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## L.03. Educating in a more-than-human world: ecological crisis and social inequalities

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### Lights And Shadows Of Green Comp. The Contribution Of The Sociomaterial Perspective In Reviewing The European Competence Framework For Sustainability

Chiara Buzzacchi (University of Milano-Bicocca, Italy) · Guendalina Cucuzza (University of Milano-Bicocca, Italy)

green competencies, sustainability, sociomaterial approaches, ecology, interconnections

To implement the environmental sustainability goals of the 2030 Agenda, the European Green Deal identified a framework of competencies – the Green Comp – resulting from an agreed definition of what sustainability as a competence entails. The elaboration of such a document is underpinned by the idea that a EU common framework might act as a catalyst for a shared strategy for learning sustainability, in order to face environmental crises by promoting the leadership of the whole community.

Although the framework intends to have a systemic and complex approach, its analysis reveals a need to better understand some key concepts such as complexity, values, sustainability, to clarify what they actually refer to and the assumptions that drive them. They, in fact, are not “neutral” categories but need to be contextualized in their specific contexts.

In this regard, the sociomaterial approaches offer an interesting contribution for the critical reading of the document, tracing the social and material elements considered in it and reconstructing the concrete dynamics that led to its genesis.

Such a perspective, in fact, makes it possible to trace all the human and non-human actors involved within a phenomenon, conceiving it as a network of heterogeneous elements that collectively and contextually act, surpassing a human-centered view in favor of a look at complexity that allows considering all the forces present in the context.

Building on these considerations, this paper aims to explore the Green Comp framework from a sociomaterial perspective, to offer some insights into rethinking the institutional approach to ecological education.

The analysis shows that, although the framework states the importance of promoting a holistic view of the world system, it is indeed rooted in a cultural substrate that is still human-centered and neo-liberal, presenting criticalities at several levels.

From an onto-epistemological point of view, the agency of the nonhuman is not recognized and thematized, while perceived as the object of attention and protection by the human who establishes its interests and acts on it.

Consequently, from an ethical-political point of view, values and strategies are interpreted from an anthropocentric perspective likely, moreover, to consider a very small portion of the world population. In the same perspective, it should be clarified what model of sustainability is involved, since the multidimensional view of such a concept seems too often to bend to an idea of progress interpreted more with economic rather than social parameters, in which even human become “capital”.

Finally, from a methodological point of view, the idea of a competency framework offers an interpretation of knowledge that is quantifiable, “ready to use”, generalizable and, therefore, uprooted from the subjects’ concrete experience and the complexity it claims to embrace.

Hence, the analysis reveals the importance of a paradigm shift able to go beyond centering on the self, on a “competent” human who alone can define the fate of the Planet, in favor of human-world interconnectedness

This challenges institutional education to set up concrete experiences allowing people to experience the connections in order to promote the development of an embodied ecological consciousness.

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## Promoters and Partners



As the **main organizer** of the conference, **Scuola Democratica – Learning for Democracy** is a cultural association and academic journal dedicated to enriching the scientific and cultural debate on school, university, education, work, and lifelong learning in an organic and cross-cutting manner. It is aimed at researchers, experts, administrators, managers, teachers, trainers, and welcomes their contributions. Scuola Democratica is supported by a scientific network of more than 100 scholars and aims to be a meeting ground, nationally and internationally, between the various disciplines (in particular, anthropology, economics, pedagogy, psychology, and sociology) concerned with issues in education and training. The association is supported by influential institutional partners.



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Established in 2012, the **Department of Political and Social Sciences of the University of Cagliari** is bearer of a tradition of studies and research characterized by interdisciplinarity. It is fully engaged in social, economic and institutional life at regional, national and international levels. The Department of Political and Social Sciences promotes and coordinates research and teaching in various fields: social, communicative economic-statistical, legal, historical-political-international.