LEARNING PROGRAMME

# Education for Sustainable Development (ESD) in Practice (From Global Goals to Classroom Action)

## 10-DAY COURSE

50 learning hours | Course programme

# Education for Sustainable Development (ESD) in Practice (From Global Goals to Classroom Action) – 10-Day Course

## Introduction and Description

This is an advanced professional development programme designed to equip educators, school leaders, and adult education professionals with the theoretical foundations, pedagogical tools, and strategic competences required to embed sustainability meaningfully within educational systems. Anchored in internationally recognised frameworks for Education for Sustainable Development and informed by the United Nations Sustainable Development Goals (SDGs), the course responds to the growing expectation that education institutions actively contribute to sustainable, inclusive, and democratic societies.

The programme conceptualises ESD as a transformative and systemic approach to education that transcends disciplinary boundaries and traditional curriculum models. Participants critically explore sustainability as a multidimensional concept encompassing environmental integrity, social justice, economic responsibility, and ethical citizenship. Particular emphasis is placed on systems thinking as a core competence for understanding complexity, interdependence, and unintended consequences, enabling educators to move beyond fragmented or linear interpretations of global challenges.

A strong focus is placed on values-based education and the ethical dimensions of teaching and learning. Participants examine the role of education in shaping learners' values, attitudes, and identities, and consider how democratic participation, global responsibility, and intercultural understanding can be fostered through reflective and dialogic pedagogies. The course further highlights the importance of whole-school and organisational approaches, addressing leadership, governance, institutional culture, and strategic planning as key levers for sustainable change.

Through an integrated combination of theoretical input, collaborative inquiry, reflective practice, and applied project work, participants develop the capacity to translate global sustainability agendas into concrete classroom practices and institutional strategies. The course supports educators in positioning themselves as agents of change capable of initiating, leading, and sustaining Education for Sustainable Development initiatives across formal, non-formal, and adult learning contexts.

## Methodology and Assessment

The course is based on experiential, participatory, and reflective learning methodologies consistent with adult education principles and Education for Sustainable Development frameworks. Learning activities include interactive lectures, collaborative workshops, systems-mapping exercises, case study analysis, reflective dialogue, and guided action-planning. Participants are encouraged to connect global sustainability concepts with their own professional contexts through continuous reflection and peer exchange.

Assessment is formative and developmental, focusing on active participation, reflective learning journals, collaborative tasks, and the design of an individual or institutional ESD action plan. Peer feedback and facilitator guidance support critical reflection and practical application. The course emphasises learning for transformation rather than summative evaluation, ensuring relevance, transferability, and long-term impact.

# Learning Objectives

## Conceptual and Theoretical Understanding

Participants will be able to:

- Demonstrate an in-depth understanding of Education for Sustainable Development as a transformative educational paradigm grounded in international policy and research.
- Critically analyse the Sustainable Development Goals as an interconnected and systemic framework relevant to education systems and learning communities.

## Systems Thinking and Interdisciplinary Practice

Participants will be able to:

- Apply systems thinking concepts and tools to interpret complex sustainability challenges in educational and societal contexts.
- Design interdisciplinary and cross-curricular learning experiences that reflect the interconnected nature of sustainability issues.

## Pedagogical and Methodological Competence

Participants will be able to:

- Integrate learner-centred, participatory, and inquiry-based pedagogies aligned with ESD principles.
- Facilitate transformative learning processes that promote critical thinking, reflection, and learner agency.

## Values-Based and Ethical Education

Participants will be able to:

- Embed ethical reasoning, democratic values, and global citizenship within teaching and learning practices.
- Address controversial and "wicked" sustainability issues through inclusive dialogue and critical reflection.

### Whole-School and Organisational Development

Participants will be able to:

- Contribute to the design and implementation of whole-school or organisational strategies for Education for Sustainable Development.
- Apply leadership and change-management principles to support long-term sustainability initiatives.

### Professional Reflection and Action

Participants will be able to:

- Reflect critically on their professional role and responsibility in fostering sustainable futures through education.
- Develop and present a classroom-based, institutional, or organisational ESD action plan aligned with their professional context.

## Preparation

After registration participants will receive a pre-course questionnaire which will be used by the trainer to learn about participants' teaching backgrounds and to assess their exact needs. Before the beginning of the course a basic reading list will be suggested to participants to prepare for the training. Participants will also be asked to prepare a presentation about themselves, their professional context and their culture. The presentation will be presented on the first day of the course to facilitate networking opportunities. Participants will receive information about the country they are going to visit in order to prepare them for their cultural experience.

## Follow up

After the course participants will be asked to share what they have learned with the rest of the staff in their schools. Further books and articles to deepen the topic and contacts with some other practitioners all over Europe and in the world will be suggested by the

trainer. The methods shared and explored and the bibliography given will allow the participants to complete and improve their educational path.

## Certificate

Certificate complies with the guidelines of the Erasmus+ programme and includes the topic, number of didactic hours, dates and location of the course. We can list the record of learning outcomes on the Europass Mobility Document on request of participants. In case a participant requires a specific format of certificate we can accommodate that if requested at least one week before the start of the course. It is necessary to attend at least 80% of the hours in order to receive the certificate.

## Accommodation

We do not directly offer accommodation and subsistence and participants are responsible for organizing it by themselves.

## Paperwork

We also provide all the support with paperwork you might need for your Erasmus+ project documentation such as mobility agreement and registration letter.

## Fee: 800 €

## Cancelation policy

We have a flexible cancellation policy in force at the moment and you can cancel your registration up to 30 days before the course and receive a full refund. In case you don't cancel the registration more than 30 days before you will not receive any refunds, but you will be able to choose to attend any other confirmed course session later (within 6 months) without any additional costs. In case you are not able to travel, your school can send someone else to take instead of you and you can change the details of the participant any time before the start of the course at no additional cost.

| TENTATIVE PROGRAMME (50 didactic hours - 5*45min per day) Monday to Friday | |
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| Day 1 | Foundations of Education for Sustainable Development |
| 09.00 - 09.45 | Introductions & Icebreakers |
| 09.45 - 10.30 | Course Overview & Learning Agreement |
| 10.30 - 11.15 | Understanding ESD |
| 11.15 - 11.30 | Break |
| 11.30 - 12.15 | Sustainability challenges in education today |
| 12.15 - 13.00 | ESD competencies |
| Day 2 | The Sustainable Development Goals as an Educational Framework |
| 09.00 - 09.45 | Introduction to the SDGs |
| 09.45 - 10.30 | SDGs and education systems |
| 10.30 - 11.15 | Mapping SDGs across subjects and learning areas |
| 11.15 - 11.30 | Break |
| 11.30 - 12.15 | Contextualising SDGs in participants' regions and institutions |
| 12.15 - 13.00 | Selecting priority SDGs for educational action |
| Day 3 | Systems Thinking for Sustainable Education |
| 09.00 - 09.45 | What is systems thinking? |
| 09.45 - 10.30 | Complex systems and sustainability challenges |
| 10.30 - 11.15 | Tools for systems thinking |
| 11.15 - 11.30 | Break |
| 11.30 - 12.15 | Classroom applications of systems thinking |
| 12.15 - 13.00 | Shifting from linear to systemic thinking in education |
| Day 4 | Values-Based and Ethical Dimensions of ESD |
| 09.00 - 09.45 | Values, ethics and sustainability |
| 09.45 - 10.30 | ESD and citizenship education |
| 10.30 - 11.15 | Critical thinking and ethical dilemmas |

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| 11.15 - 11.30 | Break |
| 11.30 - 12.15 | Facilitating dialogue and respectful debate |
| 12.15 - 13.00 | Personal reflection (educators as role models for sustainable values) |
| Day 5 | Pedagogies for Transformative Learning |
| 09.00 - 09.45 | From transmissive to transformative education |
| 09.45 - 10.30 | Learner-centred and participatory methodologies |
| 10.30 - 11.15 | Experiential and outdoor learning approaches |
| 11.15 - 11.30 | Break |
| 11.30 - 12.15 | Collaborative learning and community engagement |
| 12.15 - 13.00 | Mid-course reflection and evaluation |
| Day 6 | ESD Across the Curriculum |
| 09.00 - 09.45 | Interdisciplinary and cross-curricular design |
| 09.45 - 10.30 | ESD in humanities, sciences, arts and vocational education |
| 10.30 - 11.15 | Integrating ESD into existing curricula |
| 11.15 - 11.30 | Break |
| 11.30 - 12.15 | Lesson and unit planning workshop |
| 12.15 - 13.00 | Peer feedback & improvement |
| Day 7 | Whole-School and Organisational Approaches |
| 09.00 - 09.45 | The whole-school approach to sustainability |
| 09.45 - 10.30 | Leadership for sustainable education |
| 10.30 - 11.15 | School policies and strategic planning for ESD |
| 11.15 - 11.30 | Break |
| 11.30 - 12.15 | Adult education and institutional sustainability |
| 12.15 - 13.00 | Case study analysis |
| Day 8 | Learner Engagement, Agency and Inclusion |
| 09.00 - 09.45 | Empowering learners as change agents |
| 09.45 - 10.30 | ESD and inclusive education |
| 10.30 - 11.15 | Youth-led and community-based projects |

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| 11.15 - 11.30 | Break |
| 11.30 - 12.15 | Assessing attitudes, values and competences |
| 12.15 - 13.00 | Reflection & practice sharing |
| Day 9 | Designing ESD Action Plans |
| 09.00 - 09.45 | From ideas to action |
| 09.45 - 10.30 | Translating learning into concrete initiatives |
| 10.30 - 11.15 | Project design for ESD |
| 11.15 - 11.30 | Break |
| 11.30 - 12.15 | Monitoring and evaluating sustainability initiatives |
| 12.15 - 13.00 | Institutional or classroom-based action plan development |
| Day 10 | Individual support, presentations & Closing |
| 09.00 - 09.45 | Preparing the final presentations and individual support (part 1) |
| 09.45 - 10.30 | Preparing the final presentations and individual support (part 2) |
| 10.30 - 11.15 | Final presentations and feedback |
| 11.15 - 11.30 | Break |
| 11.30 - 12.15 | Evaluation & Reflection |
| 12.15 - 13.00 | Validation of learning outcomes and certification |

*This is only a tentative timetable. The exact hours or the course might differ and will be announced for each session 2 weeks before the start. However, there will always be a total of 5 didactic hours per day and all will be in line with the Erasmus+ quality standards. The trainer might slightly modify the content in response to the needs of the group.
**Cultural and social programmes will be organized in addition to the academic programme. The exact cultural and social programme depends on the location, season, weather, etc.