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ANALYTIC SUMMARY

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SUSTAINABLE HUMAN DEVELOPMENT: AN EDUCATIONAL COMMITMENT

Teor. educ. 29, 1-2017, pp. 25-53

Sustainable Human Development (hereafter SHD) is taking shape as a proposal for progress in the face of a crisis in civilization so complex and far-reaching that it is considered quite difficult to solve. The aim of this article is to offer a reasoned justification of the evolution of the concept of development and of the need for an educational commitment to be able to make progress towards it. Although it is still polemical and the object of criticism, SHD has become consolidated as a strongly ethical proposal to lead the change in the course of development, transversally affecting its multiple dimensions and advocating interdisciplinary and intercultural cooperation and dialogue. The article analyses the challenges posed by SHD to today's global society, as well as some ways to respond to them from the field of educational action and research. It concludes with a reasoned structuring of the contents of the monograph and an analytical description of the contents of the different contributions.

Key words: crisis of civilization; sustainable human development; educational challenges; culture of sustainability; education for sustainable development.

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SUSTAINABILITY, GLOCAL DEVELOPMENT AND PLANETARY CITIZENSHIP. REFERENCES FOR A PEDAGOGY TOWARDS SUSTAINABLE DEVELOPMENT

Teor. educ. 29, 1-2017, pp. 55-78

Sustainability approaches advise adopting a *glocal* development model that links local possibilities and practices to global needs and constraints. The complexity of this phenomenon, taken to the political plane, leads to a model of planetary citizenship where humanity's commitment to nature and the necessary social equity amongst human beings are emphasized. This has clear implications for pedagogy, which this paper aims to highlight. This work starts from the sustainable development scenarios and concludes with a proposal of a planetary citizenship rooted

locally. *Glocality* and planetary citizenship, a concept close to that of cosmopolitan citizenship –once stripped of its anthropocentric connotations–, both lead to significant missions of education in this framework: the formation of a holistic worldview, based on a complex-system thinking, and building a planetary citizenship. In both cases, the consideration of the human as an eco-dependent being, attributes nature an essential position in the educational processes.

Key word: education for sustainable development; *glocality*; planetary citizenship; systemic thinking.

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EDUCATION FOR SUSTAINABILITY AND EDUCATION FOR HUMAN RIGHTS: TWO DOMAINS THAT MUST BE LINKED

Teor. educ. 29, 1-2017, pp. 79-100

There are nowadays in Education two important and well founded claims to introduce Education for Sustainability and Education for Human Rights. In fact UNESCO considers both of them as priority domains and has dedicated a decade to each one. We have to regret, nonetheless, the scarcity of links between both domains, as well as their insufficient presence in the educational system, particularly at the university level. The aim of this paper is, very precisely, to show that, against what has usually been considered, both domains of knowledge and social activity are deeply linked and have to be approached ensemble to favour their mutual enhancement and contribute to a higher efficiency. An *Education for Sustainability and Human Rights* can become a key contribution to the necessary transition to sustainable societies and an essential element of the new Sustainability Science.

Key words: Education for Sustainability; Education for Human Rights; Sustainability Science; Transition to Sustainability; Higher Education.

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ENVIRONMENTAL IMPACT: AN ETHICAL AWAKENING OF INTEREST FOR EDUCATION

Teor. educ. 29, 1-2017, pp. 101-128

During the past decades, the unwholesome human behaviour on nature has evinced an environmental and anthropological crisis, largely rooted in erroneous and inherited understandings of modernity. The causes that have estranged human beings from their environment are complex and varied, but they necessarily need to be addressed by education. The detailed analysis of some of the causes of unsustainability and its effects (either visible or non-visible) may contribute to

foster environmental literacy, which is essential to achieve the urgent adoption of a sustainable development model, both socially and environmentally fair.

In this paper, some possible causes of the breach between human beings and nature are analysed. It is shown also how the environmental impact evidence may be an excellent resource to teach about these causes, thus contributing to the education on sustainable development.

Key words: education; sustainable development; environmental impact; socio-environmental crisis; environmental ethics; nature.

Lisa MINDT and Marco RIECKMANN

DEVELOPING COMPETENCIES FOR SUSTAINABILITY-DRIVEN ENTREPRENEURSHIP IN HIGHER EDUCATION: A LITERATURE REVIEW OF TEACHING AND LEARNING METHODS
Teor. educ. 29, 1-2017, pp. 129-159

The transformation of current economic systems towards sustainable development requires innovative sustainability-driven enterprises with competent owners, managers and staff members. These people should see sustainable development as of primary value and as an opportunity for strategic renewal of their enterprise as well as being important to society in general. Higher education for sustainability-driven entrepreneurship aims at developing the individual competencies which are required in this context. For creating learning settings in which these competencies can be developed, particular teaching-learning approaches and methods are needed. To date, there is no comprehensive literature review dealing with teaching-learning approaches and methods of higher education for sustainability-driven entrepreneurship. Against this backdrop, a systematic literature review has been carried out to examine the state of the art concerning teaching-learning approaches and methods for sustainability-driven entrepreneurship in higher education. The results form a basis for further structuring the debate on approaches and methods of teaching and learning related to higher education for sustainability-driven entrepreneurship and for identifying future research needs in this area.

Key words: Entrepreneurship education; higher education for sustainable development; higher education for sustainability-driven entrepreneurship; learning outcomes; literature review; teaching and learning methods.

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SUSTAINABILITY IN UNIVERSITY DEGREES: PRESENCE AND COHERENCE
Teor. educ. 29, 1-2017, pp. 161-187

We are faced an unprecedented socio-environmental crisis and in a context of uncertainty that makes management difficult. In order to deal with this situation, we

need professionals with a firm training who can make decisions with sustainability criteria. This need is collected from higher education and posed as a key challenge for university degrees. The objective of this work is to know if the elements of sustainability have been included in the new degree programs of the UNED. In order to do so, the content analysis of its degree reports ($n = 26$) is proposed, making a qualitative and quantitative treatment of the information with Atlas.ti software. An analysis is made to know the presence of the sustainability in the degree programmes and to evaluate his coherence around this subject.

Key words: curricular sustainability; university; competencies.

Genina CALAFELL and Mercè JUNYENT

THE VECTOR IDEA AND ITS SPHERES: A TRAINING PROPOSAL FOR CURRICULUM GREENING PROCESSES FROM THE COMPLEXITY

Teor. educ. 29, 1-2017, pp. 189-216

The study is in the framework of Education for Sustainability and, specifically, in the curriculum greening processes. In the first place, a conceptualization about curriculum greening is briefly presented following the ACES model. In the second instance, the research is exposed. It is concretized in the analysis of the degree of curriculum greening in a training program aimed at education professionals. This training programme has been elaborated from the perspective of complexity and based on the proposal of Vector Idea and its spheres (conceptual, methodological, creative, and investigative). The research carried out has an interpretative approach and the participants were teachers who followed the training programme. The results allow obtain guidelines for the development of a training process in curriculum greening, coherent with the ACES model, and with real impact on the participants. These orientations are based on the following ideas: credibility, cosmovision, conceptualization and action.

Key words: Education for Sustainability; curriculum greening; complexity; training programme; vector idea; teacher training.

Lucie SAUVÉ and Hugue ASSELIN

ECOCITIZENSHIP EDUCATION: CHALLENGING THE INSTRUMENTATION OF SCHOOL AS AN ANTI-CHAMBER OF THE «LABOR MARKET»

Teor. educ. 29, 1-2017, pp. 217-244

Influenced by important lobbies, formal education systems get impregnated by heavy tendencies characterizing our present societies, and prominently by the strong dominance of the economic sphere over social relations and the whole interaction network between society and the environment. This article presents an

analysis of a national policy project aiming to adapt the education system to a certain conception of educational achievement, understood as a «labor market» access and a tool for economic development. We illustrate how this initiative echoes various international institutions' recommendations for education, where sustained economic growth becomes the key for solving the problems of our humanity. Finally, we probe the potential contribution of an eco-citizenship education to the deployment of an educational project that invites young people to clarify their own worldview, to take a critical look at contemporary socio-ecological realities, to redefine economy, and to empower themselves in order to participate in the reconstruction of the links between society and nature.

Key words: ecocitizenship education; environmental education; formal education; curriculum; educational achievement; educational politics; international program.

José Antonio CARIDE GÓMEZ

SOCIAL EDUCATION, HUMAN RIGHTS AND SUSTAINABILITY IN COMMUNITY DEVELOPMENT
Teor. educ. 29, 1-2017, pp. 245-272

The article places its contributions in a reflection of a pedagogical and social nature about the links that are established between social education, human rights and sustainability in community development. In this regard, in a historical and prospective key, it places emphasis on the need to promote educational actions that, being consistent with the principles of equity and justice, make it possible to build a more democratic, inclusive and cohesive local-global society.

A future expectation that must be confined to educational theories and practices where local communities assume the role they play in their own development processes, with an alternative vision to the ways of educating people and themselves on a daily basis, respectful of human and ecological rights. A line of action that coincides with the commitments made at the Global Action Programme on Education for Sustainable Development, adopted by UNESCO, and Resolution A/70/1 adopted by the General Assembly in 2015, *Transform our world: the 2030 Agenda for Sustainable Development*, guaranteeing lifelong learning for all.

In this objective beats a decisive, although not explicit, of a pedagogical-social vocation: to train citizens that, individually and collectively being aware of their role in socio-environmental changes, assume the responsibilities inherent to the values that sustain life in all its diversity. Social education and community development that, by projecting initiatives in different times and social spaces, allows formative opportunities to be expanded beyond the school system and its curricular practices. The *Environmental Education* and the *Local Agenda 21* continue being two references main for the reflection-action educational and community.

Key words: Social Education; community; human rights; sustainability; community development; Environmental Education.

Edgar Javier GONZÁLEZ-GAUDIANO and Ana Lucía MALDONADO-GONZÁLEZ
THREATS AND CLIMATE RISKS INTO VULNERABLE POPULATIONS. THE ROLE OF EDUCATION
IN THE COMMUNITY RESILIENCE
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Nowadays, challenges in the contemporary world lead to the education to propose its current themes. Environmental education is not an exception. The magnitude and complexity of global environmental problems such as the climate change, the ocean acidification and the loss of the biodiversity have generated issues that had attracted pedagogical attention for decades. This article presents the early results of a study aimed at assessing the perception of risk and vulnerability of communities that frequently are affected by extreme hydrometeorological phenomena. These findings could be a starting point for the design of educational programs aimed at strengthening community resilience. We start from the assumption based on socio-cognitive factors that determine the dispositions in order to the populations can act under similar circumstances, we can find key elements that allow us to infer their reactions to difficult situations. This considering their previous experience and their singularities in the adaptation to climate change, in the social learning in extreme situations and in the identification of their strengths and weaknesses.

Key words: risk; vulnerability; community resilience; environmental education; Veracruz.