LAPAS

Latvijas Platforma
attīstības sadarbībai

The Story of the Non-Governmental White Elephant:

Global Education Partnership, initiatives and events coordinated by LAPAS

Inga Belousa, LAPAS board member

Daugavpils State gymnasium, 03.04.2022.

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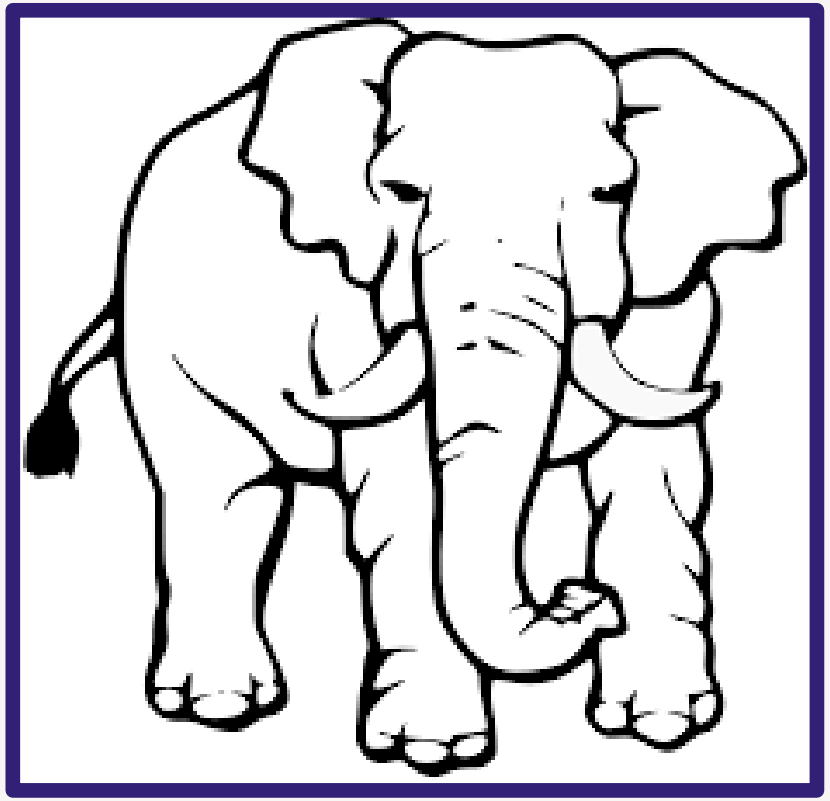
- Deputy Chair of **LAPAS** Board
- Member of **Academic Network on Global Education & Learning** (ANGEL)
- Member, project coordinator and expert of NGO **Green Liberty:**
  - *GE, ESD, EESD, climate education,*
  - *Responsible consumption,*
  - *Food waste reduction and circular economy,*
  - *1.5-degree lifestyles,*
- Visiting researcher at **Vidzeme University of Applied Sciences**

Introduction

Why is NGO ESD or GE practice considered to be a white elephant?



WHITE ELEPHANT – a metaphor used to describe something that is **expensive** but **without equivalent utility or value** relative to its capital (acquisition) and operational (maintenance) costs (*Oxford English Dictionary*)

- **Unknown** – *Where to find it?*
- **Unpopular** – *Why is it good or attractive?*
- **Unused** – *How to use it?*
- **Unconsidered** – *Why is it important?*
- **Compensatory** – *Convenient to relief or to give a break to formal educators.*

LAPAS – Latvian Platform for Development Cooperation

Established in **2004** when LV joined EU – from receiver to donor

30 members: local & national, organisations & networks

- ***Ideas' community***
- ***Believe in better world***
- ***Ready to do***
- ***Ready to take responsibility***

Member of AGNA, CIVICUS, FORUS, GCAP, CONCORD, SDG Watch Europe, Eurodad, Civil Alliance-Latvia

www.lapas.lv

Sustainability concept

“**Sustainable development**
is development that
meets the needs of the present,
without compromising
the ability of future generations
to meet their own needs”

UN BRUNDTLAND COMMISSION DEFINITION, 1987

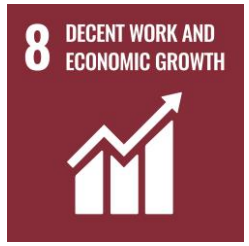
The core of global education

LAPAS

1. Which SDG **characterizes you** the most (except SDG 4)?
2. Which SDG seems the **most distant** to you?
3. Which SDG seems to be **most interesting** to explore?

1 NO POVERTY
2 ZERO HUNGER
3 GOOD HEALTH AND WELL-BEING
4 QUALITY EDUCATION
5 GENDER EQUALITY
6 CLEAN WATER AND SANITATION
7 AFFORDABLE AND CLEAN ENERGY
8 DECENT WORK AND ECONOMIC GROWTH
9 INDUSTRY, INNOVATION AND INFRASTRUCTURE
10 REDUCED INEQUALITIES
11 SUSTAINABLE CITIES AND COMMUNITIES
12 RESPONSIBLE CONSUMPTION AND PRODUCTION
13 CLIMATE ACTION
14 LIFE BELOW WATER
15 LIFE ON LAND
16 PEACE, JUSTICE AND STRONG INSTITUTIONS
17 PARTNERSHIPS FOR THE GOALS
SUSTAINABLE DEVELOPMENT GOALS

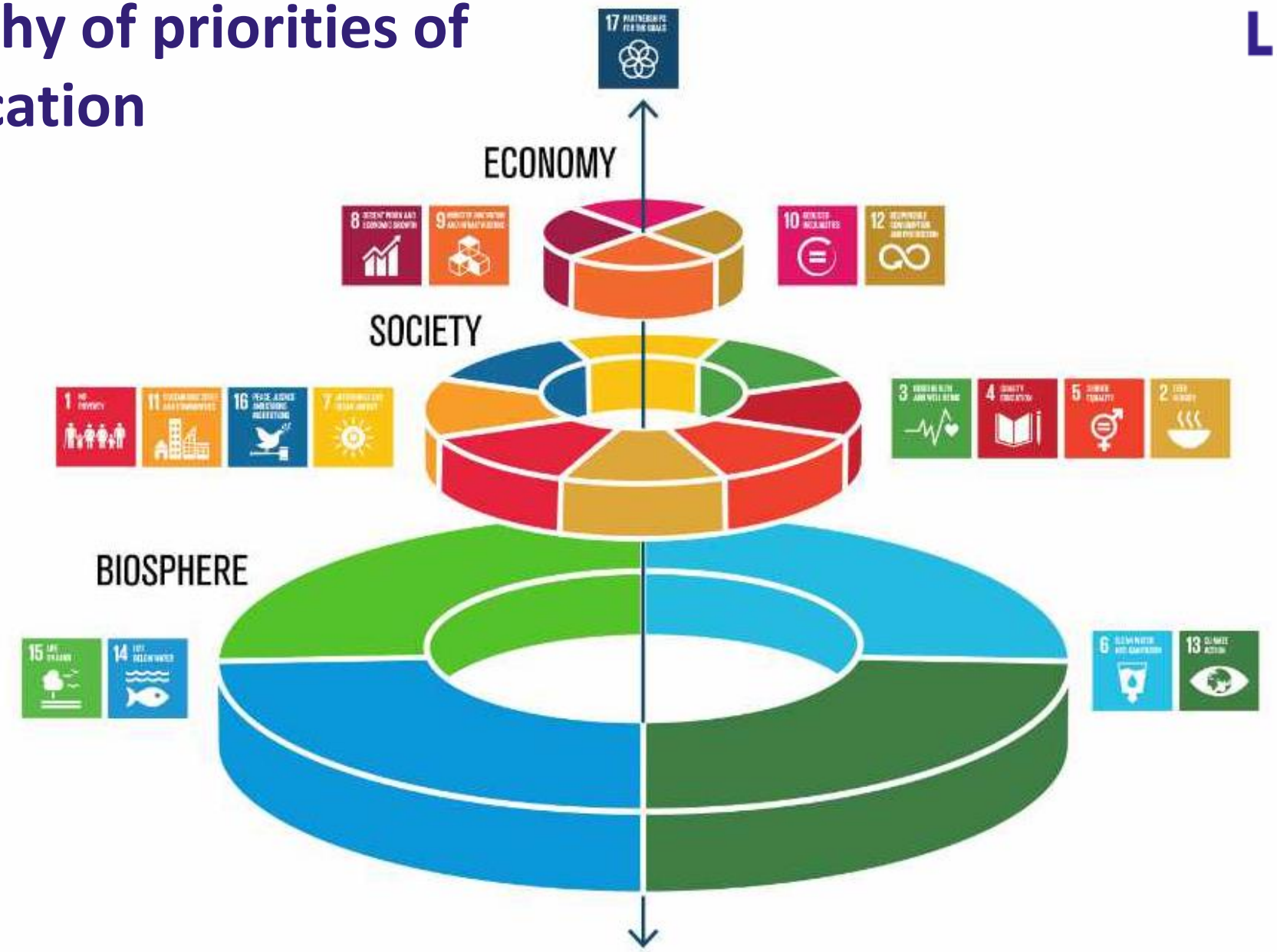
Global goals implemented by NGOs in LV



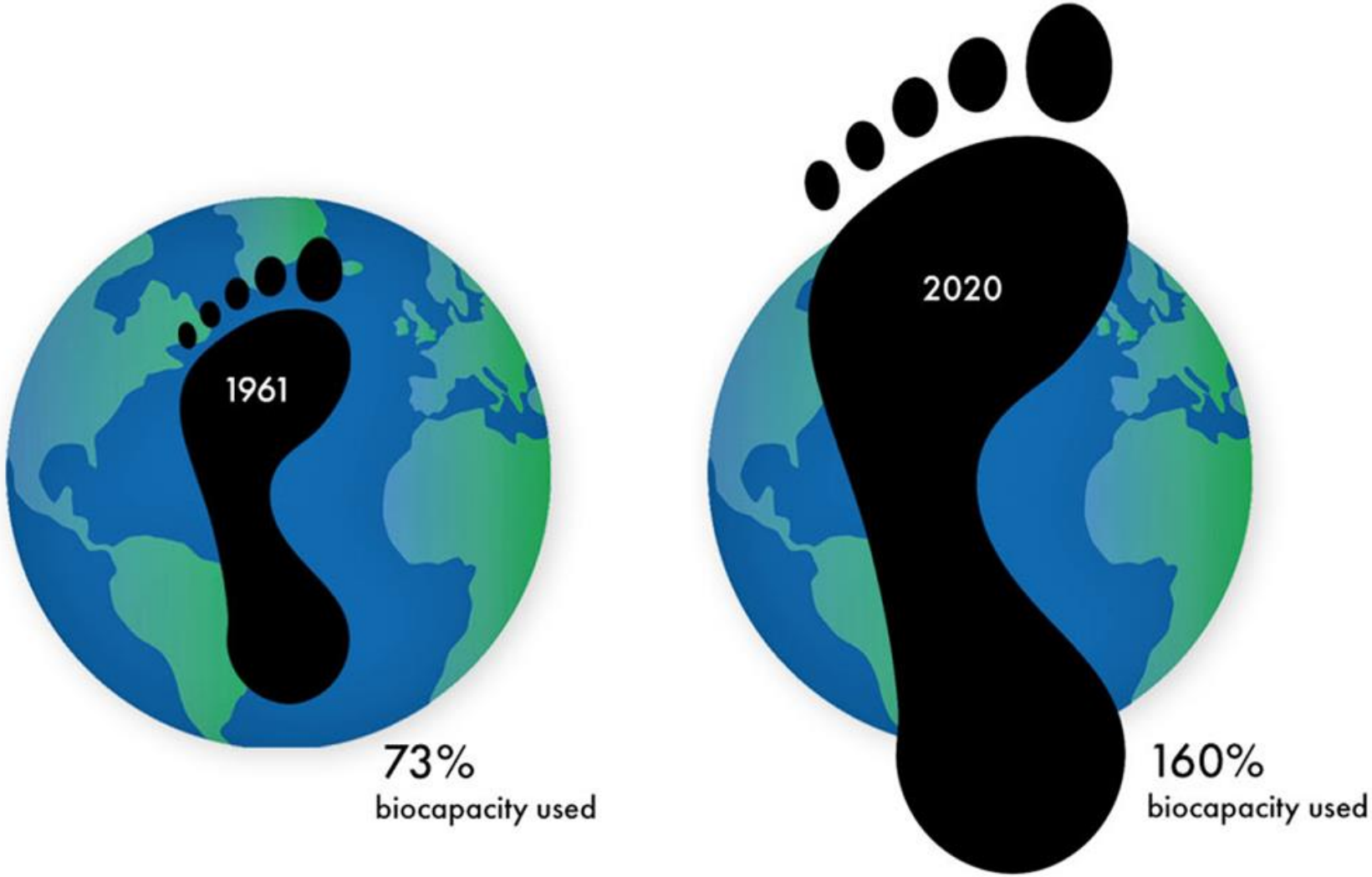
50 % of NGOs who participated in the consultation process implement 5 or more goals

Social resilience of communities for a sustainable, just and peaceful world: Report of NGOs on implementation of SDGs in LV. LAPAS 2022. https://lapas.lv/resources/petijumi-viedokli-zinojumi/petijumi/nvo_iam_zinojums_2022/assets/IAMzinojums_2022_LAPAS_LV.pdf

The hierarchy of priorities of global education

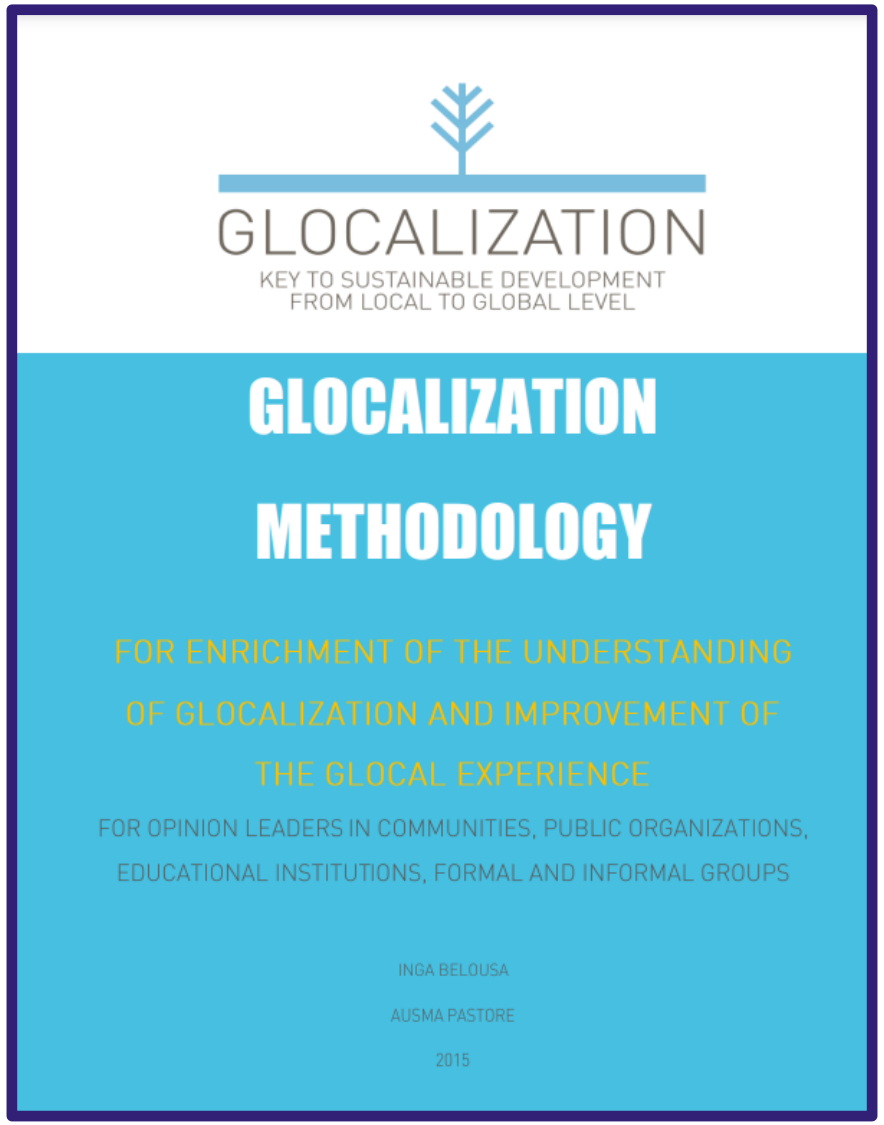


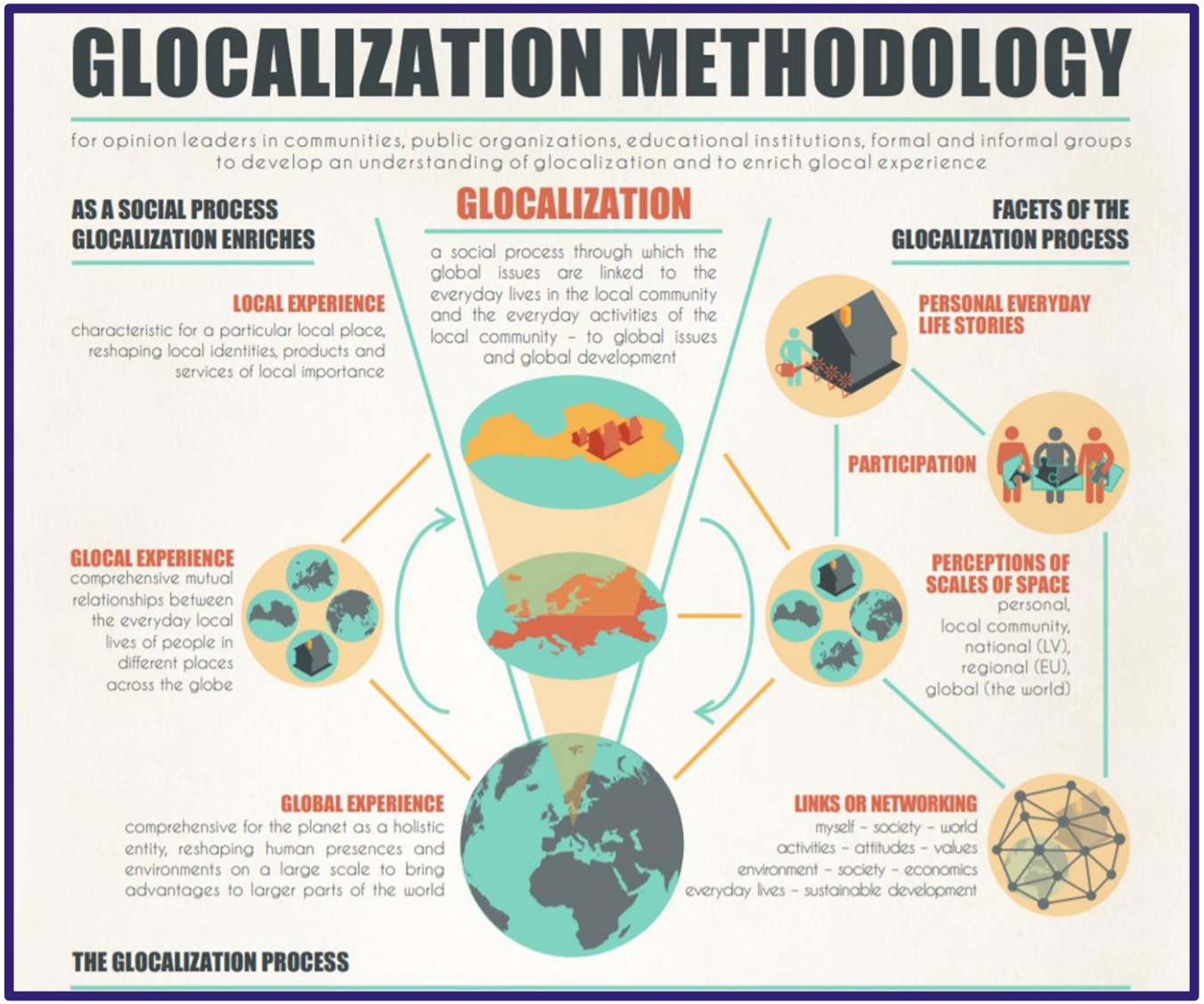
The SDG ‘wedding cake’ by Stockholm Resilience Institute


1961
73%
biocapacity used
2020
160%
biocapacity used

LAPAS and SDGs

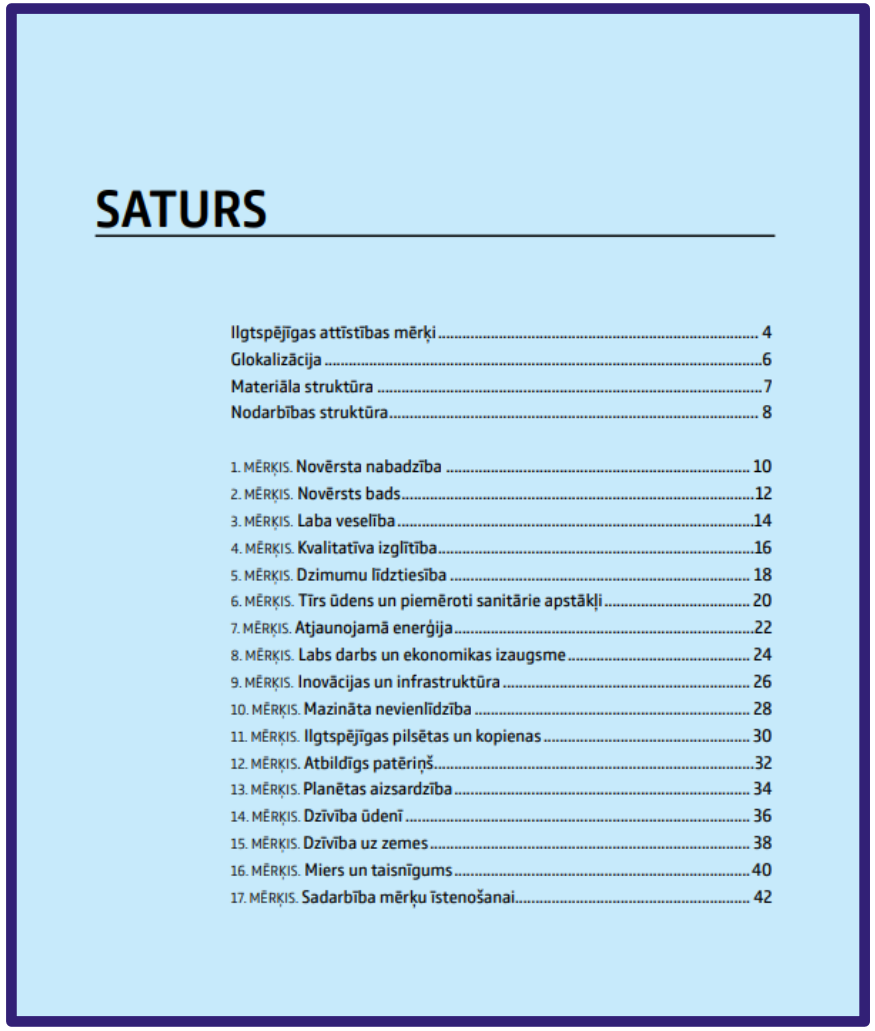
Glocalization methodology https://lapas.lv/en/resources/metodikas-un-rokasgramatas/





Sustainable development goals: self, community, country and world

https://lapas.lv/resources/metodikas-un-rokasgramatas/20_metodika_nodarbibam_par_ilgtspejigas_attistibas_merkiem/Metodiskais-materi%C4%81ls_IAM.pdf



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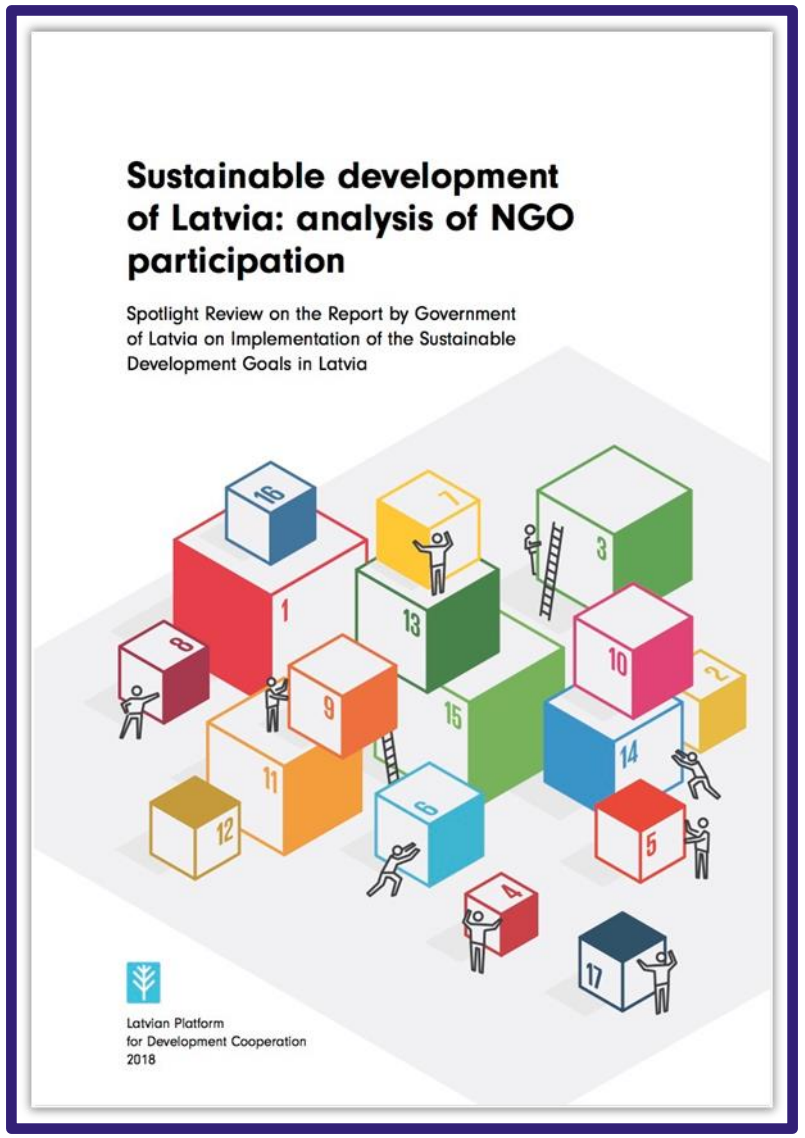
Sustainable development of Latvia: analysis of NGO participation

https://gcap.global/wp-content/uploads/2018/07/Spotlight-Review-on-the-Report-by-Government-of-Latvia-on-Implementation-of-the-Sustainable-Development-Goals-in-Latvia.pdf



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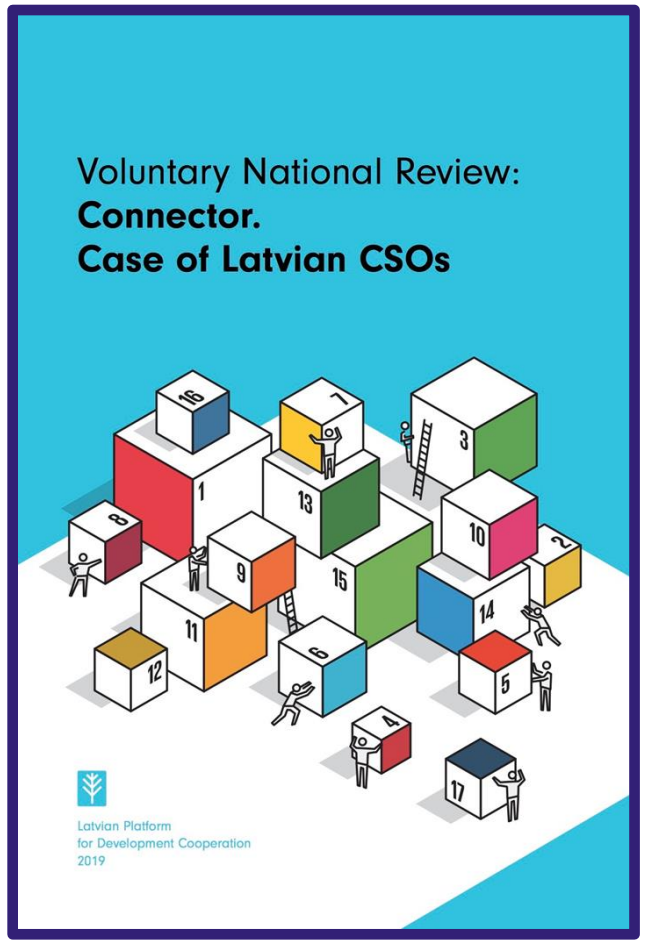
Every 4 years, each country reports on **the progress of the implementation of the SDGs**. LAPAS organized consultations with NGOs and youth, and developed 2 reports in 2018 and in 2022. https://lapas.lv/resources/petijumi-viedokli-zinojumi/petijumi/nvo_iam_zinojums_2022/



- **International representation and participation** in UN events and structures (UNECE CSO Mechanism)
- **Methodologies and more than 80 good practices** on implementation of the SDGs
- **Latvian Multistakeholder SDGs Coalition**, established Oct 2019
- **Voluntary National Reports** – LAPAS developed and presented in HLPF on SD of the UN Economic and Social Council in **2019** and **2022**. Report contain an overview of the NGO sector, evaluation of the implementation of SDGs and recommendations.

LAPAS and Global Education

LAPAS – global education experience since 2014

- Interest and competence of the majority of member organizations
- Separate field inspired by DEAR projects, e.g., IAC Bridge 47, Green Liberty, LAPAS
- Global Education Weeks:
  - **Food Safety Locally and Globally, 2014**
  - **Ensure quality in everyday life, 2015**
  - **What you sow you will reap!, 2016**
  - **My world depends on all of us, 2017**
  - **The world is changing, and what about us?, 2018**
  - **Respond to the latest climate call, 2019**
  - **This is our world, let's act together!, 2020**
  - **HERE OUTSIDE: Global competence-based action, 2022**
- Wide network and involvement of local partners
- Increasingly linked to the SDGs
- Perspective of global competences, Skola2030

LAPAS – global education in 2022

International level – events, DEAR projects, participation in NSC and CONCORD networks:

- Pan-European Congress on Global Education Strasbourg
- 21st University on Youth and Development Molina
- European Congress on Global Education in Europe to 2050 Dublin

National level – involvement of youth:

- Discussions "INCLUSION – PARTICIPATION – REPRESENTATION – IMPACT"
- Development initiative for youth "BUILDING AWARENESS – SKILLS + DISCUSSIONS – CIVIC POSITION"
- Campaign "Youth about Climate"
- Global Education multi-stakeholder partnership

Local level – youth discussions and events in the light of the European Year of Youth

ESi NĀKOTNE
#NākotnePiederTev
© Unsplash Inc., 2018, fotogrāfs: Dim Hou

IES UN MĀCI CITUS PAREIZI ŠĶIROT
JA ESI AKTĪVS JAUNIETIS, KURŠ NEBAIDĀS N
KAMERAS, TAD
TIEKAMIES 11. DECEMBRĪ,
LAI VEIDOTUI ATKRITUMU
ŠĶIROŠANAS VIDEO
PAMĀCĪBAS KOPĀ AR
LAURI ZALĀNU
PIETEIKŠANĀS: T.28931944
LAPAS
DEAR

NEESI CIRVIS, NETAISI CELMUS
NEESI CIRVIS NECERT!!

The future is in your hands
Make your voice heard
VISIT THE EUROPEAN PARLIAMENT
Station Europe

RŪP
NĪCA

ESD in Teacher Education: What experience has been accumulated and where are we going?

https://www.unesco.lv/lv/media/357/download?attachment

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2020–2030 20

Current context: Where we are in GE

Advantages:

- Experienced **non-governmental sector**
- Active **cooperation** with **UNESCO National Commission**
- Implementation of EuropeAid DEAR, Erasmus+ and other **GE, ESD projects**
- **GE informative and learning tools** developed within DEAR, Erasmus +, other projects

Successes:

- **GEW activities**
- **Global competences** have been evaluated in global surveys, e.g., **OECD PISA 2018**
- **GE** has been recognized as one of the tools **to reach SDGs**

Challenges:

- **GE NGOs and networks** – white elephants, poor involvement of HEI
- **GE Baltic partners** – small size organizations
- **GE national partnership with different stakeholders** – **personality-based** and **weak succession**
- Moving from random in-service training of individual teachers or groups of teachers to the **systematic integration of GE in teacher education**
- **Unified database of GE /ESD informative, training and learning resources** recognized within formal education sector
- **Evaluation of GE / ESD experience**
- **Funding of GE /ESD activities**

GE strategic guidelines

Global education: How has it developed?

- 1960-ies – (izpratnes veicināšana par palīdzību maznodrošinātiem) **awareness to help poor people**
- 1960-ies – (koloniālā pētniecība) **colonial studies**
- 1970-ies – (izglītība par kritisko attīstību un solidaritāti) **critical development and solidarity education**
- 1980-ies – (attīstības izglītība, pilsoniskā izglītība) **development education, civic education**
- 1990-ies – (humanā izglītība un izglītība ilgtspējīgai attīstībai) **human education, education for sustainable development**
- 2000-ies – (globālā izglītība) **global education**
- 2010-ies – (globālā pilsoniskā izglītība) **global citizenship education**

Global education: How to define it?

- izglītība ilgtspējīgai attīstībai, **education for sustainable development**
- starpkultūru izglītība, **intercultural education**
- Iekļaujošā izglītība, **inclusive education**
- cilvēktiesību izglītība, **human rights education**
- izglītība mieram un taisnīgumam, **education for peace and justice**
- izglītība pārmaiņām jeb pārveidojošā izglītība, **education for transition or transformative education**
- vides izglītība, **environmental education**
- klimata pārmaiņu izglītība, **climate change education**
- Patērētājizglītība, **consumerism education**
- mediju izglītība, **media education**, etc.

From overcoming the consequences to preventing the causes and creating a more hopeful future

Global education:

- Major global crises – **climate change, biodiversity loss, overpopulation** – create interconnected environmental, social and economic problems.
- Not only for **mitigating impacts** (avoidance) and **reducing vulnerability** (adaptation), but for society to become **more responsible, more resilient** to crises, and **more capable of recovery**.
- **Changing the rules of the game** (*build back better*) – we don't want to go back to the usual, because it was the usual that caused the problems.

Global education: development, concept and implementation
GLOBAL EDUCATION STRATEGIC GUIDELINES 2021–2025

Aim: to promote the successful integration and application of the GE approach in formal, non-formal education, public awareness raising, advocacy and the global education partnership.

Goals – to promote:

- **inclusion of GE in formal education** at all levels of education represented in all groups – *pre-school education, primary education, secondary education and higher education*, and in all types of education represented in all groups – *general, vocational and academic education*;
- **inclusion of GE in non-formal education,** that is, in activities outside organized formal education and demand-driven educational activities;
- **use of GE in raising public awareness** of global issues and civic action;
- **advocacy and the GE partnership**.

Global education – an approach that:

- is an important tool in the field of **informing** individuals and society, **promoting awareness, education and development**;
- is based on **solidarity, equality, inclusion, participation** and **cooperation**;
- develops **global competence**: understanding, skills, participation, values, sense of belonging to a global community and civic position;
- increases society's ability to **respond to immediate challenges and systemic problems**, to **recover** and to **develop resilience** in times of uncertainty and crisis.

Global competences

Global competency:
3 interlinked and complementary groups of basic skills

LAPAS

Understanding:

- the interrelationship and sustainability of social, environmental and economic processes and challenges,
- the link between social, environmental and economic processes and problems in everyday life, the local community, the country, Europe and the world as a whole,
- the impact of day-to-day decisions and actions on local community, national, European and global development.

Skills-based action:

- interacting with representatives of different cultures,
- participating in the sustainable development of the local community, national, European and global society.

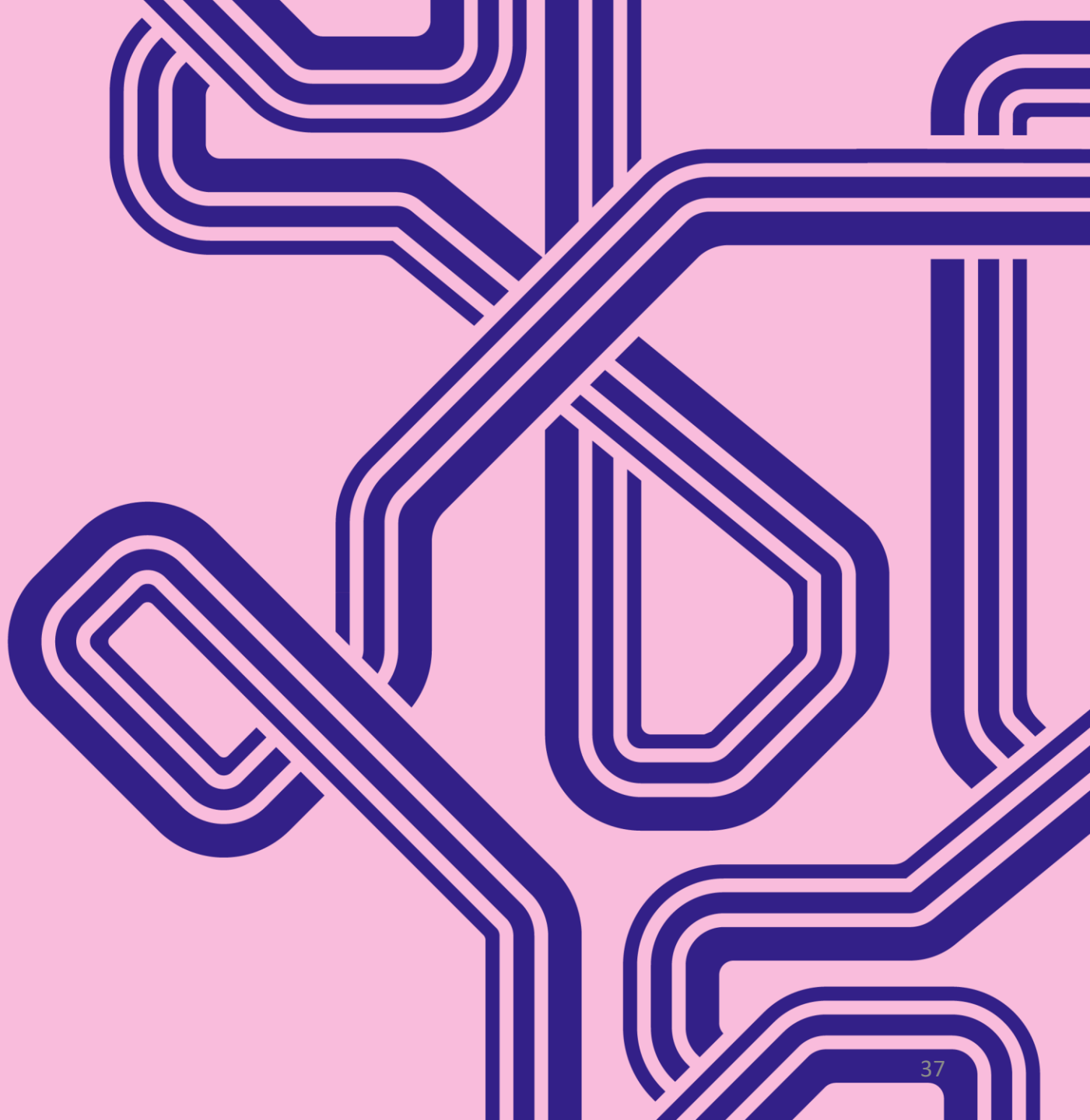
Civic position characterized by values:

- responsibility to oneself and future generations,
- respect for the diversity of worldviews, values and opinions,
- honesty with oneself and others,
- belonging to a global community,
- caring for oneself, others and the environment,
- social, environmental and climate justice,
- solidarity in implementing sustainable change.

Global competency:

- characterizes **proficiency;**
- permeates both **professional carrier** and **lifestyle**;
- supports **action** in situations related to the global or world context and **helps to understand it**;
- is practically manifested as the action of a global citizen or **global citizenship,** which can be observed as **active participation in the local community and belonging to a wider – global or world community**. The diversity of global citizenship is defined by the **UN SDGs.** Global citizenship is achievable outcome of global education.

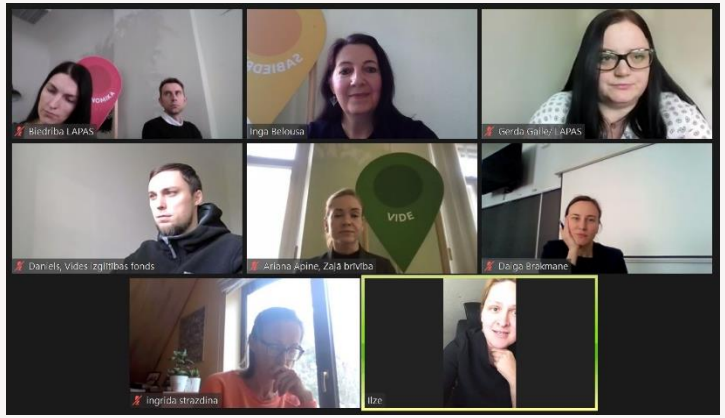
What competences do we develop?



How does LAPAS future look like?

LAPAS – priorities for 2023

- **Peer Review of Global Education**
- Participation in processes within international networks (NSC and CONCORD) and national GE partnership
- Strategic direction and collaboration
- Global Education Week 2023
- Impact of DEAR projects from 2024, resource (un)availability
- Local social resilience
- EU report on the implementation of the SDGs



GE partnership

- Coordinated by LAPAS
- MES
- National Centre for Education (VISC)
- MFA
- UNESCO LNC
- Latvian Association of Local Governments (LPS)
- EDC (IAC)
- EIC (IIC)
- Green Liberty (ZB)
- FEE (VIF)

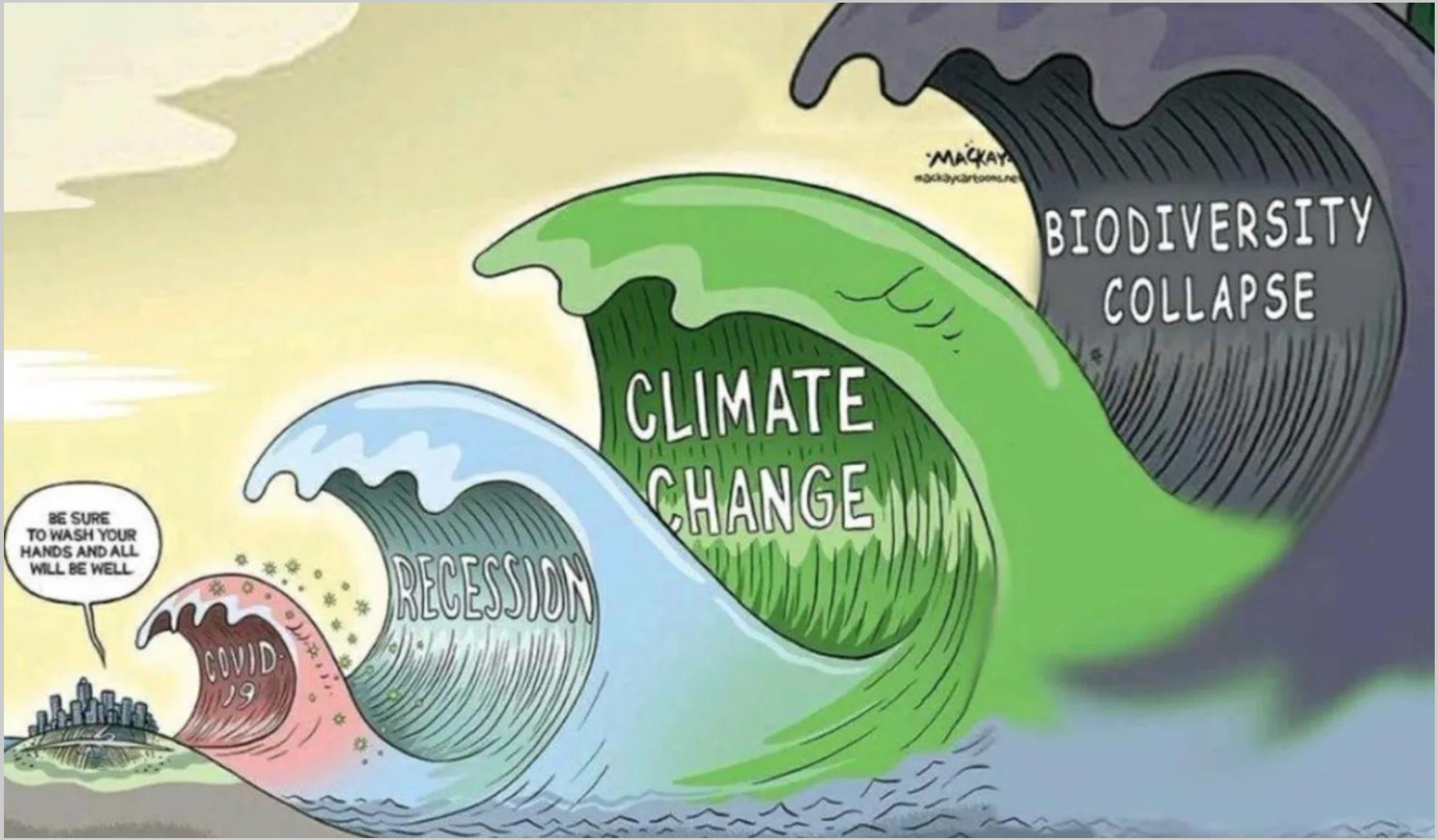
Why is it important?

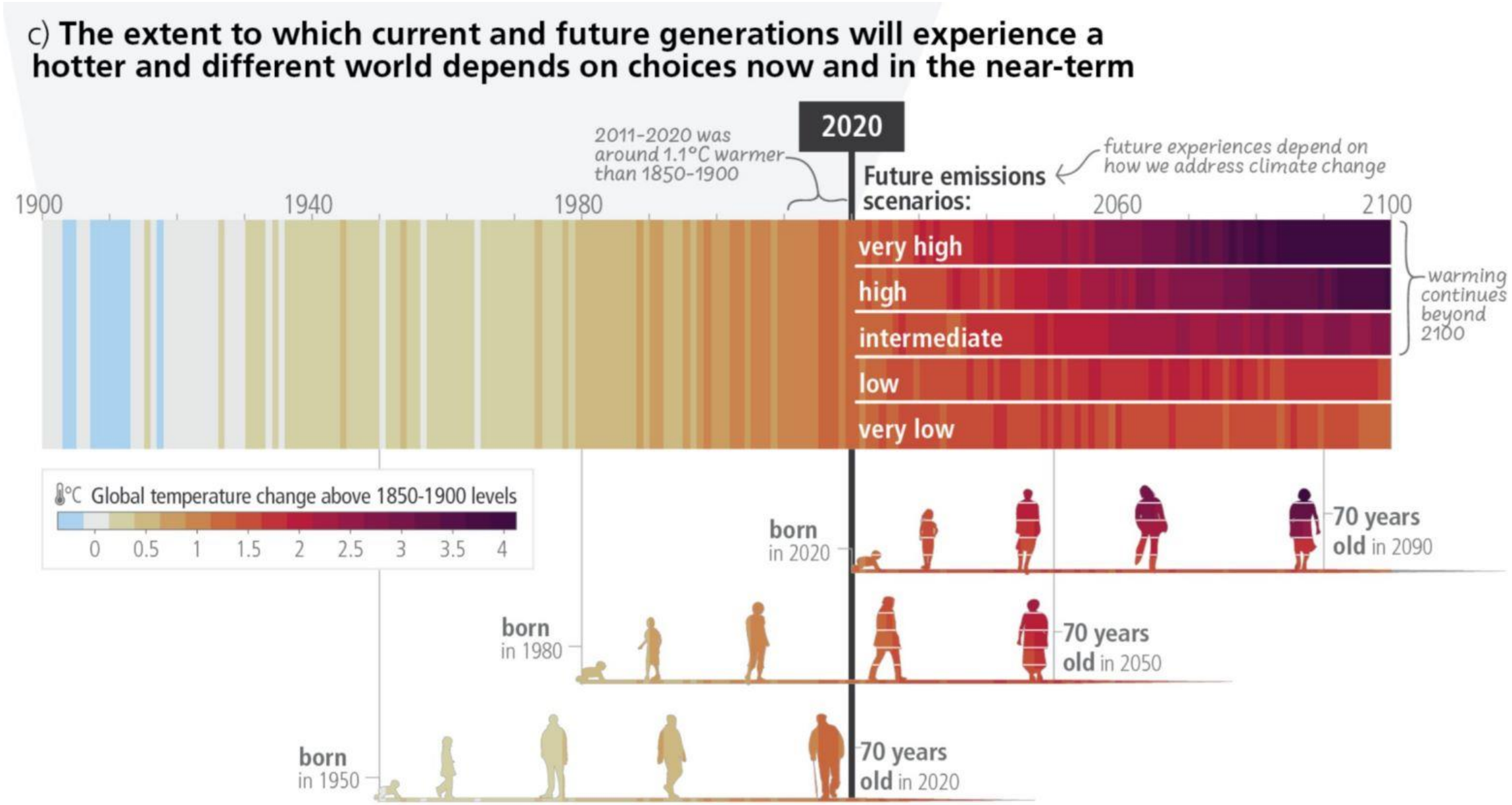
"I want you to act as if your house is on fire. Because it is."
- Greta Thunberg
Sustainably MOTIVATED

ESI DAĻA NO RISINĀJUMA, NEVIS DAĻA NO PROBLĒMAS
DOMĀ ZALĀK
SIES!
-RAINIS

MAINĀM SEVI
NEVIS KLIMATU!

We the people
GREEN NEW DEAL
PLANET
THERE IS NO
PLANET B

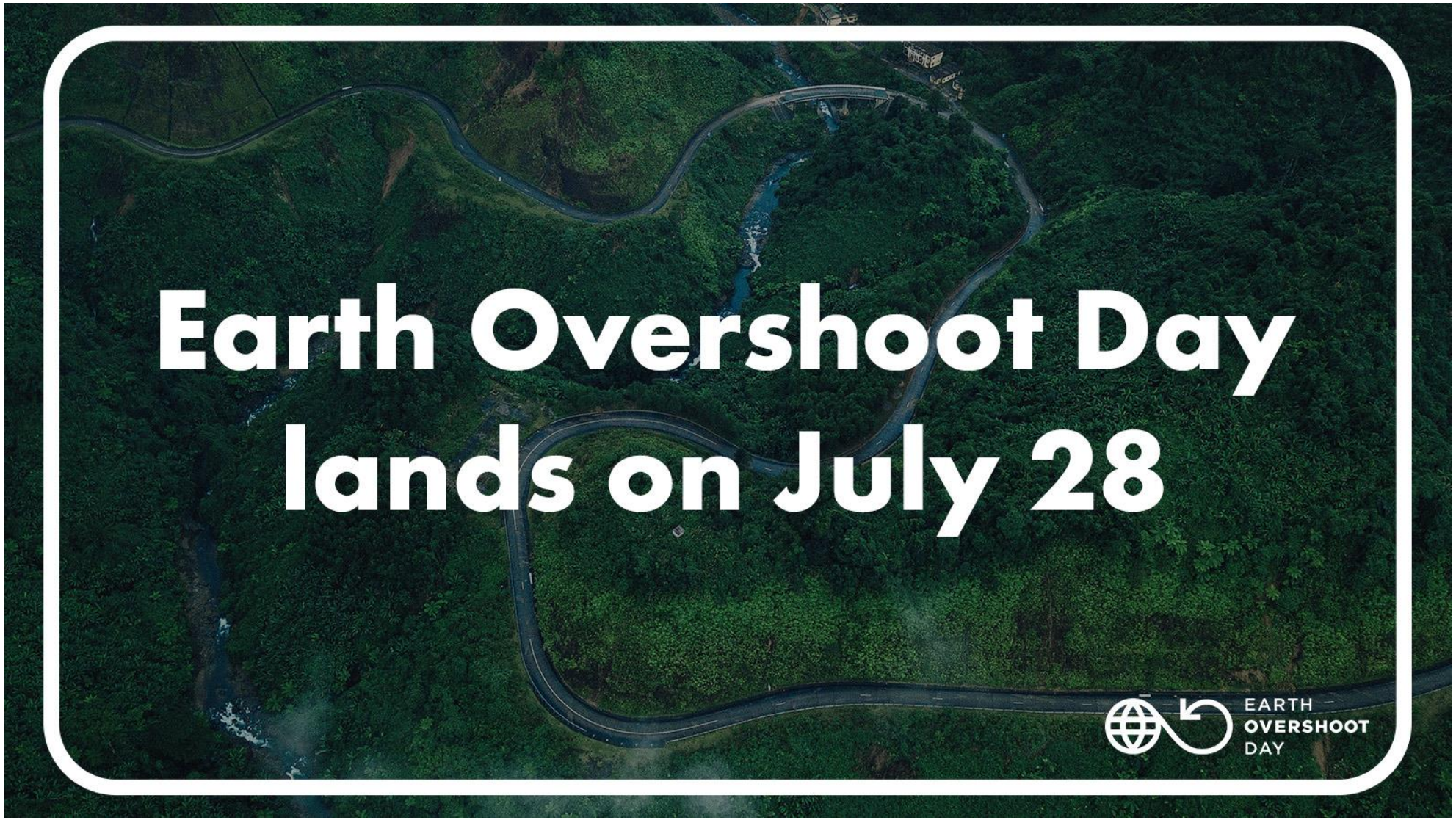

BE SURE TO WASH YOUR HANDS AND ALL WILL BE WELL
COVID-19
RECESSION
CLIMATE CHANGE
BIODIVERSITY COLLAPSE



IPCC Sixth Assessment Report (AR6) https://www.ipcc.ch/report/ar6/syr/

Main drivers:

- **carbon footprint** (increase of 6.6% from 2020)
- **global forest biocapacity** (reduction of 0.5% from 2020)

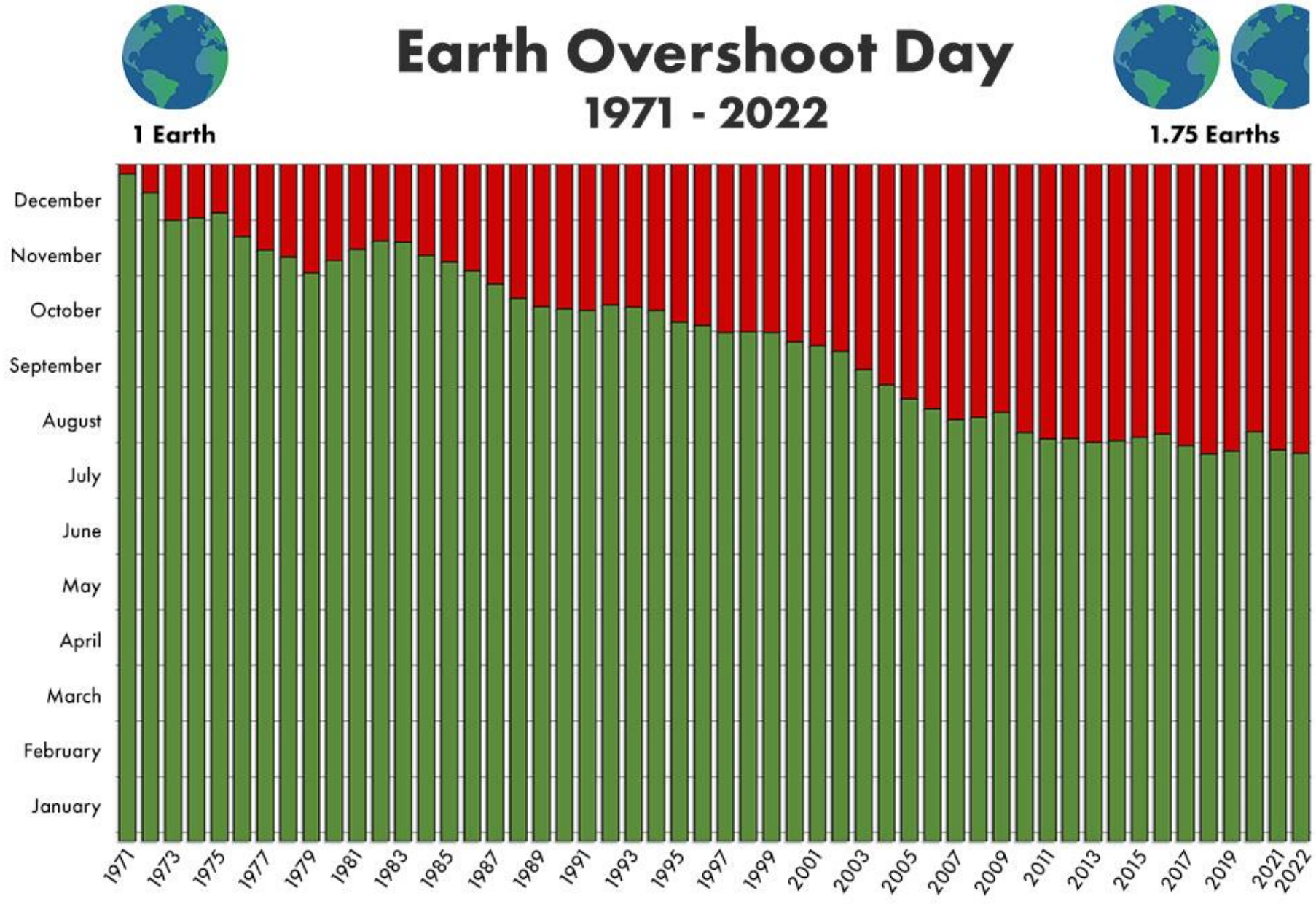


When did the Earth Overshoot count start?

Which date will be 2023?

In 2020, Earth Overshoot Day was **August 22**, partly induced by the COVID-19 pandemic.

What can be done so that the pandemic is not the only agent of positive change?



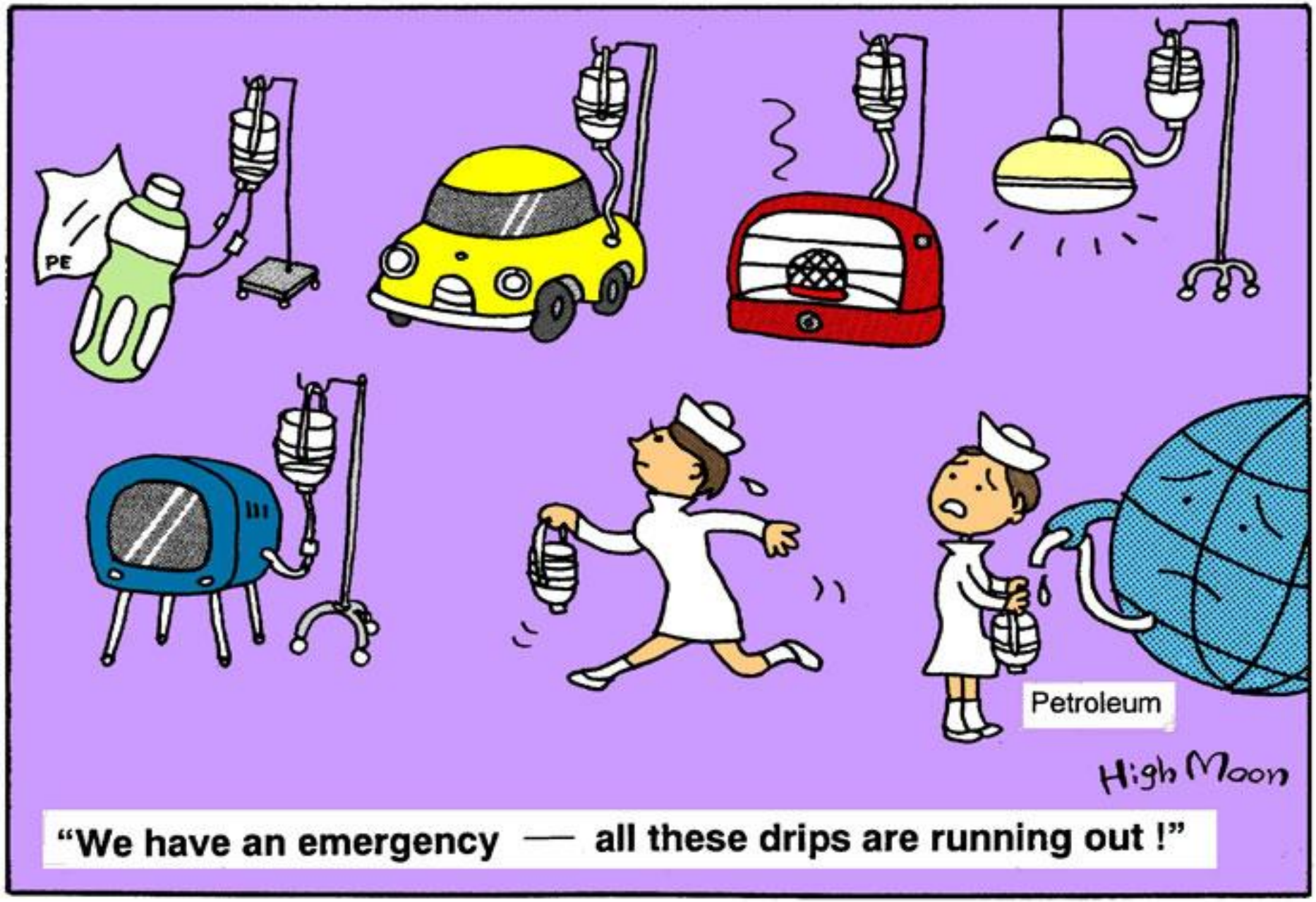
EARTH OVERSHOOT DAY · FOOTPRINT DATA FOUNDATION · Global Footprint Network

Source: National Footprint and Biocapacity Accounts 2022 Edition
data.footprintnetwork.org

Latvia – April 1
Lithuania – April 7
Germany – May 5
United Kingdom – May 19

Today, **more than 80 %** of the world's population live in **countries** that are running **ecological deficits**, ***using more resources than what our ecosystems can regenerate***.

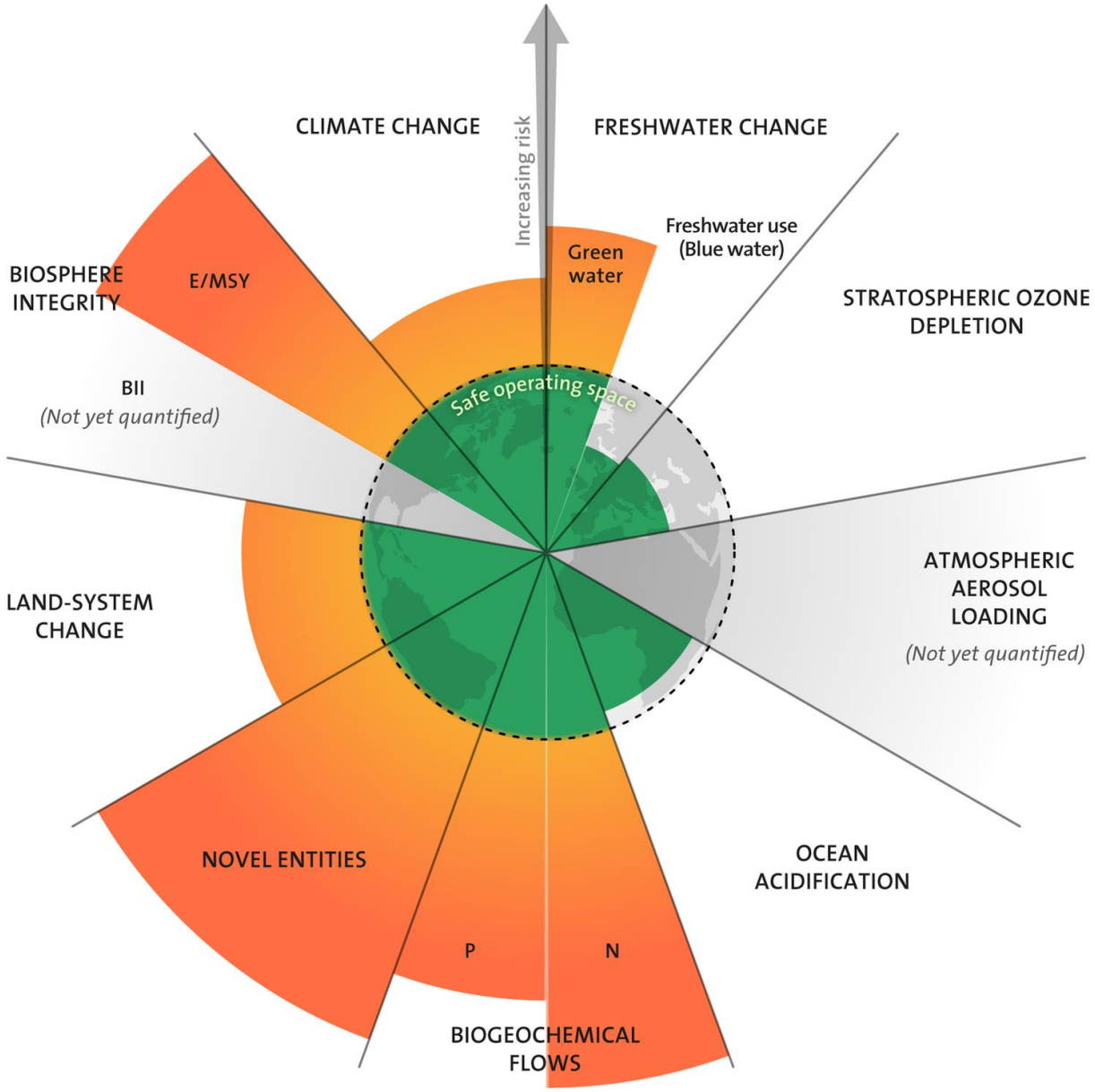
[Find here]



Note: How long will petroleum supplies keep up with demand?

Planetary boundaries

- **9 global priorities** relating to ***human-induced or anthropogenic*** changes to the environment.
- These 9 processes and systems **regulate the stability and resilience of the Earth System:** *interactions of land, ocean, atmosphere and life that together provide conditions upon which our societies depend*.
- Currently **6 of 9 have been crossed**: *climate change, loss of biosphere integrity, land-system change, novel entities (plastic pollution), altered biogeochemical cycles (phosphorus and nitrogen), freshwater change.*
- 2 of 9, **climate change and biosphere integrity**, are **the core boundaries.**
- Significant altering of them **would drive the Earth System into a new state**.

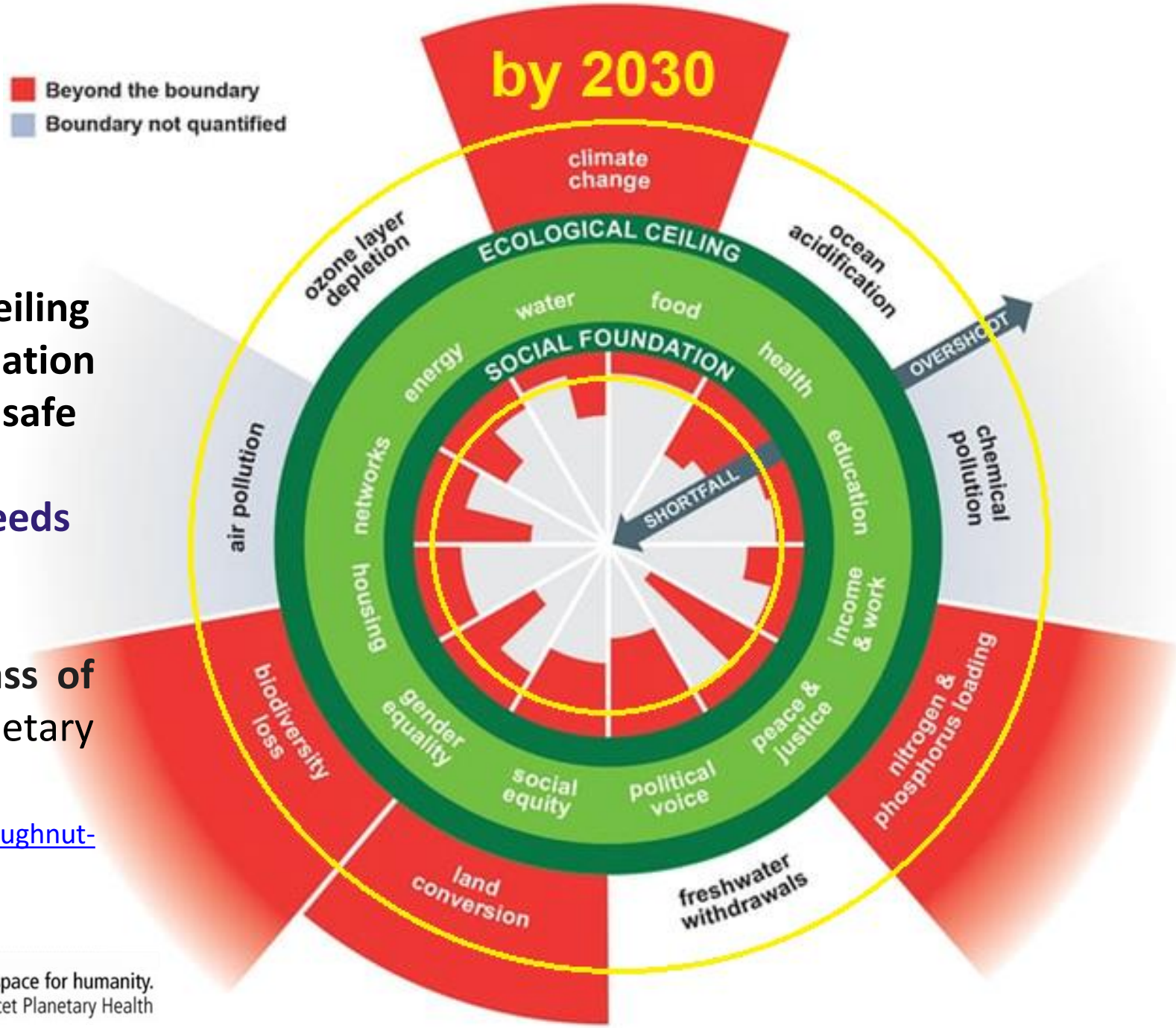


Azote for Stockholm Resilience Centre, based on analysis in Wang-Erlandsson et al 2022
Stockholm Resilience Centre

Safe and just life space: How to live in the doughnut?

- Planetary boundaries = **ecological ceiling**
- Decent human needs = **social foundation**
- Creating an integrated space that is **safe and fair to everyone** everywhere
- The core challenge – **to meet the needs of all people with the available planetary resources**
- ***A doughnut* metaphor – a compass of development** as it integrates planetary boundaries and decent life needs

https://www.oxfam.org/en/video/2012/introducing-doughnut-safe-and-just-space-humanity

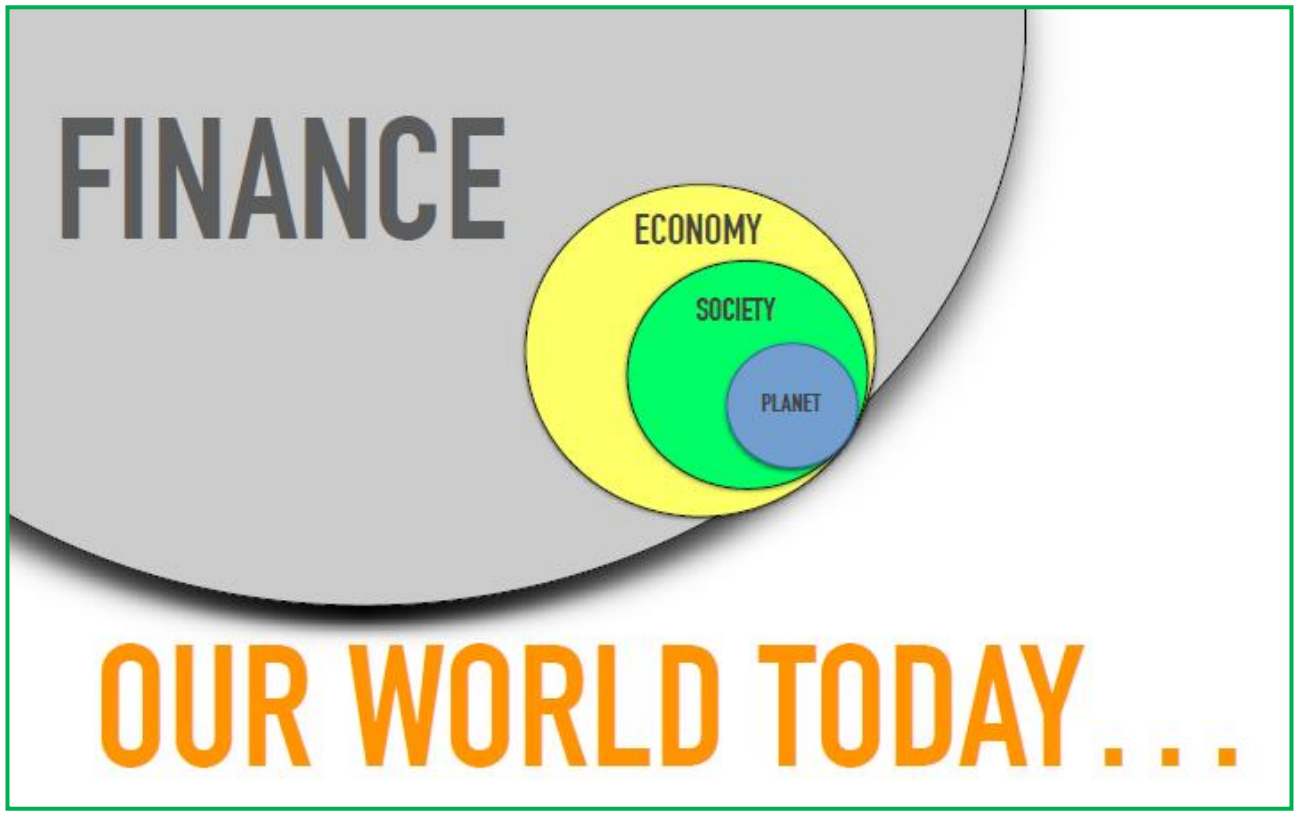


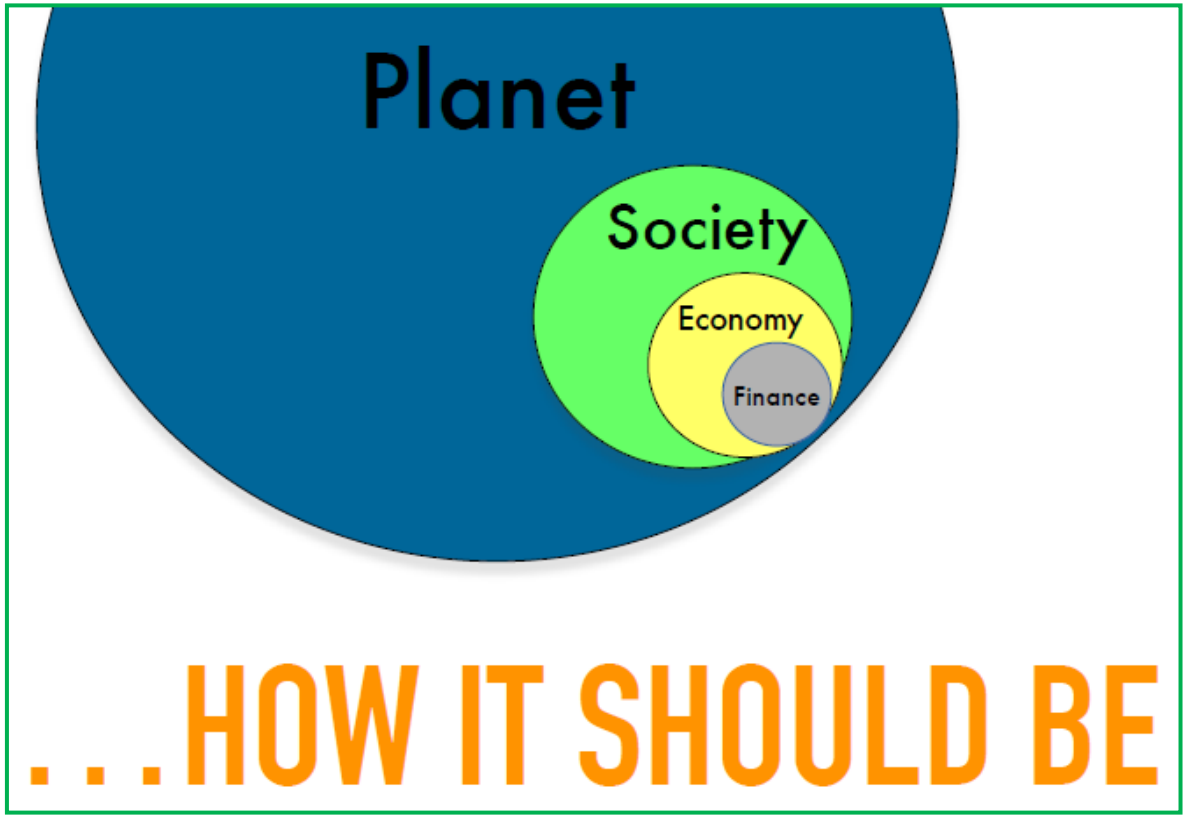
The Doughnut: a safe and just space for humanity.
Image: Kate Raworth and Christian Guthier / The Lancet Planetary Health

How to live in the doughnut?

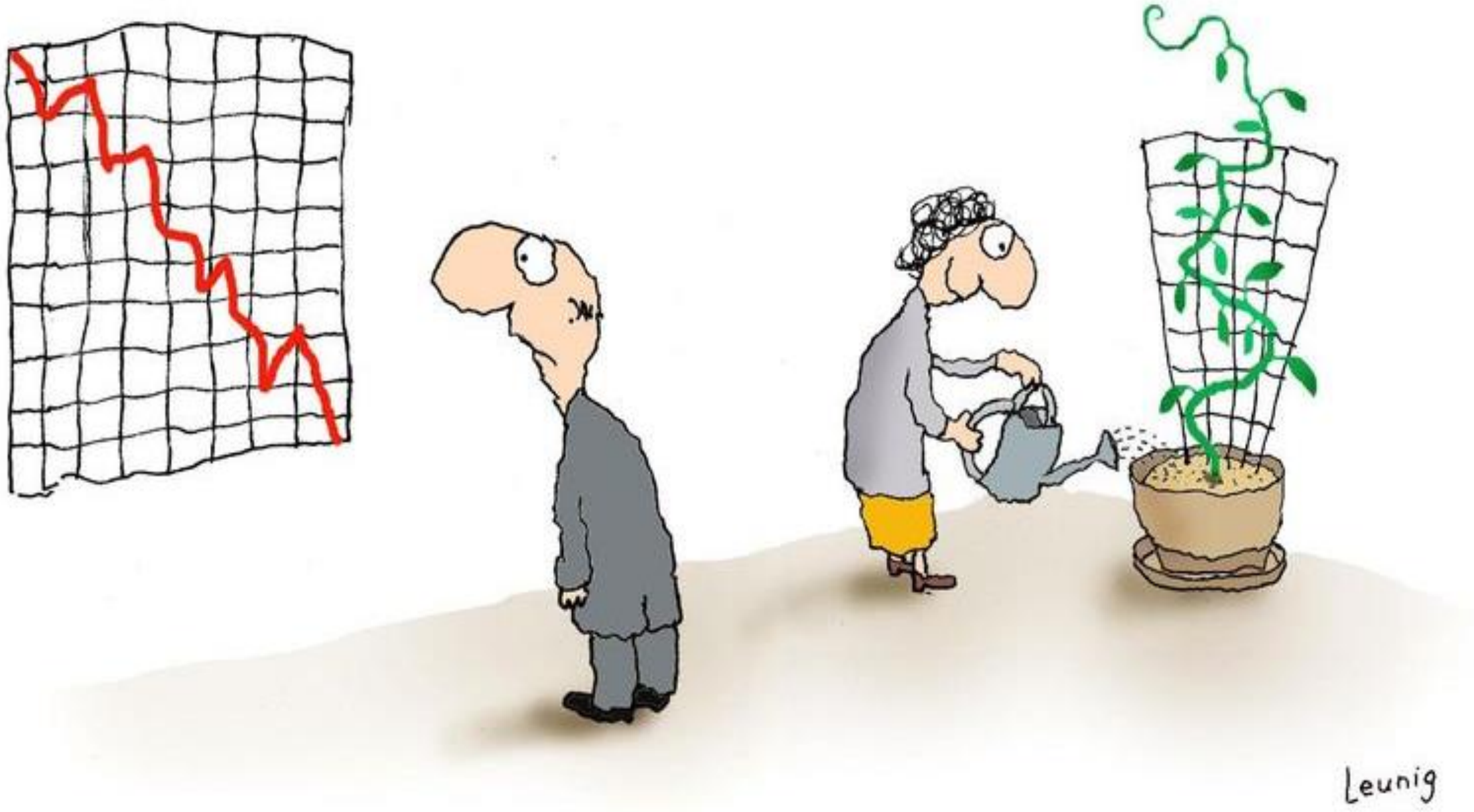
How to #MoveTheDate?

How can your institution serve your local community be ***a home to thriving people in a thriving place respecting the well-being of all people and the health of whole planet****?*


FINANCE
ECONOMY
SOCIETY
PLANET
OUR WORLD TODAY . . .


Planet
Society
Economy
Finance
. . . HOW IT SHOULD BE

Economy
Bad credit
Environ-ment
Public construction
COP 3
ODA
LDP
Environ-ment
Eco-nomy
"How about this reform plan?"
High Moon

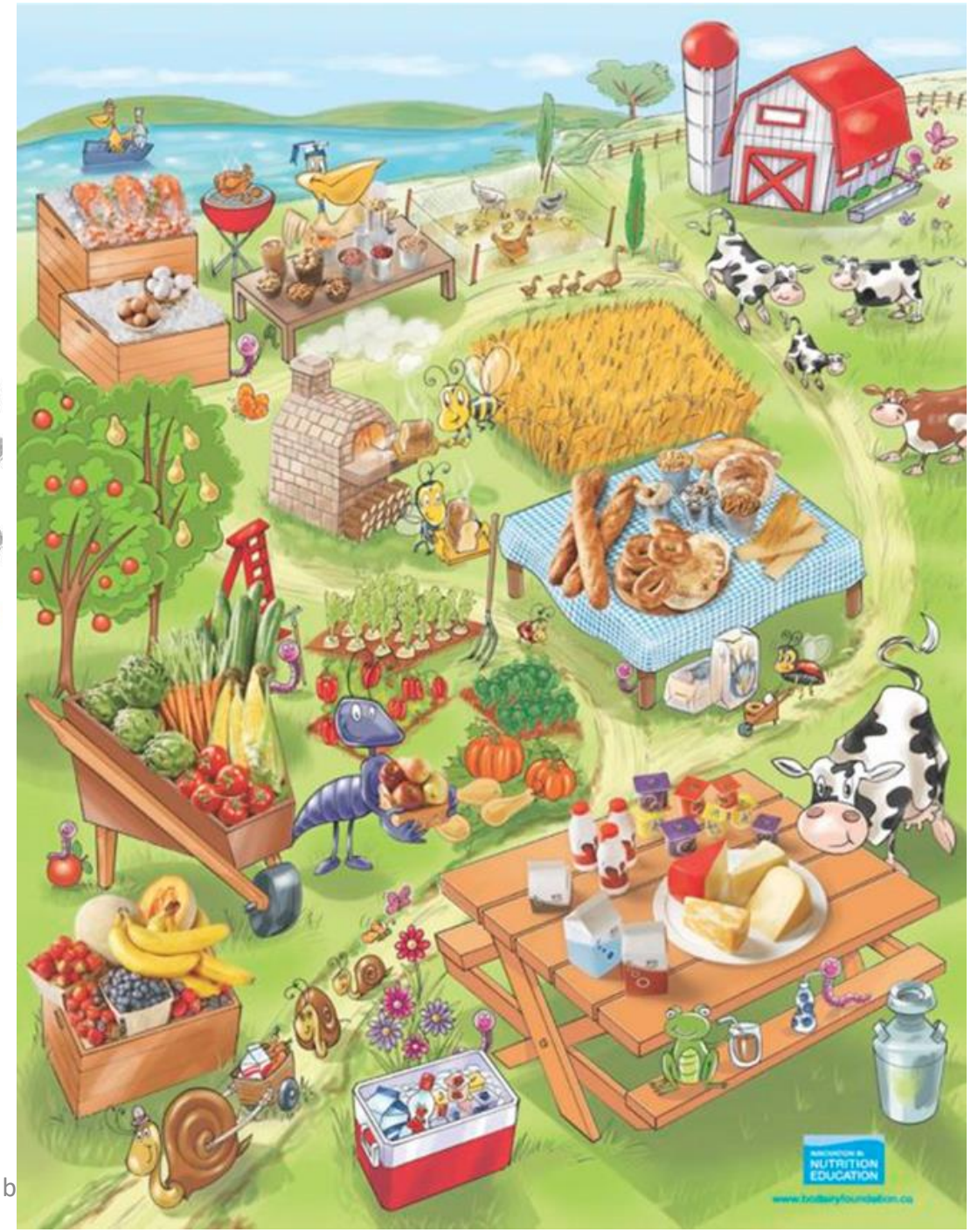

Leunig

if we wait for the government it will be too late...

...if we act as individuals it will be too little...

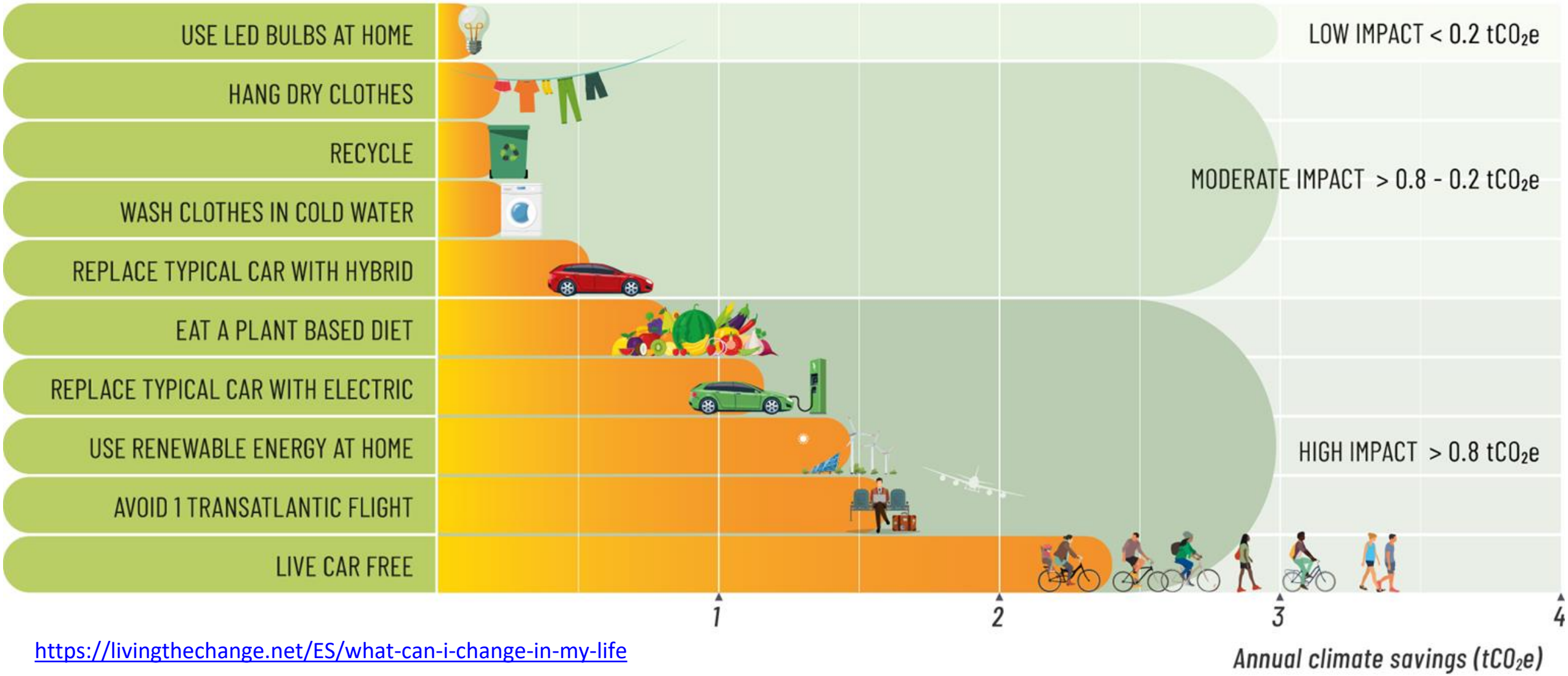
...if we act as communities it might just be enough...

QUOTE BY ROB HOPKINS IN 'FROM WHAT IS TO WHAT IF' @brenna-quinlan



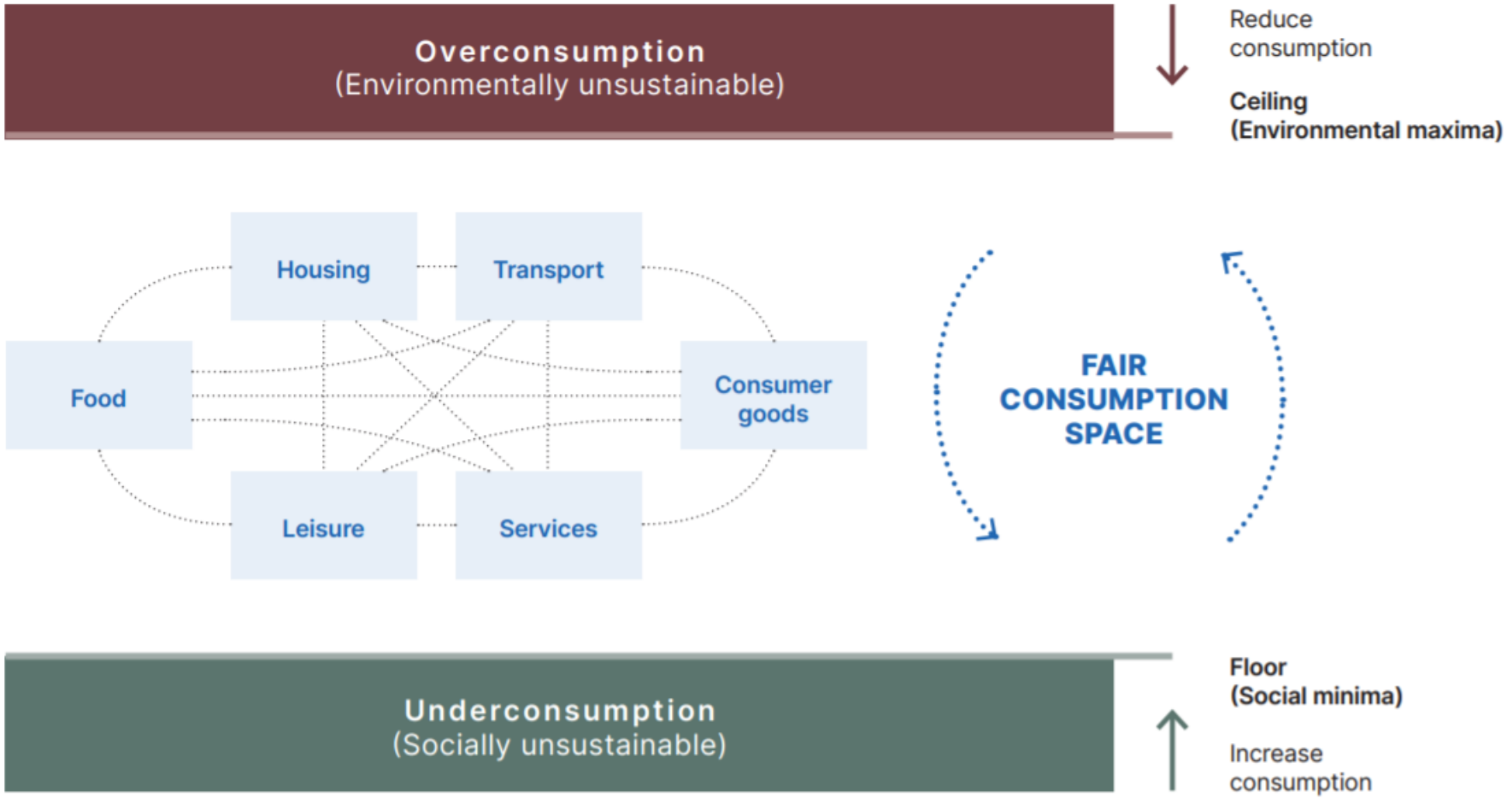
Name THREE actions from your lifestyle that reduce the impact on the environment the most

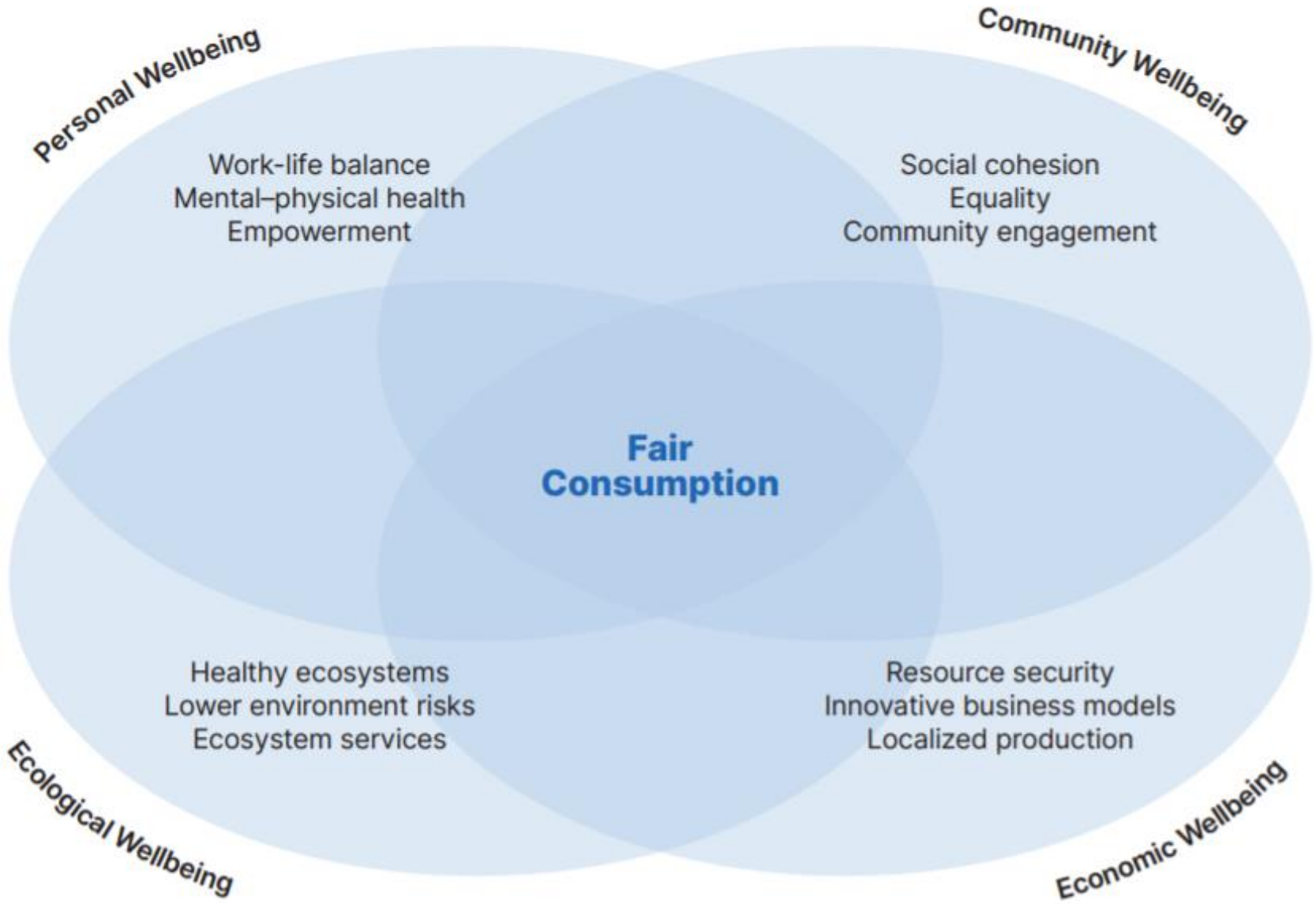
Impact of personal lifestyle on environmental sustainability



https://livingthechange.net/ES/what-can-i-change-in-my-life

Fair consumption space in a sustainable lifestyle





Fair consumption space

will give additional benefits

to personal, local, ecological, and economic well-being

1.5° LIFESTYLES: LOW CARBON LIFESTYLE GROUPS AND OPTIONS

Nutrition

- Switch to a vegan diet
- Avoid food waste at home
- Eat organic food
- Eat seasonal food
- Eat only as much as you need to stay healthy

STRUCTURES

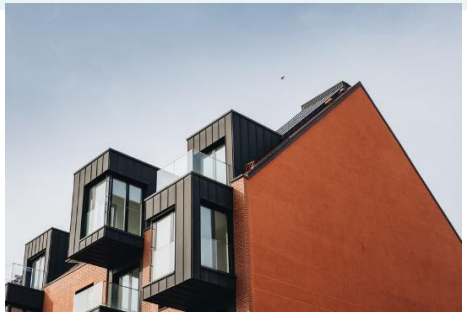
- Available vegan options
- Meat and dairy more expensive (tax/subsidies)
- …

Mobility

- Use public transport, cycle, or walk
- Move closer to workplace
- Carpool or carshare
- Switch to electric car
- Switch to a smaller, less CO2-intensive car
- Work at your home office

STRUCTURES

- Available, reliable, cheap public transport
- Investment in public transport infrastructure
- Bans on fossil vehicles (!)
- …



Housing

- Insulate houses
- Shared living spaces
- Lower room temperature
- Repair ICT products and use them for longer
- Switch to energy efficient devices
- Switch to renewable electricity

STRUCTURES

- Subsidies on insulation / regulation on insulation
- Change min. dwelling size regulation
- …

Leisure

- Shift from air travel to train travel on holidays
- Get a small pet, if you get a new one
- Buy pet food with a smaller carbon footprint
- Buy lower- emissions textile products and shoes

STRUCTURES

- Subsidies for railtravel
- Better rail connections
- Tax (ban?) on airtravel (Carbon tax)
- …

Other

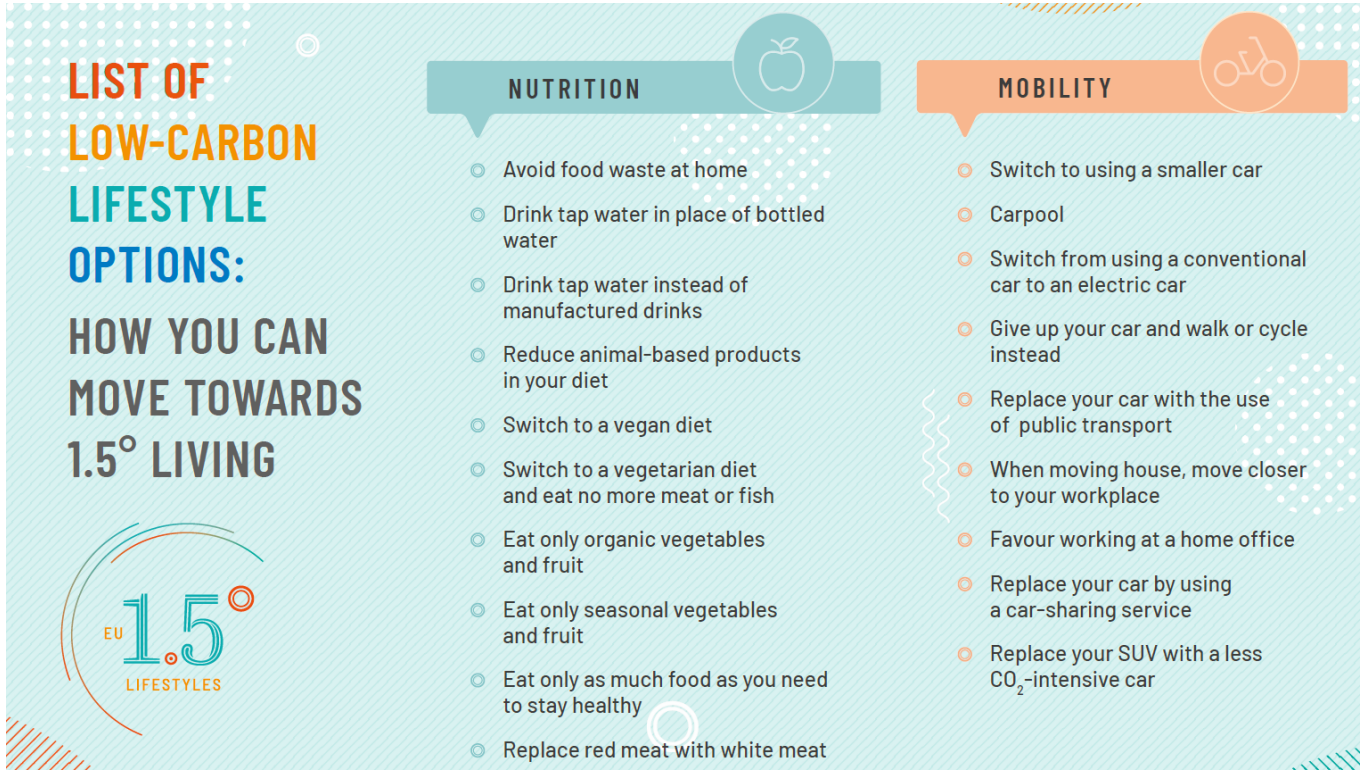
- Make ecological and ethical personal investments
- Reduce working hours and spending on goods
- Spend more on non-consumptive activities
- Donate money to environmental causes or organisations

STRUCTURES

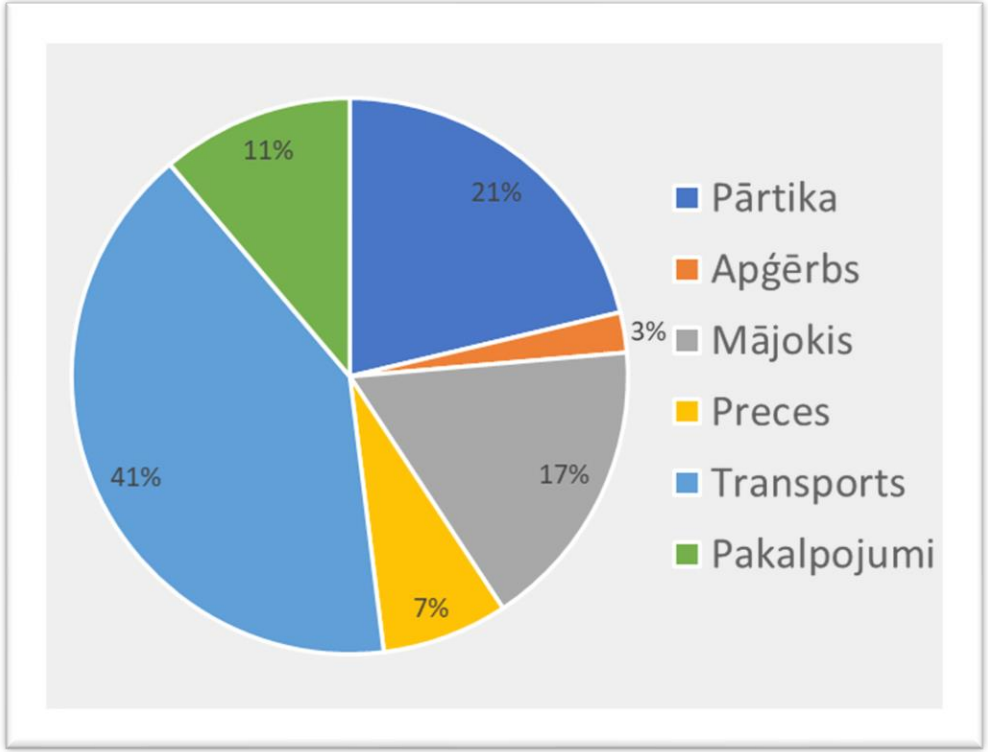
- Carbon tax on textile goods
- Subsidies for repair,
- …

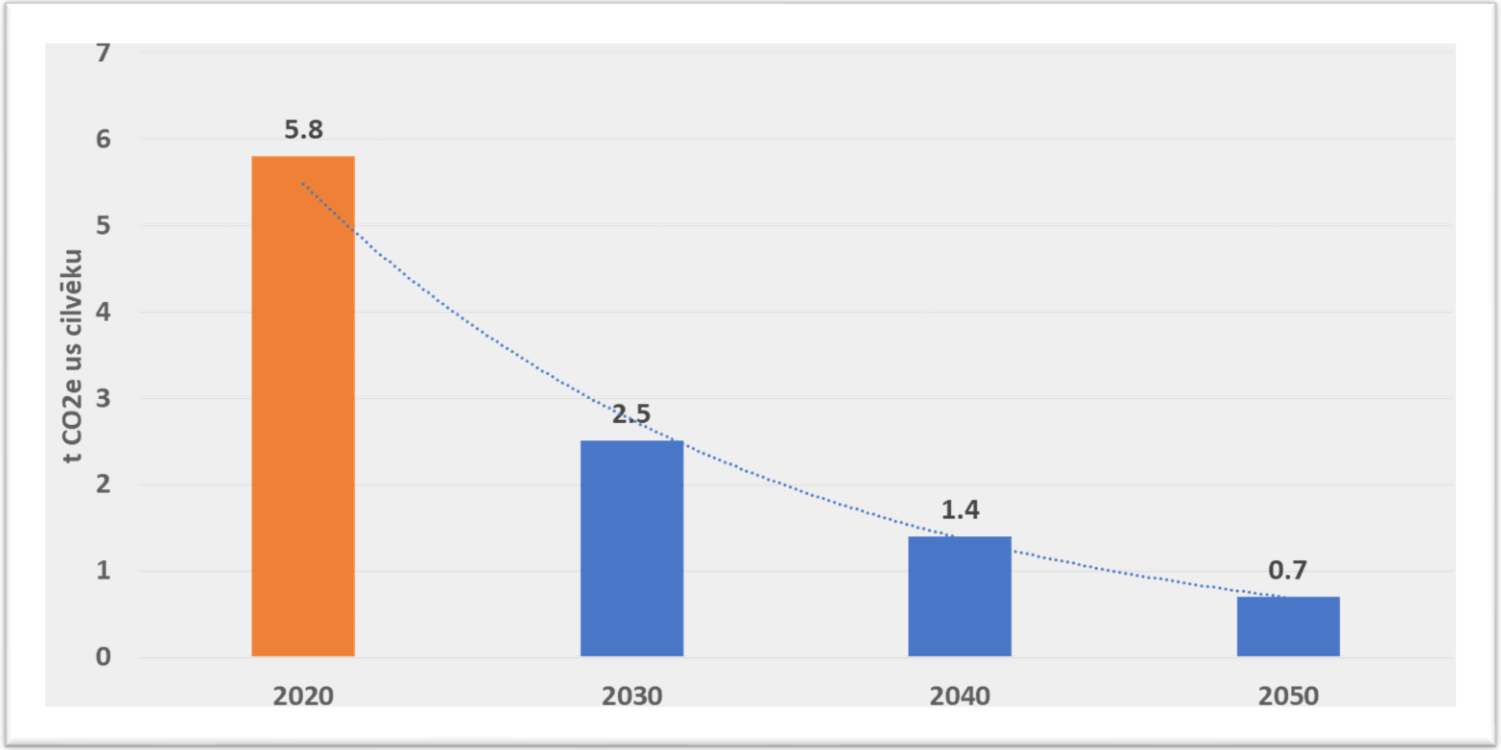
LIST OF LOW-CARBON LIFESTYLE OPTIONS:

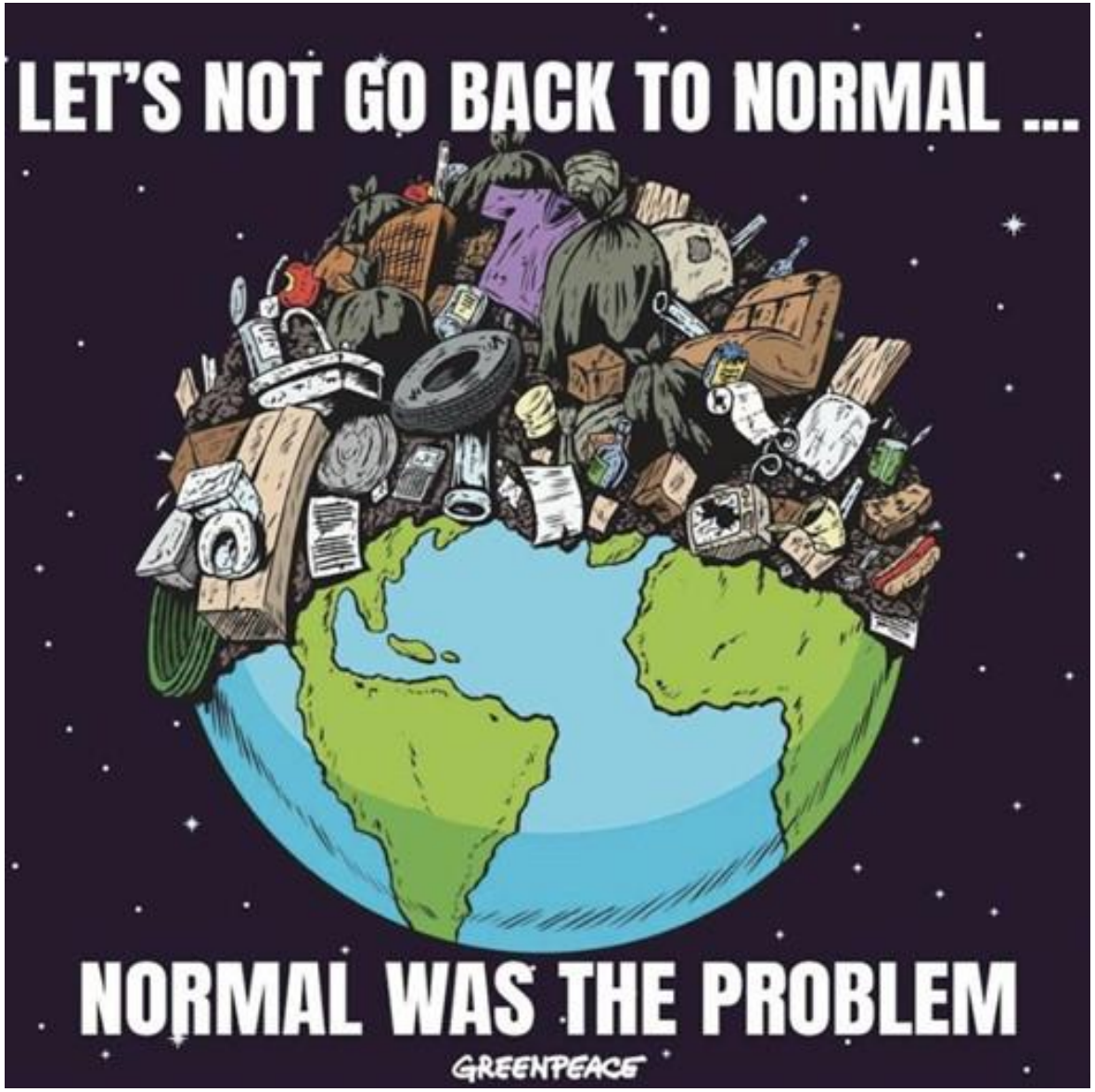
HOW WE CAN MOVE TOWARDS 1.5° LIVING



The carbon footprint of the average resident of Latvia – 5.8 t CO2e and the trajectory of its reduction







Changing the rules of the game *build back better*

How do I understand this statement?

To what extent is this approach reflected in the media, politics, education, culture and other areas?

Paldies!

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