



EDUCATION FOR SUSTAINABILITY

TOOLKIT

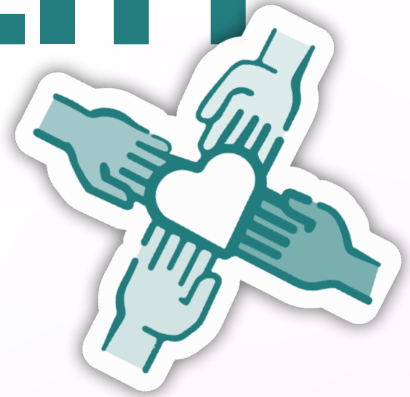


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WELCOME!



Kingston University has a long-standing commitment to sustainability. In 2021 we launched our [Sustainability Plan](#) committing it to embedding sustainability across all areas, with a shared responsibility to deliver this collectively. As a of this commitment, sustainability is at the core of the Town House Strategy: **“Our mission is to enhance students’ life chances, support staff ambitions and strengthen Kingston University’s impact on industry, policy and the professions to enable a sustainable future socially, economically and environmentally.”**

As a provider of excellent higher education and an active partner to the broader educational community, we have signed the [United Nations SDG Accord](#). Our core activity is aimed at SDG 4, **‘Quality Education’**, reflecting our role and responsibility in connecting agendas locally and globally.

Addressing the interdependent and rapid changes in the world of today and tomorrow requires a future-thinking vision. This toolkit was developed to support you in empowering students with the knowledge, skills, and opportunities they need to understand and address the complexity of social, cultural, political, ecological, and economic challenges shaping our present and our future.



Welcome video by Dr. Tânia Dias Fonseca and Stephanie Todd



“Spotlight on Sustainability” video with Mandy Ure and Caroline Harris



HOW TO USE IT

The toolkit aims to support you in understanding and fulfilling your responsibility for embedding **Education for Sustainability in your curriculum and in your practice**, inspiring and motivating students and colleagues to address the challenges of contributing to sustainable solutions **within the planetary and environmental limits while ensuring a just, equitable and sustainable society**.

The University is committed to empowering students with the knowledge, skills, and opportunities to understand and address the UN SDGs. Each of our courses are now required to address and prepare students for at least two of the other **SDGs**.

Each section in this toolkit provides a brief context, examples, and further resources you can explore. You will find sections on how to embed sustainability through the Inclusive Curriculum lenses, the Future Skills Framework, and through Enterprise Education. It can be used in your day-to-day planning when revalidating a module or proposing new activities for your students, department or school.



Inclusive Curriculum Consultants Introduction Video

ENVISIONING CHANGE THROUGH THE CURRICULUM

“What you do makes a difference, and you have to decide what kind of difference you want to make. The greatest danger to our future is apathy.” (Jane Goodall, nd)

WHAT IS SUSTAINABILITY?

Sustainability is a complex and contested concept. It can mean different things for different disciplines or contexts. There are thus various perspectives on, and definitions of the term. This toolkit adopts the concept of *just sustainabilities* as proposed by Agyeman et al. (2003, p.5): ‘**The need to ensure a better quality of life for all, now and into the future, in a just and equitable manner, whilst living within the limits of supporting ecosystems.**’

Thus, while recognizing the plurality and relative, place- and culturally bound nature of the concept, we interpret sustainability **in an inclusive and equitable way that encompasses human and ecological health, social justice, and economic vitality** by recognizing the interconnectivity.

OUR SUSTAINABILITY PLAN, IDENTIFIES 7 GUIDING PRINCIPLES:



Sustainability is **complex** and there are **no simple solutions**.



Everyone needs to be supported to play their part.



We need to **stimulate innovation** and **test new approaches**.



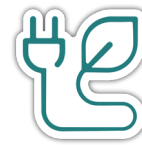
We need to **manage indirect impacts** we have on **people and planet**.



Sustainability **needs building into our systems and processes**.



We need to **protect and conserve our immediate environment**.



We need to **urgently reduce our dependence on fossil fuels** and **take action on climate change**.



WHAT IS EDUCATION FOR SUSTAINABLE DEVELOPMENT?

Universities have a threefold responsibility: equipping students to mitigate and adapt to the challenges ahead, researching innovative, equitable, sustainable solutions; and the civic responsibility to transfer knowledge and support our wider community.

'Education for Sustainable Development (ESD) gives learners of all ages the knowledge, skills, values, and agency to address the interconnected global challenges, including climate change, loss of biodiversity, unsustainable use of resources, and inequality. It empowers learners of all ages across disciplines by using active pedagogies to address complex problems, identify solution and make informed decisions for environmental integrity, social justice and economic prosperity and by taking individual or collective action to change society and care for the planet.' (UNESCO, 2022)

Watch the video from the SDGs Universities Initiative by Dr. Gale Rigobert, University of York, UK. Click here: [Education for Sustainable Development: the critical role of universities in mainstreaming Sustainable Development](#)

It is important to let students know that their course and modules are addressing sustainability. [SOS UK annual survey](#) results show that:

81%

(7285 students)

agree that places of study should be obliged to develop students' social and environmental skills as part of the courses

82%

(7378 students)

agree that sustainability is something all courses should actively incorporate and promote

71%

(6385 students)

agree that course tutors should be required to incorporate sustainable development within their teaching.

67%

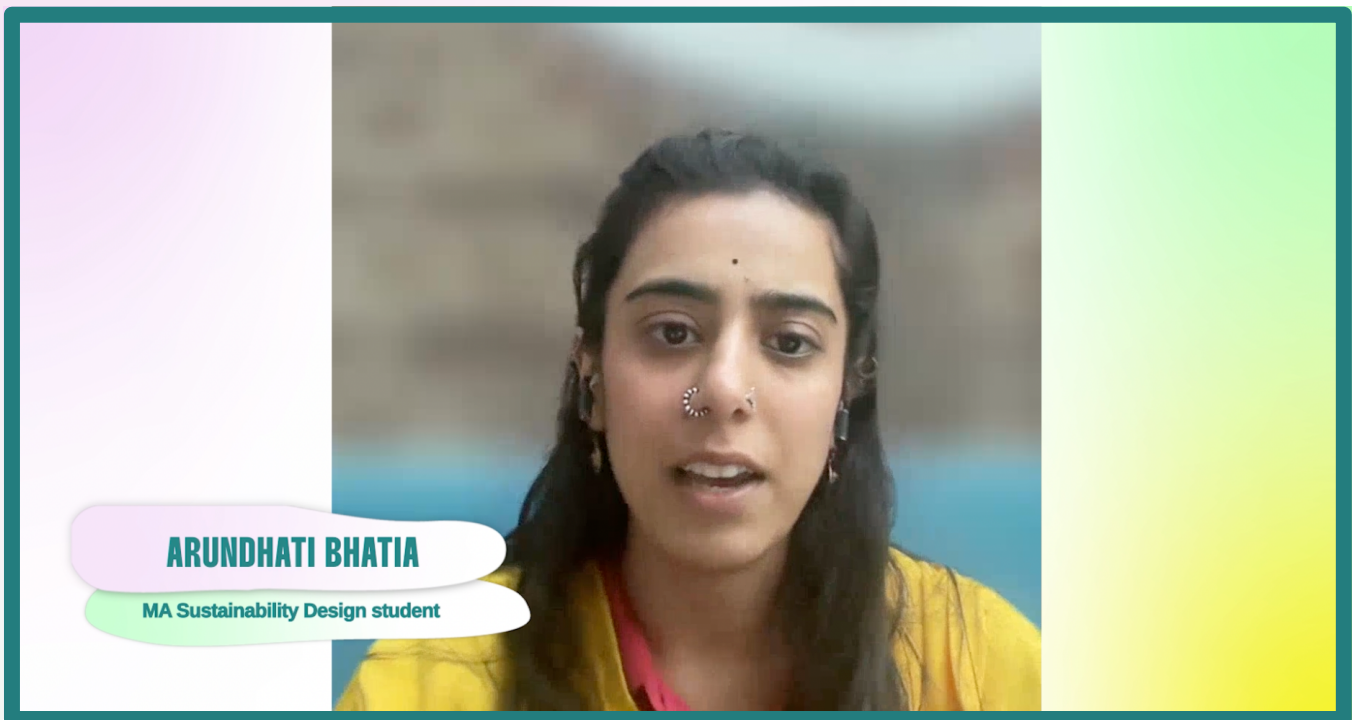
(5968 students)

agree that sustainable development is something they would like to learn more about in their courses.

78%

(1740 students)

International students from outside of the EU agree that sustainable development is something they would like to learn more about



Students' Voice on "What is Sustainability for them?"



WHAT DOES ESD LOOK LIKE IN YOUR LEARNING AND TEACHING PRACTICE?

ESD can be included in your discipline through content, skills or learning and teaching strategies. Here are some examples of content you may want to explore in your modules:



BE EXPLICIT

Embed sustainability into your course/module aims, learning outcomes or content. Support students with understanding the connection between the social, economic, and environmental aspects of sustainability and how the different UN SDGs are connected. Here are some examples:

Aims

To support students to **develop the knowledge, values, competencies, and ability to pursue sustainable visions of the future whilst appreciating the complexity of our world**, and how they can **personally and professionally contribute to positive change**.

Supporting students to **appreciate the complexity of our world, the 'wicked problems' that continuously emerge, and how they can personally and professionally contribute to positive change**.

Students will **explore their place in interconnected natural and human systems and evaluate the personal, social, and environmental impacts of individuals and industry choices, and how their knowledge and skills can be applied to build a just, resilient, and thriving world**.

The course will challenge, support and enable students to co-design solutions and drive change for sustainability.

Learning Outcomes

You will **be able to apply concepts of sustainable development to address sustainability challenges in a global context**.

You will **identify, act on, and evaluate their professional and personal actions with the knowledge and appreciation of interconnections among economic, environmental, and social perspectives**.

You will have an **understanding of their social responsibility as future professionals and citizens**.

You will **develop your ability to grapple with the complex dynamics of war and violence, human rights, social justice, environmental issues, and peacemaking**.

Check out more examples produced by AdvanceHE: [Sustainable Development Toolkit: Tutor Resource and Student Activity Series | Advance HE \(advance-he.ac.uk\)](#)

Understanding the **interconnectedness of the UN SDGs** is essential for achieving a more just, equitable and sustainable future. We must support students in understanding how different solutions may affect disproportionately different communities worldwide, and can have devastating impacts on biodiversity.



Adapted from [“A Nexus Approach towards the SDGs - UNU - Institute for Integrated Management of Material Fluxes and of Resources”](#)



TRANSFORMATIVE LEARNING

ESD is learning towards action, and it takes a transformative approach. One formulation is found in the **Head, Heart and Hands** model, which means designing activities and student experiences that focus on three domains: **Cognitive, Socio-emotional and Behaviour**.

For more on transformative learning, read the ['Head, Heart and Hands Model for Transformative Learning'](#) by Julia Singleton



Cognitive Domain

This refers to acquiring knowledge to think mathematically and logically to understand the inner workings of the underlying concepts.

Academic study and understanding of sustainability and global citizenship.



Socio-Emotional Domain

This is associated with the ability, competence and mastery to perform specific tasks.

Enactment of theoretical learning through practical skill development and physical labour.

Engagement, action, enacting change



Behavioural Domain

This domain relates to the confidence, disposition, affect, and emotive feelings evoked when tackling the subject.

Enablement of values and attitudes to be translated into behaviour.

Relational Knowing, Empathy, Self-awareness.

Use this sheet to plan your activities, thinking about the **Head, Heart and the Hands** – remembering that no single one is more important than the other. Sometimes, you might have more of the Head, others times more of the Hands, but if you don't have the Heart, you will miss the opportunity to empower students to act and enact change!



Academics' Voice across Kingston on "What sustainability means and How it can be embedded in the curriculum?"

ESD COMPETENCIES

There are 8 UNESCO Competencies for sustainability which are aligned with Kingston University Graduate Attributes, which you can be developed with active learning strategies that are students-centred and engaging.

Ways of Thinking

Systems Thinking
Anticipatory/
Future Thinking
Critical thinking

Ways of Practicing

Strategic competency
Collaboration
Integrated
problem-solving

Ways of Being

Normative
Self-awareness




Check out the Inclusive [Curriculum Framework](#) and the [TIDE Global learning's Lenses on the world](#) to support you in to explore the Normative competencies
Check out Kingston University [Critical Thinking toolkit](#) and the [Future Skills toolkit](#)

HOW DOES ESD RELATES TO YOUR PROFESSIONAL DEVELOPMENT?

Innovation in your curriculum providing students with the opportunities to connect with the real-world, through inclusive practices, will foster their motivation, engagement, and success. Think about any initiatives, project, events, or other activities in the last two years that were sustainability-related and how they influenced your practices. Reflect on how you have been leading in your area, your department or school on sustainability. Or be creative and bold in designing new approaches to learning and teaching and involve your students in your research or industry.

Use this sheet to write up your case study and this will support you in writing your **Higher Education Fellowship Application (A/F/SFHE)** [e.g., A1, A2, A5, K2, K3, V1, V4] or as an example of your teaching learning and HE pedagogy and sphere of influence in your academic promotions.

Food for thought – A case study of Kingston University

UN Sustainable Development Goals	Goal 4 - Quality Education Goal 12 - Responsible Consumption and Production Goal 13 - Climate Action
Aim	Minimise food waste at Kingston University to meet institutional waste and net zero carbon targets. Targets: Waste Target: Achieve a year-on-year increase in the proportion (%) of operational waste (residential and non-residential) recycled (from the baseline year of 2019/20). Carbon Target: Achieve net zero carbon emissions for Scopes 1 and 2 by 2038/39 and Scopes 3 by 2050.
 Cognitive Domain	Workshop and desk-based research led by students to generate a consultancy report highlighting opportunities for the university to make improvements for minimizing food waste.
 Socio-Emotional Domain	Activities such as these stand as a further demonstration that circularity is not limited to the longevity of materials – but can form an integral part of our day-to-day activities and practices. This collaborative and inclusive piece of work is an example of developing sustainable solutions by tapping into existing resources. By bringing together sustainability expertise across academia and operations, we were able to develop transferable knowledge, skills, and behaviours within the students, as well as provide KU with a robust and valuable dissertation and report setting out recommendations on minimising food waste.
 Behaviour Domain	Demonstrate integrity and a personal commitment to environmental, health, safety, welfare, equality and diversity, and organisational, professional and ethical standards (including data protection, client confidentiality, anti-bribery and corruption) recognising obligations to society and the profession. Work effectively and independently, through time-management, prioritisation, organisation, and delegation whilst being aware of the needs of others. Have an open-minded and critical approach to work and achieving outcomes. Have an active and positive attitude to collaborative working, engaging others and understanding the benefit that diversity can bring, demonstrating confidence and flexibility in dealing with new and changing situations. Time management

“Food for thought – A case study of Kingston University“ (2022) by Dr Purva Travi

Check more case studies, click [here](#).

Learn more and take action!

Check [KU Sustainability Reading List](#)

Take part in sustainability-related events and CPD – check out networking and training opportunities at Kingston University and in the community. Go to [Register for events at Kingston University London](#), checkout the ESD Module on Canvas and go to our [Sustainability website](#).

Get involved with Green Impact Sustainability Champion Network and sign up to the Green Impact Award! This is a great way for us to take action on sustainability at a team level - supporting [KU's Sustainability Plan](#) whilst helping us stay connected on a non-work/project related basis. There are actions related to the societal aspects of sustainability such as equality, diversity and inclusion, along with wellbeing – so it's not just about switching off lights and turning the heating down (although that is important too)! [Sign up here](#)

Read, watch and listen to sustainability-related materials from other institutions:

[Education for sustainable development | Advance HE](#)

[Think Globally, Act Systemically Driving Sustainable Change at the UN SDG Summit September 2023](#)

[Education for sustainable development | UNESCO](#)

[London, United Kingdom Sustainability Events | Eventbrite](#)

Learning to change the world!

What is Education for Sustainable Development?

**Learning to
change the world!
What is Education
for Sustainable
Development?**



German Commission
for UNESCO

United Nations
Educational, Scientific and
Cultural Organization

SUSTAINABILITY AND THE INCLUSIVE CURRICULUM FRAMEWORK

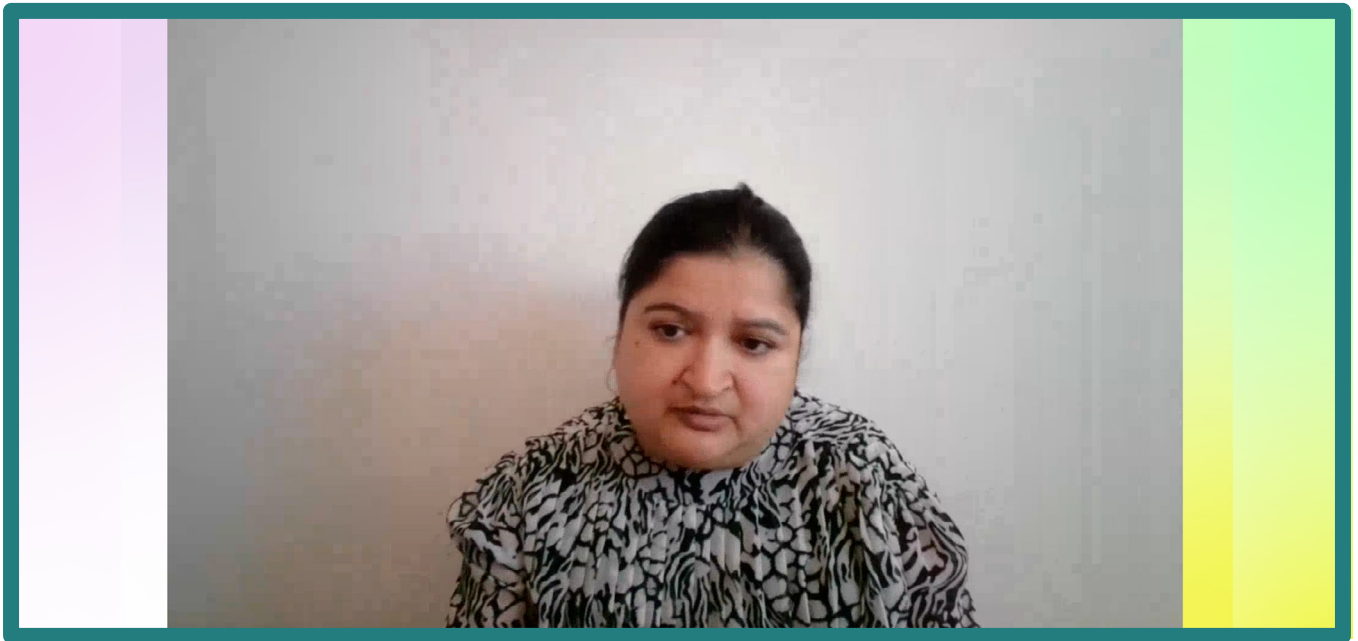
Equality, Diversity, and Inclusion are central to our ESD approach. **The links between sustainability, inequality, and social justice matter.** Research shows that Black, Indigenous, and People of Colour (BIPOC) and low-socioeconomic status communities, and women, are disproportionately impacted by unsustainable practices, climate change, and environmental harm (Lindley et al, 2021; Islam & Winkel, 2017). And yet, due to systematic injustices, these communities are less likely to have a seat at the table or be in a position of power that enables a structural change or to advocate for themselves.

ICF PRINCIPLES

The UN SDGs recognize these inequalities and are seen as an urgent call for action by all countries in a global partnership ([UN](#)). Kingston's [Inclusive Curriculum Framework principles](#) address several of the SDGs (e.g., 4, 5, 10). By using them, you will ensure that you work towards **improving all students' experience, skills and attainment while addressing sustainability topics.**

- **Create an accessible curriculum** (conceptually and practically): ensure sustainability-related scenarios and case studies are presented in accessible language, using multi-sensory delivery strategies. Interactivity is key for a rich dialogue and for developing self-awareness and normative competencies, which are crucial for ESD.
- **Enable students to see themselves reflected in the curriculum:** by embedding sustainability in your curriculum, you are showing your students you are committed to safeguarding their future whilst addressing current hot topics that speak to their realities and anxieties. Ensure you include examples and case studies from around the world, taking particular care as some students and their families are already suffering the impacts of climate change. Consider asking students to offer examples that speak to them and using them to facilitate an inclusive and respectful conversation. For more on culturally responsive and inclusive approaches, check out Kingston's Inclusive Pedagogy Toolkits.
- **Equip students with the skills to positively contribute to and work in a global and diverse environment:** regardless of the sustainability topic you are working on (e.g., Energy, Circular economy, Health, etc.) or when implementing problem-solving or project address the complex mix of social and economic issues intertwined with societal problems, their causes and impacts. This can be done regardless of which sustainability topic you are working on (e.g., Energy, Circular economy, Health, etc.) and with both problem-solving and project-based approaches. You may consider having students identify what perspective they are taking and whose voices are heard in their problem definition and proposed solutions; this will foster Questioning mindset, Empathy, Self-awareness and Normative competencies.

ESD requires students to understand how each UN SDG is connected to inclusion and diversity, how different communities are affected differently, and how some solutions might unintentionally impact the communities already most affected.



Dr. Smirti Kutaula case study on “Leading Change - Sessions on Black and Ethnic Leaders”

Learn more and take action!

Acosta Castellanos, P. M., Queiruga-Dios, A., & Álvarez, L. G. (2021). [Inclusion of education for sustainable development in environmental engineering. A systematic review.](#) *Sustainability*, 3(18), 10180

Ferguson, T., Roofe, C., Cook, L. D., Bramwell-Lalor, S., & Hordatt Gentles, C. (2022) [Education for Sustainable Development \(ESD\) Infusion into Curricula: Influences on Students’ Understandings of Sustainable Development and ESD.](#) *Brock Education Journal*, 31(2), 63–84

Goodman, D. J. (2011) [Promoting diversity and social justice: Educating people from privileged groups.](#) Routledge

Thomas, K., Hardy, R. D., Lazrus, H., Mendez, M., Orlove, B., Rivera-Collazo, I., Winthrop, R. (2019) [Explaining differential vulnerability to climate change: A social science review.](#) *Wiley Interdisciplinary Reviews: Climate Change*, 10(2), e565

[UNESCO \(2020\) Education for Sustainable Development: A roadmap](#)

[Pitchfork Economics](#)

[Pod Save the People](#)

EXPLORING LEARNING AND TEACHING APPROACHES FOR ESD

“In order to be equipped for a warmer world, we have to anticipate changes, get the affected parties on board, and take advantage of local knowledge. Instead of just reacting, we need to begin an active transformation here and now.” (Engels et al, 2023)

WICKED PROBLEMS AND ESD

Education for Sustainable Development involves students understanding sustainability perspective of the interrelationship between its environment, economic and social pillars. This brings out the complexity of the many societal challenges we currently face as humanity. These challenges are commonly called ‘Wicked Problems’ and are broadly characterised as:

Involving many interdependent factors, and stakeholders, making them difficult to solve. **But very exciting!**

Solution(s) are not definitively true or false, nor right or wrong.

Ambiguous and chaotic by nature.

Different problems can be considered each other’s symptoms.



The solution(s) might not be final and there’s no way to know.

The solution(s) might not be final, and there is no way to know that.

Every attempt to find a solution counts significantly.

Explained in highly diverse ways, depending on the perspectives of disciplines, institutions and individuals.

To read more about wicked problems:

Earle, A. G., & Leyva-de la Hiz, D. I. (2021). [The wicked problem of teaching about wicked problems: Design thinking and emerging technologies in sustainability education. Management Learning, 52\(5\), 581-603](#)

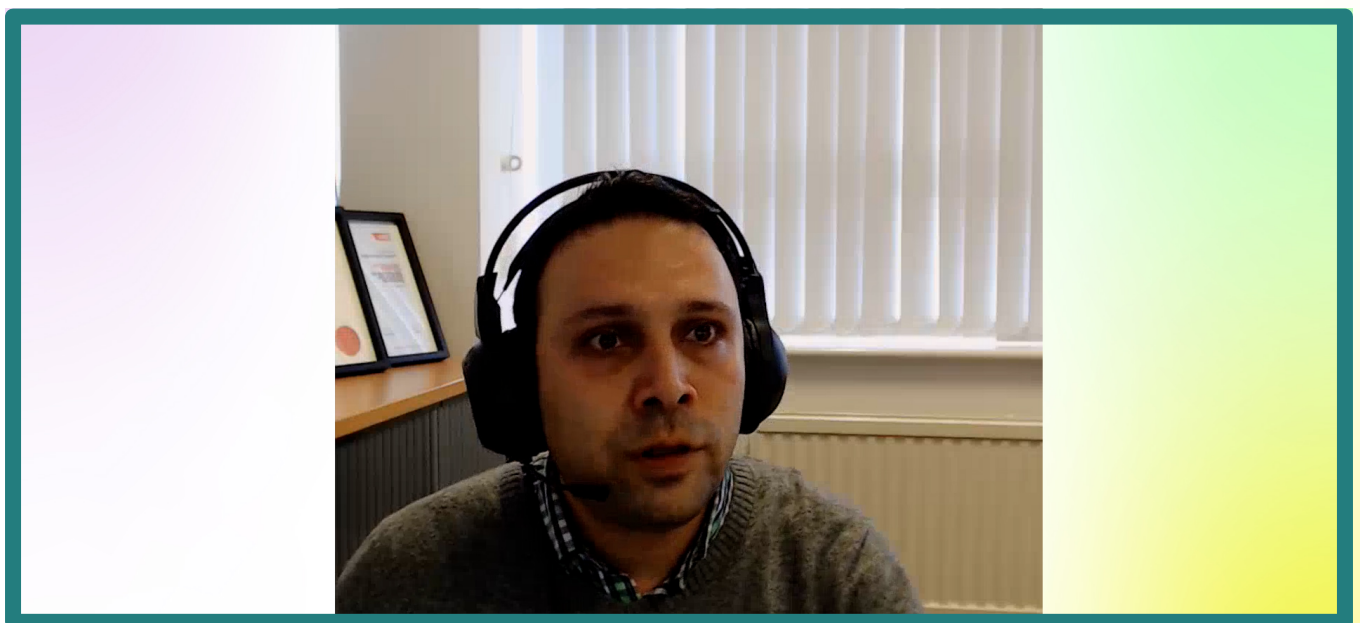
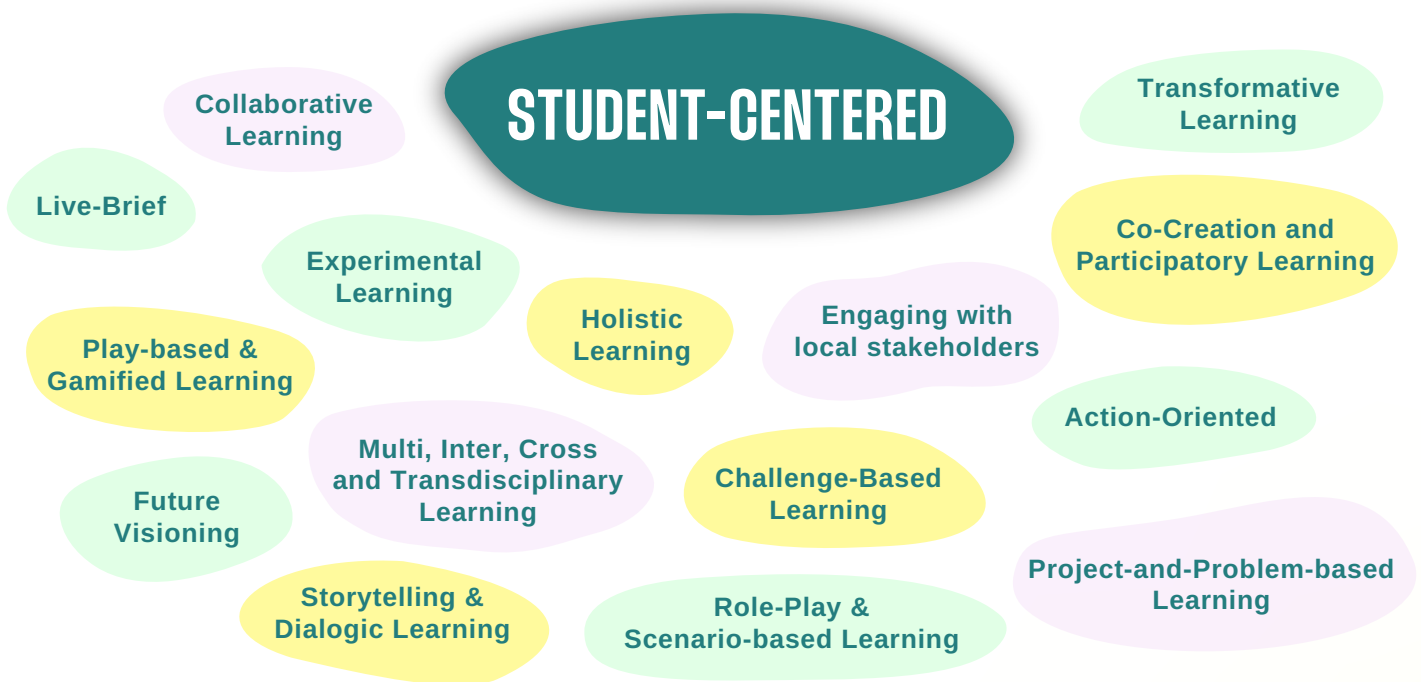
Gulikers, J., & Oonk, C. (2019). [Towards a Rubric for Stimulating and Evaluating Sustainable Learning. Sustainability, 11\(4\), Article 969.](#)

Vogel, M., Parker, L., Porter, J., O’Hara, M. Tebbs, E., Gard, R., He, X., Gallimore, J. (2023) [Education for Sustainable Development: a review of the literature 2015-2022 | Advance HE](#)

LEARNING AND TEACHING STRATEGIES

By adopting a transformative learning approach, which is student-centred, authentic and connected to **students' realities and experiences of the world**, you will be fostering the development of the KU graduate attributes and key ESD competencies. From **problem-solving to storytelling** from **challenge-based learning to scenario-based learning**, there are many options to make your teaching engaging whilst providing students the opportunities to develop the knowledge, skills and attitudes needed to tackle unsustainable practices.

Here are some examples:



Academics' Voice across Kingston on "Why you should embed sustainability in learning and teaching"

GREEN SKILLS AND GREEN JOBS

Higher education institutions (HEIs) directly support economy-wide progress towards Net Zero by developing green skills. All sectors, in the UK and worldwide, are at the core of the transition. Notably, HE institutions train health professionals who will deal with the health impacts of climate change and pollution, train future teachers, educate citizens and decision-makers, and equip students to work in businesses that contribute to a greener economy.

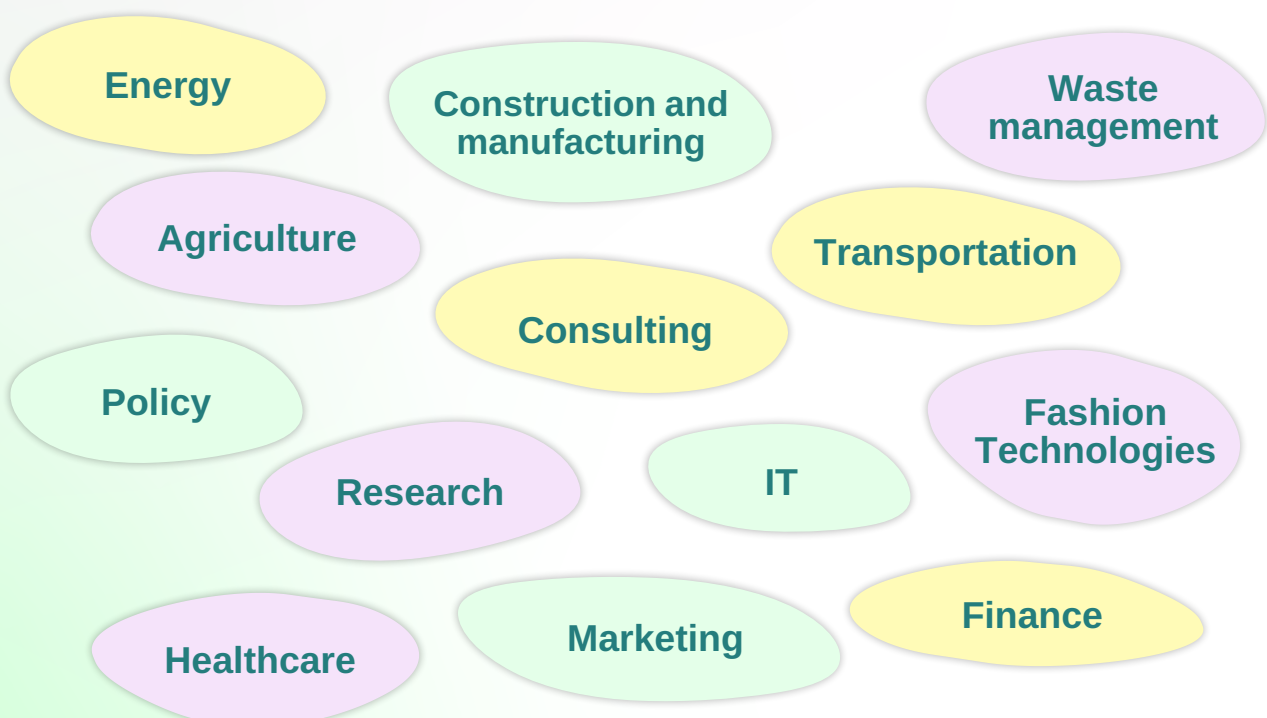
Green skills

According to [UNFCCC](#), green skills **'include technical knowledge, expertise and abilities that enable the effective use of green technologies and processes in professional settings. They draw on a range of knowledge, values, and attitudes to facilitate environmentally sustainable decision-making at work and in life.'**

Green jobs can be categorised as:

- New and emerging jobs that relate directly to the transition to Net Zero
- Jobs affected by the transition to Net Zero that will require enhanced skills or competencies
- Existing jobs that will be needed in greater numbers as the result of the transition to Net Zero

Here are some of the sectors that are in need of more graduates with green skills:



The SOS Sustainability Skills Survey 2022/23, reports that among undergraduate students:

54%

willing to accept a salary £3000 lower than average to work in a company with a good social and environmental record

51%

willing to make a sacrifice of £3000 from their starting salary for a specific role that contributes to positive environmental and social change

75%

would opt for a reduction in starting salary of £1000 to work for a company with a strong social and environmental record

77%

would take a chance to work in a business/organisation that makes a difference to social and environmental issues

75%

would take a chance to work in a role that contributes to development in the local community

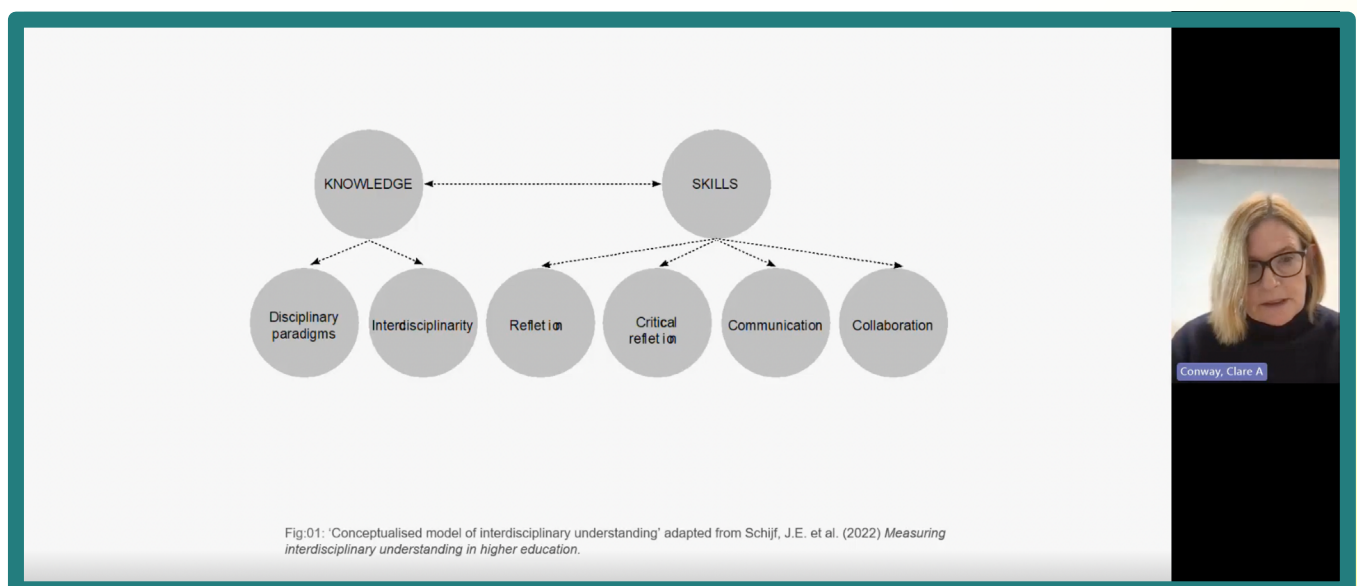
To learn more about the report, click here - [Sustainability and social responsibility, education and students - Research - SOS-UK](#)

To know more about the Future Skills framework, explore the [Future Skills Toolkit](#)

FUTURE SKILLS, INTERDISCIPLINARITY AND SUSTAINABILITY

The scope of HEIs, in terms of their student populations and overseas research, represents another area of impact in ensuring professionals are equipped to transition to a lower-carbon industry whilst contributing to innovative and equitable sustainable solutions. More often than not, these solutions require interdisciplinary approaches.

At Kingston, the Future Skills Framework underpins a scaffolded approach that supports students to develop and recognize their professional skills, to support them to **be sought after for their skills, knowledge and ability to innovate.**



Clare Conway on “Exploring Explore: Collaboration beyond disciplinary boundaries” report

The **Explore and Apply stages** of the KU Future Skills are well-suited to address sustainability wicked problems. Conway (2023), suggests that:

“In the context of Explore interprofessional collaboration should be supported, while encouraging discussion of the benefits of enabling student participation in interdisciplinary learning experiences, that is, working with courses where connections may not initially be perceived. Examples of synergies can be found in interdisciplinary/transdisciplinary research interests.” (Conway, 2023)

The **Exploring Explore: Collaboration beyond disciplinary boundaries** (Conway, 2023) report also suggests using flexible models of interdisciplinarity delivery that enhance opportunities for innovation within the curriculum, **where sustainability can play a significant role.**



Based on the literature and examples from the sector, the report emphasises interdisciplinary projects that can respond to specific themes or pillars, such as sustainability and EDI.

To know more about interdisciplinarity and the report “Exploring Explore: Collaboration beyond disciplinary boundaries”, [click here.](#)

EXPLORE AND SUSTAINABILITY

How and why KSA is embedding sustainability into the Explore stage of Future Skills by Professor Angela Partington, Associate Dean for learning and Teaching, KSA.

Why:

- Because the ambition of the Town House strategy is to develop ‘a progressive new model of education, combining subject specific knowledge with future skills and higher-level attributes”
- Because the current generation of students expect HE to enable them not only to progress to professional employment, but also to shape the future of the industries they will go on to work in, and to create a fairer and more sustainable future for all.
- Because KU’s Graduate Attributes will enable KU students to contribute to the work of meeting the UN SDGs.

How:

By including all of the below in the descriptors for all KSA’s ‘Explore’ modules.

- Module Aim 1 ‘To enable you/students to explore opportunities for collaboration with students from other disciplines, to address, and devise solutions to, problems which relate to at least one of the UN’s Sustainable Development Goals’
 - Learning Outcome 4 ‘Address problems related to at least one of the UN’s SDGs which require a collaborative and interdisciplinary approach’.
 - What and how you will learn includes ‘The UN’s Sustainable Development Goals’.
- And by expecting the module team to engage in staff development activities which will enable them to deliver the above.

ENTERPRISE AND SUSTAINABILITY

Exploring Sustainability through enterprise education enables your students to develop KU graduate attributes and ESD Key skills such as **Creative Problem Solving, a Questioning mindset, Collaboration, and Self-Awareness.**

(Enterprise Education) the generation and application of ideas, which are set within practical situations during a project or undertaking. (...) It combines creativity, originality, initiative, idea generation, design thinking, adaptability and reflexivity with problem identification, problem solving, innovation, expression, communication and practical action. [QAA \(2018\)](#)

In the context of the **Future Skills Framework, sustainability and enterprise education can be an added value for your students, as they:**

- Fosters enterprising attitudes and competencies to bear on creating value
- Reduces negative environmental impacts already being incurred (e.g. increasing efficiency of resource generation, use and disposal)
- Introduces new products and services with lower impacts (e.g. innovation in materials)
- Addresses environmental challenges (see [Sudbury, Ontario case study](#))
- Develops an analytic approach to these all-encompassing problems while at the same time familiarising students with **Design Thinking, Presentation Skills, and Collaboration Skills.**

Sustainability Innovation Challenge - Nominated to the [Ireland and UK Green Gown Award](#) in the Student Engagement category

- This long-term initiative was designed to coincide with COP meeting in Glasgow, 2021
- A combination of challenges drawn from the COP were set for student groups across the university, both in-class and alongside the curriculum.
- Distinguished guest speakers from among our alumni shared their challenges and identified sustainability-related entrepreneurial opportunities for students.
- A showcase event enabled students to discuss and celebrate their ideas, with the Lady Mayor of Kingston.



Video submitted to the Ireland and UK Green Gown Awards 2023

Other examples:

“Come up with an idea for a product or service addressing the UNSDG11, Sustainable Cities”

MSc Engineering

“Come up with a way of addressing disposables in healthcare.”

L4 Life Sciences

How can dance raise awareness of the climate crisis?

L5 Dance

To embed sustainability and enterprise, either involving students with wicked problems and topics within your discipline or beyond their discipline (e.g., Explore and Apply stages), why not try collaborating with Enterprise Education through:

Bright Ideas: An annual ideas competition where students write up and pitch a sustainability-related idea. In past contests, students submitted proposals ranging from using inner tubes in furniture to growing cloth from fungi to building apps for climate tracking and behaviour management. One of the final pitching panels is reserved for sustainability ideas. The competition attracts entries from hundreds of students each year.

To learn more about it, click here [Bright Ideas](#).

For more information on enterprise and sustainability, contact the team: entrepreneurship@kingston.ac.uk

Learn more and take action!

Vona, F., Marin, G., Consoli, D., & Popp, D. (2018). [Environmental regulation and green skills: an empirical exploration](#). *Journal of the Association of Environmental and Resource Economists*, 5(4), 713-753.

Mustapha, R., & Tanoli, S. F. K. [Comparative Analysis on Green Skills Framework for Sustainable Development](#)

[Green Jobs Taskforce report](#)

[Green Skills Report 2022](#) by World Skills Uk

[Upskilling The Uk Workforce For The 21st Century](#) by Aldersgate Group

[Closing the UK's green skills gap](#) by Green Alliance

[Local authorities and Skills for Net Zero](#) by UK100

[Interdisciplinarity and Sustainability Teaching - ESD in Higher Education TSN - Resources](#) by Sustainability Exchange

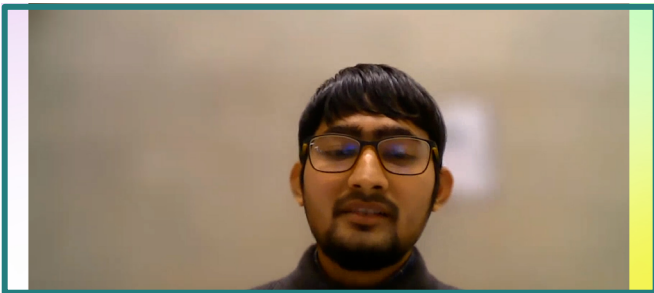
KU STUDENTS' VOICES ON SUSTAINABILITY



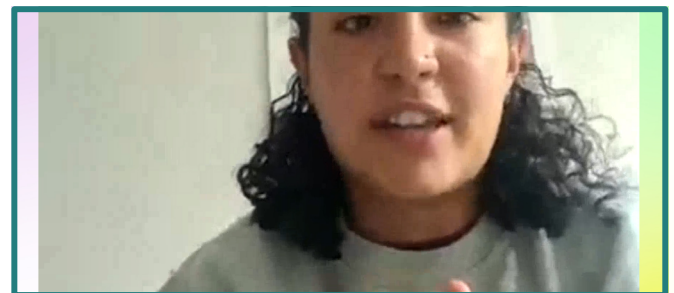
Case Study - Arundhati Bhatia, MA Sustainability Design, Level 7, KSA



Case Study - Ella Cloherty, Environmental Science, Level 5, FECE



Case Study - Sameer Salim Gangat, Pharmaceutical Science, Level 7, FHSSCE



Case Study - Chiara Deiana, International Business, Level 6, FBSS



Case Study - Hema Selvakandhan, MA Communications, Level 7, KSA



CASE STUDIES FROM ACROSS UNIVERSITY

Faculty of Health, Science, Social Care and Education



Case Study - Adwoa Ayensu

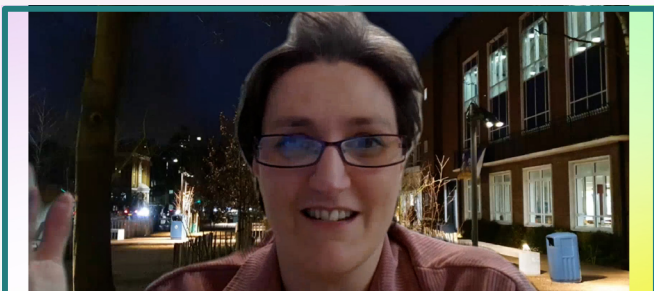


Case Study - Dr Hilda Mulrooney



Case Study - Sophie Carven

Faculty of Engineering, Computing and the Environment



Case Study - Dr Gemma Sherman



Case Study - Professor Jean Christophe Nebel



Case Study - Dr Payam Khazaeinejad



Case Study - Dr Purva Travi



Case Study - Dr Stuart Downward

Faculty of Business and Social Science

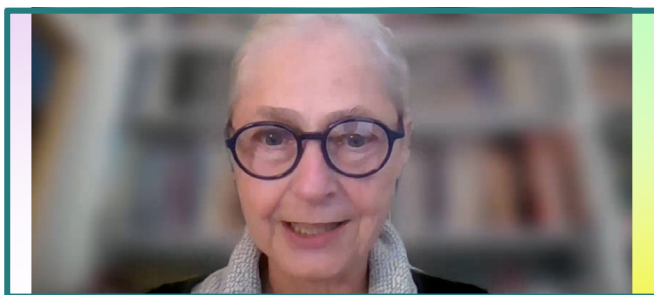


Case Study - Dr Ana Pedraz

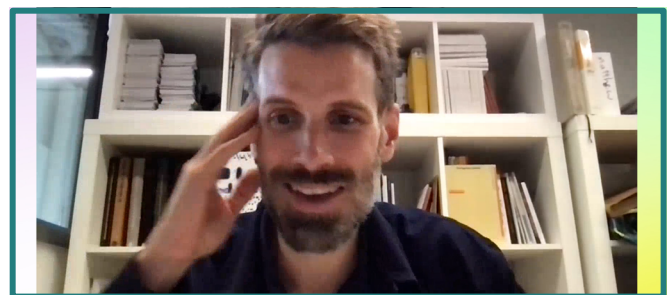


Case Study - Dr Kristin M Hanson

Kingston School of Art



Case Study - Amanda Lewis



Case Study - Thomas Mower



Case Study - Zoë Bather

Check more case studies, click [here](#).

THIS IS A LIVE TOOLKIT.
IF YOU WOULD LIKE TO
CONTRIBUTE WITH A CASE STUDY,
PLEASE COMPLETE **THIS FORM**



