

Devising curricula for ESD - comments from a Swedish national perspective

Anna Lundh, Swedish National Agency for
Higher Education

Swedish Setting

- **System with institutional freedom**

Government: General goals in laws and ordinance, budget directives and funding

HEIs': Course and programme content

National Agency: Quality audits, conferences, examples of good practise

The Higher Education Act

“In their activities, higher education institutions shall promote sustainable development that ensures present and future generations a healthy and good environment, economic and social welfare and justice...”

(Higher Education Act, Ch. 1 § 5. In effect Feb. 2006)

EE to ESD: Approaches to teaching subject competencies?

- Capacity building for academic staff:
Discipline specific; multidisciplinary; combined with discussions about learning and methods.
- Encourage multidisciplinary cooperation in teaching and research.
- The "Bologna process": employability.

How can SD concepts and abilities be integrated into courses and units?

- Depends on the subject/discipline...Diversity.
- The "Bologna Process": learning outcomes.
- Chalmers and Göteborg University: Project course.
- Teacher training: Diversity content and methods, cooperation across disciplines, progression etc.

How can the OECD assist in developing curricula guidance (ESD)?

- When we ask academic staff at HEIs about support, they say...
 - evaluation of ESD at the HEIs
 - examples of good practise; tool kits for HE
 - arrange meetings for sharing and developing
 - funding for development

- OECD project in 2007: "Higher Education for Sustainable Development" (6 HEI)
- Policy recommendations by experts/researchers + policy-makers (eg. Göteborg, Nov 2008)?

To consider – to discuss

- What does research say about ESD related learning in higher education?
- What is the role of the (HE) teacher in ESD?
- What is the role of the student in ESD?

Anna Lundh
anna.lundh@hsv.se
ph. +46 (0)8 563 088 77
www.hsv.se

Local HEI policies, action plans, etc

- Mälardalen University – learning outcomes (Bologna)
- Lund University - dialogue method
- Göteborg University – perspectives + teaching & learning
- Göteborg and Uppsala University: SD course ID
- GMV, Stockholm Resilience Centre, CEMUS
- EMS, ISO14001 certification, EMAS

The Higher Education Act

”It shall also be a teachers’s duty to keep abreast of development within his or her specific subject and other developments in society that are of importance to the teacher’s work...”

(Higher Education Act, Ch. 3 § 1)

Drivers and Support

- The Higher Education Act
- Annual budget directives from the Government
- Committed management and staff members
- Local HEI policies, action plans etc
- International documents, ie. UNECE strategy
- Networks (national, international)
- Students