Research on Education for Sustainable Development: exploring new *glocal* networks

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The majority of researchers worldwide agrees that research in Education for Sustainable Development (ESD) needs to deal with and to integrate the diversity in every form: cultures, contexts (rural and urban areas), disciplines, approaches, methods (qualitative and quantitative) and targets (researchers, teachers, students, decision-makers, citizens).

Among the priority strategies suggested and emphasized by the contributions presented in the niche on *Research in Environmental Education* of the 7th World Environmental Education Congress (WEEC) (Marrakech, 2013), can be mentioned the efforts:

1) *to encourage research on ESD* (eg. mobilization of economic resources, promotion of scientific meetings, collaborations and networking);

2) *to reinforce participation and involvement of policy-makers and communities*;

3) *to support and promote cooperation between researchers* in ESD.

During the above conference the importance of "*... educational innovative tools and materials ...having more recourse not only to new information and communication technologies but also by conserving and developing to conventional tools;...Promote research and development in ...: learning methods, attitudes, values and environmentally respectful behaviors...*" has been discussed (Call of Marrakech).

At the end of the UN Decade, the Italian socio-economic situation urgently asked to bring new ideas and suggestions, underlining the need for a research in ESD with more energy and incisiveness.

Starting from these needs, some Italian actors have considered crucial the concept of *networking* and so decided to found a National Network on ESD. Thanks to the contributes of researchers, scientific and cultural institutions, ONGs, schools, companies and other stakeholders involved in ESD in the local community, this network aims to develop new opportunities and new way of learning. It aims, in addition, to affect policies and practices, to remove some current gaps (urban-rural, research-practice, institutions-community, etc.) and thus to address the complexity of a changing world, allowing intergenerational and intercultural learning to take place.