

Towards Stockholm+50 Webinar 5: **The Environment and Education - Looking to the Future**

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Education and the Environment

A look back as we move towards the future

Today

- **Context:** Stockholm and what it meant for education
- **Shifting Sands:** Education and Learning since Stockholm
- **Discussion:** The evolution of, and influences on, education and learning for the environment
- **The Future:** What should education for environment and sustainability be like in 2030? What are the implications for UNEP and other international agencies?

1. Context: Stockholm and Education

- The 1972 United Nations Conference on the Human Environment in Stockholm
- The first-ever UN conference with the word “environment” in the title.
- Provided the first global set of principles for future international cooperation on environmental issues
- Began a new era of global cooperation to search for solutions to reconcile economic development and environmental management and paved the way for the concept of sustainable development

Principle 19 and Environmental Education

“Education in environmental matters, for the younger generation as well as adults, giving due consideration to the underprivileged, is essential in order to broaden the basis for an enlightened opinion and responsible conduct by individuals, enterprises and communities in protecting and improving the environment in its full human dimension. It is also essential that mass media of communications avoid contributing to the deterioration of the environment, but, on the contrary, disseminate information of an educational nature on the need to protect and improve the environment in order to enable man to develop in every respect.”

International agreements and Frameworks

- Stockholm Declaration (1972) – Environmental Education
- Belgrade Charter (1975) – Goals, objectives, and principles
- Tbilisi conference (1977) – The role of Environmental Education
- Brundtland report (1987) – Sustainable Development
- The Rio Declaration (1992) – Education as the foundation of SD
- Johannesburg Declaration (2002) – UN Decade of Education
- UN SD Summit (2015) – SDG4 Quality Education
- UNFCCC ACE (2021) – Climate Change Education

Questions to Discuss

a 20-minute interactive session

- 1) Since the 1972 Stockholm declaration, has the status and position of education and learning in relation to the environment (and sustainability) become **stronger or weaker** in your opinion?
- 2) How has our **understanding and engagement** with the environment changed over the last 50 years? What has this meant for education?

2. Shifting Sands: Education and Learning since Stockholm

Education and Learning for Environment over the Decades:

1970s

1980s

1990s

2000s

2020s

Tracking Changes

- ***Role of education:***

(to inform; to raise awareness; to clarify; to experience; to reproduce; to shape; to empower; to critique, to transform, etc.)

- ***Thematic focus of education experiences:***

(pollution; wilderness and nature; biodiversity; energy and climate change, values, ethics, social and environmental justice circular economy; futures; regeneration)

- ***Where the learning happens:***

(specialist course; optional general course; theme to be added to geo/science; issues to be incorporated into art, RE and languages; key consideration in business schools; embedding across all curriculum; reframing of curriculum. WSA, adult education, lifelong learning, social media)

- ***Role of experts and involvement of stakeholders:***

(experts only doing teaching/ research; consultation with users; involvement of selected stakeholders; multistakeholder engagement in strategy development and delivery, local knowledge; indigenous knowledge; ways of knowing)

- ***Narratives and Paradigms Influencing Education and Environment:***

(naturalist; scientific; socio-psychological; critical thinking; feminist; systems thinking; futures thinking; post-colonial; postfeminist; regenerative, posthuman, etc.)

1970s (ties with late 1960s) what has been learnt?

Thematic focus of education experiences

Role of education

To raise awareness

Exposure to natural environment
Focus on pollution and urban env issues

Where the learning happens:

Nature parks,
school gardens
field centres
wilderness

Role of experts and Stakeholders

Focused on expert delivery

*Narratives and Paradigms
Influencing Education and Environment*

Focus on children and awareness raising and nature education

Naturalistic

Influencers:

Rachel Carson
Bill Stapp
Harold Hungerford
John Disinger
Arthur Lucas
John Smyth
UNEP

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1970s (ties with late 1960s)

- Focus on education as an instrument in changing environmental behaviour (linear relationship between knowledge, awareness and behaviour).
- Correlation between love for nature developed at an early age in life and good environmental decision-making later in life.
- First recognition that education about the environment needs to consider socio-economic issues.
- Influences of IEEP, UNESCO, & UNEP work.



1980s - what has been learnt?

Role of education

To clarify— science and technology have the answers.
We are all responsible

Thematic focus of education experiences

Citizenship, problem-solving and issues identification

Where the learning happens:

Specialist subjects or optional themes in courses / Environmental Education Centers

Role of experts and Stakeholders

NGOs key influencers

Narratives and Paradigms Influencing Education and Environment

Target individual attitudes and behaviour – this is controversial from the start.

International Understanding and global issues feature more prominently

Influencers:

Edgar Gonzalez Gaudiano; David Hicks; Javier Benayas; Roy Ballantyne; Joy Palmer; Pepe Guitierrez; UNESCO
UNEP IIEP: WWF

1980s

- Focus on learning and education for the benefit of the environment
- Strongly influenced by environmental experts, actors and NGOs.
- No one defines educational outcomes only learning for benefit of environment.
- Lack of educational frames in education and learning results in a rejection from many education establishment and experts.



1990s - What has been learnt?

Thematic focus of education experiences

Role of education
To experience and question

Biodiversity; energy;
indigenous knowledge

Where the learning happens:

Early years
seen as
formative
stage and VET
sector
important

*Role of experts and
Stakeholders*

**Community
engagement**

*Narratives and Paradigms
Influencing Education and
Environment*

**Environment and Development -twin
pillars**

Critical education frames gain ground

Influencers:

John Huckle; John CK Lee;
John Fien; Ian Robottom;
John Fien; David Orr,
David Hicks;
Bob Stevenson; Annette
Gough; Paul Hart, Bob
Jickling, Daniella Tilbury;
IUCN CEC

1990s

- Critical education on the rise – this reframes why and what we learn about the environment
- It seeks to transform education as well as society by tackling structural issues – individual actions are not enough
- The rise of community-based learning and education in the context of Local Agenda 21.



2000s - What has been learnt?

Thematic focus of education experiences

Role of education

To shape: From single actions to change making

Circular Economy;
Transport and energy
Carbon; Marine life

Where the learning happens:

Beyond traditional subjects – business schools, social learning

Narratives and Paradigms Influencing Education and Environment

Role of experts and Stakeholders

Shift from people as the problem to people as agents of change.

Education for Sustainable Development (ESD)

Post-feminist and post-colonial influences

Facilitators of social learning

Influencers:

Stephen Sterling;
Annette Gough;
Heila Lotz-Sisitka;
Karen Malone; Jo Ferrera; Arjen Wals;
Marco Rieckmann;
Justin Dillon; PCE NZ; UNESCO; UNECE

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2010s - What has been learnt?

Thematic focus of education experiences

Role of education

To empower

Influencers:

Meira and Gaudiano;
Maria Ojala; Moacir
Gadotti; Helena
Kopnina

*Narratives and Paradigms
Influencing Education and
Environment*

SDGs; Food and
Lifestyle
Issue resolution

*Where the learning
happens:*

Interdisciplinary
investigations

*Role of experts and
Stakeholders*

Multi-
stakeholder
Engagement,
co-creation

Shift from people as
the problem to people
as agents of change.
Move away from
pointing fingers

SDGS reinforce
Learning for
sustainability

Post-feminist
and post-
colonial
influences

2020s - What has been learnt?

Thematic focus of education experiences

Role of education

To inform and transform
To deal with Eco-anxiety

Influencers:

Marcia Mackenzie; Meira and Gaudiano; Maria Ojala; Helena Kopnina
UNESCO; OECD; UNEP; UNFCCC

Climate change
Return to nature
Intergenerational justice
Doughnut economics

Where the learning happens:

WIA and place based Learning
Boundary crossing
Hybrid learning

*Narratives and Paradigms
Influencing Education and Environment*

Role of experts and Stakeholders

Everyone is a stakeholder
The voice of Learners and the marginalized

Futures Thinking

Recovery

Regenerative Education

2020s

- The rise of climate change as a separate strand
- School Strikes and Fridays for Future
- Young people demanding a say in what and how they learn
- Also that education becomes more relevant and responsive to challenges of our day



3. Discussion: 25 minutes

The evolution of, and influences on, education and learning for the environment.



Q. How relevant is this analysis to your experience?

Q. To your region or country?

Q. To your specialisation or experience in education?

Q. To your interests or specialisation in the environment?

Q. What is missing?

4. The Future: a 15-minute interactive session

- Q. What should education for environment and sustainability be like in 2030?
- What should the role of UNEP and other international agencies be in helping attain this education?

In Summary



Closing Remarks



Legacy Webinars

Thank you, and please register to join the next webinars!

4 May 16:00 CET - Webinar 6: **Civil Society, the Environment, & the United Nations Environment Programme**

12 May 16:00 CET Webinar 5: **Connecting the Dots – Making a Forceful Canon of the Rio Conventions & the Multilateral Environmental Agreements** (*originally 2 May*)

(Date TBC) Webinar 7: **Science & the Environment**