

Sustainability

National and institutional policies and practices in HE: Cases of Georgia and Sweden

Lali Giorgidze

PLA on January 25, 2023

Coordinators:



Co-funded by the Erasmus+ Programme of the European Union.
European Higher Education Area (EHEA) - Initiative to support the implementation of reforms ERASMUS-EDU-2021-EHEA-IBA Action Grant

Full Partners:

 Bundesministerium
Bildung, Wissenschaft
und Forschung

 Ministry of Science and Education

 MT
MINISTRY OF EDUCATION
AND SCIENCE OF GEORGIA



 Ministry of Education
and Science of Georgia

 FOUNDATION
TEMPUS

Associated Partners:

 ACA
ASSOCIATION OF
UNIVERSITIES OF APPLIED
SCIENCES OF GEORGIA



 HEA
HIGHER EDUCATION AUTHORITY
OF GEORGIA

 MINISTRY OF
EDUCATION
AND SCIENCE
OF GEORGIA

 NATIONAL CENTER FOR
EDUCATIONAL QUALITY
IMPROVEMENT

 universitäts der applied
sciences of georgia

 SZÉCHENYI
UNIVERSITY

What is sustainability education and what it means for teaching practice?

Education for sustainable development

Environmental education

Climate change education

Sustainability literacy

Global citizenship education

Outdoor learning

Way of learning that empowers people to take informed decisions and responsible actions for environmental integrity, economic viability, and a just society for present and future generations, while respecting cultural diversity.

In this sense, it is an inherently transformative and critical approach to education.
(UNESCO Institute for Statistics, 2021)



Sweden: Policies and actors fostering sustainability in HE

- + **Higher Education Act**
In the course of their operations, higher education institutions shall promote sustainable development to assure for present and future generations a sound and healthy environment, economic and social welfare, and justice. The collected international activities of each higher education institution must enhance the quality of its research and education, and make a national and global contribution to the sustainable development described in paragraph one above. (Higher education act of Sweden, Section 5, 1994)
- + ESD is incorporated into governing documents at all levels of the Swedish education system, including – curriculum for the preschool, compulsory school, preschool class and school-age care, Swedish Higher Education Act.

Actors supporting ESD Government agencies for supporting ESD

- + Government agencies: The Swedish National Agency for Education and Swedish Council for Higher Education
- + Academia provides new knowledge and tools through research and cross-sectoral collaboration
- + Civil society organisations - Swedish Society for Nature Conservation and WWF Sweden, are key actors in teacher training, producing educational resources and contributing to capacity development.



Georgia: Policies having potential of fostering sustainability in HE

- + The Third Mission activities of universities covered in external QA framework of Georgia;
- + **Long-term policy document – vision on Strategic Development of Georgia 2030:** The document is based on the aspiration of building strong and democratic state based on sustainable and inclusive economic development, social equality, and accessibility of public goods – quality education, healthcare etc. The document reflects on all SDGs and considers commitments of Georgia set out in Georgia-EU Association Agreement
- + **Environmental Assessment Code** has been approved in 2021 – which promotes the protection of environment in the implementation of strategic activities, public decision-making and application of best international standards in environmental assessments.
- + **Climate change 2030 strategy & Updated Nationally Determined Contribution** - Georgia is fully committed to an unconditional limiting target of 35 % below 1990 level of its domestic total greenhouse gas emissions by 2030.
- + The updated Nationally Determined Contribution of Georgia invites national stakeholders to provide children and youth with climate change education, awareness raising and training;
- + Georgia considers, by taking into account that the majority of teachers at primary and secondary schools, 58%4 of lecturers at universities, and 65%5 of doctors are women, to enhance the role of women as agents of change through their participation in decision-making processes addressing healthcare issues induced by climate change and related to the activities on climate change education, capacity building, knowledge-sharing programme aiming to change behavior.

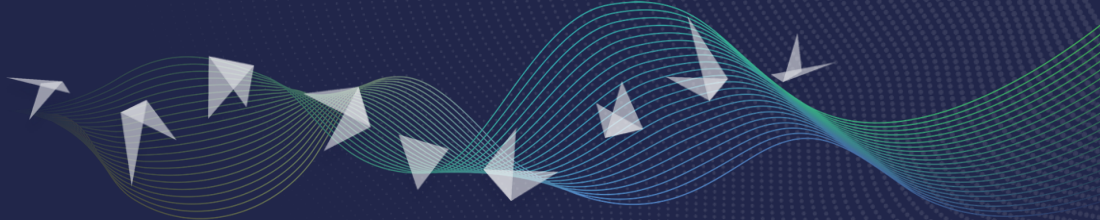
The Ministry of Environmental Protection and Agriculture of Georgia is mandated to coordinate the implementation of national climate change policy and Georgia's strategy for international climate change negotiations under the United Nations Framework Convention on Climate Change; => **possible synergies between the Ministry of Education and the Ministry of Agriculture.**



Institutional policies and practices for embedding sustainability in HE

- + Sustainability is not a separate subject or discipline;
- + Sustainability is not separate from HE agendas like Internationalisation, quality or employability; it is neither just about environment!
- + Programmes designed in a way that learners understand the role of their field/profession in sustainable development, for improving people's lives and in achieving the SDGs;
- + Examples of learning approaches and methods: **the dynamics of power and influence** – if learners are to be equipped to bring about change in their own lives, as well as in the lives of others, learning about power and influence must be a key feature of higher education; **Global interdependence** – the development of a global perspective and an adoption of an approach to develop global citizens who understand the need for sustainable development is a feature of most of higher education curricula irrespective of subject area. Learning is linked to sustainability initiatives and learning in the wider community.
- + **Best practices: Dalarna University** awards a travel grant of 10 000 kr for the thesis of a student that most strongly contributes to a sustainable society. **University of Gothenburg** joined the climate framework, which is the basis of the University's systematic work on climate impact. **The Climate Framework** is a collaboration between Swedish universities and higher education institutions with the focus, in line with national and international commitments, on reaching the so-called 1.5 degree goal.





Thank you!


Coordinators:



Erasmus+

Co-funded by the Erasmus+ Programme of the European Union.
European Higher Education Area (EHEA) - Initiative to support the implementation
of reforms ERASMUS-EDU-2021-EHEA-IBA Action Grant

Full Partners:

 Bundesministerium
Bildung, Wissenschaft
und Forschung

 Ministry of Science and Education



Associated Partners:

