



ENjoinED Learning: Cross-Sectoral NGO Platform for Sustainability Education in a Group of Post-Communist Countries

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The paper aims to present the experiences and the cooperative research findings from an educational and political platform consisting of environmental and educational policy NGO-s, mostly in the post-communist region. The platform provided both the learning between and within regional organisations and the evidence-based approach to advocating changes in respective national formal education systems. We start from calls in literature to address global problems through education, by altering the business-as-usual socio-productive processes and contemporary Western lifestyle [1], [2]. Alternative, sustainable socio-economic patterns fostered through education will require a broad civic learning about the ecosystem services on which human survival and material prosperity depend, so as to enable the conceptualisation of 'a more sustainable' future. However, based on this, sustainability education also has to equip the learners [3] with skills for reaching difficult decisions amidst conditions of uncertainty, complexity and significant bio-physical constraints and conflicting human values and interests. New forms of curricular content may be called for, but more importantly the content has to be framed in a different way.

There is currently not only no universally accepted strategy of sustainable development applicable in different societies outside the narrow global political focus, but there is also no global proscription how individual educational systems should contribute to this common global goal [4]. Whilst such a polycentric approach is the norm in education, commonalities of threats and potentials on a global level, in a globalised economy, call for some shared outputs of the basic education available to all citizens. The learning paths and educational policy construction and advocacy presented through the ENjoinED initiative aim to illustrate the perspectives on the shared problem from diverse Eurasian educational systems, from Georgia to England. But even more importantly, by being grounded in real-life national curricula in transition (outline of mapping of the positioning of the ESD- relevant curricular content), through presentation of qualitative framing of the relevant content within curricular documents we hope to offer an illustrative blueprint for grassroots cross-sectoral learning and advocacy of sustainable socio-economic patterns to be fostered through education.