

**Review: Education and Climate Change: Living and Learning in Interesting Times**  
Edited by Fumiyo Kagawa and David Selby

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Appearing in the reliable “*Routledge Research in Education*” book series, this overlooked collection comprises twelve commissioned essays on how to educate with regards to climate change, not only in schools, but at every level and for all ages, as some contributors do promote “lifelong integrated education”, adult education, and various forms of activism (see p. 66 and 162). Topics are diverse and broad, always relevant, often interdisciplinary in focus, borrowing either from peace learning (Chapter 3), antiracist education (Chapter 5), interfaith education (Chapter 10), religion (Chapter 9), and even art and culture (Chapter 10). In his foreword, Archbishop Desmond Tutu recognizes that a significant part of the climate change problem is actually due to “more or less ignoring the ethics of the human condition” and praises, as other contributors do, an “emphasis on climate change as a global social justice issue” (p. xvi). Incidentally, this theme of environmental justice is present in many essays (see p. 150).

The expression “interesting times” in the book’s title reappears in many chapters and comes either from an old Chinese wish or derives from a Scottish proverb, “May you live in interesting times,” which seemingly applies to our era of vivid environmental debates (p. 1). All essays are structured in a similar way, despite their specific approaches and distinct theoretical backgrounds, since all contributors were “asked to describe how their field was so far responding to the climate change issue, how the field might respond in increasingly ‘interesting times’ as runaway climate change sets in, and how its discourse, theory, and practice might in consequence change” (p. 6).

Many chapters are very well documented and synthesize decades of writing about environmental debates. Jane Reed’s piece on environmental debates in schools, for example, compares the works of various authors, commentators and theoreticians on social learning like Lester Brown, David Orr, and Harold Glasser (p. 146). Among many strong points, many chapters aptly link environmental education with citizenship education and political philosophy; contributors such as Ian Davies and James Pitt remind us (in chapter 7) that “climate change is a political matter” (p. 125). Other authors (see chapters 4, 5) bring ideas that are deeply rooted in environmental education (as opposed to education for sustainability). George J. Sefa Dei successfully articulates this concept of environmental education (too often considered a synonym for sustainable development, which is inexact) and reminds us that contrary to education for sustainability, practitioners of environmental education are usually aware of the role of power within institutions and among decision-makers: “an important goal of environmental education is to address the unequal [power] relations between the ‘official’ (sometimes commercialized) knowledge and local/Indigenous/community knowledge” (p. 91).

Undoubtedly, this original and interesting work has some unique qualities, for instance its clear tables and figures, either on knowledge resources and pedagogical resources (p. 76) or on “the meanings of world citizenship”, following Derek Heater (p. 126). Also, the co-editors wisely provide a much-needed conclusion (labelled as “A critical agenda for interesting times”) with a few key ideas emerging from the previous chapters, leaving aside only a few valuable ideas such as universalism (which is well developed elsewhere by Magnus Haavelsrud in Chapter 3).

However, I would urge the reader not to jump immediately to the end! Only the twelfth chapter is weaker because it lacks structure and coherence in an otherwise rigorous collection. Despite this unessential final chapter, this *Education and Climate Change: Living and Learning in Interesting Times* should be seen as an important contribution to climate change studies, especially for graduate students who want to glimpse the many sides of environmental education. Educators, practitioners, pedagogues and scientists would certainly benefit from this timely book.

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