

Sustainability

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Full Partners:

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Ministry of Science and Education



Associated Partners:



Sustainability

Meeting the needs of the present without compromising the ability of future generations to meet their own needs. *(United Nations Brundtland Commission, 1987)*

Concept deeply rooted in European policies. Sustainable development is about upgrading people's living standards by giving people real choices, creating an enabling environment, and disseminating knowledge, and better information *(European Commission, 2019)*

Why ?

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)*



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: https://ec.europa.eu/commission/presscorner/detail/en/ip_22_327

Educators' competences in Sustainability

LEARNING TO KNOW (LTK)

Intellectual development (7%)

Scientific thinking (21%)

Critical thinking (100%)

LEARNING TO BE (LTB)

Uncertainty (7%)

Belong to nature (7%)

Attentiveness (21%)

Learning centered (21%)

Transdisciplinarity (21%)

Holistic Dimension of Sustainability (28%)

Futures (35%)

Emotions management (42%)

LEARNING TO DO (LTD)

Economic dimension (7%)

Environmental dimension (7%)

Healthy lifestyles (7%)

Social dimension (7%)

Design educational activities (14%)

Sustainable use of resources (14%)

Responsibility (28%)

Creativity (35%)

Innovation (35%)

Achieving transformation (42%)

Applying sustainability values (42%)

Participation in community (57%)

KNOW/BE (K/B)

Connections (64%)

BE/DO (B/D)

Networking (14%)

Envisioning change (21%)

Dialogue (28%)

Learning to live together (50%)



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Source: <https://www.mdpi.com/2071-1050/12/23/9858/htm>

Competences in Sustainability - to feed in education programmes

European Competence Framework on Sustainability (GreenComp) - 12 competences



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Source: <https://publications.jrc.ec.europa.eu/repository/handle/JRC128040>

Sustainability in Teaching & Learning

- + A combination of different pedagogical approaches is needed to develop Sustainable Development competences (UNESCO, 2006), which allows students to benefit from different learning processes (UNESCO, 2012).

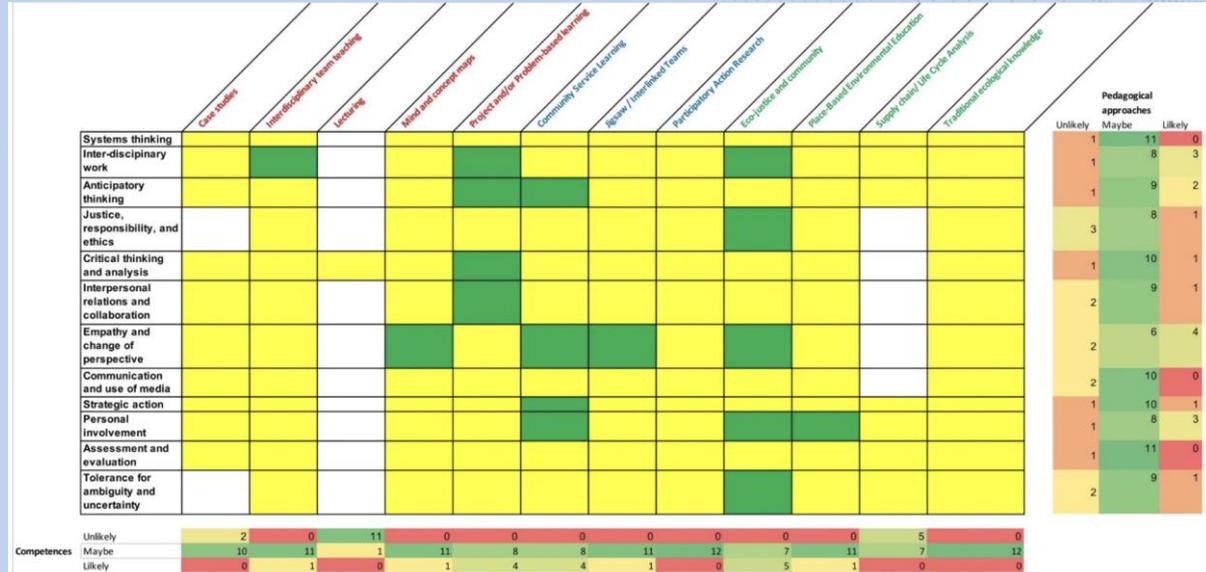
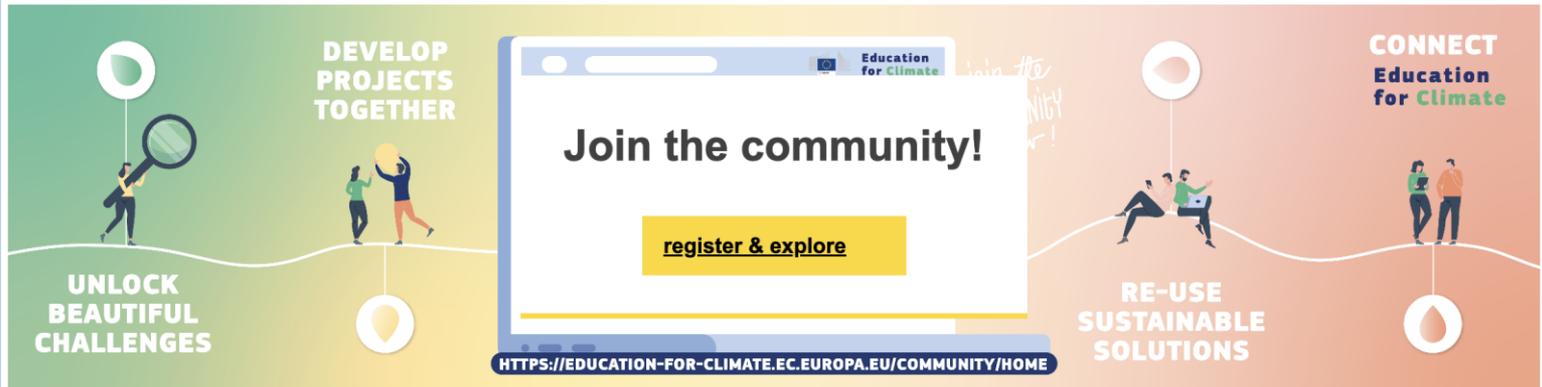


Figure 6. Updated framework connecting sustainable development pedagogical approaches to competences (from the survey results using Spearman correlation). The green cells indicate a high likelihood of addressing the competence, the yellow cells indicate that the approach may address it, and the white cells indicate that the approach does not address the competence.

Sustainability (Education) – European Commission initiatives

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

Education for Climate Coalition



The banner is divided into three main sections. The left section is green and yellow, featuring an illustration of a person with a magnifying glass and the text 'UNLOCK BEAUTIFUL CHALLENGES'. The middle section is yellow and features a laptop screen with the text 'Join the community!' and a yellow button that says 'register & explore'. The right section is orange and features an illustration of two people talking and the text 'RE-USE SUSTAINABLE SOLUTIONS'. The banner also includes the text 'DEVELOP PROJECTS TOGETHER' and 'CONNECT Education for Climate'. At the bottom, there is a URL: [HTTPS://EDUCATION-FOR-CLIMATE.EC.EUROPA.EU/COMMUNITY/HOME](https://education-for-climate.ec.europa.eu/community/home)

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

Source: <https://education-for-climate.ec.europa.eu/en>



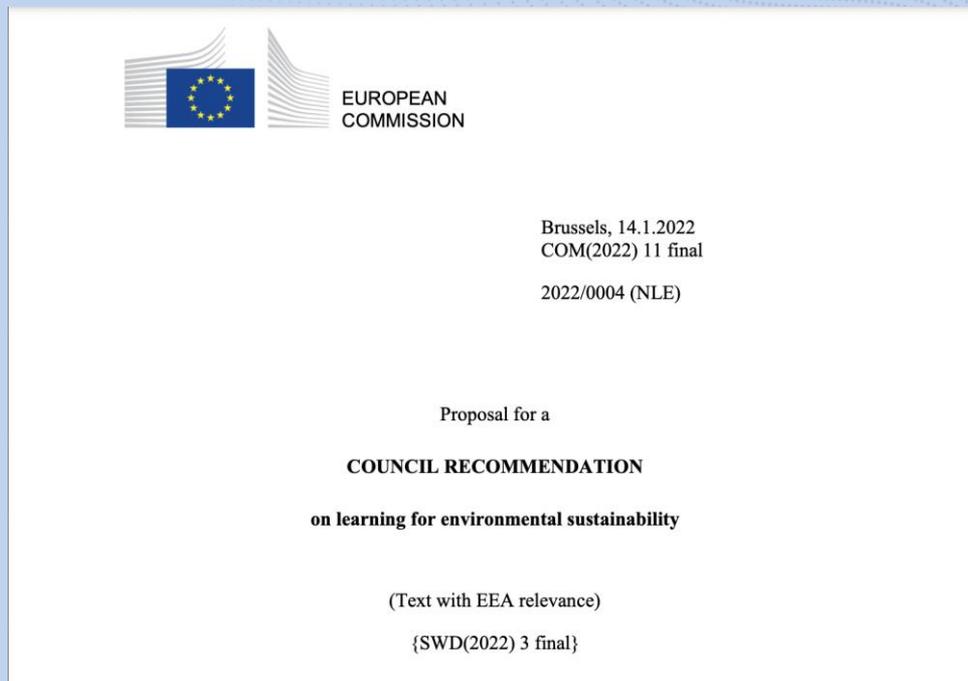
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Sustainability (Education) – European Commission initiatives

- + Proposal for a Council Recommendation on learning for environmental sustainability aims to support Member States in their efforts and to encourage more cooperation at the EU level in this field



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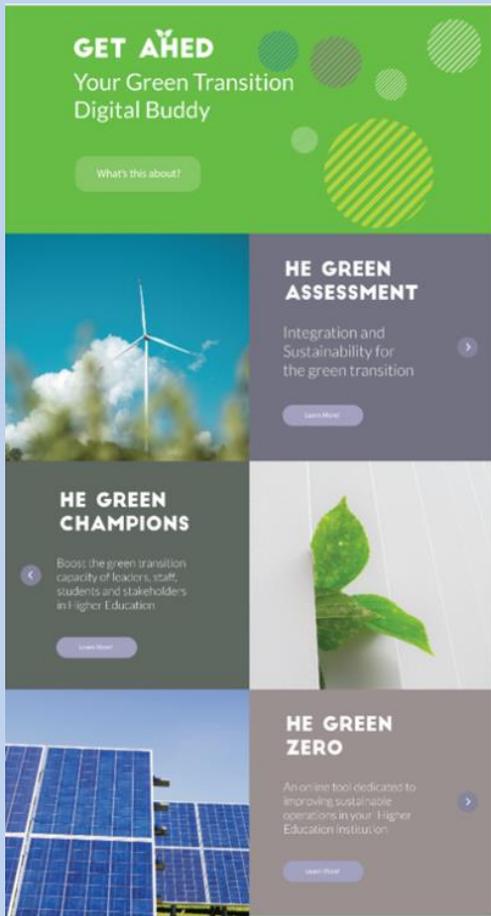
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Sustainability (Education) – European Commission initiatives

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



Sustainability – GET AHED Erasmus+ project



HE Green Assessment

HE Green Champions

HE Green Zero



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Sustainability in the Tool – Thematic Areas

+ TA1 – Student-centered course design

I consider discipline-related environmental and sustainability issues in my course/curricula, I plan the development of students' skills and knowledge on sustainability aspects of the profession. I plan activities with the lowest impact on the environment.

Hint: While designing/developing curriculum/course, you consider the environment and sustainability and try to transfer this through the content, methodology, and the competence development of students. Example: [UCL Sustainable Education](#)

+ TA2 – Teaching performance and Student Learning Support

I apply environmentally friendly teaching materials, I develop students' awareness on sustainability aspects of the profession.

Hint: During the teaching and learning process you consider the sustainability and environmental impact of all activities, and that sustainability plays an important aspect to be respected both in teaching material and in terms of students' tasks. Example: [EUSTEPs project](#)



Sustainability in the Tool – Thematic Areas

+ TA3 – Student's learning assessment

I use environment-friendly assessment tools and methods, and also assess the students' knowledge, skills and competences on environment-related aspects of the profession (if relevant).

Hint: You use digital tools, or recycled materials for the assessment to save paper for example, or you assess the environment-friendly mindset in the profession if relevant. Example: [Staunch®](#)

+ TA4 – Impact and mission with and for the society

I respect the environment and sustainability when implementing research and innovation projects, I consider environmental impact when planning inputs and outcomes.

Hint: You consider the environmental aspects of your research activities (e.g., participating in events) and analyse the results from the point of view of sustainability as well.



Sustainability in the Tool – Thematic Areas

+ TA5 – Professional Development for the Quality of Teaching

I follow the news and learn about the most up-to-date environment-friendly solutions in my professional field.

Hint: You learn how to improve students' awareness on sustainability issues and how to implement courses with the lowest impact on environment (using less paper, materials, etc.).

+ TA 6 – Organizational and Administrative related to teaching

I consider environmental impact of administration and organizational tasks.

Hint: You try to find environmentally neutral solutions for event organization and implementation as well as administration. You avoid printing, you consider the ecological footprint of certain methods and activities in administration and organization of teaching and learning. Example: [UPC Sustainability Plan](#)



References

- + (Lozano et al., 2019): <https://www.mdpi.com/2071-1050/11/6/1602>
- + (Pereira P., Žalėnienė I., 2021):
<https://www.sciencedirect.com/science/article/pii/S2666683921000195>
- + (Kapitulčinová et al., 2018):
<https://www.sciencedirect.com/science/article/pii/S0959652617309757>

Questions?

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