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Abstract

In this article I describe how socio-political change in South Africa (in the 1990s) and processes of globalisation and internationalisation provided opportunities for professional engagement among South African and Australian academics. I specifically reflect on the role that (dis)trust played in knowledge production processes involving South African and Australian academics in a project entitled, Educating for Socio-Ecological Change: Capacity-Building in Environmental Education. The article expands on the work of Turnbull (1997) who argues that the basis of knowledge might not be empirical verification (as the orthodox view would have it), but trust. The article provides some insights as to how the social organisation of trust might be changing in post-apartheid South Africa. (HRK / Abstract übernommen) Le Grange, Lesley, E-Mail: llg@sun.ac.za