

Policy and Practice: A Development Education Review

Issue 6: Education for Sustainable Development

A perspective on the relationship between development education and education for sustainable development

Deirdre Hogan and **Roland Tormey** examine in depth the relationship between development education and education for sustainable development, and aim to provide clarity as to why tensions and uncertainty exist between the two. They address the necessity of both groups of practitioners reconciling their differences to work together and address the pressing issues of today.

Education for sustainable development: Using the UNESCO framework to embed ESD in a student learning and living experience

Peter Hopkinson, **Peter Hughes** and **Geoff Layer** describe the implementation of, successes of, and lessons learnt from the Ecovercity initiative, a pilot programme at the University of Bradford that aims to integrate education for sustainable development into both the formal curriculum in all areas of study and the informal curriculum of life on campus.

Education for sustainability: Challenges and opportunities

Ros Wade outlines the emergence of education for sustainability (EfS) as a concept and reflects on its potential to generate an international movement for change. The article considers key questions for education practitioners and theorists and offer possible signposts for the future. It reflects experience gained through directing the EfS international Masters' programme at London South Bank University, as associate director of LSBU's Education Research Centre, and as a researcher and writer on EfS. It offers a personal perspective, although at the same time, it is also greatly enriched by the ideas and work of students, alumni, colleagues and fellow EfS commentators.

Education and sustainable development

Elaine Nevin addresses the role of education in achieving sustainable development and explores the relationship between development education (DE), education for sustainable development (ESD) and environmental education (EE) in an Irish context. The article examines how these three 'educations' can develop and grow, and considers examples of 'good practice' in ESD in the context of Irish national policy frameworks, particularly focusing on how ESD can fit into these frameworks.