



Changes & Transitions :

Challenges
for environmental
education
and education
for sustainability

CONFERENCE

Call to communication

7 and 8 November 2017

Conference at the University of Toulouse - Jean Jaurès

9 November 2017

at ENSFEA (National School of Agricultural Education Training - Castanet-Tolosan):
workshops for sharing and outcomes of exchanges under the theme of the conference.

The conference is supported by GEODE laboratory (UMR 5602), in collaboration with EFTS laboratory (UMR MA 122), ENSFEA (Superior National School of Agricultural Education Training) and SFR (Federal Research Structure) AEF (Learning, Teaching, Training) of ESPE (Ecole Supérieure du professorat et de l'éducation) in Toulouse.

The conference aims to develop the objectives and terms of environmental education and of education for sustainability, through critical reflection in relation to environmental, social changes, and ongoing transitions in our societies.

Environmental and social transformations, make us rethink our representations, our paradigms, our views, our practices; for example in the way we manage our transport, food, housing ... our ways of living together. Complex and continuous changes occur: change is never complete, the process redefines its own dynamics by temporary hierarchies of goals. We are often confronted with ambivalent solutions which are opposite sides of the same coin: the same solution can be a lever or a hindrance depending on the context. Individual or temporary rational solutions may confront a collective or permanent logic. Change and transition are notions mobilized today to analyze and manage complexity and uncertainty of our environment and to guide our actions and behaviors.

The term "change" is generally used to describe and explain processes at work, a fact observed and placed at distance on which individual influence is limited because it

involves a state of affairs beyond the understanding of a particular group of actors (eg climate change). It may refer to a natural, social or technoscientific process, implemented in workplaces or other spaces (school systems, cyberspace, research laboratories ...). It promotes analysis of different scales of space and of time whose interweaving is increasingly complex.

The term "transition" may be applied to a place or another organization or system, but it reflects an active and desired process in motion, initiated and supported by actors, often political ones. This is reflected through the introduction of new aims or new socio-technical elements or even new actors who lead rethinking on creating new alternatives hitherto unexplored. The agro-ecological or energy transitions illustrate this proactive socio-technical as well as organizational and political dimension. In a transition, there is a will to master process and progression. However, the shape and purpose of the transition process can be manifold and hierarchical over time. Moreover, the modes of implementation are (or can be) multiple and adapted to the local context and therefore never completely identical.

Changes and transitions also apply to environmental education, education for sustainability and more generally to the education system. Hence, there is a dialectic between changes and transitions of the natural, technical, social, geographical environment and changes and transitions in Environmental Education and Education for Sustainability. The perspectives of the various actors (educators, educated, public intellectuals citizens, consumers ...) and organizations (political, social, economic ...) can reveal innovation, consensus, subversion or resistance. Thus brakes on agro-ecological transition can

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be linked to an unwished for process through socio-technical obstacles or willful and argued opposition to the objectives pursued. The difference between an initial state and a desired state will indicate the magnitude of the change / transition process and will lead to an analysis of it with a continuity / rupture marker, or even reveal representational, epistemological or political manipulation. The goal of environmental education and education for sustainability contributes to critical citizenship education. In this view of analysis of change / transitions and of different perspectives that may be provoked, the purpose is to question the stakes in educational systems, including:

- Representations of changes and transitions underway, considering their complexity and uncertainty ;
- Reflective and emancipatory thinking, as well as anchors which support this thinking;
- Perspectives, engagements or activism of different actors;
- Lifelong learning allowing for a gradual transformation of representations and perspectives;
- (Co)construction of educational activities between various stakeholders (families, politicians, scientists, environmentalists, ...) in different spaces (classrooms, companies, geographical locations, ...);
- Cycles and changes in knowledge and other objects of learning;
- Identification of controversies and risk perception during the change / transition process, the role of experience or related alternative approaches;
- Characteristics of extant or experimental teaching approaches.

These questions concern all publics and educational contexts: young people, adults, academics and lay people.

Provisional organization

Tuesday, November 7, 2017

Conference (University of Toulouse - Jean Jaurès)
- Plenary lectures and communications.

Wednesday, November 8, 2017

Conference (University of Toulouse - Jean Jaurès)
- Communications and round table
- final synthesis.

Thursday, November 9, 2017

workshops for sharing and analysis of experiences
(ENSFEA - Castanet Tolosan)

The presentation of experiences and experimentation will underpin the meeting and dialogue between researchers and practitioners from different backgrounds and the reflection about changing practices in a prospective way.

Steering committee

- Bédouret David (GEODE et ESPE Toulouse Midi-Pyrénées)
 - Calvet Anne (mission EDD rectorat de Toulouse)
 - Chalmeau Raphaël (ESPE Toulouse Midi-Pyrénées)
 - Huetz Julitte (CIRIMAT et INP-ENSIACET Toulouse)
- Julien Marie-Pierre (GEODE et ESPE ESPE Toulouse Midi-Pyrénées)
 - Lange Jean-Marc (LIRDEF, Université de Montpellier)
- Léna Jean-Yves (GEODE et ESPE Toulouse Midi-Pyrénées)
 - Simonneaux Jean (EFTS et ENSFEA)
 - Simonneaux Laurence (EFTS et ENSFEA)
- Vergnolle Mainar Christine (GEODE et ESPE Toulouse Midi-Pyrénées)

Scientific committee

- Azzouna Atf (Univ. Tunis, Tunisie)
- Bader Barbara (Univ. Laval, Québec, Canada)
 - Bedoussac Laurent (ENSFEA, France)
- France Bev (Univ. Auckland, Nelle Zélande)
 - Hertig Philippe (HEP Lausanne, Suisse)
 - Hervé Nicolas (ENSFEA, France)
 - Hucy Wandrille (ESPE Rouen, France)
- Jeziorsky Agnieska (Univ. du Québec à Rimouski, Canada)
- Jimenez Aleixandre Maria-Pilar (Univ. Santiago de Compostela, Espagne)
- Lange Jean-Marc (Univ. de Montpellier, France)
 - Leiningier Caroline (Univ. Paris 7, France)
 - Morin Olivier (Univ. Lyon 1, France)
 - Reis Pedro (Univ. Lisbonne, Portugal)
 - Simonneaux Jean (ENSFEA, France)
- Vergnolle Mainar Christine (ESPE Toulouse Midi-Pyrénées, France)
 - White Peta (Univ. Deakin, Australie)

Targeted groups

- researchers and teacher-researchers ;
 - teachers ;
- educational policy-makers and teacher educators ;
 - students.

Proposals to be sent to: colloque.eedd@univ-tlse2.fr
before 13 February 2017

6 000 characters maximum (espaces compris) - (Times New Roman 12, single space)

Indicate which day your proposal concerns: ☐ 7-8 november 2017 - ☐ 9 november 2017

Language

French or English

