<div align="center">**Course Description**
MEDD6099 Education for Sustainable Development</div>

Course description
This course examines education and sustainable development (ESD) from a comparative perspective. The course raises the question what sustainable development means in practice within economic, environmental, political and cultural domains, and traces the history of the concept. Additionally, the course considers education in relation to sustainable development in a variety of geographical contexts. In Hong Kong and many other high-income societies, education for sustainable development is often related to environmental education. However, in low-income contexts (especially in Africa and Asia) it commonly refers to education that helps to meet local social, political, and economic needs and empowers local people and communities. A gap can be identified in these latter contexts, between "education for sustainable development" as a global concept, versus "sustainable educational development" from a local perspective. Students will analyse a variety of approaches to education for sustainable development, to understand the ways in which concepts can be developed and applied in practice in a range of contexts.

Course objectives
1. Compare orientations toward education for sustainable development (ESD) in different national and regional contexts.
2. Evaluate the rhetoric and reality of ESD globally.
3. Analyze ESD initiatives according to priorities across economic, environmental and social domains.

Course assessment methods
• Essay 1
• Essay 2
• Presentation and reviews

Course content and topics
• Introduction: What is Education for Sustainable Development (ESD)?
• Plant blindness
• The politics of ESD
• The cultural domain
• ESD and economic development
• The theories of education and place
• ESD globalisation, and comparative education

Required / recommended readings and online materials
What is Education for Sustainable Development? What are the Sustainable Development Goals? Introduction, in UNESCO, *Global Monitoring Report – Education for people and planet: Creating Sustainable Futures for All* (2016), http://unesdoc.unesco.org/images/0024/002457/245752e.pdf.* *Do not print! This is a long document. D. Ilisko & Y. Badyanova, "A case study of ESD implementation: Signs of sustainable leadership," *Discourse and Communication for Sustainable Education* (5): 38-38. P. Vare & W. Scott (2007), "Learning for Change: Exploring the Relationship between Education and Sustainable Development," *Journal of Education for Sustainable Development*, 1 (2): 191-198. https://doi.org/10.1177/097340820700100209   *A Conceptual lens: The Public and Common Good of Education* R. Locatelli. *Reframing Education as a Public and Common good: Enhancing Democratic Governance*. Cham, Switzerland: Palgrave McMillan (2019). [Read chapter 2] S. Marginson, & L. Yang (2022), "Individual and collective outcomes of higher education: A comparison of Anglo-American and Chinese approaches," *Globalisation, Societies and Education* 20 (1): 1-31.

Read the Costa Rica case in *National Journeys towards Education for Sustainable Development*

ESD and the Global Common Challenges: Covid-19 and Climate Change
N. Blum, J. Nazir, S. Breiting, K. C. Goh, & E. Pedretti (2013), "Balancing the tensions and meeting the conceptual challenges of education for sustainable development and climate change," *Environmental Education Research*, 19 (2): 206-217, https://doi.org/10.1080/13504622.2013.780588
P. M. Forster, H. I. Forster, M. J. Evans et al. (2020), "Current and future global climate impacts resulting from COVID-19," *Nature Climate Change*, 10: 913–919. https://doi.org/10.1038/s41558-020-0883-0
S. L. Bengtsson & L. O. Ostman (2013), "Globalisation and Education for Sustainable Development: Emancipation from Context and Meaning," *Environmental Education Research*, 19 (4). https://doi.org/10.1080/13504622.2012.709822
Read the Morocco case in *National Journeys towards Education for Sustainable Development*

Theories of Plant Blindness
A. Amprazis & P. Papadopoulou (2020), "Plant blindness: a faddish research interest or a substantive impediment to achieve sustainable development goals?", *Environmental Education Research*, 26(8): 1065-1087, DOI: 10.1080/13504622.2020.1768225.
N. Yorek, M. Sahin, & H. Aydin, "Are Animals 'More Alive' Than Plants? Animistic- Anthropocentric Construction of Life Concept," *Eurasia Journal of Mathematics, Science & Technology Education* 5(4): 369-378 (2009), http://www.iserjournals.com/journals/eurasia/download/10.12973/eurasia.2009.00158a.
J. Wandersee, "Toward a Theory of Plant Blindness," *Plant Science Bulletin* 47, 2-8 (2001).
[Don't forget the 'pre-test'! And bring your initial ideas for the EESD entry to the class.]

The Politics of ESD
A. Sen. *Development as Freedom*. New York: Anchor Books (1999). [Chapter 6]
J. Pickering & C. Barry, "On the Concept of Climate Debt: Its Moral and Political Value," *Critical Review of International Social and Political Philosophy* 15:5 (2012). **Programme: MEd** *Education for Sustainable Development* Page **5**
S. K. Gallwey & G. Wilgus, "Equitable Partnerships for Mutual Learning or Perpetuator of North- South Power Imbalances? Ireland-South Africa School Links," *Compare: A Journal of Comparative and International Education* (2013).
Read the South Africa case in *National Journeys towards Education for Sustainable Development*

ESD and Culture
J. Wolf, K. Brown, & D. Conway, "Ecological Citizenship and Climate Change: Perceptions and Practice," *Environmental Politics* 18:4 (2009).
M.C. Kalton, "Confucian trajectories on environmental understanding", in I.W. Chang and L. Kalmanson (Eds.), *Confucianism in context: Classic philosophy and contemporary issues: East and West and beyond* (pp. 191-210). State University of New York Press.
Read the Sweden case in *National Journeys towards Education for Sustainable Development*

ESD and Economics
D. Brautigam, *Dragon's Gift: The Real Story of China in Africa* (Oxford, 2009). [Read Chapters 1-3 *Mismeasuring Our Lives*]
Executive Summary, *Mismeasuring Our Lives*, J. E. Stiglitz, A. Sen, & J.P. Fitoussi (New Press, 2010) [Available online via HKU library]
Read the Viet Nam case in *National Journeys towards Education for Sustainable Development*

General and Further Readings
A. Sen. *Development as Freedom*. New York: Anchor Books (1999).

United Nations Educational, Scientific and Cultural Organization (UNESCO). (2013). *National Journeys towards Education for Sustainable Development, 2013: reviewing national ESD experiences from Costa Rica, Morocco, South Africa, Sweden, Viet Nam.* https://unesdoc.unesco.org/ark:/48223/pf0000221008

Recommended Websites and Blogs

United Nations (2020) "About the Sustainable Development Goals".
https://www.un.org/sustainabledevelopment/sustainable-development-goals/
Journal of Education for Sustainable Development. https://journals.sagepub.com/home/jsd
R. Cho. (2020). "COVID-19's Long-Term Effects on Climate Change—For Better or Worse."
https://blogs.ei.columbia.edu/2020/06/25/covid-19-impacts-climate-change/
M. Fagan & C. Huang. (2019). "A look at how people around the world view climate change."
https://www.pewresearch.org/fact-tank/2019/04/18/a-look-at-how-people-around- the-world-view-climate-change/
K. Schaeffer. (2020). "A look at the Americans who believe there is some truth to the conspiracy theory that COVID-19 was planned." https://www.pewresearch.org/fact- tank/2020/07/24/a-look-at-the-americans-who-believe-there-is-some-truth-to-the-conspiracy- theory-that-covid-19-was-planned/

Other additional course information

Nil