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
• 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, overextention)

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

- social disconnection (lifestyle illnesses, loneliness, addictions)
Partnership for Education and Research about Responsible Living
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

Awakening

Vision

Condoning

Roadmap

Metamorphosis

Alignment

Emergence

Integration

Engagement

Influence

(idgroup 2009)

Partnership for Education and Research about Responsible Living
- 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.
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
2010 STATE OF THE WORLD

Transforming Cultures
From Consumerism to Sustainability

THE WORLDWATCH INSTITUTE

Prosperity without growth?
The transition to a sustainable economy

Partnership for Education and Research about Responsible Living
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](http://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’.”
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..........................
YouthXchange
What is LOLA?

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

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.
Identify sustainable lifestyles…

Introduce the initiative selection criteria to identify promising initiatives?
Search for promising initiative…

…ask parents, friends, relatives, anybody who may know something in the neighbourhood…
Select most promising initiative…

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

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

Citizenship at the college (Annecy, Rhone-Alpes)

The sustainable college (Tinqueux, Champagne-Ardenne)

Sustainable food by the college (Saint-Laurent, Champagne-Ardenne)
Workshop 1:
visions...

• Open college...
• College as local resource...
• College of continuity...
• Augmented college...
• Reversed college...
• College as tool...
• College of trust...
• Citizenship college...
• Anti-stress college...
• Mixing college...
• College micro-society...
• College of competences...
• Demonstration college...
• Flexible college...
• Blog college...
Workshop 2: processes...
5 - ADMINISTRATION : DIRECTION ET INTENDANCE

OBJECTIFS

- Administrer et gérer l'établissement (et ses composantes : Greta, CFA, exploitation agricole, CPPA...)
- Créer les conditions d'un travail en équipe (Administration, Intendance)
- Définir un espace à la fois accessible pour tous les usagers de l'établissement et centré sur une logique de service à rendre
- 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 personnes
- Bureaux en relation directe (procurateur-secretariat-procureur-adjoint, gestionnaire-secretaria...)
- Bureau du procureur avec double entrée (confidentialité des rendez-vous)
- Proximité entre le bureau de l'administrateur et le local serveur
- Local reprographie en position centrale avec rangements intégrés et équipé avec le local fournitures
- Liaison locale dédiée salle de réunion pour environ 16 personnes
- Locaux archives vivantes pour la direction et l'intendance (unique ou séparée)

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 personnes
- Bureaux en relation directe (procurateur-secretariat-procureur-adjoint, gestionnaire-secretaria...)
- Bureau du procureur avec double entrée (confidentialité des rendez-vous)
- Proximité entre le bureau de l'administrateur et le local serveur
- Local reprographie en position centrale avec rangements intégrés et équipé avec le local fournitures
- Liaison locale dédiée salle de réunion pour environ 16 personnes
- Locaux archives vivantes pour la direction et l'intendance (unique ou séparée)
• 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.
Partnership for Education and Research about Responsible Living

Thank you