



Summary of dialogues and outcomes of day1

Clemens Mader, Leuphana University of Lüneburg
COPERNICUS Alliance Conference
University of Gloucestershire
10 January 2014

Conference Questions

- What have been the major challenges and shifts in higher education towards sustainability over the last ten years?
- What does the future hold for universities and colleges engaged with this agenda?
- What role will the new GAP on ESD play in advancing change for sustainability in higher education?
- How do we extend the circle of the commitment and partnerships for change?
- How do you understand transformation for sustainable development in higher education?
- Outcomes...

What have been the major challenges and shifts in higher education towards sustainability over the last ten years?

- First phase of decade was very much about orientation and consolidation on terminologies and opportunities
- New local, national and international networks formed (RCEs, UN PRME, student networks, GUPES, SDSN, many more...)
- Role models were identified and networks started to launch activities
- Increased presence of ESD in Higher education
 - Education, research and also management and outreach;
 - Whole of institution approach
- Sustainability & ESD become more mainstream



Yet,...

- >500 environmental conventions but only in 4 conventions significant progress could be done
- Extreme weather events and governance issues
- Quality criteria and the system of higher education has not changed and partly even gone worse
- Still large majority of people stays unreached

What does the future hold for universities and colleges engaged with this agenda?

AL:

- from pilot → policy
- from small scale → large scale
- from margin → mainstream

Appreciative monitoring, measurement & assessment
Reorient education and learning and enhance ESD

- How to engage the disengaged?
- Need to relate students' learning to the "real-life"
- Models of universities do not encourage transdisciplinarity
- Engage senior leaders
- Often still questions of terminology
- People in universities should become work ready + professionals



What role will the new GAP on ESD play in advancing change for sustainability in higher education?

Global Action Programme to be endorsed by UN general assembly in autumn and launched in Nagoya in November 2014.

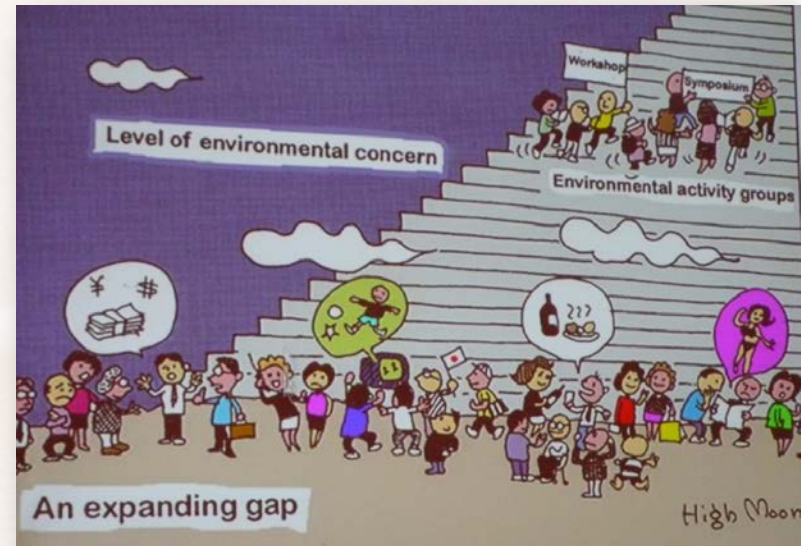
- Advancing policy
- Transforming learning and training
- Building capacity of educators & trainers
- Involve society

Whole of institution approaches involving youth – UNEP has long history of cooperation of youth; cooperation with RCEs

How do we extend the circle of the committmend and partnerships for change?

- Engage the disengaged
- Systemic change
- Scaling solutions
- Have a holistic approach across disciplines
- Don't preach

Bottom up and top down leadership necessary



- Existing leadership needs agency – leaders need to be enabled to take agency (capability)
- Good leaders understand its all about relationships (GS)
- Good leaders listen-link-lead and leverage
- Transdisciplinary education and research for transformation towards sustainable develompent

How do you understand transformation for sustainable development in higher education?

Transformation implies transformative leadership, trust, inclusive structures and open processes, enabling education and learning as well as innovation through transdisciplinary research.

→ Transformation tw. SD in higher education means open universities enabling society to take agency through education and research activities that reflect local and global needs.

Profound difference between change and progress (GS) → need for transformative process assessment approaches.



Personal outcomes

- Expanding perspectives
- Plenty of knowledge exchange
- New contacts and cooperations
- Fun
- Motivation and inspiration to take agency for transformation

