**Module/Course Syllabus**
***Education for Sustainable Development***

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| **Course:** | *Education for Sustainable Development* |
| **Type of the course:** | *Elective* |
| **Duration of the course** | 1 Semester (14 weeks) |
| **Form of the degree programme:** | *Optional* |
| **Form of classes and number of hours per semester:** | *42* |
| **Practical lessons:** | 14 |
| **Duration of each lesson:** | 1.5 hours |
| **Times a week:** | 2 |
| **Form of assessment:** | *Project Portfolio and Final Group Project* |
| **Placement test** | *N/A* |
| **Course language:** | *English* |

| **Course objective (CO)** | |
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| **CO1** | To understand the core concepts, history, and importance of Sustainable Development (SD) and the UN Sustainable Development Goals (SDGs). |
| **CO2** | To critically analyze the interconnectedness of environmental, social, and economic dimensions of sustainability. |
| **CO3** | To identify local and global sustainability challenges and their potential solutions. |
| **CO4** | To develop skills for systems thinking, critical analysis, and collaborative problem-solving. |
| **CO5** | To design and plan a simple ESD activity or awareness campaign for a specific audience. |
| **CO6** | To reflect on personal values and behaviors and their impact on local and global sustainability. |
| **CO7** | To communicate effectively about sustainability issues in oral and written forms. |

| **№** | **Course contents:** |
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| **UNIT 1** | **UNIT 1 Topic:** What is Sustainable Development?<br>**Key Concepts:** Definition of SD, Pillars of Sustainability (Environmental, Social, Economic), The Brundtland Report.<br>**Critical Thinking:** Debating "needs" vs. "wants".<br>**Reading:** "Our Common Future" summary.<br>**Viewing:** Documentary on global challenges.<br>**Speaking:** Personal definition of a sustainable world. |

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| **UNIT 2** | **Topic:** The UN Sustainable Development Goals (SDGs)<br>**Key Concepts:** History and overview of the 17 SDGs, 5Ps (People, Planet, Prosperity, Peace, Partnership).<br>**Systems Thinking:** Mapping the interconnections between different SDGs.<br>**Reading:** UN SDG official targets and indicators.<br>**Viewing:** SDG promotional videos.<br>**Speaking:** Presenting on one SDG of choice. |
| **UNIT 3** | **Topic:** Climate Change and Environmental Systems<br>**Key Concepts:** Climate science, biodiversity loss, resource depletion, circular economy.<br>**Case Study:** Analyzing a local environmental issue.<br>**Reading:** IPCC report summary.<br>**Viewing:** "An Inconvenient Truth" excerpts.<br>**Speaking:** Debating responsibilities for climate action. |
| **UNIT 4** | **Topic:** Social Equity and Justice<br>**Key Concepts:** Poverty, inequality, gender equality, access to education and health, social inclusion.<br>**Critical Analysis:** Examining equity in your community.<br>**Reading:** Case studies on microfinance or community-led development.<br>**Viewing:** TED Talk on social innovation.<br>**Speaking:** Role-play on a social justice dilemma |
| **UNIT 5** | **Topic:** Sustainable Economies<br>**Key Concepts:** Green economy, CSR (Corporate Social Responsibility), degrowth, ethical consumption.<br>**Practical Skill:** Calculating a personal ecological footprint.<br>**Reading:** "Doughnut Economics" principles.<br>**Viewing:** Story of a social enterprise.<br>**Speaking:** Pitching a sustainable business idea. |
| **UNIT 6** | **Topic:** Food and Water Security<br>**Key Concepts:** Food systems, water scarcity, sustainable agriculture, food waste.<br>**Systems Thinking:** Tracing the journey of a food product.<br>**Reading:** Article on urban farming.<br>**Viewing:** Documentary on water conflicts.<br>**Speaking:** Designing a sustainable school meal plan. |
| **UNIT 7** | **Topic:** Sustainable Cities and Communities<br>**Key Concepts:** Urban planning, green buildings, public transport, waste management.<br>**Project Work:** Auditing the sustainability of your campus/neighborhood.<br>**Reading:** About "15-minute city" concept.<br>**Viewing:** Virtual tour of a sustainable city.<br>**Speaking:** Presenting audit findings. |

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| **UNIT 8** | **Topic:** ESD Pedagogy and Teaching Methods<br>**Key Concepts:** Holistic, transformative, and action-oriented learning.<br>**Practical Skill:** Developing a lesson hook for an ESD topic.<br>**Reading:** UNESCO guidelines on ESD.<br>**Viewing:** Example of an ESD classroom activity.<br>**Speaking:** Micro-teaching a 5-minute ESD concept. |
| **UNIT 9** | **Topic:** Final Project Workshop<br>**Key Concepts:** Project planning, stakeholder mapping, impact measurement.<br>**Project Work:** Brainstorming and outlining final group projects.<br>**Reading:** Project management templates.<br>**Viewing:** Examples of successful student-led sustainability projects.<br>**Speaking:** Peer feedback on project ideas. |

**Core Texts and Resources**

1. UNESCO. (2017). Education for Sustainable Development Goals: Learning Objectives. Paris: UNESCO.

2. United Nations. (2015). Transforming our world: The 2030 Agenda for Sustainable Development.

3. Sterling, S. (2001). Sustainable Education: Re-visioning Learning and Change. Green Books.

Additional resources will include academic articles, case studies, documentaries, and online platforms like the SDG Academy.

**Course description**

This course provides a comprehensive introduction to the principles and practices of Education for Sustainable Development (ESD). It is designed to equip students with the knowledge, skills, and values necessary to address the complex and interconnected challenges of the 21st century. The curriculum is structured around the United Nations Sustainable Development Goals (SDGs) and explores the environmental, social, and economic dimensions of sustainability.

Through a combination of lectures, discussions, case studies, and a hands-on group project, students will learn to think critically about global issues, analyze systems, and envision sustainable futures. The course emphasizes participatory and transformative learning methods, encouraging students to become active agents of change in their communities.

The ultimate aim of this course is to empower learners to contribute to a more just, equitable, and sustainable world by integrating ESD principles into their personal and professional lives.

**The Course Coordinator** **N.Gafforova**

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