

## COLLABORATIONS FOR CHANGE

## Global Goals for Tomorrow's Education, Today

**19TH ~ 21ST JUNE 2018 KEELE UNIVERSITY**



# A Rounder Sense of Purpose

## Developing competences in Education for Sustainable Development (ESD)

## Paul Vare & Rick Millican

## School of Education, University of Gloucestershire



Headline Sponsor

# CarbonCredentials

# Plan

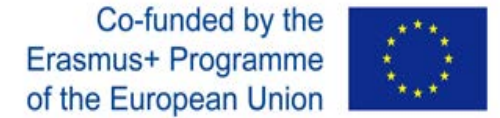


- The context and a rationale for *A Rounder Sense of Purpose* (RSP)
- Overview of the framework of competencies
- Piloting the framework
- Ways it might be used
- Next steps...

# The Six RSP Partners



- University of Gloucestershire (UK)
- Frederick University (Nicosia, Cyprus)
- Hungarian Research Teachers' Association (Budapest, Hungary)
- Italian Association for Sustainability Science (Rome, Italy)
- Duurzame PABO (Oostburg, The Netherlands)
- Tallinn University (Tallinn, Estonia)



# Purpose of education?



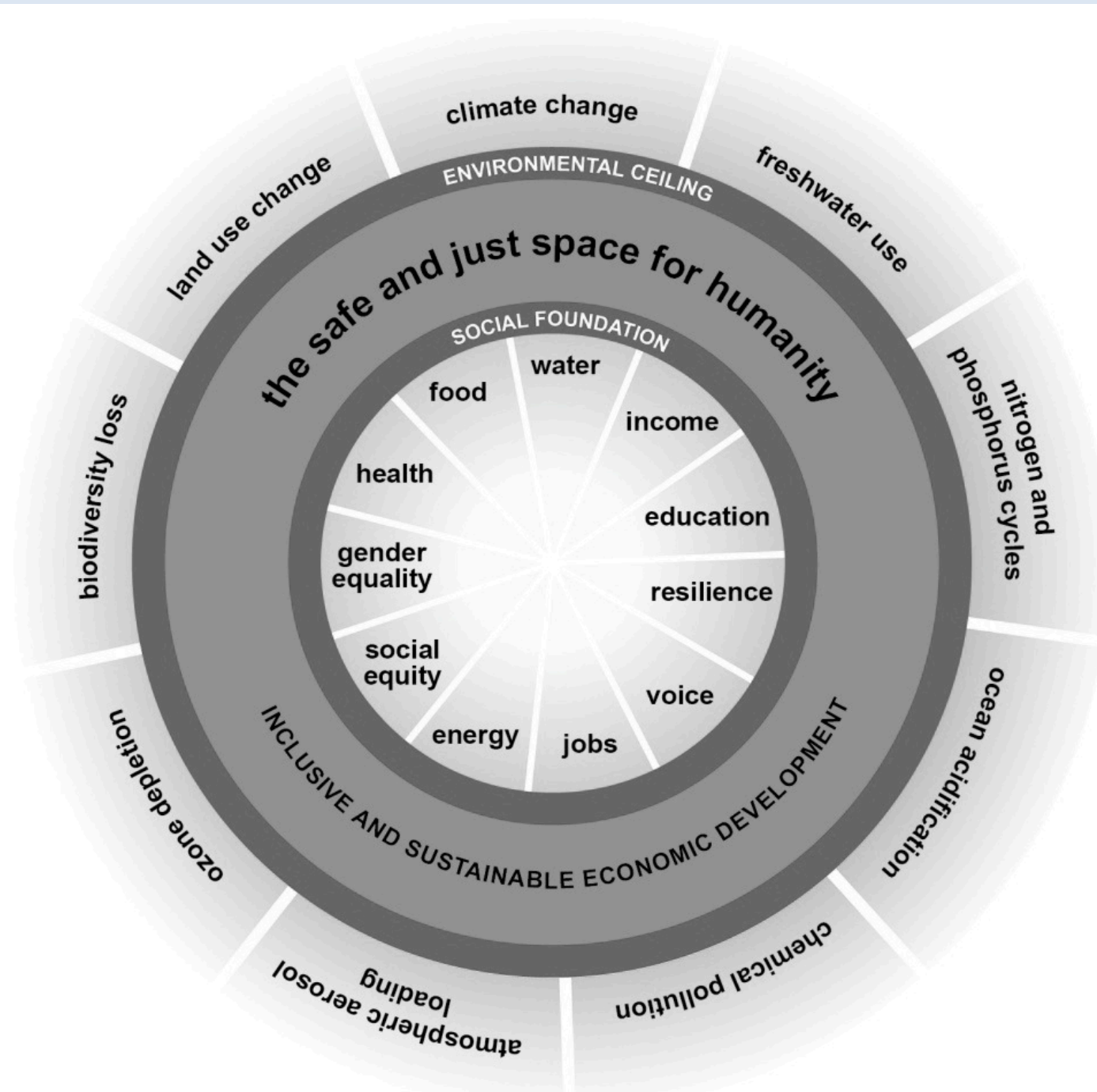
- Education is **the engine of our economy**, it is the foundation of our culture, and it's an essential preparation for adult life ...
- ...But perhaps **most important of all**, we must ensure that more people have the **knowledge and skills they need to succeed in a demanding economy**.

Nick Gibb MP Schools Minister, 2015

<https://www.gov.uk/government/speeches/the-purpose-of-education>

"You take the top five PISA nations and say 'Here are the top five world problems' and ask whether those nations have anything to offer in solving those problems, and there is a desperate mismatch"

(Prof. Stephen Heppell, cited in T.H.E. 2011 )



Raworth (2013)

# So?



“If still more education is to save us, it would have to be education of a different kind...”

(Schumacher in Sterling 2001)

“Moving towards sustainability may involve a fundamental reassessment of the purposes, content and processes of education...”

(Huckle 2006)





**Economic and Social  
Council**

Distr.  
GENERAL

CEP/AC.13/2005/3/Rev.1  
23 March 2005

ENGLISH/ FRENCH/ RUSSIAN

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**ECONOMIC COMMISSION FOR EUROPE**

**COMMITTEE ON ENVIRONMENTAL POLICY**

High-level meeting of Environment and Education Ministries  
(Vilnius, 17-18 March 2005)  
(Agenda items 5 and 6)

**UNECE STRATEGY FOR EDUCATION  
FOR SUSTAINABLE DEVELOPMENT**  
adopted at the High-level meeting

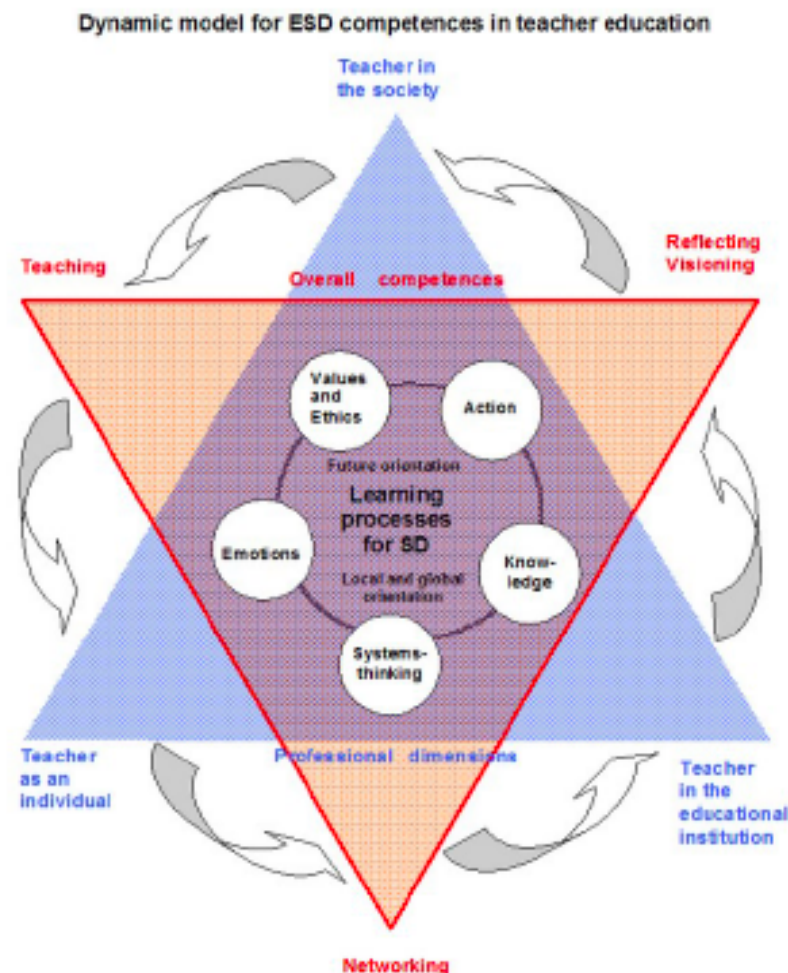
**Vision**

Our vision for the future is of a region that embraces common values of solidarity, equality and mutual respect between people, countries and generations. It is a region characterized by sustainable development, including economic vitality, justice, social cohesion, environmental protection and the sustainable management of natural resources, so as to meet the needs of the present generation without compromising the ability of future generations to meet their needs.<sup>1</sup>



# Competencies for ESD (Education for Sustainable Development) teachers

*A framework to integrate ESD in the curriculum of teacher training institutes.*



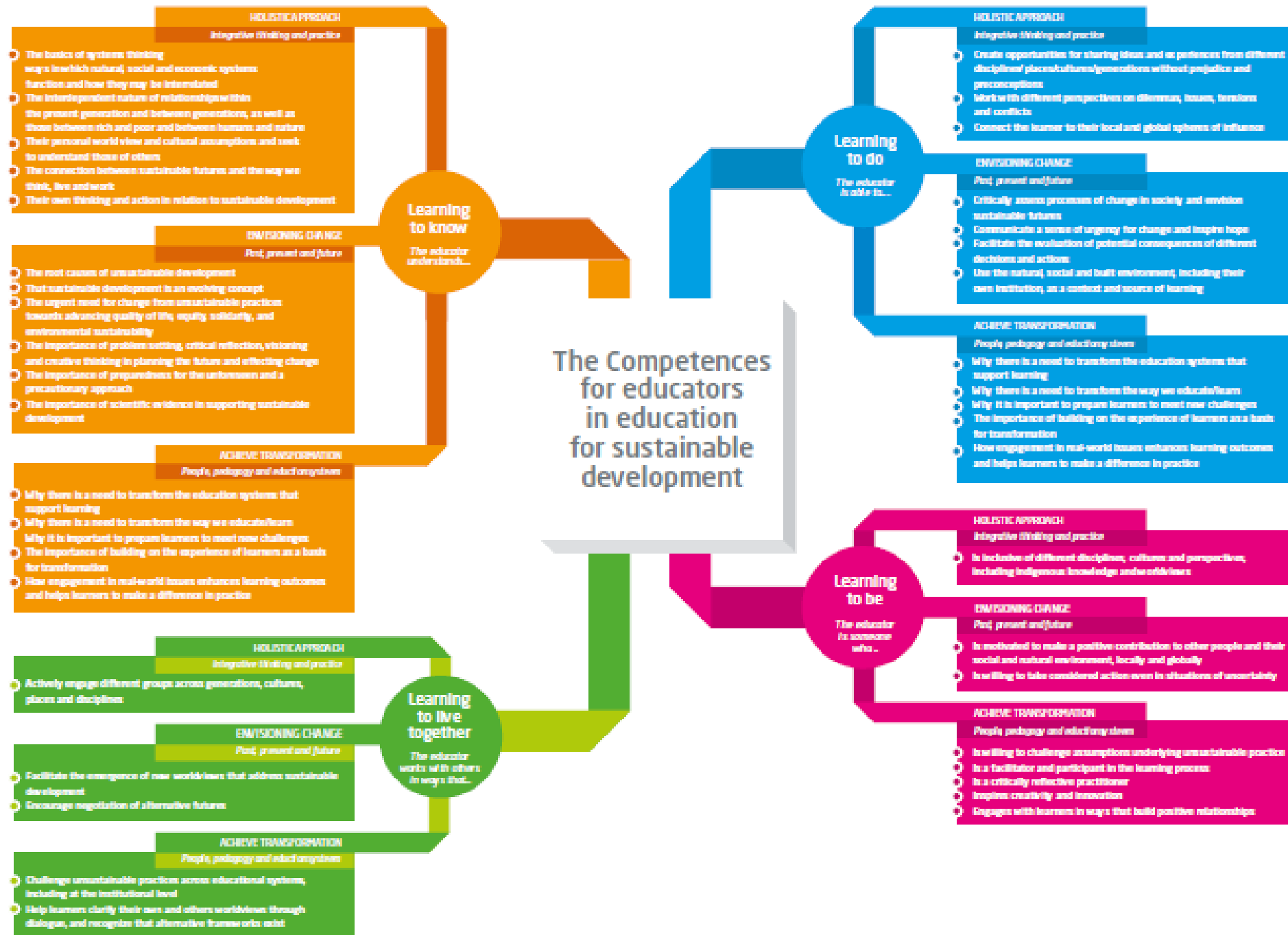


# LEARNING FOR THE FUTURE

Competences in  
Education for  
Sustainable Development

United Nations  
Economic Commission for Europe  
Strategy for Education for Sustainable  
Development





# We 'distilled' the 39 UNECE competences



- Refining, filtering, extracting the essential elements to define 12 competences
- (Also using Wiek *et al* 2011 & Roorda 2012)

# The resulting 12 competences



- Systems thinking
- Futures thinking
- Participation
- Attentiveness
- Empathy
- Engagement
- Transdisciplinarity
- Innovation
- Action
- Criticality
- Responsibility
- Decisiveness

- Arranged in a grid, with
- 3 columns

**Thinking Holistically**

**Envisioning Change**

**Achieving Transformation**

- 4 rows

**Integration**

**Involvement**

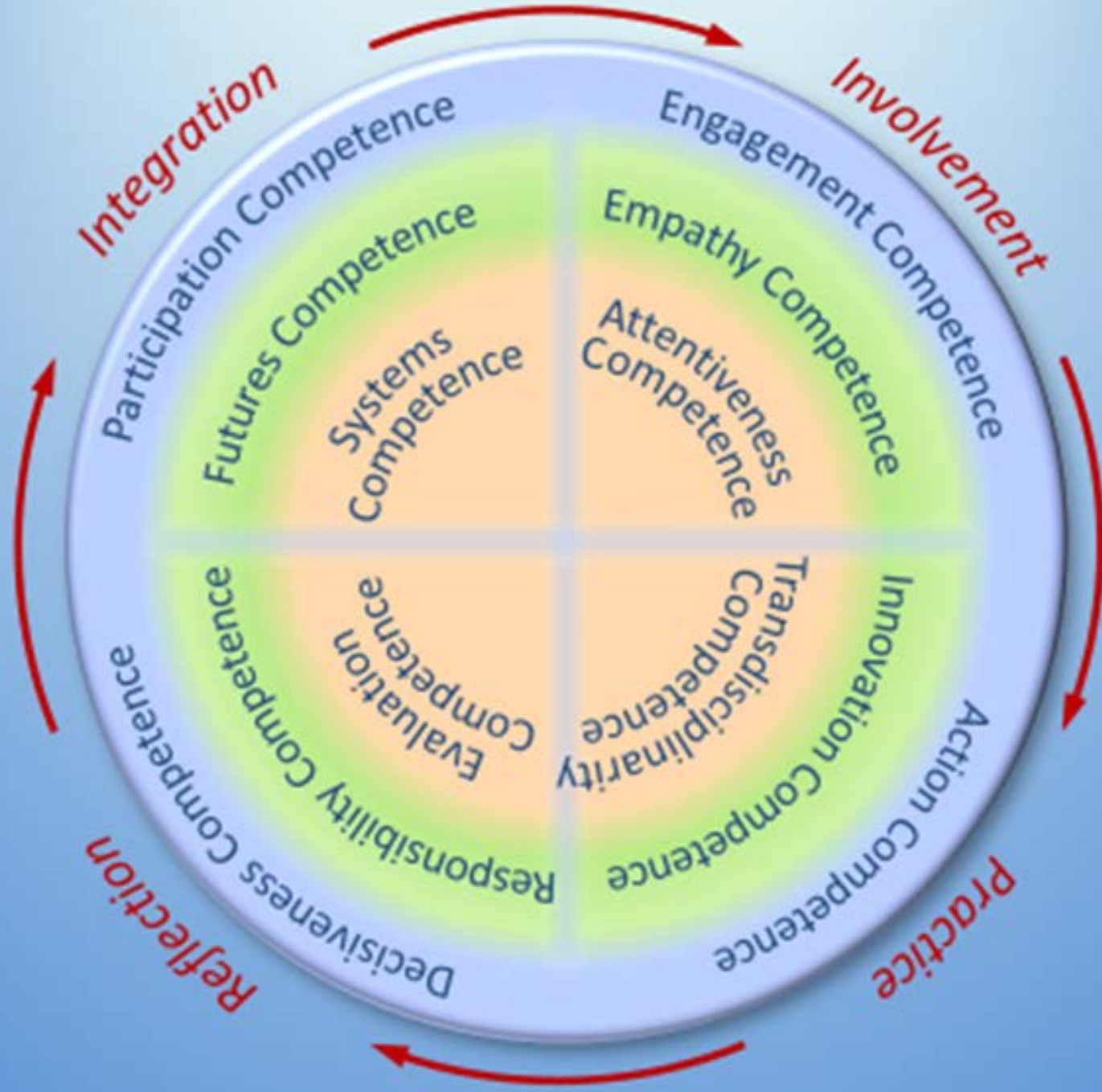
**Practice**

**Reflection**

- 
- Each with an explanatory descriptor

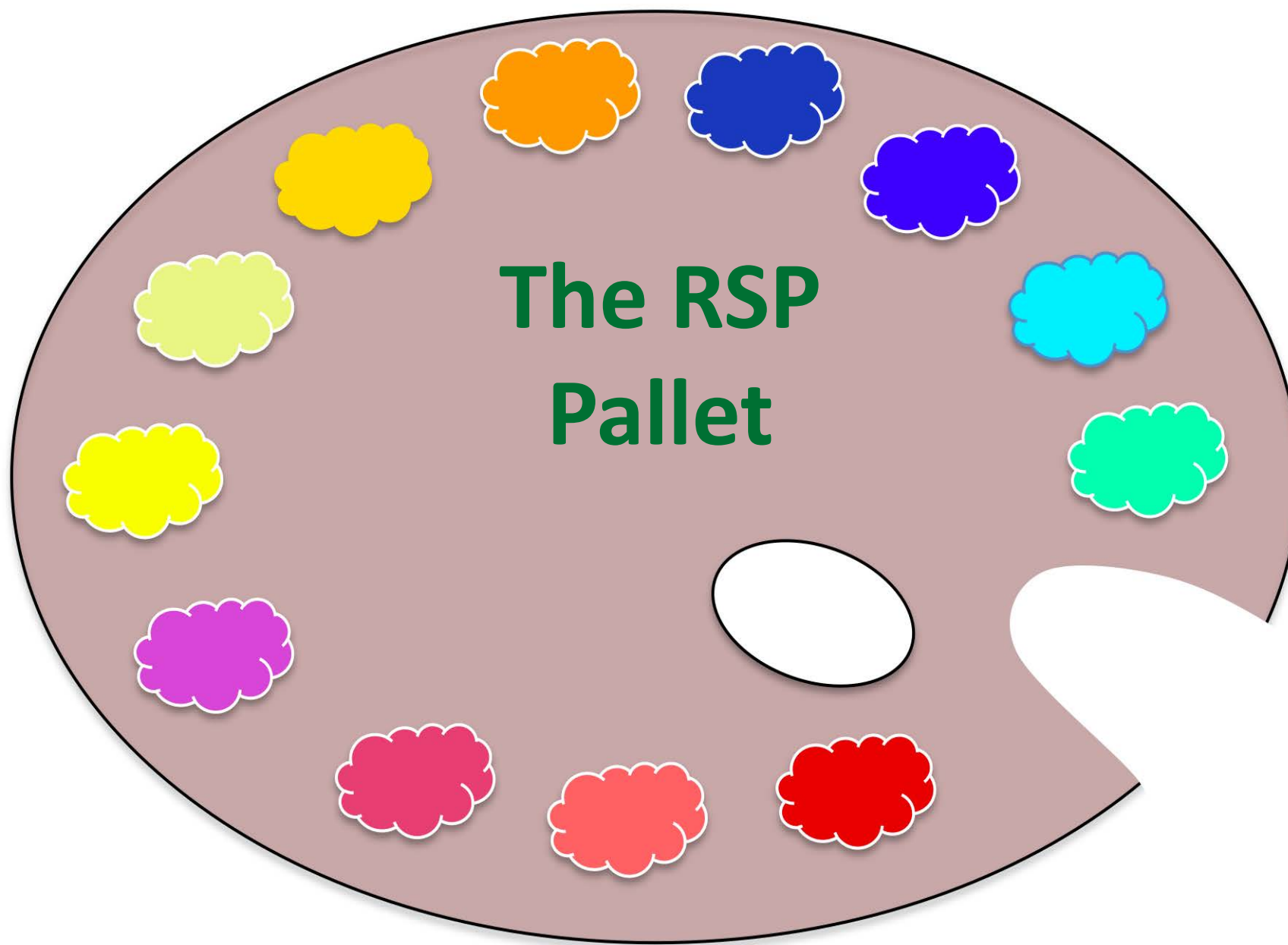


Thinking Holistically	Envisioning Change	Achieving Transformation
<b>Integration:</b>		
<b>Systems</b> The educator helps learners to develop an understanding of the world as an interconnected whole and to look for connections across our social and natural worlds and consider the consequences of our actions.	<b>Futures</b> The educator helps learners to explore alternative possibilities for the future and to use these to consider how our behaviours might need to change	<b>Participation</b> The educator contributes towards system level changes that will support sustainable development and develops their learners' ability to do the same.
<b>Involvement:</b>		
<b>Attentiveness</b> The educator alerts learners to fundamentally unsustainable aspects of our society and the way it is developing and conveys the urgent need for change.	<b>Empathy</b> The educator is considerate of the emotional impact of the learning process on their learners and develops their self-awareness and their awareness of others.	<b>Engagement</b> The educator works responsively and inclusively with others, remaining aware of their personal beliefs and values and develops their learners' ability to do the same.
<b>Practice:</b>		
<b>Transdisciplinarity</b> The educator acts collaboratively both within and outside of their own discipline, role, perspectives and values and develops their learners' ability to do the same	<b>Innovation</b> The educator takes a flexible and creative approach using real world contexts wherever possible and encourages creativity within their learners.	<b>Action</b> The educator takes action in a proactive, considered and systematic manner action and develops their learners' ability to do the same.
<b>Reflection:</b>		
<b>Criticality</b> The educator critically evaluates the relevance and reliability of assertions, sources, models and theories and develops their learners' ability to do the same.	<b>Responsibility</b> The educator acts transparently and accepts personal responsibility for their work and develops their learners' ability to do the same.	<b>Decisiveness</b> The educator acts in a cautious and timely manner even in situations of uncertainty and develops their learners' ability to do the same.



*“As soon as you start to teach one of the competences, you inevitably touch on the other eleven.”*

(Teacher in The Netherlands)



Thinking Holistically	Envisioning Change	Achieving Transformation
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Involvement:		
<b>Attentiveness Competence</b> The educator alerts learners to fundamentally unsustainable aspects of our society and the way it is developing and conveys the urgent need for change.	<b>Empathy Competence</b> The educator is considerate of the emotional impact of the learning process on their learners and develops their self-awareness and their awareness of others.	<b>Engagement Competence</b> The educator works responsively and inclusively with others, remaining aware of their personal beliefs and values and develops their learners' ability to do the same.
Practice:		
<b>Transdisciplinarity Competence</b> The educator collaboratively both within and across their own disciplines, identifies values and develops their learners' ability to do the same.	<b>Innovation Competence</b> The educator takes a flexible and creative approach using real world contexts wherever possible and encourages creativity within their learners.	<b>Action Competence</b> The educator takes action in a proactive, considered and systematic manner and develops their learners' ability to do the same.
Reflection:		
<b>Criticality Competence</b> The educator critically evaluates the relevance and reliability of assertions, sources, models and theories and develops their learners' ability to do the same.	<b>Responsibility Competence</b> The educator acts transparently and accepts personal responsibility for their work and develops their learners' ability to do the same.	<b>Decisiveness Competence</b> The educator acts in a cautious and timely manner even in situations of uncertainty and develops their learners' ability to do the same.

# But how to assess the learning?

## 3. Learning Outcomes:

*3.1 Knowledge – at the end of the module/unit the learner will have been exposed to the following:*

3.1.1  
3.1.2  
3.1.3  
etc.

**This is one approach**

*3.2 Skills – at the end of the module/unit the learner will have mastered the following skills:*

*3.2.1 Applying knowledge and understanding*

i.  
ii.  
iii.  
etc

**The atomisation of learning**

*3.2.2 Communication skills:*

i.  
ii.  
iii.  
etc

*3.2.3 Judgmental skills:*

i.  
ii.  
iii.  
etc

*3.2.4 Learning skills:*

.

# An example:

## From the *Achieving Transformation* set:



### **Action**

The educator focuses on the development of learners' critical thinking skills and helps them to take considered actions in their own context

#### **Learning objectives    The educator...**

*Places the learners and their development at the centre of the education process, supporting them to meet new challenges and building on their experience and feedback*

*Applies a learner focused approach to engage learners in democratic processes*

*Provides opportunities for learners to develop their agency*



(e.g. from Futures)

<b>Underpinning Components</b> In order to achieve the above Learning Objectives the educator should be able to:	<b>Connections with the Learning Objectives of this competence</b>
UC 5.1a can imagine a number of different future scenarios and consider whether they are sustainable	5.1
UC5.1b understand how the world might change as we project into the future and how these changes might be considered from different perspectives.	5.1
UC5.2a can see how changes that take place are linked to past actions and evolve over time.	5.2
UC5.2b can analyse and look for causes of change from different perspectives	5.2
UC5.3a can think creatively about possibilities for the future and critique suggestions	5.3
UC5.3b can share and debate ideas, suggestions and worldviews.	5.3

Example Activities	
Title	My vision of the future (Activity 2)
Technique used (e.g. research, simulation, debate)	Discussion
Aim of activity	To help students imagine positive alternative sustainable futures
Connection with underpinning components (from same competence)	UC 5.1a can imagine a number of different future scenarios and consider whether they are sustainable
	UC5.1b understand how the world might change as we project into the future and how these changes might be considered from different perspectives.
Connection with underpinning components (from other competences)	(To be completed when all templates are filled)
Short description (10 lines max)	<p>Close your eyes and sit in silence – relax. Now listen for 10-15 minutes while someone asks you to imagine yourself in 30 years time but imagine it is a positive future. Tell the class/group that they should think of themselves as the age that they are today but the year is 20xx. Now, with a series of pre-planned statements and questions, take them through the process of waking up, asking details about what their bed is like, what they have for breakfast, the clothes they wear (and where they bought them). Ask them to think about the work they might be doing or the school they might be attending; what job might they hope to do? How do they travel? How do they talk to friends and connect with family? What are they planning to do that evening? Allow plenty of long pauses between each question so people have time to imagine the details and think about how it feels, sounds, tastes, smells. After a final long pause ask the group to open their eyes and share with their neighbour or small group, the things they imagined or envisioned. Give each pair/small group a sheet of flip-chart paper and marker pens and ask them to illustrate their ideas so they can share with the wider group. After sharing and now back in pairs/groups, think about the first steps that you will need to take in order to start the journey towards that positive future.</p> <p>NB This can be a very emotional experience for some people. Be sensitive to the impact it can have and be sure that everyone has the support they need when they 'come back' to the present.</p>



# Piloting RSP in Gloucestershire



- Offered to Level 5 undergraduates
  - BEd
  - BA Education
- 12 sessions (a 2-hour session on each competence)
- For a University of Gloucestershire Certificate + added to Higher Education Achievement Record (HEAR)



# At any academic 'Level' we suggest three *stages* of achievement

Stage 1	Participation in a given programme
Stage 2	Demonstrate engagement with each of the competences in practice.
Stage 3	Show either: How you have brought about change in others and/or in a place of work or A series of critical reflections on the ESD competence framework.

# How could it be used?



- A framework guide to embed into existing programmes
- An off-the-shelf course with training materials for others to use
- A bespoke course
- A qualification

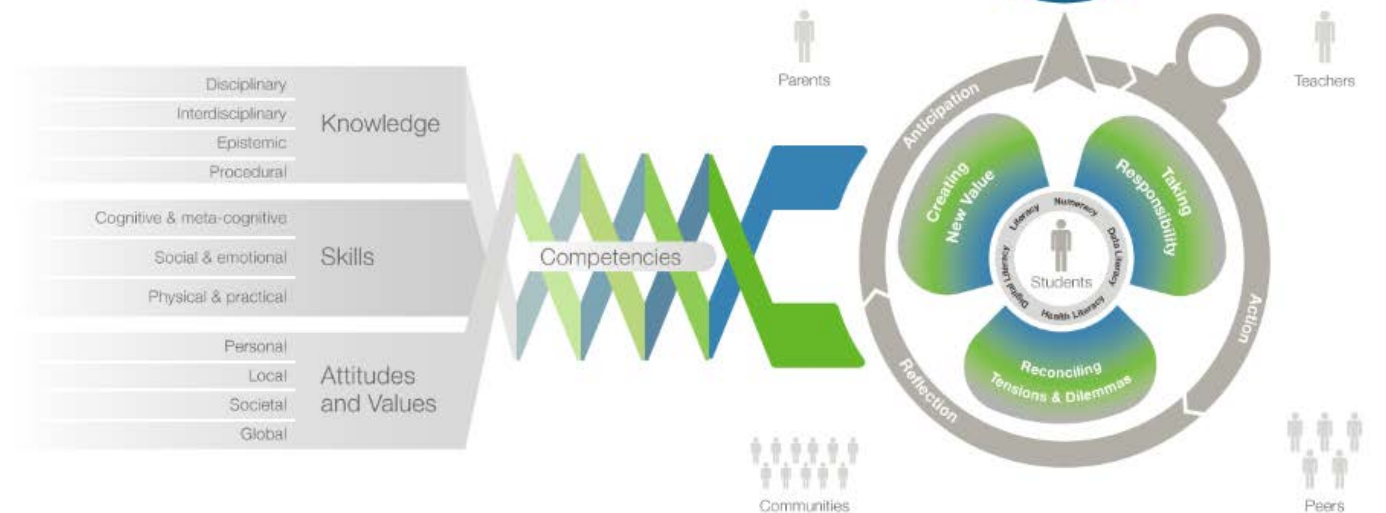


# Next?



1 NO 2 NO 3 GOOD 4 QUALITY 5 GENDER

## Alignment with OECD's E2030 framework?



V14 | OECD Learning Framework 2030





# Thank you!



- Many thanks for listening and for your interest
- If you have any ideas, comments or suggestions, please chat to us later or contact us at:
  - [pvare@glos.ac.uk](mailto:pvare@glos.ac.uk)
  - [rmillican@glos.ac.uk](mailto:rmillican@glos.ac.uk)



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