

Embedding and promoting ESD in ESOL

Ascentis: Education for a Sustainable Future
1 December 2022

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Education and Training Foundation

The [ETF](#) have a wide range of further support for the sector such as Leadership & Governance, Apprenticeship Workforce Development, Safeguarding and Prevent.



Whatever part of the Further Education and Training sector you work in, we can assist in your development and career progression.

<https://set.et-foundation.co.uk/>



Membership body dedicated to professionals working across further education, vocational teaching and training.



To find out more about SET:
https://youtu.be/CGd_NXfw3Ko



A new professional standard



- The Professional Standards were updated in 2022 and a new standard has been introduced in the professional values and attributes domain of practice.
- The reflects the importance of Education for Sustainable Development in our professional practice.

2. Promote and embed education for sustainable development (ESD) across learning and working practices.

[ETF Professional Standards](#)



01

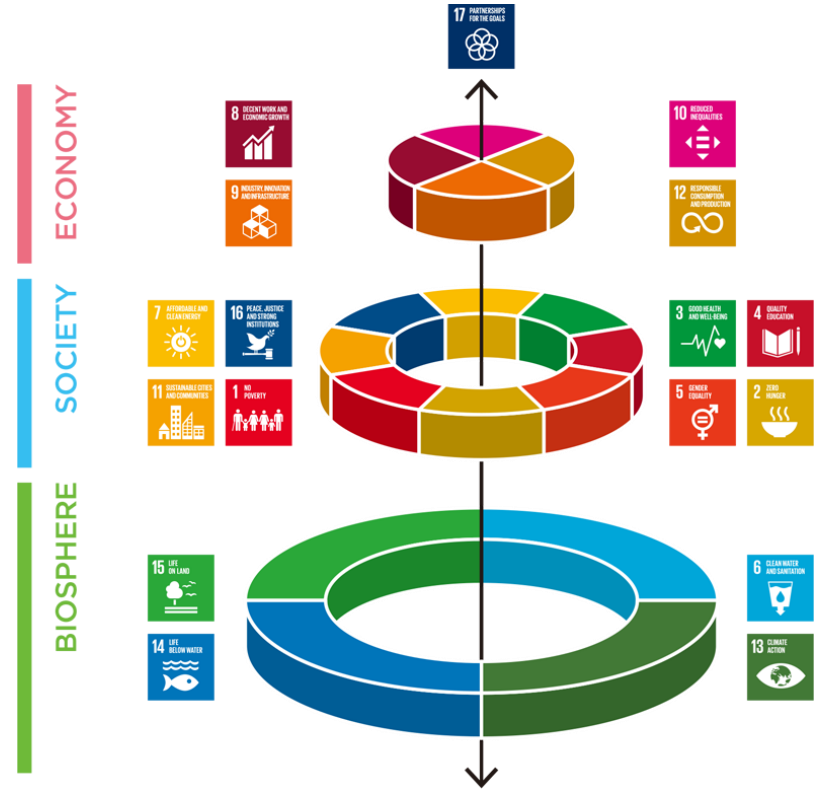
Core concepts of Education for Sustainable Development (ESD)



<https://sdgs.un.org/goals>

Sustainable Development Goals

The sustainable development goals are interconnected to encompass a range of intertwined economic, socio-cultural and environmental issues.



Sustainable Development Goals



ACTIVITY:

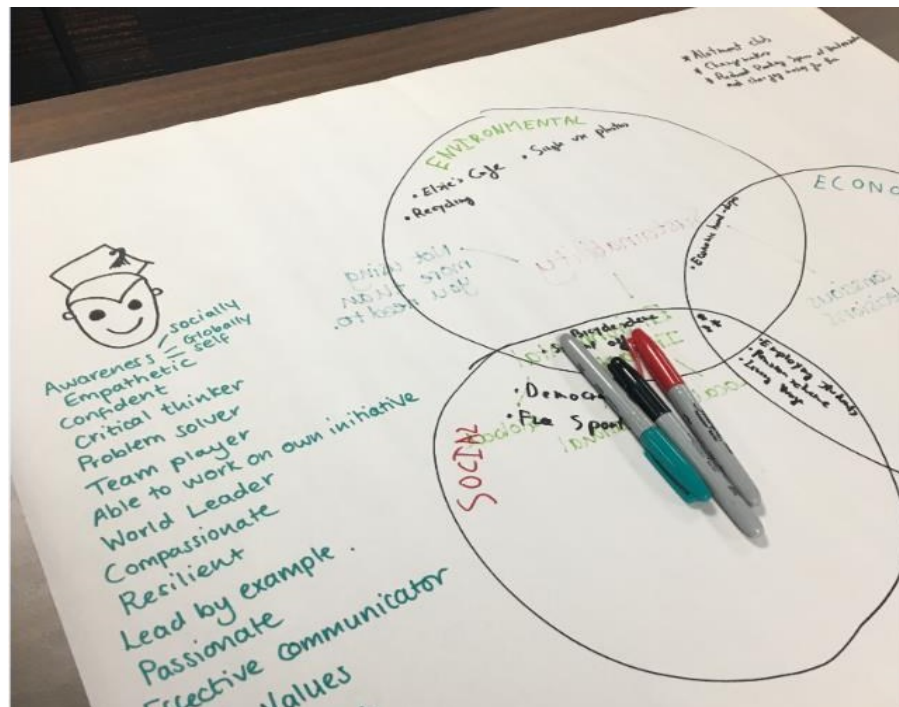
Reflect on your work in the past fortnight.

Can you see a link between your curriculum and one (or more) of the goals?

“

ESD **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**.

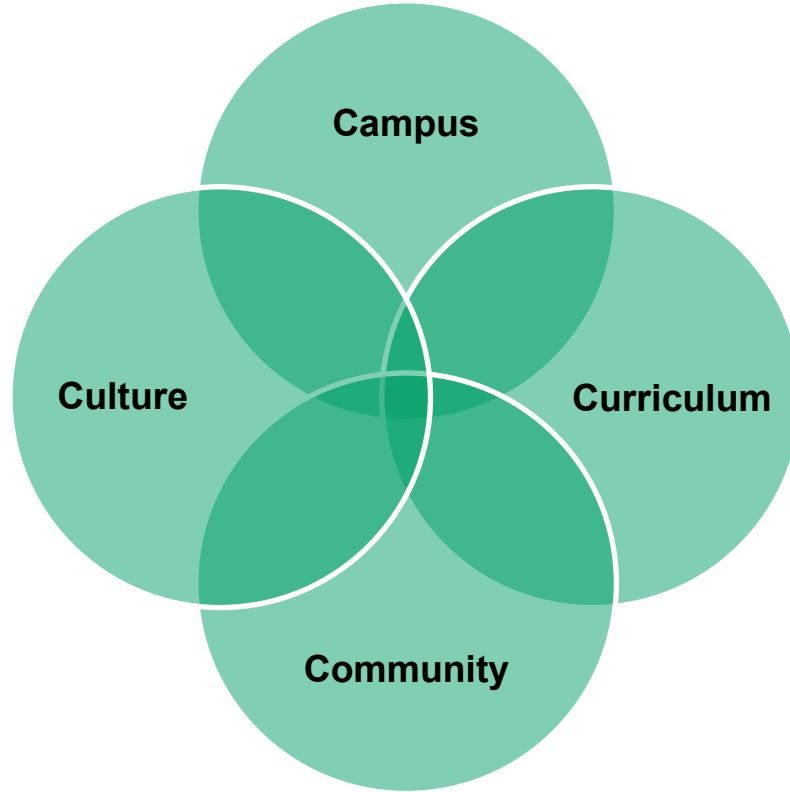
UNESCO, 2019



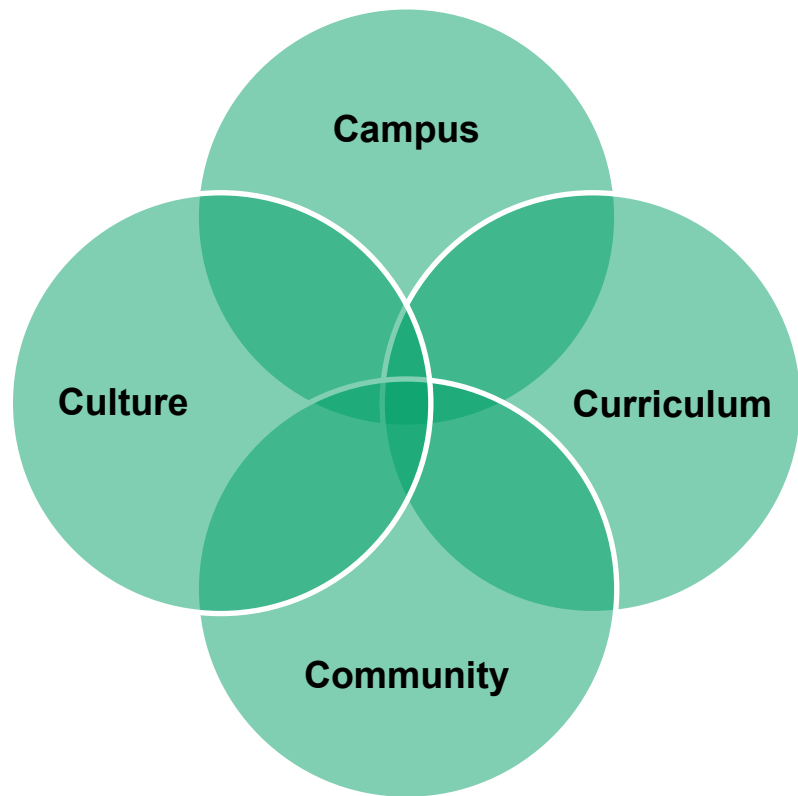
02

Promoting and embedding ESD

Multiple learning opportunities



Whole organisational approaches



ACTIVITY: In pairs...

Considering the four areas, what activity is already taking place in your organisation?

Are you aware of any specific projects or focuses?

A growing number of case studies



ESD case study: Foundation Learning at Wiltshire College

Posted on Thu 26 May, 2022 | Category Education for Sustainable Development
Introduction by Charlotte Bonner, National Head of Education for Sustainable Development (ESD) at the Education and Training Foundation (ETF). Throughout our blog series of case studies from the report 'Leadership for ESD in the FE Curriculum', we have consistently seen ESD initiatives and activities that symbiotically benefit the learner, educator and teaching organisation. They also [...]

[Read more >](#)



ESD case study: Accountancy at West Suffolk College

Posted on Tue 17 May, 2022 | Category Education for Sustainable Development
Introduction by Charlotte Bonner, National Head of Education for Sustainable Development (ESD) at the Education and Training Foundation (ETF). The ETF's report 'Leadership for ESD in the FE Curriculum', has highlighted a range of successful initiatives that support Education for Sustainable Development (ESD). In the report, we've heard from various FE and Training providers, who [...]

[Read more >](#)



ESD case study: The award-winning Michaeljohn Training School

Posted on Tue 26 Apr, 2022 | Category Education for Sustainable Development
In this case study, Michaeljohn Training School (MJTS) in Manchester share their story of weaving sustainability into their hairdressing and barbering programs.

[Read more >](#)



Burnley College: Whole-organisation approach to ESD

Posted on Thu 31 Mar, 2022 | Category Education for Sustainable Development
In this case study, we hear first-hand from construction and curriculum staff on how the college empowers learners with practical knowledge on environmental topics throughout their Level 2 and Level 3 qualifications.

[Read more >](#)



ESD case study: Redbridge Institute ESOL programme

Posted on Thu 10 Mar, 2022 | Category Education for Sustainable Development
There are many Further Education and Training providers and educators who are keen to play their part in education for sustainable development (ESD) and training for 'green' employment. Here, Charlotte Bonner, National Head of Education for ESD at the Education and Training Foundation (ETF), asks how these providers are successfully implementing ESD within their practices. [...]

[Read more >](#)

It's not just what you teach, but how you teach it

1. Make it relevant

2. Make it explicit

3. Solutions focus

Examples of embedded sustainability in further education

Accounting and finance	Education and early years	Media studies
Agriculture	Economics	Public services
Animal care	Engineering	Physics
Art and design	English and ESOL	Plumbing and heating
Biology	Hair and beauty	Politics
Business	Health and social care	Psychology
Catering	History	Sociology
Chemistry	ICT and digital	Sport
Construction	Law	Textiles and fashion
Dentistry	Manufacturing	Travel and tourism
Design and Technology	Maths	

Art and design



Case studies and examples:

- *"In our art department, sustainability is part of the curriculum requirement, so students have projects linked to sustainability, social issues, reuse/recycle etc."*
- *"SEND learners and I built an earth globe and collected plastics off the beach to create the base incorporating maths, materials... as well as art."*
- *"I am an Art and Design teacher and use recycled paper, sketch books and other equipment in class and use online resources to maintain sustainability in class. Therefore, with this style of learning students are more aware of the environmental sustainability."*
- *"Students creating reactionary work to plastics in oceans and creating awareness."*
- *"I have encouraged use of [Julie's Bicycle](#) in working with an arts organisation."*
- A full case study of the work Claire Burgoyne, course coordinator in Art and Design at Hereford College of Arts is [available here](#).

Content could include:

English and ESOL



Case studies and examples:

- *"Sustainability is a choice of discussion topic for English speaking and listening practice"*
- *"I use images and text regarding climate change within the GCSE English Language delivery"*
- *"I took Entry 2 ESOL students to a college talk about a local woman's litter picking campaign. Followed it up with reading lessons about local environmental issues and recycling."*
- *"I teach English, setting projects involving research and production of work about plastic pollution / recycling / climate change."*
- A full case study of the work of Joni Cunningham, principal, Nasreen Akhtar, project manager for English Every Day, and Sarah Crème, project manager for ESOL at Redbridge Institute of Adult Learning is [available here](#).

Resources:

- A collection of resources for ESOL practitioners for a wide range of learners and lesson types that has been developed and

Plumbing and heating



Politics



Psychology



Sociology



Sport



Content could include:

- Using sport to engage public in sustainability challenges and solutions
- Sustainability in the design and management of sports recreation and leisure facilities
- Organisational approaches to sustainability
- Responsible, inclusive, and sustainable marketing.

Signposts to external resources:

- [BASIS | The British Association for](#)

Mapping where you are and monitoring change

The ETF has developed the '[Map the Curriculum tool](#)' to support you to identify where ESD content is found in the curriculum.

Excel 20211208-Map-the-Curriculum-Tool - View-only

Search (Alt + Q)

File Home Insert Draw Page Layout Formulas Data Review View Help Viewing

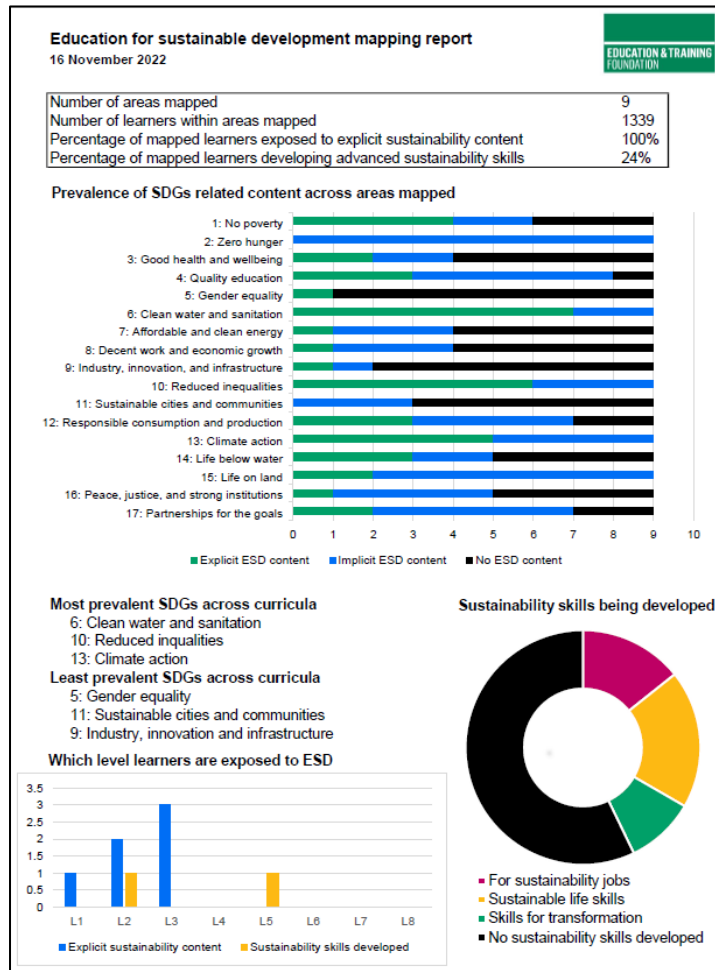
Comments

B5 X fx Vocational

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
	Area, course or module	Department	Learner level	Number of learners (whole numbers only)	Your name	Green skills for jobs e.g. skills aimed at fulfilling the requirements of green jobs and supporting the transition to a just low carbon green economy	Skills development e.g. adaptive skills aimed at transforming unjust social and economic structures		SDG 1: No poverty	SDG 2: Zero hunger	SDG 3: Good health and wellbeing	SDG 4: Quality education	SDG 4: Gender equality	SDG 6: Clean water and sanitation	SDG 7: Affordable and clean energy	SDG 8: Decent work and economic growth	SDG 9: Industry, innovation and infrastructure	SDG 10: Reduced inequalities	SDG 11: Sustainable cities and communities
1	Area (department, course or module name)	Department	Learner level	Number of learners (whole numbers only)	Your name	Green skills for jobs e.g. skills aimed at fulfilling the requirements of green jobs and supporting the transition to a just low carbon green economy	Skills development e.g. adaptive skills aimed at transforming unjust social and economic structures		1 NO POVERTY	2 ZERO HUNGER	3 GOOD HEALTH AND WELL-BEING	4 QUALITY EDUCATION	5 GENDER EQUALITY	6 CLEAN WATER AND SANITATION	7 AFFORDABLE AND CLEAN ENERGY	8 DECENT WORK AND ECONOMIC GROWTH	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	10 REDUCED INEQUALITIES	11 SUSTAINABLE CITIES AND COMMUNITIES
2									End poverty in all its forms everywhere	End hunger, achieve food security and improved nutrition and promote sustainable agriculture	Ensure healthy lives and promote well-being for all at all ages	Ensure inclusive and equitable quality education and promote lifelong learning opportunities	Achieve gender equality and empower all women and girls	Ensure availability and sustainable management of water and sanitation for all	Ensure access to affordable, reliable, sustainable and modern energy for all	Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all	Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation	Reduce inequality within and among countries	Make cities and human settlements inclusive, safe, resilient and sustainable
3									2	1	1	2	0	1	0	2	0	2	0
4	Public services	Vocational	L2	300	Geoff	0	0	0	2	1	1	2	0	1	0	2	0	2	0
5	Catering	Vocational	L4	24	Sarah	1	1	0	2	1	1	1	0	1	0	0	0	2	0
6	Business administration	Vocational	L3	245	Sandeep	1	1	1	0	1	2	1	2	2	2	1	0	1	0
7	ESOL	Functional skills	L2	65	Ahmed	0	2	0	1	1	0	2	0	2	0	0	2	1	1
8	Travel and tourism	Vocational	L3	34	Hareem	0	1	0	2	1	0	2	0	2	1	1	1	1	0
9	Construction	Vocational	L5	255	Heather	2	0	0	0	1	0	1	0	2	1	0	0	2	1
10	French	Languages	L1	80	Bob	0	0	0	2	1	0	1	0	2	0	1	0	2	0
11	English	Functional skills	L3	80	Jay	0	0	0	1	1	0	0	0	2	0	0	0	2	0
12	Maths	Functional skills	L2	250	Alex	0	0	0	0	1	2	1	0	2	1	0	0	2	1

Mapping where you are and monitoring change

The tool will generate a mapping summary report as an A4 page.



ESD x ESOL project



Manchester
Adult
Education



Department
for Education

Sustainability Starts

Providing a great introduction to the UN SD Goals

What?

A set of activities to introduce and raise awareness of sustainable development issues and actions with adult ESOL learners.

- Inspired by activities colleagues have used successfully with learners at different levels
- Flexible – use as starter or filler activities to enable learners to share and extend their language and knowledge, as well as promote and develop critical thinking skills and identify things everyone can do to support the goals.
- Adaptable - adapt and/or extend the activities to suit the needs and circumstances of different groups.

SUSTAINABLE DEVELOPMENT GOALS

Select a goal to choose a related activity



CHOOSE AN ACTIVITY



7 AFFORDABLE AND CLEAN ENERGY



FIND OUT MORE



Sustainability Starts

Examples



CHOOSE AN ACTIVITY



CHOOSE AN ACTIVITY



CHOOSE AN ACTIVITY



CHOOSE AN ACTIVITY



LIVING WAGE

National Living Wage and Real Living Wage

The **National Living Wage** is the minimum wage rate for over 23s. It is set from a percentage of medium earnings.

The **Real Living Wage** is a higher wage rate that employers can choose to pay their staff. It is based on the actual cost of living. There is a higher rate for people working in London.

1. What are the current living wage rates?
2. What do you think about the Real Living Wage?



FAIRTRADE

What does this sign mean?

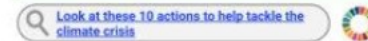
Where do you see it?
Do you buy things with this sign?



CLIMATE ACTION: WHAT CAN YOU DO?

Our world is getting hotter and hotter. The climate is changing.

What can we do to fight climate change?



USE LESS PLASTIC

Every year, 11 million tons of plastic enter our seas.

How long do these items take to break down?



What tips do you have for using less plastic?



Green Week Toolkit

How to Guide:

- Instructions on how to use the toolkit



Partner Guide:

- Local authority departments
- London based organisations
- UK based organisations
- International organisations
- Apps and search engines



Resources:

- Air Pollution
- Food Waste Solutions
- Reducing & Reusing
- Plastic Pollution



Workshop Ideas:

- Make your own products
- Upcycling



Green Week Toolkit

- Lesson overviews
- Lesson plans
- Powerpoint slides
- Links to external resources
- Partner map

LESSON OVERVIEW: FOOD WASTE

Overview	<ul style="list-style-type: none"> First talk about learners' food shopping and food waste habits Then understand the food waste situation- the statistics And finally introduce learners to solutions addressing food waste
Sustainability Goals	<div>    </div> <ul style="list-style-type: none"> Goal 2: The food and agriculture sector offer key solutions for development, and is central for hunger and poverty eradication Goal 3: Ensure healthy lives and promote well-being for all ages Goal 12: Ensure sustainable consumption and production pattern
Skills: Speaking & Listening	<p>Entry Level 1/2:</p> <ul style="list-style-type: none"> Take part in a discussion about shopping habits and food waste Make comparisons- use comparatives or superlatives Discuss solutions- language of suggestions and proposals Talk about shopping habits, compare your shopping lists <p>Functional Skills L1/L2:</p> <ul style="list-style-type: none"> In pairs, create a list of appropriate phrases you can use to interject or move

Skills: Reading & Writing	<p>Entry Level 1/2:</p> <ul style="list-style-type: none"> Write a food shopping list Read to understand facts and information about food waste Read to understand a recipe - Love Food Hate Waste website <p>Functional Skills L1/ L2:</p> <ul style="list-style-type: none"> Work in pairs or small groups to create a list of information you could put on a newsletter. Think about the organisational features you might use Create a newsletter informing people what they can do to prevent food waste
Digital skills	<ul style="list-style-type: none"> Look up food apps- Too Good to Go and Olio Research local food banks Look up recipes on "Love Food Hate Waste" website
Language Points	<ul style="list-style-type: none"> Vocabulary: food waste, recycle, production, etc Question form- the auxiliary verb (present simple questions) Comparative and superlative forms of adjectives <i>Olio is better than ...</i> Language of suggestion and proposals (for how to reduce food waste) <i>I think we should...</i> Use the present simple to discuss shopping habits <i>I go to... I buy...</i>
Link to PowerPoint	[insert link to food waste PowerPoint]
Links to External Resources	<p>Go to cheaperwaste.co.uk cleanstreets.westminster.gov.uk toogoodtogo.org/en holioex.com bhf.org.uk</p>

Food waste

Short course on local sustainability issues

Local information



Report a problem

Report it

Tell us know about any street problems in Westminster, such as fly tipping, potholes, abandoned vehicles or graffiti.

> Fly tipping

Report dumped rubbish.

> Street cleaning

Tell us about a street cleaning problem.

> Missed bin collection

Tell us about a missed rubbish collection.

> Noise nuisance

Report a noise problem.

> Drinking and street entertainment

Report a problem about drinking or street entertainment.

> Anti-social behaviour

Report anti-social behaviour on a Westminster housing estate.

> Faulty street light

Report a problem with a lamp post.

> Street works

Tell us about a road or street works problem.

> Signs and bollards

Tell us about a problem with bollards or street signage.

Ask and answer

What is the name of your local council / local authority?

Have you ever visited the local council website?

Reporting a problem online

How do you start?

What **relevant** information do you **include**?

What **personal details** do you **share**?

Who will read your **message**?

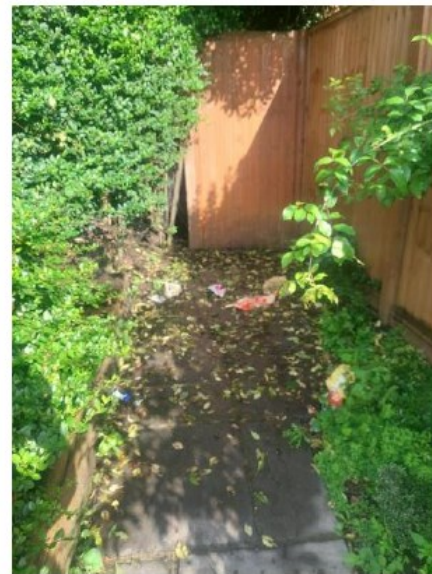

What will be a good **outcome**?

Short course on local sustainability issues

1. My local area
2. Local issues
3. Local information
4. Report a problem
5. Local priorities

Questions: think or ask three or more questions to your classmate about her/his neighbourhood and about problems or concerns she/he has now.

1. Why ^{has} Sora believed that she lives in a good area?
2. Where does she live? ✓
3. What does she like about the area? ✓
4. What are her concerns? ✓
5. Who ~~does~~ she needs to contact and why? ✓



But I'm very concerned about rubbish on my street. The rubbish **bags** are not **picked** up on time. **As a result**, it has created a terrible smell, mosquitos and vermin, too.

I'm worried about the safety of my family members and the other **residents**.

In my opinion, the council should collect **rubbish bags** everyday **between** 8 and 9pm and keep my area clean and safe.

I have already **complained before**, but not action has been taken yet.

How to use the resources

In most cases the resources have been designed for level 2 learners and many include stretch and extension exercises.

To 'adapt and adopt' successfully it's vital to consider:

- Vocabulary load
- Vocabulary frequency
- Sequencing
- Interpretation and contextualisation

Impact on learners

Knowledge and skills:

- Recognition and understanding global climate related issues and efforts to tackle them.
- Global issues and services available in the local area.
- Acquisition of new skills - showcasing talent, creativity and style through activities.
- Acquisition of new vocabulary and the ability to talk in greater depth about issues that are affecting their daily lives e.g. air pollution on the school run.
- Development of problem-solving skills.

Lifestyle changes:

- Some immediate lifestyle changes/ individual pledges (e.g. buying reusable water bottles).
- Saving money and wasting less by using food waste apps.

Social action:

- Learners are working with a local social enterprise on a community led market project to teaching about the issues with single use plastic and sharing ideas and tools to reduce waste and live more sustainably
- Willingness to listen and support learner's children's schools' climate change events (trips, collecting rubbish, donating money or used plastic).
- Confidence building through meeting new people and working collaboratively with them, learner led workshops, presentations and posing questions to local Councillors.
- Taking collective social action on issues that concern them e.g. writing to local MP.

ESD x ESOL resources



ACTIVITY: Individually...

Could you use any of these in your work or at your organisation?

What are your next steps and/or action points?

Support that's available

Research and insights

- Workforce opinion
- Curriculum audit
- Case studies

Tools

- Map the curriculum
- Team prompts
- Teach sustainability qualifications
- Subject specialism guide

Articles and podcasts

Community of practice

CPD

- Webinar library
- Online short course for educators, teachers and tutors
- Introduction to ESD for Governors online learning
- Leadership mentoring
- *Leadership and Governance development
- *ITT support package

Bespoke support, training, sessions and consultancy

Resources to help you

www.et-foundation.co.uk/ESD



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Education for sustainable development (ESD)

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The Education and Training Foundation (ETF) recognises the vital role the Further Education (FE) and Training sector has to play in combating climate change and achieving sustainability and social justice both nationally and globally.

Our approach is to:

- Weave ESD through our CPD and SET offers
- Develop new specialist ESD support including CPD and resources
- Work collaboratively with others from across the sector to create a more enabling environment for ESD
- Understand, scrutinise and improve our own organisation's sustainability impacts.

[Join the ESD mailing list](#)

Keep up-to-date with the ETF's ESD work, including announcements when new resources, tools and support are launched.

Podcast: Experiences of Education for Sustainable Development (ESD) in the FE and Training sector



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Thank you

Any Questions?