

Linking Quality Education and Education for Sustainable Development for Effective Learning Performance

Why Quality Education for Sustainable Development (QESD)?

- QESD aims at education that will take a more holistic and comprehensive approach with respect to — **What people learn, How people learn, Where and with whom people learn, and In what context people learn.**
- Thus QESD should be the cornerstone to achieving sustainable development and well-being.
- QESD will result in higher order learning. — the ability to analyse, synthesise and evaluate complex information for decision-making, planning and problem solving.
- QESD also has the added value of lower resource costs compared to quantitative improvements, and with much better predictors of economic growth rates than average school enrolment.
- QESD can be achieved by integrating ESD perspectives and quality education.

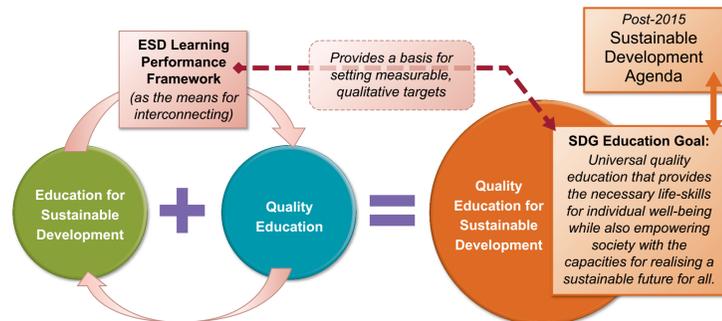


Figure 1. The proposed relationship between ESD and Quality Education (through application of a QESD Learning Performance Framework)

What Kind of Education Should QESD Be?

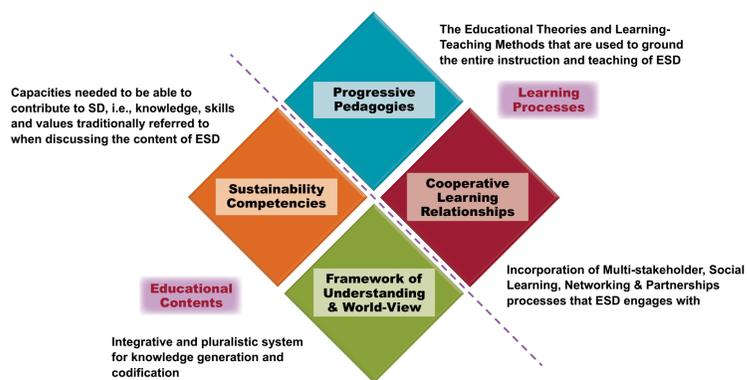


Figure 2. The Learning Performance Framework: A tool for consolidating QESD

The education that combines ESD and quality education hence:

- Helps to make appropriate educational institutions and programmes **available** and **accessible** to everyone.
- Ensures that educational content and teaching processes are **acceptable** and capable of **adapting** to the changing needs of learners and society.
- Incorporates the **holistic perspectives of ESD** through transfer of relevant knowledge, skills and values and utilisation of ESD concepts, practical methods and tools (as modelled in the Learning Performance Framework (LPF)).
- Equips people with the needed **capacity to make conscious pro-sustainability choices** in their daily lives.
- Consists of **both quantitative and qualitative inputs** that provide support at the policy and practice levels.

Educational Contents and Learning Processes of 4 Elements

Characteristics of Sustainability Competencies			Characteristics of Framework of Understanding & World-View	The characteristics of Progressive Pedagogies
Knowledge <ul style="list-style-type: none"> • Climate Change, Disaster Risk Reduction, Sustainable Consumption and Production/Education for Sustainable Consumption, Indigenous Knowledge, Information and Communication Technologies (ICT) and use in ESD, Well-being, Development & Environmental Quality, Resilience and Socio-ecological Systems. 	Skills <ul style="list-style-type: none"> • Critical and complex thinking, Seeking alternative solutions, Real-world problem-solving, Future-mindedness, Adapting to and advocating for change, Social action, collaboration and cooperation, Conflict resolution, negotiation, creativity and imagination, Interdisciplinary and trans-disciplinary research skills, Adaptive learning, Contextualisation of issues, Personal introspection, visioning and buy-in to identifying change and adapting to it, Systems thinking and thinking that is focused on values. 	Values <ul style="list-style-type: none"> • Respect, care and empathy, Charity, social and economic justice, Citizenship and stewardship, Empowerment and motivation, Commitment, cooperation and compassion, Self-determination and self-reliance, Resilience, optimism and tenacity, Self-restraint, passion and emotional intelligence, Assertiveness and persuasiveness, Authenticity and ethical self-awareness, Competence and curiosity, Interdependence. 	<ul style="list-style-type: none"> • Holism and integration – focusing on the whole rather than the parts, • Systems perspective or whole systems thinking, • Interdisciplinarity and cross-boundary approaches, • Cultural relativism and social constructivism, • Pattern recognition & system design from patterns to details (i.e. synergy). 	<ul style="list-style-type: none"> • Critical reflection & practice and problem solving, • Action/experience-oriented, student-centred learning, • Knowledge production through iterative interaction, • Life-long learning, and • Cyclical process of collective (cooperative) inquiry.
			Characteristics of Cooperative Learning Relationships <ul style="list-style-type: none"> • Inclusion and internal network structure for interaction (among social networks) and latitude given for democratic debate on the framing and definition of the issues at stake, • Group processing to establish and manage systems of knowledge and making sense of information, • Participation and power sharing, shared ownership/commonality, • Clear definition and purpose of roles, • Accountability of individual/groups, • Positive interdependence and trust building, • Opportunities for reflexive moments and discourse, • Situatedness and social skills. 	

Recommendations for QESD Implementation

Objective	Application of a well-developed curriculum	Transformative approaches to teaching and learning	Improvement and expansion of teacher training	Establishment of safe and effective learning environments
Actors	Curriculum developers and contracted authors.	Education policy makers including politicians(ex. National/Regional Education Officials), curriculum developers, students, teachers/educators, school administrators, ESD indicator developers/practitioners.	Teachers, Educators and Practitioners of ESD at all levels of education.	School Administrators/Managers (both regional and local)
Relation to QESD	A well-developed curriculum with rich content, clear learning methodologies and progressive learning objectives/goals is critical for quality education.	Teaching and learning that engages students in collaborative learning projects that apply critical analysis and problem solving aimed at addressing real-life problems support development of “transformative” skills.	Teacher competency building through training on pedagogies and learning methodologies (including holistic or interdisciplinary teaching perspectives) is a critical component of quality education.	Establishment of safe and effective learning environments provides dynamic opportunities for engaged, experience-based learning in a safe environment which serves as an example of sustainable practices and quality education.
	<ul style="list-style-type: none"> • Curriculum developers at both national and local levels should use the LPF to ensure design of a holistic and relevant curriculum with learning approaches and materials that promote transformative learning aimed at fostering capacities for life-long learning and for secure employment and livelihoods. • The teaching dimension of the curriculum should establish clear and progressive learning objectives in addition to giving clear directions on assessment approaches and the content of assessment. • Local relevance and cultural appropriateness of the curriculum content and structure should be emphasised. • Contracted textbook authors should be familiar with the LP framework and use it to frame textbook contents. 	<ul style="list-style-type: none"> • Use of the LPF should encourage education policy makers to consider transformative learning approaches in educational reforms and the integration of ESD into standard educational policy. • Effective inter-agency collaboration should be encouraged. Officials of ministries of education and environment should provide a strong vision and leadership to effect ESD implementation. • Training may be provided in a variety of ways through universities, educational administrators, etc. • Teachers and others in charge of ESD implementation need to have sufficient knowledge and expertise; teachers should use transformative teaching approaches to help build capacity, healthy relationships and trust among students, teachers and the community. • ESD indicator developers and practitioners should use the LPF to develop qualitative indicators and for evaluation. 	<ul style="list-style-type: none"> • Teachers of ESD at all levels of education (including future teachers), and education officials/administrators/practitioners should be trained on the LPF in addition to the standard training for literacy and numeracy to strengthen their competency. • Members of university faculties, departments or colleges of education should develop teacher education strategies with significant inputs using the LPF. • In-service teachers should receive the professional authority for the “localisation” of curriculum, lesson plans and assessment methods in order to be creative and adaptive in their teaching. • Teachers should increase application of both formative and summative assessments that draw on both cognitive and performance-based assessment to better adapt teaching to students’ needs. 	<p>School administrators/Managers should:</p> <ul style="list-style-type: none"> • Utilise the LPF to apply an integrative, whole-school approach to education hence develop safe learning environments that serve as models of sustainability. • Use the LPF to evaluate the effectiveness of the learning processes and educational contents of school ESD initiatives to provide useful information for improvement. • Create environments that encourage peer interaction and facilitate linkages with surrounding ecological systems and hence providing dynamic opportunities for engaged, experience-based learning. • Transform schools into hubs for community learning, local participation, contextualize learning opportunities to meet local needs, and foster strong social ties, trust-building, and a sense of citizenship.