

Education for Sustainable Development

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Education for Sustainable Development



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Education for Sustainable Development Guidance

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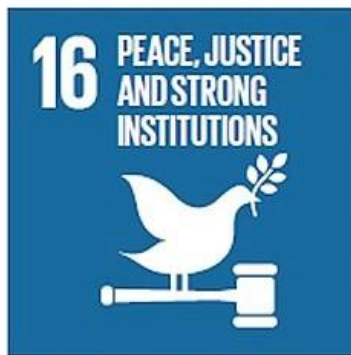
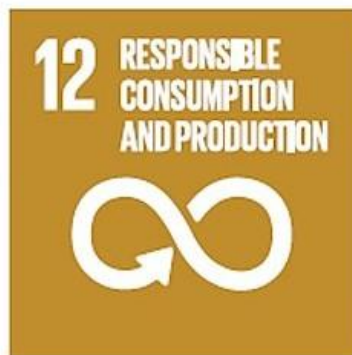


Introducing Education for Sustainable Development

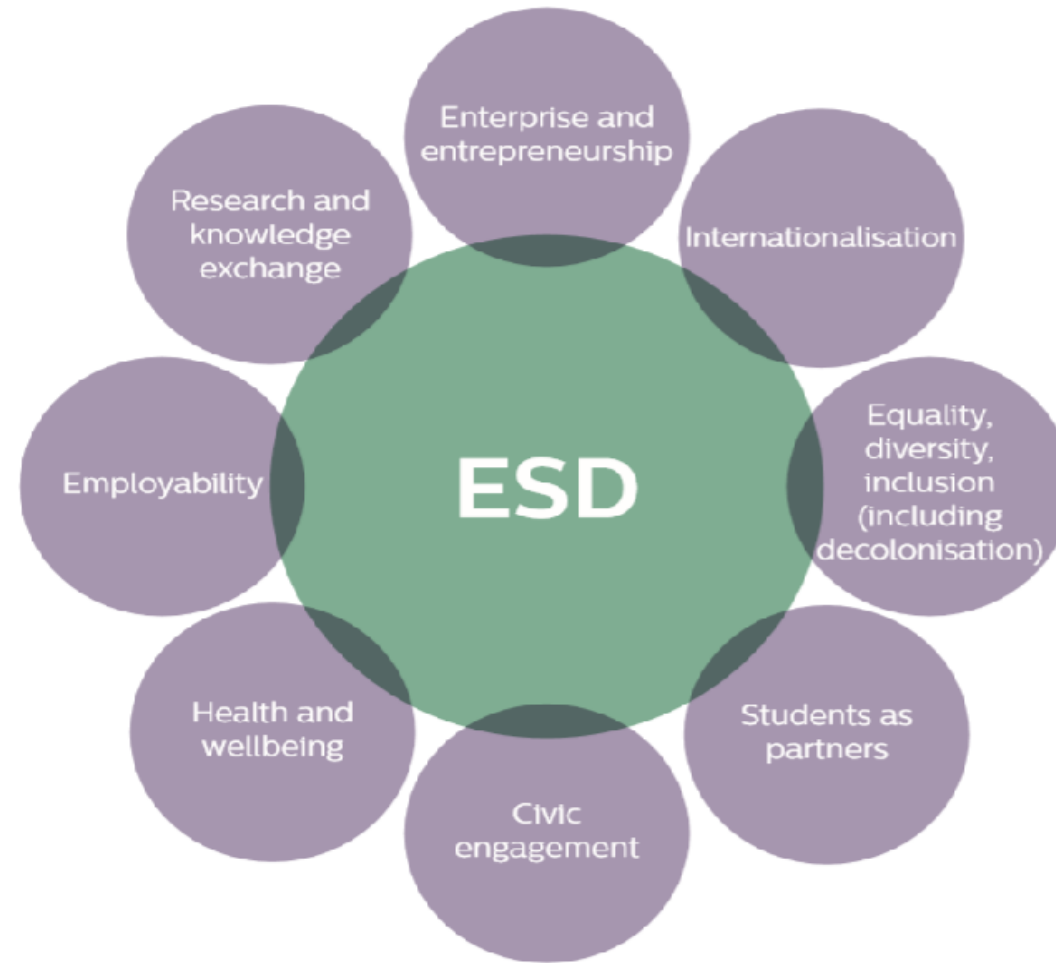
- **Sustainable development** - an aspirational ongoing process of addressing social, environmental and economic concerns to create a better world.
- **Education for sustainable development** - the process of creating curriculum and subject-relevant content to support and enact sustainable development.



SUSTAINABLE DEVELOPMENT GOALS

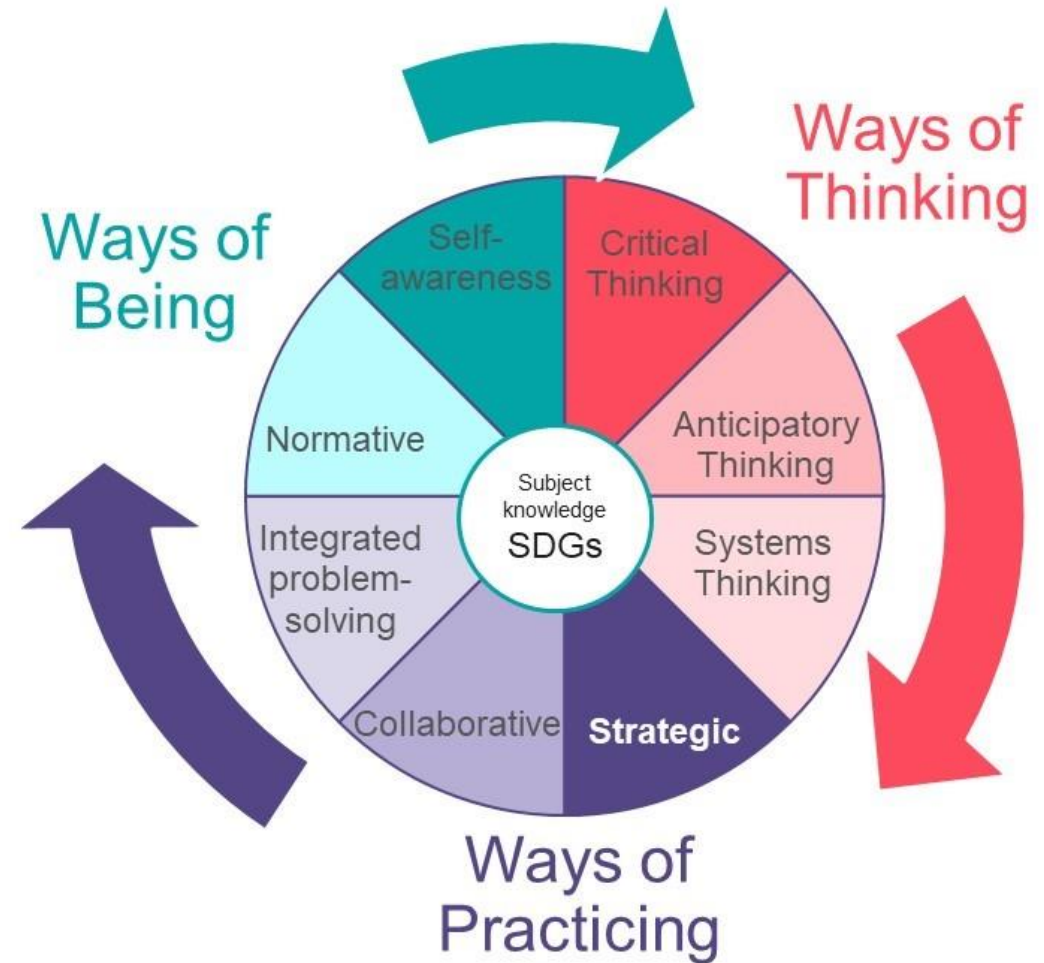


Intersections with other priority areas



Teaching, Learning and Assessment for ESD

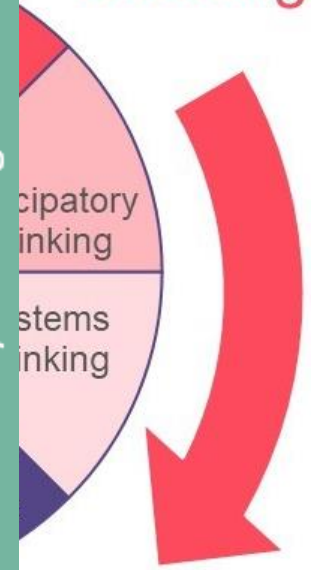
UNESCO key competencies for sustainability



Teaching, Learning and Assessment for ESD

Subject knowledge and knowledge of all SDGs	Competency	A student who displays this competency can:
	Self-awareness competency	<ul style="list-style-type: none"> reflect on their own values, perceptions and actions reflect on their own role in the local community and global society continually evaluate and further motivate their actions deal with their feelings and desires
	Normative competency	<ul style="list-style-type: none"> understand and reflect on the norms and values that underlie one's actions negotiate sustainable development values, principles, goals and targets, in a context of conflicts of interests and trade-offs, uncertain knowledge and contradictions

Ways of Thinking



Ways of being

ways of Practicing

From competencies to learning outcomes

Learning outcomes		
Knowledge	Skills	Attributes and values
A student with normative competency can:		
<ul style="list-style-type: none"> Identify the wide range of human cultures in existence, and understand both the benefits and the challenges that these cultures present in terms of SD Demonstrate that both unsustainable and sustainable practices take place in an evolving context, necessitating adaptability in policy and planning responses Identify the interactions between human communities and ecological systems, and be able to assess the potential impacts upon each other Identify ethical questions and use ethical frameworks Identify practical interventions for sustainability challenges 	<ul style="list-style-type: none"> Tackle and negotiate SD conflicts with an awareness of different perspectives and motivations Identify the opportunities to support and develop a progressive and resilient culture that encourages citizens, professions and institutions to put learning into practice Debate and explore fairness and justice, including social justice Develop alternative solutions that provide new opportunities for engagement with SD 	<ul style="list-style-type: none"> Negotiate SD values, principles, goals and targets, in a context of conflicts of interests and trade-offs, uncertain knowledge and contradictions Understand and reflect on the norms and values that underlie one's actions Engage with and understand different world views Appreciate, critique and value different cultural contexts

Key Guidance for ESD



Guidance

ESD is best achieved when:

1. ESD objectives, targets and KPIs are part of the institution's strategic priorities and subsequent strategies and policies.
2. The framing of ESD within the curriculum is included in the validation of new courses and ongoing review of existing courses.
3. ESD is central to the staff and student induction process, as well as staff appraisal and/or promotion criteria.
4. ESD is articulated within quality assurance and enhancement processes.
5. Staff development to enable ESD is fully supported at an institutional level.