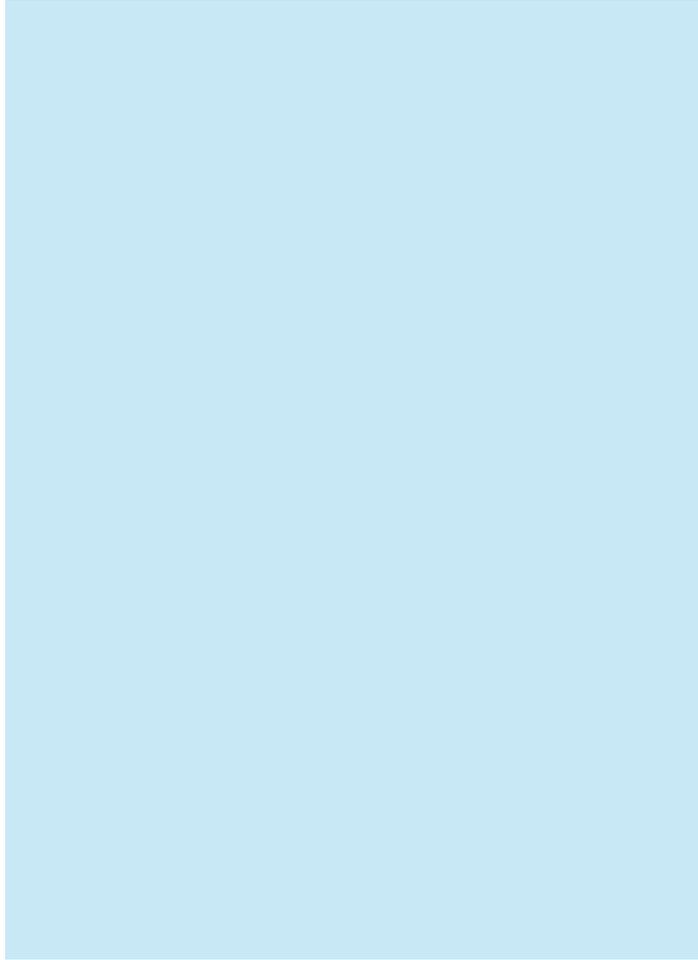# Transformative Learning Through Whole Community Approach

Action-Oriented Pedagogies

UNU
IAS

ESD and transformative learning

ESD: a brief history

- A concept that emerged from the United Nations Conference on Environment and Development (UNCED), also known as the Earth Summit, held in Rio de Janeiro, Brazil, in 1992

- The concept of ESD was further developed and promoted by international organizations such as the United Nations Educational, Scientific, and Cultural Organization (UNESCO)

- UNESCO launched the Decade of Education for Sustainable Development (2005-2014) to promote the integration of ESD into formal and non-formal education systems worldwide

Source: https://worldcrunch.com/world-affairs/the-failures-of-environmentalism-20-years-after-the-promises-of-rio-summit

UNU
IAS

What is ESD?

- In short, ESD is education that fosters the builders of a sustainable society

- Promotes learning and teaching that empowers individuals and communities to take action towards creating a more sustainable future

- Emphasizes interdisciplinary approach that integrates knowledge from a range of disciplines, including environmental science, social sciences, economics, and ethics


Source: https://www.mext.go.jp/en/unesco/title04/detail04/sdetail04/1375695.htm
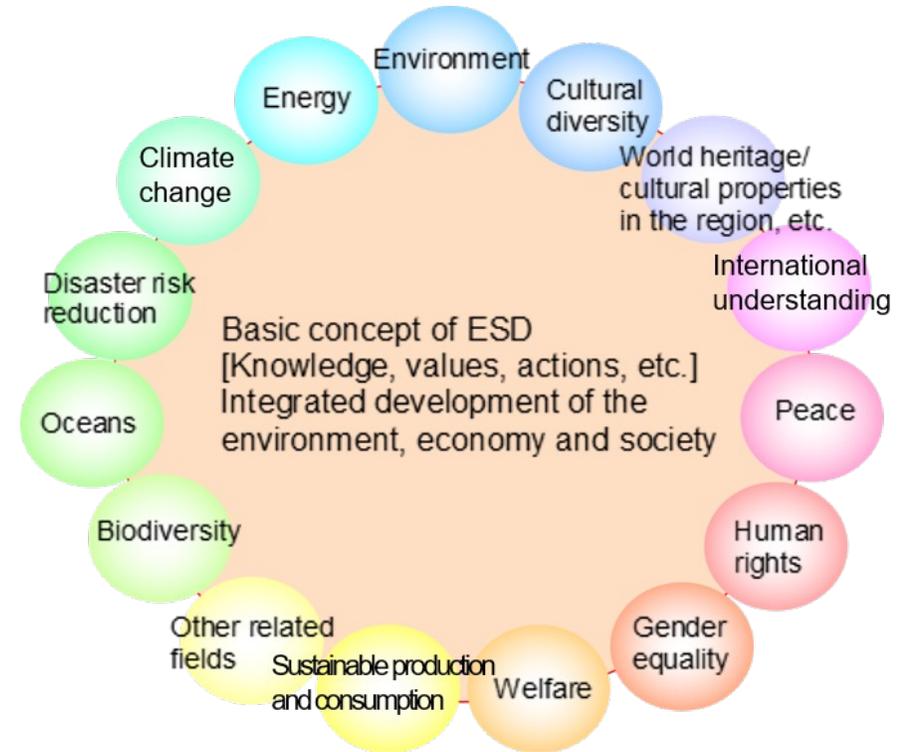
Transformative learning at core of ESD

- ESD seeks to equip individuals with the followings
  - Knowledge, skills, attitudes, and values needed to understand and address the complex environmental, social, and economic challenges facing the world today
  - Critical, creative, and systemic thinking about sustainable development
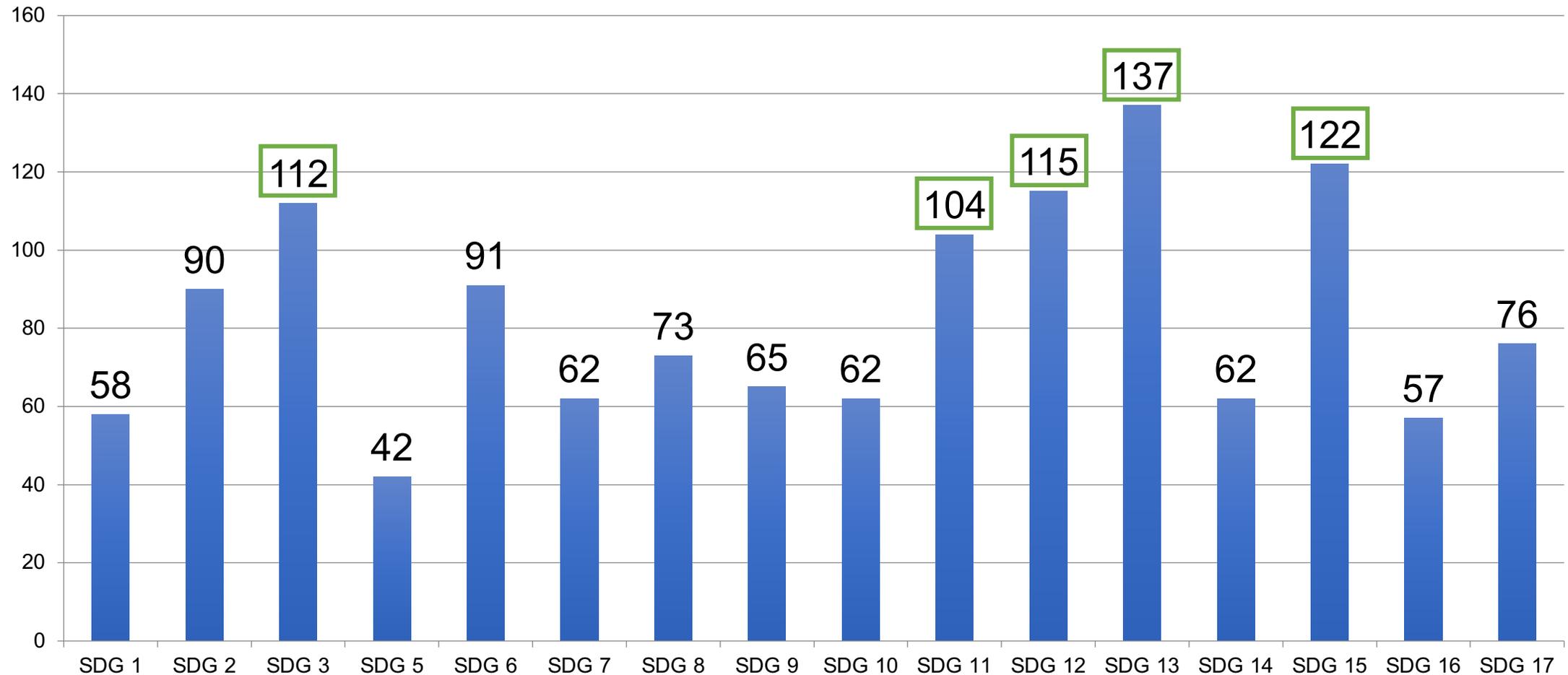 - Engagement in transformative learning experiences that can lead to personal and societal change
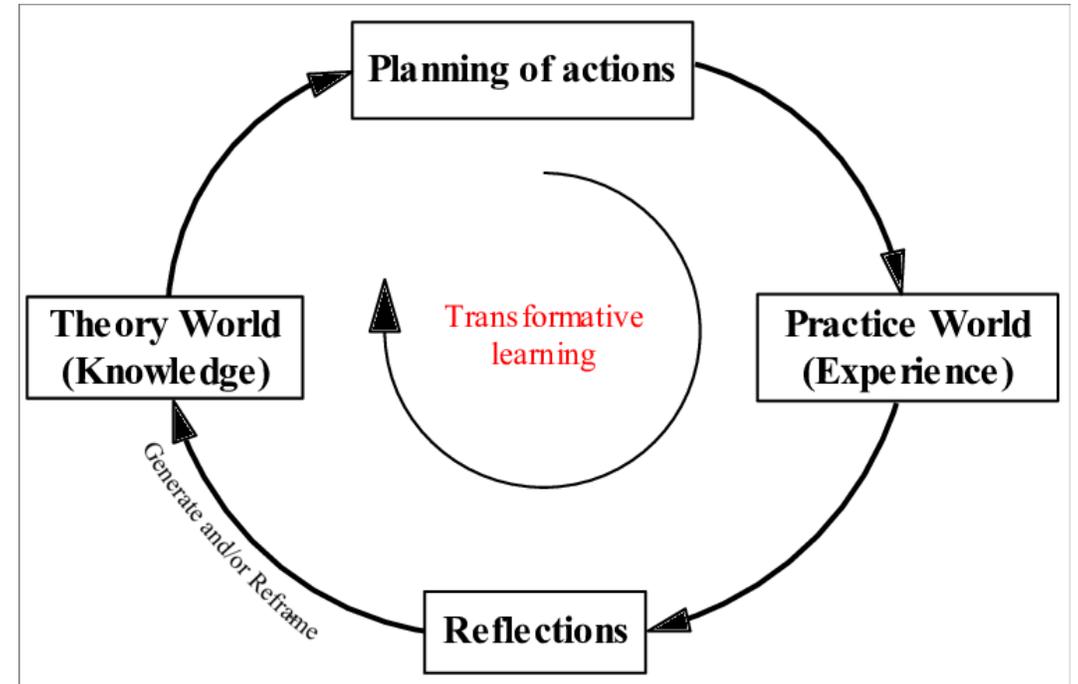
Source: https://www.researchgate.net/figure/Transformative-learning-Bridging-the-gap-between-theory-practice-in-professional_fig5_291831263

UNU
IAS

Transformative learning in RCEs
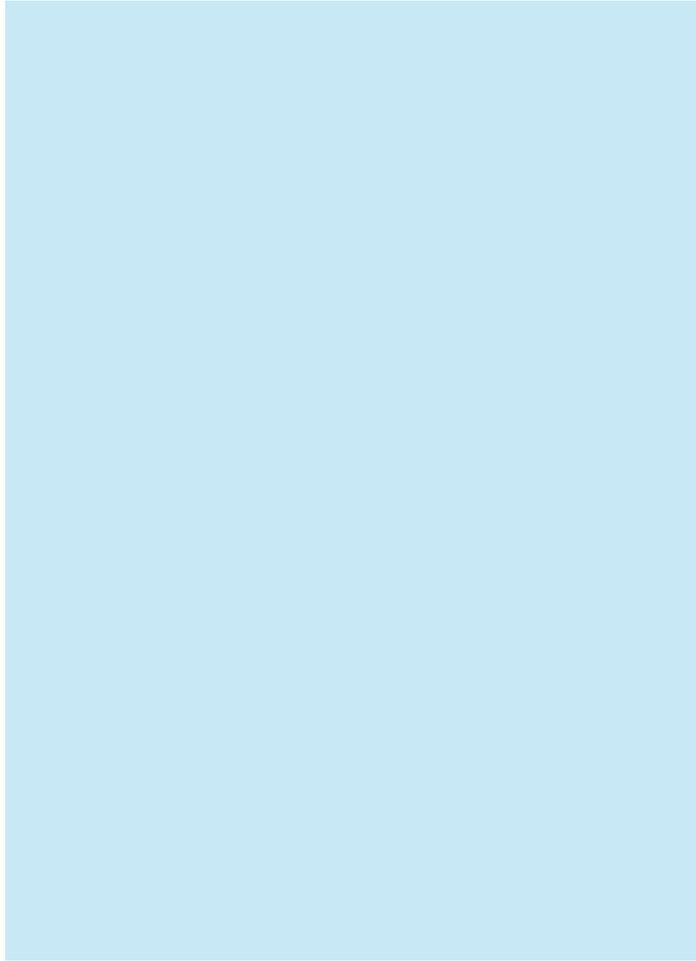
Top SDGs featured in ESD initiatives of Global RCE Network (excl. SDG4)

Top SDGs featured in ESD initiatives of Global RCE Network (excl. SDG4)

- Top-focused SDGs are mostly environmentally related

SDG3 featured in 112 ESD initiatives

SDG13 featured in 137 ESD initiatives

SDG11 featured in 104 ESD initiatives
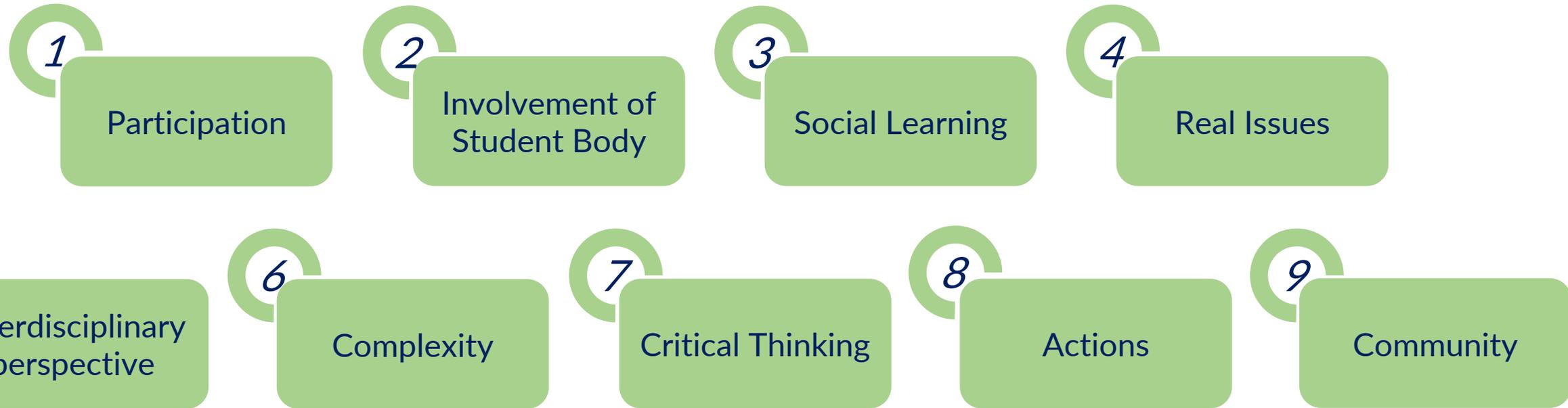
SDG15 featured in 122 ESD initiatives

SDG12 featured in 115 ESD initiatives

UNU
IAS

Action competence

- Main objective of ESD
  - Development of action competence, based on reflection, critical thinking and student participation

- Action competence
  - A capability – based on critical thinking and incomplete knowledge – to involve yourself as a person with other persons in responsible actions and counter-actions for a more humane world
  - A fundamental competence honed by transformative learning within ESD initiatives

- Implications for teaching and learning
  - Provide education to ensure that learners – fare not only informed and aware, but capable of acting sustainably when faced with current and future environmental problems

Reference: Varela-Losada, M., Vega-Marcote, P., Pérez-Rodríguez, U., & Álvarez-Lires, M. (2016). Going to action? A literature review on educational proposals in formal Environmental Education. *Environmental Education Research*, 22(3), 390–421. https://doi.org/10.1080/13504622.2015.1101751

UNU
IAS

9 criteria for designing action-oriented ESD project

- Previous bodies of literature suggests 9 pillars for ESD initiatives to foster action competency among learners

1 Participation

2 Involvement of Student Body

3 Social Learning

4 Real Issues

5 Interdisciplinary perspective

6 Complexity

7 Critical Thinking

8 Actions

9 Community

UNU
IAS

Overall research plan

	Objective	Activity
2023	Conduct extensive literature review to create a research framework for action-oriented pedagogies for ESD that are community-based, regionally relevant and empirically sound.	Construct a framework for action-oriented pedagogies for ESD.
2024	Develop a curated e-repository of exemplary action-oriented pedagogies for ESD as part of the existing RCE project database.	Curate action-oriented pedagogies for ESD in the RCE Database.
2025	Conduct four regional trainings for educators of RCEs in navigating the repository and implementing action-oriented pedagogies for ESD.	Conduct professional development for Global RCE Network on action-oriented pedagogies for ESD.

UNU
IAS

2023 research overview

- Research question: how do the RCEs apply AOP in their learning program design?

- Research steps
  - Present research concept at regional and global meetings
  - <mark>Conduct focus-group discussion with RCE representatives</mark>
  - Analyse collected data to inform action-oriented pedagogies for ESD research framework
  - Survey
    - Design survey to investigate learner's action-oriented ESD learning experience in early 2024
    - Distribute survey to RCE focal points in FY 2024
    - Analyse response from learners FY 2024

UNU
IAS

Inputs from RCE members

We should not focusing solely on targets and indicators but considering company goals and how the SDGs can align with them. It is important to speak the "common language" to engage stakeholders in sustainability.

RCE Georgetown

Through a whole community approach, students critically explore sustainable development issues, working hand-in-hand with their communities to address deep systemic challenges using the best practices of youth-adult partnerships and participatory action.

RCE Burlington, Shelburne Farms

UNU
IAS

Inputs from RCE members

7 Gardens begins in a simple garden space, but its reach extends globally, ==fostering a sense of community through certifications==, adapting to real-world challenges, and establishing diverse collaborations that drive a holistic movement.

RCE Ruhr

The Netherlands, being the second largest agricultural exporter gloablly, is addressing soil depletion by ==partnering with schools, medical professionals, and others== to study the connection between soil care, food quality, and health.

RCE Fryslân

UNU
IAS