Title: Educating for sustainability – Exploring competency-based approaches to teaching sustainability education

This workshop is intended to explore new ways of developing, testing, and integrating core sustainability ideas, competencies, skills, and approaches in coursework to help strengthen the understanding of sustainability outside of traditional content-based learning strategies.

Facilitators:

- **Davis Bookhart**, Hong Kong University of Science and Technology (lead facilitator)

- **Göran Finnveden**, KTH

- **Claudia Schmitt**, Universität Hamburg, "Interactive Workshop: Sustainability seen from a multilingual perspective"

Points of interest

- Defining terms varies across cultures and languages (Sustainability vs. sustainable development; "caring forever"; "environmental protection"). The terms are similar, but give different impressions.

- From an employer perspective, four categories of attributes are highly valued: critical thinking skills; ability to articulate sustainability issues; understanding global megatrends and drivers; and literacy of key qualitative and quantitative sustainability issues.

- Even sustainability professionals may have varying degrees of how they interpret sustainability ideas and concepts. Therefore, it is increasingly difficult for students to get a consistent or "standard" impression of sustainability.

    o This is not a bad thing – it means that sustainability is a living construct, and we can all create our own personal relationship with how we embrace the main ideas and principles.

    o So… the question then is: what are some of the key attributes that we can agree are most important for students to understand sustainability?

- The list (developed from post-it notes, and organized by all members during the workshop) is in the table below.

States of mind	Modes of analytical thinking	Critical fields of knowledge	Continuous active learning + reflection	Interpersonal soft skills
Willingness to consider new paradigms	Apply tools and methods that can give support to accomplish SD within their own field	Biodiversity and loss	Practical (local) design	Interpersonal competency / people skills
Openness	Ability to judge quality of information	Carbon accounting	Promoting living lab	Feeling themselves
Flexible	Resist over-simplification	Understanding the impossibility of exponential growth forever	Practical experiences	Communication skills (speaking, writing, and presenting)
Hopefulness	Entrepreneurial skills	WRI Scopes	Continuous learners	Negotiation
Agency	Systems thinking	Healing curve	Accountability	Building relationships (stakeholder engagement, collaborative skills)
Creativity	Explain the difference between facts and values	Carbon cycle and sequestration	Ability to change	Able to dialogue
Self-awareness	Holistic systems	Understanding how the atmosphere works	Emotional intelligence	Active listening
Enthusiasm	Anticipatory thinking	Knowing where clean air, water, food really come from	Affective skills	Ability to work in groups, and people from other disciplines
Ethics	Logical thinking	Biotechnology as a tool in the field	Self-reflection/self-awareness	Ability to ask questions
Anger management	Interdisciplinary competencies	Externalities and key economic concepts	Value recognition & alignment	Argumentation skills
Empathy	Life-cycle thinking	Sustainability policies and good governance	Reflexivity	
Sensing / compassion		Behavior change, norms, and social change	Life-long learning	