PROGRAM – Part 1

❖ Welcome by WUR and Nature College
❖ Keynote - prof. dr. Noelle Aarts
❖ Keynote - prof. dr. Maria Tengö
❖ A taste of three concrete examples of nature-inclusive education
PROGRAM – Part 2
❖ Break with outdoor exchange
❖ Dialogue: What is needed to make our education nature-inclusive?
❖ Drinks and Bites
Dr. Paul Roncken
Stichting NatuurCollege
Pillar 1: 
Education
The support of teacher (teams) who foster partnership with nature in their education and practices.

Pillar 2: 
Special Chair
Wageningen UR
To analyse and improve the way public leadership facilitates or limits human-nature relationships in practice, economics and policy.

Pillar 3: 
Imagination
To explore, enrich and renew contemporary expression in art, design, (landscape) architecture.
prof. dr. Noelle Aarts (RU)

LNV programme 'Nature Inclusive' - Education and Awareness
Talking about nature

Noelle Aarts, ISiS, Radboud University

Symposium More Nature, Deeper Education
Wageningen, 26 April 2023
WE ARE BECAUSE HE IS

ubuntu

I AM BECAUSE WE ARE
“If you want to change the way people think, you should change the way they talk”

Paul Bate

“If the language exists, then actions can follow”

Chimamanda Adichie
Embassy of the North Sea
Guidelines for dialogue

• Listen with attention and respect
• Recognize different ‘truths’
• Make underlying norms, assumptions, fears explicit
• Take emotions seriously
• Be sure to collectively make a next step
prof. Maria Tengö (WUR and Stockholm Resilience Centre)

Special chair Human-Nature Relationships in the Anthropocene
Transforming values and behaviours

Human-Nature Relationships as a deep leverage point

Calls for stewardship, care, reciprocity, re-connection

(e.g. Folke et al 2011, Ives et al 2018, Mattijssen 2020, Richardson et al. 2020)

- What are practices, ethics, motivations, worldviews for moving towards diverse and just futures for all life on Earth?

- How can such values and behaviours be revitalized and nurtured?

- How can ”we” shift?
Models of Human-Nature Relations

Disconnection from nature - root cause of sustainability crises

Critique of dominating models

Focus on:

Positive, generative, reciprocal Human-Nature Relationships

How they are manifested and nurtured

Muradian and Pascual 2018
How and why Human-Nature Relationships matter

- The kinds of problems we are investigating
- Kinds of solutions we are proposing
- Kinds of futures we are envisioning
- Beyond people and nature?

Mace 2014
Plurality of value frames

"Decisions based on narrow set of market values of nature underpin the global biodiversity crisis”

(IPBES 2022)
Pluralism

- Biodiversity management – embedded in Western Science approaches

- Many other ways of relating to - and managing - nature…

- Inspiration from Indigenous worldviews and scholarship (Chilesa 2017, Whyte 2020, Smith 1999)

- Reciprocity (Comberti et al 2015, Ojeda et al 2022)

Norval Morrisseau (Anishinaabe 1931–2007), *Children with Tree of Life*, ca. 1980–85, acrylic on canvas,
Fostering reflections on human-nature relationships and how they matter?

Two stories: conversations inviting plural ways of knowing about people and nature.

"Walking workshops"

1. International dialogue on Pollination and pollinators – connecting Indigenous, local and scientific knowledge

2. Multi-actor workshop on water, landscape and climate change on Öland, Sweden
Story 1: Dialogues for weaving knowledge systems

- **Weaving** knowledge systems: indigenous, local, scientific
- Multiple Evidence Base approach
- **Walking workshops** in biocultural landscapes
- In partnership with IPLC organizations and local communities


Guna Yala, Panama

Tharaka, Kenya

Hin Lad Nai, Thailand

SwedBio@SRC
www.swed.bio
Photos from SwedBio archives
Story 1: Pollination dialogue

• Inter Mountain Peoples Education and Culture in Thailand Association (IMPECT)
• Pgakenyaw Association for Sustainable Development (PASD)
• Karen community of Hin Lad Nai
• SwedBio at the Stockholm Resilience Centre
• UNESCO Natural Science Sector
• Reflect on key messages
• Methods development for IPBES
• Strengthen respect and recognition for Karen rotational farming

https://swed.bio/reports/pollinators-dialogue-report/
Story 1: Dialogue on pollination and pollination
Story 1: What happened?

• Designed to bring out experiential and tacit knowledge
• Conversations at equal level
• Knowledge as embedded in values
• Emotions and personal reflections
• In-depth understanding of complex interdependencies
Story 2: Walking workshop on water, landscape and climate change on Öland, Sweden

- Walking workshop as part of design for co-production of knowledge and agency
- Focus on local actor groups
- Three site visits

Tengö, Eriksson, Seiferth ms
Story 2: Walking workshop on Öland
Story 2: What happened

- Connect with "reality"
- New dimensions of joint understanding – including history
- More nuanced understanding of each other
- Role of people in the landscape
- Care and connections
Nature-inclusive learning for transformative change

Co-production of knowledge and action
- Concrete
- Complex and multidimensional
- Values and motivation

Multiple evidence base
Reflect on your own assumptions and values

Engage with human-nature relationships
Reflect on your own and others

Enqvist et al 2018
West et al 2018
Special Chair

→ WUR dialogue serie: *Nurturing human-nature relationships for rethinking biodiversity governance*

→ Research focus on human-nature relationship in co-production of knowledge and action

- PhD-project: Rianne Kat

→ "Living Labs” Database of case studies

→ Methods and approaches

→ Contribute to existing courses

→ Longer term strengthening capacity for nature-inclusive research and education
What does Nature-Inclusive Education look like?
More than an excursion or fieldwork:

❖ Outdoor and Relational Education
❖ Personal Reflection
❖ Knowledge, Skills and Attitude
Elements of Nature-inclusive Education!?

❖ Embodied outdoor experience in nature
❖ Reflection on Human-Nature relationship
❖ Affective, emotional relationship and wellbeing
Anthropology of Basic Nature Skills (WUR-FNP)

- dr. Koen Arts
(presented by Ravi v.d. Port)
Anthropology of basic nature skills

Anouck Fietje and Ravi Van de Port
Course alumni
On behalf of Koen Arts
Anthropology of basic nature skills

Combining theory and practice through relational learning
Wageningen University and Research (WUR), 6 credits, Forest and Nature Policy Group (FNP) with support from NatuurCollege, first half of Period 6, full time

• **Course coordinator:** Koen Arts (koen.arts@wur.nl)
• **Guest lecturers/instructors/assistants**
  o Jet Bakels (Dutch Centre for Intangible Heritage)
  o Bas Breman (WENR)
  o Lian Kasper (Kalapa)
  o Ester Klein Hesselink
  o Gina Maffey (Green Roots)
  o René Nauta (Extra Survival)
  o Ravi van de Port (FNP, WUR)
  o Vitor Renck (KTI, WUR)
  o Louise van der Stok (Juffrouw Linde)
Course elements

Course consists of

- **Lectures** supported by scientific literature on course topics
- **Field activities** such as fire making, foraging, navigation
- **Camping** trip involving theory and practice through exercises
- **Assignments** and reflections
- **Scientific paper**
Relational learning approach

- Increased confidence to spend time (alone) in nature
- Outdoor survival situations
- Holistic, de-romanticised understanding of nature
- Deconstruction of basic nature-human divide
- Ability to accommodate multiple ontologies
- Reflection on biased engagement with local resource dependent communities all over the world
Course gaining attention and interest

https://www.resource-online.nl/index.php/2021/05/28/building-an-academic-fire/?lang=en

"In bomen klimmen past prima binnen de universitaire studie Bos- en Natuurbeheer"

Ester, student Wageningen University

https://www.bnnvara.nl/vroegevogels/artikelen/universitaire-spoorzoekers
Results from student evaluation:

What aspects of this course (if any) did you like or inspired you most and why?

“Using my senses”

“(...) Constant evaluation of our relationship with the environment”

“(...) Try and live a better life”

“(...) These aspects are often neglected in other University courses”

“Consciousness about our role in and with our environment”

“[I] found back my innate curiosity”
“The way the course was taught (...) really inspired my desire to learn things out of interest rather than obligation.”

“I loved the readings.”

“I also really liked how the literature matched up with the practical side. For me it was a really great balance of thinking and doing, and maybe showed me what I want my life to look like in future i.e. with a good balance between head, heart & hands.”

“The focus on nature connectedness. I really look different to the world around me.”

“I really liked () something practical. I never had that but also now when I walk outside I see nature different as I recognise the edible plants. I put the knowledge into practice more often than I expected”

“Physical activity. In () academia the whole focus is on studies and sitting on computer () whereas this course took a completely different road and we learnt things while doing it hence felt more engaged to it. I definitely felt I learnt more in this course than any other regular course.”

“I loved the readings.”
Results from student evaluation (2):
In this course learning was not approached as a pure cognitive process, but for a large part also as an embodied, experiential process. Did you experience your own learning in a different way?

“(…) A collective process and not so individualised (...) we gain inspiration and knowledge from each other.”

“Intuitive way of learning”

“Makes me feel more alive”

“Made me very calm”
A student's experience

Thanks to the course, I am feeling more secure, comfortable, and interdependent with nature.

Weaving the course with my daily life:

Sharing   Exploring
Learning   Using
Thank you for your attention!
The Educational Worldview Journey (UU/WUR)

- dr. Annick de Witt
The Educational Worldview Journey: Exploring, exchanging, and expanding perspectives in a world in crisis

Annick de Witt, Ph.D
Founding director Worldview Journeys Foundation
Affiliated with both UU & WUR
What is transformative education?

"... that has the potential for significant change in how learners experience, conceptualize, and interact with the world."

"... that is not merely focused on the content (or object) of study but includes a critical exploration of the (subjective) perspectives from which one engages any object of study."
TWE is important for fostering transformation on 3 levels - of:

- Individuals (addressing meaning-crisis)
- Cultures (addressing post-truth / polarization crisis)
- Systems (addressing planetary sustainability crisis)
"It was interesting to see the point at which I began and to assess how much my outlook adapted and developed."
~ Student at CHARM-EU

Learning cycle developed in accordance with insights from the sciences of learning.
Educational Worldview Journey

• 3 learning journeys (more about that soon)

• So far more than 1500 students; however, we're still experimenting!
"I thought the worldview test was really interesting ... There were a lot of deep questions I had never thought about, ... [which] helped me learn more about myself and my perspective on the world."

~ Student at Utrecht University

Curious? Take the test at www.worldviewjourneys.com
"... my awareness of my own worldview really grew."

"It was intriguing and self actualising."

"I love these 'obligatory' moments to have deep conversations with others. [this] is something I really missed in other courses."

~ Students at UU and CHARM-EU
EXCHANGE: Communicate across worldviews

"I have gained more respect for the different worldviews."

"... made me feel open minded to other perspectives ... of different people."

"It widened my understanding of ... others, which is needed to find sustainable solutions and work in transdisciplinary teams."
EXPAND: Put your worldview in a planetary perspective

"It helped me feel part of something bigger than me ..."  "It was really uplifting."

"... allowed me to realise how much I value nature."

"I feel more connected to the universe but also insignificant at times. But the valuable insight is that I want to leave this earth having made a change."
“Learning within a paradigm does not change the paradigm, whereas learning that facilitates a recognition of paradigm ... is by definition transformative.”

~ Stephen Sterling, professor in sustainability education
Regenerative Cultures for Sustainability (WUR:ELS)

- Lian Kasper
- Louise v.d. Stok
Exploring Regenerative Cultures for Sustainability

Sustainability is more than a technical issue: inner and cultural aspects are crucial but generally not explored in a learning context.

What does regenerative culture mean? What are its elements/practices? And what kind of learning can contribute to it?

How can we acknowledge the crisis situation and find a way to participate in sustainability in a way that is inspired, nourishing and meaningful?

Lian Kasper
Louise van der Stok
Education and Learning Sciences
Course content

It is a collective and co-created learning journey in which students actively participate in the construction of knowledge and meaning based on their experiences.

Course components

- Literature study
- Participation in the week
- Written assignment: linking transformative learning theory to personal experience
- Creative personal reflection
The Work That Reconnects
by Joanna Macy
'exercises focused on inner being created awareness of who we are in relation in to the world'

'recognise my long lost love for nature'

'It helped me to overcome the heavy-headed rational calculating mindset and acknowledge the value and intelligence behind feelings, emotions, intuition and wisdom that rests in all of us'

'Everything I needed to go forward in my life and to look to the future of our planet with hope'

'slowing down, more attention, awareness, sensitivity'

'also discomfort in sharing deep emotions'

'respect, humility, belonging'

‘not being alone in the pain’

'more whole understanding through embodied learning'

'coming home'
Regenerative Culture for Sustainability (WUR:ELS)

- Luka Blankevoort
What is needed to make our education nature-inclusive?