In this paper I will discuss the conceptualization of culture as process in relation to sustainable development. In order to do this I will focus on the understanding of development as learning. Sustainable development is understood as a process as distinguished from sustainability, which characterises a state of being (rather than a process). The issue is then what can be said of the social process of sustainable development from the perspective of learning? My approach to this question is by considering culture in a holistic sense, by understanding human and more-than-human life and lives in an integrated sense, as naturecultures (Birkeland 2014), seeing the universal in the singular. Here, human beings are seen as part of nature and exist in both human (social) and more-than-human (natural) worlds in a way that changes the perception of culture in a more-than-human world (Abram 1996, Haraway 2008). The paper will draw on empirical findings from research with schools and local communities on place-conscious teaching and learning. The paper argues for views on sustainable development through a cultural approach based in a pedagogy of place. As conditions for development vary and meanings of sustainability are subject to change, and also will have to be adaptable to changing conditions, sustainable development cannot be thought of independently of cultural context. One has to learn ones way to a sustainable development. Sustainable development may thus not refer to particular types of knowledge, but to new forms of social learning, and learning processes that are nourishing, healing, and restorative in a specific place. The local scale, in terms of learning communities, cities or regions, forms the most basic and promising unit for facilitating learning processes for a sustainable development.

Keywords: sustainable development, learning, Culture

*Presenting author