



**International
Holistic Tourism
Education Centre
IHTEC**



DEFINITIONS OF GLOBAL SUSTAINABILITY EDUCATION.

Global Sustainability Education (GSE) Curriculum has two main parts. Firstly, Ecological Integrity and Social Integrity. Both of these are well defined in the Earth Charter. In 2003 UNESCO adopted this soft law. Included in these parts are the two primary values, Life and Procreation, that foster a biocentric worldview. GSE also includes the two pillars of sustainability, Peace and Resources.

The second part of GSE includes Ehrlich's & Holdren's equation:

Human Impact = Population x Affluence (Consumerism) x Technology. $I = P \times A \times T$

“The Ehrlich Formula covers the human impact on the environment. The second pillar of sustainability is social integrity or social peace. Environmental degradation leads to resource scarcity, which in turn leads to loss of social integrity and violent conflicts according T. Homer-Dixon, of the University of Toronto. Injustice is another way of losing social peace; I see injustice as the main cause of terrorism.” Prof. Helmut Burkhardt, President, Council on Global Issues, Toronto, Ontario, Canada.

As a GSE Curriculum is developed, and before any action is implemented, each current issue and its impact requires curriculum discussions on:-

1. The effect of a current population increase on the environment and how it impacts to the 'eco-system' and all species in the 'web of life'.
2. The impact on the local economy of human's affluence and the consumerism involved with the earth's resources.
3. The local impact of current and future technology on the local environment and society.

The GSE Curriculum for all students would require these elements and the use of mathematical and statistical knowledge of the current problem, to enable conflicts to be solved peacefully.

Julia Morton-Marr and Prof. Helmut Burkhardt, Council on Global Issues, CGI. Jan 31, 2004.

GLOBAL SUSTAINABILITY EDUCATION WITHIN IHTEC'S CURRICULUM

“Holistic Tourism Education” Core Curriculum:

Holistic Tourism Education (H.T.Ed.) examines the inter-disciplinary relationships between various branches of knowledge. The 'Culture of Peace through Tourism' concept includes values and sustainable practices explained on the website: www.ihtec.org

All of IHTEC's programs contain systemic thinking through a Global Sustainability Curriculum. These include Maslow's primary values, that support life and procreation. These are the pillars of sustainability with Peace and Resources. IHTEC's values focus on knowing how to mend and protect a local eco-systems before you travel around the world.

The core curriculum consists of concepts around "A Culture of Peace through Tourism" as a central or 'pivot curriculum' that link to Global Sustainability Education (GSE) curriculum in the following ways:

1. Environmental Integrity = Environmental Studies.



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2. Social Integrity = Conflict Resolution, Inter-Cultural Understanding.
3. Earth Charter = Env. Bill of Rights and local laws, National Laws, UN Conventions, Agreements and International Laws.
4. School Curriculum: Language Arts, and the Performing Arts, Science, Maths, Geography, and Technology.

GLOBAL SUSTAINABILITY EDUCATION - INTERNATIONAL SCHOOL PEACE GARDENS.

International School Peace Gardens (ISPG) Curriculum (see ISPG slide) concept was conceived in 1993. On February 14, 1995 Eric Foster and founding creators of the ISPG school concept, planted the first School Peace Garden which was linked to the launch of the Environmental Bill of Rights, in Ontario. The EBR tree became the Peace Tree in that first peace grove or Bosco Sacro, a place for conflict resolution.

The practical application of "Global Sustainability Education (GSE), includes the Earth Charter and can be implemented through the ISPG Curriculum as follows:

"Environmental Integrity" can be investigated and studied by:

1. Linking to your local, national, world heritage, and wilderness parks as the cultural and environmental knowledge base.
2. Using Friendship Benches as the inspiration and location for Conflict Resolution.
3. Studying Life Zone Biodiversity using the internationally adopted "Life Zones" concept, using several different ecosystems for study and application. Knowledge of what grows in each area is vital to the survival of all species. eg: Carolinian Life Zone, Desert Life Zones.
4. Studying "Food Security", by investigating, identifying and encouraging local groups to plant foods that suit local soils, as defined in ISPG materials and using the ISPG's as one location for these planting within the context of formal school curricula.
5. Encouraging "Species Support", by panting food supplies for migrating species and creating water supplies, such as required for "Creature Corridors".
6. Encouraging and studying Water and Soil protection and the concept of regional and in some cases, even international interconnectedness through the "Watershed Peace Pathways" program.
7. Studying Oceans and Coastal Areas using "Marine Peace Parks" as a focus.

"Social Integrity" can be investigated and studied through "Studies in "Conflict Resolution" and Inter-Cultural Understanding" using Language Arts and Performing Arts with participants around the world linking up as "Guests" and "Hosts" to each other, in the application of these programs.

"Population, Affluence and Consumerism" can be investigated and studied by applying the concept of "Substance Accounting for Eco-Systems", which allows participants to account for the gains and losses in their respective ISPG's and to identify what problems may arise.

"Technology" can be investigated and studied in many ways, the one promoted by IHTEC at the outset, which is enjoying considerable popularity worldwide right now (2004) is Solar Energy. Some applications of this learning tool would include building and using solar ovens, solar lights, solar rocks (a rock with a hole, that has water pumped up through the rock, using solar power) on or near school buildings. Some schools are building and competing with solar cars in established races, and by using solar energy as the basis for science experiments, and as a power source in school buildings.