Values-based Education for Climate Change

Victoria W. Thoresen
UNESCO Chair for Education about Sustainable Lifestyles
Director of The Partnership for Education and Research about Responsible Living (PERL)

www.livingresponsibly.org
“value/action gap” – a disparity between what people mean they value, say they value and how they actually implement these values in everyday life.
A lack of common language by which to discuss values?

A lack of sufficient understanding about how values and core life skills relate to the complex and highly interconnected systems and processes that drive our lives?

The traditionally “top-down” pedagogical approaches which are used when teaching values?

Conflicting interests that are so deeply embedded in our market-controlled societies and reflected in our curricula that teachers are often at a loss as to how to deal with diverse values simultaneously?
Lack of a common language
The evolution of basic principles and values

Overarching values

Core values

Related values
How values relate to the complex and highly interconnected systems and processes that drive our lives
complexity and interdependency of systems, present emphasis on material prosperity
Participatory pedagogical approaches
English
French
Spanish
Chinese
Japanese
Korean

Partnership for Education and Research about Responsible Living
The WE VALUE system
“The Dignity Principles are based on both ethics and enlightened self-interest. So they are both heart and smart.”

www.globaldignity.org
LOLA:

LOLA: Looking for Likely Alternatives is a didactic process for approaching sustainability by investigating social innovation through one-on-one interviews, reports, exhibitions, etc. There are toolkits for teachers, and other materials available.
A toolkit, website and network of activities based on case-studies of alternative, sustainable products, services and ways of living.

www.youthxchange.net
How values-based education influences actions
"We cannot segregate the human heart from the environment outside us and say that once one of these is reformed everything will be improved.

Man is organic with the world.

His inner life moulds the environment and is itself also deeply affected by it. “

Shoghi Effendi (1932)
ØS-mulates a transformation of both our inner life and external conditions.
Helps us become more fully human and achieving a dynamic coherence between material and non-material requirements of life.
- Acquire an understanding of systems and processes
- Gain insight into interconnections
➢ Recognize that our understanding changes and grows.

➢ What we once thought was right may not always be so.
➢ Develop trust and compassion and
➢ inspire the capacity for service
Foster a vibrant community life in neighborhoods and villages, characterized by such a keen sense of purpose.
Global citizenship

--not only: personally responsible citizenship (how one leads one’s own life),

nor merely participatory citizenship (how one interacts with others)--

But transformative citizenship leading to compassionate connectedness based on empathy, collective social learning, moderation and sharing.
Thank you

(The Treasure Within, Delores)
Basic principles upon which values that direct change are based:

- Connectivity and cohesion
- Transference and transmutation
- Finiteness
Connectivity and cohesion:
- *Empathy* as a source of global cohesion

Transference and transmutation:
- *Adaptation*: Collective social learning

Finiteness:
- *Moderation and sharing* as means of managing resources