

**2021 EUROPEAN LEARNING & TEACHING FORUM**

Session IV.B: EUA Learning & Teaching  
Thematic Peer Group on the “Environmental  
sustainability of learning and teaching”

**18-19 February 2021**  
**#EUALearnTeach**

# Embedding the SDGs: Integrated Impact across Higher Education Teaching & Learning

**Presented by the 2020/21 EUA Learning & Teaching  
Thematic Peer Group 'Environmental sustainability of  
learning and teaching'**

***Presenters:***

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- ***Dr Natalia Timus (University of Cote d'Azur)***
- ***Prof. Jackie Labbe (De Montfort University)***
- ***Dr Andrew Reeves (De Montfort University)***

# Housekeeping rules

Recommended: **Google Chrome**, **ethernet** and a **headset** for an optimal experience

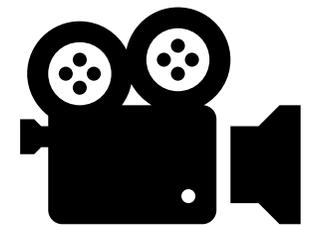
- In case of technical issues, switch browser and log out and back in again

You are invited to **activate your camera**, but please **keep your microphone muted** when you are not speaking

- Note that this session is not recorded

If you would like to say something, please use **Zoom's raise-hand function**

Use the **chat** for any other remarks, or to share links



# TPG: Aims and Membership

Aim: Identify and share good practices on embedding education for sustainability within Higher Education Institutions

Chair: Cardiff University, United Kingdom

Graz University of Technology, Austria

University of Côte d'Azur, France

National University of Ireland Galway, Ireland

University of Bologna, Italy

Utrecht University, Netherlands

De Montfort University, United Kingdom



# Session Aims



Introduce the results  
of our TPG

Conceptual  
Frameworks  
Case studies  
of Practice



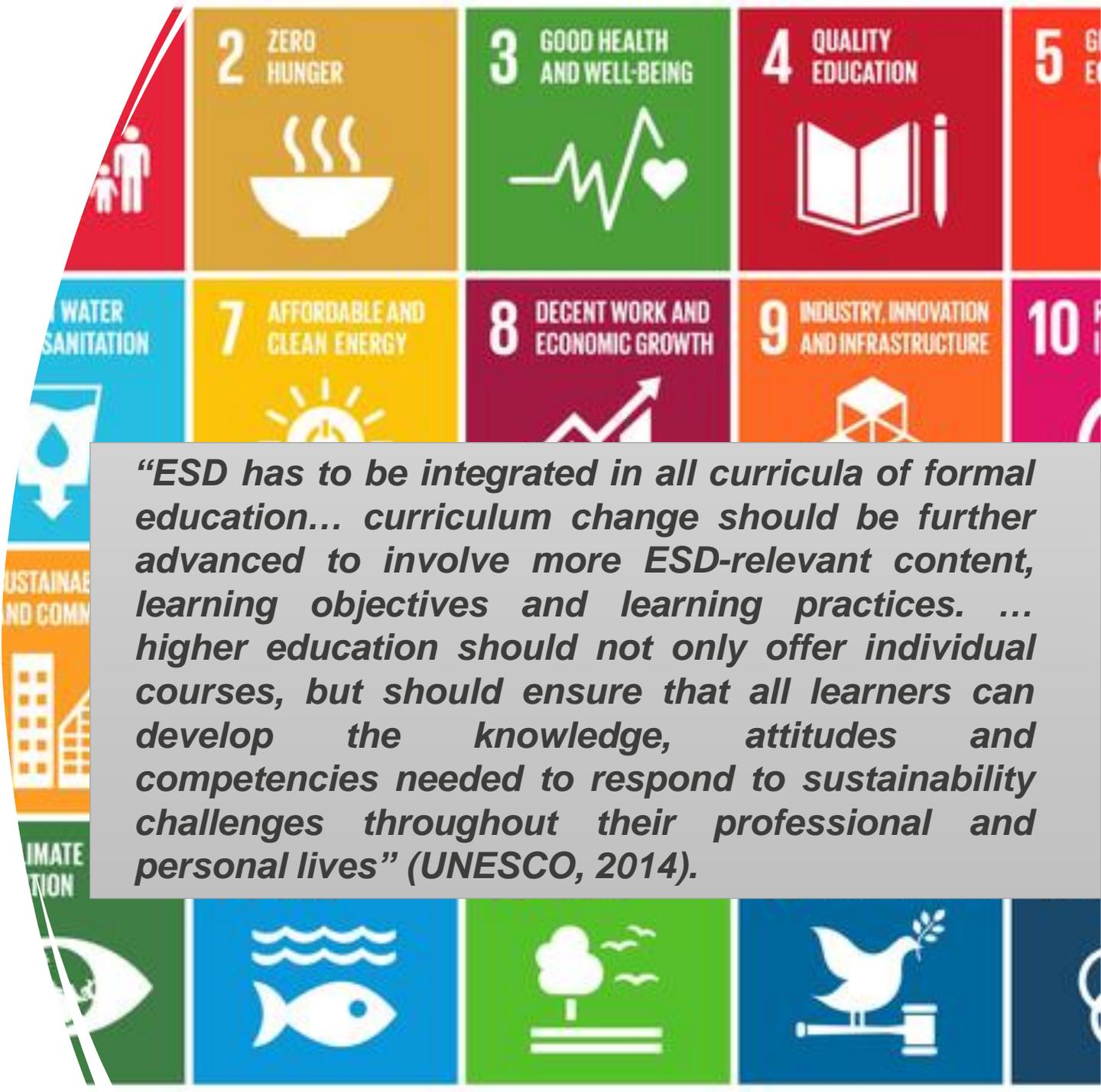
Discussion on these  
themes

Small-groups,  
your  
experiences  
Feedback on  
our proposals

# The vision

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- Education for Sustainable Development (ESD) integrated across the activities of all Higher Education Institutions (HEIs)
- Responding to the challenge of the UN Sustainable Development Goals (SDGs) for 2030
- Addressing other HE agendas: employability; civic role; research impact...



***“ESD has to be integrated in all curricula of formal education... curriculum change should be further advanced to involve more ESD-relevant content, learning objectives and learning practices. ... higher education should not only offer individual courses, but should ensure that all learners can develop the knowledge, attitudes and competencies needed to respond to sustainability challenges throughout their professional and personal lives” (UNESCO, 2014).***

# Let's vote: getting to know you and your needs



**WEB**

- 1 Connect to [www.wooclap.com/ESD](http://www.wooclap.com/ESD)
- 2 You can participate

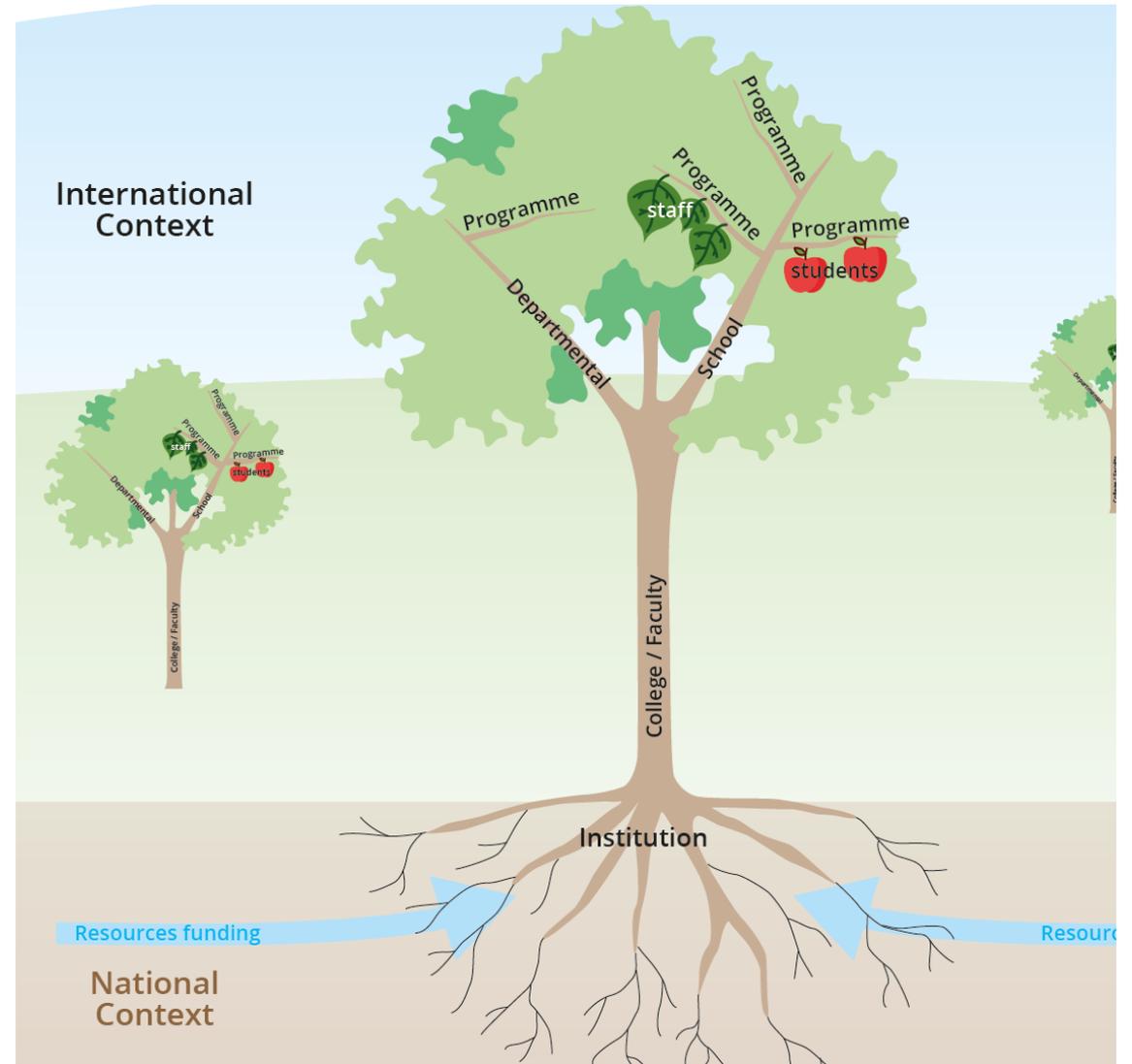


**SMS**

- 1 Not yet connected? Send **@ESD** to **06 44 60 96 62**
- 2 You can participate

# Metaphor of a Forest Ecosystem

- A visual metaphor for the influences on how to achieve embedded, integrated and authentic action.
- Linking environmental influences to the 'fruit' of academic courses, students' learning



# One-size-fits-all doesn't work

- Progressing with Education for Sustainable Development (ESD) is context-specific
  - Depends upon external policy, institution, academic discipline, country...
  - One-size-fits-all guidance will therefore often be inappropriate
- However, some key success factors can be identified (see box)
  - These reflect two key dimensions: Commitment and Capacity

Commitment  
+ Time  
+ Resources  
+ Common Cause  
+ Knowledge & Skills  
+ Authenticity  
=  
**Sustainability Education  
with Integrated Impact**

# A map for navigating through changing contexts

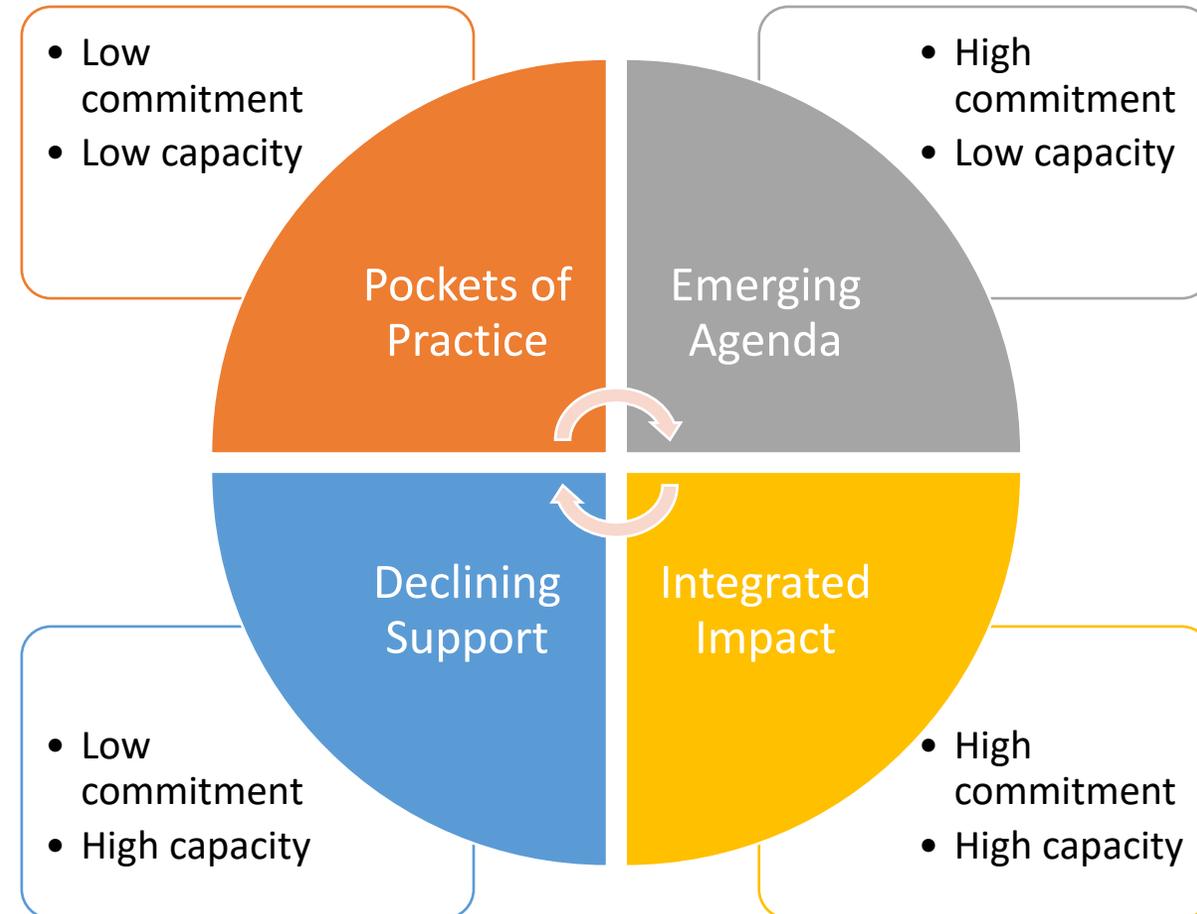
Two key contextual influences: **Capacity** and **Commitment**

**Capacity:** knowledge, skills, motivation and staff/financial resources required to pursue ESD. Predominantly bottom-up, reflecting the engagement and activities of staff. (*nutrients*).

**Commitment:** “an institution’s high-level strategic support of the sustainability agenda”. Reflected in strategy documents, governance procedures, etc. Predominantly top-down, often linked to wider national/international drivers (*root system*)

This gives four scenarios in the image, and three situations to focus upon:

1. From Pockets of Practice to Emerging Agenda
2. From Emerging Agenda to Integrated Impact
3. Maintaining Integrated Impact



# Practices: From Pockets to Emerging

## Examples

### 1. Committee or board:

*Sustainability Advisory board of Graz University of Technology*

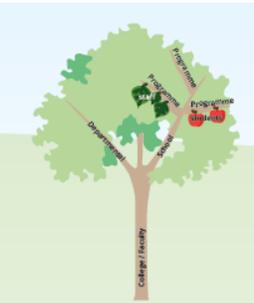
- Advise university management, develop sustainability strategy, bundle activities and initiate new proposals and projects.

### 2. Establish baseline for Sustainability Education

*University of Bologna SDG reporting tool*

- Analyse & measure institutional activities

*“This first phase of action to embed sustainability can be categorised as understanding the contextual and the internal performance of one’s own HEI. This means ecosystems surveys, identifying where internal growth is aligned to external and internal environmental drivers. We must evaluate and understand these strengths, support them and learn from them in order that all parts of our individual ecosystem can be nurtured aligned and thrive.”*



# Practices: from Emerging to Integrated

## Examples

1. Embed sustainability in quality and assurance processes
2. Curriculum

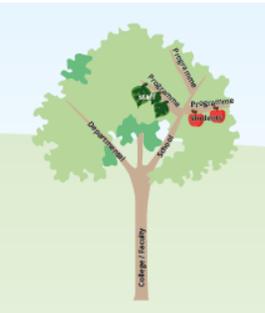
### *University of the West of England*

- Embedding sustainability in approval processes, annual review, staff boards, academic framework

### *Utrecht University*

- Curricular alignment to SDGs

*“This represents a shift towards maximum productivity (health) for our ecosystem: continuing to respond positively to nutrients provided by the context, good practice and external policies as well as nurture our root system to enable their uptake throughout. This will enable all programmes, modules, staff and students to be affected by and effect positive sustainability-related changes to our ecosystem.”*





# Let's vote: what is your scenario?



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# Breakout discussion



Four subgroups, each with one facilitator



In-depth discussion of our scenarios and how to progress



Sharing your experience with ESD



Feedback on our scenarios and ways to progress

# Discussion

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**Q&A**



**Feedback**

Does our framework ring true for your context?

How might it be enhanced?

Your feedback is welcome

<https://tinyurl.com/ESDpost>

Thank you!

- What is your take-away learning from the session?
- Comments on a 'post-it note'

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