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Challenges Higher Education faces in addressing ESD *playing with tetrahedra*

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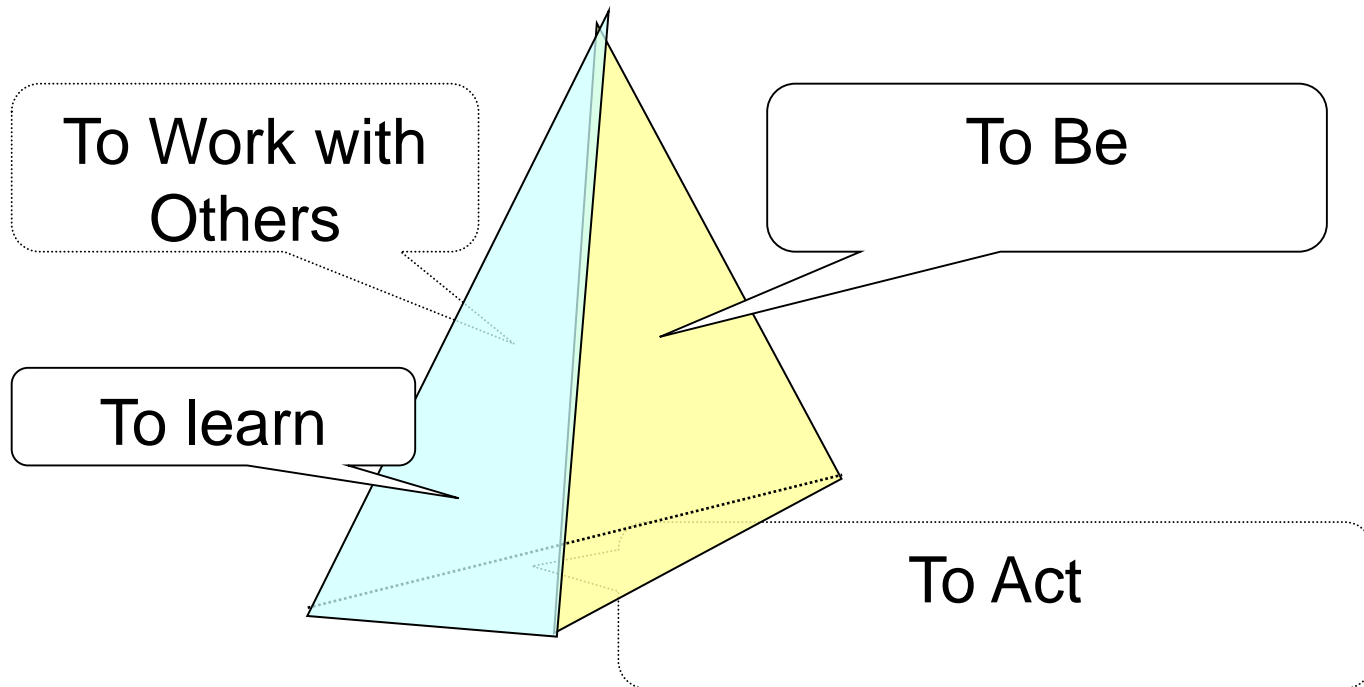
The very essence of HE - The role of Universities

- ▶ Universities as custodians of wisdom (*ivory tower*)
- ▶ Ensuring continuity of knowledge
- ▶ Providing professional skills for employment
- ▶ A financially viable institution (*enterprise*)
- ▶ *We are using the tetrahedron, the most stable structure known to combine and reconcile the various qualities.*

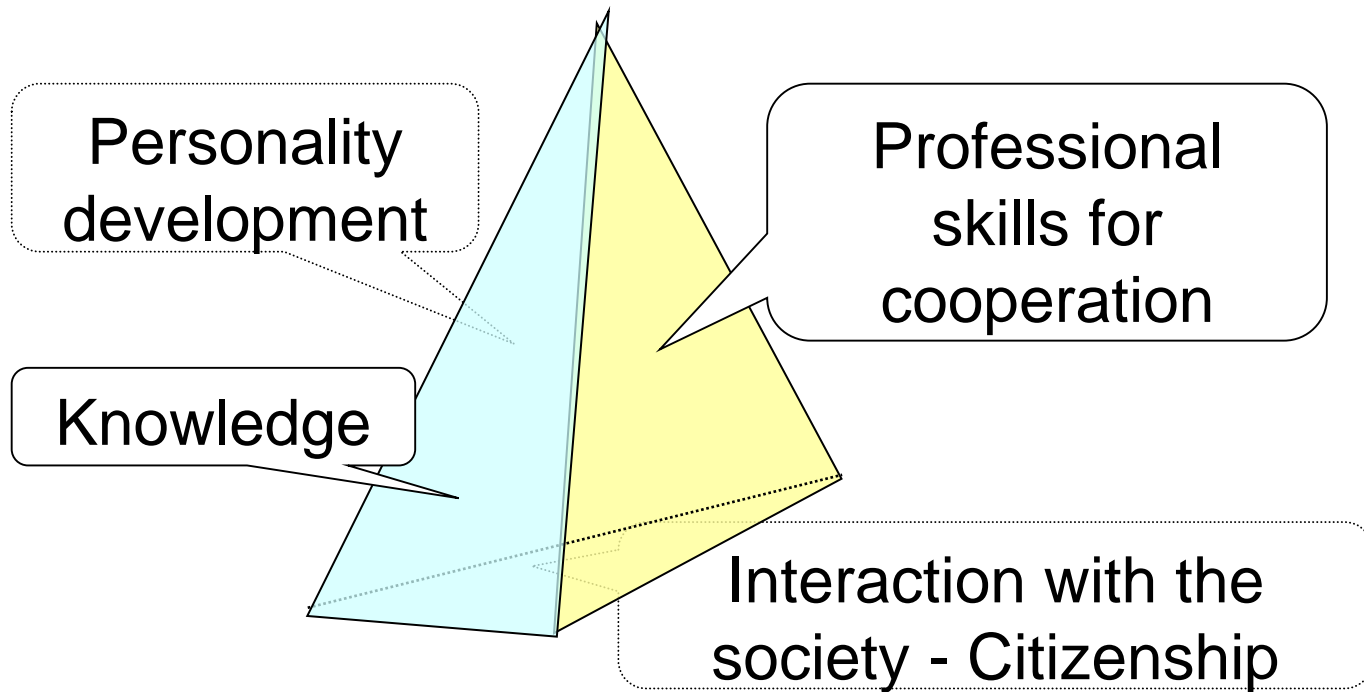


Competences of Learners

► *LEARNING....*



Goals of Higher Education



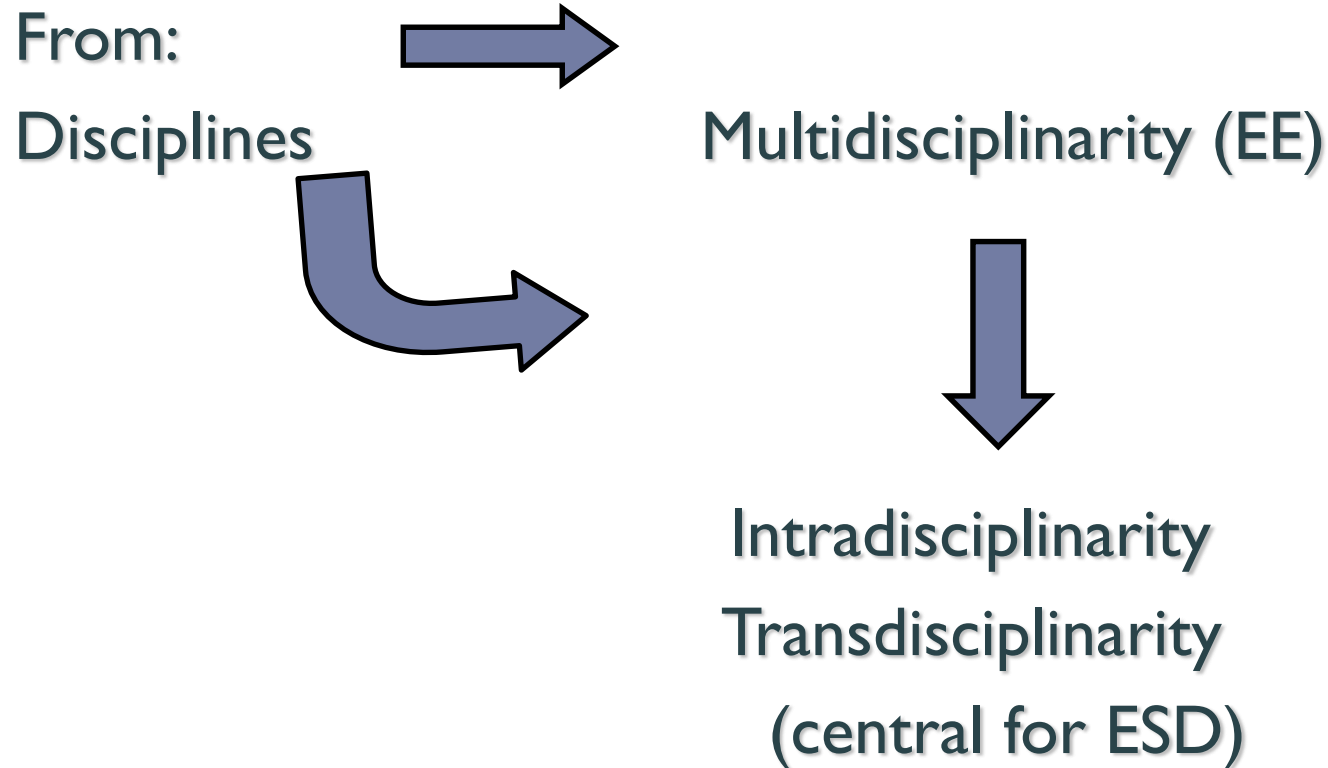
A Higher Education away from strict disciplinary approaches

- ▶ Originally in the Universities, irrespectively of disciplines, students were introduced directly or indirectly to History, Philosophy, Ethics/Responsibility of Science, etc. but also to stereotypes.
- ▶ Today there is frequently a polarisation of goals between:
on one hand, useful, economy driven, highly disciplinary specialisation for employment, and
on the other, on personality development as an individual and as part of the society/citizen.

The answer is development of multi- and interdisciplinary approaches.

- ▶ Need to better understand the roots of the interdisciplinarity issue as well as the non-pillar nature of ESD.

A Higher Education away from strict disciplinary approaches



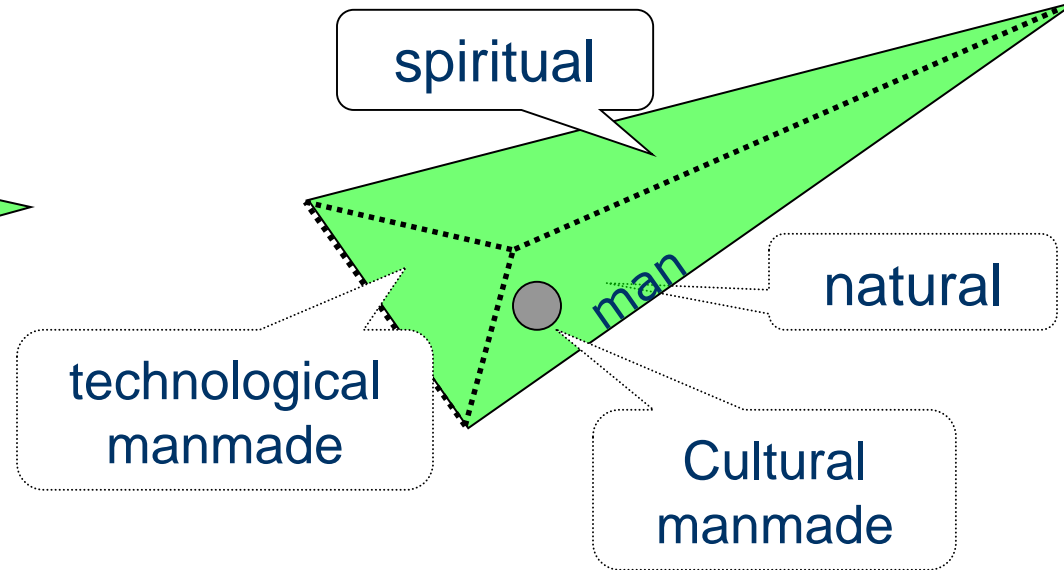
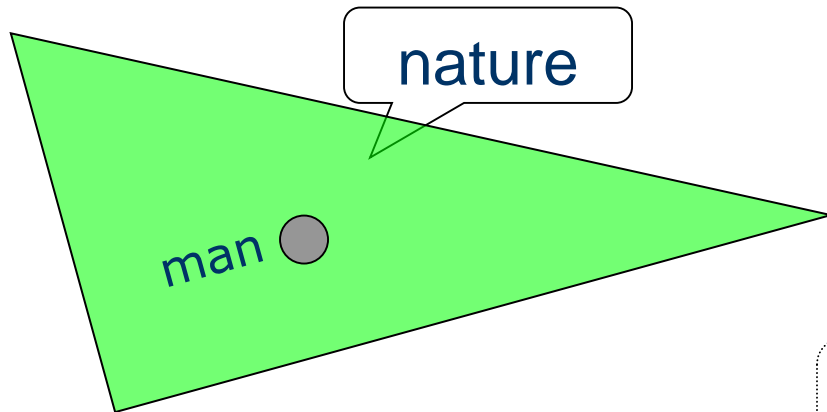
Polarization between understanding of natural and manmade environment

the relationship between man & the world

ENVIRONMENT



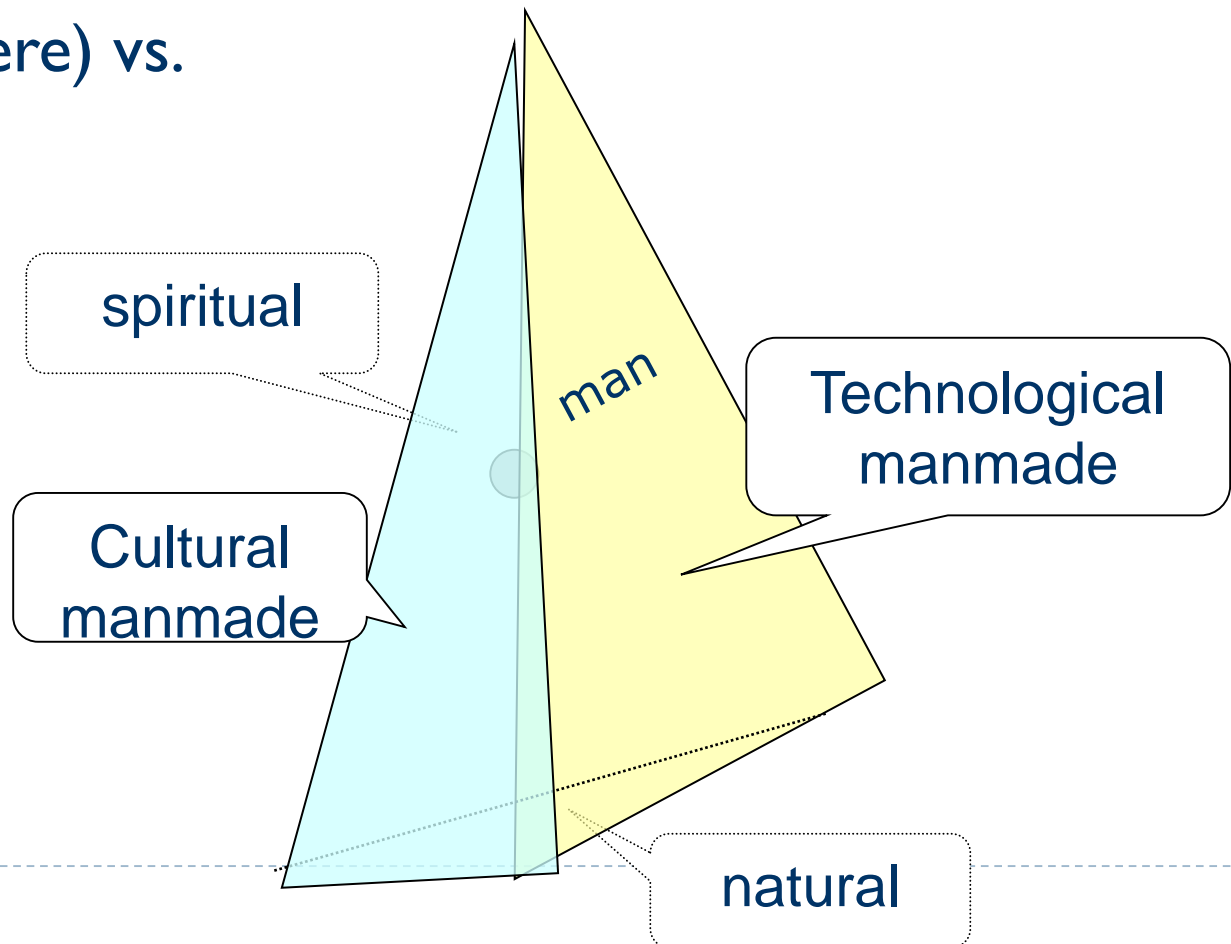
ENVIRONMENT



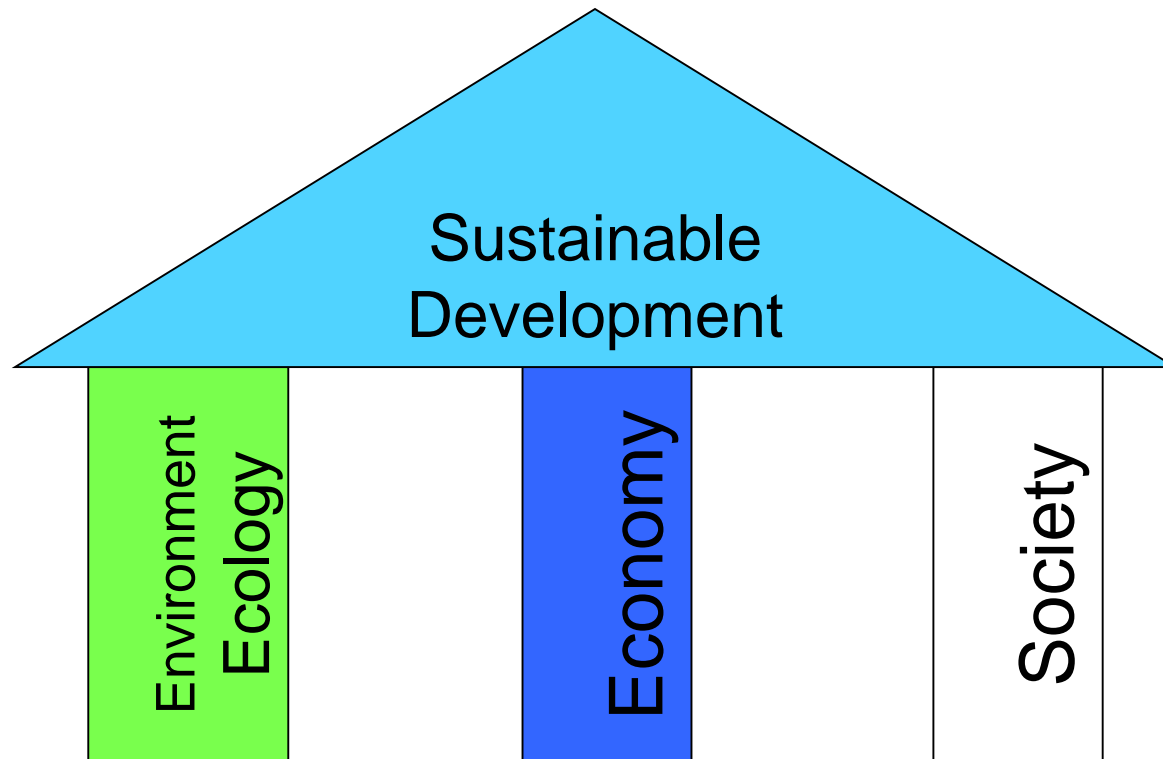
Higher Education should address all the facets in balance

ENVIRONMENT:

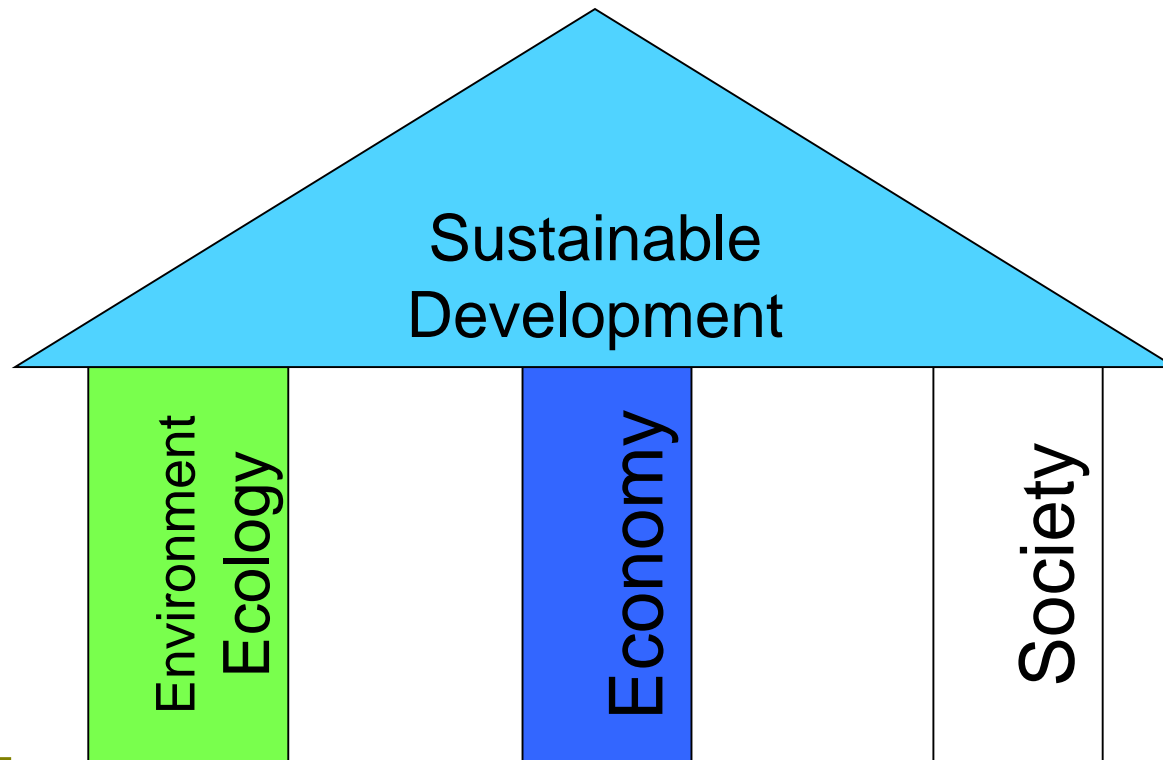
anthropogenic
(anthroposphere) vs.
natural



*The Rio UN Conference on
Environment and Development 1992
Chapter 36, Agenda 21
Still a pillar approach*



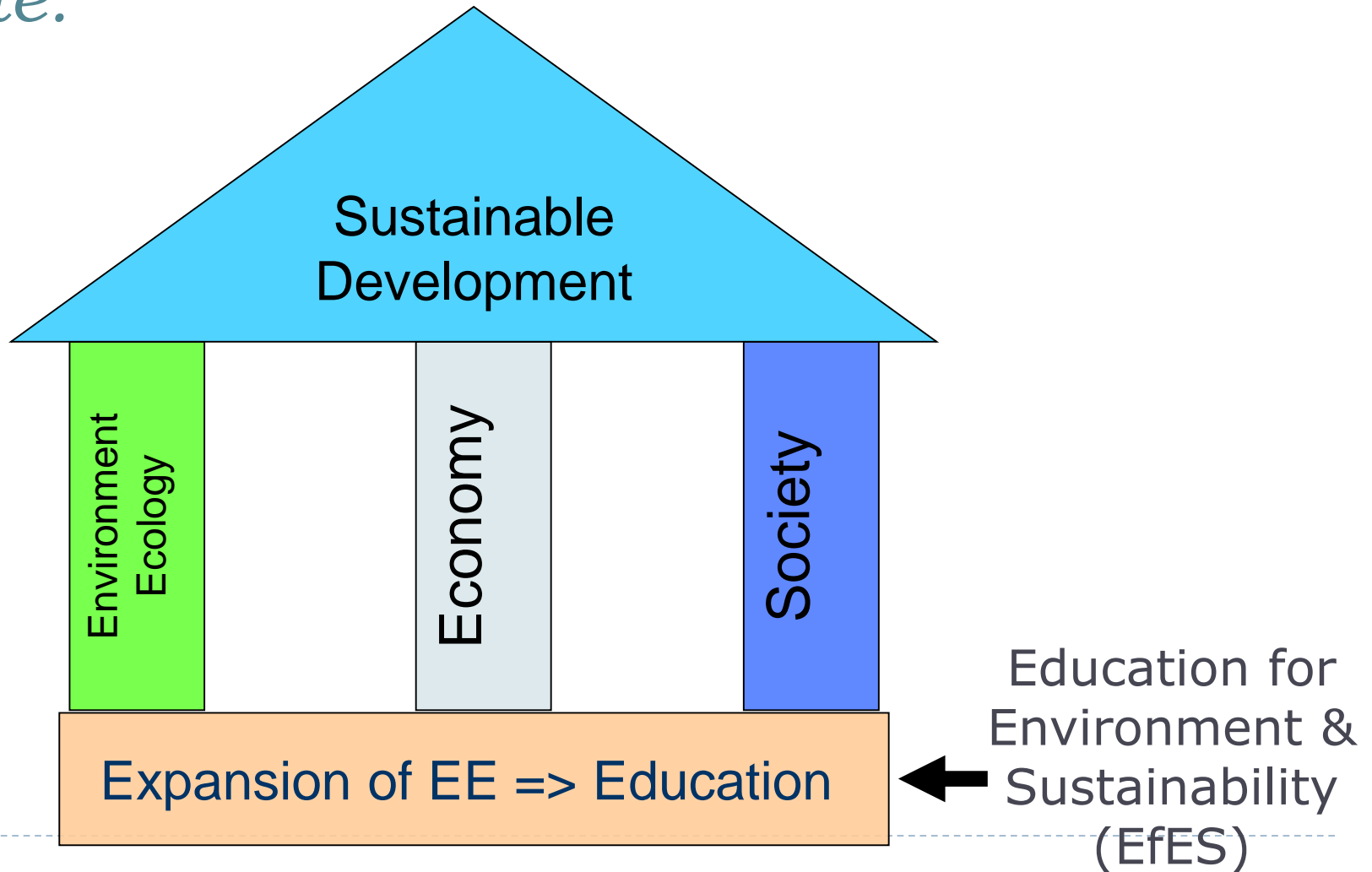
*The Thessaloniki International Conference (1997) debate:
EE only to support environmental protection or having a
broader role?*



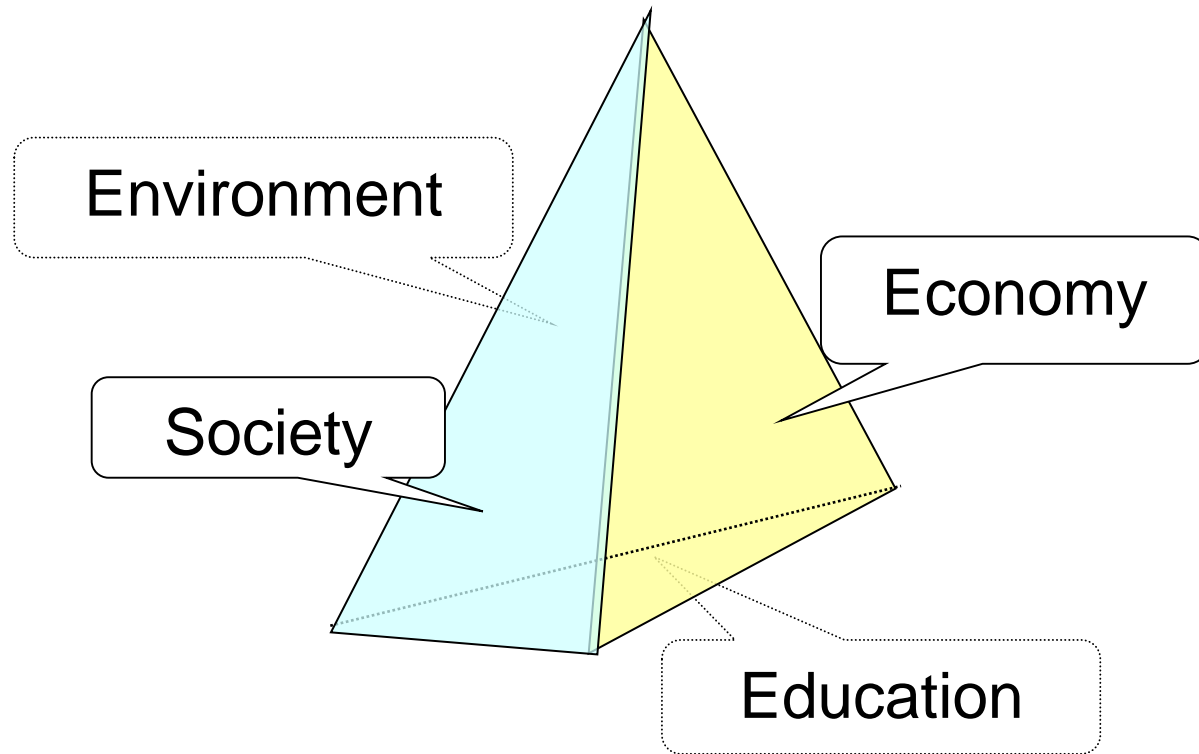
EE to
where??



The Thessaloniki International Conference debate:



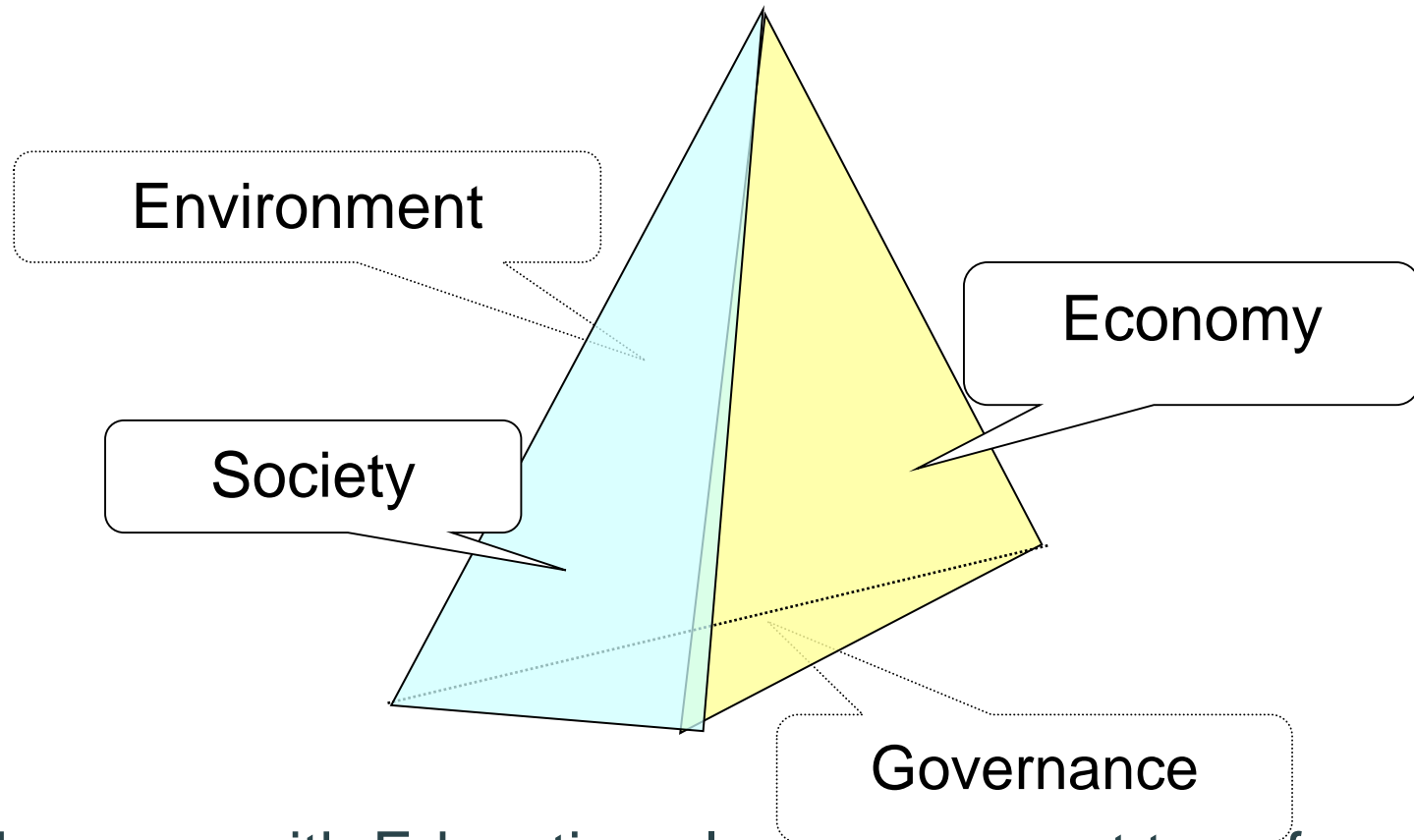
Our vision for a non-pillar SD approach including Education



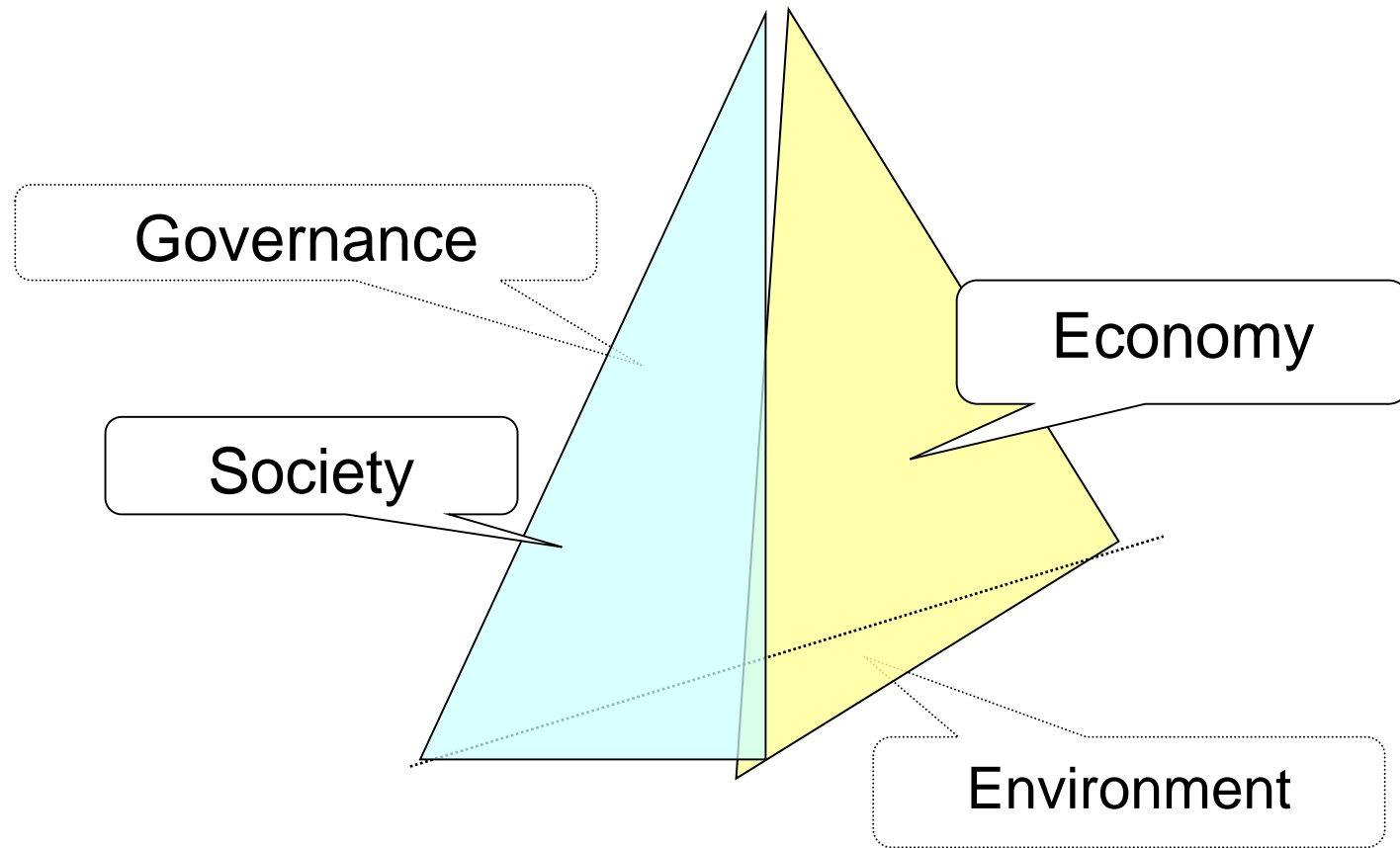
Sustainable Development is a pyramid and its basis is Education



Our vision for a non-pillar SD approach



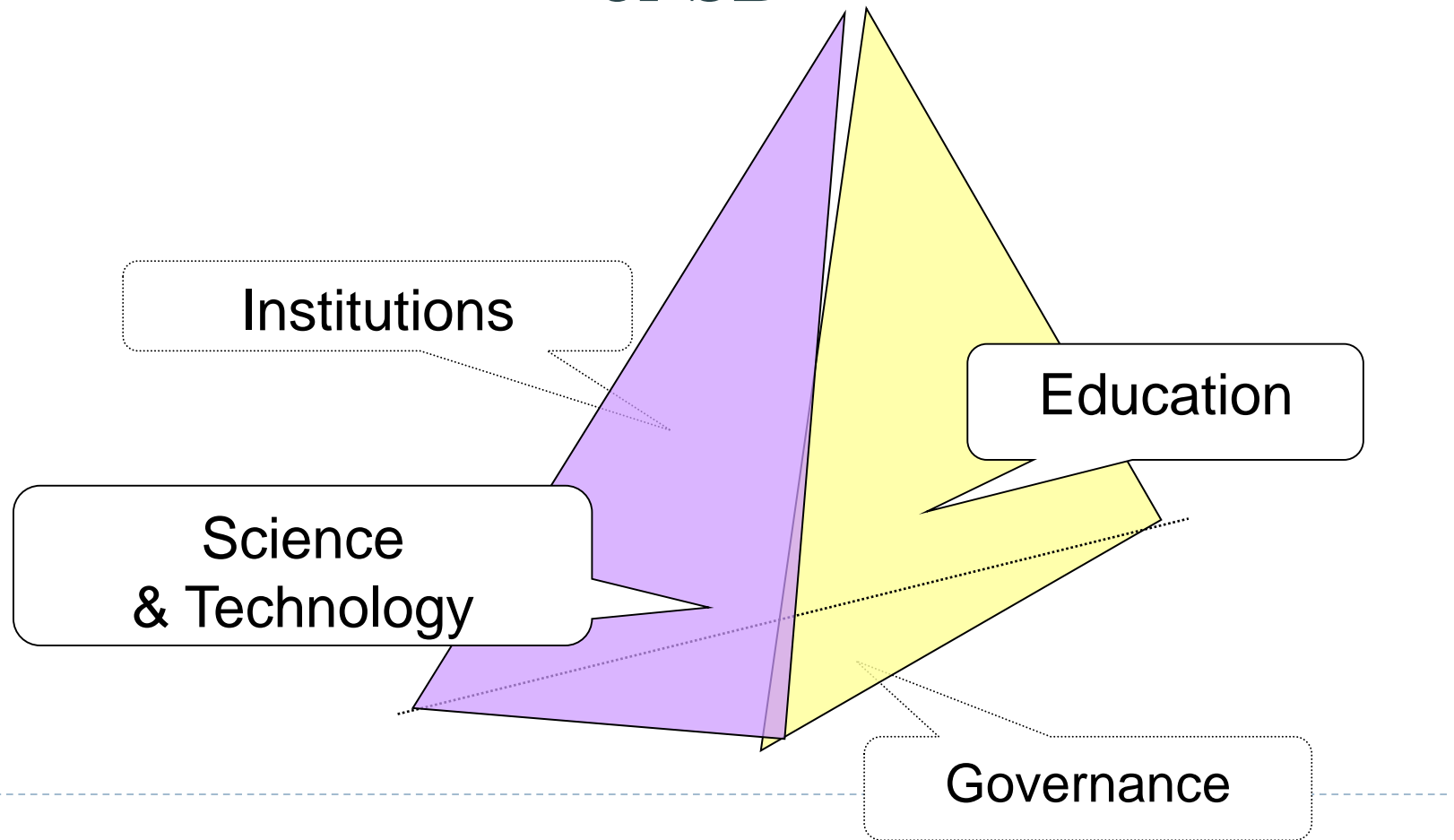
However, with Education alone we cannot transform all development into a sustainable one. Education is only one component of the overall “**Governance**”. The basis here is **Governance**.



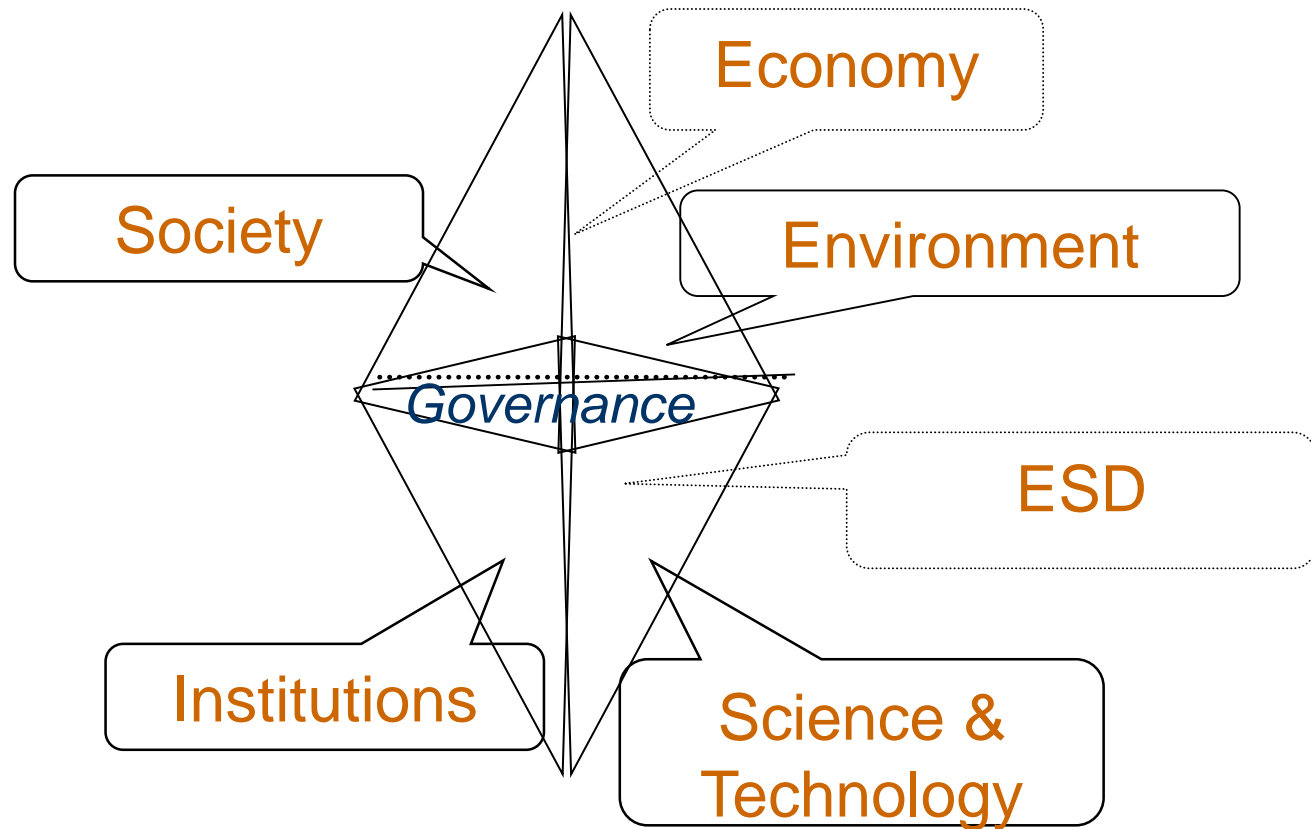
In fact, this scheme where environment is the natural basis and all other three are human overstructures is very close, but still different representation of the original starting point of EE.

HE should elaborate on the means to deliver SD

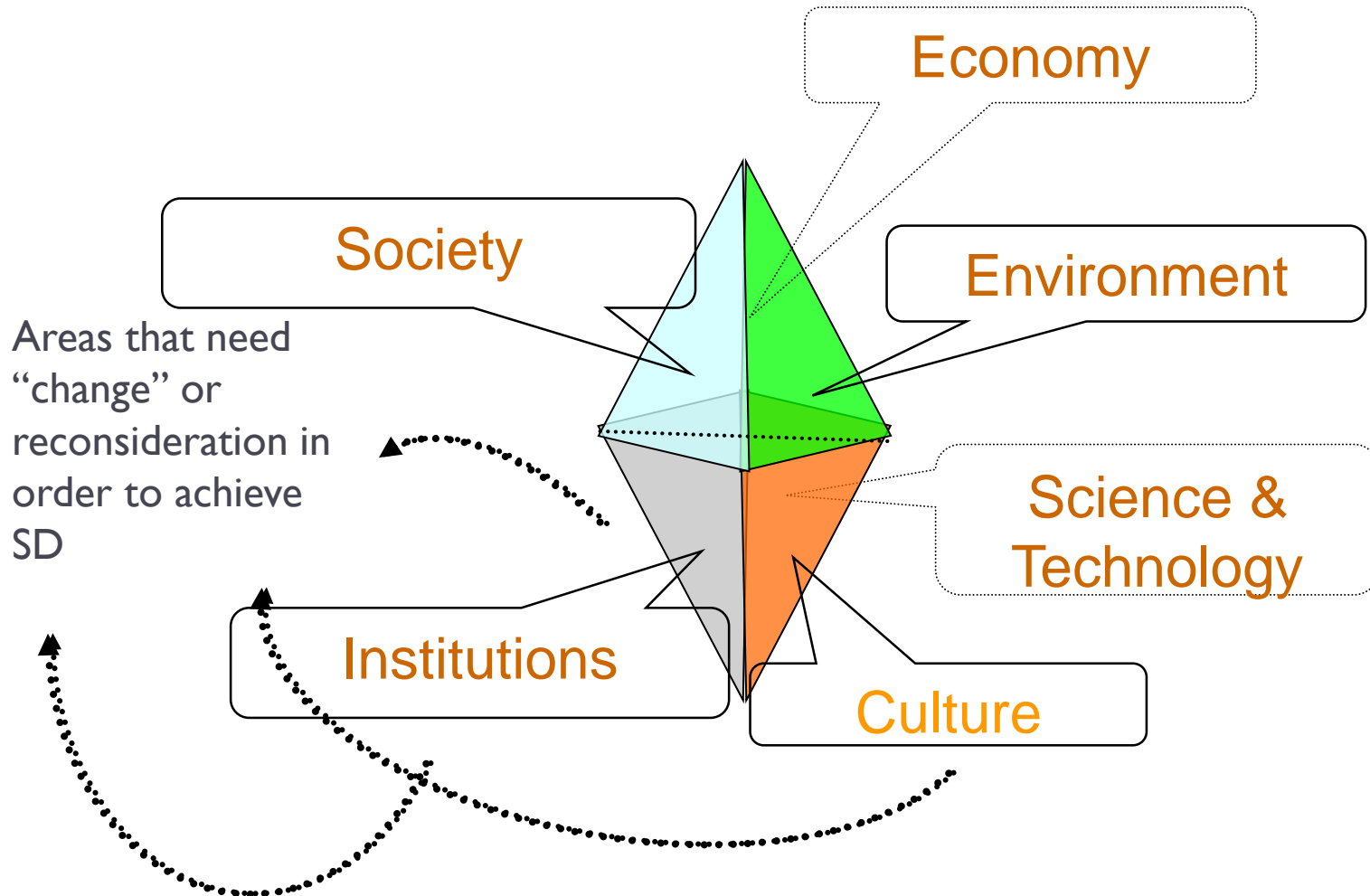
Analysis of Governance for the Implementation of SD



*Combining the previous figures we have
Sustainable Development as a double pyramid.
One of its facets is ESD*

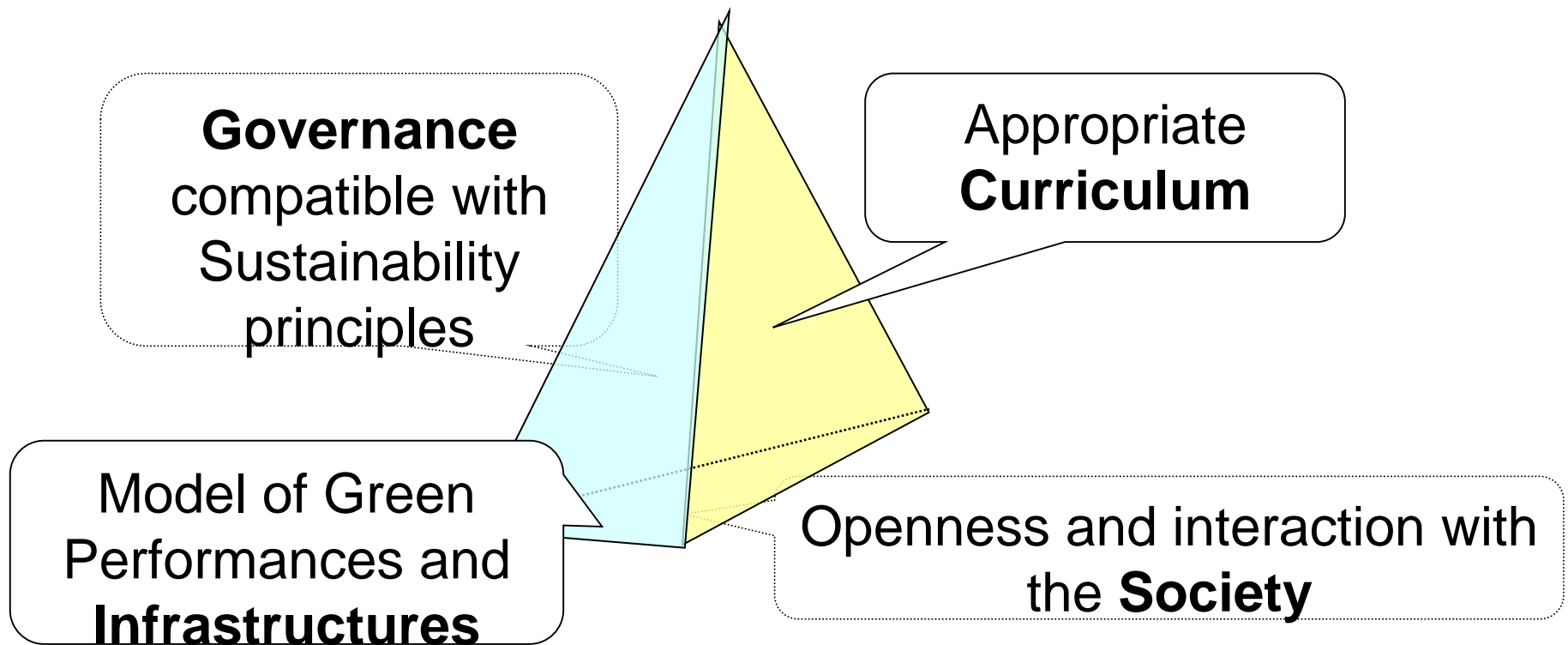


The components of ESD



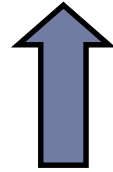
Higher Education in construction of a Global Vision

► The Whole Institute Approach (WIA)

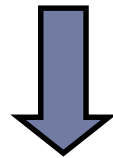


Higher Education in construction of a Global Vision should address the challenge of “the anxiety of change”

“This world will never change “



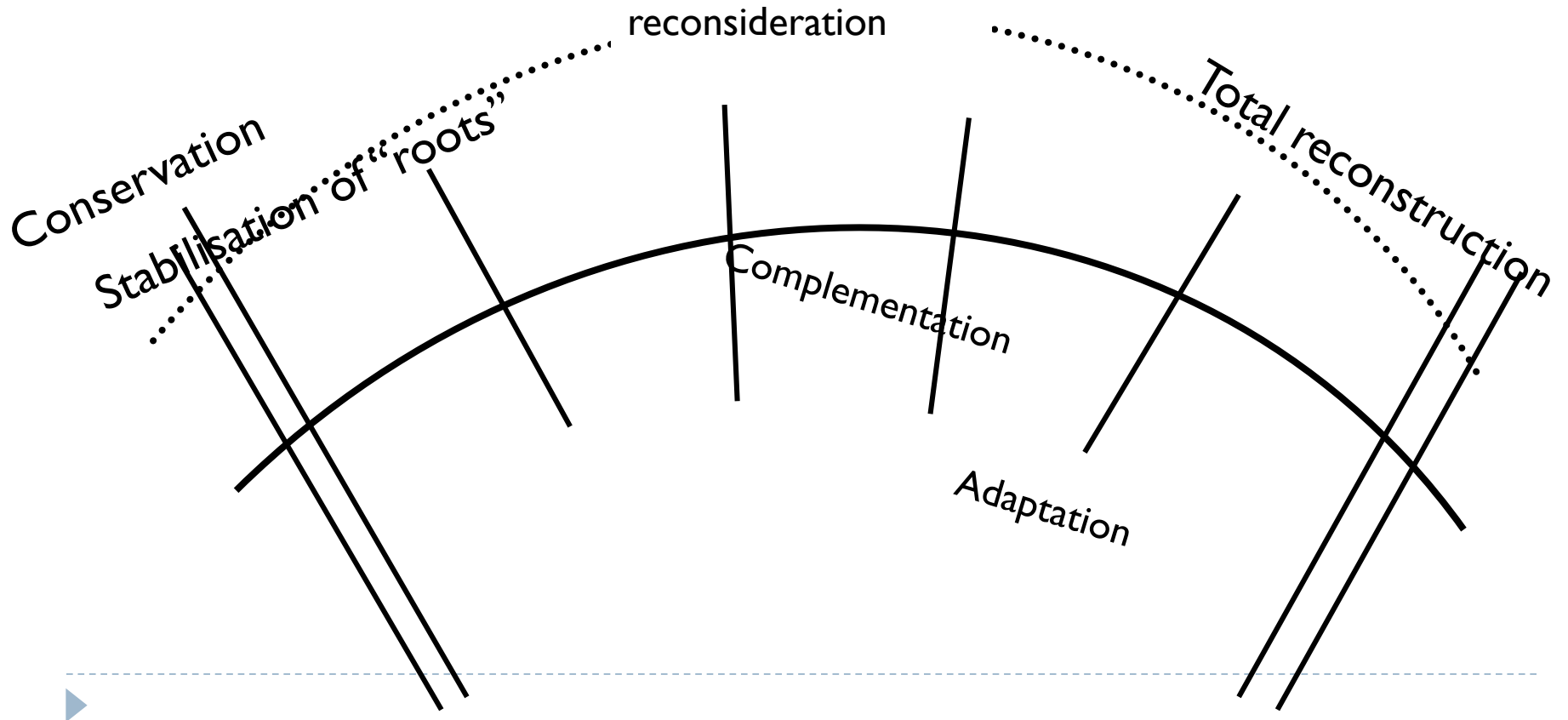
Change



“Everything is changing”



The spectrum of areas that need reconsideration, change, for putting ESD into practice



Everything is changing rapidly: No reference

- ▶ Computers, Internet, the rapidly growing impacts on the planet by pollution, on one hand, and globalisation of the economy on the other, resulted in the shrinking of our planet and require reorientation of the focus of our Education
- ▶ The new *tyrannies* e.g. the dominance of vision/picture which restricts the ability of learners for imagination, abstract thinking and expression / language.
- ▶ Need for stability:
- ▶ HIGHER EDUCATION should ensure continuity, reference and balance.



Nothing is changing

- ▶ Wars, greed, inequity.
- ▶ “Rule of power” based on money and violence.
- ▶ Victims among the innocence, frequently among women and children.
- ▶ The ideas guide us but their implementation is lagging behind.
- ▶ Sciences, Governance and Administrations working in various *silos*.

NEED FOR CHANGE:

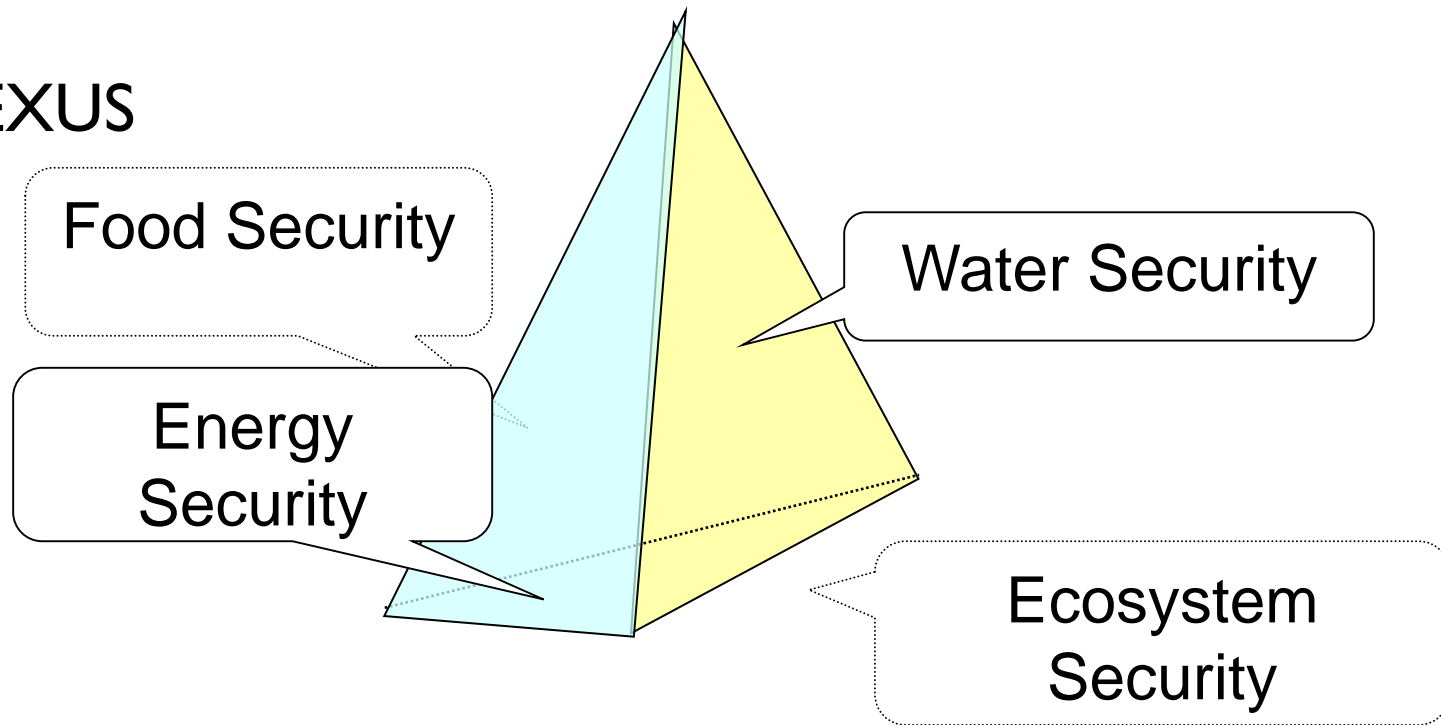
Higher Education should open the gate to transformation.



Higher Education in construction of a Global Vision: addressing Complexity and Uncertainty which threaten Security at all levels

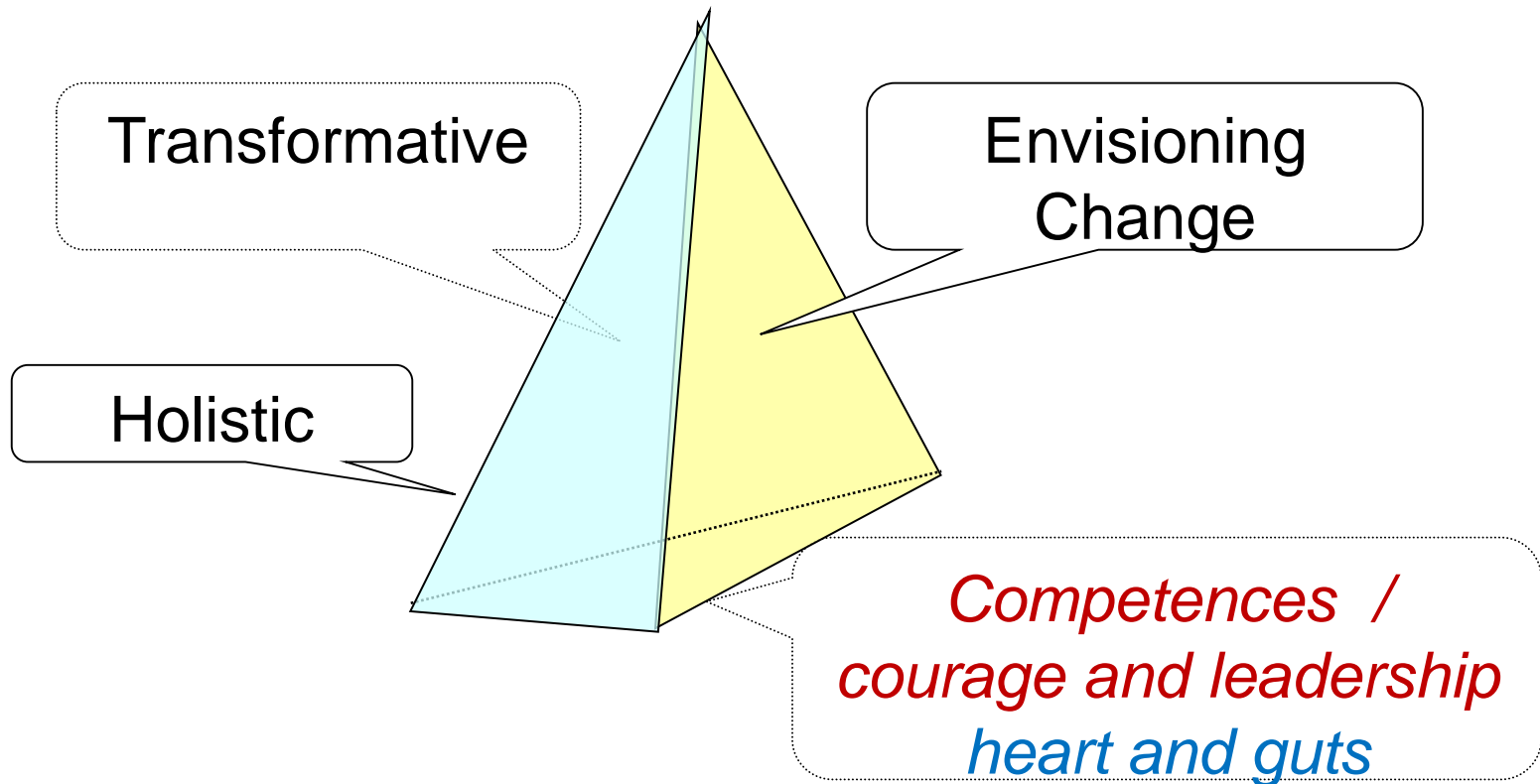
From personal and family to communities and the globe: from livelihoods to overall security

NEXUS



All disciplines need to address the nexus issues in a comprehensive way.

ESD approaches of university educators to address the challenges should be



Pragmatic in the analysis and inspiring optimistic and
▶ constructive reactions.

Thank you for listening

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