

Sustainable Development Sustainability

Final conference
16 October 2025, Budapest

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Coordinators:



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European Higher Education Area (EHEA) - Initiative to support the implementation
of reforms ERASMUS-EDU-2021-EHEA-IBA Action Grant

Full Partners:



Associated Partners:



Sustainable Development Working Group

- Bárbara Gabriel (*Portugal*)
- Irma Grdzeldze (*Georgia*)
- Jelena Parojčić (*Serbia*)
- Lali Giorgidze (*Georgia*)
- Ruaidhri Neavyn (*Ireland*)



Sustainability (Education) – European Commission approach

Press release | 14 January 2022 | Brussels

Commission calls for environmental sustainability to be at the core of EU education and training systems

Encourages and supports **whole-institution approaches to sustainability** which encompass

- teaching and learning;
- developing visions;
- planning and governance;
- active involvement of students and staff;
- management of buildings and resources and
- partnerships with local and wider communities.



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Source: [Commission – Environmental sustainability \(2022\)](#)

Sustainability (Education) – European Commission initiatives

- + Erasmus + programme 2021-2027 - Supporting education and training systems to adapt for the green transition through a Whole-institution approach



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Competences in Sustainability - to feed in education programmes

European Competence Framework on Sustainability (GreenComp) - 12 competences



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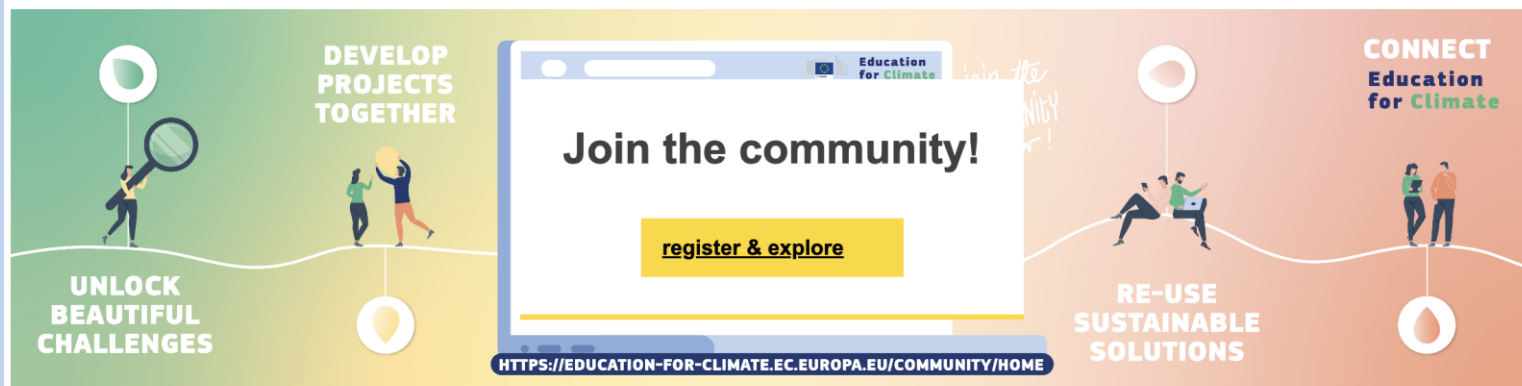
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Source: [GreenComp Framework](#)

Sustainability (Education) – European Commission initiatives

- + Community of learners and teachers active on climate change and sustainability issues

Education for Climate Coalition



The European participatory community for students, teachers and education stakeholders to act collectively on innovative education solutions for environmental sustainability.

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Source: [Education for Climate Coalition](https://education-for-climate.ec.europa.eu/community/home)

National and Institutional level

- + National University Associations – fostering sustainable development
- + Institutional level

Learning and Teaching activities

- *Learning platforms*
- *Teaching materials*
- *Digitalisation*

Greening in European higher education institutions

Source: [Greening in European Higher Education Institutions](#)



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Role of Higher Education Institutions

Higher education institutions have an essential role in sustainability. They are key agents in the education of future leaders that will contribute to the successful United Nations Sustainable Development Goals (SDGs) implementation. *(Pereira P., Žalėnienė I., 2021)*

HEIs are **key actors** to promote sustainability through all dimensions of their activities: education (teaching and learning), research, outreach activities, campus operations, institutional governance, assessment and communication, and in the nexus of these areas *(Kapitulčinová et al., 2018)*



Sustainable Development in L&T

Integrating sustainable development and sustainability principles - social justice, environmental responsibility, economic viability, and ethical resource use - across all aspects of higher education aligns L&T and research with the UN SDGs.

It fosters a holistic learning experience that builds the knowledge, skills, and values needed to tackle global challenges and promote a sustainable future.

Through **curriculum design**, **pedagogical approaches**, **assessment**, **research**, and community **engagement**, Higher Education Institutions embed sustainability in their core missions, preparing students as responsible global citizens and drivers of innovation.



Sustainable Development competence fields

1. Design, structure and select effective content for sustainable development learning
2. Apply effective learning and teaching methodologies, strategies and assessment for sustainable development
3. Support students' development of competences towards sustainable development
4. Active engagement in professional development by conducting research, innovation and social projects, events, and networks in sustainable development

Key words

1. Sustainable development
2. Education for Sustainable Development (ESD)
3. Sustainable Development Goals (SDG)
4. Competences for sustainable development
5. Sustainability



Sustainability in PROFFORMANCE Tool

+ **Twenty-two** statements across six Thematic Areas

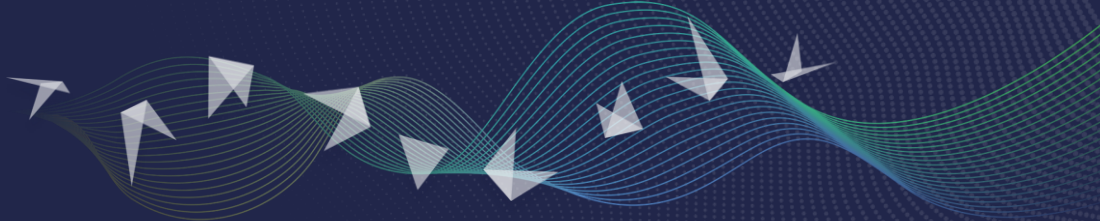
+ **Statement - Hint**

- **TA1 – Student-centered course design**

I incorporate in my course contents addressing sustainable development, enabling students' competences to contribute to a sustainable future.

Hint: You incorporate in your course contents that address sustainable development, as, for example, specific modules describing the current challenges and needs, approaches based in systems thinking and interdisciplinarity, and/or designing a whole course related to the topic.





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