



Regional Centre of  
Expertise on Education for  
Sustainable Development



**Exploring the potential of...**

# **Tools and Frameworks for Education for Sustainable Development**

**Wednesday 18 June 2025**

**16:30 – 17:45 CET**

**online**

# Welcome!



## Please...

- Introduce yourself in the 'chat'
- Mute your audio when not speaking
- Put any comments and questions into the 'chat'
- **Please 'vote' for your favourite questions posed by other participants by 'liking' them.**
- **We will be recording the meeting.**



# Welcome

- Betsy King, RCE Scotland



# UN University-acknowledged Regional Centres of Expertise (RCEs) in Education for Sustainable Development



# UN University-acknowledged Regional Centres of Expertise (RCEs) in Education for Sustainable Development: Purpose

‘Towards creating a just, tolerant and sustainable world, RCEs aspire to use Education for Sustainable Development as a mechanism for implementing/ enabling sustainable development, **translating global sustainable development goals and issues into local actions** in the regions in which they operate’.

‘**A network of existing formal and non-formal education organisations** mobilised to deliver ESD in the region or locality where it is situated’

[UNU-IAS Roadmap for the RCE Community 2021–2030](#)

# Context: A global vision for people, planet and prosperity 2015-2030

Education for Sustainable Development **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 2025**



# Agenda



**16:30**    **Welcome and introduction**

**16:45**    **Tools and Frameworks for ESD – in practice:**

- **A Whole-Setting Approach to ESD Toolkit:**  
*Yaniek Meijer, Luc Oegema, Daniel Martin Romero, Famke Wynia - RCE Fryslân*
- **A National Framework for ESD in Initial Teacher Education:**  
*Claire Ramjan, University of Glasgow; and Lizzie Rushton, University of Stirling - RCE Scotland*

**17:20**    **Panel discussion and Q&A**

*Chaired by Maximilian Eisenbart, RCE Fryslân*

**17:40**    **Summary and sharing resources**

**17:45**    **Close**



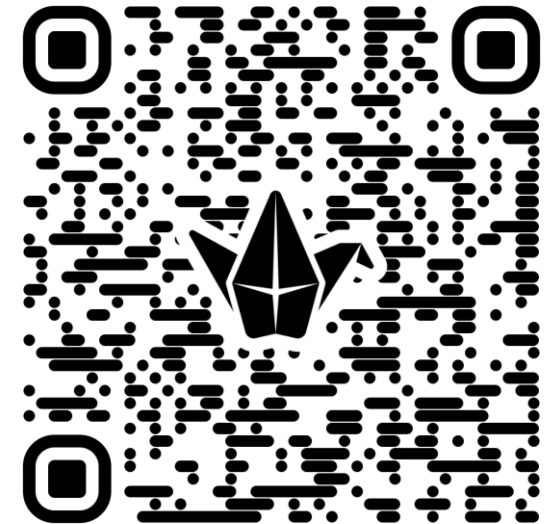


# Panel discussion questions



- How can the **impact** of toolkits and frameworks be **monitored and evaluated**?
- How can any **challenges** in the development of toolkits and frameworks **be addressed**; e.g. how can Frameworks/Toolkits remain flexible without losing their coherence?
- **What other ESD-related topics or areas** could be better addressed through the creation and use of a Toolkit or Framework?

Share your thoughts on our Padlet...





# Introducing Tools and Frameworks for ESD

- Maximilian Eisenbart, RCE Fryslân



# European RCE Webinar

Exploring the potential of...  
Frameworks and Toolkits



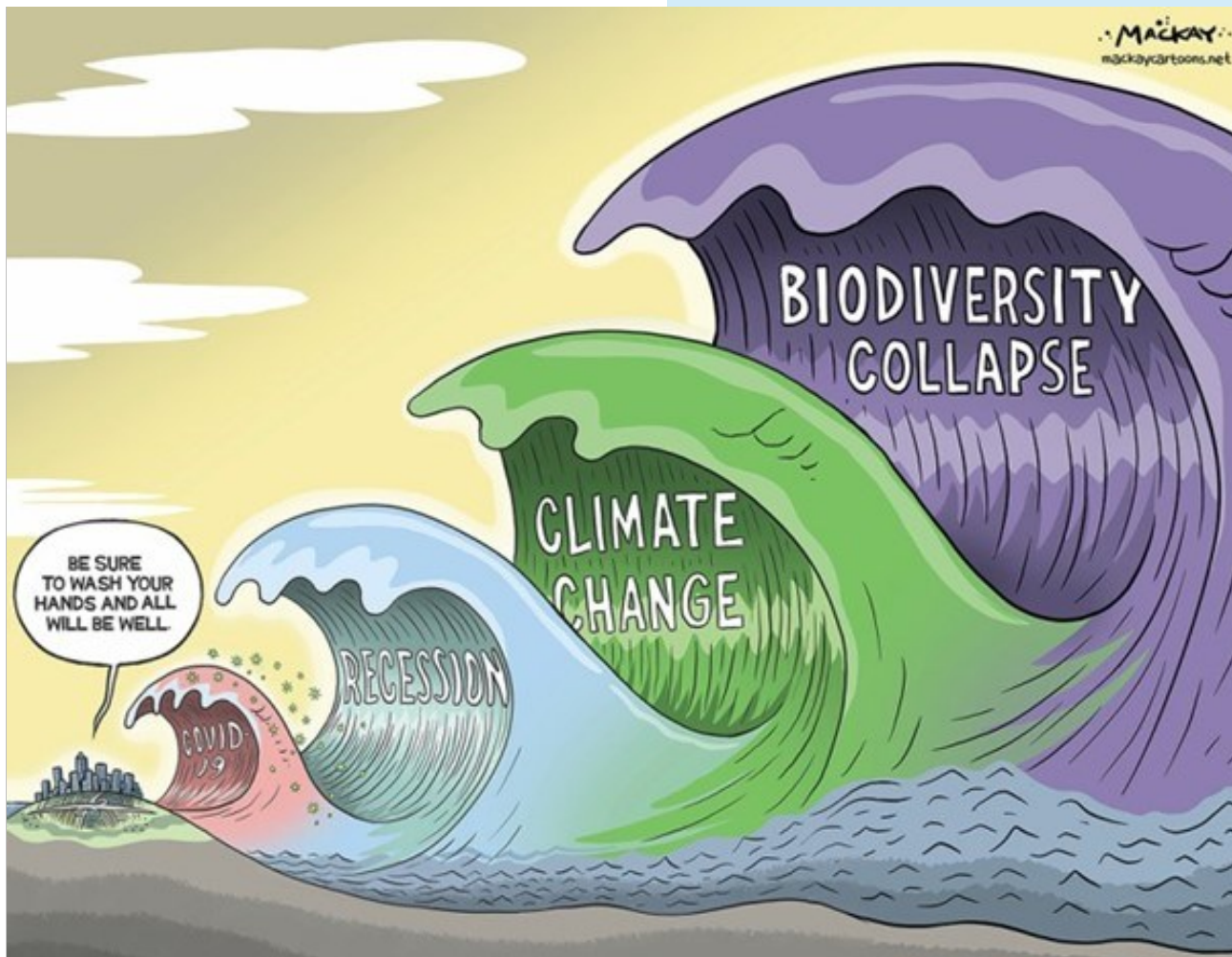
# Who am I?

**Maximilian Eisenbart**

Program manager of SPARK the Movement and  
key contact for RCE Fryslân

Focus on bringing people on board and  
connecting them for sustainability transitions.







# What is (Education for) Sustainable Development?

*“Meeting the needs of the present without compromising the ability of future generations to meet their own needs”*

- *Brundtland Commission 1987*

But what does this mean?

# Example: The UN SDGs

A framework for Sustainable Development

Shared goals and shared definitions



# All 232 SDG Indicators: What data is available?

This visualization shows for which of the 230 Sustainable Development Goals (SDGs) Indicators data is available at [SDG-Tracker.org](#).

  = Indicators for which recent global official metrics are available,  
or for which alternative good-quality cross-country source are available (e.g. estimates from independent research institutes).

  = Indicators that do have official metrics, but for which available data is very incomplete or outdated.

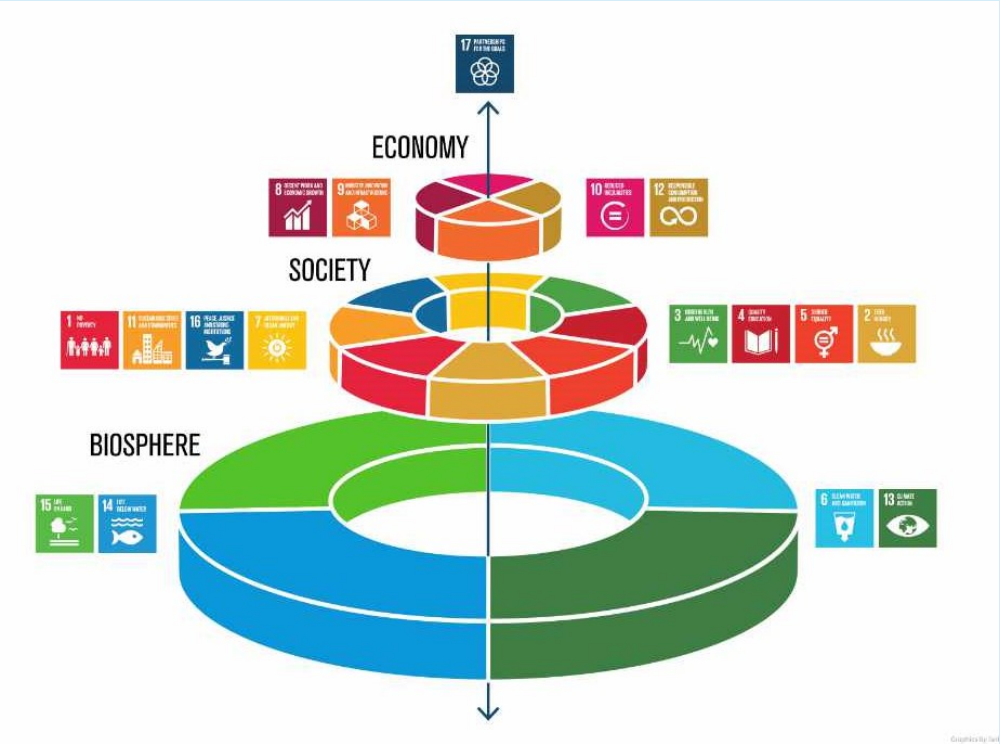
Yellow boxes also mark Indicators for which there are no official metrics, but for which closely related estimates are available that allow informative but imperfect monitoring.

  = Indicators for which – to the best of our knowledge – global monitoring is not currently possible.



You find all data on [SDG-Tracker.org](#), a sister project of [OurWorldinData.org](#). In case you are aware of relevant data we have not included yet please let us know via [SDG-Tracker.org](#).

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# A framework is a tool...

...you have to know how to use it.



**It can provide clarity**

But also limit one's scope



**It can break things down and make them tangible**

But also lead to 'cherry picking'



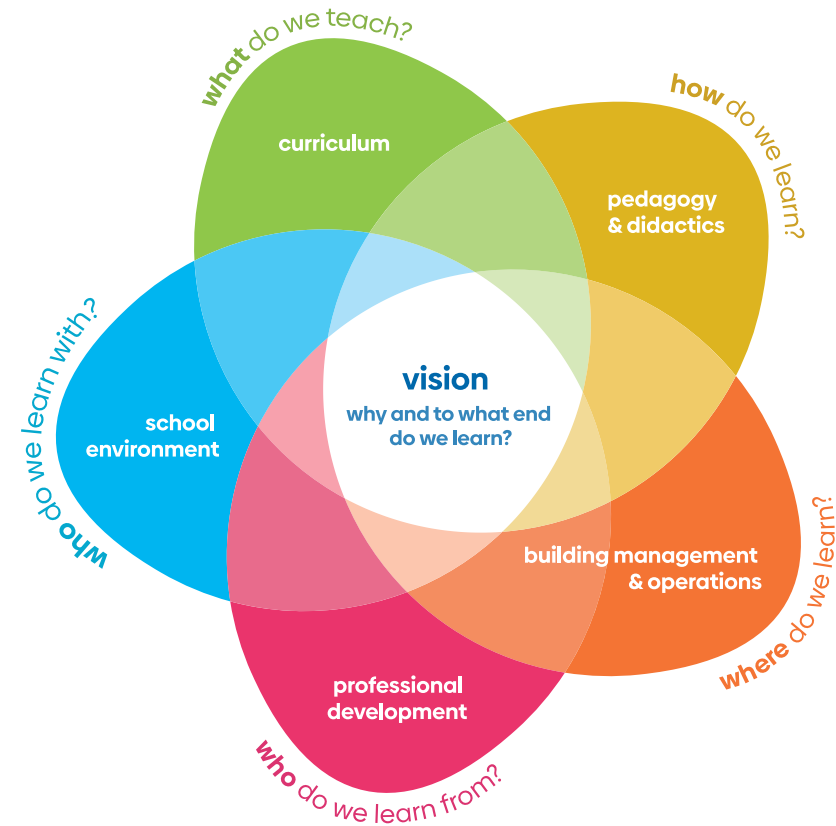
**It can provide a shared language**

But also hinder communication with those that use other frameworks

# Example: The Whole School Approach

Concrete starting points for an integral approach.

Allows for focusing on specific topics, while keeping in mind interlinkage.

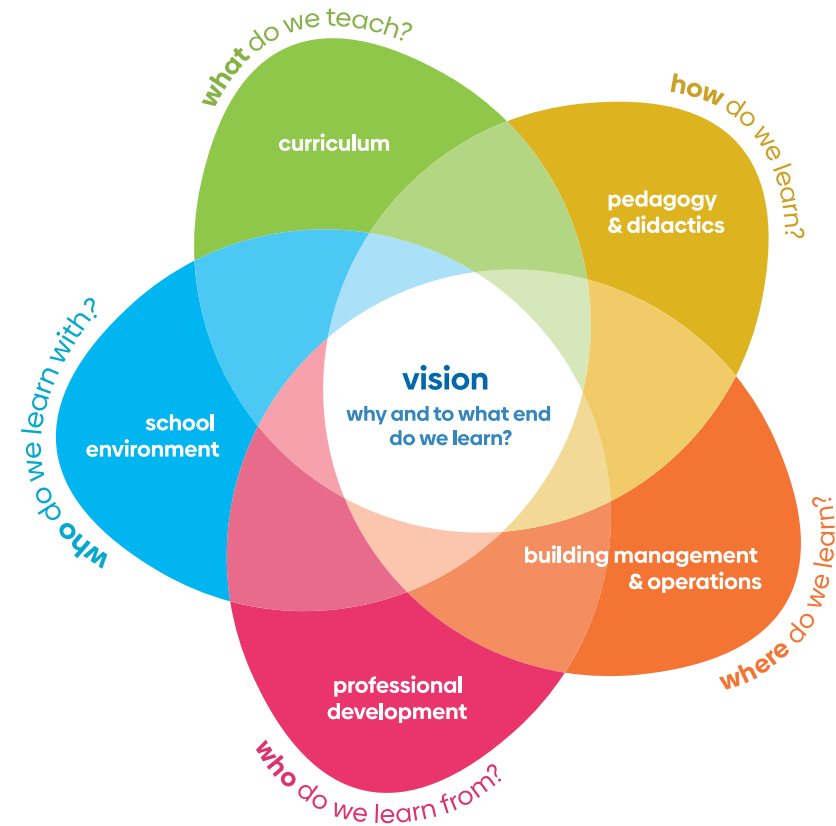


# Example: The Whole School Approach

Concrete starting points for an integral approach.

Allows for focusing on specific topics, while keeping in mind interlinkage.

**However, schools still find it difficult to start or formulate specific actions based on the WSA.**



[Home](#)[Tools](#)[Mediatheek](#)[Praktijkvoorbeelden](#)[Organisaties](#)[Over de WSA](#)

# whole school approach

## toolkit Nederland

Onze leerlingen en studenten zijn de duurzame professionals van morgen. Om hen goed voor te bereiden, is meer nodig dan een los project over duurzaamheid. Als duurzaamheid slechts op een paar plekken in de organisatie leeft, stopt de verandering. Daarom is werken vanuit de Whole School Approach zo belangrijk.

De WSA helpt onderwijsorganisaties om duurzaamheid stap voor stap en in samenhang te verankeren in alle domeinen van hun praktijk: van curriculum en gebouw tot visie, inkoop en samenwerking met de omgeving. De Whole School Approach Toolkit biedt praktische ondersteuning aan schoolleiders, teammanagers, directeuren, duurzaamheidscoördinatoren, beleidsmakers, docenten van alle onderwijstypes en onderwijsondersteunende organisaties om stappen te zetten in dit proces.

whole  
school  
approach  
toolkit  
Nederland



## A Whole-Setting Approach to ESD Toolkit

- Yaniek Meijer, Luc Oegema, Daniel Martin Romero, Famke Wynia

RCE Fryslân



# CASE STUDY

## Research Project: The WSA Toolkit

How do educational institutions initially take up the Whole School Approach Toolkit?





# Who Are We?



**Yaniek**



**Famke**



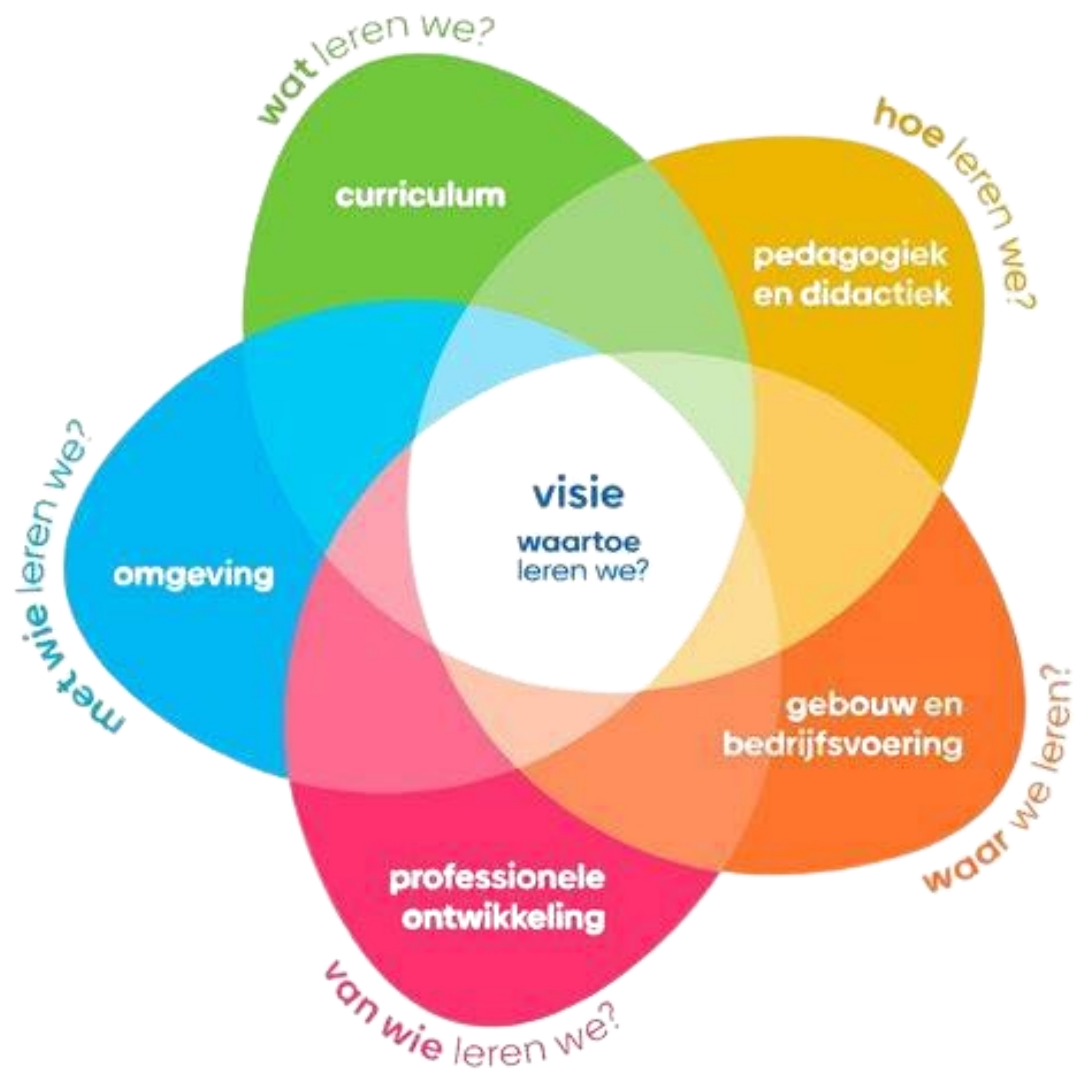
**Daniel**



**Luc**

# Introduction

- Development WSA Toolkit
- Research on the Uptake
- Survey, Focus Group & Interviews



# Why a Toolkit?

- Difficulty with implementing Sustainability  
→ How?
- Not having a starting-point
- No time to do own research
- Lack of Guidance



# Initial Encounter

- Intrigued but also intimidated
- Positive outlook
  - visual aspects and the
  - opportunity to channel into specific topics
- Pessimistic as to the effectiveness



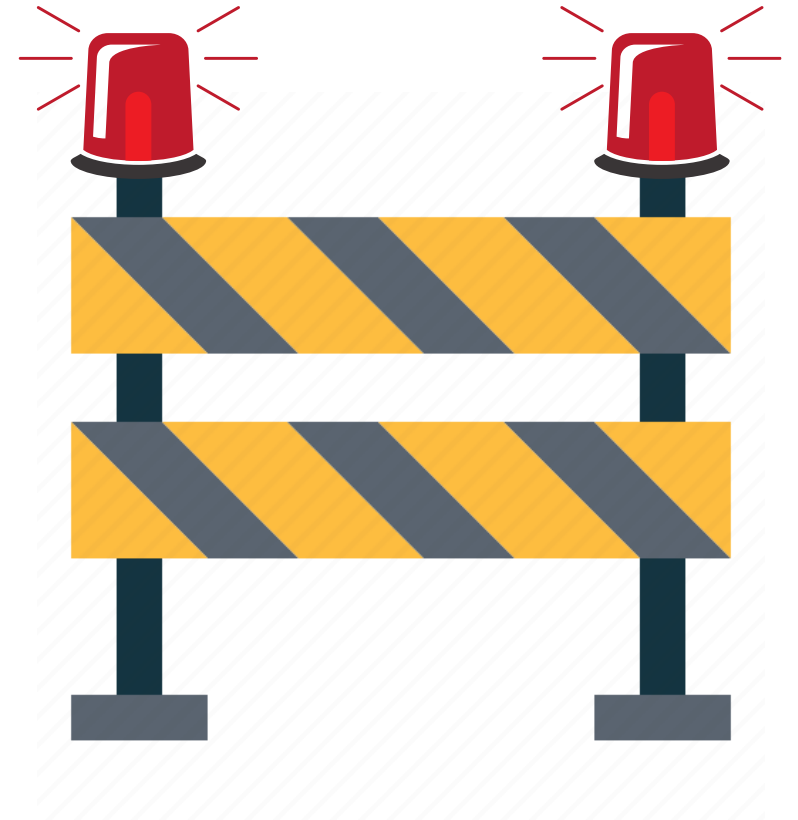
# WSA Cardgame: Observations

- Conversation starter
  - Artificial at first
  - Slowly start conversation
- Purposeful discussion on sustainability
- Widely interpretable questions
- Showed a lot of promise



# Largest Obstacles

- Time & Funding constraints
- Lack of Guidance
  - Shallow Engagement Initially
  - Need for Structure
- Long-Term Weakness
- Diffusion of Responsibility





# Future Outlook

- Positive First Encounter!
  - Enthusiastic about the Website
  - Big Variety in Tools
  - Offers the Knowledge & Tools to get started
- Schools need the extra push → **Guidance = Key**
- For Long-term → Tool is needed to assess current status



throughout the implementation process





# Thank You For Listening!

## Any Questions?



## A National Framework for ESD in Initial Teacher Education

- Dr Claire Ramjan, University of Glasgow, Scotland
- Professor Lizzie Rushton, University of Stirling, Scotland

**RCE Scotland**



# Learning for Sustainability: a national approach

**‘Target 2030: a movement for people, planet and prosperity’:**  
**Scotland’s national Learning for Sustainability action plan 2023 – 2030**



“To build an inspiring movement for change so every 3-18 place of education becomes a Sustainable Learning Setting by 2030.”



## **5 Action Plan themes; with 25 actions:**

- ✓ Leadership and Collaborative Partnership
- ✓ Learning, Teaching, Curriculum and Assessment
- ✓ Learning Environment and Resources
- ✓ Learner Voice, Choice and Action
- ✓ Meaning and Understanding

***‘...this is not just for a few, it is for everyone...’***

# Realising the learner entitlement: Sustainable Learning Settings

## Culture

- Learner voice, ethos, relationships, UN CRC, weaving LfS across other key strategies

## Curriculum

- Learning, teaching, assessment, pedagogy

## Campus

- Buildings, grounds, procurement, resource usage, digital spaces

## Community

- Place, partnerships, families, communities of practice/culture/identity, acting locally: thinking globally

# A National Framework for Learning for Sustainability in Initial Teacher Education

SCOTTISH COUNCIL of  
DEANS of EDUCATION



Teaching & Learning ▾ Scotland Leadership ▾ Newsletters Jobs and more ▾



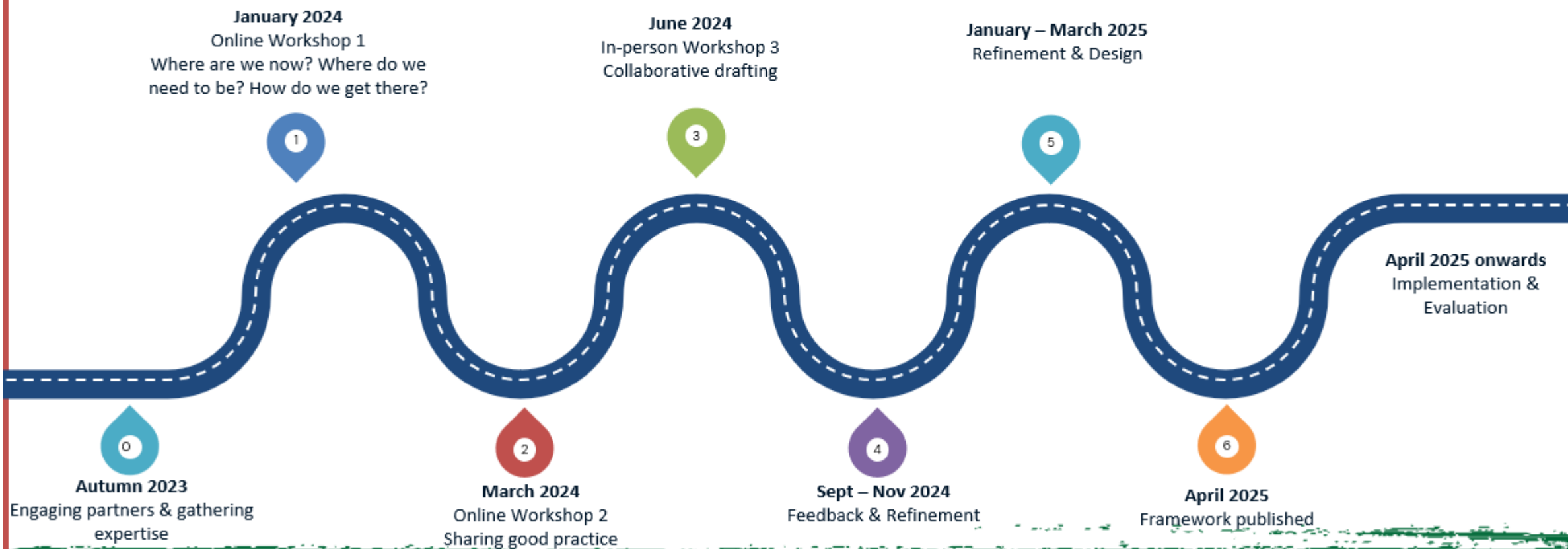
Analysis > General > Why sustainability is now key for student teachers in Scotland

## Why sustainability is now key for student teachers in Scotland

A new framework will help teachers at the start of their career in Scotland to respond to urgent environmental and sustainability challenges



# Co-creating the framework



# Introducing the Framework

Curriculum  
Cultures  
Communities  
Campus

Curriculum - Learning, teaching, assessment, pedagogy

Culture - Learner voice, UNCRC, ethos, relationships

Community - Place, partnerships, families, local action

Campus - Buildings, grounds, transport, energy & water use



We have drawn inspiration from the incorporation of 'touchstones' in *Wild Pedagogies*, which are understood as 'points of departure and places to return' (Jickling et al., 2018).



# Curriculum

## Introduction

As part of Sustainable Learning Settings, 'Curriculum' includes learning, teaching, assessment and pedagogy, ensuring that teachers create LfS learning experiences which are inspirational, relevant and impactful.<sup>19</sup> We understand curriculum and curriculum making as multi-layered social practices, which are made by teachers and

other groups, including young people, across multiple sites or spaces of activity.<sup>20</sup> Therefore, LfS curriculum making occurs across all the four Cs and should be woven across the curriculum, rather than an additional or optional dimension. At the core of LfS is enabling people to develop a heartfelt appreciation of the world,<sup>21</sup> which leads to flourishing for all.

## The context of ITE

Teachers are central to LfS curriculum making and we recognise the vital role ITE has in enabling beginning teachers to become curriculum makers who are able to identify, move between and create spaces of agency.<sup>22</sup> From the outset of their professional lives, beginning teachers should be supported to develop curriculum expertise, exploring the curriculum as it currently exists and being able to collaboratively envisage its future. Beginning teachers should have opportunities to develop the knowledge, understanding

and skills necessary to enact LfS which is rooted in ideas of justice. An essential facet is to enable beginning teachers to connect their complex experiences of LfS across university-based learning and school placements. We acknowledge the importance of providing beginning teachers with opportunities to engage with care in interdisciplinary curriculum making, and to support them to develop professional criticality and creativity in relation to LfS.



- **What opportunities are there in ITE programmes for curriculum making in the context of LfS?**
  - How are beginning teachers supported to critically engage with LfS, embracing complexity and creativity?
  - What connections to LfS can beginning teachers make across their experiences of the ITE curriculum?
  - What support is there for beginning teachers to attend to the varied emotions in LfS including approaches which engage the 'Head, Heart and Hands' approach<sup>23</sup> and emotionally-responsive pedagogies?<sup>24</sup>



# Orientations towards action

## Introduction

The central aim of this framework is to support ongoing and reflective collaboration and action in the context of LfS in ITE. In moving through the framework of reflective questions we recognise that there are important concepts and ideas which weave these different dimensions of curriculum, cultures, communities and campus together, including: care, complexity, connectivity, creativity and criticality. These concepts might provide further sources of

reflection to frame action in your settings and context. Whilst we have used footnotes to indicate some of the theories and ideas which have informed the creation of this framework (for example, social justice, curriculum making, place-responsive pedagogies, teacher agency) we encourage you to continue to engage with diversity of ideas and thinking which underpin current and future action.

## Touchstone Questions

- How do we ensure that our work guided by this framework is responsive and sustainable?
  - What actions can we identify as individuals and communities?
  - What support do we need to realise these actions?
- What are our next steps in this work as part of the ITE community and how might this evolve over time?
- What might our practice look like in one, three and five years?
- How will actions we take be reflected in our programmes, learning environments, professional learning opportunities and institutional processes?
- How will we continue to nurture and support the community of practice that is LfS in ITE? What role might beginning teachers have in the leadership of this work?
- How will we capture our ongoing learning and share good practice?



## Panel discussion and Q&A

- Chaired by Maximilian Eisenbart, RCE Fryslân



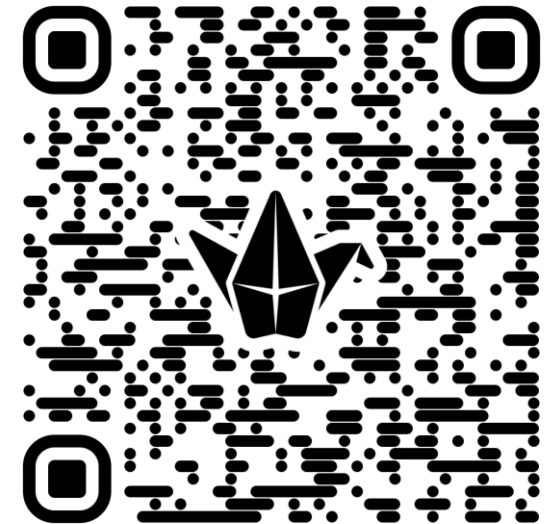


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## Summary and sharing resources

- **Betsy King**, RCE Scotland



# Resources

## A National Framework for Learning for Sustainability in Initial Teacher Education

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SCDE



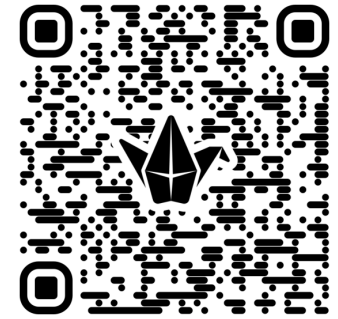
## Whole school and community approach to learning for sustainability (LfS) Self-evaluation and improvement framework

Transforming lives through learning

whole  
school  
approach  
toolkit  
Nederland



Share your favourite toolkits and frameworks for ESD on our Padlet.



[RCE European network webinar: 'Exploring the potential of tools and frameworks for ESD'](#)

Click on the white cross in the green circle in the bottom right-hand corner to add your contributions.

# Have your say...and keep in touch.



Please complete our  
short feedback survey:



**Betsy King**, RCE Scotland

[betsyking@lfsscotland.org](mailto:betsyking@lfsscotland.org)

**Maximilian Eisenbart**, RCE Fryslân

[max.eisenbart@circulairfriesland.frl](mailto:max.eisenbart@circulairfriesland.frl)

