

Shiva writes also as an activist. She reports from the fields in which conflict unfolds. Her analysis of developments in local Indian villages is infused with issues of equity, justice and the militarisation of the defence of vested interests. Shiva identifies with the Earth, and the book concludes with an argument for a transition from 'corporate control of the earth's resources' to 'earth democracy'. 'The world of the earth is the world of two-thirds of India — her land and her rivers, her peasants and tribals, her artisans and small producers, and her hawkers, street vendors and petty shopkeepers. The other is the world of the global corporations ... who seek to grab the land of India's 650 million peasants, and corner the market where more than 100 million hawkers and vendors make a living' (p. 37). The book is confronting, accessible and disturbingly hopeful.

### Reviewer Biography

David Wright coordinates the Social Ecology program at the University of Western Sydney. He recently co-edited *Social Ecology: Ecological Understanding for Our Lives and Our Planet*.

## Sustainability for Educators: A Toolkit of Learning Activities and Resources

Karina Shields and Lisa Hoggard Byron Regional Community College,  
Mullimbimby, 2013, 245 pp., ISBN 9780992312701  
doi: 10.1017/aee.2015.5

Reviewed by Ian Thomas, RMIT, Melbourne, Australia

---

Shields and Hoggard have presented us with an impressive piece of applied research. They begin their introduction with the point that:

*There are potentially millions of people throughout the world who are taking action for change towards more sustainable thinking and practice. The change movement is manifesting in business, educational institutions, communities and homes, and the momentum is building.*

Their intent, through this Toolkit, is to provide materials and processes for engaging all these people to bring about this change to sustainable thinking and practice. Having said that, the authors do not provide us with a vague manifesto about the need for change, of which there have been many examples. Rather, after briefly setting up the case for change, they focus on the way to bring about change through education.

From the start, the message that comes through clearly is that this is a comprehensive piece of work and, unlike many instances where a broad territory is to be covered, the work provides the reader with substantial detail. The authors recognise that a range of terms are used in connection with education and sustainability, but quickly identify their terminology and, importantly, set out their own perspectives and values that have

guided their thinking and writing. From this the authors provide a strong emphasis on taking a personal and humanist approach, rather than a technical or managerial approach, to considering change possibilities.

Following the Introduction are six sections. The first, 'Working With Your Program and Learners — An Overview', provides a background to Education for Sustainability (EfS). In six well-resourced major subsections, readers who are new to EfS are provided with a clear picture of what is meant by sustainability and EfS and how to begin their engagement with the concepts. Those who are familiar with these concepts will have access to resources and thoughtful planning that they may like to add to their repertoire. In keeping with principles of EfS, the beginning subsection looks into getting people together to work through the issues and ideas of sustainability through ice-breakers.

Through 'Working With Your Organisation', the second section, the authors distinguish their work from most others by providing clear approaches for introducing sustainability into the thinking of organisations and their employees, through education. Rather than the more usual programs that focus on 'training about sustainability', this section provides opportunities for deep understanding and engagement for participants.

Likewise, the third and fourth sections, 'Working With Your Community' and 'Nourishing Personal Sustainability' provide both the broad principles and examples of what can be done to implement them. By contrast, section 5, 'Facilitation Tips and Trouble Shooting', moves into territory that is often not visited. Here the authors identify potentially difficult issues for sustainability educators and discuss ways to develop discussion about: population, the often negative messages about environment, personal values, learning styles, and strategic thinking.

'Resources for Working in Different Educational Settings', section 6, is in some respects a contrast to sections 2, 3 and 4. As the title indicates, here the focus is on formal educational settings. The relatively short subsections provide the contexts for the formal approaches to EfS from early childhood through to higher education. While the formal settings are different, this section builds on the EfS concepts and approaches of the earlier material and essentially provides a conclusion for the tools that are available for the implementation of EfS.

Throughout, the activities, related explanations and specific handouts provided in the sections enable the reader to both see how the EfS concepts can be presented practically and that they have something that they can readily use in their community, organisation or other situations. This is a key strength of the book. The word 'toolkit' in the title is a true representation of the valuable material made available to the reader who wants to know how to 'get started' and teach EfS. The practical activities are clearly presented and ready to use, and the thorough discussion in each section provides the context for educators to feel confident that they have understanding of the material and its role.

*Sustainability for Educators* is broad in scope and thorough in its detail. If anything, the extent of the material covered and the apparent complexity of the task of exposing such a range of people to EfS may seem daunting to readers. However, the table of contents provides a good guide for the reader wanting to focus on a specific area, but if the authors and publisher had provided an index, the tracking down of items would be much easier. Importantly, the clear format of the book and practicality of the material will provide a valuable tool for any educator. It may be that as a result of their efforts, the authors will be responsible for facilitating many people adopting more sustainable lifestyles.

**Reviewer Biography**

Ian Thomas teaches into undergraduate and postgraduate environmental policy programs at RMIT University in Melbourne, Australia, and has written on environmental impact assessment, environmental policy and environmental management systems. In his research, Ian has investigated the issues of embedding environmental education and sustainability education in the curricula of universities, examined the status of tertiary environmental programs, and investigated employment of graduates from these programs. His recent research has focused on capacity building of academics to support Education for Sustainability curriculum, and the graduate capabilities sought by employers, in relation to sustainability.