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| **Title** | Transversal competencies in environmental education |
| **Duration (in weeks)** | 5 |
| **Starting / ending week** | 1/5 |
| **Key Concepts and Issues** | sustainability, sustainable development |
| **Intended Purpose** | Provide an overview about how the concepts of sustainability and sustainable development have evolved during the last decades |
| **Learning Outcomes** | The learners will:   * Have knowledge of what sustainability is * Be able to understand the need for an holistic approach to sustainable development * Be able to integrate economic, social and cultural concerns into the scientific analysis of environmental issues |
| **Basic Learning Material** | Presentation provided in online format. |
| **Additional Learning Material** | Document  <http://www.environmental-education.org/images/stories/>  articoli/documenti/Jickling\_et\_al.\_WEEC\_Research\_CJEE\_15.pdf  (Mandatory)  Document  Report of the World Summit on Sustainable Development (Johannesburg, South Africa, 26 August—4 September 2002) New York: United Nations.  <http://www.unmillenniumproject.org/documents/>  131302\_wssd\_report\_reissued.pdf  (Mandatory) |
| **Educational video** | - |
| **Reading materials** | - |
| **Activities** | Assignment where learners will be asked to discern, among some environmental interventions, those that are sustainability-oriented from the “green-washing” ones, by stressing the different factors (social, economic, cultural) of the environmental problem in each case. |
| **Checklist** | At the end of this learning module, the learners will be able to:  Recognize the relevance of the multidimensional approach to sustainability and sustainable development  Recognize and integrate social, economic and cultural factors into the scientific analysis of environmental issues |
| **Evaluation** | Grading of the assignment**.** |