

# The Importance and Challenge of Education for Sustainability

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- What is Education for Sustainability?
- Why bother about Education for Sustainability?
- What to educate about?
- How to educate?
- The challenges at EHU  
..... and the potential solutions at EHU

- **What is Education for Sustainability?**

‘The process of creating curriculum structures and subject-relevant content to support sustainable development.’

Education for Sustainable Development (ESD) Guidance - Consultation  
QAA December 2020

- **Why bother about Education for Sustainability?**

‘Education is the most powerful weapon which you can use to change the world.’

Nelson Mandela

# The urgent need for education to achieve SDGs by 2030

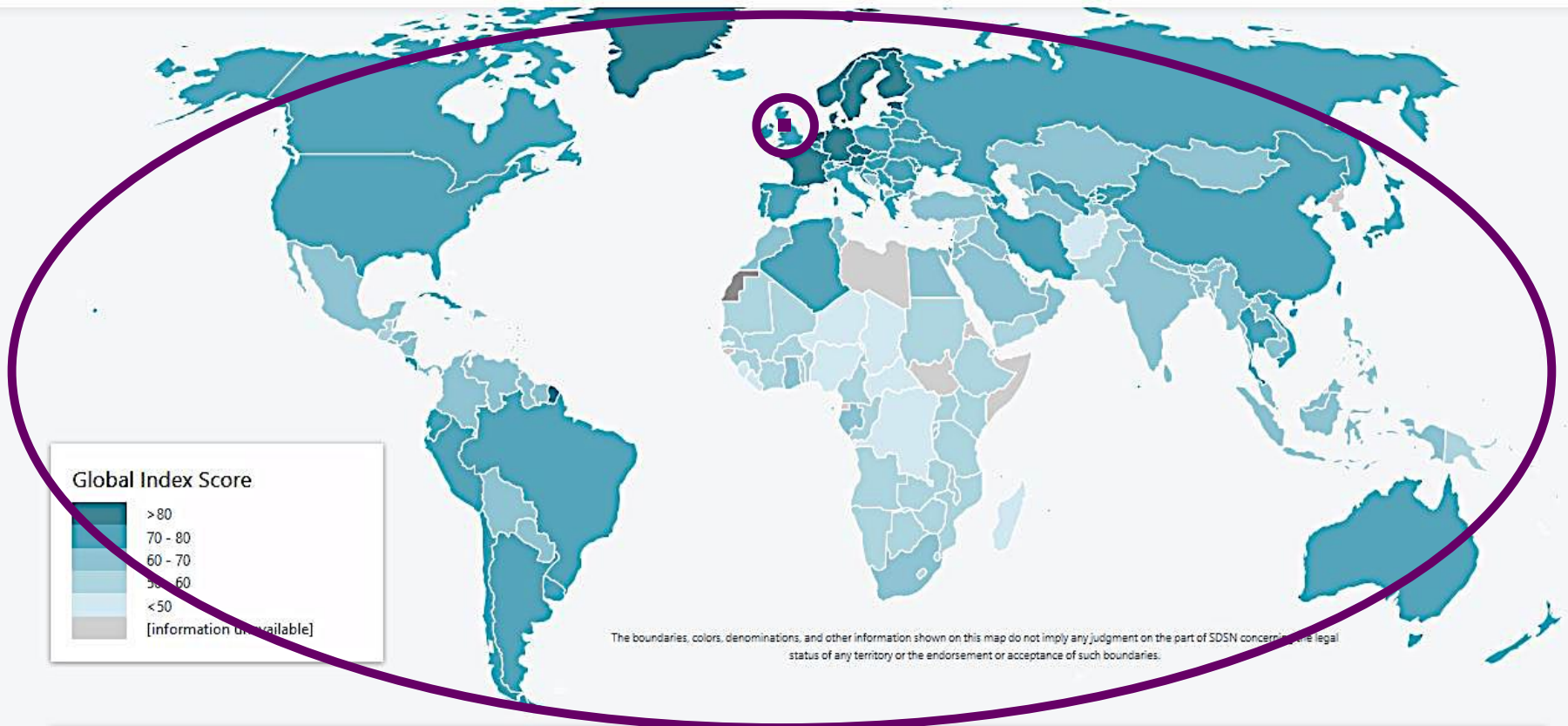
**Sustainable development** as the ongoing process of creating a better world

Sustainable Development Report Dashboards 2019

Transformations to Achieve the Sustainable Development Goals



| BertelsmannStiftung



- **What to educate about ?**

- **17 SDGs** – Agenda 2030 highlights integrative and indivisibility
- **Priority SDGs**
  - **Core Goals**
    - SDG 12: Responsible Production and Consumption
    - SDG 13: Climate Action
    - SDG 15: Life on Land
  - **Catalytic Goals** - exponential impact on surrounding communities:
    - SDG 3: Good Health and Wellbeing
    - SDG 4: Quality Education
    - SDG 6: Clean Water and Sanitation
    - SDG 17: Partnerships for the Goals

# SDG PYRAMID



SPIRITUAL



ECOLOGICAL



PEOPLE

SUSTAINABLE DEVELOPMENT GOALS

United in Diversity Creative Campus @ Kura Kura Bali

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- **How to educate ?**

# # 1 'Traditional' curriculum



# Education for Sustainable Development Goals: learning objectives UNESCO 2017

**Education for Sustainable Development Goals: learning objectives**

Corporate author: [UNESCO](#) [57600]  
ISBN: 978-92-3-100209-0, 978-92-3-600061-9 (ara), 978-92-3-500015-3 (chi), 978-92-3-400016-1 (rus)  
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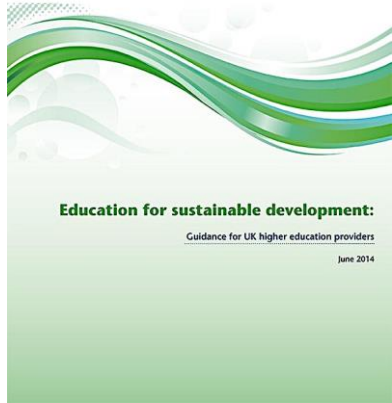
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The image shows a digital library interface for a book. The top section contains the book's title and metadata, including the author (UNESCO), ISBNs in multiple languages, page count (62), and language (English). It also lists other available languages and the publication year (2017). The book is licensed under CC BY-SA 3.0 IGO. Below the metadata are navigation options like 'Online' and 'Open Access', and utility icons for 'Favourites', 'Add', 'Print', and 'Share'. A tabbed interface shows 'FULL TEXT' selected. The main content area displays the book's cover, which features the title and a circular arrangement of the 17 Sustainable Development Goal icons surrounding a globe. The 'Education 2030' logo is visible in the bottom right corner of the cover.



## Reflecting on Sustainability/Sustainable Development

- How does education for sustainable development relate to my subject area or discipline?
- To what extent am I already covering sustainable development issues? How can I make those features more explicit?
- What types of sustainable development case studies exist within, and are applicable to, my discipline?

## Engaging Students

- How can I help students develop interdisciplinary thinking and encourage them to take a holistic approach?
- If many of my students perceive sustainable development as solely or primarily an environmental issue, how can I ensure they understand the balance between society, economy and environment?
- The words 'sustainability' and 'sustainable development' do not resonate with the vocabulary commonly used in my discipline. What alternative words and concepts could I use to engage my students

## The Learning Environment

- How can I provide learning opportunities that have authenticity, enabling students to relate their knowledge and skills to real-life problems, both locally and globally?
- How can I provide learning opportunities that begin to make a difference to sustainability, such as project work or service learning?

## # 2 'Creative' Curriculum

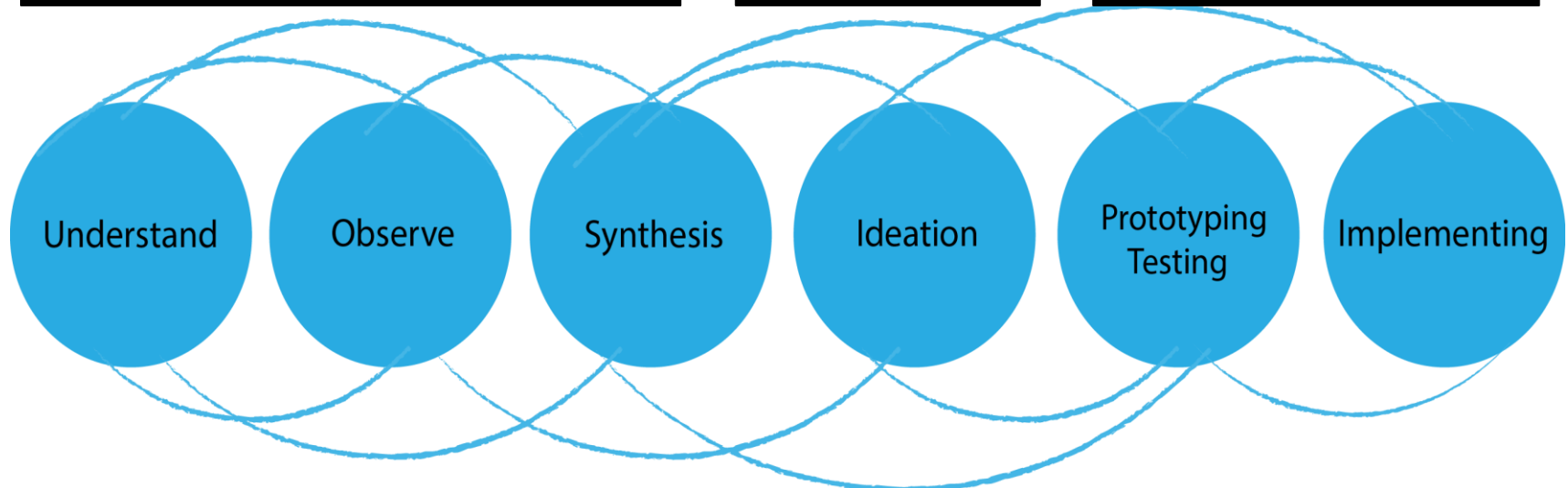


# Co-design workshops

The “Wicked Problem”

Creativity

Innovation

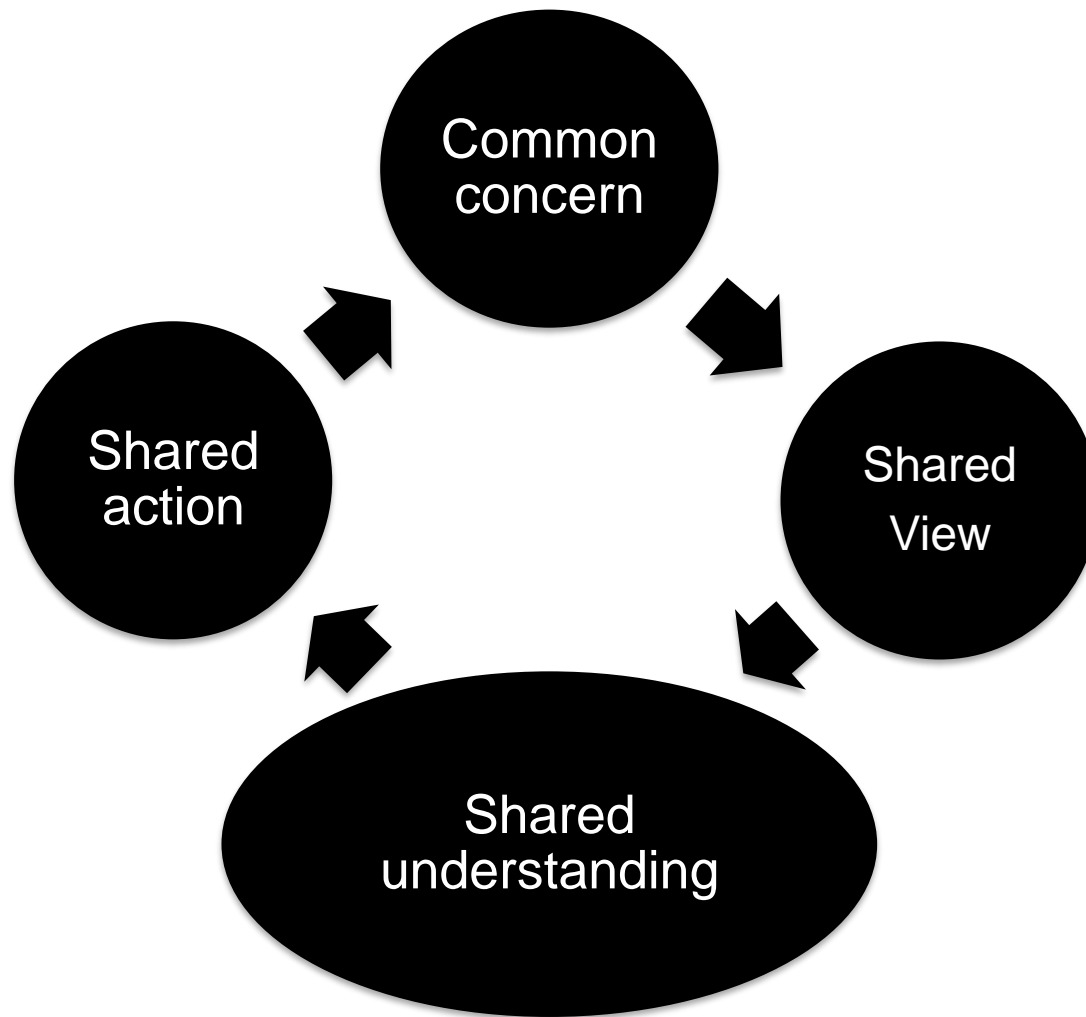


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Sandars, John, and Poh-Sun Goh. Design Thinking in Medical Education: The Key Features and Practical Application. *Journal of Medical Education and Curricular Development* 7 (2020): 2382120520926518.

Global Health Challenge: case study of a co-designed interdisciplinary initiative with local organizations in support of internationalization of curricula  
Valentine, L., Lafferty, N. & Merrylees, N., 4 Sep 2018, *Design4Health: Proceedings of the 5th International Conference on Design4Health, Sheffield, UK, 4th – 6th September 2018*

# Collaborative Inquiry groups



# The power of the creative curriculum

Involvement of multiple stakeholders – learn and action

- Local
- National
- International

Inter (trans) disciplinary approach

Develop ‘critical eco-literacy’ – *power and (P)politics*

Focus on change

Build on existing strengths – appreciative inquiry



# # 3 Service Learning



**Service-LEARNING:** Learning goals primary; service outcomes secondary eg visits

**SERVICE-Learning:** Service outcomes primary; learning goals secondary eg volunteering

**SERVICE-LEARNING:** Service and learning goals of equal weight and each enhances the other for all participants – **RECIPROCAL APPROACH.**

Sigmon, Robert L. Spring 1979. Service-learning: Three Principles. Synergist. National Center for Service-Learning, ACTION, 8( 1 ):9-11.

**‘Service-learning** is an educational approach that combines learning objectives with community service in order to provide a pragmatic, progressive learning experience while meeting societal needs.’

<https://en.wikipedia.org/wiki/Service-learning>

‘...a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities for reflection designed to achieve desired learning outcomes.’

Jacoby, Barbara (1996). *Service-Learning in Higher Education: Concepts and Practices*.

1. **Interpersonal learning** - students re-evaluate personal values and motivations

2. **Academic** - practical application and reflective approach

3. **Cognitive development** - students are challenged to use

- Critical thinking and problem-solving skill
- Inter (trans) disciplinary collaborative skills
- Advocacy skills

4. **Transformation within the students** – ‘ thinking about things in a new way and moving in new direction—creating a new picture without relying on the old lines.’

5. **Effective citizenship** - students better understand social issues relevant to their own community.

Eyler, Janet & Giles, Dwight E. (2007). *Where's the Learning in Service-Learning?*

- **The challenges at EHU**

- **What** - holistic / key priority SDGs
- **Who** – peaks / integrated
- **How** - ‘top down’ / champions
- **Where** – ISR / inter (trans) disciplinary
- **When** ..... **NOW!**

- ..... and the potential solutions at EHU

Mission and vision



Strategic Plan

Social accountability of medical schools

‘.... the obligation to direct their education, research and service activities towards addressing the priority health concerns of the community, region and/or nation they have a mandate to serve.’

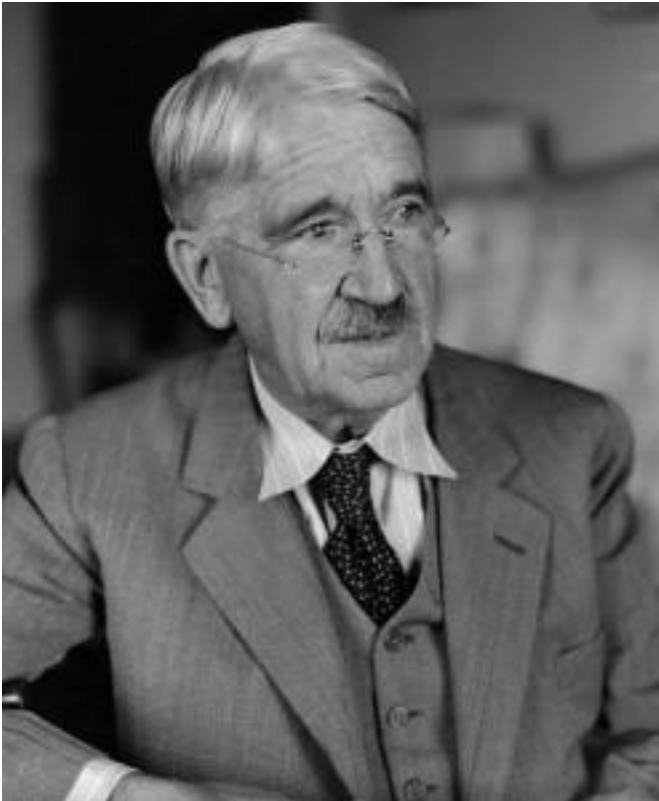
Defining and measuring the social accountability of medical schools; Division of Development of Human Resources for Health, World Health Organization, Geneva, Switzerland; 1995.



# Comprehensive Action Plan for Service Learning

- Service learning must focus its principal activities on: institution, faculty, students, and community.
- A sequence of activities – Participatory
  - Build on current strengths - volunteering
  - Planning and prototype
  - Resources
  - Recognition and integration
  - Evaluation and research (action research)
  - **Embed for sustainable approach**

# Final message #1



‘Education is not  
preparation for life;  
education is life itself.’

John Dewey

# Final message # 2

## Learning to become *with* the world

Visionary declarations of what education could look like in 2050 and beyond:

- Human and planetary sustainability is one and the same thing.
- Education needs to play a pivotal role in radically reconfiguring our collective place and agency within this interdependent world.

**Our future survival depends on our capacity to make this shift.**

Background paper (Common Worlds Research Collective)  
for the UNESCO Futures of Education initiative 2021

# Thank you



## THE 17 GOALS

