

The Sustainability Projects in Primary Education in Slovenia: An Analysis of Publicly Available Content of Primary Schools

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Abstract

Sustainability education plays a critical role in fostering sustainable values, attitudes, and behaviours among students. In Slovenia, sustainability-related topics are embedded within several primary school subjects; however, classroom learning alone may not provide sufficient practical experience or a comprehensive understanding of the three core dimensions of sustainability—environmental, social, and governance (ESG). To address this gap, schools can enhance students' understanding of sustainability by implementing projects and activities that link theoretical knowledge with real-world contexts. Such experiential approaches promote critical thinking, problem-solving, and responsible decision-making, all of which are essential for building a more sustainable future.

This paper investigates the extent to which Slovenian primary schools integrate sustainability-oriented projects into their extracurricular activities. The study is based on a qualitative thematic analysis of publicly available data collected from school websites and social media platforms, covering a sample of 24 schools across all statistical regions of Slovenia. The research is guided by three key questions: (1) What types of sustainability projects have schools implemented in 2025 and 2026? (2) Which sustainability dimensions and levels of project reach are most prominently addressed? (3) How do these projects vary across regions and according to school size?

The findings provide a systematic mapping of sustainability-related activities across different schools and regions. The results indicate a predominance of environmentally focused initiatives, while the social and governance dimensions of sustainability are comparatively underrepresented. Based on these insights, the paper proposes a structured approach to implementing sustainability projects that effectively integrates all three ESG dimensions, regardless of school size or geographical context.

Keywords: sustainability education, ESG, primary education, extracurricular activities, sustainability project

1

1 Introduction

Grounded in the definition of sustainable development as "meeting present needs without compromising the ability of future generations to meet their own needs" (United Nations, 1987, p. 15), the concept has become a central priority shaping global policies. In parallel, education for sustainable development is increasingly seen as key to translating this vision into practice. Particular emphasis has been placed on the balanced integration of the three pillars of sustainable development—environmental, social, and economic dimensions (UN Publication Team, 2015). The roadmap Education for Sustainable Development (ESD) was introduced (UNESCO, 2020), aiming to contribute to building a more just and sustainable world and to meeting the SDG 4 (Ensure inclusive and equitable education and promote lifelong learning opportunities for all), specifically the target 4.7 (Education for sustainable development and global citizenship). ESD addresses the five priority action areas: advancing policy, transforming learning environments, building educators' capacities, empowering and mobilizing youth, and taking action in communities, and monitoring their progress. ESD is set out to empower students by developing knowledge, skills, attitudes, competencies and values required for addressing global citizenship and local contextual challenges of the present and the future. These include critical and systemic thinking, analytical problem-solving, creativity, collaboration, decision-making in the face of uncertainty, and understanding the interconnectedness of global challenges and the responsibilities that arise from this awareness.

These competences highlight the need for educational approaches that go beyond theory by engaging students in real-world contexts, as classroom learning alone offers limited opportunities to develop practical experience and a holistic understanding of sustainability.

Education systems should incorporate action-oriented learning, where students actively engage with and reflect on real-world experiences through projects, internships, workshops, or campaigns. This approach enhances knowledge, competencies, and value formation by linking abstract concepts to students' lived experiences (UNESCO, 2017).

In the literature, early engagement of young people is recognised as shaping long-term behaviours and responsible attitudes toward sustainability, alongside the need for an integrative perspective on ESD. A recent study (Bascopé, 2019) synthesises various scholarly perspectives, highlighting that early childhood education should not primarily focus on the transmission of content (Hägglund, 2019, 41), but rather on fostering experiential learning among children (Samuelsson, 2008, 52). Empirical studies support this view. For example, scholars demonstrate that students develop a stronger environmental identity through practical school activities such as waste sorting and tree planting (AlAli, 2025), as well as through experiential learning initiatives related to sustainable food, school gardens, food waste systems, and sustainable cooking (Kempler, 2025). Furthermore, several scholars argue that the fundamental pillars of sustainability must be addressed holistically, as the essence of sustainability education lies in understanding the interconnections among environmental, social, and economic systems (Wheeler, 2000). Although current practices often successfully promote environmental awareness, a more balanced curricular approach is needed to equally address all three dimensions of sustainability (Aurora Muñoz-Losa, 2025, 17).

In Slovenia, a significant step was taken in 2007 with the adoption of the Guidelines for ESD (Ministry of Education and Sport of the Republic of Slovenia, 2007). One key principle of this framework is an integrated approach that emphasizes the interconnectedness of environmental, economic, and social issues. Several documents further highlight the importance of ESD. The document *Common goals and its integration into curricula and catalogues of knowledge*. (Zavod RS za šolstvo, 2024), grounded in Slovenian legislation and EU frameworks, defines four ESD competencies: normative, systems thinking, anticipatory, and strategic. The document *Comprehensive programme for awareness, education and training on climate change* presents a holistic programme for integrating ESD into Slovenian education,

promoting a whole-institution approach, involving all stakeholders, and embedding sustainability across curriculum, pedagogy, and the school environment, while offering practical approaches and activities (Zavod RS za šolstvo, 2023). Beyond integrating sustainability into curricula, documents emphasize the need for extracurricular, action-oriented activities.

Despite a growing body of literature on education for sustainable development in primary education, empirical research on actual sustainability practices in schools—particularly those systematically structured around environmental, social, and governance (ESG) dimensions—remains limited. The present study seeks to address this gap by mapping and analyzing sustainability-related activities in a sample of Slovenian primary schools. By focusing on real-life projects and examining their alignment with sustainability - ESG dimensions, the paper contributes to the development of emerging theoretical and practical frameworks in this field.

Based on the literature review and the aim of the research, we derived the following research questions:

RQ1: What types of sustainability projects did the examined primary schools in Slovenia implement in 2025 and 2026?

RQ2a: Which sustainability-ESG dimensions are most prominently addressed in analysed projects?

RQ2b: Which levels of project reach are most prominently addressed in analysed projects?

RQ3a: How do analysed projects vary across regions?

RQ3b: How do analysed projects vary according to school size?

2 Method

The study is designed as an exploratory-descriptive research study, based on a qualitative thematic analysis of project activities implemented in primary schools. The sample comprised 24 primary schools, representing 5.2% of Slovenian primary schools. All 12 statistical regions were represented by two schools: one located in the regional centre and one in a smaller municipality. Within these geographical categories, schools were randomly selected. The sample was additionally structured to ensure an even distribution across three school-size categories—small, medium and large—with eight schools in each category. This sampling strategy was designed to provide broad exploratory coverage across geographical and organizational contexts rather than statistical representativeness at the regional level. Data were collected from publicly available sources, namely school websites and Facebook profiles (where available). The authors of this study coded projects along three key criteria:

- Criterion 1: project type (long-term programme or one-off event).
- Criterion 2: ESG dimension (E-Environmental, S-Social, G-Governance, and their combinations: E+S, G+S, E+G, ESG). For ESG classification, the dominant project content was first identified and used for single coding, while projects clearly addressing more than one ESG dimension were additionally multiple-coded. In ambiguous cases, coding followed the most explicit project objectives and activities, without assuming indirect sustainability connections.
- Criterion 3: project's level of reach (school-level, local community, national, or international). Project reach refers to the geographical or organizational scope within which a project operates or engages participants. It does not refer to the educational, behavioural, environmental, or social impact produced by the project, as such outcomes were not measured in this study.

Project selection and its content analysis were guided by the study's definition of sustainability and the literature review. Only projects aimed at students and implemented beyond mandatory curricular requirements and exhibiting explicit sustainability content were included. Routine curricular activities such as cultural and sports days, school trips, and Extended School Programme (RAP – Razširjeni program), as well as sustainability programmes primarily aimed at teacher empowerment, were excluded.

The Sustainability Projects in Primary Education in Slovenia: An Analysis of Publicly Available Content of Primary Schools

In the study, the Environmental, Social, and Governance (ESG) framework was applied as the primary analytical approach to classify and evaluate sustainability-related projects in primary education. Closely linked to sustainable development (SD), ESG provides an operational structure for assessing environmental, social, and governance dimensions. While SD represents a broad, long-term paradigm, ESG translates its principles into measurable categories. Within this framework, the environmental (E) and social (S) dimensions align with the corresponding SD pillars, while governance (G) supports the economic dimension through institutional quality and accountability. Thus, ESG serves as an operationalization of SD, enabling systematic and comparable analysis across the dataset.

3 Results¹

The main findings from the sample of 24 schools across Slovenia's 12 statistical regions are summarised in Table 1 and discussed in detail in the remainder of this chapter.

Table 1: Overview of findings

Research question	Main finding
RQ1: <i>What types of sustainability projects did the examined primary schools in Slovenia implement in 2025 and 2026?</i>	169 projects were identified; long-term programmes predominated (68.6%) over one-off events (31.4%).
RQ2a: <i>Which sustainability-ESG dimensions are most prominently addressed in analyzed projects?</i>	Environmental projects were most common under single coding (29.0%), while multiple coding showed strong social and environmental components. Governance remained substantially underrepresented.
RQ2b: <i>Which levels of project reach are most prominently addressed in analyzed projects?</i>	Projects were concentrated at school (55.6%) and local community level (32.0%), with limited national (3.0%) and international reach (9.5%).
RQ3a: <i>How do analyzed projects vary across regions?</i>	Some differences were observed across regions, but the overall pattern of long-term, environmentally/socially oriented and predominantly school/local projects remained. Regional results are exploratory because each region was represented by two schools.
RQ3b: <i>How do analyzed projects vary according to school size?</i>	Differences among small, medium and large schools were moderate. No statistically significant associations between school size and analyzed project characteristics were identified.

4

3.1 Type, dimensions, reach

Table 2 presents the overall structure of the project portfolio and provides findings for RQ1, RQ2a and RQ2b. The results show a predominance of long-term programmes (68.6%), compared to one-off events (31.4%). Regarding ESG dimensions, projects are most frequently associated with environmental (29.0%) and combined environmental–social (27.2%) dimensions, followed by social (23.7%) and combined dimensions (the share of E+S and S+G are 27.2% and 17.8%, respectively). In comparison, governance-related activities (economic dimension of sustainability) are largely absent from projects (1.2%). In terms of reach, projects are primarily school-oriented (55.6%) or locally embedded (32.0%), with limited national (3.0%) and international (9.5%) outreach. Overall, the project portfolio reflects a strong orientation toward environmental and social dimensions within a

¹ The analysis presented in the chapter was partially supported by Microsoft Copilot and Copilot Researcher (GPT-based AI tools), which assisted in data processing, statistical calculations, and initial structuring of results. All outputs generated by the tool were systematically reviewed, validated, and, where necessary, corrected by the authors to ensure accuracy, consistency, and alignment with the study's methodological framework.

The Sustainability Projects in Primary Education in Slovenia: An Analysis of Publicly Available Content of Primary Schools

predominantly local, school-level context, with environmental projects slightly outnumbering other ESG dimensions.

Table 2: Identified Projects Portfolio Structure, N=169

		Type		ESG dimension							Reach			
	Total projects	Long-term programme	One-off event	E	S	G	(E+S)	E+G	S+G	ESG	School	Local	National	Inter
Total	169	116	53	49	40	2	46	0	30	2	94	54	5	16
Share	100%	68.6%	31.4%	29.0%	23.7%	1.2%	27.2%	0.0%	17.8%	1.2%	55.6%	32.0%	3.0%	9.5%

3.2 Regional analysis

To examine RQ3a, we conducted further analysis of differences across regions, with the results presented in Tables 3, 4, and 5. The regional analysis is descriptive and exploratory. As each statistical region is represented by only two schools, observed differences should not be interpreted as representative of sustainability practices across entire regions. Rather, they indicate patterns within the analyzed sample and provide directions for future research using larger regional samples.

Table 3: Distribution by type

Region	Total projects (N)	Share	Long-term	One-off event
Lower Sava	22	13.0%	59.1%	40.9%
Southeast Slovenia	18	10.7%	77.8%	22.2%
Carinthia	17	10.1%	76.5%	23.5%
Drava	17	10.1%	64.7%	35.3%
Mura	15	8.9%	66.7%	33.3%
Goriška	14	8.3%	78.6%	21.4%
Gorenjska	13	7.7%	76.9%	23.1%
Coastal–Karst	12	7.1%	75.0%	25.0%
Littoral–Inner Carniola	12	7.1%	50.0%	50.0%
Central Sava	11	6.5%	63.6%	36.4%
Central Slovenia	9	5.3%	77.8%	22.2%
Savinja	9	5.3%	55.6%	44.4%

Source: own research

Long-term programmes dominate in most regions (typically ranging from 50.0%–78.6%), indicating a clear preference for sustained activities over one-off initiatives. Overall, regional differences exist but do not change the main pattern: sustainability projects are predominantly organized as long-term programmes rather than isolated events.

Table 4: Distribution by project reach

Region	School	Local community	National	International
Lower Sava	50.0%	31.8%	0	18.2%
Southeast Slovenia	55.6%	33.3%	5.6%	5.6%
Carinthia	64.7%	29.4%	5.9%	0
Drava	35.3%	41.2%	5.9%	17.6%
Mura	60.0%	33.3%	0	6.7%
Goriška	42.9%	50.0%	7.1%	0
Gorenjska	53.8%	30.8%	0	15.4%
Coastal–Karst	50.0%	41.7%	0	8.3%
Littoral–Inner	58.3%	25.0%	8.3%	8.3%
Central Sava	72.7%	18.2%	0	9.1%
Central Slovenia	66.7%	22.2%	0	11.1%
Savinja	77.8%	11.1%	0	11.1%

Source: own research

The Sustainability Projects in Primary Education in Slovenia: An Analysis of Publicly Available Content of Primary Schools

School-level reach is dominant in most regions (ranging from 50 to 77.8%), indicating that sustainability projects are primarily focused within the school environment, with more limited extension to broader national or international contexts.

Table 5: Distribution by ESG dimensions: single and multiple coding (i)

Region	Single coding			Multiple coding		
	E	S	G	E	S	G
Lower Sava	9.1%	27.3%	0	36.4%	90.9%	36.4%
Southeast	38.9%	5.6%	0	66.7%	61.1%	27.8%
Carinthia	29.4%	29.4%	0	64.7%	70.6%	11.8%
Drava	11.8%	29.4%	0	41.2%	88.2%	29.4%
Mura	40.0%	20.0%	0	66.7%	60.0%	13.3%
Goriška	50.0%	7.1%	7.1%	71.4%	42.9%	21.4%
Gorenjska	15.4%	53.8%	0	30.8%	84.6%	15.4%
Coastal–Karst	25.0%	41.7%	8.3%	41.7%	66.7%	16.7%
Littoral–Inner	50.0%	8.3%	0	75.0%	50.0%	16.7%
Central Sava	36.4%	36.4%	0	54.5%	63.6%	9.1%
Central	22.2%	22.2%	0	77.8%	77.8%	0
Savinja	33.3%	0	0	88.9%	66.7%	22.2%

(i) Single coding refers to the classification of each project into one primary ESG dimension based on its dominant content (E, S, or G). In contrast, multiple coding applies to projects that encompass more than one ESG dimension, allowing them to be assigned to several categories simultaneously. Consequently, the percentages reported under multiple coding do not sum to 100% within a region.

Under single coding, projects are most often classified as either environmental or social, while governance is only marginally represented. Environmental dominance is strongest in Goriška and Littoral–Inner Carniola. Social orientation is most visible in Gorenjska and the Coastal–Karst. Governance as a primary project focus is almost absent, appearing only in Goriška and Coastal–Karst.

Multiple coding reveals a substantially broader ESG profile, particularly in the social and environmental dimensions. Social components are highly present in Lower Sava, Drava, and Gorenjska, suggesting that many projects include social elements even when not coded as primarily social. Environmental components were particularly widespread in Savinja (88.9%), Central Slovenia (77.8%), and Littoral–Inner Carniola (75.0%). Governance remains the weakest dimension even under multiple coding, although it becomes more visible in Lower Sava, Drava, and Southeast Slovenia. Overall, the comparison indicates that sustainability projects are multidimensional in practice, but full ESG balance remains limited, with governance insufficiently developed.

6

3.3 School size analysis

The project portfolio was further analyzed according to school size to address RQ3b, as presented in Table 6.

Table 6: Distribution according to the school size

Size class	Schools (n)	Projects	Type		Multiple coding			Reach			
			Long-term programme	One-off event	E	S	G	School	Local community	National	Inter-national
Small	8	59 34.9%	79.7%	20.3%	61.0%	69.5%	15.3%	52.5%	35.6%	3.4%	8.5%
Medium	8	59 34.9%	64.4%	35.6%	59.3%	69.5%	30.5%	59.3%	25.4%	5.1%	10.2%
Large	8	51 30.2%	60.8%	39.2%	51.0%	70.6%	13.7%	54.9%	35.3%	0	9.8%

Project activity is relatively evenly distributed across school sizes. Long-term programmes dominate across all sizes, especially in small schools. The results indicate a more continuous approach in smaller schools and greater diversification in larger ones. Across ESG dimensions, the environmental projects

are predominant (29% - see Table 1); however, taking into account that some projects partly address several dimensions, the social dimension is most prominent, followed by environmental, while governance remains lower, especially in large schools. Projects are mainly school-centred, with notable local engagement in small and large schools, while national and international reach remains limited. Overall, differences by school size are moderate rather than structural, suggesting that other factors in a particular school are more important than the school size itself.

3.4 Correlation

As an exploratory supplement to RQ3b, we assessed the correlation between school size and the analyzed variables; the results are presented in Table 7. Given the small sample of 24 schools, the correlation analysis is exploratory, and its findings should not be generalized to all Slovenian primary schools. We employed **Kendall's tau-b (tb)** rank correlation, a non-parametric procedure, as it is appropriate for small samples, and data that are not normally distributed, and tied ranks, and is suitable for any variables that can be meaningfully ranked. School size was operationalized as an ordinal size category (1-small: <300 students, 2-medium: 300 – 600 students, 3-large: > 600 students).

Table 7: Correlation between school size and the analyzed variables

Variable	School size measured by size category	
	tb	p
Number of projects	−0.220	0.199
n_Long-term programme	−0.259	0.133
n_One-off event	0.156	0.381
n_E (E-component only)	−0.049	0.782
n_S (S-component only)	0.010	0.956
n_G (G-component only)	0.000	1.000
n_E+S (projects with E and S)	−0.253	0.160
n_E+G (projects with E and G)	N/A (n=0)	N/A (n=0)
n_S+G (projects with S and G)	−0.035	0.846
n_ESG (projects with E, S and G)	0.000	1.000
n_School (school-level reach)	−0.057	0.745
n_Local community (reach)	0.000	1.000
n_National (reach)	−0.237	0.228
n_International (reach)	−0.078	0.680

The correlation analysis shows no statistically significant associations between school size, measured by size category, and any of the analyzed project variables (all $p > 0.05$). The Kendall's τ_b coefficients are generally small, indicating weak associations.² Negative coefficients for the number of projects, long-term programmes, environmental and combined projects (E+S, S+G), school-level, national-level reach suggest a tendency for larger schools to implement slightly fewer such projects; however, these patterns are not statistically supported. Small positive coefficients for one-off events and social-only projects similarly indicate negligible to weak, non-significant associations. No association was observed for governance-related projects, local-community reach, and combined ESG projects.

4 Practical implications

Based on the research findings and literature, the following key recommendations are proposed.

² Kendall's Tau ranges from −1 to +1. A rough guide for interpretation is: 0.00 to 0.10: negligible association; 0.10 to 0.30: weak association; 0.30 to 0.50: moderate association; 0.50 and above: strong association. Source: <https://www.socscistatistics.com/tutorials/kendall-tau/>

4.1 Advancing integrated ESG project design

The research identified very few projects that integrated all three ESG dimensions (1.2%). Schools should therefore introduce integrated project models addressing ESG dimensions, while adapting them to students' age and abilities. In practice, the schools may apply interdisciplinary design and student-led approaches, scaled by developmental level: from basic participation in lower grades to more advanced tasks in higher grades. For example, younger students can engage in simple decision-making and school activities. In comparison, older students can contribute to managing initiatives, reflecting on issues such as transparency and greenwashing, and participating in basic school sustainability reporting.

4.2 Strengthening the governance (G) dimension

Given the results of our research, the governance dimension is significantly underrepresented (as presented in Table 2: 1.2% single coding; 19% multiple coding: 17,8% + 1.2%). Strengthening this dimension is essential for promoting the sustainable values and behaviour that underpin the economic dimension of sustainability and for empowering people how to translate environmental and social initiatives into coherent and sustainable practices. This can be achieved by developing governance-related activities that promote participation, accountability, and ethical decision-making, entrepreneurship and leadership, critical thinking, active citizenship, integrity and responsibility. In this sense, reinforcing these governance-related competences among students contributes directly to a more balanced implementation of all three core dimensions of sustainable development.

4.3 Integrating long-term and one-off projects

The predominance of long-term programmes provides a strong foundation for sustainability education, enabling continuity, deeper learning, and the gradual development of sustainability competences. At the same time, one-off events contribute to raising awareness and fostering engagement. To maximize impact, schools should integrate these formats by embedding one-off activities within broader programmes. For example, related projects can be consolidated into a coherent programme framework. Such a framework could also facilitate clearer objectives and systematic monitoring of project outcomes.

4.4 Prioritizing school and local reach of projects while complementing them with national and international initiatives

The sustainability projects are predominantly concentrated at the school (55.6%) and local levels (32.0%). This should remain a priority and not be interpreted as a weakness as it reflects their strong relevance for students' immediate environment and provides particularly relevant opportunities for experiential and action-oriented sustainability learning. At the same time, it would be beneficial to gradually increase national and international engagement, which is currently limited. Expanding beyond the local context can enrich practice through knowledge exchange, transfer of good practices, and broader perspectives, helping students connect local actions with wider sustainability challenges. This can be supported through further participation in international programmes (e.g. Erasmus+, eTwinning) as well as national initiatives and networks (e.g. eco-school schemes, national competitions, or projects led by national institutions and NGOs). These additions should complement (rather than replace) the strong foundation of locally embedded activities.

4.5 Embedding whole-school approach

The study's finding that school size was not significantly associated with the analyzed project characteristics suggests that factors other than school size may be relevant. These factors were not

analyzed in our study. However, the literature highlights the potential importance of organizational factors. The document Education for Sustainable Development: A Roadmap (UNESCO, 2020) promotes a whole-institution approach, emphasizing the alignment of institutional governance and culture with sustainable development principles and recognizing the important role of school leadership. Accordingly, schools may move towards a whole-school approach by embedding sustainability into governance, planning, daily practices, and institutional performance assessments. The predominance of long-term programmes identified in our study (68.6%) provides a solid foundation for such an approach. The Roadmap further emphasizes capacity building, collaboration, partnerships, and the exchange of experiences and good practices as important elements of ESD implementation (UNESCO, 2020).

5 Summary

Despite its exploratory scope, this study makes a novel contribution by providing one of the first systematic empirical mappings of sustainability-related project activities in Slovenian primary schools. The findings indicate that sustainability is widely embedded in school projects, but its implementation remains structurally unbalanced, focusing mainly on environmental and, to a lesser extent, social dimensions. The economic dimension, operationalized through governance (in ESG terms), is underrepresented. Activities are largely organized as long-term, school-centred initiatives, with limited reach at national and international levels.

The lack of statistically significant associations with school size suggests that school size alone does not explain the observed variation in sustainability projects within the analyzed sample. Other organizational factors, such as leadership, strategic orientation, and school culture, may be relevant; however, as these were not directly examined in this study, their role should be explored in future research.

The study findings point to four priorities for future project design and implementation: strengthening the governance dimension, which remains underrepresented in sustainability education; promoting integrated ESG project design; combining long-term programmes with one-off activities; and maintaining strong school and local reach while expanding national and international reach where meaningful. In addition, the literature supports embedding sustainability within whole-school approaches.

Overall, the study provides empirical and conceptual insights, as well as a basis for future research on sustainability education and practice. The findings may support the development of more coherent sustainability projects and, ultimately, contribute to equipping future generations with the competencies needed to navigate and shape an increasingly complex, sustainability-oriented society.

5.1 Limitation and future research

Several limitations of our research should be acknowledged. First, descriptive statistics and correlations are calculated for a small sample of 24 schools (5.2% of the population of 457, and 2 schools from each statistical region). Second, the use of published data may hide differences within individual schools; for example, some schools may not publish all executed projects, or publish only one type of programme, while other types are underrepresented. Finally, the classification of ESG dimensions and project reach, although based on theory and a defined coding system, involves some level of researchers' judgement. In light of these limitations, the analysis focuses on identifying patterns, tendencies and structural differences that can inform future research and practice, rather than drawing definitive conclusions based on statistical inference. The findings are exploratory and cannot be generalized to the wider population.

The foundational empirical mapping of sustainability-related projects in schools offers a basis for more extensive research. Future studies could include interviews and other advanced research methods, larger samples and direct assessment of students' sustainability competencies, attitudes and behavioural changes. It also indicates what topics are relevant for further investigation, such as ways of operationalizing the governance dimension in schools, the role of organizational culture in shaping project activity, and the longitudinal development of ESG projects in primary schools.

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*The Sustainability Projects in Primary Education in Slovenia:
An Analysis of Publicly Available Content of Primary Schools*

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Websites of analyzed primary schools, captured from May 22 - May 29, 2026:

<https://www.osagpostojna.si/>; <http://www.os-crna.si/>; <http://www.osgrm.si/>;
<https://www.groharca.si/>; <https://www.os-kanal.si/>; <https://www.oslava.si/>;
<https://www.os-litija.si/>; <https://www.os-naklo.si/>; <https://www.os-odraci.si/>;
<https://www.os-pivka.si/>; <http://os-prezih.si/>; <https://www.ossecovlje.si/>;
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