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101083493 — EDOCS — ERASMUS-JMO-2022-HEI-TCH-RSCH  
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*Тренінг-навчання для здобувачів основітньо-наукового  
ступеня доктор філософії*  
**ШКОЛА ІННОВАЦІЙНИХ ДОКТОРСЬКИХ СТУДІЙ**  
5-11 квітня 2023 року



**SNAU**  
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**Освіта для сталого розвитку: кейси  
та кращі практики європейських  
університетів**

06/04/2023

16.45 EEST

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<https://bit.ly/3MonYUq>



# Education for Sustainable Development

“Transformational higher education calls for a shift from practice that focuses on the acquisition of knowledge and skills to an emphasis on values, attitudes and behaviours. This requires constructively aligned teaching, learning and assessment activities designed **to meet key ESD competencies and learning outcomes**”

*Education for Sustainable Development Guidance, AdvanceHE and QAA, p.32*

# Learning outcomes

By the end of this session, you will be able to

- Explain the purpose of ESD
- Recognise how ESD are relevant to your own learning experience
- Discuss teaching and assessment approaches related to ESD linking them to own teaching experiences

# Session overview

- ESD model
- Implementing ESD: case Sumy National Agrarian University, Ukraine
- ESD practice discussion and sharing of ESD ideas

# Frameworks for ESD: global and national

- the United Nations Decade of Education for Sustainable Development (2005-2014).
- Education for Sustainable Development: Towards achieving the Sustainable Development Goals (ESD for 2030)
- Education for Sustainable Development Guidance, AdvanceHE and QAA, March 2021





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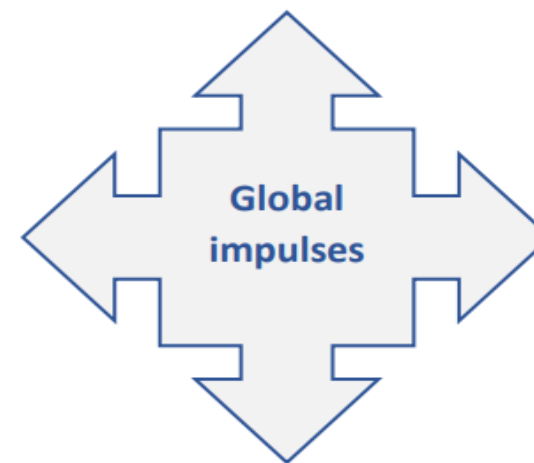


Sumy National Agrarian University

# SDG 4 ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING

UNESCO, UNICEF, World Bank, UNFPA, UNDP, UN Women and UNHCR, 2015  
*“Education 2030 Framework for Action (FFA)”*  
(UNESCO, 2016)

*Future of Education and Skills 2030 project*  
(OCED 2018, OCED 2016)



IMF  
*Partnership: Financing the SDGs*  
(IMF, 2016)

*“Education for Sustainable Development Goals: learning objectives”* (UNESCO, 2017)



Target  
**4.7**

By 2030, 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

# Briefly about ESD: why is it essential?

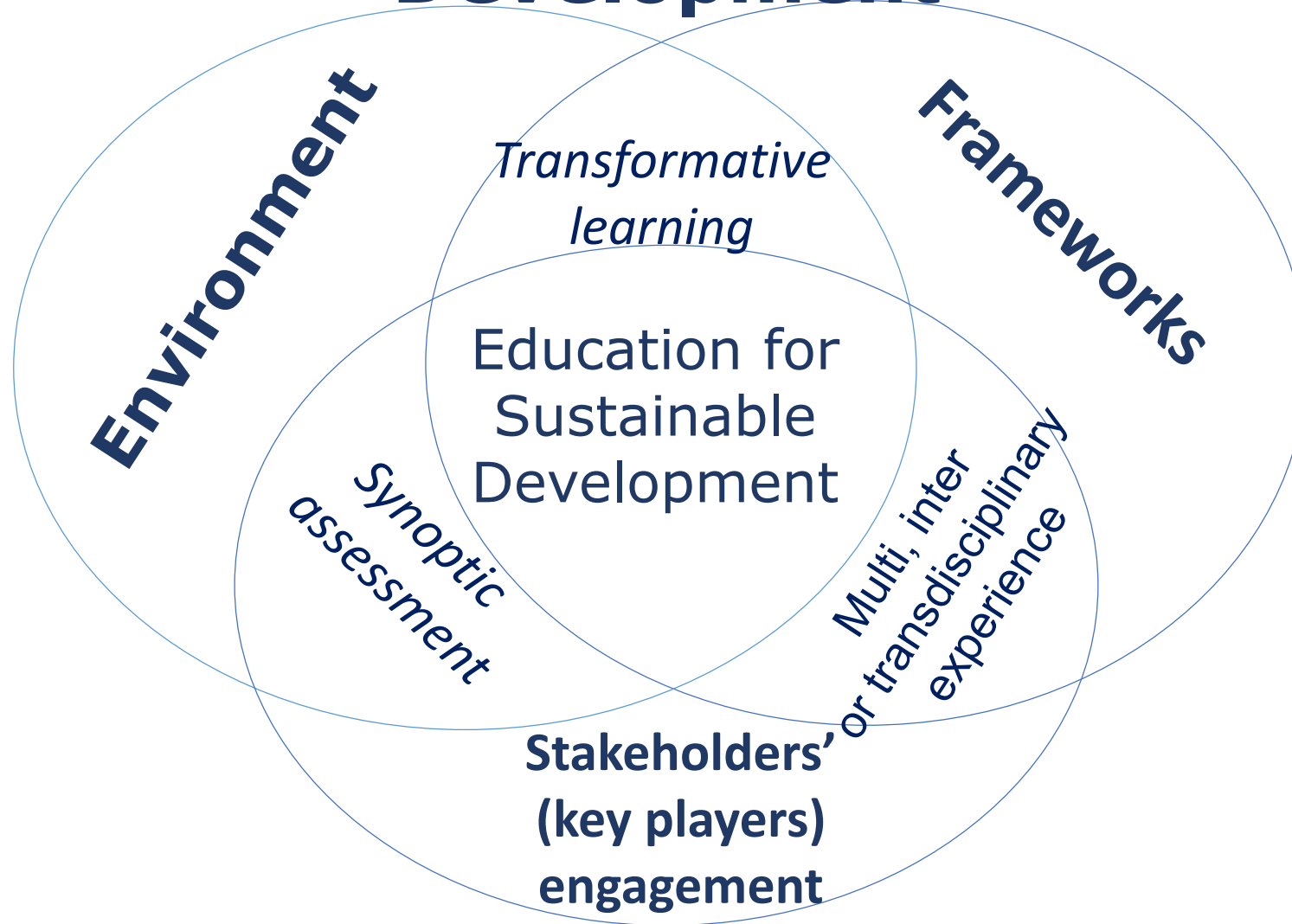
- ESD is integral element of SDG 4 and a key enabler of all the other SDGs  
SDG4 represents a key mechanism for achieving all of the SDG goals, *ESD for 2030*.
- students expect SD to be incorporated into their institutional practices and curricula

In the 2020 National Union of Students (NUS) Skills Survey, 91% of respondents agreed their place of study should actively incorporate SD – up from 88% in 2014; while 83% would like to see SD actively incorporated and promoted across all courses - up from 71% in 2014.

- workplaces are changing - key competencies and attributes, which align to ESD, are demanded



# The Model of Education for Sustainable Development

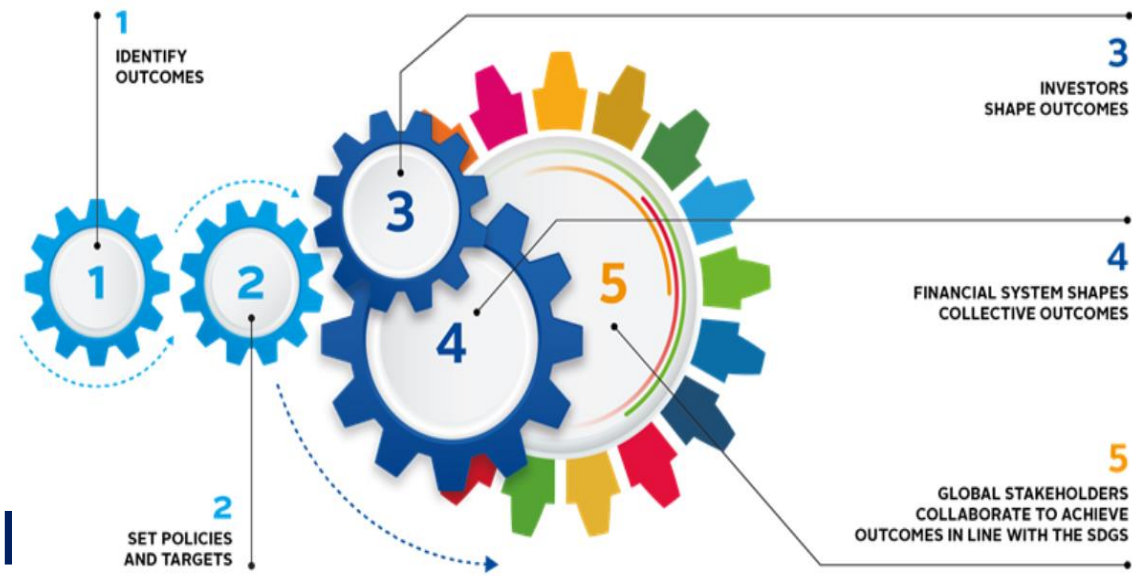




# ESD requires a learning environment in which

- interdisciplinary or transdisciplinary learning approaches are facilitated
- learning is inclusive and accessible for all
- policies support synoptic assessment
- extra and co-curricular opportunities are provided and recognized
- learning spaces including the campus and outdoor environments are fully utilised to provide alternative locations to develop and express the competencies of ESD.

# Frameworks



- global reference points (UN SDGs, UNI)
- national framework to support curriculum design
- Institutional framework enabling ESD includes
  - ESD objectives, targets and KPIs are part of the institution's strategic priorities and subsequent strategies and policies.
  - the framing of ESD within the curriculum is included in the validation of new courses and ongoing review of existing courses.
  - ESD is central to the staff and student induction process, as well as staff appraisal and/or promotion criteria.
  - ESD is articulated within quality assurance and enhancement processes.
  - Staff development to enable ESD is fully supported at an institutional level.

## Stakeholders' engagement - students, academics, operational and support staff, alumni, employers and enterprise, NGO.....

- inform positioning ESD within the curriculum
- key for inclusion
- enterprising individuals and companies can contribute to educational experiences such as, for example, living labs, case studies, experiential learning, simulation activities and research projects
- Sharing academic practice, including interdisciplinary and transdisciplinary teaching practices and assessment

# Why interdisciplinarity?

## SDGs are framing ESD

- SDGs are broad and the targets are deep
- SDGs cross political, economic, social, environmental and technological boundaries, and require all sectors to collaborate to achieve their aims.
- The interdisciplinary and interconnected focus of SDGs
- SDGs should be considered as a system, where action on one goal can have positive or negative impacts on one or more of the other goals.
- subject-relevant ESD - design and delivering of the curriculum may differ according to the subject area, professional focus and pedagogical approach of the discipline
- internationalisation and global perspectives of studying
- promoting interdisciplinary and transdisciplinary learning
- appropriate approaches to teaching, assessment



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# Transformative learning



- *transformative learning* goes beyond acquisition of skills and knowledge, to support learners in critiquing how knowledge is acquired and communicated. This can lead to changes in thinking, perceptions, beliefs and values which can transform how the learner interprets the world around them

three dimensions:

- psychological (changes in understanding of the self)
- convictional (revision of belief systems)
- behavioral (changes in lifestyle)

# Why synoptic assessment?

- require students to synthesize their learning from two or more modules within a programme
- valuable for multidisciplinary programme
- can encourage students to integrate theory, evidence and regulation with practice and values
- helps staff to think more holistically about their teaching and collaborate
- can promote the consideration of real world problems
- "holistic feedback" - feedback on one part might inform the student's approach to another
- can reduce the student's assessment burden by combining several individual assessment activities alternatively

# Think about your experiences

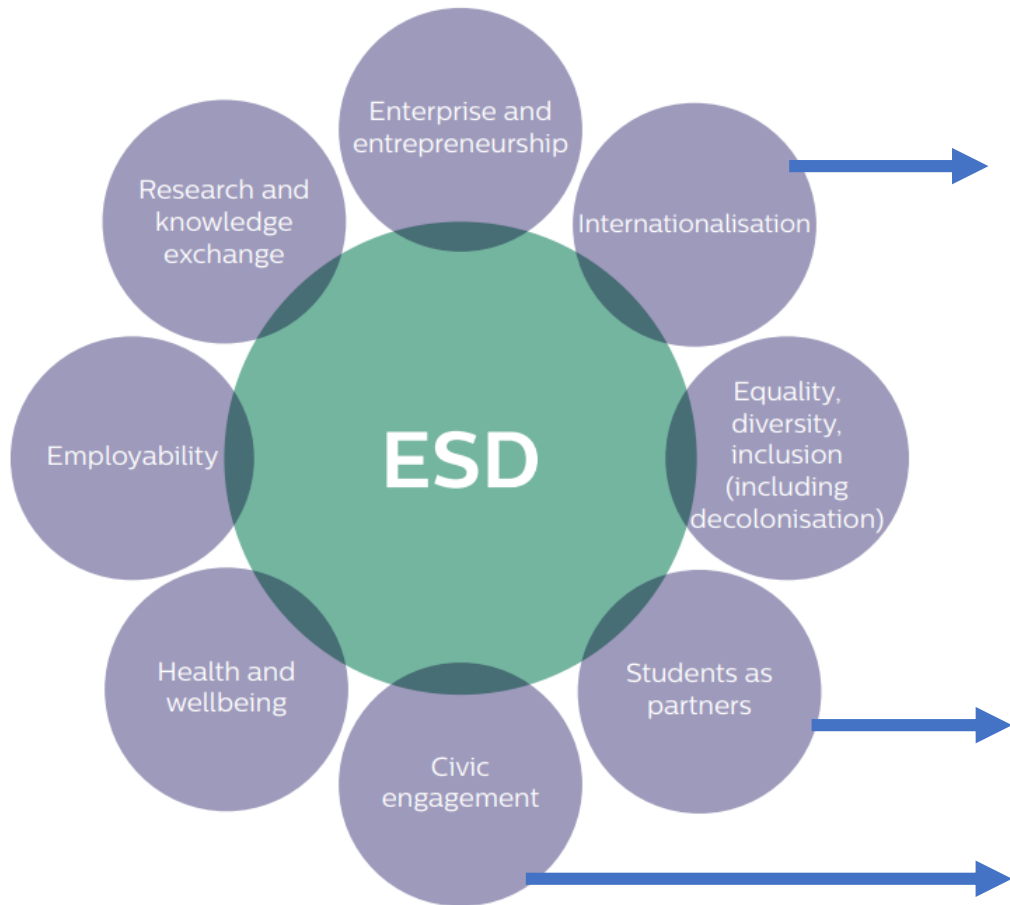
<https://www.menti.com/al2t275wnakp>





## ESD intersections across strategic priorities for student success

## Sumy National Agrarian University's case



- Compulsory Module “Citizenship education” 5 ECTS credits, 150 hours
- Elective modules “Environmental security and climate policy of the EU», «European Values”
- Jean Monnet Chair projects “Production and Dissemination of Circular Economy Ideas According to the EU Action Plan”, “EU Climate Leadership”
- AUTUMN SCHOOL “SUSTAINABLE ENERGY AND CLIMATE: EU EXPERIENCE FOR UKRAINE”
- PLASTICK CHALLENGE HACKATHON 2021

# The eight UNESCO key competencies for sustainability

# Assessment strategy in “Citizenship Education” module

Critical thinking competency	<ul style="list-style-type: none"> <li>question norms, practices and opinions</li> <li>reflect on one’s own values, perceptions and actions</li> <li>take a position in the sustainable development discourse</li> </ul>	Ways of practicing
Strategic competency	<ul style="list-style-type: none"> <li>develop and implement innovative actions that further sustainable development at the local level and further afield</li> </ul>	
Collaboration competency	<ul style="list-style-type: none"> <li>learn from others (including peers, and others inside and outside of their institution)</li> <li>understand and respect the needs, perspectives and actions of others</li> <li>deal with conflicts in a group</li> <li>facilitate collaborative and participatory problem solving</li> </ul>	
Integrated problem-solving competency	<ul style="list-style-type: none"> <li>apply different problem-solving frameworks to complex sustainable development problems</li> <li>develop viable, inclusive and equitable solutions</li> <li>utilise appropriate competencies to solve problems</li> </ul>	Ways of being
Self-awareness competency	<ul style="list-style-type: none"> <li>reflect on their own values, perceptions and actions</li> <li>reflect on their own role in the local community and global society</li> <li>continually evaluate and further motivate their actions</li> <li>deal with their feelings and desires</li> </ul>	
Normative competency	<ul style="list-style-type: none"> <li>understand and reflect on the norms and values that underlie one’s actions</li> <li>negotiate sustainable development values, principles, goals and targets, in a context of conflicts of interests and trade-offs, uncertain knowledge and contradictions</li> </ul>	

## Module Learning Outcomes

- MLO1. Identify at least 1 problem related to the future professional activity which need to be addressed in the context of the Sustainable Development Goals.
- MLO 2. Plan and present social action project as a team member, aware of own contribution and responsibility for the result.
- MLO 3. Understand dialogue as a process of transformation and conflict solution and provide feedback appropriately
- MLO 4. Establish fair procedures of participation and collective decision-making to cooperate with each other



# How are MLOs aligned with learning outcomes which defined Education for Sustainable Development Guidance, AdvanceHE and QAA

## Critical Thinking Competency

Present a simplified view of a concept

Reflect on their own values, perceptions and actions, comparing and contrasting them to others who may have influence

## Collaborative competency

Describe how aspects of their own area of study contribute to SD and connects to the UN SDGs

Clearly communicate complex SD issues to others

Assist others through peer learning

Learn from others including peers, professionals, expert groups and communities

## Integrated problem-solving competency

Describe how aspects of their own area of study contribute to SD and connects to the UN SDGs

## Self-awareness competency

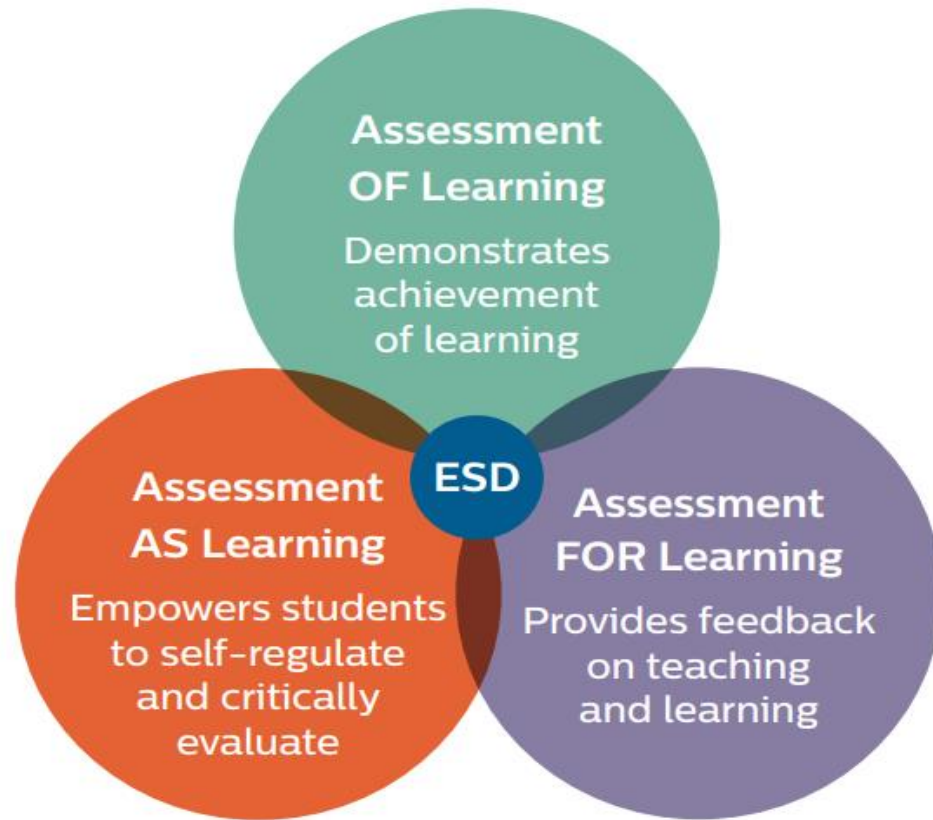
Clarify their own views on ways that SD can be achieved in different local and global communities and circumstances

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## Education for Sustainable Development Guidance, AdvanceHE and QAA

## Assessment strategy in “Citizenship Education” module



	Summative – of Learning	Formative – for learning
Teacher	The teacher assessed team results according to criteria giving grades per 1 student. The total amount of group grades: multiplying grades per 1 student by the number of team members.	When the stage task is completed, the teacher gave feedback and recommendations that students could take into consideration before the next stage started
Students	Students divided the total grades among themselves according to their common understanding of what contribution was made by a particular participant	During the presentation, students should provide feedback. Google jam board was used to make this process visual and structured



# TEACHING THE SUSTAINABLE DEVELOPMENT GOALS



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## Teaching and learning methods

- collaborative learning
- project based learning
- blended learning
- student presentation
- brainstorming





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