



# Inclusive Education for Sustainable Development

Empirical Evaluation of the ESD Training Event  
»Chocolate Fair Trade« at an Out-of-School Setting



## Problem

Requirements of the Standing Conference of the Ministers of Education and Cultural Affairs of the Federal States in the Federal Republic of Germany (2012)

- Connection of Education for Sustainable Development and Inclusion
- Cooperation of school and out-of-school facilities dealing with ESD

## Current State of Research

Bagoly-Simó (2014)

- School subject Geography is main ESD medium for pupils

Hemmer et al. (2013)

- Out-of-school academic institutions seek evaluation of ESD programs

## Research Deficits

- Lack of research concerning effects and evaluation of inclusion and ESD



LBV Umweltstation Rothsee

## Desired Findings

- Optimizing ESD programs for inclusive classes
- Adaptation of findings to other ESD programs both in and out-of-school
- Advanced training of workers at educational facilities both in and out-of-school
- Benefit for the Master program "Education for Sustainable Development" and the Geography program at the Catholic University of Eichstätt-Ingolstadt

## Research Aim

How effective are ESD programs with inclusive school classes?

- How is ESD put into practice with inclusive classes at environmental education facilities?
- Are there differences between pupils with different initial learning strengths and weaknesses concerning the acquisition of competences?
- Are the pupils with worse results also the ones with greater initial learning weaknesses?
- What indicators for inclusive ESD can be identified?
- How can we optimize ESD concepts for pupils with poor outcomes in post-testing?

## Methodology

- Empirical evaluation of an ESD program at an out-of-school educational facility (LBV Umweltstation am Rothsee) with inclusive classes
- Recognition of differences within classes
- Derivation of indicators of successful inclusive Education for Sustainable Development
- Recommendation of courses of action for further ESD programs



## Methodological Approach

- Comparison of two experimental groups, each consisting of 150 pupils (Realschule and Mittelschule); control group
- Definition of the learning groups by means of assorted measurement tools
- Experimental group 1: ESD program event at an out-of-school educational facility
- Experimental group 2: ESD-program event in the context of standard in-school-classes
- Follow-up testing of both the experimental and control groups

## Outcome

- Significant increase in knowledge and skills, but no significant differences between the two experimental groups
- Students with greater initial learning strengths gained more knowledge and skills than the others
- Students with lower initial learning strengths benefited more at out-of-school educational facilities in the area of role-play

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