UNEASY BEDFELLOWS
SUSTAINABILITY AND EDUCATION PAST AND PRESENT
JONAS ANDREASEN LYSGAARD

Jonas Andreasen Lysgaard

- Associate professor in Education and Pedagogy
- Danish school of education, Aarhus University, Campus Copenhagen
- Environmental and Sustainability education
- Non-formal ed., “people’s enlightenment”, NGOs
- Bad practice, dark pedagogy etc.
EDUCATION AND SUSTAINABILITY

1. A history of linking education and sustainability
2. Sustainability as a wicked concept
3. Pedagogical and educational challenges
4. Different pedagogical approaches
5. Folk high schools as working with SDGs
THE ENVIRONMENTAL MOVEMENT

• 60s & 70s: The environment as part of social movements and societal critique
• 1976: Environmental issues enter the public school legislation
• Grassroot movements
SUCCESSION & DEATH IN THE 1980S

- State co-optation of environmental agendas
- NGOs professionalise
ECOLOGICAL MODERNISATION IN THE 90S

Ecological modernisation
• State led development
• Inspiration from social development projects
• State and environmental activists unite

Principles
• The consumer/citizens should participate
• Laissez Faire
• Consensunsbased work
• Practical action
COP 15 AND THE CLIMATE MOVEMENT

- Birth and death of the Climate movement
- Massive involvement from state and civil society actors
- Huge interest, but collapse after lack of results
- Conservative/Moderate/Radical fragments
- Prepared the ground for the later surge in interest
CURRENT EXPLOSION OF ACTIVITIES

- Fridays For Future
- KLIMA PÅMINDELSEN
- Klima March
- Gen Lysgaard

Den Grønne Studenterbevægelse
Sammen om at sætte klima øverst på dagsordenen

350
Klimabevægelsen i Danmark
Fridays for Future Hillerød
SUSTAINABILITY AS A WICKED CONCEPT

Challenge: sustainability as a moving target
1. Internal complexity
2. Unclear rules for the use of the term
3. Different interests in the concept
4. The concept is always changing
5. Definitions are rarely accepted

Challenge: Sustainability becomes useless through naturalisation/idealisation/politisation

A possibility: Focus on the underlying dilemmas and concrete challenges
PEDAGOGICAL AND EDUCATIONAL CHALLENGES

• The political challenge: Sustainable development as wicked concept
• The democratic challenge: Emancipating vs. Indoctrinating teaching
• The individual challenge: From professional to fanatical engagement
• The proportionality challenge: Dilemma between global challenges and individual actions
EDUCATION FOR SUSTAINABLE DEVELOPMENT – DILEMMAS AS THE IMPORTANT CORE

1. Sustain vs. development
2. Current vs. Future generations
3. Economic, social & ecological development
4. Local vs global
5. Rich vs poor
6. Individual vs society
7. Science vs citizens
8. Technology vs everyday life
## A PROPORTIONAL APPROACH TO EDUCATION

<table>
<thead>
<tr>
<th>Issue level</th>
<th>Actors</th>
<th>Pedagogical space</th>
<th>Pedagogical risk</th>
<th>Direct sphere of action</th>
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</thead>
<tbody>
<tr>
<td>Micro</td>
<td>Individual in everyday setting</td>
<td>Everyday engagement</td>
<td>Navel-gazing</td>
<td>Practical action</td>
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<tr>
<td>Meso</td>
<td>National &amp; regional structural powers</td>
<td>Political activism</td>
<td>Political indifference</td>
<td>Political action</td>
</tr>
<tr>
<td>Macro</td>
<td>Global organisations and corporations</td>
<td>Knowledge about structural and political issues</td>
<td>Doomsday apathy</td>
<td>None (except for Greta?)</td>
</tr>
</tbody>
</table>
STRATEGIES OF CURRENT ACTORS?

Narrow approach to change, participation and learning

• Promote changes in behaviour
• Promote behaviour and ways of thinking established through consensus and with expert input
• Learning FOR sustainable development

Wide approach to change, participation and learning

• Develop capacities to critically think about, and beyond expert input
• Examine and critique inherent dilemmas in contradictions “sustainable living”
• Learning AS sustainable development
ACTION COMPETENCE AS A GENERAL - AND DEMOCRATIC - BILDUNG PERSPECTIVE

- “it’s about what they must learn to be able to be a part of shaping their own and others future” (Kristensen 1987)
- “an ability to act, initiate and bring about positive changes” (Jensen and Schnack 1997)
PEDAGOGICAL AMBITIONS

▪ critical and creative thinking as an educational ideal - to think critical about different opportunities for action
▪ political formation – focus on conflicting interests and the emancipation of the political subject, ideological critique
▪ action experiences central – goal-oriented and intentional, individual and collective actions
CENTRAL BILDUNG PERSPECTIVES

- critical and creative thinking as an educational ideal - to think critical about different opportunities for action
- political formation – focus on conflicting interests and the emancipation of the political subject, ideological critique
- action experiences central – goal-oriented and intentional, individual and collective actions
A WIDE AND POSITIVE APPROACH TO WORKING WITH SUSTAINABILITY

<table>
<thead>
<tr>
<th></th>
<th>Negative</th>
<th>Positive</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Only CO2/pollution</td>
<td>CO2 and wellbeing, life quality, participation</td>
</tr>
<tr>
<td>Narrow</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Individual choices</td>
<td></td>
<td></td>
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<tr>
<td>Broad</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Individual choices and socio-material perspectives</td>
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</tbody>
</table>
KEY COMPETENCES FOR SUSTAINABILITY

1. Systems thinking competency
2. Anticipatory competency
3. Normative competency
4. Strategic competency
5. Collaboration competency
6. Critical thinking competency
7. Self-awareness competency
8. Integrated problem-solving competency
APPROACHES TO LEARNING IN THE FOLK HIGH SCHOOLS

• Rooted in both the individuals and our common lives
• Experience based knowledge – rather than technical or academic
• Drawing on common history and culture (heritage)
• Dialogue (the living word)
• Joint problem solving (participation in community development)
• Openness regarding both means and ends of education