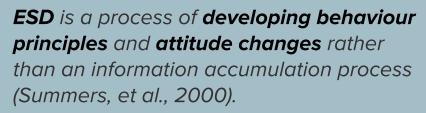# Education for Sustainable Development (ESD)

ESD is a term used to encompass the range of interventions that enable learners to develop an awareness of **sustainability** practices and **sustainable development.**

*ESD is a process of **developing behaviour principles** and **attitude changes** rather than an information accumulation process (Summers, et al., 2000).*

CLIA model for ESD
De corte, et al. 2004

Competence
Ability to take sustainable decisions through social learning

Learning
Development of skills, participatory and active citizenship

Assessment
Action-competence and learning conditions

Intervention
Holistic and Pluralistic approaches

Two approaches to ESD
Sinakou, et al., 2019

Holistic approach
Considers the interconnections between the three pillars of sustainability and the connections between time, place and space.

Pluralistic approach
Value conflicts, uncertainty and recognise complexity – encourage critical thinking about an issue, and allow students to form own opinions

5 components of Action-orientated ESD

Action taking

Peer Interaction

Interdisciplinary

Leadership in learning

Community Involvement

References
Summers, M., Kruger, C., Childs, A. & Mant, J., 2000. Primary school teachers' understanding of environmental issues: An interview study. Environmental Education Research,, Volume 23, pp. 293-312.
Sinakou, E., Donche, V., Boeve-de Pauw, J. and Van Petegem, P., 2019. Designing powerful learning environments in education for sustainable development: A conceptual framework. Sustainability, 11(21), p.5994.
De Corte, E., Verschaffel, L. & Masui, C. , 2004. The CLIA-model: A framework for designing powerful learning environments for thinking and problem solving. Eur J Psychol Educ 19, 365–384.

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