

Projectplan Framework June 2023

Working Title	Sustainable Education
OCW Theme (basic quality)	<p>Education differentiation</p> <p>Universities prepare students for the labour market. Based upon the educational vision of EUR, programs focus on societal urgencies and build student capacity to create impact. The project Sustainable Education builds student learning experiences linked to sustainability, inseparable from current societal urgencies. By providing sustainability profiles, and specifically end works, all students are able to work on their capabilities to work on sustainable urgencies.</p>
EUR Theme (innovation)	<p>Personal Professional Development & Impact-Driven Education</p> <p>By using the Inner Development Goals as a reflection framework and by providing a Thesis Hub on sustainability, students build their professional identity and their capabilities to work on sustainable urgencies.</p>
Synopsis (short description)	<p>Aim</p> <p>Strategy24 outlines the ambition to embed sustainable development in our entire education portfolio. A representation of schools, evaluated the goals and plans that were part of the advice of the Working Group Report on Sustainability in Education (2020). They supported the main ambitions in the report:</p> <ol style="list-style-type: none"> 1. All students to become sustainability literate. 2. Sustainability profiles for those students that want to specialize (e.g. through following electives, a minor and/or a sustainability focused end project). 3. Sustainability-focused master programmes, either disciplinary or interdisciplinary. <p>Aligned with our university's mission to be a force for positive societal change, this project aims to foster education that enables students to develop the necessary competencies (knowledge, skills and attitudes) to contribute to and lead sustainability transition processes in both their civic and professional lives.</p> <p>Progress and new project goals: Ambition</p> <p>There are quite a number of initiatives and developments in all schools at the EUR in this direction, see the overview of sustainability education here. These initiatives are scattered and do not represent every program by means of a shared approach. Our education still needs structural improvements to move beyond the electives and voluntary participation of students.</p> <p>Points of improvements are: Faculties could be more explicit in the sustainability education courses and programmes they already do offer. Intended outcome: To recalibrate the overview of sustainable education, thereby considering the outcomes of the faculty dialogues on sustainability.¹</p>

¹ <https://my.eur.nl/en/eur-employee/news/eur-organises-14-university-wide-dialogues-sustainability>.

	<p>To develop sustainable literacy for all students, sustainability will be designed as part of the student journey:</p> <ol style="list-style-type: none"> a) Included in the onboarding of all students in all study programmes (SDG game) b) To create the possibility of a sustainable profile, sustainability will be further included in courses and other activities in the student journey. This initiative provides some seed funding for faculties to include more sustainability in their educational programmes. c) Furthermore, the Inner Development Goals will be included as the reflection framework for the student journey.² This helps students to build their personal professional identity and to work on their competencies to work on sustainability urgencies. d) Additionally, to create the possibility for students to work on a sustainability focused end project, the Thesis Hub should include SDG-related subjects.³ <p>Progress and new project goals: Resources</p> <p>Currently, teachers can take part in a microlab on sustainability education. Since it is important for teaching teams to build a shared approach towards sustainability and to enhance team learning to build teacher capacity, this project proposes to build upon the microlab and provide:</p> <ol style="list-style-type: none"> 1. Team dialogues and lunches to explore sustainable goals related to specific programmes and courses. Teams are comprised of teachers, learning innovators and other staff members (and sometimes external partners). 2. The project will appoint a sustainable learning innovator. This innovator will join the development groups in schools that design the Student Journey and will join the design of the team dialogues and lunches.
<p>KPI phase 1 (output, directed towards: number of courses, students, teachers, etc.)</p>	<ul style="list-style-type: none"> • <i>Increase transparency/visibility</i> An updated overview of sustainability education (following the outcomes of the faculty dialogues) will provide better insight in the delivery of sustainability education. This overview will be translated to/calibrated with explicit student information. <p><i>Sustainability and personal values</i></p> <ul style="list-style-type: none"> • As part of a value based reflection, students can relate to the Sustainable Development Goals and take a stance. Resource: (a) The 2030 SDG game (including the reflection activity) is included in the onboarding prototype for all students. (b) The Inner Development Goals are used as the reflection framework for the student learning journey. <p><i>(Interdisciplinary) courses and endworks</i></p>

² In alignment with the project proposal on the Student Journey.

³ In alignment with impact-driven education and the project proposal on the Thesis Hub in the City.

	<ul style="list-style-type: none"> Focus will be to include sustainability as one of the main focal points in an interdisciplinary Thesis Hub
KPI phase 2 (outcome, directed towards: value for students, teachers, etc. in an embedded measurement)	<p>Students:</p> <ul style="list-style-type: none"> Students build capacity to impact sustainable development (related to the broad SDG definition) and/or more specifically: the climate and ecological emergency. <p>Teachers/teaching team members (coaches, etc.)</p> <ul style="list-style-type: none"> Team/programme based approach on sustainability as part of impact&engagement strategy in education Competency to guide inner development goals of students.
New programme/part of existing programme	Part of sustainability programme of the strategy office. Close collaboration with DIT & IATC.
Project owner	To be assigned
Governance	Mariecke van der Glas
Budget	125.000 - 80.000 for sustainability learning innovator - 45.000 additional seed funding for faculties
Project details	September 2023 – September 2025
	Deliverables (KPI, or KVI)
	Resources: HR Sustainability learning innovator
	Resources other: Thesis Hub activities are tied to activities of Impact at the Core in the city of Rotterdam. Resources: neighborhood labs.
Risks	<p>Faculties/teams do not develop a sustainability approach linked to their (inter)disciplinary profile.</p> <p>Delay in Thesis Hub development (in the city) might reflect negatively on the output of the Sustainability Project.</p>