

# An Appreciative Inquiry: the ESD Competency Workshop. Mining EAP DNA

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# Outline

- Why Education for Sustainable Development (ESD)?
- EAP 'DNA' and ESD : synergies & strengths
- UNESCO ESD competencies: from knowing to thinking, practicing and doing
- Appreciative inquiry workshop
- A Rounder Sense of Purpose - Educator competency framework (Vare, 2018)

# Why Education for Sustainable Development (ESD)?

*How should – and how can – education and learning be re-thought and re-configured to make a **significant** and **central** contribution to achieving a more sustainable and just world? [\(Sterling, 2021\)](#)*

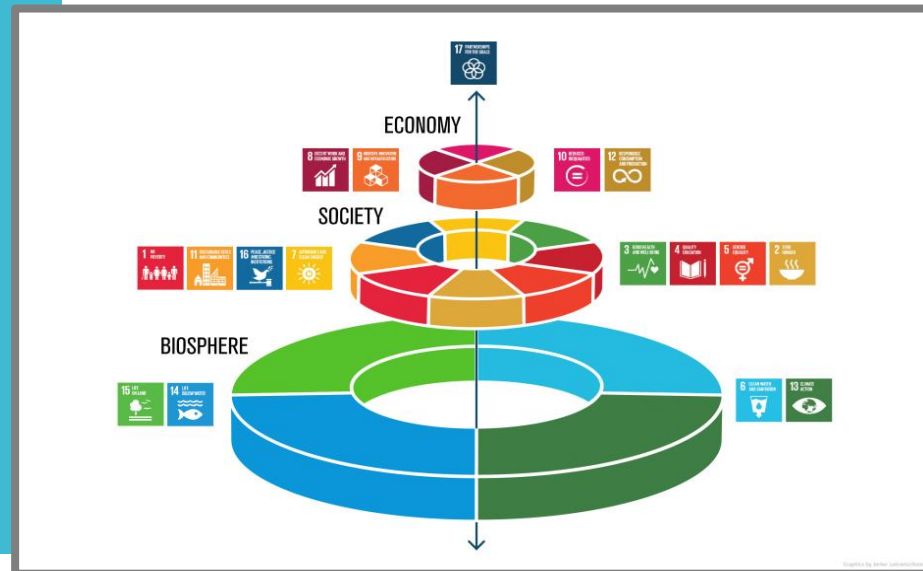
“an **educational change agenda** allowing us to look critically at how the world is and to envision how it might be, supporting learners to create and pursue visions of a better world. It outlines the role of HE in **supporting the knowledge, skills and competencies** that students and staff develop to contribute to a more sustainable future.

(UNESCO, 2019)

## SUSTAINABLE DEVELOPMENT GOALS



From the  
'what' to the  
'how' and  
'why'



Education *for* sustainable development, not merely *knowledge of* sustainable development.

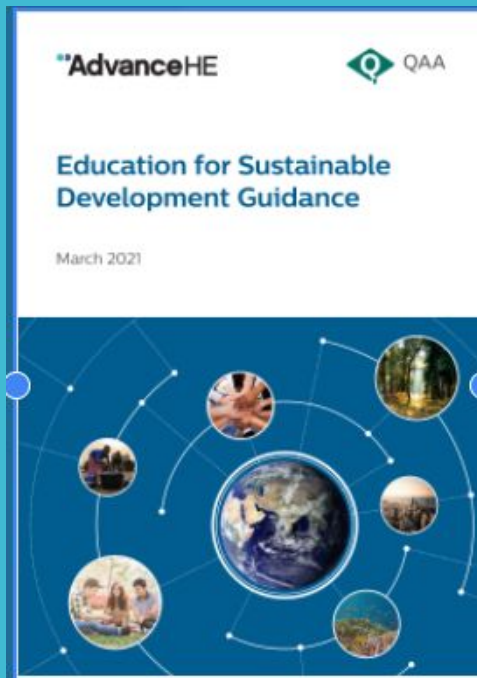
'Ways of thinking, practicing and being to *empower* learners to take *informed decisions* and *responsible actions* for environmental integrity, economic viability and a just society'.  
(UNESCO, 2019)

# EAP & ESD DNA

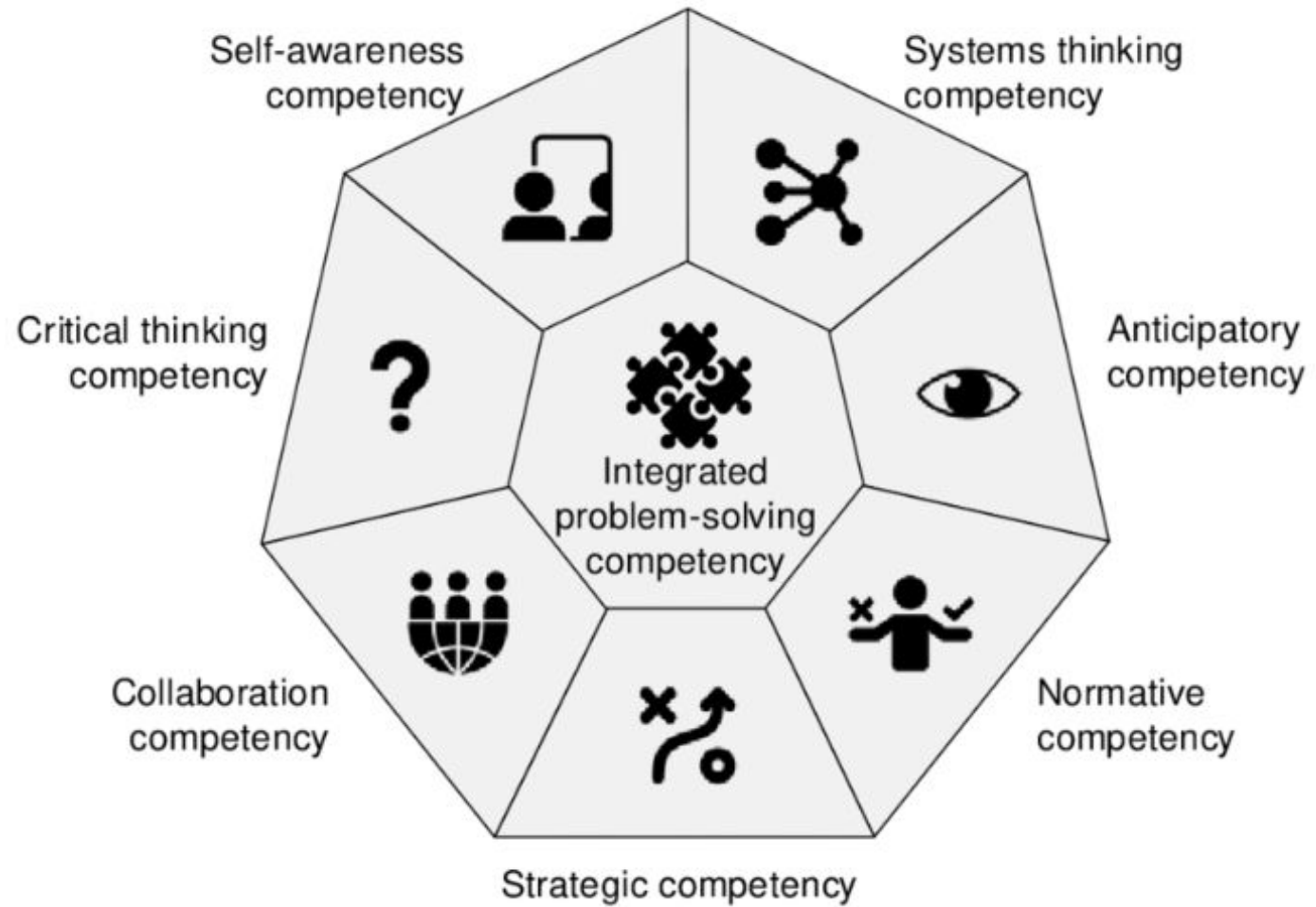


- Learner-centred, communicative and critical thinking competencies (e.g. cultural competence building & soft skills and academic skills development)
- Interdisciplinarity of EAP student profiles/courses
- Collaborative, active, reflective learning
- Learning through error - Growth mindset

# UNESCO ESD COMPETENCIES (2017)



‘Ways of thinking, practicing and being’



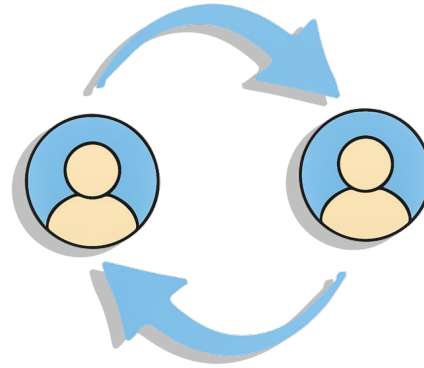
Schematic illustration of the UNESCO key competencies framework: [Rosen et al., 2019](#)

# Over to you! Appreciative Inquiry

- Read through competency outlines
- Discuss the least and most challenging for teaching & learning
- Share tips and challenges & examples of practice

12-15 minutes

# Feedback plenary



Which competencies were most/least challenging?

Any examples of good practice/challenges/tips to share?

What would you like to explore further?



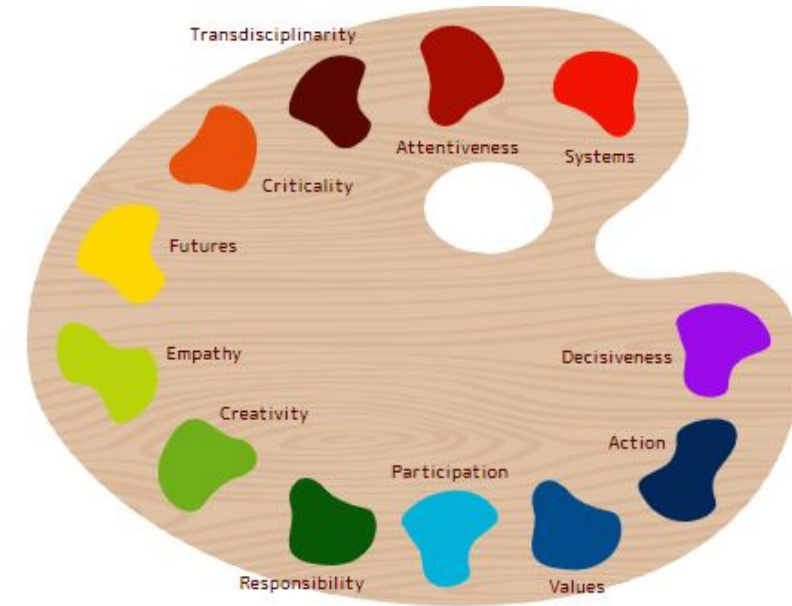
# Educator competencies: 'A Rounder Sense of Purpose'

## Educating for a Just and Sustainable Future

A Rounder Sense of Purpose (RSP) is a framework that has been designed for all educators, working at any level, who wish to provide an education for sustainable development.

Click on any one of the 12 competences for more detail and to find example activities that can be used with learners, including trainee educators.

- Read more about The RSP Framework
- Read more about The RSP Project
- 📄 View the Competences in a table
- 📄 Download the Competences in a pdf



## The RSP Competences linked to the Sustainable Development Goals

Here you will also find example teaching activities that link the RSP competences with the United Nations Sustainable Development Goals (SDGs).

- See a larger version of the SDG 'wheel' and read more about the United Nations Sustainable Development Goals

Link to [RSOP Website](#)

# References

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Rosén, A. et al. (2019) 'Mapping the CDIO Syllabus to the UNESCO Key Competencies for Sustainability', 15th International CDIO Conference, Aarhus, Available at:  
[https://www.researchgate.net/publication/344337971\\_Mapping\\_the\\_CDIO\\_Syllabus\\_to\\_the\\_UNESCO\\_Key\\_Competencies\\_for\\_Sustainability#fullTextFileContent](https://www.researchgate.net/publication/344337971_Mapping_the_CDIO_Syllabus_to_the_UNESCO_Key_Competencies_for_Sustainability#fullTextFileContent) (Accessed on 1/3/2023)

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Wiek, A., Bernstein, M.J., Foley, R.W., Cohen, M., Forrest, N., Kuzdas, C., Kay, B. and Withycombe Keeler, L. (2016) "Operationalising competencies in higher education for sustainable development". In M. Barth, G. Michelsen, I. Thomas and M. Rieckmann (eds.) Routledge handbook of higher education for sustainable development. London: Routledge, pp. 241-260.