



# **DHO VLAANDEREN**

## **SUSTAINABLE HIGHER EDUCATION SITUATION IN FLANDERS**

**UCL, Teaching CSR: innovative perspectives  
23<sup>rd</sup> February 2010**

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# OVERVIEW

1. **Introduction**
  
2. DHO Vlaanderen
  - a. Description
  - b. Objectives
  - c. Facts
  - d. Actions
  
3. Questions



# 1. INTRODUCTION

- Higher education has a crucial role to play in shaping the way in which future generations learn to cope with the complexities of sustainable development
- Higher education can contribute:
  - In education (curriculum)
  - In being a role model (internal housekeeping)
  - In research
  - In its services towards society

## Declarations concerning higher education and sustainable development

- 1972: Stockholm Declaration of the UN Conference on Human Environment
- 1975: Belgrade Charter: A global Framework for Environmental Education of UNESCO
- 1977: Tbilisi Declaration of UNESCO in cooperation with UNEP
- 1990: Talloires Declaration of the Association of University Leaders for a Sustainable Future (ULSF)
- 1991: Halifax Declaration of the International Association of Universities, UN University, Association of Universities and Colleges of Canada
- 1992: Agenda 21: Chapter 36 of the UN Conference on Environment and Development
- 1993: Swansea Declaration of the Association of Commonwealth Universities
- 1993: Kyoto Declaration of the International Association of Universities (IAU)
- 1994: Copernicus Charter of the Association of Universities
- 1997: Thessaloniki Declaration of the UNESCO Conference on Environment and Public Awareness for sustainability
- 1998: World Declaration on Higher Education for the 21<sup>st</sup> Century of the UNESCO World Conference on Higher Education
- 1999: Charter of the Netherlands Association of Universities of Applied Sciences (HBO-raad)
- 2001: Lüneburg Declaration on Higher Education for Sustainable Development of the GHESP partners (IAU, ULSF, Copernicus Campus and UNESCO)
- 2002: Ubuntu Declaration on Education and Science and Technology for Sustainable development of 11 international institutions for education such as the UN University, the international council for Science, the IAU, the Copernicus Campus Global Higher Education for Sustainability Partnership (GHESP), etc.
- 2002: UN Decade of Education for Sustainable Development 2005-2014, Johannesburg
- 2005: UNECE: Regional Strategy for Education for Sustainable Development
- 2009: Flemish Strategy on Education for Sustainable Development
- 2009: Bonn Declaration on Education for Sustainable Development of the UNESCO World Conference on Education for Sustainable Development

# 1972: STOCKHOLM DECLARATION

(UN CONFERENCE ON HUMAN ENVIRONMENT, 5-16 JUNI 1972)

- Principle 19

Education in **environmental matters**, for the younger generation as well as adults, giving due consideration to the underprivileged, is essential in order to broaden the basis for an enlightened opinion and responsible conduct by individuals, enterprises and communities in protecting and improving the environment in its full human dimension.



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# 1992: AGENDA 21, CHAPTER 36

(UN CONFERENCE ON ENVIRONMENT AND DEVELOPMENT (“RIO”), 3-14 JUNE 1992)

- Agenda 21:
  - Section I: Social and economic dimensions
  - Section II: Conservation and management of resources for development
  - Section III: Strengthening the role of major groups
  - Section IV: Means of implementation
    - Chapter 36: Promoting education, public awareness and training
- Programme areas described in chapter 36 are:
  1. Reorienting education towards sustainable development;
  2. Increasing public awareness;
  3. Promoting training.



# 1993: KYOTO DECLARATION

(INTERNATIONAL ASSOCIATION OF UNIVERSITIES, 19  
NOVEMBER 1993)

## ○ Declaration:

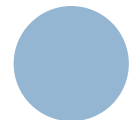
- To enhance the capacity of the university to teach and undertake research and action in society in sustainable development principles, to increase environmental literacy, and to enhance the understanding of environmental ethics within the university and with the public at large.
- To encourage universities to review their own operations to reflect best sustainable development practices.

# 1994: COPERNICUS CHARTER

(ASSOCIATION OF UNIVERSITIES, MAY 1994)

## ○ Preamble:

- “What is required is a comprehensive strategy for building a sustainable future which is equitable for all human beings, as highlighted by the Rio Conference in 1992”
- “This requires a new frame of mind and new sets of values [...] **Education at all levels, especially university education for the training of decision-makers and teachers, should be oriented towards sustainable development** and foster environmentally aware attitudes, skills and behavior patterns, as well as a sense of ethical responsibility. Education must become environmental education in the fullest sense of the term.”



# 1994: COPERNICUS CHARTER

(ASSOCIATION OF UNIVERSITIES, MAY 1994)

## 10 Principles of Action:

1. Institutional commitment
2. Environmental ethics: to promote an ecological lifestyle
3. Education of university employees in SD
4. Develop programmes in environmental education
5. Encourage Interdisciplinarity
6. Dissemination of knowledge
7. Networking (at the local, national, regional and international levels)
8. Partnerships with other concerned sectors of society
9. Continuing education programmes
10. Technology transfer



# 1994: COPERNICUS CHARTER SIGNATORIES FLANDERS

- Antwerp University Association



- Ghent University



- Free University Brussels



- Catholic University of Leuven



# 1999: HANDVEST DUURZAAM HBO

(NEDERLANDSE VERENIGING VAN HOGESCHOLEN, 19  
DECEMBER 1999)

- **Ambition**

The Charter for sustainable development in vocational training has the following ambitions:

1. Improving the way colleges treat the concept of sustainable development in their operations and education and improving the way to show this.
2. Increasing partnership projects between vocational training, market (trade and industry) and institutions for scientific research.
3. Improvement and increase of the collaborating between colleges and universities.

- **Goal**

The integration of SD in curricula, research and internal housekeeping



# 2001: LUNEBURG DECLARATION ON HIGHER EDUCATION FOR SUSTAINABLE DEVELOPMENT

(GHESP PARTNERS 08-10 OCTOBER 2001)

- “Higher education has a catalyst role vis-à-vis education for sustainable development and the building of a Learning Society”
  
- Calls on higher education institutions, NGO’s and other stakeholders to:
  - Encourage all educational institutions to include in their activities a strong component of reflection on values and norms with respect to sustainable development;
  - Promote the creative development and implementation of comprehensive sustainability projects in higher education, and all other levels and forms of education;



## 2002. UBUNTU DECLARATION ON EDUCATION AND SCIENCE AND TECHNOLOGY FOR SUSTAINABLE DEVELOPMENT (SEPTEMBER 2002)

- Subscribed by Copernicus-Campus, Global Higher Education for Sustainability Partnership (GHESP), International Association of Universities,...
- “There is a need to integrate a sustainable development focus into the curriculum at every level of education...”
- “The Ubuntu Declaration says greater global emphasis on education is essential to reaching sustainable development goals, and creates a major global alliance to promote science and technology courses and teaching throughout educational systems worldwide.

# 2002: UN DECADE OF EDUCATION FOR SUSTAINABLE DEVELOPMENT (DESD)

2005-2014 (JOHANNESBURG, DECEMBER 2002)

- Goal: to integrate the principles, values, and practices of sustainable development into all aspects of education and learning.
- “encourages Governments to consider the **inclusion** ... of measures to implement the Decade in their respective **education systems** and strategies and, where appropriate, national development plans”.



# 2005: UNECE STRATEGY FOR EDUCATION FOR SUSTAINABLE DEVELOPMENT

(MARCH 2005)

- UNECE (United Nations Economic Commission for Europe)
- Higher education should contribute significantly to ESD in the development of appropriate knowledge and competences.
- 2009: Flemish Strategy Education for sustainable development

# 2009: BONN DECLARATION

(UNESCO WORLD CONFERENCE ON ESD, APRIL 2009)

- 2009: moving into the second half of the DESD
- A call for action, among others:
  - Support the incorporation of sustainable development issues using an integrated and systemic approach in formal education as well as in non-formal and informal education at all levels
  - Develop knowledge through **ESD networking**
  - Encourage and enhance **scientific excellence**, research and new knowledge development for ESD through the involvement of higher education institutions and research networks in ESD
  - Reorient **curriculum and teacher education** programmes to integrate ESD



# OVERVIEW

1. Introduction
  
2. DHO Vlaanderen
  - a. Description
  - b. Objectives
  - c. Facts
  - d. Actions
  
3. Questions



## A. DESCRIPTION

- DHO Vlaanderen: ‘Sustainable Higher Education Flanders’
  - Formerly known as “Project DOEN!”
  - Executed by
    - Acadobe
    - Sustenuto
  - Supported by 3 ministers of the Flemish government
    - Minister for Education, Youth, Equal Opportunities and Brussels
    - Minister for Environment, Nature and Culture
    - Minister for Energy, Housing, Cities and Social Economy



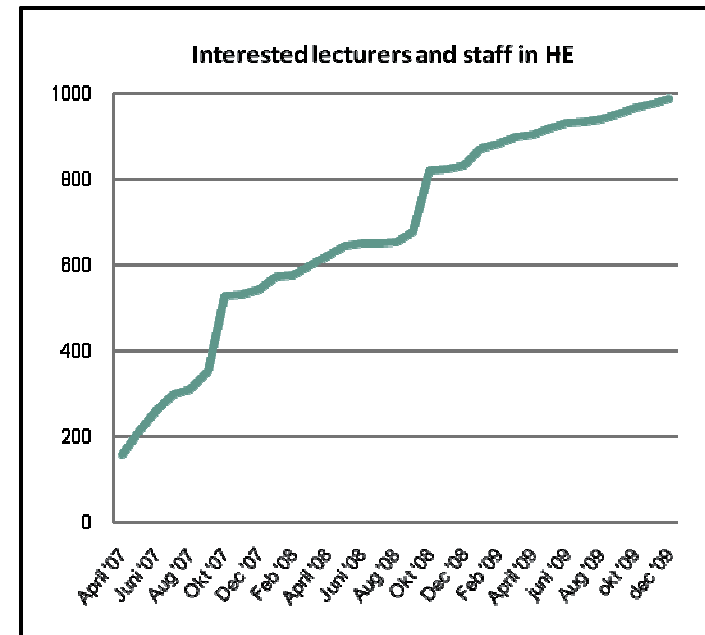
## B. OBJECTIVES

- Mainstreaming sustainability in higher education
- Supporting higher education in Flanders in integrating sustainable development
  - in the curriculum
  - in the internal housekeeping
- How?
  - Exchange of knowledge between peers
  - Building knowledge
  - Dissemination of best practices
  - Workshops with management staff of institutions for higher education
  - Criteria of accreditation
  - International network



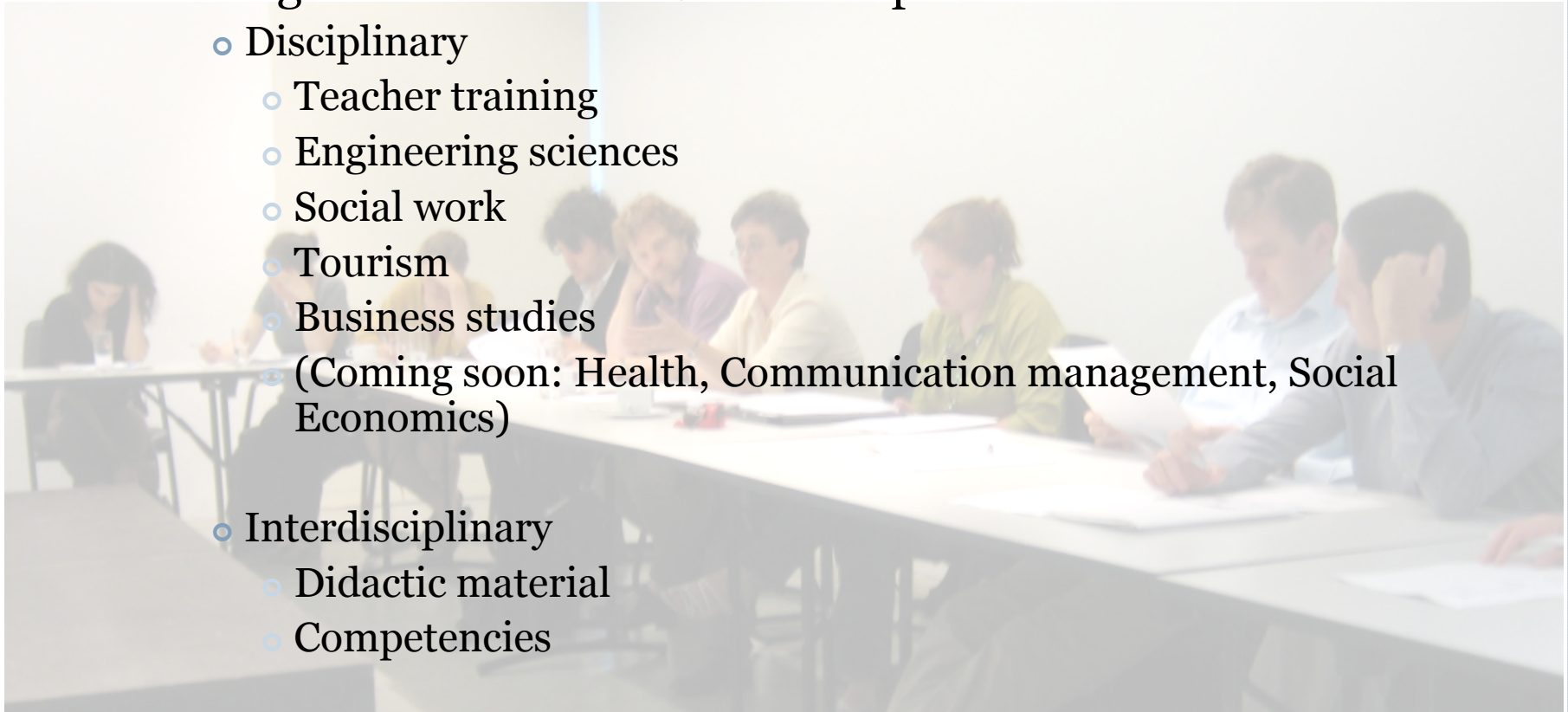
## C. FACTS

- A 1000 of interested lecturers and staff of institutions for HE
- Over 30 people monthly register to be informed about sustainable development in higher education
- Over 275 lecturers and staff participate in learning networks
- Within each Association a staff member is responsible for coordinating the actions on ESD



## D. ACTIONS

- Learning networks on ‘curriculum’
  - Network of lecturers
  - Sharing and building knowledge about the process of the integration of sustainable development in the curriculum
    - Disciplinary
      - Teacher training
      - Engineering sciences
      - Social work
      - Tourism
      - Business studies
      - (Coming soon: Health, Communication management, Social Economics)
    - Interdisciplinary
      - Didactic material
      - Competencies



# EXAMPLE LEARNING NETWORK: BUSINESS STUDIES AND CSR

- Sharing and building knowlegde
  - Pedagogical approaches, teacher practice on CSR
  - Sharing good practices
  - Discussion on relevant themes, such as:
    - Backcasting
    - Social marketing
    - Multi-stakeholder management
    - CSR in Higher Education in Flanders and the Netherlands
  - Working towards common output



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## D. ACTIONS



- Marketplace Sustainable Higher Education
  - Exchange of best practices in a MarketPlace
  - Contributions of all higher education institutions in Flanders
  - 3 sessions of 9 parallel workshops on different SHE related themes, such as:
    - Student participation in SHE projects
    - Orienting social work on sustainable development
    - Questioning the PPP model
    - North-South issues
    - Sustainability reporting in HE
    - Didactic approaches to SHE
  - 5th of March 2010 – Welcome!



## D. ACTIONS

### ○ Meeting Day

- Description
  - A meeting of management team members and practitioners
- Objective
  - Identifying opportunities and bottlenecks
    - deeper integration of sustainable development in the curricula and in the internal housekeeping

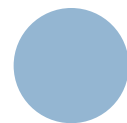


## D. ACTIONS

- Inventory of sustainable development initiatives and projects in Flemish higher education
- Objectives:
  - To bring a clear, structured and up-to-date overview of initiatives of the institutes for higher education
    - to inspire peers to integrate sustainable development
    - to come to a plan of SD actions within the institute of higher education

# INVENTORY: OVERVIEW

	<u>curriculum</u>	<u>interne bedrijfsvoering</u>	<u>onderzoeks- en expertisecentra</u>	<u>maatschappelijke dienstverlening</u>
<u>Associatie K.U.Leuven</u>	<u>1</u>	<u>1</u>	<u>1</u>	
<u>AUGent</u>	<u>1</u>		<u>1</u>	
<u>AUHL</u>	<u>1</u>	<u>1</u>		
<u>GROEP T</u>			<u>1</u>	
<u>HoGent</u>	<u>4</u>			
<u>WENK</u>		<u>1</u>	<u>2</u>	
<u>HoWest</u>	<u>1</u>			
<u>HUBrussel</u>	<u>4</u>	<u>1</u>	<u>1</u>	<u>3</u>
<u>KHK</u>	<u>2</u>			
<u>KHLeuven</u>	<u>5</u>	<u>5</u>	<u>4</u>	<u>5</u>
<u>KHM</u>	<u>2</u>	<u>1</u>	<u>1</u>	
<u>KaHoSl</u>	<u>1</u>	<u>1</u>	<u>1</u>	
<u>Katho</u>	<u>1</u>			
<u>K.U.Leuven</u>	<u>12</u>		<u>1</u>	
<u>UABrussel</u>		<u>1</u>		
<u>UA</u>	<u>4</u>	<u>6</u>	<u>1</u>	<u>1</u>
<u>UGent</u>	<u>8</u>	<u>2</u>	<u>3</u>	<u>1</u>
<u>UHasselt</u>		<u>1</u>		<u>2</u>
<u>Vlerick</u>		<u>2</u>	<u>4</u>	<u>5</u>
<u>VUB</u>	<u>1</u>	<u>7</u>	<u>1</u>	<u>1</u>
<u>XIOS</u>	<u>2</u>	<u>1</u>		<u>1</u>



# SOME EXAMPLES...

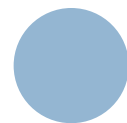


- CSR Game “MVO aan het Roer”

- Taskforce University Association Brussels on Sustainability in Higher Education  
Mainstreaming SHE in the Association



- Sustainable Higher Education at Leuven University College



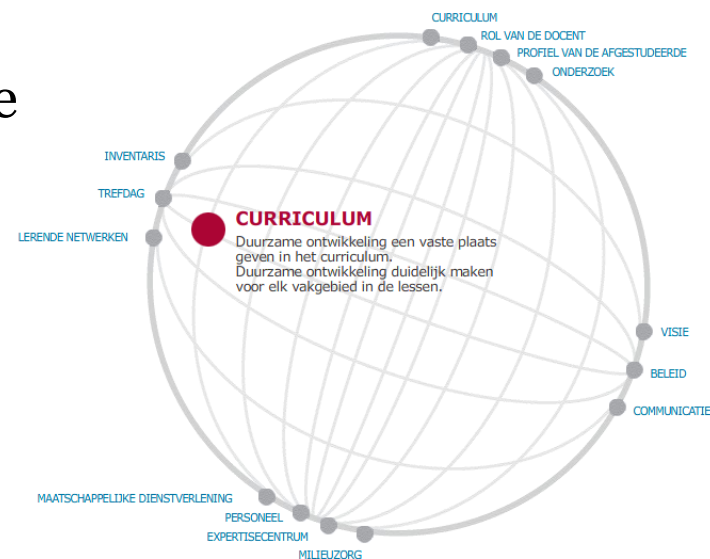
## D. ACTIONS

- Auditing Instrument for Sustainability in Higher Education (AISHE)
  - Developed by *DHO Nederland* to support higher education institutions to integrate sustainable development in the curricula
  - 20 criteria, divided in 4 categories Plan, DO, Act and Check
    - Vision and policy
    - Expertise
    - Educational goals and methodology
    - Educational contents
    - Result assessment
  - Flanders
    - Auditing in HUBrussel and University College Leuven
    - Taskforce DHO Vlaanderen
    - School of Engineering AUGent



## D. ACTIONS

- Interactive website [www.dhovaanderen.be](http://www.dhovaanderen.be)
  - Overview of possible actions for integrating sustainable development
  - The inventory of initiatives on sustainable development
  - Inspiration to integrate sustainable development into specific courses
  - (international) news on ESD
  - A platform to exchange knowledge



## D. ACTIONS

- Meetings with the staff member responsible for ESD activities in the associations
- Meetings with commissions within the associations
  - E.g. Technical experts Association University Ghent
- Workshops with staff and management (on demand)
  - Integrating sustainable development in the institution
  - E.g. Association University and University College Limburg
- Workshops with VLHORA (University College Council) and VLIR (University Council)
  - Procurement and logistics
  - Curricula



## D. ACTIONS

- Input for the Flemish Platform on Education for Sustainable Development
- Integrating sustainable development into the accreditation criteria?
- Integration in an international Network on sustainable higher education
  - European
  - Worldwide “Sustainable Actions” (Young ESD Voices)



# OVERVIEW

1. Introduction
  
2. DO IT! Project
  - a. Description
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### 3. QUESTIONS

