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Developing value-based, holistic education for sustainable living

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Partnership for Education and Research about Responsible Living



Task Force on Education
for Sustainable Consumption



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“The Institutional Strengthening of Education for Sustainable Consumption - Advancing ESC policy and implementation strategies

Chile, Tanzania, Indonesia

➤ **research** (policy and curriculum review and analysis)

➤ **implementation** (multi-stakeholder national roundtable discussion and the development of nationally adapted learning tools)



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English

French

Spanish

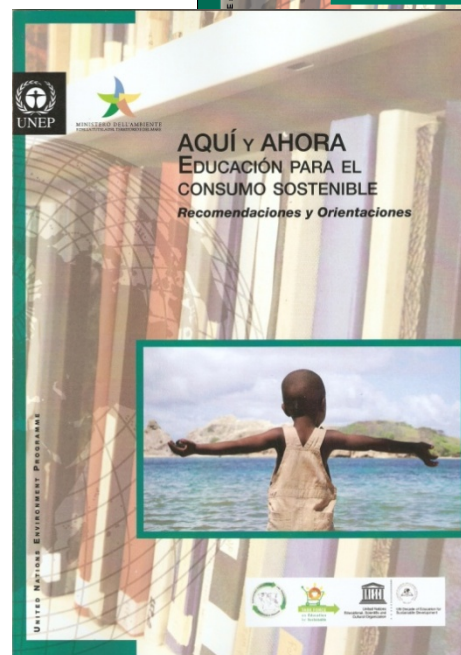
German

Greek

Chinese

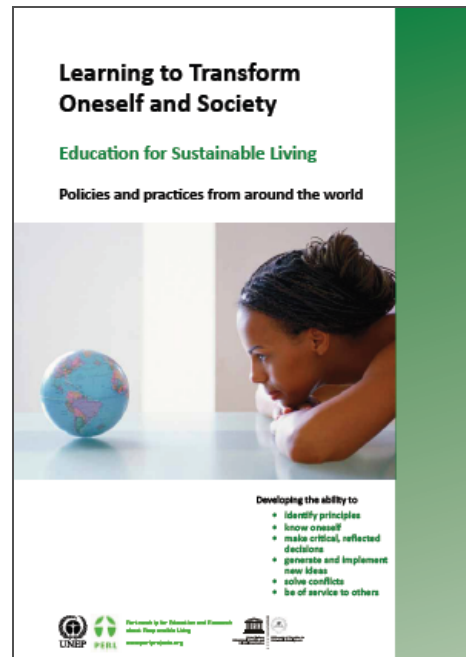
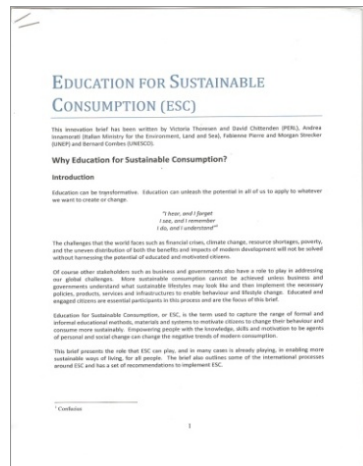
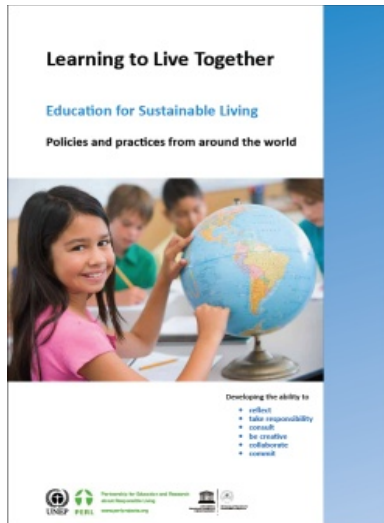
Japanese

Korean



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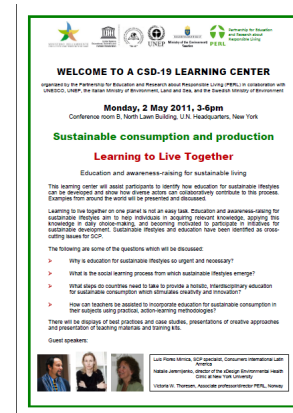
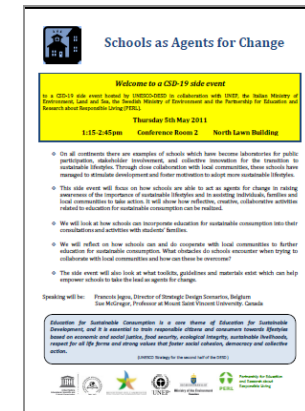
➤ curriculum development and national policy reform related to education for sustainable living



Progress in implementing ESC

Country case studies

- National policy and institutional factors
- Civil society factors
- Teaching and school factors



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- ❑ The emergence of education for sustainable consumption (ESC)
- ❑ The present status of education for sustainable consumption
- ❑ Attempts to mainstream ESC
- ❑ Structure of the ISP project
- ❑ Results of ISP so far
- ❑ Reflections over ISP per 1.06.2012



Educational development processes

Historically, changes in education have occurred either through:

- a) **formal educational systems** which **modify their content and/or methodology** (curriculum reform and adjustment of teacher training to adapt to the curriculum reforms)
- b) or through **social learning stimulated by crisis** (**circumstances demanding knowledge or skills not previously attained**) for example, in the increasing cases of communal risk assessment and disaster preparedness in relation to extreme weather conditions.
- c) **technological innovations** or **media interventions**.



Curriculum reform in formal educational systems has several phases and normally involves:

- research and debate legitimizing the curriculum changes
- the political or ideological descriptions of the intended changes
- the official, written documents describing the hoped-for development
- the interpretation made by educators (headmasters, rectors, teachers, etc)
- the form it takes when it is actually carried out

(J. Goodlad: 1994)



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Reflections on the ISP approach per 01.05.2012

Research and debate legitimizing the curriculum changes

- The research reports' content only slightly reflected in drafts of minutes of roundtables and recommendations.
- The process of compiling the research report was an important means by which previous political agreements on issues related to ESC could be brought forth and put in context with other policies.
- There was an unintentional bias to the research reports dependent on implementing partners field of specialization (environment/education/etc)
- There was difficulty in bridging the “ministerial” gaps and including something about education in initiatives from the Ministry of Environment and vice versa.



The political or ideological descriptions of the intended changes,

- The limited timeframe of the project (with participants receiving the research report only a short while before the roundtables and the roundtables only being a singular event) did not allow sufficient opportunity for the participants to develop their own descriptions of ESC.
- The project's intention was to help the participants develop their own sense of commitment to the task. This appears to require a good deal more time and capacity building. ISP project itself does not provide the resources for this



The official, written documents describing the hoped-for development

- not yet able to compile a set of documents which are clearly adapted to the national situations. There is still a need for further consultation amongst the stakeholders on what ESC actually is in terms of the policies and conditions of the specific countries.
- limited reference in them to the incorporation of systems thinking or creative pedagogical approaches to ESC
- little emphasis on the perspective that sustainable consumption is not only a necessity but also a means of attaining better life quality
- governments' active role in the process and the implementation not clearly defined



Overall conclusions

The pilot project has, so far, achieved much of what it set out to do.

1. catalyzed educational reform process by providing a framework for action and by offering feedback and support from specialists and stakeholders along the way
2. documented a number of policies and initiatives in the countries circling around the ideas of sustainable consumption and sustainable living.
3. helped stakeholders consider how ESC can be a link between existing initiatives.



Overall conclusions

ISP project's shortcomings so far:

- 1.time frame of the project has clearly been too limited
- 2.Opportunities to come together and discuss national perspectives on ESC have been too few
- 3.The recommendations have not yet been compiled or put into action



Suggestions :

1. In order to overcome the difficulties encountered in relation to discipline-specific biases in the research and the recommendations, partnering two implementing partners in each country might be a solution. One partner would need to have expertise in education, the other in environmental issues.
2. A longer period for research and review and more opportunities than one single roundtable for discussion about national perspectives on ESC need to be arranged for should the project be repeated in the future
3. The policy documents and strategies should identify and underline the importance of holistic approaches to learning about the interdependent systems and processes of the modern world.





Thank you



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