This paper aims to contribute to the discussion about what kind of specific learning models could help to liberate and transform our dominant worldviews, as a means of facilitating a shift towards more sustainable behaviours.

During the last four decades, the field of Education for Sustainable Development (ESD), which encompasses educational approaches fostering sustainable behaviours, has established a wide range of successful practices around the world. Largely based on the transmission of rational knowledge, ESD has usually been a curricular addition to traditional formal and non-formal educational systems, in the belief that this is enough to create a behavioural change. ESD has been fruitful in raising awareness about the need to change, but has not been successful enough making that change happen.

Today, there is an emergent field of research (and almost non-existent field of practice) that could help – it’s based on a deeper exploration of what controls human behaviour, beyond the logical knowledge and willingness to act differently. This exploration argues that our worldview (the meaning that we give to our life and our relationship with the world) is what regulates our attitudes; so to change unsustainable behaviours we needed to transform our worldviews.

In this paper we explain our perception of what a worldview is, how it influences our behaviour, and what a worldview transformation means (as against a paradigm shift). We also introduce and explore how a specific learning model might encourage this transformation.

The description of such learning model starts with a critical analysis of the main differences between educational approaches (institutional training) and learning (personal discovery), in the human process of apprehending and making sense of the world. Subsequently, we discuss and combine distinctive elements of Multiple Intelligences and Transformative Learning theories, and their explanation of the human condition and our process of development.

Keywords: Learning, Worldviews, Values, Behaviour

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