From green washing the ivory tower to deep learning for sustainability

A convenient solution to an inconvenient truth?

Arjen E.J. Wals

WAGENINGEN UNIVERSITY
WAGENINGEN **UR**

Arjen.wals@wur.nl

Staged responses to sustainability (Sterling 2004)

Sustainability transition	Response	State of sustainability
1 Very weak	Denial, rejection or minimum	No change (or token)
2 Weak	'Bolt-on'	Cosmetic reform
3 Strong	'Build-in'	Serious greening
4 Very strong	Rebuild or redesign	Wholly integrative

There are no convenient solutions for realizing a wholly integrative approach to sustainability

Towards sustainable institutions (Sterling 2004)

| From	To
Incoherence and fragmentation	Systemic coherence and positive synergy
Large scale, loss of connectivity	Human scale, high connectivity
Closed community	Open, 'permeable' community
Teaching organisation	Learning organisation
Microcosm of unsustainable society	Microcosm (as far as possible) of sustainable society

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A Framework for Facilitating Sustainability @ WUR

big brother sustainability

closed
predetermined
prescribed
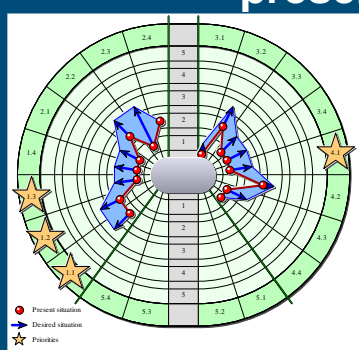
Passive, detached students

Active, empowered students

hierarchical
authoritative
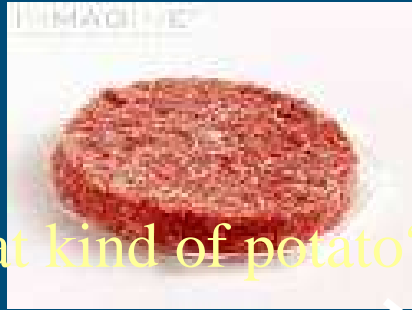technocratic
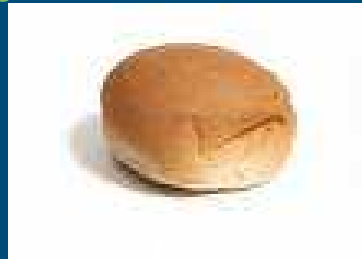conditioning/training

...rated
...cipatory
...cratic
...rning

open
self-determined
(co)created

grassroots sustainability

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Exploring a Happy Meal

What kind of potato?

GMO?

Nutritional value?

Locally raised beef?

GMO?

Hormonal value?

Two questions:

Third question: Can we create a

Happy Meal?

Where does it come from?

Activity: deconstructing a Happy Meal

Divide into five groups

Question one – What's in it? 15 min

Question two – Where does it come from? 15 min

Groups report back – 5 x 4 min

Question three – Can we? 15 min

Discussion & synthesis – 20 min

Lessons learned & competencies developed

- Local and global issues are connected
- Information is everywhere, how to choose?
- Sustainability is multi-dimensional: ecological, economic, ethics, environment, etc.
- Becoming critical of consumption & consumerism
- Alternative lifestyles *are* possible!
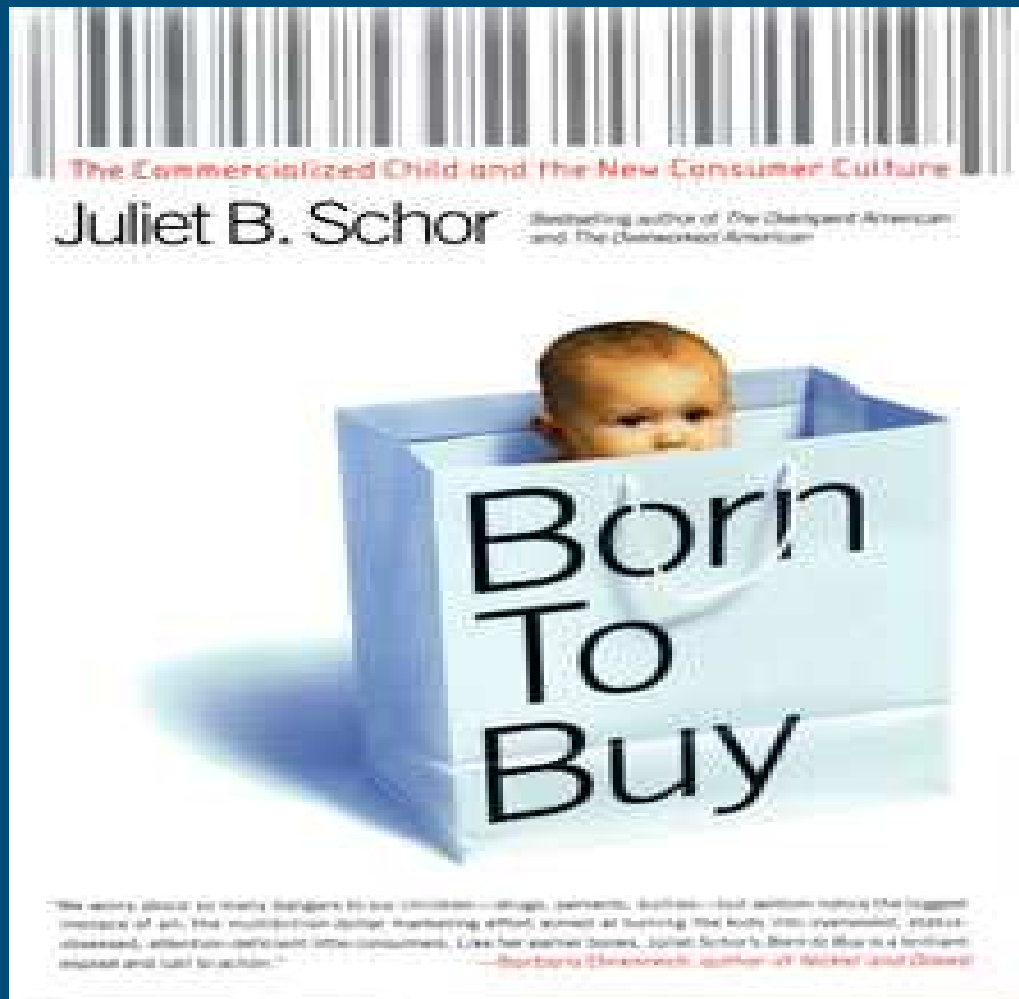- Interviewing, presenting, reporting, listening, googeling, critiquing, cooking…

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Making ESD relevant and meaningful

Principle	Description
1. Total immersion	Fostering a direct experience with a real-world issue
2. Diversity in learning styles	Being sensitive to the variety of learning styles and preferences that can be found in a single group
3. Active participation	Developing ownership of your own learning by utilising the your own knowledge, experiences and ideas and influencing the route you follow
4. The value of valuing	Exposing yourself to alternative ways of knowing and valuing through self-confrontation
5. Balancing the far and near	Cycling in between local and global development issues
6. A case-study approach	Digging for meaning by studying an issue in-depth
7. Social dimensions of learning	Mirroring your ideas, experiences and feelings with those of others
8. Learning for (action) competence	Making the development of action competence an integral part of the learning process

Good consumers or good citizens?

Culture Jammers & Adbusters

Home of the only U.S. - built and engineered full hybrid.
Kansas City

AMERICAN SOURCED ETHANOL

Source: Ford Motor Company

The all-new 2007 Hyundai Veracruz

Smart people know price isn't everything. Until you add up the everythings.

HYUNDAI

We are the students of today
attending the schools of yesterday
being taught by the teachers of the past—
with methods from the Middle Ages
to solve the problems of the future!

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Thank you!