



**Trinity College Dublin**  
Coláiste na Tríonóide, Baile Átha Cliath  
The University of Dublin

# Education for Sustainable Development

- Overall Strategic Objectives
- Strategic Vision
- Objectives 1.1 – 1.10

March 2024





## **Overall Strategic Objective: Education for Sustainable Development**

All Trinity students and teaching staff will be empowered to develop the knowledge, skills and attitudes necessary to act as agents of change, individually and collectively, in working for sustainable development within planetary boundaries.





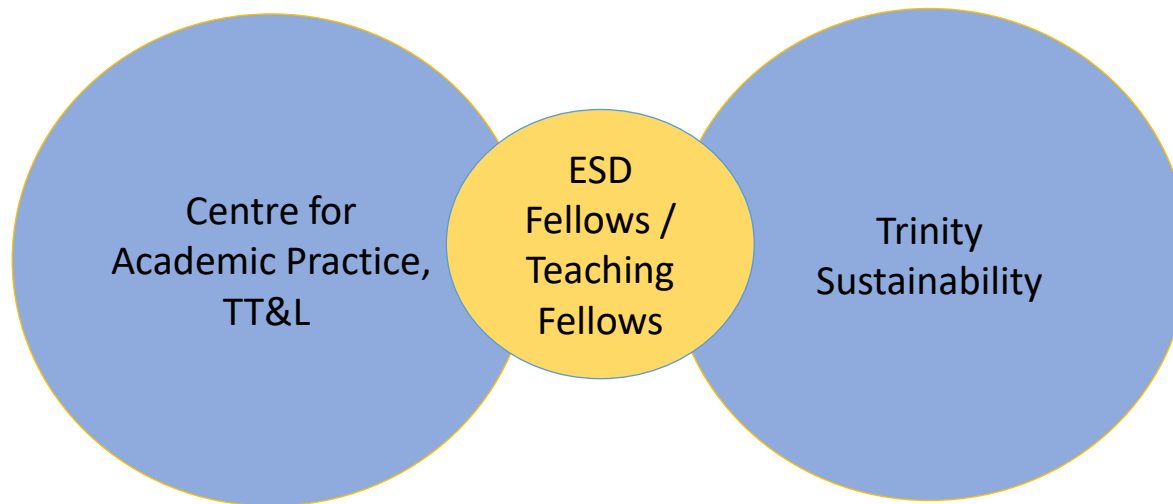
## Strategic Vision

**All students in Trinity will develop the knowledge, skills and attitudes to think, plan and act with responsibility and compassion for themselves, each other and the planet.** Staff and students will teach, learn and inspire one another through a lens that recognises humans as part of and dependent on nature, and reflect upon their roles as global, ecological and intergenerational citizens. Trinity's education will be used as an opportunity to stimulate a willingness to take or demand action at local, national and global level to promote sustainable development within planetary boundaries, empowering learners to overcome the cognitive dissonance that comes from knowing about planetary crises but lacking the agency to act.

Using both **discipline-specific and interdisciplinary approaches**, Trinity's curriculum will be oriented towards ensuring the development of key competencies for sustainability, as identified by UNESCO and the European Commission. These competencies will empower learners to embody sustainability values in their daily lives, at home, at work, and in their communities. Such competencies will allow them to embrace complex systems, to generate visions for alternative sustainable futures, and to take or call for action that restores and maintains eco-system health whilst prioritising social justice.

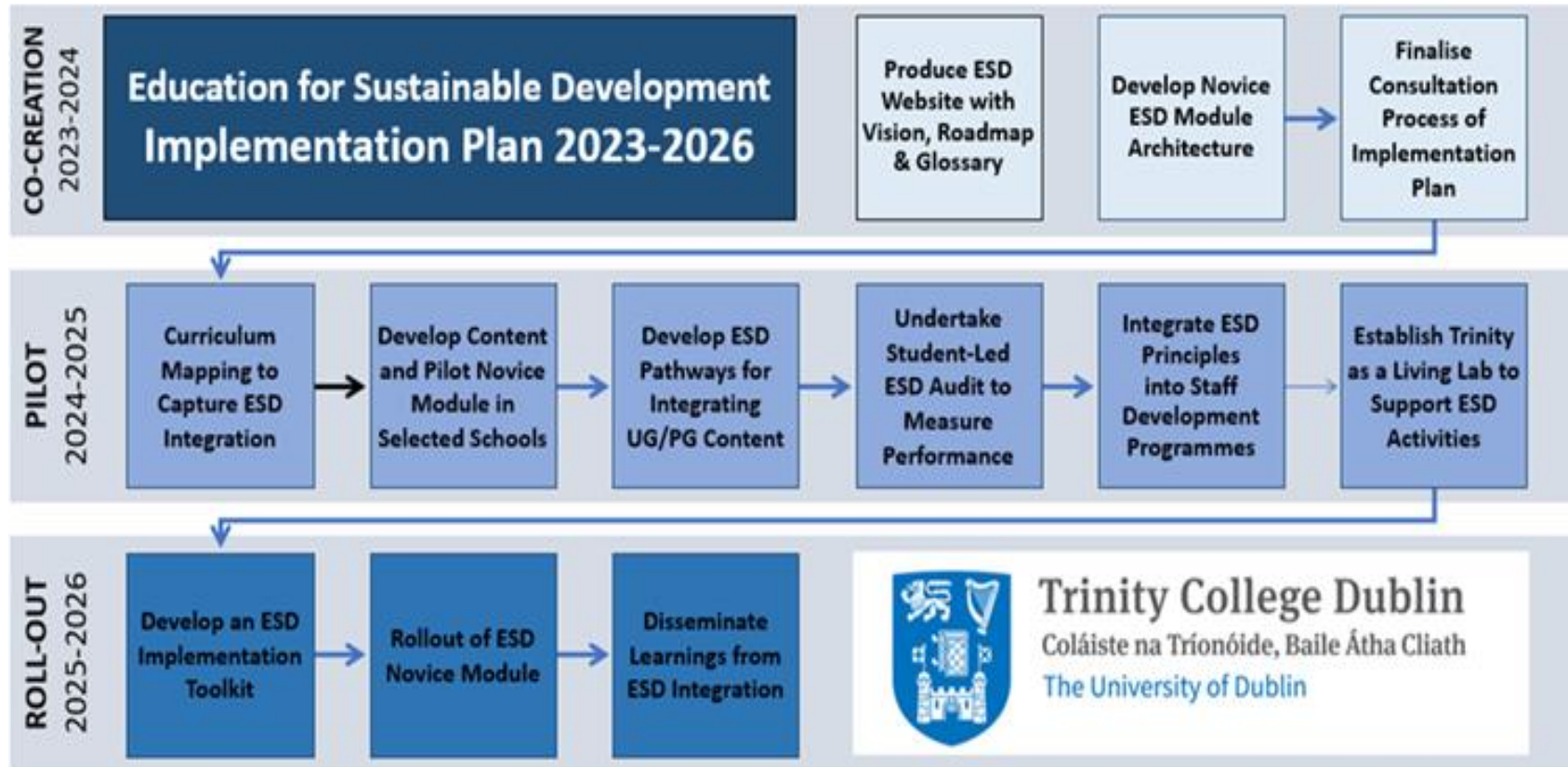
To enable this transition, **all Trinity staff will gain time and access to collaborative, cross-disciplinary support networks, resources and developmental programmes to support their module or programme design and use of relevant pedagogical approaches, with a particular emphasis on transformative learning.**

## Education for Sustainable Development Partnership





Objective 1.1 Develop an Education for Sustainable Development implementation plan



## ESD Objectives 1.2 and 1.3

<b>1.2</b>	Define and articulate the <b>competencies</b> students should develop through ESD in Trinity.
	✓ <b>Key competencies for sustainability</b> developed as outlined by UNESCO and the European Commission.
<b>1.3</b>	Develop <b>common interdisciplinary module(s)</b> which address ESD themes and develop key competencies for sustainability which can be adapted for integration within all UG / PG curriculums, and within staff development programmes.
	✓ ESD Common Module co-created by interdisciplinary team of staff and students from all 3 faculties. ✓ Module to be piloted in School of Business Sept 2024 with 500+ JF students.

## ESD Objectives 1.4 and 1.5

<b>1.4</b>	Enable all undergraduate students, regardless of degree programme, to complete taught modules, within their discipline(s) that address ESD themes and develop key competencies for sustainability, <b>as part of their degree curriculum</b>
	✓ This involves supporting staff across all disciplines to consider how ESD can be embedded into their own teaching and assessment practice. Work is ongoing in the Centre for Academic Practice
<b>1.5</b>	Enable all undergraduate students, regardless of degree programme, to complete <b>interdisciplinary modules</b> that address ESD themes and develop key competencies for sustainability, as part of their degree curriculum.
	✓ Related to outputs of 1.3. Interdisciplinary module developed but challenges regarding undergraduate architecture etc.



## ESD Objectives 1.6 and 1.7

<b>1.6</b>	Enable all <b>postgraduate</b> taught (PGT) and research (PGR) students to complete module(s) that address ESD themes and develop key competencies for sustainability.
	<ul style="list-style-type: none"><li>✓ Common UG interdisciplinary module to be tailored for level 9 NFQ (PG education).</li><li>✓ The new programme proposal template for Postgraduate Taught Programmes encourages programme learning outcomes to reflect some or all of the UNESCO - ESD competences.</li></ul>
<b>1.7</b>	Enable all teaching staff to complete <b>development programmes</b> on ESD.
	<ul style="list-style-type: none"><li>✓ The Centre for Academic Practice are offering a series of professional development opportunities to staff across the disciplines on <b>embedding ESD</b> into curricula.</li><li>✓ Work has also begun on developing a suite of <b>digital resources for staff on ESD</b>, including use cases from staff within Trinity and beyond which showcase how ESD is already being embedded across the disciplines.</li></ul>

## ESD Objectives 1.8 and 1.9

<b>1.8</b>	Make programmes /courses which address ESD themes and develop key competencies for sustainability <b>visible</b> to prospective students
	<ul style="list-style-type: none"><li>✓ Orientation week presentations</li><li>✓ Presentations to schools on sustainability</li></ul>
<b>1.9</b>	Design implementation plan for Trinity as a <b>“Living Lab”</b>
Sustainability Office	<ul style="list-style-type: none"><li>✓ Received approval for a short-term position, Student Experience Officer, to develop an implementation plan</li><li>✓ Supporting sustainability capstone projects in the School of Business</li></ul>

**ESD Objectives 1.10**

<b>1.10</b>	Expand career options students are exposed to during their programmes to include more opportunities in sustainable development, and establish an internship programme for sustainable development
	<ul style="list-style-type: none"><li>✓ Careers and Development Centre is actively sourcing and promoting more sustainable development related job opportunities and developing internship and work-based opportunities in collaboration with relevant Schools</li><li>✓ In 2024-25 a filter on MyCareer will signpost students to sustainability-related job opportunities</li></ul>



**Education for Sustainable Development**

## Opportunity to develop a shared understanding of what ESD means at TCD



# Pathways to embedding ESD in the UG curriculum

**Embed** ESD into existing curriculum: move focus from “*what* I am teaching” to “*how* I am teaching”. Address via:



Centre for Academic Practice,  
TT&L

ESD pedagogies

Curriculum design

Professional development

**Integrate** ESD-focused interdisciplinary modules into existing programmes e.g. via Trinity electives



**Develop a common interdisciplinary module** for integration within all UG curricula



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