



LEARNING FOR LIFE: *DISRUPTING EDUCATION AND LEARNING IN TIMES OF CLIMATE CHANGE*

Professor Daniella Tilbury

Disrupting Education In Times of Climate Change

- Why disruption?
- What does it look like when we *disrupt* education and learning?
- How do we understand *disruption* in the context of 2030 ?
- What are the signs that *disruption* is happening?



Why disruption?

- In 2015, the world leaders adopted the 2030 Agenda for SD - Sustainable Development Goals (SDGs).
- **17 ambitious goals aim at ending poverty and inequality, protecting the planet and ensuring prosperity for all (UN 2015).**
- Their intention is to disrupt the current trends of development.





Learning for Life = DISRUPTION

- *SDGS are about questioning: the way we govern and organise ourselves; the way we live and work; how this has impact on people and planet.*
- *SDGs are about responsibility and action: developing mind-sets and skills that help anticipate as well as create alternatives.*

UNDERSTANDING DISRUPTION AND THE 2030 AGENDA

- The 2030 agenda does not seek to increase awareness but to change the world.
- **It would be a mistake to treat the SDGs as thematic content.**
- Climate change is not an add-on to what we are doing but doorways to explore change.
- **SDGs mean disruption.**

Why disrupt education?

Education as a mirror

Education as lighthouse

Tenemos que enseñar no solo a entender el mundo..sino para aprender como cambiarlo.



Learning for Life

- Education is critical to the transition towards SD
- Some progress but SD remains in the margins
- Evidence that education and learning is adapting not transforming

Key reports:

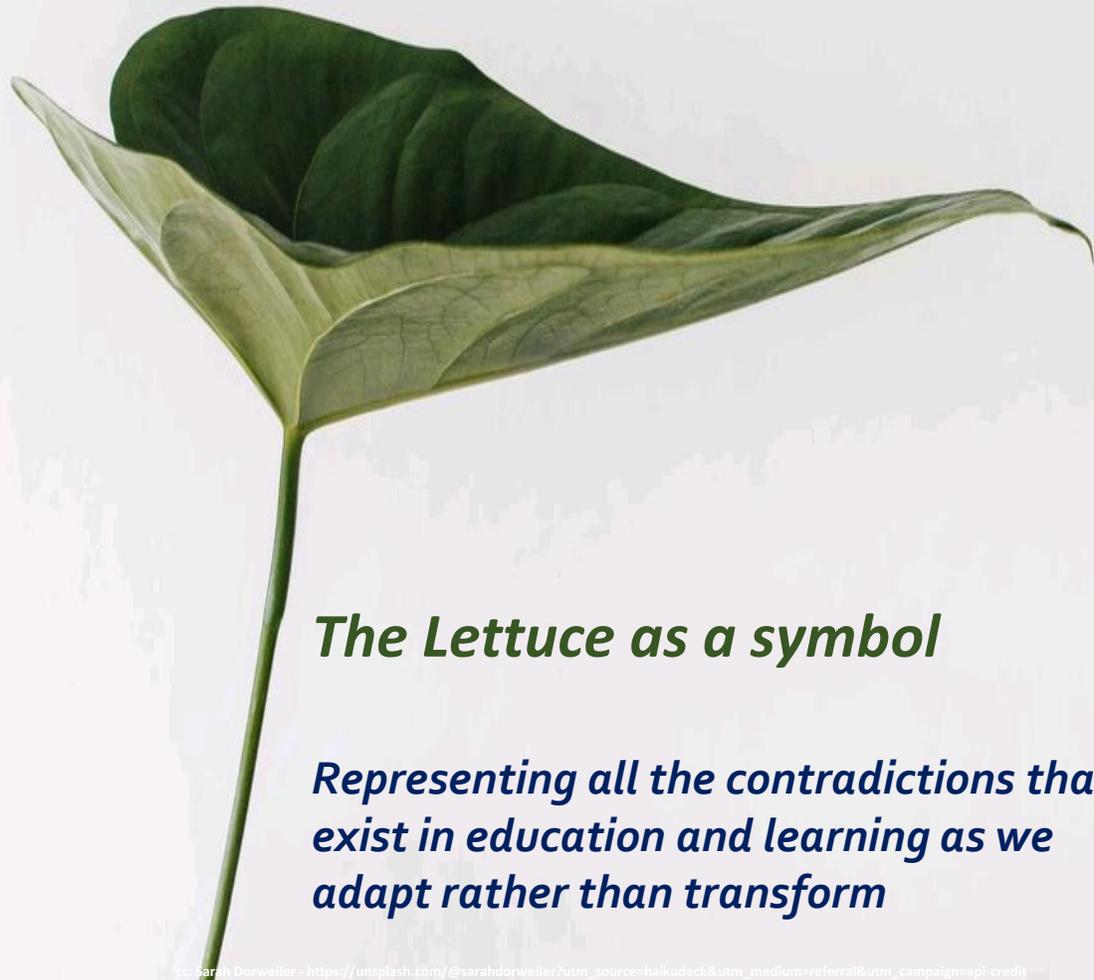
EC 2022;
UNESCO 2015; 201
UNECE 2019;
Stockholm+50 2022

ADAPTATION Vs TRANSFORMATION



- Leaders are sending conflicting messages
- Educators are overwhelmed with coping with too many discrete issues
- Students are disempowered and taking to the streets
- Community is expecting more of education and learning

**As we move forward,
Contradictions occur**



The Lettuce as a symbol

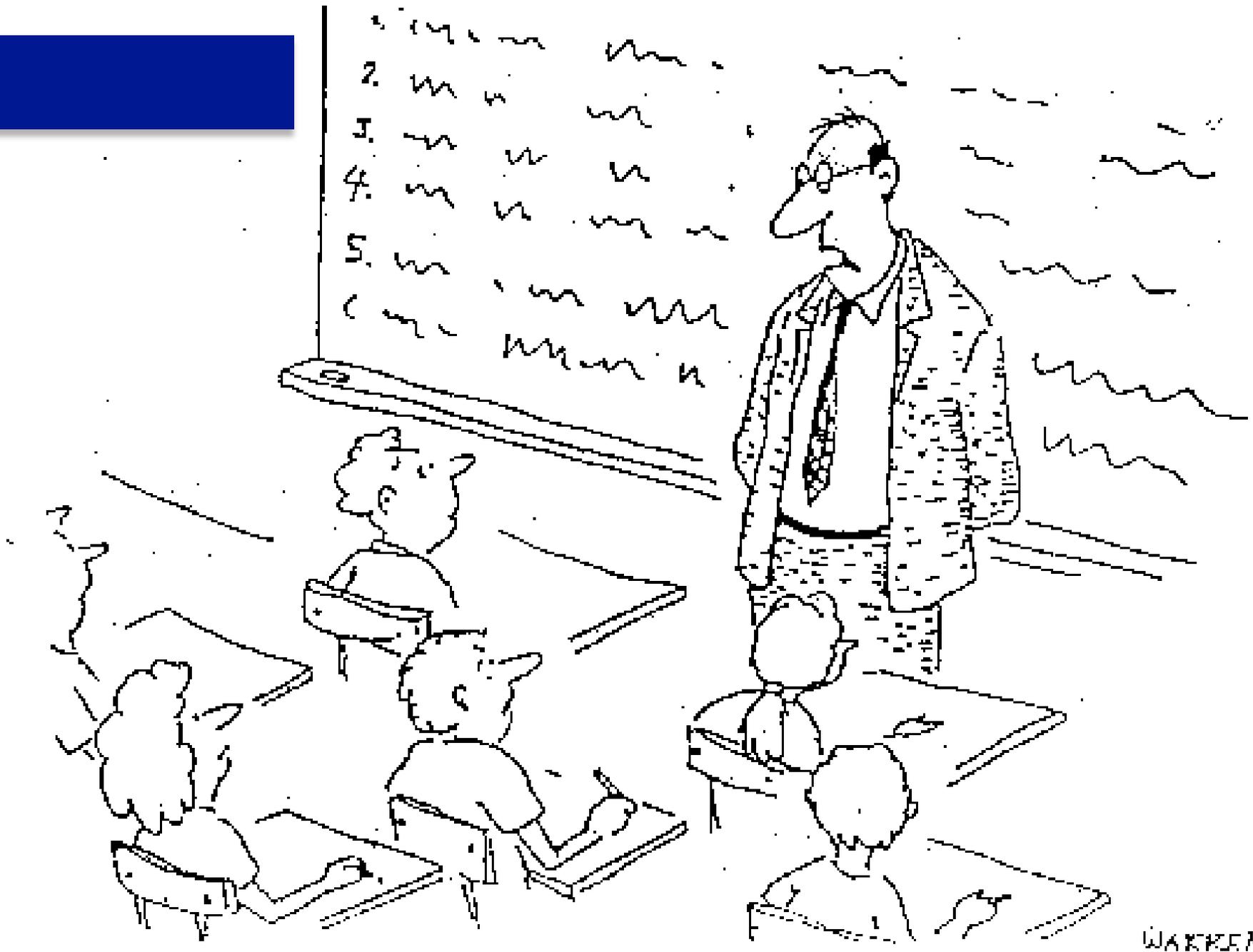
***Representing all the contradictions that
exist in education and learning as we
adapt rather than transform***

**‘You cannot put a lettuce in the
window of a butcher’s shop
and declare that you are now
turning vegetarian’**

John Grant

(author of Green Marketing Manifesto)

Contradictions



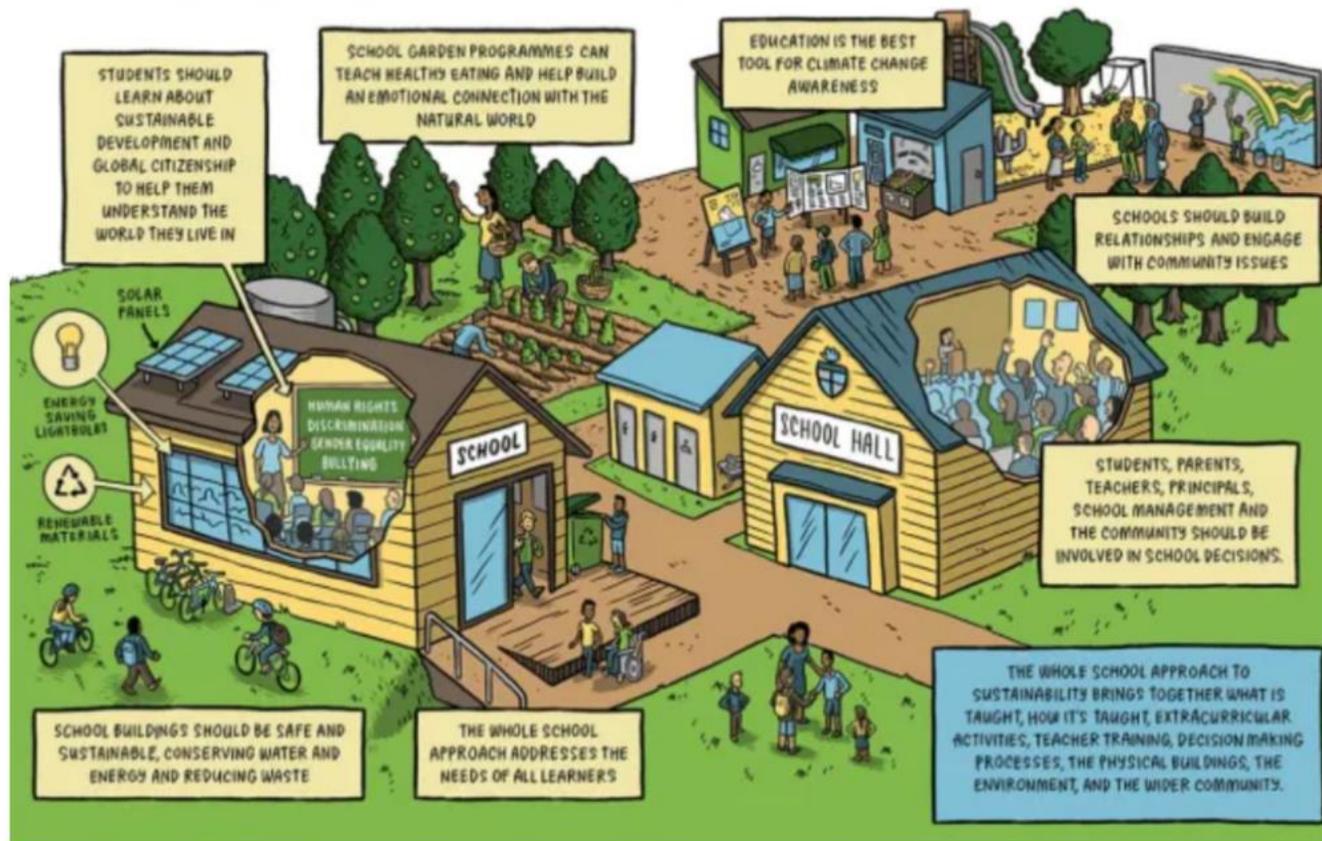
'I expect you all to be independent, innovative, critical thinkers, who will do exactly as I say.'

Contradictions



Contradictions

Sustainability is not just something to learn, it's something to live!



The aim is to establish a *culture of sustainability* across the school.

Beyond champion teachers and in islands of good practice: mainstreaming sustainability.

The term 'sustainable school' associated with a *whole school approach* - connected view of sustainability across the school and community.

Sustainability at the heart of the school and focal point of the community.

Contradictions



Fund For Africa's Future



the future awards africa



APPLICATIONS NOW OPEN FOR THE 2022 COHORT OF THE

FUTURE AFRICA AMBASSADORS

The Future Africa Ambassadors is a network of passionate youth leaders across Africa who channel their passion for creating change into grassroots contributions to public sector development.

- Eligibility:
- + 16-20 year old Africans
 - + Demonstrated leadership potential
 - + Passionate about shaping Africa's future

Applications close on 30th April 2022



LEARN MORE AND APPLY AT
www.futureafrica.net/ambassadors



FUTURE AFRICA FORUM



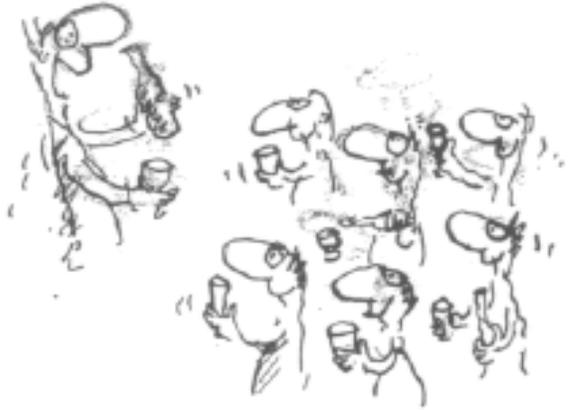
Introducing our Internship Program:

The Future Africa Internship Program (FAIP)



Contradictions

GENTLEMEN...
change your glasses
for a toast...!



gentlemen...
HERE'S TO
THE FUTURE



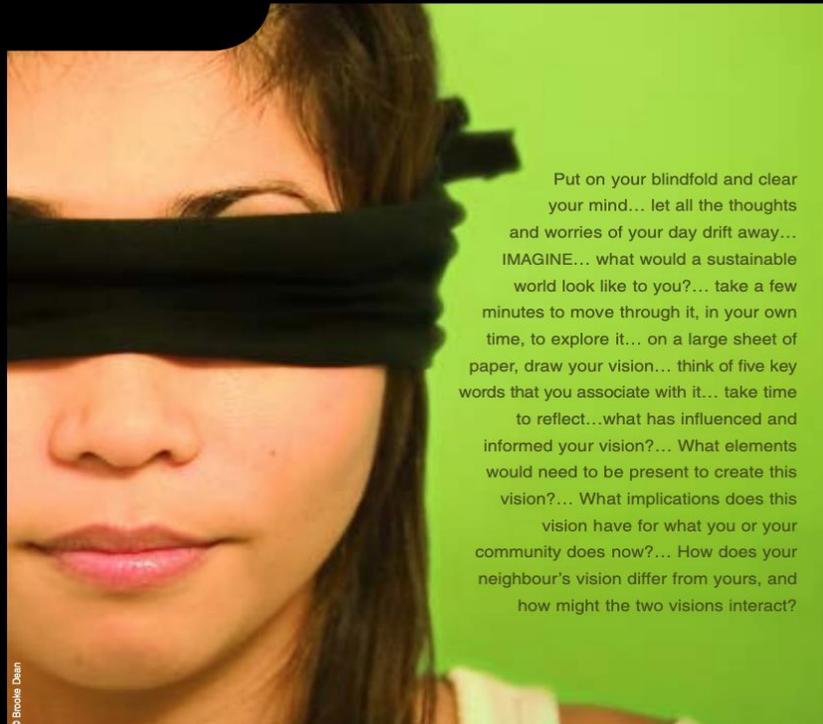
"whatever happened"
to...
"Remember
the time we..."
"We used"
to...
"I'll never
forget when
we..."
"I used to
have..."
"who was
the bloke...
who..."
Leung



(Leung 1990)

Why is Futures Envisioning Important?

02 imagining a better future...



- Helps create preferred futures
- Helps identify what we value
- Helps unpack false assumptions about the future.
- Helps empower a-take back control of the future – decolonise futures
- Good basis for constructing shared futures confronting contradictions and building ownership

Contradictions

- Educators need to be supported with more than just understanding of sustainable development. They need to learn how to be change agents in an education system.
- Parallels can be drawn between change processes in education and the ancient Indian board game known as *Snakes and Ladders* that is regarded as a worldwide classic.



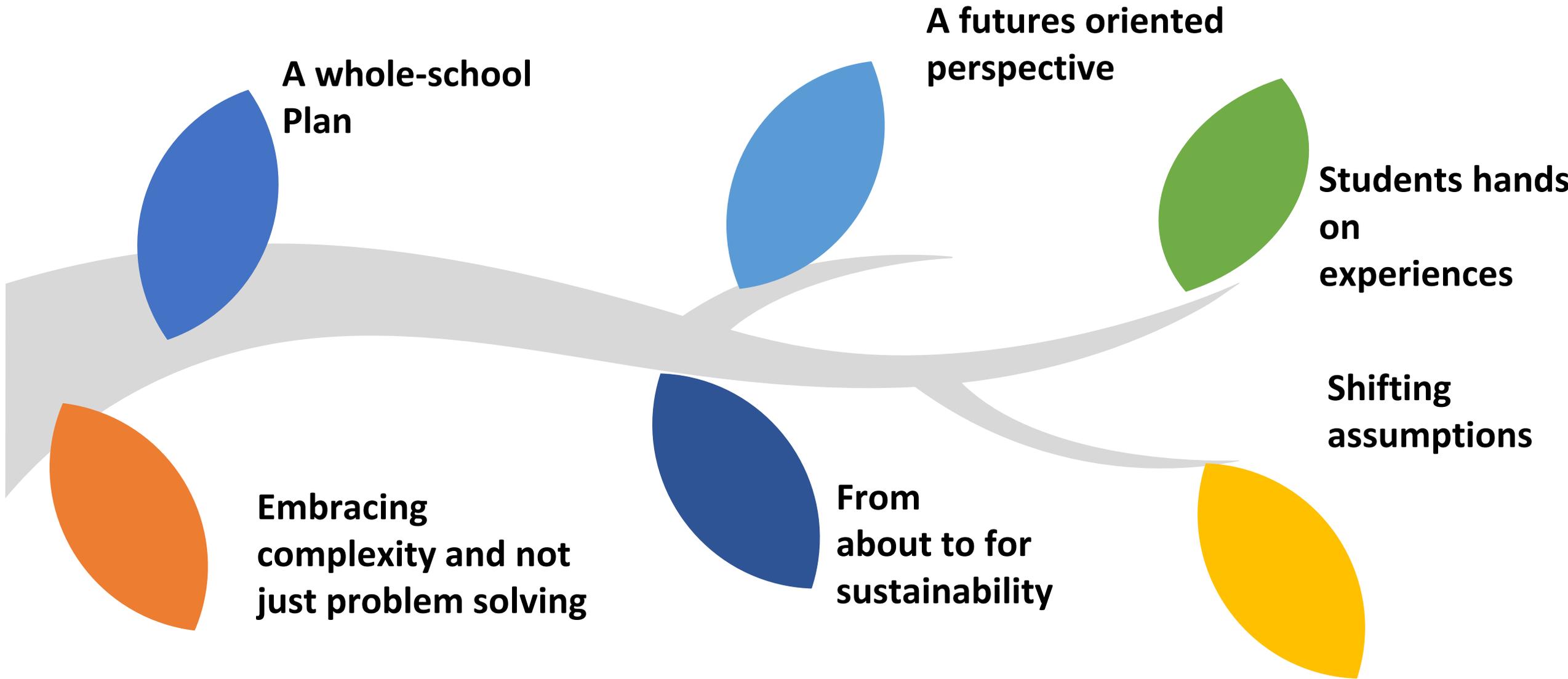
The Competences for educators in education for sustainable development





- **Much learnt as educators pushed boundaries, rethought educational experiences and built upon good practice.**
- **These learnings documented by case studies, critical reflections, peer reviews, formal evaluations and research studies.**
- **Insights into these experiences point to critical factors that influence the success or effectiveness of learning to address climate change**

WHAT HAS BEEN LEARNT?





A WHOLE SCHOOL PLAN

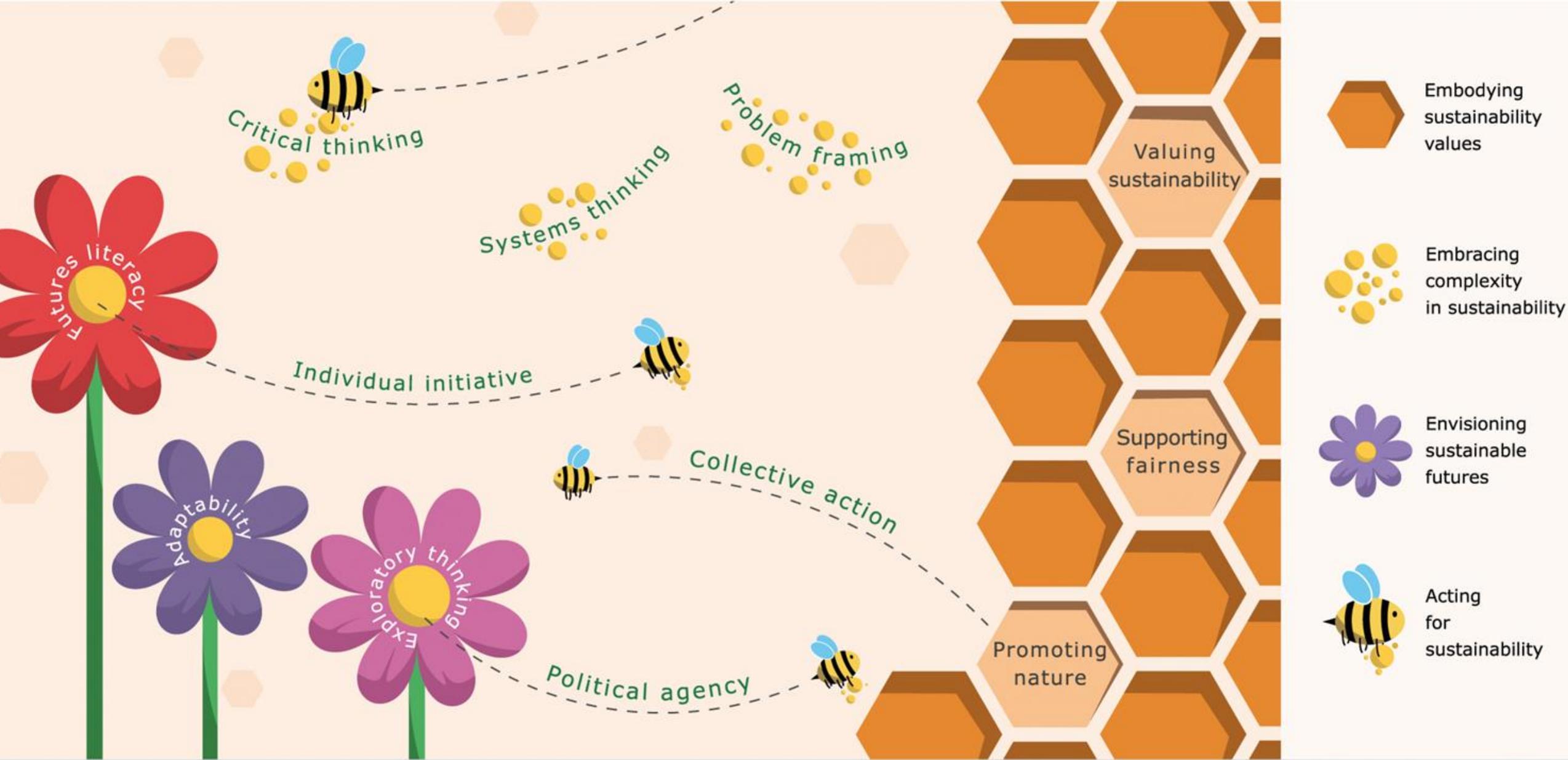
- The process of developing a whole school plan is as important as having one.
- Developed in an inclusive manner so that it becomes a learning opportunity in itself.
- Involving students, staff, parents, partners and community stakeholders increases ownership and likelihood of it being implemented.
- Successful processes are accompanied by professional development opportunities.

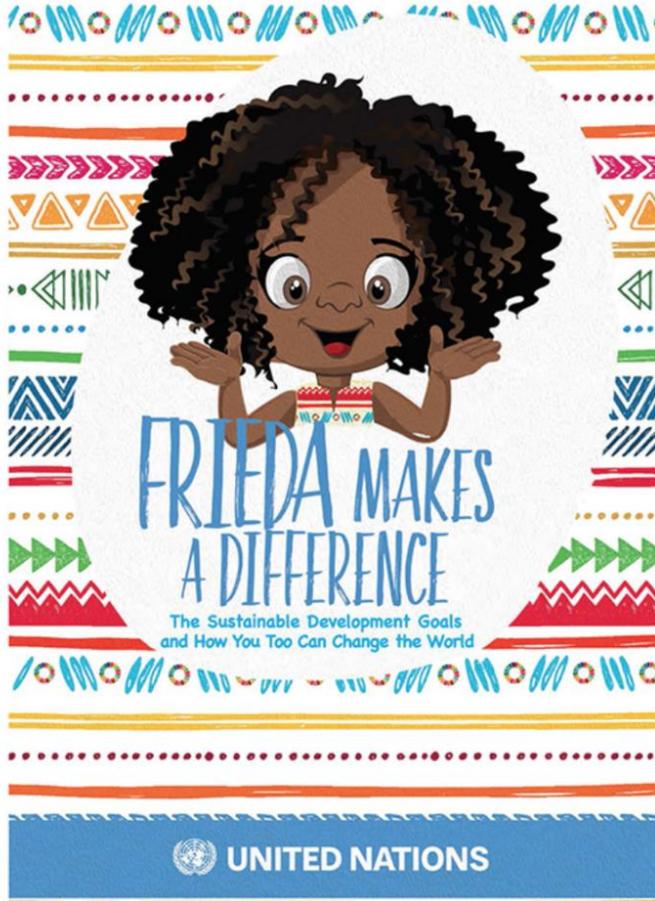


EMBRACING COMPLEXITY AND NOT JUST PROBLEM SOLVING

- Recognising that complex issues underpin environmental quality
- This requires skills in critical enquiry and systemic thinking to explore the complexity and implications of sustainability.
- OECD uses the metaphor of a learning compass - students learn to navigate themselves through unfamiliar contexts AND teachers needing to reposition learning







STUDENTS GETTING HANDS ON EXPERIENCE

- **Action learning – there has been a focus on problem solving & experiencing collaborative learning.**
- **Pupils learn best in practice (inside and outside) the classroom and if able to investigate, plan and carry out actions that made a difference to the school or community.**
- **Teachers can see that this change in pedagogy improves learning effectiveness, students' exam results as well as motivation to learn.**



- *We need to disrupt pedagogical approaches*
- *We need to disrupt places or spaces of learning*
- *We need to ask different types of questions*
- *We need to help create alternative futures*

In the end....

From

- **Passing on knowledge & raising awareness**
- **Teaching attitudes and values**
- **Seeing people as the problem**
- **Single actions**
- **More focus on individual & personal change**
- **Integration**
- **Sending messages**

To

- **Understanding and getting to the root of the issues**
- **Encouraging values clarification**
- **Seeing people as agents of change**
- **Learning for change**
- **More focus on structural & institutional change**
- **Innovation**
- **Opportunities for reflection, negotiation & participation**



Thank you

