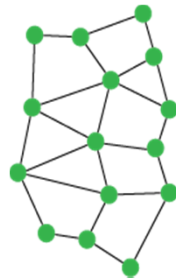


Higher education and ESD in Central Europe: comparative study



MOSUR

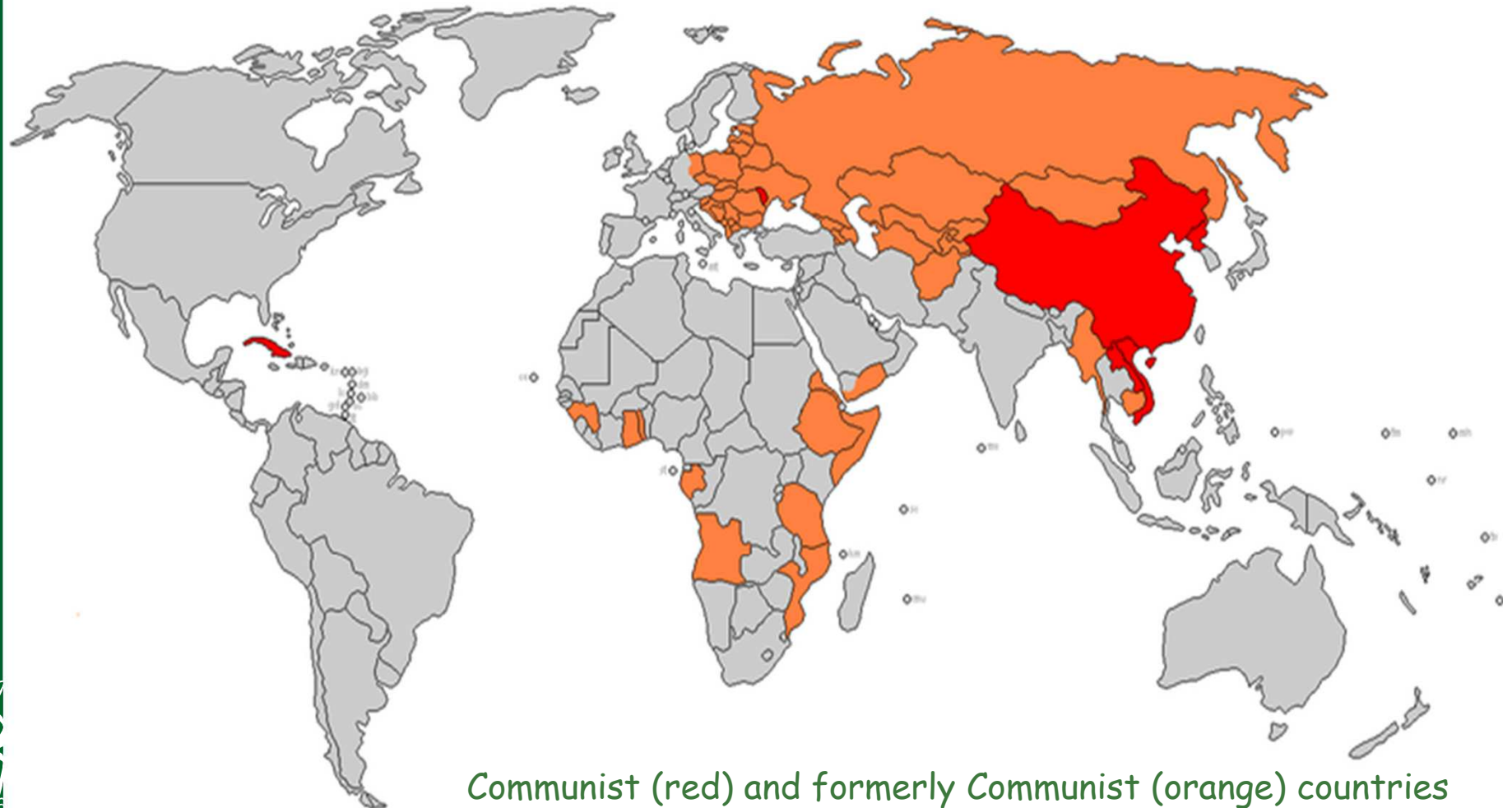
**MEZIOBOROVÁ SÍŤ
UDRŽITELNÉHO ROZVOJE**

OP VK CZ.1.07/2.4.00/17.0130



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Still (?) divided World



Central and Eastern Europe (CEE)



Compared states - Central Europe

Poland
Czech Republic
Slovak Republic
Hungary
Slovenia
Austria
Germany



Central Europe according to [The World Factbook \(2009\)](#)^[1][Encyclopedia Britannica](#) and [Brockhaus Enzyklopädie \(1998\)](#). Source: [Wikipedia](#)



HE system in CEE before 1989

- Hierarchical structure
 - Supervision by Communist Party (CP)
 - Teachers - CP members
- Ideological tool
 - Marxism = cross-cutting theme, basis for interdisciplinarity in social science & beyond
- Teacher education: high importance
 - Separate faculties & system of in-service



Science in CEE before 1989



- Central planning & Western system:
 - Technology - leading force in economy
- Central planning X Western system:
 - CEE: linear technical development
 - Western: innovation
- CEE science
 - Separate from HE - institutions, personnel
 - Fragmented: training, basic X applied research, development...



CEE policy before 1989 - envi & SD

- Planned economy 
 - Resource intensive, inefficient
 - Mass production, no envi care
- Environmental degradation
 - Air, water, soil, hazardous waste, ...
 - Correlation with health problems
- Environment -> civic movement
 - Czech R., Poland, Hungary, Slovakia, ...
 - State response - censorship on envi data



Polish
Bełchatów -
brown coal
mine & power
plant
(Source:
Wikipedia)



HE in CEE: 3 periods of transition

First period (1990-1993):

- Liberalisation and decentralisation processes
 - Academic self-governance
 - Academic freedoms
- De-politicisation (X ideological ballast)
- Building of democratic structures
- Re-connection with research

Autonomy: prerequisite "to restore the university in CEE to its former vitality"



Second period (1994-1999)

Challenges of systemic transition:

- Growing numbers of students
 - Lack of financial resources
 - New private higher education providers
 - Quality-issue turn:
 - demand for accountability, and
 - well-defined academic performance
- “Liberal absolutism” replaced with civic and market accountability



Bologna process

Bologna declaration - 29 Eur. countries, 1999

- proposed European Higher Education Area
- adopted system of easily interpretable and comparable degrees
- three-cycle framework of qualifications

Bologna process: The Lisbon Recognition Convention, 1999 - degrees and periods of study must be recognised (ratified by all 47 member states of Council of Europe, 2012)



Lisbon process

EU challenges from 1990s

- globalised economy and interdependence
- technological revolution - Internet & ICT

2000 European Council goals (Lisbon strategy):

- 'the most competitive and dynamic **knowledge-based** economy by 2010'
- 'sustainable growth with more and better jobs and greater social cohesion'



Third period (1999 till now)

HE - stakeholder in the "knowledge society"

Education - driving force for economy

... for political & cultural renewal

Emerging pragmatism - competitiveness

Change in degree structure and quality assurance - comparability through EU

CE still special case

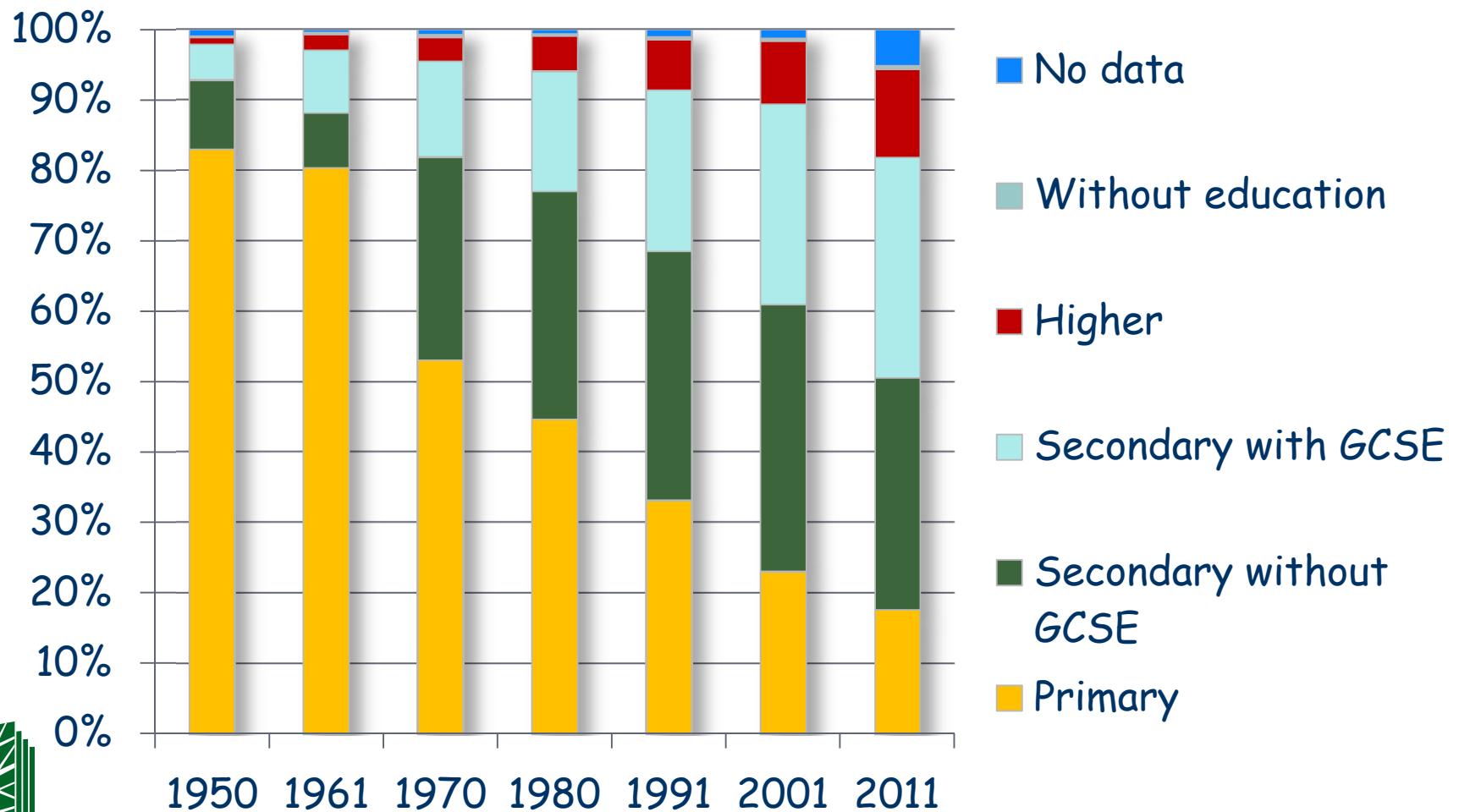
education systems X needs of a market economy

political turbulence - changing rules of the game



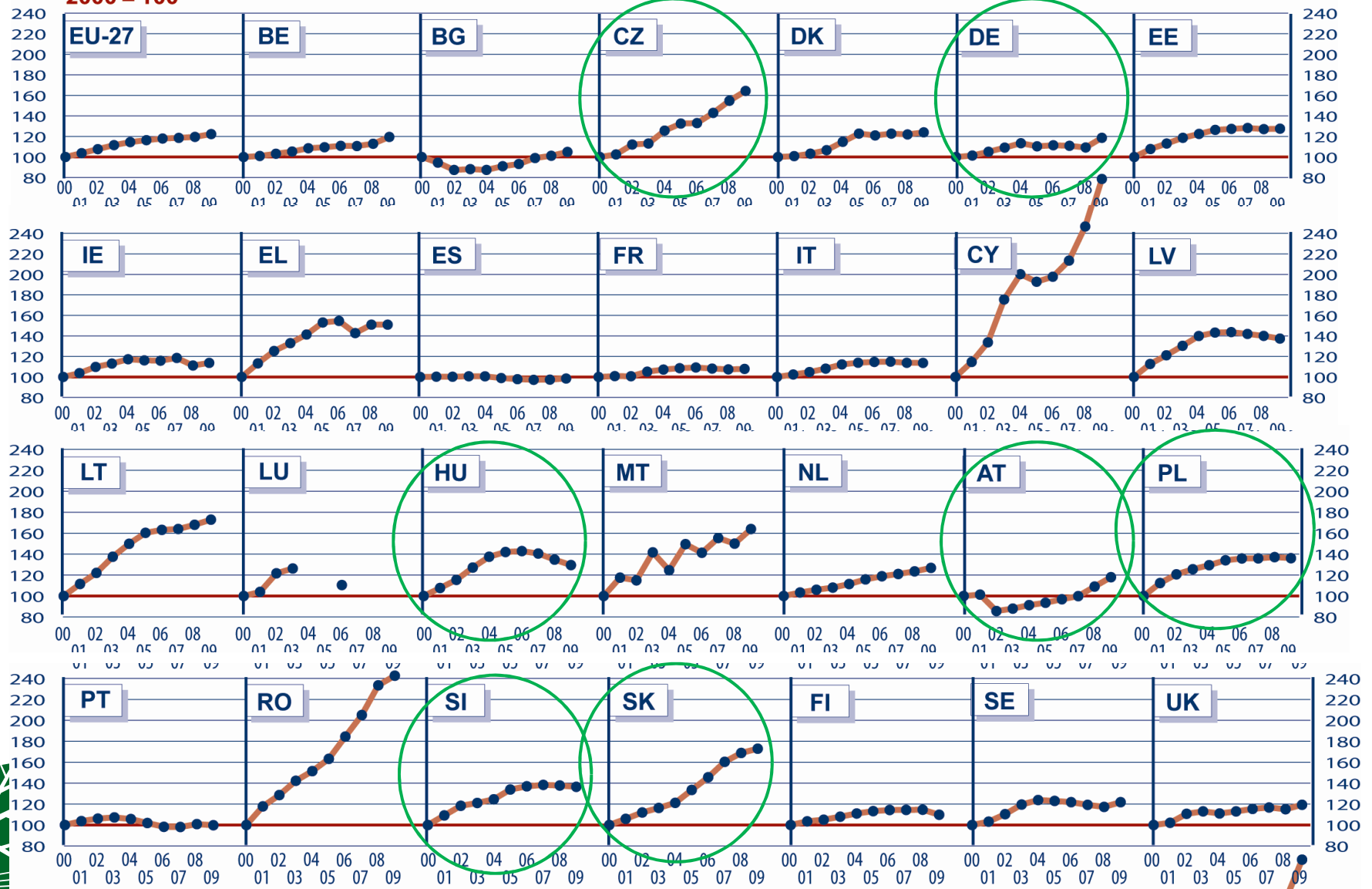
Population according reached level of education, Czech Republic

(Source: Czech Statistic Office)

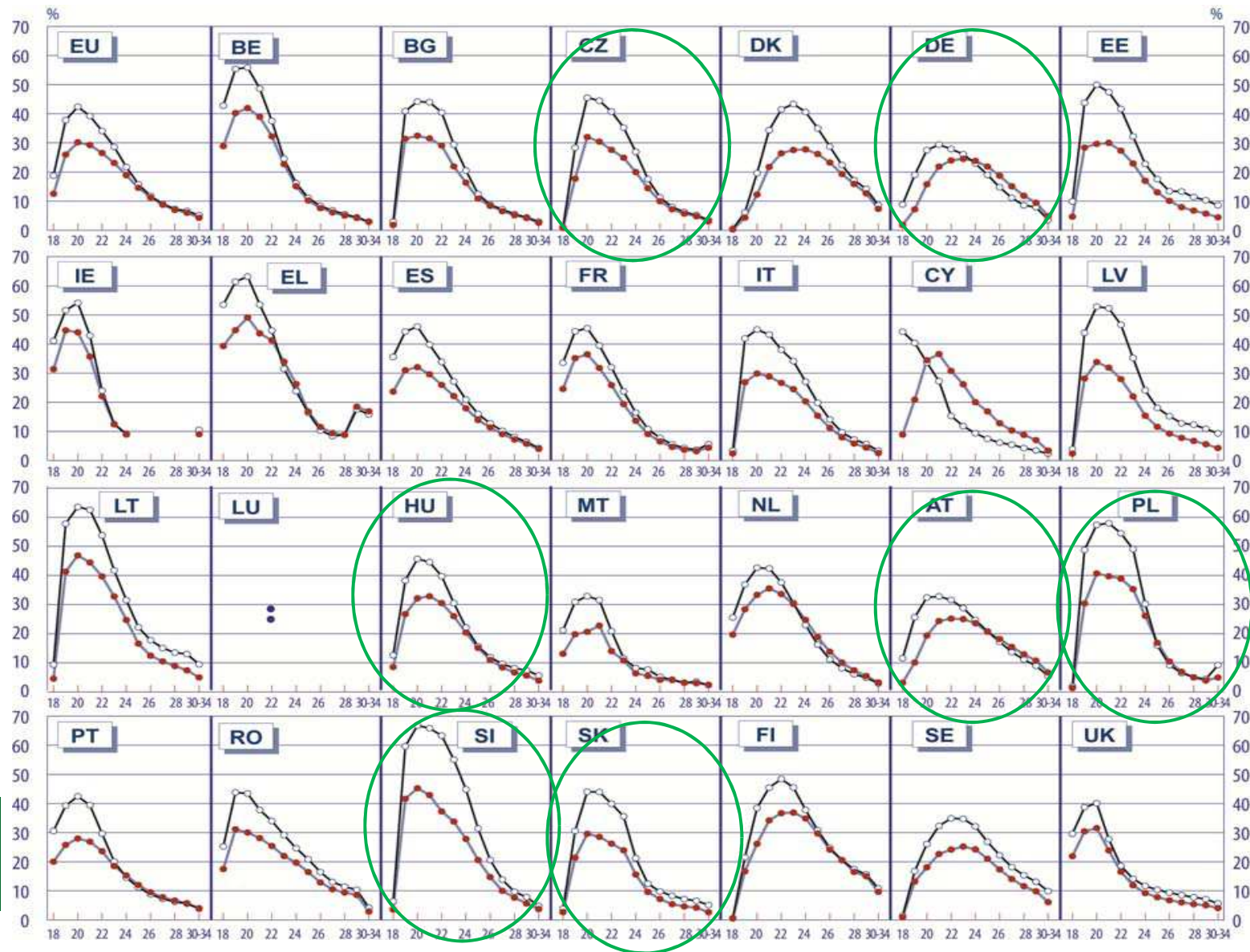


Index of Tertiary Education Students (ISCED 5 and 6), trends, 2000-2009

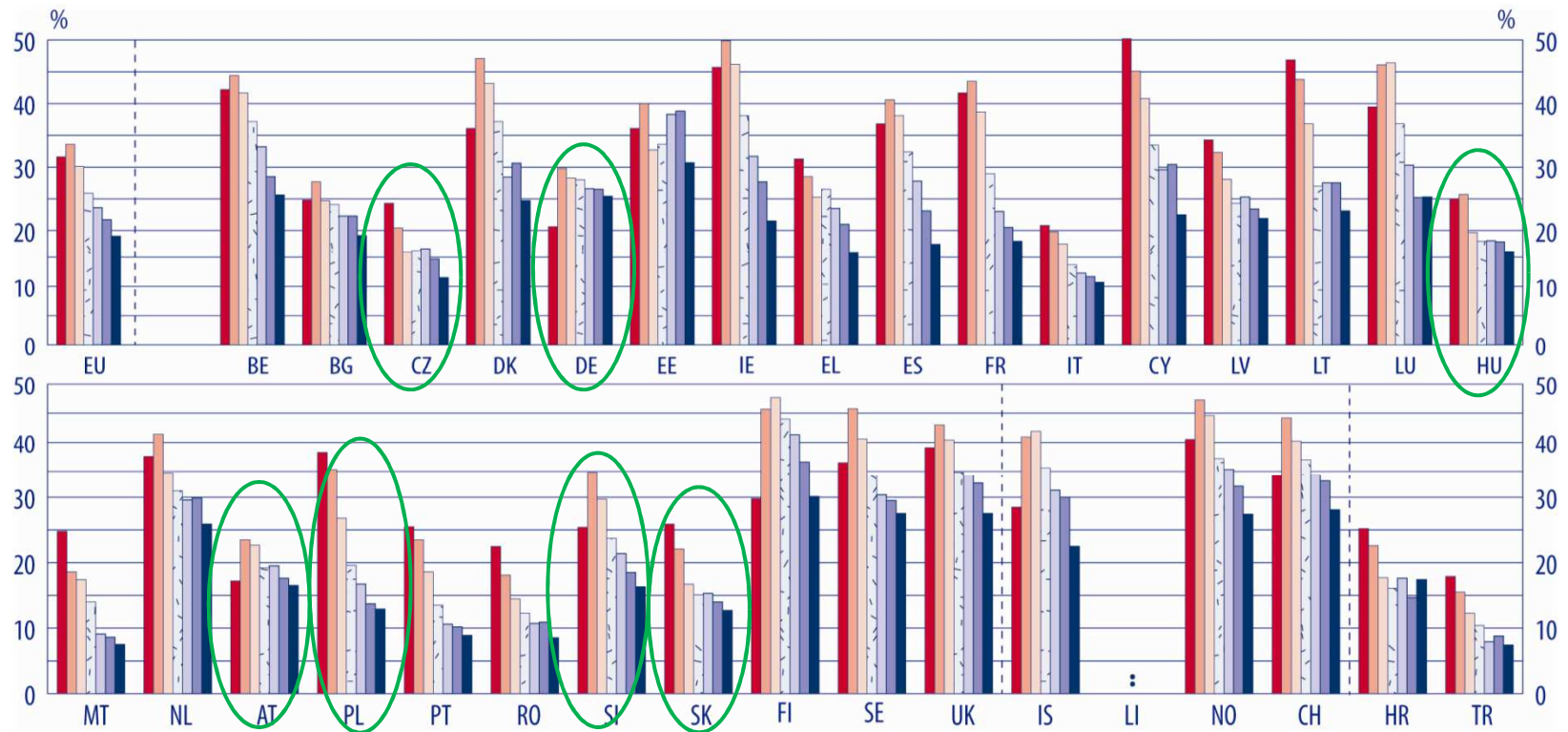
2000 = 100



Participation rates in tertiary education (ISCED 5 and 6)



Percentage of the population with tertiary education qualifications (ISCED 5 and 6) in the population aged 24-64, by age group, 2010

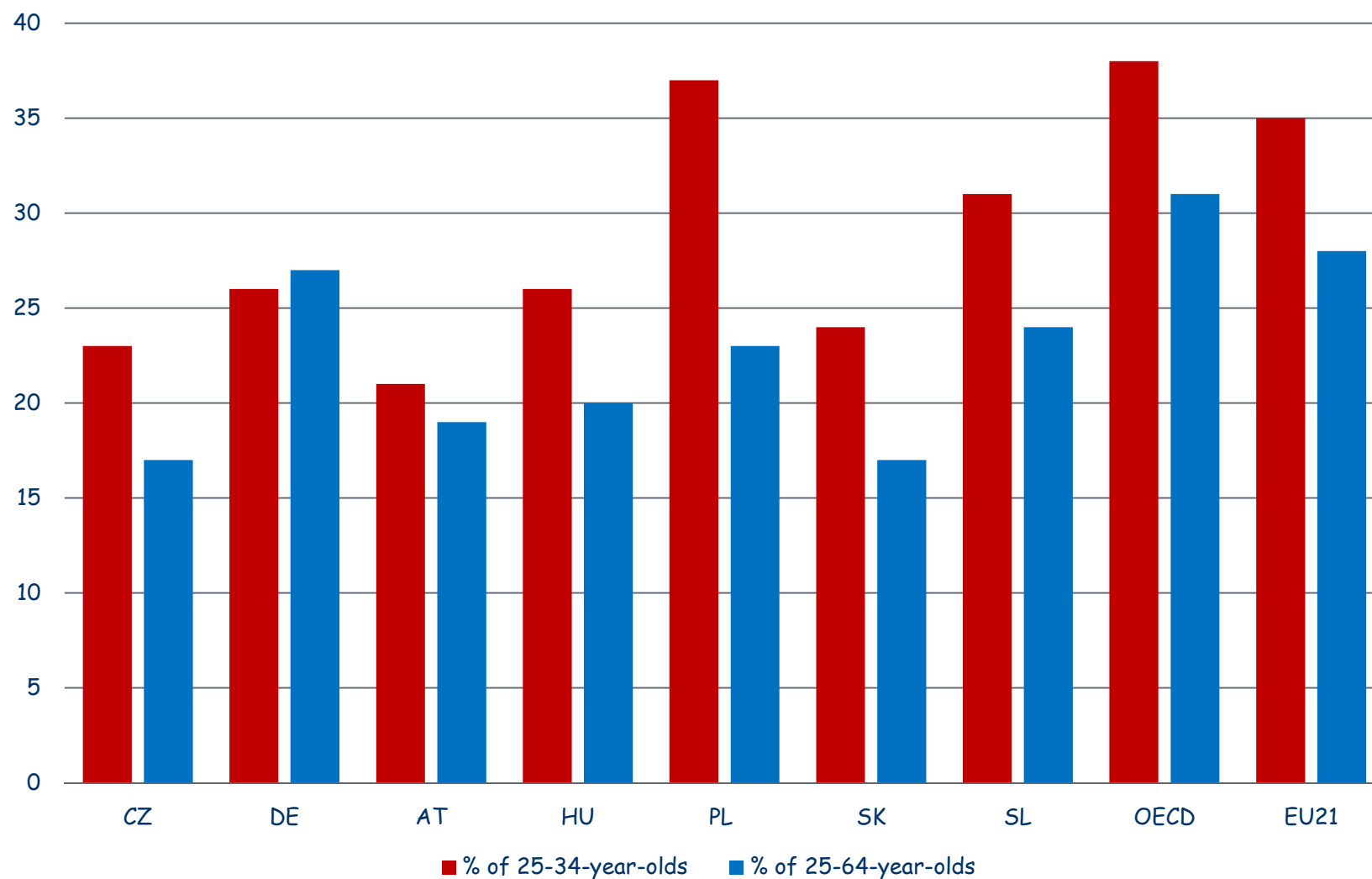


24-29 years, 30-34 years, 35-39 years, 40-44 years, 45-49 years, 50-54 years, 55-64 years

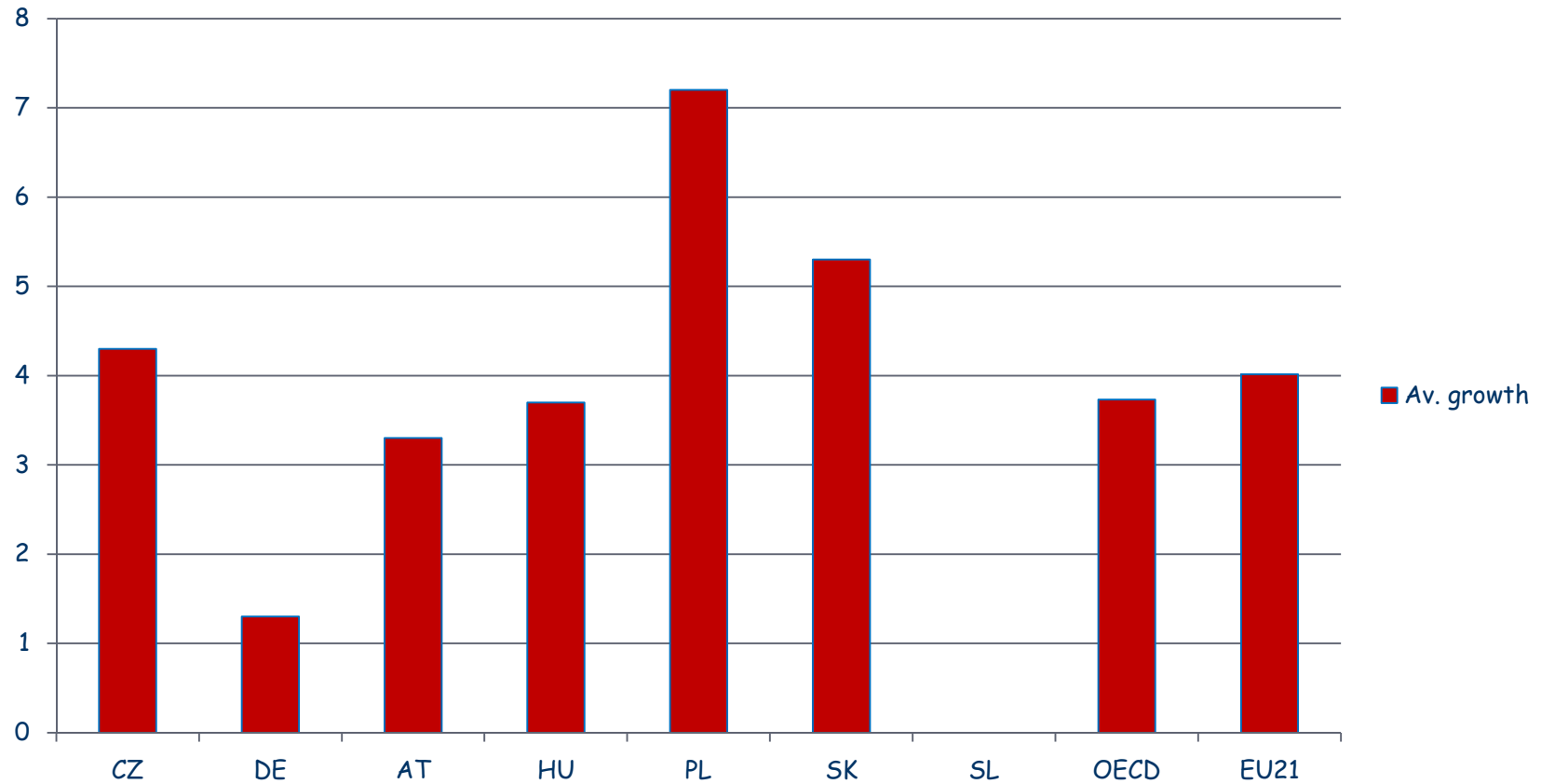
Source: Eurostat, Labour Force Survey (data extracted July 2011).



% of population that has attained tertiary education - total tertiary by age group (OECD, 2010)



Average % growth in educational attainment of 25-64-year-olds 2000-2010 (OECD)



ESD - progressive trends

ESD as political concept:

- Brundtland Report 1987 UN - SD concept
- Chapter 36 of Agenda 21, "Promoting Education, Public Awareness, and Training."
- WSSD 2002 - integrate SD in education
- UN Decade of ESD 2005 to 2014 -collaboration among stakeholders in ESD
- UNECE Strategy for ESD 2005 & Framework for Implementation

2012 Rio+20: Peoples' Sustainability Treaty on Higher Education Towards Sustainable Development (PST)



HEIs sustainability transformation general principles (PST, 2012)

Transformation of knowledge structures

holistic: cut across the traditional knowledge disciplines, theoretical and methodological
mainstay; engage with communities of practice
t. of lifestyles & professional competences

Deep changes

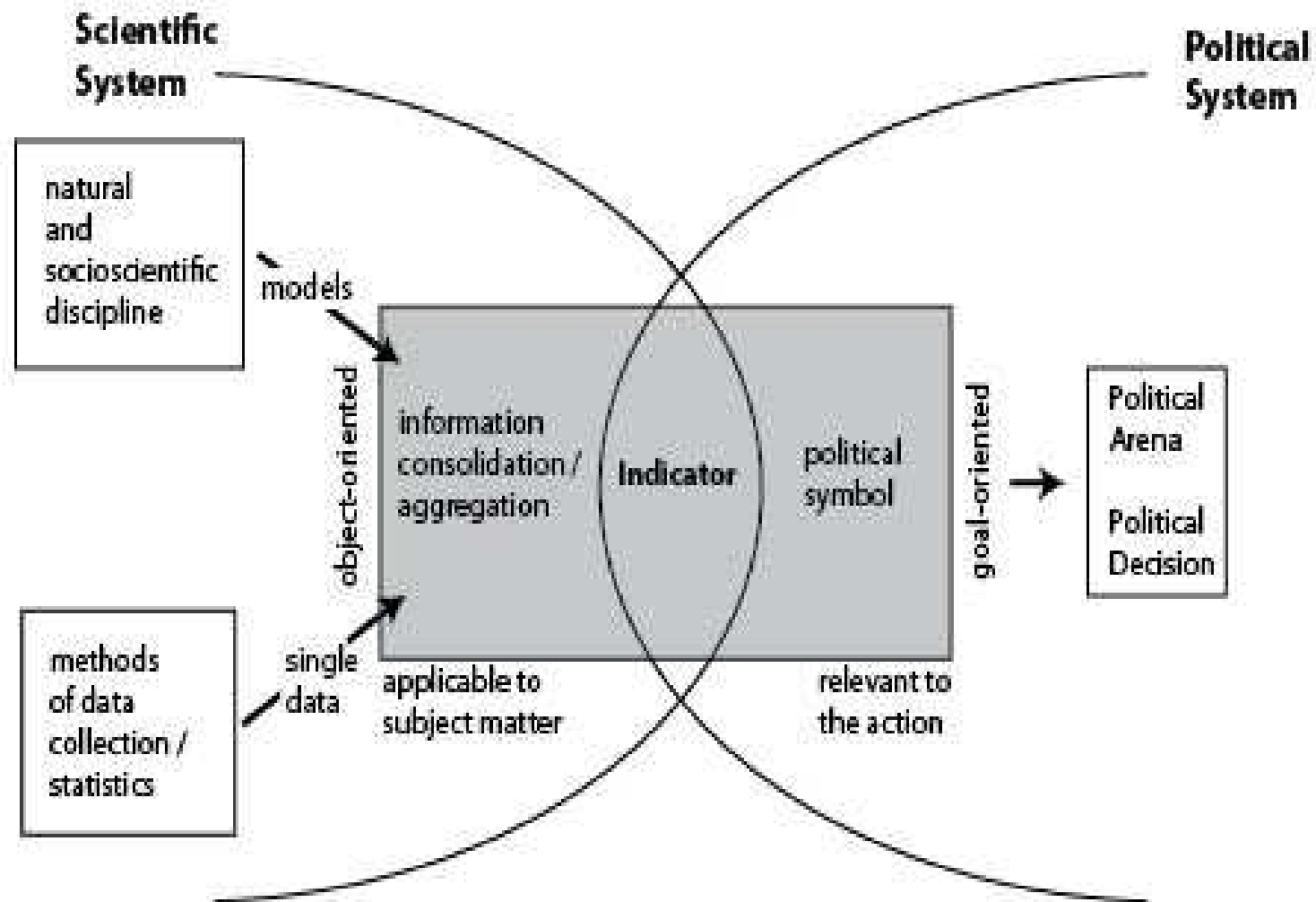
inter- and trans- disciplinary learning and **action**
redefining the notion of quality higher education ...

“Third role” of universities: social involvement
partnerships with stakeholders



Science and policy interface

Zieschank (2002), Adomßent, (2012)



ESD = opportunity for HEIs

“Environmental protection” →
transition to Sustainable Development

Systemic innovation:

- holistic & interdisciplinary
 - SD = framework
- future visioning
 - anticipatory
- new partnerships (outreach)



ESD correlates with democracy

Environmental = value based

Sustainable development - democratic
dialogue: transdisciplinarity, outreach,...

Sub-regions EU/West and EE&CCA
difference: 'participation in democratic
decision-making' **Rated the lowest in the
EE&CCA region and among the highest in
the EU/West**

- (National Implementation Reports to UNECE
Strategy for ESD, 2010)



Challenges

In general: "...a lack of simplest principles of ESD among university teachers."

Learning from Each Other:

Second Evaluation Report on UNECE ESD Strategy

Formalism, combination of old and new approaches without deep change

- Slovakia - 2006 the National ESD Action Plan: ambitious HE goals - not in practice

Initiatives based on leadership



Good ESD practice in Germany

- National Plan of Action 2004: 4 strategic goals; refining of goals NPA 2011-2014 - permanently embed the concept of SD throughout all education sectors
- German national ESD declarations, e.g. Re-Thinking Academia 2004, Universities for Sustainable Development 2010, Science for Sustainability: The Need for a Successful Breakthrough 2012



Good practice in Germany cont.

- 4 German RCEs with universities: e.g. Hamburg, Munich, Oldenburger Munsterland (University of Vechta)
- 21 signatories of Principles for Responsible Management Education (PRME)
- 6 signatories of Higher Education Sustainability Initiative for Rio+20
- Leuphana University of Lüneburg: green campus, SD curriculum, COPERNICUS



Good ESD practice in Austria

- Sustainable universities initiative 1999: encourage greater institutionalisation of ESD processes, national award
- Austrian Strategy for ESD 2008
- 2 Austrian RCEs: Vienna, Graz-Styria
- 7 members of COPERNICUS Alliance
- University of Natural Resources and Life Sciences - green campus, SUSTAINICUM



Good ESD practice in Slovenia

- Highly developed compared to other post-communist countries
- "Green Growth Declaration" 2009 signed by Slovenia & 31 OECD: green investment and sustainable management of natural resources - relevant to the education sector, especially HE, by increasing familiarity with SD concepts
- Higher Education Sustainability Initiative for Rio+20 signed by 4 Slovene HEIs



Good ESD practice in the Czech Republic

- Strategy for ESD 2008-2015: support for accreditation of interdisciplinary study programs, student mobility between programs & faculties, cooperative networks in education and research
- Action Plan 2010-2011
- Working Group for ESD within the Government Council for SD
- Networks: VCSE, COPERNICUS, LENSUS, MOSUR



ESD in the Slovak Republic

- Action plan for the implementation of an Environmental Schooling & Education Plan at All School Levels in SK and within the Lifelong Learning System, approved 2006
- Ambitious goals not fulfilled due to weak political and financial support from government
- Nationwide HE debate on ESD strategy - led to new environmental studies courses accredited, but no holistic approach
- Few outreach activities



ESD in Hungary

- National Sustainable Development Strategy 2007: *“ Themes and values of sustainability must be presented more prominently in the contents and forms of education”*
- Emphasis on environmental education
- Summer school programs on green economy, sustainable human development



ESD practice in Poland

- Emphasis on socio-economic issues; ongoing debate over SD definition
- Studies in "environmental protection", but no SD courses; few green campus facilities
- Polish National Strategy for Environmental Education University of Warsaw: informal WG on DESD; Warsaw & Silesia lectures on selected SD issues as interdisciplinary course option; UMCS Biology Dept - SD Educator 45hr interdisciplinary course



Opportunities for developing ESD

- Greater networking & stronger alliances: mentoring of candidate RCEs in CEE, European RCE network
- Open Education Resources (OER) - online sharing of experience via SD case studies & good practice, e.g. SCULPT proposal through EC's Lifelong Learning Programme



ESD correlation with economy

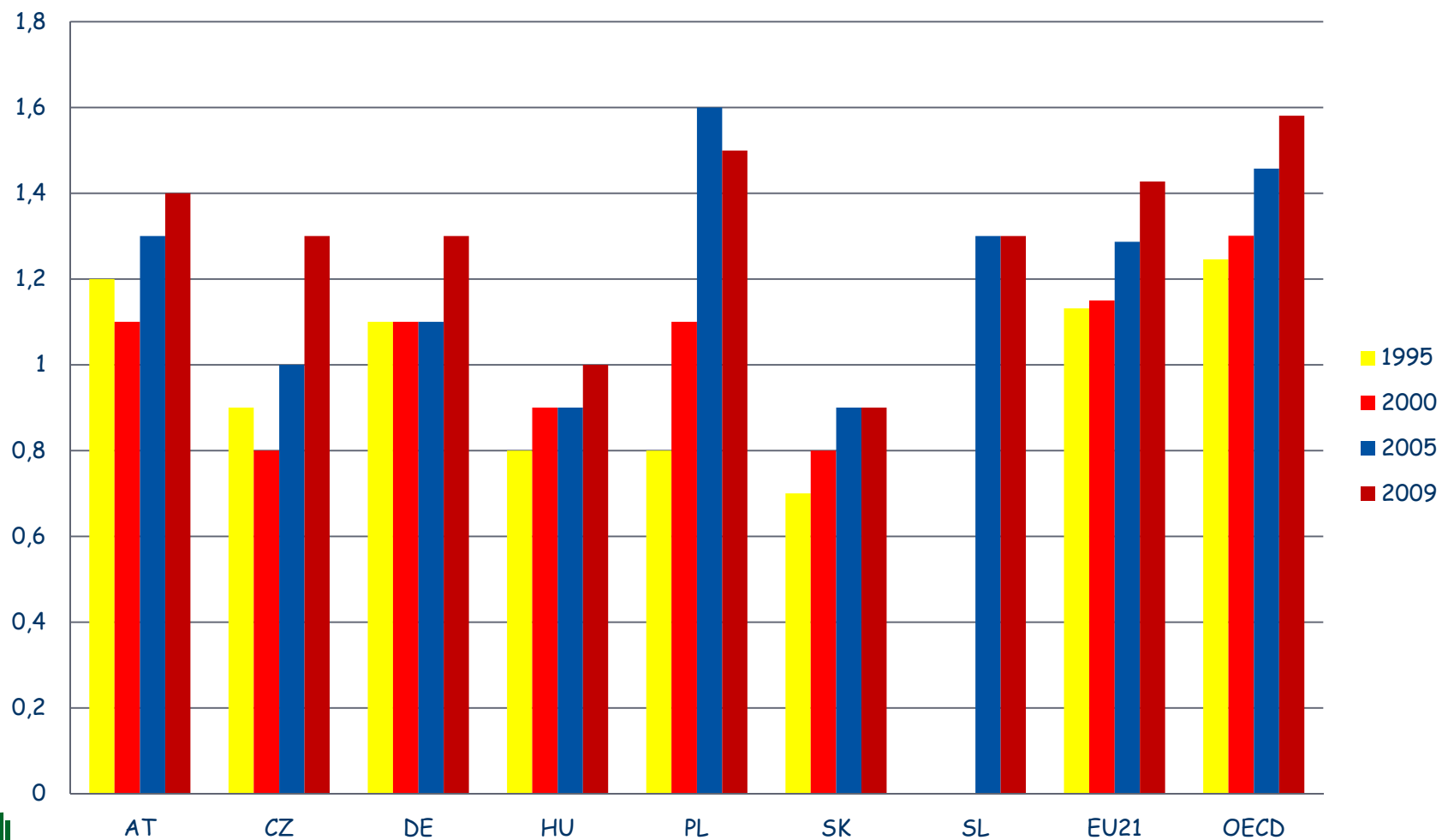
Slovenia case: highly developed compared to other CEE countries

In 2009 Slovenia & 31 OECD:
the "Green Growth Declaration".

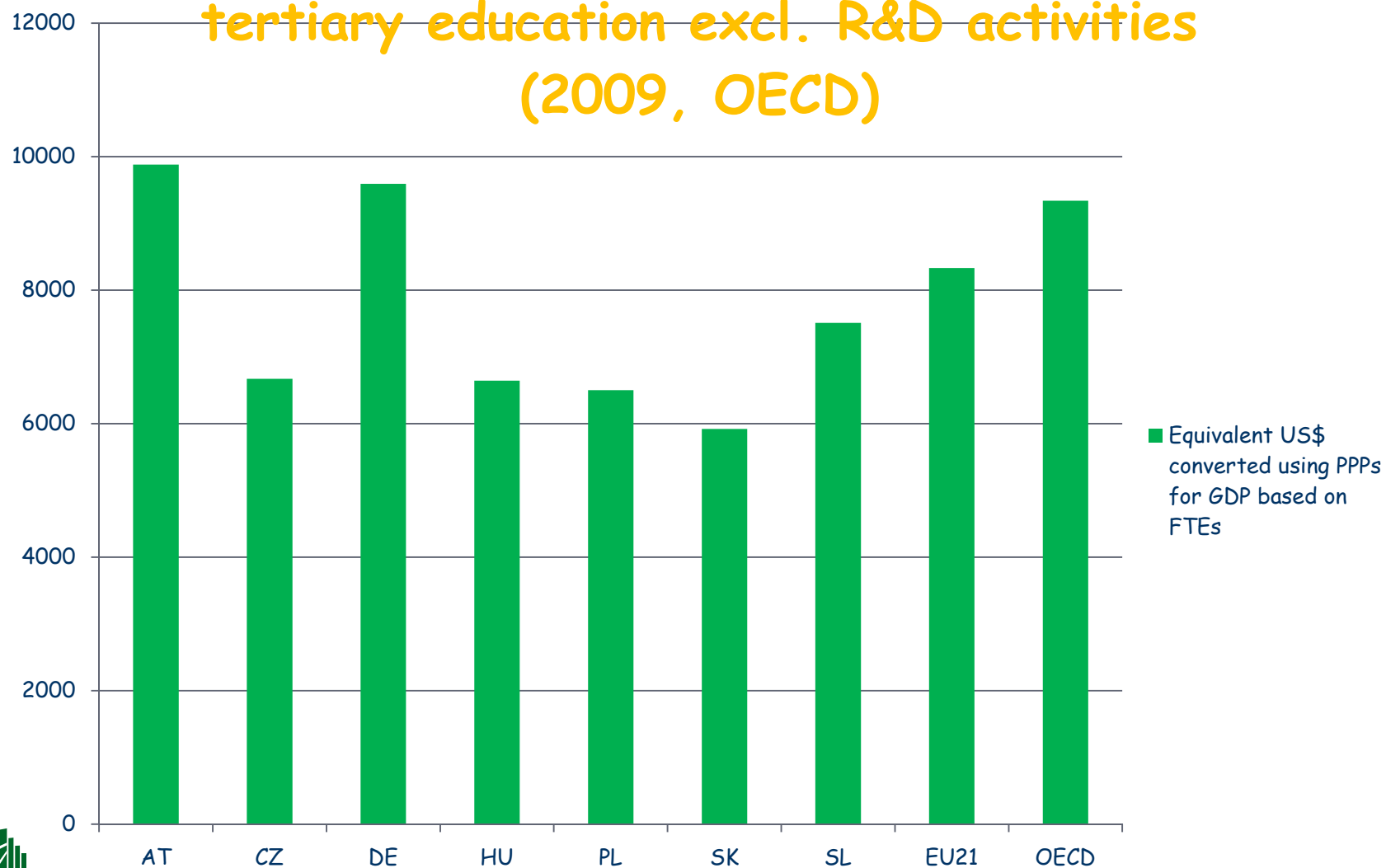
- green investment and sustainable management of natural resources
- relevant to the education sector, especially higher education



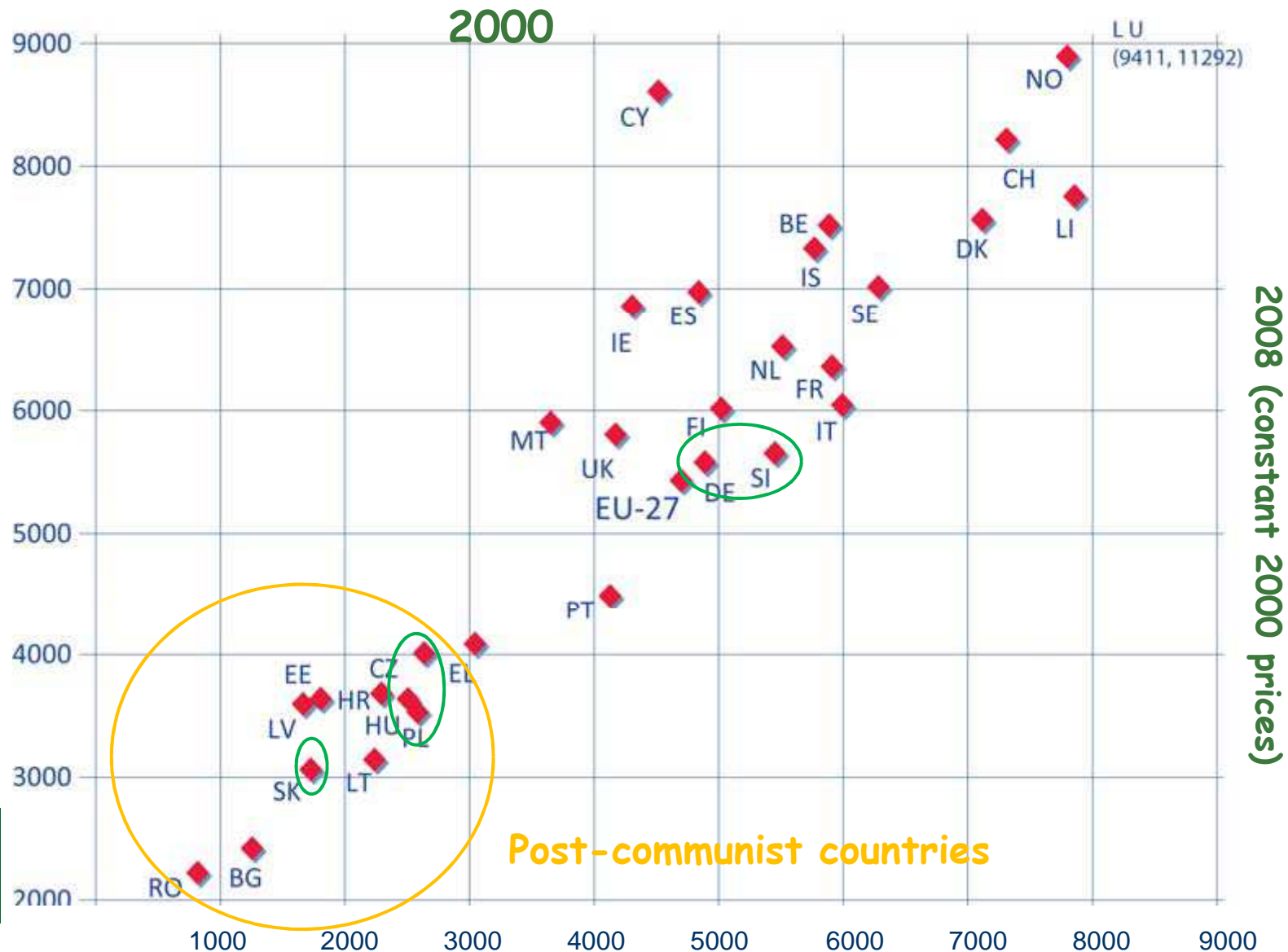
Expenditure on tertiary educational institutions as a % of GDP



Annual expenditure per student for all tertiary education excl. R&D activities (2009, OECD)



Annual expenditure on ed.institutions (ISCED 0-6) by pupil/student



Europe 2020 strategy

EU growth priorities:

smart, more effective investments in education, research and innovation;

- 3% of the EU's GDP to be invested in R&D
- at least 40% of 30-34-year-olds completing HE

sustainable, decisive move towards a low-carbon economy;

inclusive, strong emphasis on job creation and poverty reduction



Thank you

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INVESTICE DO ROZVOJE VZDĚLÁVÁNÍ