

**UNIVERSITY OF SWAZILAND**

**FACULTY OF EDUCATION**



**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND  
MANAGEMENT**

**November, 2019**

**FINAL EXAMINATION PAPER**

**COURSE CODE : EFM: 637**

**TITLE OF PAPER: Education For Sustainable  
Development (ESD): Masters Level**

**TIME ALLOWED: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER FOUR QUESTIONS**

**TOTAL MARKS 100**

**THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION TO DO  
SO HAS BEEN GRANTED BY THE INVIGILATOR.**

### **Question 1**

Multi-disciplinary knowledge and different pathways of thinking provide people with powerful frameworks for thinking about sustainable development.

Explain how this statement relates to Education For Sustainable Development (ESD).

### **Question 2**

The concept of Education For Sustainable Development (ESD) and decolonization of the curriculum are equally necessary for sustainable development (Padeyache, et al., 2018). **(25 marks)**.

Explain how the “new” movement: decolonization of the curriculum links to Education for Sustainable development

### **Question 3**

Professionals’ reflections facilitate the achievement of the Sustainable Development Goals in different ways (Hallinger, 2014; van der Merw, 2016).

Explain how professional reflections are part of the broader educational movement for the achievement of Sustainable Development through Education For Sustainable Development (ESD). **(25 marks)**

### **Question 4**

Sustainability starts with teachers (UNESCO Global Action Programme on Education For Sustainable Development, 2018)

Explain how this UNESCO Global Action Programme claim relates to teachers’ work on sustainability related matters in schools. **(25 marks)**

### **Question 5**

The mainstreaming of a gender perspective is important for the achievement of SDGS (Alston, 2006).

Explain how it is important for professionals to mainstream gender perspective in their institutional activities. **(25 marks)**

### **Question 6**

Higher institutions are expected to design programmes with capabilities to facilitate the achievement of the SDGS through the use of the 21<sup>st</sup> century thinking skills (UNESCO, 2017). **(25 marks)**

States the international recognized 21<sup>st</sup> century competencies and explain how they could help in the achievement of the SDGS through the education systems.

**END OF PAPER**