

Opening Address

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The Copernicus Alliance

The COPERNICUS Alliance is a European Network of Universities committed to practising and promoting sustainable development.

- The Alliance finds its origins in 1993 in Geneva, when the European University Association launched COPERNICUS Charta.
- The Charta, which resides with the Copernicus Alliance was endorsed by 326 European university rectors, vice-chancellors and presidents.
- In 2012 the Alliance renewed its commitment and reignited the sustainability flame via the Rio+ 20 Treaty in Higher Education.



COPERNICUS Alliance –
European Network on Higher Education
for Sustainable Development



Rio +20 Treaty On Higher Education



PRINCIPLES

- #1:** To be transformative, HE needs to be transform itself.
- #2:** Need to align components of the system to embed change.
- #3:** Networks are key to progress across the sector
- #4:** SD is an institutional learning process
- #5:** Access to the underprivileged
- #6:** Multi/Inter-disciplinary Learning and action
- #7:** Redefine Quality in HE
- #8:** SD must be a whole-of-institutional response

**CULTURAL, CAMPUS,
CURRICULUM,
COMMUNITY**

actions

Immediate (2013)

Short term(2015)

Medium term(2025)

Long term (post 2025)

[Home](#) [The Treaty](#) [Treaty Circle](#) [Signatories](#) [Become a Signatory](#) [Contact](#)

Cultural Change

Change is required so that sustainable development becomes a key element and guiding principle for higher education. When cultural change has taken root, sustainable

The Rio+20 Treaty on Higher Education is an initiative led by COPERNICUS Alliance which was launched at the UN Rio+20 Summit and presents the collective vision of higher education networks, groups and institutions that are seeking to build more sustainable futures. This website provides information about the Treaty process, recent developments and commitments made by signatories. To become a signatory or for further information about this international initiative, please email us at: office@copernicus-alliance.org



GUNi Side Event, a success!

July 15, 2013 - No Comments

As part of our commitment to influence international dialogues on higher education, COPERNICUS Alliance (CA) and the United Nations University Institute of Advanced Studies (UNU



GUNi Side Event "The Rio+20 Treaty on Higher Education: Engaging communities of learning in change for sustainability" Barcelona, 13 May 2013, 9-13h

April 18, 2013 - No Comments

As part of our commitment to influence international

Social media

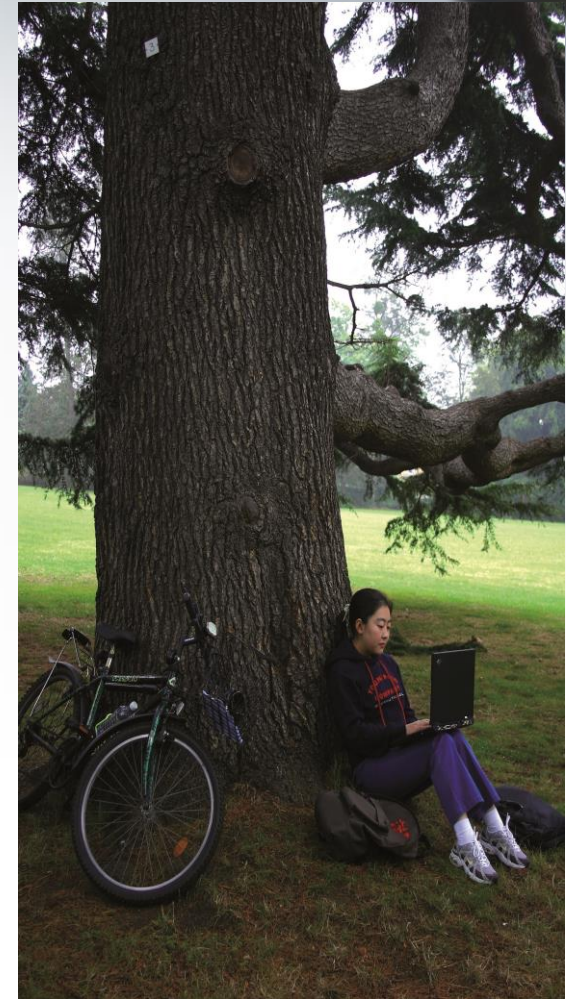


The Treaty has become a reference document for the network, but also for external partners interested in transforming the HE sector towards sustainability

Sustainability in Higher Education



- The engagement of HE in the construction of a global vision and pathways for SD is recognised
- Motivated by the scientific challenge, moral concerns and/or a way of distinguishing themselves in a crowded market place.
- Having university educators that understand and engage with this agenda is critical to the attainment of sustainability in HE.



Sustainability in Higher Education



1. HE **leadership teams** embrace Sustainability as a key concern
2. HEIs **model sustainability** in their operations and management
3. HEIs act as **beacons in our societies** – *public engagement/research / business development.*
4. HEIs integrate sustainability into their core business – **education**

UNIVERSITY OF
GLOUCESTERSHIRE
at Cheltenham and Gloucester

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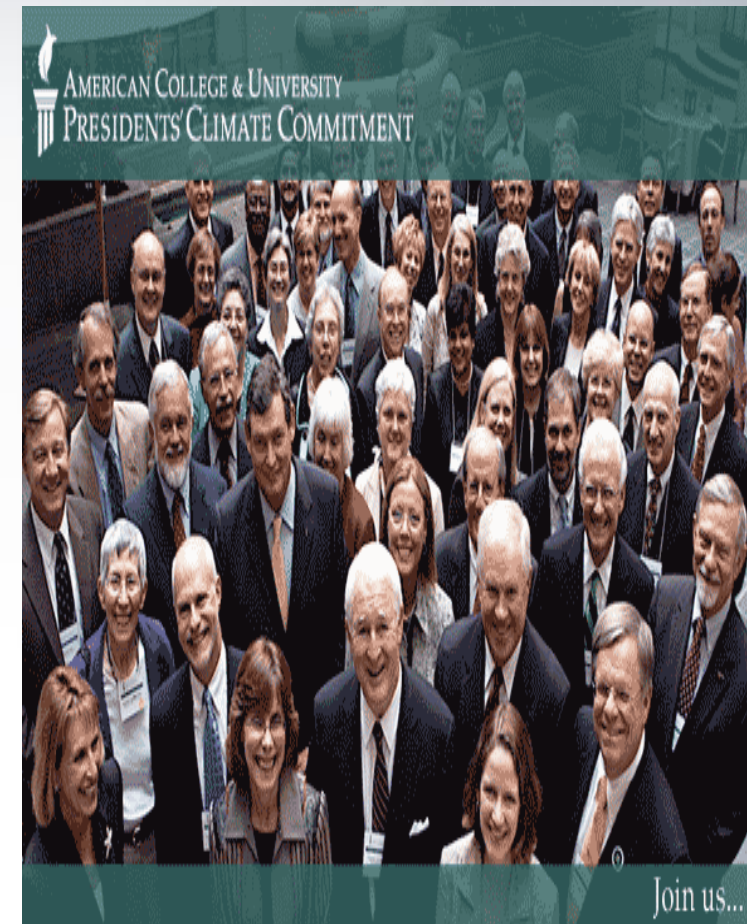
Call **0844 801 0001**
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Where learning is for life

1. University leadership teams embrace Sustainability as a key concern



What changes are we witnessing?

- Rectors, VCs, Presidents making public commitments - signing Charters and Statements.
- Embracing it as a priority within Strategic and Operational Plans.
- Creating new positions in its Exec Team in this area: DVCs; Deputy Rectors, ProVCs in Sustainability.
- Members of Council or Governing Bodies with specific responsibility for monitoring performance and reputation in sustainability.
- Considering implications for sustainability before making formal decisions



SUSTAINABLE FUTURES ACADEMY
A leadership exchange to drive sustainability into the core business of higher education



PROGRESS AND POSSIBILITIES



Performance Appraisal and Benchmarking Schemes



- Alternative University Appraisal System (*Universidades Asiáticas*)
- Green League (*UK*)
- STARS (*EUA*)
- Universities That Count – ahora LIFE (*UTC – UK*)
- Eco-campus (*Variaciones*)
- HEEPI (*UK*)

2. Universities model sustainability in their operations and management



What are the changes we are witnessing?

- Universities have carbon management plans and targets (in UK reported annually to HEFCE).
- Universities subscribing to a quality or cyclical improvement system e.g. ISO 14001 or LiFE.
- Universities adopted sustainable procurement practice.
- Universities have adopted ethical investment practices and fair-trade.
- Increasing opportunities for staff and students to engage in making a difference

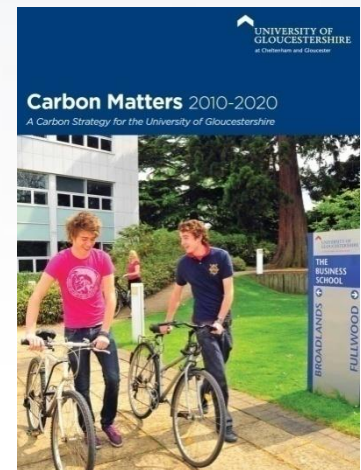
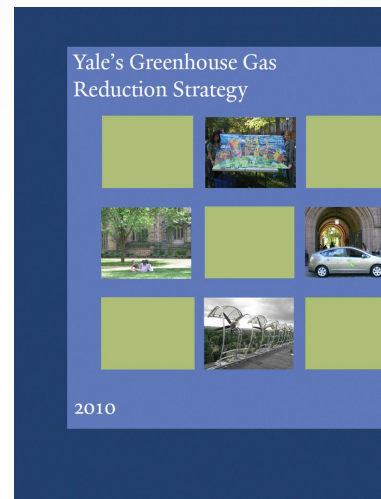


INDICATORS OF PROGRESS



Examples of Good Practice

Práctica



Estrategia



3. Universities as beacons in our societies



What are the changes we are witnessing?

- Increasing number of UNU RCEs
- Universities participating in externally driven sustainability initiatives
- Increasing influence of sustainability related research on communities of practice and policy making
- Increasing number of partnerships with community organisations & sustainability organisations
- Increasing opportunities for business development for sustainability
- Increasing opportunities for mitigating and adapting to Climate Change



3. Followers and Supporters of Externally Driven Initiatives



Place-based approaches

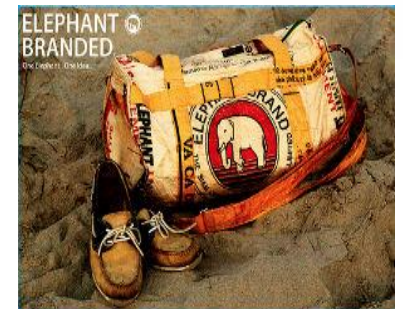


A TRANSITION UNI IS:

- LOW-CARBON
- LOW-ENERGY
- RESILIENT
- RELOCALISED
- COMMUNITY-LED



- *Transition Towns* -working with local organisations for social improvement
- *WWF Earth Hour* – University part of the local and regional initiatives against climate change
- *Building capacity building with Local Councils in ESD* – training and prof development needs
- *LEP and Business Development* – Sustainability provides competitive advantage to the County; GEP
- *Community gardens*
 - *Incredible Edible*
- *Social enterprise* – local-global



A 3D rendering of a globe showing the Earth. The Americas are highlighted in a bright yellow-green color, while the rest of the world is in a darker blue-green. The globe is set against a dark background with a subtle grid pattern.

Changes from	to...
Discipline based inquiry	Inter and Multi- disciplinary inquiry
Research with Academic impact	Social impact
Research that informs	That transforms
Research that supports technical, technological and expertise driven change	Research that supports stakeholders to lead/engage with social change
Researchers as experts	Researchers as facilitators or co-researchers
Research on people	Research with people

4. Universities integrate sustainability into their core business – Education



What are the changes?

- Embed ESD (or EfS) into *T&L Strategies*
- Increasing no of Universities have *pledged* to offer *ESD learning* to all students regardless of specialism.
- Increasing no of Universities are providing *work-placements* in the area of sustainability
- Increasing no of Universities offer *professional development programmes* for their staff in ESD
- Increasing no of Universities are developing *specialist courses* in this area.
- *Dedicated posts* to progress this ambition



4. Education



Examples of good practice

- Defining **graduate attributes** and linking it to employability
- Developing **ESD frameworks** for staff to address it through their specialism
- Linking **quality assurance** to the **ESD agenda** have staff dedicated solely to institutional development in ESD
- Participate in networks which seek to improve **ESD opportunities** in the curriculum
- Promoting the **campus and local community as a learning lab** – place-based approaches



<http://efsandquality.glos.ac.uk>

Q. Is progress being made?



‘You cannot put a lettuce in the window of a butcher’s shop and declare that you are now turning vegetarian’

John Grant

(author of Green Marketing Manifesto)



**Education is contributing to unsustainable development.
How can the strategy go beyond integrating SD themes into education and change education for sustainability?**

University Educators for Sustainable Development (UE4SD)



Regional Coordinators:

South Region:

Universidad Autónoma de Madrid (ES)

East Region:

Charles University (CR)

West Region:

Leuphana University of Lüneburg (DE)

North Region:

University of Gloucestershire (UK)

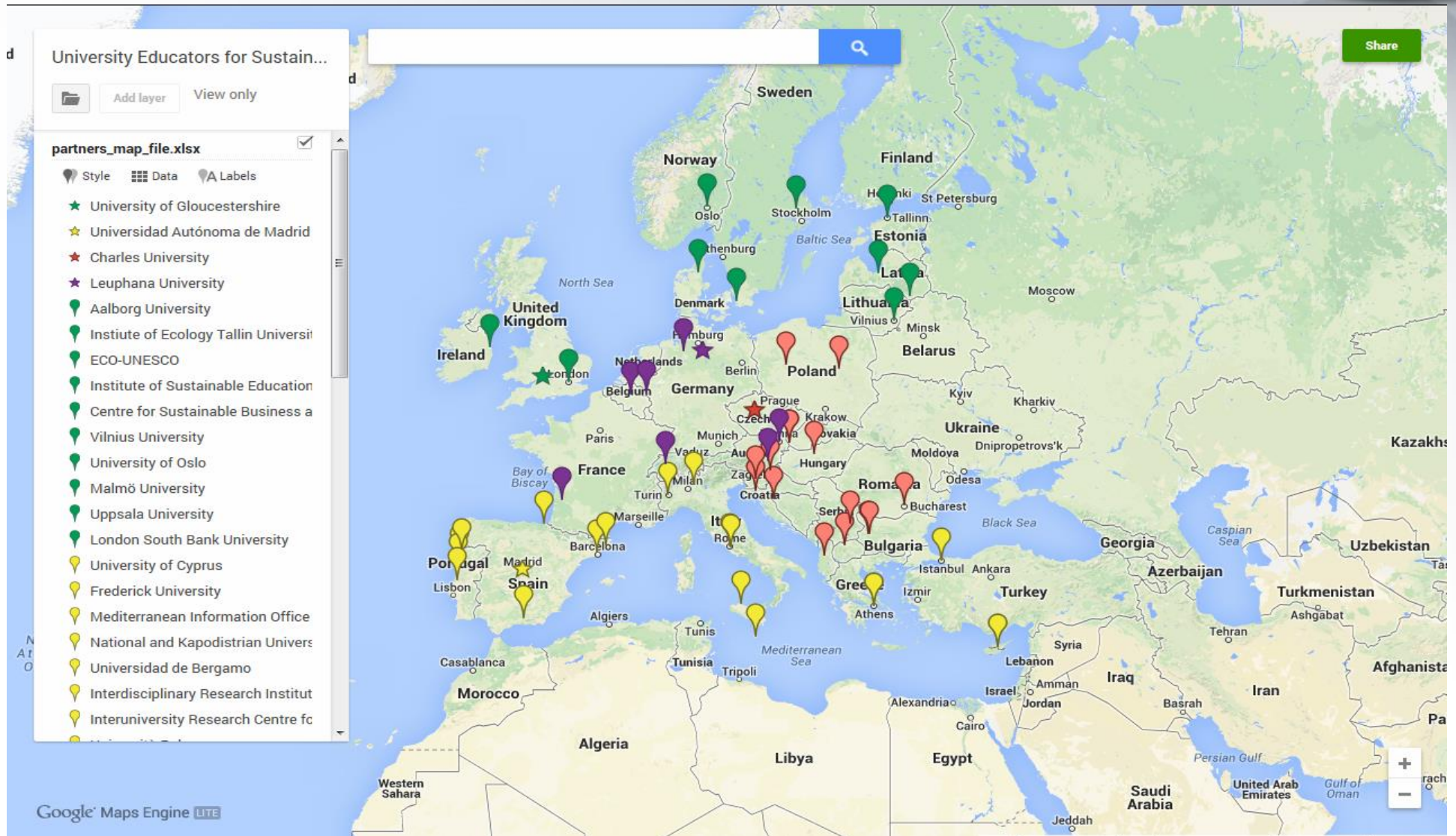
- **Financed by:** European Commission – Erasmus – Academic Networks 650,000 euros
- **Duration:** Oct 2013- Sept 2016
- **Project led:** COPERNICUS Alliance
- **Size of Network:** 55 en 33 countries



<http://www.ue4sd.eu>

UNIVERSITY EDUCATORS
FOR SUSTAINABLE DEVELOPMENT

UE4SD – Network



UE4SD – Project Objectives



Key words:

- **University Educators**
- **Educaiton for Sustainable Development**
- **Professional Development**
- **Competences**
- **Quality**



Project focused on University teaching staff.

Helping educators prepare students for professional responsibilities in this area.

Q. Is progress being made?

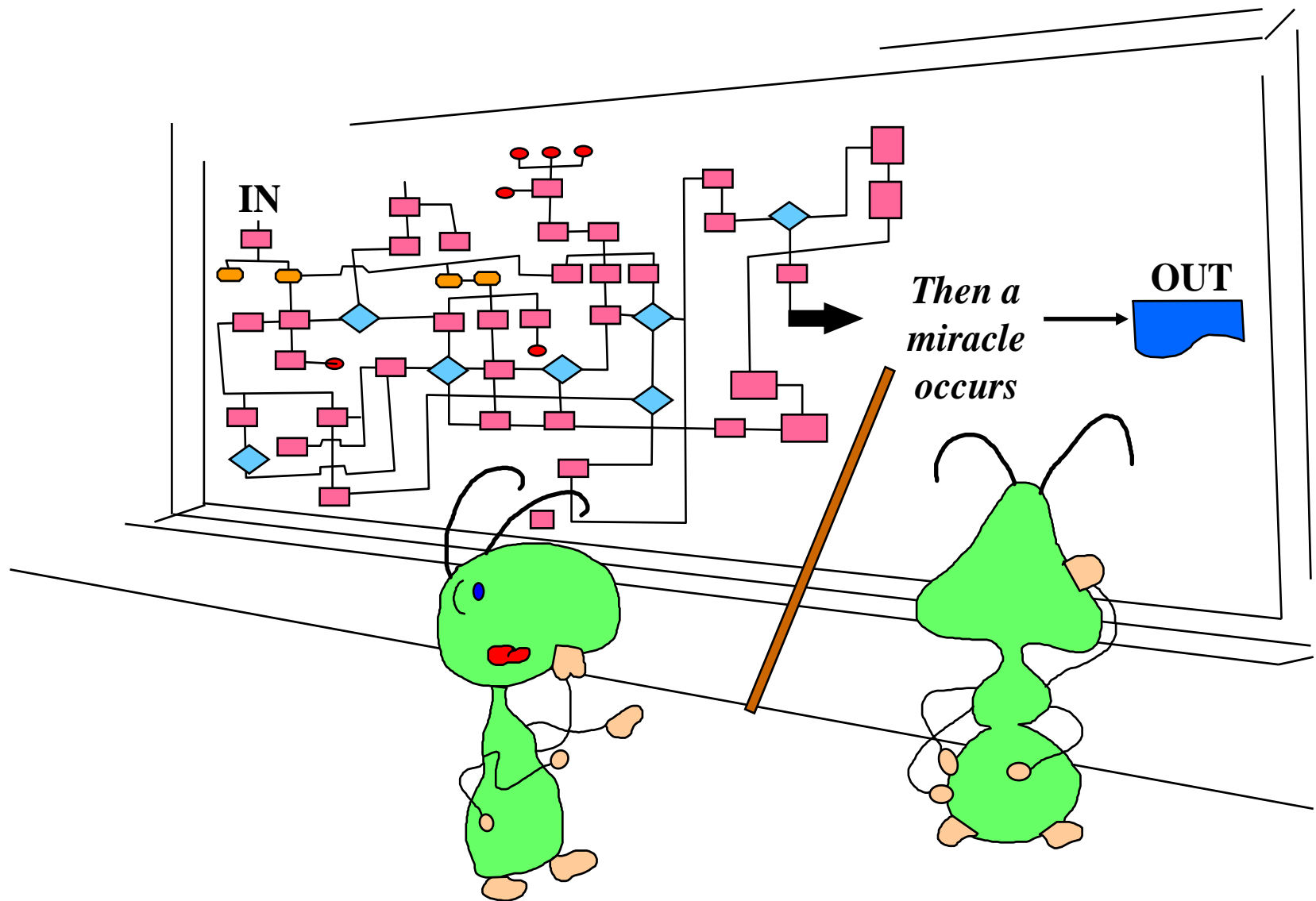


David Orr reminds us:

“that those who contribute to exploiting poor communities and the earth’s ecosystems are those who have BAs, MBAs, MSCs and PhDs and not the ‘ignorant’ poor from the South?” (2004 p.).

The paradigms deeply embedded in our higher education knowledge systems and relationships are contributing to unsustainable development

Paradoxically, Education holds the key to change. Higher Education has shown that it can break social paradigms and bring transformation to societies.



“Good work but I think we need just a little more detail right here”