

LEARNING FOR A SUSTAINABLE FUTURE: GEOGRAPHICAL SCHOOL PRACTICE IN SLOVENIA

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ABSTRACT

We analyse some aspects of the integration of sustainable education in school practice in Slovenia with special reference on geography. The results of analyses (since 2007) have shown that the objectives, which should contribute to the achievement of Education for Sustainable Development (ESD) are not all realized. So far the legal bases that support ESD, as well as the revised national curricula for primary and secondary schools have been provided, although they should be upgraded as we notice on school geography example. Less activity was observed in the area of accelerating teaching research and strengthening cooperation between the various stakeholders in the field of ESD at all levels. At this point, it is our opinion that the greatest attention should be, at this moment, put on training of professionals, especially teachers and educators, because they still have not internalized the principles of ESD to such an extent that it exercised decisive influence on their teaching philosophy. We strongly believe that education for a sustainable future must be based on the level of personal beliefs and to become a part of life of educators too.

Key Words: Sustainability, education, curriculum, teacher, geography.