



Learning to Live Wisely!
Education for Sustainable Living
Hedmark University College, Hamar
17-18 October 2012
Conference Proceedings

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Partnership for Education and Research about Responsible Living

www.perlprojects.org

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2418 Elverum, Norway

Learning to Live Wisely, Education for Sustainable Living

Dear participants and contributors,

The Norwegian ministry of children, equality and social inclusion, in cooperation with the Nordic-Estonian consumer education group and PERL (The Partnership of Education and Research about Responsible Living) would like to thank you for participating in the “Learning to Live Wisely, Education for Sustainable Living” conference which was held at the Hedmark University College, Hamar on the 17-18 of October.

The feedback which we have received indicates that the participants felt the conference was very good and raised important issues. We hope that all of you have gained something useful which can help in practice.

For your information we have made a compilation of the presentations and workshops from the conference. These presentations highlight the importance of building teaching capacity; sharing best practices on how to teach sustainable living; exchanging learning materials on sustainable consumption; and discussing how to integrate sustainable consumption in the curriculum. These are only a few of the topics emphasized at the conference and included in these conference proceedings. Enjoy reading!

Please note that the authors need to be referenced when using any content of these conference proceedings.

Best regards,
Sacha de Raaf,
The PERL Core Unit



PERL is a partnership of educators and researchers developing methods and materials to encourage people to contribute to constructive change through the way they choose to live.

Conference invitation

Teaching sustainable living to young people – from ideas to action



**EDUCATION FOR
SUSTAINABLE
LIVING**



**LEARNING TO
LIVE WISELY**

DATE **October 17th – 18th 2012**

TIME **Lunch to lunch**

LOCATION **Hedmark College, Hamar, Norway**

The need for living more sustainably has been recognized by governments and people around the world. In Rio de Janeiro, Brazil this June, over 100 heads of state are joining with tens of thousands of civil society representatives to plan “The Future We Want”.

How can we live more sustainable? Which tools do future generations need in order to meet the demands of a more sustainable society? There is a pressing need for a closer connection between the overarching international goals for more sustainable societies, and locally developed education.

We want to carry forward the message that education for sustainable living is the way for the future. In order to do this, The Norwegian ministry of children, equality and social inclusion, in cooperation with the Nordic-Estonian consumer education group and PERL, invite you to participate in a regional conference which will focus on

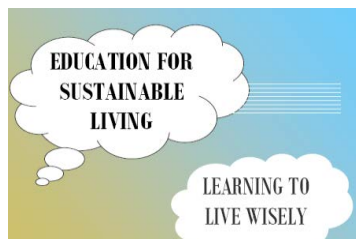
Learning to Live Wisely! Education for Sustainable Living

The aim of the conference is to build teaching capacity and

- Share best practices on how to teach sustainable living.
- Exchange learning materials on sustainable consumption.
- Discuss how to integrate sustainable consumption in the curriculum

The conference will take place on the 17th-18th October 2012 at the Hedmark University College, Campus Hamar, Norway. The conference will feature speakers from Norway and Europe. There will be interactive workshops, panel discussions, and opportunities for networking. Space is limited, **only 60** participants maximum, so mark the date now and spread the word to your colleagues. A detailed program and registration form will be sent to you in august and will be available online at www.perlprojects.org.

For inquiries please contact perl@hihm.no.



October 17-18, 2012
Hedmark University College,
Campus Hamar, Norway

CONFERENCE PROGRAM

Wednesday 17 October

- 1300 *Opening remarks:*
- Bodhild Fisknes, The Norwegian Ministry of Children, Equality and Social Inclusion
- Lise Iversen Kulbrandstad, Rector, Hedmark University College
- Gunilla Blomquist, Swedish Ministry of Environment
- Victoria W. Thoresen, The Partnership for Education and Research about Responsible Living
- 1415 *Presentation and discussion:*
"From knowledge to action—What motivates the conscious consumer?"
Erik Lindsay Griffin, (Synovate Norge)
- 1450 *Presentation and discussion:*
"Sustainable Development post Rio+20"
Jan Gustav Strandenæs (Stakeholder Forum)
- 1515 *Panel discussion:*
"Influencing tomorrow's consumers—who, how, when and where?"
Panel: Erik Griffin, Jan Gustav Strandenæs, Gunilla Blomquist, Andres Sooniste
- 1600 coffee break
- 1630 Workshop #1 ***"Values, indicators and choice-making"*** WeValue Project; facilitator: Victoria W. Thoresen, PERL
Parallel workshop #2: ***"Scenarios and backcasting—new approaches to learning about the future"***
facilitator: Oksana Mont, Lund University, Sweden
Parallel workshop #3: ***"Storytelling—a tool for learning about reality"*** facilitator: Inger Haug/Terje Molster, Hedmark University College
- 1730 *Plenum session: "Good Practice Roulette"* (each participant is requested in advance to bring a brief description of one good example of education for sustainable consumption which they are acquainted with. These are then put in a bowl and the moderator picks one out, reads it, the group discusses it briefly, judges its relevance and applicability; then another example is drawn from the bowl, etc) facilitator: Hille Janhonen-Abuquah, University of Helsinki
- 1930 Conference Dinner at Victoria Hagen

Thursday 18 October

- 0900 Music
- 0915 *Presentation: "Knowledge for Common Future"* Jan Peter Strømsheim, Norwegian Ministry of Education
- 0940 *Presentation and discussion "Involving local communities in the learning process"* Kirsten Paaby, Ideas bank
- 1010 *Panel: "Ensuring consumer education in education for sustainable development"*
Panel: Kristen Paaby, Kristof Dewaele, Jimmy Wallin, Oksana Mont
- 1100-1130 Coffee break
- 1130-1230 Workshop #4: ***"Active learning methodologies and toolkits"*** facilitator: Miriam O'Donoghue
Parallel workshop #5: ***"Inclusion—a key to responsible living"*** facilitator: Kari Nes, Hedmark University College
Parallel workshop # 6: ***"Drawing cartoons—to raise awareness about sustainable consumption"***
facilitator: Jimmy Wallin
- 1230 Closing remarks
- 1300-1400 Lunch



Rio +20

Adoption of a Global 10 Year Framework of programmes on Sustainable Consumption and Production

Gunilla Blomquist
Swedish Ministry of the Environment



10 YFP

GOAL: Fundamental changes in the way societies produce and consume.

Support SCP, regional and national initiatives

Includes function, organisational structure
UNEP as a Secretariat, Board including different stakeholders
Reporting to a new High Level Forum (?)

5 programmes:

- **Sustainable Lifestyles and Education**
- Sustainable Tourism
- Sustainable Building
- Sustainable Public Procurement
- Consumer Information

Implementation of 10YFP Programme on Sustainable Lifestyles and Education

UNEP – establishing the programmes

PERL an important role – contributing with good examples, initiatives, experiences, knowledge, tools/guidelines and Networks

Sweden in a Planning stage –

Integrate SCP into national work on Resource Efficiency
Planning assignments to a number of Authorities, inter alia
School Authorities,


Dialogue with Civil Society and regional/local level.

Appointment of Focal Point reporting to UNEP/High Level Forum

Supporting international work/UNEP



Teaching sustainable living to young people – from ideas to action



**EDUCATION FOR
SUSTAINABLE
LIVING**

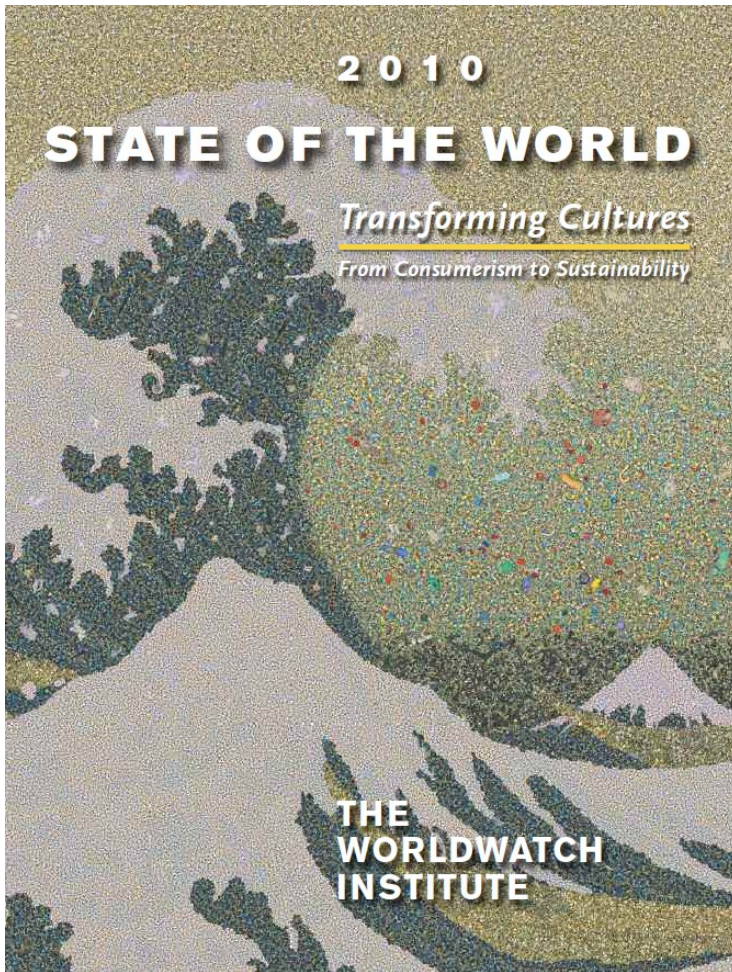


**LEARNING TO
LIVE WISELY**

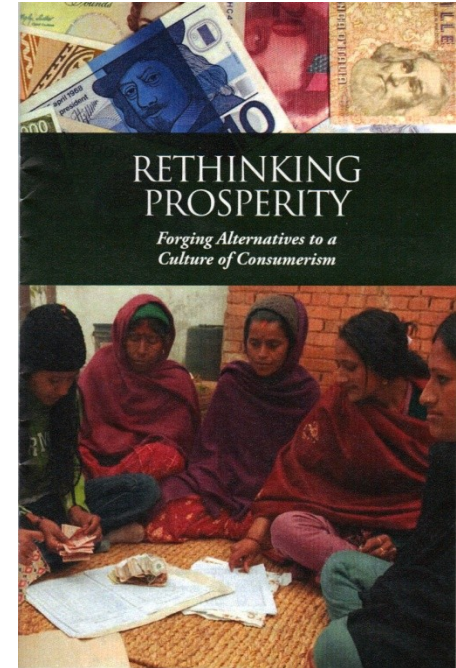
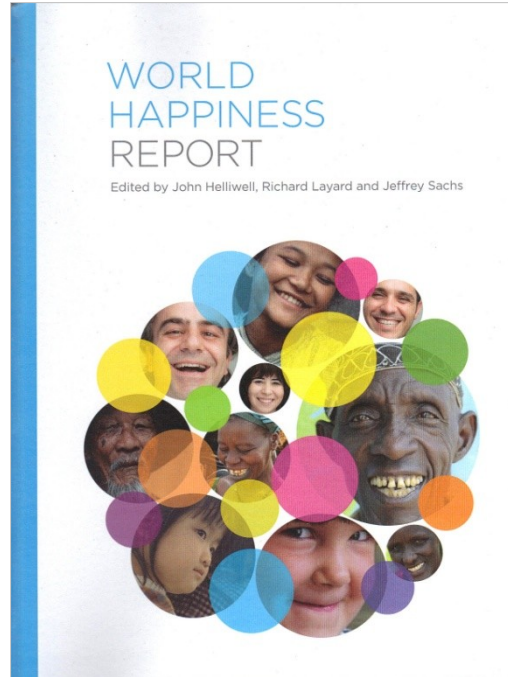
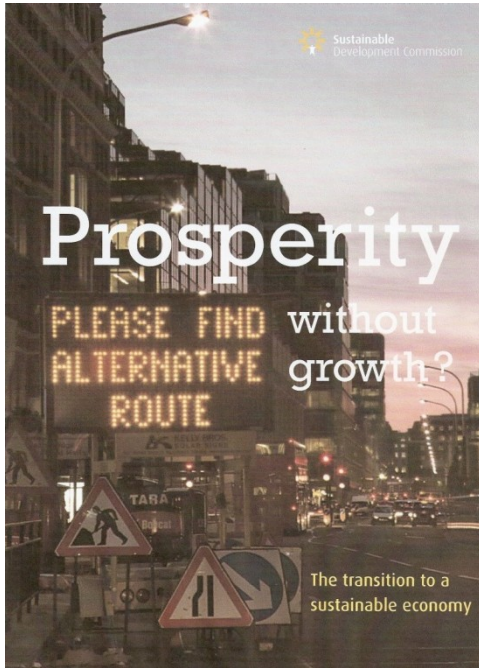
DATE October 17th – 18th 2012

TIME Lunch to lunch

LOCATION Hedmark College, Hamar, Norway







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. BIC, 2010)



Perception

Science for society

Relevant research
Creativity
Discourse
Networking

Personality

Global Citizenship

Identity
Trustworthiness
Social
responsibility

Participation

Theory in practice

Collaborative
consumption
Civic engagement
Community
service

Empowerment

**Personalizing
Quality/
excellence
Endurance
Belonging**

Cooperation

**Reciprocity
Visibility
Frameworks
Cohesion/
Solidarity**

**A continual process
of questioning, learning
and action in all regions**

**Investigating
Involving
Rethinking
Revising**



“...fundamental changes in the way societies consume and produce are indispensable for achieving global sustainable development.”

“business as usual cannot be an option and transformative change is needed.”







“Knowledge comes but wisdom lingers.”

Tennyson

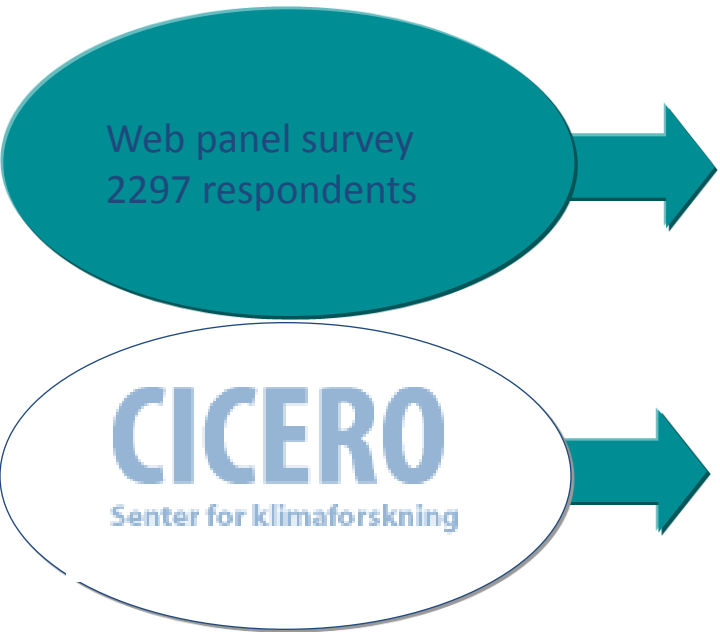
“From knowledge to action—What motivates the conscious consumer?”

Sources: Norsk Monitor, Den Store Norske Klima- og Miljøundersøkelsen 2008, 2010 & 2012

Erik Griffin



The most thorough and comprehensive study of Norwegian consumers' knowledge, attitudes and behavior on climate and environmental issues



Den Store Norske Klima – og Miljøundersøkelsen 2008
- Kravene fra forbrukerne og hvordan din virksomhet bør møte disse

CICERO
Senter for klimaforskning

synovate
Research reinvented



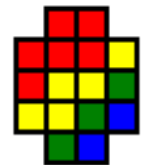
Profil store norske bedrifter



Synovate Norsk Medieindeks



Norsk Monitor



Norsk Spisefakta

Repeated in 2010 and 2012 (available in November)

Landsrepresentativ
undersøkelse med
2373 respondenter

CICERO
Senter for klimaforskning

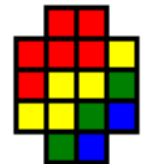


Synovate
Profil store norske
bedrifter

Synovate Norsk
Medieindeks

Norsk
Spisefakta

Norsk Monitor



Some milestones



1972

1978

1981

1986

1989



The worlds' first
climate conference
in Stockholm

Alta

Sur nedbør

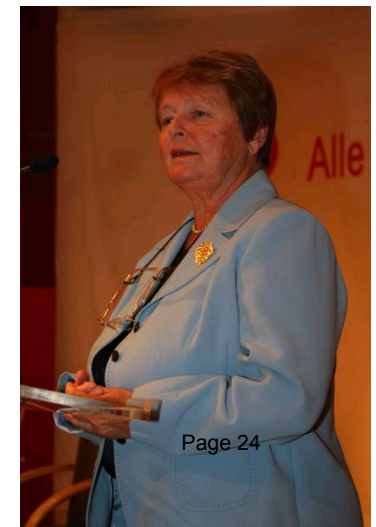


Bellona

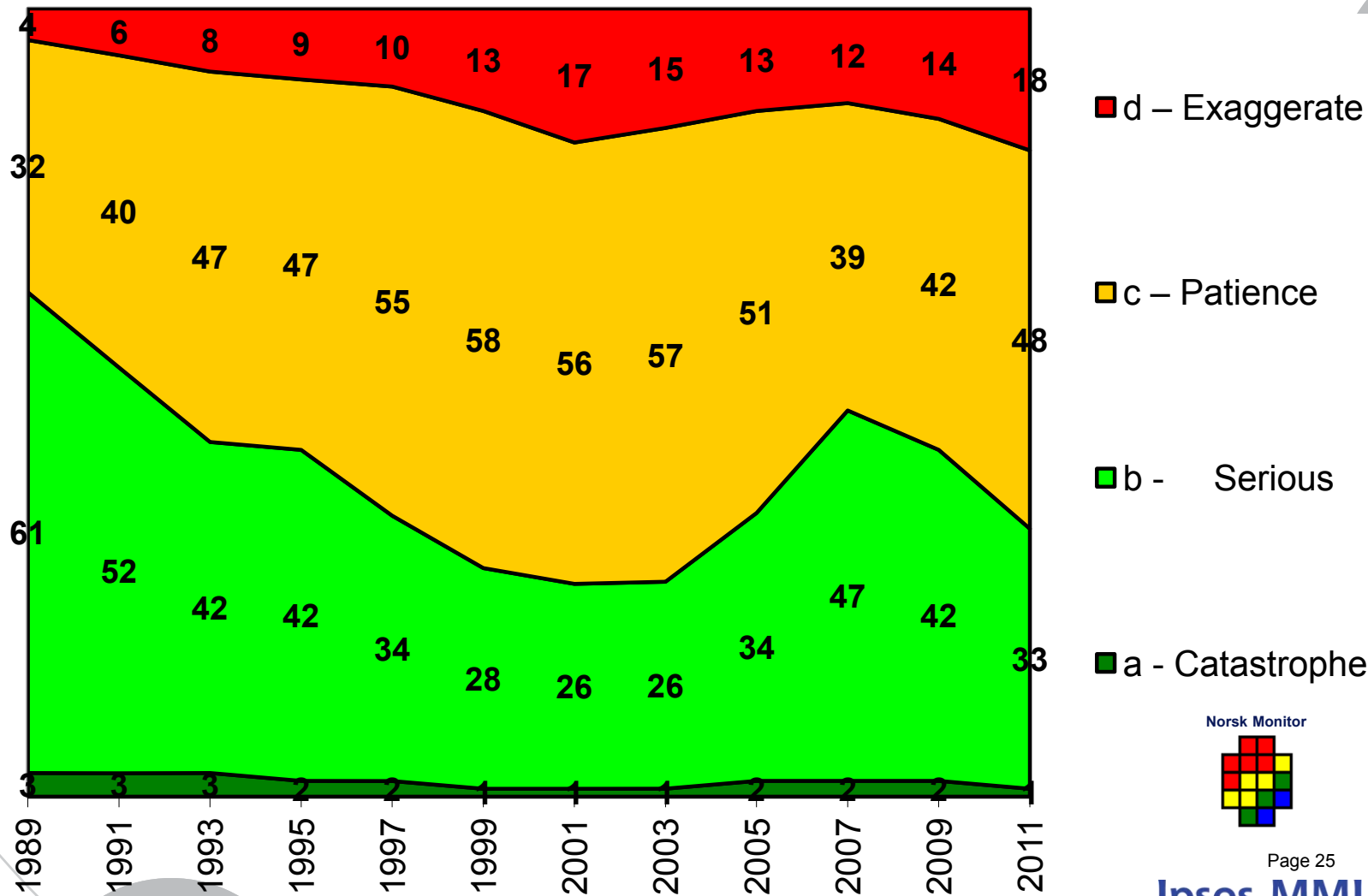
Framtiden i våre
hender

The Ozon layer

"Our
Common
Future



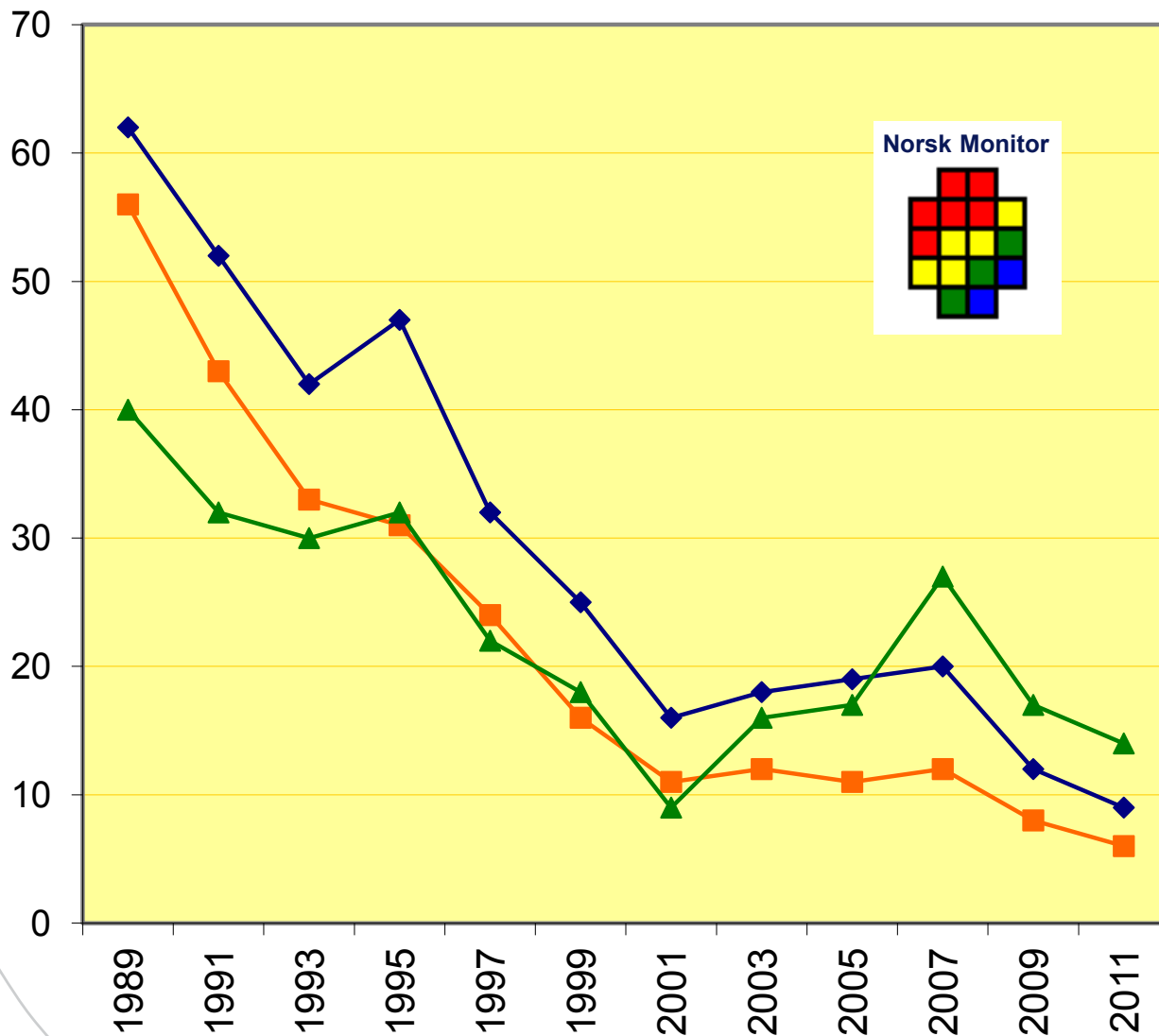
Four different views on the environmental status – Which one is closest to yours?
 a - It has gone too far. It is too late to do anything. We are heading for a catastrophe.
 b - The situation is serious, drastic measures are necessary to solve the problems.
 c - With patience and perseverance we can turn the situation around.
 d - It is not that bad, we tend to exaggerate how bad things really are



Norsk Monitor



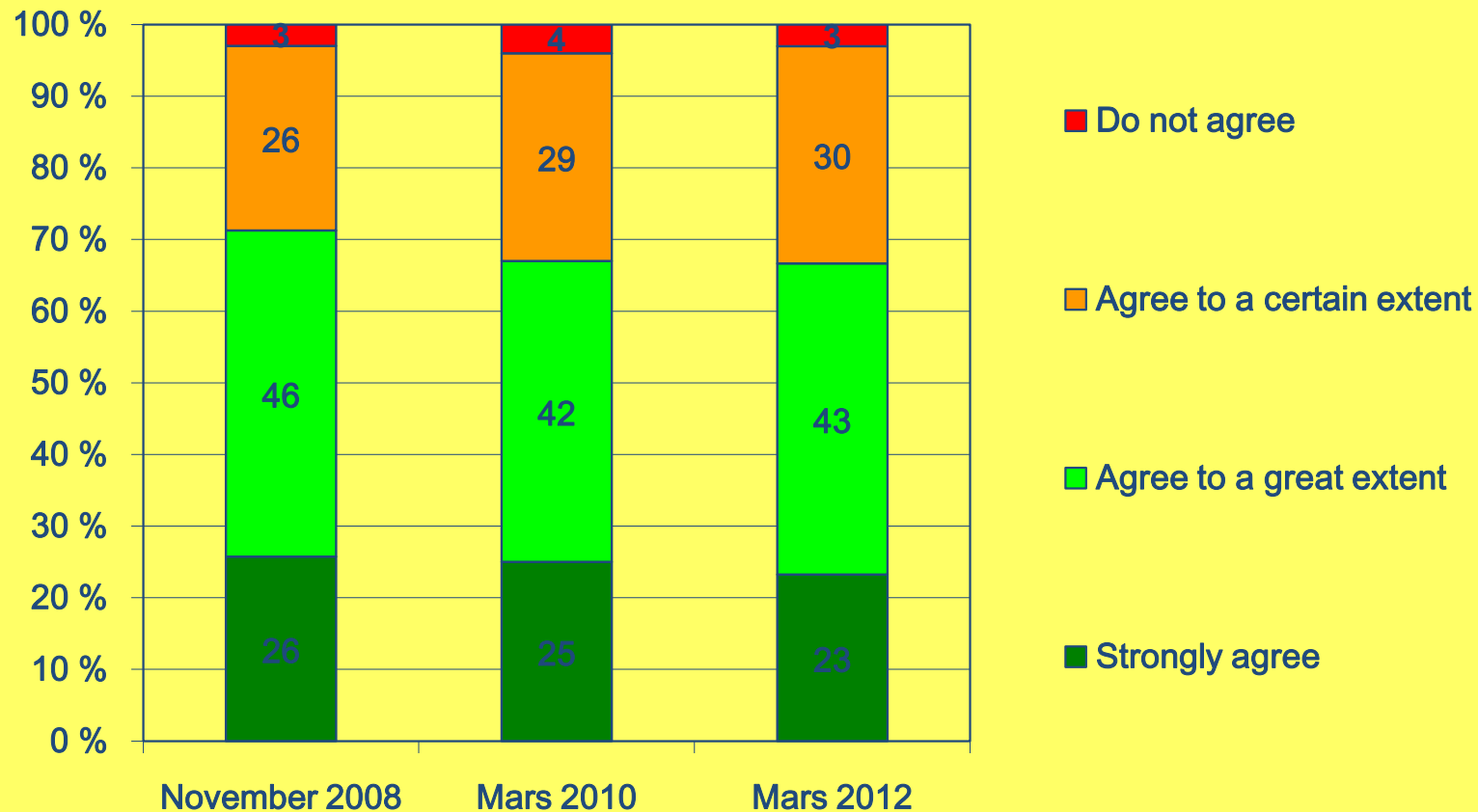
Worrying about specific environmental issues (%)



Meget bekymret for:

- ◆ The ozone layer
- Acid rain
- ▲ Climate change and greenhouse effect

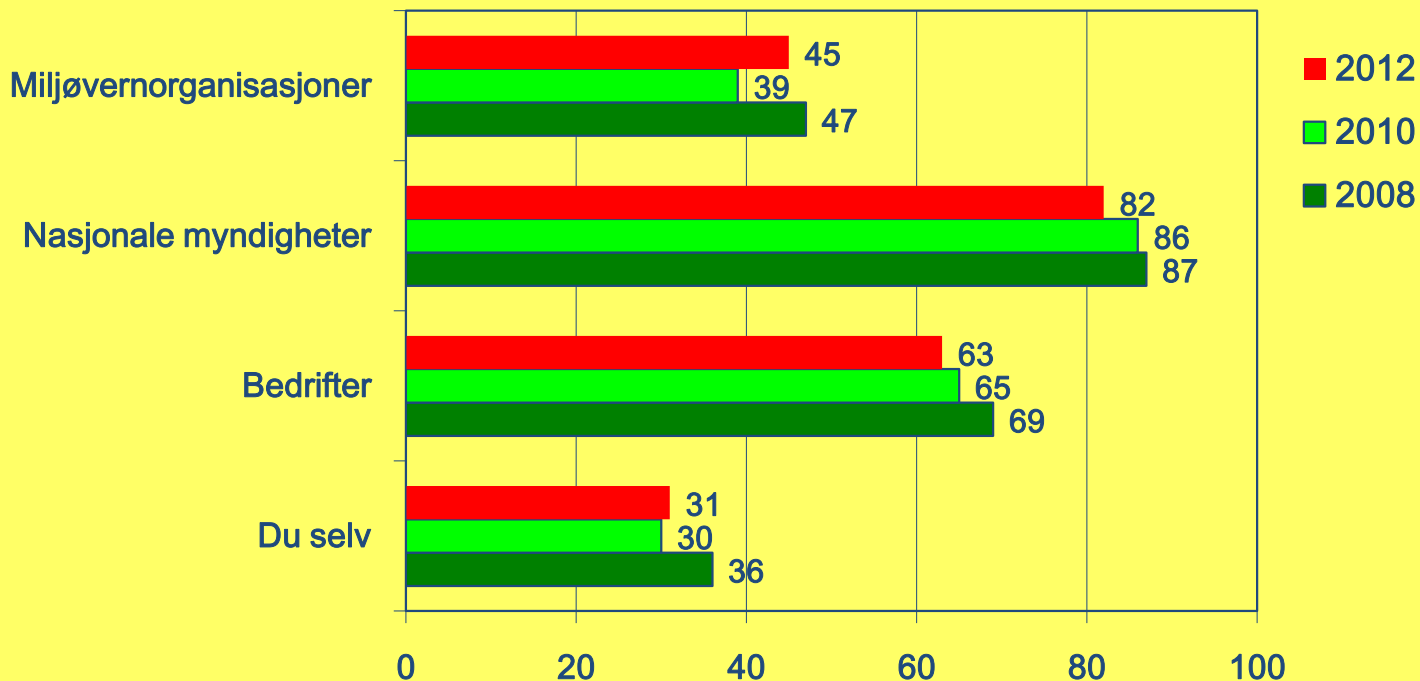
”I am concerned about what I personally can do to protect the environment”

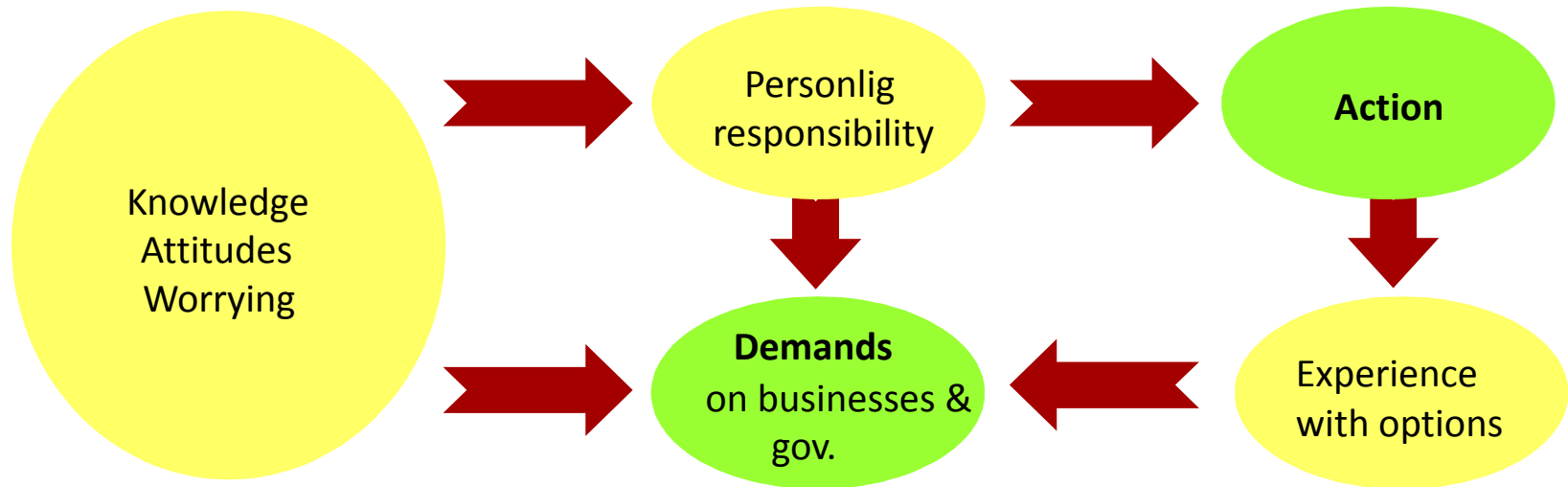


Selv om det her er en mindre nedgang så er dette en av de mest avgjørende faktorene for miljøvennlige handlinger – det er i korte trekk nødvendig med personlig ansvarsfølelse for å gjøre de ”ekstra” tiltakene som trengs for å velge miljøvennlig.

”Hvor stort ansvar mener du at aktørene nedenfor har for å sette i gang tiltak som kan redusere klimaproblemet?”

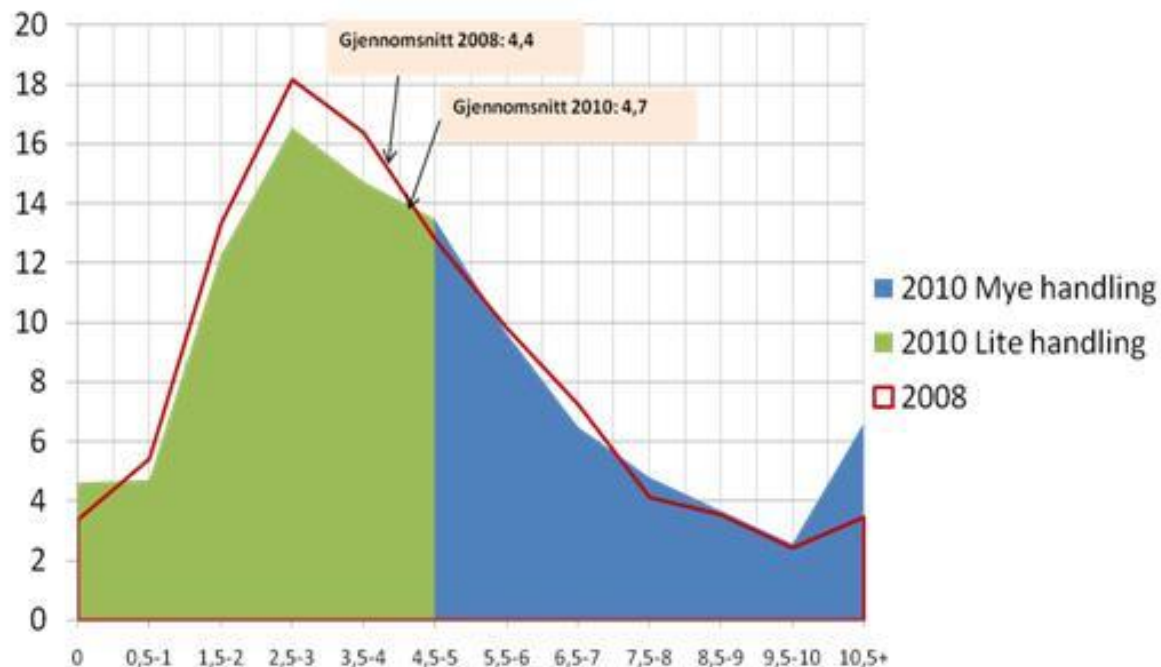
Andel som svarer ”Stort ansvar”



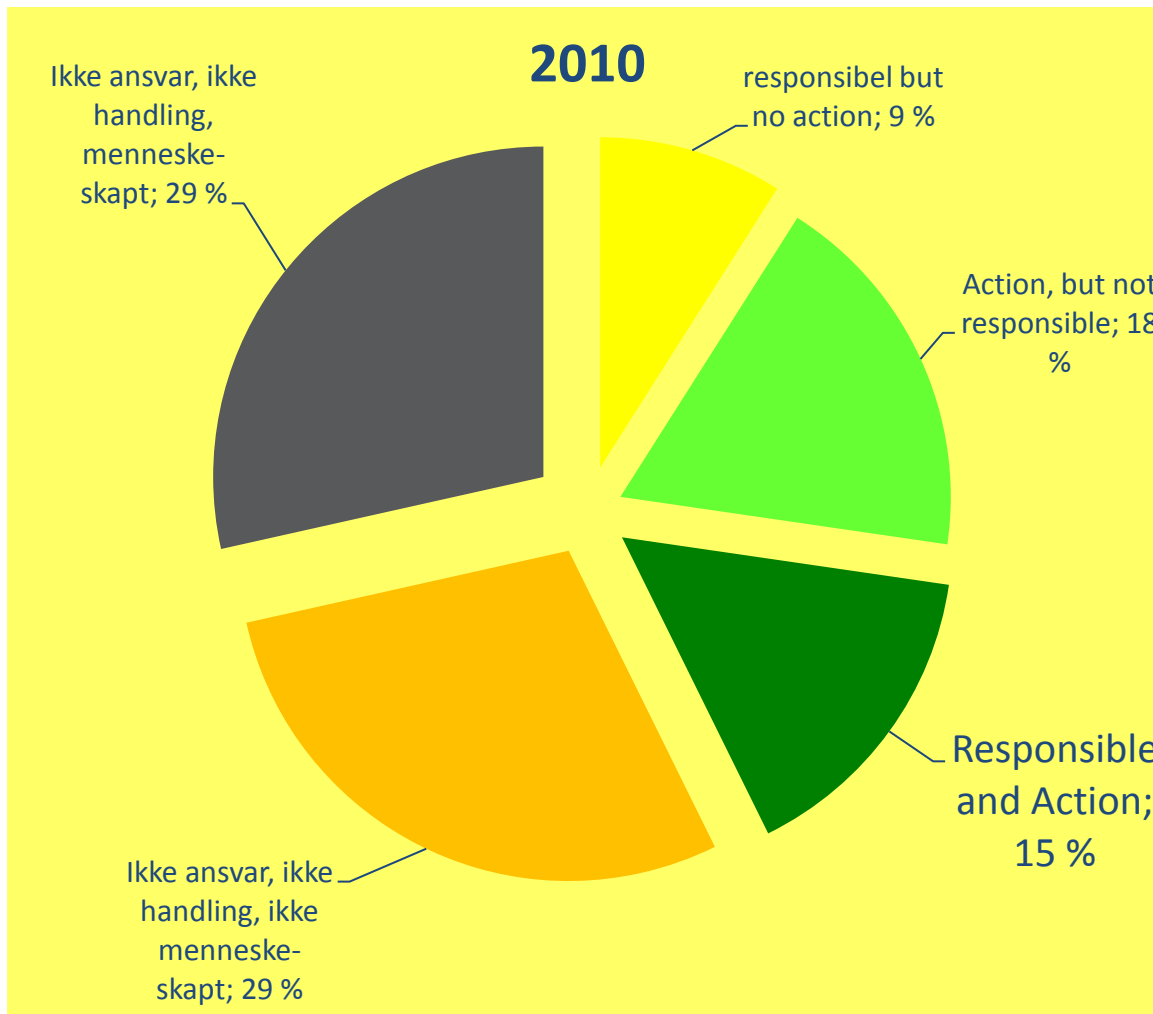


The Environmental Action Index – What they actually do?

- Velger det mest miljøvennlige transportalternativet på tjenestereiser
- Velger det mest miljøvennlige transportalternativet på feriereiser
- Unngår engangsprodukter
- Sier nei takk til reklame i postkassen
- Kildesorterer
- Leverer til gjenvinning
- Komposterer
- Spiser mer lokal mat
- Velger økologiske matvarer
- Lager mat fra bunnen av
- Betaler gjerne noe ekstra for å sikre at matvarer er økologiske
- Unngår matvarer som har reist langt
- Velger svanemerkede hygieneartikler
- Ser etter miljømerking generelt
- Vil betale ekstra for miljøvennlig drivstoff
- Velger vekk leverandører som driver med uakseptabel forurensing



Klimasegments in 2010 – decline in attitudes, but more action

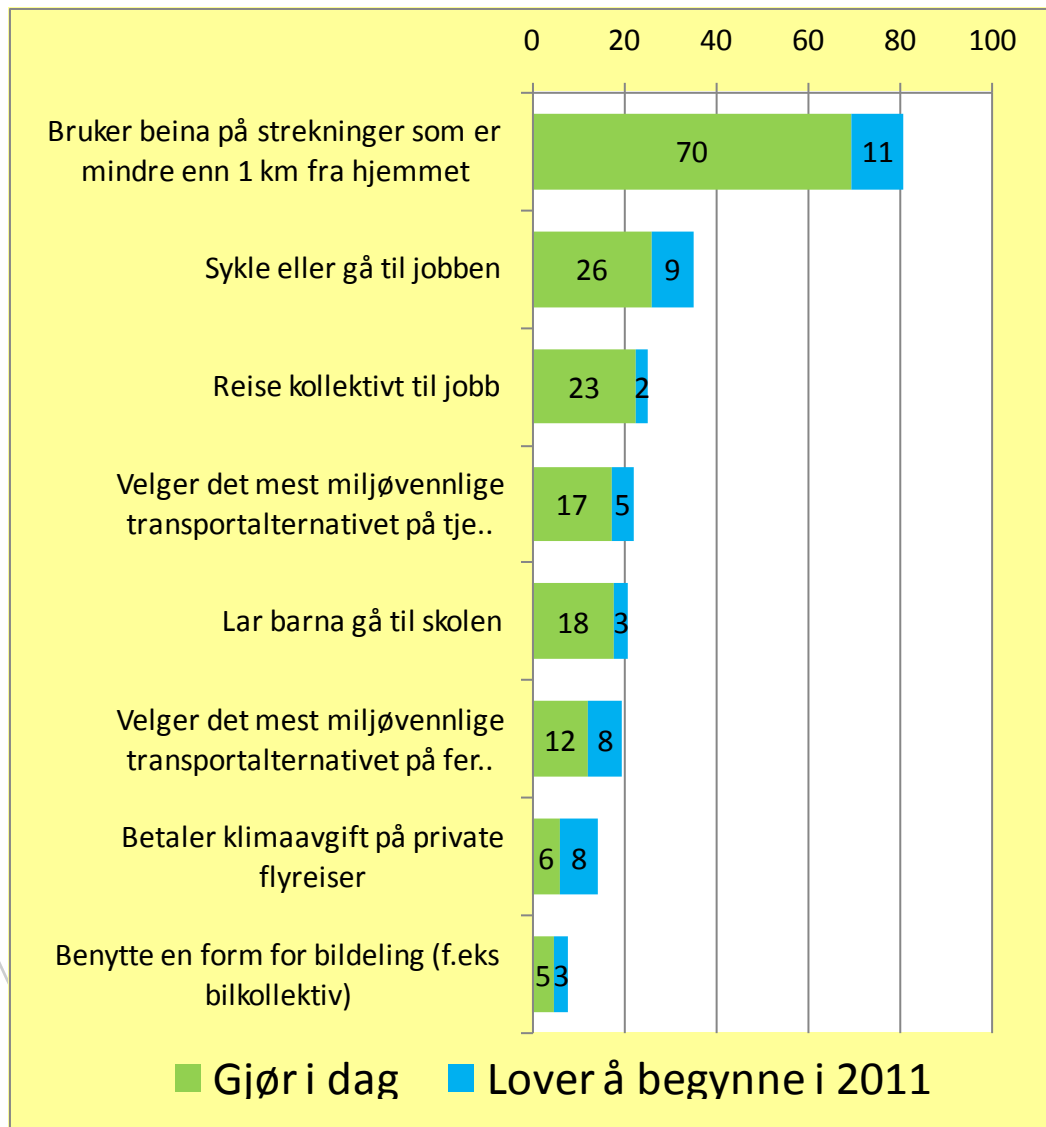


...less focus on climate change

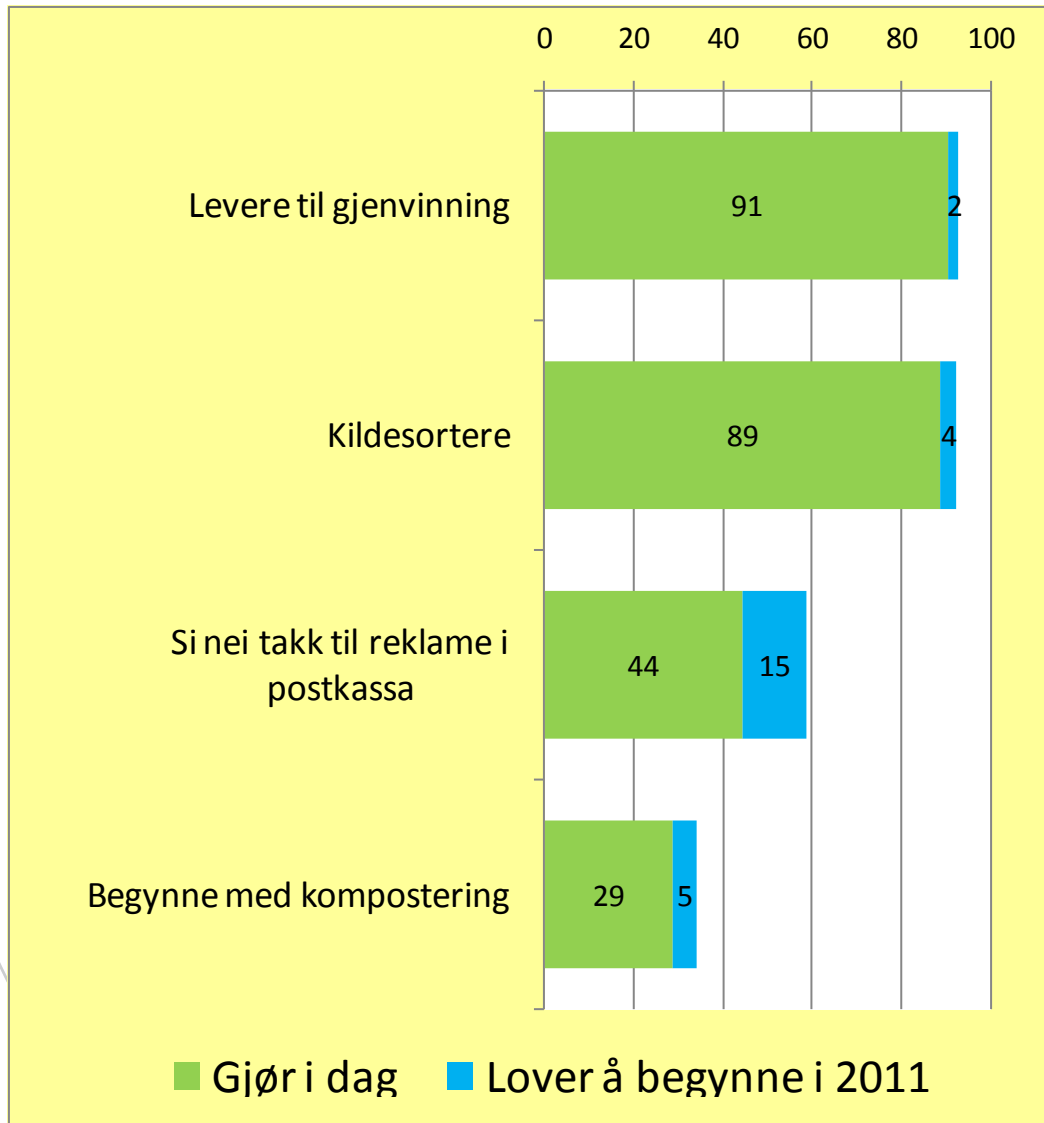
...increased climate skepticism

...polarization

"Climate promises" what the consumer say they will do to reduce their carbon footprint

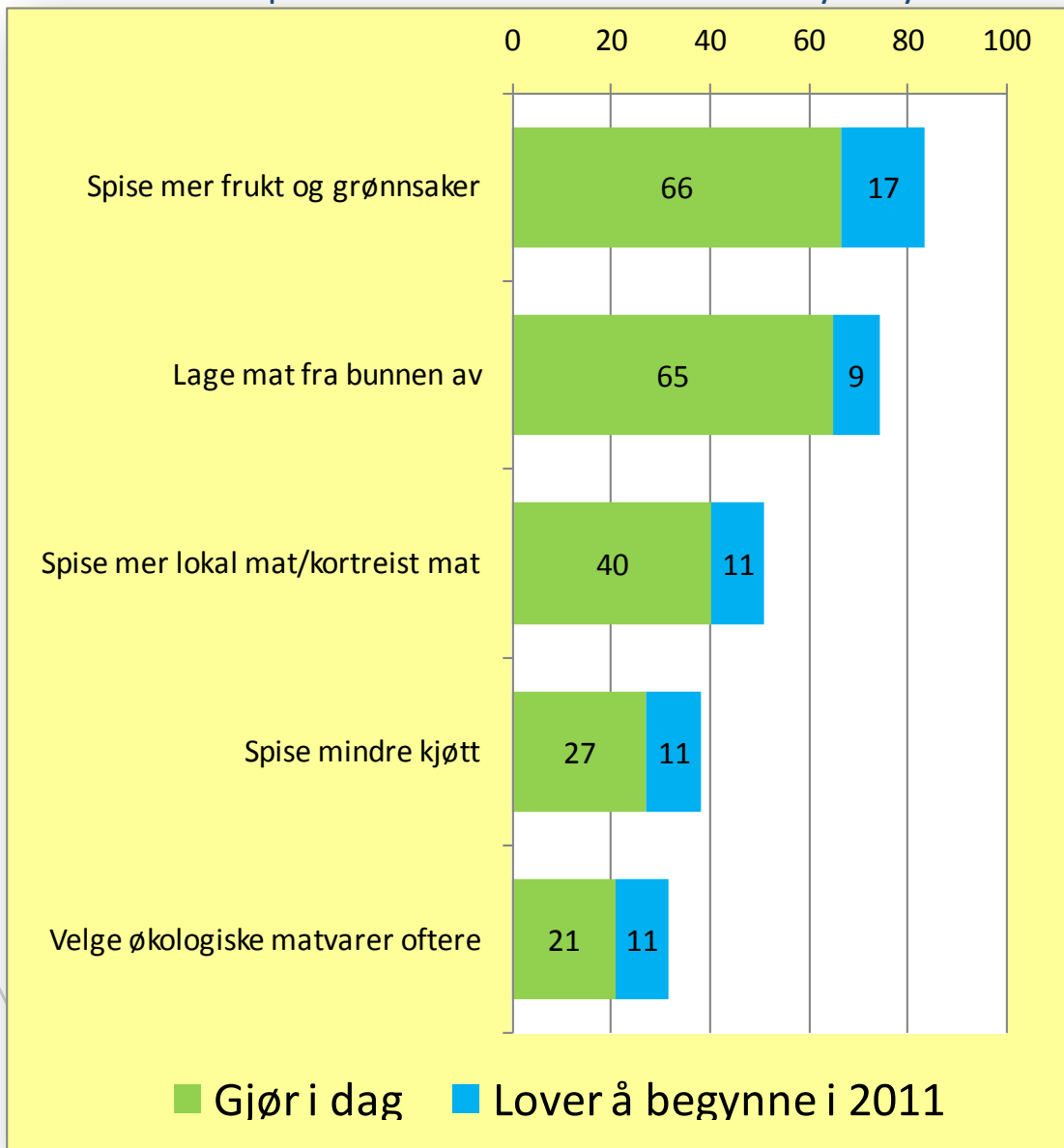


"Climate promises" what the consumer say they will do to reduce their carbon footprint

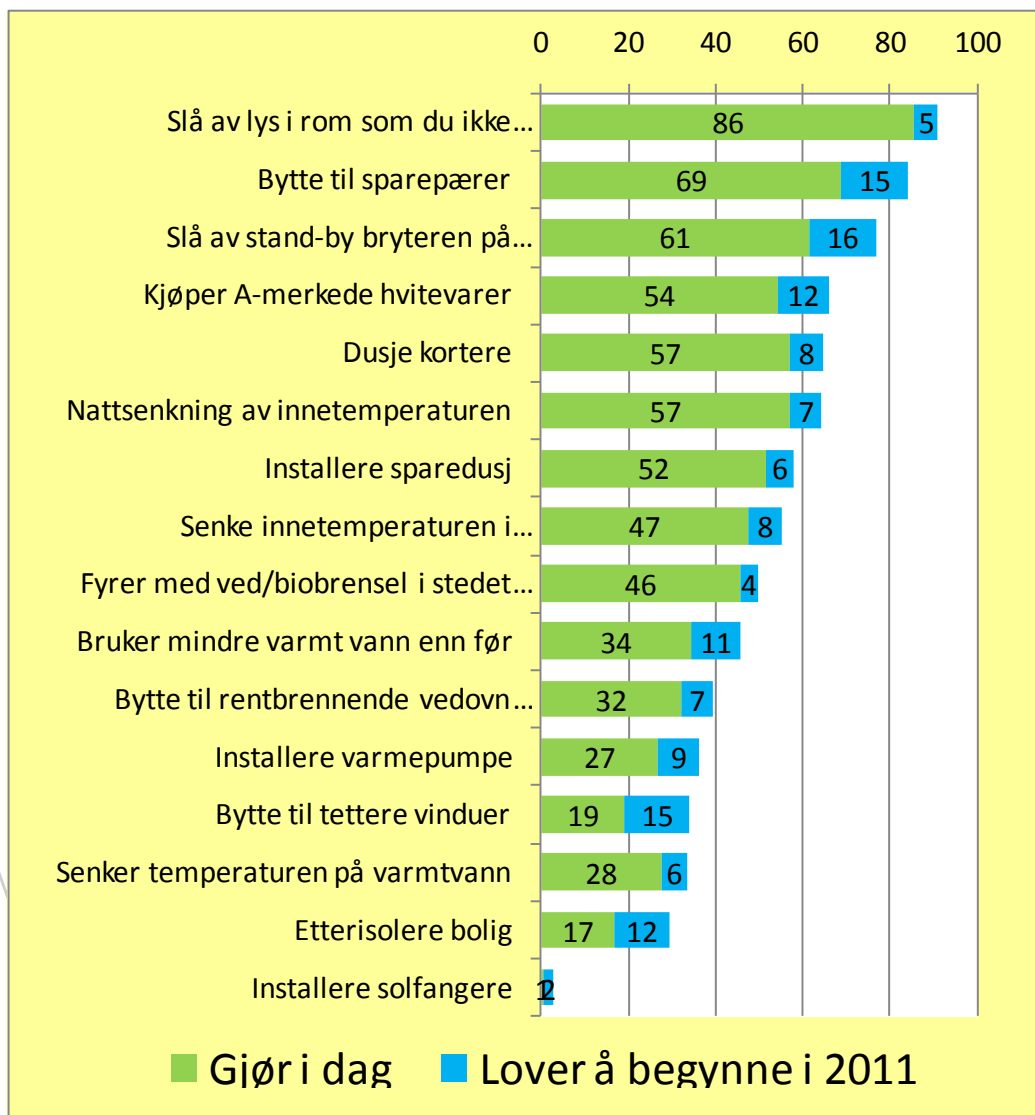


KLIMALØFTER 2011

"Climate promises" what the consumer say they will do to reduce their carbon footprint



"Climate promises" what the consumer say they will do to reduce their carbon footprint



Everybody knows this one...

” ...we choose to go to the moon in this decade and do the other things, not because they are easy, **but because they are hard**, because that goal will serve to organize and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one which we intend to win, and the others, too”



The Norwegian consumer:

”We choose to do the easy actions for climate change, because they are less expensive, demands less effort and loss of comfort, not because they are hard, but because they are easy”

- The general level of climate change knowledge is still low
- The climate debate is too politicized
- Lack of knowledge and/or political affiliations limit action
- The segment that is both convinced about climate change and that actually do something about it in their everyday life is small and decreasing
- The climate friendly alternatives available to the consumers are perceived as expensive, far apart and often of somewhat lower quality
- The main sources of climate knowledge have low credibility among the sceptics

- The climate change conscious consumer will still represent a considerable part the customer base of any b2c business
- They will demand:
 - ⇒ Access to environmentally sound alternatives
 - ⇒ Competitive prices for these alternatives
 - ⇒ Info on what it is that makes these alternatives environmentally sound
 - ⇒ The carbon footprint
 - ⇒ More regulation

- The climate change conscious citizen will demand
 - ⇒ Access to environmentally sound alternatives within transport
 - ⇒ Waste management
 - ⇒ Stronger regulations on businesses

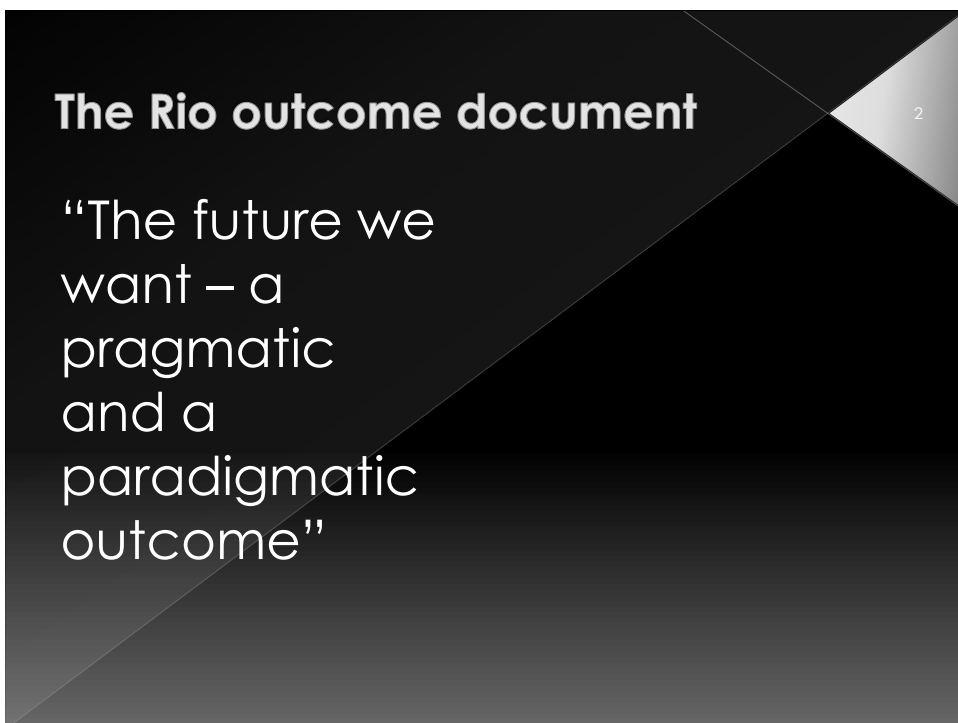


- erik.griffin@ipsos.com / +47 920 54 331



The future we want
Sustainable Development re-invented
A post Rio plus 20 analysis with a view towards
the future
Jan-Gustav Strandenaes at PERL
October 17, 2012

1



The Rio outcome document

“The future we
want – a
pragmatic
and a
paradigmatic
outcome”

2

The MAKINGs of a better and different FUTURE?

- Sustainable Development (SD) came out of Rio strengthened
- There is consistent reference to the three dimensions of SD, no longer pillars
- IFSD – the Institutional Framework for Sustainable Development - and good governance came out of Rio strengthened.

3

Paragraph 3 (of the Rio Outcome Document) sets the standard and is the basis -

- § 3 "We therefore acknowledge the **need** to **further mainstream** sustainable development **at all levels**, integrating economic, social and environmental aspects and **recognizing their interlinkages**, so as to achieve sustainable development **in all its dimensions.**"

4

§ 10 – the basis for governance & SD

- “We acknowledge that democracy, good governance and the rule of law, at the national and international levels, as well as an enabling environment, are essential for **sustainable development**, including sustained and inclusive economic growth, social development, environmental protection and the eradication of poverty and hunger. We reaffirm that to achieve our sustainable development goals we need **institutions** at all levels that are **effective, transparent, accountable and democratic.**”

5

§ 13 is the basis for decision making on sustainable development

- We recognize that opportunities for people to **influence** their lives and future, **participate** in **decision-making** and voice their concerns are **fundamental** for sustainable development. We underscore that sustainable development requires concrete and urgent action. It can only be achieved with a broad alliance of people, governments, civil society and the private sector, **all working together** to secure the future we want for present and future generations.

6

"The future we want" ...

- ◎ ... has no problem in stating that '**good governance**' is a necessity in the struggle to establish a world based on sustainable development.
- ◎ Good governance and sustainable development are intertwined and mutually dependent

7

... and it is all about- and just to repeat – "the dimensions"

- ◎ Sustainable development and the integration of the three dimensions (not pillars) of sustainable development in everything we do and will do in our future

8

A few reflections on the outcome document

- Such a process has never taken place before in the history of humanity
- A result of an open and interactive process
- MGs civil society recognised as players at all levels by the GA resolution calling for Rio + 20
- All stakeholders could contribute to the zero draft document

9

From the outcome
document

Section I – The Vision

10

What is emphasised?

- ⊙ People at the centre
- ⊙ And the environment as well
- ⊙ Good governance a necessity
- ⊙ Collaboration with civil society /the major groups at all levels (repeated throughout the document)
- ⊙ Environmental protection/ecosystems tied to poverty issues in a causal way
- ⊙ The three dimensions of sustainable development (no longer the three pillars)

11

Section II.

“Renewing political commitments”

12

What is found in this section?

- Not to achieve sustainable development is a set-back for developing nations (§20)
- SD is now an integrated element of poverty eradication (§ 21)
- Recognition that poor people depend on ecosystems and SD (§ 30)
- Broader measures of progress to complement GDP to better inform policy decisions (§38)
- Rights of nature recognized (§39)

13

What is found in this section?

- Acknowledging the importance of corporate sustainability reporting, §47.
- Access to information and communications
- The science technology interface/evidence based decisions
- commit to work together with major groups and other stakeholders in addressing implementation gaps, §55 onwards.

14

Section IV. Institutional framework for sustainable development

15

What is found in this section?

- High level forum to replace CSD
- Strengthening UNEP, with universal membership
- Cities play a part internationally
- Local communities as well
- Civil society at every level
- The understanding of good governance permeates the document

16

From the document
**A few general
observations**

17

What is accepted in the
document

- ◉ Level playing field becoming universal
- ◉ CBDR not used as a stalling argument
- ◉ Environment accepted as a major issue
- ◉ The north south divide on the wane, and a multi-polar world in the ascent
- ◉ Many solutions were driven by the south

18

Green economy in the context of sustainable development and poverty eradication

- Became a disappointment to many
- Opposed by some
- Holds promises for all
- Is still unfulfilled, but
- Is a process just begun (?)
- Lacks a governance structure

19

15 identified processes
**These have started or
will start**

20

Processes started by Rio plus 20, 15 in all

- ◎ **The Sustainable Development Goals – through to 2015 § 248,249**
- ◎ **The green economy process, § 56 -71**
- ◎ Assess financing needs, § 255, 257
- ◎ Clean environmentally friendly easily adaptable and usable technologies, § 273
- ◎ The registry of commitments, § 283
- ◎ The high level forum on SD, § 86
- ◎ Strengthening UNEP, § 88

21

UNGA – SG processes, 15 in all

- ◎ **integration of the three dimensions of SD, § 93**
- ◎ GA process on the maritime jurisdiction beyond national boundaries, conservation and resource use of marine resources, §161, 162
- ◎ Challenges facing Small Island States, § 180
- ◎ **10 Year Programme on Sustainable Consumption and Production, § 226**

22

UNGA – SG processes, 15 in all

- ◎ **Intergenerational solidarity, the ombudsperson for future generations, § 86**
- ◎ Sustainable Energy for All (SG initiative), § 129
- ◎ Sustainable agriculture – end hunger (SG), announced in Rio
- ◎ Outcome of Delivering as One Process, strengthening operational activities, § 95

23

Any
disappointments?

24

The process promised so much

- And because of this – did the delegations listen to the voice of civil society?
- And if and when they listened – did we then make sense and provide substantial input?
- Will both parties do so in the future?
- And by the way – which were our expectations?

25

We have opportunities and a job to do!

- Premises for better decisions are found throughout the document
- We have the opportunities now to deliver on these
- If we walk away from these processes, we leave the space open for actors that may take the development into a direction we may strongly disagree with
- Protecting and developing governance and SD is of paramount importance.

26

The Future We Want - – what does it say about sustainable development?

27

The basis, a reminder

- ◎ § 3 "We therefore acknowledge the **need** to **further mainstream** sustainable development **at all levels**, integrating economic, social and environmental aspects and **recognizing their interlinkages**, so as to achieve sustainable development **in all its dimensions.**"

28

The ambition -

From § 56: «... to achieve sustainable development in its three dimensions ... is our overarching goal...»

29

Sustainable development- a concept frequently used

- ◎ The Future We Want is displayed in 283 paragraphs
- ◎ The concept Sustainable Development is used 287 times, and add to that the three dimensions, we find SD in more than 300 contexts
- ◎ Most paragraphs have a couple of SD references, some have more:

30

§ 12 “We resolve to take urgent action to achieve sustainable development”

- § 12 has 6 references;
- § 75 on Strengthening the three dimensions has 6 references
- § 76 on strengthening the institutional framework on SD has 11 references
- § 85 on the modalities on the new high level forum on SD has 9 references

31

Just numbers?

- No, numbers are about priorities expressed
- Priorities are about policy development
- Policy development is about the basis for implementation
- Implementation is about partnerships and holding government accountable
- Accountability is about governance
- Understanding governance is about values and education

32

Franklin D. Roosevelt, said
in 1937

**“We have always known that
heedless self-interest was bad
morals; we know now that it is bad
economics.”**

33

What is new from the document?

- We have a unique situation to start integrating the three dimensions of sustainable development
- Environment better understood
- Social issues and equity are recognised
- Economy as expressed through green economy is understood within the confines of environmental limits
- Beyond the GDP

34

The merits of Green Economy

§ 60 “We acknowledge that **green economy** in the context of **sustainable development** and poverty eradication will **enhance** our ability to **manage natural resources sustainably and with lower negative environmental impacts, increase resource efficiency and reduce waste.**”

35

There is a dilemma, nay a paradox, which is repeated...

§4. “We recognize that poverty eradication, changing unsustainable and promoting sustainable patterns of consumption and production and protecting and managing the natural resource base of economic and social development are the overarching objectives of and essential requirements for sustainable development. ...

36

... 17 times throughout the document (§ 4 continued)

We also reaffirm the need to achieve sustainable development by promoting sustained, inclusive and equitable economic growth, creating greater opportunities for all, reducing inequalities, raising basic standards of living, fostering equitable social development and inclusion,

37

Paragraph 4 ends

⊙ and promoting integrated and sustainable management of natural resources and ecosystems that supports, inter alia, economic, social and human development while facilitating ecosystem conservation, regeneration and restoration and resilience in the face of new and emerging challenges."

38

Our challenge:
**Using SCP as an active element
of SD, in reference to the new
economic paradigms**

39

On SCP and education we
find in the document:

§ 224" ...We recognize that fundamental changes in the way societies consume and produce are indispensable for achieving global SD"

§ 226 " We adopt the 10-year framework of programmes on SCP patterns...»

§ 229 « ... We further reaffirm that full access to quality education at all levels is an essential condition for achieving SD..."

40

... on the future and SD learning, this is stated:

§ 230. We recognize that the **younger generations** are the **custodians of the future** and the need for better quality and **access to education** beyond the primary level.

We therefore resolve to improve the capacity of our education systems to prepare people to pursue SD including through **enhanced teacher training, the development of SD curricula, the development of training programmes** that prepare students for careers in fields related to sustainability...

41

More SD education

§ 231. We encourage Member States to promote sustainable development awareness among youth, inter alia by promoting programmes **for non-formal education in accordance** with the goals of the **United Nations Decade of Education for Sustainable Development, 2005-2014.**

42

**And something entirely
new**

43

The SDGs – the Sustainable Development Goals

§ 246 «... We further recognize the **importance and utility of a set of sustainable development goals**,... The goals should address and incorporate in a balanced way all three dimensions of sustainable development and their interlinkages... “

44

And further on the SDGs

§ 247 “... We also recognize that the goals should address and be focused on priority areas for the achievement of sustainable development, **being guided** by the present outcome document. Governments should drive **implementation with the active involvement of all relevant stakeholders**, as appropriate.»

45

And finally on the SDGs

§ 248. “ We resolve to establish an inclusive and transparent intergovernmental process on sustainable development goals **that is open to all stakeholders**, with a view to developing global sustainable development goals to be agreed by the General Assembly.»

46

The SDGs –remain undecided

But could contain (nexus issues):

- Food security and sustainable agriculture
- Water and sanitation
- Energy
- Urban sustainability
- Waste management and chemicals
- Sustainable transportation/ sustainable infrastructure

47

Post 2015 – one process – or two?

- "Unlike the MDGs which are directed towards the developing countries, the SDGs are universal in nature" (Colombia)
- Will the SDGs take over from the MDGs?
- How will these processes function?
- The OWG – the Open Working Group – 30 members, on the SDGs – who will serve on this working group?

48

And finally

A few concluding thoughts

49

We are in quandary

- ⊙ We need quick actions but will see no quick results.
- ⊙ We need quick capital and massive finance to pay for these actions, with no promise of quick and massive returns.
- ⊙ We need simple understanding to complex problems.

50

◎ We need commitments to last for 30 years and more, but our fear and impatience, do not speak of maintaining a high level of commitments for as long as it takes.

51

◎ To make the right choices, and have these choices supported by people, and have the choices improve the lives of everybody, we need to base our choices on a number of well established values that are intrinsically found in democracy.

52

Democratic values (reference is made to the Finnish philosopher Georg Henrik von Wright)

Among these values are two pillars:

- ⊙ one is about the individual person being able to make an informed choice.
- ⊙ The other is that the individual person will be able to understand the consequences of the informed choice.

53

How to make complex choices? (ref von Wright)

- ⊙ In a small society
- ⊙ In a big, complex society
- ⊙ In a technological society
- ⊙ In a complex and technologically based and technologically oriented society
- ⊙ In a global society
- ⊙ In a fast moving society?

54

Choices made in a complex and interdependent society:

Are they so difficult to understand that we will inevitably come to rely on:

- ◎ elites?
- ◎ experts?
- ◎ control systems?
- ◎ In short will we be subject to a dictatorship of circumstances? (ref: von Wright)

55

We are dealing with nothing new

- ◎ **Rachel Carson said it in 1960**
- ◎ **Barry Commoner said it in 1970**
- ◎ **UNEP, Stockholm, said it in 1972**
- ◎ **UNCED, Agenda 21, Rio, said it in 1992**
- ◎ **The UN millennium ecosystems report said it in 2000**
- ◎ **WSSD, Johannesburg, said it in 2002**
- ◎ **Rio plus 20 said it in June this year**

56

What's new?

- ◎ **What is different now, is that we have a global audience willing to listen and a new generation eager for change based on sustainable development**

57

Johan Wolfgang von
Goethe

“Treat people as they want to be, and you help them become what they are capable of being”

58

Thank you for your attention

◎ Jan-Gustav Strandenaes

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◎ Jg_str946@hotmail.com

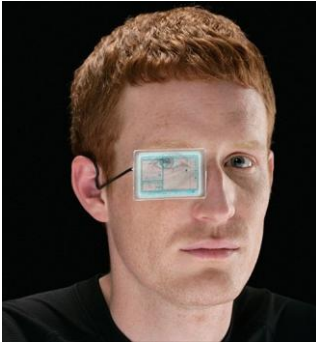
59

“Influencing tomorrow’s consumers—who, how, when and where?”

Andres Sooniste
17.10.2012

When the tomorrow starts

- Tomorrow have already started but have we recognized that fact.
 - Last week we in Estonia kept a conference on future public services
 - And people expectations in this field
 - We found that public services are not needed separately from our every day needs.
 - Even more, state or local governments service as irregularly used service type, should be integrated to regularly used services –
 - shopping centres,
 - banks,
 - but also should be available in internet –
 - social networks,
 - modern technology for connections and information sharing
 - inc. Smart TV, so called phones, other
 - Only question is, Do we know what are the future regular consumers trajectory and is there any physical trajectory at all?



The news (or rather rumours) is out that Google's highly secret project conducted at "Google X" lab will be churning out its product by end of the year (that's end of 2012). Google X is a secret laboratory where Google scientists work on wild and futuristic ideas. The lab is so secret that most Google employees are not even aware of its existence. But it won't take long before you may get to enjoy this latest invention - a pair of "smart glasses" that would connect with the internet, or possibly rely on an Android (what else) smartphone to connect with the web, to offer up information in a heads-up display.

Tarbiyah@seamnet



Shopping cross border

- Trust is extremely important in cross border e-commerce (much more than in traditional trade) One negative posting to e-shop forum can destroy years-long work on creating trust
- Where we shop?
 - EU
 - USA
 - China
 - Or
 - Weakly regulated countries
- What equipment's we need in Shopping cross border?
 - Internet
 - Smart TV
 - Smart phones
 - Glasses
 - Or
 - Planes ?
 - Trains ?
 - Busses ?
- Where to complain with 3-rd countries entrepreneurs
 - ADR?
 - ODR?
 - Or
 - e-commerce entrepreneurs complaint-environments where digi-world citizens are more powerful in using and manipulating with traders trust

Tarbiyah@seamnet

Chances to survive

If we can accept the fact that shopping is changing and moving from physical world to digital

and also fact that it will influence to all trade related areas inc. future general and detail-planning and out-look of urban areas, transportation, posting ...

Then we should also accept and be ready for changes in consumer protection area.



Protecting everybody is non-sense already today, let alone in case of the future shopping environment.

Only chance is

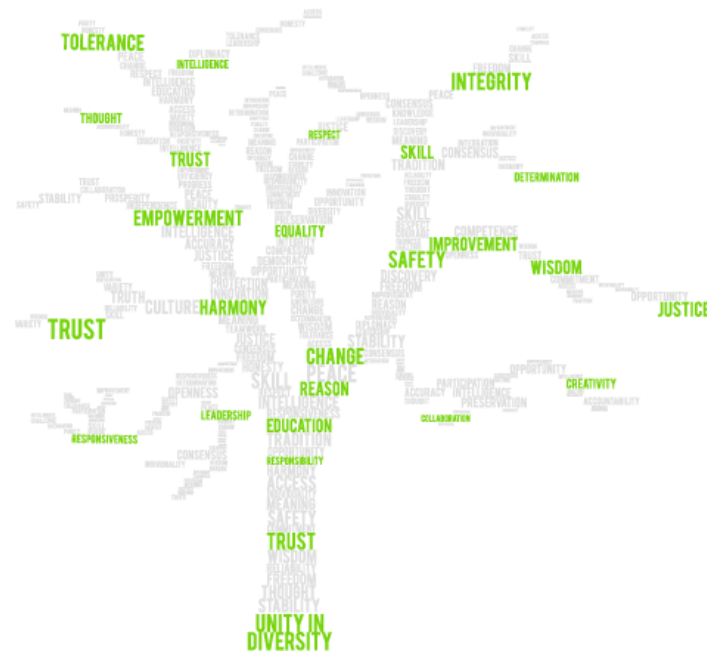
To be as much as possible preventive inc

Consumer education as mandatory curricula – from childhood to high-school education and life-long learning

Being part of regularly used (by consumers) services



A New Framework of Values-Based Indicators & the 'We Value' Toolkit



Prof. Mari Harder

University of Brighton



The Development of Indicators and Assessment
Tools for CSO Projects Promoting Values-based
Education for Sustainable Development



Values- Based Indicators

Values (what's *inside* us/ our organisation)



Indicators (what does it *look like*)

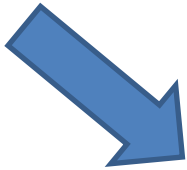


Assessment Tools

(how do we *measure* it)

Values- Based Indicators

Values e.g. Equality



Indicators e.g. i) no-one is prejudiced against
ii) our women feel able to express their views as much as our men



Assessment Tools

e.g. i) observe committee meetings
ii) ask a focus group

Values- Based Indicators

Developed and tested with:

- People’s Theater, Germany**
- IFRC, Sierra Leone**
- Echeri, rural Mexico**
- Lush, Italy**
- European Baha’i Business Forum, EU**
- a notary firm in Bulgaria**
- Guanajauto University, Mexico**
- and others...**

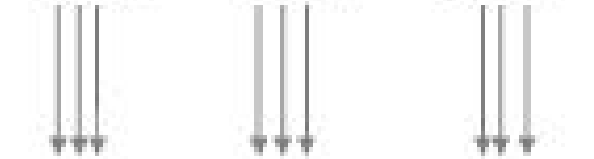
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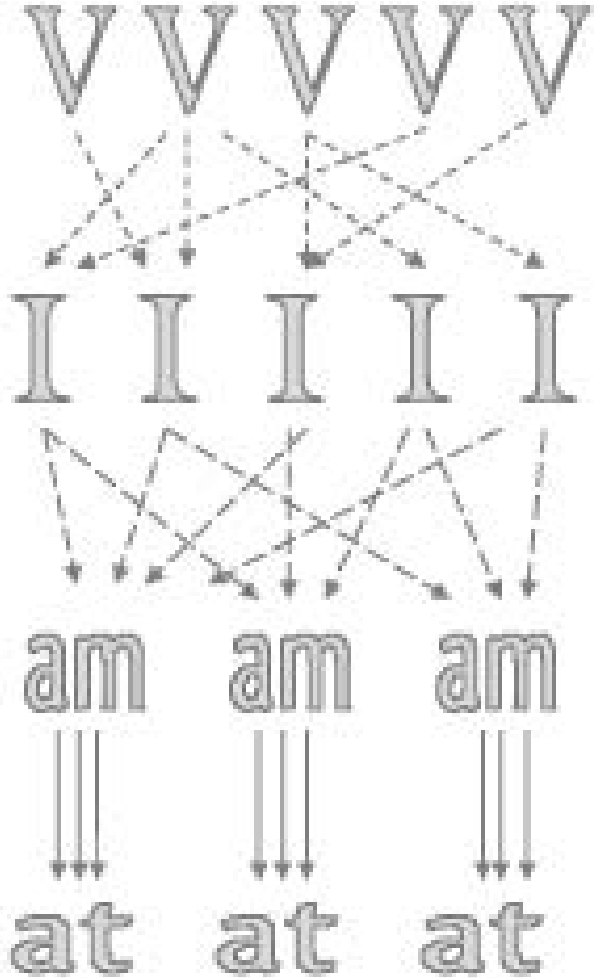
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VALUES

INDICATORS

**ASSESSMENT
METHODS**

**ASSESSMENT
TOOLS**



VALUES (we chose x6)

INDICATORS (we developed 177)

**ASSESSMENT
METHODS**

**ASSESSMENT
TOOLS**

Values- Based Indicators

Values

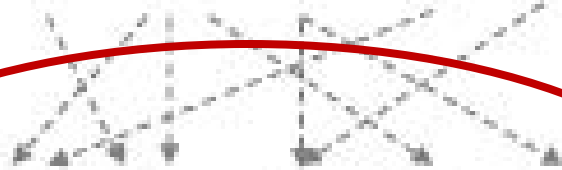


INDICATORS

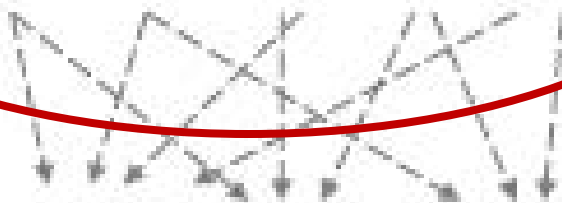


Assessment Tools

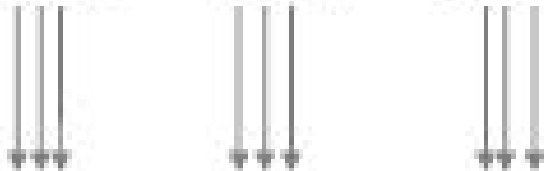
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WE VALUE RESEARCHERS ALREADY DERIVED USEFUL INDICATORS FROM VALUES... IT TOOK 15 MONTHS!

WE VALUE HAS A MASTER LIST OF 168 INDICATORS, TO CHOOSE FROM, EDIT, ADD TO, MODIFY AND UPDATE

THE WE VALUE ONLINE PLATFORM GIVES YOU MANY EXAMPLES AND CASES STUDIES TO GET INSPIRED FROM.

IT ALSO GIVES A CONTACT PERSON FOR HELP

WWW.WEVALUE.ORG

V = values
I = indicators

am = assessment methods
at = assessment tools

Code No.	WE VALUE Indicators (sample from list of 166)	Relevance		Taken for granted?	Useful to measure this?
		Relevant to us	Very relevant		
1	Everyone has their place in the team				
8	Work environment is supportive of people being able to fulfil their responsibilities in their families or personal relationships				
17	Decision-making takes into account the social, economic and environmental needs of future generations				
20	People participate actively in developing the entity's code of ethics				
38	Women feel that they are given equal opportunities to participate in decision-making processes				
45	People share their skills and abilities freely with one another, regardless of nationality, ethnic origin, skin colour, gender, sexual orientation, creed or religion				
70	People are taking the opportunity to develop their own visions and goals for projects, and/or for the whole entity				
75	Entity's activities or events connect participants emotionally to the community of life				
83	Mistakes are understood as opportunities to learn and improve				
94	People do not back-bite about others within the entity				
96	People feel that they can participate in the vision and activities of the entity or project without compromising their personal beliefs or values				

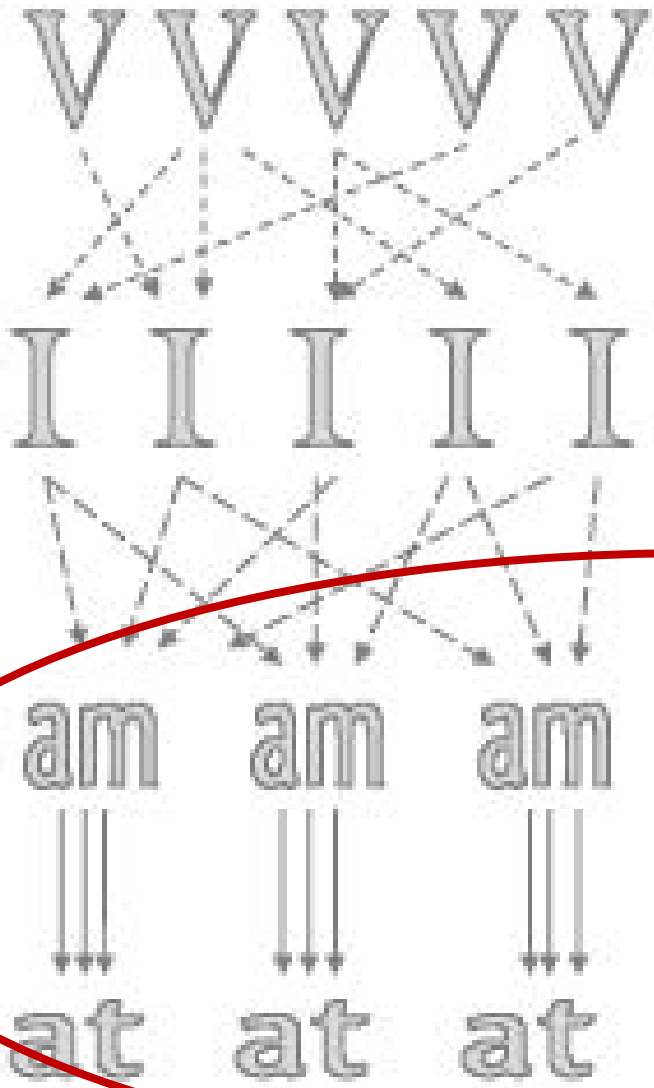
Values- Based Indicators

**After 15 months of co-development in the field and office...
we had a very useful list of values-based**

INDICATORS (166 in the end)

**and...they proved to be much more useful than we
expected...**

**But they were only useful because they could also be measured.
HOW DO YOU MEASURE THESE?**



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The WE VALUE system

Different *Assessment Methods* that we provide information on (with examples!) :

- Document analysis
- Focus groups
- Indirect measures
- Interviews
- Key Informants
- Observations – structured/ semi/ not
- Surveys – spatial/ corporal/ secret/ questionnaires
- Theatrical Comprehension
- Word Elicitation

But what is more interesting, is what ***Assessment Tools*** are actually developed on the ground...

Echeri Children, Mexico

2 Values to focus on:

- **COLLABORATION IN DIVERSITY**
- **CARE & RESPECT FOR THE COMMUNITY OF LIFE**

This led to the choice of 22 indicators...

Echeri Children, Mexico

This led to the choice of 22 indicators...e.g.

- *We feel girls are valued*
- *Emotional connection to community of life*
- *Quality in outputs (training in tree planting)*
- *Different points of view are listened to*

Echeri Children, Mexico

Many different types of Assessment Tools ...e.g.

- *Use of spiral – spatial/ corporal method*
- *Hand painting + word elicitation*
- *Focus groups*
- *Theatrical comprehension tests*
- *Key informant*



***Do you feel girls are valued as much as boys in Echeri?
(Questionnaire – spatial)***





Paint how you felt, when we finished the last project...
(Questionnaire – artistic)





***What words go with these pictures that you painted?
(Word elicitation)***





***Can you 'act out', like in a play, how you plant a seedling?
(Test of knowledge)***

Echeri: Values- Based Indicators

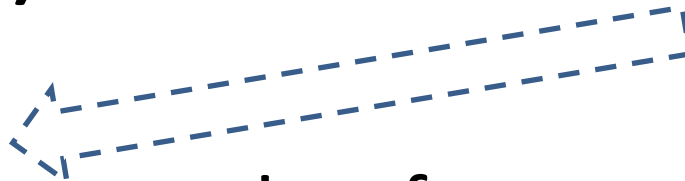
2 x Values



22 x Indicators



(Creative) Assessment Tools



new Measurements!... of new outputs!...

Echeri: Values- Based Indicators

What they used to measure:

- number of trees planted
- number of children involved

What they now measure as well:

- emotional connection to Nature
- gender equality
- equality of indigenous members
- empowerment

What they now realise:

**These things that are important to them...
are also of interest to their funders!**

The WE VALUE system

Can help with three things:

MEASURING...

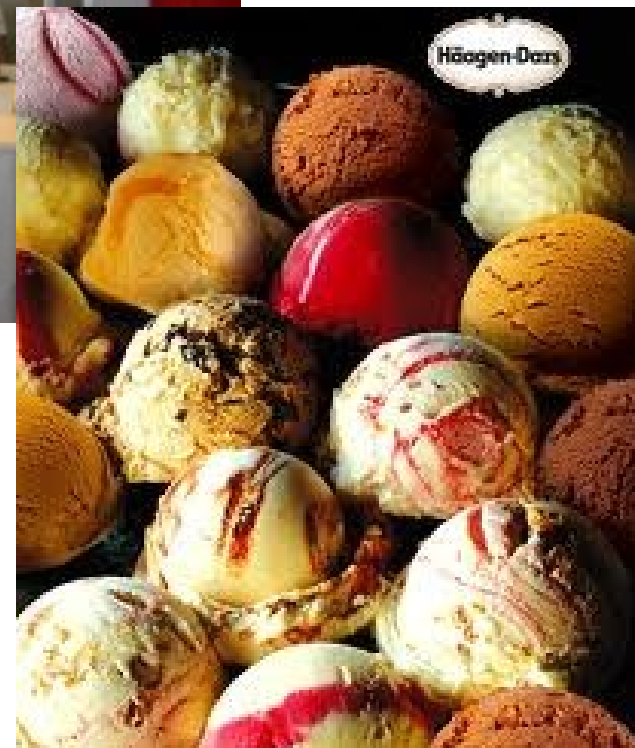
- by finding personalised ways to assess
...what is important to *you*

CRYSTALLIZING...

- what is *actually* important to your entity/ project

COMMUNICATING...

- to your funders, to the public:
- building a new, shared, vocabulary – *values-based*

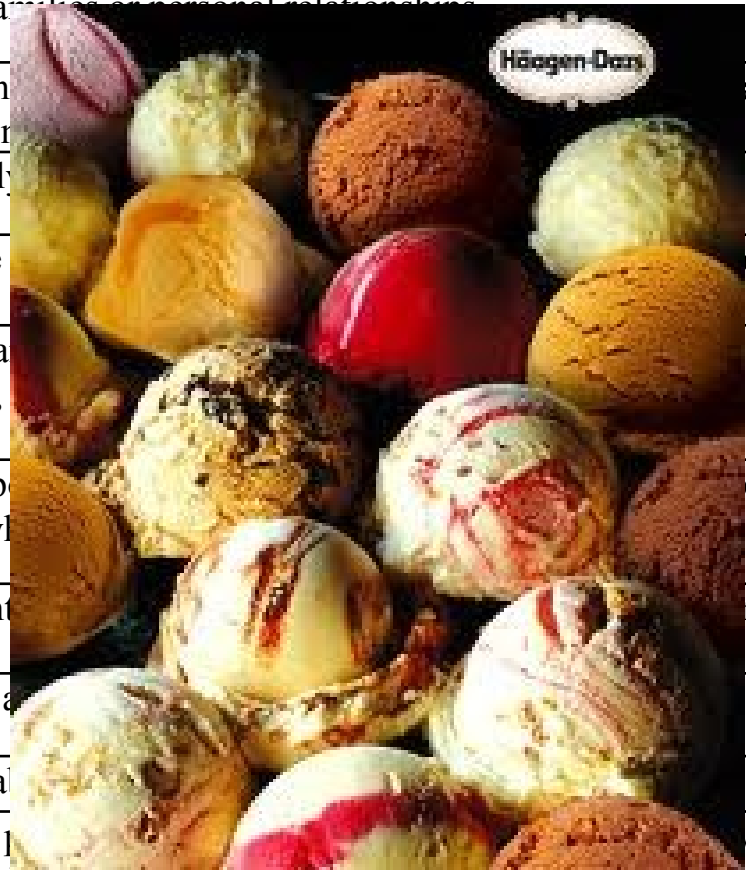


Vanilla ... or....

.....Pineapple coconut?

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75	Entity's activities or event of life				
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94	People do not back-bite a				
96	People feel that they can project without compromising their personal beliefs or values				



The WE VALUE system

Q: Can the MEASURING results be rigorous?

Yes – if you want them to be.

You'll need more than one assessment method.

(More details in the Toolkit.)

The WE VALUE system

Q: How do we know we're really measuring a Value ?

Only you can know that. It's *your* Value.

No outsider can tell you what the presence of a Value looks like in your entity; you need to decide.

Our Master List of 166 indicators comes from lots of CSOs, so it is not surprising others find it useful.

The WE VALUE system

Q: What organisations does it work with?

Values-based organisations:

- **Civil Society Organisations**
- **Sustainable development projects**
- **Behaviour Change projects**

And also:

- **Businesses (a little more development needed)**
- **Schools and universities (a little more work here)**
- **Faith Groups (but more development needed)**
- **Townships, councils (needs development)**
- **Regional? National? Big Society?**

The WE VALUE system

Q: Why does this system work so well?

We're not sure yet, but it seems because

- it was co-developed
 - with CSOs and businesses from the start
 - in the field
 - with rigorous scientific assistance

WE VALUE.ORG

Currently being used online by 56 organisations

worldwide

The WE VALUE system

Can help with three things:

MEASURING...

- by finding personalised ways to assess
...what is important to *you*

CRYSTALLIZING...

- what is *actually* important to your entity/ project
- transformational learning

COMMUNICATING...

- to your funders, to the public:
- building a new, shared, vocabulary – *values-based*

Further “Transformational Learning” ...

New priorities... new directions... shared!

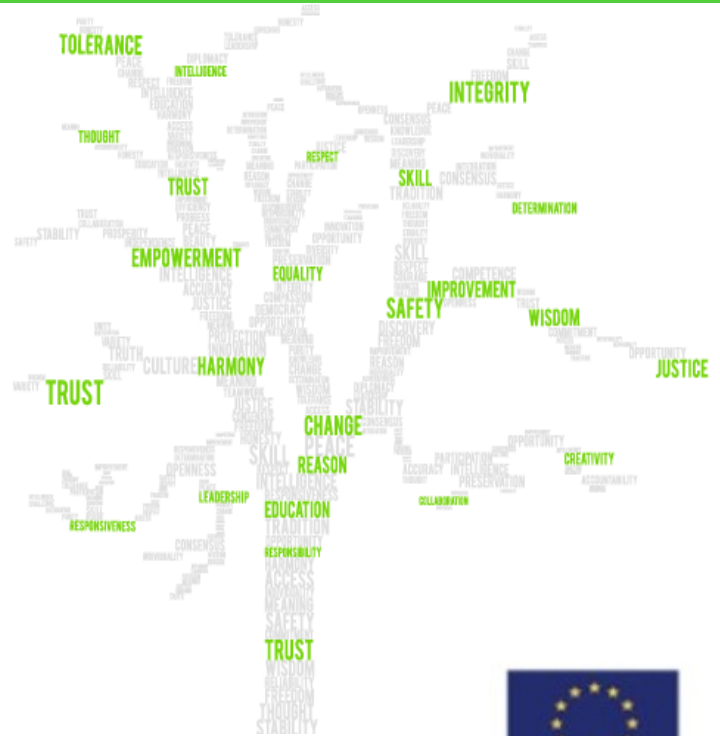
Much more likely to happen with:

- **Significant participation of group members**
- **“Personalisation” of the Indicators**
- **“Personalisation” of the Assessment Tools**

(More details in the Toolkit.)

A New Framework of
Values-Based Indicators
& the 'We Value' Toolkit

WE VALUE.ORG



The Development of Indicators and Assessment
Tools for CSO Projects Promoting Values-based
Education for Sustainable Development





Sustainable Lifestyles 2050

Scenarios and backcasting - new approaches to learning about the future

Oksana Mont

International Institute for Industrial Environmental Economics at Lund University, Sweden

Partner in SPREAD Sustainable Lifestyles 2050

Lead organisation:

CSCP – Collaborating Centre on Sustainable Consumption and Production



We need to have vision...

“We need clarity about our goals. We need to know where we are going. We need to have vision. And that vision has to be articulated.”

Donella Meadows in 1994 urged us to imagine what we want, not simply what we think is possible.

<http://www.worldwatch-europe.org/node/106>

The sense of urgency...

“We have most of the knowledge we need in order to create sustainable societies, and yet there are no real experts. We are the first generation to design a whole new planet and a more sustainable lifestyle, and we may well be the last generation to have a choice. Why isn't it happening much faster and what does the future we want look like?”

Gitte Larsen, Director, House of Futures, 2012

<http://www.worldwatch-europe.org/node/106>

A woman with spiky, dark hair and a futuristic, multi-armed appearance. She has a glowing green face and is wearing a green, textured top. Her arms are raised, and she has a dark, shadowy figure behind her with multiple arms. The background is a vibrant, pixelated pattern of red, green, and blue lights.

**What are the lifestyles that we want
What is the future we want?
Sustainably?**

What is more sustainable living?



What is not sustainable today?



TODAY'S FACTS & TRENDS



The Global Challenges of Sustainable Development



Shifting demographics



Interdependent world



Valuing social & env. impacts



Resource scarcity



Environmental degradation



Poverty and inequity



Inadequate policy framework



Material-based consumption



Energy security



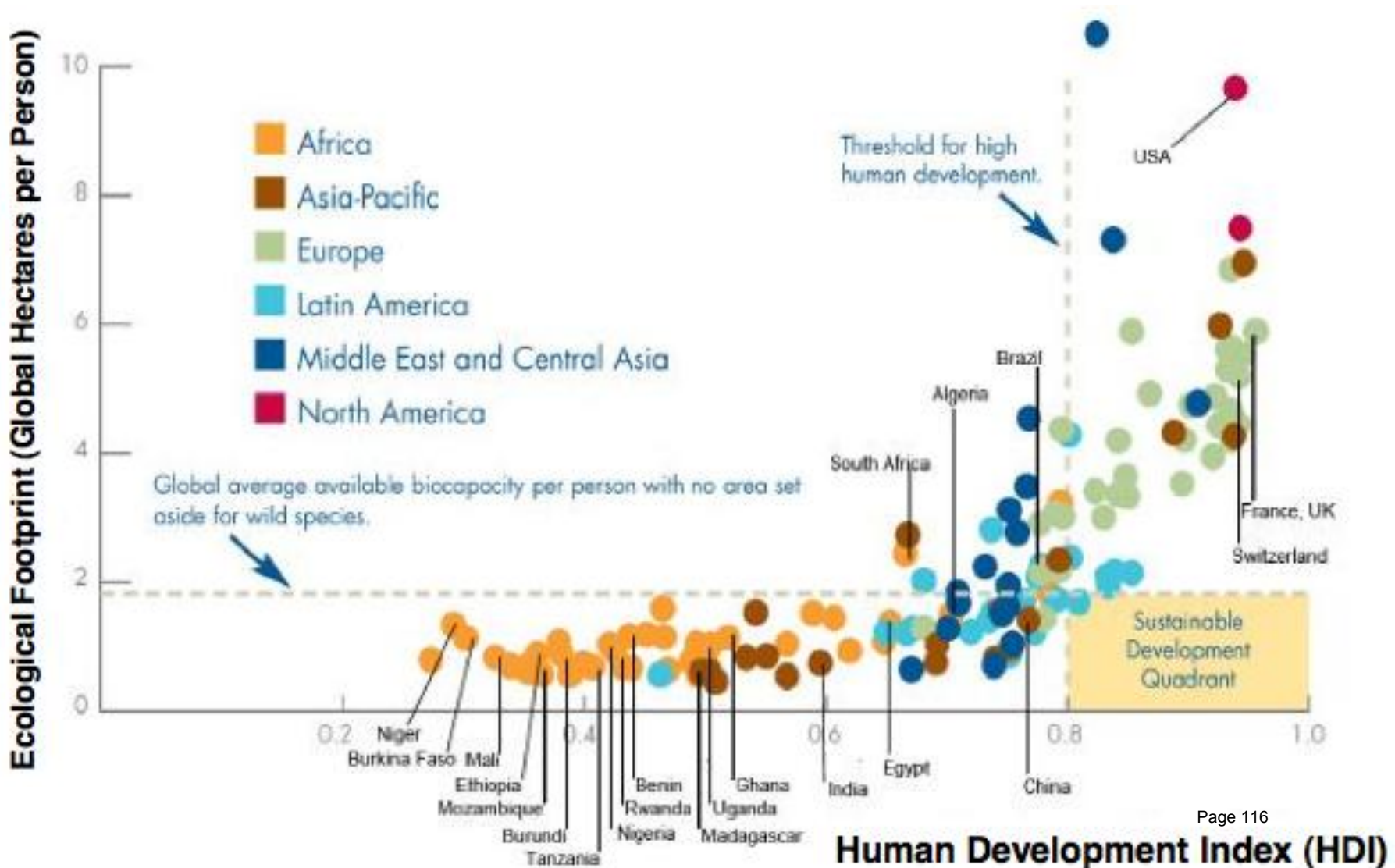
Climate change



Source: WBCSD Vision 2050

Sustainable Development

“Living Well within One Planet”



**“technological advancement
will not be enough
to achieve sustainable development,**

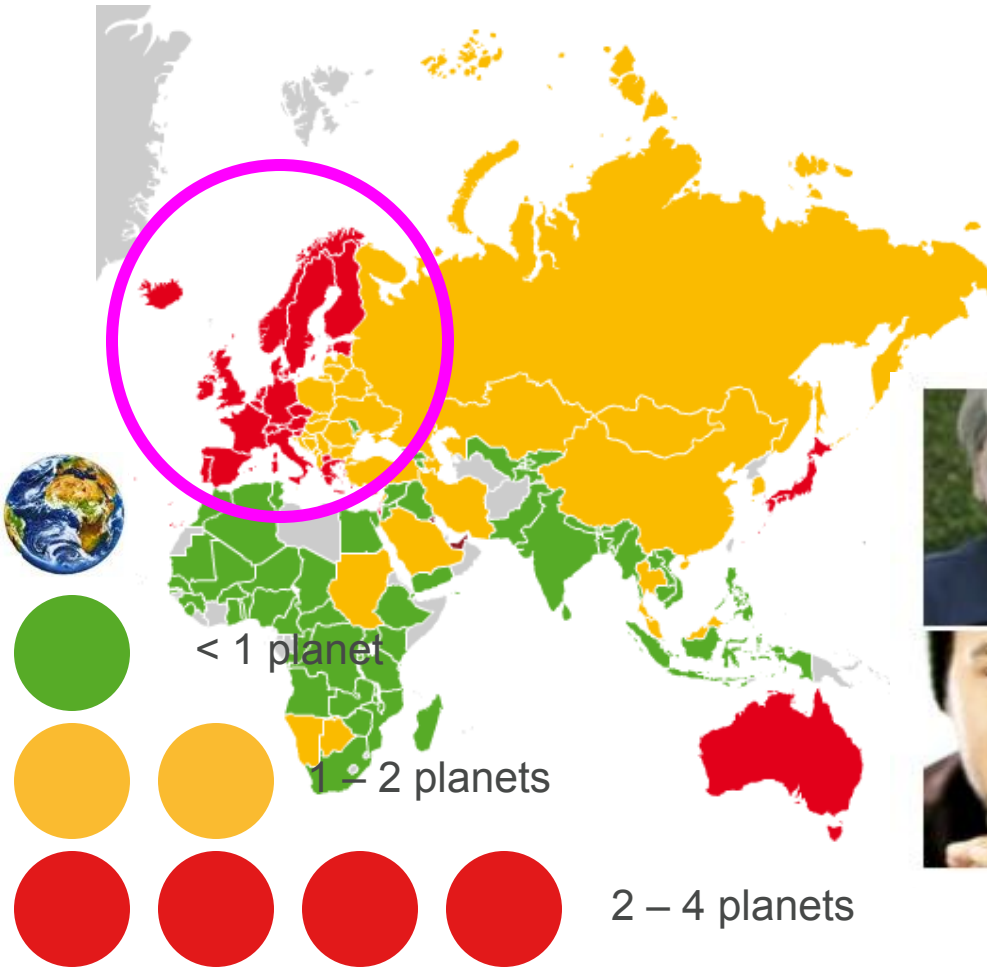
**changes will also be required
to people’s lifestyles”**

Source: WBCSD 2008

People need to activate the changes needed

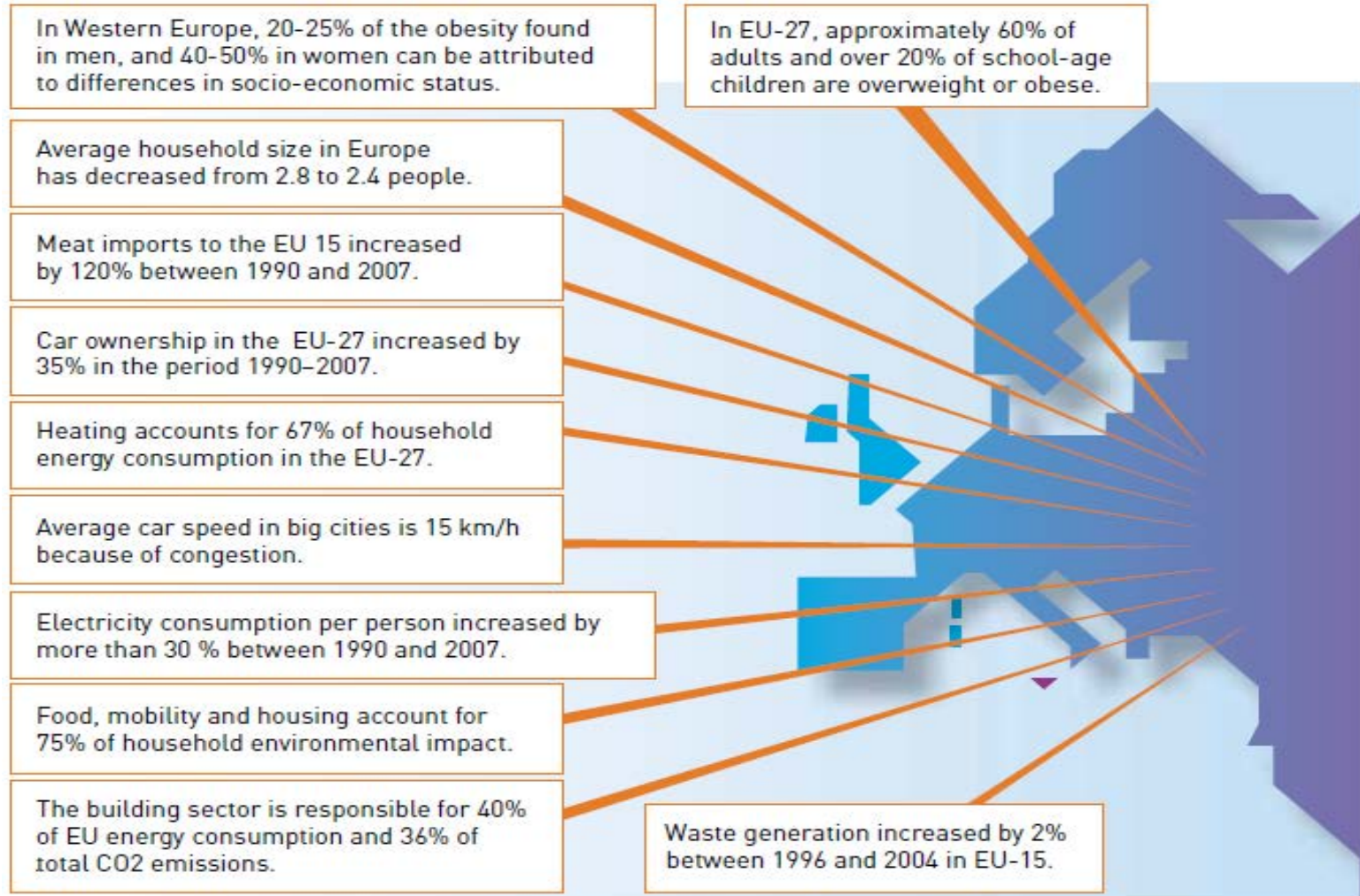
Our collective challenge:

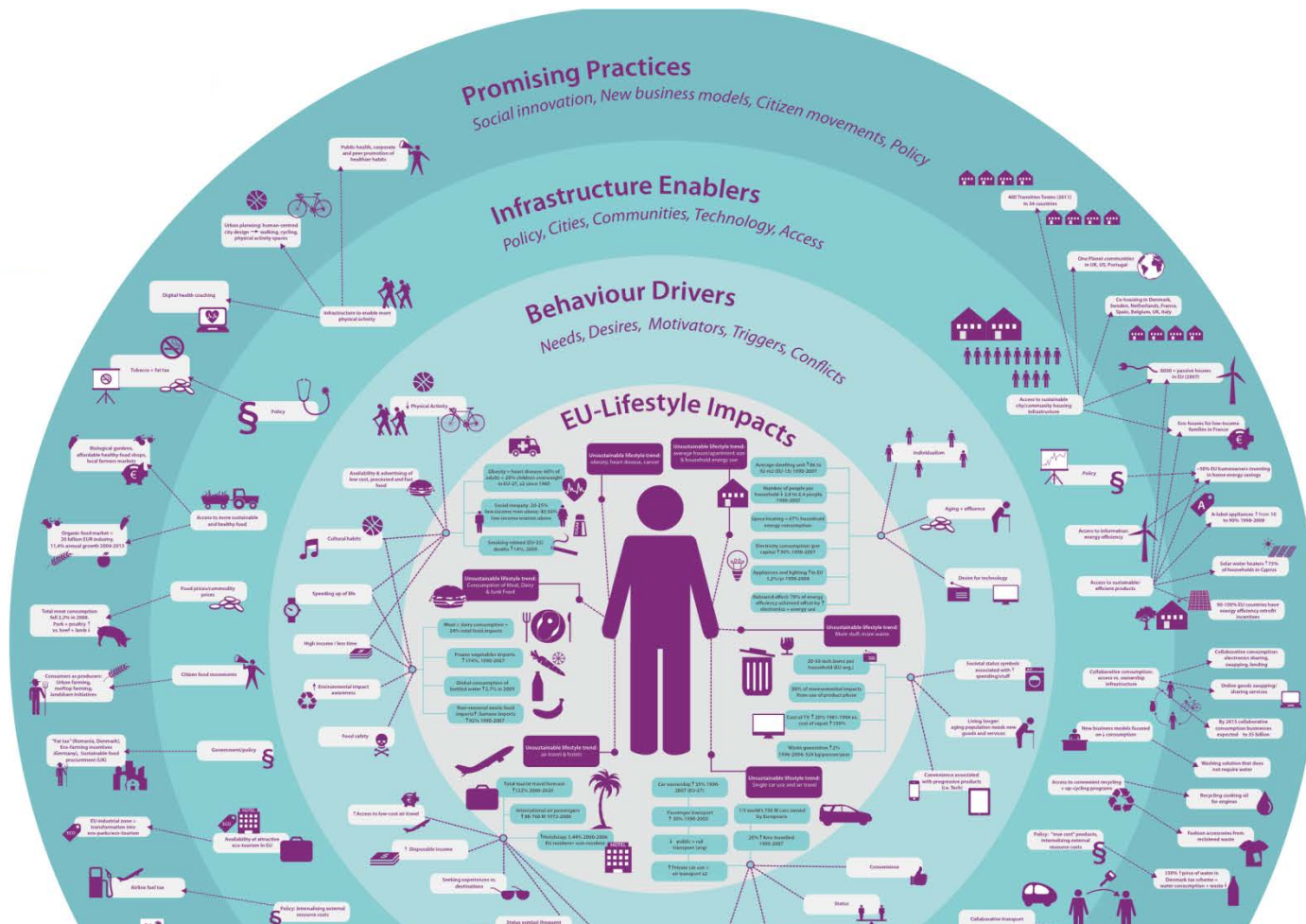
Meeting needs & desires of all, sustainably



Source: Global Footprint Network, Water Footprint, EEA, Happy Planet Index, WWF

Unsustainable consumption in Europe

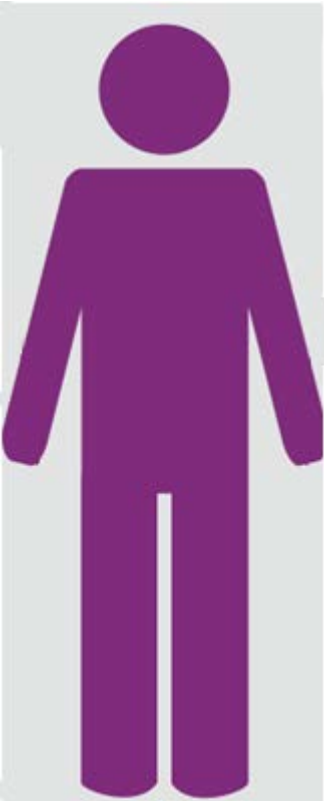




Understanding sustainable lifestyles in the EU: Today's Facts & Tomorrow's Trends

2011 Unsustainable Lifestyle Trends

40-60 tons EU lifestyle
(total resource use)



Average EU lifestyle impacts

- Food: ↑ Meat & dairy → **24%** of all food impacts
- Housing: ↑ Heating/cooling, water use, appliance & electronics use → **40%** of total energy
- Mobility & Tourism: ↑ Air travel (**9%** increase) & single car use (**35%** increase) 1990–2007
- Health & Well-being: ↑ Lifestyle health impacts – obesity, heart & cancers
disease

CALCULATING SUSTAINABLE LIFESTYLES

Individual lifestyle hot spots and behaviour

Middle Class Consumer: Bernd, Germany



Age: 34
Self-employed

CONSUMPTION:

4 Planets



FAMILY

- Wife (Age 33)
- 2 children (Age 4 & 1)

Food

- Eats Meat every second day
- Buys regional and organic food when possible, but needs to be comfortable as well

Housing

- Middle-sized house (7 rooms) in the countryside
- Heating and energy production with wood

Moving

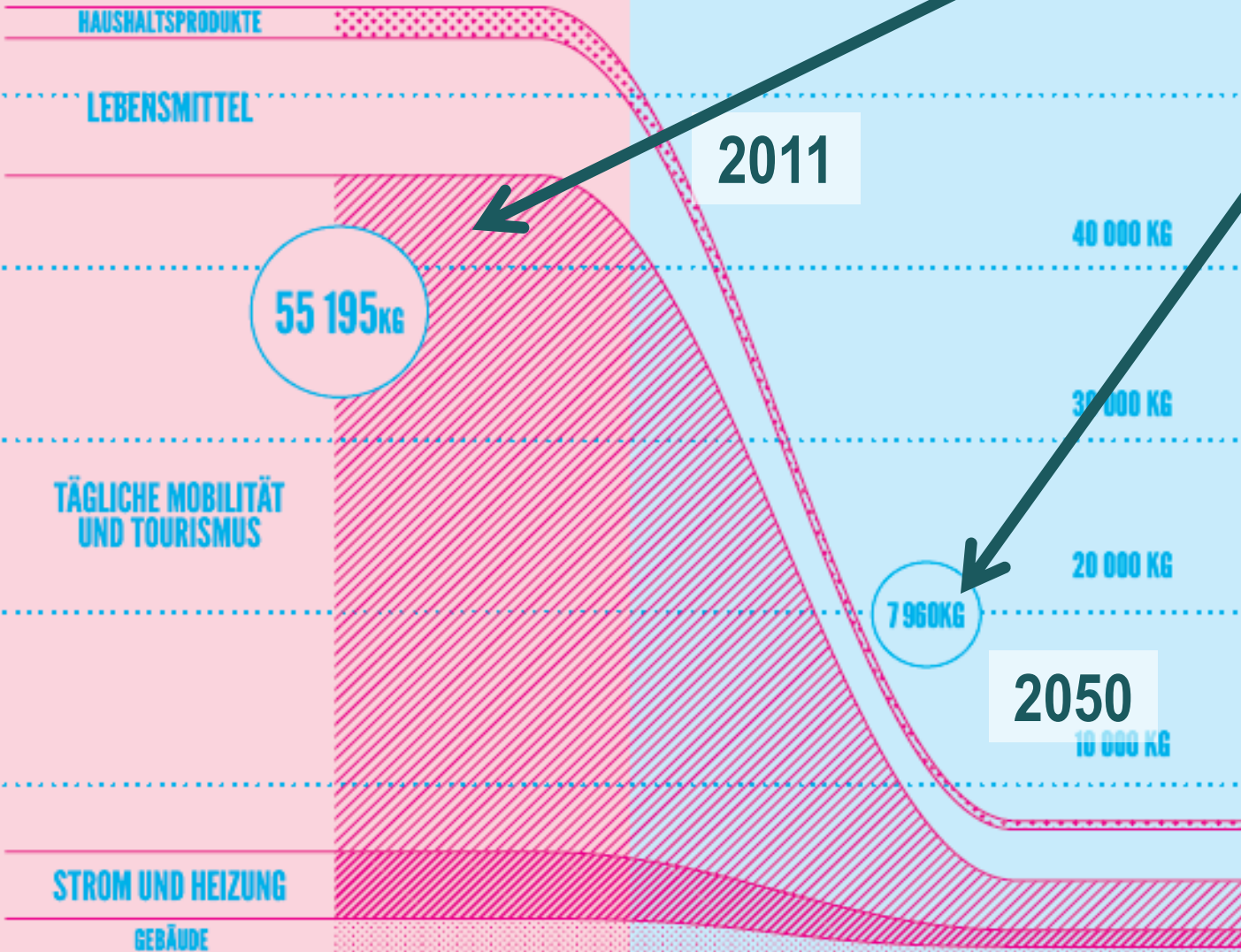
- One car (in addition to the one from his wife) as highly dependent for getting to work and child care, shopping, , ... (no public transport or shopping facilities in walking distance)
- For holidays, likes to travel by car / airplane

Living

- Jogging, skiing in the winter and playing tennis in the summer
- Shopping once a week, brand aware

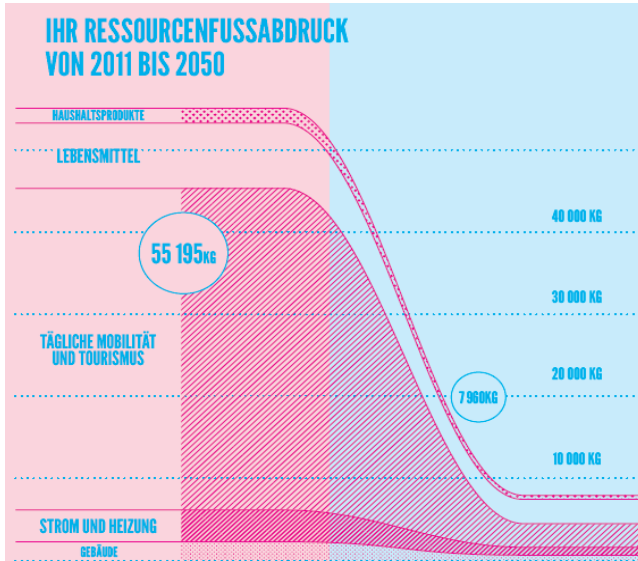
IHR RESSOURCENFUSSABDRUCK VON 2011 BIS 2050

Material footprint per year



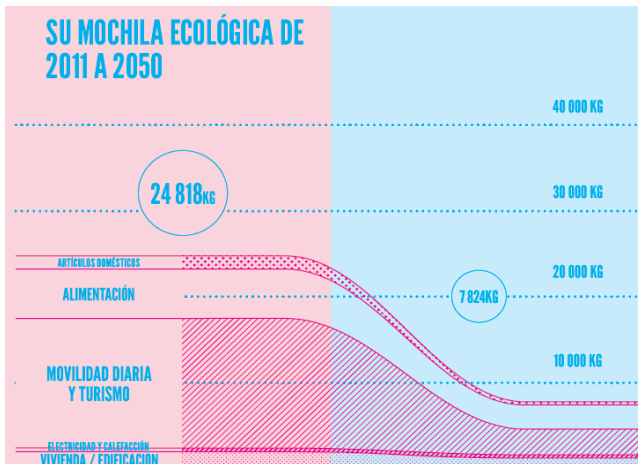
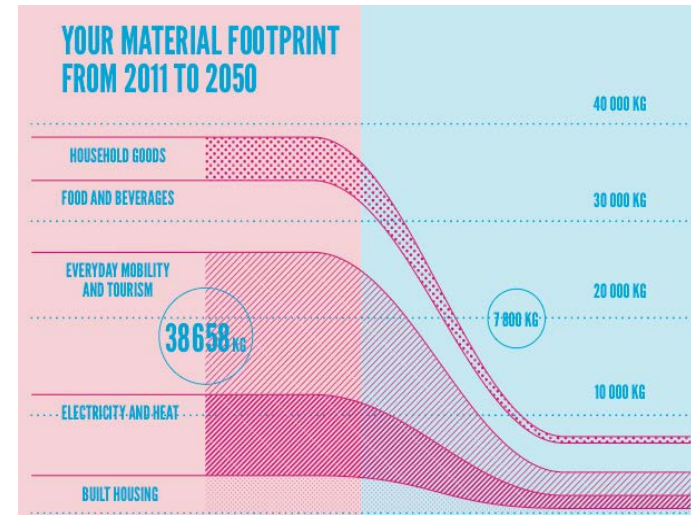
Lifestyles differ across countries

Introducing Bernd, Kirsti, Iria and Péter



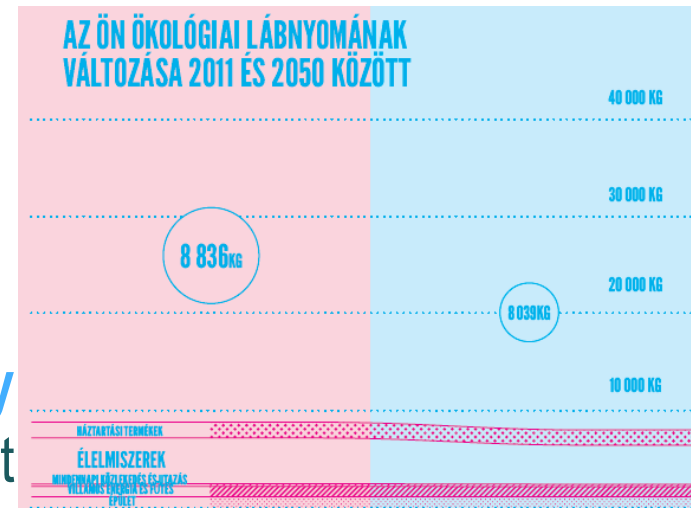
Bernd, **Germany**
55,1t

Kirsti, **Finland**
38,7t



Material Footprint 2011

Iria, **Spain**
24,8t



Péter, **Hungary**
8,8t

One Planet Living: Sustainable level of 8 tons in 2050

Material Footprint

- per European
- 6–8t/person/year - 20 kg / day
- Today we carry over 100 kg per day!

Sustainable Footprint (20 kg/day)



Current Footprint (100+ kg/day)

Potential distribution

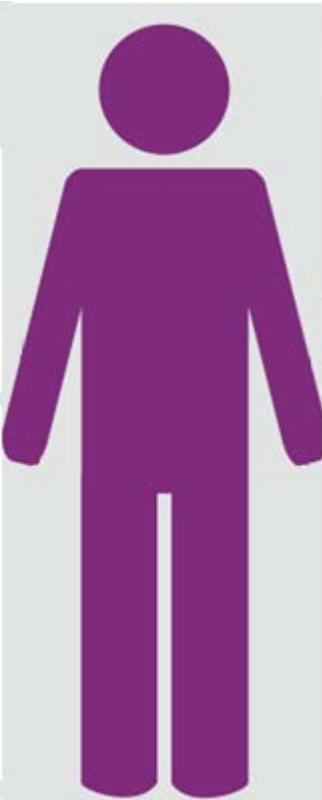
- 3,0 t nutrition
- 1,3 t for housing
- 0,3 t electric power consumption
- 0,5 t household goods
- 2,0 t mobility and tourism
- 0,4 t leisure time activities
- 0,5 t for other purposes

But 8 tons could also be distributed differently according to a household's needs, wants, situation, location etc.

Vision of Sustainable Living 2050

8 ton lifestyle

(total resource use)



Food:	<i>500 kg/a</i> mostly vegetarian
Housing:	<i>20 m²/person</i> zero net energy
Energy:	<i>1000 kWh</i> via wind and solar
Household goods:	efficient, different and sufficient
Mobility & Tourism:	<i>10 000 km/a</i> no car
Health & well-being:	improved health, well-being, happiness

1 ton of material footprint per year accommodates different amount of activities today and in 2050 due to technical innovation

Today

- 500 km alone in a car
- 3000 km by public transport
- 6 m² warm living space
- 100 kg meatballs

2050

- 700 km alone in a car
- 5000 km by public transport
- 15 m² warm living space
- 250 kg soy-vegetable patties

Nutrition in 2050: 3 tons

500 kg of food of low material intensity

- The future means development in production, waste prevention, changes in diet and right amount of food
- Future daily diet: cereals, bread, milk, eggs, fruit, insects, outdoor vegetables, soya bean and other pulse and wild fish



Housing in 2050: 1,3 tons

20 m²/person in a zero-energy house

- Today our living space is about a double
- Zero-energy house needs no external heating or cooling
- The future means technological development (e.g. energy efficiency doubled) and e.g. sharing of spaces and products

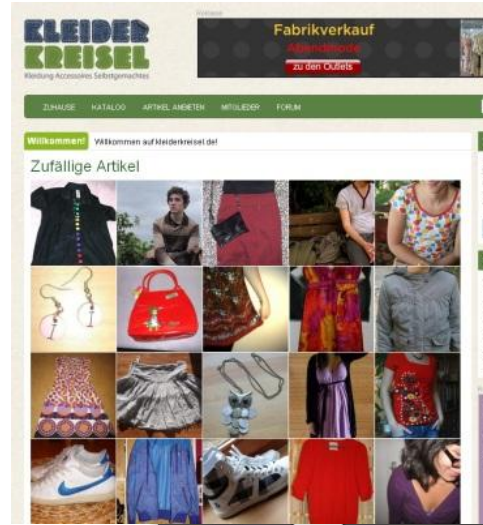
A+++++



Household goods in 2050: 0,5 tons

Services and durable & repairable shared goods

- Includes clothes, textiles, furniture, electronics, paper, jewelry, dishes, tools, toys, leisure equipment, daily consumer goods
- 0,5 t means that we will have long-lasting things, repair and reuse services, less owning, more sharing options, better second hand possibilities



mitfahrgelegenheit.de ist die größte Mitfahrzentrale im Internet zur Vermittlung von Mitfahrgelegenheiten in Deutschland und Europa. Alle Mitfahrten sowie günstige Reisealternativen per Bus, Bahn und Flug finden Sie im Menüpunkt "Mitfahrgelegenheiten" oder über folgende Suchmaske.



Suche

von

na

Datum

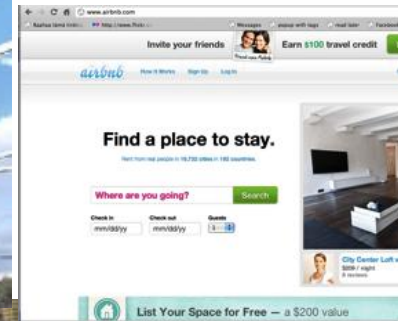
Toleranz +/- Tage



Mobility and tourism in 2050: 2 tons

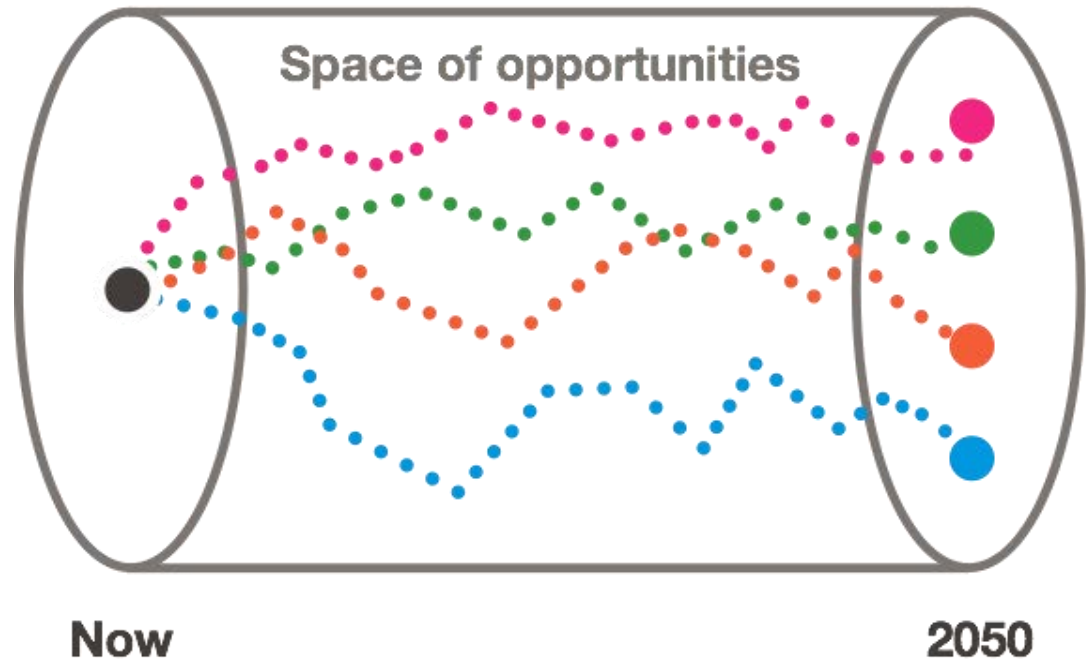
Car-free 10 000 km x 0,2 kg/km

- At the moment European move about ca. 17 600 km/year and our cars consume natural resources 1,44 kg/km
- The future means more developed vehicles and systems, better use of vehicles and infrastructure and practically car-free society where you don't have to move about frantically all the time.

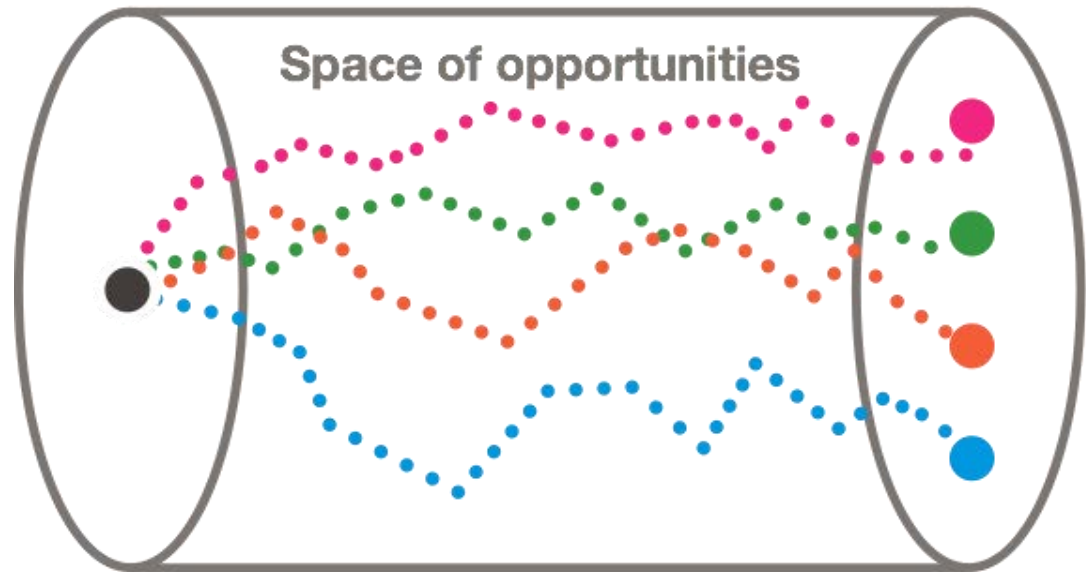


BACKCASTING

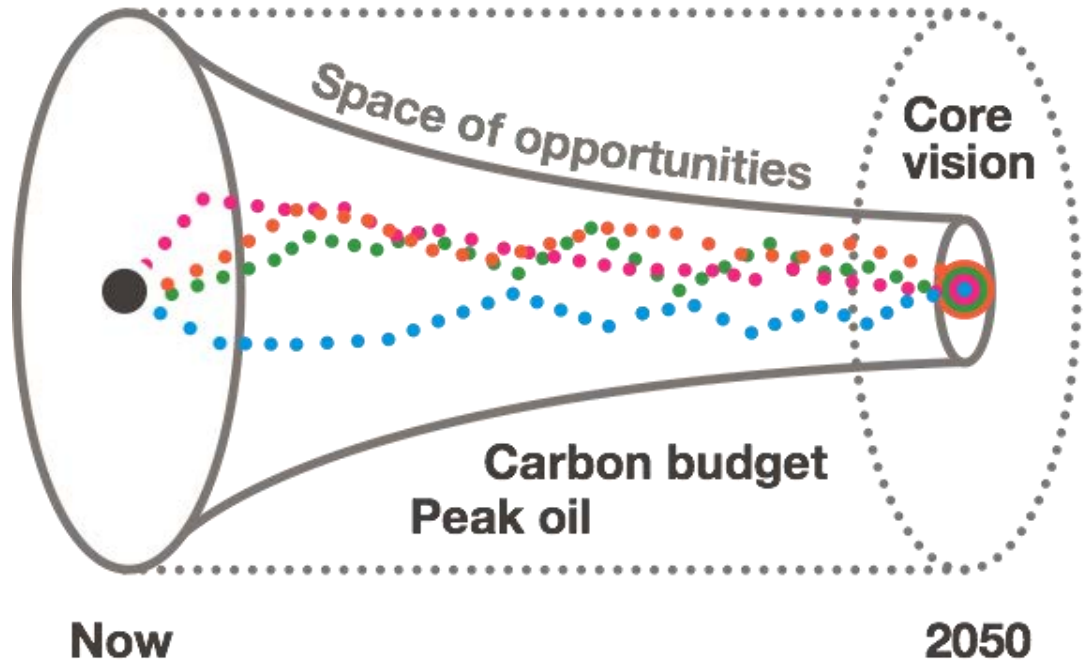
Usual future perspective



Usual future perspective



Future perspective with system boundaries



Future can be anticipated, because we know...

1. how natural processes take place.
2. that the population structure is changing slowly.
3. habits and traditions of different cultures.
4. people's plans and hopes for the future.
5. the investments done.

Future cannot be anticipated because...

1. coincidence might lead us anywhere.
2. the reality consists of chaotic processes.
3. new information reshapes people's beliefs, perceptions and behaviour.
4. technological innovations reshape practices.

Typical challenges

1. Black swans remain undetected
2. We forget the problems of the current system or let them lock us in
3. Themes that we personally are interested in take control over big issues.





2050?

2050 ... 2040 2025 ... 2015 ..

You are here



You are here

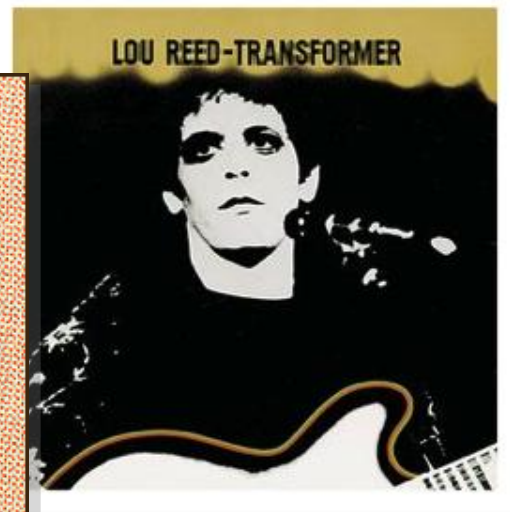
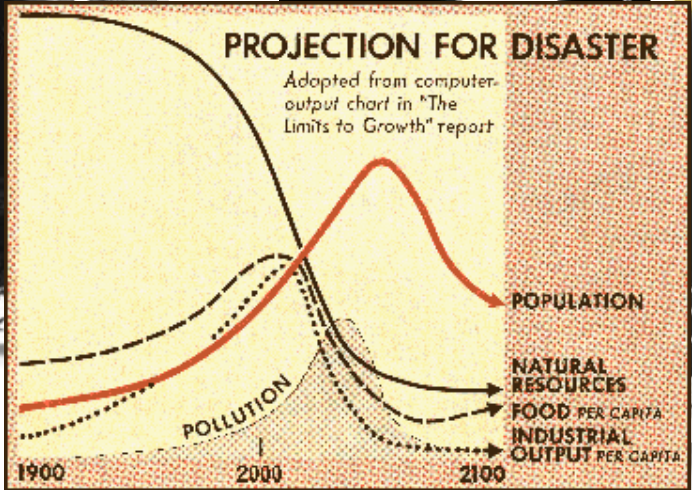
5 ... ● ... 2007 ... 1997 ... 1982 ... 1972

Think of the area where you live.
What was there in 1972?

Think of a person you know who was in 1972 same age as you
are now.

What did she expect of the future then?
What things were new and inspiring to her?

..1997... 1982... 1972



...1997... 1982... 1972

Think about yourself in ²⁰50

What will your life look like in 40 years?

What will you do?

What new everyday practices will you have?

What will you do in your free time?

What will be important for you?

How will you dress, what will you cook?

Who will surround you?



You are here



2040... 2025... 2015.. ●

Moving



Living



Consuming



Society



Entrepreneurship



Visualisation



Policy



SCENARIOS

Scenarios for Sustainable Lifestyles

2050:

From Global Champions to Local Loops



2015

2020

2030

2040

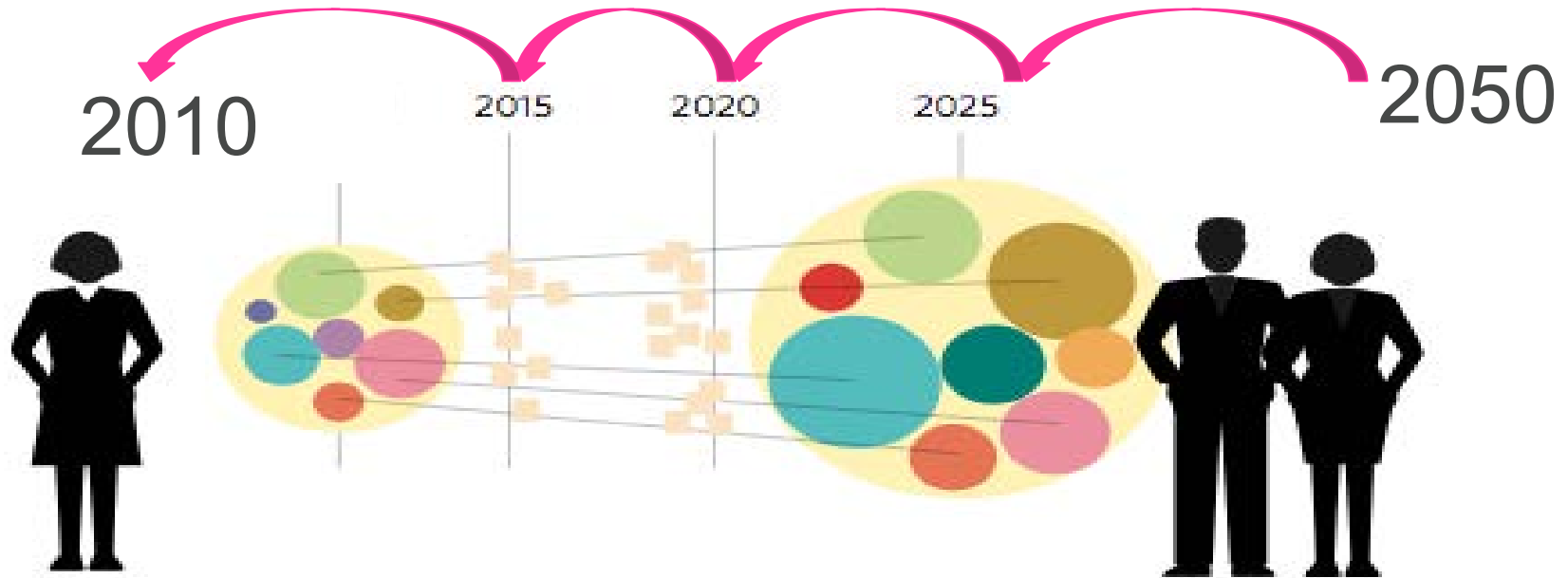
2050

Building the scenarios

Must haves 2010-2020: Existing knowledge & work already underway

Milestones 2020-2050 : What are current efforts expected to deliver?

Wild Cards that could throw us off track: Threats, conflicts, unintended consequences

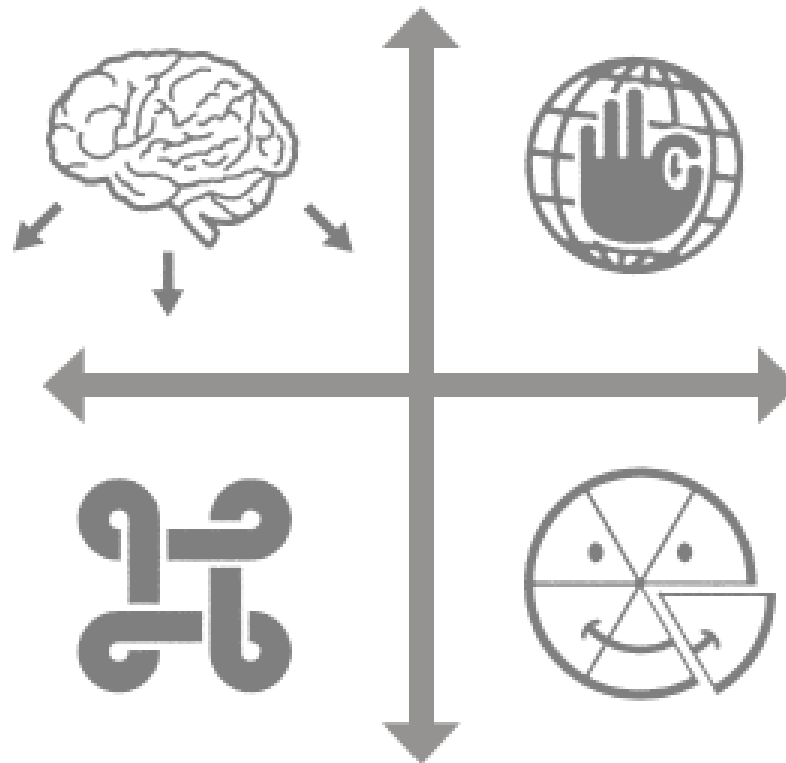


40-60 ton lifestyle

7-10 ton lifestyle

Critical uncertainties

Pandemic technology

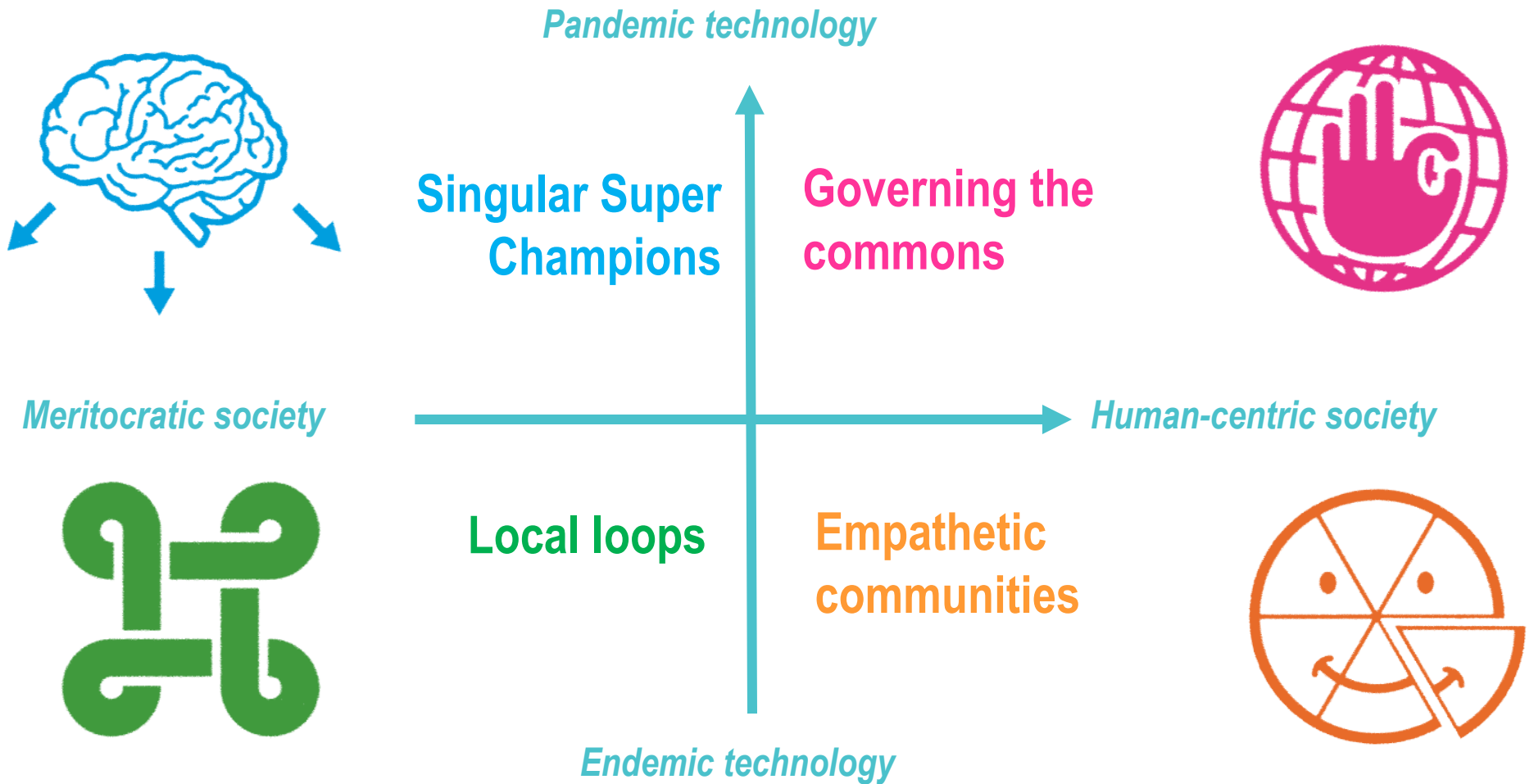


Meritocratic society

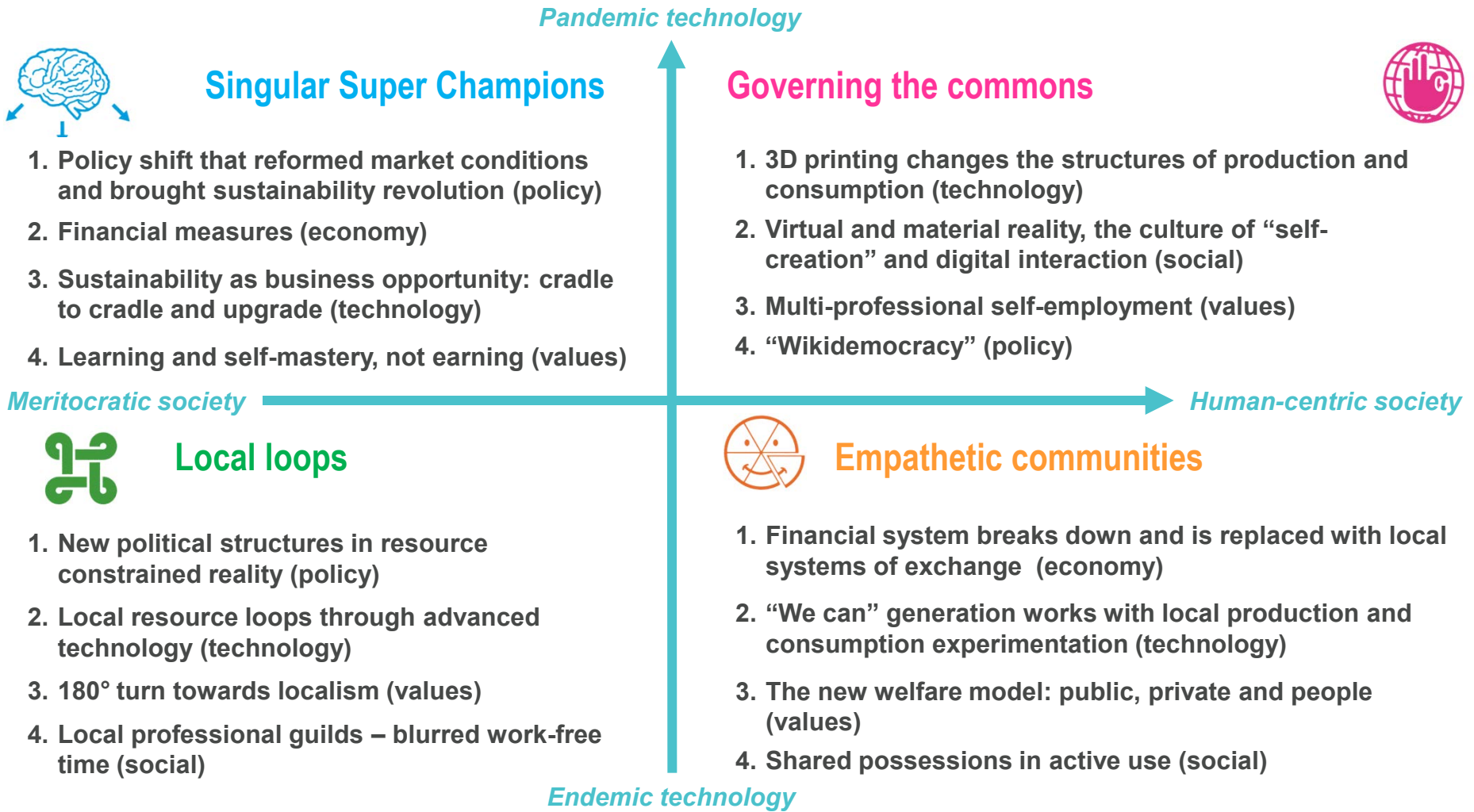
Human-centric society

Endemic technology

Four scenario landscapes



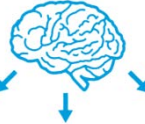
Four scenarios: policy, technology, economy, values & social dimensions



Four scenarios: business models

Pandemic technology

Singular Super Champions

- 
1. Multinationals
 2. Omnipresent technology
 3. Global value chains
 4. Sustainability as business opportunity



Governing the commons

1. Omnipresent self-manufacturing
2. Radical dematerialisation through digital interaction
3. Virtual and material feedback reality
4. Multi-professional self-employment

Meritocratic values

Human-centric values



Local loops

1. Distributed economies
2. Locally-oriented multinationals
3. Local resource loops through advanced technology
4. Local professional guilds



Empathetic communities

1. Local systems of value creation and exchange: regional and local companies
2. Social and technological innovation
3. Innovation in retrofitting, reuse, resource and recycle
4. Local collaborative models and co-creation

Endemic technology

Enriching scenarios with promising practices

Consuming

INTELLIGENT FASHION COLLECTION

Chiara, 27, stylist

"... I've just launched my third collection! Well, it's not really my collection since I work in close contact with a team of doctors and engineers. It is a stylish fashion collection of cloths, body jewellery and underwear that are extremely functional and smart for everyday life wellness. Clothes can easily be changed in shapes and colours, so to fit with the diverse needs of the day and the seasons. Underwear and body jewellery are thought to check and regulate body functions. The weed of washing and ironing has been reduced thanks to technologies. My clients are enthusiastic and now we are designing a new collection for kids..."

Comments

How does it work?

- pre-a-porter fashion makes a point of value in creative multifunctionality and transformability: size and shape of the cloths are designed to be personalised and be fully modular and re-convertible into other clothes when not needed into a second outfit.

Consuming

URBAN FOOD DISTRICT PLANNING

Martha, 36, mother of a 3 children family

"...we have the chance to live in a city where the municipality has decided to introduce the food district planning initiative. Our food mix must be at least nearly 50% locally produced and 10% self-produced among neighbours: garlic is growing on the balcony, cucumbers downstairs, tomatoes come from neighbours' vegetable gardens, commuters bring fresh dairy products from suburban areas into downtown. I still go to local supermarkets, once in a while I may buy some imported food..."

Comments

How does it work?

Living

URBAN WELLBEING INDICATORS

Ulloa, 22, student

"...I have the privilege of studying in a town that is day-by-day more shining for its wellbeing! On my way home, today, I was astonished by the brightness of the urban sculpture in the square: wow! it seems that our capability of saving resources is dramatically increasing as well as overall domestic happiness. This is the town where I want to live and work in my future. It is so beautiful and makes me so proud!"

Comments

How does it work?

- the overall resource consumption and happiness factor is calculated and shown in real time in the public spaces of the city, thanks to urban sculptures and installations that raise public awareness about active sustainable performance and capability to produce it.
- buildings or surfaces display web contents (tags, pictures, gifs) according to a semantic search engine. People can ask the city tells and shows how it's feeling or it gives as about life today;
- as a city performs well, the more it is made beautiful and by its sculptures and sensitive art pieces in public space. This is cities in healthy competitions.

Moving

HIGH EFFICIENCY INTER-MODALITY

Jimmy, 54 years, manager

"... this week was busy. From Boston to Washington DC with the high speed train, then to Jacksonville and back. I didn't really feel like changing from one city to the other: In Washington I directly went with an e-bike from the platform to the client. I had to make an important call and so I left the bike on autopilot. In the afternoon I had to make it to Jacksonville, but my meeting went on endlessly. Fortunately the train operator organized me a car-pooling for the train I missed which took me right in front of the office..."

Comments

How does it work?

Society

RESPONSIBLE PATIENTS

DiMatteo, 24, student in chemistry

"...I discovered this severe diabetes I monitor it through a sensor installed in my arm. It is constantly watched by my hospital and if rings my phone when needed to low. I'm really speaking it's a relief and I can forget about it in my daily living. But what is really helping me to face this life-changing disease is that this monitoring application is provided for my cooking club. I always tend to cook, exchange recipes and create new dishes... Now I do it for and with my diabetes community..."

Comments

How does it work?

- integrated systems of patient monitoring and automated health care facilitate daily living for patients with the changing diseases;
- such self-medication systems are transparent for the patients that could enjoy good mental life;
- systems are also designed to put the patient in an active and learning position, being up to the disease and therefore developing more responsible attitudes.

Moving

REST: IMMOBILITY LIVING

Aliberto, 37 years, employee and married

"... This year with my wife we decided to take part in REST: the Reduced and Sustainable Transport training program. The idea is simple: make your life better where you are instead of striving to escape for leisure and holidays. We did not change our life a lot in fact but our mindset: began to read the books I piled-up for years on the shelves of my library and my wife start art research instead of speaking for week-ends and mini-trips and we have been saving up our allocated mobility carbon credits for the last 3 years for a slow trip in China..."

Comments

How does it work?

- mobility carbon credits limitation per person and per year;
- promotion of low transport intensive activities and traveling dieting programs;
- limitation to campaigns promoting mobility from holiday travel to urban journeys;
- development of slow tourism based on boat travel and bicycle.

Society

CLEAN MONEY

Andrea, 37 year-old, father of the 3 children family

"... taxes on personal income rose like mad to cover droughts here and tsunamis there and catastrophes after silly urbanization projects in mega-cities: now I prefer to earn less, with green and fair investments but I want to know what my money is used for and I want to be able to judge myself if the projects financed will be good or not for the future of my kids..."

Comments

How does it work?

- huge costs induced by bad sustainable management and catastrophe related increases induce people to pay more and more attention to what is done with their money;
- after many financial crises due to lack of investment regulations, transparency is the norm that also benefits sustainable projects;
- sustainable responsibility, ethical wealth and fair banking criteria is the norm on the financial market; investments are made only for sustainable proposals.

Society

GREEN GYM

Bob, 28-year-old, architect

"...we took part this week-end in the Patagonia harvesting rally: I ran so much carrying wheat sheaves, oh my god I was exhausted. I am accustomed to one hour of gym-plotting here in the agricultural park nearby. It's a classic orchard gym organized with all Decathlon sets that provide us with a third of our fresh veggies in summer. But here, the whole city was taking part in the rally, carrying the wheat to the mill. And this way, city bakeries make bread all year... In winter, or when it rains, I go to a regular fitness centre instead, where I exercise to produce energy or to purify water."

Comments

How does it work?

- sustainable active life turns normal gyms into functional sport centres with different goals, such as producing energy;
- conventional gym sports evolved into growing food activities (self-production), doing gym in a natural farming place instead of indoors, taking part in plotting or harvesting, aerobic cleaning activities to the rhythm of music.

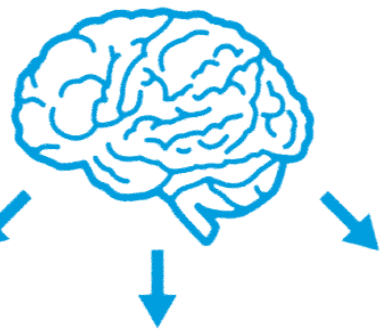
Living

Learning Relatively

Page 2

Singular Super Champions

Durability



Cradle-to-cradle



Function sales



Transparency and traceability



Closed loop entrepreneurship

Up-cycling



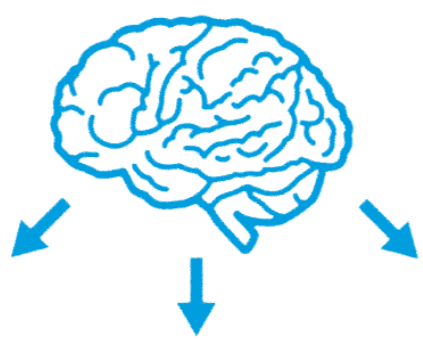
Revolution in production technologies



Product-service systems



REFERENCE "education for sustainable living. Learning to live wisely".
 Samar, Norway



Singular Super Champions

In the scenario, all society is striving towards sustainability. People are engaged into a competition in learning and achieving self-mastery in order to become more sustainable. Success is based on knowledge and material, daily living is managed and constantly optimized by premium eco-technology...

The core story focuses on a young couple involved in this competition and striving to reach always-higher level of mastership. They are discussing about having their first child and how this is going to change their lifestyle...

<http://www.sustainable-everyday-project.net/spread/2012/10/10/thefourscenarios/>



Governing the commons



Agile marketing agencies
...make use of the peer information available in purchasing decisions.

3D printing

DIY manufacturing

Self co-creation



Augmented reality glasses. Multi-screens open up games. "My kids say there are enough exciting things to discover in digital schools, virtual tourism services and augmented reality games. You don't need to travel to have new experiences as I once did."



I can use the highly efficient urban mobility system to buy groceries and have them delivered straight to my home.

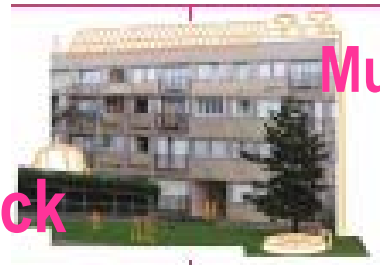
Mould and recreate



Every village and suburb has a remote co-working space that allows people to get together, share thoughts and reduce the need to commute. Every municipality sets up these spaces for people to work or even to get new jobs, based on earlier shared brainstorming sessions and cooperation.

2-layered reality

Multi-professional self-employment



When I look outside the window, I can enjoy green walls blooming with flowers, the pump cleaning the water, the solar panels slowly turning to the sun.

Feedback loops



"I often log on to these participative governance programs in order to meet people with whom I share common interests. We regularly propose initiatives that later become the basis of new policies." Local citizens networks. Deliberative processes in local governance.

Personalized digital services



Embedded knowledge



Governing the commons

The scenario describes **a lifestyle where IT and virtual reality is very present** enabling feedback controls, self-creation, social networks, assisted training, shared services, e-participation to local governance, etc... **The material life is important but always mediated by virtual reality.**

The core story focuses on a family that moves and readapts to the new neighbourhood through different virtual reality tools and services their life is based on. Their motivation to move is to live closer to a new job. They are not bounded to a particular house or place. They attach more importance to a get a walkable life and they keep anyway a level of digital life that can go on anywhere...

<http://www.sustainable-everyday-project.net/spread/2012/10/10/thefoursenarios/>

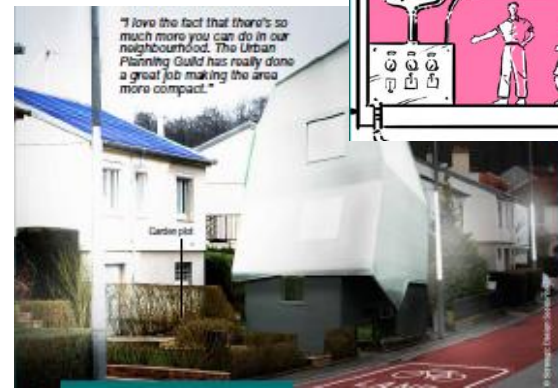


Local loops

Centralised household services



Self-sufficient regions



Glocalization



Local adaptations of global technologies

User-centred design



Home waste-management opportunities allow households to turn into suppliers of raw materials for local companies.

Local resource loops

Local professional guilds



Profession specific networks and associations

...acknowledge their capacity and influence as experts and networks who have a shared responsibility to society.

Resource mapping

...enable living. Learning to live wisely".



Local loops

The scenario describes **a society entirely (re)organized on a local basis**. Lifestyles are mostly influenced by the **work community structure organized in guilds**: people are focused on the *guild* they work in. This is where happen much of their social and personal life. They share resources with their *guild* neighbours. Global scale still exists but seems far away. Other *guilds* are like different communities. **Local is beautiful...**

The core story focuses on a family that evolves between guilds visiting other communities, meeting partners, moving to settle in another guild... It shows the social diversity of guilds at a local scale, the focus on work that structures the daily living at a local scale... One member of the family is browsing her photo album and talking about her life...

<http://www.sustainable-everyday-project.net/spread/2012/10/10/thefourscenarios/>



Empathetic communities

Peer-to-peer services



Capitalise on idling capacity



Co-production of value



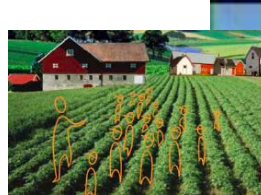
Retrofit, reuse, resource, recycle



PPP: public, private, people



Urban village



Co-created innovation



Urban farming



Multi-functional shared public spaces

"Our family love of shared space can play together also cook together"



Collaborative consumption

Urban mining



able living. Learning to live wisely".



Empathetic communities

The scenario describes **a society based on community life** at city and regional scales. **Lifestyles evolve from the bottom-up reorganization of the society**, build on many local experimentations, on **emerging co-operative structures**, the use of **shared collective spaces**, collaboration and mutual **help solutions between people**.

The proposed core story for the movie clip is focusing on a household whose family life is not limited to the house they live in but extended to their entire close neighbourhood. They access at a walking distance nearly all what they need for their daily living both in terms of infrastructures and social support form their community. The movie is based on a walk across the neighbourhood...

<http://www.sustainable-everyday-project.net/spread/2012/10/10/thefourscenarios/>

METHODS

1 Visualising sustainable living futures

OUR PROCESS

CHALLENGES – FACTS & TRENDS (Nov.2011)

- Current challenges to sustainable living > **hot spots** of lifestyle impacts across EU
- Promising sustainable living practice emerging across the EU

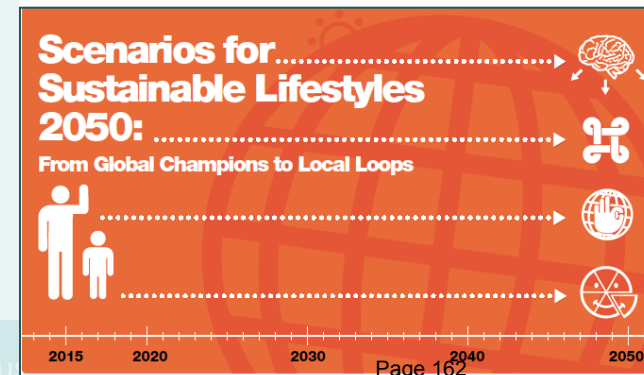
BASELINE REPORT Nov. 2011

CHANGES - SCENARIO BUILDING (Mar.2012)

- Envisioning > promising practice projected into the future > Family YOU
- Scenarios > Possible SL futures

SOLUTIONS/OPPORTUNITY MAP (Dec.2012)

- Roadmap/Pathways of change 2012-2050
- Opportunity spaces & recommendations for policy, business, civil society



2 Understanding diversity & behaviour

> What motivates different people to act?

SPREAD iFuture People's Forum

Primary Research – Citizen groups

October 2011 – March 2012

Understanding the needs, desires, motivators & triggers for more sustainable living futures of fellow Europeans



- Finland
- Germany
- Hungary
- Spain



Infrastructure & innovation considerations

- Smart, efficient homes
- Easy access to convenient sustainable transport
- Widespread availability of sustainable food options
- Policies that enable access vs. ownership



Zero Carbon

Zero Waste

Sustainable Transport

Local and Sustainable Materials

Local and Sustainable Food

Sustainable Water

Natural Habitats and Wildlife

Culture and Heritage

Equity and Fairtrade

Page 164

Health and Happiness

- Launch conference – May 2011
- Energy & lifestyles workshop – June 2011
- Technology & lifestyles – Sept. 2011
- Design, social innovation & lifestyles – Sept 2011
- Policy & lifestyles – Nov. 2011
- Development & lifestyles – Jan. 2012
- Education & lifestyles – Mar. 2012
- Business & lifestyles – Apr. 2012
- Health & lifestyles – Apr. 2012
- Youth & lifestyles – Apr. 2012

Connecting practice & knowledge facilitating match-making













































Business and Practice	Entrepreneur	Business and Practice Description
Belu Water	Reed Paget	Compostable packaging water projects in low in its environmental footp
Netcycler	Juha Kapanen	Free online service to sv - matches several peopl Available in England, Gi
Eco Huellas	Pilar Piana	Using media to influenc
Reseau Andes	Guillaume Bapst	Shops for low income b - seller of healthy food
Groupe SOS	Nicolas Hazard	Provides means to enab new business models in cial and classical busine
RLKM	Ignace Schops	Urban development of i spaces. Network of con access to nature, busine for power - extend acro
EVA - Ethical Vegetarian Alternative	Tobias Leenaert	Campaign - don't eat in cities. Addressing overo welfare and human hea
Roule Ma Frite 17	Gregory Gendre	Recycling cooking oil fo other household waste. Need network and orga
Rapid New Day	Claudia Put	Develops innovative per



6 Online community of information and knowledge exchange – sustainable lifestyles



- | | | | | | |
|---|--|---|---|--|---|
|  Mario Guerrero
Köln, 50676, Ecuador
Comment |  Chris Dekkers
Voorburg, Netherlands
Comment |  Rafael Laurenti
Stockholm, Sweden
Comment |  Merve Bedir
Rotterdam, Netherlands
Comment |  Maria Paula Escobar Clarte
Bogotá, Colombia
Comment |  Eva Csobod
Szentendre, Hungary
Comment |
|  Kill Arch
Killing Architects
Rotterdam, Netherlands
Comment |  Icecream architecture
Glasgow, United Kingdom
Comment |  Zoe Burrard
Zürich, Switzerland
Comment |  Jens Deward
Gusborm-Quickborn, Germany
Comment |  Nick Meynen
Leuven, Belgium
Comment |  Anna Maroni
Milano, Italia, Italy
Comment |
|  Taru Marttila
Helsinki, Finland
Comment |  peter kamau karuki
Nairobi, Kenya
Comment |  Sara Jones
Northampton, United Kingdom
Comment |  Guy Morgan
Paris, France
Comment |  Chicane Cristina
Bruxelles, Belgium
Comment |  Arto Svanen
Helsinki, Finland
Comment |
|  Daniela Tatarieva
Stuttgart, Germany
Comment |  Marc
Glasgow, United Kingdom
Comment |  Dale Adoyemo
Glasgow, United Kingdom
Comment |  Wieske Herding
Brussels, Belgium
Comment |  Karine Scirrazzoli
Brussels, Belgium
Comment |  Eva Heiskanen
Helsinki, Finland
Comment |
|  tommilatio
Helsinki, Finland
Comment |  Irene Biglino - Slow Food
Torino, Italy
Comment |  Hanna H
Stockholm, Sweden
Comment |  Péter Suppinger
Szentendre, Hungary, Hungary
Comment |  Juha Leppänen
Helsinki, Finland
Comment |  Inari Virkkola
Helsinki, Finland
Comment |
|  Yanbin Chen
Stockholm, Sweden
Comment |  Stan Wang
Uppsala, Sweden
Comment |  Pidge Perfect
Glasgow, United Kingdom
Comment |  Kirmo Kiveli
Helsinki, Finland
Comment |  Jeffrey Sipra
Amsterdam, Netherlands
Comment |  Sari-Majja Martinen
Helsinki, Finland
Comment |
|  Jussi Mäkinen
Helsinki, Finland
Comment |  tuulijyöhen
Helsinki, Finland
Comment |  Satu Raimö
Reykjavik, Iceland
Comment |  Alexandra Groth
Oldenburg, Germany
Comment |  Sofia Nygren
Linköping, Sweden
Comment |  Torben Fikermeyer
Freiburg, Germany
Comment |

NEW RESEARCH TYPE

Bridging the gap between disciplines

- Combined knowledge on individuals and infrastructures & institutions
- Legitimacy of social science evidence
- Merges of social sciences and technical sciences & economics
 - E.g. a future European Socio-Technical platform

Bridging the gap between theory, practice and policy

- Legitimacy of applied research based on robust conceptual understanding
- Collaborative learning - spreading is about people
- Policy as enabler of applied research, pilot projects and socio-technical demonstrations

Furthering knowledge brokerage

- From scientific silos to multi-actor knowledge
- “Knowledge triangle” of research, innovation and education => shared learning in communities of practice for sustainable lifestyles
- Research on consensus-building
- Not only brokerage between science and policy, but between divergent views on sustainable lifestyles

Envisioning and re-imagining

- Scenario and envisioning with back-casting to avoid lock-ins by challenges of the present day
- Explore extremes to help decision-makers plan for the currently “unthinkable”
- Create alternative pathways to the desired future taking available resources as a factor
- Visions and images by different actors and for different time spans

Advancing innovation and experimentation

- **Innovation:** services, social and technical
- **Experimentation:** with policy and economic tools, business models and community initiatives
- **Enablers:** policies and economic instruments to encourage and advance society-wide experimentation
- **Benefits:**
 - Experiments -> changes in behaviour -> changes in attitudes and values
 - “Test, learn and adapt” cycle -> increased policy acceptance

Research methods

- Explore:
 - IT and virtual reality for testing and experimenting
 - Collaborative design and experimentation
 - Open source research
- Advance and ensure balance between:

Envisioning		Testing		Monitoring
Modeling	∞	Experimentation	∞	Evaluation
- Embed: design and visualisation tools allow demonstrating, communicating and connecting sustainable lifestyle solutions to everyday lives



Join us! European Social Platform

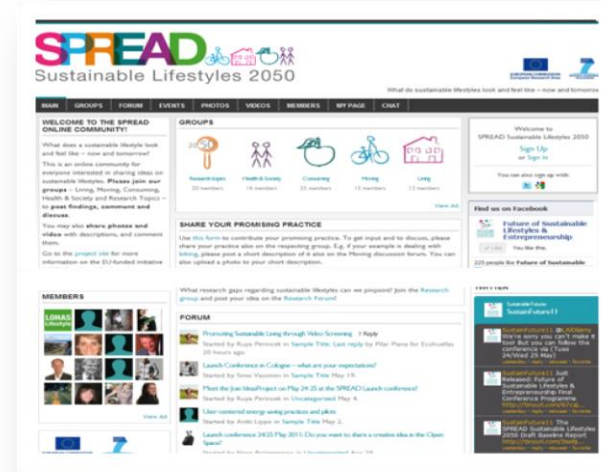
Enabling more Sustainable Lifestyles

Visit our project website:

www.sustainable-lifestyles.eu

Participate in our online platform:

www.sustainable-lifestyles.eu/community



COLLABORATING CENTRE ON SUSTAINABLE CONSUMPTION AND PRODUCTION



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SPREAD Sustainable Lifestyles 2050 - Social Platform Identifying Research and Policy Needs for Sustainable Lifestyles

Welcome to SPREAD Sustainable Lifestyles 2050 Project!

What is a sustainable lifestyle? // What will a sustainable future mean for the way we live, move, and consume? // How do we know if our lifestyles are sustainable or not? // How can our aspirations for life and well-being improvements be enabled sustainably (within one planet)?

These are some of the underlying questions driving the SPREAD Sustainable Lifestyles 2050 project. We hope that exploring our website will bring you another small step closer to your own personal vision of a sustainable lifestyle in 2050. We look forward to engaging with you in this project!

Latest News

Monday, 2012-08-28 Sunday, 2012-08-27 Sunday, 2012-08-26

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Get engaged here!!!
SPREAD ONLINE PLATFORM!
www.sustainable-lifestyles.eu/community

Key Facts:
Project start: 1 January 2011
Project end: 31 December 2012
Funding Scheme: European Commission's Seventh Framework Programme (Coordination and Support Action)
EU Contribution: 1,423,352 €
Grant Agreement No: 253962

Coordinator: UNEP/Apptel



Oksana Mont. CONFERENCE “education for sustainable living. Learning to live wisely”.
17-18 October 2012 Hamar, Norway

RIGHTS – “pRomotIng Global citizensHip education Through digital Storytelling”

Conference: Learning to Live Wisely! Education for Sustainable Living
Hamar, October 17-18 2012

Terje Mølster

Hedmark University College

About

- A two-year Comenius project co-funded by the EU Lifelong Learning Program.
- Project period October 2011 - September 2013
- Target group: teachers and students in secondary schools
- 7 partner countries: Italy, Bulgaria, Spain, Portugal, Turkey, Switzerland and Norway
- Coordinated by [Marconi University](#), Rome, Italy

Main objective

To promote Education for Global Citizenship through the use of technology (in particular through digital storytelling methodology), by enhancing interactive teaching and learning across countries and cultures in secondary schools in Europe.

Research on Global Citizenship Education

Researchers argue that something has to be done with GCE.
According to Prof. Trond Solhaug, NTNU:

- *Most of our education still has to be characterised as voter education in the sense that we socialise our students into voting*
- *I think that civic education, despite the varieties, may be characterised by socialising the student into the current political order.*
- *Education **becomes rather formal and to many students it's boring. They don't find particular relevance of it for their own political lives. So I think that something has to be done.***

Digital Storytelling – what is it?

[Daniel Meadows](#) puts it this way:

*"short, personal multimedia tales told from the **heart**"*

Technically, a digital story is a short 2 to 3 minute movie that combines images, video, animation, sound, music, text, and a *narrative voice*

Digital storytelling combines the ancient art of storytelling with new media

Read more on <http://www.storycenter.org/>

Darcy's story: *Nowhere Anyhow*

I want you to watch one of my favourite stories

<http://www.darcyalexandra.com/portfolio/nowhere-anyhow/>

Why Digital Storytelling?

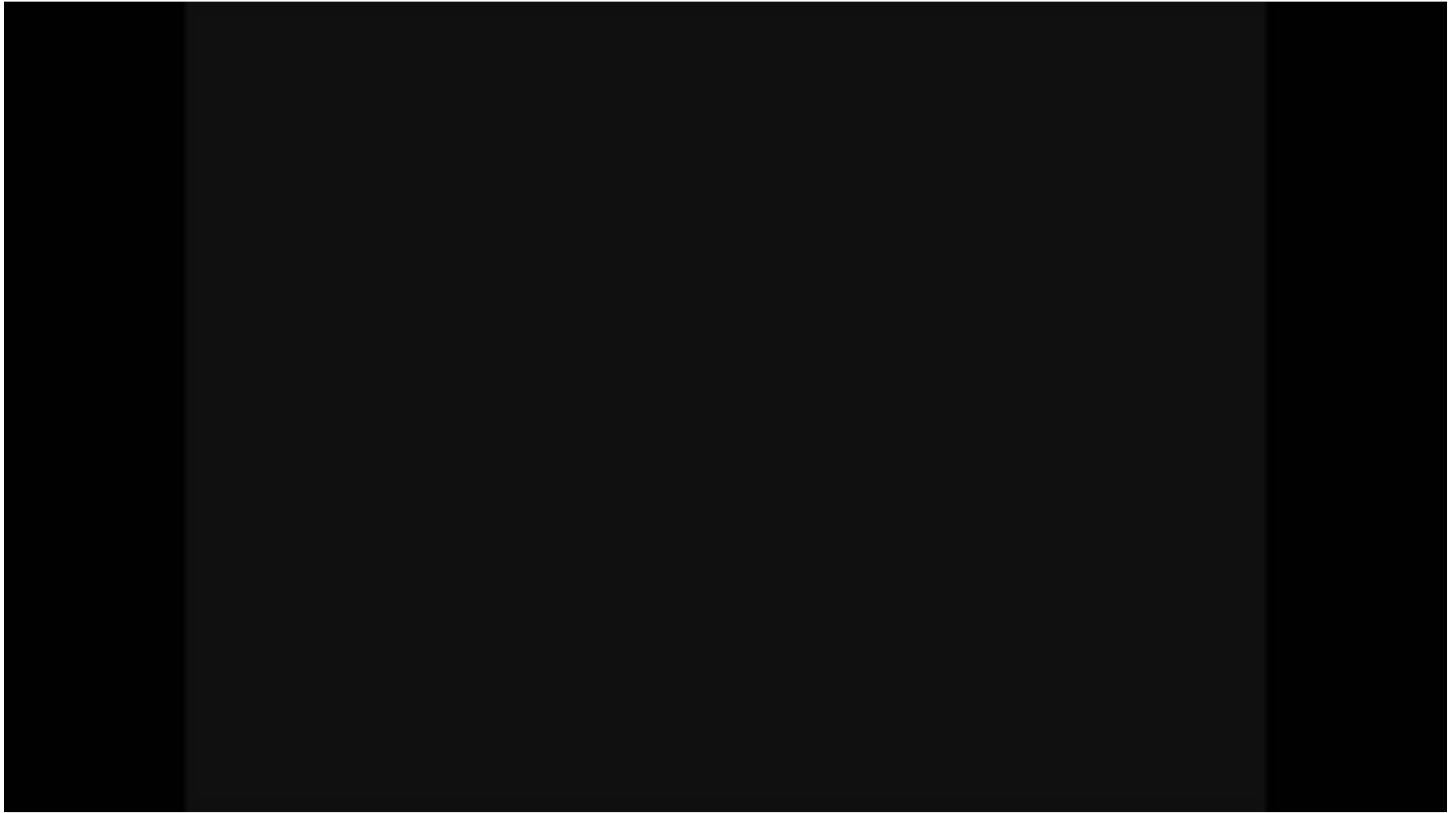
We want to see what happens when young students create their own, personal stories about global citizenship

As a starting point, they are encouraged to find something in your own lives that concerns them, in their class, school, local community or in a wider context.

Next, they are challenged to communicate their own point of view, feelings, engagement or passion through a digital story

In the creation process they collaborate in storycircles to help each other to shape a good story

Who can stay in our country?



How can a story created by a 14 year old girl look?

- Here is [Emma's story about global warming](#)

Birte Hatlehol: «Youth in the centre» - project

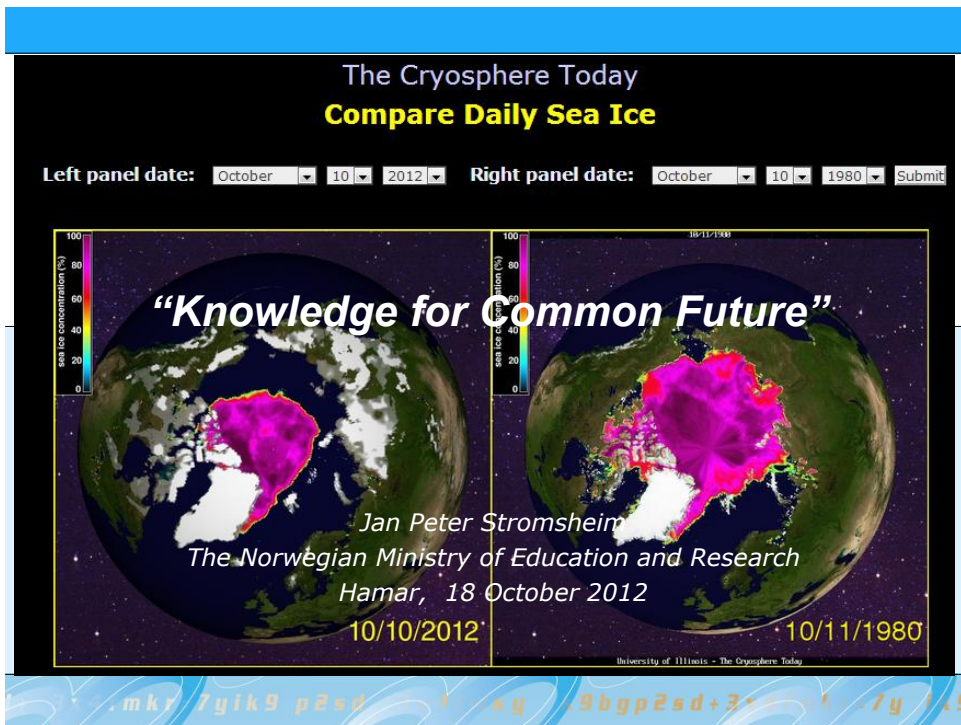


Would you like to join?

Go to the project web site: <http://www.rightsproject.eu/>

Or join our Facebook group (norwegian):

<http://www.facebook.com/groups/rightsnorway/>



Revised Strategy for Education for Sustainable Development 2012-2015

2006: Education for Sustainable Development

- www.sustain.no / www.miljolare.no
 - Schools also beyond Norway participate in activities like Springwatch.
 - The website www.sustain.no also includes schools in other countries

2008 – The Natural Satchel

- Cooperation between the Ministry of Environment and the Ministry of Education and Research, and a number of NGOs

2012 A revised strategy for ESD (2012 – 2015).

2 Norwegian Ministry of Education and Research

About the strategy

- This is a strategy, not an action plan.
- This strategy builds on the previous plan (***Education for Sustainable Development 2006 – 2010***) and a draft proposal from the Directorate for Education and Training.
- The strategy is the Ministry of Education and Research's revised strategy for ESD 2012 - 2015.

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Norwegian Ministry of Education and Research

From the foreword

- ESD involves providing knowledge, skills and attitudes needed to take care of our common earth, to make reflected choices and to participate in the democratic debate on what measures are appropriate and important for sustainable development for all.
- Today, and in the future, we need young people with professionally well-reasoned opinions as participants in the ongoing debate on sustainable development, climate change and environment. It is through good discussions that we can promote good solutions and achieve good attitudes.
- We must aim for giving today's children and young hopes and show that everyone's commitment makes a difference and is necessary.

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Norwegian Ministry of Education and Research



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- Education in Norway, as well as in other European countries has mainly focused on the environmental dimension in education and less integrated the global development dimension.
- It is therefore a goal to renew the efforts on education for sustainable development.
- The aim is that this new strategy will be a support for implementing education for sustainable development in education.

Norwegian Ministry of Education and Research



Vision and Goals

Vision

Norway should have an education system that contributes to sustainable development locally and globally

This is in accordance with the new object clause in the Norwegian Education Act:

- *The pupils and apprentices are to learn to think critically and act ethically and with environmental awareness.*

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Norwegian Ministry of Education and Research



Goals

Education for sustainable development aims for:

- developing children and young people's competencies so that they can contribute to sustainable development in different areas of nature and society
- contributing to the kindergartens and schools have the expertise and framework for education for sustainable development
- encouraging the development of networks and collaborative relationships between schools, relevant government agencies, NGOs and research institutions at national, regional and local level
- promoting participation in international forums to exchange experiences and to raise the quality of education for sustainable development, both in Norway and other countries



Some principles for education for sustainable development

- Education for sustainable development should permeate all relevant subjects in order to establish coherency in education for sustainable development.
- Education should help anchoring values and principles that form the basis for sustainable development
- Education will encourage critical thinking and problem solving
- Education should be based upon a diversity of methods that promote learning
- Education will address both local and global issues

How can you prepare students for the new Global Economy?

- Internationally we see industry engage in Environmental Literacy /ESD. One might discuss the reasoning behind this engagement, as economy could be one important factor (green economy?).
- However, we should also recognize this engagement as a concern for our common future.
- One example is the Partnership for 21th Century Skills.

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Norwegian Ministry of Education and Research

21st Century Skills Framework

Core Subjects

- Native Language/Reading
- World Language(s) incl. English
- Arts
- Geography
- History
- Mathematics
- Science
- Government/Civics

21st Century Themes

- Global Awareness
- Financial, Economic, Business and Entrepreneurial literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

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Norwegian Ministry of Education and Research

Education for Sustainable Development – challenges and opportunities

- Globally, there is much political attention on Math, Reading and Science (PISA / TIMSS / PIRLS).
- Globally, we experience decreased motivation among students for science and mathematics. We need to demonstrate that education and ESD can be mutually beneficial.
- The transition from EE to ESD has proven to be challenging – both in Norway and in other countries.

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Norwegian Ministry of Education and Research

The way ahead

- We have a national strategy for ESD. This is an important first step.
- The strategy must now be operationalised through the development of learning materials in relation to the revised curriculum, including curriculum in science.
 - Sustainable development as such has been strengthened in the new syllabi, e.g.:

The students should be able to:

 - *argue professionally and ethically for their own pattern of consumption that can contribute to sustainable consumption patterns*
 - *examine and discuss the use and misuse of resources, the consequences it may have on the environment and society, and the conflicts it can create locally and globally*

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The way ahead (cont'ed):

- The Natural Satchel is a project targeting pupils in primary and secondary school. Science and social studies are considered the main subjects, but others are also included. The main goals are to develop curiosity and knowledge about nature, awareness of sustainable development and increased commitment to the environment. The Natural Satchel will help to exploit the school community as a learning arena and use different regional and national resources.
- The Norwegian Centre for Science Education shall assist national educational authorities, providing advice and services related to the efforts to realise national educational policy within their area of responsibility. They are instrumental in implementing ESD, and the Natural Satchel.
(URL: <http://www.naturfagsenteret.no/>)

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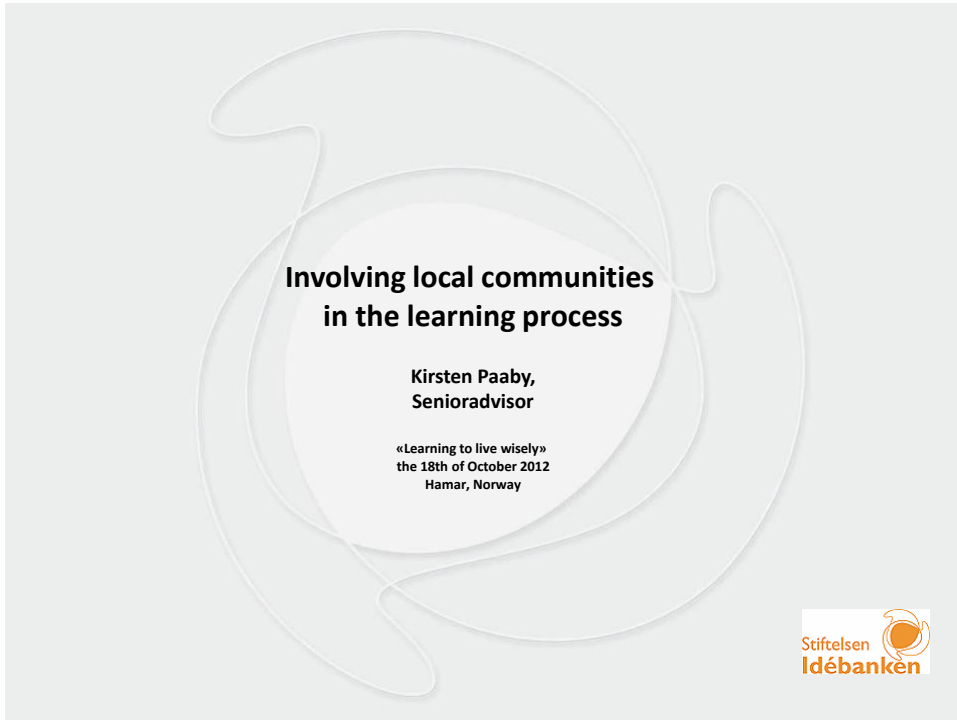
Thank you for your attention



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Local sustainable community development

Professional assistance to National programs such as:

- Local Agenda 21
- The Frontrunner Community program
- Livable Communities

Our contribution:

- Pedagogical presentations on sustainable community development
- Methods for dialogue and partnership
- Collecting and dissemination of best practices





The Ideas Bank Model: Best practices - new dialogues - futurepictures

Best practices

Stimulate learning processes

Starting point for visionary dialogues

Shows that something else is possible

Signals of hope



Criteria Ideas-Bank-examples

- Promoting sustainable community development
- Covering all the three dimensions: The ecological, economical and the social
- Been implemented, or in the process of being implemented
- Innovative
- Surprising
- Demonstrating partnerships (between local authorities, civil society and local private sector)
- Cross disciplines and sectors
- Awareness of the learning aspect and the capacity building through the practices



«Sustainable development has been successfully localised

No longer a distant, theoretical concept but on filled with meaning and evoked in everyday realities»

Stefan Kuhn, ICLEI Director for Urban Governance

Local Action has moved the world!

Some key findings from the ICLEI-review:

«Compared to processes initiated by the public sector...the civil society actors are usually characterized by a higher degree of creativity and willingness to explore new solutions..»

«Local sustainability processes are hubs of social innovations.»

Samsø

Energy Academy

Students in all ages meets the people behind the work to be selfsufficient with enery and creating a vital local community
The students learn what they themselves can do – instead of threatening with the global warming



Democratic Ecology – the Halkær Ådal Valley, Denmark



«The stork has returned...»

..and it takes twice as long to shop at the Co-op»

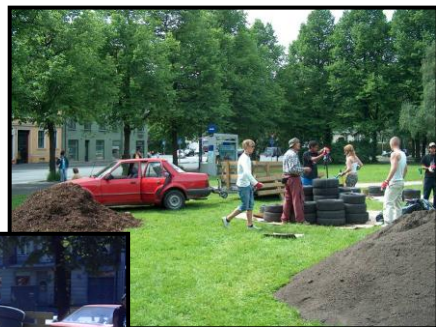


The Future Scenario Workshop a successful method





The City district Sagene, Oslo



Youth involvement in



forming the local parks



Grästorps kommun i Sverige



Sustainability through work and play



Young People making the future in Øvre Eiker (Norway)



The pedagogic platform of the Nordic civic formation

Grundtvigs concept of civic formation:
Formation of the individual – formation in community

Embraces the formation as an:

- Individual
- Member of the society
- World citizen

«Lifeskills and a school for life»



«Ecological loops of learning»



In partnerships



**«Our Common
Learning»**

**«Our Common
future»**

The Balancing Act

www.thebalancingact.info

Involving local communities in the learning process

By Kirsten Paaby, Senioradvisor The Ideas Bank at the conference «Learning to live wisely» the 17th – 18th of October 2012, Hamar

Links related to the presentation

[NORDIC – success stories in sustainability](#)

[SIGNALS local action – success stories in sustainability](#)

[BALANSEBOKA – mellom nåtid og framtid](#)

[ICLEI Local Sustainability 2012 Taking stock and moving forward. Global review](#)

[Samsø energiakademi](#)

[Samsøe Energy Academy](#)

[Democratic Ecology – the Halkær Ådal Valley, Denmark](#)

[The City District Sagene, Sagene Community Center](#)

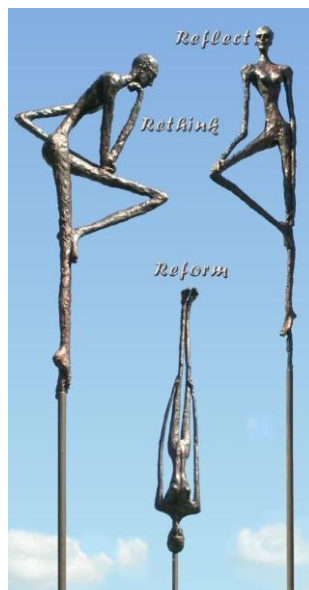
Øvre Eiker, information in English, check “[Learning for Local Democracy](#). A study of Local Citizen Participation in Europe page 81 – 83

[Bærekraft på lek og alvor i svenske Grästorp](#)

[YES! Magazine. Powerful ideas. Practical Actions](#)

[BALLE – Business Alliance for Local Living Economies](#)

[www.idebanken.no](#) og [www.thebalancingact.info/news](#)



Education for Sustainable Living Learning to live Wisely



17-18 October 2012

“Active learning methodologies and toolkits”
facilitator: Miriam O’Donoghue

Hedmark University College, Campus Hamar, Norway

How do people learn best?

- We learn in many different ways:
 - Visual learners**: prefer to see information
 - Auditory learners**: prefer to hear information
 - Kinaesthetic learners**: prefer to learn by doing
- Most learners have a preferred learning style, some a very strong preference
- They generally learn best when they work in their preferred learning style

Active Learning

- Active learning involves students directly and actively in the learning process
- Instead of receiving information verbally and visually students are:
receiving and participating and doing

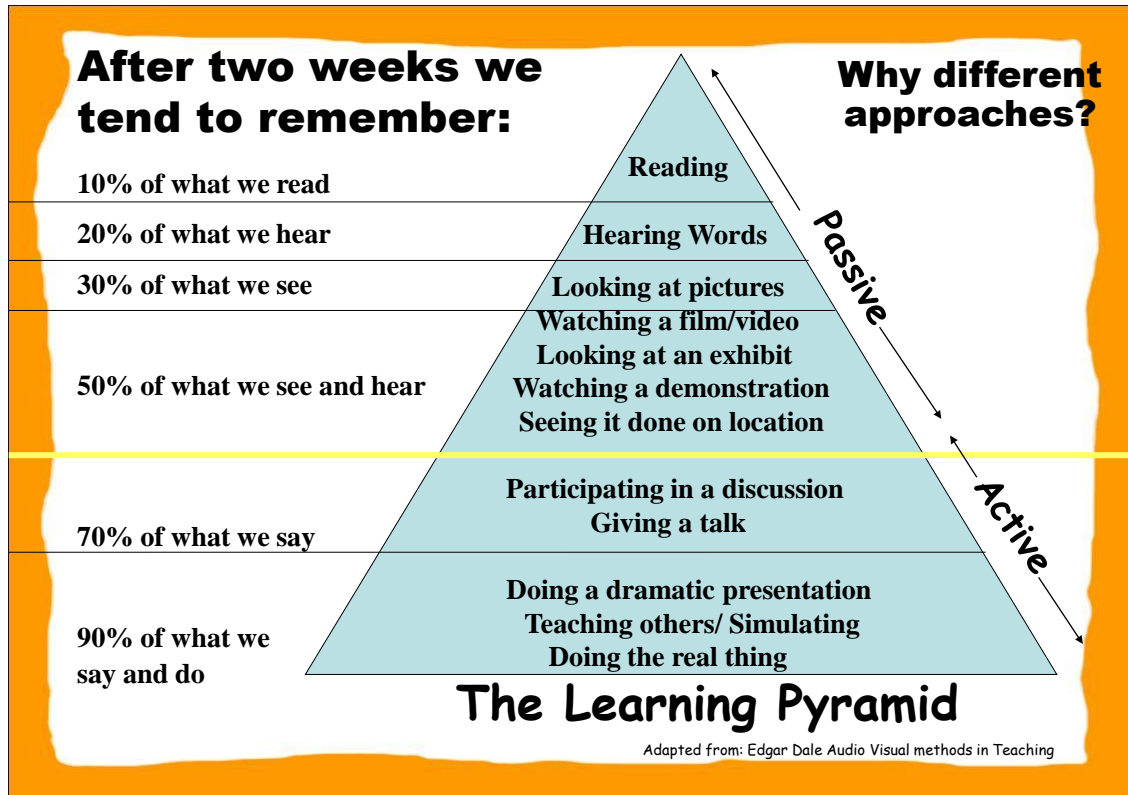


Remember the old Chinese Proverb...

I hear, and I forget

I see, and I remember

I do, and I understand



Other benefits ...

- Better understanding
- Students interact with teacher and fellow students
- Teamwork
- Enhanced communication skills
- Use of higher level thinking skills
- Maximised learning opportunities
- Motivation / interest / stimulation
- Enjoyment
- Less risk of failure for students /less intimidating

Traditional /Didactic approach

- Passive learner
- Teacher directed
- Learning from teacher alone
- Learning from expert
- Learning from feedback from one key person
- Competitive environment
- Relying on rules

Active approach

- Active learner
- Teacher guided
- Learning from each other
- Discovery under guidance
- Learning from the reactions of many people
- Collaborative environment
- Relying on guidelines

Traditional /Didactic approach

- Consistency/sameness
- Secrecy
- Copying from others discouraged
- Mistakes feared
- Learning by notes
- Formal layout of classroom
- Class time short
- Isolated decisions
- Results thinking

Active approach

- Diversity/flexibility
- Openness/sharing
- Learning by borrowing encouraged
- Mistakes learned from
- Learning by problem solving
- Informal /flexible arrangement
- Longer class time
- Involvement of others
- Process thinking

Examples of Active teaching and learning strategies...



In Education for Sustainable Development...

- Focus is on education **for** sustainable development
- Transformative learning
 - getting beyond gaining factual knowledge alone*
 - to instead being changed by what one learns in some meaningful way*
- The role of the teacher, learner and learning environment critical



PERL

Active Methodology Toolkits

Designed to support and encourage teachers, tutors and lecturers to:

- integrate some of the concepts of sustainable development into teaching and learning
- focus on using photographs and a range of active teaching and learning approaches to explore sustainable living themes

PERL: Active Methodology Toolkits

Images and Objects Series:

Toolkit 1 'ESD Images and Objects'

Toolkit 2 'Personal Consumption and Climate Change'

Toolkit 3 'Financial Literacy'

Toolkit 4 'Resource Usage: Time as a Resource'

Handbook

ESD Seminar Handbook

Other Toolkits

LOLA Toolkit

Over to you...

- Activity

Inclusion

—a key to responsible living

How can the *Index for Inclusion* support responsible living?

Hamar,
October 18,
2012

Kari Nes

Hedmark
University
College



What is inclusion?

“There is no away”

- “We cannot put people away from ourselves any more than, as environmentalists have shown, we cannot throw something away. There is no away.
- We live in complex interdependencies with the planet we inhabit. Whatever we do, whatever is done, includes us all, no matter what strategies we may use in attempt to distance and isolate ourselves. Actions that exclude and diminish others exclude and diminish ourselves.” (Ballard, 1997:254)

What is inclusion?

Crucial in inclusion in education is

- *seeing diversity as a challenge and enrichment in the learning environment, rather than a problem*

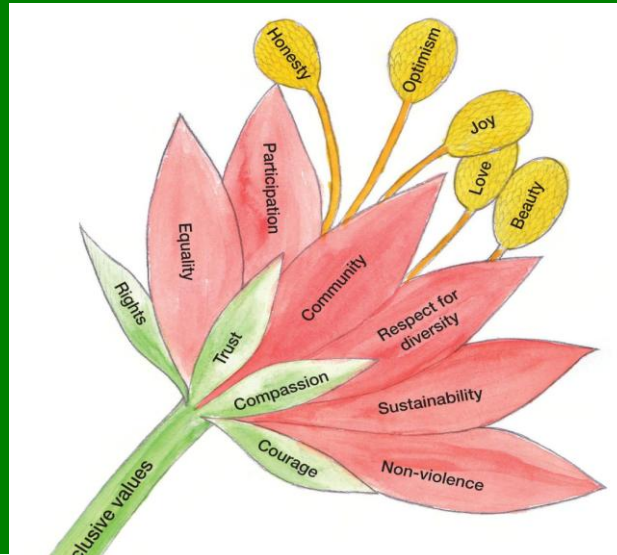
Booth & Ainscow 2011

Inclusion in education – an alternative ...

- ...to a traditional view of HOW to learn, based in learning psychology
- ...to a traditional encyclopedic approach to WHAT to learn, i.e. many isolated school subjects rooted in traditional academic disciplines

cf Støfring 2010

Inclusion in education means putting inclusive values into action



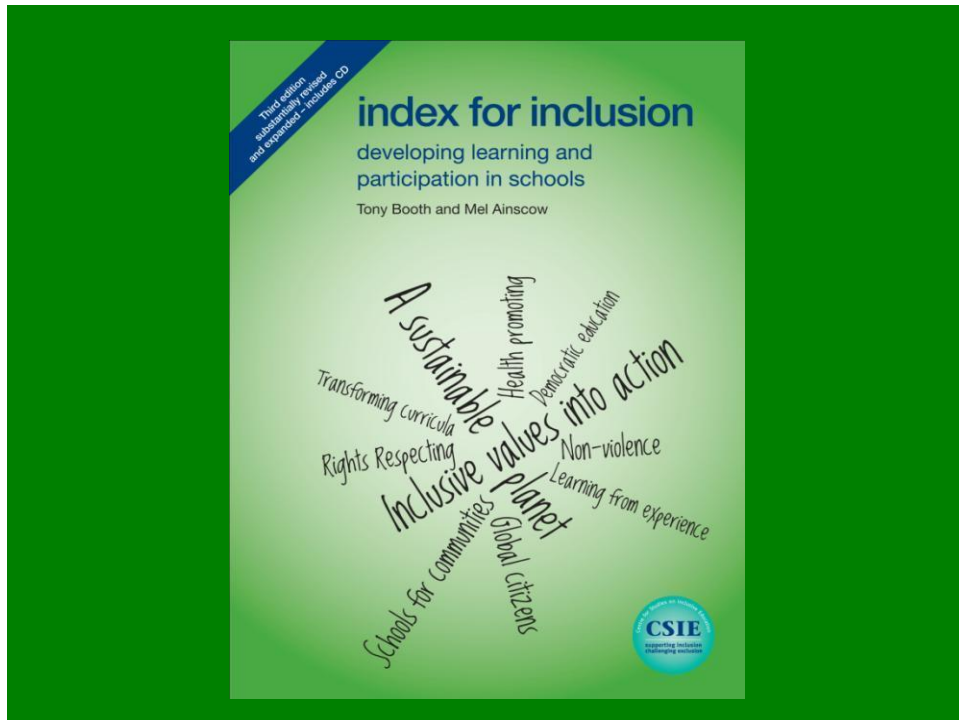
(“The green”)
Index for Inclusion –
developing learning and participation
in schools
(and beyond)

Booth, T. and Ainscow, M.: *Index for Inclusion. Developing learning and participation in schools.*

Bristol: Centre for Studies on Inclusive Education (CSIE).

Latest revised and expanded version 2011 (3rd ed).

<http://www.csie.org.uk/resources/current.shtml#schoolsindex2011>



What is the *Index for Inclusion*?

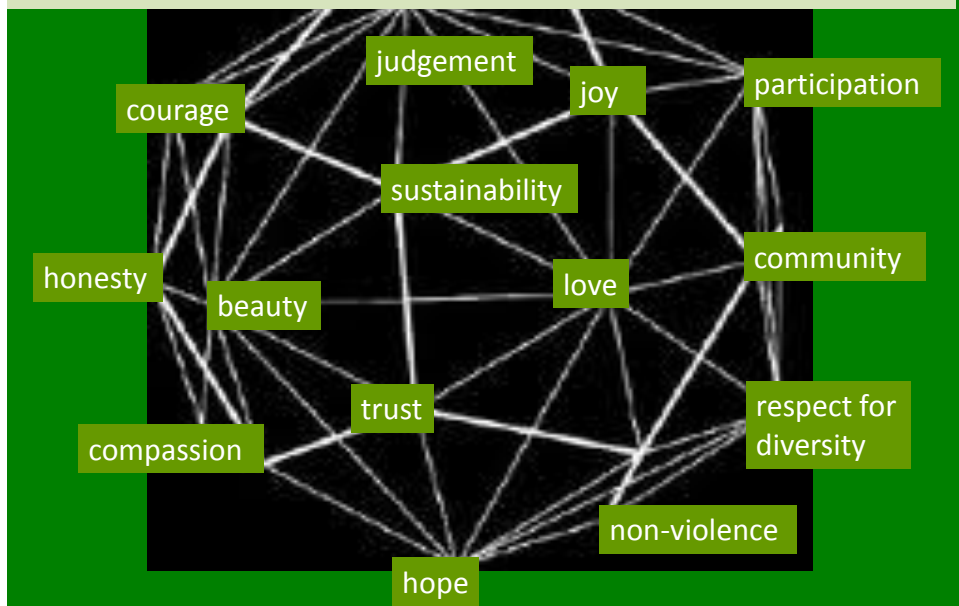
- The Index is a resource to support the inclusive development of schools.
 - Originated in the UK in 2000.
 - Now translated to more than 30 languages.
 - Norway 2001: *Inkluderingshåndboka*
- The Index can be used in other organisations than schools
 - It has an own version for kindergarten
- The Index is a guide book for inclusion
 - Inviting dialogue

The content of the *Index*

- 1. Key concepts in the *Index*
- 2. Using the *Index* to take action
- 3. Review framework
- 4. Review material

1. Key concepts.

A framework of inclusive values (examples):



Key concepts

Inclusive education

is about

- increasing learning and participation for all – *removing barriers to learning and participation*
- how to transform education systems in order to respond to the diversity of all learners. It is not limited to integrating certain groups of learners into the mainstream.
- seeing diversity as a challenge and enrichment in the learning environment, rather than a problem.

Barriers, resources and support

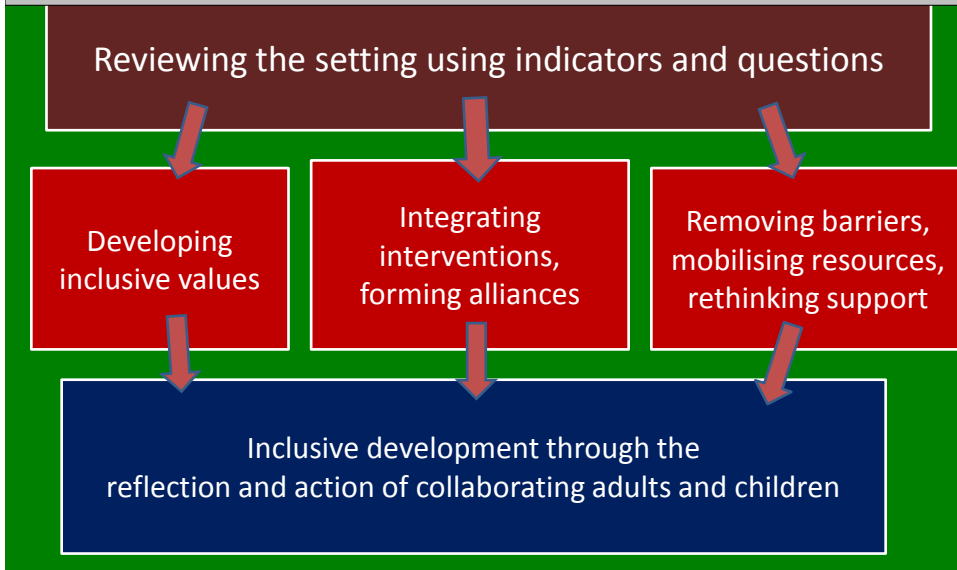
- What barriers to learning and participation arise within the school and its communities?
- Who experiences barriers to learning and participation?
- How can barriers to learning and participation be minimised?
- What resources to support learning and participation are available?
- How can additional resources to support learning and participation be mobilised?
- How should the resources to support learning and participation be deployed?



The Index: A singular approach to the development of schools

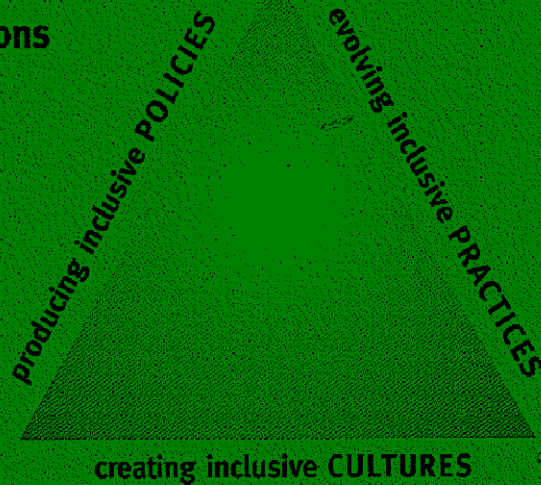
- Barriers to learning and participation
- Resources to support learning and participation
- Support for diversity

2. Using the Index to take action



3. Review Framework

figure 3
The three dimensions of the Index



A Creating inclusive CULTURES

- Building community
- Establishing inclusive values

B Producing inclusive POLICIES

- Developing the school for all
- Organising support for diversity

C Evolving inclusive PRACTICES

- Constructing curricula for all
- Orchestrating learning

4. Review materials

This is the largest part of the Index: Indicators and questions.

- **Indicator:**
Ex: *Everyone is made to feel welcome*
- **Questions** to each indicator:
Ex: *Is the first contact that people have with the school friendly and welcoming?*

Another example of questions in the material:

Do meetings with parents share knowledge about children rather than only convey knowledge from staff to parents?

There are new indicators to develop an inclusive and sustainable curriculum

- The material is not organised according to traditional school subjects, rather to basic areas for human life:

Inclusive curricula for all	A traditional curriculum for schools
<ul style="list-style-type: none"> • Food • Water • Clothing and body decoration • Housing/built environment • Mobility/transport • Health/relationships • Earth, solar system, universe • Life on earth • Energy • Communication/technology • Literature/arts/music • Work/activity • Ethics, power and government 	<ul style="list-style-type: none"> • Mathematics • Language and Literature • Foreign languages • Physics • Chemistry • Biology • Geography • History • Art • Music • Religious education • Physical Education • Personal, health and social education

An inclusive and sustainable curriculum

- – example of questions in the material:
- Does the school adopt a local river or stream that can be investigated and conserved and through which children can understand ecosystems and water cycles?

EXAMPLES
Indicator ex

Children investigate the importance of water

- Linking locally and globally
- Using a finite resource
 - Do children learn how water is essential for the life of plants, animals and people? ETC
- Water and health
 - Do children learn about the importance of water for hygiene? ETC
-
 - Do children learn about the importance of water for hygiene? ETC
- Linking past, present and future

Find a question and start.



Values

- “Values are fundamental guides and prompts to action. They spur us forward, give us a sense of direction and define a destination. ...To act responsibly in education we have to relate what we do to our values....”
- A coherent value base distinguishes a set of disconnected changes from improvement and development.” (Booth 2010)

Education for Sustainable Living! Learning to Live Wisely

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