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ANNOUNCEMENT

THE INTEGRATED ASSESSMENT SOCIETY
AND
COLLABORATING INSTITUTIONS
PRESENT THEIR JOINT WEBINAR:

Education for Sustainable Development: Debating principles, promise and practice

7TH JUNE 2018

16:00-17:30 (Central European Summer Time)

[10:00-11:30 (Eastern/New York/Toronto) or 7:00-8:30 (Pacific/Vancouver)]

Background and Focus

Education is widely seen as having a fundamental role in generating lasting solutions to global sustainability challenges. This role is most widely conveyed at the global level through Agenda 2030 (and its Sustainable Development Goals), which explicitly refers to Education for Sustainable Development (ESD) as one of its key targets. These aims are enshrined in target 4.7, which seeks to “ensure that all learners acquire the knowledge and skills needed to promote sustainable development [...] through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.”

Despite the high profile granted to ESD in the Agenda 2030 some challenge that its universalist prescriptions fail to account for local context (particularly of those in the Global South), that they amount to little more than symbolic slogans, and that they do not go far enough in promoting deep transformation in dysfunctional global systems (Bengtsson 2016; Lotz-Sisitka et al 2015). At the same time, others argue that if education for sustainable development is indeed a key to the social transformation needed for achieving the SDGs (UNESCO 2017), more needs to be done to take these ESD principles and approaches beyond the school, and out into wider social and professional learning environments.

This webinar will take a closer look at the promises and critiques of *Education for Sustainable Development*, as well as alternative framings that might offer new ways forward. To do so it will consider the following questions from the perspectives of different stakeholders and contexts:

1. Does ESD provide us with the vision needed to meet today’s sustainability challenges? If not, what alternative ways forward should we pursue?
2. What tools and approaches can teachers, educators and other facilitators of learning use to support learners in developing the skills, capacity and awareness needed to foster social transformation in the face of global environmental challenges like climate change?
3. What role(s) must ESD or its alternatives play *beyond the school* if we are to meet today’s sustainability challenges? Do we have compelling examples of where this is already happening?

Agenda (times in Central European Summer Time)

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| 16:00 | <p>Welcome and introductory remarks <i>Daniel Schweigatz (TIAS webinar team), Blane Harvey and Romina Rodela (organizers)</i></p> |
| 16:10 | <p>Leaving the Titanic: Learning our way out of global system dysfunction Arjen Wals, <i>Professor Transformative Learning for Socio-Ecological Sustainability, Wageningen University - Guest Professor, University of Gothenburg</i></p> <p>In this talk I will introduce a critical perspective of ESD, SD and the SDGs and advocate forms of transgressive learning that can help build disruptive capacity alongside the usually emphasized adaptive capacity. The optimization of our current education and economic systems and models will not lead to a more sustainable world but will at best only delay its collapse. But how can we break away from these systems and models when they are so resilient? I will provide some suggestions and examples but above all invite all of those engaged in the webinar to provide more as we are entering unknown terrain.</p> <p>Q&A</p> |
| 16:25 | <p>Education for Sustainable Development: Snoozing to Catastrophe Bob Jickling, <i>Professor Emeritus, Lakehead University</i></p> <p>We have a problem. There are, of course the challenges and afflictions and environmental degradation, but there is also the on-going failure of most educational systems to adequately respond. To paraphrase David Orr, education, by and large, seems to be best at preparing evermore-clever vandals of the Earth. We are snoozing our way to catastrophe. Education for Sustainable Development is complicit and is the subject of this webinar, though to be fair, environmental education falls short, too. I will begin by identifying a couple of points—clichés really—where failure in serious scholarship begins. I’ll use these points to identify important questions that transcend education for sustainable development. I will then offer a couple of avenues forward for educators determined to try something different—to break free from the hidden authorities within schooling that tend to bend innovations back in the direction of everyday norms.</p> <p>Q&A</p> |
| 16:40 | <p>Translocal learning: connecting movements already taking on the crisis of our collective future Jonathan Langdon, <i>Canada Research Chair in Sustainability and Social Change Leadership & Associate Professor, Development Studies Program/Adult Education Department at St. Francis Xavier University</i></p> <p>In this talk I will discuss the potential for cross-movement learning in the face of the global stasis on meaningful action on climate change. While recognizing the relevance of more formal Education for Sustainable Development efforts, this presentation will argue for the need to look beyond these to the learning emerging from those on the frontline of dealing with sustainability challenges. Local movements in countless places are mobilizing to face the crisis of our collective future, and are learning through their engagement with this crisis. Connecting movements across localities opens up vistas of peer learning that sidestep the hierarchies of knowledge beginning to solidify around the sustainability industry. I will share a couple examples of the potential of this translocal learning, but, more importantly, look to those taking part in the webinar for ideas about how what they are connected to could foster such potential.</p> <p>Q&A</p> |
| 16:55 | <p>Roundtable discussion and wrap-up</p> |
| 17:30 | <p>Close of Webinar</p> |

This webinar is organized by the coordinators of a [Learning Community](#), a working group of [The Integrated Assessment Society](#) (TIAS). The Learning Community was established as a follow-up of three sessions on learning at the [International Sustainability Conference 2016](#). By establishing this Community, its coordinators aim to enhance the learning capacity of those who examine or seek to stimulate or organize learning processes. In doing so, we bring together people working on learning in transitions and those working on social learning in natural resources management. We expect that both communities have a lot to offer to each other. By connecting these usually rather separate communities, we hope to create synergies and to identify and address cross-cutting questions.

The webinar is part of a series of webinars we are organizing on learning. Ideas for future webinars and expressions of interest are welcome at learningcommunity@tias-web.info.

Registration and Participation

Space is limited. Therefore, registration is requested by the **6th June 2018**. Registrations can be made on: <http://www.tias-web.info/webinar-registration>. Although the webinar is free of charge, we very much appreciate your support to TIAS. Your [membership fee](#) and [donations](#) make it possible for TIAS to maintain operations and make webinars and other events and activities possible.

The webinar will be hosted on Adobe Connect™. Registered participants will be sent the link to virtual meeting room together with their registration confirmation. An audio-visual **recording** of the webinars as well as the presentations and highlights will be made available within one week of the event.

About the presenters

Arjen Wals is the Carl Bennet Guest Professor in Education for Sustainable Development at the University of Gothenburg. He holds the UNESCO Chair of Social Learning & Sustainable Development and is a Professor of Transformative Learning for SocioEcological Sustainability at Wageningen University (NL). His teaching and research focus on designing learning processes and learning spaces that enable people to contribute meaningfully to sustainability.



Jonathan Langdon is associate professor in StFX's Development Studies Program and Adult Education Department, has been awarded a \$500,000 five year renewable Canada Research Chair (CRC Tier 2) in Sustainability and Social Change Leadership. In addition, he was awarded a Canadian Foundation for Innovation (CFI) infrastructure grant through its John R. Evans Leaders Fund. As Canada Research Chair in Sustainability and Social Change Leadership, Dr. Langdon will focus new research on efforts to understand how these local leaders emerge, how they learn from one another, how they exchange knowledge in order to share what they know to improve local efforts, and how they work to build trans-local collaborative networks that generate local action where other forms of leadership have failed.



Bob Jickling is Professor Emeritus at Lakehead University. He founded the *Canadian Journal of Environmental Education* in 1996 and served as Editor and Co-Editor for 15 years; he is now *Editor Emeritus*. He was also a long-serving member of the steering committee for *The Canadian Network for Environmental Education and Communication* (EECOM). He has co-edited a newly published book titled *Post-Sustainability and Environmental Education: Remaking Education for the Future*.



About the organizers

Blane Harvey is Assistant Professor in the Department of Integrated Studies in Education at McGill University (Canada), and a Research Associate with ODI's Risk and Resilience Programme. His research examines the construction, validation and diffusion of climate change knowledge, and how learning-based processes can support action on climate change in the global South. Blane previously led work on learning and knowledge sharing the IDRC's Collaborative Adaptation Research Initiative in Africa and Asia (CARIAA) and with the Climate Change Team at the Institute of Development Studies at the University of Sussex.



Romina Rodela is a researcher working in the interdisciplinary field of environmental governance. She has a research interest in participatory approaches, collective action and social learning. As part to past projects she was engaged on research synthesis of conceptual and methodological aspects of the literature on social learning in the field of natural resource management. Romina is currently managing the project "Environmental Governance in Context" at Södertörn University (Sweden). She is collaborating with Wageningen University (the Netherlands) and Can Tho University (Vietnam) on the assessment of the learning effects of serious games in the context of climate smart technologies in the Mekong Delta, Vietnam.



The Integrated Assessment Society (<http://www.tias-web.info>) is a not-for-profit-entirety created to promote the community of inter-disciplinary and disciplinary scientists, analysts and practitioners who develop and use integrated assessment. The goals of the society are to nurture this community, to promote the development of IA and to encourage its wise application. The Learning Community is one of the working groups of TIAS. This webinar is implemented with the kind support of the members of TIAS' webinar support team: Joanne Vinke-de Kruijf, Caroline Lumosi and Daniel Schweigatz.

