

The Role and Future Perspectives of Community-Based Learning for Sustainability

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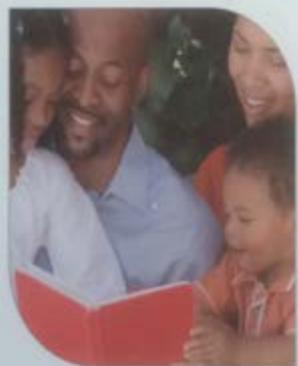


Outline

- Doing the things we do better or doing better things?
- Living in unusual times and the role of science
- Creating vital coalitions
- Ecologies of learning
- Key points



United Nations
Educational, Scientific and
Cultural Organization



United Nations Decade of Education for Sustainable Development (DESD, 2005-2014)

Review of Contexts and Structures for Education for Sustainable Development 2009

for a sustainable world



United Nations
Educational, Scientific and
Cultural Organization



United Nations Decade of Education for Sustainable Development
(2005-2014)

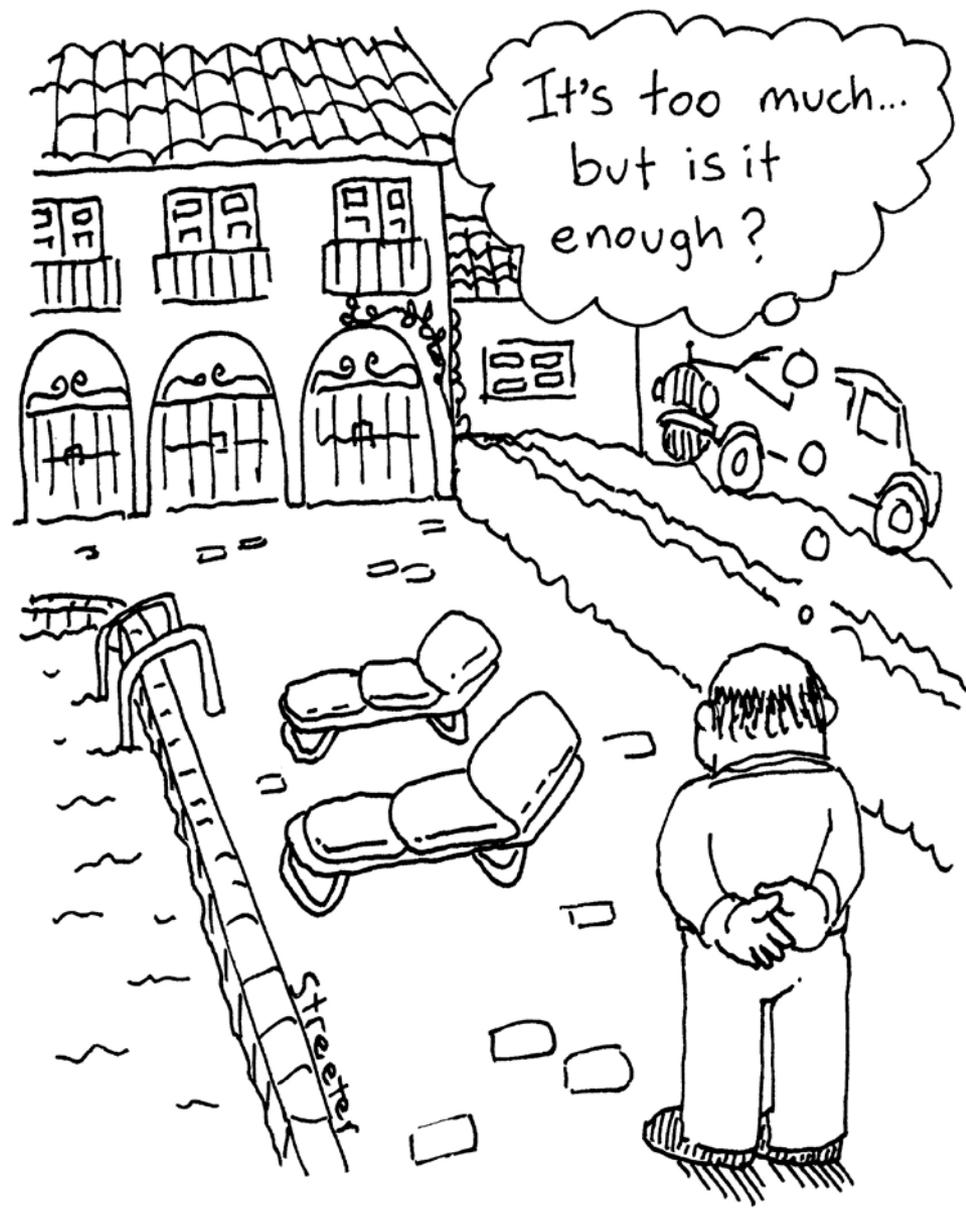
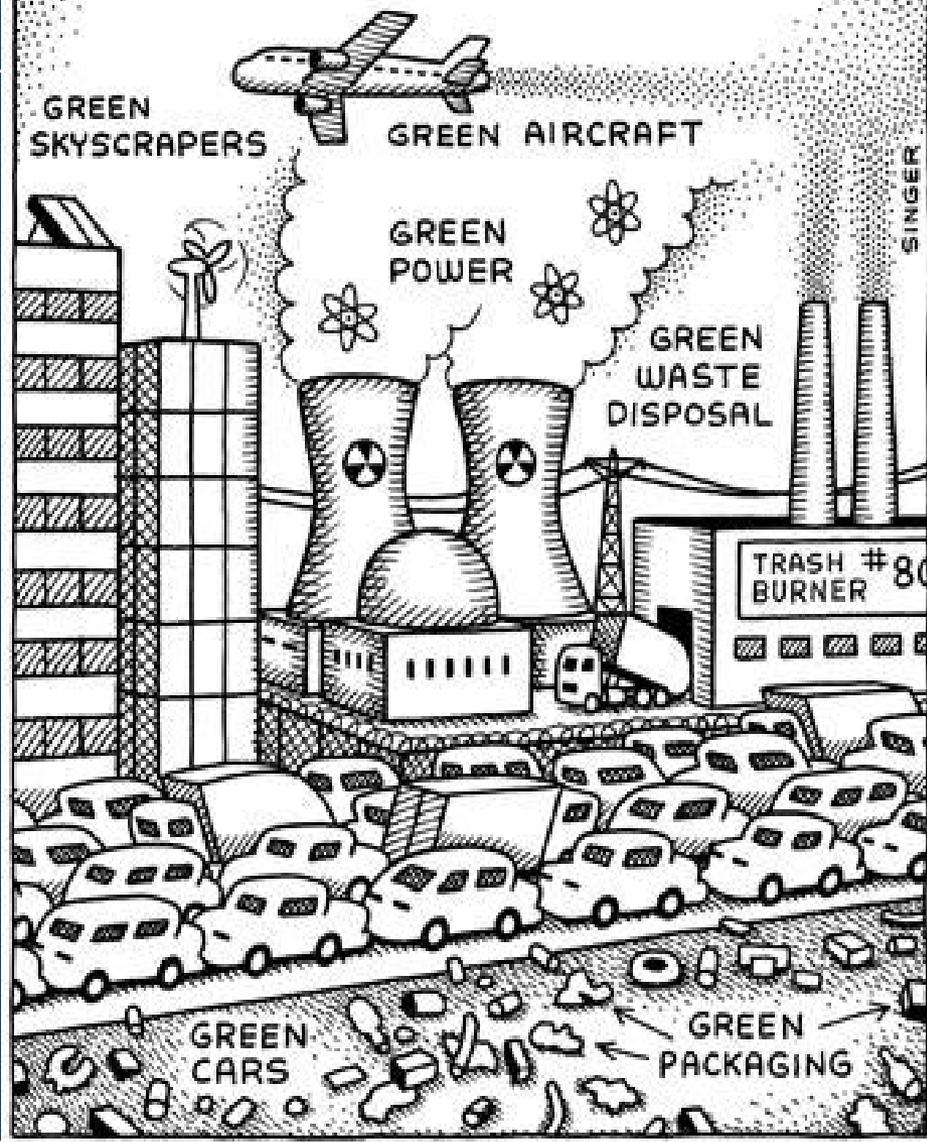


Shaping the Education of Tomorrow:

2012 Full-length Report on the UN Decade of Education for
Sustainable Development



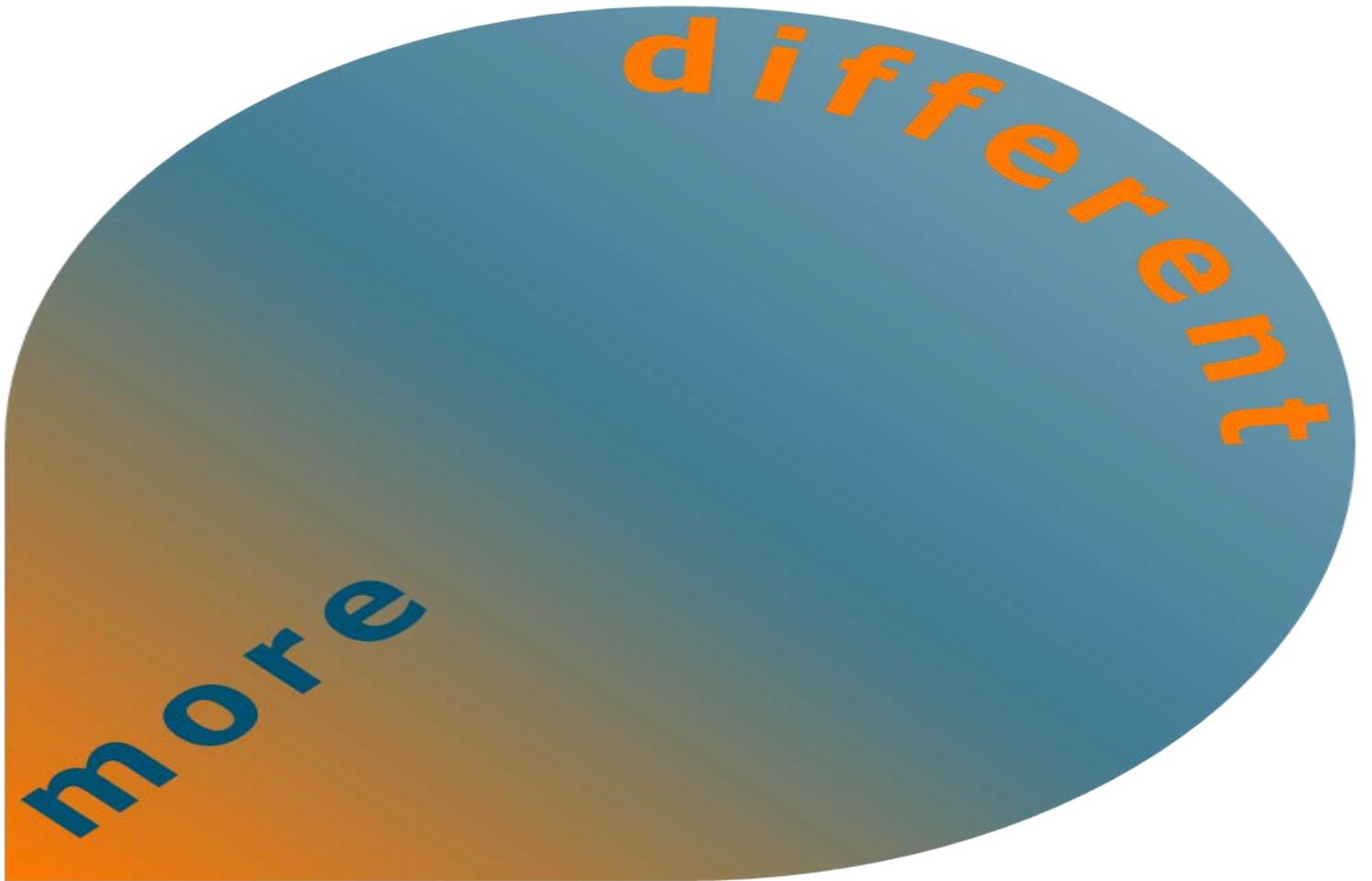
THE MAGIC OF MARKETING



technological developments

transition

incremental



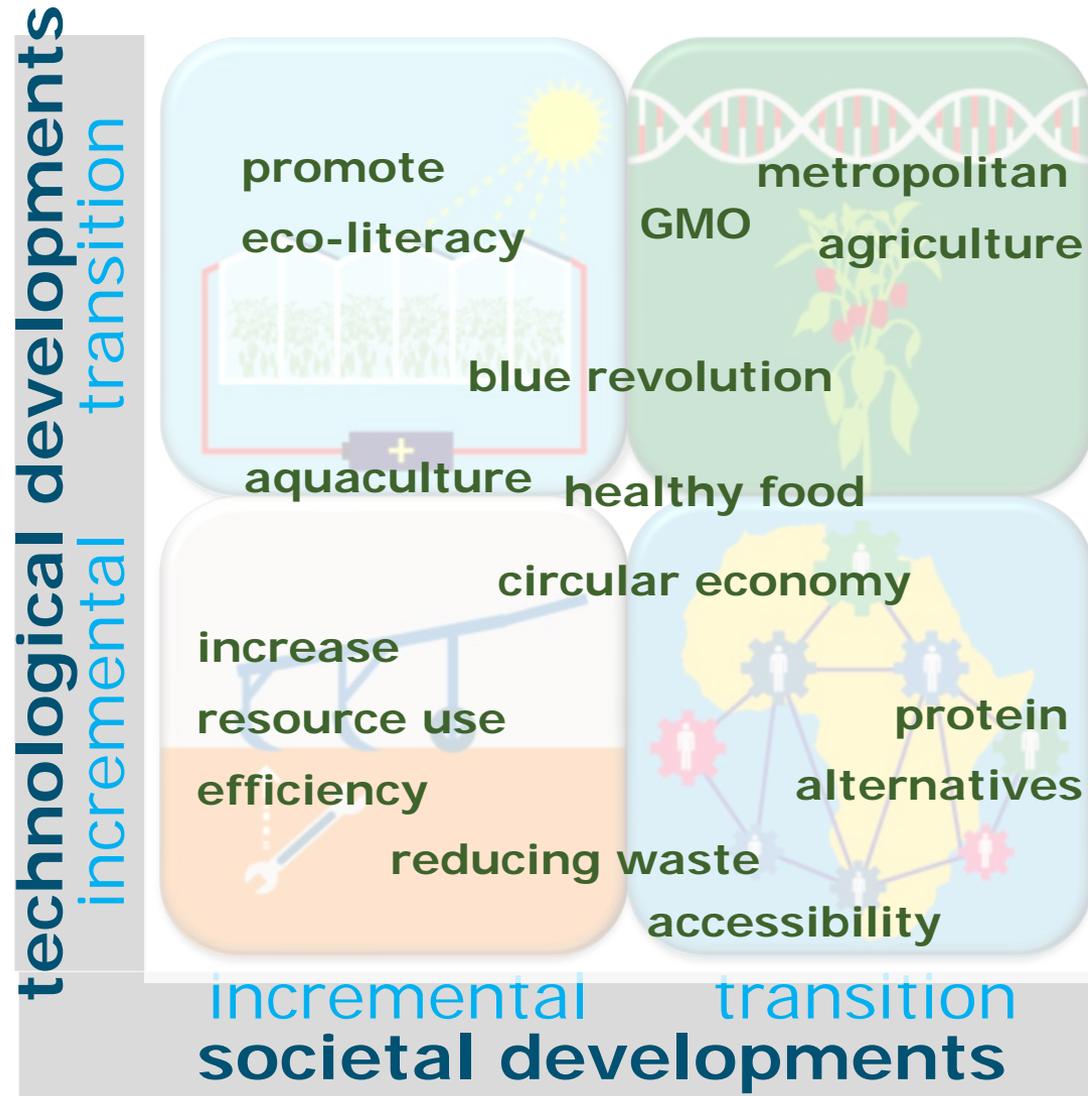
incremental

transition

societal developments

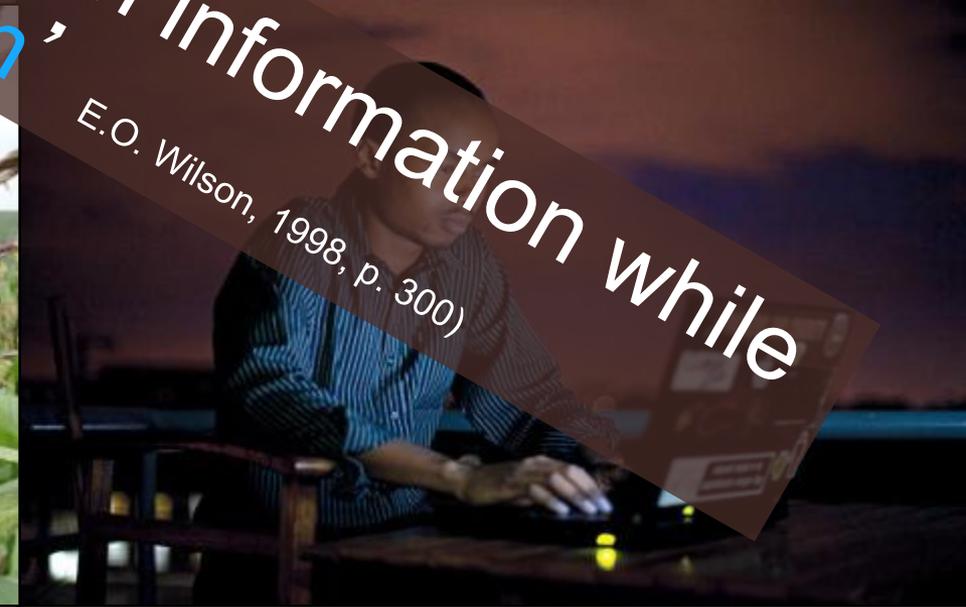
Based on Kropff, 2012

Four possible approaches



Erosion of trust in science?

- GMO-foods are inevitable...
- Runaway (?) climate change...
- Calcium supplements for women...
- Should men >50 be tested for prostate cancer?
- Is 'organic' sustainable and 'locally grown' better?
- Are vegetables grown in cities healthy?
-



“We are drowning in information while starving for *wisdom*”

E.O. Wilson, 1998, p. 300)

Living in unusual times...

- Complexity
- Uncertainty and indeterminacy
- Contestation and controversy – extinction of ‘truth’ & erosion of ‘trust” (fact free science, fact free politics, science as opinion)
- Hyper-connectivity induced shallowness – erosion of meaning
- Need for continuous learning

PROBLEMS

simple complex *wicked*

EASY TO SOLVE

Summary A clear problem with a clear solution

Properties Predictable
Straightforward
Obvious

RESISTS SOLVING

Summary The problem and the solution are not clear but can be understood with time

Properties Many familiar elements
Hidden root causes
Non-linear
Inter-operating parts affect each other

RESISTS DEFINING

Summary Problem and solution not understood and keep shifting when we try to define them

Properties Ambiguous, chaotic
Many stakeholders with conflicting perspectives
Many elements are hidden and unknown
No right/wrong solution
Not-quantifiable
No precedents



Source: Rob Gibson, 2013

Policy tools

Policy themes

climate

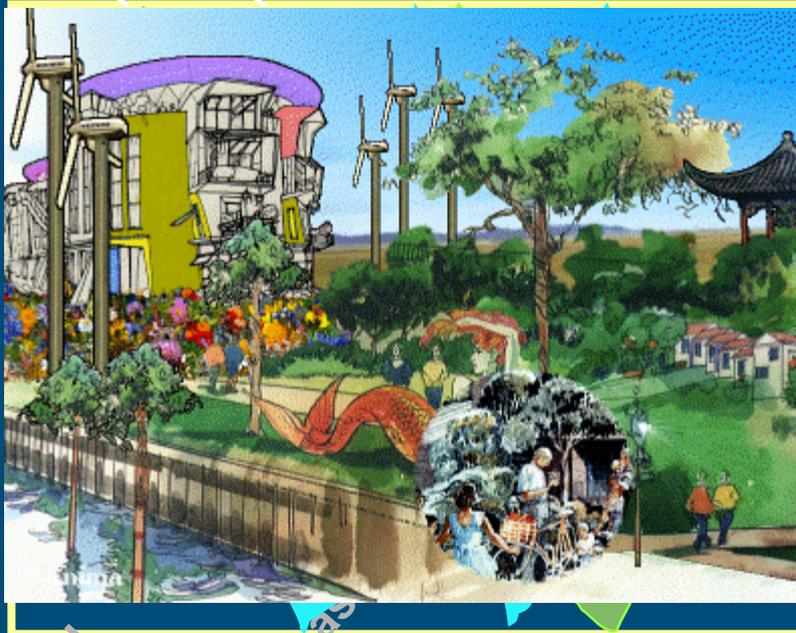
mobility

animal well-being

obesity

energy

biodiversity



Societal actors

Sport clubs

Schools

Colleges

Local government

Garden centers

Restaurants

Elderly homes

Societal trends

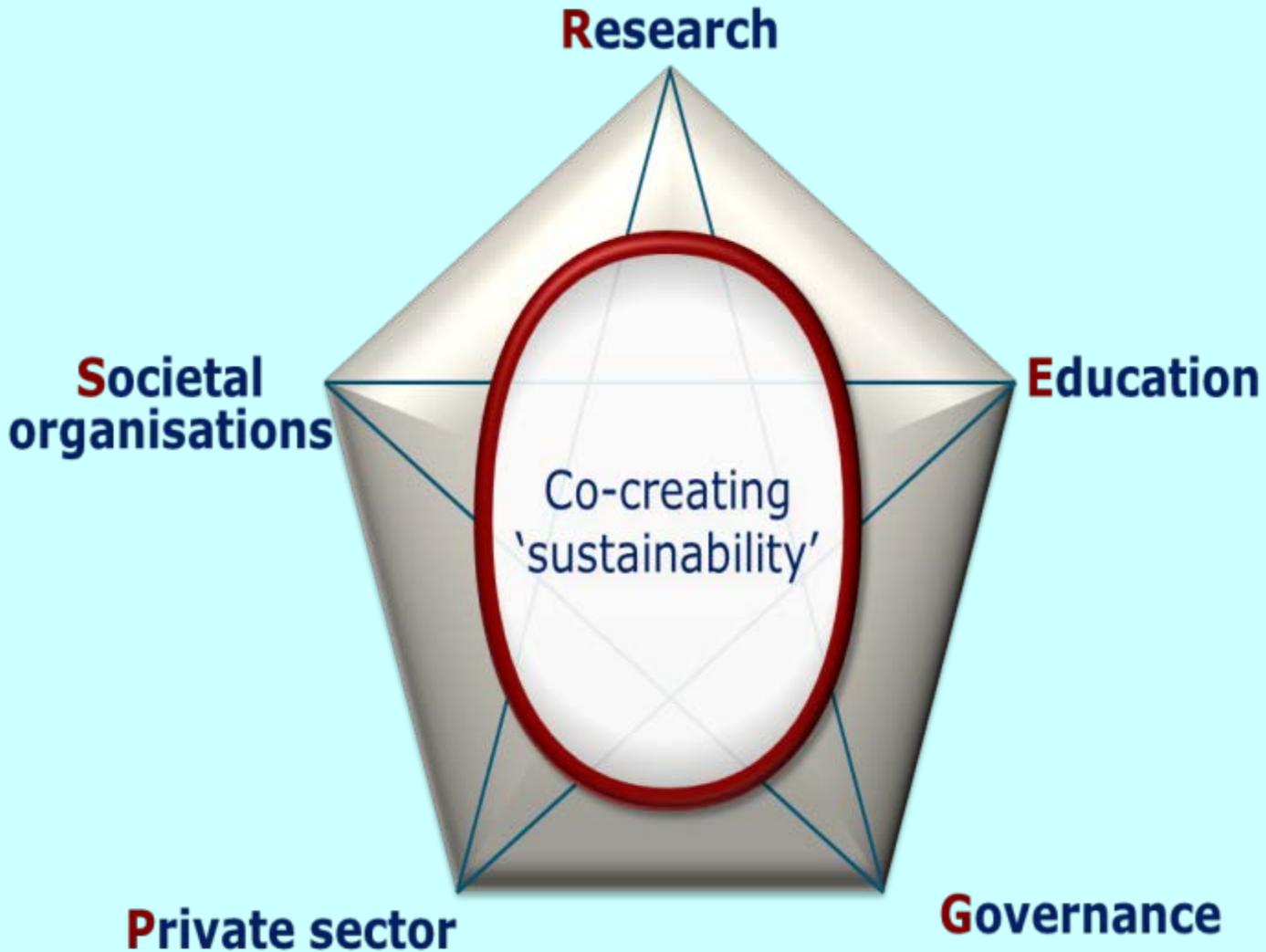
Digital age

School as society

Citizen science

Multi-culturalism





Culemborg – Eva-Lanxmeer



- New community, co-designed with a sustainability focus
- Municipality hands-over control to the inhabitants, but remains a stakeholder in the design process
- Much attention for ‘process’ – collaborative learning



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TOOL SHED



SITE EXPLORER

Type an address or search term

Search

6 site views

Unlike 2 Share 0

Share Tweet Pinterest Direct Link



SITE INFO

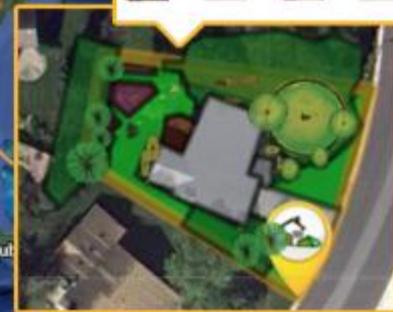
Habitat Overview
 Total Site Area: 365060 sq. feet

- pavement
- building
- forest
- edibles
- grass
- shrubbery
- ground
- water
- lawn
- Flowers...

Site Characteristics

- Office Type
- Synthetic Herbicide
- Structural Diversity
- Population Density
- Synthetic Fertilizer

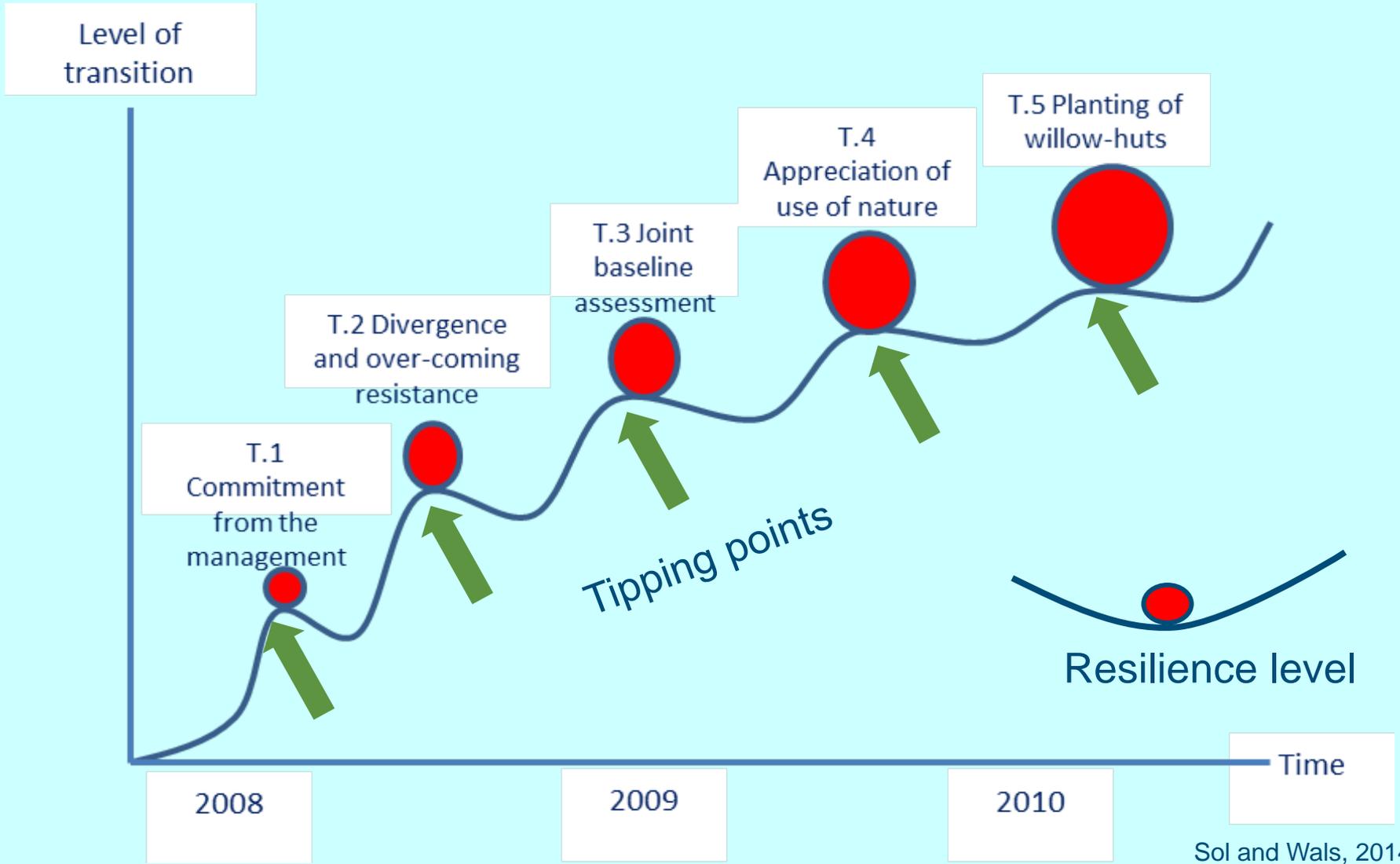
SEEDS OF CHANGE BADGES YOU'VE EARNED



Questions from the Community Team

- What kind of learning process has been taking place?
 - Phases?
 - Stakeholders/roles?
 - Conflict?
 - Facilitation?
 - Critical incidents?
 - Conditions/support/governance?
 - Transferability?

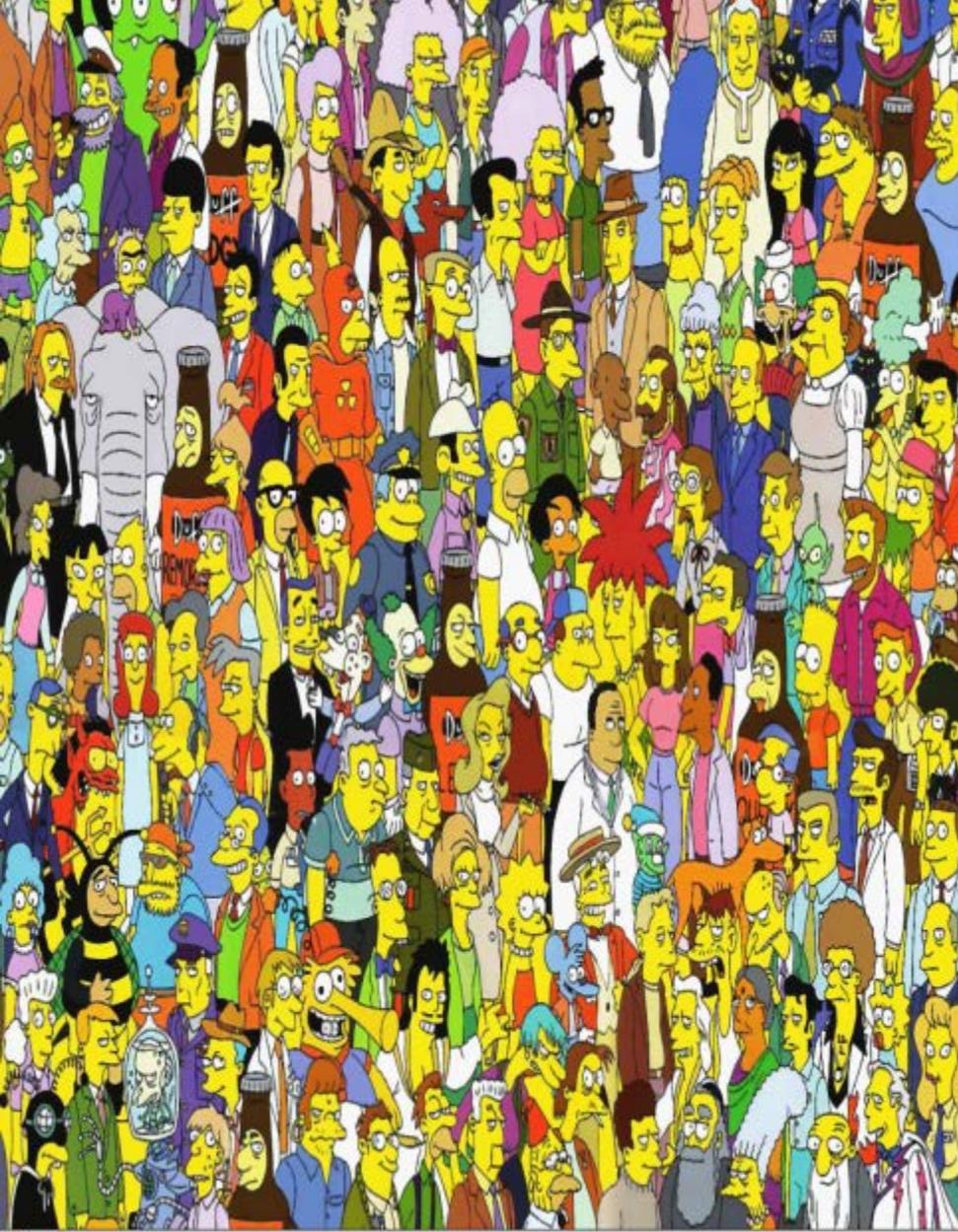
www.livingknowledge.org



Sol and Wals, 2014



Scott E. Page



THE DIFFERENCE

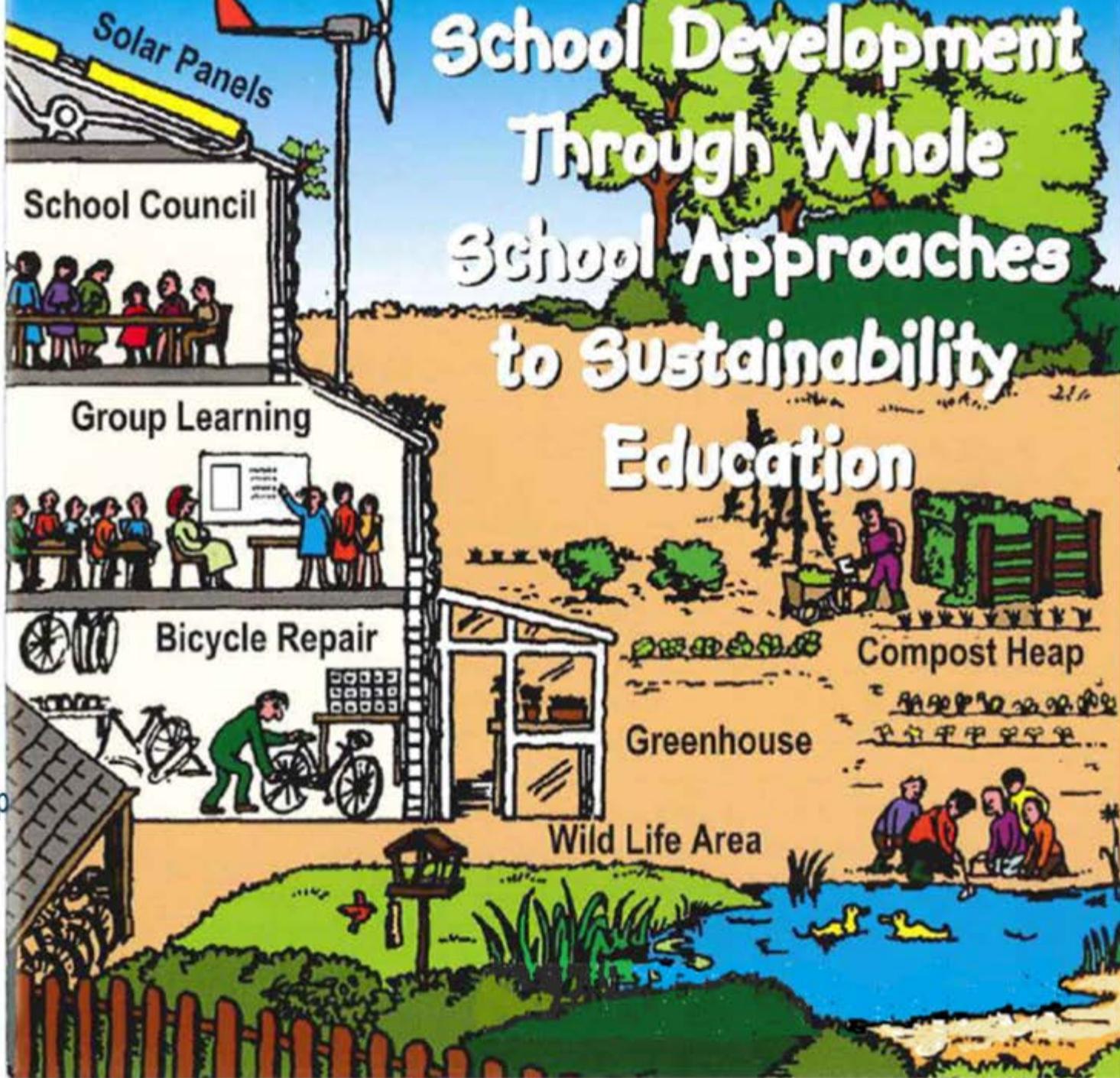
HOW THE POWER OF DIVERSITY
CREATES BETTER GROUPS, FIRMS,
SCHOOLS, AND SOCIETIES

SimonStegig.com Always Real. Always Simpsons.

Sustain “ability”

- Understanding sustainable development
 - Systems thinking
 - Adopting an integral view
- } Dynamics of SD
- Questioning hegemony and routines
 - Analysing normativity
 - Considering ethics
- } Critical dimension
- Leadership, agency and entrepreneurship
 - Unlocking creativity, utilizing diversity
 - Appreciating chaos & complexity
 - Fostering collective change
- } Change & Innovation

School Development Through Whole School Approaches to Sustainability Education



Environmental management

Participatory decision-making

Innovative teaching and learning

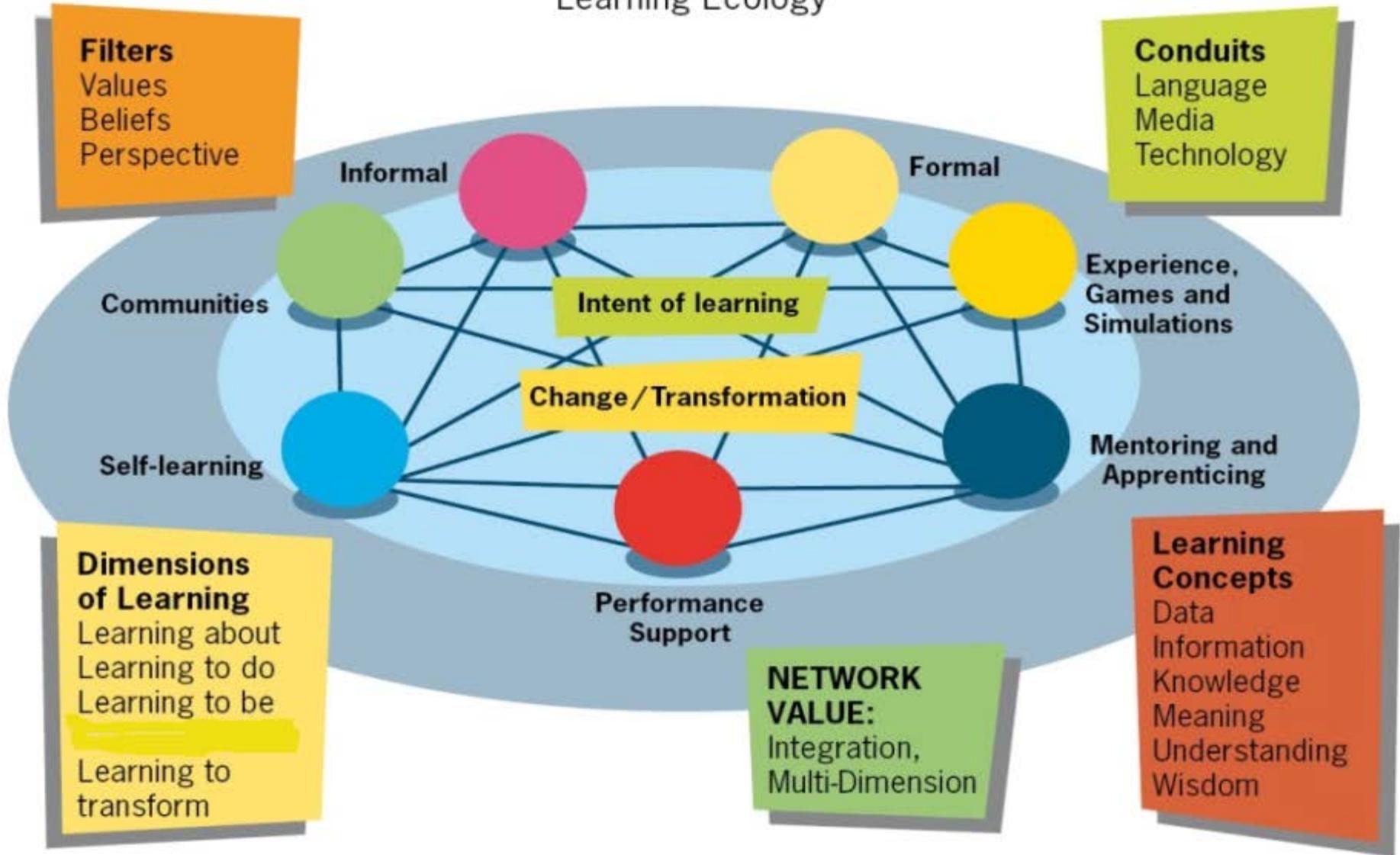
Vocational and applied learning

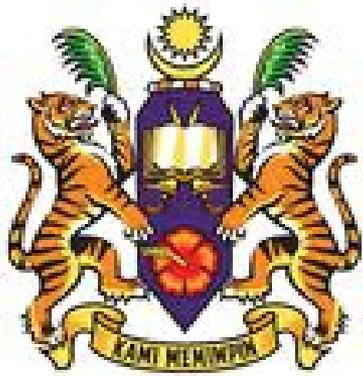
Entrepreneurship

School & community gardening

Backyard biodiversity

Learning Ecology





USM

UNIVERSITI SAINS MALAYSIA



GLOBAL ALLIANCE ON

COMMUNITY

ENGAGED RESEARCH



Living Knowledge

The International Science Shop Network



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ON EDUCATION FOR
SUSTAINABLE DEVELOPMENT

ACKNOWLEDGED BY



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Key Points

- Sustainability requires space for systems thinking, integrative design, place & identity, and multiple ways of knowing.
- Sustainability and a green *society* require new competencies also for facilitators/educators/administrators
- Blurring the boundaries between institutional, community-based and workplace learning is essential (hybrid learning in vital coalitions)
- Critical thinking (e.g. questioning taken-for-granted values, behaviours and systems), diversity and participation, and 'unlearning' are essential components of sustainability
- Sustainability can become a catalyst of educational innovation towards meaningful learning with people and planet in mind



8TH WEEC Planet and People
- how can they develop together?

GOTHENBURG 2015

8th World Environmental Education Congress, WEEC

Gothenburg, Sweden - June 29 to July 2, 2015

www.weec2015.org