

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



Inga Milevica, Alberta college, The University of Economics and Culture, Riga, Latvia

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, Lindqvist, 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 *Tvnet.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 Dzelceļš* (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).

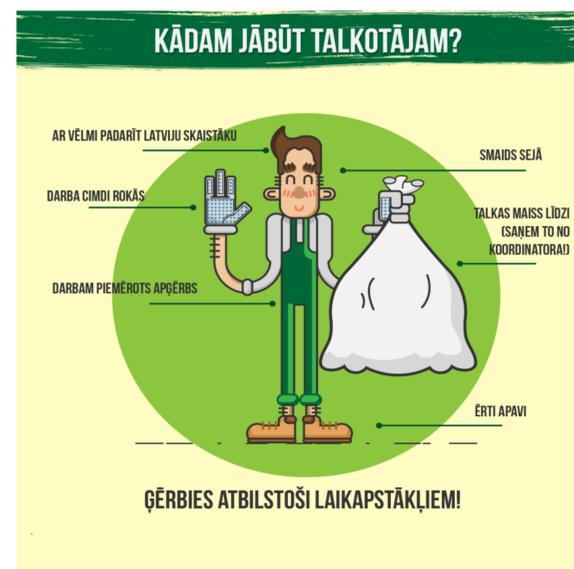


Figure 4. Infographics “What should cleaner be?” with main terms the Great Cleanup, which explain in an attractive and simple manner, what should cleaner’s outfit look like. Source: <http://talkas.lv/2017/04/04/instrukcija-talkotajiem/>

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

- Corcoran, P.B., Wals, A. E. J. (Eds.) (2004). *Higher education and the challenge of sustainability: Problematics, promise, and practice*. Dordrecht, The Netherlands: Kluwer Academic Publishers.
- Sammalisto, K., Lindqvist, T. (2008). Integration of sustainability in higher education: A study with international perspectives. *Innovative Higher Education*, 32 (4), 221-233.
- Wals, A.E.J., Jickling, B. (2002). “Sustainability in Higher Education: From Doublethink and Newspeak to Critical Thinking and Meaningful Learning,” in *Higher Education Policy* 15: 121–31.
- Rieckmann, M. (2012). “Future-oriented Higher Education: Which Key Competencies Should Be Fostered through University Teaching and Learning?,” in *Futures* 44(2), March: 127–35.
- Shephard, K. (2007). Higher education for sustainability: Seeking affective learning outcomes. *International Journal of Sustainability in Higher Education*, 9 (1), 87-98.

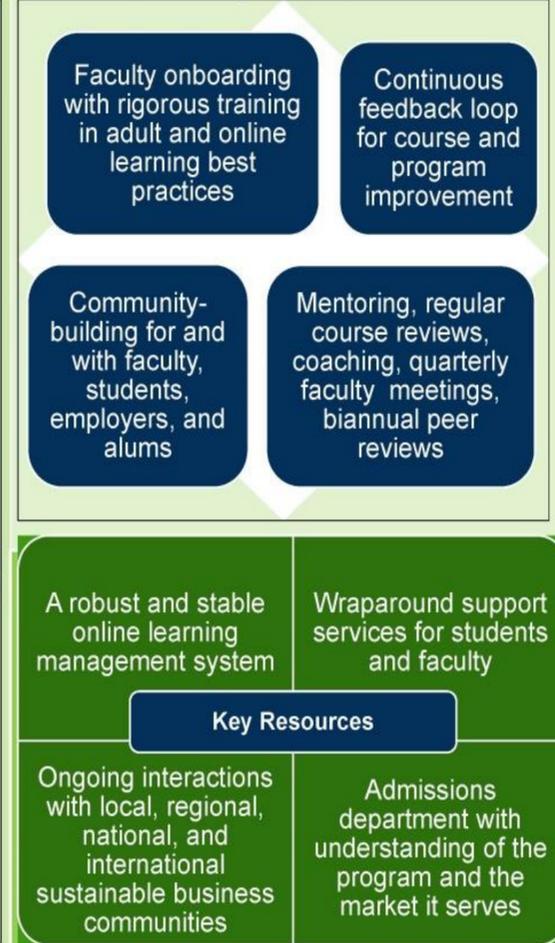
Incorporating sustainability into business school curricula: From design to implementation and back again

Susan E. Marcus, PhD & Eileen Schiffer, PhD | Marylhurst University, Marylhurst, OR, USA

Key Partners & Feedback Loops



Faculty Excellence



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



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

Percentage of students who...

Believed program added value to careers	Would endorse program to others	Felt the program delivered what was promised	Said instructors were committed to their skill development & education	Believed program was suitably demanding
~85%	~90%	~92%	~95%	~98%

n=52

Direct 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 Capstones, 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 her vision 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.