

# 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.

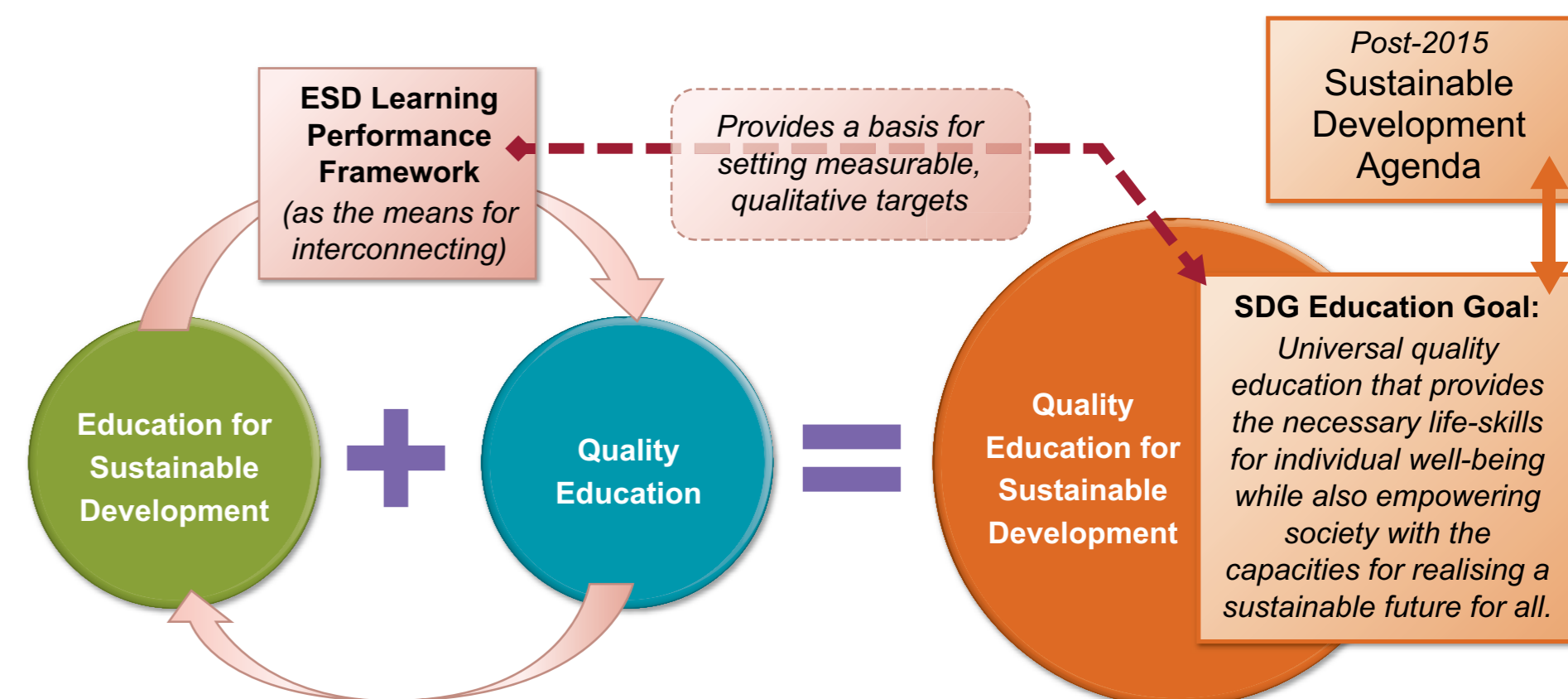


Figure 1. The proposed relationship between ESD and Quality Education (through application of a QESD Learning Performance Framework)

## What Kind of Education Should QESD Be?

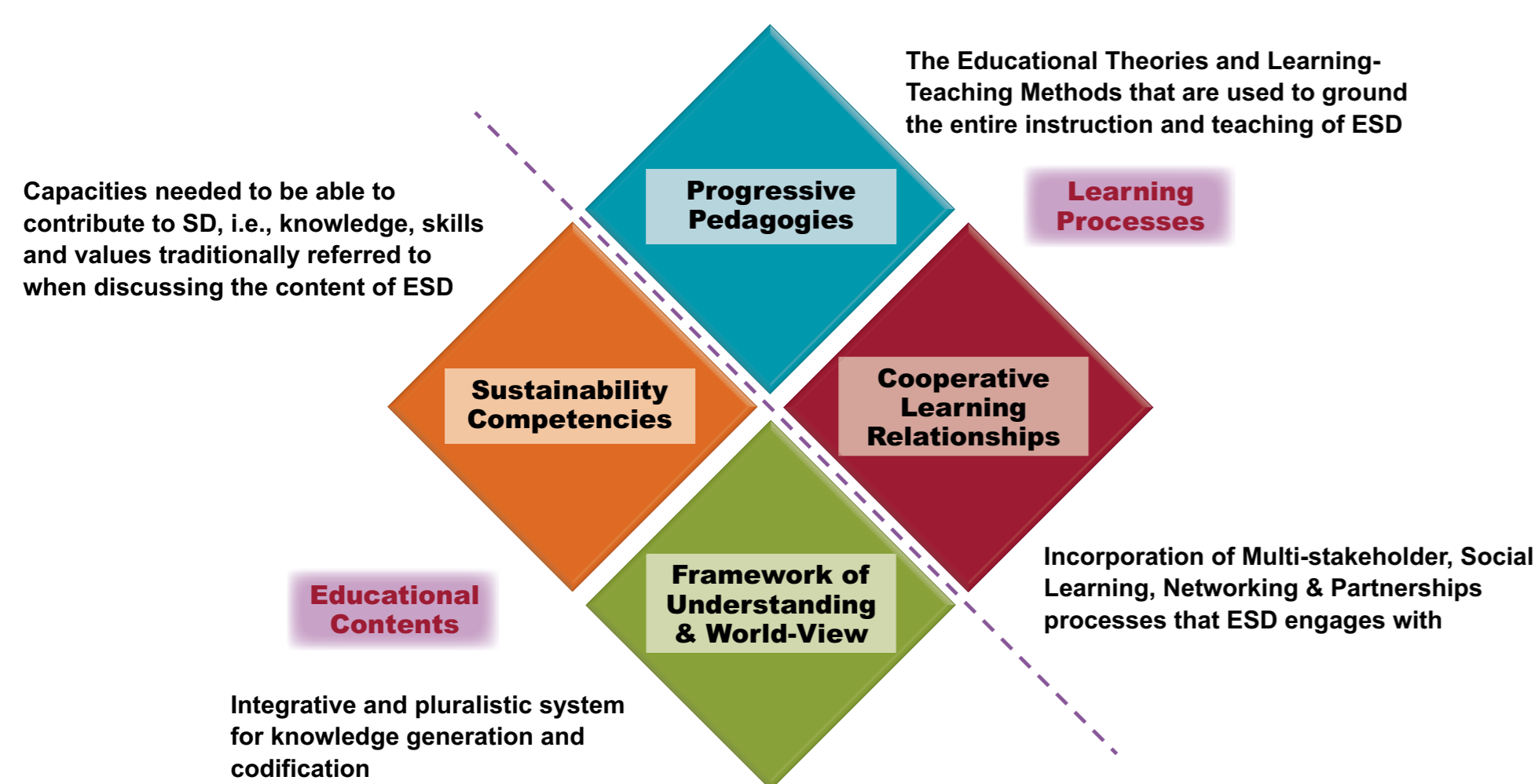


Figure 2. The Learning Performance Framework: A tool for consolidating QESD

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
<b>Knowledge</b> <ul style="list-style-type: none"> <li>• 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 &amp; Environmental Quality, Resilience and Socio-ecological Systems.</li> </ul>	<b>Skills</b> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<b>Values</b> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Holism and integration – focusing on the whole rather than the parts,</li> <li>• Systems perspective or whole systems thinking,</li> <li>• Interdisciplinarity and cross-boundary approaches,</li> <li>• Cultural relativism and social constructivism,</li> <li>• Pattern recognition &amp; system design from patterns to details (i.e. synergy).</li> </ul>	<ul style="list-style-type: none"> <li>• Critical reflection &amp; practice and problem solving,</li> <li>• Action/experience-oriented, student-centred learning,</li> <li>• Knowledge production through iterative interaction,</li> <li>• Life-long learning, and</li> <li>• Cyclical process of collective (cooperative) inquiry.</li> </ul>
			<b>Characteristics of Cooperative Learning Relationships</b> <ul style="list-style-type: none"> <li>• 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,</li> <li>• Group processing to establish and manage systems of knowledge and making sense of information,</li> <li>• Participation and power sharing, shared ownership/commonality,</li> <li>• Clear definition and purpose of roles,</li> <li>• Accountability of individual/groups,</li> <li>• Positive interdependence and trust building,</li> <li>• Opportunities for reflexive moments and discourse,</li> <li>• Situatedness and social skills.</li> </ul>	

## 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
<b>Actors</b>	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)
<b>Relation to QESD</b>	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"> <li>• <b>Curriculum developers</b> 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.</li> <li>• 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.</li> <li>• Local relevance and cultural appropriateness of the curriculum content and structure should be emphasised.</li> <li>• <b>Contracted textbook authors</b> should be familiar with the LP framework and use it to frame textbook contents.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of the LPF should encourage <b>education policy makers</b> to consider transformative learning approaches in educational reforms and the integration of ESD into standard educational policy.</li> <li>• Effective inter-agency collaboration should be encouraged. <b>Officials</b> of ministries of education and environment should provide a strong vision and leadership to effect ESD implementation.</li> <li>• Training may be provided in a variety of ways through <b>universities, educational administrators</b>, etc.</li> <li>• <b>Teachers and others in charge of ESD implementation</b> need to have sufficient knowledge and expertise; <b>teachers</b> should use transformative teaching approaches to help build capacity, healthy relationships and trust among <b>students, teachers and the community.</b></li> <li>• <b>ESD indicator developers and practitioners</b> should use the LPF to develop qualitative indicators and for evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Teachers of ESD</b> at all levels of education (including <b>future teachers</b>), and <b>education officials/administrators/practitioners</b> should be trained on the LPF in addition to the standard training for literacy and numeracy to strengthen their competency.</li> <li>• <b>Members of university faculties, departments or colleges of education</b> should develop teacher education strategies with significant inputs using the LPF.</li> <li>• <b>In-service teachers</b> 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.</li> <li>• <b>Teachers</b> 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.</li> </ul>	<p><b>School administrators/Managers</b> should:</p> <ul style="list-style-type: none"> <li>• Utilise the LPF to apply an integrative, whole-school approach to education hence develop safe learning environments that serve as models of sustainability.</li> <li>• Use the LPF to evaluate the effectiveness of the learning processes and educational contents of school ESD initiatives to provide useful information for improvement.</li> <li>• Create environments that encourage peer interaction and facilitate linkages with surrounding ecological systems and hence providing dynamic opportunities for engaged, experience-based learning.</li> <li>• 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.</li> </ul>