University Educators for Sustainable Development (UE4SD)

Mapping opportunities for developing Education for Sustainable Development (ESD) competences

TEMPLATE

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General information

Lead person completing the template

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Country information

Country	SPAIN
Number of Higher Education institutions in the country	81
Number of Higher Education students in the country	1.547.500
UE4SD region	☐ Northern Europe ☐ Western Europe **X** Southern Europe ☐ Eastern Europe

Part A –
The status of ESD within Higher Education at the national level

This section aims at gathering a general view about the integration of ESD within Higher Education in the UE4SD partner countries, with an emphasis on the issue of professional development opportunities for university educators to develop ESD competences.

1. **Are there any national (including regional jurisdictions such as cantons, states, provinces, etc.) strategies, policies or legislations, which recognise ESD in Higher Education?** *(If yes, please provide details. Max. 400 words.)*

Currently there is no specific program for ESD in Higher Education (HE) in Spain from any part of the national administration. Neither the Environment nor the Education Ministry have developed any common action to foster ESD at Spanish Universities, although they do have ESD programs at other levels of education

However, actions for promoting Higher Education for Sustainable Development (HESD) were included in the *White Paper of Environmental Education*, elaborated by the Environment Ministry in 1999. One of the main objectives was *"to provide the integration of Environmental Education in all dimensions and functions of the University"*. This overarching aim was translated into four recommendations to action:

- *To promote environmental education in higher education courses.*
- *To train educators in environmental education.*
- *To strengthen research, cooperation and coordination about environmental education.*
- *To foster environmental planning and actions at Universities.*

In 2000, a post-graduate program on Environmental Education was launched by nine Universities, the National Centre of Environmental Education of the Environment Ministry and the Education Ministry. This is the only formal, ministerial supported ESD project developed for Higher Education activity at present, though it is mainly focused on Environmental Education. About a hundred of students have finalized this PhD program. Although we do not have information about their actual activities, we can suppose that few of them are working at universities as teaching or research staff.

As well as different ministries, different regional departments exist, both for environment and for education across the autonomous regions. Cooperation is not common between these departments, at least, in HESD activities. Catalonia and Andalusia are working to encourage regional networks for sustainable universities creating *ecocampus projects* at Andalusian universities and fostering research in ESD in Catalonian universities, for example.

1. **If yes, what ESD processes and approaches do these promote? (***Max. 200 words.)*

There is no common approach on ESD, but rather each University has its own frameworks. In Spain the term education for sustainable development has been very little used by the educational community and the term "environmental education" is still used very widely. Often used synonymously.

2. **If yes, do these documents refer to ESD professional development for university educators (as like asking for skills and capabilities)?** *(If yes, please provide details. Max. 200 words.)*

We can consider the reference in *White Paper of Environmental Education* about "*to train educators in environmental education*" that is translated into three two main activities:

- *Improve the environmental training of university teachers in both initial and continuing training.*
- *Incorporating EE in economic aid projects and grants specialization.*
- *Promote communication, coordination and interdisciplinary research between professors.*

2. **Are there any national (including regional jurisdictions such as cantons, states, provinces, etc.) initiatives (projects, programmes, etc.) on ESD professional development for university educators?** *(If yes, please provide details. Max. 400 words.)*

As we said in question 1, there was a PhD program that can be considered as an initiative to promote professional development on ESD to teaching and research staff. This program is not open, only to those who are in the final part of the program. Other experiences in PhD program about EE or ESD exist at regional level, for instance in Andalusia. We can consider also some working groups in which teaching and research staff from different Spanish Universities are involved, those are explained in question 6.

3. **Do Higher Education institutions have strategic plans or guidelines to promote ESD?** *(Please tick the box regarding your estimation of the situation in your country and provide an overview, not specific details. Max. 400 words.)*

☐ None

☐ Few

☐ Several

☒ Many

☐ All

ESD practices at Spanish Universities have been developed by the Universities themselves, without any overarching common, government supported framework. Nevertheless, there are numerous examples of ESD practices and many of them extremely successful. More than75% of Spanish universities have started to act for sustainability and ESD, as shown by a survey carried out by the Autonomous University of Madrid in 2006 (Alba, 2007). This study identified 23 public universities where a specific department or unit for the environment or sustainability exists. ESD activities have been carried out in all of these universities, mainly through non-formal activities. In 2011, a survey developed by the Sustainability Commission of the Spanish Rectors' Conference established in some way a "state or the art" report about sustainability and environmental policies at Spanish Universities (see CADEP, 2012). We would like to select some results of this study, in which 31 universities were involved, about the 40% of Spanish Higher Education System.:

- All the studied universities counted with some kind of policy and one institutional delegate who is in charged of developing this policy.

- However, these police contemplated mainly environmental management and education activities. Very few contemplated a sustainability approach.
- In relation to ESD teaching activities, the majority of the studied ==universities do offer== environmental courses, (both undergraduate and postgraduate) ==but only few of the courses include an ESD or Sustainability approach, mainly postgraduate courses.==
- ==Furthermore,== some of them have developed a review of all their teaching activities with a sustainability perspective. For this reason, they have implemented actions to foster this kind of practices amongst their teaching staff using guides, courses…

4. Do Higher Education institutions have initiatives (projects, programmes, etc.) to support the professional development of university educators in ESD? *(Please tick the box regarding your estimation of the situation in your country and provide an overview, not specific details. Max. 400 words.)*

☐ None

☐ Few

X Several

☐ Many

☐ All

Although about a hundred of PhDs students have developed the EE doctorate program, very few have continued on the academic career and they are working as university educators.

As we have mentioned above, some universities have organised courses to enhance ESD competences to their teaching staff. Some guidelines are designed and published to facilitate teaching staff to include ESD competences in their teaching activities. Some environmental units supported, also, activities to improve the performance of EE or ESD activities by teaching staff. Initiatives related to professional development of universities educators in some Spanish universities are:

- the development of guides to embed sustainability in courses (Universities of Basque Country or Girona, Public University of Navarra and Polytechnic University of Catalunya)
- working groups to help teaching staff to develop ESD activities, mainly at Education Faculties (University of Salamanca or Santiago de Compostela, Autonomous University of Barcelona)
- Open activities of dissemination by researchers from different disciplines, e. g. about Climate Change (Universities and Climate Change Network 2008-2009)

5. Does ESD form part of the quality assurance and accreditation processes of Higher Education institutions?[1] *(If yes, please provide details. Max. 400 words.)*

Not properly. There some considerations about the third mission at institutional quality system recognition. During the Bologna process all university coursed has been redesigned, including the new

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[1] In countries where there is a formal accreditation process of staff, please indicate if ESD istaken into consideration in this process and *how*.

structure with a competences scheme. Some of them are related to ESD competences but there isn't any kind of common programme to foster the recognition of ESD competences.

In relation to teaching staff accreditation, there have been some kind or recognition of the participation of educators in courses, conferences and activities leading to improve their performance as teachers, focusing in improving the way they teach from a didactic point of view (for instance, to improve new technologies to teach, e-learning…) This could be an opportunity to enhance the educators' interest in ESD competences, because we can say than once didactic activities were considered in the accreditation scheme, many teachers starts to worry to attend to them.

6. Are there any Higher Education networks, partnerships or main drivers (public, private, NGOs) that support the professional development of university educators in ESD in your country? *(If yes, please provide details. Please note that networks at the local but also global level might be relevant. Max. 400 words.)*

Not directly to professional development but about ESD in Higher Education. In 2002, as a result of the cooperation between a few of universities committed to Sustainability and ESD, the Spanish Rectors' Conference created a working group to exchange experiences and foster sustainability and ESD actions among Spanish universities: CADEP. One of CADEP's working groups is about "Sustainability and Teaching". It is a very active group, with 16 universities involved and several lines of work: Integration of sustainability criteria in university curricula; teacher training course on Introduction of Sustainability in University Teaching, documents and blog outreach proposals, development of research projects, etc. In 2005, they elaborated a document with guidelines to embed environment perspective in Higher Education Institution, in their academic and teaching activities (CADEP, 2005). This guidelines were reviewed in 2011 to include and ESD and sustainability approach (CADEP, 2011). Both were approved by the Assembly of Rectors' Conference but we do not information are provided about how this guidelines are implemented in each university.

We can mention also a network in which EE/ESD teachers and researchers are involved, with the support of National Centre of Environmental Education (Environment Ministry). This network celebrates an annual meeting to exchange experiences. It works as a continuation of EE PhD program with the participations of academic staff from more than 15 Spanish universities. *Edusost* is a Research Network in ESD launched by Catalonian universities to promote and optimize the education for sustainability, creating knowledge from the experiences developed up to the current day, especially by the participating groups and from the exchange and collaboration in research, improvement and innovation projects.

There is also a very active group working within the service-learning model (ApS) that develops actions for inclusion of sustainability in university curricula and the development of skills for sustainability. At the last annual meeting held in May 2014 was attended by 102 people from 41 universities. In the last 6 years have made about 44 teacher training course.

7. Are there any higher education initiatives or projects developed in response to the UNECE ESD competences[2]? *(If yes, please provide details. Max. 400 words.)*

No

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[2]UNECE (2011) Learning for the future: Competences in Education for Sustainable Development, ECE/CEP/AC.13/2011/6;
http://www.unece.org/fileadmin/DAM/env/esd/6thMeetSC/Learning%20for%20the%20Future_%20Competences%20for%20Educators%20in%20ESD/ECE_CEP_AC13_2011_6%20COMPETENCES%20EN.pdf

Part B –
Professional development opportunities in ESD for university educators

This section seeks to collect national professional development opportunities for university educators to develop ESD competences. Please identify two to three leading practices of ESD professional development opportunities in your country and describe them in detail.

EXAMPLE 1	
Title of the professional development initiative	Curricula and Sustainability working group
Who is the facilitator or leading institution?	Commission on Environmental Quality, Sustainable Development and Risk Prevention (CADEP) from the Spanish Universities Conference of Rectors (CRUE)
Who participates?	Faculty and staff from 17 Spanish universities
How many people can participate?	Between 20 and 30 people
What type of professional development is it?	X ☐ Short course X ☐ Teaching support initiative X ☐ Seminar X ☐ Staff induction ☐ In-house certification for new teaching staff ☐ Mentoring/ coaching program X ☐ Academic working group for university educators ☐ Work shadowing ☐ Others *(please specify)*:
When does the initiative take place? *(Please only list initiatives since 2005.)*	The group began its work in 2003 when the CADEP commission was created. They implemented different initiatives: • 9 to 10 online working meetings each year. • Design of a training university educators course: "*Introduction of Sustainability in University Teaching*". • Organization of several seminars and meetings. • Development of a University Network in Teaching and Research EDS (RIDIES) • Preparation of guidance documents for ESD at the university. • Preparation of videos and disclosure documents. • Opening a blog.
How long does it take?	Since 2003 to the present
What is the purpose and objective?	To promote actions for introducing EDS in Spanish university curricula.
What is the ambition (idea behind the initiative)?	To change Spanish higher education system in the direction of incorporating EDS in all student curricula.
What is the professional development initiative	Internal working process of all professionals involved in the group. They also teach the training course for faculties *"Introduction of Sustainability in University Teaching"*

about (focus, thematic entry point)?	
What is the pedagogical approach?	Self-learning processes of working group members.
What has attracted the participants to take part in the initiative?	To share common concerns and interests with people from other universities.
What is valuable and interesting about this initiative? Why is it worth doing it?	Working together along time people from 17 universities that share the same interests. The presence of CRUE that provides institutional coverage to the actions. The worst are the internal difficulties inside each university when initiatives should be implemented.
How is the initiative being funded?	Each university founds its members for attending the two annual CADEP meetings, as well as provide additional budget for courses and some other activities organization.
How is the initiative being evaluated? If possible, please share some of the results.	Specific assessment process for the initiative was not developed, but all the activities from the group are reported in a document for the past 10 years. In 2014 the final "CRUE Guidelines for Sustainability Development in Curricula" has been sent by Universidad de Alcalá de Henares Rector to the rest of Spanish university Rectors. The impact on university system is expected in very few years.
Link to website/ references	; http://www.crue.org/Sostenibilidad/CADEP/Paginas/default.aspx?Mobile=0),

Competences for educators in education for sustainable development

Please complete this grid for each good practice you describe. Reflecting the good practice, please fill the blank fields by reflecting competences that are being developed through the initiative (and/or by describing concrete activities that promote the development of competences). The grid is based on the UNECE ESD Competences for Educators (2011); the framework can be found in the annex to this document.

Please note that a facilitator or participant of the professional development initiative might need to support the answering of this grid.

	HOLISTIC APPROACH *Integrative thinking and practice*	*ENVISIONING CHANGE* *Past, present and future*	*ACHIEVING TRANSFORMATION* *People, pedagogy and education systems*
Learning to know *The initiative offers an opportunity for the educator to understand….*	●	●	●
Learning to do *The initiative offers an opportunity for the educator to be able to….*	●	●	●
Learning to live together *The initiative offers an opportunity for the educator to work with others in ways that….*	●	●	●
Learning to be *The initiative offers an opportunity for the educator to be someone who….*	●	●	●

EXAMPLE 2	
Title of the professional development initiative	**INNOVATION PROJECTS ON SUSTAINABILITY**
Who is the facilitator or leading institution?	The Vice Rectorate for Students, Employment and Social Responsibility of the University of the Basque Country.
Who participates?	Lecturer's interdisciplinary groups
How many people can participate?	There is no limit
What type of professional development is it?	☐ Short course ☐ Teaching support initiative ☐ Seminar ☐ Staff induction ☐ In-house certification for new teaching staff ☐ Mentoring/ coaching program ☐ Academic working group for university educators ☐ Work shadowing ☐ Others *(please specify)*:
When does the initiative take place? *(Please only list initiatives since 2005.)*	In November 2013 a call for grants for innovation in sustainability was published, and 10 projects for innovation in sustainability were approved, which apply to the University itself (-the campus as a laboratory-). These are projects in areas such as renewable energy, waste management or the improvement of energy efficiency, amongst others. These projects are carried out in Colleges and Schools of our University and are integrated into the course (curriculum) of the participating teaching staff.
How long does it take?	2013/2014 academic course. There is a new Call for 2014/15.
What is the purpose and objective?	The aim of this call was to rethink how to include Sustainability into each subject (curriculum) that each member of the group teaches, by action-research projects related to sustainability.
What is the ambition (idea behind the initiative)?	The idea is to generate a network to reflect and implement the inclusion of sustainability into the university curriculum taking advantage of the knowhow of each of the group members, with the aim to link research and teaching, on a multidisciplinary way and using alternative methodologies.
What is the professional development initiative about (focus, thematic entry point)?	They carried out mainly management proposals in the field of energy, waste management, amongst others.
What is the pedagogical approach?	Active education methodologies, researching application, multidisciplinary groups and self-learning processes of working.
What has attracted the participants to take part in the initiative?	Lecturers are engaged with the sustainability and they are attracted by the challenge to implement actions in favour of sustainability, basically personal motivation. The group got some money for the Project.
What is valuable and interesting about this	Lecturers have to think about their own project and how to include it into the curricula. It is, in fact, a learning process.

initiative? Why is it worth doing it?	
How is the initiative being funded?	Basque Government has a special budget to support The Vicechancellor of Students, Employment and Social Responsibility´s actions on implementing Education for Sustainability in the curricula.
How is the initiative being evaluated? If possible, please share some of the results.	Each lecturers group sent a final inform about the Project: activities, difficulties, how they spent the budget, and they explain it on an open Seminar addressed to lecturers of the University. They send also a survey to students that have taken part in it to know if this project has had an impact on their impacted in his/her academic and personal training.
Link to website/ references	

Competences for educators in education for sustainable development

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Please note that a facilitator or participant of the professional development initiative might need to support the answering of this grid.

	HOLISTIC APPROACH *Integrative thinking and practice*	ENVISIONING CHANGE *Past, present and future*	ACHIEVING TRANSFORMATION *People, pedagogy and education systems*
Learning to know *The initiative offers an opportunity for the educator to understand….*	• their personal world view and cultural assumptions and seek to understand those of others • the connection between sustainable futures and the way we think, live and work • their own thinking and action in relation to sustainable development	• the root causes of unsustainable development • that sustainable development is an evolving concept • the urgent need for change from unsustainable practices towards advancing quality of life, equity, solidarity, and environmental sustainability • the importance of problem setting, critical reflection, visioning and creative thinking in planning the future and effecting change • the importance of preparedness for the unforeseen and a precautionary approach • the importance of scientific evidence in supporting sustainable development	• why there is a need to transform the education systems that support learning • why there is a need to transform the way we educate/learn • why it is important to prepare learners to meet new challenges • the importance of building on the experience of learners as a basis for transformation • how engagement in real-world issues enhances learning outcomes and helps learners to make a difference in practice
Learning to do *The initiative offers an opportunity for the educator to be able to….*	• create opportunities for sharing ideas and experiences from different disciplines/places/cultures/generations without prejudice and preconceptions • work with different perspectives on dilemmas, issues, tensions and conflicts	• communicate a sense of urgency for change and inspire hope • facilitate the evaluation of potential consequences of different decisions and actions • use the natural, social and built environment, including their own institution, as a context and source of learning	• facilitate participatory and learner-centred education that develops critical thinking and active citizenship • assess learning outcomes in terms of changes and achievements in relation to sustainable development
Learning to live together *The initiative offers an opportunity for the educator to work with others in ways that….*	• actively engage different groups across generations, cultures, places and disciplines	• facilitate the emergence of new worldviews that address sustainable development	• challenge unsustainable practices across educational systems, including at the institutional level • help learners clarify their own and others worldviews through dialogue, and recognize that alternative frameworks exist

	HOLISTIC APPROACH *Integrative thinking and practice*	ENVISIONING CHANGE *Past, present and future*	ACHIEVING TRANSFORMATION *People, pedagogy and education systems*
Learning to be *The initiative offers an opportunity for the educator to be someone who….*	• is inclusive of different disciplines, cultures and perspectives, including indigenous knowledge and worldviews	• is motivated to make a positive contribution to other people and their social and natural environment, locally and globally	• is willing to challenge assumptions underlying unsustainable practice • is a facilitator and participant in the learning process • is a critically reflective practitioner • inspires creativity and innovation • engages with learners in ways that build positive relationships

EXAMPLE 3	
Title of the professional development initiative	Sustainable Cooperative Activities & Training Teachers of Higher Education in Latin American Contexts
Who is the facilitator or leading institution?	Granada University, under the funding of the Spanish Agency for Development Cooperation (AECID), Spanish Ministry of Education
Who participates?	Faculty and staff from 2 Latinamerican universities: University of San Martin de Porres (Lima, Peru) & San Francisco Javier de Xuquisaca (Sucre, Peru)
How many people can participate?	42 university teacher of Perú. 17 university teacher of Bolivia. 12 university teacher of Granada University.
What type of professional development is it?	X Short course X Teaching support initiative X Seminar X Staff induction ☐ In-house certification for new teaching staff X Mentoring/ coaching program X Academic working group for university educators ☐ Work shadowing ☐ Others *(please specify)*:
When does the initiative take place? *(Please only list initiatives since 2005.)*	The group began its work in 2007. During the academic years 2007-2010 were conducted several graduate courses coordinated by the University of Granada aimed at Latin American universities (specifically, Peruvian and Bolivian) in order to increase the sustainability professional qualification in university training programs Andean context. Some short course and seminar was organized by Granada University in the two Latin American contexts. Staff induction, teaching support initiative, mentoring and coaching programs, academics workshop and practices in university and educative centres was developed. They implemented different initiative focus on: • Initial training short courses and seminar for all the people involved. • Creation of Academic Network of university teacher by subject common interest. • Organization of several autonomous action-research group coordinates by university teachers that involves teachers of different levels of the educational system. • Design of different sustainable programs together as a skill of innovation and training university. Implementing and evaluate the results.
How long does it take?	Since 2007 to 2010
What is the purpose and objective?	1. To promote actions for introducing EDS in Latin American university curricula. 2. Involve university in action-research programs in a multidisciplinary and inter-institutional way.

What is the ambition (idea behind the initiative)?	To change Latin American Higher Education system in the direction of incorporating EDS in all university curricula and promote multidisciplinary way and alternative methodology.
What is the professional development initiative about (focus, thematic entry point)?	They were carried out curricular proposals in the field of economics, law, education, science, medicine-health, humanities and engineering and technological progress with a level of detail in the design of programs and coordinated interdisciplinary courses court activities.
What is the pedagogical approach?	Self-learning processes of Latin American working group members.
What has attracted the participants to take part in the initiative?	To share common concerns and interests with people from other areas of knowledge.
What is valuable and interesting about this initiative? Why is it worth doing it?	Working together along time people from 2 Latin American countries that share the same interests. The presence of Granada University that provides institutional coverage to the staff university actions and teaching support initiative of participative action-research. The worst are the internal difficulties inside each university when initiatives should be implemented, the need of a more integrarion of sustainability views in educational organization, the low level of chages in the contexts of the university sustainability program, the difficulty of maintaining and providing continuity to the programs over time without external support. Also the worst are to planning programs and works with different perspectives on dilemmas, issues, tensions and conflicts
How is the initiative being funded?	The Spanish Agency for Development Cooperation (AECID) of the Spanish Ministry of Education was funded the projects during 2007-2010.
How is the initiative being evaluated? If possible, please share some of the results.	A formal assessment process of the different curricular dessing was implemented, all the activities from the group are reported in a final report and case studies that included: - initial diagnosis of context and needs analysis, - strengths and weaknesses of the state of education for sustainability in each Latin American context, - design the intervention program, implementation and final evaluation of the program's - impact on individuals, institutions and geographical context. At the moment we continue with actions of advisory and commissioning unit administrative and curriculum management that stimulate, evaluate and lead the implementation of specific programs related to the field of linkage and practices in the community and external centres of professional practices.
Link to website/ references	Educación para la sostenibilidad. Economía, Medio Ambiente e Interculturalidad. Fundamentos, Recursos y Marcos de Referencia. Volumen 1. Granada: Editorial Universidad de Granada. Educación para la sostenibilidad. Economía, Medio Ambiente e Interculturalidad. Volumen 2. Granada: Editorial Universidad de Granada. Memorias Finales de Proyectos y Casos.

Competences for educators in education for sustainable development

Please complete this grid for each good practice you describe. Reflecting the good practice, please fill the blank fields by reflecting competences that are being developed through the initiative (and/or by describing concrete activities that promote the development of competences). The grid is based on the UNECE ESD Competences for Educators (2011); the framework can be found in the annex to this document.

Please note that a facilitator or participant of the professional development initiative might need to support the answering of this grid.

	HOLISTIC APPROACH *Integrative thinking and practice*	ENVISIONING CHANGE *Past, present and future*	ACHIEVING TRANSFORMATION *People, pedagogy and education systems*
Learning to know *The initiative offers an opportunity for the educator to understand….*	• ways in which natural, social and economic systems function and how they may be interrelated • the interdependent nature of relationships within the present generation and between generations, as well as those between rich and poor and between humans and nature • their personal world view and cultural assumptions and seek to understand those of others • the connection between sustainable futures and the way we think, live and work • their own thinking and action in relation to sustainable development	• the root causes of unsustainable development • that sustainable development is an evolving concept • the urgent need for change from unsustainable practices towards advancing quality of life, equity, solidarity, and environmental sustainability • the importance of problem setting, critical reflection, visioning and creative thinking in planning the future and effecting change •	• why there is a need to transform the education systems that support learning • why there is a need to transform the way we educate/learn • why it is important to prepare learners to meet new challenges • the importance of building on the experience of learners as a basis for transformation • how engagement in real-world issues enhances learning outcomes and helps learners to make a difference in practice
Learning to do *The initiative offers an opportunity for the educator to be able to….*	• create opportunities for sharing ideas and experiences from different disciplines/places/cultures/generations without prejudice and preconceptions • connect the learner to their local and global spheres of influence	• use the natural, social and built environment, including their own institution, as a context and source of learning	• facilitate participatory and learner-centred education that develops critical thinking and active citizenship
Learning to live together *The initiative offers an opportunity for the educator to work with others in ways that….*	• actively engage different groups across generations, cultures, places and disciplines	• facilitate the emergence of new worldviews that address sustainable development •	• challenge unsustainable practices across educational systems, including at the institutional level • help learners clarify their own and others worldviews through dialogue, and recognize that alternative frameworks exist

	HOLISTIC APPROACH *Integrative thinking and practice*	ENVISIONING CHANGE *Past, present and future*	ACHIEVING TRANSFORMATION *People, pedagogy and education systems*
Learning to be *The initiative offers an opportunity for the educator to be someone who….*	• is inclusive of different disciplines, cultures and perspectives, including indigenous knowledge and worldviews	• is motivated to make a positive contribution to other people and their social and natural environment, locally and globally •	• is a facilitator and participant in the learning process • is a critically reflective practitioner • inspires creativity and innovation • engages with learners in ways that build positive relationships

Part C – Data collection and validation

Please briefly provide information about how the data was collected and how you can validate it.

1. How did you collect the data? *(Please refer to section 4.1 of the guidelines.)*

Data was compiling from several studies about this topics, and with the support of knowledge and experiences of the members of Spanish partners

2. How did you validate the data?

A first version of the report was circulated amongst members of Spanish partners.

3. Who was involved in the process and in what ways?

David Alba and Javier Benayas, UAM; Mercè Junyet and Marta Fonolleda, UAB; José Gutierrez and Teresa Pozo, UGR; Miren Onaindía y Aitxiber Zalo, UPV/EHU; Anna Mª Geli and Lidia Ochoa, UdG.

4. What documents have you consulted to complete this template?

Alba, D., (2007) Análisis de los procesos de gestión y educación para la sostenibilidad en las universidades públicas españolas. En Tendencias de la Investigación en Educación Ambiental al desarrollo socioeducativo y comunitario. Doctorado interuniversitario en Educación Ambiental-Organismo Autónomo de Parques Nacionales-Ministerio de Medio Ambiente.

Benayas, J., Alba, D., Ferrer, D. y Buckland, H., (2007) Implementation of Education for Sustainable Development Strategies for Higher Education at Spanish Universities. Influence on sustainable leadership. En From Cosmetic Reform to Meaningful Integration: Implementing Education for Sustainable Development in Higher Education Institutes. The state of affairs in six European countries. Wals, A. E. J., [Edit.]. IMESD Report-DHO.

CADEP (Comisión Sectorial de la Conferencia de Rectores de las Universidades Españolas para la calidad ambiental, el desarrollo sostenible y la prevención de riesgos) (2005) Directrices para la ambientalización curricular.

CADEP (2011) Directrices para la introducción de la Sostenibilidad en el Curriculum.
< http://www.crue.org/Sostenibilidad/CADEP/Documents/Documentos/1.pdf>

CADEP (2012) Evaluación de las políticas universitarias de sostenibilidad como facilitadoras para el desarrollo de los campus de excelencia internacional. ISBN: 978-84-938807-1-2.

5. Why did you choose these initiatives and not others?

Part D – Reflection

This section is seeking your own thoughts and reflections towards professional development of university educators for ESD in your country.

1. **In the light of the information provided, what would you consider to be priority needs in professional development of university educators related to ESD in your country?**

First of all, dissemination of ESD frameworks, like UNECE ESD Competences. Then we can consider other kinds of needs, not only about ESD but in general, in Higher Education, for instance, the recognition of the participation in ESD activities. We think that the effort in introducing sustainability perspective to teaching performances is not recognised properly. By the way, EE/ESD networks have to be encouraged, because they are a good platform to develop and recognise EE/ESD practices.

2. **Is there any further information that might be relevant and which you would like to share?** Please provide links, references, documents that can already be collected for the collection of resources on the common online portal. (Documents in all languages are welcome).

No

Thank you for your efforts and time to map the status of ESD in Higher Education in your country!

The UE4SD Steering Group team

ANNEX: Competences for educators in education for sustainable development

	HOLISTIC APPROACH *Integrative thinking and practice*	ENVISIONING CHANGE *Past, present and future*	ACHIEVING TRANSFORMATION *People, pedagogy and education systems*
Learning to know *The educator understands….*	1. the basics of systems thinking 2. ways in which natural, social and economic systems function and how they may be interrelated 3. the interdependent nature of relationships within the present generation and between generations, as well as those between rich and poor and between humans and nature 4. their personal world view and cultural assumptions and seek to understand those of others 5. the connection between sustainable futures and the way we think, live and work 6. their own thinking and action in relation to sustainable development	7. the root causes of unsustainable development 8. that sustainable development is an evolving concept 9. the urgent need for change from unsustainable practices towards advancing quality of life, equity, solidarity, and environmental sustainability 10. the importance of problem setting, critical reflection, visioning and creative thinking in planning the future and effecting change 11. the importance of preparedness for the unforeseen and a precautionary approach 12. the importance of scientific evidence in supporting sustainable development	1. why there is a need to transform the education systems that support learning 2. why there is a need to transform the way we educate/learn 3. why it is important to prepare learners to meet new challenges 4. the importance of building on the experience of learners as a basis for transformation 5. how engagement in real-world issues enhances learning outcomes and helps learners to make a difference in practice
Learning to do *The educator is able to….*	6. create opportunities for sharing ideas and experiences from different disciplines/places/cultures/generations without prejudice and preconceptions 7. work with different perspectives on dilemmas, issues, tensions and conflicts 8. connect the learner to their local and global spheres of influence	9. critically assess processes of change in society and envision sustainable futures 10. communicate a sense of urgency for change and inspire hope 11. facilitate the evaluation of potential consequences of different decisions and actions 12. use the natural, social and built environment, including their own institution, as a context and source of learning	13. facilitate participatory and learner-centred education that develops critical thinking and active citizenship 14. assess learning outcomes in terms of changes and achievements in relation to sustainable development
Learning to live together *The educator works with others in ways that….*	15. actively engage different groups across generations, cultures, places and disciplines	16. facilitate the emergence of new worldviews that address sustainable development 17. encourage negotiation of alternative futures	18. challenge unsustainable practices across educational systems, including at the institutional level 19. help learners clarify their own and others worldviews through dialogue, and recognize that alternative frameworks exist
Learning to be *The educator is someone who….*	20. is inclusive of different disciplines, cultures and perspectives, including indigenous knowledge and worldviews	21. is motivated to make a positive contribution to other people and their social and natural environment, locally and globally 22. is willing to take considered action even in situations of uncertainty	23. is willing to challenge assumptions underlying unsustainable practice 24. is a facilitator and participant in the learning process 25. is a critically reflective practitioner 26. inspires creativity and innovation 27. engages with learners in ways that build positive relationships