

Why does the Global Mind Monitor include an assessment of sustainability thoughts, feelings and actions?

The scales we use in design of the Global Mind Monitor are inspired by the OECD framework of Global Competence (2018). In this model, Global Competence is not only conceptualized as a practical skill, or a competency that young professionals need to effectively engage in intercultural interactions. Global Competence is conceptualized from a broader perspective, as one's capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and worldviews of others, to engage in open, appropriate and effective interactions with people from different cultures, **and to act for collective well-being and sustainable development**. The latter is an important component, and also a new key element in the Global Mind Monitor.

The interlinkages between intercultural competencies on the one hand, and an active engagement with sustainable development on the other hand, also tie into the approach that is proposed by the UN's objectives for education for the Sustainable Development Goals (SDGs). In this framework, Education for Sustainable Development (ESD) and Global Citizenship Education (GCEd) are inherently interconnected, as is shown in Target 4.7 in the SDGs: *"By 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development"*. Our choice to include an assessment of sustainability (see above) in the GMM, stems from this logic of interconnectedness. We are aware of the fact that sustainable development has ecological, economic, social and cultural dimensions. The GMM already contains elements of the social and cultural dimensions, and we **mainly focused on the ecological dimension** of sustainable development when adding our new assessment on sustainability thoughts, feelings and actions to the GMM.

Curricula and educational components related to education for sustainable development often have an explicit aim to push students towards sustainable lifestyles and responsible civic engagement. They often include a clear call to action to act for collective well-being and sustainable development. Within the GMM, we do not go as far as specifying what would be the 'right' or 'desirable' behaviors when it comes to sustainable lifestyles. We believe that this is a choice that students or educators need to make for themselves. We do, however, share the view that there is an inherent link between the knowledge, motivation and skills that students need to contribute to sustainable development on the one hand, and the knowledge, motivation and skills that students need to actively participate as global citizens in an interconnected world on the other hand.

The specific measures we use for engagement with sustainable development stem from Moreira and colleagues' Engagement & Disengagement with Sustainable Development Inventory, or EDiSDI (Moreira *et al.*, 2021). Based on other constructs in Educational Psychology, they developed a psychometric scale to measure students' cognitive, emotional and behavioral engagement and disengagement with sustainable development. One of their aims was to make educational interventions that aim to develop engagement with sustainable development (in line with SDG Target 4.7) measurable in higher education. As a result, this measure was a good fit with the goals we have with the GMM project.

If you have further questions on the sustainability dimension, or you would like to look into the connections between intercultural competencies and sustainability measures together, please feel free to contact us at joris.boonen@zuyd.nl.

Sources

Moreira, P. A. S., Ramalho, S., & Inman, R. A. (2020). The engagement/disengagement in sustainable development inventory (EDiSDI): Psychometric properties and validity based studies. *European Journal of Psychological Assessment, 37*, 344–356. <https://doi.org/10.1027/1015-5759-a000619>

Moreira, P. A., Inman, R. A., Hanel, P. H., Faria, S., Araújo, M., Pedras, S., & Cunha, D. (2022). Engagement and disengagement with Sustainable Development: Further conceptualization and evidence of validity for the Engagement/Disengagement in Sustainable Development Inventory (EDiSDI). *Journal of Environmental Psychology, 79*, 101729.