1.	Record Nr.	UNINA9910483649403321
	Titolo	Schooling for Sustainable Development in Europe : Concepts, Policies and Educational Experiences at the End of the UN Decade of Education for Sustainable Development / / edited by Rolf Jucker, Reiner Mathar
	Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2015
	ISBN	3-319-09549-8
	Edizione	[1st ed. 2015.]
	Descrizione fisica	1 online resource (391 p.)
	Collana	Schooling for Sustainable Development ; ; 6
	Disciplina	300 304.2 338.927 507.1
	Soggetti	Human geography Science education Sustainable development Human Geography Science Education Sustainable Development
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
	Note generali	Description based upon print version of record.
	Nota di bibliografia	Includes bibliographical references at the end of each chapters.
	Nota di contenuto	PART I: GENERAL AND CROSS-NATIONAL ISSUES -- Chapter 1: Introduction: From a Single Project to a Systemic Approach to Sustainability—An Overview of Developments in Europe; Rolf Jucker and Reiner Mathar -- Chapter 2: A Whole School Approach to Sustainable Development: Elements of Education for Sustainable Development and Student's Competencies for Sustainable Development; Reiner Mathar -- Chapter 3: Quality Criteria for ESD Schools: Engaging Whole Schools in Education for Sustainable Development; Michela Mayer and Søren Breiting -- Chapter 4: Education for Sustainable Development (ESD): A Critical Review of Concept, Potential and Risk; William Scott -- Chapter 5: Perspectives on ESD from a European Member of UNESCO's High-Level Panel, with Particular Reference to Sweden; Carl Lindberg -- Chapter 6: Social Learning-Oriented Capacity-Building for Critical

Transitions towards Sustainability; Arjen Wals -- Chapter 7: Education for Sustainable Development in a Cultural Ecological Frame; Patrick Dillon -- PART II: CASE STUDIES FROM INDIVIDUAL COUNTRIES OR REGIONS -- Chapter 8: Project-Variety and Established Structures: Development and Actual Practice of ESD in Germany; Reiner Mathar -- Chapter 9: Education for Sustainable Development between Main-Streaming and Systemic Change: Switzerland as a Case Study; Rolf Jucker and Florence Nuoffer -- Chapter 10: Education for Sustainable Development in Austria: Networking for Innovation; Franz Rauch and Günther Pfaffenwimmer -- Chapter 11: Moving Schools towards ESD in Catalonia, Spain: The Tensions of a Change; Mariona Espinet, Mercè Junyent, Arnau Amat and Alba Castelltort -- Chapter 12: The Challenge of Mainstreaming ESD in Hungary; Mónika Réti, Dániel Horváth, Katalin Czippán and Attila Varga -- Chapter 13: Education for Sustainable Development in Finland; Mauri Åhlberg, Mervi Aineslahti, Annukka Alppi, Lea Houtsonen, Anna Maaria Nuutinen and Arto Salonen -- Chapter 14: Learning from ESD Projects during the UN Decade in Norway; Mari Ugland Andresen, Nina Høgmo and Astrid Sandås -- Chapter 15: Searching for a Sea Change, One Drip at a Time: Education for Sustainable Development in Denmark; Simon Rolls, Katrine Dahl Madsen, Torben Ingerslev Roug and Niels Larsen -- Chapter 16: Education for Sustainable Development in Flanders: the UN Decade and Beyond; Katrien Van Poeck, Jürgen Loones and Ingrid Claus -- Chapter 17: Education for Sustainable Development in France; Michel Ricard and Maryvonne Dussaux -- Chapter 18: Paving the Way to Education for Sustainable Development in Cyprus: Achievements, Findings and Challenges; Aravella Zachariou and Chrysanthi Kadji-Beltran -- Chapter 19: Reflections on ESD in UK Schools; Stephen Martin, James Dillon, Peter Higgins, Glenn Strachan and Paul Vare -- Chapter 20: Education for Sustainable Development in the Netherlands; Martin de Wolf and André de Hamer.

| Sommario/riassunto | This book examines the implementation of Education for Sustainable Development (ESD) programs in schools across Europe. It describes and analyzes how individual countries and the region as a whole have established teaching and learning methods to help students develop the competencies needed to be part of a sustainable society. Featuring chapters written by experts throughout Europe, the book first provides a general overview of ESD in various contexts, including the state-of-the-art of ESD theory and conceptual development; political and social analysis; the various concepts of ESD competencies; and teacher training. Next, the book details how ESD has been implemented in different European countries and regions, including: Sweden, Italy, Germany, Austria, Switzerland, Catalonia, Hungary, Finland, Norway, Denmark, Flanders, France, Cyprus, UK, and the Netherlands. In recognition of education as a motor of change, the United Nations General Assembly declared a Decade of Education for Sustainable Development (2005-2014), calling for the integration of sustainable development into all aspects of education and learning. Inside this book, readers will find details on what has been done, as well as assessments of what more could be done, across Europe. It will help readers gain valuable insights into how to help students develop the knowledge, skills, and values needed to shape a sustainable future. |