

Session 4: Education and Learning in the Context of Sustainability

Key points from the discussion

1. There are two different ways to sustainability-related learning and transfer to target groups:
 - a. Through missions and research data of the (educational and cultural) institutions, impinging their mediation concepts and formats;
 - b. Through educational theory and empirical knowledge about learning over the life span and its anthropological conditions.
2. Sustainability-related education and learning covers a wide range of target groups, of approaches (scientifically driven, institutionally framed, based on personal convictions and knowledge of pedagogues ...) and of stakeholders; It includes a range of didactical settings as well as degrees of formalisation: formal, non-formal (both class-based and for instance in learning stations at museums) and informal learning opportunities and educational offerings. It may be tied to greater educational programs and policy as well as international cooperation but also needs those concrete mediation formats.
3. Sustainability-related learning can count on some educational foundations: Learning over the life span is possible and takes place (from the beginning to late life), and it is beneficial for the participants and their social environment as research shows. Learning over the life span means expanding on knowledge and differentiating it. There is a wide range of benefits and of forms of processing knowledge gained in educational settings. Learning is related to learning interests and may be tied to esthetical experience as intrinsic drivers, and it is biographically relevant: especially in the areas of nature and environment.