

# UNEASY BEDFELLOWS

## SUSTAINABILITY AND EDUCATION PAST AND PRESENT



DPU - DANMARKS INSTITUT FOR PÆDAGOGIK OG UDDANNELSE

AARHUS UNIVERSITET

FOLK HIGH SCHOOL SUMMIT  
26. SEPTEMBER 2019

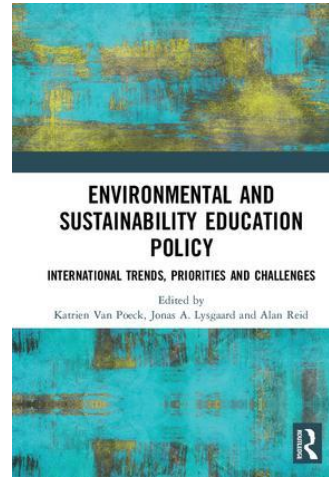
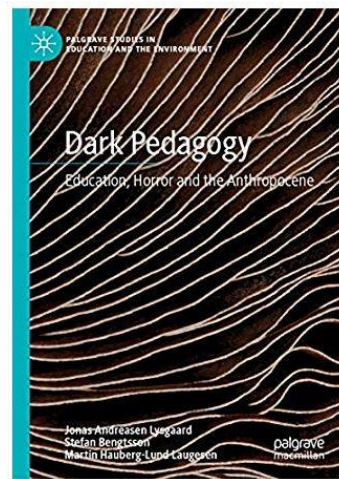
JONAS ANDREASEN LYSGAARD  
LEKTOR



# JONAS ANDREASEN LYSGAARD

## Jonas Andreassen Lysgaard

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



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# EDUCATION AND SUSTAINABILITY

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



# THE ENVIRONMENTAL MOVEMENT

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- 60s & 70s: The environment as part of social movements and societal critique
- 1976: Environmental issues enter the public school legislation
- Grassroot movements





# SUCCEES & DEATH IN THE 1980S

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- State co-optation of environmental agendas
- NGOs professionalise



# ECOLOGICAL MODERNISATION IN THE 90S

## Ecological modernisation

- State led development
- Inspiration from social development projects
- State and environmental activists unite

## Principles

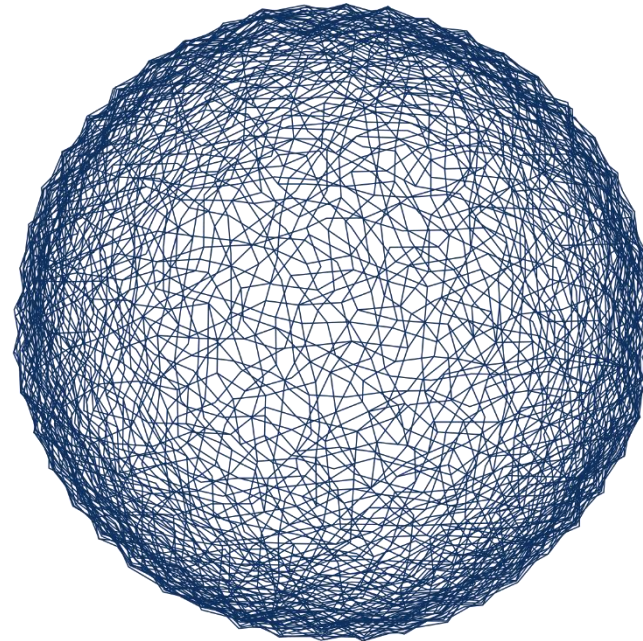
- The consumer/citizens should participate
- Laissez Faire
- Consensusbased work
- Practical action





# COP 15 AND THE CLIMATE MOVEMENT

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



COP15  
COPENHAGEN  
UN CLIMATE CHANGE CONFERENCE 2009



# CURRENT EXPLOSION OF ACTIVITIES



DE

GRØNNE

STUDENTER

BEVÆGELSE

SAMMEN OM AT SÆTTE KLIMA  
ØVERST PÅ DAGSORDENEN



350

KLIMABEVÆGELSEN  
I DANMARK

FRIDAYS FOR FUTURE

HILLERØD

SEN LYSGAARD





# SUSTAINABILITY AS A WICKED CONCEPT

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## **Challenge: sustainability as a moving target**

1. Internal complexity
2. Unclear rules for the use of the term
3. Different interests in the concept
4. The concept is always changing
5. Definitions are rarely accepted

**Challenge:** Sustainability becomes useless through naturalisation/idealisation/politisation

**A possibility:** Focus on the underlying dilemmas and concrete challenges



# PEDAGOGICAL AND EDUCATIONAL CHALLENGES

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- **The political challenge:** Sustainable development as wicked concept
- **The democratic challenge:** Emancipating vs. Indoctrinating teaching
- **The individual challenge:** From professional to fanatical engagement
- **The proportionality challenge:** Dilemma between global challenges and individual actions



# EDUCATION FOR SUSTAINABLE DEVELOPMENT – DILEMMAS AS THE IMPORTANT CORE

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





# A PROPORTIONAL APPROACH TO EDUCATION

Issue level	Actors	Pedagogical space	Pedagogical risk	Direct sphere of action
Micro	Individual in everyday setting	Everyday engagement	Navel-gazing	Practical action
Meso	National & regional structural powers	Political activism	Political indifference	Political action
Macro	Global organisations and corporations	Knowledge about structural and political issues	Doomsday apathy	None (except for Greta?)



# STRATEGIES OF CURRENT ACTORS?

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## **Narrow approach** to change, participation and learning

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

## **Wide approach** to change, participation and learning

- Develop capacities to critically think about, and beyond expert input
- Examine and critique inherent dilemmas in contradictions “sustainable living”
- Learning AS sustainable development



# ACTION COMPETENCE AS A GENERAL - AND DEMOCRATIC - BILDUNG PERSPECTIVE

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





# PEDAGOGICAL AMBITIONS

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



# CENTRAL BILDUNG PERSPECTIVES

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



# A WIDE AND POSITIVE APPROACH TO WORKING WITH SUSTAINABILITY

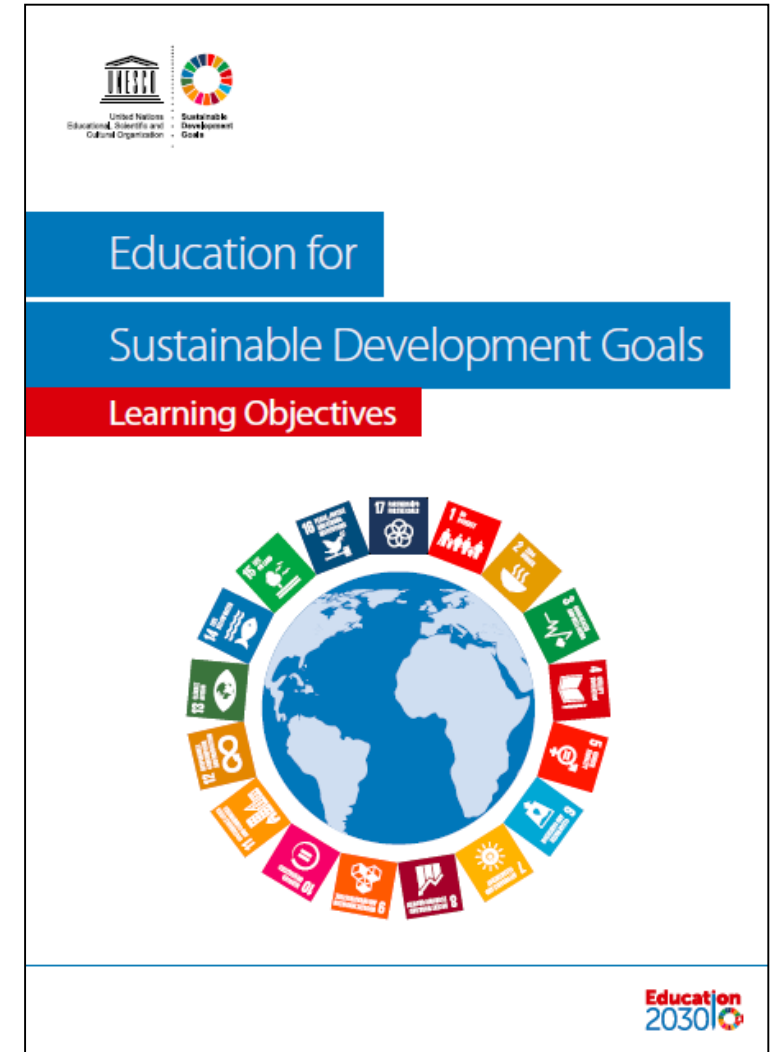
	Negative Only CO2/pollution	Positive CO2 and wellbeing, life quality, participation
<b>Narrow</b> Individual choices	1	2
<b>Broad</b> Individual choices and socio- material perspectives	3	4





# KEY COMPETENCES FOR SUSTAINABILITY

1. Systems thinking competency
2. Anticipatory competency
3. Normative competency
4. Strategic competency
5. Collaboration competency
6. Critical thinking competency
7. Self-awareness competency
8. Integrated problem-solving competency



# APPROACHES TO LEARNING IN THE FOLK HIGH SCHOOLS

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





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