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Editorial

Towards a More Regenerative and Resilient Post-Pandemic World

The current volume of the journal contains articles written by the authors from diverse parts of the world, including Sweden, Norway, Netherlands, Philippines, Indonesia, Turkey, and Germany and reveal the efforts and best practice gained in the field of sustainable education from different parts of the world. Some authors envision future scenarios of higher education which are based on a broader understanding of sustainability. Future thinking in higher education is highlighted as a significant thread developed by the authors from the Philippines by envisioning big societal transformations initiated in higher education. The paper from Philippines stimulates creative and imaginative thinking about the futures in higher education. The ongoing Coronavirus pandemic called into a question nearly everything in higher education, including the structure and the process and sustainability. A post – pandemic world made educators strive to engage in new ways by offering students modern and more flexible forms of studies. By offering a regenerative view on sustainability, the authors suggest the need for a holistic view and systemic transformations by aligning human actions with living systems principles through transformational co-creative processes. By understanding limits of our planet Earth, the authors suggest the need of incremental change and new scenarios with deeper post- sustainability understandings. By overcoming destructive patterns of thinking, there is a need for a more sustainable vision of sustainability by overcoming narrow anthropocentrically focused aims to more holistic ones where all social partners are called to co-create their content towards thrivability and well being for the whole planet. New vision of regenerative sustainability requires new capabilities that will deal with increased complexity and diversity.

Several articles that were presented in the 16th Nordic Conference on Religious Education in Riga, Latvia in Year 2022 are also included in this volume. The authors are searching for the answers on topical issues that are connected with the reflections on the challenges caused by the Covid-19 virus and the impact they left of religious identity and worldview education. The author's analysis about the relationship between the concepts – religion and worldview – link to the educational content. These papers uncover the notion of worldview education. A worldview is a mental model of the world of each individual where humans ask meaningful questions, like what is a purpose of life and work? Is worldview affected by many factors? What are the main values and proprieties? How does my worldview affect decisions and actions in everyday life? What should we teach students about worldviews and how, and why?

The paper written by Roy G. Ponceand Jhonnel P. Villegas is a conceptual paper that reflects on Sustainability in a Philippine State University. Sustainable development

aims to respond to the growing needs of human society despite the rapidly declining environmental resources. Its primary goal is to articulate the balance in the social, economic and environmental pillars. Despite ubiquitous efforts, very little progress has been made to favor the environment. There is a need to rethink and redefine sustainability from the lenses of regenerative development and futures thinking. Environmental regeneration should be prioritized through strategic foresight to define a desirable future. This paper outlines how a Philippine state university can position itself as a steward of rich natural resources through regenerative futures. Specific strategies for institutional rebranding and direction-setting are also provided to mainstream regenerative futures in the university's four-fold functions. A new conceptual model is designed to inform the regenerative efforts of academic institutions globally.

The study was conducted by Muhammad Cahyadi, Thalsa Syahda Aqilah, Ediyanto Ediyanto, Ahsan Romadlon Junaidi seeks to realize Sustainable Development Goals, especially quality education. Particular attention is given to Agenda 2030, and Sustainable Development Goal 4 in building inclusive and just community. The current study clearly describes the theories and instruments to identify and diagnose children with Autism Spectrum Disorder from an early age. The current study results: social communication, behavioral problems, emotional problems, sensory regulation issues, and engagement issues, are essential indicators in the development of early detection assessment tools in children with an autism spectrum disorder. There is a need for holistic and sustainable Curriculum, by recognizing diverse barriers within educational systems by training more qualified teachers and involving stakeholders in the decision-making process and by working jointly to strengthen capacities to build more efficient interventions.

The purpose of the study written by Huseyin Kotaman and his colleagues is to examine impact of in-service education designed to improve early childhood teachers' environmental awareness, knowledge, attitudes and their skills by integrating environmental issues in their teaching. Thirty early childhood teachers in a treatment group and thirty in a control group participated in the study. Teachers in control group did not attain in-service education. Teachers responded to the Environmental Problems Attitude Scale (EPAS) before and after the in-service education. After the education, teachers in treatment provided qualitative data about impacts of education. For the treatment group, the Mann-Whitney U test revealed a significant increase from pretest to posttest. The Mann-Whitney U did not indicate a significant increase for the control group. Three major themes derived from qualitative data. These are: increase in environmental awareness, increase in individual responsibility and taking action, and the motivation to equip each for environmental education.

The paper by Caroline Klintborg explores the concept of *existential configurations and* is equipped to adequately capture a complex and personal understanding of life that, not least, can be observed among young people today. Furthermore, it is argued that this concept of *existential configurations* gives access to a theoretical language that enables individuals to understand their own existential meaning-making, and to see how it relates to the plurality of religions and worldviews that can be encountered in society – even when they do not describe themselves as religious or as having a specific worldview. The outline of the article starts with a short account of RE in Sweden: from the 1500s until today. Following this, some examples lifted from a discussion on how to describe and discuss people's understanding of life to be presented, a discussion that has been going on in Swedish religious studies since the 1960s. She illustrates how different traditions

within religious studies and education have chosen to emphasise different aspects of individuals' meaning-making. The historical perspective presented in relation to the subject and the discussion about how people's understanding of life ought to be described and discussed, will be the background against which empirical research is presented. This leads to the concept of existential configurations. The article summarises the points that have been found important in the search for a renewal of religious education identity.

In his paper Siebren Miedema concludes that the concept of 'worldview' is widely used today in education and religious education, including the sub-concepts of 'personal worldview' and 'organized worldview'. He states that next to further reception and elaboration of these notions, this, of course, leaves the door open for theoretical and empirically based criticism. An exemplar of such criticism is provided by Caroline Klintborg. She is articulating her claim that instead of using the notion of 'worldview' – and its sub-concepts – there are good reasons for replacing the concept of 'worldview' with the concept of 'existential configurations'. In his response Miedema is weighing the strength of her argumentation, and concludes from the perspective of what he coins as a form of 'conceptual sustainability' that her conceptualization should be interpreted as an elaboration of the concept of 'worldview' instead of as a replacement.

The paper by Andreas Brunold and Bernhard Ohlmeierhe shows that the potential democratic influences can always be assessed much more positively through sustainable development than that of actual democratic changes, particularly in reference to good governance, to the basic and human rights, the protection of minorities, civil society participation and on the separation of powers and the rule of law. The paper summarizes achievements gained during the UN Decade of Education for Sustainable Development 2005–2014 on civic education, public participation, international cooperation by indicating the obstacles and stabilizing factors for the realization of education for sustainable development. The aim of the research and investigation methodology was based on an expert survey, using questionnaires translated into German, English, French, Spanish and Portuguese languages. The experts, interviewed in this study as part of the international community, represent institutions or organizations that are involved in educational policy or in university research and teaching contexts with the topics and content as well as the implementation of ESD. The answers of the experts provide a different and wide range of variations in assessments of the implementation of the UN Decade and its characteristics of democratic potential and support.

Geert Franzenburg in his paper demonstrates how the individual can preserve his identity within a crowd and encounter the threats and the temptations of the mass phenomenon by evaluating two contrasting and complementary situations and approach: on the one hand, the beginnings of the Soviet Union in the 1920s as it manifested itself in everyday life in Moscow (journalistic-systemic view). On the other hand, on biographies of NSDAP members in Germany in the 1920s (biographical approach). The theoretical background provides philosophical treatises from this period (Elias Canetti, Ortega y Gasset, and Karl Jaspers). Because the situations characterize starting points of the totalitarian system (Sowjet-Union/Nazi-Regime), they allow transformations into current and future experiences of collective and group pressure in private and business life, where people experience similar challenges and temptations that are more elementary. In Geert's paper philosophical considerations are uncovered in relation to totalitarian regimes in human history and diverse ways of coping with the system by reflecting, emotional strengthening (attending the places of power), empathic distance and sensitization

(reportage, differentiation) and changes of the perspective from being a victim to becoming a reporter, as well as finding internal and external places of power as therapy.

The study by Belma Barak and Görkem Avci analyses secondary school curricula in Germany (Bavaria) (Geography, Nature, and Technology) and secondary school curricula in Turkey (Social Studies, Sciences) and were compared in terms of learning outcomes and learning areas to the principles of sustainable development (social-environmental-economic). Turkey's social studies curriculum is more related to SD's social dimension principles; the science curriculum is more related to SD's environmental dimension principles; and Germany's to Geography, Nature, and Technology curricula that are more related to SD's environmental dimension principles. The number of learning outcomes related to the economic dimension principles of SD in both countries' curricula has been determined to be very low. Especially in Germany's curricula, unlike Turkey's curricula, it has been determined that students offer solutions to existing environmental-social-economic problems for sustainability in the context of problem-solving skills and learning outcomes that include case study activities are included.

The paper by Dag Øivind Østereng from Norway explores video as an educational resource from the perspective of the editors of Elevkanalen. Elevkanalen (The Pupils Channel) is Norway's only wholly-digital publisher targeting primary and lower secondary schools. Through an interpretative phenomenological analysis of the editors' comprehensions, the editors' intentionality regarding video is at the heart of this study. Furthermore, the interest of this paper is to contribute to a discussion of professional assessment and didactical utilization of video in teaching and learning. Thus, video-based learning (VBL) and the ICAP theory is applied to assess video as a learning resource critically. Moreover, this paper also highlights the editors' comprehension in the context of Education for Sustainable Development (ESD) as it meets a key demand of UNESCO in being learner-centered.

All articles of this volume contain a very significant contribution, and the authors are to be congratulated for bringing such a large scenario to the research table, this providing readership with current and significant considerations for today. Initiatives and cases of good practice suggested by the authors of this volume hold a promise for sustainable and regenerative development globally by bringing upfront a potential for transformations in many spheres of life. By offering the sustainability framework for the issues discussed in this volume, the authors initiated discussions that facilitate flows for sustainable local processes and a development of capabilities across larger scales. To bring these visions into practice we need sustainable governance that requires system thinking, resilience, adaptability, innovations, and accountability withing organizations. We express our gratitude to all the authors and reviewers of this volume in developing more regenerative visions and capacities for a well-being of a every living system.

The underlying themes of problem-solving skills and regenerative or innovative thinking patterns are the scenarios expertly addressed by the movement of Philosophy for Children, sometimes called Philosophy in the Classroom (P4C). Many in our research community will already be familiar with P4C, but in a rapidly changing scenario that we face, further contact could be promoted with these networks in their global context. The Austrian Global Conference for P4C shows how aligned the intentionality arc of skills and proposed education outcomes are to our research projects because they promote Sustainability and Securitability (UNESCO 2014, 2015) through development of critical thinking patterns and specific problem-solving skills and processes while overcoming destructive patterns of thinking.

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