

# ESD-based education

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## Hypothesis, Propositions and Research-Questions

The OPEDUCA-concept consists of various propositions that lead back to a central hypothesis, originally formulated in 2007:

*“ESD can be realised by means of student-owned ongoing thematic learning processes on future defining themes throughout the entire formal educational system, connected with educational sources in the region to form there base a local-to-global learning space that affects the transformative potential of education for a more sustainable development”.*

From the perspective of learning, education and schooling there are five key propositions:

1. Education for Sustainable Development should be regarded and practised as a systematic ongoing learning process based on future defining themes.
2. Students’ education should be understood as a continuous tread throughout the entire formal system of primary up to and including higher education.
3. Education through schooling should and can include a continuous educational interchange with real-world phenomena, especially with the natural environment and the world of work.
4. Essential learning theories and educations can merge, providing for a joint pedagogy and educational framework of such universal quality and applicability every school can build on it.
5. Schools should be nexus of an educational partnership in regional society in constant exchange with alike regions worldwide, forming a local-to-global boundary crossing learning sphere that defines and contributes to the effectuation of (education for) sustainable development.

These key propositions lead to three more regarding sciences adjoining education:

6. Industry and the world of work in general can be involved in schooling as partners in education.
7. Information and Communication Technology (ICT) is sufficiently well developed to enable a crowd-generated development of Open Educational Resources that contributes to schooling for all.
8. Societal challenges such as inequity, a loss of togetherness, the generational divide and youth-care can be better addressed when schools open their educational process to regional society.

Regarding the acceptance and applicability/valorisation of the concept I furthermore propose that:

9. The underlying vision and instruments are of such quality they give reason for actors in society to actively take part and contribute capacity by means of people, facilities and finances.
10. Schools in primary and secondary education are willing to contribute own resources by ways of management, teachers, school facilities and materials as well as financially.

These propositions give way to the main question:

*“How can present day education through formal schooling be brought in transition and improved in order to base an ‘education permanente’ that enhances humanities’ potential to realise a sustainable future?”.*