Leading Practice Publication in higher education for SD professional development

UE4SD Project
Two UE4SD publications

STATE OF THE ART REPORT
Mapping opportunities for developing Education for Sustainable Development competences in the UE4SD partner countries

LEADING PRACTICE PUBLICATION
Professional development of university educators on Education for Sustainable Development in European countries
STATE OF THE ART REPORT

Mapping opportunities for developing Education for Sustainable Development competences in the UE4SD partner countries

Marlene Mader, Gerd Michelsen, Clemens Mader and Simon Burandt
(Leuphana University of Lüneburg, Germany)
Daniella Tilbury and Alex Ryan
(University of Gloucestershire, United Kingdom)
Jana Dlouhá, Andrew Barton and Jili Dlouhý
(Charles University Prague, Czech Republic)
David Alba and Javier Benayas
(Autonomous University of Madrid, Spain)

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Overview of higher education networks and partnerships in ESD in the UE4SD partner countries
- External collaborative projects
- International networks
- Local and national associations, NGOs and foundations
- Local and national networks

Figure 4: Overview of higher education networks and partnerships supporting the professional development of university educators in ESD in the UE4SD partner countries
Leading practice publication

- Overview of the best practice examples of professional development opportunities for European university educators in the area of ESD
- UNECE competence Framework – template for comparison of case studies
- Built upon partnership of 55 partners from 33 European countries (www.ue4sd.eu)
What can you find in the book?

**Target Group**

- All Readers
- Educators
- University Leadership
- Policy Makers

**Section**

1. Introduction
2. Executive Summary
3. Purpose
4. Policy
5. Principles
6. Examples
7. Reflection
8. Pathways
9. RESOURCES

**Content**

- Background on the book, what it contains and who it is for
- One-page summary of the entire publication
- About the UE4SD project, the LPP and the terminology used in the book
- Overview of the current ESD developments focusing on key policies and strategies as well as main actors
- Teaching quality, ESD approaches and competence frameworks for university educators
- Selection and development of the best practice examples presented in this LPP, followed by the individual examples
- Lessons learned and main outcomes achieved from the best practice examples
- Conclusions and key messages on ESD professional development in European higher education
- Relevant products and materials of the UE4SD project and further resources
# Case Studies – Categories

<table>
<thead>
<tr>
<th>Long Case Studies</th>
<th>ESD Approach</th>
<th>PD Process</th>
<th>Practicality</th>
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<tbody>
<tr>
<td><strong>International</strong></td>
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<tr>
<td>Greece: MedUnNET, A Mediterranean initiative on Professional Development</td>
<td>Developing ESD competences of university staff; promoting the whole-of-institution approach; exchange and networking (also)</td>
<td>Seminars and workshops based on the UNECE ESD competences framework: holistic approach, envisioning change, transformative pedagogy</td>
<td>Synergy of individual activities of ESD in HE with a focus on capacity building; active platform in the Mediterranean; network with institutional partners</td>
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<tr>
<td>Ireland – Tempus RUCAS project (NORTH &amp; SOUTH regions)</td>
<td>Clear ESD framework behind the wider project and the short course development, with focus on competences, curriculum</td>
<td>Focus on competences which can apply to staff or students – supported by project process to build staff capacity to embed ESD in curriculum. It was Valuable example of cross-regional collaboration involving more than one university (and into Middle Eastern region). Online nature of tools and</td>
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<tr>
<td>Czech Republic and internationally: ENOAT (European Network Organic)</td>
<td>Seminar once a year; innovation in teaching practices related to the joint projects on sustainable development practices in</td>
<td>Teaching support initiative. Trained approaches include: interactive methods of teaching, team &amp; group work, world café etc. The learning process was University teacher training initiative – ESD competence oriented. Initiative based on an identified need to transform curricula and teaching</td>
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<td><strong>National</strong></td>
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<td>Belgium: Learning networks – Ecocampus</td>
<td>Acquiring knowledge and skills on integrating ESD in university teaching by (non-formal) network meetings (comprising</td>
<td>Learning networks with a thematic focus on social work, teacher training, business, and engineering presents a teaching support initiative and is Easy to adapt and implement as not much organizational efforts and financial resources are required. The non-formal setting, but clear ESD focus</td>
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<tr>
<td>UK Green Academy</td>
<td>The approach is clearly geared to the whole-institution principle of ESD, inspiring sector-wide change and enabling</td>
<td>Action learning and peer learning approach through the use of university teams is distinctive and worthwhile. The process takes place over a</td>
<td>The action focus is easy to adapt in other contexts of teams. This involves peer-learning across the sector and supported by the national HE agency which is</td>
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<td>Spain: Curricula and Sustainability working group</td>
<td>To promote actions for introducing ESD in Spanish university curricula. Lecturers have to think about their own project and how to</td>
<td>Self-learning processes of working group members. The network provided a platform for engaging people from different walks of life;</td>
<td>Working together with people from 17 universities that share the same interests. The presence of CRUE that provides institutional coverage to the actions</td>
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<td><strong>Institutional</strong></td>
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<td>UK Learning for Sustainable Futures (University of Gloucestershire)</td>
<td>An institution-wide initiative with an ESD approach based on key principles found in OECD documentation. The ESD focus is clear</td>
<td>There is a strong focus on tailored mentoring to suit the specific project, and building change agency skills in the participants to influence their</td>
<td>The scheme is funded but at low cost – its core approaches are easy to adopt and use. There are project materials and resources to learn from</td>
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<tr>
<td>Bulgaria: Initiative for SD Education (ISDE)</td>
<td>Academic working group for university educators – to identify existing interests, knowledge, capacities and activities</td>
<td>Academic working group for university educators. Information exchange, professional debate, promotion of joint action initiatives, etc</td>
<td>The popularity of initiative is growing among teachers – members are currently involved from 4 countries but 5 are active at this time – an essential</td>
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<tr>
<td>Germany: Teaching for the Leuphana semester</td>
<td>Clear ESD framework, preparing university educators to address questions of ethics and responsibility of science and engage</td>
<td>ESD professional development focusing on imparting competences for the student-centered approach of research-based learning. Since 2007</td>
<td>The core concept and specific focus on student-centered teaching (in this case research-based learning) of the seminar can be adapted in other</td>
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<tr>
<td>SHORT CASE STUDIES</td>
<td>ESD APPROACH</td>
<td>PD PROCESS</td>
<td>PRACTICALITY</td>
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<tr>
<td>Spain: Innovation projects on sustainability</td>
<td>To generate a network to reflect and implement the inclusion of sustainability into the university curriculum; with the aim</td>
<td>Active education methodologies, researching application, multidisciplinary groups and self-learning processes of working</td>
<td>Lecturers have to think about their own project and how to include it into the curricula. It is, in fact, a learning process.</td>
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<td>Latvia – Teacher Education Action Research (Daugavpils University)</td>
<td>The ESD frameworks and tools being used are from UNESCO international DESD literature, with clear focus on</td>
<td>Clear process of participatory action research, experiential and reflexive learning, with effects seen in professional settings. It happens though</td>
<td>This initiative had no major sources of external funding, so other institutions may feel able to imitate the approach. It shows good practice in</td>
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<tr>
<td>Cyprus: Education for Sustainable Development as an induction framework for novice teachers:</td>
<td>Through the context of ESD, we provided focused training and developed mentoring partnerships between university educators</td>
<td>Mentoring systems and professional communities of learning</td>
<td>The outcomes of the research have important implications for adult learning approaches which are particularly useful for educating expert</td>
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<td>Slovakia: Seminar Education and development of skills and abilities with the</td>
<td>applied methods; brainstorming, discussion</td>
<td>to strengthen the cooperation, information and</td>
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<tr>
<td>Austria: ESD-Innovation in Teacher Education</td>
<td>Clear ESD approach, focusing on concepts of ESD, didactic strategies and research methods. Conception of own ESD research</td>
<td>Formal professional development of educators (not only university educators, the focus lies on teacher trainers) to acquire ESD didactic and</td>
<td>Due to its comprehensive approach (4 semesters) the case might be difficult to adapt by other HEIs or networks. Single modules or concepts (such as the</td>
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Criteria for selection:

1. ESD approach
2. Professional development processes
3. Practicality

Impact – international, national, institutional
Diversity – regions, approaches
ESD processes

Cultural differences addressed:
• State of the Art Report highlights (national policies)
• Templates for case study structure (short & long case studies)
• Index (terminology)
• Reflection (lessons learned)
• Pathways

Availability of national ESD strategies in UE4SD countries

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Availability</th>
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<tbody>
<tr>
<td>ESD/DESD strategy</td>
<td>18</td>
</tr>
<tr>
<td>HE act</td>
<td>13</td>
</tr>
<tr>
<td>National legislation</td>
<td>10</td>
</tr>
<tr>
<td>SD/Agenda 21 strategy</td>
<td>8</td>
</tr>
<tr>
<td>HE development plan</td>
<td>5</td>
</tr>
<tr>
<td>No ESD strategy</td>
<td>2</td>
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</tbody>
</table>
Pathways

• for policy-makers
• for university leadership
• for university teachers/researchers
• for all stakeholders in HE

For HE – educators and institutions:
build capacities upon the LPP experiences
• national → international
  (UE4SD countries & institutions involved)
• network cooperation
Leading Practice Publication

www.ue4sd.eu

Dana. Kapitulcinova@czp.cuni.cz
Jana.Dlouha@czp.cuni.cz
Universities as Beacons of Change: Education for Sustainability lightening up pathways for a new world

www.ue4sd.eu

Invitation to the conference
27-29 June 2016
Theme: ESD and professional development

• 27 June - opening ceremony & reception;
• 28 June all day conference;
• 29 June excursions.

Keynotes confirmed:
Mahesh Pradhan, Alexander Leicht; Heila Lotz-Sisitka; Daniella Tilbury.
COPERNICUS Alliance conference

September 14th-15th 2016, Vienna, Austria
Topic: Sustainability Transformation of Science Systems
Clemens Mader (CA president)
Jana Dlouhá (CA vice-president)

Email: office@copernicus-alliance.org
Web: http://www.copernicus-alliance.org