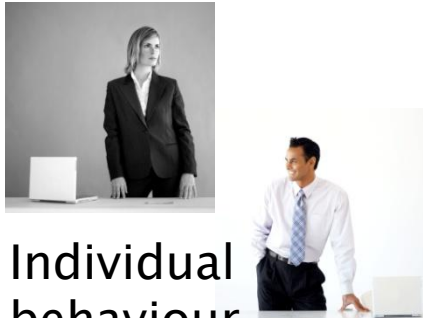


Sustainable development goals – change and learning

Tuija Hilding–Rydevik
Associate professor, PhD, Senior lecturer
Department of Urban and Rural Development
Swedish University of Agricultural Sciences (SLU)
Uppsala, Sweden

”Examples of research issues when planners and planning organisations are faced with demands on taking sustainable development into consideration”



Individual behaviour

Current practice in different contexts and situations
Conditions for current practice – socio-cultural
micro level, institutional



Conditions for change and learning in relation to
sustainable development
Solutions focus – what works already



Aggregate behaviour

Current practice in different contexts and situations – what is there

- + Instrumental: information, tools, legislation, guidance, expertise, organisation
- Socio-cultural perspective: power relations, organizing, communication, institutional, values, etc
- + Problem focus – what does not work

Causal relations to current practice – explanations to

- Socio-cultural issues: power, institutional, etc

What changes current practice – conditions for change and learning

- + Instrumental: information, tools, legislation, guidance, expertise, organisation
- Will, commitment, etc and promoting conditions for learning and change
- Solutions focus – what works already and can be used

*"Learning can broadly be defined as any **process** that in living organisms leads to a **permanent capacity change** and which is not solely due to biological maturation or ageing".*
(Illeris 2009, p 3)

In relation to implementation of sustainable development perspectives in planning and in organisations there is a need for:

- more research with a socio-cultural perspective
- more research on current practice and to more profoundly discuss possible causal relationships
- to discuss the needed conditions for change and learning to take place and in favour of sustainable development and going beyond instrumentally rational perspectives
 - challenge the problem focus