

The QAA – Advance HE Education for Sustainable Development Guidance. What it is, why it matters and how you can use it to enhance your teaching no matter what your discipline

Professor James Longhurst
University of the West of England, Bristol
Co-Chair Advisory Group Preparing the Guidance for Higher Education Providers in the UK



Session Outline

1. Setting the Context of ESD
2. QAA – Advance HE ESD Guidance
3. ESD Resources from QAA and Advance HE
4. QAA Benchmark Statements and ESD
5. ESD and UWE Bristol
6. Concluding Comments
7. Questions

Advance HE ESD

Education for Sustainable Development (ESD) equips learners across all disciplines with the knowledge, skills, attributes and values required to pursue sustainable visions of the future. Using active pedagogies learners are supported in addressing complex or 'wicked problems' and identifying how they can contribute to solutions that address environmental integrity, social justice and economic prosperity.

<https://www.advance-he.ac.uk/teaching-and-learning/education-sustainable-development-higher-education>

Advance HE ESD

‘If we as educators are serious about preparing our students for the future, we must embrace ESD and ensure that every graduate has not only the knowledge and skills but also the attributes that will enable them at least to cope and ideally thrive in the face of the multiple challenges they will face across their life course in the 21st century’

<https://www.advance-he.ac.uk/teaching-and-learning/education-sustainable-development-higher-education>

Education – the Problem

David Orr, Emeritus Professor of Environmental Studies at Oberlin College, in his 1991 paper *“What is Education For?”* said

“Many things on which your future health and prosperity depend are in dire jeopardy: climate stability, the resilience and productivity of natural systems, the beauty of the natural world, and biological diversity.”

How did we get here?

Well as Orr also said

"It is worth noting that this is not the work of ignorant people. It is, rather, largely the result of work by people with BAs, BScs, LLBs, MBAs, and PhDs".

Education: a (Partial) Solution

So, if Education is partly the cause of our environmental misfortune might it be a partial solution?

As Albert Einstein allegedly said *"The significant problems we face today cannot be solved at the same level of thinking we were at when we created them."*

Einstein reminded us that doing the same thing over and over again and expecting different results is insanity. We must change.

Voltaire said *"No problem can withstand the assault of sustained thinking"*.

Universities are good at thinking.

Tomorrow's Graduates Will Live Through the Climate and Ecological Emergency

- According to Actuary Tables a student leaving a UK university this year can expect to live at least another 60 years.
- Despite the efforts promised by international actors by the 2080s there will be wide ranging, adverse climate and ecological changes.
- The graduates will live through these profound changes.
- How will their educational experience prepare them for the challenges that they will encounter in their professional and private lives?



The Next Cohort of Students

Will be much more concerned about the climate and ecological emergency.

They will expect their institution

- To take the climate emergency seriously
- To manage their estate wisely
- To include sustainability and climate awareness within the formal and informal curriculum
- To prepare them for the challenges they will face in their professional and private life as they live through a changing climate.



Image copyright The Guardian

<https://www.theguardian.com/environment/2020/feb/28/greta-thunberg-bristol-schools-shut-students-join-climate-strike#img-1>

NUS SOS Surveys

Annual survey by NUS then SOS of students attitudes to sustainability

2021 Survey of 8000 students

91% say their place of study should actively incorporate and promote sustainable development.

84% would like to see sustainable development incorporated in all courses.

66% say sustainable development is something they would like to learn more about.

<https://www.sos-uk.org/research/sustainability-skills-survey>

Future Students

Summer 2020 Survey by Zurich Insurance of young people aged 7 - 17.

- Major concern expressed about the impact of and lack of action on the climate emergency
- Young people want to see climate included in the formal school curriculum

(<https://www.zurich.co.uk/en/about-us/media-centre/company-news/2020/millions-of-young-people-want-more-climate-change-education>)

Institution of Engineering and Technology survey of children aged 5 -13

- Over two-thirds of children (68%) hope to follow a career that helps the environment
- Lack of understanding about these jobs could stop them from getting there.

(<https://www.theiet.org/media/press-releases/press-releases-2020/press-releases-2020-july-september/18-september-2020-generation-green-ambitions-at-risk-of-going-to-waste>)

ESD 2014 Guidance

The Quality Assurance Agency (QAA) and Higher Education Academy (HEA) produced guidance in 2014 to encourage uptake of ESD within universities (QAA & HEA, 2014).

The 2014 guidance was not mandatory and although it has been a useful instrument to accelerate curricular ESD integration, uptake and implementation of the guidance in the UK has not been ubiquitous (Fiselier, E.S. *et al* 2018)

1. QAA & HEA. Education for sustainable development: guidance for UK higher education providers; 2014. https://www.qaa.ac.uk/docs/qaa/quality-code/education-sustainable-development-guidance-june-14.pdf?sfvrsn=1c46f981_8
2. Fiselier ES, Longhurst JWS, Gough GK. Exploring the current position of ESD in UK higher education institutions. *Int J Sustain High Educ*. 2018;19(2):393–412. <https://doi.org/10.1108/IJSHE-06-2017-0084>

The 2021 ESD Guidance

QAA – Advance HE convened a working group in 2019/2020 to review and update the 2014 ESD Guidance.

The revised Guidance was published in March 2021.
Reportedly the most downloaded QAA document!

AdvanceHE



Education for Sustainable Development Guidance

March 2021



ESDG Advisory Group

Meg Baker, Students Organising for Sustainability

Dr Patrick Baughan, Advance HE

Associate Professor Georgina Gough, University of the West of England, Bristol

Dr Catherine Hack, Advance HE

Professor Carolyn Hayles, Cardiff Metropolitan University

Professor Peter Higgins, University of Edinburgh

Professor Simon Kemp (Co-chair), University of Southampton

Professor Jim Longhurst (Co-chair), University of the West of England, Bristol

Professor Petra Molthan-Hill, Nottingham Trent University

Dr Kate Mori (convenor), Quality Assurance Agency for Higher Education

Professor Liz Price, Manchester Metropolitan University

Professor Chris Preist, University of Bristol

Professor Zoe Robinson, Keele University

Dr Alex Ryan, University of Gloucestershire

Quinn Runkle, Students Organising for Sustainability

Professor Clare Saunders, University of Exeter

Associate Professor Paul Warwick, University of Plymouth

Dr Rehema White, University of St Andrews

Dr Emma Wilcox, Society for the Environment



Purpose of the Guidance

- To assist staff in UK higher education institutes seeking to incorporate Education for Sustainable Development (ESD) within their curricula
- To support students from any academic discipline to acquire the knowledge, understanding and skills necessary to develop values and take actions to transition society towards sustainable futures
- To support academic and professional service colleagues at all levels, and at all stages in their ESD journey



Content of the Guidance

- Section 1: Introducing Education for Sustainable Development
- Section 2: Getting Started with Education for Sustainable Development
- Section 3: Teaching, Learning and Assessment for ESD
- Section 4: Annotated references and resources



Section 1 – Introducing Education for Sustainable Development

- What Is Education for Sustainable Development?
- The role of higher education in creating a sustainable future
- UN Sustainable Development Goals



Introducing Education for Sustainable Development

- **Sustainable development** - an aspirational ongoing process of addressing social, environmental and economic concerns to create a better world.
- **Education for sustainable development** - the process of creating curriculum and subject-relevant content to support and enact sustainable development.
- **ESD** is education about and for a sustainable future, through the development of relevant skills, knowledge and competencies.

A Starting Definition

'ESD empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity.

It is about lifelong learning, and is an integral part of quality education.

ESD is holistic and transformational education which addresses learning content and outcomes, pedagogy and the learning environment.

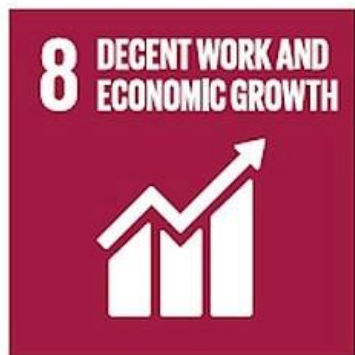
It achieves its purpose by transforming society.'

UNESCO (2019) <https://en.unesco.org/themes/education-sustainable-development/what-is-esd>





SUSTAINABLE DEVELOPMENT GOALS



How Can it Be Used?

The guidance recognises that there are many ways in which this may be achieved.

It offers suggestions to inspire, inform and enable ESD to be designed into and across curricula as part of a whole-institution approach.

It can be used as both a course design reference point and as an advocacy aid for those supporting ESD agendas in their organisation.



Section 2 – Getting Started with Education for Sustainable Development

- ESD as curriculum framing
- ESD intersections across curricula
- Consulting key players



Section 2. Getting Started with ESD

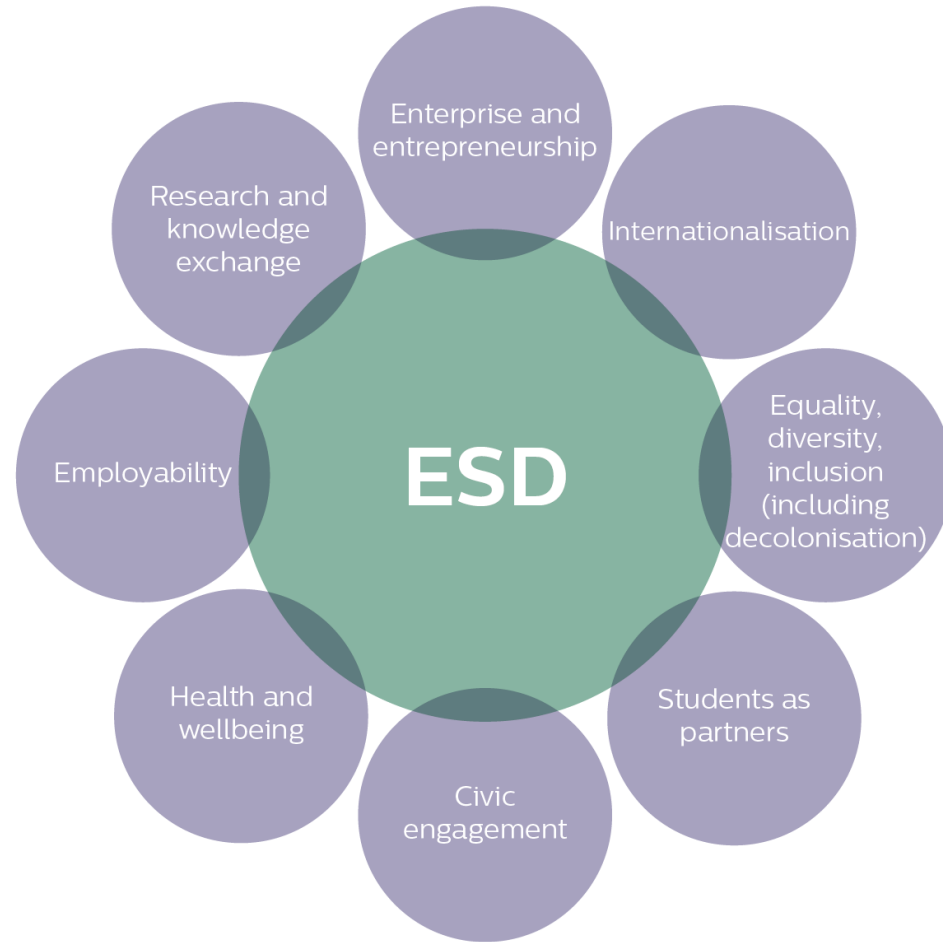
Applies ESD in practice, discussing how to position ESD strategically and operationally across curricula. It offers guidance and identifies ways of involving key players, beginning with students and continuing through employers, enterprise organisations, academics, professional service teams, governance and communities.

The guidance prioritises engagement with students, in particular collaboration and co-creation of learning, as well as identifying activities that are already happening in their communities.

Emphasises the importance of strategic institution-level commitment and support when looking to progress ESD. It discusses how ESD can reinforce and frame other institutional objectives such as internationalisation and developing global perspectives; promoting employability and enterprise, working with communities, and progressing equality, diversity and inclusion.

Explores how ESD can be used to motivate staff and students to go beyond a focus on their own discipline/subject area is discussed as a means of promoting interdisciplinary working that could help innovative ideas to emerge.

Intersections with other priority areas



ESD is best achieved when

1. ESD objectives, targets and KPIs are part of the institution's strategic priorities and subsequent strategies and policies.
2. The framing of ESD within the curriculum is included in the validation of new courses and ongoing review of existing courses.
3. ESD is central to the staff and student induction process, as well as staff appraisal and/or promotion criteria.
4. ESD is articulated within quality assurance and enhancement processes.
5. Staff development to enable ESD is fully supported at an institutional level.



Section 3 – Teaching, Learning and Assessment for Education for Sustainable Development

- Key competencies for sustainability
- Course and module learning outcomes
- Assessment for, of and as learning



Section 3 focuses on teaching, learning and assessment approaches for ESD.

It introduces the key competencies for sustainability, course and module learning outcomes for ESD and guidance about developing learning environments to support ESD.

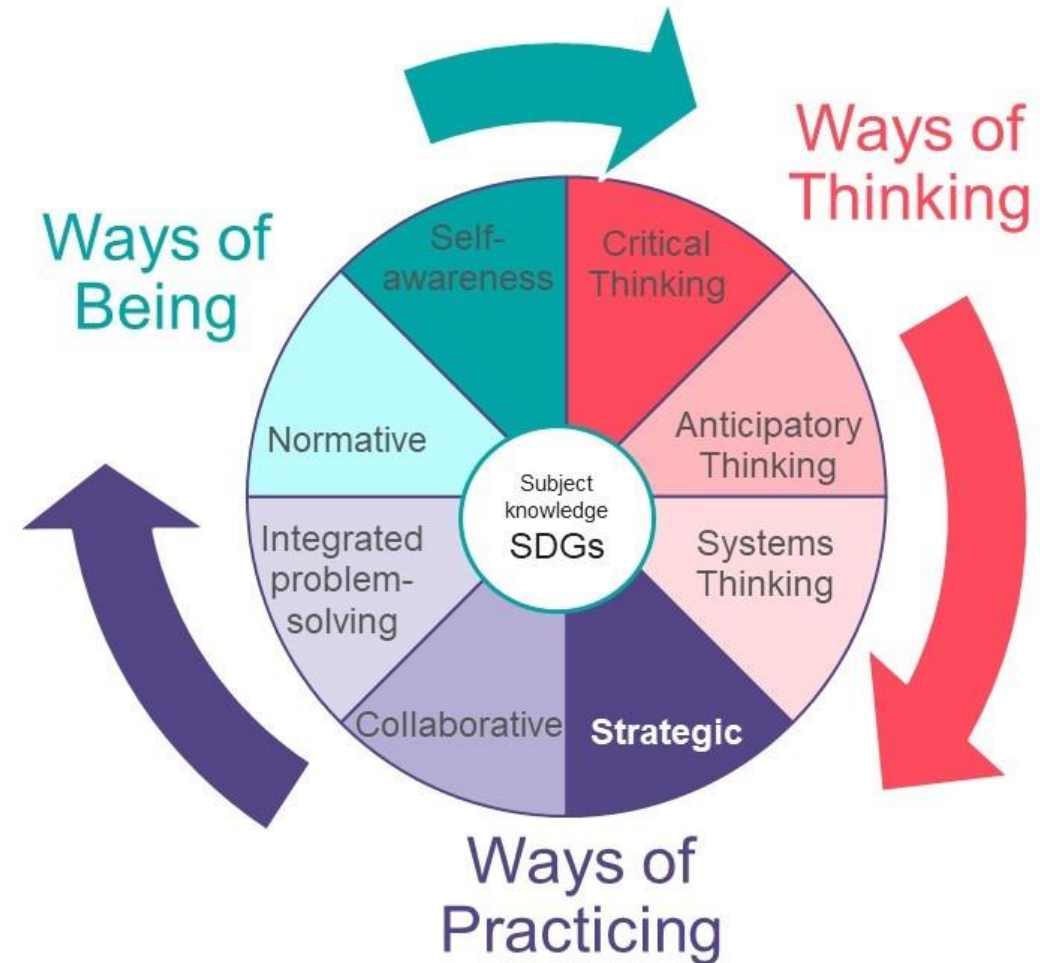
This section can be used alongside the Quality Code's Advice and Guidance on course design and development, to help academics in a practical and applied way.

<https://www.qaa.ac.uk/quality-code>



Teaching, Learning and Assessment for ESD

UNESCO key competencies for sustainability



Teaching, Learning and Assessment for ESD

Subject knowledge and knowledge of all SDGs	Competency	A student who displays this competency can:	Ways of thinking	
	Systems thinking competency	<ul style="list-style-type: none"> recognise and understand relationships analyse complex systems consider how systems are embedded within different domains and scales deal with uncertainty 		Ways of thinking
	Anticipatory competency (Future thinking)	<ul style="list-style-type: none"> understand and evaluate multiple outcomes create their own visions for the future apply the precautionary principle assess the consequences of actions deal with risks and changes 		
	Critical thinking competency	<ul style="list-style-type: none"> question norms, practices and opinions reflect on one's own values, perceptions and actions take a position in the sustainable development discourse 	Ways of practicing	
	Strategic competency	<ul style="list-style-type: none"> develop and implement innovative actions that further sustainable development at the local level and further afield 		Ways of practicing
	Collaboration competency	<ul style="list-style-type: none"> learn from others (including peers, and others inside and outside of their institution) understand and respect the needs, perspectives and actions of others deal with conflicts in a group facilitate collaborative and participatory problem solving 		
Integrated problem-solving competency	<ul style="list-style-type: none"> apply different problem-solving frameworks to complex sustainable development problems develop viable, inclusive and equitable solutions utilise appropriate competencies to solve problems 	Ways of practicing		

Teaching, Learning and Assessment for ESD



	Competency	A student who displays this competency can:
Subject knowledge and knowledge of all SDGs	Self-awareness competency	<ul style="list-style-type: none"> ▪ reflect on their own values, perceptions and actions ▪ reflect on their own role in the local community and global society ▪ continually evaluate and further motivate their actions ▪ deal with their feelings and desires
	Normative competency	<ul style="list-style-type: none"> ▪ understand and reflect on the norms and values that underlie one's actions ▪ negotiate sustainable development values, principles, goals and targets, in a context of conflicts of interests and trade-offs, uncertain knowledge and contradictions

Ways of being

From competencies to learning outcomes

Learning outcomes		
Knowledge	Skills	Attributes and values
A student with normative competency can:		
<ul style="list-style-type: none"> Identify the wide range of human cultures in existence, and understand both the benefits and the challenges that these cultures present in terms of SD Demonstrate that both unsustainable and sustainable practices take place in an evolving context, necessitating adaptability in policy and planning responses Identify the interactions between human communities and ecological systems, and be able to assess the potential impacts upon each other Identify ethical questions and use ethical frameworks Identify practical interventions for sustainability challenges 	<ul style="list-style-type: none"> Tackle and negotiate SD conflicts with an awareness of different perspectives and motivations Identify the opportunities to support and develop a progressive and resilient culture that encourages citizens, professions and institutions to put learning into practice Debate and explore fairness and justice, including social justice Develop alternative solutions that provide new opportunities for engagement with SD 	<ul style="list-style-type: none"> Negotiate SD values, principles, goals and targets, in a context of conflicts of interests and trade-offs, uncertain knowledge and contradictions Understand and reflect on the norms and values that underlie one's actions Engage with and understand different world views Appreciate, critique and value different cultural contexts

Key competencies for sustainability

Learning outcomes are presented aligned with the following key competencies for SD.

- systems thinking
- anticipatory thinking
- normative competency
- strategic thinking
- collaborative competency
- critical thinking
- self-awareness
- integrated problem-solving competency





Examples of practices

Examples from practice: Knowledge Exchange for Sustainability Education

Established in 2008, the University of the West of England's (UWE) Knowledge Exchange for Sustainability Education (KESE) group is a cross-university staff team that works to progress education for sustainable development through curriculum mapping, staff development, student engagement and celebration. The group comprises of a representative from each academic department, the sustainability team and the SU. Its core purpose is to provide a means for discussion of ESD within the University. It shares examples of good practice across the institution and supports staff who are seeking to include ESD within their modules and programmes. Led by the Associate Professor for ESD, KESE takes responsibility for the annual ESD report and sets the agenda for the annual ESD Action Plan. KESE regularly reports on its activities to UWE's Sustainability Board.

KESE is the recipient of an Advance HE CATE Award.

Section 4 – Annotated references and resources

- International and UK policy and strategy frameworks
- Open education resources
- Perspectives on ESD and higher education experience
- ESD curriculum design tools, frameworks and models



Advance HE and QAA ESD Practice Guides

Guides covering

- Teaching, Learning and Assessment
- Staff Development
- Extra-curricular activities
- Staff-student or student-led project

AdvanceHE



Education for Sustainable Development
in Higher Education Practice Guides



<https://www.advance-he.ac.uk/teaching-and-learning/education-sustainable-development-higher-education>

Advance HE

Voices of Sustainability Blog

<https://www.advance-he.ac.uk/knowledge-hub/voices-sustainability>

Sustainable Development Toolkit: Tutor Resource and Student Activity Series

<https://www.advance-he.ac.uk/knowledge-hub/sustainable-development-toolkit-tutor-resource-and-student-activity-series>

Webinar - Leading Sustainability in Higher Education: Leading for a Lost Cause?

<https://www.advance-he.ac.uk/teaching-and-learning/education-sustainable-development-higher-education#reports>

Getting Started with Education for Sustainable Development

Zoe Robinson, Keele University & Alex Ryan, University of Gloucestershire discuss how they have embedded Education for Sustainable Development in their institutions.

<https://www.membershipresources.qaa.ac.uk/teaching-learning-and-assessment/education-for-sustainable-development>

QAA ESD Resources – for Students

EDUCATION FOR SUSTAINABLE DEVELOPMENT: STARTING THE CONVERSATION - STUDENT RESOURCE

Publication date: 4 June 2021

Students at QAA Member institutions can use this resource to engage with their institution and students' union about ESD.

<https://www.membershipresources.qaa.ac.uk/teaching-learning-and-assessment/education-for-sustainable-development>

QAA Projects to Support the ESD Guidance

Collaborative Enhancement Projects

ESD AND ACADEMIC QUALITY

<https://www.qaa.ac.uk/en/membership/collaborative-enhancement-projects/education-for-sustainable-development/esd-and-academic-quality>

DEVELOPING PHENOMENAL LEARNING: A TOOLKIT FOR IMPLEMENTING PHENOMENON-BASED LEARNING AS PART OF A FUTURE-PROOFED SDG HE CURRICULUM

<https://www.qaa.ac.uk/en/membership/collaborative-enhancement-projects/education-for-sustainable-development/developing-phenomenal-learning-a-toolkit-for-implementing-phenomenon-based-learning-as-part-of-a-future-proofed-sdg-he-curriculum>

QAA Projects to Support the ESD Guidance

Collaborative Enhancement Projects

STUDENTS DRIVING CURRICULUM QUALITY FOR SUSTAINABILITY - DEVELOPING CRITERIA & TOOLS

<https://www.qaa.ac.uk/en/membership/collaborative-enhancement-projects/education-for-sustainable-development/students-driving-curriculum-quality-for-sustainability-developing-criteria-and-tools>

MONITORING AND EVALUATING EDUCATION FOR SUSTAINABLE DEVELOPMENT IN HIGHER EDUCATION

<https://www.qaa.ac.uk/en/membership/collaborative-enhancement-projects/education-for-sustainable-development/monitoring-and-evaluating-education-for-sustainable-development-in-higher-education>

Resources Coming Soon

QAA Addendum to ESD Guidance to cover international activities in HE.

Probable publication Spring 2023

Quality Management and ESD

To be drafted after the current crop of Enhancement projects complete

ESD Principles to Support the Subject Benchmark Review Process

PRINCIPLE 1. Developing sustainable development knowledge. How can your subject area, and the content of your subject area, be focused towards addressing social, economic and environmental concerns to create a better world?

PRINCIPLE 2. Developing sustainable development competencies. How can UNESCO's key competencies for sustainability (see ESD guidance p20) be developed within the subject area?

PRINCIPLE 3. Developing learning environments to promote sustainable development. ESD requires a learning environment in which:

- interdisciplinary or transdisciplinary learning approaches are facilitated
- learning is inclusive and accessible for all
- policies support synoptic assessment
- extra and co-curricular opportunities are provided and recognised
- learning spaces including the campus and outdoor environments are fully utilised to provide alternative locations to develop and express the competencies of ESD.

Benchmark Statements 2022

- 14 revised Statements were published in March 2022. These are the first to incorporate consideration of how practice within disciplines addresses the wider social goals of equality, diversity and inclusivity; Education for Sustainable Development; requirements of disabled students; and enterprise and entrepreneurship.

• <u>Archaeology</u>	• <u>Chemistry</u>
• <u>Classics and Ancient History (including Byzantine Studies and Modern Greek)</u>	• <u>Computing</u>
• <u>Counselling and Psychotherapy</u>	• <u>Criminology</u>
• <u>Early Childhood Studies</u>	• <u>Earth Sciences, Environmental Sciences and Environmental Studies</u>
• <u>Forensic Science</u>	• <u>Geography</u>
• <u>History</u>	• <u>Housing Studies</u>
• <u>Policing</u>	• <u>Theology and Religious Studies</u>

Advance HE PSF review

Advance HE draft update to the Professional Standards Framework for the sector.

Provides a benchmark for Professional Values, Core Knowledge and Areas of Activity that constitute higher education in local and global contexts.

PSF review introduces ESD as a dimension of core knowledge in the framework.

'K3- Education for sustainable development to inform practice'.

University educators will have to demonstrate how they incorporate ESD in their practice.

https://www.advance-he.ac.uk/sites/default/files/2022-06/The_Draft_Revised_Professional_Standards_Framework.pdf

Consultation open until 17th July

ESD and UWE.

How are we using the Guidance?

2007 Institutional Review of Sustainability in the Modular Scheme

2008 Cross university Knowledge Exchange for Sustainability Education (KESE) group established to promote and enhance ESD in the formal and informal curriculum

2011 Sustainability and Education Conference Established

2012 Annual ESD review meeting cycle with individual HoDs and Faculty Executives instigated

2012 ESD incorporated into the Academic Development Programme for new staff

2014 QAA–HEA Education for Sustainable Development Guidance launched

2014 UWE Certification to ISO 14001:2004 EMS including teaching and learning

2015 Internal and external verification that all taught programmes address sustainability in the context appropriate to the individual discipline

ESD and UWE.

How are we using the Guidance?

2016 NUS–SOS Responsible Futures accreditation

2017 Appointment of Associate Professor in Education for Sustainable Development

2018 KESE Group wins UWE's first Advance HE Award for Collaborative Approach to Teaching Excellence (CATE)

2019 Two UWE members appointed to Advance HE – QAA Education for Sustainable Development Guidance Advisory Group, UWE co-chair group

2020 Strategy 2030 launched

2021 Launch of QAA –Advance HE Education for Sustainable Development Guidance (ESDG)

2021 UWE Learning and Teaching Committee recommends incorporation of ESDG in all programmes and inclusion of new ESDG within the Quality Management system.

2022 Developing the internal QM and teaching staff guidance

Supporting the role of universities in leading individual and societal transformation through education for sustainable development

Discover Sustainability

<https://link.springer.com/article/10.1007/s43621-021-00058-3>

Last year a small group of the ESD Advisory Group published an open access paper in Discover Sustainability exploring some of the implications of the ESD Guidance.

Discover Sustainability



Case Study

Supporting the role of universities in leading individual and societal transformation through education for sustainable development

Elizabeth A. C. Price¹ · Rehema M. White² · Kate Mori³ · James Longhurst⁴ · Patrick Baughan⁵ · Carolyn S. Hayles⁶ · Georgina Gough⁷ · Chris Priest⁸

Received: 26 August 2021 / Accepted: 1 November 2021

Published online: 11 November 2021

© The Author(s) 2021 [OPEN](#)

Abstract

There is growing recognition of the value of Education for Sustainable Development (ESD) for all learners, and of the unique role that universities play in the transformation of individuals, institutions and societies towards more sustainable futures. Universities engage and even lead in several areas: education, research and community engagement, all of which are essential in this transformation. Further, given their focus and influence, universities are pivotal to action needed to realise the UN Sustainable Development Goals (SDGs) but, to date, UK university integration of ESD and engagement with the SDGs is relatively limited. In recognition that a more urgent and meaningful response is needed to deliver the 2030 targeted socio-economic transformation outlined by the SDGs, the UK ESD Guidance has been comprehensively revised to support universities to deliver education which enables students to acquire sustainability competencies, equipping them to play leadership roles in an increasingly uncertain world. In this case study, we critically analyse the role of universities and explore why ESD needs to be more urgently integrated in teaching and learning. We review the barriers to achieving ESD in UK universities at political and institutional levels. Finally, we explore the policy-practice interface and outline how the new UK ESD Guidance can support universities in leading individual and societal transformation through ESD and act as a stimulus for embedding ESD in university curricula in both UK and international contexts. We conclude that universities have as yet unfulfilled potential to explore and facilitate ESD for sustainability leadership.

1 Introduction

We are facing global environmental challenges that threaten to overstep our planetary boundaries, whilst social inequalities have been exacerbated [1, 2]. Sustainable development is offered as a route to envision better futures and address these challenges. It is no longer a marginal concept and has now been mainstreamed in policy, business and many practice contexts across society as a whole. The UN Sustainable Development Goals (SDGs) were launched in 2015 to create a global framework and impetus for action in transforming our world for a more sustainable future [3]. The SDGs recognise

Other Output

Simon Kemp & Jim Longhurst (2021) Climate, Environment and Sustainability: the Importance of Universities in Addressing the Climate Crisis.

<https://www.qaa.ac.uk//en/news-events/blog/climate-environment-and-sustainability-the-importance-of-universities-in-addressing-the-climate-crisis>

QAA, Advance HE and UK ESD Advisory Group (2021) Accelerating Education for the SDGs: New Higher Education Sector Guidance on Education for Sustainable Development.

In Accelerating Education for the SDGs in Universities. Sustainable Development Solutions Network.

<https://blogs.upm.es/education4sdg/2021/07/27/accelerating-education-for-the-sdgs-new-higher-education-sector-guidance-on-education-for-sustainable-development/>



Closing Thought

“The higher education sector has a pivotal role and responsibility in protecting the planet, through their research, their estates, their ways of working and their position in global networks. However, the behaviour of their graduates, how they live, learn and work throughout their lifetimes will have a persistent impact on the environmental and social challenges the world is facing.

The competencies - the skills, attributes and values - graduates develop through their studies can help them contribute to a more sustainable future, transforming their thinking so that they have a positive impact throughout their lives.”

Dr Catherine Hack (PFHEA), Principal Adviser (Learning and Teaching),
Advance HE

AdvanceHE



The revised guidance is available to download:

Advance HE Members

<https://www.advance-he.ac.uk/teaching-and-learning/education-sustainable-development-higher-education>

QAA Members

<https://membershipresources.qaa.ac.uk>

A free Executive Summary is available on each website.



Thank You

Professor James Longhurst
Co-chair ESD Advisory Group

University of the West of England,
Frenchay Campus, Bristol, BS16 1QY, UK

Email James.Longhurst@uwe.ac.uk

Public profile <http://people.uwe.ac.uk/Pages/person.aspx?accountname=CAMPUS\j-longhurst>

Sustainability at UWE
<https://www.uwe.ac.uk/about/values-vision-strategy/sustainability>

UWE website <https://www.uwe.ac.uk/>

Education for Sustainable Development Guidance

March 2021

