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Education for sustainability and resilience

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Education for Sustainability and Resilience - Introducing Words

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Addressing education as a response to the global crisis is a delicate task. Education is facing major challenges in order to address crises such as climate change, food insecurity, decline of democracies, as well as conflict and wars. Sustainability needs to address the connections between social, economical and environmental dimensions in societies at different scales. In education for sustainable development (ESD), it can be difficult to balance a realistic presentation of the challenges and crises we face and the hope and beliefs for a better future. We do not think that we can expect miracles, but we do know that we must address tough issues to meet pupils' fear, anxiousness, anger, knowledge and . What role can education play, what would the content be and what can this education contain and how can it be played out? In this volume, we will try to – if not answer these questions – elaborate on education that includes sustainability issues.

This volume contains several short articles, which have emerged within an ERASMUS+ project, as a result from both research and teaching, in primary schools and in teacher education. The articles draw on practices in four countries: Sweden, Norway, Finland, and Slovenia. The common denominator is the Storyline approach to teaching and learning. The articles present short glimpses from work and publications.

The articles highlight some crucial aspects of the Storyline approach, theoretically as well as practically. For example, the democratic work in a Storyline, working with education for sustainable development (ESD) through Storyline, uses the role of the story, the dramaturgy, and the characters for advancing the theme and pupils' understanding.. During the project we have adopted and developed a relational pedagogical approach to both Storyline and to Education for Sustainable Development. Before letting you read about these, we think it will be helpful to know something about Storyline, and therefore, the first text presents the Storyline Approach with its particular tools to teaching and learning. With these short articles we hope to enlighten and inspire teachers and researchers to explore the Storyline approach in schools, and in teachers education, further. We believe that through the Storyline approach we are able to facilitate teaching and learning processes to meet the students' knowledge, not only for today, but also for tomorrow where comprehensive competences are needed in order to meet an uncertain future.

Enjoy your reading!