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Emerging pedagogies for 'Buen Vivir': Environmental sustainability, bio-cultural diversity and intercultural higher education institutions in the Andean region

Education is a key tool to achieve and promote 'sustainable development and sustainable lifestyles, human rights, gender equality, a culture of peace and non-violence, global citizenship and appreciation of cultural diversity' (Sustainable Development Goals, Target 4.7). This project explores the innovative ways in which the Buen Vivir ('good living') paradigm is being integrated into teaching, learning and research processes in Intercultural Higher Education Institutions across the Andean region.

Buen Vivir is based on notions of reciprocity, complementarity, and harmony between human beings and nature. It is linked to multiple dimensions of social life: protection of bio-diversity and natural resources, sustainable production and consumption, local governance and democracy, and cultural diversity and intercultural education, operating as a key framework to help us imagine and create sustainable and inclusive futures. How is Buen Vivir translated into pedagogical approaches, curricula, teaching materials, forms of assessment and research methodologies? What models are being put into practice, and what possibilities, challenges and limitations do they face?

The project is based at the Department of Sociology, Maynooth University, with a secondment at the Development NGO 'Andean Project for Peasant Technologies' (PRATEC), in Peru and shorter research trips to selected organizations in Colombia, Bolivia and Ecuador. In order to achieve and expand its impact, the project will produce and disseminate multiple outputs: academic articles, educational resources, social media profiles, short videos about the different organizations participating in the research, and best practice reports, engaging both the scientific community and non-academic publics and formulating recommendations for policy and action.