Potentials and problems of Latvian Great Cleanup in the context of sustainable education

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Sustainable development today

Education on sustainable development makes people to act with responsibility on daily life; realize themselves according to social, cultural, economic and natural environment [Wals, Jickling, 2002], [Rieckmann, 2012], [Shephard, 2007], [Sammalisto, Lindhqvist, 2008], [Corcoran, Wals, 2004]. It is getting more clearly that radical changes have to be made – changes including economic and social reforms. But it is something more than focusing on garbage and pollution; we need to concentrate on introducing the new principle of consumption, production and distribution. Education on sustainable development includes improvements of the quality of basic education, switching to sustainable education, improving of civil consciousness and education in all social groups and levels.

The Great Cleanup

The goal of this event, which has been taking place since 2008, is “to make Latvia and Baltic sea region the cleanest place on world’s map”. It is possible to include in discourses of The the Great Cleanup not only topics on ecology and ethics, but also ethnography, culturology, history (the term great communal work is very close to Saturday’s communal work – a mass campaign of cleaning environment in former post communistic countries), sports, language and literature.

Organizers of the Great Cleanup

The organizers are several successful and well-known public and private companies: JSC Rīgas Brīvosta (Freeport of Riga) – the largest port in Latvia; State JSC Latvijas Valsts meži (Latvian State Forests), Latvijas Valsts meži provide hunting and recreation services, produce seedlings and offer subterranean resources to the market: sand, gravel, turf; JSC Arčers is a construction company that does construction, manufactures and installs PVC and aluminum windows, doors and glazed structures.

Supporters of the Great Cleanup

Informative support for the Great Cleanup comes from well-known media with audience groups wide and diverse in age, social and cultural levels: the Latvian news internet portal Tvenet.lv, Latvijas Radio2, TV channels 24Riga, LNT and First Baltic Channel, info portal 1188, the National Information Agency Leta, news portal Ecomedia. The sponsors of the campaign are the Ministry of Environmental Protection and Regional Development, the Latvian Environmental Protection Fund, the Association of Latvian Waste Management Companies, retail network stores Rimi, shipping group DHL, State JSC Latvijas Dzelzceļš (Latvian Railroad), which is one of the largest companies in the country providing the organization of rail transport services in the territory of Latvia and the management of Latvian railways, environmental services company Clean R. The gratitude of the Great Cleanup organizers traditionally are expressed to the Latvian Association of Local and Regional Governments, Latvian Presidential Chancellery and Translation Office Valodu koks (Language tree).

Study results and issues

Methods: focus group interview with the brainstorm and 12 primary and secondary school teachers. As a result of this combined method, potentials and problems of the Great Cleanup were discussed, among which contexts of elementary and secondary school subjects in fields of ethnography, culturology, geopolitics, economics, language and literature studies, historical and sports were highlighted. Ethnographic and culturological potentials seem to be ones of the most grateful potentials in the context of sustainable education: usually this is a clear and story-rich material that can be presented to learners of different ages. Geopolitical and economic potentials are related to the most updated information around us: the social, demographic characteristics of counties in relation to regional economy, its development and its priorities. Language and literacy studies potentials and history lessons in the context of sustainable education can be seen in a large number of aspects, from which the participants of the research highlighted the semantic and axiological aspects. Sports potentials today are no less important than others: in the concept of sustainable education, which is characterized by anthropocentricity according to the science paradigm, the human body is a reflection of his spirit.

References


Incorporating sustainability into business school curricula: From design to implementation and back again
Susan E. Marcus, PhD & Eileen Schiffer, PhD | Marylhurst University, Marylhurst, OR, USA

Key Partners & Feedback Loops
- Practitioner faculty with current, relevant experience and a commitment to sustainability
- Program Curriculum and Instructional Design Specialists
- Employers seeking the value-added these students bring to business decisions
- Motivated and diverse students with a passion for sustainability

Faculty Excellence
- Faculty onboarding with rigorous training in adult and online learning best practices
- Community-building for and with faculty, students, employers, and alumni
- Mentoring, regular course reviews, coaching, quarterly faculty meetings, biannual peer reviews
- A robust and stable online learning management system
- Wraparound support services for students and faculty
- Ongoing interactions with local, regional, national, and international sustainable business communities
- Admissions department with understanding of the program and the market it serves

Value Proposition
- An MBA in Sustainable Business combines solid, rigorous, traditional business learning outcomes with decision making using a sustainability lens, to produce:
  - Problem solving through critical thinking and analysis
  - Competency in traditional business content areas
  - Business conducted with multiple indicators of success
  - Decisions using a sustainability lens that includes economic, cultural, social, and environmental impact
  - A community of practitioners
  - A catalog of applied capstone projects representing examples of replicable positive change
  - Solutions to practices that are currently unsustainable

Course Design Implications
- Offer Business Foundations course for non-business undergraduate majors
- Study organizations as whole systems
- Economics and Statistics as relationships with wide stakeholder implications
- Triple Bottom Line aligns with broad definitions of Land, Labor, & Capital
- Law as helping shape the regulatory environment; B-corps, co-ops, maker space innovations
- Accounting as risk management using a multiple, interconnected, bottom line approach
- Access to capital and contracts seeking a sustainability component
- Continuous feedback loop based on SME, student, and employer input

Capstone project bringing it all together
Students produce an extensive applied project demonstrating application and synthesis of program content areas

Measuring Success: Outcomes Driven Design

Indirect Assessments: Student perceptions as measured by course evaluations and program exit surveys

Direct Assessment: Performance via inbound/outbound instruments and Capstone projects

Indirect Assessment
- Students complete an inbound and outbound assessment instrument. The 2012 cohort achieved outbound scores increasing, on average, by 27 points over inbound scores. n=126
- Capstone projects represent the application of student learning. They become important partners managing risk, leading innovation, and helping establish a sustainable competitive advantage for their organizations.

Stakeholder Impacts
Student Capstone, Career Advancement, Organizational Benefits

Tom Fernandez, ’11 delivered a plan for the creation of a boutique hotel in Syracuse. New York as his M.B.A. capstone project. Tom envisioned an adaptive re-use, upcycling a 1920s Jewish Temple into a LEED Platinum certified hotel. Tom’s vision became a reality when Hotel Skyler Syracuse opened its doors in 2011.

Morgan Gary, ’12 produced a capstone project that evolved into Spin Laundry Lounge in Portland Oregon, USA, turning an idea of a community-oriented, sustainably focused laundromat into a reality.

Travis Douville, ’15 completed benefits-cost analysis of high-temperature fuel cells versus microturbines for on-site power generation at a major US hospital.

Arya Bebehani, ’15 Promoted to General Manager, Portland General Electric, Portland Oregon, USA.

Layout adapted from the Business Model Generation canvas map, the framework Capstone students use to map their organizations.
Join the hub: http://www.businessmodelhub.com