

# Framing the relationship between the environment (nature) and the EREA Community

Mark Eigenraam, Director – IDEEA Group

February 2019

www.ideeagroup.com

# EDMUND RICE EDUCATION AUSTRALIA

### A Framework for Educating for Justice and Peace

- A holistic approach to justice and peace education includes integration of: Head, Heart, Hands, Feet
- A framework approach holistic, connected....

### Our touchstones

- Liberating education engagement, free to build a better world\*
- Gospel Spirituality living within our community (environment\*)
- Inclusive Community fostering relationships, a common good\*
- Justice and Solidarity stand by the marginalised and the earth\*

\*Our environment – Nature



# LAUDATO SI' – ON CARE FOR OUR COMMON HOME

'...giving a much fuller analysis of environmental issues as part of an 'integral ecology' approach'

- I urgently appeal, then, for a **new dialogue** about how we are shaping the future of our planet. (LS 14)
- ...we have to realize that a true *ecological approach always becomes a social approach*; it must integrate questions of justice in debates on the environment, so as to hear both the cry of the earth and the cry of the poor. (LS 49)
- ...the myth of progress, ...ecological problems with solve themselves (LS 60)
- ...it is one complex crisis which is both social and environmental.
  Strategies for a solution demand an integrated approach to combating poverty, restoring dignity to the excluded, and at the same time protecting nature. (LS 139)

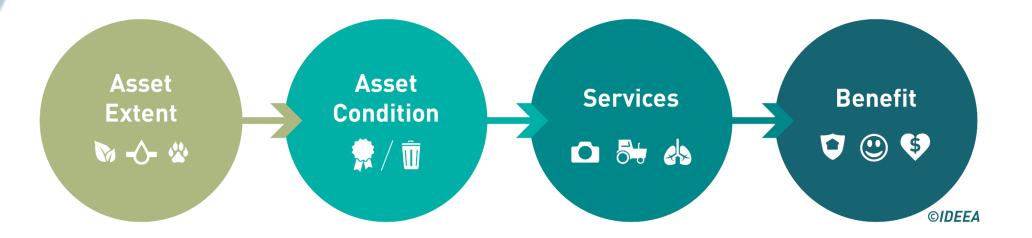


### MOTIVATION – HOW DO WE ACT? WHAT CAN WE DO?

- How do we integrate the environment systematically into our decision making?
- How do we reflect and quantify our relationship with nature?
- What systems or frameworks can help tell the story of our relationship with nature?
- How do we move beyond contemporary economic and accounting approaches to better reflect the role of nature in our lives?



### CORE ECOSYSTEM ACCOUNTING FRAMEWORK



### A framework applied in different contexts to reflect nature

- Assess the impact of human activity on asset extent and condition
- The health of nature influences the suite of services it provides to us
- Those services are of benefit economic and social-wellbeing, nature!

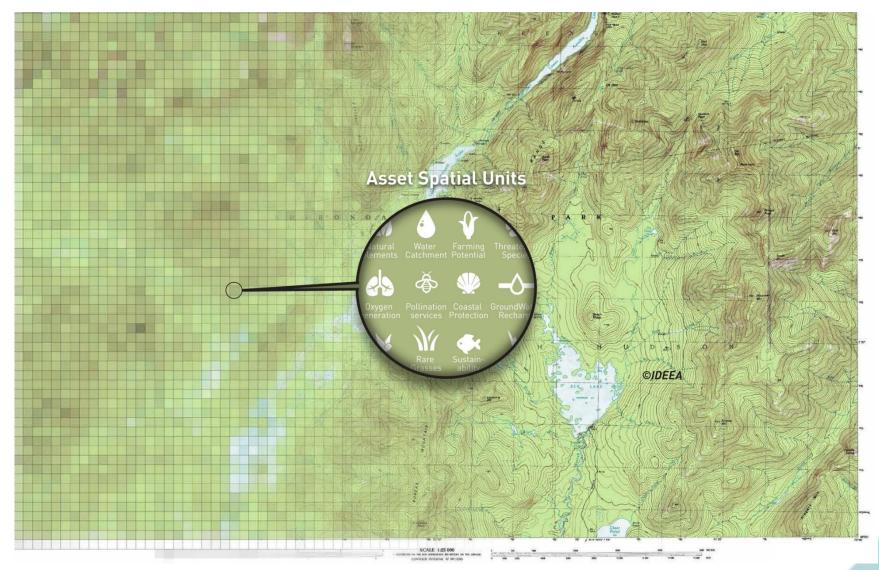


# NATURE – ECOSYSTEM ASSETS

- Rivers, wetlands, forests, trees, species, pasture, wheat, etc.
- What is our relationship to those assets?
  - Individual, school, collective, business, neighbourhood, etc
- Where are the assets and how do I benefit?
- What can I do to protect, enhance and rehabilitate assets?
- How does my use of nature (assets) affect others?
- How do my decisions (consumption of food) impact on nature?
  - Waste, water, soil health, climate, river health



# PLACE MATTERS

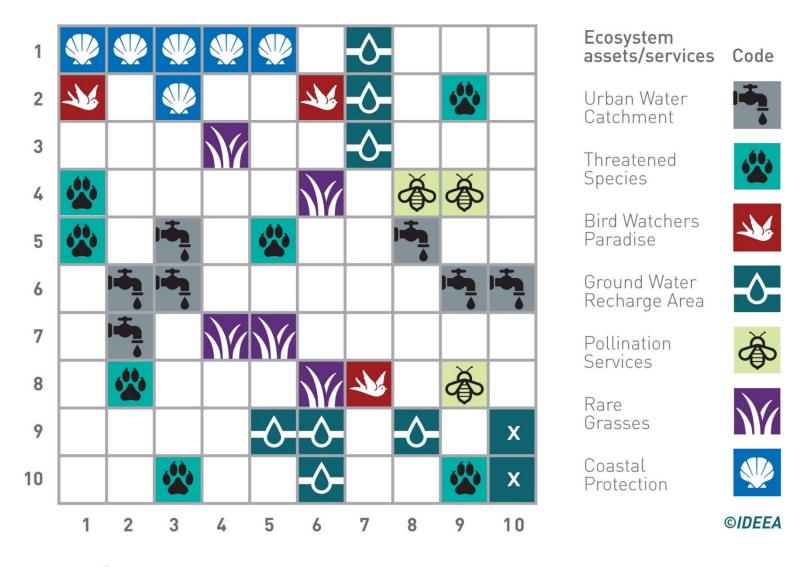


# NATURE – ECOSYSTEM HEALTH

- What is impacting on the health of nature?
- What can we do to change or influence the health of nature?
  - Individual, school, collective, business, etc
- How do we integrate the health of nature into our decision-making?
- The health of nature a true ecological approach always becomes a social approach (LS49) – linked to how we act and behave
- ...one complex crisis which is both social and environmental...
  - Our health and ecosystem (nature) health are one, not separate crisis...(LS139)



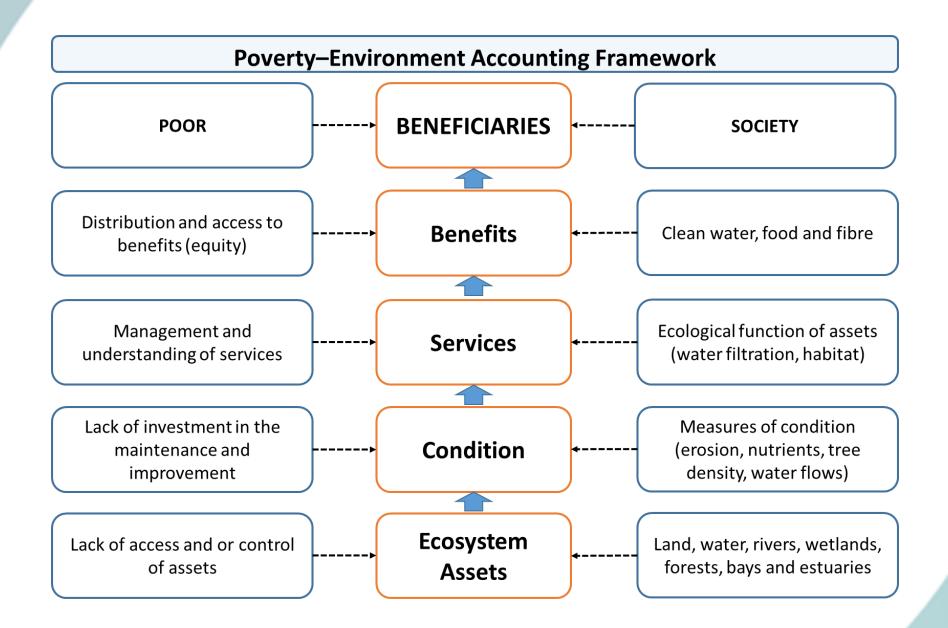
# NATURE – ECOSYSTEM SERVICES



# NATURE – THE BENEFITS WE RECEIVE

- Many of the benefits nature provides are non-monetary
  - Accounting for nature is not monetising nature...
- We need to broaden and deepen our view of nature and how we benefit from our relationship with it
- We need to recognise the full suite of integrated benefits
  - Cultural Indigenous, First Nations, Existence
  - Food meat, wheat, vegetables
  - Regulating climate, wind, fresh water
- Equality/Equity who has access to and controls the benefits nature provides?
  - Poverty people and nature





### KEY FEATURES OF ENVIRONMENTAL ACCOUNTING

- The use of standard principles and definitions generating comparable assessments and providing a common language for exchange of experiences and learning
- The use of a spatial approach it can be applied to school grounds, extended to include neighbouring areas or perhaps camp locations; and can articulate dependencies on specific ecosystems such as with respect to water supply
- Acknowledging that each school community is different but that a common framing of each school's story is powerful
- Recognising multiples values acknowledging that everyone relates differently to place (e.g. values can include indigenous values)
- Using the approach to place in context various outputs (e.g. specific results from EREA projects) and outcomes (e.g. impacts on the wider community).



# DISCUSSION

- Could this approach be relevant to the EREA community?
  - How, why, etc
- Can the approach provide the foundations for a conversation
  - ...a true ecological approach always becomes a social approach
- Can the approach be used in complementary ways, for example with respect to school management, teaching opportunities, sustainability assessments and reporting or community engagement.
- Can the approach facilitate a new dialogue about how we are shaping the future of our planet. (LS 14)







www.ideeagroup.com