

"The golden thread": Sustainable Development Goal 4, *Education for all*, and forests



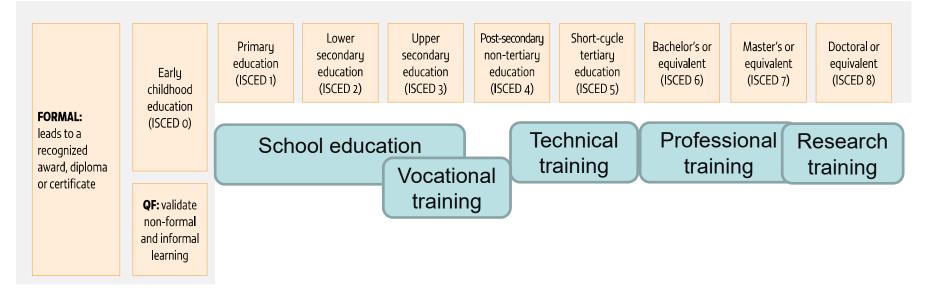
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SDG4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

We could adopt a narrow view of "Quality education in forestry"





SUSTAINABLE DEVELOPMENT GOAL 4

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

The SDG 4 vision:

'comprehensive, holistic, aspirational, ambitious & universal'

FORMAL: leads to a recognized award, diploma or certificate	Early childhood education (ISCED 0)	Primary education (ISCED 1)	Lower secondary education (ISCED 2)	Upper secondary education (ISCED 3)	Post-secondary non-tertiary education (ISCED 4)	Short-cycle tertiary education (ISCED 5)	Bachelor's or equivalent (ISCED 6)	Master's or equivalent (ISCED 7)	Doctoral or equivalent (ISCED 8)		
		Special needs education, vocational, technical and professional education									
		Second ch	ance education		Apprenticeships, practical applied learning, residential practices						
	QF: validate non-formal and informal learning	Qualifications F	Framework Level 1	QF Level 2	QF Level 3	QF Level 4 QF	E Level 5 QF Lev	vel 6 QF Level 7	QF Level 8	ar	
										<u>0</u>	
										ong	
NON-FORMAL:	Early childhood care	Youth and adult	literacy programm	es	Work skills training, professional development, internships						
leads to a non-formal		Out-of-school programmes		Life-skills	Life-skills training, health and hygiene, family planning, environmental conservation, computer training						
certificate or none at all		Social or cultural development, organized sport, arts, handicrafts									
INFORMAL: no award	Family-based child care	Self-directed, family-directed, socially directed learning: workplace, family, local community, daily life									
		Incidental learning: reading newspapers, listening to radio, visiting museums									
Source: GEM Repo											

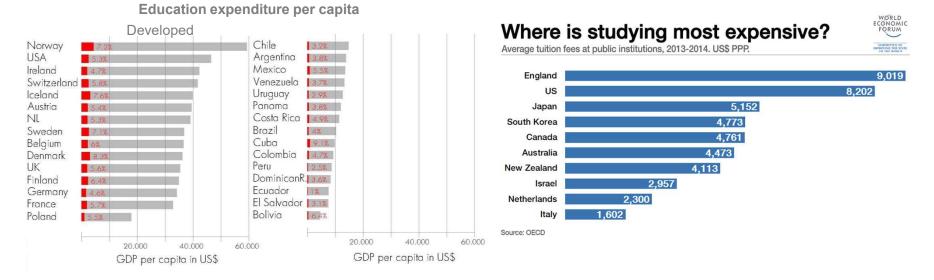
UNESCO et al. 2016: 24 and Fig 0.1



Ensuring quality education is often about:

Improving education systems

Improving access to education



CIA World Fact Book, 2010

World Economic Forum, 2015

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BUT .. will quality education actually lead to more sustainable forests? Not necessarily.

Building on research in Environment and sustainability education, we propose:

Promoting pro-forest behaviour

- A spectrum of forest-people relationships
- Conservation activities by individuals and groups
- SFM by public and private managers
- Engagement by Indigenous & local communities
- Forest and landscape restoration
- Product choices by consumers

Connectedness to Nature Key challenge in an urban, technological world



Opera de Arame, Curitibia

Pro-forest behaviour

Competencies		Personal characteristics		
Critical, systems, fur	tures and	Respect		
transdisciplinary tl	ninking	Inclusivity		
Problem-solving, an	alytical,	Sense of agency		
communication, ir	terpersonal	Justice		
and civic skills	I		Maturity	
Media literacy	Pro-forest	behaviour	Peace	
Dispositions	Civil s	d communities ociety processes	Knowledge	
Attitudes Values		Awareness		
Beliefs		Knowledge of forests Knowledge of sustainability		
Emotions		Knowledge for action		
Connectedness to f	orests	Indigenous and traditional		
Commitment to life	long learning	knowledge		

Adapted from Ardoin 2017, Lozano 2017 & UFlorida 2017

Impacts of Progress on SDG4 on forests

- 1. Educated and inclusive society values forests
- 2. Knowledge about benefits of forests
- 3. Employment skills and opportunities in forest sector
- 4. Vocational professional expertise for forest management

Informal, non-formal and formal



Priorities for forest-related education

- 1. Encouraging pro-forest behaviour
- 2. Respecting Indigenous and traditional knowledge
- 3. Promoting forest-related environment and sustainability education (in each of formal, non-formal and informal settings)
- 4. Strengthening professional, technical & vocational education & training
- 5. Capitalising on the power of both established and new media.



1) Encouraging and Enabling Pro-Forest Behaviour

- Encouraging experiences & connections to forests
- Adapt for culture, urban/rural, income, etc.
- Embed in a landscape approach
- Build partnerships between actors
- Aim for policies, processes and outcomes



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2) Respecting, Nurturing and Enabling Indigenous and Traditional Knowledge

- Including Indigenous and traditional knowledge in forest management can provide a wider range of options
- Need to address challenges around integration, governance and application
- A common theme is respect for and connection to the forest





3) Promoting Forest education: Formal, Non-Formal & Informal



Formal

- Environmental education has expanded, but is also facing some decline
- Experiential learning is especially effective (Outdoor classes)

Non-formal

- Working with families, small-holders and communities
- Effective with marginalised groups

Informal

- Experiential learning from Indigenous and local knowledge holders
- Passive learning from peers, media and observation in forests



4) Strengthening Professional, Technical and Vocational Education and Training

- Wider landscape approach to forests and forestry
- New modes of teaching including on-line and personalized
- Increasing need for broader knowledge in natural and social sciences, business and communications
- More integrated and interdisciplinary programmes
- Shift to professional masters in some countries
- Greater internationalization





5) Capitalising on the Power of the Media

- Print, Television, radio and other traditional medias remain important
- Engage, formally and informally, with new social media
- Education for media literacy is essential

Separating facts from "alternative facts" in the Trump era

The Trump administration's view on truth is tenuous at best MATTHEW ROZSA

SKIP TO COMMENTS

TOPICS: 2016 ELECTIONS, CLIMATE CHANGE, DONALD TRUMP, HOLOCAUST, MUSLIM BAN, ELECTIONS NEWS, NEWS, POLITICS NEWS





"This is the best opportunity for young scientists to meet and receive advice from professors and forestry professionals worldwide, because only together we can address challenges and strive for sustainable forestry."

Volodymyr Kravets Liaison Officer between IFSA and IUFRO Ukraine





Education - 'the golden thread' amongst SDGs

- Education is foundational in the SDGs
- But, promoting education is not enough
- We need to promote pro-forest behaviour to benefit forests and people
- Priorities:
 - Experiences and connections with forests and people
 - Indigenous and traditional knowledge
 - Formal, non-formal and informal settings
 - Professional, technical and vocational education and training
 - Power of old and new media