

INDEX

A

Academia, 4, 24, 81
Acosta, A., 129
Action, citizen, 113–114, 119
Adaptive (second order) learning, 38
Africa, 68, 104, 130
Agricultural production, 68, 94, 124
American Educational Research Association, 16
Amin, A., 63, 65, 66, 67, 68, 69, 72
Anthropocene age, 9, 141
Anthropocentrism, 27, 36, 39, 56, 58, 59, 60, 66, 80, 95, 101, 122
Appadurai, A., 69
Apple, M.W., 129
Arab Spring, 112
Archer, M., 69–70
Arctic, 65
Arendt, Hannah, 88
Armstrong, S., 36
Aubenas, F., 114
Authentic education, 79–90, 143
Authentic human being, 84–87, 89, 143
Au, Wayne, 17, 27
Avent, R., 38

B

Baillargeon, N., 115
Ban Ki-Moon, Secretary-General, 18
Bauman, Zygmunt, 131, 132, 140, 141
Beer, Stafford, 32
Being in the world, 6, 17, 20, 21, 22, 25, 26, 69, 104, 116–118, 142–144
Beluga whale, 113, 114
Benasayag, M., 114
Bengtsson, Stefan, 19–20
Bentley, Tom, 38
Berryman, T., 120
Bhaskar, Roy, 64–65, 66, 68, 69, 70, 72
Blanton, S., 126
Blenkinsop, Sean, 7, 49–61, 142
Boffey, D., 35
Bokova, Irina, 140, 141
Bonnett, Michael, 7, 79–90, 95, 141, 143
Bookchin, Murray, 119
Boulding, Kenneth, 37, 40
Bourg, Dominique, 118
Bowers, C., 97
Braidotti, R., 102, 103
Brennan, M., 69

Brentano, Franz, 84
 Brown, T., 98, 99, 100
 Brundtland Commission, 2, 94

C

Caçeres, Berta, 129
 Cacouna harbour project,
 Canada, 113, 114
 Cameron, J., 66
 Camus, Albert, 7, 15, 23–27, 49–60
 Capitalism, 3, 66, 95, 97, 114, 128,
 130, 131
 See also Economic growth
 Caring, 18, 19, 24, 58, 104
 Carson, Rachel, 127
 Centre for Environmental Education,
 India, 18
 Chakrabarty, D., 66
 Chapman, J., 36
 Cheney, Jim, 142
*Children, Citizenship and
 Environment*, 115
 Chomsky, Noam, 115
 Choudry, A., 69
 Christianity, 38
 Citizen
 ecocitizenship, 113, 114, 118–119,
 121, 124
 intelligence, 112, 114
 resistance movements, 8, 111–115,
 129–130, 143
 Climate change, 8, 18, 36, 41, 57, 66,
 80, 99, 112, 127, 130–131
 Cohen, R., 33
 Collective intelligence, 8, 112
 Co-management of projects, 68, 70–72
 Commoner, Barry, 127
 Common good, concept of, 7, 39,
 63–73, 100, 114, 115, 121, 141
 Commoning, 7, 64–67, 143
 and expansive learning, 67–72

Commons, the, 64–67, 129
 Community education, 121
 Compassion, 18, 22, 24
 Competencies, 113, 119
 Competition, economic, 32, 35
 Consciousness, 7, 65, 84–89, 105,
 113, 115, 126
 Conservation, 94, 99
 Conservation education, 3
 Consumerism, 130, 134
 Cooperative learning, 115
 Corporate philanthropy, 130
 Correlationism, 101
 Cotteureau, D., 117
 Creativity, 38, 40, 41, 50, 52, 53, 54,
 58–59, 70, 95, 100, 101–105,
 112, 115, 118, 119
 Critical
 competency, 119
 education, 127
 realism, 7, 64
 thinking, 112, 116, 120, 126
 Cultural
 change, 33, 50, 52, 112
 culture as future, 69
 diversity, 8, 67, 72, 128
 rebellion against (*see* Rebellion)
 Curriculum
 development, 129
 greening, 133
 homogenisation, 35
 new models, 134
 outcomes-driven approach, 18
 reforms, 116
 sustainable development in, 80–81,
 126, 133
 test-driven, 16–17, 34–35

D

Dams, 8, 128
 De Angelis, M., 68

- Decolonization, 7, 65
 De-commodification, 65
 Deconstruction, 2, 101
 Deleuze, G., 94, 97, 98, 101, 103, 104, 105
 Delors report (1996), 64, 113, 120, 122
 Democracy, 75, 112, 114, 115, 116, 117, 119
 ecological, 118–119
 Derby, Michael, 26, 27
 De Sousa Santos, B., 65
 Dewey, John, 115
 Dobson, A., 2
 Dussel, E., 65, 66
- E**
- Earth Charter, 42
 Earth Democracy, 65
 Ecocitizenship, 113, 114, 118–119, 121, 124
 Ecological catastrophe, *see* Global crisis and challenges
 Ecological education, 3, 40, 117
 Ecological identity, 113, 118
 Ecology, 2, 83, 103, 114
 Economic growth, 2, 32–38, 41, 67, 68, 70, 72, 80, 95, 99, 114, 117, 120, 120, 121, 134
 Ecopedagogy, 121
 Eco-philosophy, 21, 55
 Ecopolitical education, 118–119
 Ecosocial
 education, 120–122
 projects, 10, 112–114
 transformation, 115–116
 Ecosophy, 21–22, 117
 Education
 adequacy of, 6
 adjectival, 39
 assumptions, 7, 34–35, 38, 39, 42
 creating experiences, 15–28
 global industry, 32–33, 34
 higher (*see* Higher education)
 holism in, 89
 humanizing approach, 67–72
 as life, 111–122
 market-driven models, 16–17, 33–38
 measurement of, 18, 35
 new vision for, 2, 6, 16–17, 39, 141–4
 purpose of, 6–7, 9, 31–43, 64, 65
 remaking/rethinking, 4–9, 61, 141–4 (*see also Rethinking Education: Towards a global common good?*)
 repurposing, 31–43, 64
 resilient, 8, 125–135
 schools (*see* Schools)
 status of, 9
 systems failure, 36
 See also Education for sustainable development, environmental education, sustainability education
Educational Researcher, 16
 Education for change movements, 39
 Education for environment and sustainable development (EFE & SD), 96
Education for People and the Planet: Creating Sustainable Futures for All, 9, 139, 140
 Education for sustainable development (ESD)
 criticism of, 3, 16–17, 80
 in curriculum, 80, 133
 educational culture and, 142
 history, 1, 3, 5, 6, 19, 39, 96, 126–127
 politics of, 17–21
 term, 96, 143
 transcendence and, 96–97
 Emergence, concept of, 7, 63, 68

- Empathy, 21–22, 24, 26, 104, 121
 Employment, education for, 32–3, 34, 38
 Empowerment, 114, 135
 Empty signifiers, *see* Signifiers
 Energy production, 8, 112, 113, 119, 126
 Engeström, Y., 68, 69, 72
 Environment
 degradation of, 8, 80, 121, 125–128, 141 (*see also* Global crisis and challenges)
 terminology, 40
 three dimensions, 102–103
 Environmental education
 challenges, 8, 125–135
 criticisms, 80, 95
 in educational culture, 40, 142
 history, 1–10, 19, 117, 120, 121
 key issues, 3, 17–21
 politics of, 17–21
 purpose, 21, 42, 116–118, 119, 131–135
 rebellion in, 7, 49–60, 141–142
 sustainability and, 93–105
 transformative (*see* Transformative educational experiences)
 Environmental education “for” sustainable development (EEFSD), 96
 Environmentalists, societal view of, 54
 Environmental justice, *see* Justice/injustice
 Environmental literacy, 133
 Environmental movement, 54, 61, 129
 Escrigas, C., 37
 Ethics-based epistemology, 142
 Exaltation, 7, 49–60
 Expansive learning, 67–72
 Extractive industries, 8, 128–129
 See also Oil and shale gas industry
- F**
 Fataar, A., 69
 Faundez, A., 119
 Faure, E., 120
 Fernández-Herrería, A., 34, 42
 Fien, John, 96
 Ford Foundation, 130
 Forewarde, 144
 Foster, J.B., 131
 Fracking, *see* Oil and shale gas industry
 Freedom, existentialist concept of, 50–53, 55, 55–57
 Freire, Paulo, 69, 116, 119
 Future
 assuming the, 31–43
 culture as, 69
 going towards, 144
- G**
 Gibson-Graham, J.K., 66
 Global crisis and challenges, 2, 36, 40, 51, 55, 57, 58, 66, 101, 112, 126, 127
 Global education for sustainability and citizenship (GESC), 96
 Global Education Industry (GEI), 33
 González-Gaudio, Edgar, 4, 8, 19, 125–135, 141, 143
 González, J.A., 134
 Gore, Al, 36
 Grameen Bank, 130
 Great Transition, 37
 Greer, D., 34
 Guattari, F., 97, 98, 102, 103
 Gudynas, E., 128, 129
 Gurria, A., 33
 Gutiérrez, Kris, 16–17, 20, 25, 27
 Gutiérrez-Pérez, José, 8, 125–135, 140, 141, 143

H

- Harari, Y.N., 126, 129
 Hardin, G., 66
 Harvey, D., 129
 Hatzfeld, H., 129
 Hay, P., 53, 54, 55
 Hayward, Bronwyn, 115
 Healy, S., 66
 Hegel, Georg Wilhelm Friedrich, 97
 Heidegger, Martin, 85
 Heise, Ursula, 81
 Hickey, T., 33
 Higher education (HE), 32–33, 38, 132
Hijacking Sustainability, 100
 Holism, 89
 Holmwood, J., 33
 Holocene Age, 9, 141
 Homer-Dixon, T., 41
 Howell, P., 63, 65, 66, 67, 68, 69, 72
 Huckle, John, 11, 96
 Human
 authentic being, 83, 87, 143
 relationship with nature, 7–8, 79–90
 what it means to be, 35, 41
Human Condition, The, 88
 Husserl, Edmund, 84
 Hyper-reality, 88

I

- Identification, process of, 21–22
 Immanence, ontology of, 95, 97, 101, 102, 104, 143
 Imperceptible of, ethics of becoming, 101–104
In Defence of Public Education, 33
 Indigenous knowledge and peoples, 98, 130
 Individualism, 34
 Injustice, *see* Justice
 Intentionality, 84–85

- Interdisciplinarity, 120
 Intergovernmental Panel on Climate Change (IPCC), 126
 Irwin, R., 95
 IsiXhosa language, 104

J

- Jardine, David, 25
 Jickling, Bob, 1, 6, 9, 15, 27, 80, 96, 120, 133, 139, 141
Journal of Environmental Education 19
Just, The, 55
 Justice/injustice, 17, 19, 25, 42, 50, 53, 56, 57, 65, 66, 67, 96, 115, 117, 119, 121, 127

K

- Kachilonda, D., 68, 70–72
 Kant, Immanuel, 86
 Kaza, Stephanie, 25, 27
 Kegley, C., 126
 Kemmis, S., 133
 Kincheloe, J.L., 116, 133
 Kinetz, E., 130
 Kiribati, 18–19
 Knowledge, 68, 69, 89, 114–115

L

- Laclau, Ernesto, 94, 98, 104
 Land privatisation, 65
 Latin America, 112, 130
 Latouche, S., 131
 Learning through action, 122
 Learning, un-, re-learning and new, 37
 Le Grange, Lesley, 8, 93–104, 143
 Leopold, Aldo, 22–23, 24
 Liberal education, 34–35

Life

- creative power of, 95, 101, 102, 103
- education as, 111–122
- saying yes to, 7, 49–60

Lifelong learning, 18

Linebaugh, P., 65–67

Living Well, *see Vivir bien*
(Living Well)

Logical Investigations, 84

Lotz-Sisitka, Heila, 7, 63, 68, 69,
141, 143

Love, 23, 28, 103, 116

Lubienski, C., 32

M

Machado, H., 126, 129

Maladaptation, 7, 36–39

Malawi, 68, 70, 71, 72

Manier, B., 112

Marcuse, Herbert, 2

Marshall, P., 33

Martinez-Alier, J., 65

Martínez-Rodríguez, F., 34, 42

Marxism, 38, 97

Marx, Karl, 97

McGilchrist, Iain, 40

McKenzie, M., 134

McLaren, P., 133

Meadows, D., 42

Meillassoux, Q., 100

Mendes, Chico, 129

Mezirow, J., 116

Micro-credits, 130

Micro-dams, *see* Dams

Monocultures, 128

Montes, C., 134

More-than-human world, 19, 25,
26, 40, 56, 65, 73, 98,
101, 117

See also Nature

Morin, Edgar, 115, 116, 119

Morse, Marcus, 7, 49, 142

Mukute, M., 68

Muñoz Molina, A., 132

Mutton, R., 133

N

Næss, Arne, 21–22, 24

Naïve realism, 101

Nature

academia and, 81

first, second and third, 81

human relationship with, 7, 82, 87,
88, 89, 101, 143

phenomenology of, 82–84

reciprocal relationships in, 83

Nature education, 3

Nazi regime, 57

Negation, 7, 51–60

Neo-extractivist model of

development, 128–130

Neoliberalism, 7, 19, 20, 33–36,
39, 40, 59, 65, 72, 95, 96,
98, 120

New internationalism, 129

New Taylorism, 16

Newton, M., 53

Newton, Sir Isaac, 97

Nietzsche, Friedrich, 96

Nixon, R., 65

O

OECD survey of education
trends, 33

Oil and shale gas industry, 112, 128

Optimism, tragic, 127, 130,
134, 143

Orr, D., 141

Östman, L., 19

Ostrom, E., 65, 66

Our Common Future, 2

P

Pamlin, D., 36
 Parr, Adrian, 94, 95, 100, 104
 Payne, Phillip, 19
 Pesanayi, T., 68
 Peters, G., 36
 Peters, M., 33
 Peters, R.S., 21
 Phenomenology, 82–84, 101
 Piketty T., 131
 Pinchot, Gifford, 23
 Pistoletto, Michelangelo, 119
 Pithouse, R., 65
 Place-based education, 3, 6
Plague, The, 23, 50, 57, 59
 Planetary ecosphere, 37
 Plato, 50, 97
 Plepys, A., 126
 Plumwood, Val, 55, 66
 Politics, 112, 118, 122
 Popkewitz, T., 133
 Porto Gonçalves, C., 128
 Positivism, 34
 Postmodernism, 101
 Post-structuralism, 101
 Problem solving, 116
Problems of Philosophy, 85
 Project learning, 120
 Proust, Marcel, 59
*Psychology from an Empirical
 Standpoint*, 84

Q

Quality education, 5, 17, 18, 141

R

Raskin, P., 37
 Reality
 hyper-, 88

 nature of, 101
 participative, 39–42
Rebel, The, 50–52
 Rebellion, 7, 52–56, 58, 59, 88, 132
 Relationship, primacy of, 7
*Releasing the Commons: Rethinking the
 future of the commons*, 66
 Renner, M., 37
 Resilient education, 8, 125–135
 Resistance movements, 8, 113, 114
 Responsibility, moral, 37
*Rethinking Education: Towards a global
 common good?*, 7, 39, 64, 121
 Revolution, 7, 19, 52–54
 Riechmann, J., 134
 Rockefeller Foundation, 130
 Rockström J.W., 37, 42
 Roy, Anundhati, 130
 Russell, Bertrand, 85

S

Sand County Almanac, A, 22
 Sannino, A., 68, 72
 Santos, B.S., 65, 127, 129, 130, 131
 Sartre, Jean-Paul, 51, 55
 Saul, John Ralston, 4
 Sauv , Lucie, 8, 96, 111, 118, 119, 120,
 129, 130, 131, 135, 141, 142, 143
 Schools
 ecosocial transformation
 and, 115–116, 119, 122
 learning in, 113
 Schumacher, E.F., 127
 Science
 classical, 85
 value-neutral, 135
 Scientism, 9, 94, 100
 Scott, D., 64, 68, 69, 70
 Scott, W., 95
 Self-realization, 22
 Sellers, W., 98

- Shale gas extraction, *see* Oil and shale gas industry
- Shiva, Vandana, 65
- Shona language, 104
- Signifiers, 2, 5, 6
empty, 4, 8, 19, 94, 98–100
- Slater, D., 65
- Smith, D.W., 102, 103
- Smith, W.C., 17, 34
- Socialism, 97
- Social justice, *see* Justice/injustice
- Social movements, 71, 112
- Society
breakdown/breakthrough, 7, 41
citizen action, 118–119
learning, 113
- Solnit, R., 69
- Speculative realism, 101
- Spinoza, Baruch, 101
- Sputnik, 88
- Stables, A., 95
- Steiner-Khamsi, G., 32
- Sterling, Stephen, 1, 6, 9, 31, 37, 40, 41, 42, 139, 141
- Stockholm Resilience Centre, 37
- Strauss, V, 35
- Structuralism, 101
- Student stress, 35
- Success as a knowledge economy*, 32
- Suicide, 50–51, 53–55, 60
- Sustainability
after, 93–105
criticism of, 95–97, 143
culture, 8, 94, 100
human being and, 84–87
language of, 121
post-, 4, 94, 104
relationship with education, 94, 96
rethinking, 94, 97–101, 143
as rhizome, 8, 94, 98
term, 2, 3, 95–97
- Sustainability education
becoming-imperceptible of, 101–104
criticism of, 95, 133
in educational culture, 40, 51, 142
history, 2, 3, 5, 6, 39, 96
key issues, 17–21
rethinking, 97–101
term, 96
see Education for sustainable development
- Sustainable development, 7, 64, 99–100, 117
criticism, 94, 95
definition, 93, 95, 96
ideas of, 80, 84, 94, 141
objectives, 64, 96
See also Education for sustainable development
- Sustainable excitement, 2
- Svampa, M., 128, 129
- Swyngedouw, E., 99
- T**
- Teachers
as artist, 58–59
as hero, 59–60
morale, 35
rebel, 7, 9, 49–60, 141–142
as witness, 57–58
- Technology, 101, 126, 128, 129, 134
- Territorial tensions, 128
- Terrorism, 36, 103, 126
- Testing
global culture, 17, 34
high-stakes, 16, 17
- Thomashow, M., 113, 123
- Tong, Anote, 18
- TransCanada Energy East pipeline project, 113
- Transcendence, 96–97, 143

Transformation, ecosocial, 115–116
 Transformative educational
 experience, 6, 17, 20, 64, 68–71,
 112, 141
 Tuck, E., 134

U

UNESCO

 Education for Sustainable
 Development and Global
 Citizenship, 5
 environmental education
 international program
 (1975–1995), 120
 Global Citizenship Education
 (2014–2021), 121
 Global Education Monitoring
 Report, 9, 140
 new vision for education, 141
 *Rethinking Education: Towards a
 global common good?*, 7, 39,
 64, 121
 United Nations Organization, 5, 17–19
 Conference on the Human
 Environment and
 Development (1972), 94, 99
 Decade of Education For
 Sustainable Development
 (DESDE), 17, 94, 96, 120, 126
 Development Project (2015), 121
 Environment Assembly, 18
 Millennium Development Goals
 (MDGs), 94
 17 Sustainable Development Goals
 (SDGs), 5, 17, 121
 2030 Agenda, 5, 15, 17–19
 Universities, role of, 33, 37

V

Verger, A., 32, 33
 Violence, 119
 Virtual reality, 88
Vivir bien (Living Well), 121, 129
 Volkswagen advertisement, 2, 3, 4

W

Wallin, J.J., 97
 Wallis, S., 33
 Wals, A.E.J., 96, 133
 Ward, Colin, 42
 Waste, 132
 Weston, Anthony, 142
 Wheelahan, L., 69
 Whiteside, Kerry, 118
 Wolves, 130
 World Commission on
 Environment and Development
 (WCED), 94
 World Economic Forum (WEF),
 36, 131
 Worldwatch Institute, 37, 126

Y

Yale School of Forestry, 23
 Yunus, Muhammad, 130

Z

Žakauskaitė, A., 101
 Zimbabwe, 68
 Zipin, L., 69
 Zwicky, Jan, 25