

Rolf Jucker

“Denn wir wissen nicht, was wir tun”

Thesen zur Wirksamkeit und zum Weltverständnis von
UB & BNE

Fachkonferenz Umweltbildung FUB

Dienstag, 15. März 2016

naturama, Aarau

Background

There is no decent whisky without distilling: some provocative questions emerging from my book:

Do We Know What We Are Doing? Reflections on Learning, Knowledge, Economics, Community and Sustainability (Cambridge Scholars Publishing, 2014)

<http://www.cambridgescholars.com/do-we-know-what-we-are-doing-reflections-on-learning-knowledge-economics-community-and-sustainability> (or DuckDuckGo...)

ROLF JUCKER

DO WE KNOW WHAT WE ARE DOING?

CSP

DO WE KNOW WHAT WE ARE DOING?

*Reflections on Learning,
Knowledge, Economics, Community
and Sustainability*

ROLF JUCKER

.Questions / Provocations 1

1. Current education, including most EE & ESD, is contributing to un-sustainability:

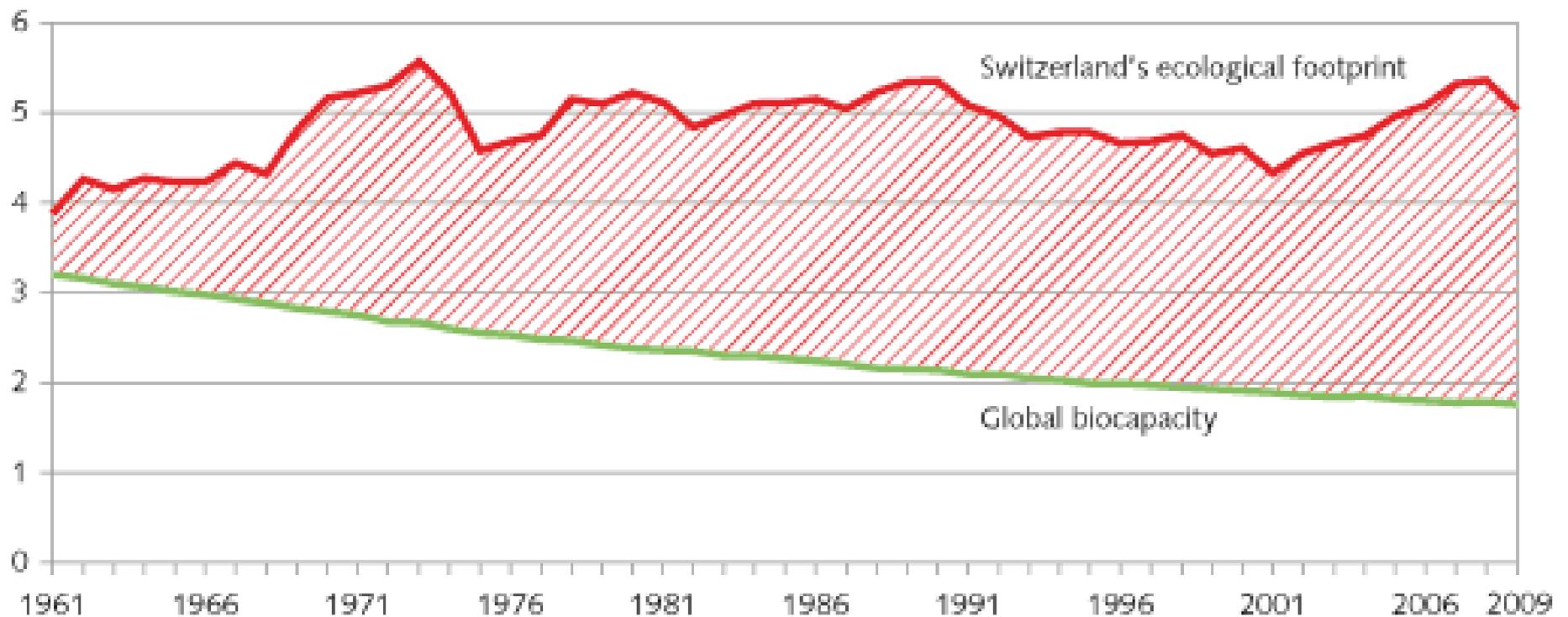
Not true = EE & ESD leads to more sustainability in the real world

True = EE & ESD is good education, good education leads to better jobs, better jobs lead to a disproportionately bigger ecological footprint, i.e. to more unsustainability

Ökologischer Fussabdruck Schweiz

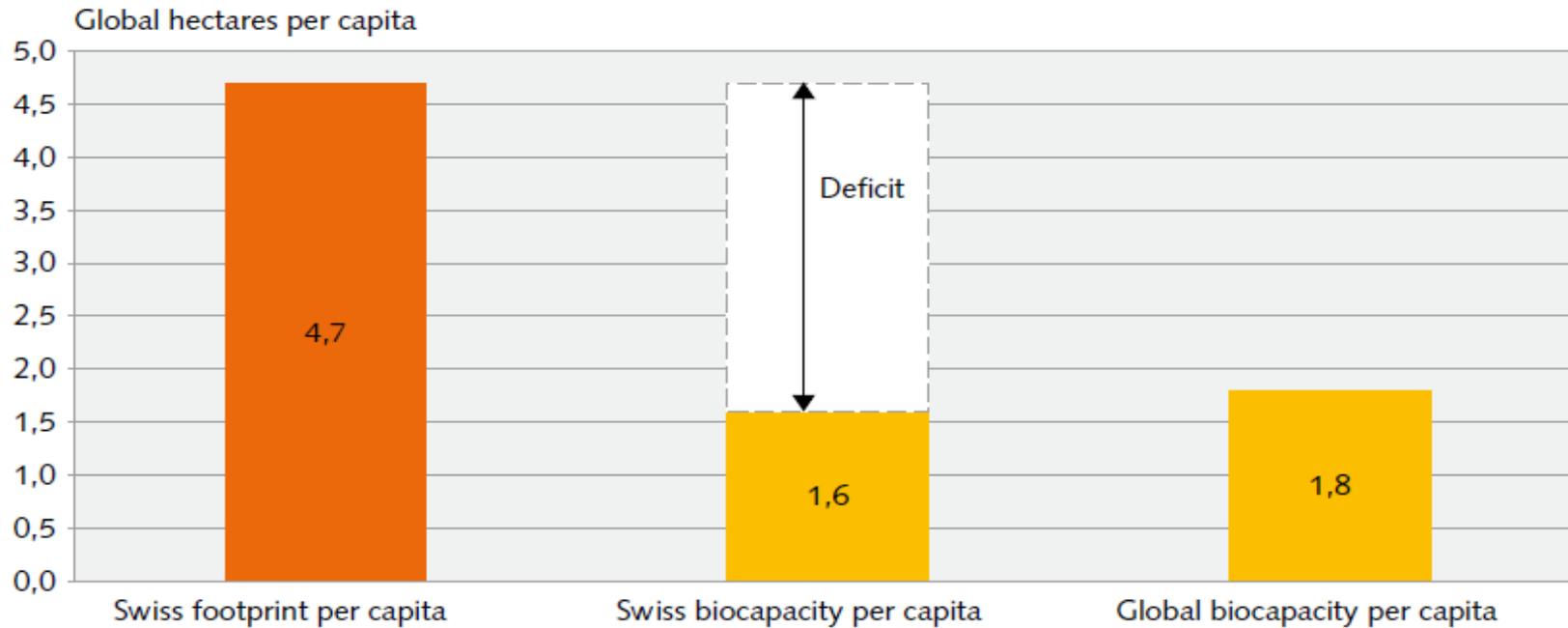
Switzerland's Ecological Footprint in Comparison to Global Biocapacity

In global hectares per person



Source: Global Footprint Network

© FSO

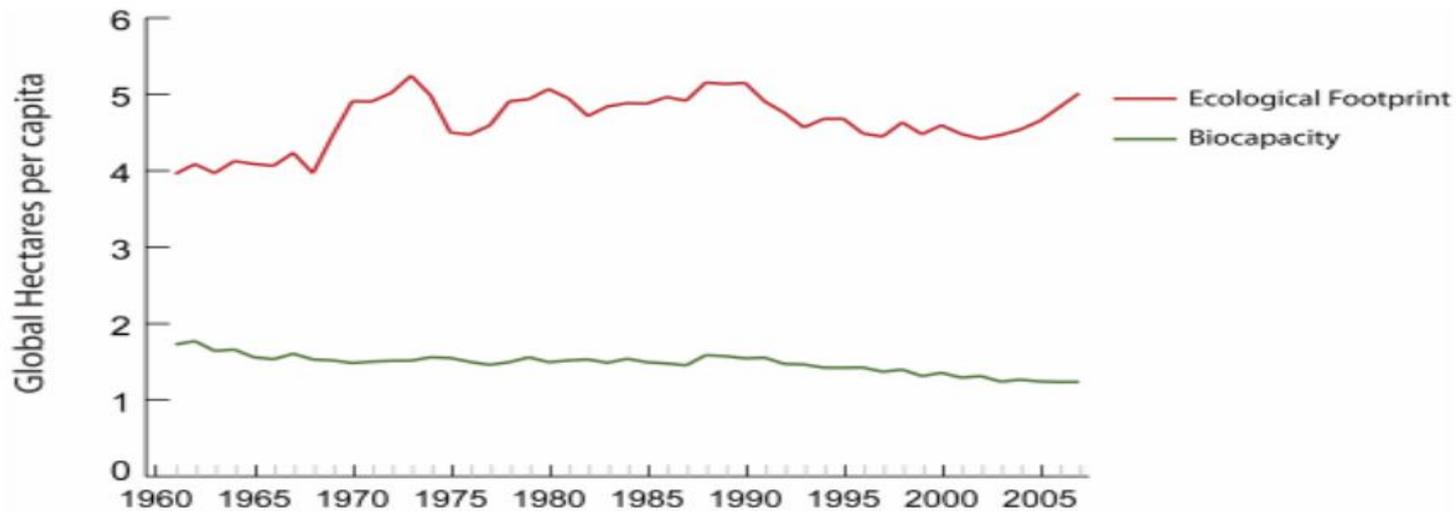


Comparison of Swiss footprint per capita and available biocapacity.

Source: Global Footprint Network

© Federal Statistical Office (FSO)

Switzerland

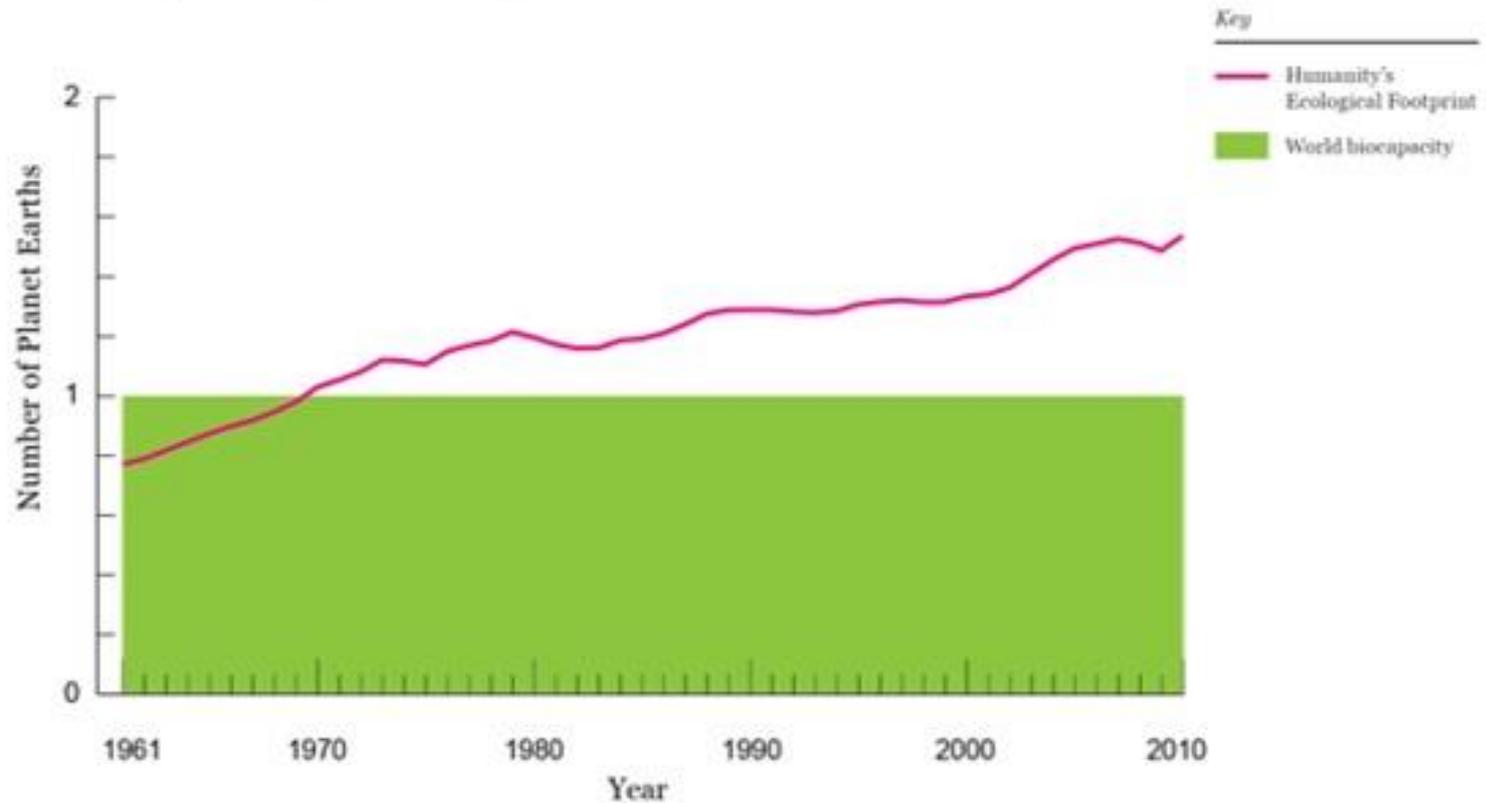


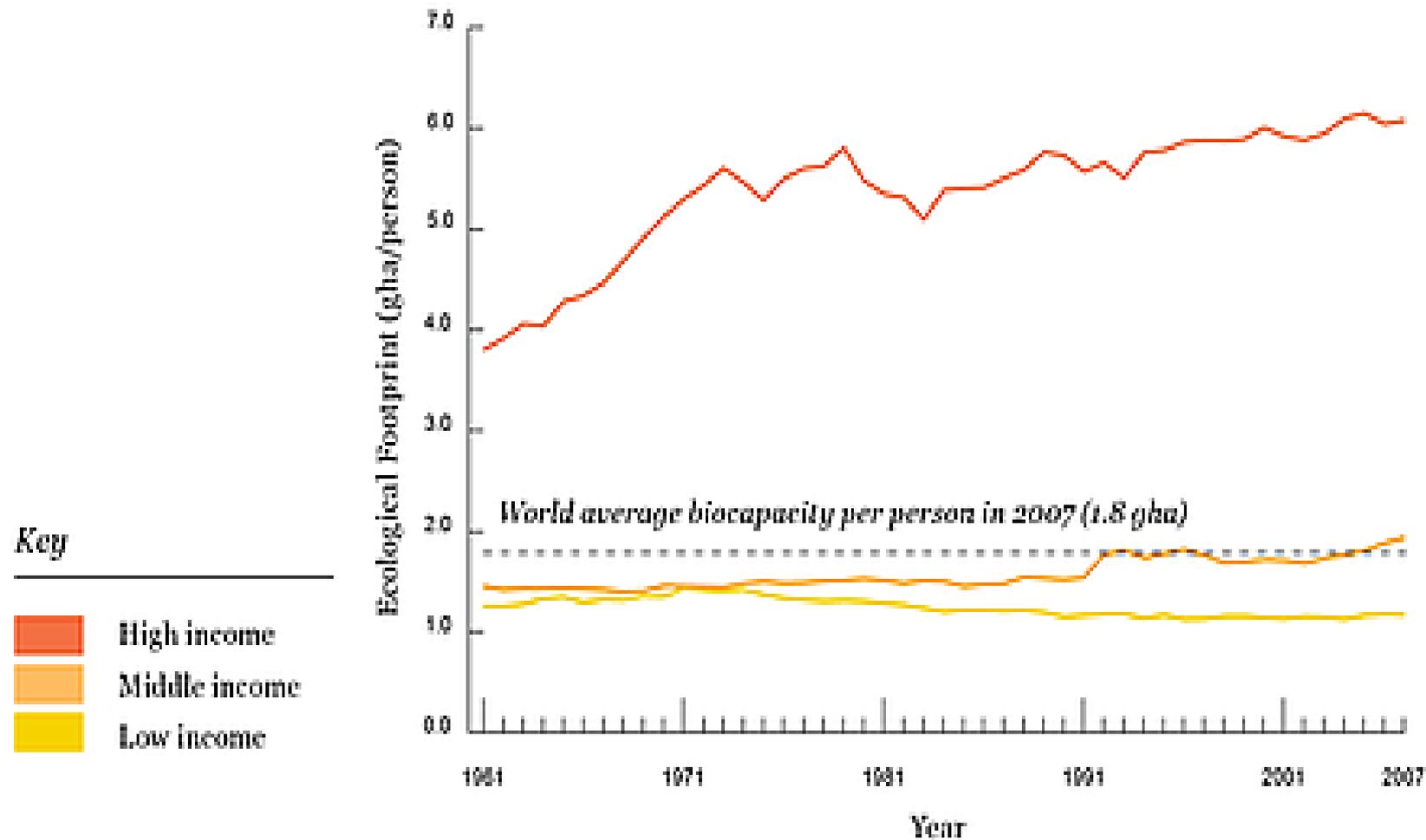
Associated Graph



The state of the planet – Ecological Footprint

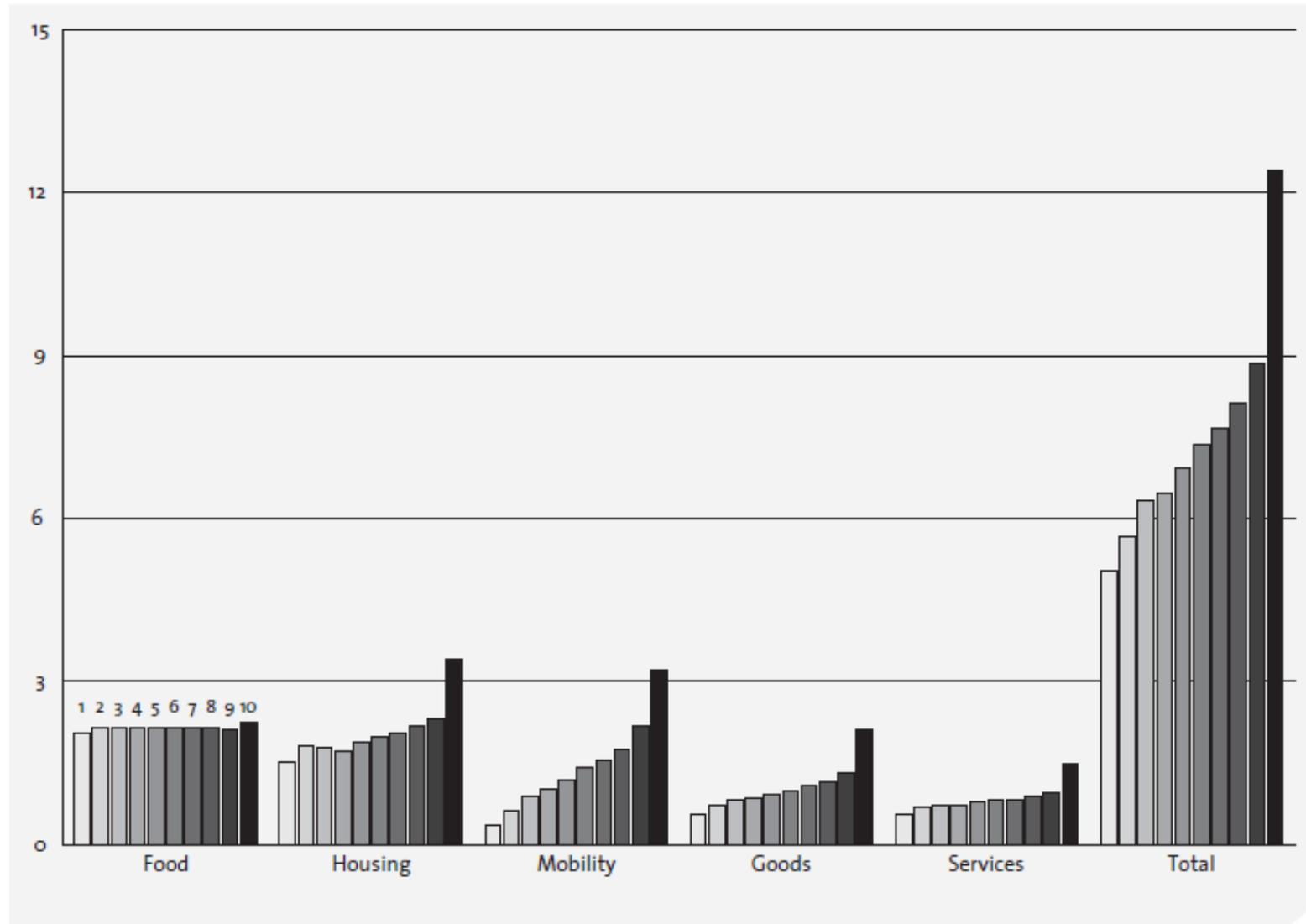
Humanity's Ecological Footprint





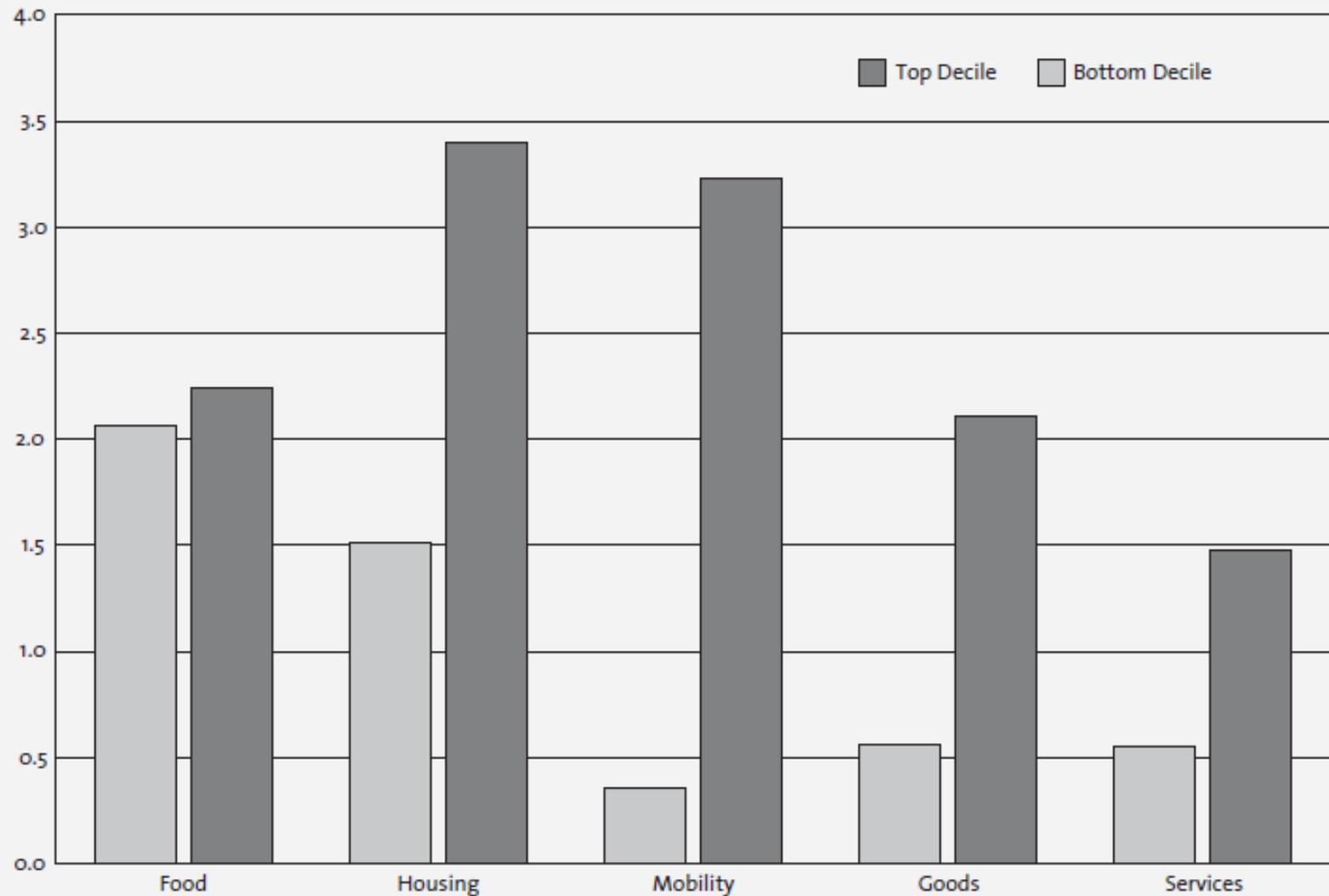
Changes in the Ecological Footprint per person in high-, middle- and low-income countries between 1961 and 2007. The dashed line represents world average biocapacity in 2007 (Living Planet Report, 2010, Figure 33, <http://assets.panda.org/downloads/lpr2010.pdf>)

CHART 2 Ecological Footprint by Income Deciles and Consumption Categories (GHA/CAP)



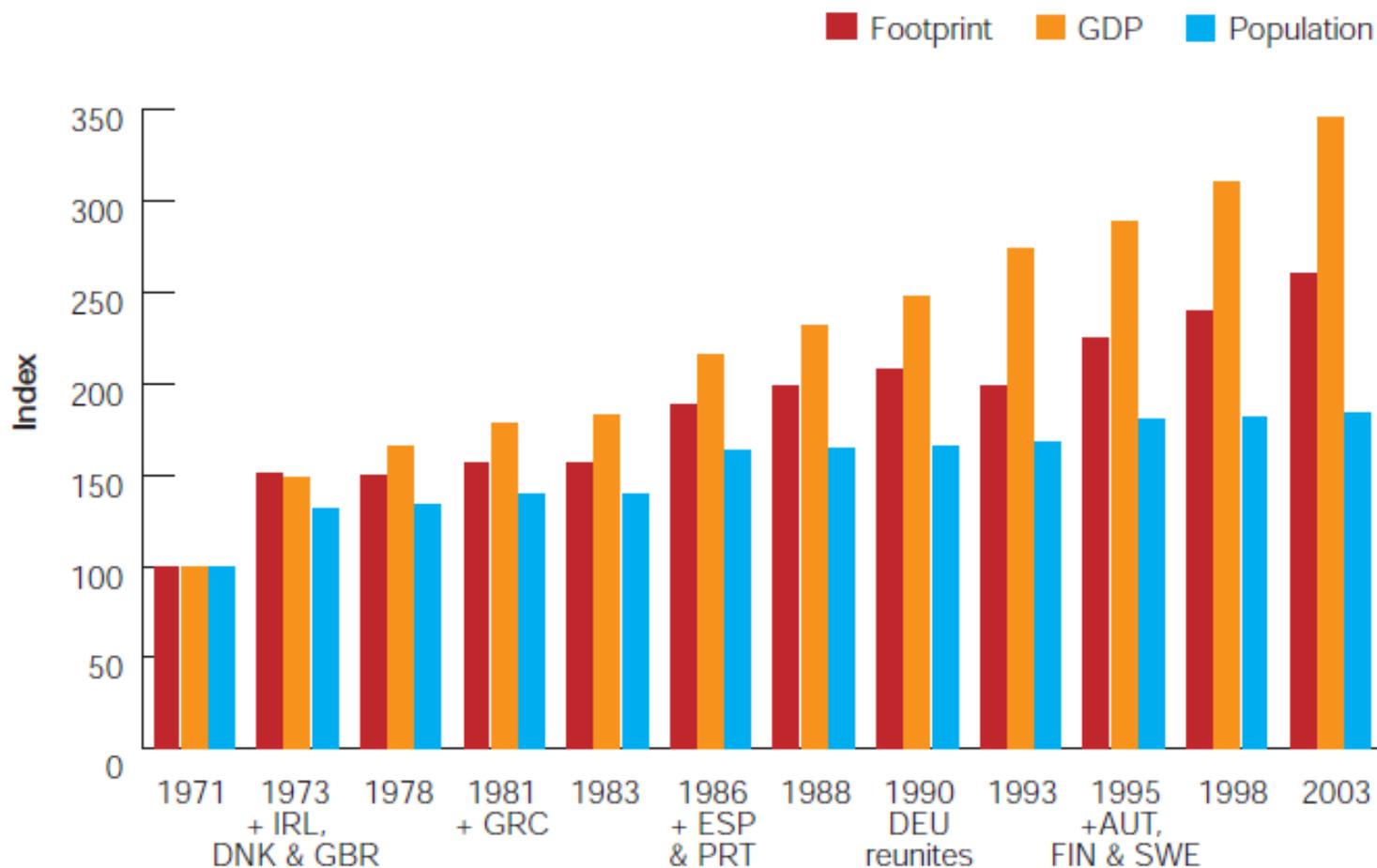
SIZE MATTERS Canada's Ecological Footprint, by Income By Hugh Mackenzie, Hans
Messinger, Rick Smith, June 2008
(http://www.policyalternatives.ca/sites/default/files/uploads/publications/National_Office_Pubs/2008/Size_Matters_Canadas_Ecological_Footprint_By_Income.pdf)

CHART 3 Footprint Comparison of the Bottom and Top Deciles (GHA/CAP)



SIZE MATTERS Canada's Ecological Footprint, by Income By Hugh Mackenzie, Hans Messinger, Rick Smith, June 2008
(http://www.policyalternatives.ca/sites/default/files/uploads/publications/National_Office_Pubs/2008/Size_Matters_Canadas_Ecological_Footprint_By_Income.pdf)

Fig 2: EU's total Ecological Footprint, GDP, and population growth, 1971-2003
(Index, 1971=100)



EUROPE 2007: Gross Domestic Product and Ecological Footprint
http://assets.panda.org/downloads/europe_2007_gdp_and_ef.pdf

.Questions / Provocations 2

2. EARTH [KNOWLEDGE]:

Why do we still (or increasingly) cling to the “opium for the masses” (religion and irrational beliefs of all sorts) when scientific understanding of how the world works, and came into being, clearly allows us to liberate us from those crutches born out of fear?

In other words: *Do we know what we are doing?*



«Was können wir wissen?»

«Was sollen wir tun?»

«Was dürfen wir hoffen?»

(Immanuel Kant)

.Questions / Provocations 3

3. HUMAN POPULATION: Why do we pretend that the P (for population) in Ehrlich's "I = PAT" formula doesn't count?

Paul Ehrlich's "I = PAT" formula is used to describe the impact of human activity on the environment: **human impact (I)** increases with increasing **population (P)**, with increasing **affluence (A)** and with increasing resource intensity of **technology (T)** (Ehrlich 2013)

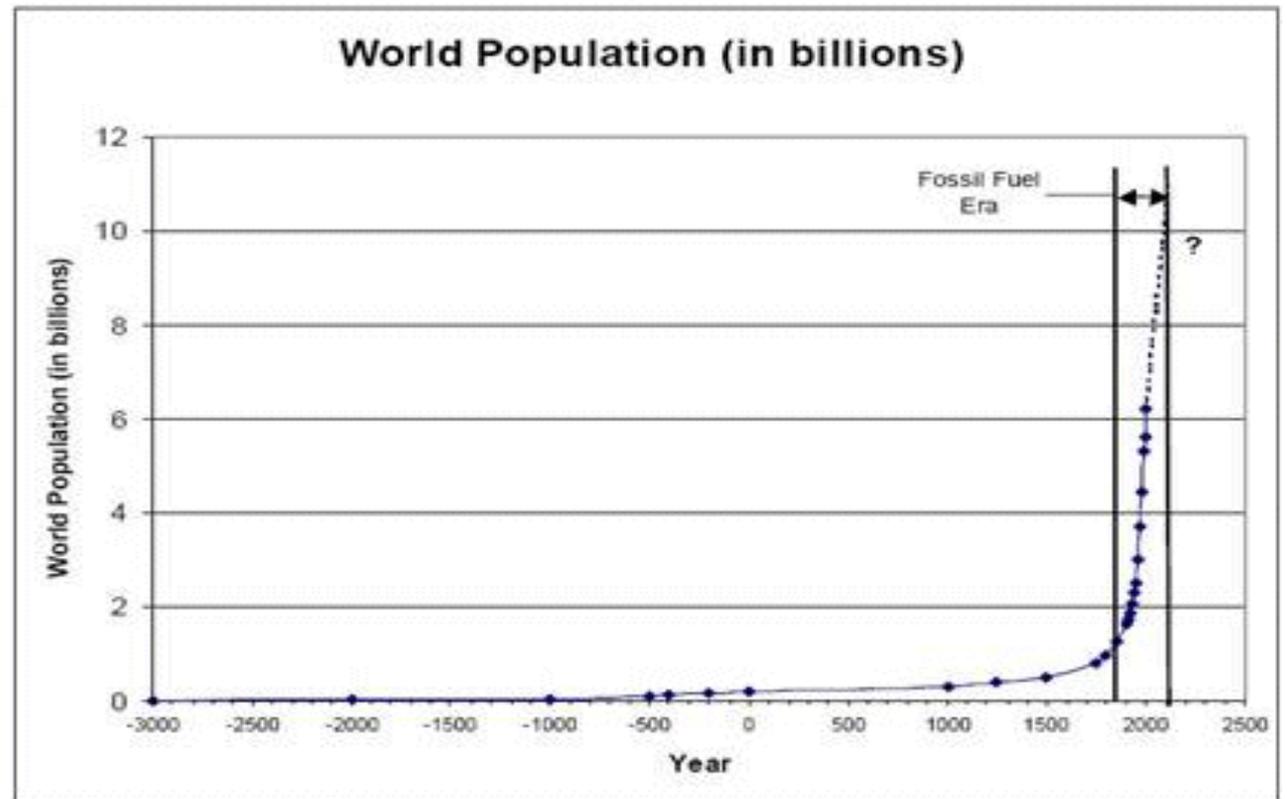
$$I = P \times A \times T$$

I → Total impact

P → Population

A → Affluence

T → Technology



•Questions / Provocations 4

4. Ignoring at our peril: the hegemonic discourse: neoliberal economics, embellished with ‘democracy’, ‘freedom’ and ‘progress’

Or: ECONOMY: Why do we stick to an economic system which consistently destroys democracy and sound social ties, and the planet?

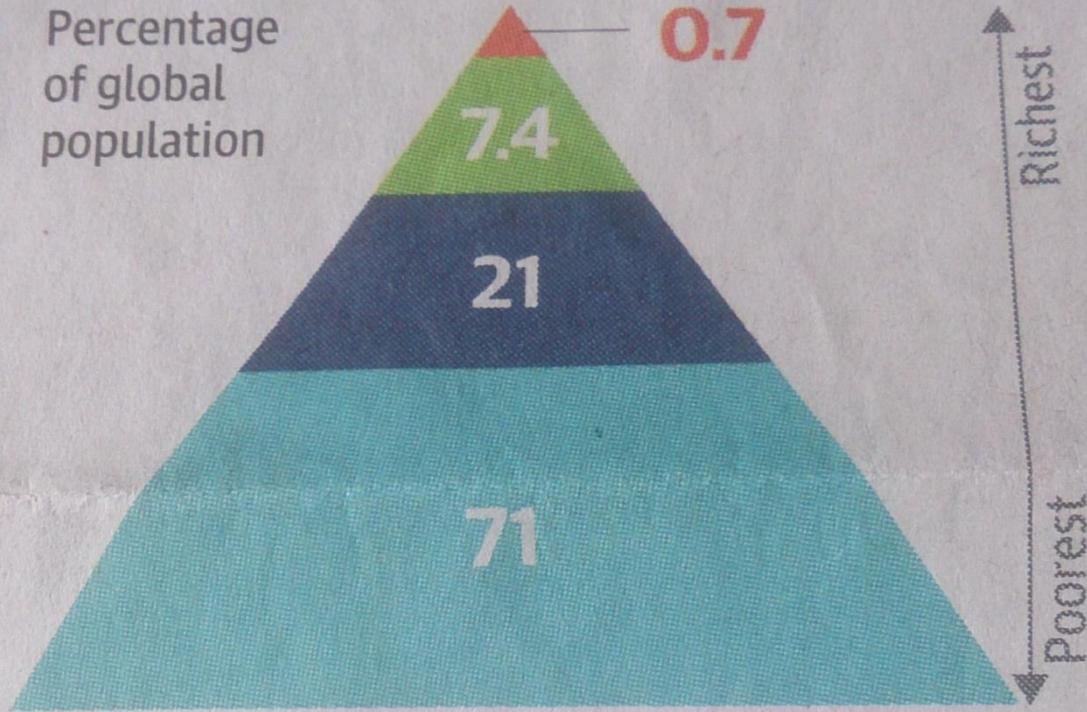
Or: EMPOWERMENT: Can we be sustainable if we are not democratic? Why don't we question of power and distribution of power in our societies?

Or: EQUALITY: Do we not need to make the rich a lot poorer (to narrow the gap between rich and poor) if equal societies are a lot healthier, safer, more just and trusting?

Or: EQUIPMENT: If human happiness and health depends on conviviality and community, why do we still believe (!!!) that technology is going to liberate us?

The global wealth pyramid

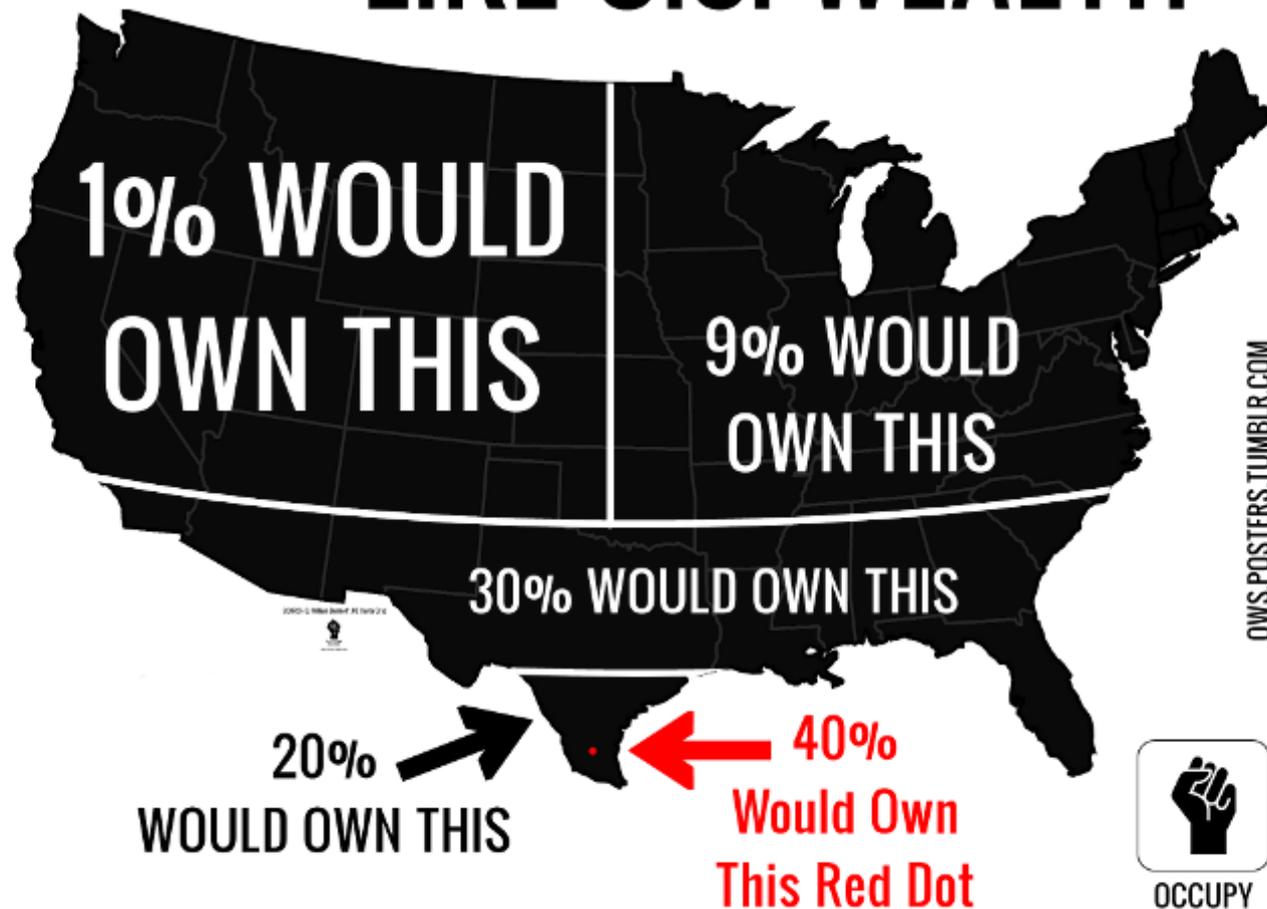
Percentage of global population



	Wealth range, \$000s	Number of adults	Total wealth \$trn
	>1000	34m	112.9
	100-1000	349m	98.5
	10-100	1,003m	31.3
	<10	3,386m	7.4

SOURCE: CREDIT SUISSE

IF U.S. LAND WERE DIVIDED LIKE U.S. WEALTH



Health and social problems are worse in more unequal countries



Source: Wilkinson & Pickett, *The Spirit Level* (2009)

THE EQUALITY TRUST

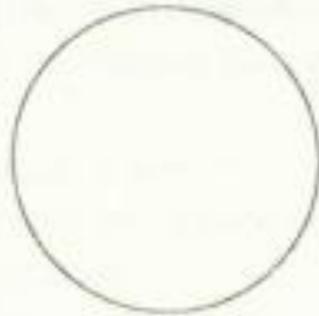
Quelle: <https://www.equalitytrust.org.uk/why-more-equality>

.Questions / Provocations 5

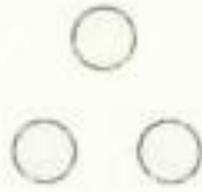
5. **SYSTEMIC UNDERSTANDING:** Why do we continue to focus on parts, if the whole is far more crucial?

Most behavioral models, sets of competencies etc. of EE & ESD are reductionist and linear and start from the concept of the autonomous individual.

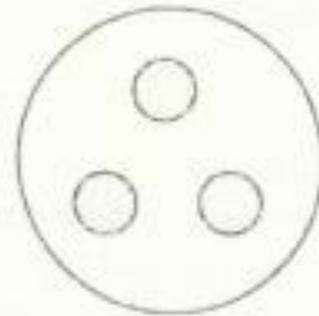
EE & ESD need to become systemic and truly respect the (inter-) dependence of human beings on the biosphere and each other (see bacteria, air, love, concept of self, working of brain,)



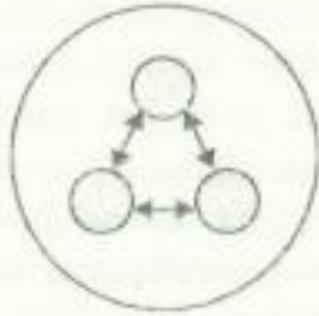
(a)



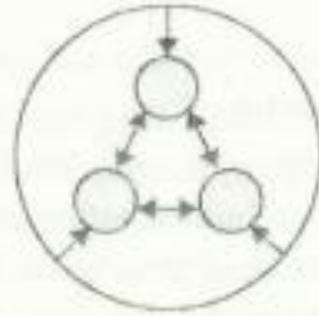
(b)



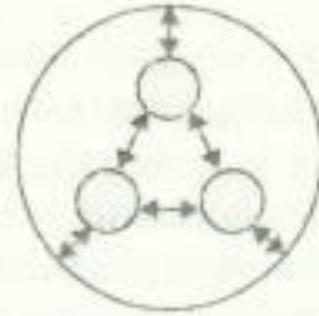
(c)



(d)

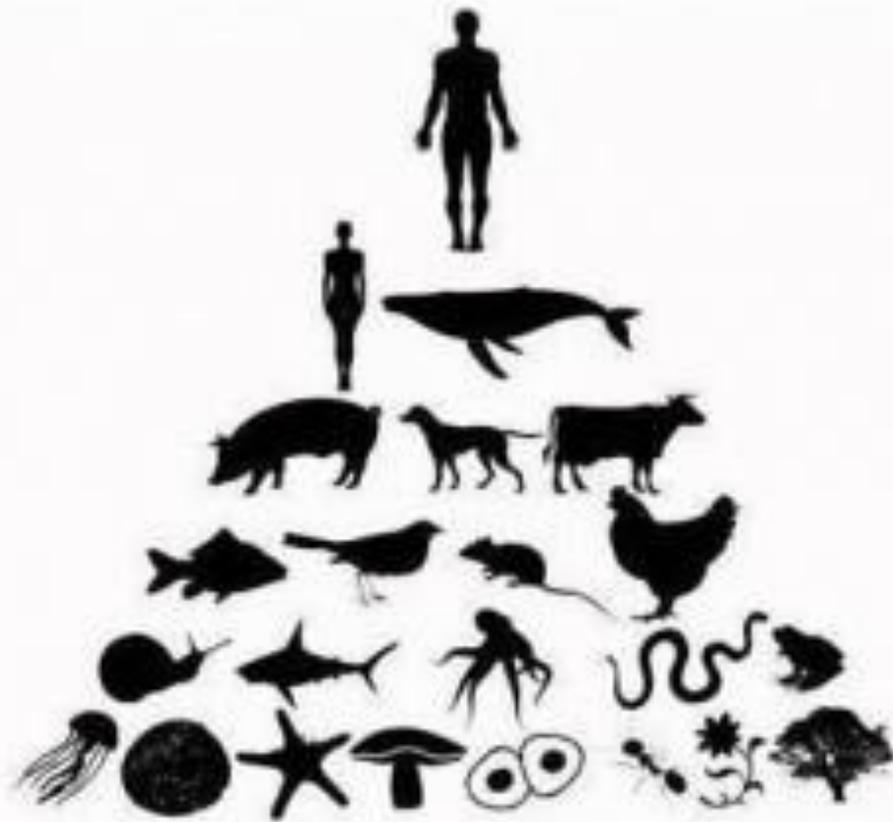


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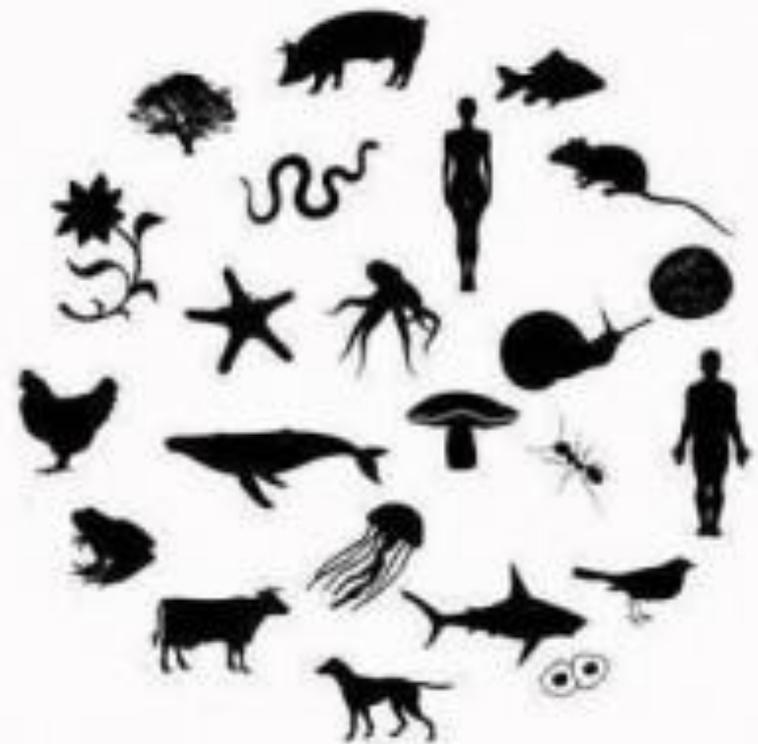


(f)

EGO

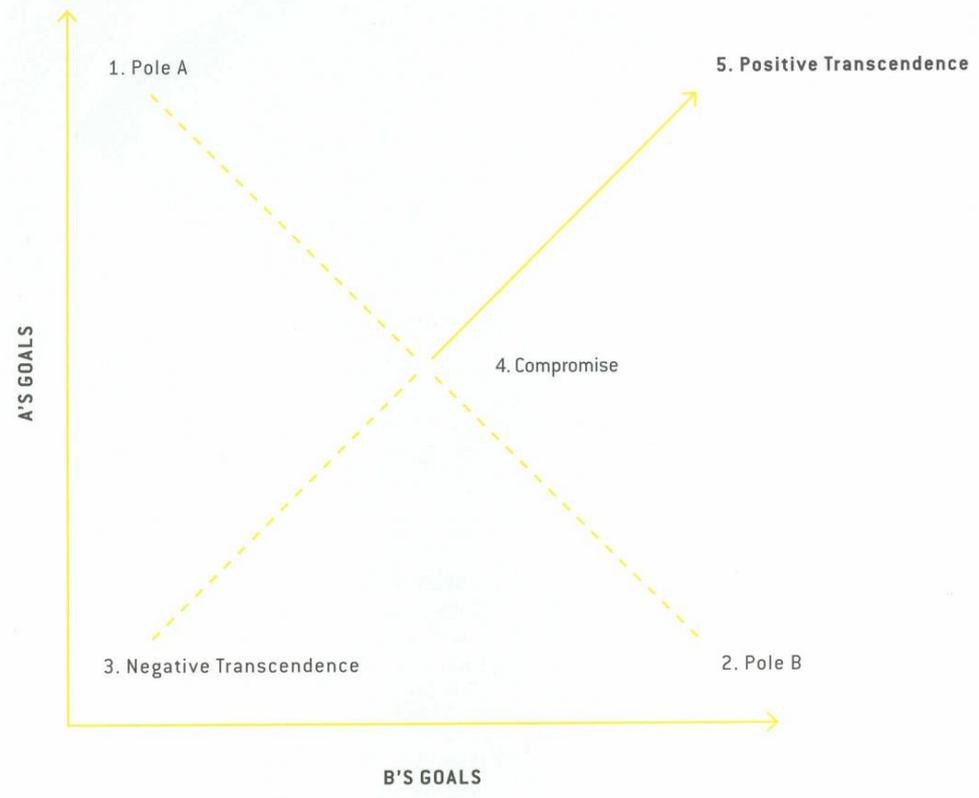


ECO









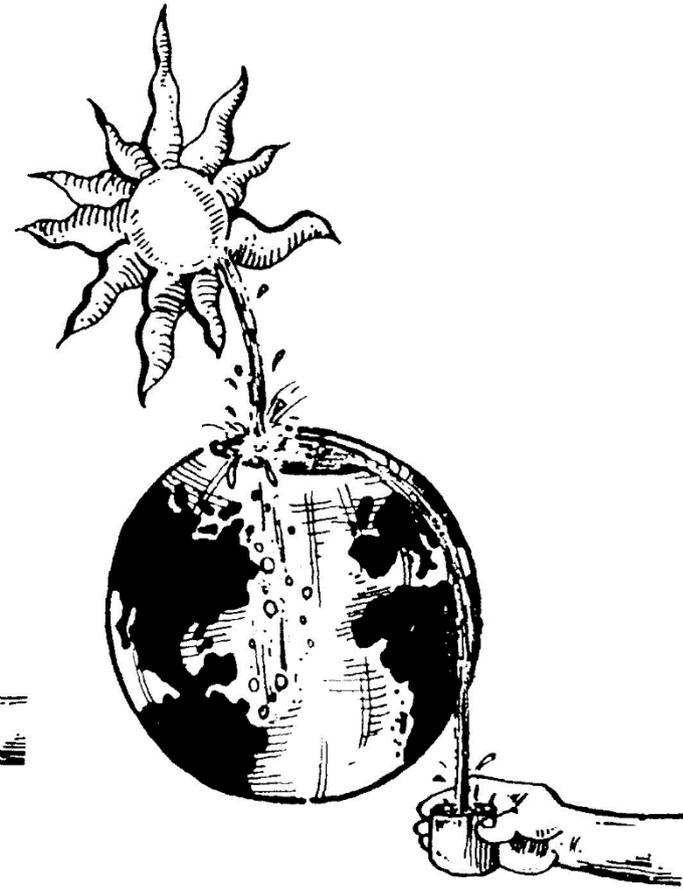
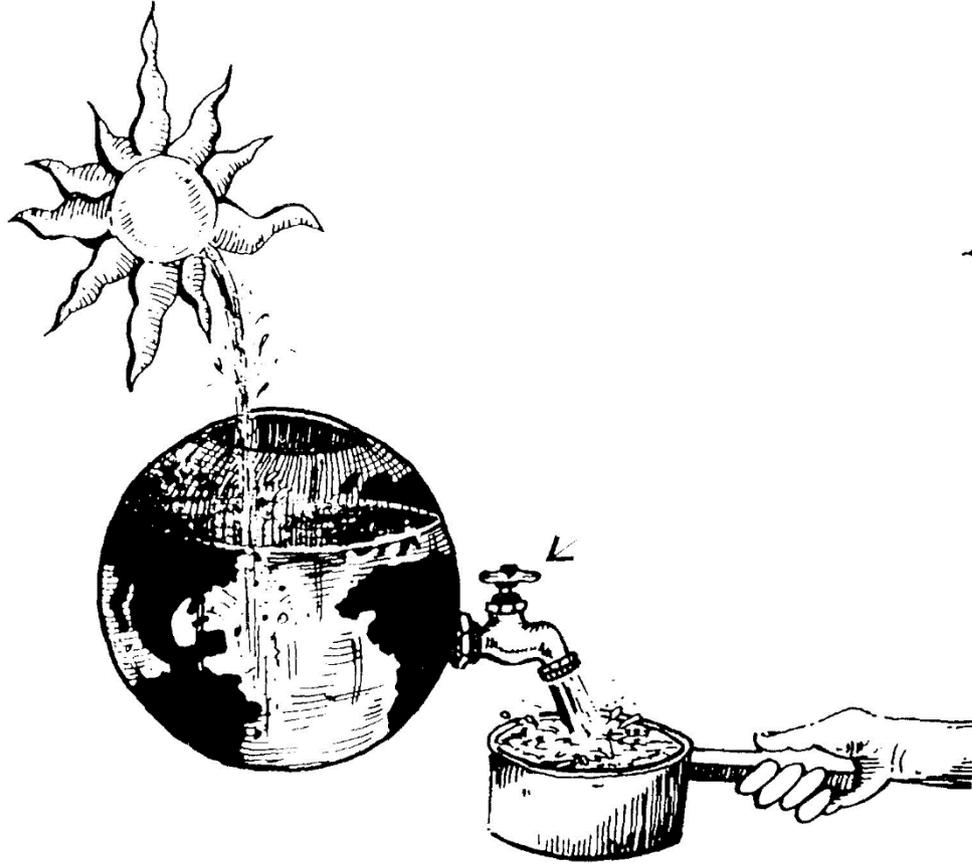
.Questions / Provocations 6

6. EE & ESD which ignores the fundamental facts of life on this planet should stop call itself such:

EE & ESD that does not ...

- ... lead to a profound understanding of the uncontroversial scientific facts confirming these limits, in other words that “the Earth ecosystem is finite, non-growing, materially closed, and while open to the flow of solar energy, that flow is also non-growing and finite” (Daly 1996: 49) , and ...
- ... make sure that this understanding informs all of what we think and do, ...

... cannot in earnest be called an education which contributes to a sustainable future



.Conclusions

Thank you!!!

1. Nike Paech: “The time of excuses is over.”
2. Means:
 - No reductionism, no short sweet messages to take home: embrace the whole systemic caboodle. So: RTFM (read the f***ing manual, i.e. read the book)
 - Except, maybe:

Do not delegate to others (nature, future generations, other people) what *you* should do

... and....

.Conclusions

“The experience that we have of our lives from within, the story we tell ourselves about ourselves in order to account for what we are doing, is fundamentally a lie – the truth lies outside, in what we do.”

(Zizek 2008: 47)

**Vielen Dank fürs Zuhören,
Provozierenlassen, Mitdenken &
Mitdiskutieren!**

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