Education for Sustainable Development in Higher Education. Five Central Questions

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Outline

• Education for Sustainable Development – Challenges

• Implementation of Sustainability at HEI through the Lens of Educational Governance

• Five Central Questions
Education for Sustainable Development

„Education can, and must, contribute to a new vision of sustainable global development.“ (UNESCO 2015)

- Sustainable development requires
  - transformation of how we think and act
  - knowledge, skills, values and attitudes needed

- Education is crucial to achieve these goals
  - Empowering individuals to reflect on their own actions and to act in complex situations (UNESCO 2017)
Education for Sustainable Development in Universities

These objectives can be an integral part of courses in many studies, e.g.

- education
- political science
- science
- economy
- history
- engineering
- ...

- interdisciplinary courses
- transdisciplinary projects
Education for Sustainable Development - Challenges

- challenges due to objective itself
- challenges due to HEI as specific organisations
- challenges due to management issues
Education for Sustainable Development - Challenges

- Knowledge about problems of non-SD is not sufficient
- (E)SD is still in need for explanation
- Academic freedom in research and teaching
- Modularization of studies
- Hybrid structure and functioning of HEI
- Lone wolfes doomed to failure
- Need for SD cannot be prescribed
Implementation of Sustainability Through the Lens of Educational Governance

inquiry of underlying processes and structures, actor constellations and sensitivities of SD implementation at HEI – the sustainability governance – is rather rarely dealt with (Baker-Shelley et al., 2017; Dlouhá et al., 2016; Mader et al., 2013; Spira et al., 2013)

research seems to have payed “minimal attention to either critical strategic level dynamics or reflexive activities that could facilitate and accelerate change” (Stephens and Graham, 2010)
Implementation of Sustainability Through the Lens of Educational Governance

Governance Perspective
• SD is a normative goal, but advocating for SD does not necessarily lead to good governance

• We refer to an analytical understanding of governance
  • narrow: intended change of political regulation
  • wide: (emerging) form of social co-ordination of heterogeneous actors

Research Heuristic
• functional demands of co-ordination \(\rightarrow\) Governance Equalizer
  politics, profession, organisation, knowledge, publicity
Implementation of Sustainability Through the Lens of Educational Governance

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# Implementation of Sustainability Through the Lens of Educational Governance

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Thank you!

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https://www.hochn.uni-hamburg.de/en.html
(joint project)

https://www.hochn.uni-hamburg.de/en/2-handlungsfelder/01-governance.html
(partial project on governance)