



THE AUSTRALIAN NATIONAL UNIVERSITY

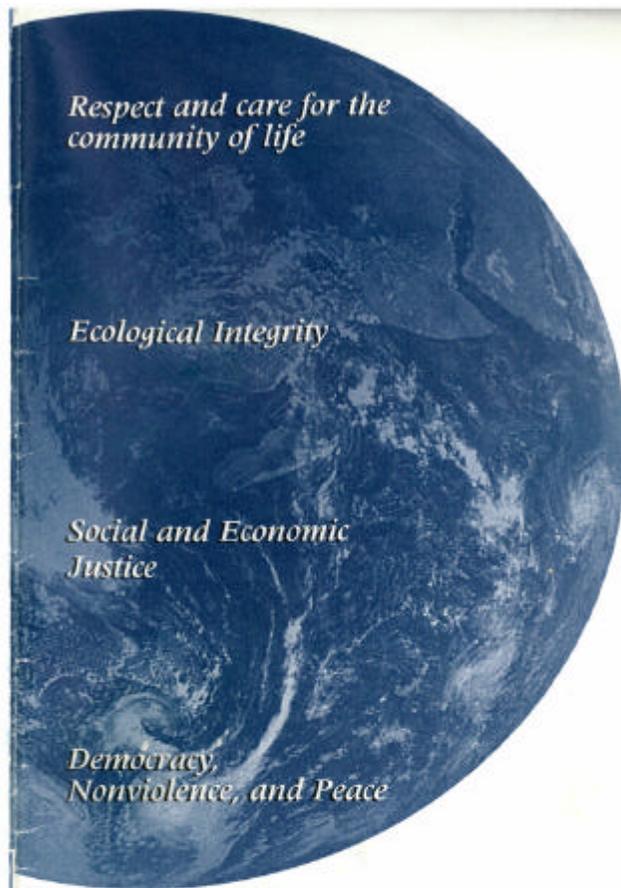
Bringing the Earth Charter to Life

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*Respect and care for the
community of life*

Ecological Integrity

*Social and Economic
Justice*

*Democracy,
Nonviolence, and Peace*

The Earth Charter

*Values and Principles
for a Sustainable Future*

Respect and
care for the
community of
life

Ecological
integrity

Social and
economic
justice

Democracy,
Nonviolence
and peace ²

Earth Charter in action

- ✓ Personal compact with yourself
- ✓ Global educational program
- ✓ Catalyst for collective dialogue
- ✓ Guide to action for groups world-wide
- ✓ Values framework for policy and planning
- ✓ Professional code of conduct
- ✓ Soft law instrument

Content of social transformation

Magna Carta
1215

Bill of Rights
1791

Earth Charter
1995

**Wicked
problem**

physical
oppression

religious
oppression

oppression of
natural world

**Human
condition**

rulers/serfs

elites/workers

rich/poor

Power shift

king to
nobles

privileged to
all citizens

individual to
collective

Enforcement

rule of law

rule of law

civil society

Status of social transformation: GEIG*, EC*

The wicked problem*

- from risk avoidance to a sustainable future
- from exploitation to environmental justice

The human condition*

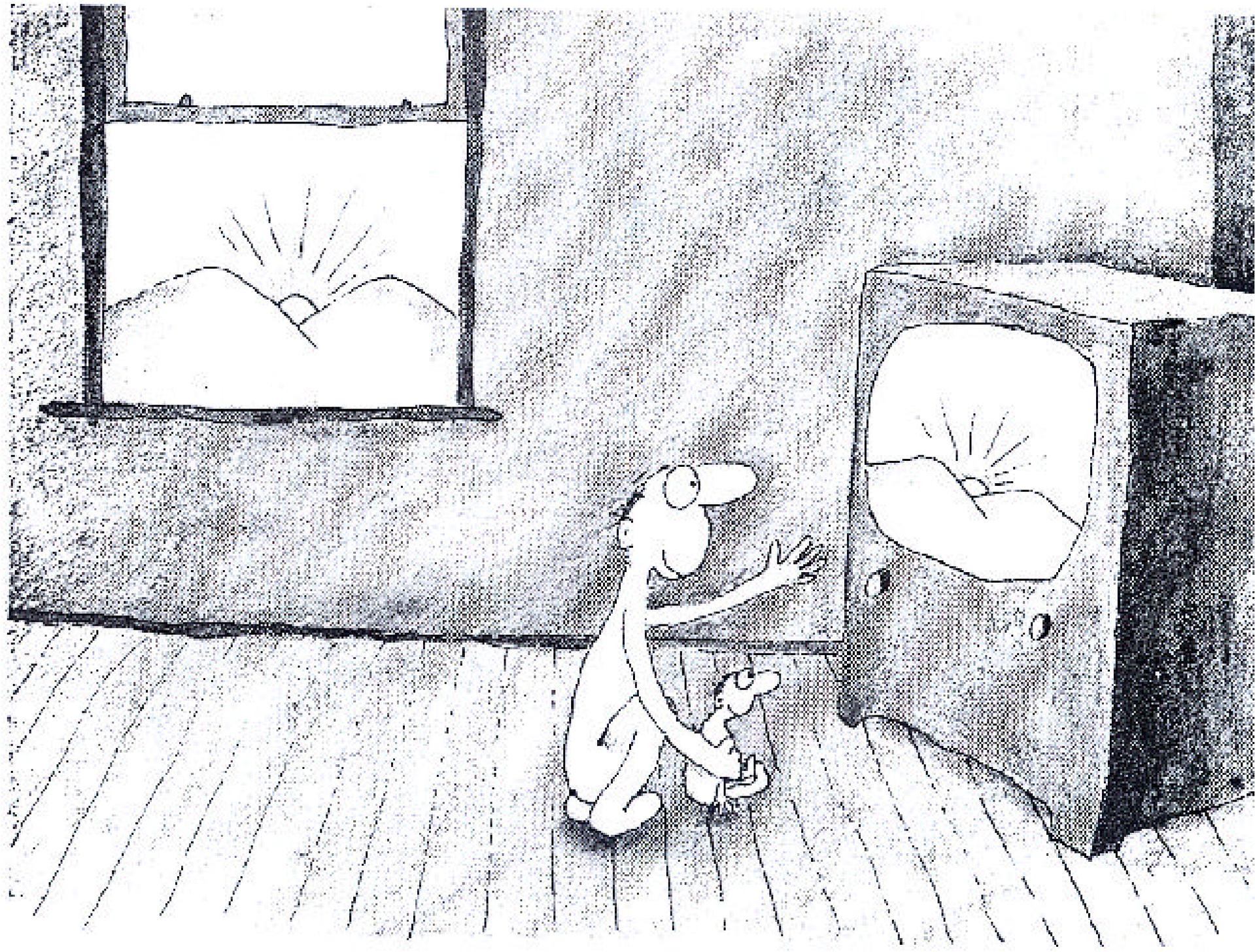
- from victim to global citizen
- from greed to equity

The power/knowledge shift*

- from individual to collective construction of knowledge

Enforcement*

- from formal organisations to civil society



Local Sustainability Project

10 Field studies 1996-2002

Research method:

Collaborative action research

Research theme:

Collective decision-making linking:

Individual change agents

Community engagement

Professional reorientation

Organisational learning

Holistic focus

Findings: Separate knowledge cultures

1. Resource needs

Community:	Networks
Specialists:	Research funding
Strategists:	Negotiation space
Integrators:	Collaboration

2. Power and authority:

Community:	Own experience, trust
Specialists:	Own discipline, reputation
Strategists:	Legislation, political power
Holists:	Setting the direction, focus

3. Timescale:

Community:	Time to act is now
Specialist:	Time for reliable research
Strategists:	Time to check the numbers
Holists:	Time to coordinate players

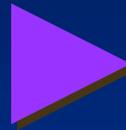
Knowledge cultures: content

INDIVIDUAL



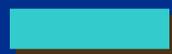
Own lived experience

COMMUNITY



Shared events

SPECIALISED



Sociology, economics,
environmental science

ORGANISATION



Strategic agendas

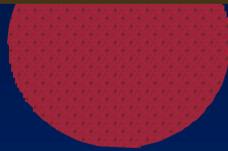
HOLIST



Focus

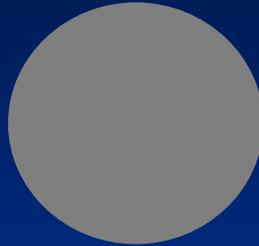
Knowledge cultures: forms of defence

INDIVIDUAL



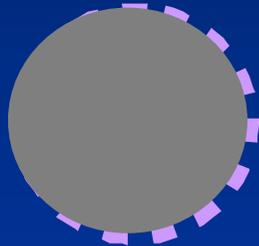
Subjective, Biased

LOCAL



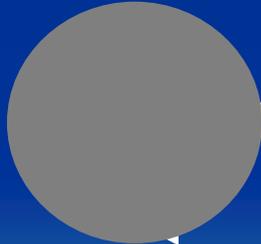
Gossip, Anecdote

SPECIALISED



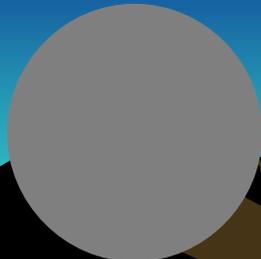
Jargon, Stereotype

STRATEGIC



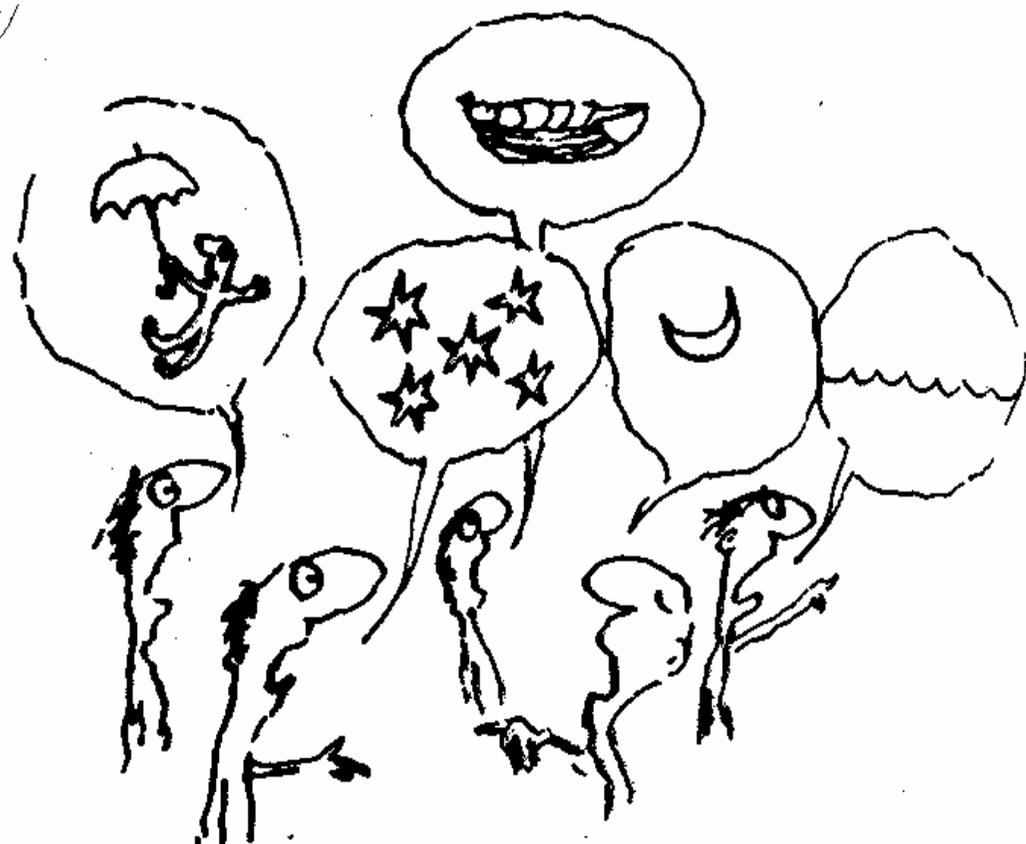
Deals, Mates

HOLIST



Airy-fairy, Unrealistic

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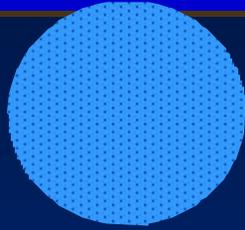


ORDER PLEASE
.....
ORDER!



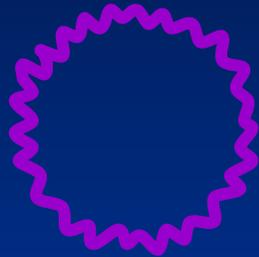
Knowledge cultures: structure, type of evidence

INDIVIDUAL



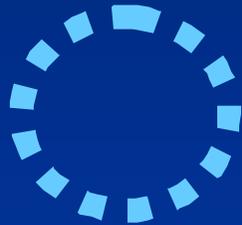
Introspective

COMMUNITY



Social (norms, rules)

SPECIALISED



Empirical (facts)

ORGANISATION



Ethical (goals)

HOLIST



Aesthetic (creative leap)

Commonsense questions & nested knowledges

INTROSPECTIVE

What can I do?

SOCIAL

What could be?

EMPIRICAL

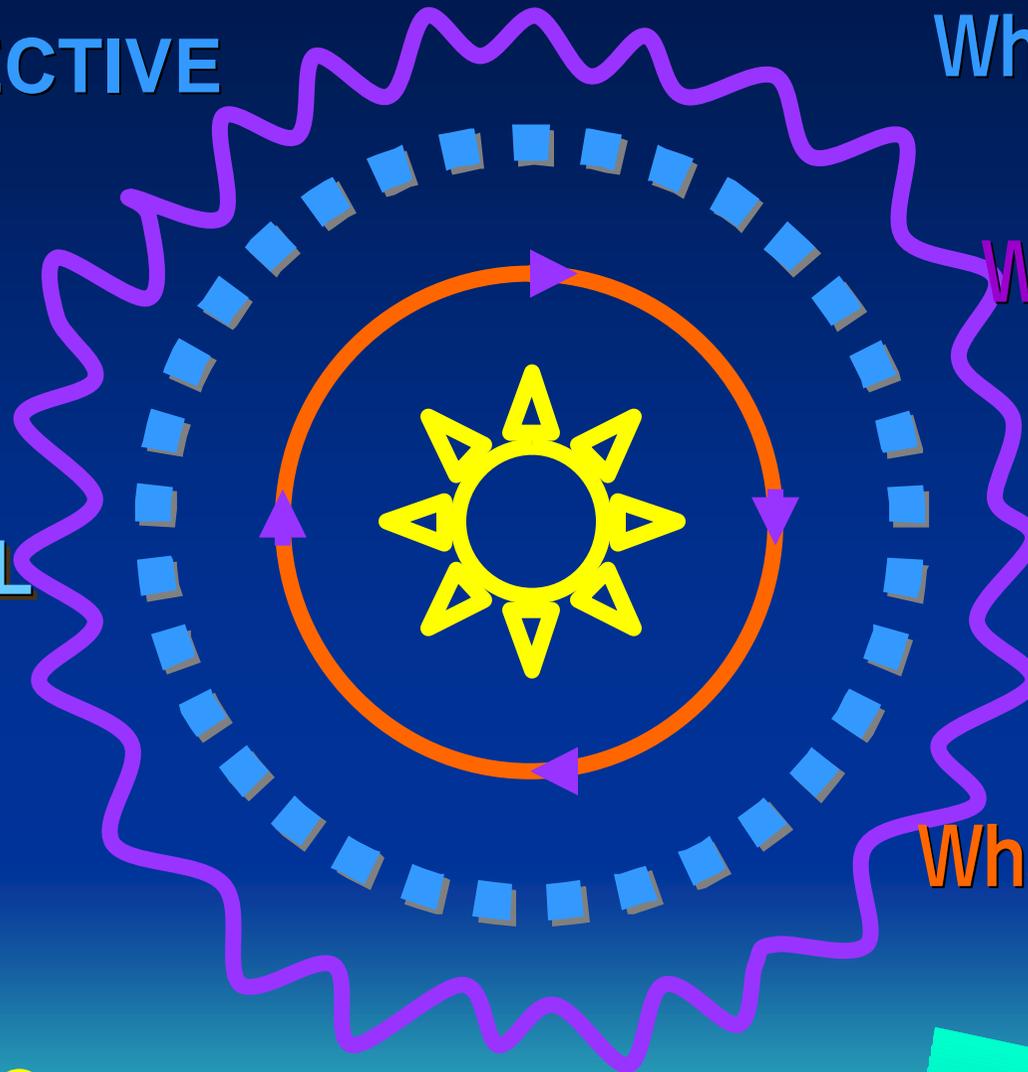
What is?

ETHICAL

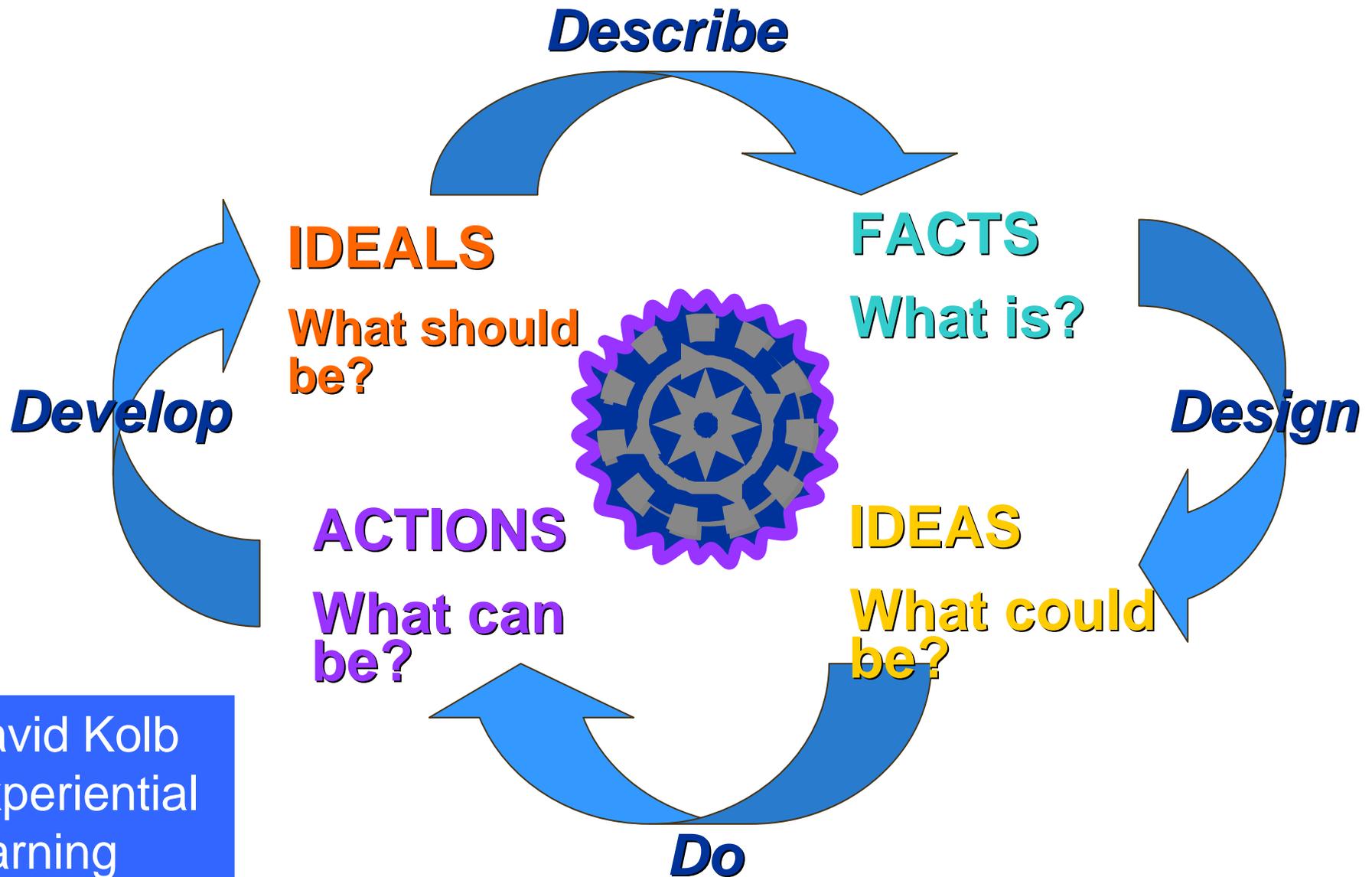
What should be?

AESTHETIC

What is the core of the matter?



Collective Learning Cycle



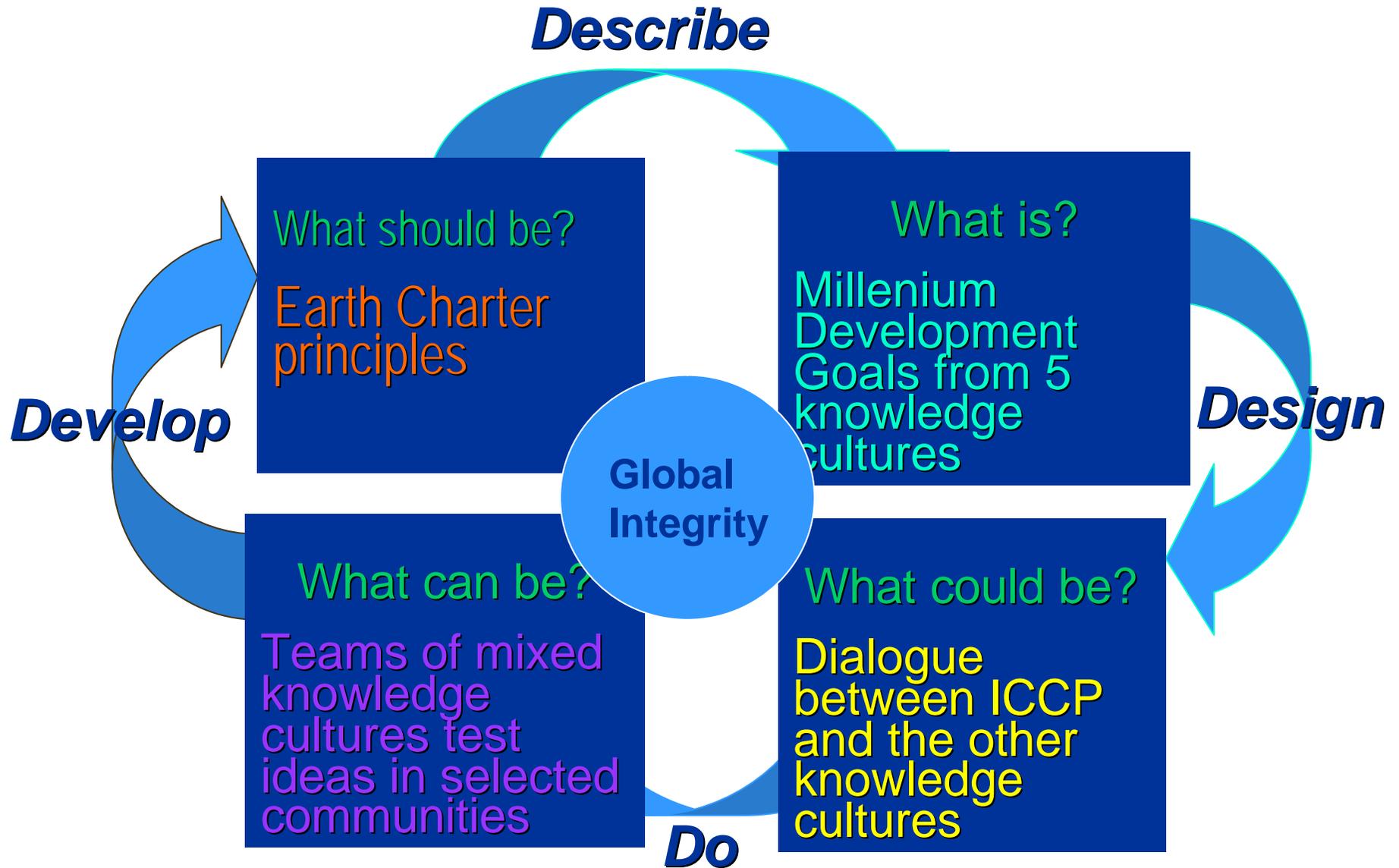
David Kolb
Experiential
learning
cycle 1984

Collective Learning Cycle

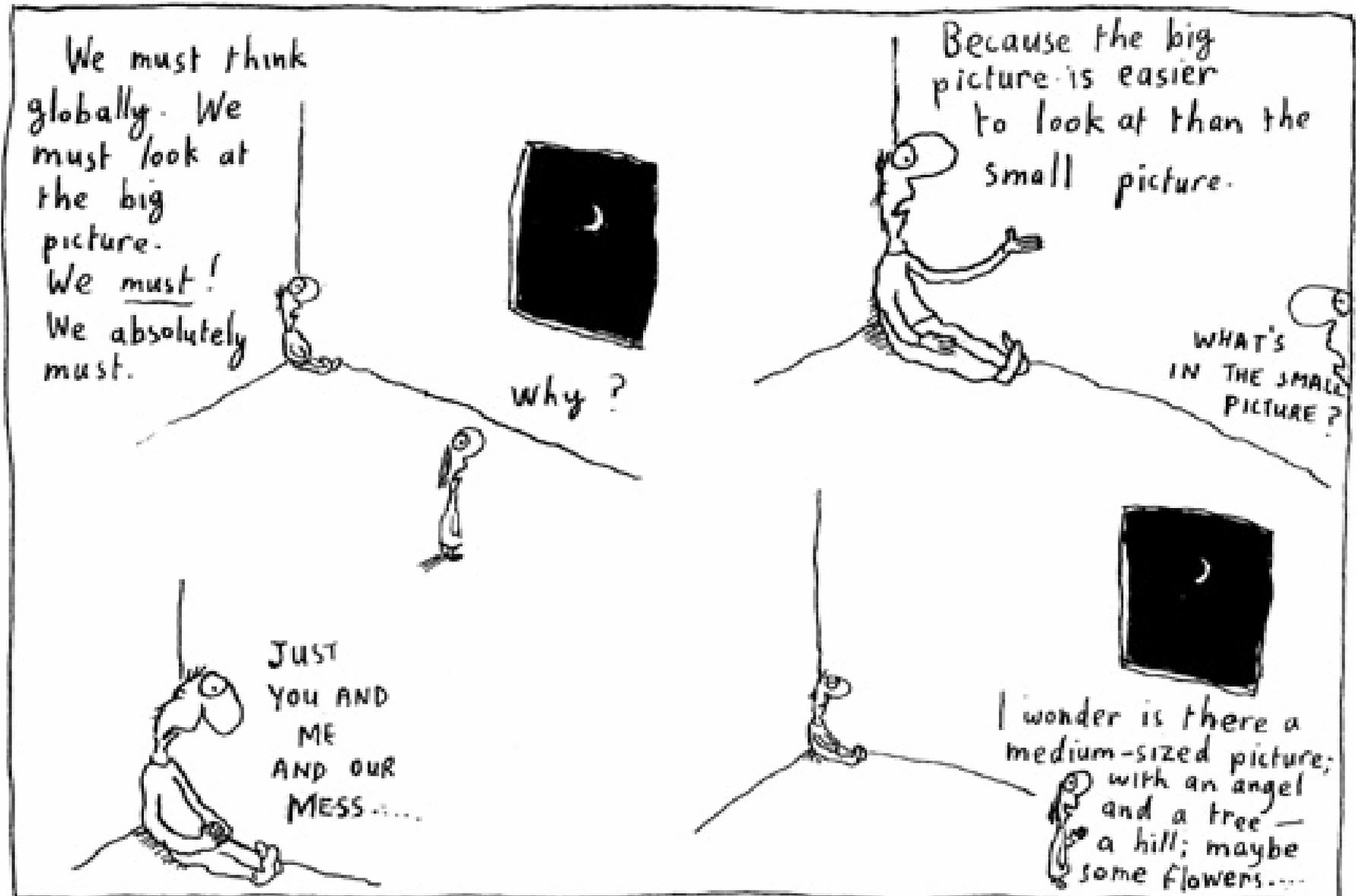


After
Kolb
1984

Example : Global warming



Social transformation to collective knowledge and action



Collective Knowledge–Mutual Learning Cycle

