and at the same time satisfies the demands of the national curricula. We call this model Locally Relevant Themes: LORET.

Identifying key issues for development



Gather together a number of teachers at the school who are willing to engage in the development of LORET.

1. List key issues for sustainable development in your local community: individual work. See Appendix 1.
2. Discuss these in the group.
3. Prioritise one issue at a time and put together groups of teachers who are willing to work on developing a LORET.

Key issues for development vary in different countries and in different regions in these countries. Here are some examples of issues prioritised by teachers in different schools:

- our cultural heritage
- environmental security
- well-being
- food security
- health
- use of pastoral land
- climate change
- flooding
- drought
- typhoons
- rivers
- access to water
- access to air quality

EXAMPLES
OF KEY ISSUES FOR DEVELOPMENT

















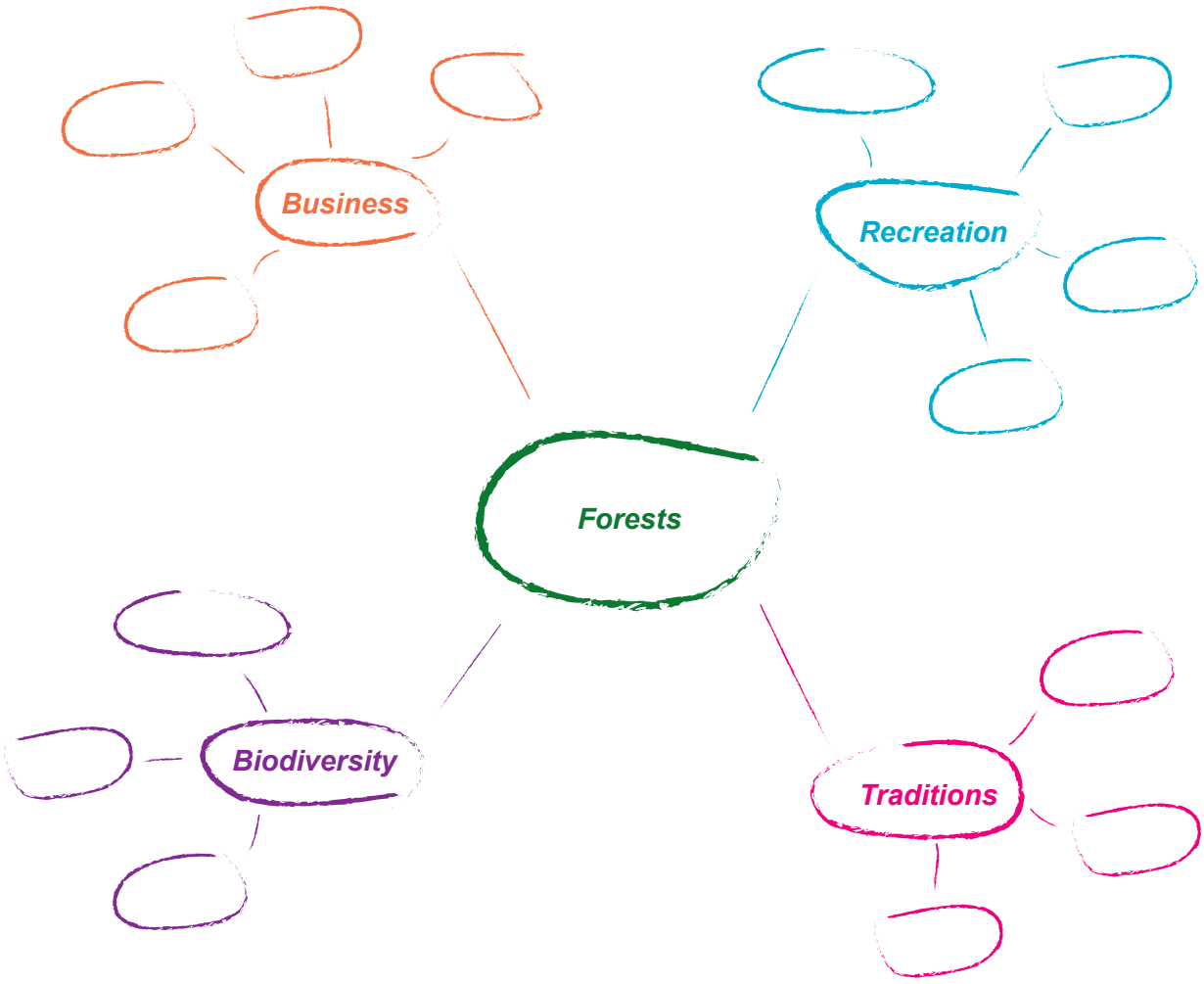




Our theme

See your students as potential farmers, politicians, labourers, herders, businessmen, social workers, etc., in your community. What knowledge, skills and values will they need to grow as students at your school? For most issues economical as well as social, ethical and ecological aspects must be covered. Be as specific as possible!

- Start by filling in the list individually. Apendix 1.
- Compare the aspects listed by the members of your group and add new aspects
- Make a mind map for your theme: Construct headlines and sort your aspects under suitable headers
- Determine the subjects that will be needed to cover the different aspects. Mark this on your mind map using different colours for different subjects
- You will probably find that several subjects are needed to cover your theme. How will you integrate these subjects? How will you organize your work?
- At this point you will need to develop a work plan for your theme



Organising your work

- Make an overview of the plan.
- How often do you plan to hold meetings?
- Document your progress as work proceeds.
- Assign a secretary.
- Agree upon assignments to be carried out members of the group between meetings.



A model for developing a plan

We suggest that you develop and document your plan as follows:

- **The theme**
- **Summary**
  Provide an overview of the plan
- **Organisation**
  How can the school organize the work?
  How can different subjects cooperate?
  How will schoolwork be conducted?
- **A plan that outlines the activities to be carried out**
- **Connect to policy**
  A description of goals, skills, values etc. prescribed by the educational standard that is relevant to this plan. Describe of how these aspects will be covered
- **Methods**
  A description of the pedagogical methods and exercises that will be used
- **Results**
  What results are expected?
- **Information**
  Information, literature, resource material, etc. that are of importance for this theme

Local curricula

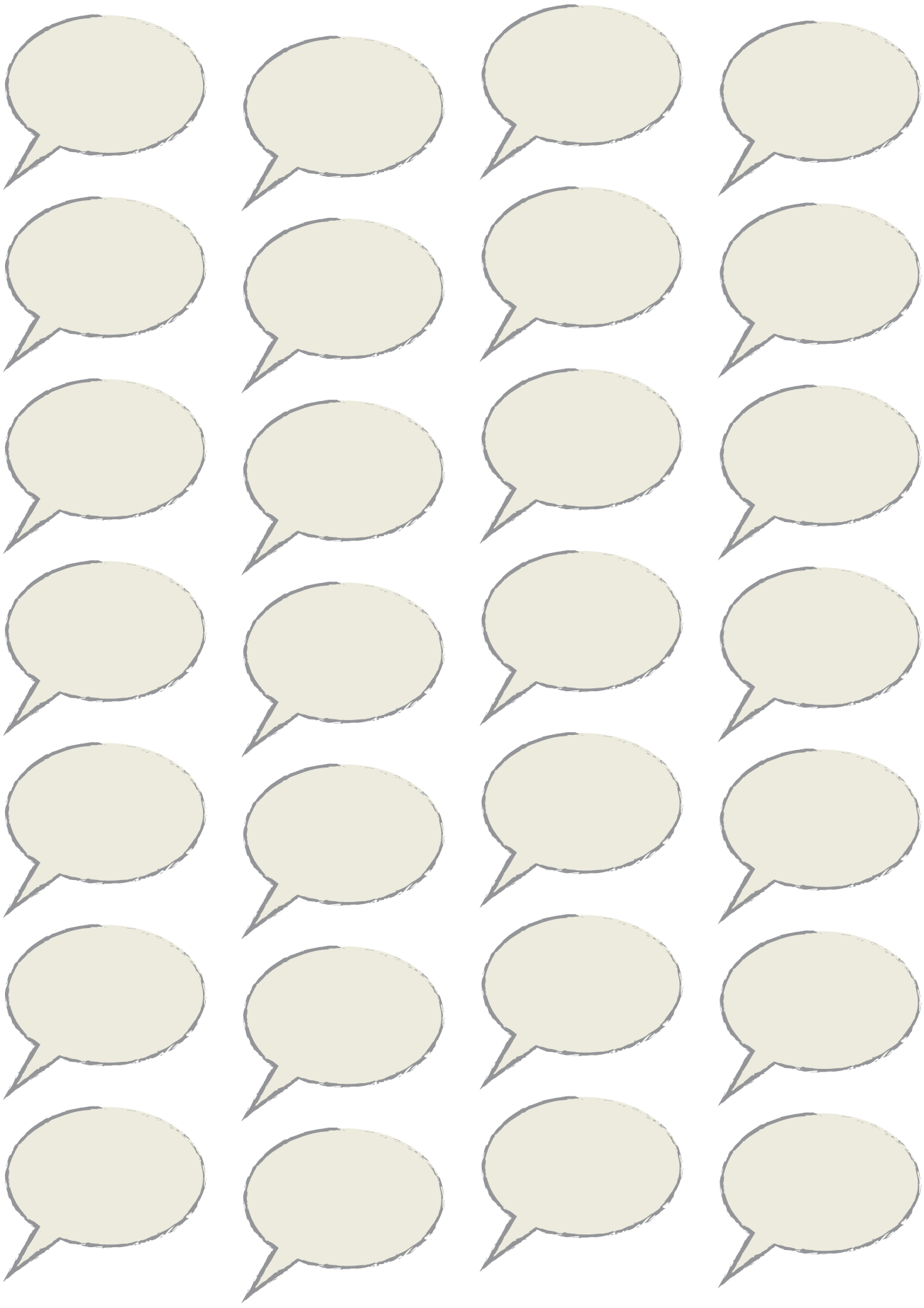
When a number of plans for various themes have been developed they should be shared between the teachers in your region or in your country. These sets of plans for the teaching of Locally Relevant Themes (LORETs) at a school will be the cornerstone of the local curricula.



Appendix 1

Copy this page in two copies.
You can use this page in two ways:

1. Key issues for development, look at page 3.
2. What aspects should be covered in your theme, look at page 5.



WWF
HANDBOOK

LOCALLY RELEVANT THEMES

LORET is a model for integrating sustainable issues into subject teaching and connects this teaching to non-formal education that targets key developmental issues in the local community and at the same time as it satisfies the demands of the national curricula.



EDUCATION FOR SUSTAINABLE DEVELOPMENT

One of the important aspects of Education for Sustainable Development is to connect school work with reality outside the school: the local community, the needs of the country and the whole planet.

LORET

LORET means Locally Relevant Themes.

SUSTAINABLE DEVELOPMENT

"Sustainable development meets the needs of the present without compromising the ability of future generations to meet their own needs."
Our Common World, UN

WWF

Why we are here
To stop the degradation of the planet's natural environment and to build a future in which humans live in harmony with nature.

www.panda.org/earpo

This document has been financed with the support of Sida, the Swedish Agency for International Development Cooperation. Sida does not necessarily agree with the opinions expressed. The author alone is responsible for the content.

Världsnaturfonden WWF, Ulriksdals Slott, 170 81 Solna Sweden.
Phone +46 8-624 74 00, info@wwf.se