



WORKSHOPS

Heads, Hearts, Hands

22.03.2024

ESDELTE



IN COLLABORATION WITH



TARSUS
ÜNİVERSİTESİ



ESDELTE

KEY ISSUES OF EDUCATION FOR SUSTAINABLE DEVELOPMENT



Sustainability Starts with Teachers

Capacity Building Programme for Teacher Educators on
Education for Sustainable Development

01

REVISION OF THE PREVIOUS WEBINAR

Why Sustainable
Development?

03

ESD

Education for Sustainable
Development

02

17 SDGs

What are SDGs

04

DISCUSSION

Pre-service Teacher
Education for ESD

THE GLOBAL GOALS

For Sustainable Development



GOAL 1 – NO POVERTY



GOAL 2 – ZERO HUNGER



GOAL 3 – GOOD HEALTH AND WELL-BEING



GOAL 4 – QUALITY EDUCATION

4 **QUALITY
EDUCATION**



GOAL 5 – GENDER EQUALITY



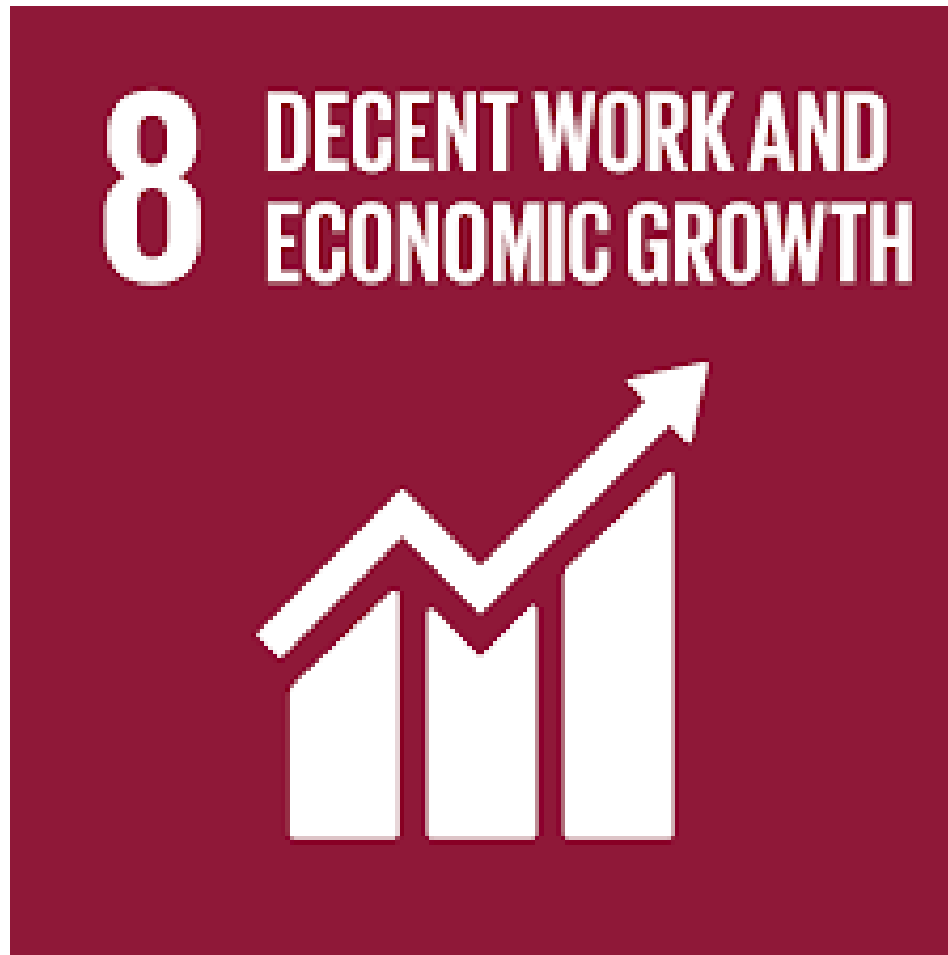
GOAL 6 – CLEAN WATER AND SANITATION



GOAL 7 – AFFORDABLE AND CLEAN ENERGY



GOAL 8 – DECENT JOBS AND ECONOMIC GROWTH



GOAL 9 – INDUSTRY, INNOVATION AND INFRASTRUCTURE

9 **INDUSTRY, INNOVATION
AND INFRASTRUCTURE**



GOAL 10 – REDUCED INEQUALITIES



GOAL 11 – SUSTAINABLE CITIES AND COMMUNITIES



GOAL 12 – RESPONSIBLE CONSUMPTION AND PRODUCTION

12 RESPONSIBLE
CONSUMPTION
AND PRODUCTION



GOAL 13 – CLIMATE ACTION

13 CLIMATE
ACTION



GOAL 14 – LIFE BELOW WATER



GOAL 15 – LIFE ON LAND



GOAL 16 – PEACE, JUSTICE AND STRONG INSTITUTIONS

16 PEACE, JUSTICE AND STRONG INSTITUTIONS



GOAL 17 – PARTNERSHIPS FOR THE GOALS

17 PARTNERSHIPS
FOR THE GOALS



EDUCATION FOR SUSTAINABLE DEVELOPMENT

DEFINITION

Education for Sustainable Development (ESD) is an approach to education that emphasizes the interdependence of environmental, social, and economic systems, aiming to empower learners to take informed decisions and responsible actions for environmental integrity, economic viability, and a just society.

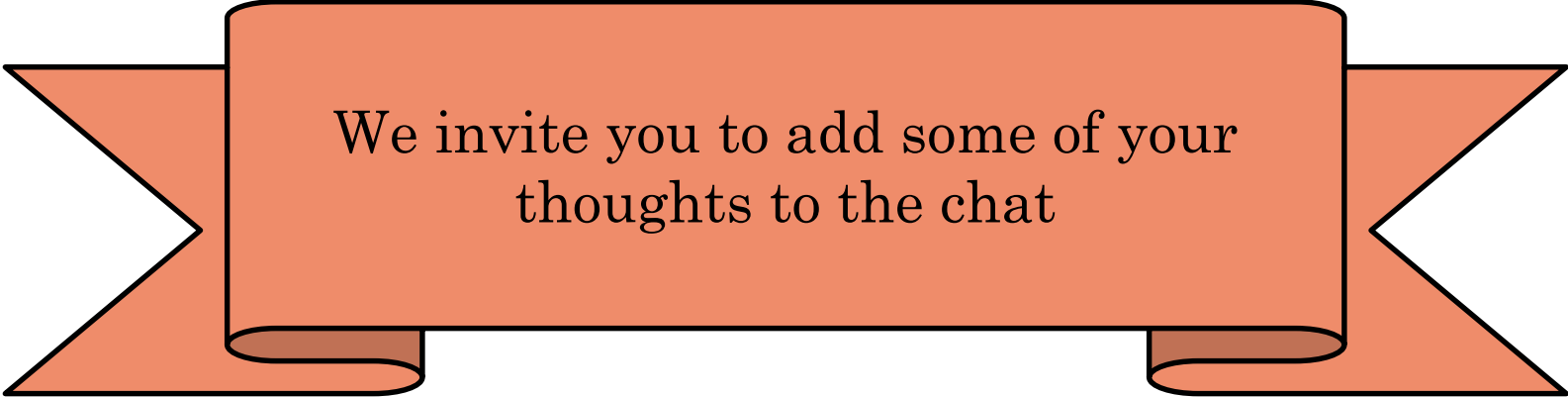
PRINCIPLES

- Transformation and Change
- Lifelong Learning for All
- Systems Thinking
- A Better Future
- Critical Thinking
- Participation
- Partnerships for Change

PERSONAL REFLECTION ON EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Me (as a professor at ELT Department)	My student(s)
Where does my interest in SDGs and ESD come from? Why do I care?	Why is SDGs and ESD of value to my students?


ESDELTTE



We invite you to add some of your thoughts to the chat

TASK 1

- We will create a table and include the following information:
 - The goal;
 - What the goal means;
 - Why the goal exists;
 - The benefit if it was achieved.

Sustainable Development Goal	Meaning of goal	Why it exists	How it could be achieved
			

TASK 2 – GETTING FAMILIAR WITH THE ESD

1. What do you already know about Education for Sustainable Development (ESD)?
2. What happens if we focus on just one goal?
3. What do you think is the most important or easiest goal to tackle?

QUESTIONS FOR REFLECTION

- How can ESD **foster** the vision and ethos of English Language Teacher Education?
- How can ESD be adapted to the current context and in the wake of **Kahramanmaraş earthquake**?
- Is ESD closely **aligned** to you English Language Teacher Education vision, mission, ethos and culture?
- What **conditions** are needed for ESD to be successfully implemented in schools and how can we **sustain** ESD in the long term?
- What are the **opportunities** at university level for ESD?

RENEWED FOCUS ON SOCIAL AND CIVIC LEARNING



SDG 4

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Target 4.7

By 2030, ensure that all learners acquire *knowledge and skills* needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

GOAL 4: ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL



	TARGETS	INDICATORS
1	Ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes	<ul style="list-style-type: none"> Proportion of children and young people (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex Completion rate (primary education, lower secondary education, upper secondary education)
2	Ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education	<ul style="list-style-type: none"> Proportion of children aged 24-59 months who are developmentally on track in health, learning and psychosocial well-being, by sex Participation rate in organized learning (one year before the official primary entry age), by sex
3	Ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education , including university	<ul style="list-style-type: none"> Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex
4	Substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills , for employment, decent jobs and entrepreneurship	<ul style="list-style-type: none"> Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill
5	Eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	<ul style="list-style-type: none"> Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated
6	Ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	<ul style="list-style-type: none"> Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex
7	Ensure that all learners acquire the knowledge and skills needed to promote sustainable development , including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development	<ul style="list-style-type: none"> Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment

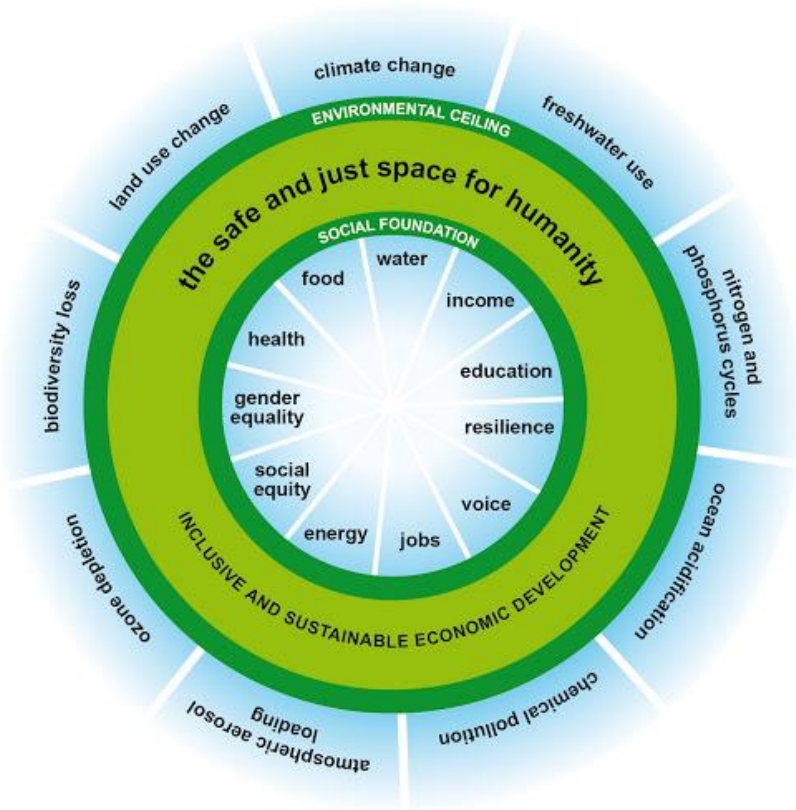
FOUR MAJOR THRUSTS FOR EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD):

- (1) improve basic education,
- (2) reorient existing education to address SD,
- (3) develop public understanding and awareness,
- (4) Training

Reorienting education and learning so that everyone has the opportunity to acquire the knowledge, skills, values, and attitudes that empower him/her to contribute to a sustainable future.

Strengthening education and learning in all agendas, programs, and activities that promote sustainable development.

WHAT IS EDUCATION FOR SUSTAINABLE DEVELOPMENT?



*ESD empowers learners to take **informed decisions** and **responsible actions** for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity. It is about **lifelong learning**, and is an integral part of quality education. **ESD is holistic and transformational education** which addresses learning content and outcomes, pedagogy and the learning environment. It achieves its purpose by transforming society. [\(UNESCO 2020\)](#)*

WHO ARE THE STAKEHOLDERS FOR ESD?



All educators



All learners



Schools,
colleges,
universities



Communities



Organisations
and
institutions



Policy makers
and leaders



Businesses



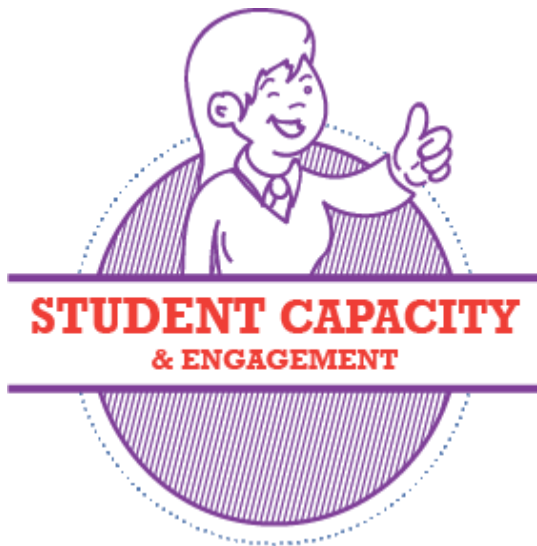
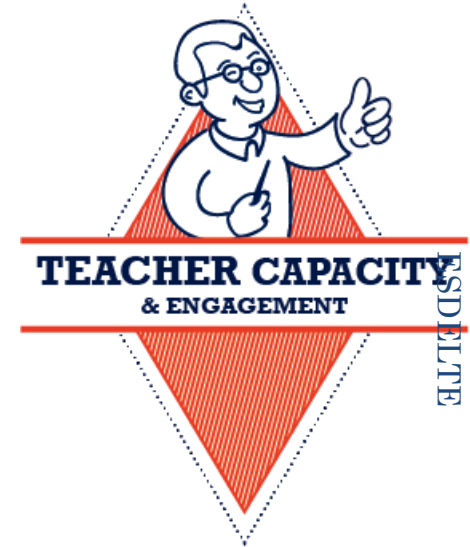
Media

REFLECTION

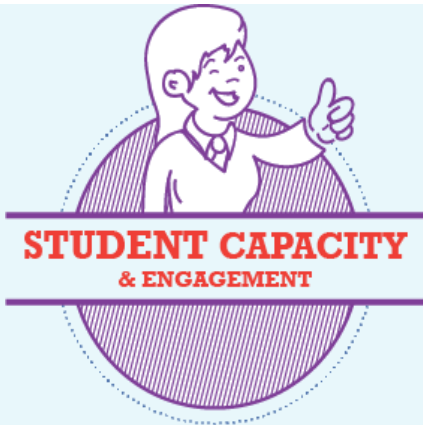
Use three words to describe how you are feeling about teaching ESD in your teaching practice



A FRAMEWORK FOR ESD IN SCHOOLS



Active for a fairer world for everyone



**STUDENT CAPACITY
& ENGAGEMENT**



ACTION



SKILLS



**VALUES &
ATTITUDES**



KNOWLEDGE

ESDE/ELTE

LEARNING METHODOLOGIES

UNESCO'S FIVE PILLARS OF EDUCATION

1. **Learning to Know** – the development of skills and knowledge needed to function in this world e.g. formal acquisition of literacy, numeracy, critical thinking and general knowledge.
2. **Learning to DO** – the acquisition of applied skills linked to professional success.
3. **Learning to Live Together** – the development of social skills and values such as respect and concern for others, and the appreciation of cultural diversity.
4. **Learning to BE** – the learning that contributes to a person's mind, body, and spirit. Skills include creativity and personal discovery, acquired through reading, the Internet, and activities such as sports and arts.
5. **Learning to Transform Oneself and Society** – when individuals and groups gain knowledge, develop skills, and acquire new values as a result of learning, they are equipped with tools and mindsets for creating lasting change in organizations, communities, and societies.

IN NOVEMBER 2019, UNESCO ADOPTED THE NEW GLOBAL FRAMEWORK ON ESD (ESD FOR 2030) FOR THE PERIOD OF 2020–2030

UN General Assembly noted ESD as “an integral element of SDG 4 on Education and a key enabler of all the other SDGs.”

GOAL:

- *ESD for 2030* aims to build a more just and sustainable world through strengthening ESD and contributing to the achievement of the 17 SDGs.

OBJECTIVES:

- To fully integrate ESD and the 17 SDGs into policies, learning environments, capacity- building of educators, the empowerment and mobilization of young people, and local level action

FOCUS OF THE FRAMEWORK

- “Integrating ESD and the 17 SDGs into policies, learning environments, capacity building of educators, empowerment and mobilization of youth, and local level action”.
- UN General Assembly noted ESD as “an integral element of SDG 4 on Education and a key enabler of all the other SDGs.” UNESCO World Conference on ESD took place on 17–19 May 2021 in Berlin, Germany.

WORLD CONFERENCE ON EDUCATION FOR SUSTAINABLE DEVELOPMENT

- *“Transformative learning for people and the planet is a necessity for our survival and that of future generations. The time to learn and act for our planet is now.”*
- The UNESCO World Conference on Education for Sustainable Development was held from 17 to 19 May 2021, calling for learners of all ages to be empowered to [#LearnForOurPlanet](#) and act for sustainability.
- The Conference ended with the adoption of the **Berlin Declaration on Education for Sustainable Development**.
- <https://en.unesco.org/news/learn-our-planet-what-you-need-know>
- <https://en.unesco.org/events/ESDfor2030>

BERLIN DECLARATION

2021 UNESCO WORLD CONFERENCE

on **EDUCATION**
for **SUSTAINABLE DEVELOPMENT**

POLLUTION

Climate CRISIS

CHALLENGES

COVID
Biodiversity Loss

New Thinking

STATUS QUO

New BEHAVIOUR & THINKING

of Positive CHANGE of Mindsets & Worldviews

EDUCATION IS

a POWERFUL ENabler

GLOBAL CONSULTATION

TEACHER ROLE

TEACHERS play a crucial ROLE

ESD FOUNDATIONAL ELEMENT

ESD as a core curriculum COMPONENT

Whole INSTITUTION APPROACH

SCHOOL

CONTENT
Methodology
Learning Environment

OUR COMMITMENTS

Life Long Learning

#ESDfor2030

#LEARNforOURPLANET

Intersectoral COLLABORATION

Multi-Stakeholder Process

Private Sector
NGO

HARNESS the POWER of ESD to TRANSFORM our Societies

TIME to ACT is NOW

LEARN AND ACT 2023

GREEN Technologies

EDUCATION

ENVIRONMENT



on.unesco.org/esd

a Visual by ANJARESE.COM

ESDELTTE

The relation between Education and other SDGs

Goal 1	Education is critical to lifting people out of poverty	Goal 10	Where equally accessible, education makes a proven difference to social and economic inequality.
Goal 2	Education plays a key role in helping people move towards more sustainable farming methods, and in understanding nutrition.	Goal 11	Education can give people the skills to participate in shaping and maintaining more sustainable cities, and to achieve resilience in disaster situations.
Goal 3	Education can make a critical difference to a range of health issues, including early mortality, reproductive health, spread of disease, healthy lifestyles and well-being.	Goal 12	Education can make a critical difference to production patterns (e.g.with regard to the circular economy) and to consumer understanding of more sustainably produced goods and prevention of waste.
Goal 5	Education for women and girls is particularly important to achieve basic literacy, improve participative skills and abilities, and improve life chances.	Goal 13	Education is key to mass understanding of the impact of climate change and to adaptation and mitigation, particularly at the local level.
Goal 6	Education and training increase skills and the capacity to use natural resources more sustainably and can promote hygiene.	Goal 14	Education is important in developing awareness of the marine environment and building proactive consensus regarding wise and sustainable use.
Goal 7	Educational programmes, particularly non-formal and informal, can promote better energy conservation and uptake of renewable energy sources.	Goal 15	Education and training increase skills and capacity to underpin sustainable livelihoods and to conserve natural resources and biodiversity, particularly in threatened environments.
Goal 8	There is a direct link among such areas as economic vitality, entrepreneurship, job market skills and levels of education.	Goal 16	Social learning is vital to facilitate and ensure participative, inclusive and just societies, as well as social coherence.
Goal 9	Education is necessary to develop the skills required to build more resilient infrastructure and more sustainable industrialization.	Goal 17	Lifelong learning builds capacity to understand and promote sustainable development policies and practices.

EIGHT KEY COMPETENCIES FOR ACHIEVING THE SDGs (UNESCO)

- **Systems thinking competency:** the ability to recognize and understand relationships, to analyse complex systems, to perceive the ways in which systems are embedded within different domains and different scales, and to deal with uncertainty;
- **Anticipatory competency:** the ability to understand and evaluate multiple futures- possible, probable and desirable- and to create one's own visions for the future, to apply the precautionary principle, to assess the consequences of actions, and to deal with risks and changes;
- **Normative competency:** the ability to understand and reflect on the norms and values that underlie one's actions and to negotiate sustainability values, principles, goals and targets, in a context of conflicts of interests and trade-offs, uncertain knowledge and contradictions;
- **Strategic competency:** the ability to collectively develop and implement innovative actions that further sustainability at the local level and further afield;
- **Collaboration competency:** the ability to learn from others; understand and respect the needs, perspectives and actions of others (empathy); understand, relate to and be sensitive to others (empathic leadership), deal with conflicts in a group; and facilitate collaborative and participatory problem-solving;
- **Critical thinking competency:** the ability to question norms, practices and opinions; reflect on one's own values, perceptions and actions; and take a position in the sustainability discourse;
- **Self-awareness competency:** the ability to reflect on one's own role in the local community and (global) society, continually evaluate and further motivate one's actions, and deal with one's feelings and desires;
- **Integrated problem-solving competency:** the overarching ability to apply different problem-solving frameworks to complex sustainability problems and develop viable, inclusive and equitable solutions that promote sustainable development- integrating the above-mentioned competencies (p.43).

HOW CAN ESD ENABLE THE ACHIEVEMENT OF THE 17 SDGs?

- **ESD raises the awareness of the 17 goals in education settings:** ESD enhances the understanding of learners and the general public on what the SDGs are and how these goals connect with individual and collective lives.
- **ESD promotes critical and contextualized understanding of the SDGs:** Sustainable development often requires a balancing act among diverse views and priorities. ESD raises questions on the inter-linkages and tensions between different SDGs and provides learners with the opportunity to navigate the required balancing acts with its holistic and transformational approaches.
- **ESD mobilizes action towards the achievement of the SDGs:** ESD efforts address sustainable development issues, more specifically the SDGs. These efforts continue to mobilize action for sustainable development in education settings, in particular in communities, through whole-institution approaches to ESD.

THROUGH PURSUING THE GOAL AND OBJECTIVE OF
ESD FOR 2030, IN 10 YEARS' TIME UNESCO
AIMS TO CREATE A WORLD IN WHICH...

Governments

mainstream ESD in their education policies and frameworks
to transform education

ESDELTTE

Learners

in all walks of life across the world have opportunities to
acquire the knowledge, skills, values and attitudes needed for
promoting sustainable development and achieving the 17
SDGs and to experience sustainable development in action
through a whole-institution approach to ESD.

THROUGH PURSUING THE GOAL AND OBJECTIVE OF *ESD FOR 2030*, IN 10 YEARS' TIME UNESCO AIMS TO CREATE A WORLD IN WHICH... (II)

People

living in cities and communities across the world recognize ESD as a key instrument and lifelong learning opportunity to achieve sustainability at a local level.

ESDELTTE

Educators

across the world have the opportunities to develop capacities to foster societal transformation for a sustainable future. Training institutions for educators systematically integrate ESD.

Youth

are strengthened to be agents of change and youth organizations systematically provide training for youth and youth trainers on ESD.

DISCUSSION

1. What did you learn about Education for Sustainable Development that you previously were not aware of?
2. What do you feel is the most important in teaching ESD in your content area?
3. Among the key themes of ESD, which ones are already discussed in your classes?

THANK YOU FOR PARTICIPATING!



Fleming College | Office of Sustainability

May you be healthy.

May you live long and prosper.

May you feel safe and sound.

May you love and be loved.

May your heart be open,

full of trust and joy

peace and hope.

Thank you for being here.

ESDELTTE

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RENEWED FOCUS ON LEARNING TO LEARN

The illiterate person in the 21st century
is not the person who cannot read –
it is the person who does not know
how to learn, relearn and unlearn
[Alvin Toffler]

Transferable competencies, “soft skills”, or “21st
century skills”:
Critical thinking
Problem solving
Independent judgement

ESD DOCUMENTS

- **Education for Sustainable Development Toolkit**

McKeown, R. Education for Sustainable Development Toolkit, Version 3; UNESCO: Paris, France, 2006.

- **Teachers' Guide for Education for Sustainable Development in the Caribbean**

Cambers, G.; Chapman, G.; Diamond, P.; Down, L.; Griffith, A.D.; Wiltshire, W. Teachers' Guide for Education for Sustainable Development in the Caribbean; Miura, U., Ed.; UNESCO: Paris, France, 2008

- **The Competences in ESD (Learning for the Future Competences)**

UNECE. Competences in Education for Sustainable Development; United Nations Economic Commission for Europe: Utrecht, The Netherlands, 2012. Available online: https://www.unece.org/fileadmin/DAM/env/esd/ESD_Publications/Competences_Publication.pdf

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HEFCE. Higher Education Funding Council for England. Sustainable Development in Higher Education. 2014. Available online: http://www.hefce.ac.uk/media/hefce/content/pubs/2014/201430/HEFCE2014_30.pdf

- **ESD and Quality Management and Enhancement Framework**

Longhurst, J. Education for Sustainable Development and the Quality Management and Enhancement Framework—A

Guide for Staff ; University of West of England: Bristol, UK, 2014. Available online: http://www2.uwe.ac.uk/services/Marketing/about-us/cas/ESD_and_QMEF.pdf

ESD DOCUMENTS

- **Shaping the Future We Want, UN Decade of ESD, Final Report**

Shaping the Future We Want. UN Decade of Education for Sustainable Development. Final Report. 2014. Available online: <http://unesdoc.unesco.org/images/0023/002301/230171e.pdf>

- **Transformative Teaching: Changing Today's Classrooms**

Kryza, K.; Brittingham, M.; Duncan, A. Transformative Teaching: Changing Today's Classrooms Culturally, Academically and Emotionally—Explore Ways to Better Cope with Challenging Students, Using Skills Instead of Emotions. Available online: <https://www.amazon.com/Transformative-Teaching-AcademicallyEmotionally-challenging/dp/1936763389>

- **Building Capacity in Higher Education Topic Guide**

The Health & Education Advice & Resource Team (HEART). Building Capacity in Higher Education Topic Guide. 2015. Available online: <https://www.heart-resources.org/wp-content/uploads/2015/09/CapacityBuilding-in-Higher-Education-Topic-Guide.pdf>

- **Education and the SDGs, Educate a Child**

EAC and FHI 360. Education and the SDGs. Occasional Paper #2. Available online: <https://reliefweb.int/report/world/education-and-sdgs-occasional-paper-2>

- **Transformative Teachers; Teacher Leadership and Learning in a Connected World**

Baker-Doyle, K.J. Transformative Teachers: Teacher Leadership and Learning in a Connected World; Harvard Education Press: Cambridge, MA, USA, 2017

ESD DOCUMENTS

- **Education for Sustainable Development. Learning Objectives**

UNESCO. Education for Sustainable Development Goals. Learning Objectives. 2017. Available online:

<http://unesdoc.unesco.org/images/0024/002474/247444e.pdf>

- **Consultation on Further and Higher Education and the SDGs**

Environmental Association for Universities and Colleges (EAUC). Consultation on Further and Higher Education and the SDGs. 2018.

Available online: [https://www.stgeorghouse.org/wp-content/uploads/2018/](https://www.stgeorghouse.org/wp-content/uploads/2018/05/Further-and-Higher-Education-and-the-SDGs-Report.pdf)

[05/Further-and-Higher-Education-and-the-SDGs-Report.pdf](https://www.stgeorghouse.org/wp-content/uploads/2018/05/Further-and-Higher-Education-and-the-SDGs-Report.pdf)

- **Issues and trends in Education for Sustainable Development**

Leicht, A.; Heiss, J.; Byun, W.J. (Eds.) Issues and Trends in Education for Sustainable Development; UNESCO: Paris, France, 2018.

MORE DOCUMENTS

- **Teachers' Guide for Education for Sustainable Development in the Caribbean**

Cambers, G.; Chapman, G.; Diamond, P.; Down, L.; Griffith, A.D.; Wiltshire, W. Teachers' Guide for Education for Sustainable Development in the Caribbean; Miura, U., Ed.; UNESCO: Paris, France, 2008

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Europe: Utrecht, The Netherlands, 2012. Available online:
<https://www.unece.org/fileadmin/DAM/env/esd/>

[ESD_Publications/Competences_Publication.pdf](https://www.unece.org/fileadmin/DAM/env/esd/ESD_Publications/Competences_Publication.pdf)

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http://www.hefce.ac.uk/media/hefce/content/pubs/2014/201430/HEFCE2014_30.pdf

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Longhurst, J. Education for Sustainable Development and the Quality Management and Enhancement Framework—A Guide for Staff ; University of West of England: Bristol, UK, 2014. Available online: http://www2.uwe.ac.uk/services/Marketing/about-us/cas/ESD_and_QMEF.pdf

- **Shaping the Future We Want, UN Decade of ESD, Final Report**

Shaping the Future We Want. UN Decade of Education for Sustainable Development. Final Report. 2014.

Available online: <http://unesdoc.unesco.org/images/0023/002301/230171e.pdf>

ESD INSTITUTIONS

- **UNESCO**, United Nations Educational, Scientific and Cultural Organization; its platform has links to ESD definition, the work going on, resources (including key publications, Overview of the International Frameworks on ESD, and Higher Education Sustainability Initiative, HESI), and the future of ESD.
- **UNEP**, United Nations Environment Program platform is including: Education for Sustainable Consumption, Sustainability communications: A Toolkit for Marketing and Advertising Courses, Shaping the Future We Want — UN Decade of Education for Sustainable Development (DESD, Final report), The International Training Program on ESD in Higher Education (ITP ESD-HE), Environmental Education for SDGs, etc.
- **UNECE**, The United Nations Economic Commission for Europe has published the evaluation report on the implementation of the UNECE Strategy for ESD 2005–2015, Empowering Educators, Competences for ESD and other contributions.

SOME FURTHER READING

- UNESCO Report: *Re-thinking Education: Towards a global common good?* (2015), UNESCO, Paris,
- <http://unesdoc.unesco.org/images/0023/002325/232555e.pdf>
- Morgan, W. J. and I. White, 'Looking Backward to See Ahead: The Faure and Delors Reports and the post-2015 development agenda', (2013), *Weiterbildung*, Issue 4, 40-43 (and further articles in this series).
- Global policy agencies and visions for 21st century lifelong education. *International Journal of Lifelong Education*, 34 (5) 2015.
- 'Rediscovering the *Ubuntu* paradigm in education', *International Review of Education*, 62 (1) 2016.