



# ENjoinED learning: CSO platform for sustainability education

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# Education for sustainable development

- Little or no formal sustainability education in EE and CA region
- UN: **Sustainability** is about **both equality and attitude to environment**
- 2 different sector CSOs: environmental protection & educational policy and in-service training: joining efforts to influence formal education
  - EC IPA: ‘strengthening CSO partnerships’
- 9 countries : Different educational systems, but stemming from a common European base
  - England and Kosovo specific cases

# There's global pressure...

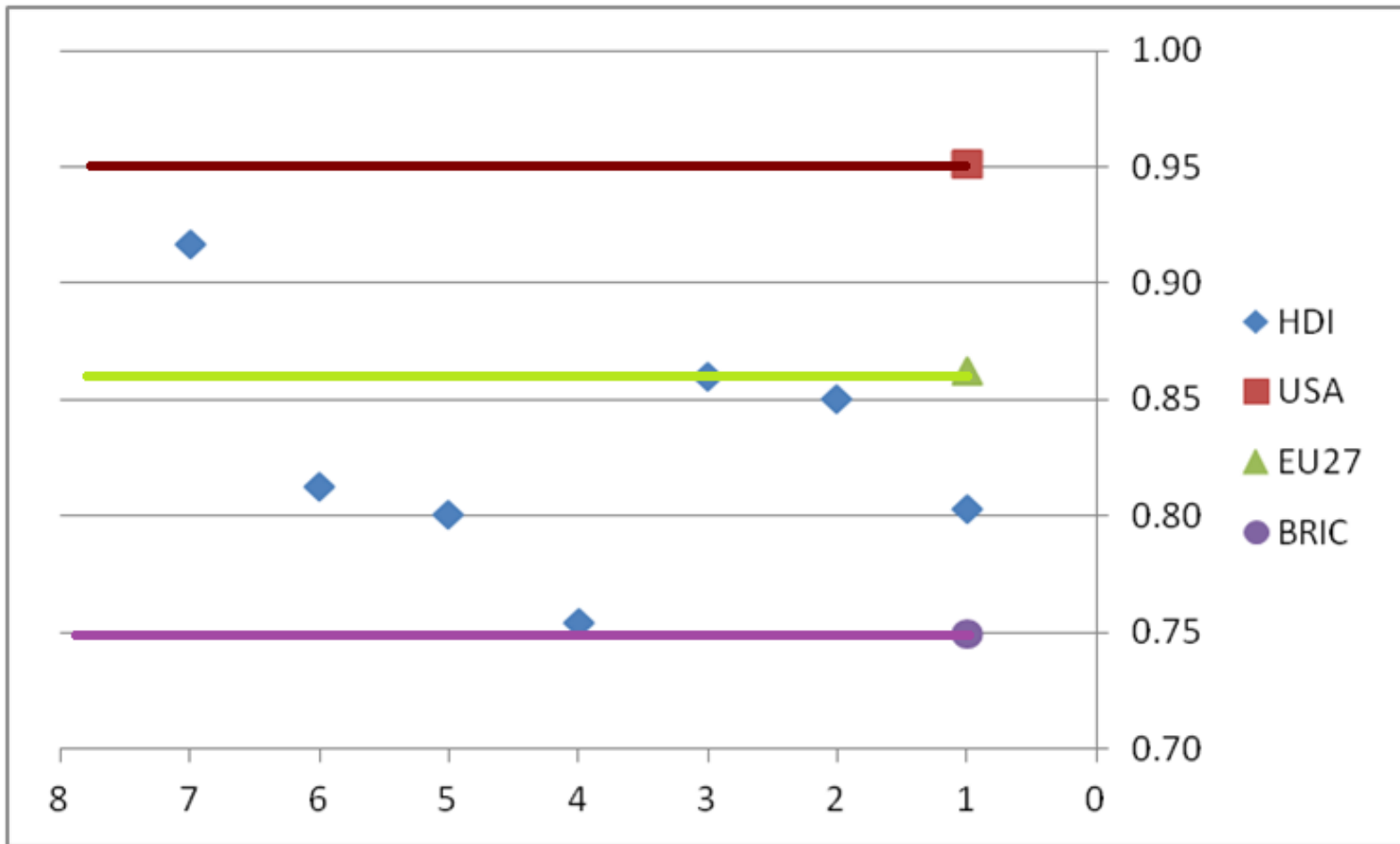
- Education must be a **vehicle of knowledge, thought patterns and values** needed to build a sustainable world (UN *Agenda 21*, 1992)
- UNECE report (2010): at present, education often **contributes to unsustainable living**
  - lack of opportunity for learners to **question their own lifestyles** and the **systems that promote those lifestyles**,
  - reproducing **unsustainable** models and practices
- We need to **change dramatically**, [...] our relationship to each other, to future generations, and to the eco-systems that support us" (Rio +20, 2012)

# Small and post-communist

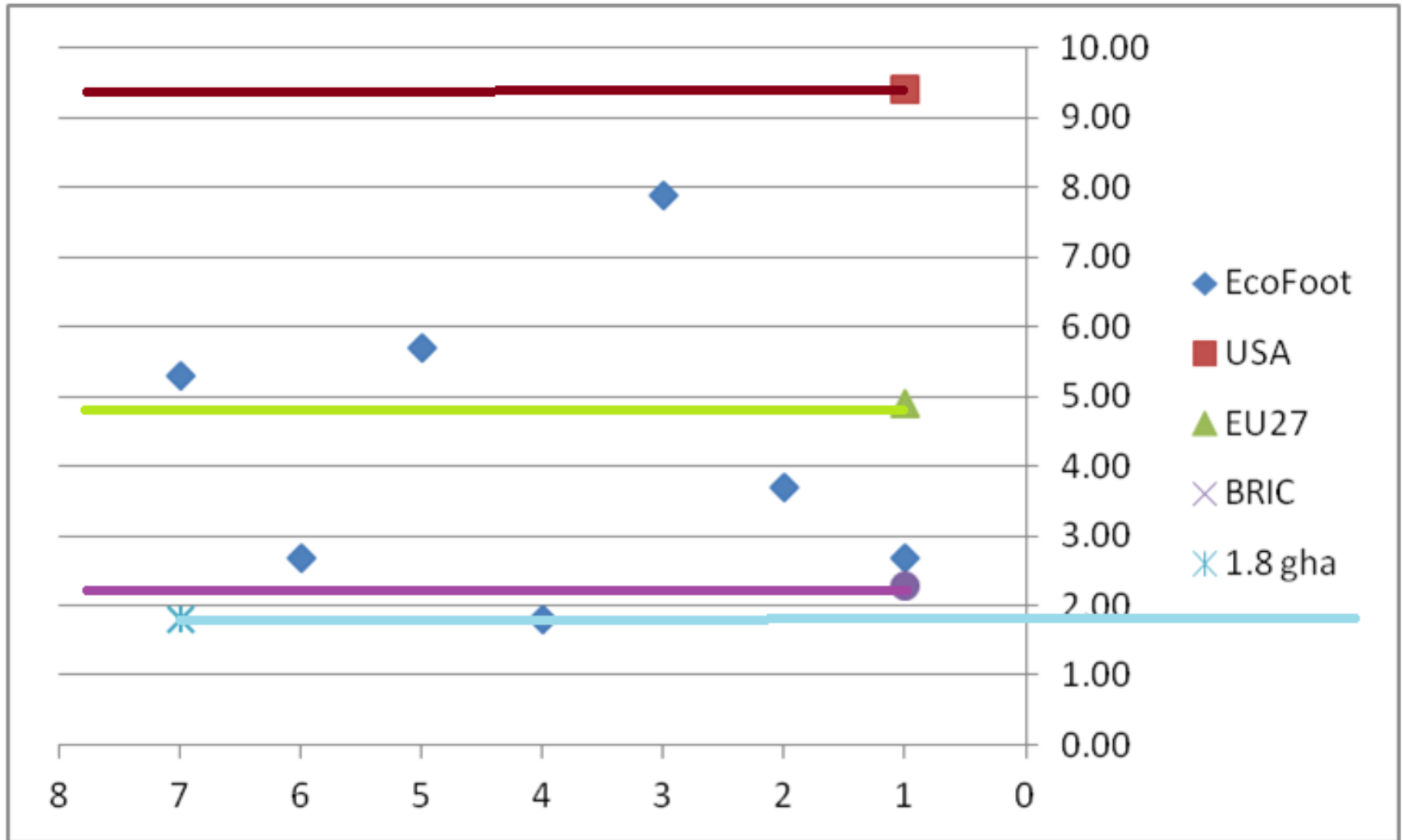
(except England)



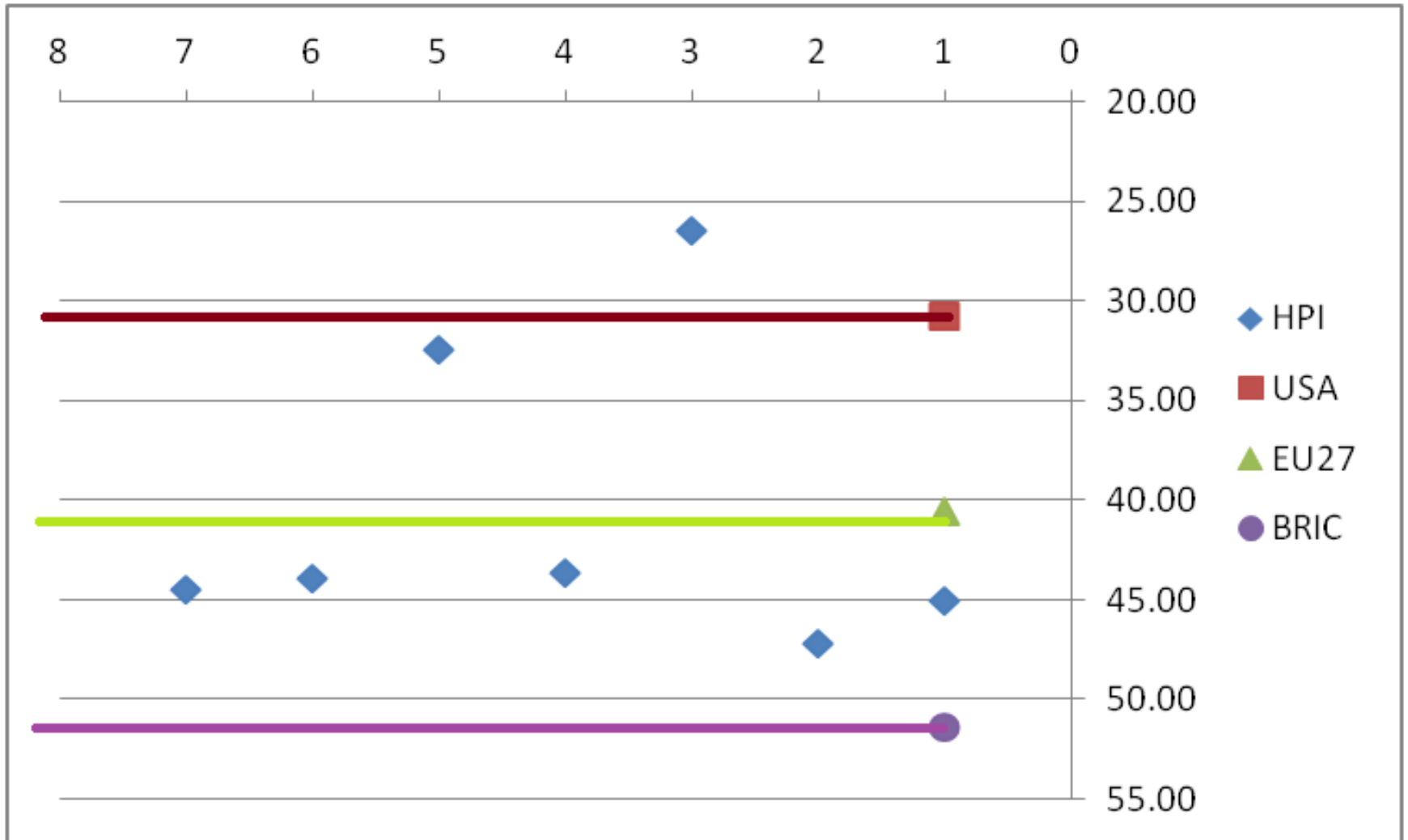
# Human Development Index (HDI)



# Ecological Footprint (EF)



# Happy Planet Index (HPI)



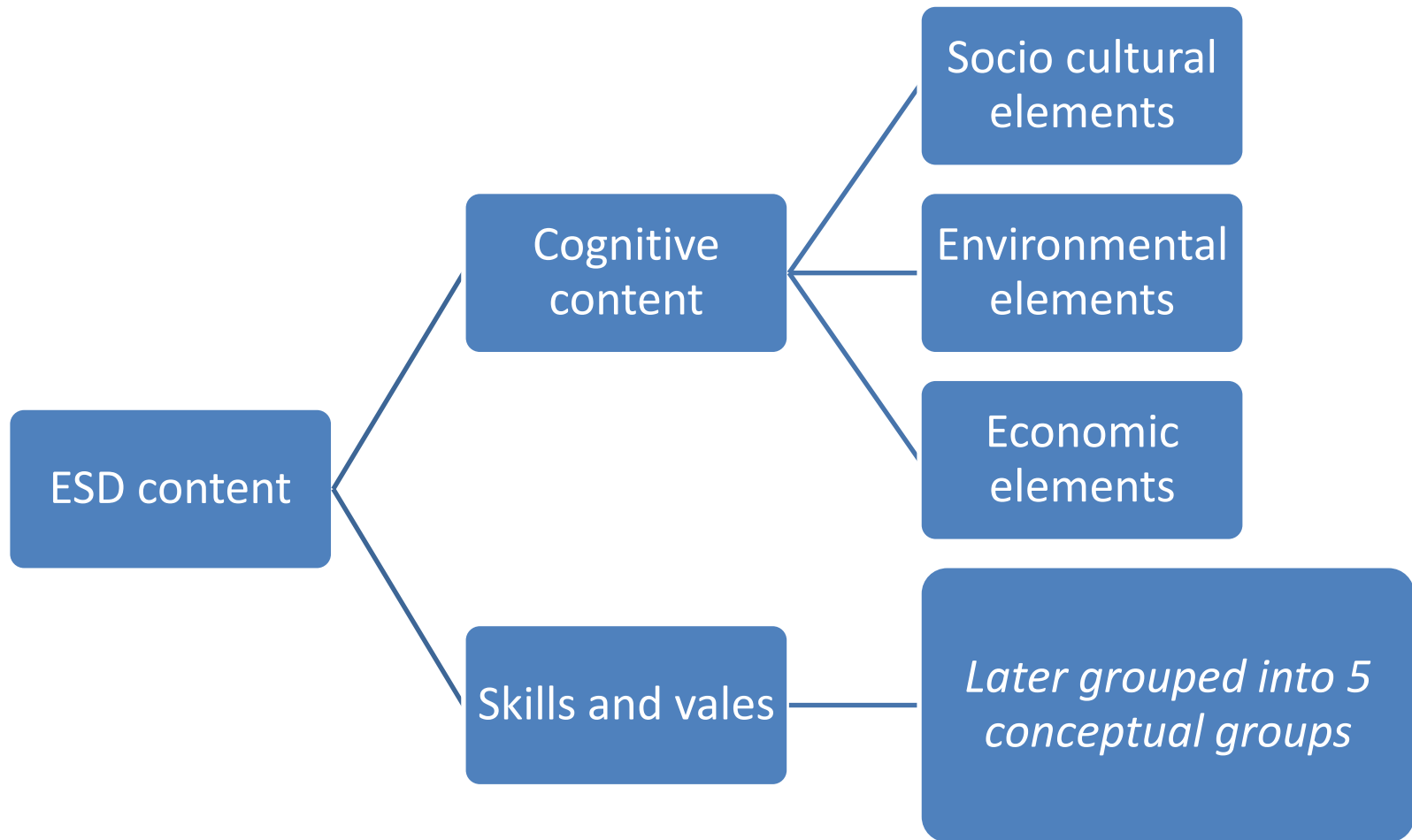
- HDI: there is potential for increase
  - **GDP growth alone will not help** (HDI-GDP decoupling above 0.7)
  - Must ask about the cost and form of development
- EcoFoot: already living above means
  - All (except 1) above sustainable levels, and above BRIC countries
  - **Greater demand than eco-systems can support** in the long term
- HPI: relatively exemplary
  - Environmental efficiency to support societal wellbeing
  - 2 outliers need **radical change**
  - Others: **opportunity for alternative development**



# Research for learnign and policy campaigns

- CRT drafted the coding matrix in **January 2011**
  - Set off recording framework curricula content in February 2011
  - **9 countries**: 9 teams or individual researchers
  - Completed recording in **July 2011**
- Limitations:
  - Coding matrix **is/is not** ideal **ESD** curriculum
  - **Subjective matching** of coding matrix to curricula and textbooks

# Coding matrix: the base of the research



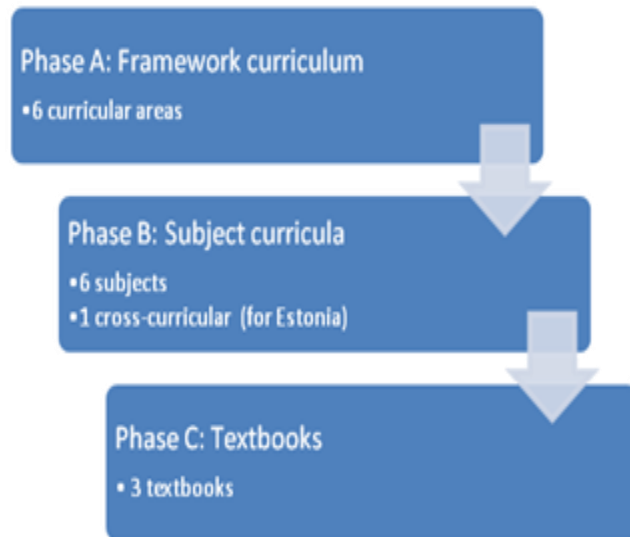
# Coding matrix: the base of the research

- Identify collect and systematically present the existing content most directly relevant to SD
- **COGNITIVE CONTENT**
- **Social Cultural elements**
  - Human rights, Peace and human security, Gender equality, Cultural diversity and intercultural understanding, Health, New forms of governance
- **Environmental elements**
  - Natural resources, Water, Air, Soil, Energy, Agriculture, Biodiversity, Climate change, Rural development, Urbanisation (urban footprint; urban sprawl), Natural disasters, Pollution, Human beings (as living organisms), Waste
- **Economic elements**
  - Poverty, Planetary boundaries, Corporate social responsibility and accountability, Market economy, Production and/or consumption , Sustainability, sustainable development

# Coding matrix: the base of the research

- **SKILLS AND VALUES CONTENT**
- **Values of respect and responsibility**
  - Acting with responsibility locally and globally, Acting with respect to others
- **Reflexivity and complexity understanding**
  - Critical reflective thinking, Understanding complexity / applying systemic thinking, Understanding interrelationships across disciplines, Applying learning in a variety of life-wide contents
- **Managing change and uncertainty**
  - Futures thinking, Planning and managing change, Decision-making, including in uncertain situations, Dealing with crisis and risks
- **Community cooperation**
  - Ability to identify and clarify values, Identifying stakeholders and their interests, Participation in democratic decision-making, Negotiating and consensus building
- **Basic science skills**
  - Observing –qualitative, Measuring – quantitative, Inferring - based on observation, Classifying, Predicting, Communication and understanding graphs and symbols, Manipulating mathematical ratios

# Research and learning process



- Narrowing down to most loaded segments
- Regular seminars for inter-sector learning and research instruction
- Policy lab
- Summer school: July 2012
  - “socially fair and environmentally sustainable” education
  - 50%-50% internal/external teaching

# National and comparative findings available online

- [www.enjoined.edupolicy.net](http://www.enjoined.edupolicy.net)

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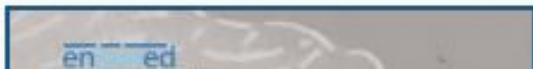
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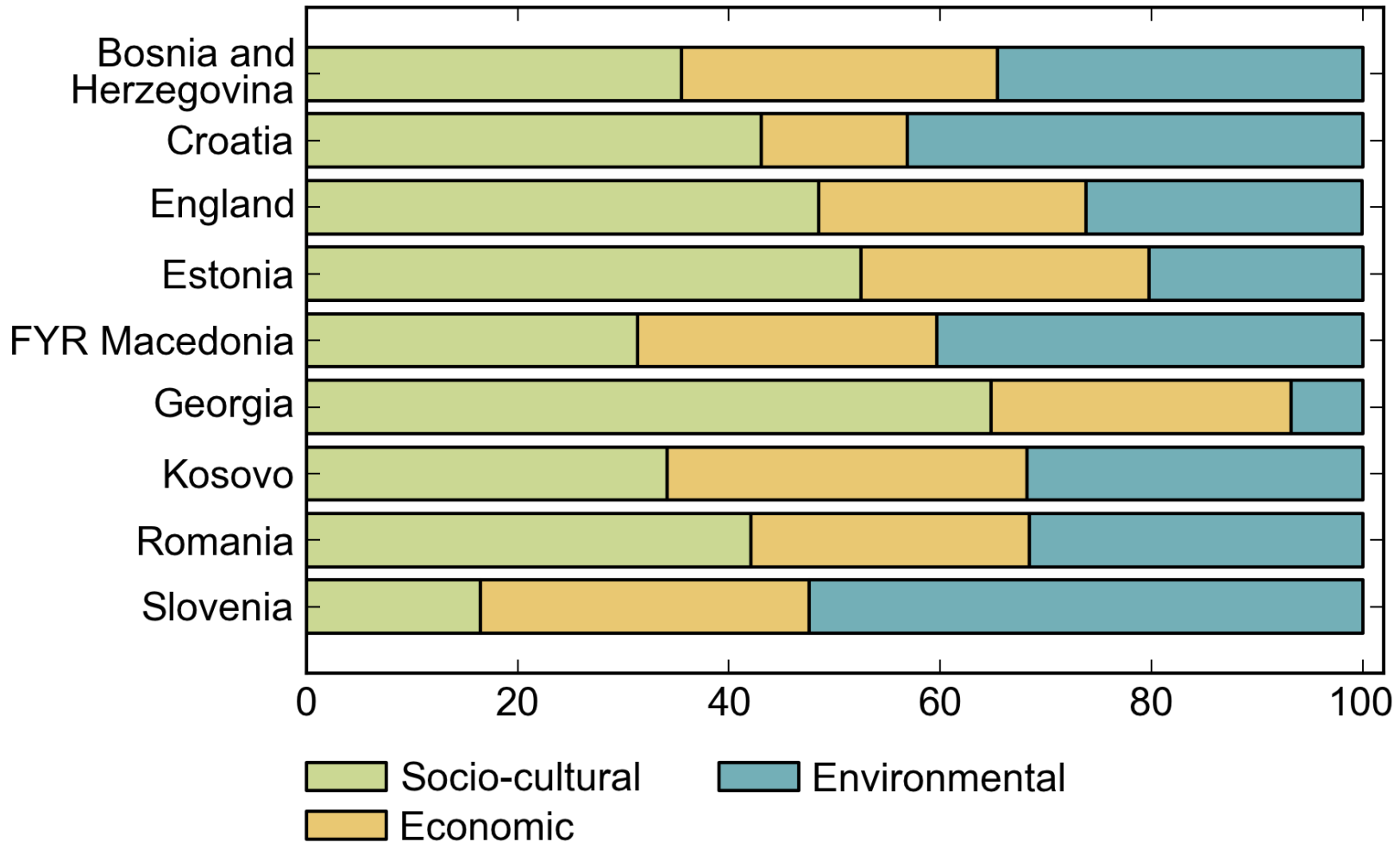
# ESD is not a new unfamiliar topic

*“Understand the meaning of life in a group and foster solidarity with others.”* (**Macedonia**)

*“Strengthening of self-respect in communal contexts.”* (**Romania**)

*“Students realize that engineering and technology have beneficial impacts on human comfort, whilst having an adverse impact on the environment.”* (**Slovenia**)

# Most of existing ESD-knowledge is about social and cultural aspects of SD





# *Intercultural understanding and Respect for others*

- **‘Cultural diversity** and intercultural understanding’ is the **most frequent knowledge item overall**
- **‘Acting with respect for others’** is the second most frequent skill overall
  - Right after ‘Reflexivity and **complexity understanding**’: standard goals of formal education
  - ‘Managing change’ and ‘Community cooperation’ much less represented

Bosnia and Herzegovina

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human rights•human security•cultural diversity•gender equality•health•new governance forms

Croatia

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human rights•human security•cultural diversity•gender equality•health•new governance forms

England

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human rights•human security•cultural diversity•gender equality•health•new governance forms

Estonia

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human rights•human security•cultural diversity•gender equality•health•new governance forms

FYR Macedonia

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human rights•human security•cultural diversity•gender equality•health•new governance forms

Georgia

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human rights•human security•cultural diversity•health•new governance forms

Kosovo

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human rights•human security•cultural diversity•new governance forms

Romania

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human rights•cultural diversity

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human rights•cultural diversity•gender equality•health•new governance forms

Bosnia and Herzegovina

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complexity understanding • respect and responsibility • community cooperation • basic science skills • managing change

Croatia

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complexity understanding • respect and responsibility • community cooperation • basic science skills • managing change

England

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complexity understanding • respect and responsibility • community cooperation • basic science skills • managing change

Estonia

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complexity understanding • respect and responsibility • community cooperation • basic science skills • managing change

FYR Macedonia

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complexity understanding • respect and responsibility • community cooperation • basic science skills • managing change

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complexity understanding • respect and responsibility • community cooperation • basic science skills • managing change

Kosovo

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complexity understanding • respect and responsibility • community cooperation • basic science skills • managing change

Romania

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complexity understanding • respect and responsibility • community cooperation • basic science skills • managing change

Slovenia

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complexity understanding • respect and responsibility • community cooperation • basic science skills • managing change

# Within Economic and Environmental cognitive elements

- •‘Market economy’ and ‘Corporate social responsibility and accountability’ are **not topics in primary compulsory schooling**
- –Could education be contributing to unsustainability? (UNECE, 2010)
- •‘Agriculture’ and ‘Rural development’ do not fare much better (**least represented environmental knowledge**)
- –Yet so important in some participating countries
- –So important for future generations everywhere

# Overall

- Some ESD content is present in the existing national curricula: **mostly about social-cultural aspects**
- **If sustainable development is the goal of societies,** ESD should be one of the foundational principles of curricula
  - No need for new subject, but for coherent framing of the existing content
- Education for **individual empowerment**, action and responsibility is underrepresented
  - Help students become **engaged in shaping sustainability** in the future

# Learnign and policy outcomes

- Independent monitoring and evaluation of learning within the network:
  - Inhomogenous group from the outset
  - Self-assessment: Learning outcomes affected by ‘teacher’, mode of presentation, social context and intrinsic motivation
  - On-site instruction
  - Anxieties about wider policy change, but confidence in common-owned evidence-base

For more information

[www.enjoined.edupolicy.net](http://www.enjoined.edupolicy.net)

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