A systems approach to Transformative Education for a Sustainable Society

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My research

Education is Sustainable Development Goal - SDG#4 in UN 2030 agenda.
The kind of Education appropriate to contribute to the vision of a sustainable society is Transformative Education for a Sustainable Society (TES)
Research questions:
1. How can the integration of Sustainability in Education be achieved?
2. What constitutes a transformative educational/training environment in TES?
3. How can educators and learners acquire the key SD competencies?
4. How can progress in learner and educator performance be evaluated effectively?
5. What kind of TES approaches empower girls/women and learners from vulnerable backgrounds?
Case studies show that holistic, integrated and collaborative approaches promote TES (Kioupi, 2018)
Systems thinking has the potential to reveal complexity of factors and interconnections

From fragmentation  To integration

THE GLOBAL GOALS
For Sustainable Development

It is a complex system

Education Case Study in Japan

Japan is leading efforts to integrate and upscale Education for SD
UNESCO World Conference on ESD, Aichi-Nagoya 2014, launch of the
Meetings with key actors involved in ESD
Interviews with Tokyo Institute of Technology Professors and students
High SD integration in elementary and secondary school curricula
Low in Higher Education curricula
Network of UNESCO-associated schools and Universities to promote ESD
Active networking for ESD in local communities, coordination by ESD resource centres

The concept of Sustainability in students’ minds

Competences related to SD

Students' opinions about SD integration

Professors' opinions about SD integration

“Sustainability is a dynamic concept, it changes constantly, so people should think together and engage in discussions to exchange opinions, widen their perspectives and become stimulated”

“Sustainability and sustainable development are better incorporated in the curriculum through field trips and active involvement in community problem-solving, require teamwork and the person to push beyond their comfort zone”

“Professors rely too much on power point presentations and textbooks to teach about it, university lectures are good starting points but not enough. It is more important to encourage project-based approaches that enable students to design, implement and evaluate projects in real-world settings”

“I am trying to integrate sustainability in my courses by making connections of each topic to the SDGs and trying to encourage students to see the bigger picture in a problem. For example the involved stakeholders, who benefits and who suffers”

“For the students studying papers is important, but visits to actual sites and discussions with people are also crucial to identify gaps between theory and practice”

“Visiting lecturers present on SD issues, raise group discussion topics, students work in teams to research their topics and arrive to solutions, present them and get feedback”

“I ask the students to research the background of a challenge, build a model, analyse it and reach conclusions, every step of this process is evaluated”

References


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