

SDG Bergen Day Zero Workshop 2024, organised by IAU & SOS

A Whole-Institution Approach for ESD and the SDGs

7 February 2024, 1:30-3:00 pm CET, online



STUDENTS
ORGANISING FOR
SUSTAINABILITY
UNITED KINGDOM



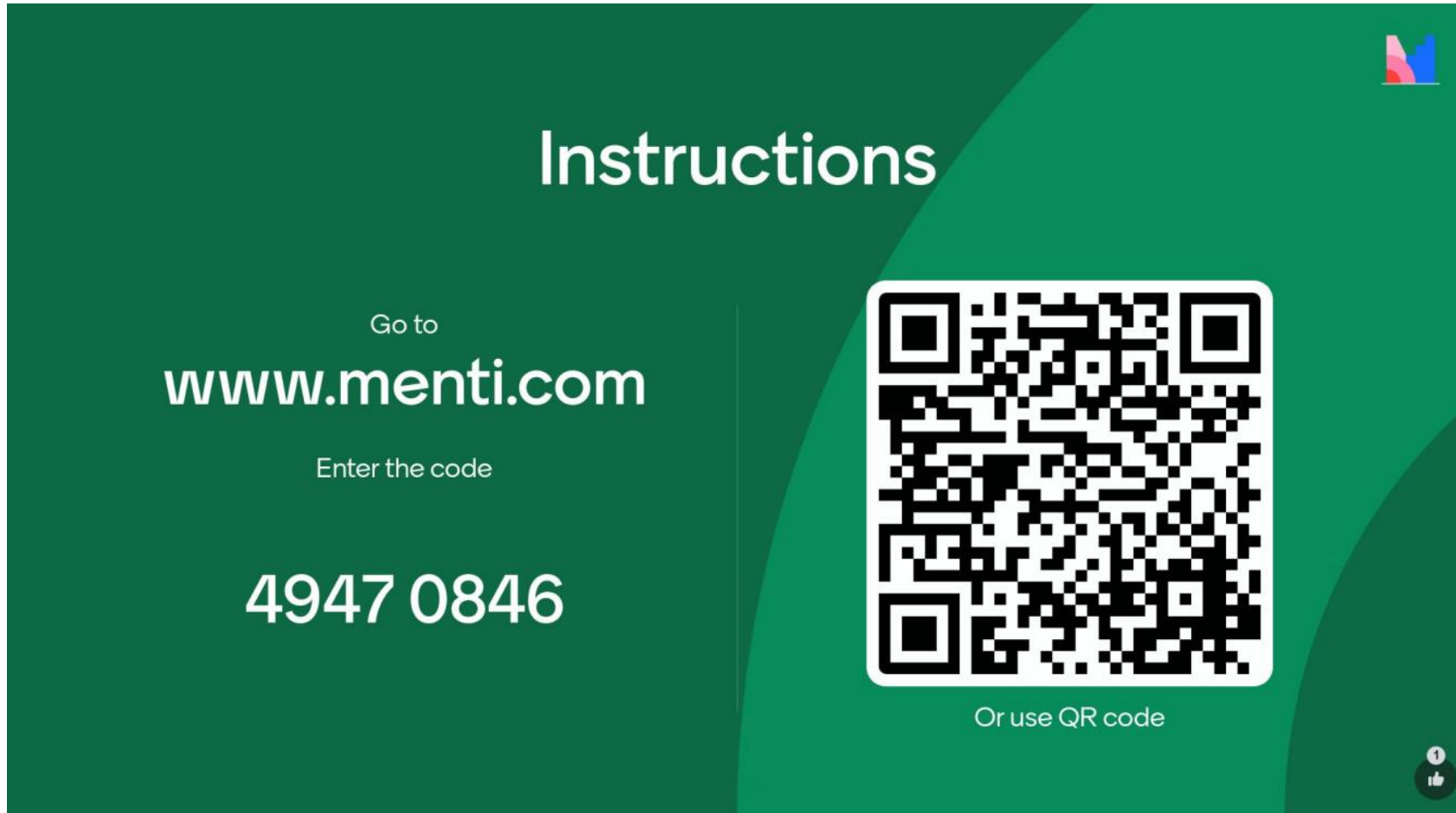
Housekeeping

- Please keep your microphone muted if you're not speaking
- Please make use of the chat box to ask questions or give comments
- This session will be recorded and will be shared on YouTube and other platforms

Session Outline

- Welcome and introduction by moderator Isabel Toman, IAU
- Scene-setting: what do we mean by a 'whole-institution approach for ESD and SDGs' by Sonya Peres, SOS
- Examples from Practice
 - Kevin Manning, Global Partnerships Office, University of the West Indies, Caribbean
 - Ana María Duran, Professor, School of Physics, University of Costa Rica
 - Sonya Peres, Senior Project Manager - Education, SOS-Intl
- Moderated discussion
 - What are higher education institutions doing well to embed sustainability and SDGs? How can these efforts be extended and improved at the institutional level with all actors involved
 - Q&A and possible interventions from the audience
- Conclusions by moderators and speakers

Mentimeter

A green slide with white text and a QR code. The text reads: "Instructions", "Go to", "www.menti.com", "Enter the code", "4947 0846", and "Or use QR code". There is a small Mentimeter logo in the top right and a small icon in the bottom right.

Instructions

Go to
www.menti.com

Enter the code

4947 0846

Or use QR code

IAU - the Global Voice of Higher Education

IAU in a nutshell

- Global NGO created by UNESCO in 1950, based at UNESCO HQ in Paris, France
- Global Membership (HEIs, Organisations, Affiliates): 600 Members in 120+ countries
- Global Database of Higher Education with 20k+ accredited institutions: The IAU World Higher Education Database (WHED.net)
- Advocacy to UN/UNESCO for an inclusive and value-based approach to higher education
- Research, Publications, Monitoring and Networking
- Four key thematic priorities:

Leadership

Digital
Transformation

Sustainable Development/HESD

Internationalization

IAU HESD mission:

- Enhance engagement with sustainable development in Teaching & Learning, Research, Campus activity and student & community engagement
- IAU Global HESD Cluster as a network of good practices

Why ESD and SDGs?

- 2030 Agenda and Education for Sustainable Development (ESD) as a backdrop for action in HE
- Student engagement and co-creation as accelerators and ensuring medium term success of the structures
- Whole-institution and interdisciplinary approach





Why work with the 2030 Agenda and Sustainability in education?

- SD has been on the agenda of HE for several decades, cf. Bruntland Report (1987)
- The United Nations 2030 Agenda and the associated Sustainable Development Goals (SDGs) adopted by UN General Assembly in 2015
- 17 SDGs that can be sorted into 5 dimensions/pillars of Agenda 2030:
People, Planet, Prosperity, Peace, Partnerships
- The 2030 Agenda is universal and holistic (for all countries, societies, and humans)
- Sustainability is the overarching concept, climate action and reducing emissions are one (very important) part of the whole picture
- 2030 Agenda is complimented by other multinational agreements such as the Paris Agreement 2015, regional & national agreements/policies (EU Green Deal)

IAU Global HESD Cluster



- Launched in 2018
 - 16 Universities from all world regions lead SDG 1 - 16
 - up to 8 Satellite universities per subcluster (80 HEIs)
 - IAU leads SDG 17: Partnerships
 - IAU Member Organisations can join SDG 17
- **1 common Goal:** to enhance HE engagement with Sustainable Development in T&L, Research and campus and community engagement

List of Cluster Members and Satellites:

<https://www.iau-hesd.net/index.php/IAU-Global-HESD-Cluster>



Higher Education and Research for Sustainable Development

Integrating sustainable development fully into higher education strategies

Objectives:

- Encourage peer-to-peer learning
- Monitor trends, develop and share expertise on the Sustainable Development Goals (SDGs)
- Foster whole institution approaches at the leadership level to integrate SD priorities
- Provide leadership training, capacity building and networking services



Higher Education and Research for Sustainable Development

Integrating sustainable development fully into higher education strategies

Activities:

- Mapping HESD Initiatives: The IAU HESD Portal (iau-hesd.net)
- Conducting Research: 3rd IAU HESD Global Survey Report, launched in January 2023
- Capacity building & Evaluation: (virtual) events, advocacy (UN HLPF, UNESCO)
- Developing & Sharing Knowledge: The IAU HESD Cluster Network, SDG Publication Series



IAU HESD Survey Report

- Presents data from Higher Education Institutions (HEIs) and Universities working on Sustainable Development globally
- Analyzes the current engagement of HEIs with Sustainable Development using the concept of the whole-institution approach and the 2030 Agenda
- Compares the results with the previous HESD survey (2019, 2016) and puts findings in context
- Make use of data to advocate for the significant role of higher education in fostering the 2030 Agenda through evidence and examples

What do we mean by a 'whole-institution approach to ESD and the SDGs'?

Introduction to SOS

Responsible
Futures

Students Organising for Sustainability UK charity, launched in October 2019 by the student movement.

SOS-UK engages, inspires and empowers students to lead on sustainability. Ours is a long-term investment in education today for a better future tomorrow.



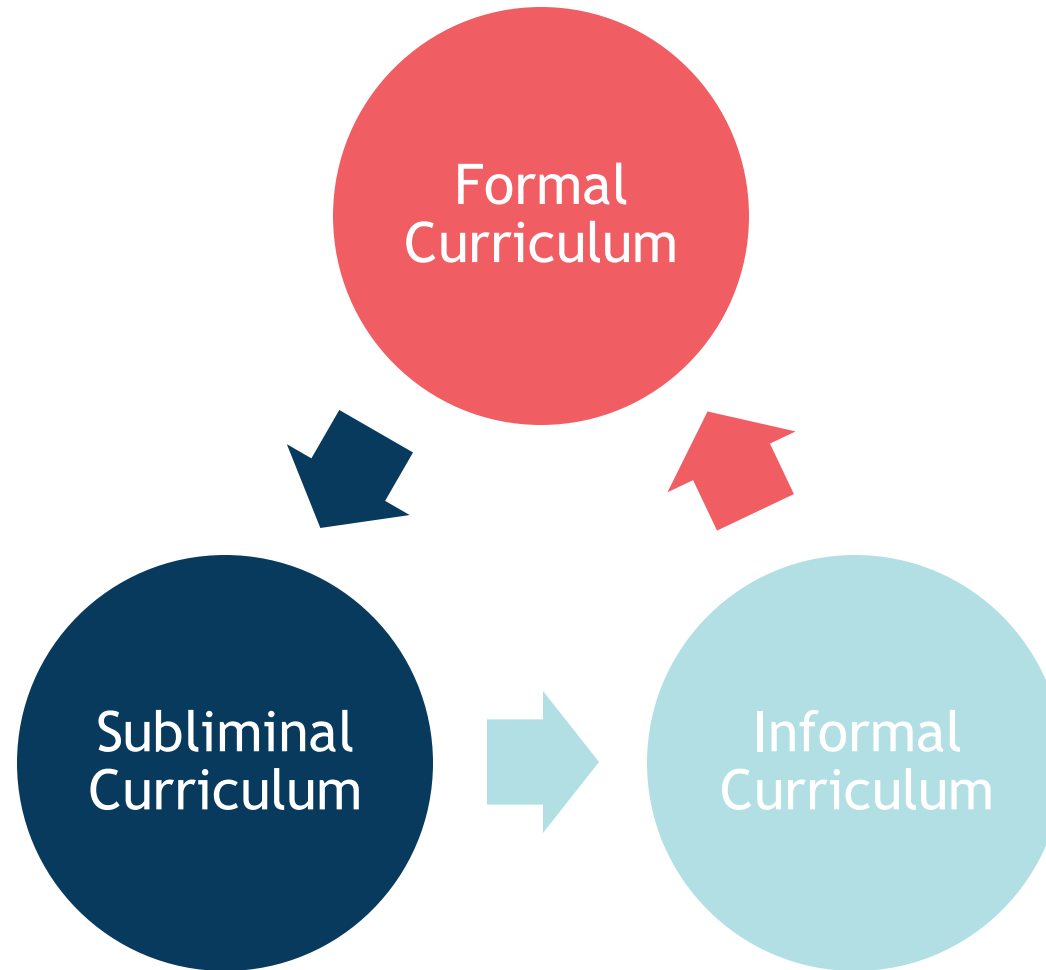
Our Mission

- Getting more students **leading on**, and **learning about**, sustainability.
- Embedding sustainability in education, **from early years to adult learning**.
- Making sustainability **more inclusive**, for everyone.

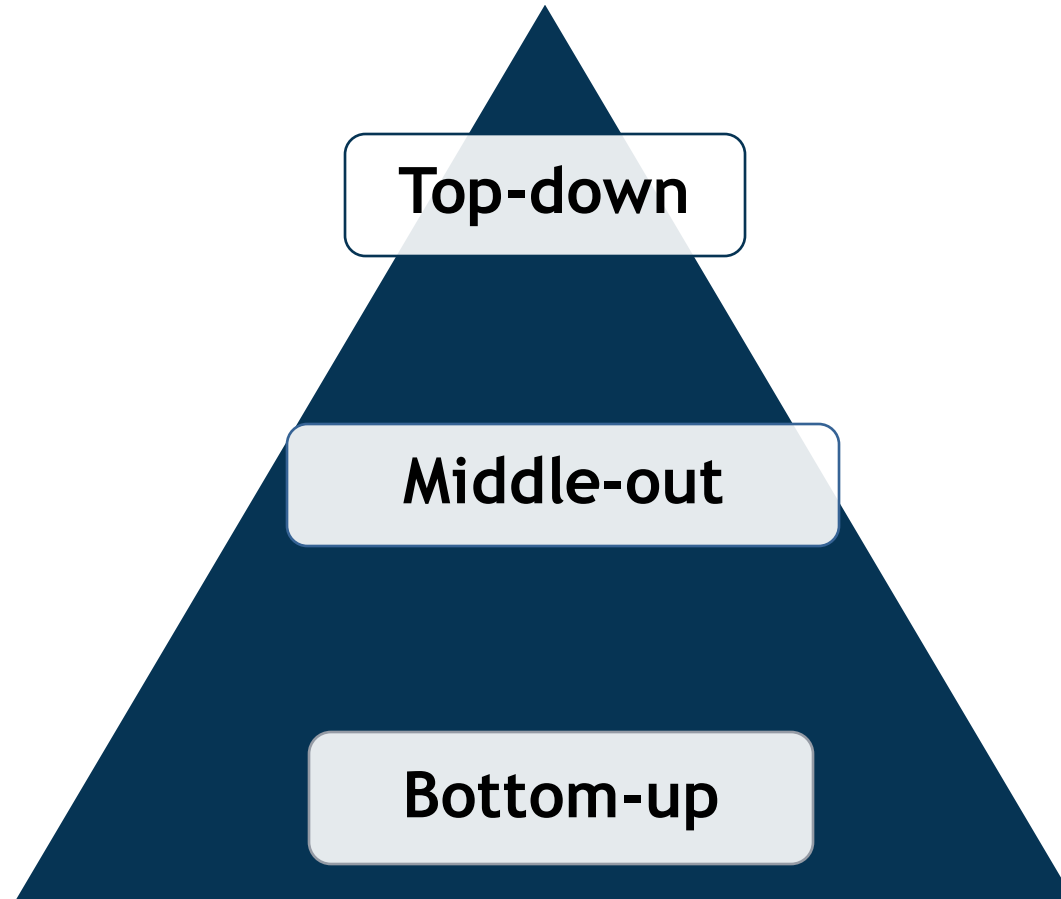
Whole-institution approach

- Engaging all stakeholders within an institution to co-create changes to embed ESD in learning
 - Students
 - Academic staff
 - Professional staff
 - Estates
 - Food and dining
 - Careers
 - Senior leaders and managers

Formal, informal and subliminal learning



Across all levels



Benefits to whole-institution approach

- Fit for purpose education for all stakeholders
 - Relevant
 - Engaging
- Increased capacity for ESD and SDGs across the institution
 - Work spread out amongst colleagues and students
 - Handovers/legacy of work amidst graduation/staff turnover
 - Changes and interventions across all areas and levels for institutional change
- Access to CPD and other development opportunities

Democratising education

“To engage both students and staff as active participants in the shaping, development, creation and facilitation of their workplaces and learning spaces.

This promotes establishing and ensuring mechanisms for students and staff as co-creators and active participants in development and decision-making spaces.

By meaningfully engaging staff and students in a democratised learning and working experience, they are empowered to activate their potential to contribute towards a better world”.

Nothing about us without us. (UCU/SOS, 2022)

**Kevin Manning, Global
Partnerships Office, University of
the West Indies, Caribbean**

Ana María Duran, Professor, School of Physics, University of Costa Rice

**Sonya Peres, Senior Project
Manager - Education
(programmes), SOS**

Responsible Futures is...

- An accreditation mark, audited by students
- A supported change programme
- A whole-institution approach
- A partnership between students and institution
- A framework for good practice
- Global network of institutions and students

Current partnerships

Responsible
Futures



*“Responsible Futures in a few words:
Inspiring, reassuring, necessary.
Exciting, collaborative, passion.”*

University Staff Member

Outcomes to date

- 48 partnerships
- Reaching 1,100,000 students globally
- Over 2000 actions taken for ESD
- 47 student-led audits
- Over 200 student auditors leading audits



Outcomes to date

Leading to changes at all levels of an institution: top-down, middle-out and bottom-up.



"It's important that I've been involved with the [Responsible Futures audit]. This has literally set the tone for more things I want to discover about my university, as a first-year student. I'm interested in seeing what they do in the future."

Student Auditor at De Montfort University, 2022

Case study: Leadership in sustainability strategy at Manchester Metropolitan University and Students' Union

Overview: New 2022 Leadership in Sustainability Strategy commits to embed climate change education (i.e., Carbon Literacy) and Education for Sustainable Development (ESD) in all our courses by 2026.

In 2020, MMU embarked upon developing a new sustainability strategy:

- Recently delivered Carbon Literacy for Leaders training to about 100 senior colleagues from across the University, which strengthened support for the new strategy.
- The Partnership delivered interactive workshops open to all staff and students, and a short survey for internal and external stakeholders collected feedback about what the University's key sustainability priorities should be.
- They also developed projects to engage students in the development of our new sustainability strategy and ran a student-led campaign on Instagram and Facebook.

“The Responsible Futures programme has been valuable in providing a framework to encourage action on embedding sustainability across the institution and in catalysing support from the partnership to enable this.”

MMU and SU staff

Interested in getting involved?

- International pilot currently taking place
- International programme officially launching October 2024
- Two online information sessions:
 - 12th March, 3:30pm-4:30pm CET
 - 14th March, 8am-9am CET
 - Pre-registration link to be added
- Keep in touch - sonya.peres@sos-uk.org
- Website: www.responsiblefutures.uk

Moderated discussion

What are higher education institutions doing well to embed sustainability and SDGs?

How can these efforts be extended and improved at the institutional level with all actors involved?

Mentimeter results (1)

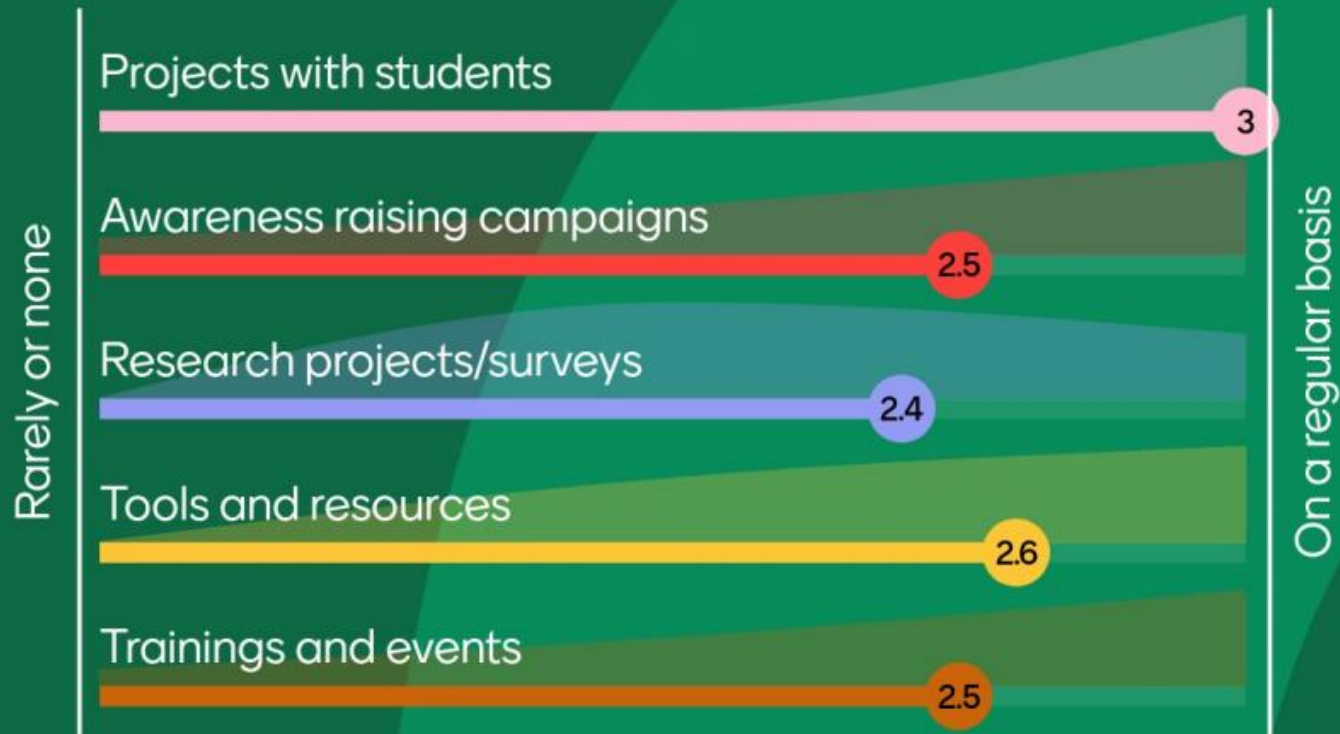
What do you associate with Education for Sustainable Development at universities?"
39 responses



Mentimeter results (2)



Which activities are, in your opinion, most crucial to advancing ESD at HEIs



Thank you!

Further information:

- <https://www.responsiblefutures.org.uk/international-programme>
- <https://www.iau-hesd.net/index.php/IAU-Global-HESD-Cluster>
- <https://www.iau-aiu.net/HESD>



<https://www.linkedin.com/company/students-organising-for-sustainability/>

<https://www.linkedin.com/company/iau-aiu>

contact@iau-hesd.net

