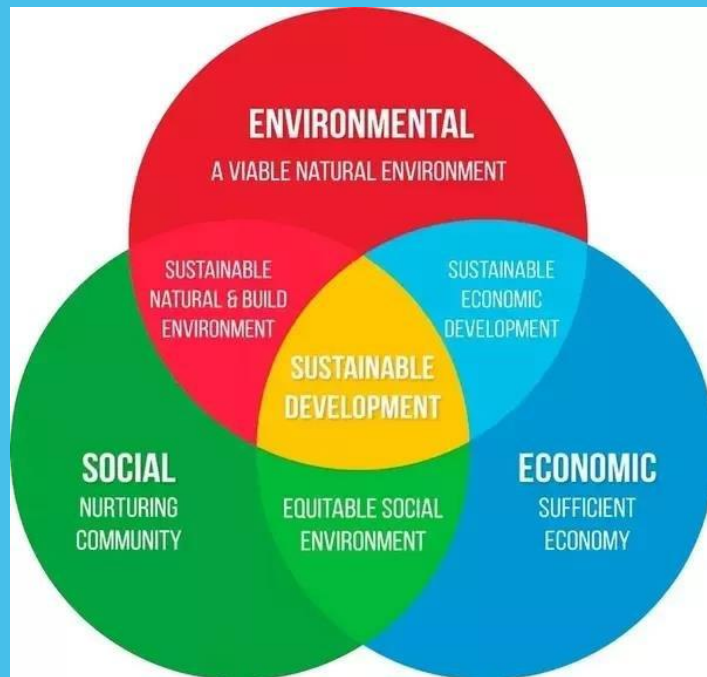


# Participatory and deliberative methods in adult Education for Sustainable Development

NERA 2020 congress in Turku, Finland on 4-6 March 2020.  
Network 22. Post Approaches to Education

Holm, Tove, PhD in environmental science, City of Turku,  
Baltic Sea Challenge network

# UN Agenda 2030, 2015 - 2030



SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

# To promote education for sustainable development, the Nordic and Finnish perspective

**Our Vision 2030**

**A green Nordic region**  
Together, we will promote a green transition of our societies and work towards carbon neutrality and a sustainable circular and bio-based economy.

**A competitive Nordic region**  
Together, we will promote green growth in the Nordic region based on knowledge, innovation, mobility and digital integration.

**The Nordic region will become the most sustainable and integrated region in the world**

**A socially sustainable Nordic region**  
Together, we will promote an inclusive, equal and interconnected region with shared values and strengthened cultural exchange and welfare.

2 / 19 Automaattinen suurennus

This Nordic strategy emphasizes education, innovation and research as the pillars for the future.



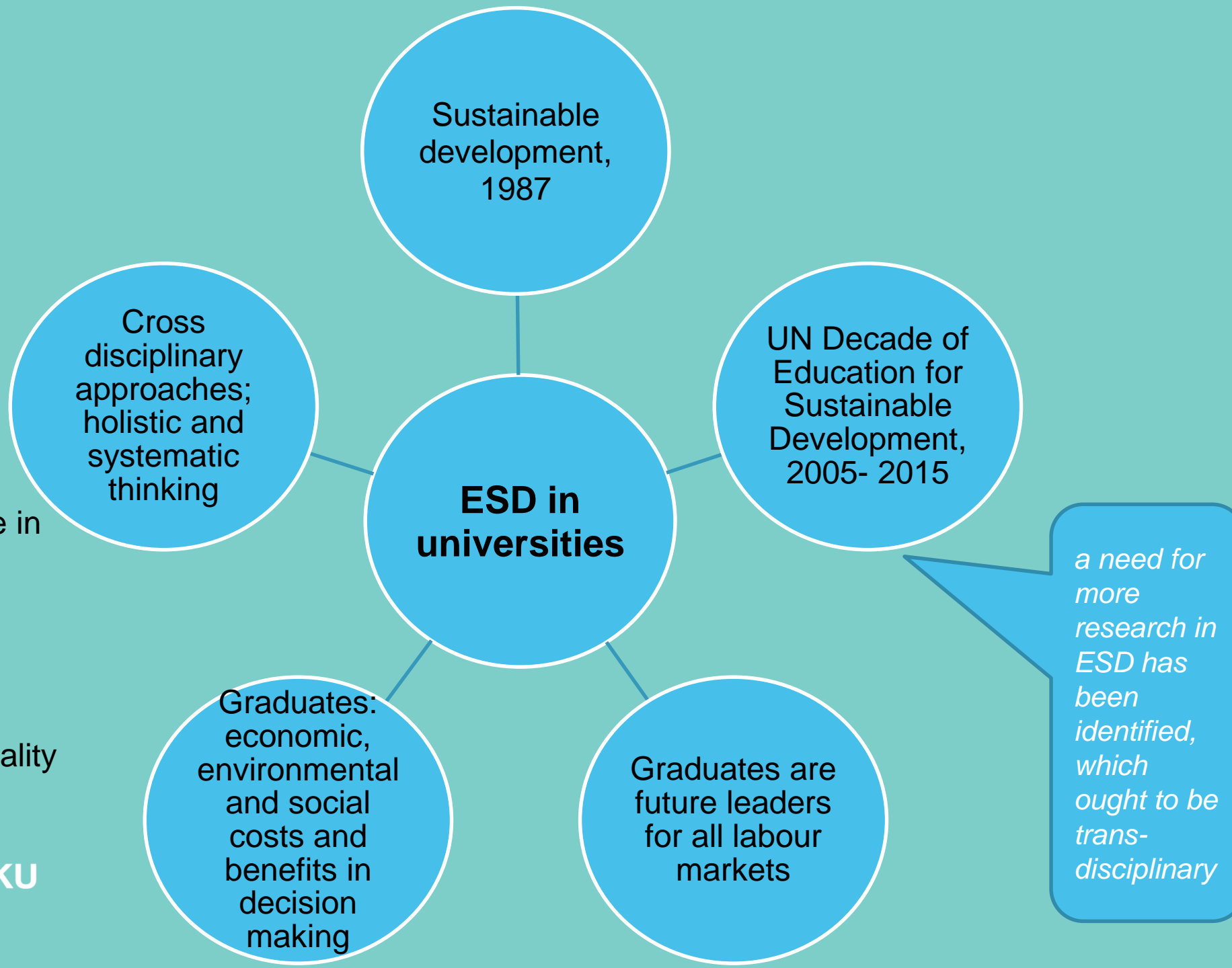
2013 & 2015



## SITOUUMUKSEN TAVOITTEET

1. Yhdenvertaiset mahdollisuudet hyvinvointiin
2. Vaikuttavien ihmisten yhteiskunta
3. Työtä kestävästi
4. Kestävät yhdyskunnat ja paikallisyhteisöt
5. Hiilineutraali yhteiskunta
6. Resurssiviisas talous
7. Luonnon kantokykyä kunnioittavat elämäntavat
8. Luontoa kunnioittava päätöksenteko





Holm, 2014.  
Enabling change in universities:  
enhancing education for sustainable development with tools for Quality assurance

# Piloted training: Agenda 2030, case the Baltic Sea Challenge

Piloted at:

- the Centre for Lifelong Learning at Åbo Akademi University (CLL), May 2019
- Helsinki Design Week, September 2019
- adult education for continuing education institutions in Finland, November 2019

Short in time: 2-3 hours

The aim to be active and inspiring.



# The training

intro

- Sustainable development, examples
- Short, 15 min.

SD?

- Imaginary line: SD?... SD integrated in all courses and work
- About 45 minutes, 15 minutes discussion, 15 min sharing

SDGs

- Draw one of the 17 Sustainable Development Goals, SDGs
- How does it link to my work? How could it be enhanced?
- About one hour, 15 minutes discussion, 30 min sharing

# What is The Baltic Sea Challenge?

- A network of knowledge and support for concrete action at local level for protecting the Baltic Sea
  - Vision: A clean, productive and shared Baltic Sea
  - Action at the **local level** is key
  - Activities additional to legally binding obligations
- 1) **Network of 300 partner organisations** representing cities, companies, educational and research institutions, NGOs, regional authorities, etc.
  - 2) **Own action plans of participating organisations**



# ONCE UPON A TIME THE MAYORS OF HELSINKI AND TURKU...

Jussi Pajunen and Mikko Pukkinen walked by the River Aurajoki in Turku in 2006...

- ▶ Concern for the state of the Baltic Sea
- ▶ Healthy waters = competitiveness and welfare of the cities
- ▶ The first joint action plan of the cities was published in the summer of 2007 jointly with the challenge campaign for other organisations to do the same



300 in  
2019

# THE BALTIC SEA CHALLENGE

## NETWORK IN 2014-2016

240 member organisations

45  
new  
members

34 members  
have updated  
their Baltic Sea  
Action Plans

64 events organized  
or been involved in,  
of which  
32 international

in the  
Bank of  
Actions  
61  
implemented  
local water  
protection  
actions from  
around the  
Baltic Sea

40  
companies

30  
schools and  
universities

60  
NGOs

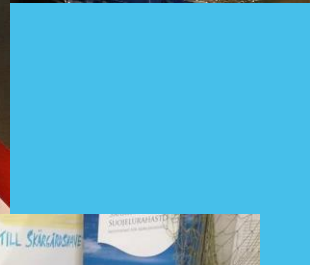
75  
cities

35  
research institutions etc.

# What do we do?

Baltic Sea working groups in both cities:

~10 city departments/services implementing the actions



# AIMS IN THE THIRD ACTION PLAN 2019-2023

## 1. Clear coastal waters

- Nutrient load

## 2. Healthy marine habitat

- Hazardous substances, littering, underwater noise

## 3. Clean and safe water traffic

- Maritime traffic, port services, recreational boating services

## 4. Systematic water area management

- Marine spatial planning, awareness of underwater resources and ecosystems, planning of the archipelago and coastal areas

## 5. Active Baltic Sea Citizenship

- Internal operations, services, education and communication, co-operation





# Aim: participatory and deliberative methods in adult Education for Sustainable Development

The aim that the developed training could be offered to a broad group of actors, including private sector employees.

The aim is to inspire to a first step to involve sustainable development as a self-evident part of projects, education and policies.

We emphasize the importance of a participatory and deliberative approach.



# References

- Altrichter, H., Kemmis, S., McTaggart, R., Zuber-Skerritt, O., 2002. The concept of action research. *The Learning Organization*, 9 (3) 125-131.
- Blanco-Portela et al., 2017. Towards the integration of sustainability in Higher Education Institutions: A review of drivers and barriers for organisational change and their comparison against those found in companies. *Journal of Cleaner Production*, 166, pp 563- 578.
- CBSS, Council of the Baltic Sea States (2017). Realizing the Vision: The Baltic 2030 Action Plan., <https://www.cbss.org/wp-content/uploads/2017/06/Baltic-2030-AP-Final-approved-by-the-CBSS-Foreign-Ministers-20.06.2017.pdf>, (accessed 27 September 2019).
- Finnish Prime Minister's Office, 2013. The Society's Commitment to Sustainable Development
- Finnish Prime Minister's Office, 2019. [The state of sustainable development.](#)
- Holm, T., Paaby, K., Stavlund, E. (2014). Piloting Nordic sustainability education. *LLinE Lifelong Learning in Europe* 3, <https://www.ellmagazine.eu/articles/piloting-nordic-sustainability-education/>, (accessed 7 October 2019).
- Holm, T., Sammalisto, K., Grindsted, T., S., Vuorisalo, T., 2015a. Process framework for identifying sustainability aspects in university curricula and integrating education for sustainable development. *Journal of Cleaner Production*, 106, pp 164- 174.
- Holm, T., Vuorisalo, T., Sammalisto, K., 2015b. Integrated management systems for enhancing education for sustainable development in universities: a memetic approach. *Journal of Cleaner Production*, 106, pp 155- 163.
- Leal-Filho, Walter, Skanavis, C., Kounani, A., Londero-Brandil. L., Shiel, C., doPaco, A., Pace, P., Mifsud, M., Beynaghi, A., Price, E., Lange-Salvia, A., Will, M., Schula, K, 2019. The role of planning in implementing sustainable development in a higher education context. [Journal of Cleaner Production 235, pp 678-687](#)
- Lundberg, C., Nyström, A-G. & Lindström, J., 2016. Lärande i fokus – pedagogisk utveckling i teori och praktik. *Högre utbildning* 6 (1), 77-84 (in Swedish).
- Lundberg, C., 2018. Introduction. In Lundberg, C (Ed.), *Promoting Education for Sustainable Development in Higher Education* (pp.9-10), *Studia Periegetica* 3(23).
- Roxå T. & Mårtensson K., 2013. How leaders can influence higher education cultures. *Perspectives on Pedagogy and Practice*, 4, 1-21.
- Sol, J, Beers, P. J., Wals, A. E. J., 2013. Social learning in regional innovation networks: Trust, commitment and reframing as emergent properties of interaction. *Journal of Cleaner Production* 49, 35-43.
- The Nordic Council and the Nordic Council of Ministers, 2019. Our Vision 2030 <https://www.norden.org/en/declaration/our-vision-2030>, (accessed 27 September 2019).
- UN DESD, 2011. United Nations Decade for Sustainable development 2005-2014, Paris, [http://portal.unesco.org/en/ev.php-URL\\_ID=47100&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/en/ev.php-URL_ID=47100&URL_DO=DO_TOPIC&URL_SECTION=201.html), (accessed 23 August 2019).
- UNESCO, 2015. Rethinking Education. Towards a global common good? UNESCO Publishing, 84 pp., <http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Cairo/images/RethinkingEducation.pdf>, (accessed 27 September 2019).
- UNESCO, 2016. Education 2030: Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. ED-2016/WS/28, 86 pp., <https://unesdoc.unesco.org/ark:/48223/pf0000245656/PDF/245656eng.pdf.multi>
- United Nations, 2015. General Assembly 21 October 2015, Resolution adopted by the General Assembly on 25 September 2015., [https://www.un.org/en/development/desa/population/migration/generalassembly/docs/globalcompact/A\\_RES\\_70\\_1\\_E.pdf](https://www.un.org/en/development/desa/population/migration/generalassembly/docs/globalcompact/A_RES_70_1_E.pdf), (accessed 27 September 2019).
- Urenje, S., 2019. Confronting the 21<sup>st</sup> century global dysfunction through Education for Sustainable Development. Manuscript in preparation.
- World Conservation Strategy, 1980. Gland, Switzerland, <http://data.iucn.org/dbtw-wpd/edocs/WCS-004.pdf>, (accessed 23 August 2019).
- Wright, T.S.A., 2002. Definitions and frameworks for environmental sustainability in higher education. *International Journal of Sustainability in Higher Education* 3 (3), 203–220.



**Thank you for your attention**  
**[tove.holm@turku.fi](mailto:tove.holm@turku.fi), +358 40 484 6979**

**#Agenda 2030 #SustainableDevelopmentGoals #SDGs #EducationforSustainableDevelopment #ESD**

**#Academia #HigherEducation #ContinuingEducation #AdultEducation**

**#BalticSeaChallenge #participatory #deliberative #methods**

