



**From WEEC  
2007 to IEEC  
(Tbilisi + 30)**





# Learning in a Changing World

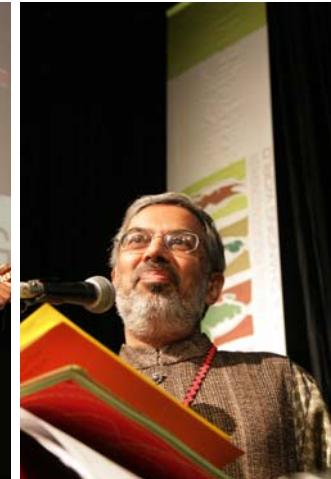
The theme was inspired by the knowledge that one of the most constant features of life today is change. Globalisation and internationalisation are among processes that have created a world context of uncertainty, flux and risk. Schools, community organizations, business and governments around the world are challenged to respond to unprecedented and complex economic, political, social and environmental changes. The direction of human development is in question. Traditional forms of teaching, learning and awareness raising are changing to incorporate new concepts and life-long learning approaches. Organisational and workplace learning is evolving. People everywhere are learning in a changing world.



# 800 people from 101 countries ...



# 400 contributions to the programme



# Themes

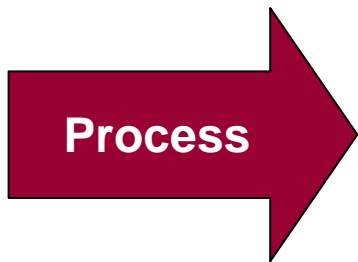


1. Environmental education in the UNDESD
2. Environmental education, ethics and action
3. Environmental education, training and life-long learning
4. New learning theory and approaches
5. Research, innovation and evaluation
6. Globalisation, internationalisation and environmental education
7. Ecological integrity, society and environmental education
8. Environmental education, policy and curriculum transformations
9. Environmental education, social justice and socio-ecological change
10. Environmental education and the WEHAB agenda
11. Environmental education in contexts of poverty, risk and vulnerability
12. Sustainable schools and learning institutions
13. Cultural changes and environmental learning

# Dialogue ...

The dialogue is not aimed at settling anything. We explore meaning together – the creative perception of meaning – thinking together and feeling together. But meaning is ... spontaneously active and transformative.  
(Bohm, 1990)

**What is tacit? What lies behind what we are saying? What is the deeper meaning?**



Journal, Session synthesis, Congress synthesis & Congress proceedings



# What were some of the dialogues?

## *The journal ...*

- ***Dialogue 1:*** Complexity in relationships between environment(s) and culture(s)
- ***Dialogue 2:*** The slow nature of systemic change in educational systems, thinking and practice
- ***Dialogue 3:*** Environment and sustainability ... how should we conceptualised the relationships in our field
- ***Dialogue 4:*** Education, learning, identity, politics and reflexivity



# The Session Dialogues ...

## **THEME: Environmental education, ethics and action**

### ***Key issues to address***

- Match of pedagogy and methodology to particular needs of learners
- Specific fields (e.g. agriculture) and faith traditions embody environmental ethics
- The issue of 'missing information' in responding to ethics-based dilemmas
- EE needs a stronger understanding of ethical issues to open and respond to natural resource management debates in new ways

### ***Challenges for the future:***

- Explore the potential of different fields and sectors (e.g. faith groups) for embodiments of environmental ethics and potential areas for emergent environmental ethics

**What are  
the root  
causes of  
these  
issues?**

**What then  
should we  
do? How  
should we  
respond?**



# Session

## Dialogues cont ...

### **THEME: Sustainable schools and learning institutions**

#### ***Key issues***

Many cases of good practice, but how do we move on from here?

What happens after capacity building and the training of teachers? What follow up mechanisms exist?

Holistic approaches involving all stakeholders is needed. There is a need for networking and partnerships.

Better evaluation of programmes is needed focussing on performance, impact and quality.

#### ***Challenges for the future***

Need to think about good practices systemically and within a longer term, holistic framing.

**What are the root causes of these issues?**

**What then should we do? How should we respond?**

# Session

## Dialogues cont ...

### **THEME: Environmental education, policy and curriculum transformations**

#### ***Key issues discussed***

Most countries have / are incorporating EE / ESD into school curricula and there is teacher education in EE taking place.

Good progress is being made, although things are still in early development stages.

The links and relationships with other subjects makes EE more interesting. Some groups (e.g. out of school youth, and communities) are left out of EE policy making.

#### ***Challenges for the future***

Need to broaden policy and practice to include out of school children, youth and communities.

**What are the root causes of these issues?**

**What then should we do? How should we respond?**

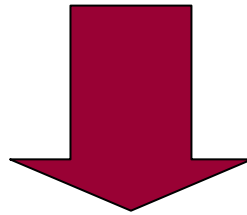
# Informal dialogue ...



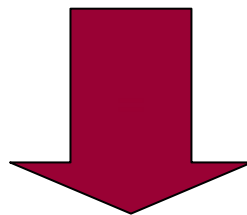


## **IEEC (Tbilisi +30 process)**

Workshop theme recommendations



General recommendations from all themes



**ICEE/ Tbilisi+30 Declaration**



## What is the real challenge here ...

We need to move “... beyond mounting calls to ‘change our way of thinking and doing’ (which have been with us before and since Tbilisi) **to uncover the roots of why we are as we are**, and, from this basis, **clarify the nature of a shift of collective consciousness** which is already underway, in order to accelerate it further”. (Sterling, 2007: 33)



**Greetings and best wishes from  
southern Africa, the WEEC2007  
team and EEASA ...**

