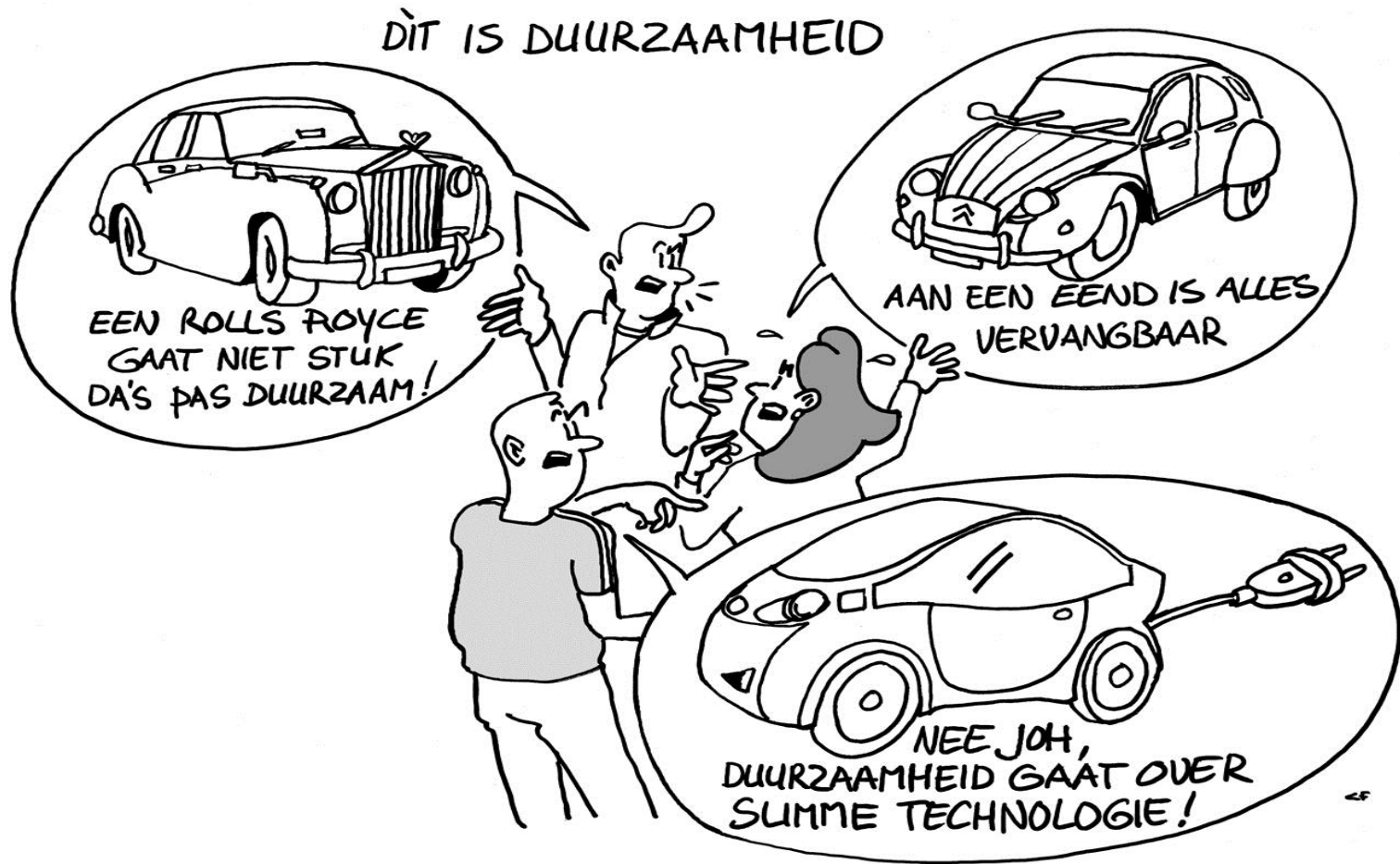


A presentation on Education and Sustainability *that should trigger creative thinking and shed a light on sustainability*

Arjen Wals



Shedding light on sustainability....



Sustainable Development: Orwell's cautionary tale

- Erosion of meaning ('newspeak')
 - non-terminology ('game' & 'non-game')
 - alternative interpretations and concepts ('sustainability' 'lasting impact of an intervention')
- Removal of ambiguity ('doublethink')
 - unification of opposites ('sustainability economic growth', 'plant bottles', 'clean nuclear power')
- Narrowing choices ('thought police')
 - prescribing sustainability and the road that will take us there

SD & Sustainability as an ill-defined concepts

- Meaning depends on the context and the user
- Inclusive and hard to narrow down
- Dynamic in space and time
- Political: groups with opposing ideologies use the language of sustainability
- No universal definition and/or operationalisation
(Dobson 1996)

Sustainability in NUFFIC-NPT Projects

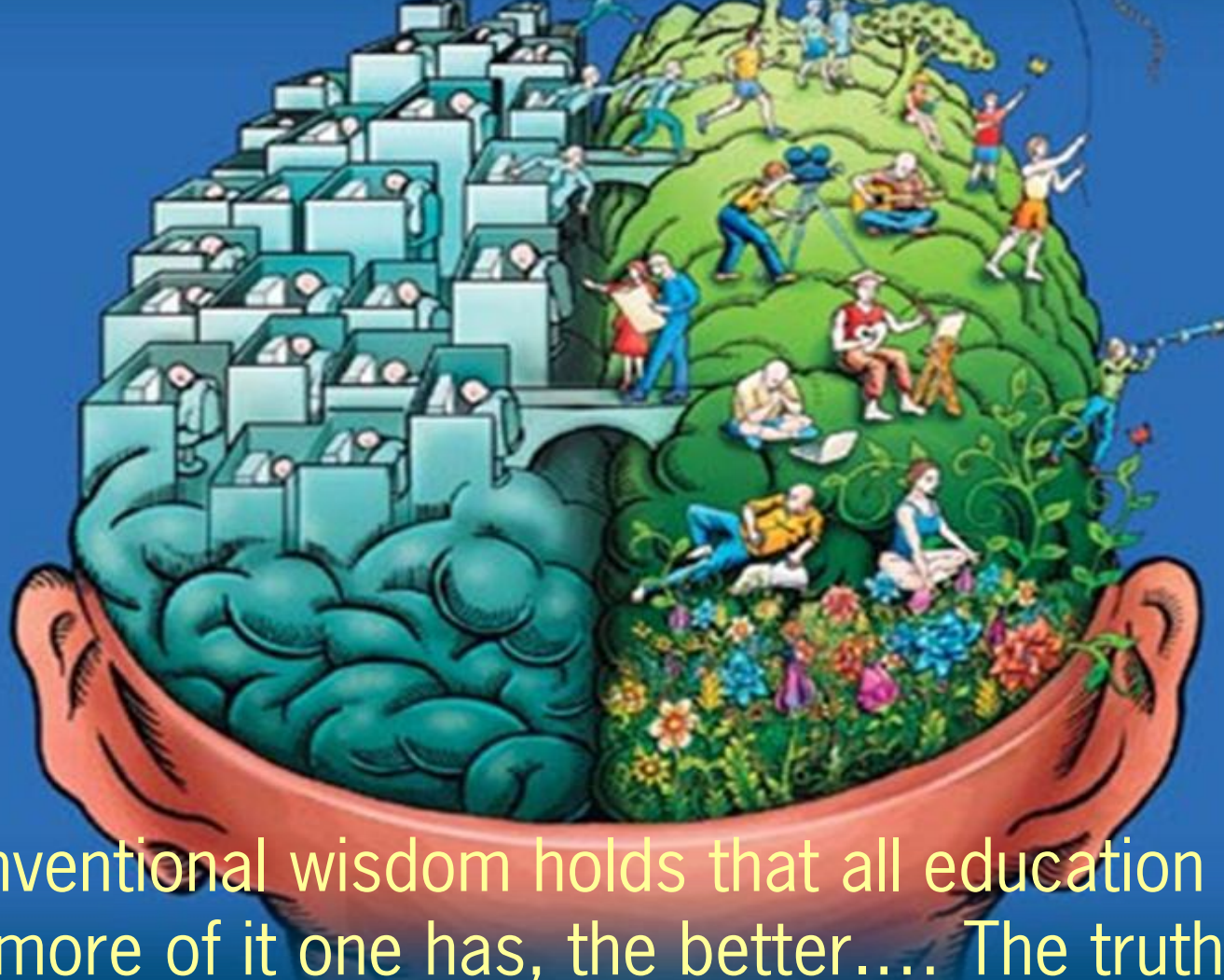
“Toolkit for sustainable impact” - seminar on practical solutions to increase sustainability in NICHE projects

Question: does sustainable impact here mean a contribution to SD in all its dimensions (ecological, environmental, socio-cultural, economic, ethical) or does it single out economic interests?

Staged responses to sustainability (free after Sterling 2004)

<i>Sustainability transition</i>	<i>Response</i>	<i>State of sustainability</i>
1 Very weak	Denial, rejection or minimum	No change (or token)
2 Weak	'Bolt-on'	Cosmetic reform
3 Strong	'Build-in'	Optimization
4 Very strong	Rebuild or redesign	Wholly integrative

How can we move from a Community of Strategic Performers in the theatre of development, to a Community of (reflexive) Practitioners committed to genuine societal change towards a more sustainable world?

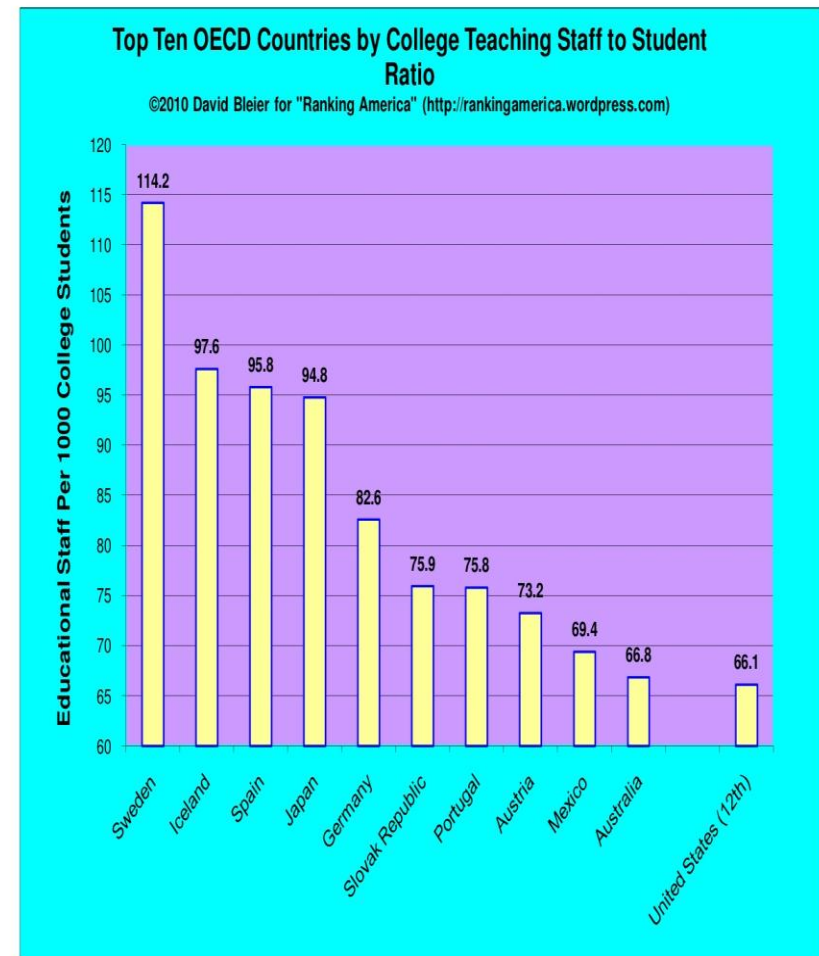
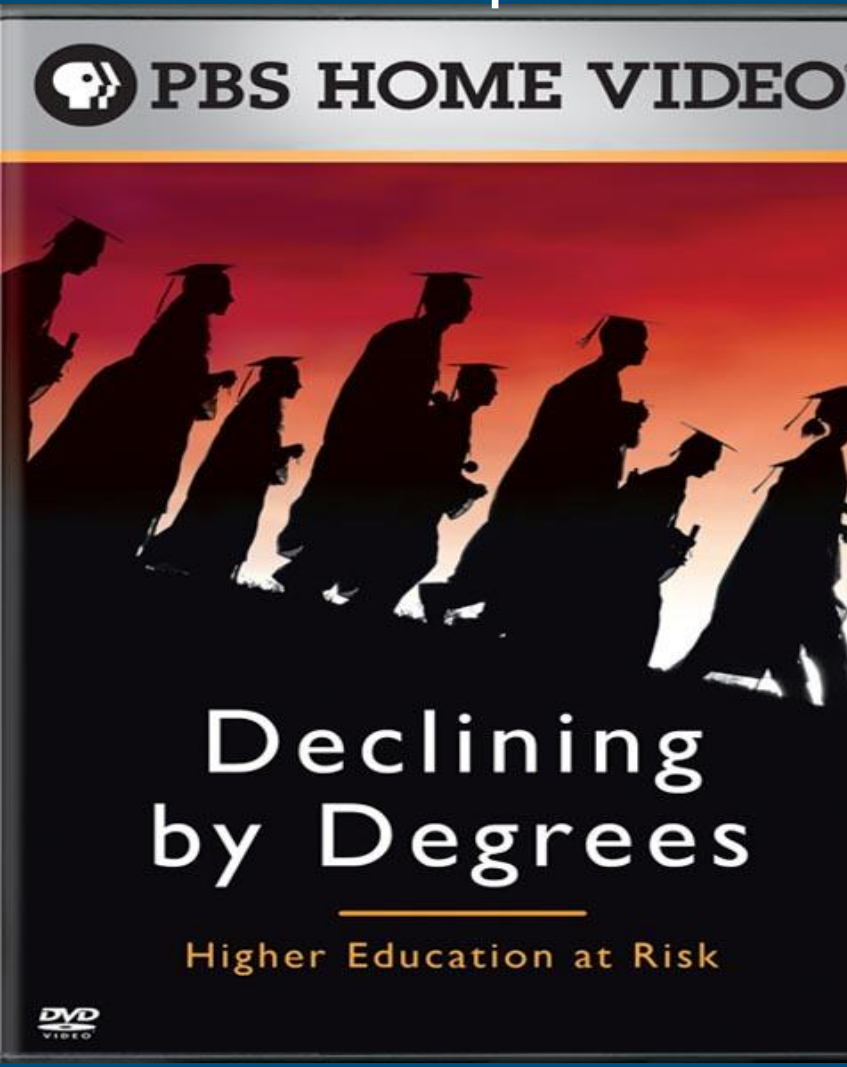


“The conventional wisdom holds that all education is good, and the more of it one has, the better.... The truth is that without significant precautions, [it] can equip people merely to be more effective vandals of the Earth” (D. Orr).

We are the students of today
attending the schools of yesterday
being taught by the teachers of the past-
with methods from the Middle Ages
to solve the problems of the future!



The diploma factory – trend

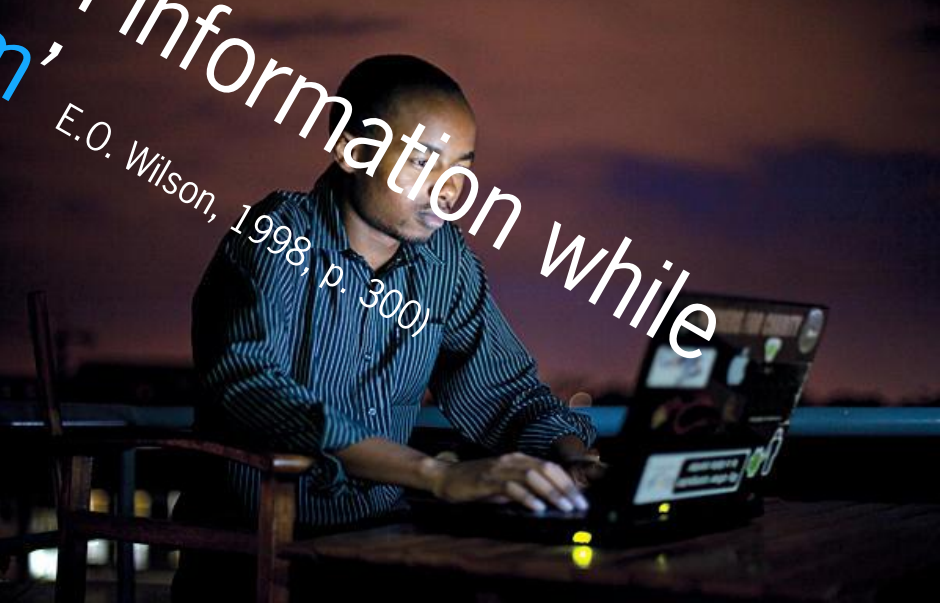


Data from OECD

http://www.oecd.org/document/62/0,3343,en_2649_39263238_43586328_1_1_1_37455,00.html

The call for relevance – counter trend





'We are drowning in information while starving for wisdom',
E.O. Wilson, 1998, p. 300

Colonial

Closed

**Predetermined
Prescribed**

Instrumental

*Instructors
Passive receivers
Extrinsic/external*

*Coaches
Active receivers*

Universal/national

**Authoritative
Hierarchical
Training**

**Participatory
Democratic
Social Learning**

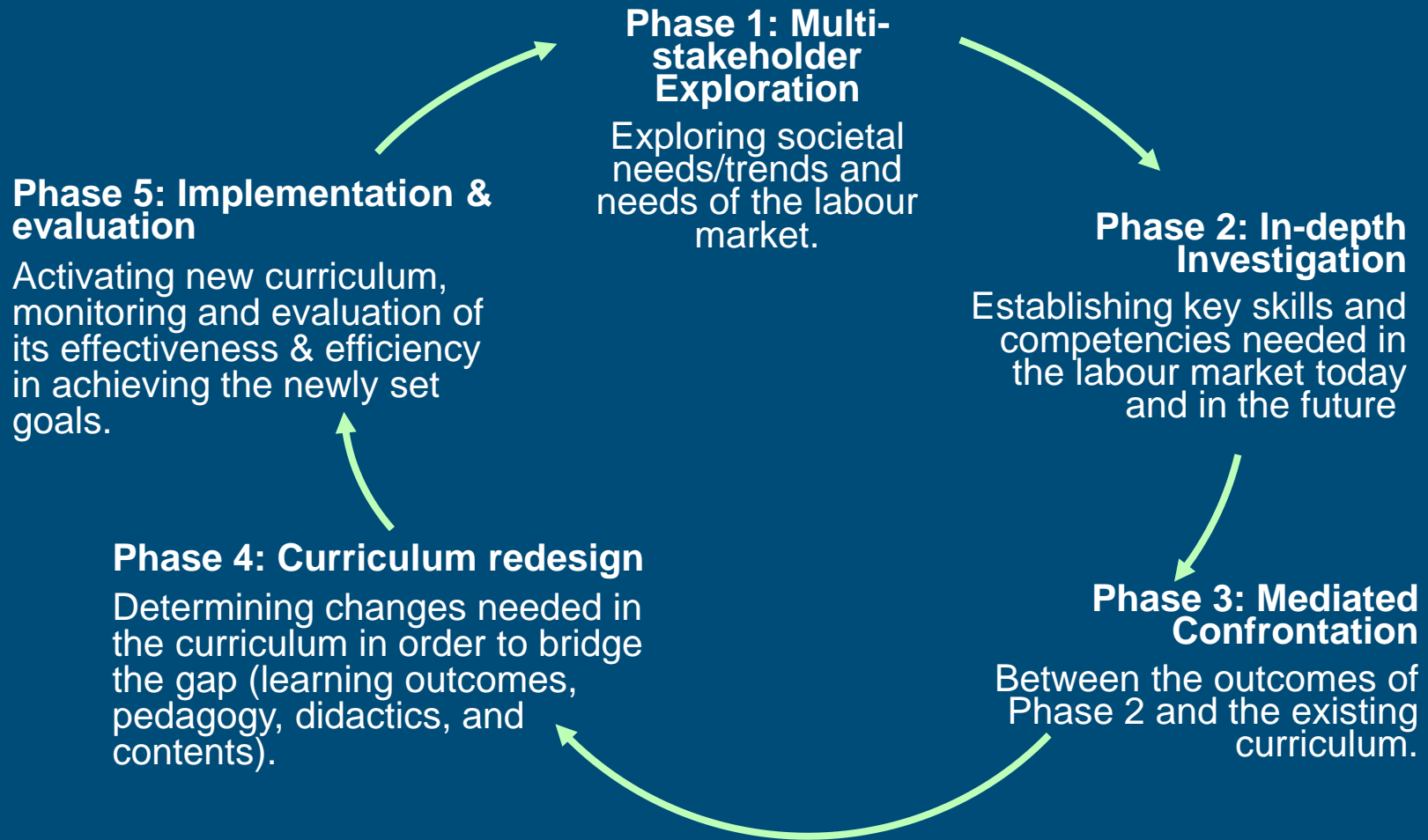
Emancipatory

*Facilitators & co-learners
Active-empowered
Intrinsic/internal
Localised*

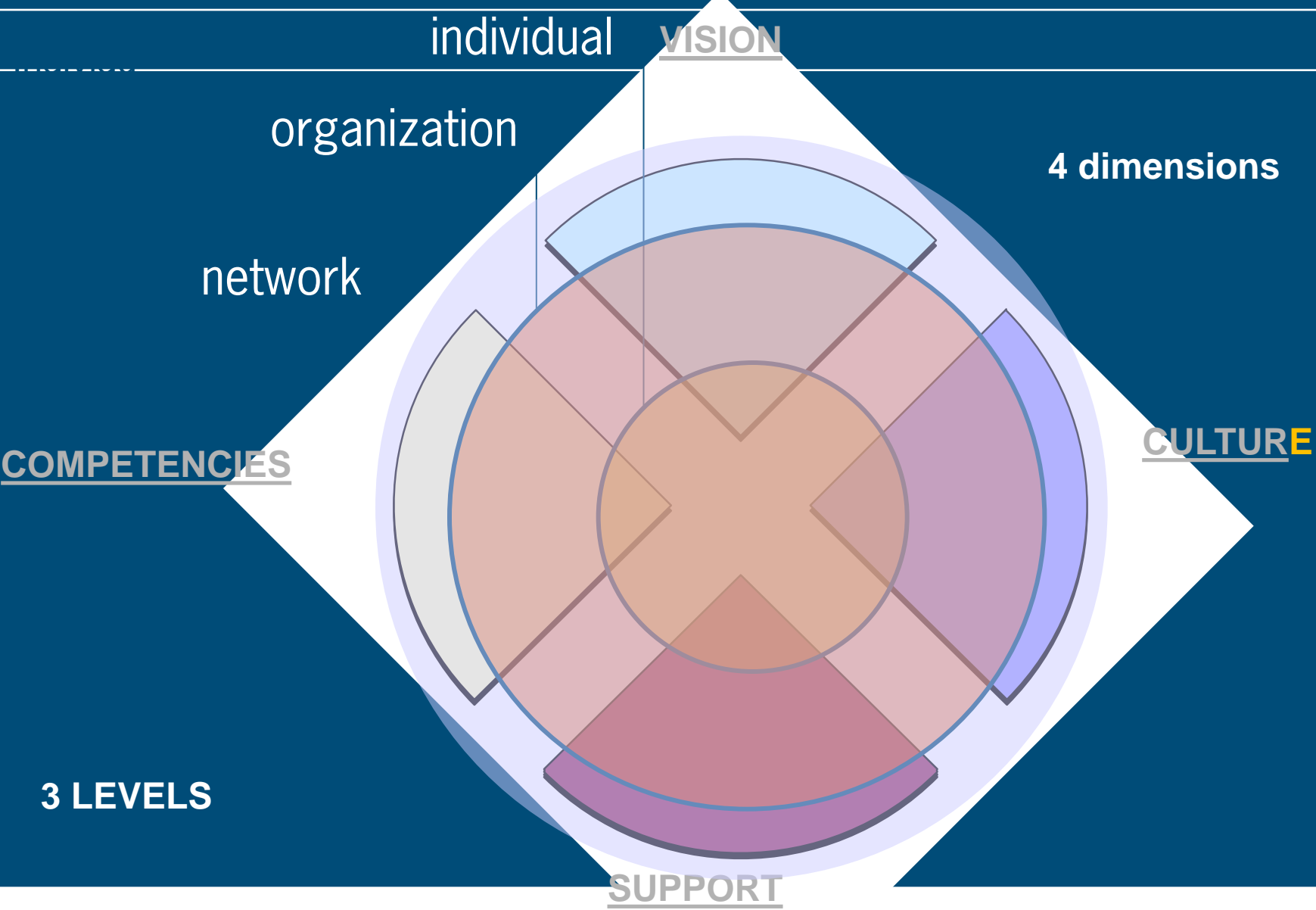
**Open
Self-determined
Co-created**

Post-colonial

A cycle for redesigning curricula (adapted from Wals, 2004)



Designing vital coalitions



VISION



Level	Principles
Individuals	Actively involved in creating a joint vision
Organizations	Have an explicit view with respect to linking with outside groups
	Stimulate and values the active participation of employees in determining mission and vision of the organization and the networks in which the organization participates
	Are willing to adapt and revise their vision as a result of emerging insights and changes in society
Network	Has an open, safe atmosphere and creates time and space for the development of a mutually supported vision

CULTURE

Level	Principles
Individuals	Change oriented
	Willing to cross boundaries
	Willing to share knowledge/experience
Organisaties	External orientation
	Bottom up - horizontal
Network	Is open and dynamic
	All relevant stakeholders involved
	Change-oriented
	'Learning atmosphere'
	Is open and safe (allowed to make mistakes)



COMPETENCIES



Level	Principles
Individual	Actively seeking new connections and personal networks
	Self-learners
	Can share their knowledge with different audiences
	Introspective, reflexive, self-critique
Organizational	Continuous attention for professional development (HRD)
	Seeking particular 'cross-boundary' competences when hiring new people
Network	Individuals and organizations participate on the base of their core competences
	Combined, all competences are present to make network successful
	Provides space for competence development within the network

SUPPORT



Level	Principles
Individuals	Share new knowledge and experiences with colleagues
	Request and get support from colleague's when needed
Organizational	Offer support for co-workers/employees to experiment, to learn, to develop (time, money, positive feedback, trust)
	Support exchange of explicit knowledge and the articulation of tacit knowledge both internally and externally
Network	Organizes appropriate ICT support for the exchange of knowledge and experience both internally and externally

Community Outreach & Education



Example: Inthutuku – UniZul, SA



- 1. Food gardens at schools, are they effective?
- 2. Small scale sugar cane growers
- 3. Student registration at UNIZULU.
- 4. Drug abuse among teenagers in Kwa-Dlangezwa schools
- 5. Food security of households in Kwa-Dlangezwa.
- 6. Safety of university students living off-campus
- 7. Inadequate recreational facilities for students of UNIZULU
- 8. Lack of information communication to students

Concluding remarks

- Integrating sustainability is just as much about *how* we teach and learn as it about *what* we teach and learn.
- Sustainability requires more space in curricula for authentic learning, integrative design and multiple ways of knowing.
- Sustainability requires require new competencies, also on the part of the teaching staff.
- Blurring the boundaries between institutional and community-based learning appears necessary (a call for blended learning and the hybridization of knowledge creation)
- Sustainability is more than to “keep on-going” or than “having a lasting impact” – it also begs the normative “to what end” question.



USM

UNIVERSITI SAINS MALAYSIA



GLOBAL ALLIANCE ON

COMMUNITY

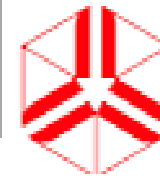
ENGAGED RESEARCH



R
C
E

REGIONAL CENTRE OF EXPERTISE
ON EDUCATION FOR
SUSTAINABLE DEVELOPMENT

ACKNOWLEDGED BY



**UNITED NATIONS
UNIVERSITY**



Living Knowledge

The International Science Shop Network



WAGENINGEN UNIVERSITY
WAGENINGEN UR