

# THE ROLE OF EDUCATION IN SUSTAINABLE COMMUNITY DEVELOPMENT

A LITERATURE REVIEW

Brennan Lowery  
Simon Fraser University

CAPS-ACÉAU 2012  
Inspiring Potential

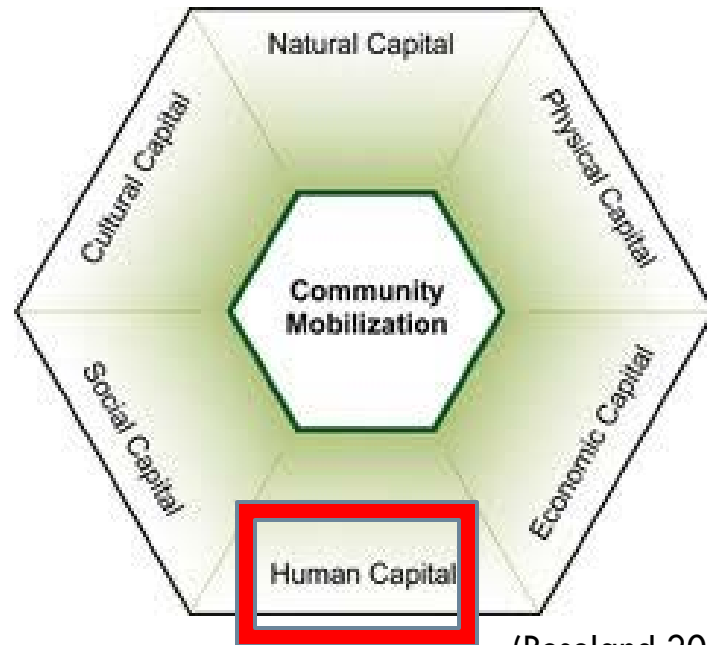
# PURPOSE

---

- This literature review intends to understand the potential of various community actions to initiate learning, both formal and informal, in ways that lead to a greater capacity of citizens to participate in planning and implementing sustainable development in marginalized communities, specifically in the case of green collar job development in Vancouver, B.C.

# BACKGROUND: CAPACITY BUILDING

Capacity building: “the enhancement of the skills of people and the capacity of institutions in resource management through **education and training**” (Cicin-Sain & Knetcht, 1998).



(Roseland 2005)

Without the capacity endowed by education and training, how can underdeveloped communities have the human capital to engage in sustainable community development?

# BACKGROUND: CAPACITY BUILDING



Marginalized communities, regions, and nations have been hindered by intentional and unintended restraints which limit their capacity to plan and attain their own form of development.

Capacity building, or the strengthening of knowledge and skills to participate in sustainable development, is usually limited in these communities by low access to education, both in formal institutional learning and informal perceptions of personal empowerment .

# RESEARCH QUESTIONS

- Which kinds of learning processes are able to enhance the capacity of residents to plan for sustainable development in marginalized communities?

- ▣ Formal education

- ▣ Informal learning processes

How is the development of green-collar employment in Vancouver initiating learning for sustainable development?



# THEORIES OF LEARNING FOR SUSTAINABLE DEVELOPMENT

# EDUCATION FOR SUSTAINABLE DEVELOPMENT

- Framework laid out in the United Nations Bonn Declaration (2009)
- States that education is central to achieving Agenda 21 goals laid out in Rio Earth Summit (1992)
- Highlights institutions of higher learning as the primary agents of change towards sustainable curriculum and career opportunities
- ESD critiques the unidisciplinary and specializing tendency in higher education and advocates for curriculum for sustainable development, not only about it
- Recommends that nations and regions should strengthen certain educational institutions as Regional Centres of Excellence (RCE's) in disciplines that train graduates for work in SD professions

(Khelghat-Doost & Hamoon, 2011)

# TRANSFORMATIVE LEARNING

- Describes learning as a process by which individuals are prompted to evaluate and change their existing values and assumptions, and eventually prompt greater community-wide change
- Transformative learning leads the learner to be liberated in thinking and self-effacing and grow more socially responsible.
- Involves two kinds of learning
  - ▣ Instrumental learning: acquiring skills
  - ▣ Communicative learning: discourse between individuals that transforms underlying values and assumptions
- Transformative learning can change people's attitudes towards nature, sustainability, and other issues in their communities.
- Public participation and engagement in environmental planning can allow informal transformative learning to take place

(Sinclair, Collins, & Spaling, 2011)



# PLACE-BASED EDUCATION

- Seeks to understand the convergence between educational and planning processes in local development efforts and how these enhance sustainability
- Critiques the ESD framework for excluding social justice concerns in advancing sustainable development
- Education for sustainable development should enhance social justice and have cultural and local relevance
- ESD is best achieved through “action-oriented processes of learning that take place in regular societal contexts rather than in formal educational settings“ (Morgan 2009).
- ESD should be action-oriented, transformative, and social learning
- Informal learning heavily rooted in local historical and cultural identity

(Morgan 2009)



CASE STUDY: GREEN JOBS IN  
VANCOUVER AND  
LEARNING FOR  
SUSTAINABILITY

# GREEN JOBS IN VANCOUVER

- Greenest City 2020 aims for 20,000 new green jobs in 9 years
  - Who will work most of these jobs?
    - Many green jobs are not highly-skilled or technical, creating opportunities for low-income individuals to work in the green sector
      - Energy retrofits
      - Recycling and composting
      - Organic agriculture
  - Green Jobs in the Downtown Eastside?

# VANCOUVER'S GREEN LABOUR MARKET

<b>Sub-Sector</b>	<b>Green Jobs</b>	<b>% Vancouver Green Jobs</b>
<b>Alternative Energy and Power Management</b>	2009	19.1%
<b>Fuel Cell Technology and Transportation</b>	496	4.7%
<b>Environmental Consulting</b>	1351	12.8%
<b>Land and Water Remediation</b>	139	1.3%
<b>Green Building and Building Technologies</b>	1359	12.9%
<b>Public Transportation</b>	2284	21.7%
<b>Public Sector and Non-Profits</b>	1199	11.2%
<b>Waste Management and Recycling</b>	1404	13.3%
<b>Green Firms and Departments</b>	315	3.0%
<b>Total</b>	<b>10531</b>	<b>100%</b>

# SOLEFOOD FARM

- ❑ Community-based organic agriculture
- ❑ Established by United We Can in 2009
- ❑ Employs local residents and offers educational programs about gardening, health, and sustainability
- ❑ Provides healthy food to farmers' markets, local restaurants, and residents



# MISSION POSSIBLE RECYCLING



- ❑ Part of a multi-faceted job training and rehabilitation organization in the Downtown Eastside
- ❑ Employs 10 at-risk women in recycling hotel soaps
- ❑ Diverts soaps from Vancouver's hotels from landfills and sends them to communities in developing countries

# EMBERS GREEN RENOVATIONS

- Launched in tandem by the City of Vancouver, Fortis BC, and BC Hydro in 2010
- Provides energy efficiency audits and retrofitting services to homeowners in Vancouver
- Employs 4 low-income workers
- Following approval of the pilot program in February 2011, hopes to expand its employment and services



[http://embersvancouver.vcn.bc.ca/embers\\_green\\_renovations](http://embersvancouver.vcn.bc.ca/embers_green_renovations)

# REFERENCES

- Cicin-Sain B, Knecht R. Integrated coastal and ocean management. concepts and practises. Washington: Island Press, 1998.  
City of Vancouver Greenest City Action Team. (2009). *Vancouver 2020-A bright green future: An action plan for becoming the world's greenest city by 2020*. [Vancouver, B.C.] : Office of the Mayor.
- Eastside Movement for Business & Economic Renewal Society. (2010). *EMBERS green renovations*. Retrieved from [http://embersvancouver.vcn.bc.ca/embers\\_green\\_renovations](http://embersvancouver.vcn.bc.ca/embers_green_renovations).
- Khelghat-Doost, H., Sanusi, Z. A., Tunku Fariddudin, Tunku Fatimah, Firdaus Dato, & Jegatesen, G. (2011). Institutions of higher education and partnerships in education for sustainable development: Case study of the regional center of expertise (RCE) penang, malaysia Canadian Center of Science & Education.
- Mission Possible Association. (2010). *Mission Possible Recycling*. Retrieved from <http://www.mission-possible.ca/2MPRecycling.php>.
- Morgan, A. D. (2009). Learning communities, cities and regions for sustainable development and global citizenship. *Local Environment*, 14(5), 443-459.
- Nielsen, T. W. (2010). Lost in translation? Rethinking First Nation education via LUCID insights. *International Review of Education*, 56(4), 411-433.
- Peyman, Hurrian. (2010). "Green working paper #1: Vancouver's green economy. [Vancouver, B.C.] : Vancouver Economic Development Commission.
- Roseland, Mark. *Toward Sustainable Communities, 3rd edition (New Society, 2005)*.
- Sinclair, A. J., Collins, S. A., & Spaling, H. (2011). The role of participant learning in community conservation in the Arabuko-Sokoke forest, Kenya. *Conservation & Society*, 9(1), 42-53.
- Solefood Farm. (n.d.). Retrieved from <http://1sole.wordpress.com/about-3/>.
- Vancouver Greenest City Action Team. (2009). *Vancouver 2020-A bright green future: An action plan for becoming the world's greenest city by 2020*. [Vancouver, B.C.]: Office of the Mayor.



# Acknowledgments



# QUESTIONS & COMMENTS

