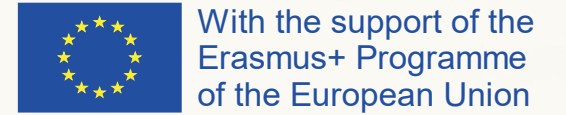


SDGs-LABS.EU



Why Education for Sustainable Development

BENEFITS AND INTENTIONS OF NEW
LEARNING APPROACHES

Currents in Education for Sustainable Development

ESD 1 / instrumental ESD

Promoting behaviour change

Promoting behaviours and mindsets where their need is clearly identified and uncontroversial

Learning *for* sustainable development

ESD 2 / emancipatory ESD

Developing the ability to think critically about expert opinions and to examine ideas of sustainable development

Discovering the contradictions of sustainable living

Learning as sustainable development

Vare & Scott 2007; Wals 2011

Education for Sustainable Development

- makes one's own future a meaningful moment in educational processes through the goal orientation towards the vision of a sustainably developing society.
- opens up the discourse on social values and does not extend to following accepted social norms, but includes learning how to deal with many, even contradictory, value concepts.
- supports and promotes the development of very demanding competences - competences that are highly deficient in the current generation of adults. Without these competencies, the educational goals outlined above cannot be achieved.

Rost 2002

ESD as general education in Klafki's sense

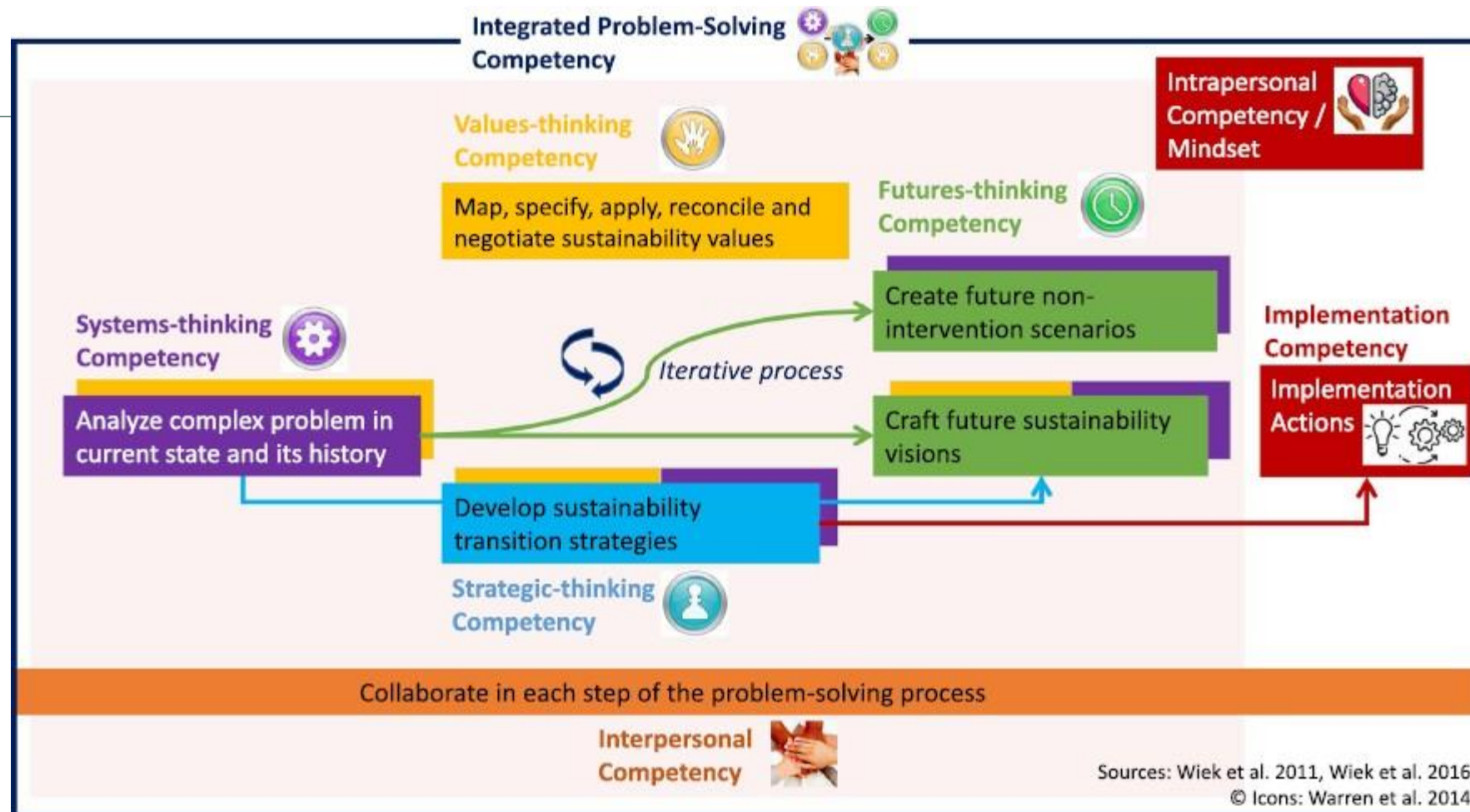
- Education as an instrument of social development
- Education as an instrument for perceiving changes and contradictions within society.
- Goal: emancipation, maturity and responsibility of the individual - the independent confrontation with the key problems and fundamental areas of life in the globalised world

Klafki 1985 / 2007

Cf. Stein 2017, pp. 67, 111;

Koller 2017, p. 103ff.

Sustainability competences



Brundiers et al. 2021

ESD 2030

Goal

- ESD for 2030 aims to create a more equitable and sustainable world by strengthening ESD and contributing to the achievement of the 17 SDGs.

Objective

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

UNESCO 2020

ESD 2030

Priority fields of action

Field of action 1: Political support

Field of action 2: Holistic transformation of learning and teaching environments

Field of action 3: Competence development of teachers and multipliers

Field of action 4: Strengthening and mobilising young people

Field of action 5: Promotion of sustainable development at local level



UNESCO 2020

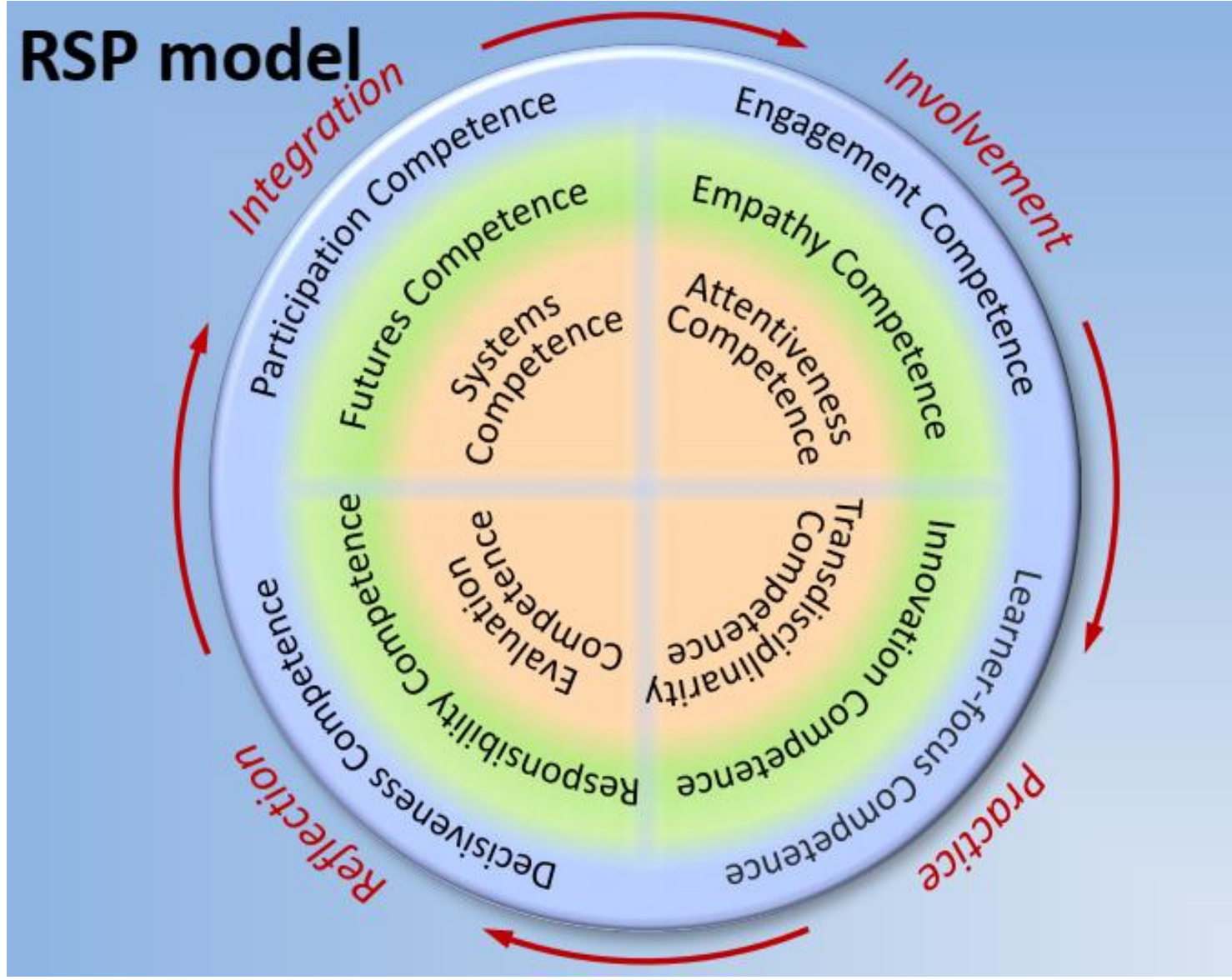
ESD-competences

Sustainability competences (cf. Brundiers et al. 2021; Rieckmann 2018; Wiek et al. 2011).

Competences for ESD = educators' ability to support people in developing sustainability competences through a range of innovative teaching and learning practices (cf. Corres et al. 2020).

ESD competency models: CSCT model (Curriculum, Sustainable development, Competences, Teacher training) (Sleurs 2008), UNECE model (UNECE 2012), KOM-BiNE model (Rauch and Steiner 2013) and Bertschy et al. (2013) (cf. Corres et al. 2020).

RSP model



12 Competences

,Distilling' the UNECE competences (cf. Vare et al. 2019)

<https://arundersen.seofpurpose.eu/framework/table/>

| Thinking Holistically | Envisioning Change | Achieving Transformation |
|---|---|--|
| Integration: | | |
| Systems The educator helps learners to develop an understanding of the world as an interconnected whole and to look for connections across our social and natural environment and consider the consequences of actions. | Futures The educator helps learners to explore alternative possibilities for the future and to use these to consider how behaviours might need to change. | Participation The educator helps learners to contribute to changes that will support sustainable development. |
| Involvement: | | |
| Attentiveness The educator helps learners to understand fundamentally unsustainable aspects of our society and the way it is developing and increases their awareness of the urgent need for change. | Empathy The educator helps learners to respond to their feelings and emotions and those of others as well as developing an emotional connection to the natural world. | Values The educator develops an awareness among learners of how beliefs and values underpin actions and how values need to be negotiated and reconciled. |
| Practice: | | |
| Transdisciplinarity The educator helps learners to act collaboratively both within and outside of their own discipline, role, perspectives and values. | Creativity The educator encourages creative thinking and flexibility within their learners. | Action The educator helps the learners to take action in a proactive and considered manner. |
| Reflexivity: | | |
| Criticality The educator helps learners to evaluate critically the relevance and reliability of assertions, sources, models and theories. | Responsibility The educator helps learners to reflect on their own actions, act transparently and to accept personal responsibility for their work. | Decisiveness The educator helps the learners to act in a cautious and timely manner even in situations of uncertainty. |



Thank you for your attention!
Are there any questions?

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