Education for Sustainable Development Topic Support Network Meeting Minutes

Implementing ESD across Institutions

Attendees:

Alison Clayton	AC	The University of Nottingham
Ana Carla Madeira	ACM	University of Porto
Amy Munro-Faure	AM	University of Cambridge
Andrew Reeves	AR	De Montfort University
Anna Styles	AS	West Lothian College
Beth Christie	BC	The University of Edinburgh
Bethan Wood	BW	University of Glasgow
Christine Calder	CC	Dundee and Angus College
Caroline Jarvis	CJ	West Lothian College
David Lowe	DL	Borders College
Eleanor Simes	ES	City, University of London
Lucy Patterson	LP	EAUC
Lucy Wishart	LW	University of St Andrews
Paula Duffy	PD	University of Aberdeen
Quinten Stol	QS	University of Strathclyde
Rebecca Petford	RP	EAUC
Roslyn Taplin	RT	SOAS University of London
Rehema White	RW	University of St Andrews
Scott Keiller	SK	University for the Creative Arts
Suzanne Moody	SM	Liverpool Hope University
Sonya Peres	SP	Students Organising for Sustainability (SOS) UK
Scott Strachan	SS	University of Strathclyde
Vanessa Mccorquodale	VM	The University of Edinburgh
Victoria Tait	VT	Anglia Ruskin University
William Quirke	WQ	University of Strathclyde

Apologies:

Kirsten Leask	KL	Learning for Sustainability Scotland

	SUMMARY OF DISCUSSIONS	ACTIONS
0.00	**Welcome** *Scott Strachan, Senior Teaching Fellow, University of Strathclyde* Everyone was welcomed by Scott who, as well as being one of our co-convenors, is involved in his university's center for sustainable development working with colleagues to embed sustainability in teaching and learning. He invited everyone to introduce their name, role and organization: Anna Styles- The learning and skills manager for childhood practice and sport and fitness at West Lothian College. Caroline Jarvis- Lecturer in childhood practice at West Lothian College. Paula Duffy- Lecturer in Geography and Environment at University of Aberdeen. Lucy Wishart- Associate lecturer in management at University of St Andrews and part of sustainability in curriculum working group. Vanessa McCorquodale - Project Coordinator for department of Social responsibility and sustainability at University of Edinburgh. Role to embed sustainability across curriculum and wider student experience. Will Quirke – Teaching fellow in School of Education at University of Strathclyde. Bethan Wood- Senior lecturer in Ecology at university of Glasgow. Alison Clayton- Works in in sustainability team at University of Nottingham and sits on education and student experience sustainability sub group. Scott Keiller- Looks after sustainability across the curriculum at University for the Creative Arts in South of England. Eleanor Simes- Head of sustainability at City University of London. Suzanne Moody – Sustainability manager at Liverpool Hope University Beth Christie- University of Edinburgh programme director of masters in learning for sustainability. Vitoria Tait- Lecturer and practitioner in education for sustainability at Anglia Ruskin University Davie Lowe- Assistant principal at Borders college with responsibility for STEM and Sustainability. Sonya Peres- Senior project manager at Students Organizing for Sustainability an educational and sustainability charity based all over the UK. Lucy Patterson- Sustainability in the curriculum Project officer at EAUC Scotland, helps organize this group.	

	Rebecca Petford- One of two Scotland programme managers at EAUC Scotland focusing on education and engagement. Rehema White- Work at university of St Andrews teaching SD and involved in sustainability in curriculum resources being developed, chair of Learning for Sustainability Scotland and a co-convenor of this group. Scott then defined education for sustainable development as outlined by UNESCO to frame the rest of the event, which is the definition used in the QAA guidance for ESD: "ESD is the process of equipping students with the knowledge and understanding, the competencies needed to work and live in a way that safeguards environmental, social and economic wellbeing." He then ran through the plan for the event. We focused on 3 specific areas that any ESD implementation plan should include. Raising awareness and staff engagement with ESD, Staff training and support, and creating an enabling environment.	
	Ways to engage your wider community with ESD	
12.00	**SDG Teach In** *Sonya Peres, Senior Project Manager, SOS-UK* The SDG Teach In has been running since 2018 and since then engagement with SOS-UK's campaign has grown annually from 257 educators pledged up to 772 educators in 2022 reaching 141,369 students in 134 educational institutions globally. It culminates in two leaderboards, one for educators pledged and another for students reached to add a competitive aspect for institutions. A range of different subjects took part this year; business, social studies, administrative study, design, dentistry, engineering, architecture, creative art, and medicine to name just a few. This wide engagement with the campaign shows it's not just geography or science that can demonstrate the relevance of the SDGs to their subject. The campaign also had a large international participation this year but in our TSN we particularly celebrated the involvement of Scottish institutions. Glasgow Caledonian excelled topping the leaderboard for students reached at 82% of their student body. City of Glasgow College, Dundee and Angus College, University of Edinburgh, University of Strathclyde, North East Scotland College, University of the Highlands and Islands, Glasgow kelvin college, Edinburgh College and West Lothian College also participated in the campaign. Sonya shared a summary of several case studies submitted from this years SDG Teach In and gave us an important date for our diaries. The SDG Teach In 2023 will take place from Monday 27th February-31st March.	
25.20	**West Lothian College SDG Teach In experience**	

	Anna Styles, Learning and Skills Manager Childhood Practice and Sport and Fitness, West Lothian College *Caroline Jarvis, Lecturer and Learning Champion, West Lothian College* At West Lothian College the team in Childhood Practice that Anna and Caroline work with are passionate about outdoor learning and sustainability. They were keen to develop an event to celebrate the teach in by engaging with Comms across the college to highlight synergies in other departments and with partners out in schools. The event was organized in partnership with West Lothian Council and took place outdoors which was one of the stipulations of senior team. Six workshops linked to the SDGs took place for 70 students from three local primary and secondary schools to participate in. The workshops themselves were cross curricular so colleagues from engineering and built environment came to support and external partners such as conservation volunteers joined, Patrick Boxall from Queen Margaret University did a workshop on learning outdoors, Carol Murdoch from Love Outdoor learning delivered a literacy based workshops and they ran a workshop on sustainable electricity, an art project in collaboration with Artist Daryl Waitclumb producing zero waste art work and planters were made with support team. Since then their level 5 students have taken a project forward from the event and can apply for the John Muir award.	
33.10	**Discussion of experiences or reflection on teach in to help your institution** The group went into breakout groups to discuss the Teach In Campaign: If they had participated what did they do? If not, what might they do if they were to participate next year?	
37.36	**Alternative pedagogies and assessment case study: Sustainability and Social Responsibility** *Beth Christie, Senior Lecturer, University of Edinburgh* Beth helped to develop an undergraduate and postgraduate online Sustainability and Social Responsibility (SSR) course which is jointly owned by the School of Education and School of Geosciences at The University of Edinburgh. The elective course, which is open to all students, has been running since 2016-17 but was refreshed in 2021/22. Both UG and PG are taught together but have differentiated assessment. Beth explained her view of current context for the learning for sustainability in Institutions, particularly tensions she feels the curriculum transition causes. To study how best to navigate this curriculum transformation Beth's course was involved in a funded 6 month programme to consider opportunities for innovation and consider structure and assessment. She took a two phased approach to this: Firstly course development- refresh and restructure, and secondly post-course – review and recommend. To demonstrate phase one Beth took us on a walk through the 8-week self-led online course which is hosted through a learning hub and supporting	

	knowledge base. These were structured like wiki's that allow her to add things throughout the duration of the course. Each week would have several key tasks including community discussion at the start of the week and self-reflection at the end. She then explained both the UG and PG assessment structure both of which comprise a weekly self reflective log, an extended critical reflective blog post (but with different weighting) and finishing with an interdisciplinary group project to identify and pitch a solution to a local sustainability and social responsibility issue. Although only entering phase two of the programme, Beth shared with us her recommendations for transforming courses through alternative pedagogy and assessment methods: positioning, increasing capacity, and using core competencies as assessment for learning.	
	Supporting Individual Teaching Staff	
1.03.09	**Subject-specific work from EAUC** *Lucy Patterson, Sustainability in the Curriculum Project officer, EAUC* The realigning Curricula for the Future series that EAUC launched in March 2022 aims to support specific subjects to embed sustainability in their curriculum. Each hour-long session follows a standard format where attendees introduce themselves, two speakers that have worked to embed sustainability in the curriculum of the relevant subject share their experience, attendees participate in a short SDG mapping activity independently, and finally there's an opportunity for open discussion between the group. So far Hair and Beauty and Law have taken place with positive feedback. The next two subjects in this series are Art and Design and Mathematics. To suggest a future topic please email lpatterson@eauc.org.uk.	
1.07.53	**Off the shelf programmes to integrate- Climate Fresk** *Quinten Stol, Student Climate Fresk Ambassador, University of Strathclyde* The climate fresk was created by a French scientist that wanted his students to stop falling asleep while learning about climate change. He took the IPCC report and cut out the pictures to create 42 cards, which Quinten showed us, that must be sorted from cause to consequence. This helps to understand the mechanisms of climate change. It's a good resource to teach people about climate change with because anyone can be a facilitator, all you need to do is the workshop itself for 3 hours and a further 3 hours facilitator training. It's very interactive and is good for different levels of prior knowledge and it connects emotions to climate change. At University of Strathclyde this is being packaged with another educational resource called EnRoads.	
1.12.48	**Off the shelf programmes to integrate- GEN map of regeneration** *Rehema White, Academic, University of St Andrews*	

	Rehema developed a [briefing paper](#) with her colleague Sally Ross to look at 17 different tools that can be used to look at interactivity of SDGs. At the TSN she chose the [GEN map of regeneration](#) from this paper to discuss how she has used it in her teaching. It is developed by the Global Eco-village Network which support communities around the world to be more sustainable. It is a [prezi](#) that splits sustainable aims into social, ecological, economic and cultural. Rehema has used it as a basis for mapping sustainable issues with her students and for identifying areas of focus in projects. She showed the results of one of these mappings with her class which revealed students views on issues such as diversity, sexual health, indigenous knowledge, renewable energy, responsible consumption, and addressing privilege to name a few.	
1.20.00	**Discussion sharing resources and training** *Lucy Patterson, Sustainability in the Curriculum Project officer, EAUC* As a whole group attendees were asked to share any resources or training, they have used to implement ESD in their teaching. These were collected in a slido and respondents were invited to elaborate verbally on their experiences of these resources or training.	
	Creating an Enabling Environment	
1.34.10	**Mainstreaming ESD at De Montfort University and Q&A** *Andrew Reeves, Associate Professor, De Montfort University* Andrew started by asking people where they feel sustainability at their institution is now. All attendees felt it was 'Supported strategically, but not adopted across all activities. Andrew was part of work by the European University Association to create guidance for making sustainability a part of teaching and learning. Early on the issue of varying context arose such as national context, leadership contexts etc so what they came up with were two contextual influences: capacity and commitment. These combined to give four scenarios which an institution can find themselves in when trying to mainstream ESD which they mapped as a cycle. • Pockets of practice: where there's low commitment, low capacity • Emerging agenda: where there's high commitment, low capacity • Integrated impact: where there's high commitment, high capacity (the aim) • Off the agenda: where there's low commitment, high capacity. At his own University, De Montfort University in Leicester, they have been working to maintain ESD as an integrated impact and not fall into the 'off the agenda' category now they have the capacity. Andrew took us through how they reached and maintain this stage: **From Pockets of Practice to Emerging Agenda** • ESD Forum Community of Practice	

- Peer-to-peer learning across sector
- Pilot Projects (*Teaching Innovation*)
- Engaging with senior leaders and student union

From Emerging Agenda to Integrated Impact
- Strategic Commitment and ESD Strategic Project
- Sustainability and SDGs within processes *(research themes; PhD bursaries; programme accreditation; staff training)*
- External Metrics (e.g*. Responsible Futures Accreditation framework, People & Planet League)*

Maintaining Integrated Impact
- Linking with emerging strategic priorities (*curriculum refresh; overseas campuses; decolonising*)
- High-level leadership role (*PVC Sustainability*) and permanent funding
- Demonstrating sector leadership and unique approach (*SDG16 Hub; local projects*)
- National/international influence – QAA ESD project, Green Gowns recognition

As well as encouraging these actions Andrew reminded us there's also a role in opposing developments that don't support sustainability at institutions.

Questions:

SS: If there are people at the start of that loop, low commitment and low capacity, what would you recommend to overcome that inertia?

AR: I think it depends on who you are in an institution, are you a lecturer are you in the sustainability team…

SS: I'm thinking if you are that coalition of the willing with no formally acknowledged role or capacity.

AR: I think pathways will differ from institution. I was told in my role as ESD lead, you have no time, and nothing is ever going to happen unless it's a project and I had to ask well what's a project? So I had to dig into how things happened in our university and they have a structure where if you want to change a thing you needed to do an institutional wide project each of which needed a senior sponsor. So, we needed to find someone who was supportive enough to do it and form a network, to create an identity which gives more of a platform to go out and talk to people and demonstrate the value of what your doing. Which could be through pedagogic research or through students ideally, whatever it needs to be to get to the people in power and build your platform to get the resources you need. That was our story but there's so much nuance in that so it will really depend.

RW: My question is about wider context. When we first started talking about ESD people kept saying 'why?' but now it's more 'how?'. So, I no longer feel I'm having to justify these sort of issues and I wonder how that influences your diagram? And I also wonder now it's not just three institutions thinking about it but most institutions are on the journey to ESD so there's this leverage to say to senior managers we're going to get left behind and propose maybe it's more a spiral as we start to bring all these institutions in will get quicker.

AR: It's a really good point. In my day job I teach behavior change and motivation is a part of the behavior change wheel and we have strong motivation at a sector level so the question does become more how and I've encountered that where people don't see how it's relevant to their subject such as film studies. But giving academics that time to think and engage in conversation is key and having examples up our sleeve which we get from events like these.

CC: I'm interested in the community of practice you mentioned. I work in a college and appreciate it's hard to get time for everyone to come together but appreciate the power of a community of practice. Just to find out any tips, or hints you think work well, just as you've said they often outlive projects which is great.

AR: I would say five years on we don't necessarily have strong attendance, but we do have a strong core and often the best ideas emerge from a small number of people. For example, we had a meeting a few months back about all the things we wanted included in the curriculum review and we decided actually what if we just had a single suggested learning outcome that combined all of the key agendas around career, decolonizing and sustainability in your context. So that came out of this open expansive discussion with trusted colleagues but then went into formal structures down the line. So there's value in that informal space to compliment the formal space to make things happen.

LW: My question is about what you mentioned about challenging existing structures. Something we talk about in ESD is equipping students to talk about paradoxes. I wonder could you talk about some of paradoxes you've seen. I think it slightly links back to Beth's presentation when she talks about challenging existing structure in universities.

AR: The UK sustainability in HE conference a couple of years ago was framed around another four quadrant thing; the need for really rapid change but also the need for going slowly to engage as many people

	on the journey. Some of the things I've encountered such as our international mobility programme, where we send students round the world to have global experiences which has a massive carbon footprint, we sent 1000 students to New York which grabbed headlines but equally international experiences can be personally transformative when we encounter something that inspires or leaves us indignant. Our global team have now reframed their offer where it's now framed around intercultural competencies, personal development and reflection but there are still international trips and they offer online options. SS: I suppose if we could redesign education knowing what we do now we would do it completely differently, but we have to work with the confines of existing structures but where there is opportunity to push back we could do that more and hope over time there is a gradual shift in education.	
2.02.57	**Conclusions and Next Steps** *Scott Strachan, Senior Teaching Fellow, University of Strathclyde* Scott summarized some key take aways to consider in any ESD implementation plan: - Raise awareness to engage wider institution with ESD, SOS-UK's Teach In campaign is one way to do that. - Staff training and provide support to capitalize on expertise to deliver ESD which can be engaging, scalable and can be delivered rapidly. - Mainstream ESD through a bottom-up approach combined with top down approach for simultaneous systemic and cultural change to allow ESD to take place. A huge thank you to all our speakers and facilitators.	
2.07.30	**Next meeting** The next Education for Sustainable Development Topic Support Network will take place in the next academic year. If anyone has any suggestion for its agenda please contact us.	
2.07.47	**Thanks and Close**	

Minutes prepared by Lucy Patterson, EAUC-Scotland Sustainability in the Curriculum Project Officer

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