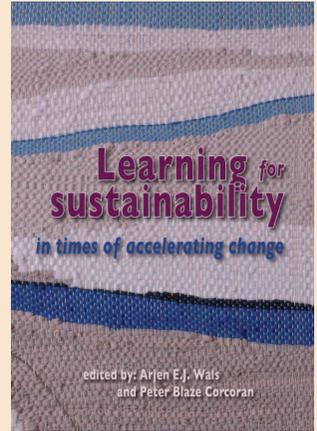


# Learning for sustainability in times of accelerating change

edited by: Arjen E.J. Wals and Peter Blaze Corcoran

We live in turbulent times, our world is changing at accelerating speed. Information is everywhere, but wisdom appears in short supply when trying to address key inter-related challenges of our time such as; runaway climate change, the loss of biodiversity, the depletion of natural resources, the on-going homogenization of culture, and rising inequity. Living in such times has implications for education and learning. This book explores the possibilities of designing and facilitating learning-based change and transitions towards sustainability. In 31 chapters contributors from across the world discuss (re) emerging forms of learning that not only assist in breaking down unsustainable routines, forms of governance, production and consumption, but also can help create ones that are more sustainable. The book has been divided into three parts: re-orienting science and society, re-connecting people and planet and re-imagining education and learning. This is essential reading for educators, educational designers, change agents, researchers, students, policymakers and entrepreneurs alike, who are concerned about the well-being of the planet and convinced of our ability to do better.



*I hope you share my excitement about the innovations for sustainability that this book catalogues and analyses. While the ecological news is grim, the human news is not. Even in a time of accelerating change, people are showing their enormous capacities to learn, adapt, restore and protect.*

**From the Foreword by Juliet Schor,  
author of 'True Wealth: how and why millions of Americans are creating a time-rich,  
ecologically-light, small-scale high-satisfaction economy'**

*This book implies a 'culture of critical commitment' in educational thinking and practice – engaged enough to make a real difference to social-ecological resilience and sustainability but reflexively critical enough to learn constantly from experience and to keep options open in working for a sustainability transformation.*

**From the Afterword by Stephen Sterling,  
Professor of Sustainability Education, Centre for Sustainable Futures, Plymouth University,  
United Kingdom**

2012 – 548 pages – € 65 – US\$ 97

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*We are living in times of incertitude, complexity, and contestation, but also of connectivity, responsibility, and new opportunities. This book analyses the consequences of these times for learning in formal, non-formal, and informal education. It explores the possibilities offered by the concept of sustainability as a central category of a holistic paradigm which harmonizes human beings with Earth. To change people and to change the world are interdependent processes – this book contributes to both.*

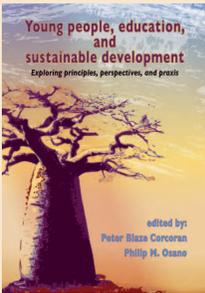
**Moacir Gadotti, Director of Paulo Freire Institute, São Paulo, Brazil**

How can education, teaching and learning play a (better) role in creating a more sustainable world? If you have any ideas then please join the discussion with editor Arjen Wals and other contributors at: [transformativelearning.nl](http://transformativelearning.nl)

*This publication is supported by kind contributions from the Netherlands' national education for sustainable development program 'Learning for Sustainable Development'.*



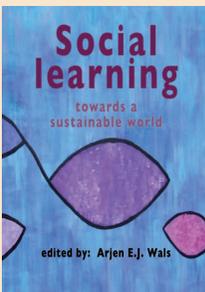
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