

The background features a complex network of glowing fiber optic cables and light trails in various colors including blue, green, yellow, orange, and red. The light trails are curved and dynamic, creating a sense of movement and connectivity. The overall aesthetic is high-tech and futuristic.

Sustainable Consumption and Production

Learning to Live Together

Education for Sustainable Living

CSD-19 May 2, 2011

Victoria W. Thoresen

PERL, Hedmark University College, Norway

Learning to Live Together

Education for Sustainable Living

Policies and practices from around the world



Developing the ability to

- reflect
- take responsibility
- consult
- be creative
- collaborate
- commit



Partnership for Education and Research
about Responsible Living
www.perlprojecta.org



Partnership for Education and Research about Responsible Living

- **Why is education for sustainable lifestyles so urgent and necessary?**
- **What is the social learning process from which education for sustainable lifestyles springs?**
- **How does education for sustainable lifestyles lead to socially responsible production and consumption?**
- **What steps do countries need to take to provide a holistic, interdisciplinary education for sustainable consumption (ESC) which stimulates creativity and innovation?**
- **How can ministries of environment and foreign ministries collaborate with other ministries (especially ministries of education and ministries of consumer affairs) in their countries to promote ESC?**
- **How can teachers be assisted to incorporate ESC in their subjects using practical, action-learning methodologies?**
- **What resources exist for furthering education for sustainable lifestyles?**



- 44 million people have been pushed into poverty since June 2010
- CO₂ emissions increased by 3.6 percent in 2010
- Tobacco consumption increased by nearly 3%
- Diabetes and obesity are spreading like a bushfire across the globe





-ecological collapse, climate change, resource deficiencies

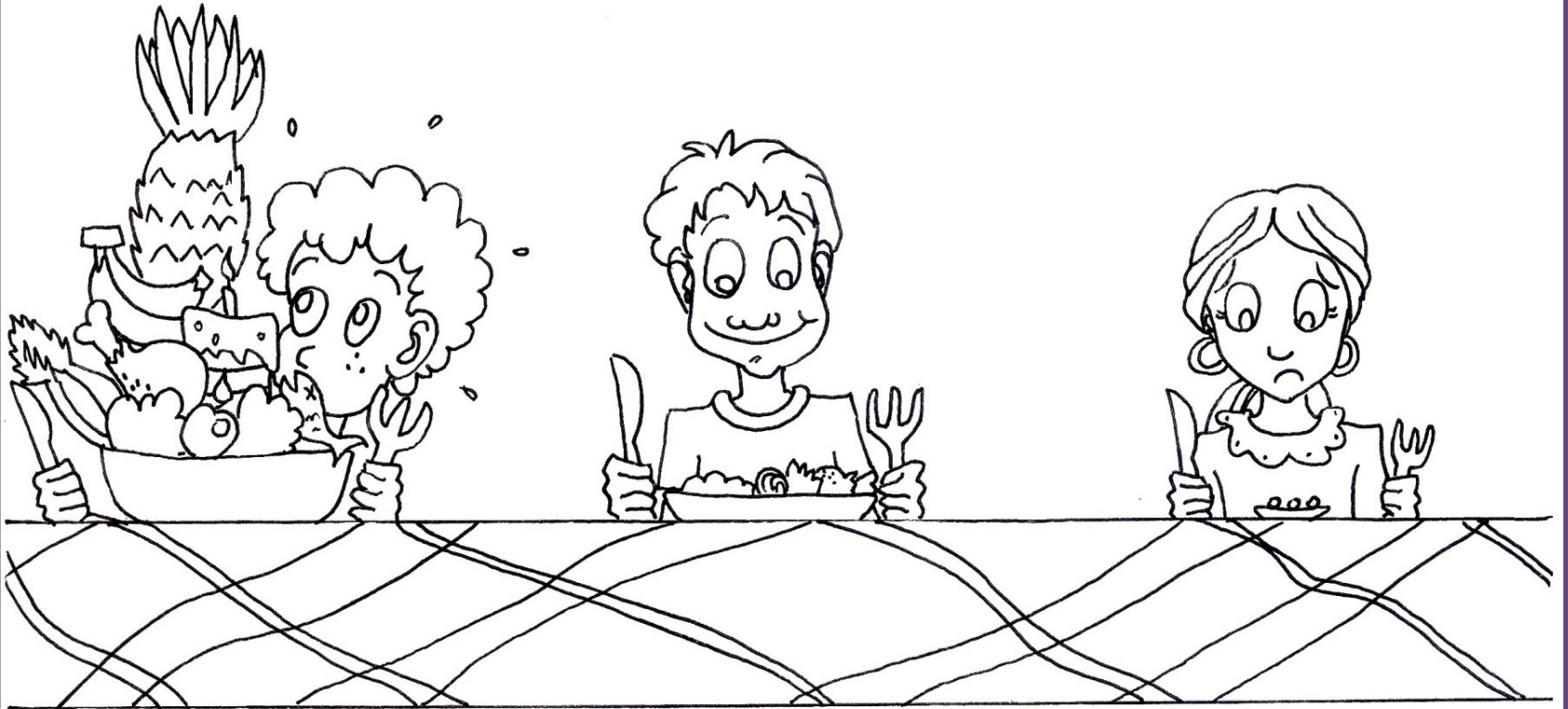
-financial chaos (misuse of power, dishonesty, overextension)

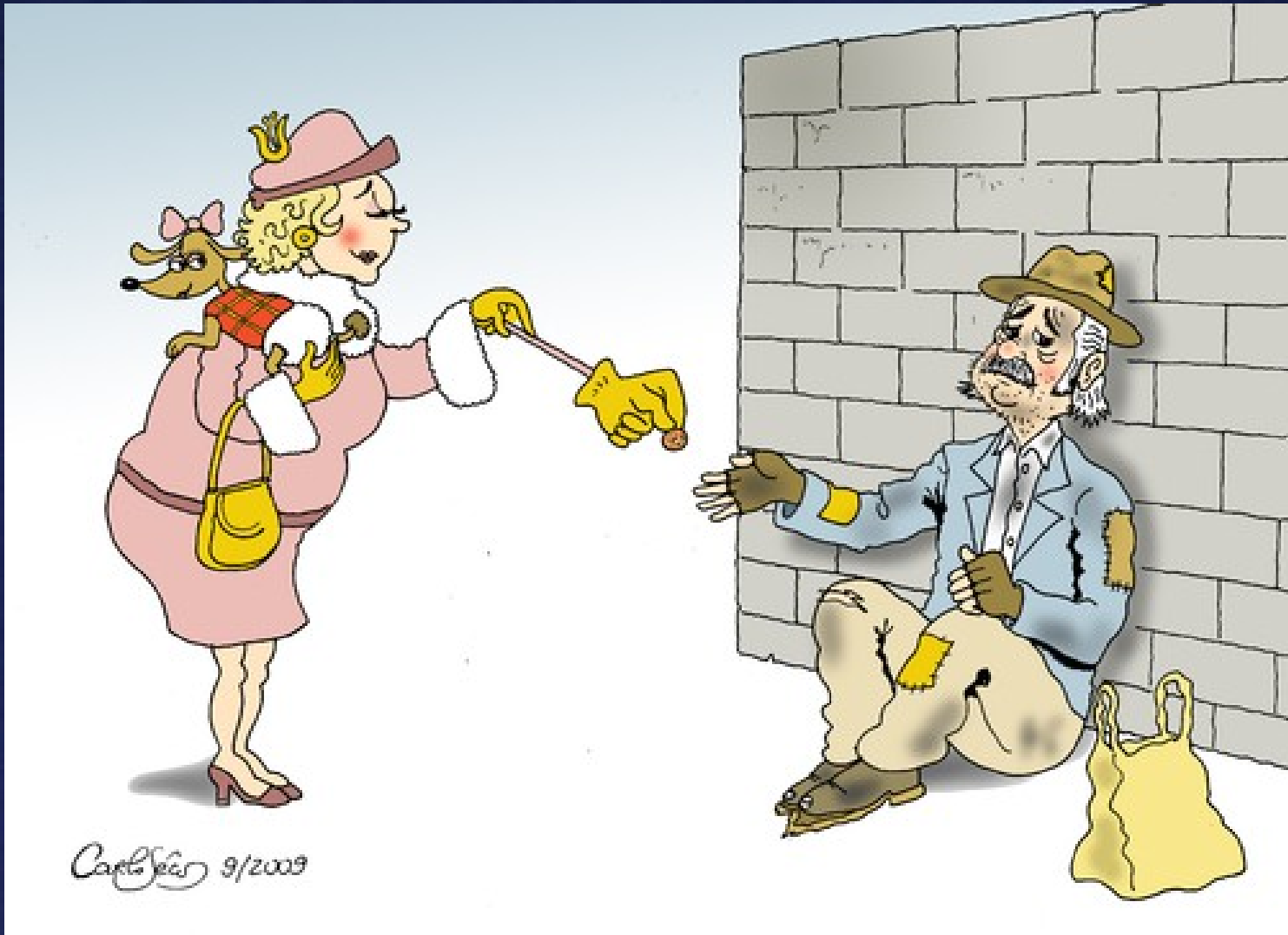
-political disruption (violence against civil society when they protest, lack of transparency, corruption)

-social disconnection (lifestyle illnesses, loneliness, addictions)









Carlos Jasso 9/2009



Partnership for Education and Research about Responsible Living

- Both social systems and physical infrastructure influence consumers decisions
- Present market model functions poorly—it is not enough to feed people with information to make them change their consumption patterns
- Value-action gap—how people want to live and what they do to get there do not always coincide



- Self-centeredness versus universality
- Increased civil society participation
- Collective intelligence and emerging digital citizenship



The transition to sustainability...

“Beyond informed policies and “greener technologies”

it is a transformation that will require
**an earnest examination of our understanding of
human nature**

and of the cultural frameworks driving
institutions of government, business,
education and media around the world.”

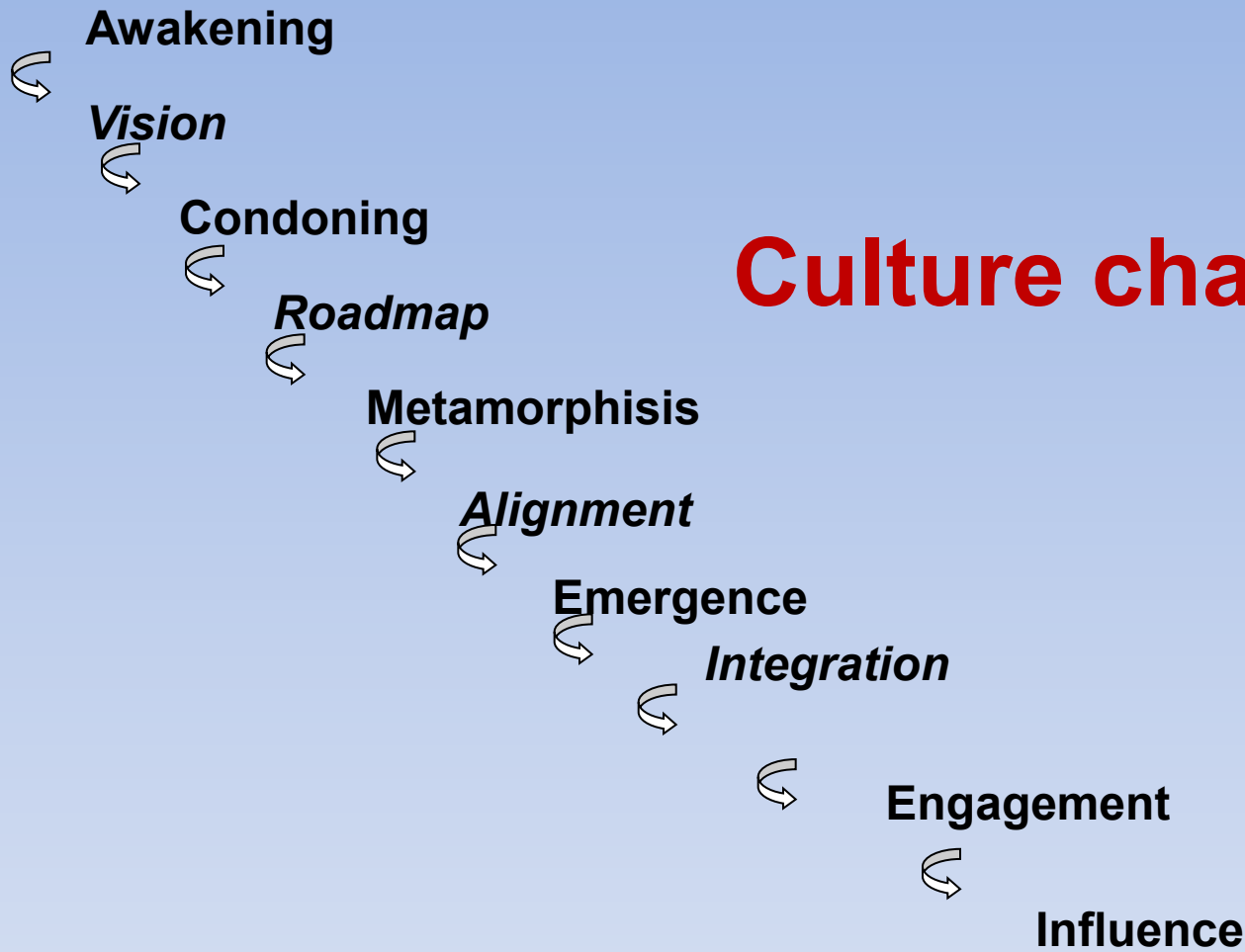
Rethinking Prosperity. Bahá'í International Community 2010





Partnership for Education and Research about Responsible Living

- **learning to know**
- **learning to do**
- **learning to be**
- **learning to transform oneself and society**
- **learning to live together**



Culture change model

(idgroup 2009)





➤ global consumer



➤ caring fellow-human being

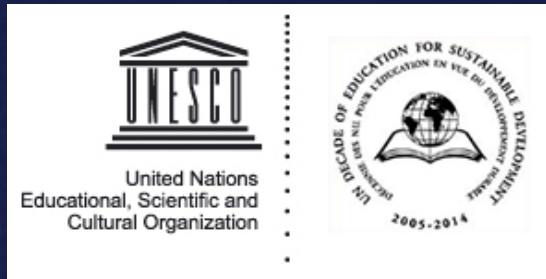


➤ environmentally aware individual

➤ digital communicator

➤ socially-networked activist





“Education for Sustainable Consumption is a core theme of Education for Sustainable Development, and it is essential to train responsible citizens and consumers towards

lifestyles based on economic and social justice, food security, ecological integrity, sustainable livelihoods, respect for all life forms and strong values that foster social cohesion, democracy and collective action”.

UNESCO-DESD, Bonn Declaration, April 2009 (UN DESD strategy 2010-2014)





Sustainable Lifestyles and education for sustainable consumption are two central themes of the Marrakech Process

Building capacity
and
frameworks for action



Sustainable lifestyles is about becoming more fully human and achieving a dynamic coherence between material and non-material requirements of life



Developing trust and compassion
and
inspiring the capacity for service



Learning flexibility

Recognizing that our understanding changes and grows.

What we once thought was right may not always be so.



Here and Now ! Education for sustainable consumption

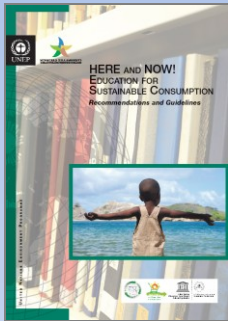
1. Ensure that education institutions reflect in their daily management the priorities given to sustainable development

2. Include themes, topics, modules, courses and degrees about education for sustainable consumption in established curriculum.

3. Encourage research in education for sustainable consumption-related areas.

4. Strengthen connections between researchers, lecturers, teacher trainers and socio-economic actors and stakeholders.

5. Enhance cooperation between professionals from diverse disciplines in order to develop integrated approaches to education for sustainable consumption.



Here and Now ! Education for sustainable consumption

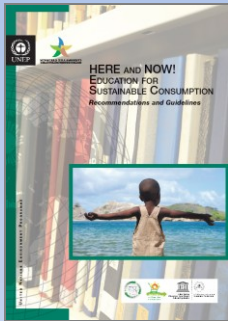
6. Facilitate teaching and teacher-training which strengthens global, future-oriented, constructive perspectives within education for sustainable consumption.

7. Reward creative, critical, innovative thinking related to education for sustainable consumption.

8. Ensure that education for sustainable consumption respects the importance of indigenous knowledge and recognizes alternative lifestyles.

9. Foster intergenerational learning as an integrated aspect of education for sustainable consumption.

10. Provide opportunities for practical application of theoretical study through social involvement and community service



Themes

Life quality

Lifestyles

Resources

Economics

Consumption and the environment

Consumer rights and responsibilities

Information management

Health and safety

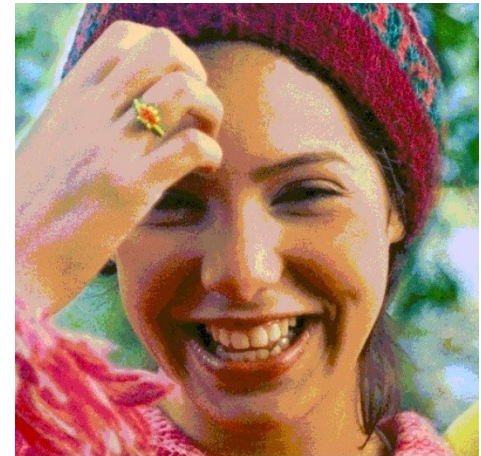
Change management

Global awareness



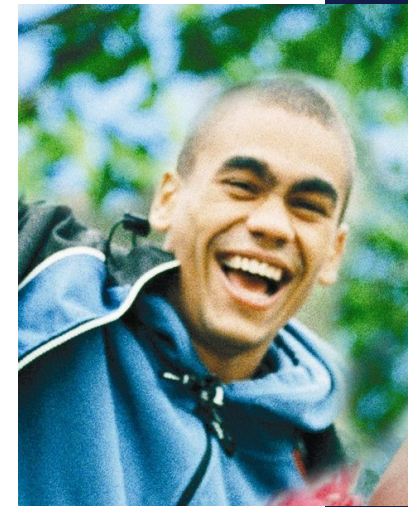
ESC competences

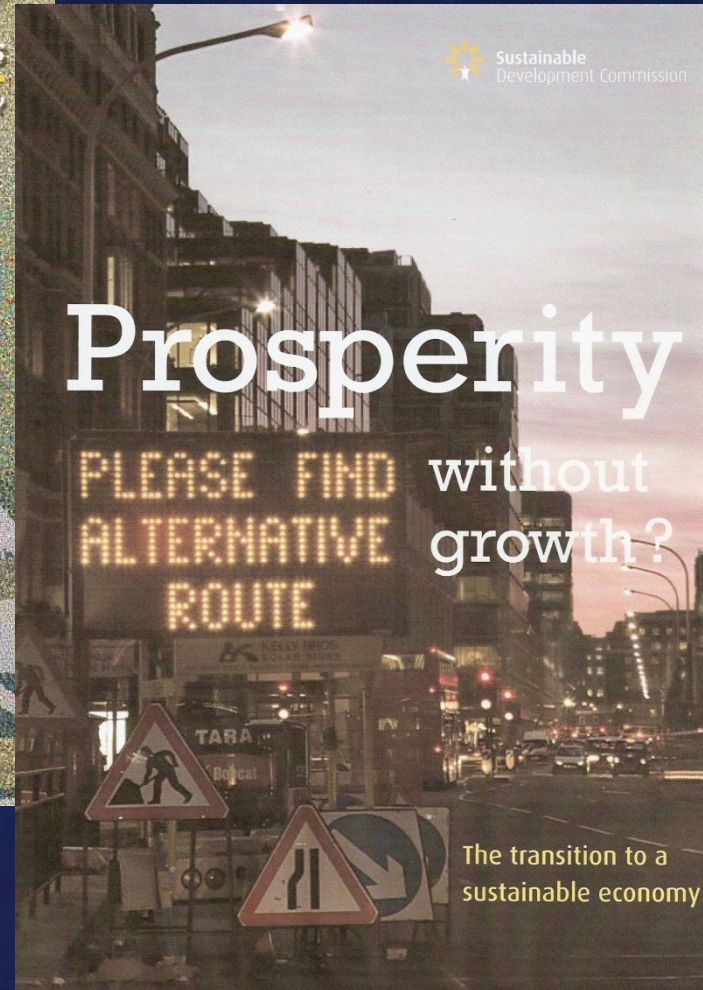
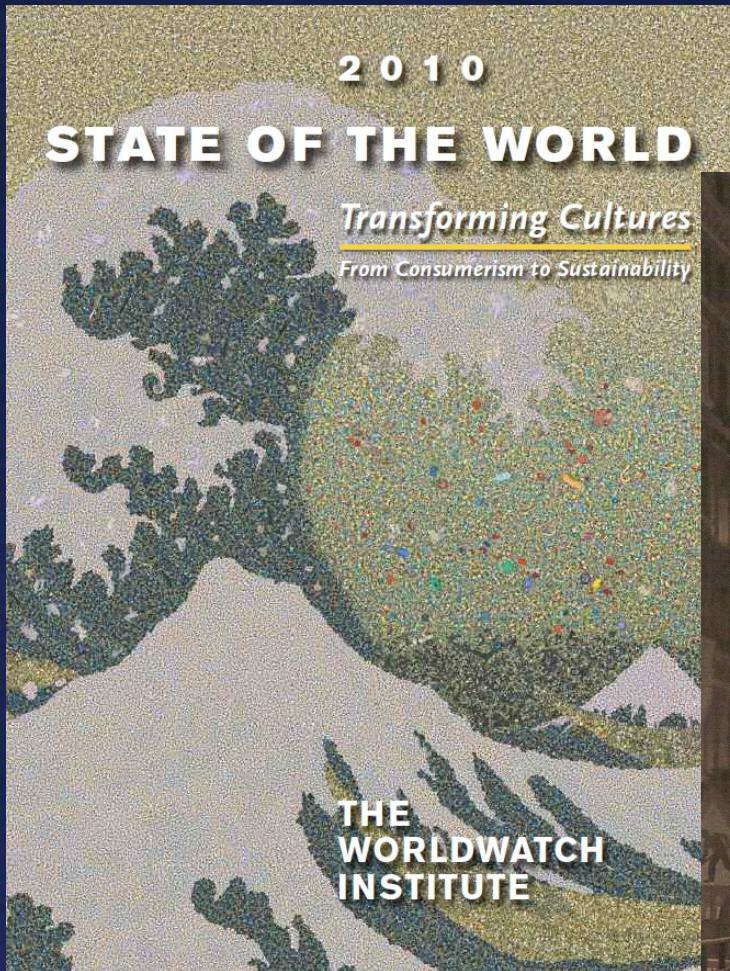
- **Insight into what constitutes life quality**
- **Recognition of what motivates people to consume**
- **Basic understanding of the systems and processes behind production and consumption**
- **Awareness of the tools and methods used to convince consumers to consume**
- **Knowledge of the consequences of modern consumption**

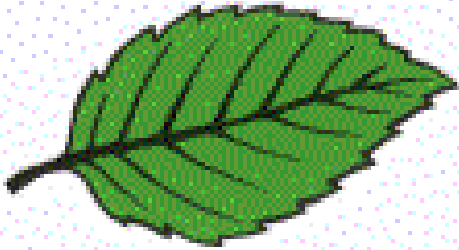


ESC competences

- Recognition of the influence the individual has as a stakeholder and consumer
- Insight into related scientific data
- The ability to evaluate and reflect
- Awareness of cases of social innovation
- The flexibility to adapt, modify behavior







Life-Link Programme

Care for Myself - The relation with myself including my attitudes and my concern for a healthy lifestyle.

Care for Others - My relation with other people, including the concepts of "Peace", "Conflict Resolution", "Reconciliation", "Human rights" and "Security with others - Common Security"

Care for Nature - My relation with Nature, the "environment"; A relation and "Reverence for Life" that must be built in accordance with *sustainability*, taking into account our Planet Earth's limited resources and that we all live together in one "living-room"!

www.life-link.org





The Earth Charter Initiative

Created by a global consultation process, and endorsed by organizations representing millions of people, the Charter "seeks to inspire in all peoples a sense of global interdependence and shared responsibility for the well-being of the human family, the greater community of life, and future generations."



The CLUB OF ROME Schools

promote a holistic and systemic image of the world and humankind. Their strategy is primarily to consider the whole, i.e. the person with ‘head, heart and hand’ (Pestalozzi), but also the school, the town, the region, the country, humankind and the entire economic-ecological cycle and system.

CLUB OF ROME students learn to be at home both abroad and here: ‘Thinking globally, acting locally’.”





UN project: **Academic Impact**

By formally endorsing the ten main U.N. principles in the *Academic Impact*, institutions make a commitment to use education as an engine for addressing global problems.



Dignity Principles

The Dignity Principles are based on both ethics and enlightened self-interest. So they are both heart and smart.

www.globaldignity.org



.....**problem-based learning...**

.....**projects.....case studies.....**

..experimentation.....







www.youthxchange.net

YouthXchange



Partnership for **E**ducation and Research about **R**esponsible **L**iving



What is LOLA?

“LOLA: Looking for Likely Alternatives. A didactic process for approaching sustainability by investigating social innovation”



Active Learning Methods

“It is difficult to imagine students becoming active participatory citizens if their learning about citizenship has been passive.”

“If students do not have a voice in the classroom, they can’t see themselves as having a voice beyond it.”

CSPE Teacher Guidelines, Ireland
Section 3: Active Learning Methods pp29-54

LOLA

Looking for Likely Alternatives



LOLA

is designed to help students to:

- understand the meaning of Sustainable Living and Stewardship
- examine case studies of Sustainable Living and Stewardship in their neighbourhood
- assess case studies using Sustainable Living Criteria
- reflect on and document their learning.

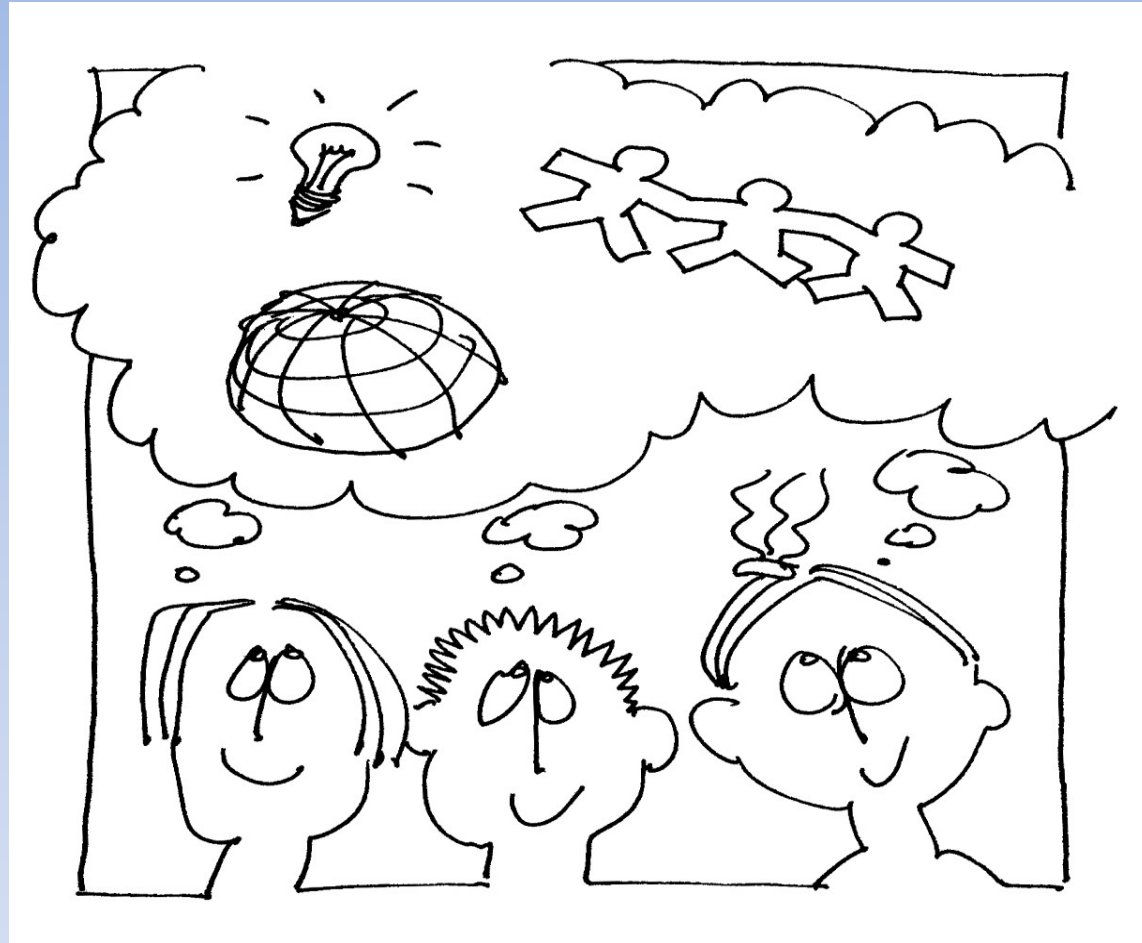


activity:
in the class



duration:
some hours

Identify sustainable lifestyles...



Introduce the initiative selection criteria to identify promising initiatives?

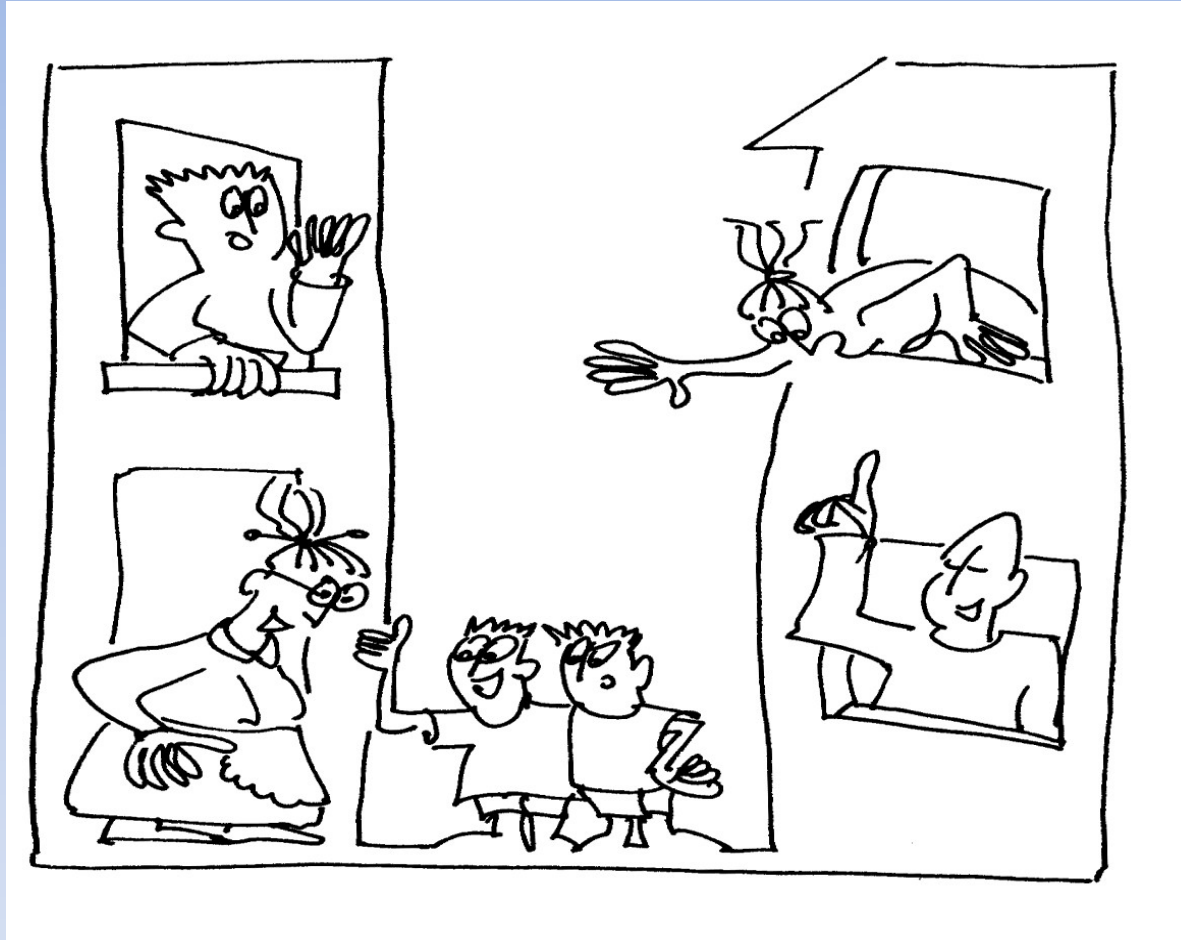


activity:
on the field



duration:
some days

Search for promising initiative...



...ask parents, friends, relatives, anybody who may know something in the neighbourhood...

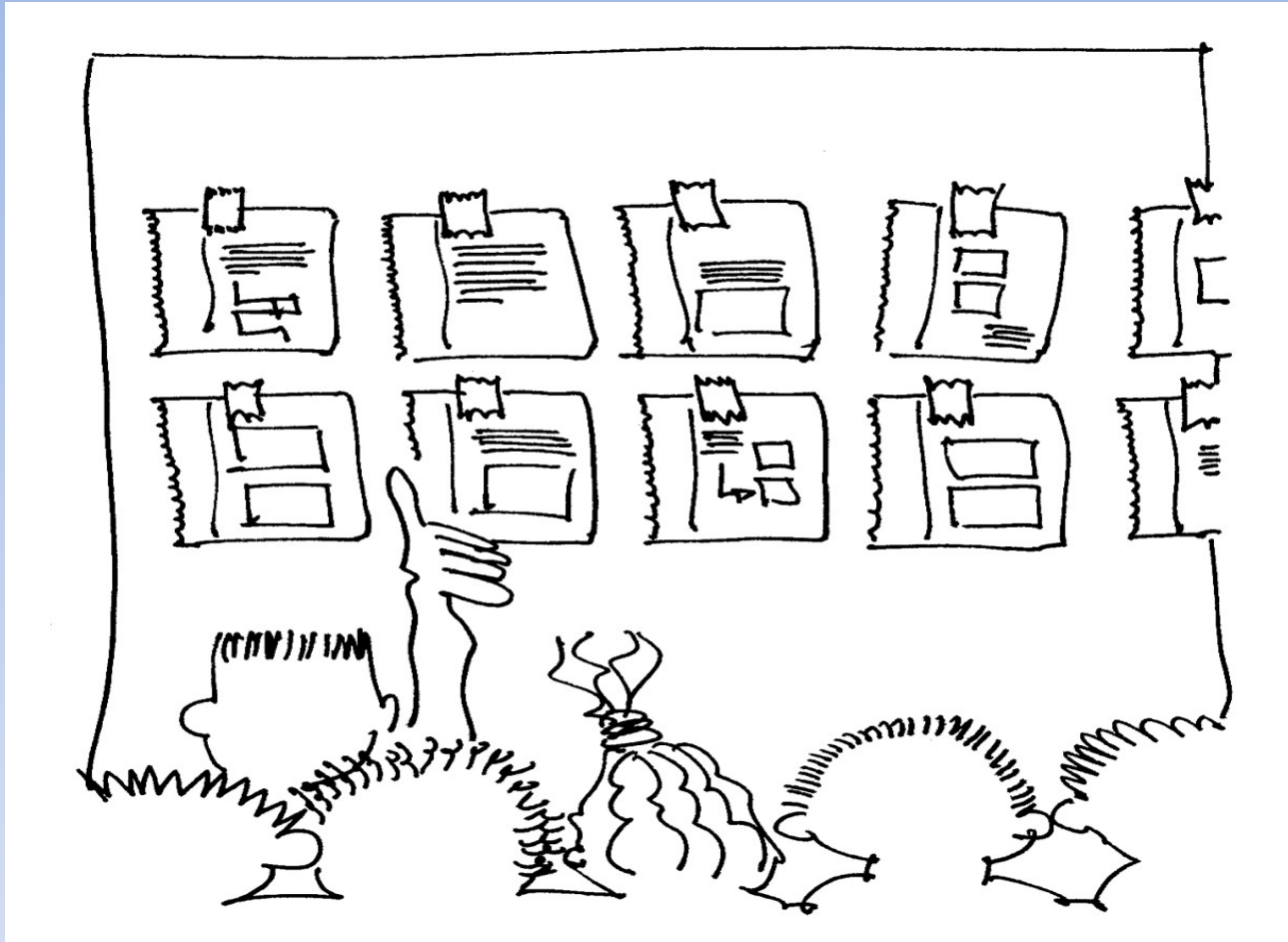


activity:
in the class



duration:
some hours

Select most promising initiative...



Pupils display on the wall everything they found and discuss which are the most promising initiatives...

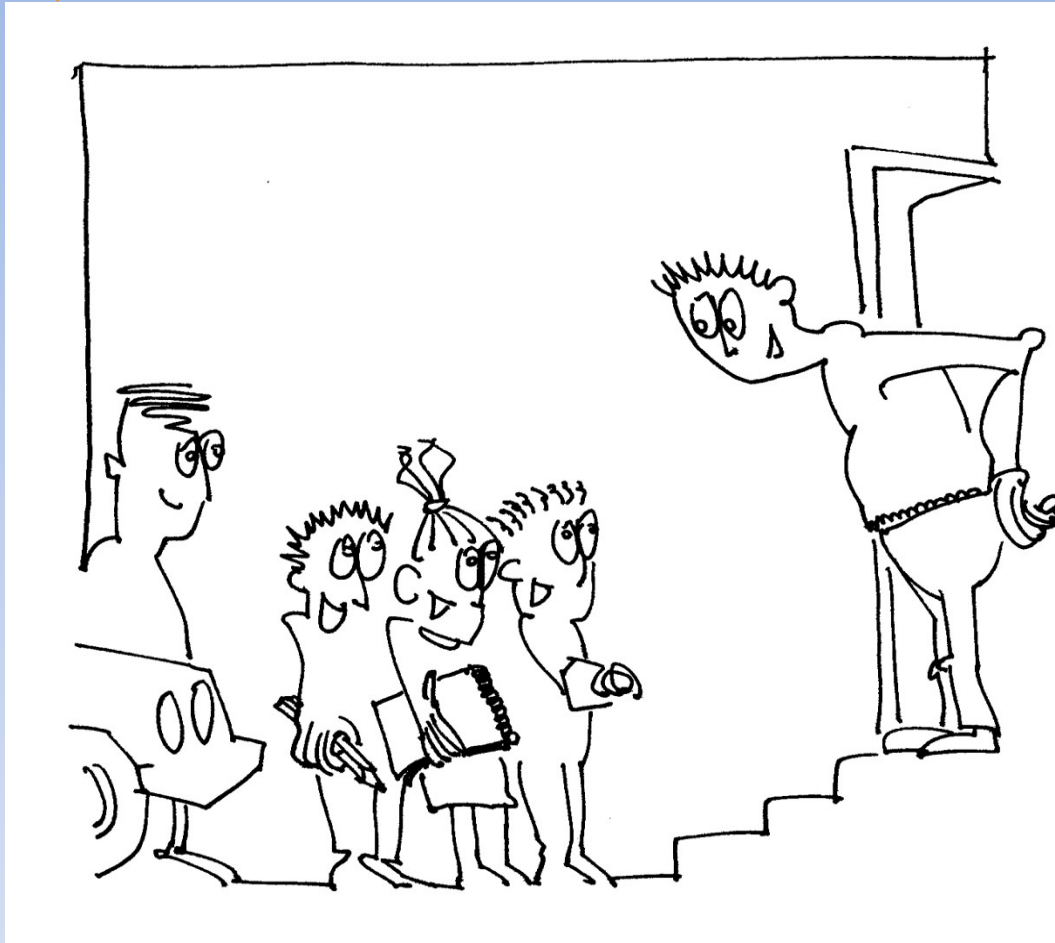


activity:
on the field



duration:
some days

Investigate promising initiative...



...pupils arrange that their parents go with them when they visit and interview one initiative...

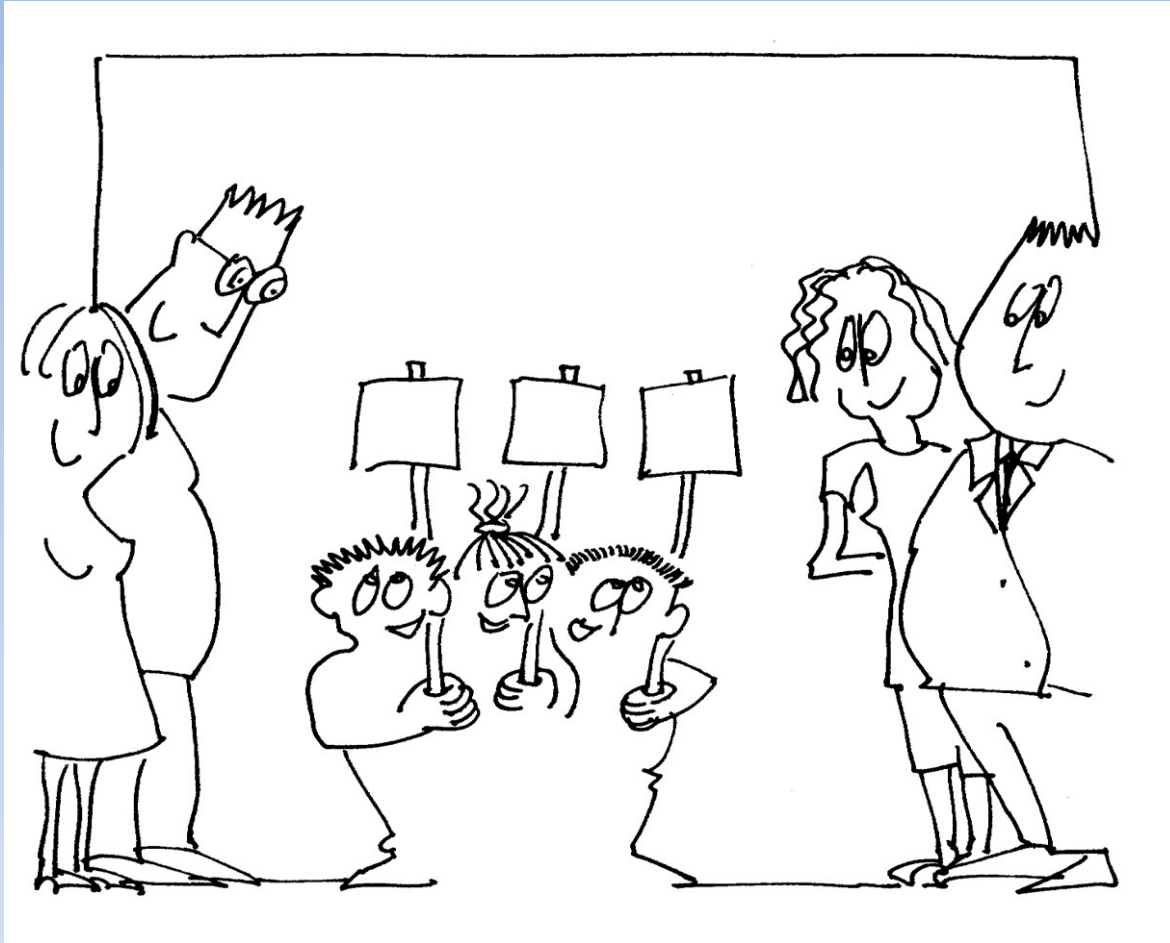


activity:
in the class



duration:
some hours

Discuss investigation results...



The class invites people from all the initiatives studied to see the exhibition and discuss their results...

Sustainable Living Criteria

- Makes people aware of how to live sustainable lives
- Brings people and things together
- Creates or improves green spaces
- Builds or improves community relations
- Encourages local, organic or Fair Trade food production
- Uses things that already exist
- Builds or improves community relations
- Reduces dependence on fossil fuels

NEW on PERL's bookshelves

PERSONAL CONSUMPTION AND CLIMATE CHANGE

Images and Objects ACTIVE METHODOLOGY TOOLKIT 2



-The toolkit is designed to support and encourage teachers, tutors and lecturers to integrate some of the concepts of sustainable development into teaching and learning. It focuses in particular on using photographs and a range of active teaching and learning approaches and strategies to explore the themes of: **personal consumption, climate change and responsible living.**



INTRODUCTION 4

STRUCTURE OF THE TOOLKIT 4

PERSONAL CONSUMPTION AND CLIMATE CHANGE 5

PERSONAL CONSUMPTION 5

CLIMATE CHANGE 5

EDUCATION FOR RESPONSIBLE LIVING 6

BACKGROUND 6

ACTIVE LEARNING AND TEACHING METHODOLOGIES 7

CRITICAL THINKING AND ACTION 8

ACTIVE TEACHING AND LEARNING ACTIVITIES 9

MEET IN THE MIDDLE 10

VISUAL CAROUSEL 13

WHAT'S IN YOUR WARDROBE? 15

TAKE A STAND ON GLOBAL WARMING AND CLIMATE CHANGE 18

TAKE ACTION – DO YOUR PART TO REDUCE, REUSE AND RECYCLE 20

CASE STUDY – "BEFORE AND AFTER" 22

REFERENCES 24

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EXPLANATIONS OF THE PHOTOGRAPHS 35

ACTIVE LEARNING AND TEACHING METHODOLOGIES

Transmissive teaching methods involve a formal teacher-centred approach, for example, an informative talk, with an expert presenting on content without actively involving the learners. In contrast, transformative approaches offer more opportunities for interaction between educators and learners, between themselves and the topic studied and help students to actively construct their own understanding, meaning and values.

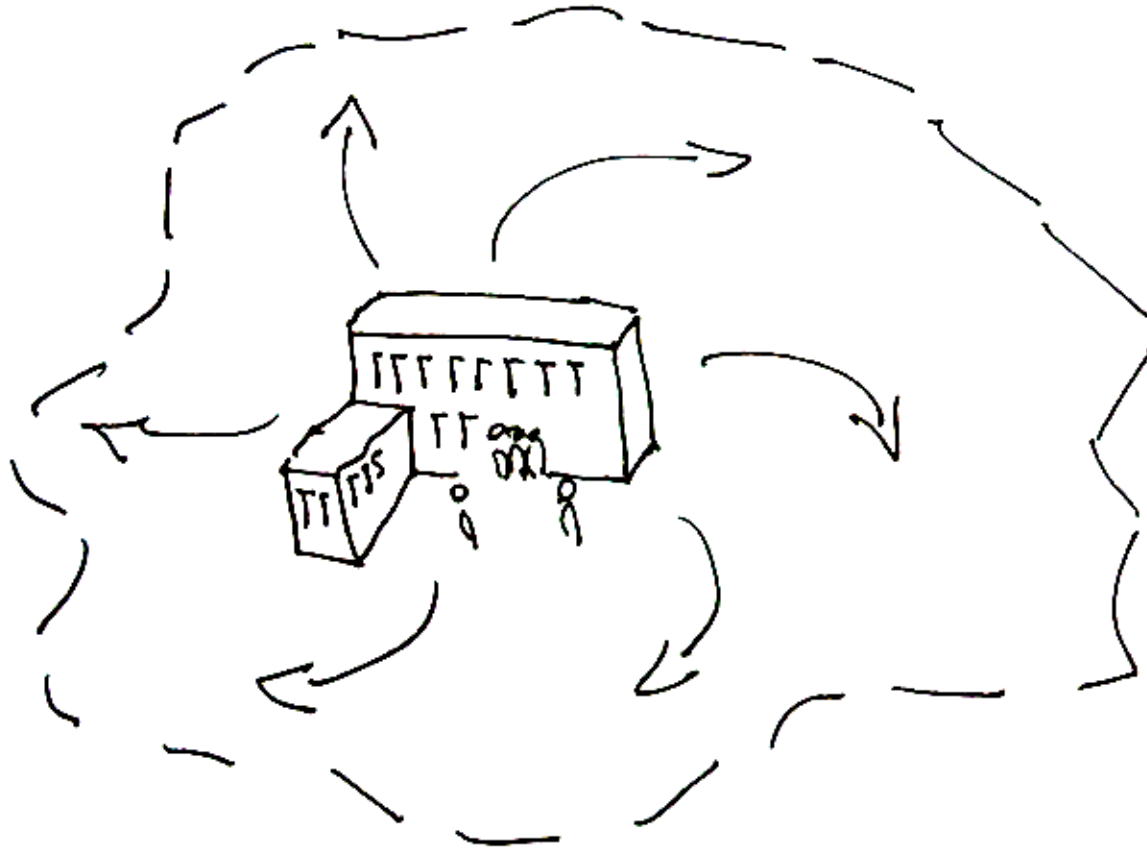
	TRANSMISSIVE TEACHING	TRANSFORMATIVE TEACHING
	From passive ...	To active ...
Role of Teacher/ Lecturer	<ul style="list-style-type: none"> Teaching is the main focus Teacher asks most of the questions Teacher transmits knowledge Teacher sets rules Subject-specific approach taken 	<ul style="list-style-type: none"> Learning is the main focus Teacher encourages student questioning Teacher facilitates knowledge creation Teacher provides guidelines Multiple approach taken
Role of Students	<ul style="list-style-type: none"> Students are passive learners Students are mainly asked to answer questions Students learn from the teacher alone Students feel mistakes with each other 	<ul style="list-style-type: none"> Students are active learners Students are both asking and answering questions Students learn from each other Students learn from their mistakes Students work collaboratively together
Role of Environment	<ul style="list-style-type: none"> Set layout of classroom Competitive environment Teacher-centred classroom Formal environment 	<ul style="list-style-type: none"> Informal/flexible layout of classroom Collaborative environment Learner-centred classroom High energy active environment



More information on:
www.perlprojects.org

La 27^e Région





Schools as agent for social change

Schools through project-based and action Learning can play the role of active agents supporting local sustainable social change.



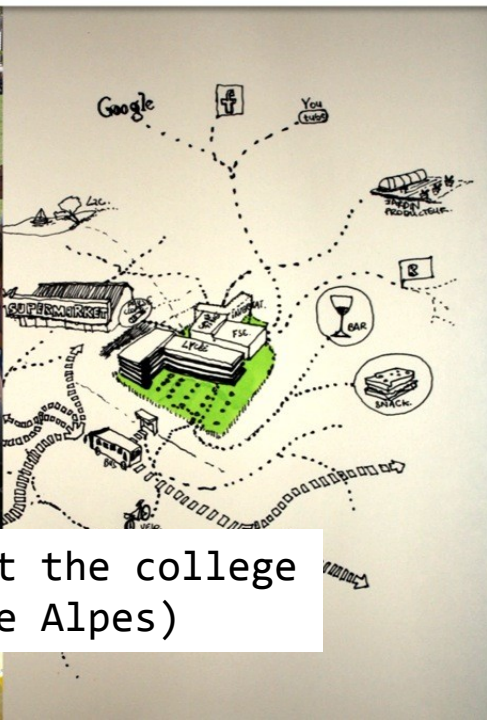
Opening up colleges
(Revin, Champagne-Ardenne)



The sustainable college
(Tingueux, Champagne-Ardenne)



Citizenship at the college
(Annecy, Rhone Alpes)



Sustainable food by the college
(Saint-Laurent, Champagne-Ardenne)

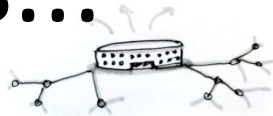


Workshop 1:

visions...



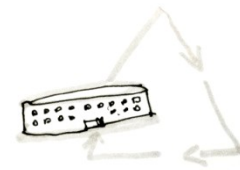
• Open college...



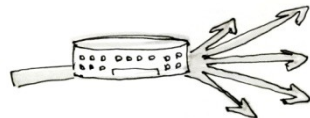
College as local resource...



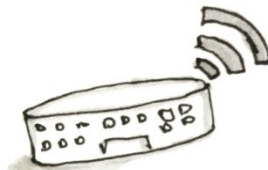
College micro-society...



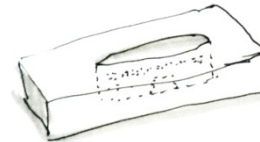
College as tool...



College of continuity...



Augmented college...



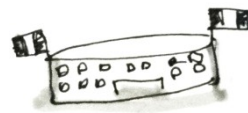
Reversed college...



Mixing college...



College of trust...



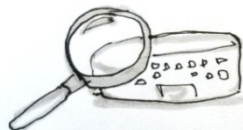
Citizenship college...



Anti-stress college...



College of competences...



Demonstration college...

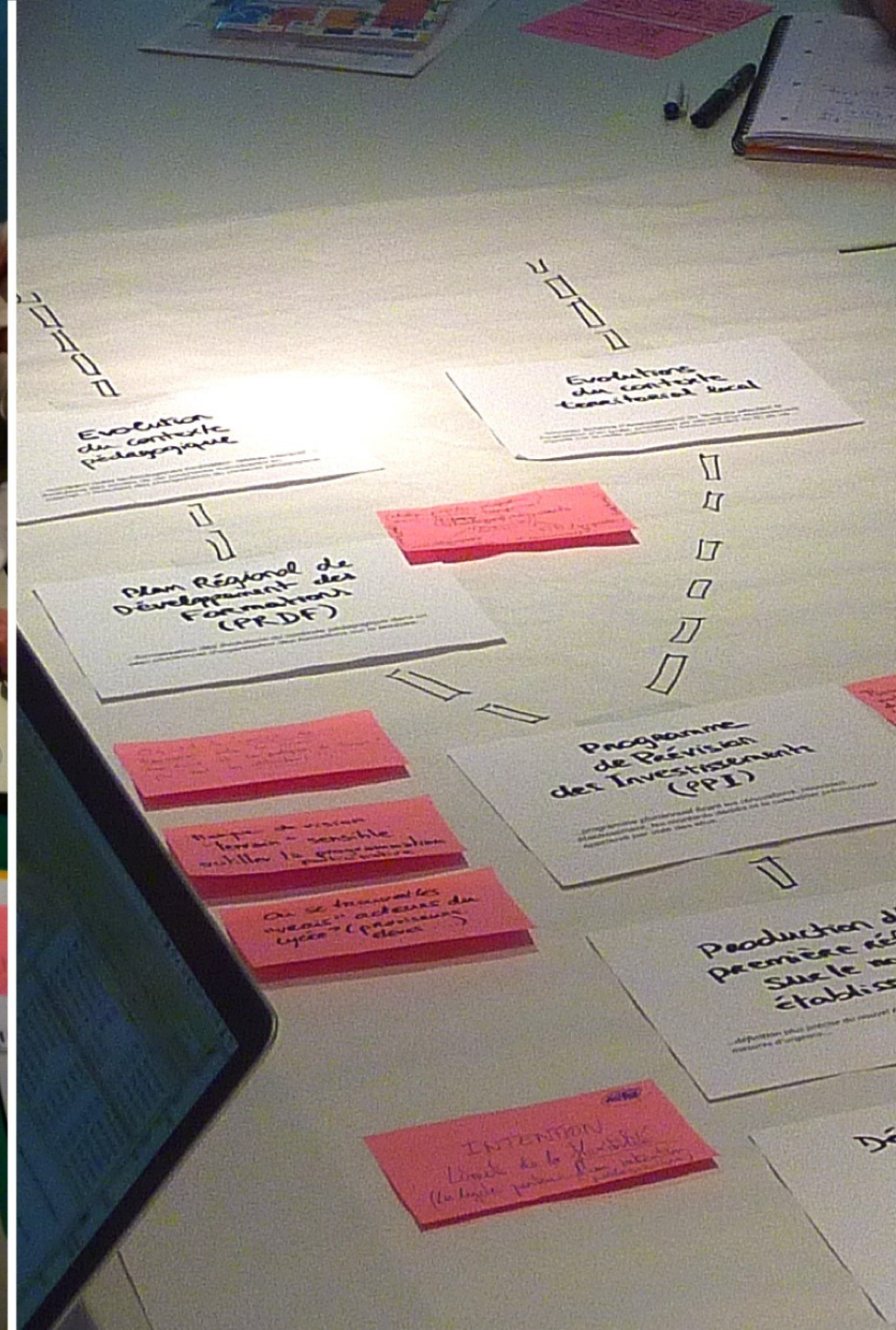


Flexible college...



Blog college...

Workshop 2: processes.



Workshop 3: implementation...

Lycée Polyvalent d'Estournelles de Con
La Flèche 72
Projet d'établissement 20
Document de synthèse présentant le

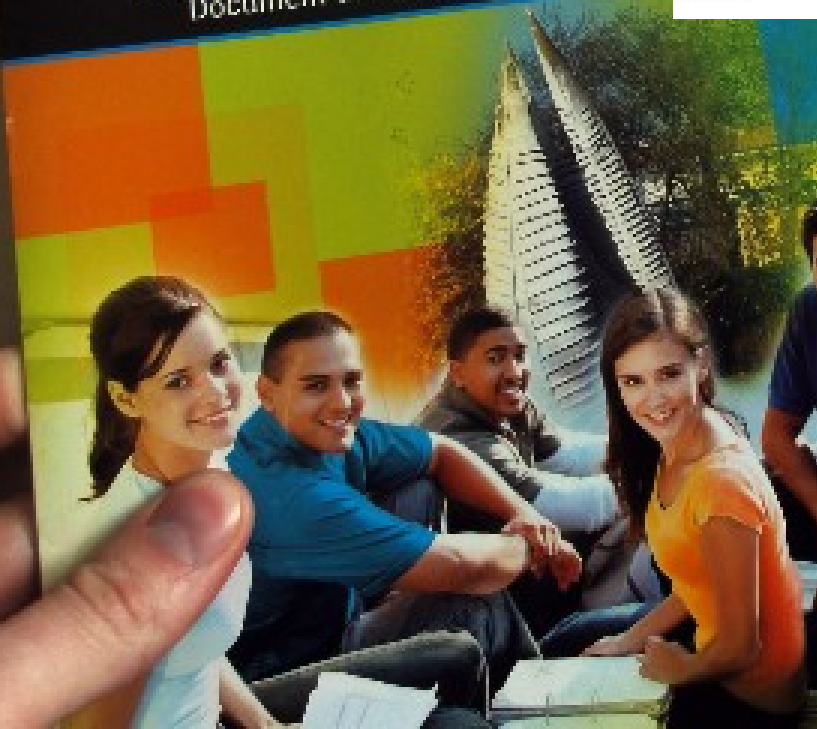
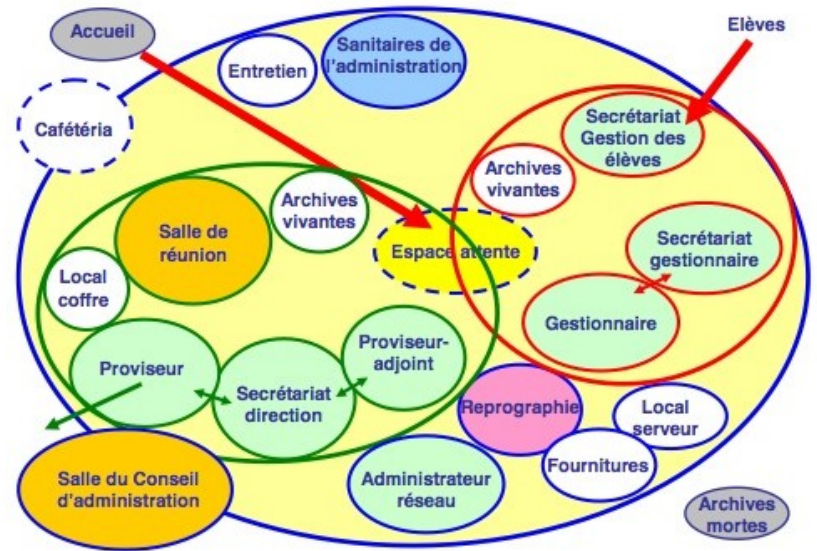
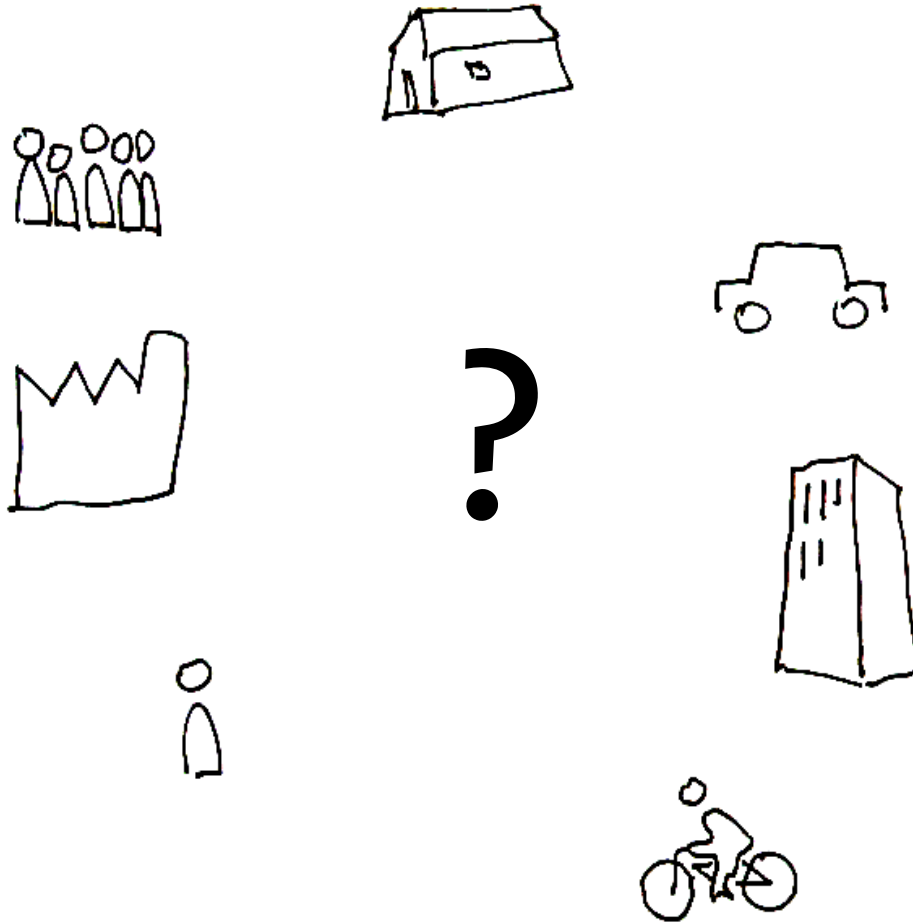


Schéma d'organisation : administration



5 - ADMINISTRATION : DIRECTION ET INTENDANCE

OBJECTIFS	Administrer et gérer l'établissement (et ses composantes : GRETA, CFA, exploitation agricole, CFPPA...) Créer les conditions d'un travail en équipe (Administration, Intendance) Déterminer un espace à la fois accessible pour tous les usagers de l'établissement et centré sur une logique de service à rendre
CARACTERISTIQUES ORGANISATIONNELLES	Direction et intendance : 2 pôles administratifs identifiés et proches Localisation à proximité de l'accueil, des circulations principales et de la salle du Conseil d'administration Identifiable pour toutes les catégories d'usagers Accueil de visiteurs (familles, fournisseurs, entreprises, fonctionnaires...) Locaux de travail administratif nécessitant la confidentialité des échanges Bureaux configurés pour 1 ou 2 personne(s) Bureaux en relation directe (proviseur-secrétariat-proviseur-adjoint, gestionnaire-secrétariat...) Bureau du proviseur avec double entrée (confidentialité des rencontres) Proximité entre le bureau de l'administrateur et le local serveur Local reprographie en position centrale avec rangements intégrés et couplé avec le local fournitures Liaison local détente-salle de réunion pour environ 15 personnes Locaux archives vivantes pour la direction et l'intendance (unique ou séparés)



- *Questioning and resetting public action*
- Immersive collaborative sessions as residencies enable local stakeholders to question their interaction and reset the way they collaborate.

To foster a vibrant community life in neighbourhoods and villages, characterized by such a keen sense of purpose.

To stimulate a transformation of both our inner life and external conditions.



Thank you

