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 human 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 current school enrolment.
- QESD can be achieved by integrating ESD perspectives and quality education.

What Kind of Education Should QESD Be?

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

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Characteristics of Sustainability Competencies</th>
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<tbody>
<tr>
<td>Climate Change, Disaster Risk Reduction, Sustainable Consumption and Production, Education for Sustainable Development, Indigenous Knowledge, Information and Communication Technologies (ICT) and use in ESD, Well-being, Development &amp; Environmental Quality, Resilience and Social Ecological Systems</td>
<td>Critical and complex thinking, Seeking alternative solutions, Real-world problem-solving, Future-mindset, Adapting to and advocating for change, Social online interaction and cooperation, Conflict resolution, negotiation, creativity and imagination, Interdisciplinary and trans-disciplinary research skills, Adaptive learning, Contextualisation of issues, Personal introspection, envisioning and buy-in to identifying change and adapting to it, Systems thinking and thinking that is focused on values.</td>
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<td>Values</td>
<td>Holism and integration — focusing on the whole rather than the parts, Systemic perspective or whole systems thinking, Interdisciplinarity and cross-boundary approaches, Cultural relativism and social constructivism, Pattern recognition &amp; system design from patterns to details (i.e. synergy).</td>
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<td>Skills</td>
<td>Respect, care and empathy, Charity, social and economic justice, Citizenship and stewardship, Empowerment and motivation, Commitment, cooperation and compassion, Self-determination and self-reliance, Flexibility, optimism and tenacity, Self-restraint, passion and emotional intelligence, Assertiveness and persuasiveness, Authenticity and ethical self-awareness, Competence and curiosity, Interdependence.</td>
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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.

Teaching and learning that builds the capacity of students to plan and execute effective learning strategies.

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.

**Recommendations**

- 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 allow for progressively learning aimed at fostering capacities for life-long learning and for secure and productive 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 context of assessment.
- Local relevance and cultural appropriateness of the curriculum content and structure should be emphasised.
- Contracted textbook authors should be familiar with the LPF framework and use it to frame textbook contents.

- 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.
- 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.
- School administrators/Managers: should: 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 outcomes and to measure the impact of ESD initiatives to provide useful information for improvement.
- Create environments that encourage peer interaction and facilitate links 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.

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

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