

Informal Education, interdisciplinary research and Innovation in Sustainable Development

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It has been proposed that interaction between different sectors - academic, business, civil and government - may lead to better innovation and certainly to the application of new research and its results in business. It is also possible that for the similar reasons informal education and formal interdisciplinary studies may lead to similar results, due to lack of rigidity and hierarchical structure of traditional studies that may imply corruption and stifling of innovation, and on the other hand lack of connection to business demands. The crossfertilization between different areas of studies can lead to new ideas or old ideas being applied in the new contexts, which is conducive to innovation. What could suffer is, however, the relevance of such studies from the perspective of traditional academic studies. In addition to this, we argue that informal nature of studies can lead to better matching between workers, their skills and requirements of employers, and that formal education in a specific field is necessary only if there is a large demand for particular skills in all sectors of business activity (such as IT and STEM). In this paper we would like to present statistical data in innovation and employment by country in the area of sustainability and environmental protection, which are by its nature interdisciplinary, and compare it to the type of education system present in those countries, and how it covers the topics of sustainable development and environmental protection (e.g. Croatia, Slovenia, France, Germany, Hungary), in order to draw conclusions on the influence of education on innovation and employment in those fields.

Please cite this abstract as

Anton-Jan Klasinc (2022) "Informal Education, interdisciplinary research and Innovation in Sustainable Development". CloudEARTH Conference series, Eisenstadt, Austria (18th to 19th May, 2022). Stable URL - https://conference.cloudearthi.com/wp-content/uploads/2022/05/ID_5.pdf
