

## IRN « Education in the Anthropocene » WERA – Nathanaël Wallenhorst

The IRN « Education in the Anthropocene » of the World Education Research Association (WERA) is currently experiencing a phase of development, marked by scientific production, structuring of an international network, and significant institutional recognition. Since its recent launch, the network has grown to include more than sixty researchers worldwide and is now being consolidated through the establishment of an executive committee to coordinate its activities and strategic orientations.

The scientific dynamic is following. Three articles have already been completed and are currently under review or in press, while three additional papers are being co-authored. Two further articles will begin in April and June, respectively.

- Nathanaël Wallenhorst, Simon Turner, Renaud Hétier, Luigi Russi, Anthony D. Barnosky, Colin N. Waters, Mark Williams, Francine M.G. McCarthy, Martin J. Head, John R. McNeill, Michael Wagreich, Juliana Assunção Ivar do Sul, Reinhold Leinfelder, Catherine Jeandel, Buhm Soon Park, Pia Diergarten, Javier Zamora-Garcia, Samuel Spinheiro, Raizza Lopes, Jan Zalasiewicz (2026). The Anthropocene as a conceptual tool for education, *The Anthropocene Review* (accepted).
- Nathanaël Wallenhorst<sup>1\*</sup>, Charles-Antoine Bachand<sup>2</sup>, Caroline V. Bhowmik<sup>3</sup>, David R. Cole<sup>4</sup>, Matthieu Ferrand<sup>1</sup>, Renaud Hétier<sup>1</sup>, Kristiina Kumpulainen<sup>5</sup>, Reinhold Leinfelder<sup>6</sup>, Pegah Marandi<sup>4</sup>, Christoph Wulf<sup>7</sup>, Samuel Lopes Pinheiro<sup>8</sup>, Raizza Lopes<sup>1</sup>, Nathalie Popa<sup>9</sup>, Cécile Redondo<sup>10</sup>, Denis Francesconi<sup>11</sup>, Juliane Engel<sup>12</sup>, Saskia Terstegen<sup>12</sup>, Johanna Lönngrén<sup>13</sup>, Buhm Soon Park<sup>14</sup>, Ludovic Aubin<sup>1</sup>, Martin Head<sup>15</sup>, Pia Diergarten<sup>16</sup>, Mariagrazia Portera<sup>17</sup>, Anja Kraus<sup>18</sup>, Ria Dunkey<sup>19</sup>, Maxime Bordes<sup>1</sup>, Raizza Lopes<sup>1</sup>, Hongyan Chen<sup>20</sup>, The challenges of an educational conceptualisation of the Anthropocene, *Humanities and social sciences communications* (submitted).
- Anja Kraus (1), Charles-Antoine Bachand (2), Nathanaël Wallenhorst (3), David R. Cole (4), Pegah Marandi (5), Caroline V. Bhowmik (6), Ria A Dunkley (7), Martin J. Head (8), Nathalie Popa (9), Jan Zalasiewicz (10), Buhm Soon Park (11) Culture and Arts Education in the Anthropocene: Arts, Toys, and Ashes as Pathways to Bildung Through Didactical Reduction, *Paragrana* (submitted)
- David Cole et al. (2026) The geophilosophy of the Anthropocene in education: Experimenting with the Holocene/Anthropocene threshold as transformation (work in progress).
- Juliane Engel et al. (2026) Postdigitale Education in Planetary Societies, *Humanities and social sciences communications* (submitted).
- Samuel Pinheiro et al. From Environmental Education to Education in the Anthropocene: Epistemological Shifts and Emerging Convergences (work in progress).

This work is supported by several research grants obtained in France and internationally. In Angers, the ANR PRC project “Anthropo-cène-scolaire” (2026–2029) brings together thirty researchers from five laboratories (UCO, Aix-Marseille, Montpellier, Lyon, Nice-Côte d’Azur, Rouen), with a budget of €592,447 and funding for two full-time postdoctoral researchers over three years. This is complemented by a project funded by Angers Loire Métropole (€46,500, 2025–2026), supporting one full-time postdoctoral researcher for one year. At the international level, a Franco-Brazilian project funded by CNPq (“Rhythms of the Anthropocene and Paradigmatic Shifts in Environmental Education in Brazil and France”) includes funding for one full-time postdoctoral researcher over two years.

The IRN is also developing links with international scientific structures. The Anthropocene Working Group has identified education as a relevant area of work and is establishing a sub-group dedicated to this theme, which will be led within the network.

At the editorial level, several initiatives are underway. The book series “Anthropocene – Humanities and Social Sciences,” coordinated with Christoph Wulf at Springer Nature, has been accepted for indexing in Scopus. In addition, the *Encyclopedia of the Anthropocene – Pluriversal Perspectives* (Springer Nature, 2026, eds. Wallenhorst & Wulf) is in preparation.

Overall, these elements indicate the development of an international research network structured around shared publications, funded projects, and editorial initiatives at the intersection of education and Anthropocene studies.