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
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.

**Call to communication**