



United Nations Educational,  
Scientific and Cultural organization

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The Heart of Education: Learning to Live Together

# Learning Together to Live Together: Promoting Action Competence through Democratic and Participative Education

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## Introduction

1. Reorienting education towards sustainability
2. Education for Sustainable Development (ESD)
3. Action Competence
4. Students' Confidence on Own Influence
5. Students' Experiences in Environmental Programmes
6. Students' Views on Own Competence
7. Covariant among components of action competence

## Conclusion



**What is ESD ?**



Environmental Education ;  
simplistic definition and behavior modification approach

*“as a process of recognising values and classifying concepts in order to develop skills and attitudes necessary to **understand and appreciate** the inter-relatedness among man, his culture and his biophysical surroundings,*

*...environmental education also entails practice in decision-making and self-formulating of **a code of behaviour** about issues concerning environmental quality.”*

(IUCN, 1970)

Environmental Education ;  
reviewed and developed to a more coherent context

redefined as:

*“a process aimed at developing a world population that is aware of and concerned about the total environment and its associated problems, and which has knowledge, attitudes, motivations, commitments and skills to **work individually and collectively towards solutions of current problems and the prevention of new ones,***

*...to succeed in making individuals and communities understand the complex nature of the natural and the built environments resulting from the interaction of their biological, physical, social, economic and cultural aspects.”*

(UNESCO-UNEP, 1978)

# Timeline of ESD development

1977

- UNESCO-UNEP sponsored Tbilisi conference
- Environmental education redefined and developed into a more coherent concept

1980

- The World Conservation Strategy Report (IUCN, UNEP and WWF)
- Conflict between development and environmental conservation first addressed
- 'sustainable development' first introduced

1987

- Our Common Future or better known as the Brundtland Report
- ESD emphasized as a new phase of environmental education

1992

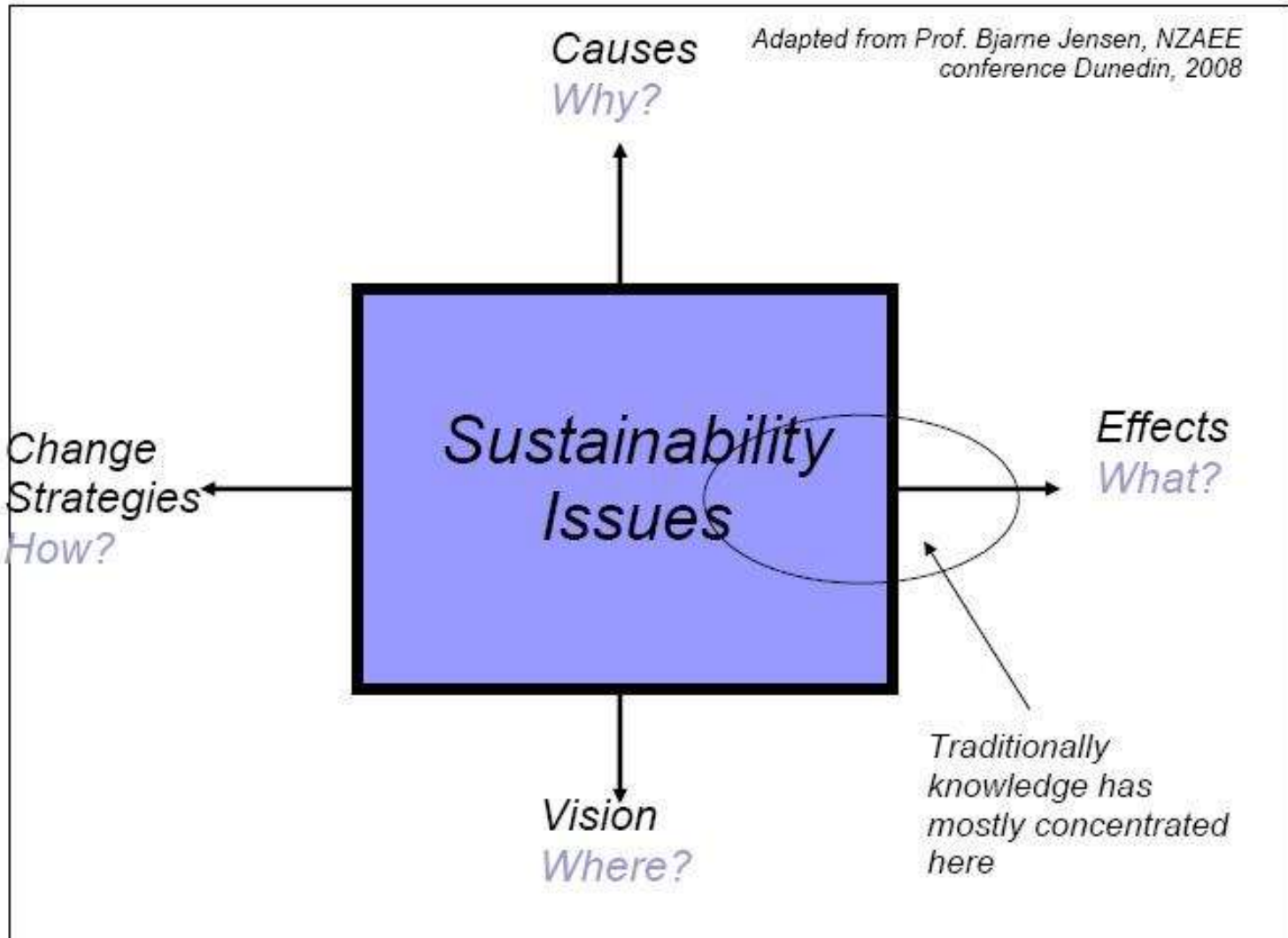
- the Earth Summit in Rio de Janeiro adopted Agenda 21

1997

- critical role of education highlighted in the Thessaloniki Conference
- education's central role since the Rio Summit
- the second most used noun in Agenda 21, following the word "government" (Fien, 1999)

2002

- United Nations Decade of Education for Sustainable Development (UNDESD) declared as proposed by the Japanese government and NGO networks during Johannesburg Summit



## Characteristics of an action competence approach in ESD

'environmental issues' arising from conflicts of interests at varying levels in the community

should aim for the development of the action competence of students

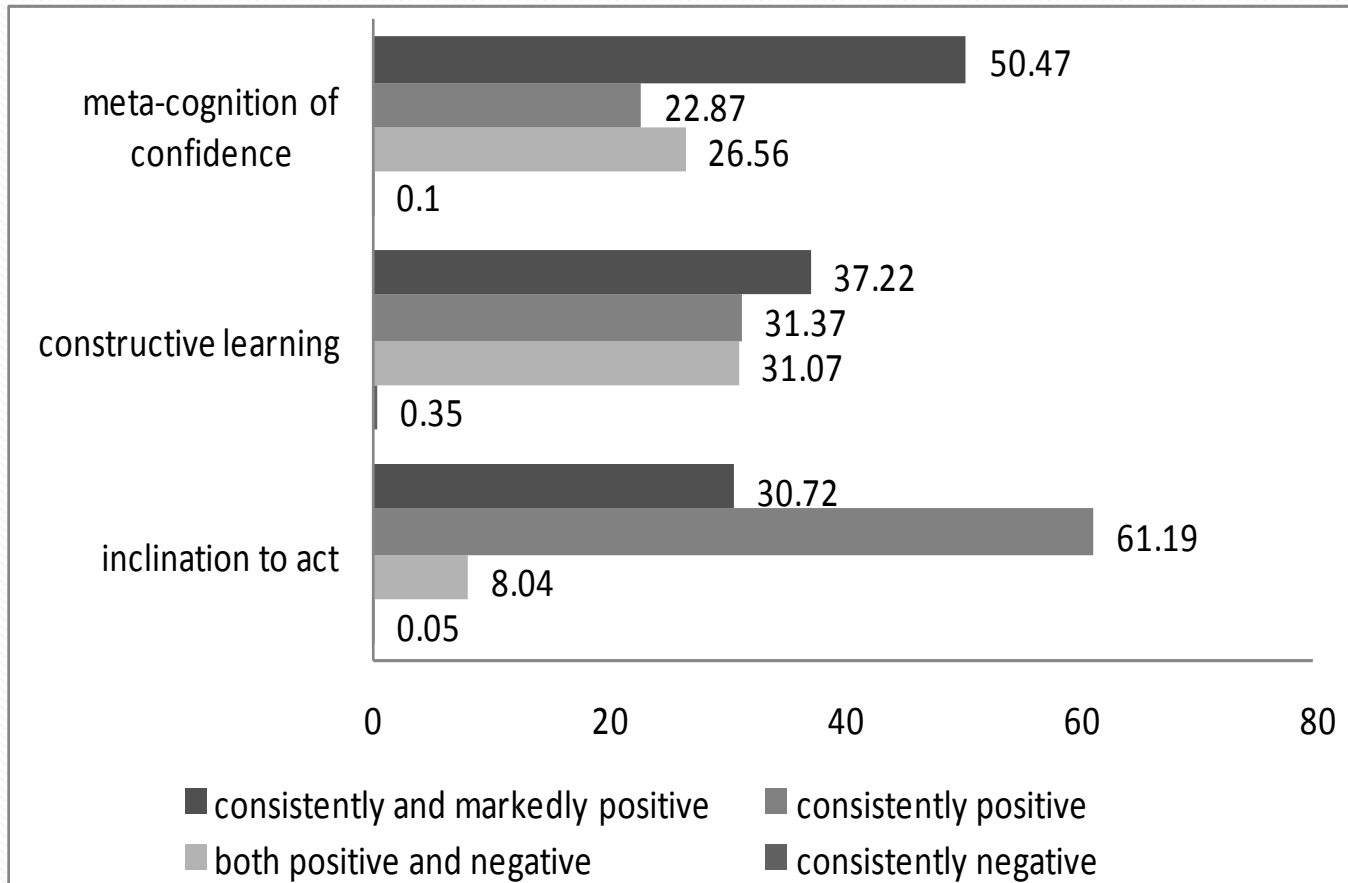
action competence develops a critical, reflective and participative attitude

praxis had changed perspective which commits students to action rather than simply providing them insights and prescribing behavior toward an environmental issue

basically different from the behavior modification approach

encompass vital elements such as participation, dialogue and co-influence which are crucial in a successful environmental education program



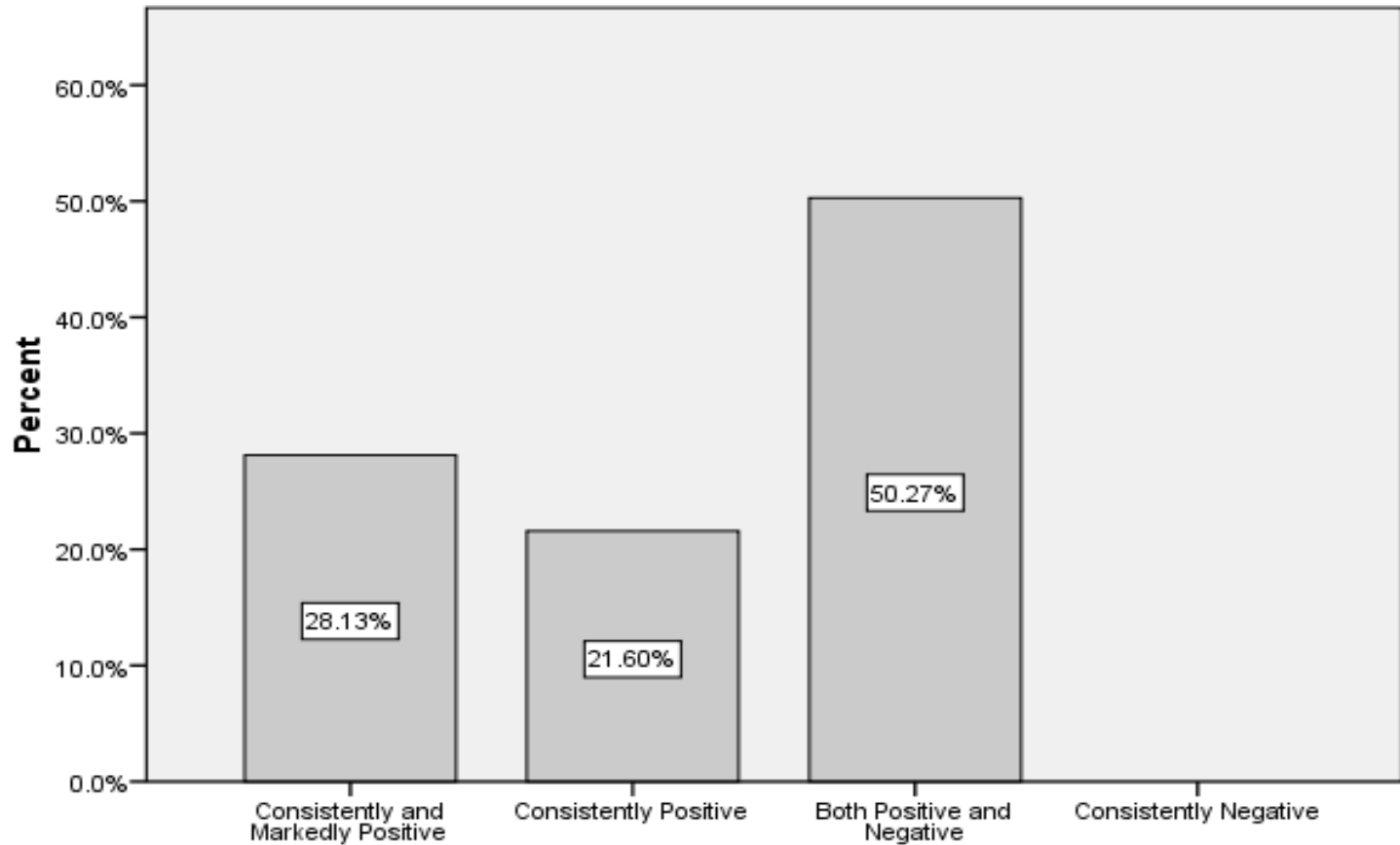


**Profile of students' views on their own action competence related to environmental issues**

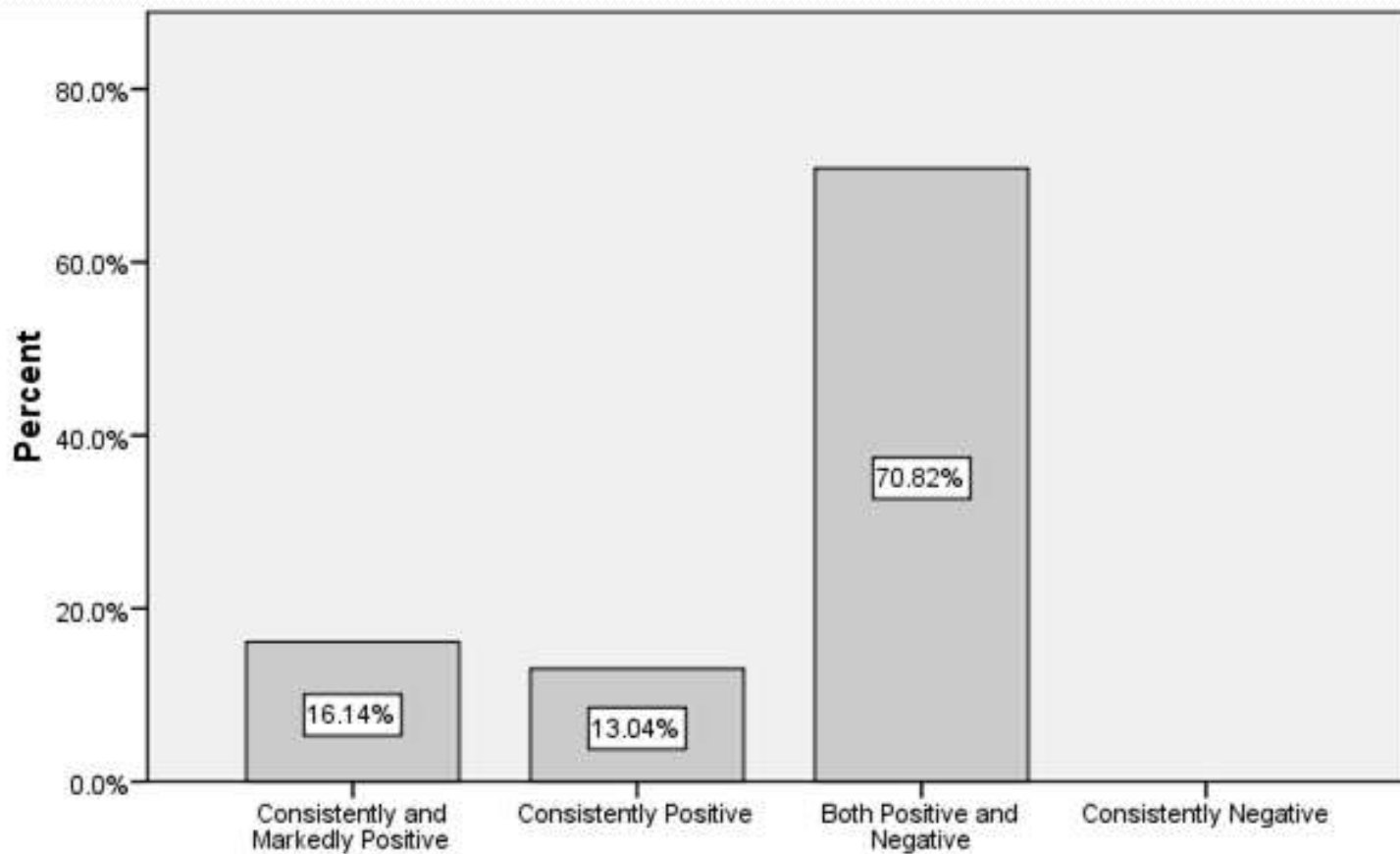
<b>a. The student indicates that he/she participated in addressing an issue.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	My class took part in addressing an environmental issue	1542	58.1	78.4	78.5
	I have never tried taking part in addressing an environmental issue together with my teacher and classmates	423	15.9	21.5	100.0
	Total	1966	74.1	100.0	

<b>b. The student indicates that he/she had a say in deciding such actions</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I took part in deciding what our class should do about that environmental problem	1401	52.8	74.6	74.6
	It was always the teacher or someone else in my class who decided what we would do to help the environment	477	18.0	25.4	100.0
	Total	1879	70.8	100.0	

**Students' answers on direct action and decision experiences**

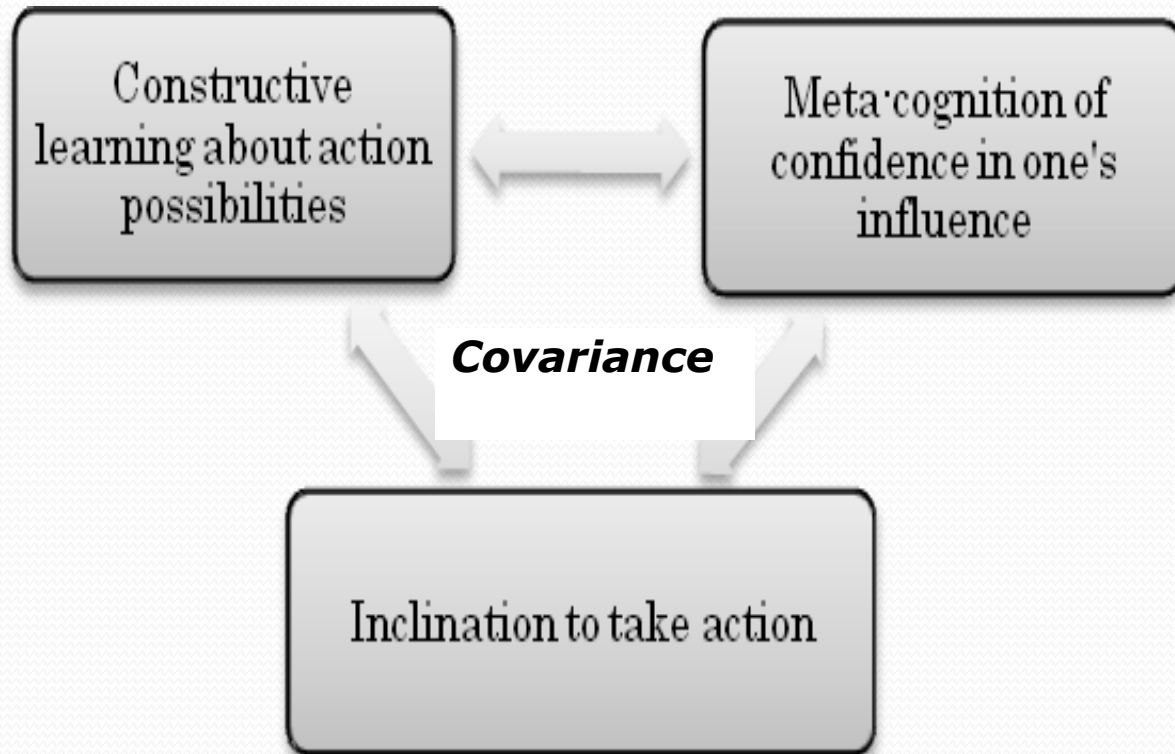


**Profile of answers on action experience should be provided in schools**



**Profile of students' views on their own action competence**

## Conclusion



**Covariance between the three components of action competence**



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A horizontal collage of four images: a young girl in a red shirt looking through a telescope; two young girls sitting at a desk with books; a woman in a blue headscarf and a woman in a pink headscarf; and a group of children sitting at a table with books.

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