Spectrum of Inclusive Resilience

Designing and Assessing Climate Justice Education

Adaptation

SPECTRUM, NODE 1: ADAPTATION

- ✓ Not focused on transforming current power structures or changing paradigms
- ✓ Strives to maintain or return to status quo or "business as usual" and sees current state as normative
- ✓ Focus on ameliorative technologies and mitigation
- ✓ Single dimensioned, linear, analytic, classifying, and mechanistic ways of knowing
- ✓ Tends to be more static, deterministic, and hierarchical pedagogically
- ✓ Oriented to risk, control, management, rights
- ✓ Sees oppressed (and learners) as something to be managed or a problem to be solved or dealt with

Spectrum synthesis quoted and adapted from Adger (2006), Agyeman, Bullard, & Evans (2003), Bahadur, Ibrahim, & Tanner (2010), Bigelow & Swineheart (2014); Brown, Dyal, & Del Rio (2012), Burkett (2008), Clugston, Calder, & Corcoran (2002), Crowell (2013), Downey et al/EE Capacity (2013), Earth Charter (EC, 2000), Environmental Justice Principles (EJP, 1991), Gardiner et al (2010), Holifield, Porter, & Walker (2009), Krasny & Dillon (2013), Krasny & Tidball (2009), Lotz-Sisitka (2009), Pelling (2011), Price, Simmons, & Krasny (2014), Schlosberg & Collins (2014), Selby & Kagawa (2009), Shue (2014), Slaby et al (2007), Taylor (2000), Tidball & Krasny (2011), and others.

Transition

SPECTRUM, NODE 2: TRANSITION

- ✓ Moves towards transformation, still oriented around structures of domination & control
- ✓ Might not focus on multiple scales (personal, social, structural, etc.)
- ✓ Begins to connect ecological and social dimensions, with nascent movement towards interrelation and transformation of systems
- ✓ Pedagogical methods begin to diversify
- ✓ Begins to honor indigenous and community-based ways of knowing and acting

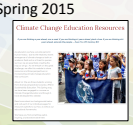
Transformation

SPECTRUM, NODE 3: TRANSFORMATION

- ✓ Justice orientation
- ✓ Systems thinking deeply integrated, including accepting transformational change
- ✓ Embeds Environmental Justice Principles and Earth Charter
- ✓ Radical transformation of current structures, power, and paradigms Pedagogically diverse approaches include experiential, immersive, holistic, imaginal, and relational
- ✓ Oriented towards community, change and action
- ✓ Nurtures community and learner agency, strengths, and meaning

Metasynthesis with Multiple Case Application

Case 1: Formal Graduate Education - Climate Change Education Course for Doctoral Sustainability Education Course (Prescott College, Prescott, Arizona) – Spring 2015



Case 2: Nonformal Adult Community Project Incubator - Women's Climate Justice & Gaian Resilience Certificate - Mentored Action Learning Project Social Incubator - Institute for Earth Regenerative Studies, Women Empowering Climate Action Network (WE-CAN Program, Portland, Oregon) – 2015-2016

WE-CAN

Abstract: Developed by meta-synthesis and refined by multi-case application, this research offers a three-tier spectrum to assess and design for depth of implementation of transformative climate justice approaches in curricula and projects, to avoid greenwashing and move more deeply towards social transformation, community-based action, inclusion, and resilience in environmental education.

Summary. The spectrum portrays three nodal clusters for climate justice education, with eighty summative statements and detailed descriptors. It describes trajectories from mitigation through transition to transformation of curricula, systems, and structures. It includes detailed statements for each node on the spectrum. Proactive application by educators, researchers, and program designers would produce more transformational designs within their climate change and climate resilience projects and curricula. Additionally, multiple reviewers could assess current curricula with the spectrum.

Vibrant Practices & Dimensions – Climate Change Education for Justice and Resilience

- ✓ Social & Holistic: Social and holistic learning processes rather than formal; flexible learning and emergent curriculum approaches that embed climate change learning and action within community contexts (CCE-5, Kagawa & Selby, 2009, p. 242; Crowell, 2013)
- ✓ All-Age & Project-Based Learning
- ✓ Transdisciplinary Approaches (Krasny & Dillon, 2013): Climate change education must happen within interdisciplinary and multidisciplinary frames (Kagawa & Selby, 2009, CCE-2)
- ✓ Multiscale Thinking and Dimensions; Cross-Boundary and Cross-Temporal Dimensions (Gardiner, 2006; Crowell, 2013)
- ✓ Systems Thinking (Downey/EE Capacity, 2013; many)
- ✓ Collaborative, Creative, Artistic, Ethical, Visionary, & Transformative
- ✓ Social Learning: Requires socio-ecological dimensions and thinking and catalyzes community action (Pelling, 2011; Krasny et al)
- ✓ Meaningful and Multiperspectival: Dynamically revisited from multiple perspectives and personally meaningful and important content (Crowell, 2013, p. 89)
- ✓ Glocal: Locally empowered and relevant (many); Must include global dimensions (Kagawa & Selby, CCE-3, p. 242)
- ✓ Embodied & Empowered: Catalyzes Justice, Empowerment, Community-Based Learning and Power Shifts

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