



UNESCO Chair Conference:
“Higher Education for Sustainable Development: Moving the Agenda Forward”
(14 – 16 September 2011, Leuphana University of Lüneburg)

DETAILED PROGRAMME INFORMATION

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DETAILED PROGRAMME INFORMATION (Thursday, 15 September):
Stream I: “Management Education for Sustainable Development” (Presentation Time: 15' + 10' Discussion),
Building 11, 3rd Floor, Room 308 (11.308)

THURSDAY, 15 SEPTEMBER 2011		
TIME	TITLE	PRESENTER
9:45	Key Note: Sustainable Development and Responsible Management Education: The Role of Business Schools	Jeremy Moon
SESSION 1:		<i>session chair: Moon</i>
10:15	Advancing Management Education for Sustainability: An Empirical Study of PRME Signatories	Jasmin Godemann, Christian Herzig and Jeremy Moon, International Centre for Corporate Social Responsibility, Nottingham University Business School, UK
10:40	Stepping from Green Campus to Green Knowledge - Organizing the Campus-Knowledge-Mind Triangle	Søren Løkke, Department of Development and Planning; Kersten Bonnén, Department of Culture and Global Studies, Aalborg University, Denmark
11:05	BREAK (30')	
SESSION 2:		<i>session chair: Clemson</i>
11:35	Developing Strategic Leadership for Interdisciplinarity and Education for Sustainable Development in Higher Education	Jenneth Parker, Schumacher Institute; Visiting Fellow University of Bristol, UK
11:45	Trans- and Interdisciplinary Teaching in the Subject of Sustainability at the University of Oldenburg	Roland Hergert, Department of Economics and Law, University of Oldenburg, Germany
12:10	From Sustainability Science to HESD: Didactic Reconstruction of the Scenario Method and its Potentials	Richard Beecroft, University of Applied Sciences Darmstadt, Germany
12:35	Embedding Sustainability into the MBA Curriculum – The Sustainable Organisation Simulation Game	Petra Molthan-Hill, Nottingham Business School, Nottingham Trent University, UK
13:00	LUNCH + POSTER SESSION	
SESSION 3:		<i>session chair: Godemann</i>
14:45	Sustainability Marketing Model for Management Education and Practice	Alan Pomeroy, Centre for Research in Socially Responsible Marketing, University of Wollongong, Australia
15:10	Social Mood, Sustainability and Transformative Education: Views through a Socioeconomic Lens	David Clemson, David, Faculty of Business, London South Bank University, UK
15:35	BREAK (15')	
SESSION 4:		<i>session chair: Moon</i>
16:15	Responsible Entrepreneur Education Empowering Future Generations	Zsuzsanna Horváth, Department of Tourism and Hospitality, Budapest Business School, Hungary
16:40	Final Discussion	

DETAILED PROGRAMME INFORMATION: THURSDAY 15 SEPTEMBER 2011

Stream I: "Management Education for Sustainable Development" **Building 11, 3rd Floor, Room 308 (11.308)**

Keynote:

Sustainable Development and Responsible Management Education: The Role of Business Schools

Jeremy Moon, Nottingham University Business School, Nottingham University, UK

Session 1: (10:15 – 11:05)

Advancing Management Education for Sustainability: An Empirical Study of PRME Signatories

Jasmin Godemann, Christian Herzig and Jeremy Moon, International Centre for Corporate Social Responsibility, Nottingham University Business School, UK

This paper investigates how signatories to the Principles for Responsible Management Education (PRME) initiative integrate sustainability into management education. We employ Rusinko's (2010) Matrix Approach to explore successes and barriers as well as future developments in delivering sustainability in the business school context through the analysis of 100 Sharing Information on Progress (SIP) reports of PRME signatories. Our core findings indicate that i) there is a tendency to develop new structures (programmes and modules), with a particular focus on the MBA programme, rather than to embed sustainability issues across the existing curriculum, ii) although business schools mainly apply traditional teaching methods (e.g. case studies) they also offer interdisciplinary courses and new learning settings to teach sustainability and iii) main barriers primarily take the shape of cognitive biases whilst business schools often utilize organizational enablers to advance management education for sustainability within their organization.

Stepping from Green Campus to Green Knowledge - Organizing the Campus-Knowledge-Mind Triangle

Søren Løkke, Department of Development and Planning and *Kersten Bonnén*, Department of Culture and Global Studies, Aalborg University, Denmark

This paper's focus is on the difficult process of developing a structure for systematically greening the whole education and research areas, the 'Green Knowledge Concept'. The analysis of the process will be theoretically grounded partly in a learning organization perspective and partly in a discussion about using different managing approaches including top-down versus bottom up in the education area. The paper also contributes to the discussion how the local representatives of the environmental management system can selectively handle information for further distribution for educational purposes in a complex, distributed organization characterized by double-loop learning. As an example how teaching staff can be motivated to integrate the areas focused on in the 'Green Campus Concept' into study programs.

In the process of greening the campus, many ideas applicably for the educational area occurs. Unfortunately only very few of these ideas are subsequently made use of in the courses. How this process can be improved for creating a continuing process from 'Green Campus Concept' to the 'Green Knowledge Concept' is another issue in the paper. Increased understanding of this system is therefore crucial for successful implementing 'Green Knowledge Concept' at a university.

Session 2: (11:35 – 13:00)

Developing Strategic Leadership for Interdisciplinarity and Education for Sustainable Development in Higher Education

Jenneth Parker, Schumacher Institute, Visiting Fellow University of Bristol, UK

This paper takes a systems approach to the need for Management Education for ESD in HE, looking at the various inter-locking components of the HE system and how they might be managed to enable effective interdisciplinarity for ESD. The primary disciplinary approach here is that of social science and data analysis; however this paper also includes philosophical analysis and action research. The research question expressed in the title is informed by a systems assumption that different components of the structure of HE operate together to help or hinder interdisciplinarity across research, teaching and learning and – importantly also including – dissemination/public participation/communication. This paper utilises four different sources of information to bring together different areas of thinking on HE in a strategic and systemic relationship: Literature, Leadership Development, Research, Teaching and Learning for Interdisciplinarity. Through the literature review the paper will make the case for the centrality of interdisciplinarity to ESD and then go on to explore the existing situation with regard to research on institutional development of interdisciplinarity. This enquiry will be placed in the context of its crucial importance in the ability of the sector to respond to sustainability challenges.

Trans- and Interdisciplinary Teaching in the Subject of Sustainability at the University of Oldenburg, Germany

Roland Hergert, Department of Economics and Law, University of Oldenburg, Germany

This article analyses the master's programme "Sustainability Economics and Management" (SEM) at the University of Oldenburg/Germany. By initiating a master's programme based on the paradigm of sustainable development, the University of Oldenburg consequently developed its unique position as one of the leading institutions in the field of ecological economics in Europe. The article aims to analyse the conceptual teaching approach by focussing on trans-and interdisciplinary in the field of Sustainability. Relevant theoretical concepts are examined and transferred to the module structure and its contents (multinational and -disciplinary working groups, excursions, institutionalized discussion panels with companies, study abroad). In the course of this analysis the article systematically assesses by means of present data the successes and difficulties in terms of implementation and analyses its performance with regard to the essential demands of various arising fields of employment in the context of sustainability. The paper concludes with the necessity to combine different teaching methods and practical approaches in multi-dimensional context of sustainability readying the graduates to accomplish successfully further steps of their professional life.

From Sustainability Science to HESD: Didactic Reconstruction of the Scenario Method and its Potentials

Richard Beecroft, Department for Interdisciplinary Studies, University of Applied Sciences Darmstadt, Germany

One typical method employed to tackle questions of the openness of the future, as it is necessary in sustainability science, is the scenario method. With this method, different alternative pathways of future developments are being developed and analysed in comparison with each other. We argue that this method cannot only be taught, but can also be used as a didactic basis to develop new forms of teaching in higher education. Its ideal types (extrapolative, explorative and teleological) correspond to three fundamentally different ways of tackling the future: prediction, the search for possibilities and planning. In this reconstruction of the method, its didactic potentials come to the fore: It seems possible not only to teach the use of a sustainability-related method (which would be a good idea in itself), but also to give students the opportunity:

- to discern between different approaches of thinking the future;
- to think about their own future based on these different ideal types, and to link their individual ideas of the future with other such ideas;
- to understand the underlying problems in addressing the future, both in science and decision making.

We will show that by rooting higher education for sustainable development in a core method of sustainability science, the scope of reflection is not reduced to an academic perspective, but indeed broadened to include individual, social and fundamental questions.

Embedding Sustainability into the MBA Curriculum – The Sustainable Organisation Simulation Game

Petra Molthan-Hill, Nottingham Business School, Nottingham Trent University, UK

Sustainability literacy skills are integrated into our 'Sustainable Organisation Simulation Game,'. The game uses a real-life business simulation in an intensive one week or only three day lasting integrated course, allowing students to use their different areas of expertise to address multifaceted sustainability challenges facing the simulated organisation. Because of the multi-faceted sustainability challenges posed to them, they acquired a holistic understanding of sustainability and its implications to both business and society, as well as developing a tool box of sustainable methods on how to implement sustainability in each of the corporate functions they specialised in. Furthermore they learnt some of the soft skills expected of responsible business leaders such as teamwork, how to develop a convincing sustainability business case, how to prepare an effective argument, how to support colleagues, as well as how to foster a sense of shared sustainable vision within the organisation. Rather than seek change from outside the organisation using external consultants, this game targets the inner transformation of a company, allowing the 'company's leaders' to define and scope sustainability challenges in a way that relates to their unique organisational circumstances and strategies.

Session 3: (14:45 – 15:35)

A Sustainability Marketing Model for Management Education and Practice

Alan Pomeroy, Centre for Research in Socially Responsible Marketing, University of Wollongong, Australia

This paper proposes that, since the American Marketing Association (AMA, 2007) revised its definition of *marketing* to formally recognize a responsibility to create value not merely for customers, clients and partners, but also society at large, this important change at the definitional level has not been matched at the theoretical level. As a result, conceptual frameworks lag behind what is a fundamental and significant conceptual shift. To prepare marketing managers for an increasingly pressing sustainability challenge, the conceptual models and frameworks, as found in marketing texts and taught in business schools, must change. To assist this necessary change, and influence how Marketing is understood and practiced by managers, we introduce a simple yet systematic and effective conceptual framework for ensuring sustainability cascades through the marketing planning process to be enacted at the operational level of marketing mix decisions. Implications for business schools’ marketing curricula, marketing practice and further research are discussed.

Social Mood, Sustainability and Transformative Education: Views through a Socionomic Lens

David Clemson, Faculty of Business, London South Bank University, UK

This paper introduces the transdisciplinary concept of Socionomics (Wave Principle of Human Social Behaviour), as developed by Prechter, Elliott Wave Theory, fractals and the socionomic lens as a way to re-vision key events. By using major financial markets as indicators of crowd psychology and social mood, fractal patterns of social mood are illustrated across levels from individual to global. Attitudes to *sustainability* and *transformative education* are viewed through a socionomic lens paying particular attention to large scale reversals and the emergence of ‘interiority’. By introducing socionomics and reversal of causality into business and management education programmes, a greater ability to engage with critical management thinking emerges and consequently an elevation in status of ethical frameworks such as the UN Global Compact Principles of Responsible Management Education and the Globally Responsible Leadership Initiative. This paper seeks to provide an original and valuable contribution to critical thinking within business and management education. As such, its aim is to stimulate debate within practitioners and academics on the effects of social mood on sustainability, leadership, ethics and CSR.

Session 4: (16:15 – 16.40)

Responsible Entrepreneur Education Empowering Future Generations

Zsuzsanna Horváth, Budapest Business School, Hungary

Socio-economic transition to market economy in Central and Eastern countries has resulted in many social problems, among which the deterioration of subjective well-being (OECD 2010) entailing the loss in faith in future expectations of the young generations. Education and training system are *per se* institutions that can provide the tools and framework to transform the negative perception of future to a positive one.

DETAILED PROGRAMME INFORMATION:
Stream I: “Management Education for Sustainable Development”

Entrepreneurship is believed to be the engine of macroeconomic growth, therefore it is essential in these countries what kind of education and training is delivered to the cohort of young entrepreneurs in business schools. The competitiveness of the national economies largely depends on the quality of education and the curricula that the business schools formulate. This paper suggests a comprehensive research reaching over several countries of Central and Eastern Europe to investigate (a) the effect of already existing participatory management/ entrepreneurship courses (b) the framework of coordinated curricula in which responsible entrepreneurship is just one subject (c) the potential effect of responsible entrepreneurship education on participation, inclusion and empowerment of youth.

DETAILED PROGRAMME INFORMATION (Thursday, 15 September): “Sustainable Consumption in Higher Education Institutions” (Presentation Time: 15' + 10' Discussion), Building 11, 3rd Floor, Room 319 (11.319)

THURSDAY, 15 SEPTEMBER 2011		
TIME	TITLE	PRESENTER
9:45	Key Note: Implementing Sustainable Consumption at Institutions of Higher Education – Prospects and Restrictions of a Standardized Energy Efficiency Campaign	Ellen Matthies, Trondheim University of Science and Technology, Norway; Ruhr-University Bochum, Germany
SESSION 1: Sustainable Consumption Performance of HEIs		
10:15	Measuring Sustainable Consumption in Higher Education Institutions	Maryam Faghihimani, Central Administration, University of Oslo, Norway
10:40	An Australian University's Journey to Enhanced Environmental Sustainability Performance, starting with TravelSmart	Linda Hancock, Alfred Deakin Research Institute, Deakin University, Melbourne, Australia
11:05	BREAK (30')	
SESSION 2: The BINK Project		
11:35	The BINK Project: Introduction and Overview	Claudia Nemnich, Institute for Environmental and Sustainability Communication, Leuphana University of Lüneburg, Germany
11:45	Refinement of the BINK-Strategy – Challenges and Opportunities for HEIs	Andreas Homburg, Malte Nachreiner, HS Fresenius, Germany
12:10	Organisational "Culture of Consumption" in HEIs and Student Consumer Behaviour	Matthias Barth, Daniel Fischer, Horst Rode, Institute for Environmental and Sustainability Communication, Leuphana University of Lüneburg, Germany
12:35	Student Commitment for Sustainable Consumption Learning on Campus: Project-Based Seminars for Sustainable Consumption at Leuphana University of Lüneburg	Daniel Fischer, Sonja Richter, Marco Rieckmann, Institute for Environmental and Sustainability Communication, Leuphana University of Lüneburg, Germany
13:00	LUNCH + POSTER SESSION	
SESSION 3: Conceptualizing Students' Sustainable Consumption		
15:10	The need for an Indicator-Model-Concept to Strengthen Competencies of Students in Sustainable Consumption and Development	Kira Giesecke, Hamburg University of Applied Sciences Hamburg, Germany, and University of the West of Scotland, UK
15:35	BREAK (15')	
SESSION 4: Interventions to Promote Sustainable Consumption in HEIs		
15:50	Educating for Responsible Consumption in Higher Education: Examples of Courses at Bordeaux University	Vincent Sennès, Institut EGID, Bordeaux University, France
16:15	Higher Education for Sustainable Consumption: Challenges and Opportunities	Marwa Biltagy, Department of Economics, European University of Lefke, Egypt
16:40	Final Discussion	

DETAILED PROGRAMME INFORMATION: THURSDAY 15 SEPTEMBER 2011

Stream II: "Sustainable Consumption in Higher Education Institutions" Building 11, 3rd Floor, Room 319 (11.319)

Keynote:

Implementing Sustainable Consumption at Institutions of Higher Education – Prospects and Restrictions of a Standardized Energy Efficiency Campaign

Ellen Matthies, Trondheim University of Science and Technology, Norway; Ruhr-University Bochum, Germany

Session 1: (10:15 – 11:05)

Measuring Sustainable Consumption in Higher Education Institutions

Maryam Faghihimani, Central Administration, University of Oslo, Norway

Higher Education is facing one of the greatest challenges in meeting its responsibility to provide the knowledge and educated citizenry that will lead to a sustainably thriving civil society. Sustainability is becoming an integral part of university life. A global trend among universities shows that they are revising their missions and strategies by embodying sustainability on their agenda. Furthermore they have been restructuring the courses and research programs as well as technical operations on campus to include sustainability in their perspectives. Being concern about sustainable consumption in higher education institutions is mirroring the necessity of conservation of resources. Since human welfare ultimately entails ecological recourses therefore ignoring their limits enhance the risk of undermining the long-term prospects for development. In this study, based on sustainability declarations and previous tools, 50 indicators have been designed to measure environmental sustainability among 22 international universities in various dimensions including governance, education, research and operation. However 10 indicators directly address consumption of resources at the universities. This study provides a comparison perspective in sustainable consumption and its correlation with the degree which environmental concern influences governance system of university.

An Australian University's Journey to Enhanced Environmental Sustainability Performance, starting with TravelSmart.

Linda Hancock, Alfred Deakin Research Institute, Deakin University, Melbourne, Australia

Universities are large complex organisations with considerable carbon footprints; frequently over multi campus sites. Many are only just recently embracing sustainability in their own practices. This paper charts how a joint state government/university funded project, TravelSmart, begun in 2007 by university staff at Deakin University, was a catalyst for enhanced sustainability focus and improved scope and performance of

the university on environmental sustainability. Social marketing theory underpins transport behaviour-change workshops; social awareness-raising and proactive strategies such as ride to uni days; public transport promotion and advocacy; travel maps showing cycle paths and public transport routes; and on-going monitoring of travel patterns via research on campus vehicle counts and staff and student travel pattern surveys. A central aim was to embed TravelSmart activities into routine practice and this has now expanded into an Environmental Management Plan overseen by the CFO and accountable to Academic Board for sustainability across 10 operational areas. The paper outlines the vital ingredients for change: leadership, the role of research and evidence in this journey, a committed community and the use of different strategies aimed at overcoming historical barriers to more sustainable performance, behaviour change and improved communication processes.

Session 2: (11:35 – 13:00)

The BINK Project

The BINK Project: Introduction and Overview

Claudia Nemnich, Institute for Environmental and Sustainability Communication, Leuphana University of Lüneburg, Germany

Refinement of the BINK-Strategy – Challenges and Opportunities for Institutions of Higher Education

Andreas Homburg and Malte Nachreiner, HS Fresenius, Germany

The transdisciplinary project BINK (German acronym for “educational institutions and sustainable consumption”) set out to test, evaluate and accordingly improve a new strategy for the transition of educational organizations into places that promote a more sustainable lifestyle among young people. Relying on the participation of multiple stakeholder-groups and the analysis of the institution’s culture of consumption as the key factors for the process of change, the strategy was implemented in six institutions of education and evaluated with a multifaceted approach. Insights gained were then used to further differentiate and develop specific elements of the BINK-strategy. In addition to the description of the process employed and the strategy in its revised form, challenges that apply to and opportunities that arise especially for institutions of higher education will be outlined.

Organisational "Culture of Consumption" in HEIs and Student Consumer Behaviour

Matthias Barth, Daniel Fischer and Horst Rode, Institute for Environmental and Sustainability Communication, Leuphana University of Lüneburg, Germany

HEIs are considered as influential agents on students’ consumer skills, attitudes and practices. As such, they are confronted with diverse political and societal concerns such as the promotion of public health or sustainable consumption. Surprisingly, comprehensive analyses of these assumed and potential effects of HEIs on the consumer socialization of young adults are rare. The paper presents results of a study that focused on tacit consumer learning in educational organizations and sought to elucidate the interrelations

between the organisational culture in HEIs and student consumer learning. The study presented draws on and operationalizes the theoretical framework of educational organisational "culture of consumption" (Fischer 2010) which elaborates different consumption-related realms of organisational culture. A questionnaire was compiled and administered to students from different HEIs in Germany. The questionnaire consisted of two parts: the first on the perception of the organisational culture of consumption, the second on individual consumption dispositions and orientations. The study's findings point to interrelations and patterns of interaction between student perceptions of formal and informal organisational learning environments and individual and collective dispositions and orientations towards sustainable consumption.

Student Commitment for Sustainable Consumption Learning on Campus: Project-Based Seminars for Sustainable Consumption at Leuphana University of Lüneburg

Daniel Fischer, Sonja Richter and Marco Rieckmann, Institute for Environmental and Sustainability Communication, Leuphana University of Lüneburg, Germany

Consumption can be identified as one of the most important fields of action within Education for Sustainable Development. Therefore, researchers in the project BINK – Educational Institutions and Sustainable Consumption – have elaborated strategies on how sustainable consumption can be implemented in educational institutions. In the context of the BINK project, since winter term 2009/10 a series of three project seminars, led by researchers involved in the BINK project, have been designed that sought to explore how consumption settings in the university context can be shaped and designed in order to stimulate informal learning processes on sustainable consumption. Such engagement with the “real world” calls for close collaboration between students, research supervisors and practitioners from the non-academic world. The courses aimed to equip students with the skills and competencies needed to design informal learning settings in close collaboration with external stake-holders and campus-service-providers (e.g. coffee shops, canteen, campus vegetable stall, local business companies etc.). The resulting projects contribute to incorporate sustainability principles into students’ and employees’ minds while obtaining or consuming those services.

Session 3: (15:10 – 15:35)

The need for an Indicator-Model-Concept to Strengthen Competencies of Students in Sustainable Consumption and Development

Kira Giesecke, Hamburg University of Applied Sciences Hamburg, Germany, and University of the West of Scotland, UK

The purpose of this paper is to point out the necessity of a concept of a tailored indicator model which measures the consumption lifestyle of students in terms of sustainability. In order to achieve this, the existing literature is critically examined concerning the definition of sustainable consumption and assessment models to measure sustainability. It can be concluded that, for instance, the ecological footprint is a very good and useful indicator. However, there is more than only the environmental dimension of sustainability. Therefore a new developed indicator model will be needed to cover the requirements of all three dimensions as well as to be more precisely and understandable to illustrate where the strengths and

weaknesses of a student in terms of sustainability are. The indicator model will not only indicate the status quo, it should also initiate actions. The tool can be used to monitor students progress as developing an own individual learning curve, and to improve the competencies in sustainable consumption and therefore in sustainable development. It can be integrated as an experiment into a university course.

Session 4: (15:50 – 16:40)

Educating for Responsible Consumption in Higher Education: Examples of Courses at Bordeaux University

Vincent Sennès, Institut EGID, Bordeaux University, France

For several years, Bordeaux University has offered courses in human ecology which include modules on education for responsible consumption. In particular, we offer the professional Masters degree in "Human Ecology: environmental challenges of the activities of production and consumption" and the Certificate in international human ecology. The aim of these courses is: (1) to understand the ecological consequences of human activities on a global scale; (2) to enable future graduates to enforce and assess responsible consumption policies; (3) to work with various types of public, to inform and ensure awareness of responsible consumption practices. In order to ensure an intercultural dimension: (a) about 50% of courses are taught by university researcher-lecturers, with the other 50% being given by visiting professionals from research departments, companies, local authorities and associations; (b) students come from different fields of study: ecology, geography, economics, communication etc. and during the course they are encouraged to exchange and compare their points of view and share their experiences; (c) these courses are open to candidates who are already working professionally and who want to either broaden their knowledge and know-how, or to change direction.

Higher Education for Sustainable Consumption: Challenges and Opportunities

Marwa Biltagy, Department of Economics, European University of Lefke, Egypt

This paper focuses on how higher education institutions can use the United Nations Decade of Education for Sustainable Development (2005-2014) to promote sustainable consumption. Higher education has an important role to play concerning education for sustainable consumption and the building of a learning society. Higher education can realize sustainability through policy making, humanizing globalization and research. The main objectives of this paper are to provide recommendations for governments on how to improve the higher education systems by including the dimension of education for sustainable consumption in their educational strategies and to provide decision-makers with tools to understand the importance of higher education for sustainable consumption in supporting other policy goals. What is especially significant about this paper is the emphasis on the role of higher education in sustainable consumption. The results will include innovative strategies to change curricula; to shape public opinion and national policies for sustainability; to make sure that research serve the needs of social and economic development which is sustainable and to enable students to develop the knowledge, values and skills that society will need for real progress towards sustainable consumption.

DETAILED PROGRAMME INFORMATION (Thursday, 15 September): Stream III: "Higher Education for Sustainable Development in Central and Eastern Europe" (Presentation Time: 15' + 10' Discussion), Building 11, 3rd Floor, Room 320

THURSDAY, 15 SEPTEMBER 2011		
TIME	TITLE	PRESENTER
9:45	Key Note: Higher Education for Sustainable Development: From Universities' Collaboration Training and Research Towards Local Collaboration Governance Practice	Raimonds Ernšteins, University of Latvia, Latvia
SESSION 1:		<i>session chair: AdomBent, Laboulle</i>
10:15	Investment Effectiveness in Higher Education Modernisation Challenge in Central Europe	Józef Dziechciarz, Faculty of Management, Finance and Computer Science, Wrocław University of Economics, Poland
10:40	Initiations of Sustainable Development in the Higher Education	Péter Varga, Department of Environmental Biology and Education, University of Szeged Institute of Applied Natural Science, Hungary
11:05	BREAK (30')	
SESSION 2:		<i>session chair: AdomBent, Laboulle</i>
11:35	Collaboration Management in Educational Community Networking	N.S. Malchenko and N.N. Gorbachev, Branch of Moscow State University of Economics, Statistics and Informatics (MESI), Belarus
11:45	A Space for Different Perspectives on the Environment and Sustainability	Anna Kalinovska, The University Centre for Environmental Studies, University of Warsaw, Poland
12:10	Developing Sustainability Bottom-up: Case Study of Central European University	Peter Kiryushin, Department of Environmental Sciences and Policy, Central European University, Hungary
12:35	Sustainable Development of Nizhny Novgorod Agglomeration: Continued Public Education Case of Russia	Andrey Dakhin, Nizhny Novgorod Center for Socio-Economic Expertise, Nizhny Novgorod, Russia
13:00	LUNCH + POSTER SESSION	
SESSION 3:		<i>session chair: AdomBent, Laboulle</i>
14:45	Planning Education: A Bulgarian Path	Elena Dimitrova, Department of Urban Planning, University of Architecture, Civil Engineering and Geodesy, Bulgaria
15:10	Tackling the Challenge of Sustainability: Experience of the Ukrainian National Forestry University	Lyudmyla Zahvoyska, Ukrainian National Forestry University, Institute of Ecological Economics, Ukraine
15:35	BREAK (15')	
SESSION 4:		<i>session chair: AdomBent, Laboulle</i>
15:50	Investigating Regional Problems through Educational Case Studies in a Virtual Setting: Analysis and Experiences with Methods used within a Network of European Universities cooperating on e-learning	Andrew Barton, Charles University Environment Center, Czech Republic
16:15	Using existing ITC Resources in Management Education for Sustainable Development	Anna Batorczak, University of Warsaw, Centre for Environmental Studies Department of Pedagogy Poland
16:40	Final Discussion	

DETAILED PROGRAMME INFORMATION: THURSDAY 15 SEPTEMBER 2011

Stream III: "Higher Education for Sustainable Development in Central and Eastern Europe", Building 11, 3rd Floor, Room 320 (11.320)

Keynote:

Higher Education for Sustainable Development: From Universities' Collaboration Training and Research Towards Local Collaboration Governance Practice

Raimonds Ernšteins, University of Latvia, Latvia

Session 1: (10:15 – 11:05)

Investment Effectiveness in Higher Education Modernisation Challenge in Central Europe

Józef Dziechciarz, Faculty of Management, Finance and Computer Science, Wrocław University of Economics, Poland

The traditional, Humboldtian type of the University faces serious criticism. Main weaknesses of such concept includes outdated governance style with fragmented structure and management, insulated, extensive state dependency, overregulated legal status, heavily underfunded budget; uniformity and egalitarianism confronted with strong hierarchical human resource structure. It is accompanied with mono-disciplinary specialization; traditional learners approach; ineffective or lack of knowledge transfer; accompanied with little world-class excellence. The answer of the European Commission to those weaknesses is the Modernization concept with a goal of transformation from Humboldtian towards Entrepreneurial University. The implementation of the entrepreneurial concept of the university is impossible with current funding system. The funding reform is designed to enable change from input oriented towards output oriented budgeting. The latter needs adequate measurement system of the output in all three activity fields. Only research has more or less functioning assessment indicators. The most popular measures are: bibliometers (count of publications, often weighted by the points associated with the Journal or publication type); patent count; citation indices, etc. In the article, the discussion of concept and some possible solutions in measurement of the efficiency and effectiveness in the education system is given. Special attention is concentrated on rate of return measurement in education, in the first place in the tertiary education.

Initiations of Sustainable Development in the Higher Education

Péter Varga, Department of Environmental Biology and Education, University of Szeged Institute of Applied Natural Science, Hungary

In our studies the activity in the interest of SD of two Hungarian and an Italian Faculty were investigated by benchmarking technique. During our research we have taken as a basis the Eco-Schools criteria of

Environment and School Initiatives (ENSI) that means the analogy of the activity and the organizational function. The higher education similarly to the secondary education possesses system characters to achieve and/or form the SD in point of input, knowledge transfer, and of that supporting organization processes and output. The institutes were compared in three fields: pedagogies, social contacts, and economics. It follows that if an institute of higher education aspires to gain results on the fields of SD has to prove its ability in the above mentioned disciplines. The following items were analyzed: the basic documents, organizational conditions, work of pedagogies, function of Faculties, communication, cooperation, the relation with the local community and direct environment and few more. On the basis of our results S.W.O.T analysis was made, thus the common points and the alterations can be determined and revealed, which are essential to train specialists with standardized environmental of consciousness at the end of their training on European level.

Session 2: (11:35 – 13:00)

Collaboration Management in Educational Community Networking

N.S. Malchenko and N.N. Gorbachev, Branch of Moscow State University of Economics, Statistics and Informatics (MESI), Russia

Contemporary information and communication technologies (ICT) provide the technical base for sustainable development of personal knowledge using community networking methods and the concept of social networks for the educational experience sharing. This report includes brief theoretical analysis of the following issues:

- Web 2.0 educational technologies for the development of educational communities networking: increasing the mobility and collaboration;
- managing the intellectual property of networking community as result of collective creativity;
- sustainable development of networking educational and methodical communities and the limits of effective growth.

Outlines of advantages provided by application of networking community approach to content creation and updating for sustainable development of the university are illustrated with two examples of collaboration management in educational communities established by Moscow State University of Economics, Statistics and Informatics (MESI): *Case 1*: school teachers professional competencies' permanent upgrading in the networking community for the implementation of interactive educational facilities. *Case 2*: permanent updating of educational content in informational centers of curriculum disciplines in distributed e-university (Russia, Belarus, Armenia, Latvia).

A Space for Different Perspectives on the Environment and Sustainability

Anna Kalinowska, The University Centre for Environmental Studies, University of Warsaw, Poland

As a case study for innovative approach I would like to present The Centre's "speciality" – the real space for different perspectives which is open during set of lectures "Selected Issues of Sustainable Development". It may be at choice as a course option by all university students. Only outstanding – sometimes controversial – individuals representing variety of professions, scientific options and circles within society are invited as lecturers. Each semester is devoted to one general topic (e.g. climate change) and a different speaker gives

each of the fifteen lectures. The cycle of lectures based on different life experiences, types of knowledge and personal philosophies has become one of the few spaces for students to discuss what are valid sources of knowledge and to learn how to open eyes to the wisdom of others. But the main questions are: whether these opening students to broader horizons can serve them in their future professional career? To what extent our "island of complex thinking" is able to influence academic colleagues with less broad perspectives – a state still all too common as barrier for implementing sustainability into HEIs in our part of the world?

Developing Sustainability Bottom-up: Case Study of Central European University

Peter Kiryushin, Department of Environmental Sciences and Policy, Central European University, Hungary

Central European University is international graduate school, which possesses capacity to prepare leaders and decision-makers for sustainable development for more than 100 countries. Utilization of this capacity requires the appropriate environment within the University. Since autumn 2010 Sustainable Campus Initiative (SCI), student-driven organization had been creating such environment using bottom-up approach. Number of activities were organized, including festivals, workshops, renovation of facilities, integration of recycling, collaboration with local NGO's. As a recognition of the achievements SCI received CEU 20th anniversary Student Engagement Prize. Several challenges were discovered in the process: one-year time-span of education, which is the barrier for developing continuity of student-driven sustainability, limited availability of time for scholars to be engaged, narrow understanding of sustainability among students and faculty as only related to environmental issues. Different measures now developed by SCI to overcome the challenges including presentation for new students, proposal for curriculum changes, arranging special sustainability fund, organizing sustainability network with other universities and interested organizations.

Sustainable Development of Nizhny Novgorod Agglomeration: Continued Public Education Case of Russia

Andrey Dakhin, Nizhny Novgorod Center for Socio-Economic Expertise, Nizhny Novgorod, Russia

The central area of Nizhegorodskaya oblast is Nizhny Novgorod agglomeration, what includes Nizhny Novgorod (1283.6 thou. people), Dzerzhinsk (252.5 thou. people), Kstovo (65.7 thou. people), Bor (77.7 thou. people). The total population of the agglomeration is a few more than 1,5 million people.

Local political limitations for planning and development of Nizhny Novgorod agglomeration:

- weak experience of partnership between city governments of Nizhny Novgorod, Dzerzhinsk, Kstovo, Bor;
- powerful administrative pressure from the governor;
- political contradictions on the level of regional political elites;
- weak experience of transparency partnership between business and the local power;
- weak capacities for citizens participation.

In 2009-2010 it was public competition of students projects "Social adaptation projects for Nizhny Novgorod sustainable development", in 2010-2011 it was public competition of students projects "Innovative projects for Nizhny Novgorod agglomeration sustainable development" and in 2011 it is started the city public club for promoting of large public discussion with topics on strategy of sustainable

development of Nizhny Novgorod agglomeration. Some intermediate results of the last project will be presented in Nizhny Novgorod during the regular official Forum "Unity of Russia" ("Rossia Edinaia") in October, 2011.

Session 3: (14:45 – 15:35)

Planning Education: A Bulgarian Path

Elena Dimitrova, Department of Urban Planning, University of Architecture, Civil Engineering and Geodesy, Bulgaria

One of the main challenges of educating urban planners who would effectively implement sustainable development (SD) principles in their professional field is logically seen in linking technical to social and cultural aspects of urban development. The peculiarities of political and social transformations in SEE cities in the recent two decades pose additional challenges to SD education. The paper is based on critical estimation of the author's personal teaching experience in the Programme in Urbanism (BSc and MSc) at UACEG, Sofia (delivered since 2002) and the results of a university research project (2008-2009) focused on integrated educational approaches to the SD theme. It claims that the educational process addressing SD aspects should be sensitive to achieving the integrity of three aspects: (a) building professional capacity; (b) influencing the personal value system of each student; (c) providing motivation and encouragement for action. The author argues that needed further educational steps should focus upon developing: (1) an integrative teaching and research approach to the educational process; (2) continuity of the educational effort throughout the programmes; and (3) efficient monitoring and evaluation system on long-term effectiveness of the educational effort.

Tackling the Challenges of Sustainability: Experience of the Ukrainian National Forestry University

Lyudmyla Zahvoyska, Ukrainian National Forestry University, Institute of Ecological Economics, Ukraine

Tackling sustainability challenges universities change the content of education, integrating sustainability agenda into all undergraduate and graduate programs; adjust research methodology to synergetic nature of ecological-economic systems; apply transdisciplinary approaches to knowledge generation and dissemination. Scientific atelier as a specific form of transdisciplinary case studies (TCS) occupies a fitting place in the variety of educational innovations designed for sustainability teaching. It builds researchers', students' and stakeholders' capacity for real-world problem solving, creates new knowledge with their practical applications, improves communication and collaboration between academia and civil society. Atelier "Sustainable Forest Management and Ecological Economics" organised by Ukrainian National Forestry University and Vermont University (Farley et al., 2009) demonstrated effectiveness of TCS learning model for training a new generation of problem solvers skilled in integrating ecological imperative in forestry decision-making. Understanding the objective nature of laws of nature and a place of economic system as a subsystem of the Earth's ecosystem ensure training of environmentally conscious and responsible professionals; enable implementation of potential of noospheric thinking in the post-Brundtland world.

Session 4: (15:50 – 16:40)

Investigating Regional Problems through Educational Case Studies in a Virtual Setting: Analysis and Experiences with Methods used within a Network of European Universities cooperating on e-learning

Andrew Barton, Charles University Environment Center, Czech Republic

Shared interest in sustainability oriented HE programs and courses that have a regional impact is realized through learning networks that have emerged at the European level: the VCSE network, the LENSUS network, ISPoS bilateral cooperation and others. It is "operationalized" through e-learning courses that are relatively easy to be organized internationally and that might be followed by face-to-face interaction, e.g. a summer school. This article presents a brief overview of experiences in e-learning used within an international network of cooperating universities with a vision to promote an open European Learning Space and to provide a platform for acquiring and generating interdisciplinary and the intercultural knowledge and experiences required to understand and contribute to sustainable development. More specifically, it is concerned with a problem oriented teaching/learning method which includes working with a case study that was used within one of these virtual and blended learning settings. This method is highly relevant for the sustainable development theme in the global and local context: it could bring together experiences from different regions and facilitate discussion about sustainability practices under specific cultural, environmental and other circumstances – uncovering the common principles and differences of the local cases, and fostering the application of knowledge to real situations.

Using existing ITC Resources in Management Education for Sustainable Development

Anna Batorczak, Centre for Environmental Studies Department of Pedagogy, University of Warsaw, Poland

The educational tools and materials are present in a very high number and can be used at all levels of education for sustainability - from games focus on kinder garden education up to resources which addressed academic level including management and business education. The source of them: the electronic, internet based, platforms are meaningful. Firstly they based on real data and since that they fit into the ESD characteristic provided by Prof Scott *"It is not enough to say that sustainable development and learning go hand-in- hand. Rather, it is crucial to recognize that sustainable development will not be taking place where learning is not happening (...) There is a little emphasis here on teaching. The reason is that much of the learning we shall need to do will be beyond the school, college, and university system, it will be learning in, between and by institutions, organizations and communities – where most of our learning is going on any way"*. Secondly they are widely available for free to anybody interested in using them. For the principles of ESD briefly described above by Scott the following educational resources and materials ITC based will be analyzed in that presentation: www.nationalaccountsofwellbeing.org/ and www.dothegreenthing.com.

DETAILED PROGRAMME INFORMATION: THURSDAY 15 SEPTEMBER 2011

SIDE EVENT (11.008, 14:00 – 15:00)

GENDER & DIVERSITY IN HIGHER EDUCATION FOR SUSTAINABLE DEVELOPMENT (11.008)

Please note that the side event **Gender & Diversity in Higher Education for Sustainable Development** will take place on **Thursday, 15 September** from **14:00 to 15:00** in **Building 11, Ground Floor, Room 8**, at the same time like the poster session is taking place.

POSTER SESSION (11.307, break room, 14:00 – 14:45)

Acquiring competencies through study travels on sustainable management in business administration

Patricia Aguirre, Institute for Postgraduate Studies, Universidad Técnica del Norte, Ecuador

The Universidad Técnica del Norte (Ecuador) promotes several actions regarding to Education for Sustainable Development. One of these initiatives is study travels. Since 2007 the university has conducted regularly these trips to Europe for the master's program in business administration whose central topic was: "Sustainability in Business Administration". The aim of these events is to complement knowledge and competencies acquired in the classroom through visits and lectures to companies that employ sustainability criteria. The study travels concept have been structured to promote thinking not only regarding to the academic criteria on sustainability but also to encourage a personal reflection which should be the start of a behavior change not only on the companies but also in each family as a main result.

Student-driven network calls for emphasis of sustainable development in higher education

Maximilian Fries, Student-driven network for Sustainable Development, Germany

In January 2010, the German Rectors' Conference (HRK) and the German Commission for UNESCO published the declaration „Universities for a sustainable development“ which emphasised the necessity of change towards sustainable development in the German system of higher education. After more than one year, it remains questionable whether current activities of universities are sufficient to reach the agenda goals. In reaction to the lack of commitment on the part of most German universities and institutions of higher education, our Student-driven network for Sustainable Development published a postulation paper in late June 2011. It is available on www.nachhaltige-hochschulen.de and was distributed in the form of a petition by mail and other personal networks. After only two months, already approximately thousand students, professors and other staff signed the petition. As intensive networking over the last two years has proved successful, a series of pointed questions rose that we would like to discuss as a contribution to this

*DETAILED PROGRAMME INFORMATION:
Round Tables I, II and III*

conference, regarding among others 1) the provision of innovative opportunities for students' learning and 2) the framework for joint efforts for sustainable development in higher education.

CELA - Network of Climate Change Technology Transfer Centres in Europe and Latin America

Kira Giesecke, Hamburg University of Applied Sciences Hamburg, Germany, and University of the West of Scotland, UK

Based on experiences gained in the EU-funded project CELA, this poster focuses on the networking and climate change technology transfer dimension between Latin America (LA) and Europe to illustrate how higher education institutions (HEI) can contribute to sustainable socio-economic development in LA. The poster will provide evidence for the fact that, despite the fact that many LA states have given climate change adaptation a high priority, these often have neither the technology nor the resources needed in order to adapt successfully. Also, to cope with the many challenges climate change poses, the role of HEIs, especially in terms of research, consultancy and technology transfer as well as the capacity-building and qualification of human capital within the HEI and beyond, will be explored further. Finally, the paper will introduce a university-industry networking project which fosters the transnational transfer of climate change technology between Europe and LA.

JELARE - Joint European-Latin American Universities Renewable Energy Project

Kira Giesecke, Hamburg University of Applied Sciences Hamburg, Germany, and University of the West of Scotland, UK

Apart from environmental benefits, renewable energies offer great potential for the local socio-economic development in Latin America. As renewable energies can be produced locally, they provide a wide range of local job opportunities, foster local investments and reduce the need for importing fossil fuels. However, the sector of renewable energies cannot develop adequately due to a lack of expertise. Due to the innovative nature of this field HEI are very important actors in this sector, especially in terms of research as well as educating future employees. On the basis of the above needs, the Joint European-Latin American Universities Renewable Energy Project “was implemented on the purpose to improve the academic quality of European and Latin American higher education institutions, and to strengthen their role to contribute to economic local development and social cohesion.

The School of Sustainability at KIT

Oliver Parodi, Karlsruhe Institute of Technology – KIT, Germany

In our presentation, we will give some insights into the concept, aims and activities of the “School of Sustainability” at KIT in Karlsruhe.

State of the Art in the Teaching of Sustainable Development in Life Sciences in Italy

Francesca Valente, Department of Food Science, University of Teramo, Italy

To structure an effective program for the introduction of SD into the teaching in HEIs it is necessary to highlight the current state. The research carried out concern the “State of the Art” in Italy and takes into account the entire university system. Faculties with the largest presence of Life Sciences has been selected and analyzed. For each Faculty, we built and then analysed a database in which emphasize the different level of detection on Sustainable Development: 1) Presence of references to SD in the title of the Degrees; 2) Presence of references to SD in the title of the Courses; 3) Presence of references to SD in the program of the Courses. We also investigate the post graduate programs present in our country (post-graduate courses; PhD). In conclusion the concept of SD is present in the teaching programs of Life Science Studies even if in a small percentage and not equally distributed among Faculties and Degrees cycles. Finally the research identified the crucial points where improvement is needed in the didactics in order to obtain an education system that advances the demands of the future job market.

Green Pedagogy – Skills for Implementation of Sustainable Development in Agricultural and Environmental Education

Christiane Wagner-Alt, University College for Agrarian and Environmental Pedagogy, Austria

As a definition for “Green Pedagogy” (GP) is still missing in literature, a didactic concept has been developed at the University College for Agrarian and Environmental Pedagogy and still is in progress. GP is determined by actual social and pedagogical developments with impact on our living environment. GP is seen as a connection between agriculture with its production function of nature and environmental protection where both can be seen from social and economical and ecological perspectives. In pedagogical practice the perception showed that semantically identical terms of GP are interpreted in a very different way. Future research will be the determination and definition of key terms in GP as well as the development of a concept for further education in the field. Though, experiences in nature and the use of nature’s space form the core elements of participative and practical teaching and learning processes in the sense of Green Pedagogy.

ROUND TABLES

ROUND TABLE I: CURRICULUM (11.308, 9:45 – 11:15)

This RT will focus on future perspectives and next steps for conceptualizing, implementing and strengthening Education for Sustainable Development in university curricula.

Moderation: Georg Müller-Christ, University of Bremen (Bremen, Germany)

Participants:

John Fien (RMIT University, Australia)

Ute Stoltenberg (Leuphana University of Lüneburg, Germany)

*DETAILED PROGRAMME INFORMATION:
Round Tables I, II and III*

Rashidah Shuib (University of Sains Malaysia, Malaysia)
Matthias Barth (RMIT University, Australia)

ROUNDTABLE II: CAMPUS (11.319, 9:45 – 11:15)

The focus of this RT will be on future perspectives and next steps for campus-related activities of conceptualizing, implementing and strengthening Higher Education for Sustainable Development.

Moderation:

Stephen Sterling, University of Plymouth (Plymouth, UK)

Participants:

Jenneth Parker (Research Director Schumacher Institute for Sustainable Systems in Bristol, UK)

Søren Løkke (Chair of Aalborg University Environmental Committee Aalborg, Denmark)

Patricia Aguirre (Universidad Tecnica del Norte; Instituto de Postgrado in Ibarra, Ecuador)

Jana Dlouha (Charles University Prague, Czech Republic)

ROUNDTABLE III: COMMUNITY (11.320, 9:45 – 11:15)

Moderation: Rietje van Dam-Mieras, University of Leiden (Leiden, The Netherlands)

Participants:

Lenelis Kruse-Graumann (University for Distance Learning Hagen, University of Heidelberg, Germany)

Arjen Wals (University of Wageningen, The Netherlands)

Daniel Lang (Leuphana University of Lüneburg, Germany)

Clemens Mader (University of Graz, RCE Graz-Styria, Austria)