



Lithuanian University of Educational Sciences

Possible role of ESD indicators in the European Higher Education Area

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FOCUS ON QUALITY

A framework for qualifications of the European Higher Education Area. Bologna Working Group on Qualifications Frameworks, 2005.

Standards and Guidelines for Quality Assurance in the European Higher Education Area, ENQA 04 March 2005.



FOCUS ON TRANSFORMATION

The Bologna Process - 2020 - The European Higher Education Area in the new decade. Communiqué of the Conference of European Ministers Responsible for Higher Education, Leuven and Louvain-la-Neuve, 28-29 April 2009.

Making the Most of our Potential: Consolidating the European Higher Education Area. Bucharest Communiqué, Bucharest, 26 and 27 April 2012.



The Bologna Process-2020

Leuven/Louvain-la-Neuve
Communiqué, 2009

In the decade up to 2020 European higher education has a vital contribution to make in realising a Europe of knowledge that is highly creative and innovative.

Quality higher education creates opportunities to reinforce the social, cultural and economic development of our societies.

Student-centred learning and mobility will help students develop the competences they need in a changing labour market and will empower them to become active and responsible citizens.



**Bucharest Communiqué,
2012**

Our societies need higher education institutions to **contribute innovatively to sustainable development** and therefore, higher education must ensure a stronger link between research, teaching and learning at all levels.

Relevant ESD indicators:

9. Political will in education for sustainable development.

6. Networks for actors in the field of education for sustainable development (47 countries).

Rethinking competences



A framework for qualifications of the
European Higher Education Area

Dublin descriptors – I cycle

Knowledge and understanding: student have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study.

Applying knowledge and understanding: student can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation.



A framework for qualifications of the European Higher Education Area

Making judgments: student have the ability to gather and interpret relevant data (usually within their field of study) and to make informed judgements that include reflection on relevant social, scientific or ethical issues.

Communication skills: student can communicate information, ideas, problems and solutions to both specialist and nonspecialist audiences.

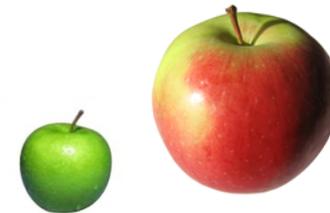
Learning skills: student have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.

Competences for the future



“We are educating children for jobs that do not exist yet, using technologies that have not been invented yet, in order to solve problems that haven’t even been identified yet.”

Ken Robinson



SD-based didactics

Sustainable development principles in education (ESD) include:

value-orientation,

dealing with complexities and a holistic approach,

reflexivity and futures thinking,

contextuality,

multi-stakeholder co-operation and partnerships.

Two roles of transformative education

- 1. An instrumental role:** education as developing transformative capacity.
- 2. An emancipatory role:** education as developing learning capacity.

ESD 1: an instrumental role (“learning to do”)

applying learning in a variety of life-wide contexts;
decision making also in situations of uncertainty;
dealing with crises and risks;
acting with responsibility;
acting with self- respect;
acting with determination.

ESD 2: an emancipatory role (“learning to know”)

posing analytical questions / critical thinking;
understanding complexity / systemic thinking;
overcoming obstacles / problem-solving;
managing change / problem-setting;
creative thinking / future oriented thinking;
understanding interrelationships across disciplines /
holistic approach.



Teaching for the future (1)

A. Holistic approach:

Integrative thinking

Inclusivity

Dealing with complexities



Teaching for the future (2)

B. Envisioning change: past, present and future

Learning from the past

Inspiring engagement in the present

Exploring alternative futures



Teaching for the future (3)

C. Achieving transformation: people, pedagogy and education systems

- Transformation of what it means to be an educator
- Transformation of pedagogy, i.e., transformative approaches to teaching and learning
- Transformation of the education system as a whole

Relevant ESD indicators:

3a. Sustainability study programmes in higher education.

3b. Competences in the field of sustainable development in higher education.

4. Further education in sustainability or education for sustainable development.

5. Education for future teachers in education for sustainable development.

8. Research and development in education for sustainable development.

Rethinking universities

Strategic management

Sustainable development principles in HEI management include:

value-orientation/ **HEI mission**

dealing with complexities and a holistic approach/
achieving synergy in teaching, research and community engagement

reflexivity and futures thinking / **achieving a balance of short-term and long-term objectives**

contextuality /**taking into account HEI mission, strategy and operation conditions**

multi-stakeholder co-operation and partnerships.

Implications to HEI quality criteria (1)

2007, Finland

Interaction with and impact on society as well as regional development co-operation

Audits of Quality Assurance Systems of Finnish Higher Education

2009, Catalunya (Spain)

Involvement with the community:

The management team maintains free-flowing contact with representative institutions and entities within the socio-economic context of the region and identifies ways to collaborate with them.

Guidelines for the self-evaluation

Implications to HEI quality criteria (2)

2010, Lithuania

Compliance of the impact with the priorities of the national and/or regional economic, cultural and social development;
reflection of the national and regional development in the study practice and graduation theses.

Methodology for an Institutional Review

Implications to HEI quality criteria (3)

2011, Estonia

Service to society:

RDC popularization and the involvement of an institution of higher education in social development: in-service training and other educational activities for the general public; other public-oriented activities.

Conditions and Procedure for Institutional Accreditation

2012, Austria

Approaching social goals.

Act on Quality Assurance in Higher Education

Relevant ESD indicator:

7. Reporting on orientation of educational institutions towards sustainability.

Thank you for your attention