GENZ4GREENDEAL

The visualization of the Status quo in regard to the education of Generation Z in sustainable development

Broad coverage of the topics and target groups but still to progress up to the full digital environment

The partners mapped and classified the projects tackling sustainable development topics in their countries based on an original taxonomy. The georeferenced database is ready to be processed by Geographical Information System (GIS) manipulation software.

To reflect the conclusions of the review of the collected data the partners elaborated an infographic. This type of presentation was chosen to match the learning preferences of the Generation Z.

The outcome of the mapping exercise revealed a broad but fragmented landscape of the education subjects – 8 topics are spread between 1% and 6%, but the general topics are pairing the specific topics. With regard to technical means employed, there is a slight preference for web platforms - 18% and conventional printed handbooks -12%, while the other components of the education such as the assessment tools and certificates are rarely encountered, suggesting the need for more training to foster the adoption of the full range of the education instruments.

More than half of the projects were implemented by NGOs -58%, followed by public institutions - 10%, which can be interpreted as a result of the demand for a broad range of education topics delivered in a short time. The preferred targets are the general public – 49% and local communities - 22% while a significant share is harbored in schools – 28%. This well-established brick-and-mortar institutional framework is still preferred, despite the advance in virtual learning environments and their capability to point to relevant resources.

While many projects are claimed to be implemented at the national – 38% or transnational level -21%, only a limited number are conducted at the organization level – 6%. This distribution suggests the need to support non-formal learning in the workplace. According to common knowledge, however, most projects provide learning-by-doing opportunities within the organization itself.

There are still differences between the educational landscapes of the countries of the participants, partially caused by geographical features: e.g. Malta is an insular state, while Serbia is a landlocked country. This geographical situation is mirrored by the topics and target group distributions.

The data analysis is part of the input to the design of the education material and podcasts planned later in the project. The collected best practices will serve as case studies.

The project team is confident that the taxonomy and the methodology developed will inspire a future harmonized methodology for a digital review of the education environment in Europe.