

# Changing inside and out: two educational responses to the sustainability challenge

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**ECONOMIC COMMISSION FOR EUROPE**

**COMMITTEE ON ENVIRONMENTAL POLICY**

High-level meeting of Environment and Education Ministries  
(Vilnius, 17-18 March 2005)  
(Agenda items 5 and 6)

**UNECE STRATEGY FOR EDUCATION  
FOR SUSTAINABLE DEVELOPMENT**  
adopted at the High-level meeting

**Vision**

Our vision for the future is of a region that embraces common values of solidarity, equality and mutual respect between people, countries and generations. It is a region characterized by sustainable development, including economic vitality, justice, social cohesion, environmental protection and the sustainable management of natural resources, so as to meet the needs of the present generation without compromising the ability of future generations to meet their needs.<sup>1</sup>



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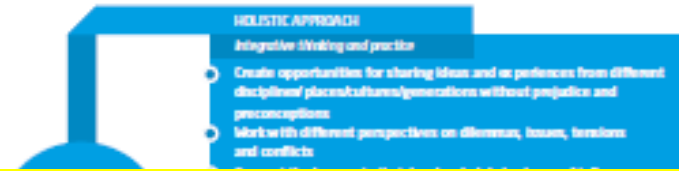
# LEARNING FOR THE FUTURE

Competences in  
Education for  
Sustainable Development

United Nations  
Economic Commission for Europe  
Strategy for Education for Sustainable  
Development



UNITED NATIONS



# We 'distilled' the 39 UNECE competences

Refining, filtering, extracting the essential elements to define 12 competences

(Also using Wiek *et al* 2011 & Roorda 2012)





A Rounder  
Sense of  
Purpose



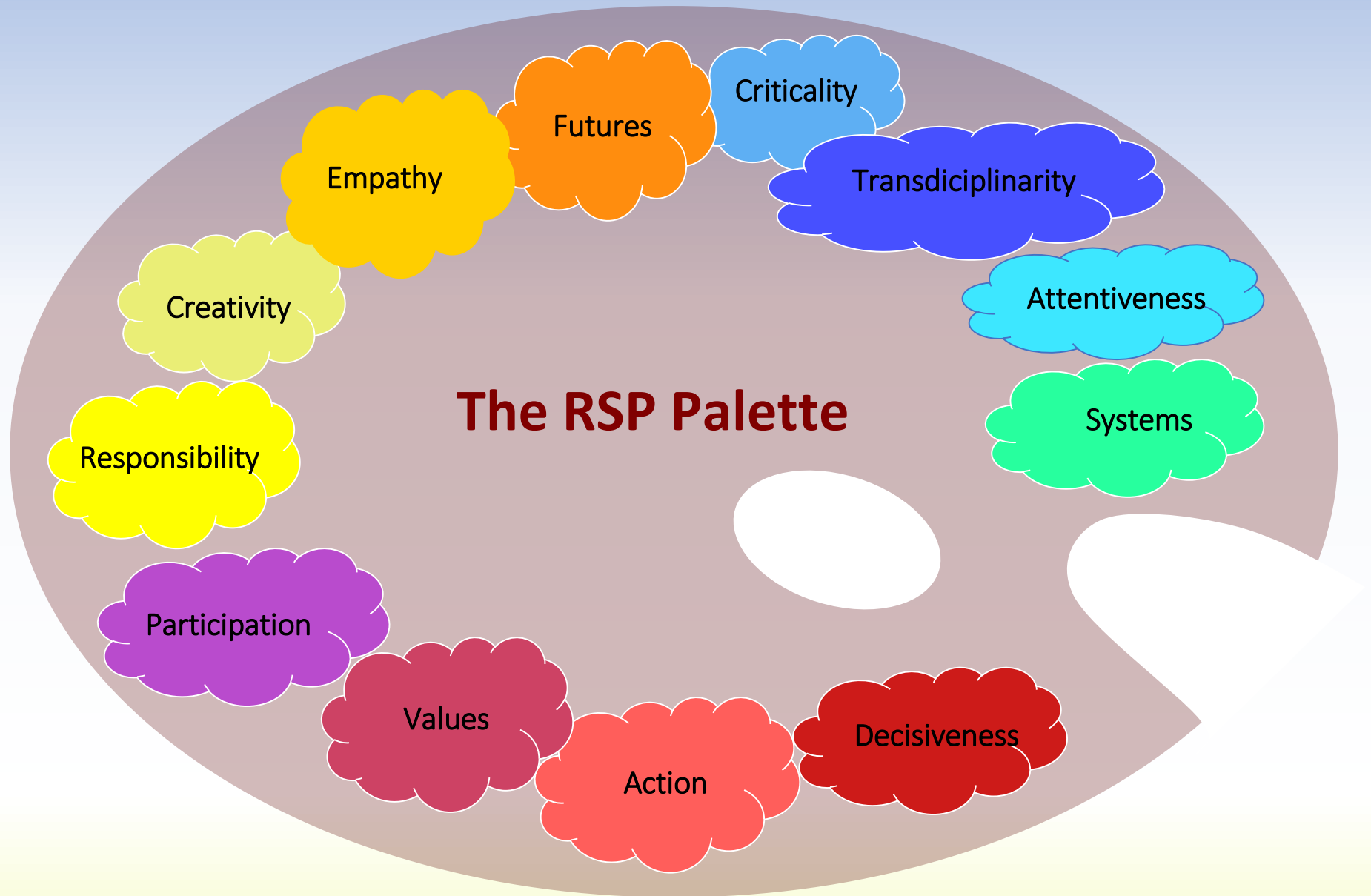
<b>Thinking Holistically</b>	<b>Envisioning Change</b>	<b>Achieving Transformation</b>
<i>Integration:</i>		
<b>Systems</b> The educator helps learners to develop an understanding of the world as an interconnected whole and to look for connections across our social and natural environment and consider the consequences of actions.	<b>Futures</b> The educator helps learners to explore alternative possibilities for the future and to use these to consider how behaviours might need to change.	<b>Participation</b> The educator helps learners to contribute to changes that will support sustainable development.
<i>Involvement:</i>		
<b>Attentiveness</b> The educator helps learners to understand fundamentally unsustainable aspects of our society and the way it is developing and increases their awareness of the urgent need for change.	<b>Empathy</b> The educator helps learners to respond to their feelings and emotions and those of others as well as developing an emotional connection to the natural world.	<b>Values</b> The educator develops an awareness among learners of how beliefs and values underpin actions and how values need to be negotiated and reconciled.
<i>Practice:</i>		
<b>Transdisciplinarity</b> The educator helps learners to act collaboratively both within and outside of their own discipline, role, perspectives and values.	<b>Creativity</b> The educator encourages creative thinking and flexibility within their learners.	<b>Action</b> The educator helps the learners to take action in a proactive and considered manner.
<i>Reflexivity:</i>		
<b>Criticality</b> The educator helps learners to evaluate critically the relevance and reliability of assertions, sources, models and theories.	<b>Responsibility</b> The educator helps learners to reflect on their own actions, act transparently and to accept personal responsibility for their work.	<b>Decisiveness</b> The educator helps the learners to act in a cautious and timely manner even in situations of uncertainty.

# Moving the module online...

“I really enjoyed the last few sessions when you could read other people’s comments on the discussion forum, because then it made you consider things that you didn’t necessarily consider yourself...”

(Level 5 student)





Thank you

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