

**Researching transformative knowledge networks
and the emergence of transgressive actions
within situated social processes of reflexive
learning and change undertaken in response to
emerging social-ecological risk**

**A short-course in support of 'Changing Practice'
with knowledge co-production and innovation
in relation to matters of concern
and the common good**

Knowledge and Change in T-Learning

Transdisciplinary

Wider and more integrative knowledge **co-production** across disciplinary fields and situated knowledge practices.

Transgressive

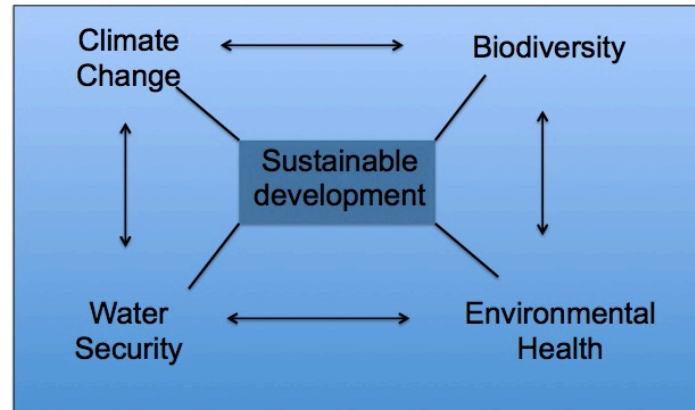
A changed grasp of things emerging in **co-engaged** learning.

Transformative

Learning shaping sustained and satisfying change,

Together

Working with **Situated Knowledge** (local / indigenous),
New Environmental Knowledge (issues and risk) and



Systems Thinking / Modeling (Earth; Ecological; Socio-Economic.)

Change-orientated educational engagements with human conduct, emerging matters of concern and the common good

Shared more widely and taken up in the company of others

Some set-up work completed and underway:

Climate Change knowledge and knowledge practices:

- Historical climate migration and water conservation knowledge practices in E.Cape.
- Climate Change predicted to bring increased variability and more extreme events.
- Earth and ecosystem sciences point to drivers of variability in seasonal cycle

Clarifying a perspective on co-engaged learning and change

- *ESD and the Framing of Transformative Social Learning in RCEs. In Ten Years of ESD in RCEs.* Japan, UNU-IAS, November 2014.
- *Think Piece: Re-thinking Education for Sustainable Development as transgressive processes of educational engagement with human conduct, emerging matters of concern and the common good.* SAJEE, Forthcoming. (**T³ : social learning processes of praxiological, dialectical reflexivity in relation to the common good**)

Evaluation Research

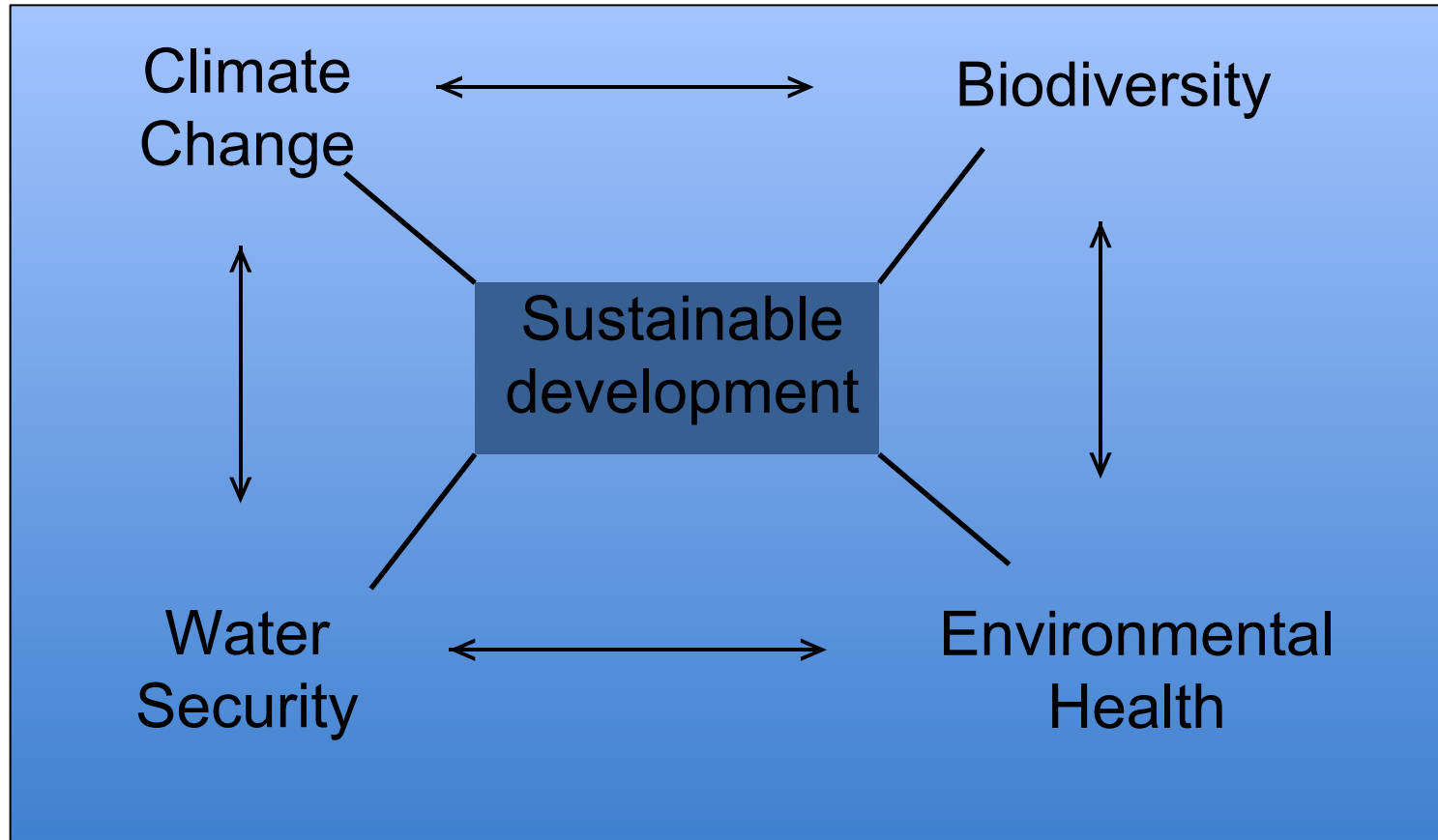
- Appreciative review with Makana RCE Partners (Exploratory use of Hybrid Evaluation Toolkit.)
- Report on the emergence of ESD evaluation work and hybrid toolkit in RCEs (UNU-IAS)
- Paper on Evaluation in ESD (Matthias Bart, Ed)
- Currently tracking Environment / Sustainability Literacy assessment in UNESCO evaluation frameworks. (Knowledge *{knowings}* with competence *{doings}* and ethical disposition *{beings}*.)

Action-Centred Research Projects informing the initiative:

- Sustainability Commons (USAID / WESSA)
- Handprints for Change (CEE / WESSA)
- Amanzi for Food (WRC / Gondwana Alive)

FRAMING KNOWLEDGE CO-PRODUCTION IN RELATION TO MATTERS OF CONCERN AND THE COMMON GOOD:

Working with **Situated Knowledge** (local / indigenous), **New Environmental Knowledge** (issues and risk) and



Systems Thinking / Modeling (Earth; Ecological; Socio-Economic.)



Pilot: Makana RCE course on Changing Practice



Second week of each month, **Feb-June**

5 x Wednesday **Dialogue** **14h00-17h00 - 3hr session x 5** **15hrs**

5x Saturday **Demonstration** **09h00-12h00 - 3hr session x 5** **15hrs**

4 assignments x 3hr **12hrs**

(or over 5 days with a change project) **Change project reporting** **8hrs**

Total **50 hours**

February	Waste	How might things change if we refuse, reduce and reuse waste? (Zero waste shopping, composting, worming & even bokashi)
March	Water	What better things can we do to capture, store and clean water? (Filters, jugs, drums and solar pumps)
April	Agriculture	What can be done to grow vegetables below supermarket cost? (potting soil, seedling germination and leaf harvesters)
May	Biodiversity	What can we do to plant trees for food and ecological services? (lemon trees, nitrogen fixing and leaf drop harvesting)
June	Health and Energy	How can we make health-giving broth, bread and greens? (Biomass stove, hot bags, heat sinks and sourdough)



Change Project: Implement and blog / photo narrative a changing practice initiative in a local context.