

the CHALLENGE of SUSTAINABILITY

LINKING POLITICS, EDUCATION AND LEARNING



Edited by Hugh Atkinson and Ros Wade

The Challenge Of Sustainability Linking Politics Education And Learning

Hugh Parker Atkinson, Ros Wade



The Challenge Of Sustainability Linking Politics Education And Learning:

The Challenge of Sustainability Hugh Parker Atkinson, Ros Wade, 2015 This timely and accessible book explores the links between politics learning and sustainability Its central focus is the future of people and the planet itself The challenges that we face in combating climate change and building a more sustainable world are complex and the book argues that if we are to successfully meet these challenges we need a fundamental change in the way we do politics and economics embedding a lifelong commitment to sustainability in all learning The book will be important reading for academics and students in a variety of related subjects including politics public policy education sustainable development geography media international relations and development studies It will also be a valuable resource for NGOs and policy makers

The challenge of sustainability Atkinson, Hugh, Wade, Ros, 2014-12-03 This timely and accessible book explores the links between politics learning and sustainability Its central focus is the future of people and the planet itself The challenges that we face in combatting climate change and building a more sustainable world are complex and the book argues that if we are to successfully meet these challenges we need a fundamental change in the way we do politics and economics embedding a lifelong commitment to sustainability in all learning We have no option but to make things work for the better After all planet earth is the only home we have The book will be important reading for academics and students in a variety of related subjects including politics public policy education sustainable development geography media international relations and development studies It will also be a valuable resource for NGOs and policy makers

The Palgrave International Handbook on Adult and Lifelong Education and Learning Marcella Milana, Sue Webb, John Holford, Richard Waller, Peter Jarvis, 2017-10-10 This Handbook provides a wide ranging frame of reference for researching adult and lifelong education and learning With contributions from scores of established and newer scholars from six continents the volume covers a diverse range of geopolitical and social territories across the world Drawing on the multiple heritages that underpin research on education and learning in adulthood this Handbook addresses the inner tensions between adult education adult learning lifelong education and lifelong learning by using current research and theorizations from disciplinary backgrounds including philosophy psychology biology and neuroscience anthropology sociology history political science and economics It provides an explicit discussion of the differences and tensions between adult and lifelong education and learning and locates these in different policy and historical contexts theories and practices It explores a variety of discipline based theoretical perspectives and highlights how these have influenced and been influenced by research in the education and learning of adults The Handbook also explores the inevitable frictions and dilemmas these present and carefully examines the role of the international dimension in researching education and learning in formal non formal and informal contexts beyond traditional schooling This state of the art comprehensive Handbook is the first of its kind to explore adult education lifelong education and lifelong learning fully as distinct activities on an international scale It will be an indispensable reference resource for

students of education at undergraduate and postgraduate levels and for academic researchers professionals and policy makers concerned with adult and community education further and vocational education or work based training and human resource development *Sustainability in Public Procurement, Corporate Law and Higher Education* Lela Melon,2023-12-12

Contemporary changes in law and policy at the global level to efficiently answer to environmental and social issues correspond to the traditional approach of limiting the regulatory and policy changes to a singular field or discipline tackling the inherent unsustainability of corporate laws or incentivising the offering of sustainable finance to stimulate the transition towards sustainable practices This book provides a new viewpoint and approach of simultaneously regulating seemingly non connected fields in order to provide a fertile ground for a truly organic change towards sustainable outcomes It addresses diverse questions of sustainable transition of the three specific fields to support sustainable practices in public procurement private market transaction and in educating future business leaders and legal experts by incorporating sustainable concerns as the underlying guiding principles of their conduct It translates scientific findings into a practical format that can be used by diverse stakeholders searching for information and solutions in their respective professional fields The underlying assumption is that a simultaneous action in the three respective fields of public procurement corporate law and higher education brings about more coherent and interconnected results that incentivise further action and changes towards sustainable practices The book furthers the idea of policy coherence by building upon the findings in the field of public procurement corporate law and practice and higher education curricula By identifying the barriers in the three respective fields for sustainable action and proposing solutions for either eliminating or minimising those barriers at the EU level the book calls for further changes in the respective fields as well as for considering the spillover effects of these policies on other fields **Empowering Teachers through Environmental and Sustainability Education** Melissa Barnes,Deborah

Moore,Sylvia Christine Almeida,2021-05-23 Empowering Teachers through Environmental and Sustainability Education draws inspiration from an empirical study exploring early career teachers attempts at enacting Environmental and Sustainability Education ESE in their everyday teaching practices It showcases how a confluence of personal professional and environmental identities supports implementation of ESE Additionally this book discusses key concepts and issues surrounding ESE and the ways in which teachers may claim agency and power to create change in their classroom practices Drawing from theoretical perspectives such as Bourdieu s thinking tools habitus and capital theories of identity and Foucault s concept of power and knowledge relations this book explores how teachers negotiate policies curriculum and institutional norms to further theoretical and practical understanding of ESE The use of personal narratives offers new insights into teachers agency in creating localised yet powerful change through small and meaningful actions The purpose of this book therefore is to explore ways in which meaningful change can be made in educational settings through these small agentive and yet empowering steps This book reveals that teachers can enact agency and navigate the power structures that exist

within educational settings in order to make ESE meaningful within their classrooms

Implementing Sustainability in the Curriculum of Universities Walter Leal Filho, 2017-11-17 This book presents sustainable development themes across universities and introduces methodological approaches and projects to the teaching staff It has been prepared against this background to identify ways to better teach about sustainability issues in a university context It contains a set of papers presented at a Symposium with the same title held at Manchester Metropolitan University UK in March 2017 The event was attended by a number of institutions of higher education active in this field It involved researchers in the field of sustainable development in the widest sense from business and economics to arts and fashion administration environment languages and media studies Sustainability is seldom systematically embedded in the curriculum at higher education institutions Yet proper provisions for curricular integration of sustainability issues as part of teaching programmes across universities are an important element towards curriculum greening The aims of this book are i to provide teaching staff at universities active and or interested in teaching sustainable development themes with an opportunity to document and disseminate their works i e curriculum innovation empirical work activities case studies practical projects ii to promote information ideas and experiences acquired in the execution of teaching courses especially successful initiatives and good practice iii to introduce methodological approaches and projects which aim to offer a better understanding of how matters related to sustainable development can be tackled in university teaching Last but not least a further aim of this book prepared by the Inter University Sustainable Development Research Programme IUSDRP and the World Sustainable Development Research and Transfer Centre WSD RTC is to catalyse a debate on the need to promote sustainable development teaching today

The Role of the human dimension in promoting education for sustainable development at the regional level Jana Dlouhá, Rodrigo Lozano, Philip Vaughter, Andrew Reeves, Kiran Banga Chhokar, Clemens Mader, Roger Petry, Detlev Lindau-Bank, 2023-10-27

The Politics of Climate Change under President Obama Hugh Atkinson, 2017-10-31 The last two decades have witnessed an ever growing partisan divide in US politics over climate change and global warming Significant elements in the Republican Party became openly hostile to the scientific evidence and following the election of George W Bush legislative action at the federal level effectively ground to a halt This opened up space at the state and local level to develop climate change policies with cities such as Chicago San Francisco and New York implementing a number of initiatives that brought real and substantive developments The election of Barack Obama in 2008 seemed to open new possibilities for federal and global leadership once more and whilst the Obama administration has been criticised for a somewhat contradictory approach to the issue at times there were nonetheless a number of substantive policy developments Through a substantive and detailed analysis of the politics of climate change this book places the evolution of US climate policy within broader debates on the nature of politics in the US and argues that there exists a latent potential often obscured by the complexities of its political system for America to act as a world leader on the issue This work will appeal particularly to students and scholars in

American Politics but will also prove useful to those in the fields of general Politics climate change sustainability and environmental studies

Sustainable Qatar Logan Cochrane, Reem Al-Hababi, 2022-11-24 This open access book provides a topical overview of the key sustainability issues in Qatar focusing on environmental sustainability from a socio political perspective The transition to a sustainable Qatar requires engagement with diverse areas of social political human and environmental development On the environmental aspects the contributors address climate change food security water reuse and desalination energy and biodiversity The socio political section examines state strategy and regulation the place of environmental law and geopolitics and sustainability innovators and catalysts The human section considers economics sustainability education the knowledge economy and waste management In doing so the book demarcates the ways in which the country encounters and grapples with significant challenges and delves into the range of options for future pathways to sustainability in Qatar Relevant to policymakers and scholars in energy and environment urban and developmental studies as well as the arenas of politics climate change and policy this book is a landmark collection on environmental policy in the Gulf and beyond

Rethinking Sustainable Cities David Simon, 2016-08-31 Makes a significant contribution to the sustainable urbanisation agenda through authoritative interventions contextualising assessing and explaining the relevance and importance of three central characteristics of sustainable towns and cities everywhere that they be accessible green and fair

Sustainable Development Research at Universities in the United Kingdom Walter Leal Filho, 2016-12-28 This book gathers inputs from a variety of researchers in the field of sustainable development in the widest sense across the UK from business and economics to arts and fashion administration environment and media studies The book also describes research curriculum innovation and campus greening in a comprehensive way Many universities in the United Kingdom are currently engaged in high quality research on matters related to sustainable development Yet there are relatively few publications that provide a multidisciplinary overview of these efforts and projects and in which researchers from across the spectrum of the natural and social sciences have the opportunity to present their research methods the results of their empirical research or exchange ideas about on going and future research initiatives focusing on sustainable development Addressing this important gap in the literature this book contributes to the further development of this rapidly growing field in the United Kingdom and beyond

Searching for Resilience in Sustainable Development John Blewitt, Daniella Tilbury, 2013-08-15 Resilience is a term that is gaining currency in conservation and sustainable development though its meaning and value in this context is yet to be defined Searching for Resilience in Sustainable Development examines ways in which resilience may be created within the web of ecological socio economic and cultural systems that make up the world in The authors embark upon a learning journey exploring both robust and fragile systems and asking questions of groups and individuals actively involved in building or maintaining resilience Through a series of wide ranging interviews the authors give voice to the many different approaches to thinking of and building resilience that may otherwise stay rooted in and confined by specific

disciplinary professional or spatial contexts The book documents emerging trends shifting tactics and future pathways for the conservation and sustainable development movement post Rio 20 arriving at a set of diverse but connected conclusions and questions in relation to the resilience of people and planet This book is ideal for students and researchers working in the fields of conservation sustainable development education systems thinking and development studies It will also be of great interest to NGOs and government officers whose interests and responsibilities focus on conserving or reconstructing biodiversity and system resilience

Public Policy and Private Interest J.A. Chandler,2016-12-08 Public Policy and Private Interest explains the complexities of the policy making process in a refreshingly clear way for students who are new to this subject The text is fully illustrated throughout with a broad range of national and international case studies on subjects such as the banking crisis the creation of unitary authorities and global environmental policy and regulation

Debates in Primary Education Virginia Bower,2020-10-19 This powerful text encourages both pre service and established teachers as well as teacher educators to engage with contemporary debates in primary education Promoting a critical approach the chapters explore a wide range of key themes including the importance of values in primary education and the imperative for a curriculum which embraces the whole range of available subjects At the same time the chapters are underpinned by a belief that children should be at the heart of all the decisions we make and that primary education should inspire a love of learning for life The book aims to support practitioners to make informed judgements and feel confident to argue their point of view with deeper theoretical knowledge and understanding thus increasing teacher agency and confidence in responding to complex educational and social dilemmas such as literacy levels and rising mental health concerns Chapters encompass both the macro aspects of primary education and more specialised debates on key topics such as reading mathematics languages early years education and the use of technology With annotated further reading and reflective questions this key text is essential reading for all those wanting to develop a better understanding of the issues that shape their practice including student teachers at both undergraduate and postgraduate level practising teachers engaged in continuing professional development and teacher educators

Sustainable Development and Higher Education Institutions Göran Finnveden,Leendert Verhoef,Julie Newman,2020-03-16 Higher education institutions HEIs have a unique role and responsibility for the future and for driving the development of a sustainable society HEIs are charged with the task of fostering sustainability in the leaders of tomorrow developing solutions and methods for addressing a sustainable future and ensuring that knowledge is contributed to society HEIs must also ensure that their everyday operations and practices are consistent with a sustainable future and that they work toward holistically integrating sustainability into both the mission of a university and its daily tasks This Special Issue builds on papers presented during the 2018 International Sustainable Campus Network Conference and also includes other contributions The articles reflect the many aspects of sustainability in higher education institutions and illustrate innovation in approach outcomes and impact The papers cover a range of

perspectives on sustainability both on and around campuses These include organization and management issues networking and city partnership themes and metrics and indicators related to sustainable development goals The Special Issue also includes papers on education student involvement and gender issues Select articles include results from surveys and desktop research others depict approaches on experimentation living labs and action research

Democracy and Decency Paul R. Carr, P. L. Thomas, Brad J. Porfilio, Julie A. Gorlewski, 2016-02-01 Democracy can mean a range of concepts covering everything from freedoms rights elections governments processes philosophies and a panoply of abstract and concrete notions that can be mediated by power positionality culture time and space Democracy can also be translated into brute force hegemony docility compliance and conformity as in wars will be decided on the basis of the needs of elites or major decisions about spending finite resources will be the domain of the few over the masses or people will be divided along the lines of race ethnicity class religion etc because it is advantageous for maintaining exploitative political systems in place to do so Often these frameworks are developed and reified based on the notion that elections give the right to societies or segments of societies to install regimes institutions and operating systems that are then supposedly legitimated and rendered infinitely just because formal power resides in the hands of those dominating forces This book is interested in advancing a critical analysis of the hegemonic paradigm described above one that seeks higher levels of political literacy and consciousness and one that makes the connection with education What does education have to do with democracy How does education shape influence impinge on impact negate facilitate and or change the context contours and realities of democracy How can we teach for and about democracy to alter and transform the essence of what democracy is and importantly what it should be This book advances the notion of decency in relation to democracy and is underpinned by an analysis of meaningful critically engaged education Is it enough to be kind nice generous and hopeful when we can also see signs of rampant entrenched and debilitating racism sexism poverty violence injustice war and other social inequalities If democracy is intended to be a legitimating force for good how does education inform democracy What types of knowledge experience analysis and being are helpful to bring about newer more meaningful and socially just forms of democracy Throughout some twenty chapters from a range of international scholars this book includes three sections Constructing Meanings for Democracy and Decency Justice for All as Praxis and Social Justice in Action for Democracy Decency and Diversity International Perspectives The underlying thread that is interwoven through the texts is a critical reappraisal of normative hegemonic interpretations of how power is infused into the educational realm and importantly how democracy can be re-situated and re-formulated so as to more meaningfully engage society and education

Education, Community Engagement and Sustainable Development Nicole Blum, 2012-01-13 A growing body of research has given critical attention to diverse theories and practices of environmental education and its potential contribution to addressing pressing global issues such as sustainable development and climate change While much of this work has focused on perspectives and practices in Europe and North America this

book explores environmental learning within formal education in programmes by non governmental organisations and in public education spaces in Monteverde Costa Rica The discussion also highlights the need for more research to understand the broader social and economic interactions between such efforts and the communities in which they are located

International Encyclopedia of Education ,2009-04-17 The field of education has experienced extraordinary technological societal and institutional change in recent years making it one of the most fascinating yet complex fields of study in social science Unequalled in its combination of authoritative scholarship and comprehensive coverage International Encyclopedia of Education Third Edition succeeds two highly successful previous editions 1985 1994 in aiming to encapsulate research in this vibrant field for the twenty first century reader Under development for five years this work encompasses over 1 000 articles across 24 individual areas of coverage and is expected to become the dominant resource in the field Education is a multidisciplinary and international field drawing on a wide range of social sciences and humanities disciplines and this new edition comprehensively matches this diversity The diverse background and multidisciplinary subject coverage of the Editorial Board ensure a balanced and objective academic framework with 1 500 contributors representing over 100 countries capturing a complete portrait of this evolving field A totally new work revamped with a wholly new editorial board structure and brand new list of meta sections and articles Developed by an international panel of editors and authors drawn from senior academia Web enhanced with supplementary multimedia audio and video files hotlinked to relevant references and sources for further study Incorporates ca 1 350 articles with timely coverage of such topics as technology and learning demography and social change globalization and adult learning to name a few Offers two content delivery options print and online the latter of which provides anytime anywhere access for multiple users and superior search functionality via ScienceDirect as well as multimedia content including audio and video files [The SAGE Handbook of Learning and Work](#) Margaret Malloch,Len Cairns,Karen Evans,Bridget N. O'Connor,2021-10-13 The first two decades of the 21st century have contributed a growing body of research theorisation and empirical studies on learning and work This Handbook takes the consideration of this topic into a new realm moving beyond the singular linking of identity learning and work to embrace a more holistic appreciation of learners and their life long learning Across 40 chapters learners learning and work are situated within educational organisational social economic and political contexts Taken together these contributions paint a picture of evolving perspectives of how scholars from around the world view developments in both theory and practice and map the shifts in learning and work over the past two decades Part 1 Theoretical perspectives of learning and work Part 2 Intersections of learning and work in organisations and beyond Part 3 Learning throughout working lives and beyond Part 4 Issues and challenges to learning and work

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