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Schooling for Sustainable Development in Africa-Heila Lotz-Sisitka 2016-11-11 This book considers the scope and dynamics of Education for Sustainable Development (ESD) and learning in schools in Africa. It explores the conditions and processes that support such learning, and examines how ESD in schooling can improve the quality and relevance of education. The quality of education has been defined internationally as a key concern for educational institutions around the world, including schools in Africa. The models of quality are often limited to performance-based approaches and/or inclusive approaches. The contributions in this book show that there is more to a discussion on educational quality in Africa than performance success and/or inclusion. The chapters explain how ESD brings a new relevance to education in Africa, and at the same time, sounds the beginning of a new concept of quality education. The volume presents a collection of experiences in creating and supporting quality learning processes through a variety of ESD practices.

Education for Sustainable Development-Roger Firth 2018-10-09 To integrate the principles, values, and practices of sustainable development into all aspects of education and learning was the overarching goal of the UN Decade of Education for Sustainable Development (2005-2014). This, it was believed, would ‘save the planet’, encouraging behaviour changes to allow for the development of a more sustainable and just society for all. Awareness of sustainable development has risen enormously in recent years, challenging us, as individuals and as families, workplaces, and communities (both local and global), to think about and act upon the major issue which we face. The Decade reaffirmed the United Nations’ commitment to the crucial role of education and learning in the pursuit of sustainable development, and the need for far-reaching changes in the way education is often practised. Of course, the very idea that education should be for something (whether sustainable development or anything else), remains as questionable as ever. Nevertheless the instigation of the Decade clearly recognised the need for intensified efforts to achieve sustainable development. This book reflects on the role and impact of the Decade in helping to reorient education towards sustainability, and looks forward, beyond the end of the Decade and its achievements, to contemplate the way ahead,
giving special attention to case studies and the state of affairs in England. The authors offer different perspectives on the effectiveness and value of particular initiatives and practices that are responses to the Decade. This book was originally published as a special issue of The Curriculum Journal.

**Schooling for Sustainable Development in Europe** - Rolf Jucker 2014-10-27 This book examines the implementation of Education for Sustainable Development (ESD) programs in schools across Europe. It describes and analyzes how individual countries and the region as a whole have established teaching and learning methods to help students develop the competencies needed to be part of a sustainable society. Featuring chapters written by experts throughout Europe, the book first provides a general overview of ESD in various contexts, including the state-of-the-art of ESD theory and conceptual development; political and social analysis; the various concepts of ESD competencies; and teacher training. Next, the book details how ESD has been implemented in different European countries and regions, including: Sweden, Italy, Germany, Austria, Switzerland, Catalonia, Hungary, Finland, Norway, Denmark, Flanders, France, Cyprus, UK and the Netherlands. In recognition of education as a motor of change, the United Nations General Assembly declared a Decade of Education for Sustainable Development (2005-2014), calling for the integration of sustainable development into all aspects of education and learning. Inside this book, readers will find details on what has been done, as well as assessments of what more could be done, across Europe. It will help readers gain valuable insights into how to help students develop the knowledge, skills and values needed to shape a sustainable future.

**Education for Sustainable Development in the Postcolonial World** - Leon Tikly 2019-12-16 Education for Sustainable Development (ESD) presents an intriguing challenge in developed countries. The very notion of sustainable development may appear to be at cross-purposes with the social and political aims of large industrial economies. Yet, arguably, the residents of wealthy countries may be most in need of new ways of thinking and behaving on an increasingly more fragile and crowded planet. This book presents a collection of essays that capture the depth and diversity of education for sustainable development (ESD) work in formal education in Canada and the United States. Many of the authors are pioneers in the field of ESD, not only in their own countries but internationally. In this book, they share their expertise, lessons learned, and insights into the ongoing success of their work. The essays reflect leading edge practice, innovation, and depth of experience and provide clear models and strategies for expanding the application and influence of ESD in wealthy countries. The ESD
programs described in the book are relevant and culturally appropriate for the specific locally contexts in which they are found but also in the larger context of ESD writ large as a planetary endeavour.

Reorienting Educational Efforts for Sustainable Development - Rajeswari Namagiri Gorana 2018-06-07 Education in South Asia has a renewed agenda which can enable societies to leapfrog development that is sustainable such that the individual is prepared for his/her involvement, responsibility and commitment to local and global discussions of our common future. This book on South Asia will focus on initiatives under the Education for Sustainable Development (ESD) umbrella and discuss the challenges, opportunities, issues and strategies in the countries of the region. It presents these initiatives of Environmental Education/ESD vis-à-vis the administrative, economic, social, cultural and ecological realities of each country at various levels of policy, planning, implementation and evaluation. The discussions in this book extend beyond formal education systems like schools, higher education, pre-service and in-service teacher preparation to community education and education initiatives conceptualized with the goal of sustainability. All initiatives will demonstrate how each country in its own pace contributing to move ESD from the periphery to the core of education initiatives.

Sustainable Education and Development - Joseph Nnamdi Mojekwu 2021 This book presents papers from the 9th Applied Research Conference in Africa (ARCA), showcasing the latest research on sustainable education and development. The conference is focused on applied research discussion and its dissemination, developing understanding about the role of research and researchers in the development of the continent. ARCA gathers papers which explain how key education is to transforming lives, eradicating poverty and driving sustainable development in Africa. Presenting high quality research about developing economies, construction, education and sustainability, this proceedings will be of interest to academics, postgraduate students, and industry professionals.

Schooling for Sustainable Development in Africa - Heila Lotz-Sisitka 2016-11-29 This book considers the scope and dynamics of Education for Sustainable Development (ESD) and learning in schools in Africa. It explores the conditions and processes that support such learning, and examines how ESD in schooling can improve the quality and relevance of education. The quality of education has been defined internationally as a key concern for educational institutions around the world, including schools in Africa. The models of quality are often limited to performance-based approaches and/or inclusive approaches. The contributions in this book show that there is more to a discussion on educational quality in Africa than performance success and/or inclusion. The chapters explain how ESD brings a new relevance to education in Africa, and at the same time, sounds the beginning of a new concept of quality education. The volume presents a collection of experiences in creating and supporting quality learning processes through a variety of ESD practices.

Handbook of Theory and Practice of Sustainable Development in Higher Education - Walter Leal Filho 2016-11-09 This Handbook approaches sustainable development in higher education from an integrated perspective, addressing the dearth of publications on the subject. It offers a unique overview of what universities around the world are doing to implement sustainable development (i.e. via curriculum innovation, research, activities, or practical projects) and how their efforts relate to education for sustainable development at the university level. The Handbook gathers a wealth of information, ideas, best practices and lessons learned in the context of executing concrete projects, and assesses methodological approaches to integrating the topic of sustainable development in university curricula. Lastly, it documents and disseminates the veritable treasure trove of practical experience currently available on sustainability in higher education.

Education for Sustainable Development - Anastasia Nikolopoulou 2010-01-20 Education for Sustainable Development is an emerging field that is being addressed from transdisciplinary and transinstitutional perspectives, forging links between academic and non-academic institutions. It explores sustainable development as a process that embraces environmental issues,
policy, regional planning and grassroots projects in schools and communities, the volume offers a comprehensive overview of the contemporary situation in Brazil, Chile, Bolivia, Argentina and Venezuela. It provides case studies as detailed illustrations of the recipe for success as well as to inform researchers and practitioners of the kinds of obstacles and challenges they might face in seeking to manifest sustainability. A good deal of the research and scholarly studies in the field of education for sustainability and sustainable development is underpinned by ‘Western’ norms and culture. This book draws on that literature, yet also teases out features in the case studies that are particular to the region. South America itself encompasses a rich variety of natural and cultural environments—within individual nations as much as continent-wide. This diversity is a recurring theme in the book. The volume’s three sections provide first a general survey, enriched with material from studies conducted in a number of different polities. The second section covers developments in Brazil, South America’s largest nation and one that exhibits many of the features of education for sustainability found across the continent. Part three sets out and explores future trends. As with other books in the Schooling for Sustainable Development series, this volume will add impetus to scholarly exchange as well as contributing insights on education policy and curriculum changes across South American communities that exist in an increasingly globalized world.

**Education for Sustainable Development in Further Education** - Denise Summers
2016-08-20 This book will enable teachers and managers in the post-compulsory sector to consider a range of approaches to embed Education for Sustainable Development (ESD) in their practice in the post-compulsory sector. There will be the opportunity to consider key debates, useful links and suggested reading to encourage further investigation and development of practice. Fundamentally, this book aims to empower teachers to critically analyse ESD through their own subject specialisms, engage in the debate and learn with their students. Democratic and participative approaches introduced will help readers to question traditional transmissive styles of teaching and learning and move on to the radical and transformative approaches required to embrace ESD. Therefore this book, whilst including illustrative examples, will encourage the reader to look at their own subject specialisms, practice, interests and those of their students to co-construct a curriculum that embeds ESD.

**Schooling for Sustainable Development in South America** - Maria Lucia de Amorim Soares
2011-08-24 This book supplies both empirical evidence and scholarly analysis that exemplify successful innovation in South America in the field of sustainability education. Examining the issues from a three-fold perspective, of national
human well being. The book concludes that the idea of sustainable development holds both opportunities and dangers for universities as they pursue their proper role in a free society. Illustrated by seven in-depth case studies this book considers the complex inter-relationships of a free society and sustainable development in the context of higher education, and aims to make recommendations for realistic future development. It is essential reading for the international higher education research community, policy-makers, university managers, students and non-Governmental organizations in the development, environment and social policy sectors.

The Role of Education in Enabling the Sustainable Development Agenda

Stephanie E.L. Bengtsson 2018-03-05

The Role of Education in Enabling the Sustainable Development Agenda explores the relationship between education and other key sectors of development in the context of the new global Sustainable Development Goals (SDG) agenda. While it is widely understood that there is a positive relationship between education and other dimensions of development, and populations around the world show a clear desire for more and better education, education remains an under-financed and under-prioritised sector within development. When education does make it onto the agenda, investment is usually diverted towards increasing access to formal schooling, without focusing on the intrinsic value of education as a tool for development within the international development community more broadly. The authors explore these tensions through a review of literature from a range of disciplines, providing a clearer picture of the relationship between education and other development sectors. The book challenges silo-thinking in the SDGs by exploring how achieving the SDG education targets can be expected to support or hinder progress towards other targets, and vice-versa. Drawing on examples from both low and high income countries, the book demonstrates how ‘good’ education functions as an ‘enabling right’, impacting positively on many other areas. The book’s scope ranges across education and development studies, economics, geography, sociology and environmental studies, and will be of interest to any researchers and students with an interest in education and the SDGs.

Education for Sustainable Development

Klas Sandell 2005-01-01

This textbook aims at making a contribution towards advancing the necessary knowledge and skills required in order to teach on the subject of sustainable development. This includes developing the ability to make conscious choices among the available alternatives in teaching contents and methods in such a way as to expand and deepen students perspectives on sustainable development. Part I of the book presents the history of humankind’s interaction with the natural world from the hunter-gatherer period up to the industrial societies of today. There is also a particular focus on how current environmental commitment has evolved, transformed and intensified over the years. Part II focuses on four current ways of putting environmental and developmental issues into perspective: An ecological perspective on what characterises the natural world; an environmentally ethical perspective on the different ways of morally relating to the natural world; a political perspective on environmental and developmental issues; and an economical perspective applied as a means of achieving sustainable development. Part III deals with educational aspects including: A comparison between Education for Sustainable Development (ESD) and other traditions within Environmental Education; a discussion on the democratic role of education; a perspective on the learning process; a presentation of a teaching perspective on ESD; and finally a study of the practical implications of ESD.

Routledge Handbook of Higher Education for Sustainable Development

Matthias Barth 2015-10-08

The Routledge International Handbook of Higher Education for Sustainable Development gives a systematic and comprehensive overview of existing and upcoming research approaches for higher education for sustainable development. It provides a unique resource for researchers engaged in the field of higher education for sustainable development by connecting theoretical aspects of the range of relevant methodologies, showing the interdisciplinary aspects of the research field and illustrating the breadth of research directions. With a team of international authors from leading universities in research and teaching in higher education for sustainable development this Handbook brings together a broad range of research approaches and shows how these approaches are reflected in
the research practice in higher education for sustainable development. Key topics include: Research Paradigms and Methodologies Ongoing and Future Directions of Research Meta-Analysis and Reviews Policy and Politics Challenges for Implementation Action Research and Transdisciplinary Perspective Gender, Diversity and Post-Colonial Perspectives Operationalising Competencies Outcome-Oriented Research Curriculum Change Organisational Change and Organisational Learning Community and Partnerships University Appraisal Systems and Indicators Evaluation Approaches Engaging Academic Teachers Good Practice Learning and Teaching Transformative Leadership and Change Strategies This Handbook is an invaluable research and teaching tool for all those working in higher education for sustainable development.

**Higher Education and Sustainable Development**-Cheryl Desha 2013-10-08
Responding to the global and unprecedented challenge of capacity building for twenty-first century life, this book is a practical guide for tertiary education institutions to quickly and effectively renew the curriculum towards education for sustainable development. The book begins by exploring why curriculum change has been so slow. It then describes a model for rapid curriculum renewal, highlighting the important roles of setting timeframes, formal and informal leadership, and key components and action strategies. The second part of the book provides detailed coverage of six core elements that have been trialled and peer reviewed by institutions around the world: raising awareness among staff and students mapping graduate attributes auditing the curriculum developing niche degrees, flagship courses and fully integrated programs engaging and catalysing community and student markets integrating curriculum with green campus operations. With input from more than seventy academics and grounded in engineering education experiences, this book will provide academic staff with tools and insights to rapidly align program offerings with the needs of present and future generations of students.

**Sustainability Education**-Paula Jones 2010
How do we equip learners with the values, knowledge, skills, and motivation to help achieve economic, social and ecological well-being? How can universities make a major contribution towards a more sustainable future? Amid rising expectations on HE from professional associations, funders, policy makers, and undergraduates, and increasing interest amongst academics and senior management, a growing number of higher education institutions are taking the lead in embracing sustainability. This response does not only include greening the campus but also transforming curricula and teaching and learning. This book explains why this is necessary and – crucially – how to do it. Bringing together the experience of the HEFCE funded Centre for Sustainable Futures (CSF) at the University of Plymouth and the Higher Education Academy's Education for Sustainable Development Project, the book distills out the curriculum contributions of a wide range of disciplinary areas to sustainability. The first part of the book provides background on the current status of sustainability within higher education, including chapters discussing interdisciplinarity, international perspectives and pedagogy. The second part features 13 chapter case studies from teachers and lecturers in diverse disciplines, describing what has worked, how and why - and what hasn't. Whilst the book is organised by traditional disciplines, the authors and editors emphasise transferable lessons and interdisciplinarity so that readers can learn from examples outside their own area to embed sustainability within their own curricula and teaching. Subject areas covered include: geography, environmental and Earth Sciences, nursing/health, law, dance, drama, music, engineering, media and cultural studies, art and design, theology, social work, economics, languages, education, business and built environment.

**Education for Sustainable Development**-UNESCO 2020-11-07

**Learn for our planet**-UNESCO 2021-05-13

**Schooling for Sustainable Development Across the Pacific**-John Chi-Kin Lee 2014-05-23
Environmental education (EE) and education for sustainable development (ESD) are asserting their growing role in curricula around the world, yet how deeply embedded are they in the learning systems of the Pacific nations? Building on an earlier analysis in China and Taiwan, this volume expands its purview to examine the quality and extent of environmental and
sustainable development education in a number of countries in the Asia-Pacific region, including China itself, Taiwan, South Korea, Japan and Indonesia. As well as offering detailed national analyses provided by Asian-Pacific academics and professionals, this work includes examples in the US and Canada and an introduction that assesses the contrasting challenges and positive commonalities among diverse education systems. The chapters reflect leading-edge practice, innovation, and depth of experience and at the same time as detailing locally relevant and culturally appropriate strategies they also provide clear models and strategies for expanding the application and influence of education for sustainable development elsewhere. In doing so, they mirror the global nature of environmental issues as well as the local nature of the solutions.

**Education for Sustainable Development in Foreign Language Learning** - María J. de la Fuente 2021-11-30 This unique volume utilizes the UNESCO Education for Sustainable Development (ESD) framework to illustrate successful integration of sustainability education in post-secondary foreign language (FL) learning. SHOWCASING A VARIETY OF APPROACHES TO USING CONTENT-BASED INSTRUCTION (CBI) IN COLLEGE-LEVEL COURSES, THIS TEXT VALUABLY DEMONSTRATES HOW TOPICS RELATING TO ENVIRONMENTAL, SOCIAL, AND CULTURAL DIMENSIONS OF SUSTAINABILITY CAN BE INTEGRATED IN FL CURricula. Chapters draw on case studies from colleges throughout the US and consider theoretical and practical concerns relating to models of sustainability-based teaching and learning. Chapters present examples of project-, problem-, and task-based approaches, as well as field work, debate, and reflective pedagogies to enhance students’ awareness and engagement with sustainable development issues as they acquire a foreign language. Insights and recommendations apply across languages and highlight the potential contribution of FL learning to promote sustainability literacy amongst learners. This text will benefit researchers, academics, and educators in higher education with an interest in Modern Foreign Languages, sustainability education, training, and leadership more broadly.

**Teacher Education for Sustainable Development and Global Citizenship** - Philip Bamber 2019-06-13 This book examines how educators internationally can better understand the role of education as a public good designed to nurture peace, tolerance, sustainable livelihoods and human fulfilment. Bringing together empirical and theoretical perspectives, this insightful text develops new understandings of education for sustainable development and global citizenship (ESD/GC) and illustrates how these might impact on educational research, policy and practice. The text recognizes the ESD/GC as pivotal to the universal ambitions of UNESCO’s Sustainable Development Goals, and focuses on the role of teachers and teacher educators in delivering the appropriate educational response to promote equity and sustainability. Chapters explore factors including curriculum design, values and assessment in teacher education, and consider how each and every learner can be guaranteed an understanding of their role in promoting a just and sustainable global society. This book will be of great interest to academics, researchers, school leaders, practitioners, policy makers and students in the fields of education, teacher education and sustainability.

**Shaping the future we want** - Buckler, Carolee 2014-11-10

**Higher Education for Sustainable Development** - Kerry Shephard 2015-08-20 This book asks how higher education should approach the task of educating for sustainability and then sets to answering it. It provides a guide for those who advocate for sustainability and for those who do not and makes a point of emphasising that all in higher education have the capacity and willingness to contribute in some way. The challenge is to find an approach that unifies the efforts of higher education teachers towards sustainability objectives, rather than dividing them. People at universities across the world were consulted and a grounded theory was devised. This encourages all university teachers to teach what they want to teach openly and honestly, about sustainability or not; but on the way to ensure that their students develop the critical skills that will enable them to fully understand what is being taught and what they are learning.

**New Developments in Engineering Education for Sustainable Development** -
Walter Leal Filho 2016-06-23 This book discusses essential approaches and methods in connection with engineering education for sustainable development. Prepared as a follow-up to the 2015 Engineering Education in Sustainable Development (EESD) Conference held in British Columbia, Canada, it offers the engineering community key information on the latest trends and developments in this important field. Reflecting the need to address the links between formal and informal education, the scholars and professionals who contribute to this book show by means of case studies and projects how the goal of fostering sustainable development in the context of engineering education can be achieved. In particular, they discuss the need for restructuring teaching at engineering-focused institutions of higher education and provide practical examples of how to do so. The book places special emphasis on state-of-the art descriptions of approaches, methods, initiatives and projects from around the world, illustrating the contribution of engineering and affiliated sciences to sustainable development in various contexts, and at an international scale.

Green Schools Globally-Annette Gough 2020-08-31 This book brings together stories of the green schools movement ((Eco Schools, Enviroschools, Green Schools, Sustainable Schools, ResourceSmart Schools etc) in several countries around the world, with a focus on the impact of the movement on the development and implementation of education for sustainable development in each of the countries. In particular, each story will explain the history of the movement per country, its current status, achievements, obstacles and broader impact. There have been a number of evaluations of these school movements at a national or more local level, and numerous articles and chapters have been published on aspects of these schools’ activities, but to date these have not been brought together in a single volume that focuses attention on the impact of the movement on education for sustainable development in each country. This is the purpose of this volume. The green schools movement focuses on a whole school approach which aims to include everyone (students, teachers and the local community), to improve school environments, including resource usage and the environmental footprint of the school, to motivate students to take on environmental problems and seek resolutions particularly at a local level but also thinking globally, and to improve students’ attitudes and behaviours as part of developing a sustainable mind set.

Teaching Education for Sustainable Development at University Level-Walter Leal Filho 2016-05-31 This book introduces readers to the latest research and findings from projects focusing on teaching education for sustainable development at universities. In particular, it describes practical experiences, outline courses, training schemes and other initiatives aimed at promoting better teaching on matters related to sustainable development at institutions of higher education. In order to meet the pressing need for publications to support sustainable development education, the book places special emphasis on state-of-the art descriptions of approaches, methods, initiatives and projects from around the world, illustrating how teaching education for sustainable development can be implemented at the international scale. The book represents a timely contribution to the dissemination of approaches and methods that may improve the way we perceive the importance of teaching education for sustainable development, as well as how we implement it.

Handbook of Theory and Practice of Sustainable Development in Higher Education-Walter Leal Filho 2017-02-24 This Handbook approaches sustainable development in higher education from an integrated perspective, addressing the dearth of publications on the subject. It offers a unique overview of what universities around the world are doing to implement sustainable development (i.e. via curriculum innovation, research, activities, or practical projects) and how their efforts relate to education for sustainable development at the university level. The Handbook gathers a wealth of information, ideas, best practices and lessons learned in the context of executing concrete projects, and assesses methodological approaches to integrating the topic of sustainable development in university curricula. Lastly, it documents and disseminates the veritable treasure trove of practical experience currently available on sustainability in higher education.

Engaging Stakeholders in Education for Sustainable Development at University
Level: Walter Leal Filho 2016-01-11 This book discusses the role of ESD stakeholders at university level, involving civil society and the private sector and public sectors (including local, national and intergovernmental bodies). In particular, it describes practical experiences, partnerships, networks, and training schemes for increasing the capacity of ESD and other initiatives aimed at promoting education for sustainable development taking place at institutions of higher education. In order to meet the pressing need for publications that may promote stakeholders’ involvement in ESD in higher education, the book particularly focuses on state-of-the-art approaches, methods, initiatives and projects from around the world, illustrating the contribution of different stakeholder groups to sustainable development in higher education on an international scale.

Education for Sustainable Development- Jubilee Padmanabhan 2016

Schooling for Sustainable Development in Chinese Communities-John Chi-Kin Lee 2009-03-28 This book focuses on the academic foundations, trends and traditions of environmental education for sustainable development principally in Chinese contexts. It highlights contexts and case studies that illuminate recent Chinese initiatives. It includes case studies of green schools and reports on recent initiatives in school-based ESD curriculum development programmes in China, Hong Kong, Macao and Taiwan. The book concludes with an overview chapter that points to likely future developments. The assumption underpinning the book is that experiences gained in such a major country as China will be of real interest to geographical and environmental educationists, professional educators and teachers elsewhere. Not only will it generate interest and create greater awareness but also it is hoped that these experiences will provide a platform for scholarly exchange and contribute insights on education policy and curriculum changes across Asian-Pacific communities in an increasingly globalised world.

Sustainable Development Goals and Institutions of Higher Education-Godwell Nhamo 2019-09-14 This volume brings together both theoretical and case study based contributions to the implementation of the Sustainable Development Goals (SDGs) in Institutions of Higher Education (IHE), presenting an impactful combination of authors from both developing and developed countries. While most current publications addressing the SDGs and education focus on sustainable development in general and specific topics such as climate change or energy, this book attempts to accelerate the localisation of the SDGs by presenting opportunities and innovations offered in various universities and campuses regarding SDGs localisation. The book seeks to provide an important contribution to the global dialogue on IHE and the SDGs, and will be of interest to academics and researchers engaged in the SDGs and education, as well as government agencies and other interested stakeholders. The book focuses on curriculum and learning matters, research and development as well as community engagement. Case studies detail the integration of SDGs in academic and professional development, new approaches to implementing sustainability science instruction, improvements in teaching practices to enhance teacher competence, and responsible management education. Additional focus is placed on the alignment of the SDGs in higher education with the other goals, emphasizing technological innovation for improved human health and environmental management, and climate change policies and action plans. Interdisciplinary solutions for pressing environmental problems are also provided, making sure that no one is left behind in realising these global development goals.

Schooling for Sustainable Development in Chinese Communities-John Chi-Kin Lee 2011-04-01 This book focuses on the academic foundations, trends and traditions of environmental education for sustainable development principally in Chinese contexts. It highlights contexts and case studies that illuminate recent Chinese initiatives. It includes case studies of green schools and reports on recent initiatives in school-based ESD curriculum development programmes in China, Hong Kong, Macao and Taiwan. The book concludes with an overview chapter that points to likely future developments. The assumption underpinning the book is that experiences gained in such a major country as China will be of real interest to geographical and environmental educationists, professional educators and teachers elsewhere.
Not only will it generate interest and create greater awareness but also it is hoped that these experiences will provide a platform for scholarly exchange and contribute insights on education policy and curriculum changes across Asian-Pacific communities in an increasingly globalised world.

**Universities and the Sustainable Development Future** by Peter H. Koehn 2017

Since the mid-1970s, a series of international declarations that link environment and sustainable development to all aspects of higher learning have been endorsed and signed by universities around the world. Although university involvement in sustainable-development research and outreach has increased substantially, systematic learning from higher-education engagements has been limited. Universities and the Sustainable Development Future offers institutions of higher learning around the world practical guidelines that can be applied contextually to produce credible evidence regarding the outcome and impact of their teaching, research, and transnational-partnering activities. Drawing on innovative applications of lessons from experience with international-development cooperation, this book demonstrates the utility of a flexible framework that will inspire substantial improvements in the ways universities evaluate and improve their sustainable-development undertakings aimed at promoting Agenda 2030. This book promotes an inclusive evaluation framework that will allow universities to illuminate sustainable-development outcomes, and it provides a cutting-edge resource for students, scholars, and policy makers with an interest in sustainable development, climate change, and evaluation challenges.

**Education, Community Engagement and Sustainable Development** by Nicole Blum 2012-01-02

A growing body of research has given critical attention to diverse theories and practices of environmental education, and its potential contribution to addressing pressing global issues such as sustainable development and climate change. While much of this work has focused on perspectives and practices in Europe and North America, this book explores environmental learning within formal education, in programmes by non-governmental organisations, and in public education spaces in Monteverde, Costa Rica. The discussion also highlights the need for more research to understand the broader social and economic interactions between such efforts and the communities in which they are located.

**Children and Sustainable Development** by Antonio M. Battro 2016-12-08

This book addresses the changes in education practices, especially basic education, necessitated by the global challenges of climate change and sustainable development and in a context characterized by increasing poverty and inequality, migration and refugees. Written by a range of international scholars, scientists and grassroots practitioners from Africa, Latin America, Asia (India, China, Malaysia) and Europe, the individual contributions focus on education policies and child development in various social contexts. Case-based experiences from both developed and developing countries provide inspiration and shed new light on the fundamental changes needed to adapt existing school systems and teacher training to face the challenges of the future. In this regard, the need to empower children themselves is emphasized. All contributions are based on a Workshop hosted in November 2015 by the Pontifical Academy of Sciences at the Vatican entitled “Children and Sustainable Development: A Challenge for Education” and follow three other significant events on sustainable development in 2015, namely the publication of Laudato Si’, the Encyclical Letter from Pope Francis, the release of the United Nations Sustainable Development Goals, and the COP21 Conference in Paris.

**Education for Sustainable Development in Nigeria** by Godwin A. Ashituabe 2004

**Education Policy as a Roadmap for Achieving the Sustainable Development Goals** by Alison Taysum 2019-12-06

The 17 Sustainable Development Goals (SDGs) have been agreed globally in an unprecedented ambitious and innovative agenda for prosperity and peace for people and planet. This book provides a roadmap for achieving the paradigm shift to achieve the SDGs from an Educational perspective.

**Engineering Education for Sustainable Development**
This book demonstrates how the theoretical concepts of the capabilities approach can be applied in the context of engineering education, and how this could be used to add nuance to our understanding of the contribution higher education can make to human flourishing. In demonstrating the usefulness of the capability approach as a lens through which to evaluate the outputs of engineering education, the author also shows how the capability approach can be informed by, and informs, the concept of ‘sustainable development’ and discusses what pedagogical and curricula implications this may have for education for sustainable development (ESD), particularly in engineering. As such, the book builds on the work of scholars of engineering education, and scholars of university education at the nexus of development and sustainability. Engineering employers, educators and students from diverse contexts discuss both the capabilities and functions that are enlarged by engineering education and the impact these can have on pro-poor engineering or public-good professionalism. The book therefore makes an original conceptual and empirical contribution to our thinking about engineering education research. The book provides inspiration for both engineering educators and students to orient their technical knowledge and transferable skills towards the public good. It will also be of great interest to students and researchers interested in education for sustainable development more generally and to engineers who are interested in doing work that is aligned with the goals of social justice. The book will also appeal to scholars of the capability approach within higher education.