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Summer School 2012, Background documentation

[CHANGE LAB: Engaging local society in sustainable development]

change lab

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A word from DEEEP

Dear all,

It is our pleasure to share with you this collection of articles which will guide through the 2012 summer school "CHANGE LAB: How to engage local society in sustainable development".

Sustainable development is at the heart of international debates, the Rio + 20 will take place one week before the Summer School, and will be crucial for the future of sustainable development. The Summer School's topic was chosen to provide worldwide Development Education and Awareness Raising (DEAR) practitioners with a space to reflect and exchange on sustainable development. Feedback from the Rio + 20 Conference will be provided to the participants, through the presence at the Summer School of staff who had the opportunity to attend it.

The articles of this publication have been drafted by the facilitators and experts of each working group and thematic session, and are aiming at giving you a taste of the overall discussions of the Summer School. Each article is accompanied by a series of links to articles/publications to further deepen the topic introduced in the article.

You are strongly invited to read the entire documentation, and if you have questions, there will be plenty of time during the week, to interact with the authors, be it in your working group, or around a cup of coffee at the breaks!

The Summer School is waiting for you, and your experience on sustainable development!

Enjoy the reading,

DEEEP Secretariat and FoRS

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New ways of Engaging Public

Bobby McCormak

The engagement of people in an educational journey is at the core of Development Education (DE). How do we as Development Educators engage the public in our work? Is it effective? Are there new creative and effective ways of engaging people? The world is ever changing as are the Development challenges we face. Does DE keep pace with these changes in order to be relevant? What kind of engagement does DE seek with its target group(s)?

Working Group One of the forthcoming Development Education Summer School (DESS 2012) will raise many pertinent questions regarding Engagement and Sustainable Development. A challenging and supportive space will be created to share ideas and to highlight examples and experience of practice from around the world.

Engagement for what?

The context, type of organisation (Mission/aims/objectives), its theory of change, and the type of DE practiced all play a part in determining the rationale for public engagement and the form it takes. Is public engagement encouraged in order to generate public debate? Is it to challenge widely held opinions? Is it to mobilize people to take action? To generate fundraising? Increase support for Sustainable Development? Careful thought needs to be paid to the purposeful utilization of public engagement approaches because of the disparate reasons for employment. Obviously if the goal is fundraising then a different type of engagement is needed over a different timeframe then if the goal was a change in values. Time spent strategising the type of engagement you employ is necessary if maximization of outcomes and impact is sought.

Who is the public?

Who is the public? Is it everyone? As a term, the public is an amorphous collective that might not share a whole lot in common with each other. DE could do well to pay heed to Marketing and Advertising sectors that spend time segmenting the public in order to target and focus their campaigns. In Development practice, these endeavors could be viewed as stakeholder analysis or power mapping. As DE practitioners should we target people with similar values to ourselves who are generally supportive of Sustainable Development? Is this preaching to the converted? Are we creatively avoiding the difficult job of changing hearts and minds and with it values and behaviour? These are crucial considerations

for practitioners and organisations to address.

Reach and depth of Engagement

The reach and visibility of the KONY 2012 campaign has surprised many. Over 104,506,332 views of the video have been recorded with another 1,000,000 "Likes" on Face book. Much debate has arisen from this campaign with many important questions raised and lessons to be learnt. The KONY 2012 campaign engaged the public. But, what happens next? Does greater public awareness of Joseph Kony lead to any positive impact? The KONY 2012 campaign illustrates the undoubted potential of Social Media tools or platforms such as Face book/Twitter / YouTube in reaching large numbers of people who geographically might be distant. But does increased Clicktivism lead to any deeper resultant impact on physical activism? DE Needs to be cognizant of the role of Social Media but not at the expense of more traditional broadcast media. The reach and influence traditional media still hold on society and communities across the world is strong. Activity in this area can be costly however strategic networking can pay handsome dividends in terms of exposure and reputation. Does DE engage with media effectively? What is the media`s understanding of our work in relation to Sustainable Development?

The breadth of engagement is an important consideration but the depth aspect needs further attention. Supporter journeys are often a mile wide but an inch thick. In terms of Sustainable Development, engagement can`t be just transmission of information.

"If the Great Transformation to more sustainable, just and democratic societies is to happen, we need to develop campaigns that ask people for both a high level of personal engagement and a high level of self-transformation" (Wagner, 2011).

The self transformation Wagner refers to might be challenging but surely DE is ideally placed to deepen levels of engagement in many ways. Clever campaigns and media strategies can be much more than transmission of messages.

Ways of Engaging people

There are many ways of engaging people and many variables to take into account when deciding on how to engage. If we consider the range of Intelligences put forward by Howard Gardner in his Multiple Intelligences Theory allied to the divergent learning Styles posited by Honey and Mumford, it becomes apparent that there are a myriad of ways of engaging the public. Furthermore, a basic understanding of how humans perceive the world is necessary if we are to move beyond the protective influence of information filter systems. People only become consciously aware of information which is of value or a threat to them so how do we as practitioners ensure our efforts to engage the public are fruitful? Maybe by utilizing the power of emotion in our work.

"There is mounting evidence that facts play only a partial role in shaping people's judgment. Emotion is often far more important" (Common Cause, 8).

The use of comedy or humour to evoke emotion deserves more attention. The Mark Thomas Reports and Lee Camp and his Moment of Clarity series on YouTube has ruffled many feathers and generated many fans. Similarly, the Yes Men have captured the imagination of many through fascinating media techniques or what some would call stunts.

Lastly, in 2012, visual storytelling and info graphics have become ever more popular because of their ability to communicate complexity creatively. Learning to utilise Graphic Harvesting or designing beautiful Prezi presentations are two concrete ways of up skilling in order to engage the public more effectively.

Question of Relevance and Self Interest

"Frames" writes the cognitive scientist George Lakoff, "are the mental structures that allow human beings to understand reality and sometimes to create
what we take to be reality. They structure our ideas and concepts, they shape how we reason, and they even impact how we perceive and how we act". (Common Cause, 11)

How we perceive the world and what we place value on is extremely important to understand. Relevance is key in this regard. Sustainable Development issues need to be seen to be relevant to local communities if they are to engage in deeper ways. DE can and should be doing a job around this challenge but how we do it is key. Do we try to appeal to the public`s self interest in order to appease rational arguments? Or do we lean towards our own core values and highlight the need for a change in values? This debate is at the centre of the recent Finding Frames research.

"Priming a set of values increases behaviour that affirms those values and decreases behaviour affirming opposing values"" (Finding Frames, 47).

Tackling bigger than self problems at a local level is challenging. Engaging local audiences with a view to transforming our global realities is the task. The question is – "Are you up for it"?

Links

http://www.developmentperspectives.ie
This website highlights the work of Development Perspectives, which is an Irish Based
Development NGO specializing in Development Education. They work in Ireland and with partners in Tanzania, Uganda, Liberia and Zambia. They blend systems thinking/active citizenship/critical thinking and problem solving into their work.

Kimmage- http://www.kimmagedsc.ie
This college itself is a must for everyone involved in Development. They mix and blend theory, experience and practice seamlessly.

Trocaire- http://www.trocaire.ie
An International Development NGO, which uses Development Education to create a more just world. One of the best at integrating Development Education into their broader Development work.

Schumacher College- http://www.schumachercollege.org.uk
An interesting college, which examines transformative learning for sustainable living.

The Mark Thomas Reports-
http://www.youtube.com/watch?v=O2JxhhqbAD0

New York Times Hoax – How the Yes Men changed the world

Lee Camp – Moment of Clarity-
http://www.youtube.com/watch?v=YoZQNgAnvqs

Invisible Children and the Kony 2012 Campaign-
http://www.kony2012.com

Eimear McNally, Graphic Harvesting- http://www.makehandstands.com

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Formal Education and Learning within the Community – promoting Sustainable Development

Kerstin Wittig

In the context of a planet in crisis, where social inequalities and clashes between rich and poor are no longer a problem 'only' of the 'developing' countries; where China is 'rescuing' western economies and where the Indian middle class is larger in numbers than the European; where natural resources are exploited for the benefit of a few, and where human development is driven by economic interests of the rich; where environmental pollution and the current trends of unsustainable consumption of the world's resources are affecting every individual on the planet, where the Millennium Development Goals (MDG) have a mere four years left and yet are far from reaching their targets, it is more than imperative that the future generation – the youth of today – be adequately equipped and prepared to understand the interrelations of global challenges and to respond to them in a critically reflected, well-informed and responsible way.

How can the formal education sector help in bringing sustainable development closer to the community?

The formal education sector is one of the most important learning environments. It is here where the youth of today's society come together to learn how to make sense of the world and of their role and responsibilities within this world. And it is here where today's youth are equipped with knowledge and skills that will lay the ground for tomorrow's community leaders, citizens and decision makers. The formal education sector through its very structure serves as a perfect social environment for passing on thoughts, skills, values, and tools to a fairly large part of the society. Teachers are multipliers by profession, and also often act as role models for their pupils.

As Global/ Development Education practitioner, working with the formal education sector can be beneficial on many levels. Teachers are often very open to new approaches and methodologies that can easily be integrated into their lesson plans and would make their lessons both more interactive and attractive to the pupils. The learner-centred approaches of Global and Development Education place the pupil in the centre of experiential learning, of acquiring and strengthening skills such as critical thinking, critical literacy, the ability to challenge inequalities, injustice and stereotypes and it aspires to strengthen the pupil's respect for diversity, for human rights and

for the environment. So what makes a global learning approach different from 'traditional' learning approaches? While the more 'traditional' learning methodologies focus more on the transfer of knowledge, the global learning approach is rooted in the concepts and understanding of Global Education and Development Education. The *North South Centre* describes Global Education as 'education that opens people's eyes and minds to the realities of the globalised world and awakens them to bring about a world of greater justice, equity and Human Rights for all'.[1]

Global Education responds to the different aspects that globalisation brings along and seeks to help pupils understand the complexity of globalised societies and empower them to respond to challenges posed by such societies.

The Development Awareness Raising and Education (DARE) Forum of *CONCORD* defines Development Education as "an active learning process, founded on values of solidarity, equality, inclusion and co-operation". Development Education helps people – in our case teachers as well as pupils – understand the causes and effects of global issues and through this understanding enables people to make informed choices and take action. Development Education fosters the active participation of citizens in the fight against global poverty and social exclusion. It advocates for more just and sustainable economic, social, environmental and human rights based national and international policies.[2]

Learning activities are focused on enhancing pupils' *skills* in the areas of critical thinking, co-operation, conflict resolution, challenging inequalities and injustice; their *values and attitudes*, including building a sense of identity, empathy, respect for diversity and the respect of human rights of others, commitment to social justice and equity, concern for the environment and sustainable development; as well as *knowledge and understanding* of the global issues and how they reflect and influence the local level, their interdependencies and ways to influence these for a positive change.

The active global learning process is best described in Oxfam's *Global Learning Framework*[3], which consists of five steps: (1) *Asking Questions* enables pupils to build on their natural curiosity to learn knowledge and to investigate an issue; (2) *Making Connections* enables pupils to explore the common humanity, to explore links between different global issues, such as trade, migration, poverty, and environmental sustainability, and to connect global issues to their immediate environment; (3) *Exploring Viewpoints and Values* helps pupils

[1]

http://www.coe.int/t/dg4/nscentre/ge/GE-Guidelines/GEguidelines-web.pdf, see Appendix I, Maastricht Global Education Declaration, 2002

[2]

http://www.deeep.org/index.php?option=com_content&view=article&id=55&Itemid=55, CONCORD Statement on Development Education and Awareness Raising, November 2004

[3] Oxfam, Global Citizenship Guide – Getting Started with Global Citizenship: A Guide for New Teachers, 2008

realise that we usually only view an issue from one perspective, it helps them to become more self-aware, and develop respect for diversity; (4) *Responding as Active Global Citizens* encourages pupils to transform their knowledge into informed actions and choices, and to commit to contribute to positive global change; (5) *Assessing Learning* helps pupils as well as teachers to reflect on their learning and their actions, as well as their skills.

If schools adopt this active global learning process, pupils have the opportunity to be equipped and prepared for the complex challenges of today's life, and will be in a better position to take informed action towards a more sustainable future of our planet.

Is it sufficient for us as development education practitioners to focus on the formal education sector? Even though the schools are the most important and most structured and accessible learning environments, sustainable development and sustainable lifestyles are only possible if they are integrated into community life. Only if community members have a sense for their own environment, as well as for the wider world, and for how their very life is interlinked with their environment, with other people and their livelihoods around the world, can a community actively work towards a more sustainable future of their own community interlinked with the global community.

Since schools are usually well-anchored in their local community, it should not be a difficult task to build the bridge between the school environment and the community environment.

During the DESS2012, Working Group 2 will look at exactly this bridge element. How can schools involve the communities? And how can the communities reach out to the schools? How can the community benefit from the learning within the schools? Which are the key actors that can facilitate building the bridge and contributing to greater awareness and understanding about sustainable development?

The working group will (1) *explore the issue* of sustainable development and its relations to Global Education to (2) *analyse these issues from different angles and perspectives* in the context of formal education, taking into account participants' own experiences, and (3) *develop scenarios and concrete action plans* designed to engage schools as learning 'centres' in a broader sense of community learning and community actions, to stimulate social responsibility and sustainable development.

One example of bridging learning within the schools and the community is to look at the way learning is done within the community – through experience. While active global learning approaches suggest experiential activities such as role play, an even better way is to take the pupils and teachers out of the school setting and into the actual community. To visit a local farm and discuss with the farmers, ask questions, find out how sustainable their farming is, make connections

between the farm, the produce and how they relate to the wider world – for example how is the farmer influenced by European policies? Where does he sell his produce? What products does he use on the farm? How does his work influence the local environment, the climate, the market in a country to which the produce is exported? How could the farm become more respectful to sustainable development?

In the Working Group we will build on the experiences and case studies of the participants, and we will further explore how the different pillars of Sustainable Development can best be integrated into a community learning setting that would involve both the formal education sector and the local community.

Useful Links

- Global Education Guidelines of the North South Centre

- Oxfam: Getting Started with Global Citizenship – A Guide for New Teachers (contains the Global Learning Framework mentioned above)

- A DEA Think Piece on Critical Thinking in the context of Global Learning

- The UNESCO website on Education for Sustainable Development:

- The Global Dimension: A web portal with plenty of links to resources and DE material

- 80:20 – Development in an Unequal World– website with free reading extracts

Engaging communities in sustainable development – what role for non-formal education?

Elaine Mahon

Introduction

A few months ago I was involved in an event that aimed to promote the relevance of development education in youth work (non-formal education with young people). Funding was identified. Over 70 people were registered. The perfect venue was found. The Minister for Development was confirmed to speak. Several members of parliament and senators had replied positively to the invitation. Youth groups from all corners of the country, and guest speakers from European networks were coming. Everything was arranged, everyone was prepared. The day itself finally dawned. The Minister smiled for photos with the youth groups. The speeches were delivered smoothly. However the young people present were restless, many described the inputs as 'lectures' or found the terminology of development education non-sensical. Others were frustrated that the Minister left shortly after his speech and that the policy-makers only stopped by for a few minutes. Bringing together stakeholders to advance what we do, but struggling to engage in a meaningful, participatory and equal exchange between those present: How many of us have faced this dilemma?

Development educators can often feel stuck between a rock and a hard place – trying to engage local society to bring about change, while at the same time trying to secure funding; trying to promote active engagement

and participation of learners but using complicated and jargon-loaded language. How best can we promote non-formal education methodologies to bring about the changes we wish to see?

Key Concepts

In order to lay the basis for this paper, the following paragraphs set out working definitions of non-formal education and development education.

In terms of non-formal education[4], it is generally understood to mean learning which takes place outside of the formal curriculum of schools, colleges and universities, but which is complementary to them. Non-formal education may not have a defined curriculum but is a planned programme of activities designed to contribute to

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[4] For a variety of definitions of Non-Formal Education, see European Commission: http://ec.europa.eu/youth/documents/youth_report_final.pdf, Council of Europe: http://assembly.coe.int/documents/workingdocs/doc99/edoc8595.htm; and European Youth Forum: www.youthforum.org/

personal and social development. It is usually provided via youth and community work, as well as adult and community education. So 'non-formal education' is our 'HOW' and 'youth and community' is our 'WHO'. For the purposes of this paper, I use both.

Development education[5] (also known as DEAR - 'development education and awareness-raising') aims to promote learners' critical awareness and understanding of the globalised and interdependent world we live in. It encourages us to act for a more just and equal society globally. It is linked to both Education for Sustainable Development and other fields such as Active Citizenship. Development education is relevant to youth and community education as it shares many similar values and principles, including equality, justice, empowerment and participation. Youth and community education programmes are varied, but they often include traditions of critical social education, encouraging learners to analyse and resist inequalities they face in their daily lives. This is reflected in many of the practices of development education which foster critical thinking, analysis, and taking action for change. Youth and community spaces are ideal sites for engaging local communities in working towards sustainable development.

They promote change via critical education and collective action. Sustainable development was traditionally considered to focus on environmental concerns, but since 2002[6] it incorporates social justice and the fight against poverty and inequality more explicitly. Development education via non-formal structures can contribute greatly towards action for sustainable development.

Our context

2012 and the next few years offer both an opportunity and a challenge for engaging local society in sustainable development. The Kyoto Protocol Agreement[7] ends in 2012. The Millennium Development Goals (MDGs) reach their deadline in 2015, yet there is a mixed picture in terms of what has been achieved. What will happen in 2015 in places where the Goals have not been reached? Will they be extended? Or do we need a radical overhaul in terms of global aims for our development?

Many have been critical of the MDGs from the outset. They name 8 goals, which focus in particular on what needs to be done "*in*" developing countries "*for*" poor populations in Africa, Asia and Latin America. Only Goal 7 is truly universal in terms of 'Environmental Sustainability', and Goal 8 which called for a Global Partnership and open, fair relations between States has arguably been the most neglected

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[5] For definitions of Development Education (sometimes called Global Education or Global Learning), see Council of Europe (2002): http://www.coe.int/t/dg4/nscentre/ge/GE-Guidelines/GEgs-app1.pdf; DEEEP: http://www.deeep.org/dear-definitions.html, and Think Global UK: http://www.think-global.org.uk/page.asp?p=3857; and United Nations (1975) cited in http://www.developmenteducationreview.com/issue10-review1;

[6] World Summit on Sustainable Development, Johannesburg 2002

[7] http://unfccc.int/kyoto_protocol/items/2830.php

of all. '*Development*' is seen by many as only relevant to poor populations. This ignores the fact that we all contribute to - and can therefore also tackle – causes of poverty and inequality globally. It promotes the idea that the only action the Global North can take is to give money in the form of aid and charity. In times of recession, such tenuous support can disappear when people feel unwilling or unable to donate money overseas when they are faced with poverty and inequality at home. The public may feel that aid doesn't work, especially since many charitable slogans make us think that 'ending hunger' or '*saving a life*' is the matter of clicking a '*donate*' button online[8]. They have been hearing such messages for decades, and yet the problems still exist.

Finally, and perhaps most serious of all, thinking on '*international development*' excludes whole populations from taking part in the debate on the type of world we want to live in. It took international development agencies some time before realising that the local people in the Global South needed to be involved in local development projects. Academic Matt Bailie-Smith (2008) claims we need to begin by '*locating Northern constituencies within development, rather than characterizing them as the funders of development elsewhere'....'and to bring the North into the process of addressing global inequality. This particularly requires a challenge to definitions of development rooted in assessment*

of the absence of development in the South'. 'The conceptualization of development 'over there' obscures their relationship to it and the processes that shape inequality' (2008: 15-16).* '*Rio + 20*[9]' and the broader discussion on our future via '*Beyond 2015*[10]' can open a world of possibilities to us in terms of changing international thinking on 'development'. But do they go far enough? We need critical, aware and engaged citizens who can make sure their voices are heard and heeded.

At the level of the European Union (EU), development education has received some impetus from recent work towards a '*European Parliament Written Declaration on Development Education*[11]'. The declaration asks for reinforcing strategies in development education, awareness raising and active global citizenship at European and national level. Although a declaration is non-binding, it would be an important first '*official*' step in terms of recognising the role of development education at EU level. The European Commission (EC) is planning its first Orientation on Development Education and Awareness Raising (DEAR) in response to the 2010 report on EC funding to Development Education

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[8] Finding Frames and Common Cause reports 2011

[9] http://www.uncsd2012.org/rio20/index.html
[10] http://www.beyond2015.org/
[11] For the text of the Declaration: http://www.europarl.europa.eu/sides/getDoc.do?pubRef=-//EP//NONSGML+WDECL+P7-DCL-2012-0007+0+DOC+PDF+V0//EN For background information: http://www.deeep.org/european-processes/300.html

(DEAR Study[12]). Such an initative[13] would provide direction, legitimacy and recognition to DEAR, and contribute to coherence both within the EU and with other actors such as the Council of Europe.

Many of the problems that we face in terms of sustainable development need decisive and urgent action to minimise harm and destruction which has already begun. The United Nations (UN) calls Climate Change '*the defining human development issue of our time*'[14]. However, development education presents a great opportunity to find alternatives to the current damaging global economic and political system. "*Opportunities for change are tangible, the big development frameworks are being renegotiated, new and transformative social movements are gaining momentum in different parts of the World*" (Doggett & Phelan, 2012: 85).

The economic crisis in Europe means that the time is ripe to promote active and critical popular engagement in global development. Societies in Europe are facing ever-widening gaps in terms of wealth and inequality. The adults, communities and young people engaged in non-formal education are very often the marginalised and disadvantaged groups who experience first-hand negative impacts of living in a globalised world, such as youth unemployment. It is now more important than ever to promote a critical model of development education which aims to analyse inequality by linking the experience of marginalised groups everywhere, and resist inequality by advocating for social change.

Key Considerations

Given the current times we are living in, as outlined above, how can the stakeholders in both non-formal education and development education work together to spark local engagement and action for sustainable development? What is already being done? Where are the obstacles?

In terms of funding, national governments in many European countries have reduced financing to both development education and non-formal education. Development education may be dismissed as a luxury that countries can no longer afford. Others are asking difficult questions about its quality and impact. How do we measure changes in attitudes and behavior inspired by community, youth and development education but which may not be apparent for 7-10 years? Having said that, key advances are taking place in terms of promoting the quality and measuring the impact of development education, such as the DESS 2011 in Finland, and toolkits by organisations such as RISC[15].

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[12] https://webgate.ec.europa.eu/fpfis/mwikis/aidc o/index.php/DEAR_Final_report

[13] For further reading: http://www.deeep.org/images/stories/Thematic Dossiers/deeep%20national%20strategies%20on %20de%20thematic%20dossier%20- %20august%202011.pdf

[14] UNDP Human Development Report, 2007/2008 'Fighting Climate Change'

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[15] Reading International Solidarity Centre (RISC), 'How do we know it's working?' http://www.risc.org.uk/education/risc_publications.php

Furthermore, how do we, and those funding our sectors see the role of education? As David Hicks asks, "*Is the task of education to fit people into existing society or to question the nature of that society?*" (2004: 4) What are the priorities and needs of the communities we work with? Can education afford to focus on critical social education and action for change? Can it afford not to? Reliance on State funding leads civil society into difficult territory whereby funding for community activism and development education comes from States which increasingly focus on economic priorities and a neoliberal agenda[16]. Some development education providers may stick to what Bryan and Bracken (2011) refer to as the '3 Fs' – Fun, Fundraising and Fasting – either because that's what they know or because they are fearful of openly criticising policies that their funders uphold. Does the '3 F' approach work in development education? Is it fair to criticise it?

Non-formal education has a flexibility that allows us to adapt to the circumstances and needs of the learners. It is also about challenging and questioning the status quo. It promotes discussion of moral and ethical dilemmas presented by the world we live in. Non-formal education is an important tool through which we can incorporate global social changes.

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[16] For more see Powell, F.W. and Geoghegan, M. *The Politics of Community Development: Reclaiming Civil Society or Reinventing Governance*

Links

http://www.8020.ie/ 80:20 Educating and Acting for a Better World is an Irish-based registered charity founded in 1996 promoting popular education on human development and human rights.

www.developmenteducation.ie A development and human rights education resource maintained by a consortium of organisations based in Ireland, including: 80:20 Educating & Acting for a Better World, Aidlink, Concern Worldwide, Irish Aid, National Youth Council of Ireland, Self-Help Africa.

www.youthdeved.ie The Development Education programme of the National Youth Council of Ireland which promotes development education through youth work programmes.

ECO-UNESCO is Ireland's Environmental Education and Youth Organisation affiliated to the World Federation of UNESCO Clubs, Centres and Associations (WFUCA).

Rio+twenties (or Rio+20s) is a Brussels based youth led NGO that exists to facilitate youth participation in lead up to UN CSD 2012 and the immediate months afterwards.

Think Global UK

European Youth Forum

Youth and Children working group of CONCORD's DARE forum

The National Adult Learning Organisation of Ireland

Life-Long Learning in the EU

Development Education in Adult Learning (DEAL)

Popular Education collective

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Advocacy towards Decision Makers and Authorities: Contexts, Approaches, Questions and a Working Group

Harm Jan Fricke

Planning for advocacy on sustainable development inevitably has to take into account a wide range of issues and points of view. Here are a few possible starting points:

Contexts, including...

1. Advocacy/Campaigning

The origins of 'education for development' are firmly based in a desire to create change. In both the environmental and development movements advocacy and its related activity of campaigning have been used extensively to promote and bring about change at policy and practice levels. According to the 'DEAR Study' Campaigning/Advocacy is one of the two approaches (next to Global Learning) that characterises Development Education and Awareness Raising in the European Union. The Study summarised this approach as follows:

	Campaigning and Advocacy
Aims	Change in individual behaviour or institutional/corporate policies.
Philosophy	Activist, normative
Distinguishing feature	Results-oriented: • aims at achieving specific results in terms of changed policies and/or behaviours • a strategic approach towards concrete results
Global Citizenship & Change perspective	Enlightened global citizens, critically engaged in campaigning and advocacy, are essential for a living democracy and for bringing about the transformative changes required by today's world.
Current challenge in the context of development	Contributing to a critical public debate on development in order to achieve policy coherence for development.

source: DEAR in Europe, Annex A, p 119

2. Decision makers and authorities

In most countries local authorities play an important, if not crucial, role in organising, caring for, and shaping their locality. Local level decision makers often have significant influence on the use of space (e.g. planning where housing, work, transport, recreation, etc will take place) and on the manner in which economic, social and environmental activities take place in that space. However there are decision makers and decision makers: authorities invariably work within broader (geographical and political) frameworks that affect their room for manoeuvre and their autonomy of action.

... Approaches, including ...

3. Sustainable development

The World Commission on Environment and Development's report 'Our Common Future', published in 1987, linked environmental and development concerns through the concept of sustainable development, which it defined as *"development that meets the needs of the present without compromising the ability of future generations to meet their own needs"*. It went on to say that *"Sustainable development is not a fixed state of harmony, but rather a process of change in which the exploitation of resources, the direction of investments, the orientation of technological development, and institutional change are made consistent with future as well as present needs."* Over the years the concept has been widely used, and praised and criticised in almost equal measure.

4. Local-global

Local issues of change in economics, social organisation, environment and decision making depend on – and influence – how those issues are seen at wider, including global, levels. Questioning issues and understanding decision making processes in our localities can help us understand similar issues and processes elsewhere - and vice versa. Such a 'local-global approach' focuses on what we can practically learn (and possibly do) when we bring different experiences together.

... Questions to think about – at the Summer School ...

.... such as ....

- What are the issues that are of local (authority) concern? For example in my Local Authorities (Oxford City and Oxfordshire County in England) two elected Councils are between them responsible for planning or delivering * Primary and Secondary

Education and Youth Work; * Roads and Transport; * Social and Health Care; *Business regulation; * Environmental services; * Planning; * Housing. What's the remit of *your* Local Authority and how do issues of sustainable development relate to your Authority's responsibilities?

- What are the challenges and potentials of sustainable development? For example, what are the opportunities and blockages to sustainable development in respect of poverty, the quality of economic growth, population growth, changes in technology, climate change, decision making?

- How can attention to sustainable development affect change in *your* Local Authority? What could be the benefits to people – and to Local Authorities? To give a very simple example: increasing opportunities for recycling in Oxford has reduced the amount of money the Local Authority requires for collecting waste, meaning that local taxation can be lower than it otherwise would be.

- What can we learn when we place local sustainable development issues in a global context? How can we make use of experiences and perspectives of sustainable development from elsewhere to develop advocacy on sustainable development in our own localities?

- What makes community based initiatives successful? Successful initiatives, whether in the EU or elsewhere, often have certain things in common. What is your experience?

- How can we organise our advocacy on sustainable development? How do we influence decision makers?

- Where can we start in advocacy towards decision makers and authorities? What sort of processes and activities will help people to consider their needs in the light of the needs of future generations?

…. a working group at the DESS 2012 ….

The Working Group on 'Advocacy towards Decision Makers and Authorities' will consider these and related contexts, approaches and questions. The intention is that the Working Group will explore, debate and develop ideas and activities that are relevant to the situation in which participants find themselves.

Although inputs to stimulate thought will be provided, participants and their experiences and interests, will be a significant resource in the work of the Working Group. The inputs will be used to jointly develop responses to the question 'how can we use advocacy to influence local decision makers and authorities?'

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[1] See for example Paolo Freire, 1970: Pedagogy of the Oppressed, London
[2] Agnes Rajacic, Alessio Surian, Harm-Jan Fricke, Johannes Krause, Peter Davis, 2010: DEAR in Europe, Brussels: https://webgate.ec.europa.eu/fpfis/mwikis/aidco/index.php/DEAR_Final_report
[3]World Commission on Environment and Development, 1987: Our Common Future, Oxford UK

Further reading

The following are suggested to stimulate thought and reflection (and possibly exchanges of ideas) in advance of the Summer School

- For the responsibilities of your own Local Authority and decision makers – and their response to sustainable development issues: Please contact your own Local Authority (and bring the information to the Summer School)

- For a global overview of development issues (including sustainable development): Colm Regan (ed), 2012 (6th edition): 80:20 Development in an Unequal World, publ. by 80:20 Educating and Acting for a Better World & University of South Africa Press.

- For a discussion of local sustainable development issues in a region of Europe see: Vassilis Monastiriotis and George Petrakos, 2009: Local Sustainable Development and Spatial Cohesion in the Post-transition Balkans: in search of a developmental model; London School of Economics. Available at http://eprints.lse.ac.uk/26518/1/GreeSE_No_29.pdf . How do the issues raised in this paper relate to developments in localities with which you are familiar?

- For suggestions for an audit of local sustainable development, see for example: http://www.sd-commission.org.uk/data/files/publications/SDCProposalLocalSDLens.pdf . Is this a useful model, how can it be changed or improved to suit your needs?

- On the use of development education approaches in promoting social change: do a word search on 'popular education' via a search site or look at for instance: http://en.wikipedia.org/wiki/Popular_education and/or http://populareducationnow.wordpress.com/popular-education/ How can 'advocacy' incorporate or reflect such approaches in work on sustainable development?

- For some basic ideas on developing a local campaign plan, see for example: http://bit.ly/Lv7xjf

- How useful is such an approach in your experience of advocacy/campaingning?

New ways of engaging public (focus on private sector)

Kasia Szeniawska

Campaigners and educators working in the domain of sustainable development have certainly something to celebrate - public and political awareness of the issues of sustainable development and especially its environmental pillar were never stronger. Never before has there been so much talking in the public sphere about ecology, climate change, renewable energy sources etc. A few years back, environmental activists were considered radicals, today we have *eurocrats* riding city bikes to work and environmental sustainability has become a part of political correctness and standard corporate language, especially in the OECD countries.

But is all this public and political attention really getting us where we want to go? Does it create the kind of engagement that we are aiming for? Even with all that talk, we somehow fail to mobilize our politicians for any stronger commitments and the overall consumption rates are growing higher and higher. If they sometimes hesitate, it is attributed to the economic crisis rather than social or environmental concerns. The world does not seem any closer to dealing with the multiple global crisis or the deepening inequalities.

new ways, not more ways

We need new, better ways of engaging the public - in a meaningful and effective way. But to do that we need to rethink not only how we communicate and educate, but also what we communicate and educate about and for. We need to be able to identify and address the underlying paradigms of global and national policies as well as the real power structures. And to communicate it effectively, we need to reflect on the frames we are using and the quality of our education practice.

say no to 'clictivism'

First of all, we need new ways, not more ways of engaging the public. The public space, especially the internet, has never been so full of various campaigns, petition to sign and calls for action. Their effectiveness has been, as we have seen, limited and it will only diminish as their number increases. We should carefully think about what and when we want to bring out to the public. 'Yet another campaign to save the whales' will not only get lost among tens of others, but might also reduce the impact of the future ones.

get online to get offline

When talking about 'new ways of engaging the public', we often think about the new social media and related solutions. While social media have been definitely a helpful tool for awareness raising and mobilizing short-term support for various causes, they have often made the messages more shallow than ever. Clicking 'like' on a facebook campaign to 'save the climate' is really not going to help much. Signing an online petition might in some special cases help - to push for a specific policy change or stop some company's harmful practice. But we should be careful about these kind of solutions - this is not the kind of quality education that would foster a deeper understanding or sustainable engagement. In fact, it can often lead to the 'I've done my share' syndrome, when 'clicktivism' replaces, instead of complementing, meaningful actions.

more than just green consumers

What is more, the strategies using online engagement ignore one important fact - people are social beings. While online interactions can be somehow gratifying, there is nothing as engaging for people as real, human interactions. And nothing as powerful in terms of social change as groups and communities. Getting people together online can be a good first step, but only if it leads to them meeting face to face.

drop green baby talk

Another worrisome trend, related to the 'new ways' is the commercialization of sustainable development: the 'green & fair'

products, 'green' technologies and the whole 'green economy' approach. As much as we need to take into account the increasing role of the private sector and our responsibility as consumers, this is simply not the way forward. Encouraging 'green consumerism' - just like 'clictivism' - can help in certain situations, but risks limiting the more meaningful engagement. A recent study shows that referring to consumerism actually reinforces materialistic values - even if we talk about 'ethical' or 'sustainable' consumption[17].

What is more, everything seems to be 'green', 'eco' and 'fair' now. The terms are becoming so common that they actually lose meaning - especially that often there is very little behind them. Hijacking of these terms by business undermines the efforts of the whole movement as many of the 'green' and 'eco' initiatives are just greenwashing. Fighting greenwashing and reclaiming the words and frames should be at the heart of anyone working on the issues of sustainable development.

People are really intelligent, they really are. And they are increasingly aware of the many inconsistencies in environmental and social campaigns and movements, just as they are of the greenwashing attempts. They are growing more and more critical and skeptical - and for a good reason. Saying simply 'buy

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[17] http://valuesandframes.org/treating-people-as-consumers-boosts-materialistic-values/

Fairtrade & Organic and save the planet' will not work much longer. None of the issues we work on is simple and if we try to hide their complexity, we risk losing our credibility. It doesn't mean falling into jargon, but just treating our counterparts - whether they are 12, 45 or 66 - as equal, intelligent partners in discussion. If we want to be taken seriously, we need to take the people seriously.

This means also putting the whole movement into a wider context and offering the public a bigger picture. We need to take a more systemic approach - addressing the underlying paradigms of society and economy that are making them unsustainable. It is becoming increasingly clear to many sustainable development actors that renewable sources of energy, better technologies and the whole 'green economy' will not be enough - especially if we want to address also the third, often forgotten pillar of sustainable development - the social one. What we really need is a deeper cultural change that would involve changing the structure of society and economy. We need an inclusive, equitable

think systemic

and green society, rather than just a green economy.

A more systemic approach means also working with the whole 'triangle of change' - not only individuals and local/national authorities, but also private sector. We cannot ignore the new corporate reality that we live in or the dynamics between the three groups. While there are more and more campaigns targeting private companies and their unsustainable practice, we need more integrated and sustainable solutions that would engage all three groups.

work with the triangle of change

So, what would be the new ways of engaging the public? Holistic, systemic, critical, political, intelligent, inclusive, community-based and well framed - these concepts are increasingly present in development education and social activism debates in Europe and beyond. DESS 2012 will be a great opportunity to explore them deeper and share the experiences in putting them in practice.

new ways of engaging the public

Links

•Policy and Practice. A Development Education Review. Issue 14, spring 2012: Creating New Economic Paradigms: The Role of Development Education

• The Great Transition report by New Economics Foundation - a good example of a systemic approach to the issues of sustainable development

• Smart CSOs group - great transition approach put into CSO practice

• Common Cause - a research group and a community of practice for working with values and frames

• RESOLVE project - research group on lifestyles, values and environment

GREEN ECONOMY AND RIO+20

Petr Lebeda

Is the Global Glass half-full or half-empty?

Before tackling the question of why all the fuss about green economy, let me start from a bit broader perspective. There is not much dispute about the fact that the sum total of quantifiable resources for human activity on the planet, including people, infrastructures, technologies and money, has grown significantly over the past two decades (e.g. global wealth rose by 60 percent). The issue is whether such development is a good thing; for whom and for how long; and what to do about the downsides.

Obviously, many people have benefited. A small percentage of rich people got rich beyond imagination. A much larger number of global middle classes, including hundreds of millions from the former developing countries, have secured jobs, increased their incomes and enjoyed higher quality of life, also thanks to booming taxes and public expenditures. Other important things (some call them public goods or even global public goods) have been achieved with this money, too, such as improved democratic governance, international cooperation, peace-keeping and transfer of resources from rich to poor.

Yet, there are many losers. Billions of people especially in the poor countries are still excluded from the benefits of economic growth, or excluded from a worthwhile, modern economic activity altogether. Moreover, some of them have witnessed deterioration of their lives, or living conditions, mostly as a result of exhausted natural resources, including water shortages and climate change impacts. But even people in richer countries have been facing real costs: volatile prices, growing stress and insecurity about jobs, incomes and future resources. All of us then are facing substantial, albeit unequal, risks should the inter-connected conglomerate of global problems get out of control.

Is the glass half-empty or half-full? Are we facing a problem or an opportunity? An overall judgment is anybody's call, depending on personal experience and nature, number, robustness and weighs of indicators taken into account. Too many factors are in play for all those who search for one phenomenon to blame the mayhem – or praise the progress. Yet, there seem to be an increasing understanding that –for good or bad – the economic system is one of the most powerful forces shaping life on this planet: one that is increasingly common and determining actions of almost

everyone. The 2008-09 multiple global crises appears to have set in motion what many called for long ago: a shift in economic paradigm.

What's (not) Green about the Economy?

The ultimate objective of economics has always been to allocate limited resources among unlimited needs. We all have to provide answers to this universal question every day: not only how to best spend the money we earned, but also how to distribute our time and energy among people we like and things we must do is a sort of economics. Needless to say that the outcomes of such choices depend on the criteria, values and techniques we use. No matter how imperfect, these choices have to be made every day on both individual and collective levels. The global challenge, however, is getting increasingly daunting: while natural resource base is quickly eroding (both the ecosystem services as well as the fossil fuels and other raw materials) population growth is far from complete (9 billion projected by 2050 and more growth still expected after).

The key factor thus is human behavior – how smart do we react in face of these high risk trends? How do we make our choices more sustainable? And how do we make more sustainable the very process of choosing? Rather than blaming the science or practice of economics for producing bad choices it seems to make more sense to focus on what we actually value and how it is taken into account when we make decisions about the use of our limited resources among growing number of humans.

This is in a nutshell the idea of the green economy, too: how can we produce whatever we need/like to consume without further undermining basic human dignity, environment and the remaining resource base. In other words, how to accumulate physical, financial and human capital without eroding natural and social capital? Too much of our capital is currently going to fossil fuels, real estate and dubious financial derivatives while sources of renewable power, food security and well-being are underinvested and stocks of natural capital depleted.

There are various ways to achieve more sustainable economy and all of them have their pros and cons like any human action. Polluter-pays principle, carbon trading, participatory budgeting, corporate social responsibility or abolishing harmful subsidies are just a few examples of practical steps in the same direction. In fact, greening of the economy already happens from global to local, from companies to government to consumers, from Europe to Asia to Africa.

Markets, States and their Failures

Many of the methods have one approach in common. Putting a price tag on what comes in and out of the economic system is the very basic method. We know that many resources used to producing cars or supplying education have long appeared free as well as many by-products of the production process.

If we could better express the value of clean atmosphere, healthy forests or community cohesion where and when such resources are being exhausted for the sake of producing different values such as satiety or mobility, and if we could compare these values, many of our choices would certainly be different. And so the patterns of what we produce and how would be altered dramatically. This is called price incentives, subtle messages about values in an economy. This is one of the key (in fact, very public) functions of money.

While we have always known there was a big difference between price and value, somehow we have let the price (money) dominate over other expressions of value. The other major method of allocating limited resources among what people want is politics. People have organized since times immemorial to influence – through wars or elections - how private resources are shared and regulated and how available common resources are allocated. Modern politics is meant to complement markets - allocate resources according to principles (values) other than short-term price such as the needs and wishes of voters in longer time horizons. Taxes, policies and regulations amount to key instruments, which heavily impact on economies in general and their sustainability in particular. Yet, politics itself became driven by economic principles.

So before we quickly do away with markets and big business it is worth remembering that it is also a problem of politics. We need to ask ourselves a question why it happened that policies largely fail to provide responsible long-term vision or effective and fair mechanisms for implementation of such a vision where there is one. In short, we can identify two sorts of answers:

Prices allow very universal, objective and practical measure of values. They were so helpful in motivating and steering human activity, in boosting production, trade and wealth that we almost forgot all about the limits of money and markets.

We fail to strengthen old and develop new mechanisms of alternative resource allocation, in particular through research and analysis, awareness and education, public and political debate, active civic engagement and quality public service as well as keeping the politics inclusive and integrated. In a vast majority of countries, strategic decision-making is still dominated by powerful particular interests or ideologies. We must not forget that even most democratic politics has its limits, too.

Framing an Open Process

These two perspectives find common denominator in the need to substantially improve how we value things in our lives, be it in market interaction or public policy. As Joseph Stiglitz's report puts it: "What we measure is what we do". Knowing that health, community cohesion or biodiversity are important values is one thing. Being able to quantify and compare the degree of their value,

i.e. decide in a particular place and time whether investing in them is more important than investing in other values, is an entirely different thing. While there are many doubts about the green economy, only very few would question the need for a new set and higher weight of additional indicators and indices beyond GDP in both market and public decision making.

Thus while we have no universal definition of green economy, "getting the economy right" (or internalizing social and environmental externalities if you want to stick to the economic jargon) became a key request, or benchmark for green reforms. Deepening our discourses and activating our democracies, however, emerges as complementary task on all levels. Even the best of green economy visions, blueprints and new indicators are doomed to fail unless real needs of most humans are better represented in relevant decision making processes.

People must quarrel (and they do) about the merits of different approaches to societal organization be they green, red or blue: are markets or governments to be the drivers? What are the duties of the rich and the rights of the poor? Is the Green Economy going to become a new blueprint for global development and replace the concept of Sustainable Development? Or is it rather a sly attempt to continue the business as usual under a new label?
We need such debate as wide-spread, open and inclusive as possible. Of course, we will discuss

these and other issues at DESS thematic session 1 in more depth, but except few practical examples, ideas for development education, awareness raising, advocacy and social innovation, we cannot hope to provide answers rather than more questions. Different mix of problems, preferences and resources in each context require different mix of solutions. Moreover, good economy, just as good democracy, is a process. The best solutions are hard to determine. They will never be hundred percent win-win. Some are likely to even require very non-green trade-offs (for good reasons such as poverty reduction) and should therefore enjoy widest possible democratic legitimacy.

The Challenges of Rio + 20

Last but not least, all possible ways forward may be neither feasible, nor acceptable everywhere and compatible. That is why it so important to have discussions about transformative agendas in global arenas such as the UN conferences. The upcoming Rio+20 summit (22-24 June 2012) is a great opportunity not only to attract the attention of world's politicians, businesses and media to planet's and peoples' most urgent issues, but also to move forward many thematic discussions about particular aspects of sustainable development. We shall also expect a fertile mutual exchange of practical experience, success stories and lessons learnt from the greening that is already underway and above all a definition of common framework for further action, a new shared vision

between representatives of very diverse views, experiences and interests.

The expectations should not be too high, though. The summit will also expose the limits, risks and challenges of both the overall concept and the particular solutions. The ongoing rebalancing of global powers (away from the North and towards the South) is already visible in the preparatory processes. Developing countries are suspicious about the concept of green economy, fearing it may lead to disguised protectionism, aid conditionality or new forms of international inequality. Even the emerging powers/markets prefer to stay inside the more general concept of sustainable development, prevent new obligations and renew the commitment of the rich countries to transfer of funding and technology.

The rich countries, the EU in particular, would like to secure maximum possible commitment from all nations for the most concrete action plan possible to take the green economy reforms further. Nonetheless, only concepts, ideas, debates and networks won't do. The greening process needs to be monitored against specific indicators, backed up by concrete mechanisms and these in turn by institutions. Much remains to be done in making multilateral institutions integrative, coherent and effective.

This dry, technical and – one could even say - bureaucratic agenda is very important. Effective multilateral institutional framework will at the end of the day influence not only the international, but also regional, national and local action, i.e. it will show whether the Rio+20 summit was at least as successful as the 1992 UNCSD at RioCentro – and worth all the paper, tax money and air miles. Yet, even the key nations are far from united about what mandate to give to the UN, how to strengthen its capacity for implementation and who should pay for all of this – before the benefits of the new green economy kick in.

LINKS and PUBLICATIONS

- [Rio + 20 UNCSD official website](#) The official UN Conference on Sustainable Development portal for the conference containing links to news, meetings, events, documents and other resources related to the whole range of stakeholders including:

- [The Future We Want,](#) Zero Draft of the outcome document

- [Resilient People, Resilient Planet: A Future Worth Choosing](#) , Report by the High-level Panel on Global Sustainability

- [The Transition to a Green Economy: Benefits, Challenges and Risks from a Sustainable Development Perspective,](#) Report by a Panel of Experts To Second Preparatory Committee Meeting for United Nations Conference on Sustainable Development

- a series of interesting briefs on the [key aspects of the green economy and institutional framework](#)

- [OECD Green Growth website](#) Organization for Economic Cooperation and Development is one of the key drivers of economic transformation in the rich countries. It has been mandated to work on various aspects of green economy since 2009, including:

- [innovative quality of life indicators](#)

- 2011 [Towards Green Growth report](#)

- UNEP – [GREEN ECONOMY website](#) United Nations Environmental Programme has been the first of multilateral organizations to offer a comprehensive vision of green economy in the context of sustainable development and poverty reduction in 2011. This portal offers a range of country and partner profiles, research products, news and events, success stories and advisory services, including:

- [Towards a Green Economy: Pathways to Sustainable Development and Poverty Eradication, a flagship UN report](#)

- [Global Transition 2012](#) An initiative by a partnership of NGOs to catalyze green transformation in run up to Rio+20. The website contains a map of the new economy, challenge papers, thematic articles and views of civil society, including:

- [The Green Economy](#)

- [new economics foundation](#) NEF is one of the founding NGOs of the Global Transition 2012 and progressive think- and do- tank with a long history of research and advocacy on green economics, including the world's first Green New Deal in 2008:

- [The Great Transition, their influential report-turned-programme](#)

- [The Measurement of Economic Performance and Social Progress Revisited](#)

- Website of the Commission on the Measurement of Economic Performance and Social Progress, led by acknowledged economists J.Stiglitz, A.sen and J-P Fitoussi, including:

- Famous report on „[measurement of happiness](#)" for President Sarkozy

- [Prosperity without Growth? - The transition to a sustainable economy](#)○

- Report of the UK Sustainable Development Commission that largely triggered the degrowth debate/decroissance movement.

People influence climate and water availability through landscape management: *sustainability in terms of distribution of solar energy, water and matter cycles*

Jan Pokorny

Introduction

By their activities, people influence unconsciously huge fluxes of solar energy, water and other matter. Unfortunately, they act against principles of nature development and bring back evolution from life processes into physical processes.

Living organisms form ecosystems which use solar energy for their self-organisation into more complex systems. Evolution of ecosystems heads towards highly organised systems called climax characterised by an immense number of tightly linked processes and relationships that recycle nutrients and water among various species. Such ecosystems produce no waste – waste products of one organism serve as a source for another.

Matter is transported only at a very short distance, there is no long distance transport on a day-to-day basis like in our "developed human civilisation".

In this thematic session we will look at principles of development and sustainable functioning of landscape/ecosystems in terms of energy fluxes and water and matter recycling. Earth and landscape where we live are systems open to solar radiation. We will explore how man affects local climate and destroys life supporting systems knowingly or unknowingly through landscape management, removal of permanent vegetation, drainage and urbanisation. We will show that

dewatering and deforestation create adverse climate and cause a dramatic increase in temperature – more dramatic than can be attributed to the green house effect of carbon dioxide and other "dry green house gases". On the other hand, intelligent management of landscape aimed at development of permanent vegetation and recycling of water and nutrients can provide sustainable life and moderate climate change.

Life has been developing on our Planet for several billion years thanks to energy of the Sun and the presence of water. The theory of open systems (non-equilibrium thermodynamics) shows how living systems use solar energy for their self-organisation. According to the Gaia theory the Earth functions like one organism/ecosystem in which physical and biological processes are inextricably bound to form a self-regulating system. Life started to change the

atmosphere c. 3 billion years ago through photosynthesis, plants came from the sea to land 400 million years ago and prepared conditions for animals.

Human beings have existed on our Planet for millions of years, most of the time they were nomadic hunters and the population was low. Several thousands years ago people started to manage agriculture and thanks to overproduction of food the population started to grow together with the development of cities, armies and trade. The first civilisation developed in Mesopotamia, Central America, Egypt. Now archaeologists have to remove sand to study these extinct civilisations. There are common features in the landscape management practiced by these historical civilisations and our present globalised society.

In what ways does a civilisation affect the climate and water quality in the region?

First we have to explain that solar energy and water function together – they are twins.

How much energy do we get from Sun?

Atmosphere of the Earth gets c. $1400W.m^{-2}$ (watts per square meter) of solar energy. On clear days up to $1000W.m^{-2}$ of solar energy comes to the Earth's surface. It is a huge amount of energy – 1 km^2 gets 1000MW, which is equivalent to what a big nuclear power station reactor produces . During one year each m^2 in the temperate zone gets at least 1000 kWh of solar energy (equivalent of 200kg of burnt coal) and twice more solar energy comes in subtropical and tropical countries.

Let us compare climate of a desert and a forest in the same geographical region. The temperature differences between day and night in forest are notably lower than in desert. Why? Due to the same reason why the shade of a living tree is cooler than the shade of an umbrella of the same colour and size. It is evaporation of water which cools trees and grass on a clear summer day. Energy of 0.7kWh (2,5MJ) is needed for evaporation of 1 litre of liquid water (latent heat of vaporisation). Solar energy is then hidden (latent) in the water vapour and does not appear as sensible heat which we feel and which increases temperature measured by thermometer. At night when the temperature decreases, water vapour condensates into water liquid and latent heat is released. During a sunny day water vaporisation uses solar energy and landscape does not overheat, at night water vapour condensates and landscape temperature does not fall down as in dry areas. A tree well supplied with water can evaporate c. 100 litres of water during one day, i.e. our tree cools environment by 70kWh. Our tree is a perfect air-condition apparatus which cools places with surplus solar energy and heats cool places where water vapour condensates.

People drain landscape, cut forests, remove permanent

vegetation and in this way change regional climate – we call it desertification.

Rain water partly evaporates and partly flows back via rivers into seas.
Water from the sea comes with clouds and rain back to continents. This cycle is called long/open water cycle. Water which evaporates on continents partly comes back in the form of rain – this cycle is called short/closed. Open water cycle is linked with transport of matter into the sea, the soil loses calcium, potassium, magnesium and other substances – it loses fertility.
Which water cycle is better for sustainable use of landscape – open or short one?

Greenhouse effect and direct effect of vegetation and water on local climate.

According to the IPCC (Intergovernmental Panel on Climate Change) an increase of concentration of carbon dioxide and other greenhouse gases results in global warming. Do you know mechanism and quantitative effect of CO_2 increased concentration since begin of industrial revolution?
Water is an efficient green house gas and unlike carbon dioxide water exists on the Earth in three stages (solid, liquid, gaseous) and transformation among stages is linked with release or binding of energy. The amount of water vapour in the air is many times higher than the amount of carbon dioxide. The amount of water vapour in the air changes fast in time and space.

Examples of climate and water balance changes at the regional level caused by water cycle management

The world population has reached 7 billion growing by 76 million a year. Carrying capacity of a forest is 1- 3 people/km^2, deforestation takes place in countries of high population growth. East African deforestation reached its peak in the second half of the 20th century. Today, the original tropical forest occupies less than 3% of the area of East Africa. The Mau Forest covers western slopes of the Rift Valley in west Kenya and is a source of important rivers feeding lakes Nakuru, Naivasha, Victoria etc. The whole area has been gradually deforested and converted to agriculture land, population density rises to about 500 inhabitant/km^2. Between 1986 to 2009 the forest decreased from 5200 km^2 to 3400 km^2. Clearing of 1800 km^2 native forest resulted in a dramatic decrease of rain in the area, rivers lost water, a new hydropower could not operate due to shortage of water. Satellite pictures available from 1980s show substantial increase of surface temperatures. The Kenyan government decided to evict most of new settlers (at least 200 000) in order to restore forest and recover water cycle.

Links:

- [Gaia theory](#) and its author James E. Lavelock

- To find out more about how and why historical civilisations developed and collapsed, you can check out [a talk on the most recent book on development and collapse of civilisations by Jared Diamond](#):

- For more on the role of water in climate see [Water for the Recovery of the Climate. A New Water Paradigm](#)

- For explanation of sustainable management of landscape in terms of solar energy distribution and water cycle see: [W. Ripl, 2003 Water the Bloodstream of Biosphere (Royal Society)](#)

- More on [role of water and vegetation in climate](#): (Kosice Civic Protocol for COP15)

- The [role of large forest complexes in "pumping of water" from the sea onto continents](#) is explained by Makarieva and Gorshkov who formulated the concept of a biotic pump:

Cultural Freedom: The Missing Dimension in Local Engagement for Sustainable Development

Prasad Reddy

Introduction

While economic and environmental issues are often addressed as part of sustainable development, the socio-political aspects are often neglected. In the socio-political dimension the "Human Factor" is the centre of focus. Undermining cultural aspects of sustainable development lead to various "negative" implications, including the failure to engage diversely marginalised groups in sustainable development activities at the local level. This "missing dimension", namely the cultural liberty of marginalised groups, in development discourse and practise has been highlighted in the Human development Report (2004): Cultural Liberty in Today's Diverse World. Therefore, in the past few years there have been efforts to see cultural liberty as an integral part of sustainable development: "The building of humane and just societies demands adequate recognition of the importance of freedoms in general, which include cultural liberty: This calls for securing and constructively expanding the opportunities that people have to choose how they would live and to consider alternative life styles. Cultural considerations can prominently figure in these choices (UNDP Human Development Report, 2004, p. 22).

Cultural Diversity and Sustainable Development – Political Strategies

The Human development Annual report (2004), "Cultural Liberty in Today's Diverse World" recommends several political strategies for coupling diversity and development. One is "asymmetrical federalism"—the type of constitutional arrangement seen in Spain and Canada, where regions dominated by a cohesive minority (like Québec or the Basque country) get special local-government powers that others do not. This both recognizes the region's distinct identity and binds it to the central state. Most people in Spain's minority regions see themselves as both Spanish and

While in fact what I need is a forum, a space, to tell them as an illiterate woman, under the suppression of my government, how I mobilized, gathered women...how I self-taught myself reading and writing in order to be able to read political literature; how I learned to manage a large community of youth, support them, give them hope in life, and inspire them for a better life in future. Here in Sweden, they think I know nothing, I have no skills, they only push me to learn the language, but for what? (Citation from an interview with a refugee in Sweden). *Mojab (2006). War and Diaspora as Lifelong Learning Contexts for Immigrant Women. p. 168.*

Table 2

Basque (or Catalan or Galician)—not just one or the other. Giving those overlapping identities constitutional form can be one way to stabilize a diverse country.

However, it can also give rise to resentment among the majority—be they Anglophone Canadians or Castilian Spaniards—over the privileges of minorities.

The report argues for several other policies to protect and promote what is termed "cultural liberty". For example, affirmative action, has led to an increase in the number of black professionals in America, and has helped ethnic Malays in Malaysia and various minorities in India as well. However, one can question the wisdom of letting such policies become entrenched, asking for example whether the children of affirmative action's beneficiaries should themselves be eligible for a helping hand. The report also proposes treating "cultural goods" differently from other kinds when discussing trade quoting thereby statistics about the cultural dominance of a few countries—for example, that America accounts for 85% of films screened worldwide. Left to raw market forces, products from smaller cultures would be drowned out of the market. But rather than proposing restrictions on, say, importing American films, the report proposes allowing governments to take positive action to boost the production of their local fare.

It is increasingly recognized, therefore, that economic growth is valuable not as an end in itself but as an instrument for achieving development, with its inherent multidimensionality. Although this is to be applauded, it also highlights the difficulty of capturing development in simple measures. Conventional measures used to measure development of progress often ignores important aspects of a society such as institutions, political freedom, empowerment, inequality, security, sense of community, mental well-being, and environmental conditions. The Capability Approach on the other hand stresses ENABLING "individuals" and "communities" (eg. minority groups (migrants), *dalits*, asylum seekers, refugees) people, at the local level in making decisions regarding their "sustainable" future (*see table One*). Martha Nussbaum ("*Human*

The 10 Dimensions of the Capability Approach according to Nussbaum (2011, Pp. 33-34)
- Life
- Bodily Health
- Bodily Integrity
- Senses, Imagination and Thought
- Emotions
- Practical Reason
- Affiliation
- Other Species
- Play
- Control Over one's Environment(Political. Material)

Table 1

Capabilities"; "Cultivating Humanity") and Amartya Sen ("*Development as Freedom*") have contributed immensely to the discussion about the role of cultural freedom in global, human development educational issues. They propose a multi-dimensional notion of well-being. Development thereby is defined as FREEDOM to make choices.

For example, what can communities do to politically motivate regional governments, educational authorities, local politicians to implement measures to preserve "native language/mother tongue", "religious practices", "cultural expressions" instead of defining culture from a "nationalist/monocultural" point of view? While in the global North "migrant rights" "situation of refugees and asylum seekers" stand in the forefront (see Citation, *table 2*), in the global South, for example, in India the rights of *dalits* [so called untouchables] in villages and rural people migrating to the cities to take up underpaid/illegal jobs are hardly protected by workers rights need to be supported.

The argument here is that the Capability Approach places PEOPLE/The Human Factor at the centre of "development debate". Nussbaum lists 10 indicators of human capability development.

Not going too much into further details of the CA given the limited length of this paper, I restrict myself to one central definition of Capability: "The CA can be provisionally defined as an approach to comparative quality of life assessment and to theorizing about social justice (Nussbaum, 2011:18)." The central aspects thereby are that each person is an end in her/himself; choice of freedom; pluralistic values; entrenched social justice and equality; urgent task for government and policy to improve the quality of life of all people as defined by their capabilities (Nussbaum, 2011:18-19). Capability oriented development follows a holistic, inclusive approach whereby internal capabilities of individuals are to be supported and nurtured by external opportunities and conditions (for instance, in the form of tackling barriers to participation, guaranteeing constitutional right against racist practices, guaranteed right to suitable housing) that enable individuals to actually materialize their internal capabilities (for instance, learning languages or exercising a proper job).

Conclusion

The fundamental question that can be generated on the normative basis of CA in our context is: Does the current content and practice of sustainable development in the context of migration promote the internal capability of migrants and the societies they live in, to choose, cultivate and lead a life on their own by ensuring the necessary external socio-political and constitutional guarantees? What can sustainable development actors at the local level undertake to preserve "endangered languages, religious practices" or what can we do, at the local level, to struggle alongside the rights of excluded and marginalised people?

How can we make, for instance, anti-racist education, anti racist trainings and campaigns part of sustainable development campaigns? What kind of programmes, campaigns, rallies can we organise so that people become more aware of this MISSING DIMENSION in sustainable development?

Links to Best Practices/Local Examples/Initiatives (in Germany)

Freundeskreis (Circle of Friends) Tambacounda, e.V., Hannover: A Migrant self-help organization involved in south north student exchange program especially around environmental issues. It also organizes regular local environmental campaigns and student exchange programs between Germany and Senegal. Tambacounda

HINBUN, e.V. (Berlin): Migrant Women's self-help organization working at local communities in Berlin.

Hinbun Berami, e.V. (Frankfurt): An NGO run by migrant and „non-migrant" German actors supporting "young" highly qualified but unemployed women in the Frankfurt Region.

Examples from India/Bangladesh:

A community based sustainable development initiative in South India: The vision of the programnme is strengthening the marginal communities through creating self-reliant and self-sustainable peoples organization.

A student Initiative to fight caste based discrimination using community based participation in Bangladesh

The Dalit Unit of India Social Institute, Delhi one of the leading social research institutes in India

Useful Links to Documents related to Capability Approach, Development and Adult Education

Introduction to the Capability Approach.

Human development and Capability Association: Development as Freedom.

"*Revisiting Development: Do We Assess It Correctly?*". The Human Development and Capability Association (HDCA) 2012 International Conference. Jakarta, 5 - 7 September 2012.

UNDP 2004 Annual report – Cultural Liberty in Today's Diverse World An Overview, Complete Report:

UNESCO (1974) Recommendation concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms

UNESCO (2002): Learning to Be. (Long Document. Important pages – 12-26; 109-43(Sustainable Human Development)

UNESCO (2006): Learning: The Treasure Within. (Only a Summary/A complete Version as hard copy cab be ordered, seethe order form in the summary)

Irish department of Education and Science (2000). White Paper on Adult Education. (see esp. Chapters 3 and 5)

Sources for Human development reports/Capability Working Material

UNESCO (2010): Reaching the Marginalized. EFA Global Monitoring Report. [21-02-2012]

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SEN, Amartya (1990): Development as Capability Expansion. In: GRIFFIN, Keith /KNIGHT, John. Human Development and the International Development Strategy for the 1990s. London, Macmillan, pp. 41-58.

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