

FORMAT		
1. Name of resource	[Higher] Education for Sustainable Development Guidance	
2. Location	https://www.advance-he.ac.uk/teaching-and-learning/education-sustainable-development-higher-education	
3. Alternative location		
4. Author[s]	Quality Assurance Agency for Higher Education, and Advance HE	
5. Publisher/producer/host	Quality Assurance Agency for Higher Education, and Advance HE	
6. Year	2021	
7. Suggested citation	Quality Assurance Agency for Higher Education, and Advance HE (2021). [Higher] Education for Sustainable Development Guidance. QAA and Advance HE, available at https://www.advance-he.ac.uk/teaching-and-learning/education-sustainable-development-higher-education	
8. Languages in which available	English	
9. Geographic area resource relates to	UK but with global relevance	
10. Does the resource relate to a specific time frame?		
11. Type	Report	Yes
	Toolkit/Framework/Roadmap	Yes
	Sign-post to other resource	
	Case studies	Yes
	Other	
12. If this is part of an initiative, what is the initiative?	The website includes links to a series of Practice Guides that accompany the Guidance.	
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS		
13. Explicit links to collections	No	
14. Explicit links to museums/libraries/archives	No	
15. Types of institutions the resource covers	Museums	X
	Archives	X
	Libraries	X
	Other	X
	Arts, humanities and social sciences: philosophy,	X

16. Does the resource relate to specific disciplines?	psychology, religion, social sciences, law, politics, language, arts and recreation, architecture, literature, history, geography and ethnology, anthropology, archaeology	
	Science, natural history, technology, medicine, engineering, manufacturing	X
17. If no explicit links to collections, justification for inclusion	The resource can be used by collections-based institutions to develop Education for Sustainable Development programmes, for students and emerging professionals, but also for staff and public audiences and groups.	
HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT		
18. Collections-related activities the resource relates to (mark all that apply)		
Develop collections to protect and safeguard wider cultural and natural heritage more effectively , for example by targeting collecting to threatened forms of heritage in strategic ways		
Use collections to promote learning and educational opportunities that contribute to sustainable development more effectively , for example education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development and/or skills development relating to collections	X	
Use collections to promote cultural participation/social inclusion more effectively , for example by reducing barriers to participation, to ensure no-one is 'left behind'		
Use collections to promote sustainable tourism more effectively , for example by developing new products based on local cultural heritage, and/or considering the rights of stakeholder groups in relation to collections		
Use collections to support research that contributes to sustainable development (including all forms of personal and self-directed research at all levels that make use of stored collections) more effectively, for example by providing effective facilities, collections and information to meet researchers' needs		
Make decisions around collections that contribute to sustainable development more effectively		
i. employment (recruiting, staff training, staff safety)	X	
ii. energy consumption, greenhouse gas emissions, reduction, monitoring and reporting		
iii. waste management and reduction of waste		
iv. transport (forms of transport, energy use)		
v. commercial activities including copyright and IP		

vi. governance and management	
vii. security, disaster preparedness and risk reduction	
Direct external leadership, partnerships and collaborations towards sustainable development more effectively , for example by developing impactful partnerships	
19. Does the resource relate clearly to any international conventions (mark all that apply)?	
Culture conventions:	
1952, 71 Protection of Copyright and Neighbouring Rights	
1954 Protection of Cultural Property in the Event of Armed Conflict	
1970 Fighting Against the Illicit Trafficking of Cultural Property	
1972 Protection of the World Cultural and Natural Heritage	
2001 Protection of the Underwater Cultural Heritage	
2003 Safeguarding of the Intangible Cultural Heritage	
2005 Protection and Promotion of the Diversity of Cultural Expressions	
Rio Conventions:	
Convention on Biological Diversity (CBD), Convention to Combat Desertification (UNCCD), Framework Convention on Climate Change (UNFCCC)	X
AIMS AND CONTENT	
20. What issues does the resource aim to address?	“This guidance is intended to assist staff in UK higher education providers (HEPs) seeking to incorporate Education for Sustainable Development (ESD) within their curricula... The guidance provides a framework to support curriculum design and general guidance on approaches to teaching, learning and assessment. We hope that colleagues at all levels across the sector will embrace the guidance and thereby assist students in preparing for the challenges that they will face in their professional lives and as members of society.” (p.1)
21. Intended audience of resource	“This guidance is primarily aimed at staff involved in curriculum design and course management and delivery, to support them in designing ESD into their courses. However, it is also likely to be of value to senior management teams, those with responsibility for quality assurance and enhancement, and staff involved in directing teaching and learning. Such individuals have an important role in empowering and enabling staff to engage with the ideas presented in this guidance. It may also prove useful to staff responsible for extracurricular activities.” (p.6)
22. Process of development	“This guidance has been prepared by representatives of the higher education, business and student communities with expertise in education and sustainable development. It has been produced via collaboration between the Quality Assurance Agency for Higher Education (QAA) and Advance

	HE. A draft version of the guidance was subject to sector-wide consultation from November 2020 to January 2021 and we are thankful to those who contributed to this process to help shape the final version.” (p.2)”
23. Organisation/structure/contents	<p>“This guidance is organised into four sections.</p> <p>Section 1 offers an introduction to ESD and how both SD and ESD are interpreted and defined for the purposes of this guidance. It discusses that ESD is education for and about a sustainable future, through the development of relevant skills, knowledge and competencies, before offering a rationale for it taking prominence across curricula. The introduction of the UN SDGs in 2015 is discussed and presented as the contemporary policy framing for SD when focusing on designing ESD into curricula.</p> <p>Section 2 discusses how to get started with ESD. It recognises the importance of strategic, institution-level commitment and support when looking to progress ESD, and how ESD can frame and reinforce other institutional objectives. It highlights key players that can help inform the framing and design of ESD across curricula and offers guidance for their contribution and support.</p> <p>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.</p> <p>Section 4 offers an annotated reference and resources list. It includes a diverse range of additional resources from a variety of organisations with a focus on supporting the design and implementation of SD content across institutions and curricula.” (p.7)</p>
FRAMEWORKS	
24. Framework structure	The resource draws on and supports UNESCO’s competencies for sustainable development (see p.23 and onwards)
25. Relevant policy considerations	Yes
26. Resources for implementation identified	Yes
27. Specific assessment points/indicators/mi	Yes

lestones/action plan for monitoring	
28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)	
People (social sustainability)	X
Planet (environmental sustainability)	X
Prosperity (economic sustainability)	X
Peace	X
Partnerships	X
29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)	
Gender perspectives	X
North and South perspectives	X
HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs	
HOW AGENDA 2030 AND THE SDGs FEATURE IN THE RESOURCE	
30. SDGs and Agenda 2030 specifically mentioned?	Yes
31. SDGs specifically mentioned?	Yes
32. SDG targets specifically mentioned?	Yes
33. SDG indicators specifically mentioned?	No
SDGs AND SDG TARGETS AND LINKAGES	
34. Comments on SDG linkages	The resource is most closely linked to SDG targets relating to training (SDG 4.4), ensuring learners understand and contribute towards sustainable development (SDG 4.7), and other SDG targets that are specifically about education (12.8 on information for sustainable development and lifestyles in harmony with nature, and 13.3 on climate change awareness and education), and help empower people to take part in sustainable development (supporting 10.2, universal social, economic and political inclusion). The resource can also support SDGs 4.A (inclusive and effective learning environments) and 11.7 (safe and welcoming green and public spaces). Embedding Education for Sustainable Development helps achieve SDG 16.B (support laws and policies for sustainable development).
35. SDGs and SDG targets the resource helps advance	

<p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p> <p>4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship</p>	<p>Number of young people and adults in skills-development activities and programmes drawing on collections, for employment, decent jobs and entrepreneurship</p> <p>Increase in number of young people and adults in such programmes</p> <p>Number and proportion of staff who have received training in the last year, to better support their contribution to the SDGs.</p> <p>Programs and processes in place to ensure the availability of a skilled workforce.</p>
<p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p> <p>4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development</p>	<p>Numbers of people in each type of programme drawing on collections from different demographic groups.</p> <p>Increases in numbers of people in each type of programme from different demographic groups.</p> <p>Proportion of people involved in such programmes in relation to overall audience size.</p> <p>Evidence that learners have acquired knowledge and skills to promote sustainable development.</p>
<p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p> <p>4.A Build and upgrade education facilities that are</p>	<p>Number and proportion of education facilities that are child, disability and gender sensitive.</p> <p>Proportion of education facilities that provide safe, non-violent, inclusive and effective learning environments for all.</p>

<p>child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all</p>	<p>Number and type of initiatives to improve effectiveness of learning environments.</p> <p>Support given to other education facilities to make them more inclusive and effective.</p>
<p>SDG 10. Reduce inequality within and between countries 10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status</p>	<p>Collections development to ensure that collections effectively meet the needs of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.</p> <p>Number and proportion of educational and participatory programmes that promote participation irrespective of social or other status.</p> <p>Numbers and proportions of people making use of collections in relation to the demographic of the local population.</p> <p>Numbers and proportions of people involved in focused programmes aimed at promoting social, economic and political inclusion.</p> <p>Numbers and proportions of people from different demographic groups involved in decision-making processes relating to collections and collections-based institutions.</p> <p>Number and types of partnerships that build relationships with marginalized groups, individuals and communities.</p>
<p>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.7 By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities</p>	<p>Numbers of people accessing collecting institutions from different demographic groups, notably women, children, older people and persons with disabilities.</p> <p>Increases in numbers of people accessing collecting institutions from different demographic groups.</p> <p>Measures taken to remove barriers to access green and public spaces.</p> <p>Extent of green space provided by collections institutions.</p>
<p>SDG 12 Ensure sustainable consumption and production patterns</p>	<p><i>12.8.1 Extent to which (i) global citizenship education and (ii) education for sustainable development (including climate change education) are mainstreamed in (a)</i></p>

<p>12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature</p>	<p><i>national education policies; (b) curricula; (c) teacher education; and (d) student assessment</i></p> <p>Extent to which global citizenship education and education for sustainable development (including climate change education) are mainstreamed in formal, informal and non-formal education programmes and activities drawing on and related to collections.</p>				
<p>SDG 13. Take urgent action to combat climate change and its impacts 13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning</p>	<p>Plans in place to enhance positive contributions to addressing climate change through use of collections. Plans in place to ensure collections, collections institutions and broader society can adapt effectively to climate change.</p> <p>Plans in place for effective education and awareness raising on climate change mitigation, adaptation, impact reduction and early warning.</p> <p>Plans in place to reduce negative contributions of collections-related functions, e.g. measuring greenhouse emissions with plans and targets in place to reduce them.</p>				
<p>SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. 16.B Promote and enforce non-discriminatory laws and policies for sustainable development</p>	<p><i>16.B.1 Proportion of population [audience/users/non-users] reporting having personally felt discriminated against or harassed in the previous 12 months on the basis of a ground of discrimination prohibited under international human rights law</i></p> <p>Number and proportion of policies that incorporate sustainable development considerations, in the full sense of recognizing all three of social, economic and environmental considerations.</p>				
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