

Implementation von Nachhaltigkeit in Forschung und Lehre osteuropäischer Hochschulen

Az 29163-43/2

*Abschlussbericht an die
Deutsche Bundesstiftung Umwelt*



PD Dr. habil. Maik Adomßent
Dipl.-Umweltwiss. Insa Otte

Lüneburg, Januar 2013

Projekttitle

"Implementation von Nachhaltigkeit in Forschung und Lehre osteuropäischer Hochschulen"

Aktenzeichen

Az 29163-43/2

Projektlaufzeit

01.02.2011 bis 31.01.2013

Berichtszeitraum

01.02.2011 bis 31.01.2013

Bewilligungsempfänger

Institut für Umweltkommunikation **INFU**

Leuphana Universität Lüneburg

Scharnhorststraße 1

D - 21335 Lüneburg

Kontaktperson:

PD Dr. habil Maik Adomßent

Tel.: 04131 677.2924

Fax: 04131 677.2819

E-mail: adomssent@uni.leuphana.de

Inhaltsverzeichnis

| | |
|--|-----------|
| Abkürzungsverzeichnis..... | IV |
| Abbildungsverzeichnis..... | IV |
| Zusammenfassung..... | 1 |
| 1. Ziele der Sommerschule | 2 |
| 1.1. Verknüpfung der Sommerschule mit der UNESCO Chair-Konferenz | |
| und dem Leuphana Sustainability Summit..... | 3 |
| 1.2. Ergebnisorientierte Einbindung der Teilnehmenden | 5 |
| 2. Auswahlverfahren und Resonanz..... | 5 |
| 3. Programm der Sommerschule..... | 10 |
| 4. Ergebnisse | 17 |
| 5. Folgeaktivitäten | 18 |
| 6. Anhang | 21 |

Abkürzungsverzeichnis

| | |
|--------|--|
| Abb. | Abbildung |
| bspw. | beispielsweise |
| bzgl. | bezüglich |
| evtl. | eventuell |
| f. | folgende |
| ff. | fortfolgende |
| HBNE | Hochschulbildung für nachhaltige Entwicklung |
| Hrsg. | Herausgeber |
| Kap. | Kapitel |
| S. | Seite |
| u.a. | und andere |
| u.ä. | und ähnlich |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| vgl. | vergleiche |
| z.B. | zum Beispiel |

Abbildungsverzeichnis

| | |
|--|----|
| Abbildung 1: Zielregion der Sommerschule | 6 |
| Abbildung 2: Anzahl der Bewerbungen nach Ländern | 7 |
| Abbildung 3: Teilnehmende beim Besuch des Biosphaeriums Elbtalaue | 10 |

Zusammenfassung

In diesem Bericht werden die Ziele und Ergebnisse des Vorhabens „Nachhaltigkeit in Forschung und Lehre osteuropäischer Hochschulen“ dargestellt. Im Mittelpunkt steht dabei die Durchführung einer internationalen Sommerschule zur Implementation von Nachhaltigkeit in Forschung und Lehre zentral- und osteuropäischer Hochschulen, die vom 11. bis 21. September 2011 in Lüneburg stattfand. Doch wurde mit der Sommerschule eine Reihe von Impulsen gesetzt, die weit über die Veranstaltung hinaus zur Verankerung der Nachhaltigkeitsidee in der Hochschullandschaft Zentral- und Osteuropas beitragen können. In diesem Zusammenhang sind neben verschiedenen Publikationen die Verfassung eines akteursorientierten Positionspapiers sowie die Erarbeitung eines Projektantrags für das „Lifelong Learning Programme“ der Europäischen Kommission zu nennen.

An der Sommerschule nahmen 25 profilierte Personen (13 Frauen und 12 Männer) aus 14 Ländern der Zielregion teil, die Bewerberquote lag allerdings um ein mehrfaches darüber. Das Programm fokussierte die Frage, wie sich Nachhaltigkeit in der Hochschulbildung inhaltlich, methodisch und strukturell implementieren lässt und wie damit einhergehende Herausforderungen zu bewältigen sind. Dazu zeigten nationale und internationale Experten_innen der Leuphana Universität Lüneburg und externer Institutionen den Teilnehmenden vielfältige thematische Zugänge auf.

Zudem war die Sommerschule mit der Vierten Internationalen UNESCO Chair Tagung „Higher Education for Sustainable Development – Moving the Agenda forward“ verknüpft, indem das Tagungsprogramm Schnittmengen zu den Inhalten der Sommerschule aufwies und so für die Teilnehmenden die Kontaktaufnahme zu weiteren Experten_innen im Feld der Hochschulbildung für nachhaltige Entwicklung eröffnete. Überdies erhielten drei Teilnehmende die Möglichkeit am „Leuphana Sustainability Summit“ teilzunehmen, der im Februar 2012 ebenfalls in Lüneburg stattfand.

Als erfreuliches Fazit lässt sich für das Projekt festhalten, dass aufgrund des großen Engagements der Teilnehmenden der Sommerschule über die im Vorfeld formulierten Ziele hinaus viele weitere Aktivitäten entfaltet wurden, die ihren Teil dazu beitragen mögen, vorhandene Initiativen zur nachhaltigkeitsorientierten Transformation der Hochschulen Zentral- und Osteuropas zu stärken und mit Hilfe neuer Anstöße dauerhaft in der Region zu verankern.

1. Ziele der Sommerschule

Die Leuphana Universität Lüneburg widmet sich mit der zum 1. Oktober 2010 neu gegründeten Fakultät Nachhaltigkeit mit insgesamt etwa 25 Professuren der Wissenschaftsinitiative Nachhaltigkeitsforschung, die in ihrer inhaltlichen Ausrichtung in der deutschen Hochschullandschaft und darüber hinaus bisher einmalig ist. Die hier bearbeiteten Nachhaltigkeitsthemen sind dadurch charakterisiert, dass es sich in mehrfachem Sinne um grenzüberschreitende Themen handelt, deren qualifizierte Bearbeitung von einem Wissenschaftsaustausch mit exzellenten nationalen und internationalen Forschungsinstitutionen profitiert. Entsprechend orientieren sich die Nachhaltigkeitswissenschaften in Lüneburg nicht nur methodisch, sondern auch in ihren Forschungsk Kooperationen und der Verbreitung der Forschungsergebnisse, am Ideal internationaler Zusammenarbeit.

Der an der Fakultät Nachhaltigkeit angesiedelte UNESCO Chair „Higher Education for Sustainable Development“ (Hochschulbildung für nachhaltige Entwicklung) befasst sich mit der Förderung von Nachhaltigkeit als Strategie und Ziel der Hochschulentwicklung. Um eine Region zu fördern, in der das Leitbild einer nachhaltigen Entwicklung für die Arbeit der Hochschulen bisher nur von geringer Relevanz ist, wurde die Sommerschule „Implementation von Nachhaltigkeit in Forschung und Lehre zentral- und osteuropäischer Hochschulen“ durchgeführt. Dazu waren vom 11. bis 21. September 2011 Akteure_innen des Hochschulbereichs aus zahlreichen Ländern dieser Region an der Leuphana Universität Lüneburg zu Gast, um zu einer breiteren Verankerung nachhaltigkeitsorientierter Aktivitäten in den Hochschulen ihrer Heimatländer beizutragen.

Das Programm der Sommerschule fokussierte die Frage, wie sich Nachhaltigkeit in der Hochschulbildung inhaltlich, methodisch und strukturell implementieren lässt und wie damit einhergehende Herausforderungen zu bewältigen sind. Der Schwerpunkt lag auf den Bereichen Forschung und Lehre, da die Verschränkung der Nachhaltigkeitsidee mit diesen universitären Kernaufgaben eine gute Ausgangsbasis für eine längerfristige Umsteuerung bildet. Entsprechend war das Ziel, Interventionsmöglichkeiten für eine umfassende Implementation von Nachhaltigkeit in den Vordergrund zu stellen. Dazu zeigten vielfältige thematische Zugänge den Teilnehmenden einen bunten Strauß möglicher neuer Wege auf:

- Hochschulen als Lehr-, Lern- und Lebenswelten für nachhaltige Entwicklung; Beiträge von Bildungsinstitutionen zur Förderung nachhaltiger gesellschaftlicher Entwicklung;
- Implementation nachhaltigkeitsorientierter Lehre: Herausforderungen curricularer Verankerung; inhaltliche, methodische und strukturelle Herausforderungen für verschiedene Zielgruppen;

- Nachhaltigkeitsforschung: inter- und transdisziplinäre Forschungsansätze und Methoden;
- Nachhaltigkeitsorientierte Zusammenarbeit von Wissenschaft und Praxis: Herausforderungen (Schnittstellenmanagement und Wissensintegration); Wirkungs- und Evaluationsmessung;
- Ansätze zur universitären Institutionalisierung: Nachhaltigkeitsmanagement-Systeme, Indikatorensets; Benchmark-Systeme; Ansätze organisationalen Wandels.

Nationale und internationale Experten_innen der Leuphana Universität Lüneburg und externer Institutionen beleuchteten die Inhalte in anschaulicher Form, wobei die Vortragenden gehalten waren, dem Aspekt der Übertragbarkeit besondere Bedeutung beizumessen und dem erwarteten Diskussionsbedarf größeren Raum als gewöhnlich einzuräumen. Zugleich trug auch die Expertise der teilnehmenden Hochschulakteure_innen zur Bereicherung der Sommerschule bei, indem diese mit Berichten aus der eigenen Praxis den wechselseitigen Erfahrungsaustausch beförderten. Zugleich trug dieser partizipative Charakter zur Perspektivenerweiterung – auch auf Seiten der Vortragenden – bei und intensivierte die Vernetzung der Teilnehmenden untereinander.

Um den Wissensaustausch und die Möglichkeit der Vernetzung mit weiteren Experten_innen der Forschung für Hochschulbildung für eine nachhaltige Entwicklung (HBNE) noch zu erhöhen, wurde die Sommerschule mit der zeitlich teilweise parallel laufenden UNESCO Chair Conference on Higher Education verknüpft. Auf die besonderen Synergien der Verbindung beider Veranstaltungen wird im folgenden Abschnitt eingegangen.

1.1. Verknüpfung der Sommerschule mit der UNESCO Chair-Konferenz und dem Leuphana Sustainability Summit

Die Vierte Internationale UNESCO Chair Konferenz »Higher Education for Sustainable Development: Moving the Agenda Forward«¹ fand vom 14. bis 16. September 2011 ebenfalls an der Leuphana Universität Lüneburg statt. Durch die Teilnahme der Sommerschulbeteiligten an dieser Konferenz lernten sie aktuelle Schlüsselthemen und neueste Erkenntnisse der Forschung und Praxis auf dem Themengebiet der HBNE kennen. Überdies eröffnete der breite internationale Expertenkreis weitere themenbezogene Netzwerkmöglichkeiten. Um die Verbreitung des Themas HBNE und die Vernetzung in Zentral- und Osteuropas konkret zu unterstützen, stellte diese Region auch auf der Konferenz einen von drei thematischen

¹ Weitere Informationen zu der UNESCO Chair Conference finden sich hier: <http://www.leuphana.de/institute/infu/unesco-chair/archive/4th-international-conference-on-hesd.html>.

Schwerpunkten dar. (Die weiteren Themen auf der Konferenz waren Hochschulbildung für nachhaltige Entwicklung in Managementstudiengängen und Nachhaltiger Konsum an Einrichtungen des Hochschulwesens.)

Einige Teilnehmende der Sommerschule hatten sich mit eigenen Themenvorschlägen für die UNESCO Chair Konferenz beworben, von denen vier Beiträge vom wissenschaftlichen Auswahlkomitee angenommen wurden. Damit bot sich diesen Kollegen_innen die Möglichkeit, ihre Arbeiten vor internationalem Expertenpublikum zur Diskussion zu stellen. Dass sich diese Teilnehmenden der Sommerschule mit ihren Konferenzbeiträgen unter der Vielzahl eingegangener Themenvorschläge durchgesetzt haben, deutet auf die hohe wissenschaftliche Qualität ihrer Arbeiten hin.

Wie schon im Zwischenbericht zur Sommerschule dargelegt, konnte entgegen der ursprünglichen Planungen zum Zeitpunkt der Antragstellung leider keine direkte Verknüpfung zwischen der Sommerschule und dem „Leuphana Sustainability Summit“² hergestellt werden, da der Termin für diese Konferenz kurzfristig um ein halbes Jahr auf Ende Februar 2012 verschoben wurde. Gleichwohl gelang es, durch die repräsentative Einbindung ausgewählter Teilnehmender der Sommerschule einen Brückenschlag zum Summit herzustellen. Namentlich wurden dazu Prof. Efim Vyshkin (Russland), Dr. Cezary Koczielniak (Polen) und Dr. Jana Dlouha (Tschechien) ausgewählt, die sich sowohl durch ihr hervorragendes Engagement im Bereich HBNE in ihren Ländern und an ihren Hochschulen ausgezeichnet haben und zugleich im Verlauf der Sommerschule als besonders engagierte Diskutanten auffielen. Sie nahmen als Repräsentierende der Sommerschule und der Region Zentral- und Osteuropa am Summit teil und stellten zum einen die Forschungsergebnisse ihrer gemeinsam verfassten Studie zu HBNE in Zentral- und Osteuropa vor, die im Nachgang der Sommerschule von dessen Organisatoren in Auftrag gegeben worden war (vgl. Kapitel 5). Zum anderen präsentierten sie die Ergebnisse der Sommerschule.

² Der Summit zielte unter dem Veranstaltungstitel „Sustainability: Enabling a Transdisciplinary Approach“ darauf ab, nationale und internationale Experten_innen aus Wissenschaft und Praxis auf dem Gebiet der Nachhaltigkeit(sforschung) zusammenzubringen und daraus neue Impulse für das zukünftige Arbeiten und Forschen in diesem Feld zu generieren. Die Bildung für nachhaltige Entwicklung bildete dabei einen Schwerpunktstrang der Veranstaltung, so dass hier eine direkte Verknüpfung mit der Sommerschule vorgesehen war.

1.2. Ergebnisorientierte Einbindung der Teilnehmenden

Die Sommerschule verfolgte einen praxisorientierten Ansatz, um so den Teilnehmenden konkrete Interventionsmöglichkeiten für die Implementierung von Nachhaltigkeit aufzuzeigen. Um hierzu auch die eigenen vielfältigen Erfahrungshintergründe im Bereich HBNE für alle Beteiligten fruchtbar zu machen, wurden die Teilnehmenden aktiv in die Programmgestaltung eingebunden. Dies ermöglichte es ihnen, von gegenseitigen Erfahrungen zu lernen und anhand der vielgestaltigen Herausforderungen mögliche Ansatzpunkte und Chancen der Implementierung von Nachhaltigkeit besser nachzuvollziehen.

Darüber hinaus wurden von den Teilnehmenden im Vorfeld der Veranstaltung knapp gefasste Länderberichte zum Umsetzungsstand von HBNE in ihren jeweiligen Ländern nach vorgegebenen Leitfragen verfasst. Diese prägnanten Berichte stellen zusammengefasst ein hilfreiches Kompendium dar, das den Beteiligten einen Überblick über Entwicklungen der HBNE in einer Reihe von Ländern Zentral- und Osteuropas eröffnet (vgl. Kapitel 4 und Anhang).

Ein weiteres wichtiges gemeinsames Arbeitsergebnis stellt der von den Teilnehmenden in eigener Initiative erarbeitete „Pledge for Sustainability in Higher Education Institutions“ dar. Dieses Papier zielt darauf ab, Interessierte bei der Implementierung von Nachhaltigkeit in ihren eigenen Institutionen zu unterstützen. Es ist somit auf Außenwirkung angelegt und adressiert entsprechende Verantwortliche – in der Hochschulpolitik ebenso wie in den verschiedenen universitären Institutionen selbst (vgl. Kapitel 4).

2. Auswahlverfahren und Resonanz

Der Auswahlprozess wird hier nur knapp dargestellt, eine ausführliche Darstellung findet sich im Zwischenbericht.

Um eine intensive Diskussionsatmosphäre zu schaffen und auch eine gute Vernetzung der Beteiligten zu ermöglichen, war die Teilnehmerzahl auf 25 begrenzt. Die Zielgruppe der Sommerschule waren Akteure_innen aus Zentral- und Osteuropa, die an relevanten Institutionen und Organisationen der Hochschulbildung arbeiten und sich dabei explizit mit der Implementation von Nachhaltigkeit beschäftigen. Somit wurden bewusst sogenannte „Change Agents“ angesprochen, die die Veränderung ihrer Organisationen bereits vorantreiben. Dies ermöglichte an vorhandene Kenntnisse und Erfahrungen im Bereich der HBNE anzuknüpfen und daher intensiver in die Diskussion über Chancen und Herausforderungen bei der Implementation einsteigen zu können.

Wie sich zeigen sollte, gewährleistete dieses Auswahlkriterium zugleich eine zügige Erarbeitung von Handlungsempfehlungen bzw. Lösungswegen für Herausforderungen bei der Implementation von Nachhaltigkeit in Forschung und Lehre.



Abbildung 1: Zielregion der Sommerschule (Quelle: Hugo E. Martin on Media, Marketing & Internet, Stand Januar 2013)

Durch die Bekanntmachung der Sommerschule (vgl. Einladungsschreiben im Anhang) über zahlreiche Verteiler wie internationale Universitätsnetzwerke, verschiedene Informationsplattformen und Newsletter sowie Partnerorganisationen, startete die Bewerbungsphase Mitte März 2011. Das Bewerbungsverfahren endete nach einer Fristverlängerung von zwei Wochen am 31. Mai 2012, da bis zur ursprünglichen Frist, dem 15. Mai 2012, zwar ca. 90 Bewerbungen eingegangen waren, jedoch die Expertise vieler Bewerber_innen nicht vollständig den gesetzten Ansprüchen an die für die Sommerschule Auszuwählenden entsprach.

Insgesamt wurden nach Ablauf der verlängerten Frist 158 Bewerbungen gesichtet. Hinzu kamen ca. 30 weitere Bewerbungen, die nicht berücksichtigt werden konnten, da sie nicht aus der Zielregion Zentral- und Osteuropa stammten oder weil es sich um Bewerbungen von Studierenden ohne Hochschulabschluss handelte. Schließlich trafen noch zahlreiche Bewerbungen und Bewerbungsanfragen zur Sommerschule nach Ablauf der Einreichungsfrist ein, die nicht für den Auswahlprozess berücksichtigt werden konnten.

Die Verteilung der regulär eingetroffenen Bewerbungen nach Ländern ist in der folgenden Grafik ersichtlich.

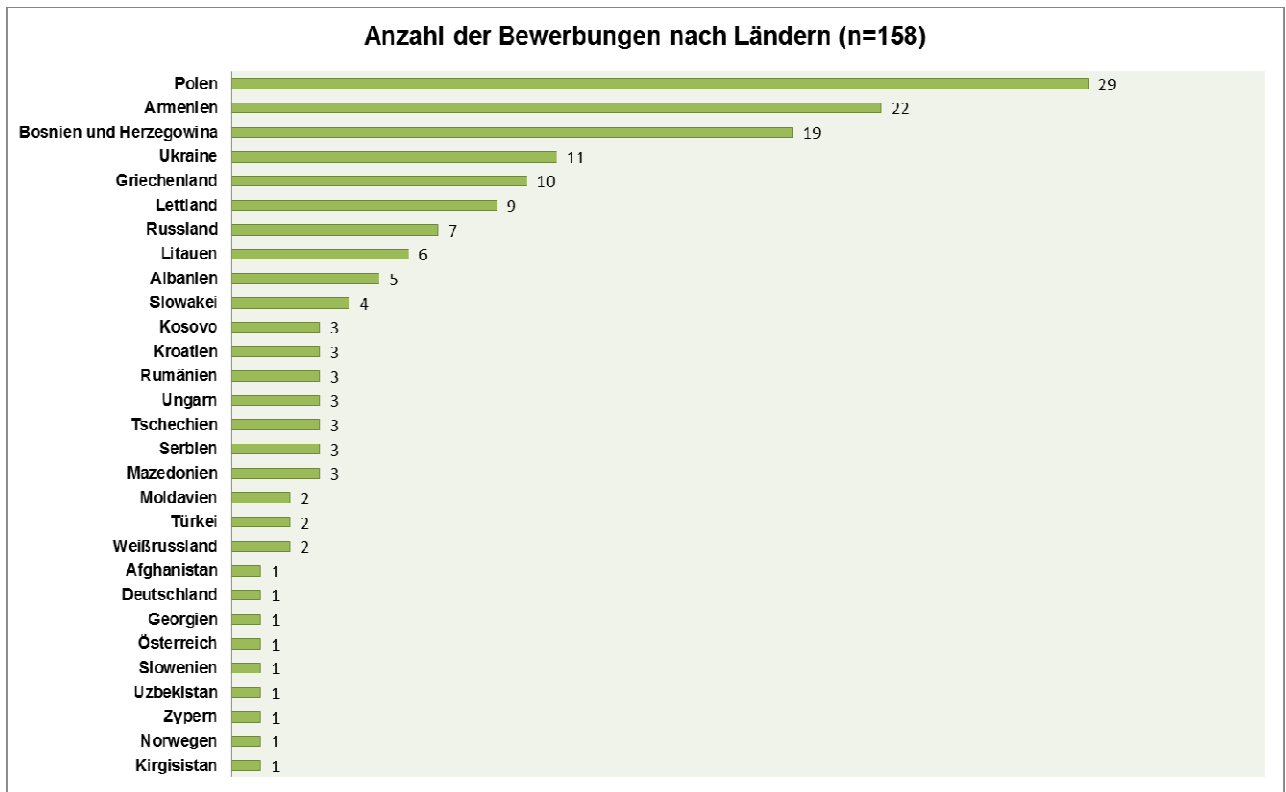


Abbildung 2: Anzahl der Bewerbungen nach Ländern (Quelle: eigene Darstellung)

Die Auswahl der Teilnehmenden erfolgte anhand ihrer Qualifikation im Themenfeld Nachhaltigkeit und Hochschule. Darüber hinaus wurde bei der Auswahl darauf geachtet, dass verschiedene Länder der Zielregion vertreten waren und dabei auch eine ausgeglichene Geschlechteraufteilung herrschte. Um eine möglichst große Perspektivenvielfalt auf das Thema der Implementation von Nachhaltigkeit in die Hochschule zu erhalten, wurde darüber hinaus darauf geachtet, die Teilnehmenden aus verschiedenen Institutionen und Ebenen des Hochschulsystems auszuwählen.

Insgesamt nahmen 13 Frauen und 12 Männer aus 14 zentral- und osteuropäischen Ländern an der Sommerschule teil. Aus Polen und Armenien wurden jeweils vier Personen eingeladen, Lettland war mit drei Personen vertreten. Diese vergleichsweise hohe Zahl an Vertreter_innen aus diesen Ländern ist vor dem Hintergrund der besonderen Expertise der Teilnehmenden zu betrachten (z.B. Inhaber von UNESCO Lehrstühlen im Zusammenhang mit (Hochschul-)Bildung)). Die einzelnen Teilnehmenden inklusive ihres Länderkontextes und ihres Arbeitsschwerpunktes werden in der folgenden Tabelle auf den nächsten Seiten vorgestellt.

Tabelle 1: Teilnehmende der Sommerschule (Quelle: eigene Darstellung)

| Name | Vorname | Herkunftsland | Fachbereich | Funktion |
|--------------|-----------|-----------------------|---|---|
| Shulla | Kalterina | Albanien | nachhaltige Entwicklung und Planung | Associate Teacher |
| Poghosyan | Gayane | Armenien | Biologie, BNE (Bildung für nachhaltige Entwicklung)/HBNE (Hochschulbildung für nachhaltige Entwicklung) | 1. UNESCO Chair Holder, Lecturer. Chief Specialist Ministry of Education and Science; 2. International Expert Armenian Focal Point on ESD. |
| Budaghyan | Armen | Armenien | Hochschulbildung | 1. Associate Vice-Rector of the Yerevan State University; 2. Member of National Bologna Experts' Team; 3. President, National Center for Strategic Research in Higher Education |
| Khachatryan | Robert | Armenien | Bildungsmanagement, Linguistik | UNESCO Chair Holder on Education Management and Planning |
| Tsaturyan | Kristina | Armenien | Hochschulbildung | Head of the subproject on Higher Education |
| Trnavic | Genc | Bosnien Herzegowina | Recht, Bildungspolitik | 1. Professor & Vice Dean; 2. Consultant |
| Sadykova | Chinara | Kirgisistan | Biologie | Associate Professor |
| Zaloksnis | Janis | Lettland | Umweltwissenschaften | Lecturer, Researcher |
| Belousa | Inga | Lettland | Hochschulbildung | Associate Professor of Education, Director Master Programm Pedagogy |
| Sarnovics | Andris | Lettland | Hochschulbildung | Associate Professor, Rector |
| Ciegis | Remigijus | Litauen | nachhaltige Entwicklung, Umwelt-Ökonomie, regionale Entwicklung | Professor (Management & Administration) |
| Abromaitiene | Laima | Litauen | Soziologie, Hochschulbildung | Associate Professor |
| Nedanovski | Pece | Mazedonien | Umwelt-Ökonomie | Vice-Rector for Finance, Investments and Development |
| Faghihimani | Maryam | Iran (z.Zt. Norwegen) | Hochschulbildung, nachhaltige Entwicklung | Senior executive officer in director office, environmental sustainability in UNICA network |

| | | | | |
|--------------|----------|------------|---|--|
| Batorczak | Anna | Polen | ESD /HESD | Manager of the Unit for Environmental Education Training |
| Kalinowska | Anna | Polen | Biologie, ESD/HESD | Director of the Centre for Environmental Study, Lecturer |
| Koczielniak | Cezary | Polen | Soziologie, Hochschulbildung | Assistant Professor; Advisor in the field of Higher Education in the Office of the President of Poland |
| Kędzierska | Barbara | Polen | Lebenslanges Lernen | 1) Professor for Education, 2) Director of the European Centre for Lifelong Learning and Multimedia Education |
| Vyshkin | Efim | Russland | nachhaltige Entwicklung, ESD, regionale Entwicklung | Professor, Vice Rector for international relations, Coordinator Regional Center of Expertise in ESD |
| Arzhenovskiy | Igor | Russland | Ökonomie, regionale Entwicklung | 1) Director (Dean), Docent, Associated Professor, 2) Ass. Professor, Chair of economics, 3) Coordinator |
| Milutinovic | Slobodan | Serbien | nachhaltige Entwicklung, ESD, regionale Entwicklung | 1. Task leader of the analyses of the ESD situation in West Balcan States, research on methods; 2. Author of the Global Environment Outlook 5 (GEO-5); 3. Consultant; 4. Professor |
| Dlouha | Jana | Tschechien | ESD/HESD | Researcher and Lecturer in the Department of Education for Sustainable Development |
| Barton | Andrew | Tschechien | Bildung für nachhaltige Entwicklung | Researcher, Lecturer |
| Syla | Tetiana | Ukraine | Soziologie | Dean of Social Work Department, Associate Professor |
| Vlasyuk | Olga | Ukraine | Bildung für nachhaltige Entwicklung | Young Researcher |
| Munkácsy | Bela | Ungarn | ESD/HESD | Assistant Professor, President of Environmental Education Network National Association |

3. Programm der Sommerschule

Das Programm der Sommerschule wurde entsprechend ihrer Ziele so konzipiert, dass ein umfassendes Bild von den Herausforderungen und Möglichkeiten der Implementation von Nachhaltigkeit in die Hochschule und explizit in den Schwerpunktfeldern Forschung und Lehre aufgezeigt werden konnte. Die thematischen Programmschwerpunkte wurden anhand von Fallbeispielen aufbereitet, um so verschiedene Chancen zur Verankerung von Nachhaltigkeit detailliert und praxisorientiert diskutieren zu können. Um möglichst vielfältige Perspektiven aufzuzeigen, trugen interne (der Fakultät Nachhaltigkeit der Leuphana Universität Lüneburg) und externe Experten_innen und auch Teilnehmende der Sommerschule selber zum Programm bei (vgl. Kap. 1.2).

Im Anschluss an die Beiträge der verschiedenen Experten_innen fanden Diskussionen u.a. darüber statt, welche Herausforderungen der Implementation von Nachhaltigkeit es in den konkreten universitären Bereichen gibt und wie man mit diesen umgehen kann. Auch über die Veranstaltung hinaus baten die Referierenden den Teilnehmenden der Sommerschule ihre Hilfe bei konkreten Umsetzungsfragen an ihren jeweiligen Hochschulen an, so dass diese auch nach ihrer Rückkehr in ihre jeweiligen Organisationen Unterstützung erfahren.



Abbildung 3: Teilnehmende Sommerschule beim Besuch des Biosphaeriums Elbtalau, Schloss Bleckede am 18.09.2011 (Foto: Bela Munkácsy)

Neben den Themen, die in den Räumen Leuphana Universität bearbeitet wurden, fand eine Exkursion in das Biosphärenreservat niedersächsische Elbtalaue statt, um anhand dieser Entwicklungsregion die Forschungszusammenarbeit von Hochschulen und Praxispartnern vor dem Hintergrund der nachhaltigen Entwicklung in der Region kennen zu lernen.

Anschließend an die stärker inputorientierten Programmschwerpunkte in den ersten Tagen der Sommerschule folgten intensive Arbeitsphasen. Hier diskutierten die Teilnehmenden über mögliche Strategien, um die Implementation von Nachhaltigkeit in Forschung und Lehre in der Zielregion voranzubringen. In diesem Zusammenhang stellte sich zudem die Frage, wie sie selbst mit Hilfe der im Rahmen der Sommerschule neu gewonnenen Erkenntnisse derartige Prozesse anstoßen bzw. unterstützen können.

Im Folgenden ist das detaillierte Programm der Sommerschule in Englisch angeführt.

Sunday, 11 September 2011

Arrival

Evening

18:00 – 20:00

Reception at the local bio-brewery “Mälzer”
(www.maelzerbrauhaus.de)

Monday, 12 September 2011

Programme theme: **»Developments in the field of higher education for sustainable development«**

Morning *Chair: Dr. habil. Maik Adomßent / Insa Otte*

10:00 – 10:30

Welcome - *Prof. Dr. Gerd Michelsen, UNESCO Chair Higher Education for Sustainable Development, Leuphana University Lüneburg*

10:30 – 12:00

Introduction to the Sustainable University project - *Dr. habil. Maik Adomßent, Institute for Environmental and Sustainability Communication (INFU)*

Organizational aspects of the Summer School (mode of operation)

12:00 – 13:00 Lunch (Cafeteria)

Afternoon *Chair: Dr. habil. Maik Adomßent*

13:15 – 14:15

Future challenges of Higher Education in the context of sustainable development from a European point of view - *Prof. Dr. Gerd Michelsen, UNESCO Chair Higher Education for Sustainable Development, Leuphana University of Lüneburg*

14:30 – 15:30

Recent developments in the field of higher education for sustainable development in Germany - *Dr. habil. Maik Adomßent, INFU*

15:45 – 17:00

Working groups (introduction, communication and agreement on how to work together, summary of results)

Tuesday, 13 September 2011

Programme theme: **»Implementation of sustainability-oriented teaching«**

Morning *Chair: Dr. habil. Maik Adomßent / Insa Otte*

9:30 – 10:30

Development of sustainability-oriented study programmes for bachelor and master degrees – challenges for curricular mainstreaming – *Prof. Dr. Helmut Faasch Coordinator Bachelor, Leuphana University of Lüneburg*

10:30 – 11:30

Higher education for sustainable development – the module “Science and Responsibility” – *Eugenia Bösherz (M.A.), Anja Humburg (M. Sc.), Leuphana University of Lüneburg*

11:30 – 12:30

Mainstreaming sustainability in curricula – the example of the minor “Sustainable Humanities” – *Dr. Simon Burandt, INFU*

12:30 – 13:30 Lunch (Cafeteria)

Afternoon Chair: *Dr. habil. Maik Adomßent / Insa Otte*

13:30 – 14:30

Making sustainability visible on the campus (field trip) – *Irmhild Brügggen, Environmental Coordinator, Leuphana University Lüneburg*

14:45 – 15:45

Towards a culture of sustainable consumption in educational institutions – *Dr. Horst Rode, INFU*

16:00 – 17:00

New didactic approaches: E-Learning in education for sustainable development – *Dr. Simon Burandt, INFU*

Wednesday, 14 September 2011

Programme theme: »Implementation of sustainability-oriented teaching«, »Sustainability research: inter-and transdisciplinary research approaches« and »UNESCO Chair Conference«

Morning Chair: *Dr. habil. Maik Adomßent / Insa Otte*

9:00 – 9:45

The MBA Sustainability Management – *Judith Gollata (M.A.), Center for Sustainability Management, Leuphana University of Lüneburg*

9:45 – 10:45

ENSU an example for a cooperation between institutions for higher education to implement sustainability teaching — *Dr. Patricia Aguirre, Universidad Técnica del Norte, Ecuador*

11:00 – 12:00

Inter- and transdisciplinary research – the sustainable production of biofuels – *Dr. Katharina Averdunk, Leuphana University of Lüneburg*

12:00 – 13:00 Lunch (Cafeteria)

Afternoon

14:00 – 14:45

Opening Ceremony of the 4th International UNESCO Chair Conference: “Higher Education for Sustainable Development: Moving the Agenda Forward”³

14.45 – 15:30

Keynote: Higher Education for Sustainable Development: Indicators of Progress - *Daniella Tilbury, University of Gloucestershire (Cheltenham, Great Britain)*

15:30 – 16:15

Keynote: Higher Education for Sustainable Development in Central and Eastern Europe - *Jana Dlouhá, Charles University (Prague, Czech Republic)*

³ Das Detailprogramm zur Tagung ist zu finden unter: <http://www.leuphana.de/institute/infu/unesco-chair/archive/4th-international-conference-on-hesd/programme.html>

16:45 – 17:30

Keynote: The Role of Higher Education in the Search for a More Sustainable Future - *Charles Hopkins, UNESCO Chair, York University (Toronto, Canada)*

17:30

Higher Education for Sustainable Development: Moving the Agenda Forward – Why these topics? – *Maik Adomßent, Leuphana University (Lüneburg, Germany)*

18:30

Reception in the City of Lüneburg Water Tower (www.wasserturm.net)

Side-Event: Gender & Diversity in Higher Education for Sustainable Development (ground floor, room 8)

14:45 – 17:30

Stream I-III (Paper Sessions)

17:30 – 18:15

Keynote: Higher Education Institutions and the UN Decade 'Education for Sustainable Development' - *Arjen Wals, University of Wageningen (Wageningen, The Netherlands)*

18:30

Conference Dinner (Cafeteria)

20:00

Guided City Tour

Thursday, 15 September 2011

Programme theme: »UNESCO Chair Conference«

Morning

9:00 – 9:45

The German UN Decade Education for Sustainable Development – what about Higher Education? - *Gerhard de Haan, Freie Universität Berlin (Berlin, Germany)*

09:45 – 13:00

Stream I-III (Keynotes and Paper Sessions)

Afternoon

14:00 – 14:45

Poster Session (room 307)

Friday, 16 September 2011

Programme: »UNESCO Chair Conference« and »Reporting and Competencies for sustainable development«

Morning

9:00 – 9:45

Keynote: Higher Education Institutions, Communities and Sustainable Development - *Rietje van Dam-Mieras, University of Leiden (Leiden, The Netherlands)*

09:45 – 12:45

Roundtables: Campus, Curriculum and Community

12:45 – 13:15

Keynote: Universities, Research and Higher Education for Sustainable Development: Next Steps - *Uwe Schneidewind, Wuppertal Institute for Climate, Environment and Energy (Wuppertal, Germany)*

13:15 – 14:15 Lunch (Cafeteria)

Afternoon Chair: *Dr. habil. Maik Adomßent / Insa Otte*

14:30 – 15:30

Competencies for Sustainable Development – *Dr. Marco Rieckmann, INFU*

15:30 – 16:15

Sustainability reporting for higher education institutions – *Prof. Dr. Georg Müller-Christ, University of Bremen*

Saturday, 17 September 2011

Spare time

Sunday, 18 September 2011 Field trip to Bleckede

Programme theme: **»Biosphere reserves as regions of learning and research for a sustainable development«**

Morning Chair: *Dr. habil. Maik Adomßent / Insa Otte*

9:30 Bus to the “Biosphere Reserve Lower Saxonian Elbe Valley” (Bleckede)

10:15 – 11:15

Development of the Biosphere reserves “UNESCO Biosphere Reserve Elbe River Landscape” to a learning environment for sustainability – *Prof. Dr. Johannes Prüter, Head of the biosphere reserve administration*

11:15 – 12:30

From an environmental education to an education for sustainable development: changes within the communication strategies of the Information Center of the Biosphere Reserve – *Andrea Schmidt, Head of the Information Center of the Biosphere Reserve Elbe Valley*

12:45- 13:30 Lunch (Biosphere Reserve Elbe Valley)

13:30 Bus to the “Storchenkate” (Preten)

Afternoon

14:15 – 16:00

The Storchenkate: preserving and creating habitats. Insights into the project „Sudewiesen“

about 16:15

Return to Lüneburg

Monday, 19 September 2011

Programme theme: »**Sustainability research and cooperation between science and practice**«

Morning *Chair: Dr. habil. Maik Adomßent / Insa Otte*

9:00 – 10:30

Research for Sustainability – theory and methods – *Prof. Dr. Daniel Lang, Vice Dean of Research of the faculty Sustainability Sciences, Leuphana University of Lüneburg*

10:45 – 11:30

The Innovation Incubator Lüneburg – EU major project for regional economic development of the Convergence Region Lüneburg – *Peer Prieuwich and Tim Kawalun, Leuphana University of Lüneburg*

11:30 – 12:30

RCE Global networking and RCE Kyrgyzstan – *Prof. Chinara Sadykova, RCE Kyrgyzstan*

12:15 -13:15 Lunch (Cafeteria)

Afternoon *Chair: Dr. habil. Maik Adomßent / Insa Otte*

13:30 – 14:15

The potential of the faculty Sustainability Science: a new strategy for outreach and impacts – *Prof. Dr. Wolfgang Ruck, Dean of the Faculty Sustainability Science, Leuphana University of Lüneburg*

14:30 – 16:30

Working groups (working groups: implementation of sustainability into the university – discussion about results of the summer school – plan to send a letter to university rectors)

Tuesday, 20 September 2011

Programme theme: »**Summer School results**«

Morning *Chair: Dr. habil. Maik Adomßent / Insa Otte*

9:30 – 12:00

Working groups (working groups to implement sustainability into the university)

12:00- 13:00 Lunch (Cafeteria)

Afternoon *Chair: Dr. habil. Maik Adomßent / Insa Otte*

13:00 -15:30

Working groups (working groups to implement sustainability into the university, results, future steps)

15:30

Evaluation and Closing Speech

Wednesday, 21 September 2011 End of the Summer School -
Departure Day

Departure Day

4. Ergebnisse

Auf Grundlage der thematischen Inhalte und der gemeinsamen Arbeitsphasen sind vielfältige Ergebnisse aus der Sommerschule hervorgegangen, die auch nach Ende der Sommerschule zur Verbreitung und Verankerung von Nachhaltigkeit in der Hochschullandschaft Zentral- und Osteuropas beizutragen vermögen. Als genuine Produkte sind vor und während der Sommerschule der „Pledge for Sustainability in Higher Education Institutions“ und ein Kompendium mit 13 Länderberichten entstanden. Weitere wissenschaftliche Folgeaktivitäten, aus der die Sommerschule hervorgingen, werden in Kapitel 5 beschrieben.

Der **„Pledge for Sustainability in Higher Education Institutions“**: Um über die bloße Diskussion des Themas hinauszugehen und die so gemeinsam erarbeiteten Handlungsempfehlung auch über die Sommerschule hinaus wirksam zu machen, erstellten die Teilnehmenden ein Dokument, das die Hochschulrektoren_innen der Zielregion auf die Notwendigkeit der Implementation von Nachhaltigkeit in die Hochschule hinweist. Mit diesem Papier wollen die Teilnehmenden zur Verbreitung von HBNE in der Zielregion beitragen. Entsprechend ist es als ein „Pledge“ (übersetzt etwa: „Zusicherung der Nachhaltigkeit in Hochschulinstitutionen“) verfasst worden. Darin weisen die Teilnehmenden auf den dringenden Handlungsbedarf hin, Nachhaltigkeit in die Hochschulen Zentral- und Osteuropas zu implementieren, da die Hochschulen mit ihrer gegenwärtigen Ausrichtung nur wenig zur Lösung der globalen Megatrends bzw. Zukunftsherausforderungen wie dem Klimawandel und der Wirtschaftskrise beizutragen vermögen. Die Erklärung wurde an alle Leitungspersonen der Hochschulen und Institutionen der Teilnehmenden verschickt; darüber hinaus versandten die Teilnehmenden das Dokument an die Hochschulrektorenkonferenzen der jeweiligen Länder. Das Besondere an diesem Aufruf ist die Selbstverpflichtung der Unterzeichnenden, den Rektoren_innen mit ihrer Arbeit und Expertise bei der Implementierung unterstützend zur Seite stehen.

Das im Nachgang der Sommerschule entstandene Dokument findet sich im Anhang. Es wurde zudem von einem russischen Teilnehmer, Herrn Vyshkin, ins Russische übersetzt, um den Adressatenkreis für das Dokument weiter zu erhöhen. Bisher erhielten wir Reaktionen vom Direktor der Samara State University of Architecture and Civil Engineering (Russland), der die Initiative unterstützen und voranbringen möchte. Hingegen erhielt das Vorhaben an der Universität Kaunas University of Technology (Litauen) keinen Zuspruch, verbunden mit dem Hinweis, dass dort andere Themen gegenwärtig als vorrangig erachtet werden.

Länderberichte: Wie bereits in Kap. 1.2 angeführt, erhielten die Teilnehmenden bereits vor Beginn der Sommerschule den Auftrag, Länderberichte über den Stand der Hochschulbil-

derung für nachhaltige Entwicklung in ihrem Land zu verfassen. Um eine Vergleichbarkeit der Kurzstudien sicherzustellen, erhielten die Teilnehmenden einen Leitfaden anhand dessen sie den Bericht erstellten. In einigen Fällen erarbeiten mehrere Teilnehmende aus einem Land gemeinschaftlich eine Länderstudie. Folglich entstand im Rahmen der Sommerschule ein Kompendium zum Stand zur HBNE in 13 zentral- und osteuropäischen Ländern. Die Länderberichte wurden im Vorfeld der Sommerschule an alle Teilnehmenden geschickt, um allen einen Überblick über den Stand von HBNE in der gesamten Region zu verschaffen. Darüber hinaus wurde der Bericht auf der UNESCO Chair Konferenz vorgestellt, um das Konferenzpublikum zu informieren und Anknüpfungspunkte für Diskussionen mit den Autoren_innen zu schaffen. Da ein Schwerpunktstrang der Tagung die Entwicklungen in Zentral- und Osteuropa beleuchtete, bestand großes Interesse an dem Kompendium. Für die interessierte Öffentlichkeit ist der Länderbericht überdies auf den Internetseiten des Instituts für Umweltkommunikation zu finden. Das Kompendium „Higher Education for Sustainability in Central and Eastern Europe“ ist diesem Bericht als Anhang beigefügt.

5. Folgeaktivitäten

Anknüpfend an die Ergebnisse der Sommerschule, die mit Hilfe aller Teilnehmer_innen erzielt wurden, werden in diesem Kapitel weitere wissenschaftliche Folgeaktivitäten und deren Potential für die Verbreitung von HBNE in der Zielregion der Sommerschule dargestellt.

Publikationen: Wie bereits in Kapitel 1.1. angeführt, wurde eine Verknüpfung der Sommerschule mit zwei wichtigen internationalen Konferenzen auf dem Gebiet der Nachhaltigkeitsforschung hergestellt. Dies war zum einen die UNESCO Chair Konferenz on Higher Education for Sustainable Development und der Sustainability Summit.

Im Nachgang der UNESCO Chair Tagung wird ein **Special Issue** mit dem Titel „Higher Education for Sustainable Development: Moving the Agenda Forward“ zu der Konferenz im „**Journal of Cleaner Production**“ veröffentlicht, das von der Elsevier Verlagsgruppe publiziert wird (ISSN 0959-6526; Impact Factor 2,727). Die **im Frühjahr 2013** erscheinende Ausgabe enthält Beiträge, die zu den drei Tagungsschwerpunkten in einem Call for Paper eingeworben wurden (s. Anhang). Auf diesem Wege konnten sich nach hartem Selektionsprozess zwei weitere Teilnehmer der Sommerschule mit ihren Forschungsarbeiten einen Platz in der Veröffentlichung sichern: Slobodan Milutinovic mit dem Beitrag „Rethinking higher education for sustainable development in Serbia“ und Cezary Koczielniak mit einem Aufsatz „The Place of the Sustainable Development in Polish Higher Education Policy, after Reform of the Law of Higher Education. The institutional analyzes and case study“. Der Fokus des Special Issues auf die Region Zentral- und Osteuropa wird neue Entwicklungen in dieser

Region für HBNE einem breiten wissenschaftlichen Öffentlichkeit zugänglich machen und zugleich anderen Akteuren_innen Perspektiven für die Arbeit in ihrer Hochschule eröffnen.

Des Weiteren nahmen drei Teilnehmende der Sommerschule an dem Leuphana Sustainability Summit teil (vgl. Kap. 1.1). Dort präsentierten sie ihre gemeinsamen Forschungsergebnisse zur Hochschulpolitik für BNE in neun zentral- und osteuropäischen Staaten. Diese erarbeiteten sie im Nachgang der Sommerschule im Rahmen von Werkverträgen mit den Projektleitern des INFU in Lüneburg. Um die Vergleichbarkeit der Ergebnisse zu erleichtern wurden die Studien entlang eines Leitgerüsts von Fragen erstellt. Auf diese Weise ist erstmals ein vertiefter Blick über die Hochschulpolitik der Region möglich. Im Nachgang zum Summit wurden weitere Studien für die Region in Auftrag gegeben. Dabei wurde darauf Wert gelegt, möglichst heterogene Länder (im Hinblick auf den Entwicklungsgrad, Größe, Einwohnerzahl und geographische Lage) in die Untersuchung aufzunehmen, um so ein möglichst facettenreiches Bild der momentanen Situation entstehen zu lassen. Die Studien wurden von weiteren Teilnehmenden der Sommerschule sowie zwei Nachwuchswissenschaftler_innen angefertigt. Letztere hatten ihre Expertise auf dem Feld der BNE auf den vom INFU ausgerichteten Konferenzen unter Beweis gestellt. Insgesamt sind so 13 Länderstudien zur Hochschulpolitik entstanden. Diese umfassenden Forschungsergebnisse zum Entwicklungsstand der HBNE in Zentral- und Osteuropa werden in dem von Maik Adomßent und Insa Otte herausgegebenen **Buch „Higher Education for Sustainable Development in Central and Eastern Europe“** im Januar 2013 beim VAS-Verlag für Akademische Schriften (Bad Homburg, ISBN 9787-3-88864-513-6) in der Reihe „Higher education for sustainability“ veröffentlicht. Den Einstieg in das Buch bildet die Forschungsarbeit von Jana Dlouha zur allgemeinen Entwicklung von HBNE in der gesamten Region Zentral- und Osteuropas. Daran anschließend werden zwei Studien angeführt, die die Entwicklung von HBNE in sechs Ländern der Region darstellen. Ergänzt werden diese Aufsätze von sieben weiteren Beiträgen, die sich jeweils detailliert mit der hochschulpolitischen Landschaft eines Landes auseinandersetzen. Mit diesem Buch ist ein umfassender Sachstands- und Hintergrundbericht zur HBNE in der Zielregion entstanden, das einen entscheidenden Beitrag zur Forschungsgrundlage für HBNE in Zentral- und Osteuropa schafft und zur Verbreitung von HBNE in Zentral- und Osteuropa beitragen wird.

Forschungszusammenarbeit: Ein wesentliches Anliegen der Sommerschule war neben der thematischen Auseinandersetzung mit den Chancen und Herausforderungen der Implementation von Nachhaltigkeit in die Hochschulen, eine Vernetzung der Teilnehmenden untereinander herzustellen, um so die Verankerung von Nachhaltigkeit in der Zielregion voranzubringen. Vor diesem Hintergrund haben sich die Teilnehmenden bereits während der

Sommerschule dafür ausgesprochen, zukünftig auch gemeinsame Projekte in diesem Themenbereich zu initiieren.

Angestoßen vom tschechischen Nachwuchswissenschaftler Andrew Barton fanden sich daher im Nachgang der Sommerschule die Teilnehmenden aus den Ländern Serbien, Bosnien-Herzegowina, Albanien, Ukraine, Ungarn und Armenien sowie Niederlande, Österreich und Deutschland zu einem Konsortium zusammen und formulierten einen gemeinsamen **Forschungsantrag** mit dem Titel „**Sustainable Development Case Study Platform (SCULPT) für das „Lifelong Learning Programme“ der Europäischen Kommission.** Bedauerlicherweise wurde dieser Antrag nicht angenommen. Trotz der zahlreichen Konkurrenzanträge (bei 226 Anträgen lag die Erfolgsrate bei gerade einmal 9%) erreichte der Antrag 26 von 40 möglichen Punkten und fiel nur aus dem Rennen, weil in einer von acht Kategorien ein halber Punkt fehlte. Dieses knappe Ergebnis ermunterte die Partner, den Antrag zu überarbeiten und in verbesserter Form zur gegenwärtigen Einreichungsrunde (Anmeldeschluss: 28.02.2013) erneut einzureichen.

Schließlich war es ein wesentliches Ziel der Sommerschule, neue Perspektiven für die Arbeit der Teilnehmenden in ihren Organisationen zu eröffnen. Es ist daher sehr erfreulich, dass u.a. Herr Cezary Kozcielniak, seit September 2012 Berater des Polnischen Präsidenten für Hochschulpolitik und Nachhaltigkeit, die während der Sommerschule erlangten Kenntnisse nunmehr in seine neue Arbeit einfließen lassen kann. Zudem plant der Kollege Kozcielniak gemeinsam mit der tschechischen Teilnehmerin Jana Dlouha ein Buch zu dem Themenbereich zu veröffentlichen.

Zusammenfassend lässt sich feststellen, dass das große Interesse an der Sommerschule die Wichtigkeit dieses Themas für die Hochschullandschaft in der Region deutlich werden ließ. Dies lässt erwarten, dass auch die Ergebnisse der Sommerschule auf breites Interesse bei Akteuren_innen der Hochschullandschaft stoßen und diese somit Impulse zur Verankerung und Verbreitung von Nachhaltigkeit in den Hochschulinstitutionen Zentral- und Osteuropas über die knapp zehntägige Veranstaltung im Herbst 2011 hinaus zu setzen vermögen.

6. Anhang

Einladungsschreiben

Teilnahmezertifikat

„Pledge for Sustainability in Higher Education Institutions“

Call for Paper (Journal for Cleaner Production)

Kompendium Länderberichte zur Bildung für nachhaltige Entwicklung im Hochschulsektor



Leuphana Universität Lüneburg -
Institut für Umweltkommunikation (INFU)-10403010



**Prof. Dr.
Gerd Michelsen**

Leuphana Universität Lüneburg
Institute for Environmental and Sustainability Communication
Scharnhorststrasse 1
D-21335 Lüneburg

UNESCO-Chair "Higher Education
for Sustainable Development"

Fon +49 (0)4131.677-2920
Fax +49 (0)4131.677-2819
michelsen@uni.leuphana.de

www.leuphana.de/institute/infu.html

Invitation and Call for Application for International Summer School "Implementation of Sustainability into Research and Teaching of Higher Education Institutions in Eastern Europe"

20 April 2011

On behalf of the Institute for Environmental and Sustainability Communication of Leuphana University Lüneburg we are pleased to invite you to our International Summer School "Implementation of Sustainability into Research and Teaching of Higher Education Institutions in Eastern Europe" held in Lüneburg, Germany.

The Summer School, scheduled from 12 to 20 September 2011 (11 September: day of arrival; 21 September: day of departure), aims to encourage the implementation of sustainability into research and teaching of East European Universities – both in terms of higher education policy frameworks and transformation of higher education institutions.

The German Federal Foundation for the Environment (Deutsche Bundesstiftung Umwelt, DBU) is providing financial support to organize these International Summer School.

As part of the agenda, participants will be able to attend the "4th International Conference of the UNESCO Chair 'Higher Education for Sustainable Development'", also taking place in Lüneburg from 14 to 16 September 2011.

The Topics

The main topic of the Summer School in Lüneburg is "Higher Education for Sustainability". Papers of participants and invited guests, as well as group discussion will address the question how universities can actively face up to the challenges associated with sustainable development, and to what extent targeted structural changes can contribute to transforming universities for sustainability. The program will be organised by the UNESCO Chair "Higher Education for Sustainable Development" of the Institute for Environmental and Sustainability Communication (INFU). The following key topics will be covered:



- Universities as teaching, learning and living environments for sustainable development: contributions of educational institutions to promote sustainable societal development;
- Implementation of sustainability-oriented teaching: challenges for curricular mainstreaming; content-related, methodological and structural challenges for different target groups;
- Sustainability research: inter- and transdisciplinary research approaches and methods;
- Sustainability-oriented cooperation between science and practice: challenges (interface management and knowledge integration); efficiency measurement and evaluation;
- Approaches to academic institutionalization of sustainability: management systems, indicator sets, benchmark systems, approaches to organizational change.

The Program

The program will include:

- Papers and case studies presented by the participants and invited experts
- Group work and group discussions
- Excursion

You may find a tentative program for the Summer School in Lüneburg on the website under <http://www.leuphana.de/institute/infu/unesco-chair.html> in the upcoming weeks.

Cost Coverage

Following costs will be covered by the project:

- International return flight arrive Hamburg or Hanover (economy class only): cost subsidy EUR 500 maximum
- Transport from Hamburg or Hanover airport to Lüneburg (by train and bus)
- Accommodation and living costs during the stay in Lüneburg
- Health insurance and visa costs

All other costs, such as transport costs from participants' home town to their home airport, are participants' responsibility.

Participants

The participants of the International Summer School should be working

- in the field of higher education and in the field of education for sustainable development in exemplary operating universities
- as decision makers in the higher education sector (e.g. science and education ministries)
- in intermediary organizations such as higher education associations, academic organizations etc.



- as “multipliers”, e.g. people who are in a position to spread the acquired knowledge and experience.

All participants interested in giving a presentation during the summer school are requested to send abstracts. The main topics are listed above. Abstracts should not exceed one page; please use font type “Arial”, font size 11, 1.5 line spacing.

Application

Are you interested? Then your submission should include the following:

- A letter of application, clarifying your motivation for participation
- A short CV with personal data and professional development
- A portrait photo in digital or printed form
- A short description of your present duties / position and your personal professional goals, indicating your envisaged field of activities and duty level

The Summer School will be held in English. Sufficient language skills are essential to follow the presentations and participate in the discussions.

Due date for application is **31 May 2011**.

Please send your application to Ms Insa Otte, Leuphana University of Lüneburg. Do not hesitate to contact her also for further questions,
e-mail: iotte@leuphana.de.

With best regards,

Lüneburg, 20. April 2011

Prof. Dr. Gerd Michelsen

Leuphana University Lüneburg
Institute for Environmental and Sustainability Communication

Certificate

Anna Kalinowska

participated successfully in the Summer School

“Implementation of Sustainability into Research and Teaching of Higher Education Institutions in Central and Eastern Europe”

at the Leuphana University Lüneburg, Federal Republic of Germany
from 11th to 21th September 2011 (Workload: 56 hours).

The programme covered the following subjects:

- **Universities as teaching, learning and living environments for sustainable development**
- **Teaching and learning: curriculum development for sustainability**
- **Sustainability research: inter- and transdisciplinary research approaches**
- **Sustainability-oriented cooperation between science and practice**

The participant extended his knowledge by writing a report on higher education for sustainability in his country and participating in the discussions:

Lüneburg, 20 September 2011

Prof. Dr. Gerd Michelsen
Head of Institute and UNESCO Chair holder-

Pledge for Sustainability in Higher Education Institutions

Participants of Leuphana Summer School

>>Implementation of sustainability into Research and Teaching of Higher Education Institutions in Central and Eastern Europe<<

September 12-20 2011



- Cover Letter
- Summary of Discussion
- Recommendations
- List of Signatories

Dear Respected Rectors of European Universities,

Over decades we have been observing that Higher Education (HE) is facing one of the greatest challenges in meeting its responsibility to provide the knowledge and educated citizenry that will lead to a sustainably thriving civil society. Sustainability is becoming an integral part of university life. A global trend among universities shows that they are revising their missions and strategies by embodying sustainability on their agenda to meet the global challenges. Although the emergence of sustainability in HE is a relatively new phenomenon, they have been restructuring the courses and research programs as well as technical operations on campus to include sustainability in their perspectives.

We, participants of Leuphana Summer School and 4th International UNESCO Chair Conference on Higher Education for Sustainable Development are aiming at integrating and facilitating the implementation of sustainability in different dimensions of universities. Therefore to legitimate the working group activities and for encouraging other universities in the region and beyond, we pledge our universities to become sustainable. Sustainability has to be integrated in all of universities activities including; Governance, Education, Research, Operation, and Outreach. The pledge is in line with CRE-Copernicus Charter of Sustainability in Higher Education which has been signed with more than 300 European Universities.

We refer to the concept of *Sustainable Development* according to the 1987 World Commission on Environment and Development. It has been defined as the “development which meets the needs of the present without compromising the ability of future generations to meet their own needs.” It refers to three mutual reinforcing dimensions which are Economic, Social and Environmental development. Therefore the development will be bearable, equitable and viable. In another word, Sustainable Development is an interrelated cohesive concept. The United Nations Agenda 21 is the main legacy behind this concept. Chapter 36 of Agenda 21 explicitly focuses on education, research, community outreach and raising awareness with regard to sustainability issues within educational institutions. It has urged for reorienting education towards sustainable development.

We commit ourselves to:

- promoting sustainability in every aspects of our work at universities
- work closely with policy makers, communities, industry & business and other universities
- share examples of our best practice, evaluate and report our status, plans and progress to all stakeholders

We request full support from the rectors of universities through

- Approving the recommended sustainability pledge
- Inspiring the initiative with thoughtful comments and guidelines
- Encouraging other universities to join the initiative to have a dynamic network
- Facilitating the process of integrating and implementing sustainability at the universities

We look forward to carry on productive and fruitful activities towards a sustainable and just society.

Sincerely yours,
Participants of Leuphana Summer School and 4th International UNESCO Chair Conference on Higher
Education for Sustainable Development

A call to action on Education for Sustainability in Higher Education

“Higher education has a catalyst role vis-à-vis education for sustainable development and the building of a Learning Society. It has a special responsibility to conduct the scholarship and scientific research necessary to generate the new knowledge needed and train the leaders and teachers of tomorrow, as well as communicate this knowledge to decision-makers and the public-at-large. “

Lüneburg Declaration, University of Lüneburg 8 – 10 October 2001.

From the perspective of past debates on ESD at the HE level, we, the representatives of universities from Central and Eastern Europe, the Caucasus and Central Asia, make the following plea to policymakers in our countries following our participation in a UNESCO summer school on “Implementation of Sustainability into Research and Teaching of Higher Education Institutions in Central and Eastern Europe” and associated HESD conference held at the Leuphana University of Lüneburg in September 2011.

Sustainable development is recognized within Europe to be an impetus for social change, and higher education institutions are considered to be one of the main drivers of the transition towards sustainability. In practice, these principles are often not taken sufficiently into consideration, especially in the countries of Central and Eastern Europe (CEE); moreover, higher education institutions (HEIs) are often motivated more by government agendas to raise their economic and research competitiveness at the expense of their crucial role as social actors.

Universities should be centers for sustainable development in their regions, they should play a role in their social and ecological systems, be involved in the development of sustainability literacy, as well as create networks with important stakeholders. The Leuphana University serves as an example of a very broad and systemic approach that encompasses all aspects of sustainability — in teaching, research, internal organisation and operation, on top of which it collaborates with relevant stakeholders and social actors beyond the sphere of academia. This holistic approach is mutually reinforcing in all the areas concerned.

In our countries, we have excellent examples of sustainability oriented educational programs and research, and we are willing to share our experience to contribute fully to the sustainability agenda. But we clearly see that voices from CEE countries are not being sufficiently recognized within this international academic debate.

Challenges

We realize that similar problems exist across the region and we might therefore benefit from mutual dialogue and shared experience.

Educational policy makers and university administration in the CEE region do not sufficiently recognize the importance of sustainable development principles as drivers of development in the social, economic and environmental area, incorporate them in theoretical and practical debates in academia and promote them within university management and outreach strategies.

There is insufficient awareness of the latest developments and do not build on existing documents and initiatives within the framework of the Chapter 36 of Agenda 21, the UN Decade of Education for Sustainable Development 2005-2014 and the EU Sustainable Development Strategy, such as *inter alia* the COPERNICUS Charta (a document developed in 1993 signed by 326 universities prior to 2005 and now being amended), the COPERNICUS-Guidelines for Sustainable Development in the European Higher Education Area¹ and numerous declarations signed by universities or their associations (University Leaders for a Sustainable Future (ULSF), the International Association of Universities (IAU), and the Global Alliance to promote higher education for sustainable development etc.). At the same time little heed is taken of our national strategies for sustainable development and education for SD is not taken into consideration.

We see the following challenges in the field of teaching, research and management of our institutions:

- recognition of sustainable development is lacking – we have a common experience in the reluctance to prioritize ESD
- there is consequently a lack of concern with regard to sustainability issues in HEI curricula
- interdisciplinarity has not been mainstreamed as the disciplinary oriented approach is still the rule at HEIs
- university curricula should include sustainability themes in a cohesive way, including an environmental, social and economic dimension
- There is a lack of interconnections and synergies between education and society, university networking and outreach.

We as university representatives should strive to fulfill the third mission of universities – joining education and research with society. We should consider sustainability to be a high priority within this “third role”.

Our input

We, university representatives of CEE, Caucasus and Central Asia and attendees of the Summer School and HESD Conference in Lüneburg:

- have prepared a short report on the situation in our countries, and we are willing to undertake an analytical review of it;
- at the country level, we have produced educational resources and made them openly available “internationally” (in English) – and we are willing to share them in an open manner (e.g. materials relating to the Baltic educational program , etc);
- can contribute to sustainable development at the regional level with the knowledge created within our institutions – our regions need to have expert SD input;
- are willing to place our know-how at the disposal of our societies.

We are starting to exchange information and/or create an information network that encompasses:

- possibilities of cooperation
- common research projects

¹ http://www.stuv.uni-wuerzburg.de/uploads/media/20100427_InitiativAntrag01_Copernikus_Charta.pdf

- other projects available at the European level
- examples of activities and results on SD activities at the local level

Recommendations for governance and educational policy makers:

We need a healthy and dynamic environment at HEIs that supports our sustainability related activities and the need for sustainability oriented systemic change in universities at the national level.

In order for universities to orient themselves in the direction of sustainability it is important to bring about comprehensive change which might be promoted through:

- signing the CRE Copernicus Charter of Higher Education for Sustainability by top university management;
- development of institutional strategies in line with the Charter;
- including sustainability as a priority especially within the transition processes that universities are currently undergoing (the Bologna process etc.);
- promoting and encouraging sustainability related activities at the institutional, national and international levels.

Tools that should be used to achieve this change:

- accreditation policy should support integrating SD in every program regardless of discipline;
- mobility programs for researchers to exchange knowledge and ideas on sustainability related issues, thus creating a multicultural environment for the sharing of experience in any given subject area;
- encourage and enhance national and international HEI networks and partnerships to establish expert consortia for joint research proposals and funding applications

A supportive environment at the international level should be fostered by:

- becoming a member of Copernicus Alliance, which is an influential European Network on sustainability issues and through which Central and Eastern European Universities can have a stronger voice;
- becoming involved in other international networks such as Baltic Black Sea Consortium;
- exploring opportunities for regional universities to enter existing networks and international platforms, contributing through joint educational initiatives, research projects and other activities, and sharing experience with other members.

Conclusion

By creating and nurturing a better institutional and managerial environment for our efforts to inject ESD principles into HEI curricula, and encouraging international cooperation (especially within CEE to address our specific needs) HE institutions in our countries can prepare experts to deal efficiently with specific regional sustainability challenges and thus contribute significantly to sustainable development on a global scale. It will also integrate our HEIs into progressive development trends within academia that are formulating educational policy particularly at the EU level and beyond. We call on you to take this opportunity to heart to help our institutions accomplish sustainability oriented changes in education, research, management and outreach.

List of Signatories

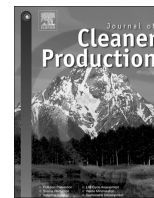
| Surname | First Name | Institute | Country |
|----------------|-------------------|---|---------------------------|
| Abromaitiene | Laima | Kaunas University of Technology Institute of Educational Studies, | Lithuania |
| Arzhenovskiy | Igor | NNGASU | Russia |
| Barton | Andrew | Charles University Environment Center | Czech Republic |
| Batorczak | Anna | Centre for Environmental Studies ODIEE Warsaw University | Poland |
| Belousa | Inga | Daugavpils University, Institute of Sustainable Education and Management | Latvia |
| Budaghyan | Armen | Yerevan State University | Armenia |
| Ciegis | Remigijus | VDU, VU | Lithuania |
| Dlouha | Jana | Charles University Environment Center | Czech Republic |
| Faghihimani | Maryam | Green UiO, Oslo, Unica Network Representative | Norway |
| Kalinowska | Anna | University of Warsaw, University Centre for Environmental Studies | Poland |
| Kędzierska | Barbara | Pedagogical University of Krakow | Poland |
| Khachatryan | Robert | | Armenia |
| Koscielniak | Cez | Adam Mickiewicz University in Poznan, Center for Public Policy | Poland |
| Milutinovic | Slobodan | University of Niš | Serbia |
| Munkácsy | Bela | Pataksor | Hungary |
| Nedanovski | Pece | Ss. Cyril and Methodius University of Skopje | Macedonia |
| Poghosyan | Gayane | Center for Ecological-Noosphere Studies | Armenia |
| Sadykova | Chinara | RCE Kyrgyzstan | Kyrgyzstan |
| Sarnovics | Andris | School of Business and Finance | Latvia |
| Shulla | Kalterina | MPWTT | Albania |
| Syla | Tetiana | Chernihiv State Institute of Law | Ukraine |
| Trnavic | Genc | University of Bihac, School of Law | Bosnia and Herzegovina |
| Tsaturyan | Kristina | Center for Education Projects" PIU, Yerevan | Armenia |
| Vlasyuk | Olga | | Ukraine |
| Vyshkin | Efim | Samara State University of Architecture and Civil Engineering | Russia |



Contents lists available at SciVerse ScienceDirect

Journal of Cleaner Production

journal homepage: www.elsevier.com/locate/jclepro



Call for papers

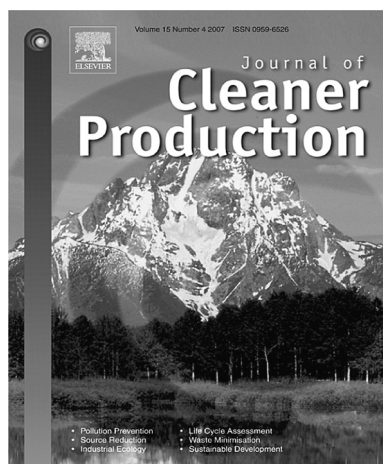
Call for papers for a special issue addressing “Higher Education for Sustainable Development: Moving the Agenda Forward”

Maik Adomssent^a, Daniel Fischer^a, Jasmin Godemann^b, Christian Herzig^b, Marco Rieckmann^c, Jana Timm^c

^a Institute for Environmental and Sustainability Communication, Leuphana University of Lüneburg, Scharnhorststr. 1, D-21335 Lüneburg, Germany

^b Nottingham University Business School, Jubilee Campus, Nottingham, NG8 1BB

^c UNESCO Chair ‘Higher Education for Sustainable Development’, Leuphana University of Lüneburg, Scharnhorststr. 1, D-21335 Lüneburg, Germany



Over the years there has been considerable progress in implementing sustainability into Higher Educational Institutions (HEIs). However, there is still a long way to go until sustainability becomes a guiding principle in higher education. This Call for Papers (CfPs) for a special issue of the Journal of Cleaner Production (JCLP) will focus upon new developments in key topics and dynamic developments in the following categories:

- Business Education for Sustainable Development;
- Sustainable Consumption in Higher Education Institutions;
- Higher Education for Sustainable Development in Central and Eastern Europe.

We look forward to receiving your contribution to this CfPs by sharing your experiences and research results on these aspects of *Higher Education for Sustainable Development* (HESD). Based on critical investigation of current practice in HESD, we are aiming at illuminating future prospects and requirements in HESD, particularly with regard to the end of the United Nations World Decade of “Education for Sustainable Development” in 2014.

We hope a wide range of representatives active in the field of HESD will submit their papers in response to this CfPs in order to collectively make an outstanding contribution to making significant transitions to sustainable societal patterns. Please find detailed information about the three topics of this CfPs in the following paragraphs:

1. Area I. Business Education for Sustainable Development

The core aims are

- to gain an overview of international developments in sustainability-related business education;
- to explore conceptual debates on teaching and learning approaches, and research paradigms;
- to share experience with approaches to sustainability-related business education and consider implications for HEI practice.

By bringing together findings on questions such as the following, we hope to shed light on ways to transform business education in the future.

How can sustainability values be integrated into educational frameworks of business education institutions? Which learning settings can be vehicles for enhancing students’ reflections on the value of sustainability, both in their decisions as professionals and as individuals? What competences, knowledge and values do future managers need to create sustainable values in their organisations and in society? What contributions can interdisciplinary and transdisciplinary business courses and programs make to the wider goals of education for sustainable development? Which methods and materials appear to be useful and how do they help to advance the integration of sustainability research findings? How do sustainability research, curriculum and co-curricular learning settings interact with each other and which configurations have been found to be the most effective in enhancing organisational change toward sustainable development?

We are interested in publishing articles that explore these topics as they apply to different types of organizations such as free-standing business schools, faculties within HEIs and other

management-related academic institutions. The aim is to explore responses to the challenge of sustainable transformation and the role of business education therein. Submitted papers should address one or more of the following areas:

- A. Theoretical or conceptual frameworks of business education for sustainable development;
- B. Innovative teaching approaches and programs (e.g. case studies);
- C. Studies into the demand for and impacts of business education for sustainable development (e.g. surveys, experiments).

2. Area II. Sustainable Consumption in Higher Education Institutions

The core aims are

- to discuss conceptual innovations and international developments in the emerging field of higher education for sustainable consumption;
- to present results and findings from empirical studies and create a baseline on what we know about effective approaches for promoting sustainable consumption in universities;
- to share models of good practice on and opportunities for linking formal and informal consumer learning.

Relevant questions for the further advancement of higher education for sustainable consumption are:

What are the specific requirements (both opportunities and restrictions) for creating an educational engagement with sustainable consumption in universities? Which learning settings are best suited for fostering learning and engagement and how can they be evaluated? What contributions can interdisciplinary and transdisciplinary courses make? How do different academic dimensions (e.g. curriculum development, operations, informal learning settings, research) interact with each other and which configurations are most effective in creating “cultures of sustainable consumption” in HEI settings? What can be learned for HESD from other educational sectors (e.g. schools, vocational training institutions)?

Submitted papers should address one or more of the following areas:

- A. Theoretical or conceptual approaches to education for sustainable consumption at the tertiary level;
- B. Innovative teaching approaches and programs (e.g. case studies);
- C. Studies into the demand for and impacts of higher education for sustainable consumption (e.g. surveys, experiments).

3. Area III. Higher Education for Sustainable Development in Central and Eastern Europe

The core aims are

- to gain an overview of on-going practices in the implementation of sustainability into higher education in Central and Eastern Europe;
- to share research activities and results in HESD within Central and Eastern European HEIs;
- to explore future collaboration strategies towards HESD in Central and Eastern Europe.

To specify the achievements and to advance the implementation of sustainability in HEIs in the region of Central and Eastern Europe, the following questions are relevant:

Which contribution should be made by HEIs to promote sustainable development? Which role do universities play as teaching, learning and living environments for sustainable development? What are the challenges in mainstreaming sustainability into curricula? What changes to curriculum content should be made? What are the methodological and structural challenges for different target groups? How should research practice develop so as to encourage the implementation of sustainability into research? Which methods and approaches are best suited for inter- and transdisciplinary research? How could sustainability-orientated cooperation between academia and practice contribute effectively to sustainable development? Which approaches are best suited to measuring efficiency and to evaluating collaborations? How can sustainability be institutionalised? What are the current strategies for organisational learning in this field? Which approaches for sustainability management and reporting are most promising?

Submitted papers should address one or more of the following areas:

- A. Theoretical or conceptual frameworks for the implementation of sustainability in HEIs in Central and Eastern Europe;
- B. Innovative approaches and programs (e.g. case studies);
- C. Studies into the demand for and impacts of implementation of sustainability in HEIs in Central and Eastern Europe (e.g. surveys, experiments).

4. Coverage/Audience

This JCLP Special Issue aims to enhance our understanding of the current state of HESD and to explore what is needed to adapt HEIs' curricula, teaching methods, research approaches and implementation strategies to the new challenges and opportunities arising from the concept helping societies to make the transition from unsustainable to sustainable societal development. Particular focus will be placed on the three areas described above. This Special Issue will build upon theoretical and practical experiences and analyses from and for those who are involved in diverse learning processes occurring at individual, organizational and institutional levels or at the level of society – as educators, educational policy makers or others who want to initiate and foster sustainable transitions in practice at HEIs.

5. Tentative schedule

The following schedule will be applied:

- a. 15 December 2011: On-Line Publication of this CfPs.
- b. 15 January 2012: Submission of a max 1000 word, *extended abstract* to the Editorial Team of this Special Issue, via Elsevier's EES system.
- c. 15 February 2012: Responses from the Special Issue Editorial Team to the prospective authors.
- d. 15 May 2012: Authors submit 'peer-review ready' documents to Elsevier via the EES system.
- e. 15 May–30 September: Peer review/paper revision and re-revision process.
- f. 1 November 2012 Deadline for all final revisions.
- g. 1 December 2012 Submission of all final documents as corrected proofs.
- h. 15 December 2012 publication of special issue on-line and within two weeks, publication in hard copy.

6. Contributions

The research focus of this special issue is on a wide range of activities that are sustainability oriented AND which have a specific focus on teaching and learning with regard to the three areas outlined. This CFP seeks relevant scientific reflection and the sharing of international experiences. Full papers are invited for consideration for publication in a Special Issue of the JCLP. The following types of contributions are of special interest:

Original Research Papers, Comprehensive Literature Reviews, Educational Initiatives, & Governmental Initiatives.

Other categories of articles concerned with the theme, such as letters to the editor, shorts from the field, editorials, and book reviews are welcome as well. Since these shorter contributions will not need to be so extensively reviewed they can be submitted and processed on a shorter time horizon throughout the entire process of the development of the Special Issue.

Articles in all categories should be formally adjusted to the specific requirements of JCLP and should fulfill the editorial guidelines provided in the '*instructions for authors*,' which can be accessed from the website: http://www.elsevier.com/wps/find/journaldescription.cws_home/30440/authorinstructions

Authors are expected to provide the names, affiliations and current e-mail addresses of at least three, independent, qualified, potential peer reviewers. This information is to be included with the submission of the complete documents. Subsequently, four to five people will be invited to peer review each document.

The authors will receive the reviewer's and the Special Issue team's feedback and are expected to respond via their revised document. Upon receipt and acceptance by the Special Issue team of the authors' revised documents, they will be published in this Special Issue of the JCLP.

Contributors with proposals for papers are encouraged to communicate with the co-editors by e-mail. Please contact the following contact persons for your area of interest.

Area I. Business Education for Sustainable Development

Dr habil Jasmin Godemann, Research Fellow, International Centre for Corporate Social Responsibility, Nottingham University Business School, UK, Associated Research Fellow, Institute for Environmental and Sustainability Communication, Leuphana University of Lüneburg, Germany, Jasmin.Godemann@nottingham.ac.uk

Dr Christian Herzig, Lecturer, International Centre for Corporate Social Responsibility, Nottingham University Business School, UK, christian.herzig@nottingham.ac.uk

Area II. Sustainable Consumption in Higher Education Institutions

Daniel Fischer, Research Fellow, Institute for Environmental and Sustainability Communication, Leuphana University of Lüneburg, Germany, daniel.fischer@uni.leuphana.de

Area III. Higher Education for Sustainable Development in Central and Eastern Europe

Dr habil Maik Adomssent, Research Fellow and Lecturer, Institute for Environmental and Sustainability Communication, Leuphana University of Lüneburg, Germany, adomssent@uni.leuphana.de

For general inquiries, please contact

Dr Marco Rieckmann, Research Fellow and Lecturer, UNESCO Chair 'Higher Education for Sustainable Development', Leuphana University of Lüneburg, Germany, marco.rieckmann@uni.leuphana.de

Jana-Michaela Timm, PhD Student, UNESCO Chair 'Higher Education for Sustainable Development', Leuphana University of Lüneburg, Germany, jana.timm@uni.leuphana.de



Higher Education for Sustainability in Central and Eastern Europe

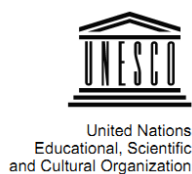
Country Reports

Compiled by participants of Summer School
“Implementation of Sustainability into Research and Teaching
of Higher Education Institutions in Central and Eastern Europe”

Leuphana University Lüneburg
11 – 21 September, 2011

Edited by Maik Adomßent and Insa Otte

Funded by Deutsche Bundesstiftung Umwelt – DBU



UNESCO Chair
in Higher Education for Sustainable Development
University of Lüneburg, Germany



Content

| | |
|--|----|
| <i>Albania – by Kalterina Shulla</i> | 3 |
| <i>Armenia – by Armen Budaghyan, Kristina Tsaturyan, Robert Khachatryan and Gayane Poghosyan</i> | 5 |
| <i>Bosnia and Herzegovina – by Genc Trnavci</i> | 7 |
| <i>Czech Republic – by Jana Dlouhá and Andrew Barton</i> | 9 |
| <i>Hungary – by Béla Munkácsy</i> | 12 |
| <i>Kyrgyz Republic – by Chinara Sadykova</i> | 14 |
| <i>Latvia – by Andris Sarnovics and Janis Zaloksnis</i> | 16 |
| <i>Lithuania – by Laima Abromaitiene and Remigijus Ciegis</i> | 19 |
| <i>Macedonia – by Pece Nedanovski</i> | 21 |
| <i>Poland – by Barbara Kędzierska, Anna Kalinowska, Anna Batorczak and Cezary Kościelniak</i> | 23 |
| <i>Russia – by Efim Vyshkin and Igor Arzhenovskiy</i> | 25 |
| <i>Serbia – by Slobodan Milutinovic</i> | 27 |
| <i>Ukraine – by Tetyana Syla and Olga Vlasyuk</i> | 29 |

Albania – by Kalterina Shulla

Country - key data

Albania is located in Southeastern Europe, bordering the Adriatic Sea and Ionian Sea, between Greece, Montenegro, Kosovo and FYROM. It has a population of 3,194,417 (2010). Surface area in square kilometers is in total: 28,748 sq km, (land: 27,398 sq km, water: 1,350 sq km), GDP (purchasing power parity): \$17.46 billion, GDP - real grow GDP per capita: \$4,900 (2004) poverty rate; 5.6, Unemployment rate-14.8%, Population below poverty line- 25% (2004 est.)

Between 1990 and 1992 Albania ended 46 years of communist regime and established a multiparty democracy. The change of the political system had consequences for: economy (private property, demand for land and fast development and social changes (population movement toward big centers, population density). The free movement of population created opportunities for massive population flows. This uncontrolled distribution of population has caused the uncontrolled and speculative investment of capitals. Although it is noticed an economic dynamism in capital city and the main big centers, uncontrolled development has influenced the sustainability at the expense of natural resources.

Key Characteristics of the Higher Education System

The universities are distributed in the main cities of Albania. In Tirana there are the University of Tirana, the Polytechnic University, The Agricultural, University, the Academy of Arts, the Academy of Physical Training and Sports and 15 private universities. Other universities are in Shkodra, Elbasan, Korça, Vlora, Gjirokastra, Durres, Berat and Fier. Regarding the educational institutions, for high education (2008-2009 there are in total 26 tertiary and 15 belonging to the private sector. Enrollment by educational level (high education for 2008-2009) is 93,206 tertiary and 13,344 private sector. Public spending on education, total (% of GDP), is 10.4, regarding the total expenditures of budget and 3.4 of GDP.

Sustainability-Related Activities in Higher Education

Albania signed the Bologna Declaration in 2003. Tempus projects helped very much the higher education institutions in order to fit to the Bologna process requirements. Many institutions had JEPs (Joint European Projects) and SCMs (Structural Complementary Measures) in the field of curricula development, university management and institution building, several lecturers had IMGs (Individual Mobility Grants) and their curricula were updated or written as new ones. According to national strategy for economic development, management and financial efficiency of the education system will be achieved through the implementation of administrative and financial reform in this sector, in particular (i) greater efficiency, coordination, and decentralization of the decision-making structures at all levels; (ii) establishment of special funds for the promotion of innovative initiatives of the schools, communities and local authorities; (iii) implementation of a comprehensive program for the training and retraining of the Ministry staff, the local authorities, and the school principals, based on improved recruitment and career criteria and procedures. According to the National strategy for the higher education system 2004-2015, regarding the national framework curricula, Ministry of Education and Science has taken action to improve the framework curricula since 1994. The institutions as: Curricula and Standards Institute, (Instituti i Kurrikulës dhe Standardeve, IKS), Centre of Trainings and Qualification for Education, (Qendra e Trajnimit dhe Kualifikimit për Arsimin, QTKA) and the National Centre for Education and Test Evaluation (Qendra Kombëtare Arsimore e Vlerësimit dhe Provimeve,

QKAVP), are financed by the government, are considered as intermediate organizations for improving the education system.

Problems in implementing / disseminating sustainability in higher education

To Albanian school system, the implementation of sustainability into research and teaching is rather new. Although there are attempts to take them into account, there is a lack of “including sustainability in higher education” research in Albania – due to the lack of awareness and financial resources, and low quality in some of the private universities

Useful Links

<http://www.aal.edu.al>, <http://www.mash.gov.al>, www.instat.gov.al

Armenia – by Armen Budaghyan, Kristina Tsaturyan, Robert Khachatryan and Gayane Poghosyan

Key country data

Number of inhabitants: 3.25 Mio.

Surface area: 29,743 km²

GDP: 8.4 billion USD

Poverty rate: 23,5%

Unemployment rate: 7,0%

Per capita: 2,585 USD

Average nominal monthly salaries: 260 USD

Key problems of sustainable development: high unemployment and poverty rates; economic crisis and blockade, etc.

Key Characteristics of the Higher Education System

Number of higher education institutions: 77 (26 public, 51 private)

Total number of students: 115,000 (87,000 full-time and 28,000 part-time; 75,000 in public HEIs and 40,000 in private HEIs)

Number of teaching staff: 8.400

Public spending on education: 3.3% of GDP and 18,8% of State budget

Higher education budget: 0.23% of GDP or 19.4 Mio USD

Expenditures per students: 800 USD/year or 13% of GDP per capita

Main stakeholders: Ministry of Education and Science, Licencing & Accreditation Service, Higher Qualification Committee, HEIs, ANQA, ArmENIC, National Tempus Office, International Donor Organizations (OSFA, USAID, DAAD, WB, IREX, etc), NGOs etc.

Sustainability-Related Activities in Higher Education

First attempts to join the activities on sustainable development were in 1992 when Armenia participated in Rio de Janeiro Conference on Environmental Development and joined the United Nations Framework Convention on Climate change. There wasn't clear state policy and nationwide developments concerning the sustainable development issues during nineties due to the economical and political situation in the country. In 2002, the Armenian government established a National Council for Sustainable Development (NCS) consisting of representatives from relevant ministries, academic and public organizations. In 2008, Armenian government approved the Program on Sustainable Development which is currently being reviewed. Besides, two national conferences on sustainable development were organized in Armenia devoted to Rio+5 and Rio+10.

To achieve the Millennium goals on Sustainable Development, the Ministry of Education and Science of Armenia is planning to establish an Intergovernmental Committee. Representatives of relevant ministries, universities and NGOs will support the process through their active participation.

First attempt to lay ground for the ESD system was initiated in the Yerevan State University. Beginning from 1994, the YSU has organized a university course on “*Theory and Practice of Sustainable Development*” both on Bachelor's and Master's levels. The course aims to develop an understanding of specific perspectives on SD. Taking into account that Armenia has developed and introduced its own version of Sustainable

Development Index, the course provides basic knowledge on the methodology of measuring this index. Besides, courses on “*Ecology basics*” have been introduced in several universities. Two manuals on SD recommended by the Ministry of Education and Science of Armenia were developed and published.

Problems in implementing / disseminating sustainability in higher education

Despite all the mentioned activities, Armenia hasn't gone much ahead on SD and faces multiple challenges. There isn't a holistic approach to the matter of subject. The initiatives undertaken have single institutional application and are not implemented nationwide. Armenia lacks public awareness campaigns for promoting active participation of citizens in SD. Besides, though there are several research activities in the field of SD they don't have much impact on the development of SD through transferring knowledge and educating masses.

Substantial information and methodical support, and specific legislative amendments as well as revision and updating of the current Strategy on Higher Education Reforms are needed.

In particular, attention should be given to:

- Insufficient state financing of higher education;
- A sharp drop in the university research financing by state;
- Corruption risks;
- The inflexible approach to the education process;
- The need for a non-formal approach towards educational reforms, superficial structural changes;
- The deficiency of accountability and transparency in decision-making processes;
- The lack of incentives for quality enhancement among academic staff and traditional orientation towards getting directives from “uppers”;
- The lack of understanding among students of their own role in the education process and the absence of independent student bodies:

Useful links (in English)

www.armenic.am, www.anqa.am, www.tempus.am

Bosnia and Herzegovina – by Genc Trnavci

Key country data

- Bosnia and Herzegovina
- Number of inhabitants: 4,622,163 (July 2011 est.)
- Surface area in square kilometers: total: 51,197 sq km
- GDP: \$30.33 billion (purchasing power parity, 2010 est.), 0.8% (real growth rate, 2010 est.), \$6,600 (per capita, 2010 est.)
- Labor force: 2.6 million (2010 est.)
- Unemployment rate: 43.1% (2010 est.)
- Population bellow poverty line: 43.1% (2010 est.)

Key problems to achieving sustainable development:

The continuing inter-ethnic and inter-religious strife of low intensity, partly, ensuing from the warfare that lasted from 1992 to 1995 and, partly as an expression of territorial pretensions from the neighboring countries. This strife has resulted in inter-permeation of nationalistic and criminalized elites infiltrating into all state institutions as well as into symbiosis between political elites and organized crime.¹ The criminalized Bosnian elite holds a tight grip over the higher education, the quality of which bears no importance to them, but rather serves to its members as a back-up source of positions after political career (“graveyard of elephants”) as well as a source of power by doling out unlawfully diplomas and exams to cronies who finally get appointed to responsible positions in administration or public enterprises. These political elites intentionally precipitated infiltration of many failed politicians into the universities, proliferation of corruption, doling out and selling out diplomas and exams to political cronies and proliferation of academic titles, without respecting proper academic standards and procedures. With fake diplomas, these people are doomed to be forever subservient to political mafia’s demands and orders. Bosnia and Herzegovina has a complex political structure on three levels: state, entity and canton. Although formally established as non-for-profit organizations, most of private higher education institutions (private universities) work as business enterprises, the main goal which is reduced to cashing in tuition fees, rather than focusing upon disseminating knowledge and training of their students in order to enable them to meet challenges at labor market.

Key Characteristics of the Higher Education System

Bosnia Herzegovina’s higher education system comprises of eight state run universities: University of Sarajevo with 23 faculties, University of Tuzla with 13, University of Banja Luka – 13, University “Dzemal Bijedic” Mostar – 8, Sveuciliste Mostar – 9, University of East Sarajevo – 16, University of Bihac – 7, University of Zenica – 6; with some 90 faculties, which are treated as higher education establishments, and art academies. University degrees are acquired at the faculties and arts academies. There are 27 private higher education institutions and the law on higher education (passed in July 2007) treats private and public higher education institutions equally. Under the new law, university education is organized according to the system of transferable points and has three levels. There is no available official data on expenditure per student in tertiary and its percentage of GDP per capita, but it is said that it is below 2%. However, it is

¹ The World Economic Forum (2007, pp.128-129) has identified the following six barriers to improved national competitiveness and faster economic development in BH: inefficient administration; political instability; corruption; government instability; tax burden; and organized crime and theft.

estimated that Bosnia and Herzegovina each year spends about a billion KM for the purposes of elementary and secondary schools. According to the World Bank, these expenditures are above the regional average, but below the EU average. Unfortunately, the scholarly results of secondary and primary education in BH are below the regional average, thus not contributing to the quality of the higher education.

Sustainability-Related Activities in Higher Education

On the state level there is no single ministry dealing with education. The authority over education is given to the two entities: the Federation of Bosnia and Herzegovina (FBiH) and Republika Srpska (RS). In RS, a single ministry of education manages the educational sector, including higher education. Higher education activities are thus governed by either RS or FBiH legislation, with the state level Ministry of Civil Affairs assuming the task of coordinating the higher education activities of the two entities. Due to the current legislation and diverse governance there is very limited coordination at any level of education between the entities or among cantons in FBiH. The Agency for Development of Higher Education and Quality Assurance (HEA) was established in 2008 with the basic task to provide accreditation and external quality assurance to the institutions of higher education in BH. However, no accreditation has been issued since its establishment. Many NGOs are present in BH with the role of helping this country improve its quality of higher education, as listed by the WB.

Problems in implementing / disseminating sustainability in higher education

Teacher quality appears to be declining across BH, in large part no doubt reflecting low morale in the light of continuous salary debts, but also because salaries are tied to seniority rather than to training or performance. There is no strategy for upgrading teaching skills via in-service or academic exchange programs while there are overlapping programs in various universities, all uncoordinated. The curriculum and the structure of higher education are increasingly out-of-date. The interactive approach of teaching and learning is scarce and not sanctioned properly. Faculty sizes (number of teaching staff) in higher education are very low. Not only is this inefficient in view of the proliferation of many fragmented higher education institutions, but it also results in faculties that are too small to assure quality instruction. Although the HEA exists for more than three years, no accreditation has been delivered as yet, nor is expected to be adequate due to infiltration of political elites.

Useful Links:

- <https://www.cia.gov/library/publications/the-world-factbook/geos/bk.html>
- <http://data.worldbank.org/country/bosnia-and-herzegovina>
- http://tempusbih.com/index.php?option=com_content&view=article&id=64&Itemid=102
- <http://www.ceebd.co.uk/ceed/un/bh/boherco.htm>
- <http://www.euroeducation.net/prof/boherco.htm>
- <http://www.enic-naric.net/index.aspx?c=Bosnia%20and%20Herzegovina>
- <http://siteresources.worldbank.org/ECAEXT/Resources/publications/Hidden-Challenges/chapter3.pdf>
- <http://siteresources.worldbank.org/INTCONFLICT/Resources/BosniaFinal.pdf>
- http://siteresources.worldbank.org/BOSNIAHERZEXTN/Resources/publications/PEIR_BiH.pdf
- <http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/0,,contentMDK:20298183~menuPK:617592~pagePK:148956~piPK:216618~theSitePK:282386,00.html>

Key country data

- Population: 10,190,213 (July 2011 est.) (CIA Factbook)
- 78,867 sq km (CIA Factbook)
- GDP US\$256.9 billion (2008 PPP) (OECD Country statistical profile)
- GDP per capita US\$24,631 (2008 PPP) (OECD Country statistical profile)
- Poverty rate: 9% (EurActiv)
- Key barriers to achieving sustainable development:
 - Corruption (Transparency International Corruption Perceptions Index: world ranking 52=, CPI score 4.9; according to TI's Global Corruption Barometer corruption is perceived to have increased 44% in the last three years (2010))
 - Gaming the HE system – liberalisation after 1989 has caused “petrification” of old institutional structures and personalities engaged in the system – “bypassing” of new rules
 - Problems in implementing SD *as such* in policy making (priority is economic development; SD viewed as a symptom or consequence of economic development and stability (SD is perceived as a restrictive factor, not of an innovative nature)
 - Structural problems of the economy: CZ was a Soviet heavy industry satellite - over-reliance on brown coal as a key energy source; lack of industry and jobs in regions far from main population centres, political over-emphasis on industrial growth without barriers
 - Position within EU not clear
 - Damaged social structure: devastated border regions as a legacy of World War II, subsequent migration resulting from Beneš Decrees and Cold War border restrictions; inheritance from the former communist regime of dysfunctional relationships with minorities, especially the Romany population
 - Ongoing mistrust of civil society and its principles and processes: underdeveloped sense of civil society and alienation of general public from policy-making and decision-making processes; role of NGOs still not viewed as positive; governance principles not widely understood; persisting ‘dissident’ mentality wherein official information campaigns are viewed with suspicion

Key Characteristics of the Higher Education System

Tertiary professional schools, even though they are not part of higher education belong to tertiary education and offer professional education leading to a diploma, mostly in economics and health care. Higher education institutions can be of university and non-university type. The non-university higher education institutions usually offer Bachelor study programmes and, if accredited, master study programmes. They are not allowed to provide doctoral study programmes. University-type higher education institutions offer Bachelor, Master and in most case also Doctoral study programmes. Higher education institutions offer courses in the Humanities, Social Sciences, Natural Sciences, Engineering, Medicine and Pharmacy, and Theology, as well as in Economics, Veterinary Medicine, and Agriculture, Teacher Training and Arts. They are public, state or private institutions. Public institutions are financed by the state budget through the Ministry of Education, Youth and Sports. Private institutions can be partially financed by the State. The Czech higher education system also includes 2 state higher education institutions (the University of Defence and the Police Academy) which are financed by the Ministry of Defence and the Ministry of the

Interior. All higher education institutions provide accredited study programmes which are assessed by the Accreditation Commission. Important partners of the Ministry of Education in all decisions concerning higher education are the Czech Rectors' Conference and the Council of Higher Education Institutions. (EuroEducation.net)

- Number of higher education institutions: 73 (public 26, private 45) (2008/09 Czech Statistical Office)
- Tertiary attainment in population aged 25-64: 13.7% (2007) (OECD Country statistical profile)
- Expenditure on tertiary education as a percentage of total GDP: 1.2% (1.0% public, 0.2% private) (Education at a Glance 2010: OECD Indicators)
- Students enrolled in university studies 2010/11 (not including lifelong education at universities which do not lead to further titles): 396,307 (Czech Institute for Information on Education – Performance Indicators 2010/11)
- University graduates 2009/10: 87,941 (Czech Institute for Information on Education – Performance Indicators 2010/11)
- Annual expenditure in Czech public-sector institutions by pupil/student at the tertiary educational level (ISCED 5-6) in PPS EUR, 2006: 8,400 (Key data on education in Europe 2009. EACEA P9 Eurydice).
- In the Czech Republic (ISCED 5A), students doing their first qualification who keep within the normal course schedule are entitled to free tertiary education. (Key data on education in Europe 2009. EACEA P9 Eurydice).

Sustainability-related activities in higher education

- The Charles University Environment Center is a key partner in the Virtual Campus for a Sustainable Europe where students can choose from a range of e-learning courses geared toward sustainability issues offered by a range of European universities.
- The EnviWiki online environmental encyclopedia. The Charles University Environment Centre, in partnership with five other universities in Prague that are engaged in the “Prague University Co-operation Agreement to Introduce and Conduct Sustainable Development”, developed an educational toolkit facilitating networks of knowledge and interrelationships. EnviWiki is not only a flexible source of information on SD but also a platform for communication, via its forums, between experts, teachers and students from any relevant field, enabling the resolution of practical problems through access to required information and existing databases that are linked to the texts.
- The Envigogika online journal. Published by the Charles University Environment Center, the journal is intended for professional dialogue on environmental or ecological education (EE); its objective is to further the theoretical foundations of the discipline and apply those foundations in practice.
- COPERNICUS Alliance membership. Charles University is currently awaiting a decision by its rector on joining the COPERNICUS Alliance.
- Interdisciplinary Network for Sustainable Development – a project bringing together Czech higher education institutions and non-academic stakeholders (NGOs, business, public administration) to undertake research, communication and educational activities related to sustainable development issues, examine the relevance of these activities in regard to public and political decision-making processes, and establish models of good practice.

Problems in implementing / disseminating sustainability in higher education

HE institutional tradition still persists in the structure of universities, their organisation into faculties, departments etc., design of study programmes, accreditation procedures, students' evaluation, their perception of the study process and its outcomes – all of the value-based aspects of HE. As a consequence, disciplinary oriented institutions have erected (and are building new) barriers to communication (interdisciplinary, university outreach, fulfilling the “third role” of universities)

Tradition & new criteria for (economic) efficiency are embedded in the overall evaluation system (assessment of quality in HE); interdisciplinary aspects & innovation are not valued.

Even though the HE system is converging with the EU model, the disciplinary structure of HE is different (social sciences are underdeveloped), and sustainability as a subject is marginalised due to the excessive attention paid to economic themes and neoclassical paradigms within them.

Useful Links

Funding Systems and Their Effects on Higher Education Systems. Country Study – Czech Republic November 2006 (OECD) <http://www.oecd.org/dataoecd/20/44/38307972.pdf>

Virtual Campus for a Sustainable Europe www.vcse.eu

Enviwiki http://www.enviwiki.cz/wiki/Hlavn%C3%AD_strana (Czech only)

Envigogika <http://envigogika.cuni.cz/index.php/en/>

Hungary – by Béla Munkácsy

Key country data

Number of inhabitants: 10 million;

Surface area in square kilometres: 93,030;

GDP: 12 914 US\$/cap or 19 829 US\$/cap using purchasing power parity (PPP);

HDI: 0.805 (36.)

Poverty rate according to the Multidimensional Poverty Index: 0.003 (0.76% of the population is MPI poor, 2% of the population is income poor)

Key problems to achieve a sustainable development:

Social: consumer society with massive corruption

Ecological: industrialised agriculture

Economical problems: a) significant resource (fossil energy) dependency b) export oriented economy dominated by multinational corporations

Key Characteristics of the Higher Education System

Number of (different types of) universities: 19 state universities, 7 other accredited universities + 10 state colleges, 34 other accredited colleges. Short-term plan: instead of the recent 29 state institutes it would be only 16 in the near future.

Number of students in tertiary education (OECD 2010): 25% in 25-34 year-olds (OECD average: 35%), 17% in 55-64 year-olds (OECD average: 20%)

Key characteristics of the higher education system:

Organisational structure: Ministry of National Resources

Expenditure per student (tertiary): 5.365 US\$/student (OECD average: 8.970)

Expenditure on tertiary educational institutions as a percentage of GDP: 0.9% (OECD average: 1.5%),

Total public expenditure on education, as a percentage of total public expenditure: 10% (OECD average: 13%)

Public expenditure on tertiary education as a percentage of GDP: 1% (OECD average: 1.2%)

Sustainability-Related Activities in Higher Education

- best results in teacher training: as environmental protection in BSc level, as environmental science in MSc level
- training of *environmental engineers* both in agricultural and technical fields
- emerging direction is the *human ecology* with a more holistic approach

Actors involved: a) higher education uses basically its own resources, b) less important actors are NGOs c) practical traineeships could provide good experiences at NGOs and at state and private institutes and companies

Problems in implementing / disseminating sustainability in higher education:

- not enough committed and specialized lecturers;
- problem-oriented instead of solution-oriented approach

Useful Links

<http://www.nefmi.gov.hu/english/higher-education>

http://mkne.hu/index_english.php

<http://energiaklub.hu/en>

Key country data

The Kyrgyz Republic is located in Central Asia, and has borders with China, Kazakhstan, Tajikistan and Uzbekistan. The population of the country is 5,482,000 million; density of population is 26 people per square kilometer. Kyrgyz Republic is a small country (198,500 km²) dominated by mountains, with over 93% of the country above 1.000m altitude. 7% of the land is occupied by artificial landscape: agricultural fields, settlements, roads, and industrial enterprises. Kyrgyz Republic is a country with economic transition; it faces many problems not just in education and in environmental protection but mainly in the socio-economic sector. Main problems in economy: lack of natural resources; economic crisis in industry; difficulties in private sector. Social problems: increasing poverty particularly in rural areas; high unemployment rate; internal and external migration; poor quality of education; decline in health care; overall decrease in quality of life.

To ensuring sustainable development Kyrgyz Republic is trying to create an effective system of environmental protection and management. Thus, the country tries to constantly improve environmental legislation and policy. Educational reform is also ongoing which improves quality of education, creation of educational networks, enhance ESD and public awareness and creation of basis for sustainable development in the Kyrgyz Republic. The country has accumulated large education potential from the Soviet Union that indicated 100 percent of the people between the ages of nine and forty-nine were literate, nowadays the literacy rate is 97%. Annually Government spends 4.6% of GDP on education.

Key Characteristics of the Higher Education System

The Kyrgyz Republic (KR) joined to United Nations Decade of Education for Sustainable Development (UN DESD) in 2005 and to UNECE Strategy for Education for Sustainable Development, from then onward governmental bodies holding discussions with representatives of educational system, environment protection authority and other stakeholders. The country has been successfully undertaking actions on integration of sustainable development principles into national programs and strategies which are reflected in following legislative acts:

Concept of Education Development of the KR until 2010 (adopted in 2002). The concept notes the importance of creation of a self-developing, efficient system of education which will promote economic growth of the KR and the country's sustainable development in a rapidly changing world.

The law of the KR "About Education" of April 30, 2003, N 92, as revised on June 13, 2011 N 42. This law establishes the principles of state policy in education, implementation of the educational process, regulates activities of educational institutions in the KR, and also serves as the legal basis for its implementation. Primary vocational education programs are implemented in educational institutions of primary vocational education. Ecological education is mentioned as one of the areas of adult education.

Concept of Ecological Safety of the KR as November 23, 2007 N 506. The concept contemplates development of the Concept of Education for Sustainable Development. The document mentions creation of legislative base for ecological education. The main directions for improving ecological education: creation of a system of continuous ecological education through introduction of ecological and sustainable development issues into educational curricula at all levels of education, training of specialists, retraining and skills development in the field of environment at all levels of mandatory and supplementary education, introduction of new and improvement of already existing educational training plans/programs on environment protection, contribution to a better understanding of ecological issues, need for proper environmental management and state support of ecological education.

The Ministry of Education (MOE) is governmental agency securing the national education policy and setting standards for each level of formal education. The MOE has several departments: for general education; higher education; administrates curriculum development and teacher training for general education. MOE is responsible for the accreditation of high education institutions; improvement of quality and effectiveness of education is a main priority of National Education Development Concept up to 2011. The basic education is financed from district budgets, and the college preparatory and higher education programs are financed from national budget. The country has a well-developed network of schools and higher educational Institutions covering both urban and rural areas. Kyrgyz Republic has about 2.100 schools, 1.694 of which are located in rural area. The higher education system of Kyrgyz Republic represents a network of 50 higher education institutions, including 34 public and 16 private institutions. Private higher education institutions (HEIs) accordingly increased their role and in 2008-2009, they educated 10.5 % of the total amount of students. Total number of high education students are 200.000, and 80.000 of college students.

Sustainability-Related Activities in Higher Education

The major players in promotion of sustainable development principles in the country are government agencies, State Agency on Environmental Protection and Forestry, Ministry of Education, educational institutions, schools, universities, nongovernmental organizations such as RCE KG, Ecological Movement "Aleine", "BIOM", The Republican Youth Center for Environment Protection and tourism, etc.

ESD issues are reflected in the Concept of continuous ecological education (CCED) of Kyrgyz Republic, accepted by the decision of Ministry of Education and Culture of Kyrgyz Republic on September, 17th, 2003. The CCED determines constructive principles and plans for the basic directions to development of ecological education; it is basis of normative documents, includes state standard, curriculum of ecological education, and educational-methodical complex for teachers and experts. For the time being ESD is not widely included in national curriculums and national standards.

Achievement of sustainable development principles through education reflected in the National Action Plan on Education for All in the Kyrgyz Republic developed within the frameworks of Dakar agreement 2000 (ratified by Government KR, July 30th, 2002). Special reflection in national strategic documents of Kyrgyz Republic was received for gender equality. ESD principles are reflected in National program «Kyrgyz Republic Jashtary» on youth development of Kyrgyz Republic till 2010 (the Decree of the President of the Kyrgyz Republic April 14th 2006 # 173). The Agenda for 21st century in the Kyrgyz Republic (approved by governmental order of Kyrgyz Republic 8.02.2002) includes issues of ecological education. Nowadays the Kyrgyz Republic is lobbying policy on ESD with integration in all sectors.

Regional centers of expertise on education for sustainable development (RCEs) is an initiative of United Nations University www.ias.unu.edu (UNU Tokyo, Japan) with the main goal to strengthen collaboration among various partners working on ESD at the regional and local levels, serve, through close cooperation between different institutions, as the major engines for exchange of knowledge and information as well as joint development of innovative programmes towards ESD. RCE's facilitates integration of knowledge and information as well as serve as links between sectors that could jointly contribute to the promotion of ESD.

RCE Kyrgyz Republic was acknowledged in May 2007 by UBUNTU Committee of Peers in Paris and listed with other 35 RCEs around the world, nowadays number of RCE's increased to 80 around world. The main goal of RCE Kyrgyz Republic is to enhance understanding on importance of mountain ecosystems conservation among diverse groups of stakeholders through promoting SD, ESD and DESD in Kyrgyz Republic by strengthening civil society and educator's participation. RCE Kyrgyz Republic focuses on creation and implementation of SD and ESD capacity building projects; Kyrgyz Traditional knowledge revival projects, preparation of Study Modules on SD and ESD, trainings for government representatives and educators and publication of projects materials and its dissemination, public awareness programs.

Key country data

Latvia is the central country of the Baltic States (Estonia, Latvia and Lithuania) and is located in North-eastern Europe on the east coast of the Baltic Sea. Its geographic coordinates are 57°00'N latitude and 25°00'E longitude. It consists of fertile lowland plains and moderate hills, with most of its territory less than 100 metres above sea level. It has hundreds of kilometres of undeveloped seashore lined by pine forests, dunes, and continuous white sand beaches. Area: 64,589 sq.km.

Latvia is bordered by Estonia to the north, Russia and Belarus to the east, Lithuania to the south and the Baltic Sea to the west. Its strategic location has made it an international crossroad for trade, commerce and cultural exchange since ancient times.

With over 44 percent of its territory covered by forests, a vast network of free flowing rivers and thousands of lakes, Latvia is one of Europe's best preserved havens for a wide variety of wildlife. Over 27 thousand species of flora and fauna thrive in natural settings that are still relatively undisturbed by man. Many rare species, such as the black stork and lesser spotted eagle, make their homes in Latvia's mixed forests, marshes and meadows.

Latvians are the indigenous people of Latvia, and the Finno-Ugric Livs (or Livonians) are the only indigenous minority. Latvia's present ethnic mix is largely a result of massive post-war immigration, which resulted in a decline in the share of ethnic Latvians from 77% in 1935 to 52% in 1989.

Population in 2010 was 2,248.374 - urban: 68% and rural: 32% Ethnic composition: 59.4% latvian, 27.6% russian, 3.6% belorussian, 2.5% ukrainian, 2.3% polish, 1.3% lithuanian, 3.3% other nationalities.

Latvia is a democratic, parliamentary republic. Legislative power is in the hands of the single chamber Saeima, which has 100 deputies. Parliamentary elections are held every 4 years. Latvia's head of state, the President, is elected by the Saeima for a period of 4 years. The President signs laws, chooses the Prime Minister (who heads the government) and performs representative functions.

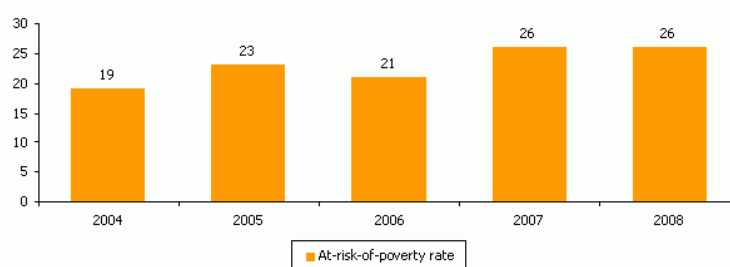
Latvia's political, economic and culture centre is in Riga, where more than one third of Latvia's population (706 thousand) lives and works. This former Hanseatic League member is one of the oldest medieval cities in Europe and has been listed by UNESCO as one of the world's most important cultural and natural sites.

Gross domestic product at current and constant prices (thsd lats)

| | Seasonally unadjusted data | | | |
|-----------------------------|----------------------------|-------------|-------------|-------------|
| | 1st quarter | 2nd quarter | 3rd quarter | 4th quarter |
| At current prices, thsd EUR | | | | |
| 2009 | 4,706.284 | 4,751.350 | 4,582.368 | 4,569.947 |
| 2010 | 4,058.094 | 4,470.164 | 4,681.664 | 4,906.630 |
| 2011 | 4,368.228 | - | - | - |

Provisional data on 2008 from the Community Survey on Income and Living Conditions (EU-SILC) carried out by the Central Statistical Bureau show that in Latvia during the last years the at-risk-of-poverty rate, i.e., the share of persons income of which are under at-risk-of-poverty threshold, has increased and it still remains high. At-risk-of-poverty rate in 2008 remained at the level of 2007 – 26%. It means that slightly more than 500 thousand or ¼ of the Latvia population were subjected to the poverty risk.

At-risk-of-poverty rate in 2004 – 2008 (percent)



In 2008 at-risk-of-poverty rate was the highest (80%) among the population aged 65 and over living alone. Risk of these persons exceeded the average indicators of the European Union 2.7 times and was the highest among the Member States. Next group subjected to high at-risk-of-poverty rate are unemployed. Moreover, their at-risk-of-poverty rate in 2008 has grown by 3 percentage points.

Key Characteristics of the Higher Education System

Latvia has traditionally one of the highest per capita ratios of students in the world. The state guarantees free primary and secondary school education and offers scholarships for higher education. Foreign students from EU countries pay the same fees as permanent residents of Latvian, and degrees from Latvian educational institutions are recognized internationally. Doctorates can be received in the social sciences, natural sciences, and law, as well as technical and humanitarian sciences

Sustainability-Related Activities in Higher Education

Latvia is among the countries which signed the Bologna Process Declaration in 1999 and is a full-fledged participant of the European Higher Education Area. The majority of Bologna Process reforms are successfully implemented in Latvia: three-cycle degree system, Diploma Supplement, ECTS, internal quality assurance systems, accreditation process of higher education institutions and study programmes to ensure the recognition of Diploma issued by higher education institutions in Latvia and also abroad. After the adoption of a draft Law on Higher Education, it is planned to strengthen the Bologna Process demands also on legislative level by introducing unified qualification framework in higher education, ensuring the formulation of learning outcomes on every level, programme, course or module and providing opportunities for establishing joint study programmes and allowing students to choose flexible ways of studies. In order to ensure and increase the competitiveness of the higher education in Latvia, the Ministry of Education and Science in collaboration with state institutions and cooperation partners has developed the “Action Plan for Necessary Reforms in Higher Education and Science for 2010 - 2012”, which is a short term policy planning document and serves as a starting point for long term structural reforms in higher education and science. The objective of the Plan is to state activities to be implemented, thus causing corresponding conditions in the informative report approved by the government “On Necessary Structural Reforms in Higher Education and Science for Increasing Latvian Competitiveness Internationally” for successful implementation of reform processes in 4 key areas of activities:

- 1) Improve the quality of study work and scientific activities;
- 2) Modernisation of material and technical base of higher education and science institutions and increasing effectiveness for using resources;
- 3) Internationalization of higher education and increasing export incentives;
- 4) Integration of higher education and science sector with economic sector and public development.

Adoption of this Action Plan is a significant prerequisite for creating the proper balance between the quality of studies, its efficiency and equity. The significant part of the Action Plan is to facilitate the export incentives of the higher education by developing a centre to coordinate the services of export incentives, developing study programmes in foreign languages, eliminating formal obstacles to receive visa or entrance permissions for students from foreign countries. It is planned to increase the amount of grant for students from foreign countries in order to increase mobility and to reach the set target of 20% for student mobility for studies in the European Union till the year 2020.²

Problems in implementing / disseminating sustainability in higher education:

- low demographics;
- business unfriendly tax policies;
- high unemployment.
- It is necessary single long-term politic position to find the best funding mechanisms for higher education.

Useful Links

University of Latvia - <http://www.lu.lv/>

The Latvian Institute - <http://www.li.lv/>

The Central Statistical Bureau - <http://www.csb.gov.lv/en/>

Ministry of Environmental protection and regional development - <http://www.varam.gov.lv/>

Ministry of Education and science - <http://www.izm.gov.lv/>

² <http://izm.izm.gov.lv/58.html>

Key country data

In 2011 the population of Lithuania totaled 3,225 thousand. The territory of Lithuania covers 65,300 km². In 2010 year GDP (nominal) – 93.94 billion LTL, per capita – 28,580 LTL. The national currency *litas* has been pegged to the euro since 2 February 2002 at the rate of EUR 1.00 = LTL 3.4528. The unemployment rate is 17,2 %, poverty rate is 20,6 %.

Key problems to achieve a sustainable development

The Strategy for Sustainable Development of Lithuania (hereinafter referred to as “the Strategy”), which was approved by Government on 2003, is based on guidelines for the long-term development of Lithuania (until the year 2020). The Strategy seeks efficient economy, healthy environment and prosperous society. Taking into account this, in order to achieve these strategic objectives it is necessary to base future development of the Lithuanian economy on advanced, environment-friendly technologies.

Since 2002, there has been a significant increase in emigration, in 2010 – about 83 thousand people left Lithuania for permanent residence abroad. More than two thirds of all departing residents usually choose one of the European Union member states as their target exit country. Most emigrants are young people: every other emigrant is 20–34 years old. The main goal of emigration is to find employment in the host country.

Key Characteristics of the Higher Education System

In the Republic of Lithuania education is a priority supported by the state.

Types of Higher Education Institutions: higher education comprises *university-level courses* offered by universities. They are provided at three academic levels: undergraduate (Bachelor’s) studies; graduate (Master’s) and post-graduate (doctoral) studies. In 2011 there are 15 public universities, 4 non-state universities, in which studies about 144 thousands students.

The sector of *non-university* higher education was established in 2000. In 2010, there were 13 state non-university higher education institutions and 10 private colleges. In 2010/2011 in colleges studied 28,5 % of all students in higher education.

Finance

Public spending on education total 5 % of GDP, to higher education – 1,2 % of GDP, expenditure per student (tertiary) – 28,2 % to compare with GDP per capita.

As of 2008, 30.4% of the population aged 25 to 64 had completed tertiary education; 60.1% had completed upper secondary and post-secondary (non-tertiary) education. According to *Invest in Lithuania*, Lithuania has twice as many people with higher education than the EU-15 average and the proportion is the highest in the Baltic.

Problems in implementing / disseminating sustainability in higher education:

It is need to implement elements of sustainable development in the curriculum of bachelor and masters studies programs in all universities and colleges.

The main shortages to develop education for sustainable development in Lithuanian universities are: shortages of high quality teachers and deeper understanding of idea of sustainable development, lack of methodological and learning materials about sustainable development issues in Lithuanian language.

Useful Links

http://www.pprc.lt/dv/?page_id=2 (some documents are in English)

[http://www.stat.gov.lt/uploads/docs/Darnus_vystymasis_2011.pdf?PHPSESSID=.](http://www.stat.gov.lt/uploads/docs/Darnus_vystymasis_2011.pdf?PHPSESSID=)

<http://unesco.lt/index.php?url=darnaus-vystymosi-svietimas>

Key country data

1. Country – R. of Macedonia – key data (in 2010)

1.1. Number of inhabitants – 2.056.716.

1.2. Small landlocked country, surface area 25.713 km².

1.3. Total GDP 6.890.000.000 €, GDP per capita 3.350 €, growth rate 0,7.

1.4. Poverty rate – according to the State Statistical Office data, the percentage of poor people in 2010 was 30.9%.

1.5. Key problems to achieve sustainable development:

- Social problems:
 - 1) High and widespread unemployment,
 - 2) Health sector in need for significant improvement and strategic redirection,
 - 3) Fairly widespread commitment to EU accession on the state level.
- Ecological problems:
 - 1) Favorable point of departure with rich and fairly unspoiled natural and cultural resources,
 - 2) Water, wastewater and solid waste systems in need of significant improvement.
- Economical problems:
 - 1) Lack of foreign direct investments,
 - 2) Technological lagging behind;
 - 3) Industrial development including especially the SMEs in need of strategic redirection and focus;
 - 4) Agricultural and forestry sector in need of strategic redirection;
 - 5) Tourism sector despite a high potential, in need of structured strategic work and planning;
 - 6) Significant upgrading of rail road network is needed;
 - 7) Road planning and construction in need of strategic focus.

Key Characteristics of the Higher Education System

2.1. Number of universities and students:

- 5 public universities with 57.088 students,
- 19 private universities (one of them is public-private partnership) and high educational institutions with 13.601 students.

2.2. Key characteristics of the higher education system – Since the academic 2007/2008, a process of reforming the system for higher education was initiated. During last year this process continued in accordance with the accepted long term objectives:

- increase of number of enrolled students;
- reforms according to Bologna Declaration;
- increase of the number of individuals with completed higher education;
- equal access to higher education;
- increase efficiency of higher education.

Main source for higher education financing is the central budget of the R. of Macedonia. According to the law, the higher education institutions may acquire financial resources from other sources as well. The higher education activity is financed according to the *Standards and Criteria* adopted in 1988. Elements of the Standards and Criteria, which influence on the determination of the scope of higher education activities, and automatically also on the amount of resources needed for performing the higher education activities, are:

- approved study programmes of the higher education institutions;
- number of study groups, departments and courses;
- number of full-time enrolled for first time students at state quota in academic year;
- qualification structure of the employed;
- number of graduated students;
- net usable premises of higher education institutions; and
- needed number of managerial personnel.

Expenditure per student:

- Public expenditure per student – 664 € (or 19,86% of GDP per capita),
- Total expenditure per student – 1.565 € (or 46,8% of GDP per capita).

2.3. Public spending on education:

- The budget of the Ministry of Education and Science was 10,57% of the total Budget;
- The budget of the Ministry of Education and Science was 3,83% of the GDP;
- The budget for the high education (as a part of the budget of the Ministry of Education and Science) was 1,52% of the total Budget,
- The budget for the high education (as a part of the budget of the Ministry of Education and Science) was 0,55% of the GDP,

Sustainability Related Activities in Higher Education

- Educational sector in need for significant improvement and strategic direction;
- Poor involvement of the NGO sector in sustainability related activities in the higher education system.

Problems in implementing / disseminating sustainability in higher education:

- Limited awareness, understanding and commitment to sustainable development;
- Lack of critical mass of relevant professors.

Useful Links

- www.mon.gov.mk – Ministry of Education and Science,
- www.moe.gov.mk – Ministry of Environment and Physical Planning,
- www.ukim.edu.mk – Ss. Cyril and Methodius University, Skopje
- www.uklo.edu.mk – University St. Climent Ohridski, Bitola,
- www.unite.edu.mk – State University in Tetovo,
- www.ugd.edu.mk – University Goce Delcev, Stip,
- www.uist.edu.mk – University for Information Science and Technology, Ohrid,
- www.fbe.edu.mk – Integrated Business Faculty,

Key country data

Area: 312.685 km²

Population: 38,186,860 (females – 19,714,000 males – 18,516,000)

GDP: Total - 760,1 mld USD, per capita – 19.887 USD

Poverty headcount at national poverty line (% of population) 16,6 %

Key Characteristics of the Higher Education System

The biggest academic center in Poland is Warsaw, followed by Kraków, Wrocław, Poznań, Łódź, Lublin, Gdańsk and Katowice - 43.4% of all students educated there. Full-time students represent 53.3% of the total number of students in these academic centers.

Starting 2000, the number of universities successively increases. At the same time in the last two years we can see a decline in the total number of students. The number of graduates is growing. The reasons for this are the demographic changes which mean that there are fewer candidates for higher studies. In turn, those born during the baby boomers are ending their studies.

Number of universities: Year 2000 – 310, Year 2001 – 344, Year 2005 – 445, Year 2009 – 461, Year 2010 – 467.

Number of students (including foreigners): Year 2000 - 1,584,804 people, Year 2005 - 1,953,832 people, Year 2006 - 1,941,445 people, Year 2007 - 1,937,404 people, Year 2008 - 1,927,762 people, Year 2009 - 1,900,014 people.

Number of graduates: Year 2000 - 303,966 people, Year 2005 - 391,465 people, Year 2009 - 439,749 people.³

Among the 467 universities - 131 were public universities, where 1266,9 thousand people educated (66.7% of all students), including 324,0 thousand people in the first year of study. Compared to last year the number of students enrolled in these schools has decreased by 0.1%. Since 1991, private universities emerge and develop. At the beginning of the academic year 2009/2010 we have noticed 330 such schools, educating 633,1 thousand students (or 33.3% of the total student population), including 163,7 thousand in the first year of study. Comparing with the previous year, we observe an increase of non-public universities by 1.5% but the number of people studying there fell by 4.0%.

In recent years, interest in the directions of the humanities, social, and informatics is declining. More popular were directions connected with the protection and safety and related health and social care, as well as architecture and construction. Despite this, still the dominant groups are the directions of economic and administrative (23.2%).

Number of foreign students and graduates is growing. The largest group of foreigners studying in Poland were students from Europe – a total of 11,6 thousand people, mainly from Ukraine, Belarus, Norway and Sweden. Among them, the largest number of foreign students comes from Ukraine. Most of them choose the direction of medicine.

³ * latest available statistics, at the end of 2010

With the increase in the number of postgraduate students, doctoral students are also rising. Their growth is particularly dynamic, which is due to greater availability of this form of education, including non-stationary mode.

Key problems to achieve a sustainable development

Sustainable development is one of the goals declared by the EU. Poland as a Community member also makes an effort of translating the ideals into real programmes and projects. However, the piling socio-economic problems affect the balance between the three pillars of sustainable development approach. The environmental issues seem to be set aside and sacrificed for the sake of economic progress. This rises numerous questions concerning the implementation the EU strategy towards sustainable development. All the problems are based on fundamental issues of the actual meaning of sustainable development and striking a balance between its pillars.

Improved living conditions as a result of increasing income, as well as fall of unemployment have caused a change in consumption patterns, which may lead to stronger pressure on the environment by the municipal sector in the future.

In spite of the general positive trends in limiting the pressure on the environment, there is still a lot to be done. Due to its nature, the Polish economy remains one of the most material- and energy-consuming economies of the European Union. However, one may assume that the costs and benefits analysis will dictate the necessity to implement eco-innovations and savings related to raw materials and energy. The most serious problem of the Baltic Sea is involved with eutrophication, mainly caused by excessive loads of nitrogen and phosphorus, stemming from inland sources located in the area of the Baltic Sea basin. Eutrophication applies to more than 60% of water-courses and lakes located at the territory of the country.

Sustainability Related Activities in Higher Education

Universities are obliging to take action for sustainable development due to two documents: Polish National Strategy for Environmental Education “From Education to Sustainable Development” and international EECED document “The Strategy of Education for Sustainable Development”. Despite the clear obligation there are only few general initiatives undertaking in higher education in the field of ESD.

- University of Warsaw, University Centre for Environmental Studies initiated an informal working group for promotion of UNDES which consist of various participants, i.e. scientists, teachers, representatives of the Ministry of National Education, the Ministry of Foreign Affairs, Ministry of the Environment, NGO's and UNESCO. The aim of the Group is to discuss the content and direction of education through round-table discussion.
- The University Centres of Environmental Studies in Warsaw University and in University of Silesia are organizing a special set of open lectures “Selected Issues of Sustainable Development “the lecture can be selected as a course option for students from different faculties.
- Maria Curie Skłodowska University in Lublin (UMCS) , Department of Biology
- 45 hour-long interdisciplinary course for students “Sustainable Development Educator”. The aim of that course was to broaden the range of courses offered by UMCS in the scope of education for sustainable development and was targeted at students of biology who wish to obtain pedagogic qualifications, the objective of the course was to enhance the attractiveness and competitiveness of UMCS graduates in the labour market.

Key country data

- number of inhabitants: 138,739,892 (July 2011 est.),
- surface area in square kilometers: 17,098,242 sq km,
- GDP: \$2.223 trillion (2010 est.),
- poverty rate: 13.1% (2009).

Key problems to achieve a sustainable development (social, ecological, economical problems)

Nowadays, sustainable development issues do not have the transcendental importance they should have for the society, in other words, most of the people have no idea what sustainability is and its importance despite of the Presidential Decree "On the Russian Federation National Strategy of Environmental Policy and Providing Sustainable Development" (1994) and the "Concept of Putting Russia on a Path Toward Sustainable Development" (April 1996). Sustainable development issues are not being stated in the compulsory system of education at official level, which could be very useful in propagating the sustainable development. Due to the immense territorial extension of Russia, it is extremely important to take into consideration the possible inconveniences that the application of the regional policies may cause. This is because regions in Russia are different not only in terms of natural resources and physical conditions (landscape, climate, etc.) but also in terms of the demographical and cultural variables. Territories with recognized damaged environment constitute 16% of total country's area and host 50% of its population.

Another aspect that has a negative impact in the solution of the sustainability problems is the incapacity of Russian population to affect decisions at governmental levels. Their powerless participation in politics makes them passive "subjects" in the topic. Russian conservative society is characterized for a strong resistance to change, which is a major obstacle in the process of establishing the idea of sustainability as a way to improve the wellbeing of the overall society. Taking into consideration that the term "sustainable" does not really have a perfect equivalent in Russian; the word "sustainable" is being perceived as "stable", it is presented as a linguistic barrier that could jeopardize the understanding of the whole study.

In accordance with the current economic necessities, Russia has shown a growing interest in the economic modernization of the federation. This objective is supposed to bring us closer towards a sustainable development, but unfortunately, in Russia the notion of economic growth is still a synonym or a cause of further pollution, hazards emissions and environmental degradation. So, even though there are already some environmental laws, they are still not strict and quite easy to avoid.

Key Characteristics of the Higher Education System

Number of educational institutions, total: 1.115, of which public and municipal: 653 (8 federal and 29 national research universities), non-public: 462.

Number of students, total: 7.05 million people, of which in public and municipal institutions: 5.85 million people, in non-public institutions: 1.2 million people.

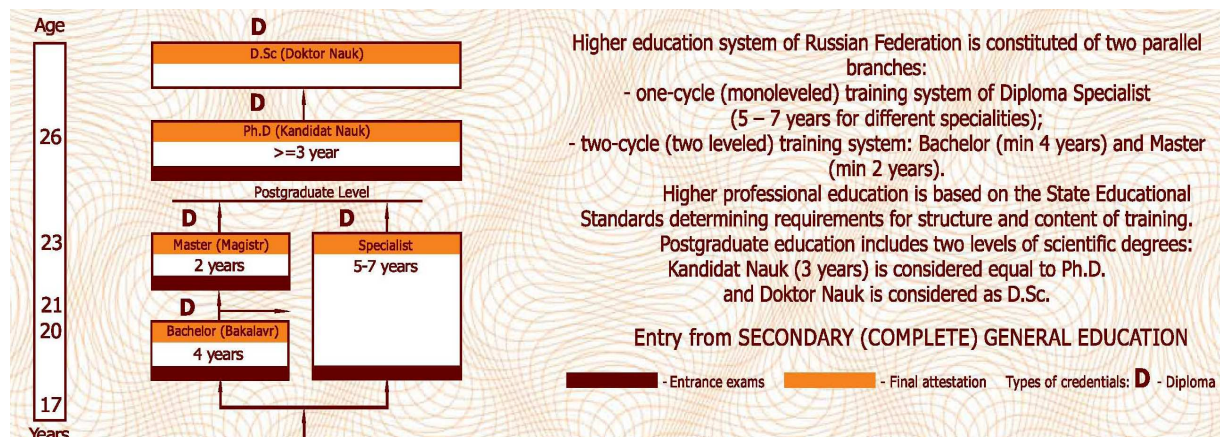
Contest for admittance to public and municipal higher educational institutions (number of applicants per 100 places): 347.

Foreign students enrolment, total 79.8 thousand people, of which students from the CIS countries 32.1 thousand people.

Public spending on education, total – 378 milliard rubles, i.e. 0.9 % of GDP or 5.1% of the Russian Federation budget (2007).

Expenditure per student – 51 thousand rubles (2007). *HDI-Index Rank*: 71.

Organisational structure



Sustainability Related Activities in Higher Education

- Russian Federation Federal Government: Ministry of Natural Resources, Ministry of Economic Development and Trade, Russian Federal Service for Hydrometeorology and Environmental Monitoring, Russian Federation State Statistics Committee;
- Scientific organizations: Council for Research Productive Forces (Moscow), Russian Academy of Sciences, Institute of economy and organization of industrial manufacture (Novosibirsk), etc.;
- Educational institutions: State University of Management (Moscow), State University - Higher School of Economics (Moscow), Russian academy of Public Service (Moscow) etc.;
- NGOs, ecological unions: Intern. Program Evaluation Network (<http://ipen21.org>), Socio-Ecological Union (Moscow), Russian ecological academy, Centre of strategic researches of Volga Federal District.
- Representation of foreign organizations: World Bank, European Bank for Reconstruction and Development, Netherlands Economic Institute.

The main activities are in the areas of the Concept of Russian Federation transition to sustainable development adoption; common policy of sustainable development of the CIS-countries implementation; specific regional ecological, economic and social problems solution.

Useful Links

- <http://www.gks.ru> - Federal State Statistics Service
- <http://mon.gov.ru> - Ministry of education and Science of the Russian Federation
- <http://www.mnr.gov.ru> - Ministry of Natural Resources and Ecology of the Russian Federation
- <http://www.unesco.ru> - Commission of the Russian Federation for UNESCO
- <http://www.sgasu.smr.ru/> - Samara State University of Architecture and Civil Engineering, Social and Marketing Research Center
- <http://www.nngasu.ru> – Nizhny Novgorod State University of Architecture and Civil Engineering, Centre for Environmental Policy and Culture

Key country data

Republic of Serbia is located in the central part of the Balkan Peninsula, occupying an area of 88,361 km². The number of inhabitants has decreased constantly and gradually since 1991. In 2008 there were 7,365,507, an average of 95 inhabitants per square km (excluding statistics from the autonomous region of Kosovo and Metohija under the jurisdiction of the United Nations Interim Administration Mission), of whom around 60 % live in urban areas. Also, the Index of ageing of population has increased, from 69.0 % in 1991 to 103.2 % in 2007. In 2010 GDP at market prices was € 3 901 per person. The processes of transition and privatization continue to influence the rise of unemployment, which, at around 19.2 %, was very high in 2010. Absolute poverty rate was 9.2% in 2010, and it continues to increase, after 2003 – 2007 period of poverty decreasing. Serbia faces enormous gaps in regional development as well.

Serbian National sustainable development strategy 2008 – 2017 (NSDS), and consecutive Action plan, passed in early 2009, are approaching third year of implementation. Following the NSDS monitoring and reporting schemes, several reports are developed so far: Progress report on the implementation of NSDS for 2009 passed the Government of Serbia in 2010, as well as Progress report on the implementation of the Action plan for NSDS implementation for 2009. Moreover, Progress reports for the implementation for 2010 are drafted and submitted for passing. However, in operationalization and implementation of declared sustainable development principles, the modest progress has been made. Implementation of NSDS was not followed by appropriate allocation of state and other financial resources. NSDS was not fully recognized as the main development strategic paper, thus being the crucial reason for the lack of adequate horizontal or inter – ministerial cooperation on NSDS implementation. Sustainable development indicators indicate stagnation or minor progress: industrial production is under-developed and characterized by obsolete technology, low energy and raw material efficiency, weak technological discipline and a high level of waste generation; either the cleaner production concept nor the best available techniques concept (BAT) are yet applied sufficiently. The impacts of emissions of pollutants from energy generation facilities is still very high and regarding that Serbia lags behind more developed countries and EU standards.

There are 14 universities in Serbia; seven state owned and the same number of private, as well as five independent private faculties, 49 public and 32 private higher schools (colleges). About 150,000 students attend public universities and 110,000 attend private universities. Serbian public universities are still not fully integrated – departments (faculties) are legal entities with full autonomy to manage themselves. There are also 56 scientific institutions, completely independent from universities that are predominantly engaged in research. Those institutions are not involved in education, even though many of them have scholars with Master degree or PhD. Public expenditures for higher education in 2010 was 0.69 % of GDP, or 2.11 % of overall budgetary spending. Unfortunately, this percentage decreased from 2.80 in 2008, mainly due to budgetary cutting as a result of economic crisis.

Sustainability Related Activities in Higher Education

Investments in research and development in Serbia are among the lowest in Europe (0.48 % of GDP in 2010). Moreover, the structure of those financial resources is unfavorable: 80 % are from the state or local budgets (and it still increases), and only 20 % are coming from private investments.

During previous decade, the higher education reform in Serbia has been conducted entirely in the spirit of the Bologna process and has encompassed its principal aspects, including tree tier system architecture of higher education institutions, ECTS scheme, external and internal QA and accreditation, etc. At present the Serbian higher education system is faced with the need to critically reconsider the obtained results and to

continue the reform processes, enhancing the quality and relevance of the higher education institutions, as well as the general harmonization with the current EU developments.

Sustainability issues are incorporated in curricula of almost every university in Serbia. The courses with sustainability contents as autonomous academic subjects are present at number of engineering departments and at some humanities, but still lacking at economic departments. There is a tendency to “ecologize” the university, namely, to introduce the disciplines referring to environmental protection and sustainable development and other diverse socio-humanistic sciences at a number of technical faculties. Given the life-long-learning concept is still not well developed in Serbia, outreach education for sustainable development are missing and universities did not develop specific educational services for the community.

Useful Links

www.odrzivi-razvoj.gov.rs

Key country data

Population: about 46 Mio inhabitants

Surface area: 603,628 km²

GDP according to the 2010 list of the World Bank - 137,929 Mio of US Dollars, Rank 52, Geographical center of the Europe: town Rakhiv

Poverty rate: Population below poverty line: 35% (2009) according to CIA World Factbook;

70% of the Ukrainian population lives at not more than \$3 per day according to Verkhovna Rada Commissioner Nina Karpachova (2010)

Human development index rank - 69 among 169 countries (2010)

Economical problems: poverty, unemployment, irresponsible wellbeing, corruption, absence of middle class: *Ukraine is very rich in resources but 70% of population live in poverty.*

Social problems: civil society and democracy are just declared values, not real; community revival, decentralization; social apathy, indifference; awareness on the problems of SD is very low.

Ecological problems: forest destruction, water, air and soil pollution, alternative energy, waste management, consequences of Chernobyl Nuclear Power catastrophe, implementation of modern technologies, the natural resources are seen in terms of the contribution they make to economic growth.

Key Characteristics of the Higher Education System

Types of the Ukrainian Universities: Classical Universities, Technical Universities, Humanities and Pedagogical Universities, Technological Universities, Medical and Pharmacological Universities, Agrarian and Ecological Universities, Juridical Universities, Universities of Culture and Sport

The whole number of universities in Ukraine is 451. Among them: 316 state universities and 135 private universities.

The *structure* of Higher education consists of the educational levels:

- junior engineer
- bachelor
- engineer
- master

There are 578 students per 10,000 people in Ukraine.

Education spending (% of GDP) (2009) – 6,4% - according to: <http://www.ukrstat.gov.ua>

Expenditure per student (tertiary) (% of GDP per capita) (2005) – 34,07 %, rank 73 (according to www.NationMaster.com)

The system of Higher education in Ukraine is under the reconstruction. Ukrainian latest minister of Education build up a new complex reform, which coursed a lot of discussions and some displeasure in the society.

Sustainability Related Activities in Higher Education

In some Ukrainian universities students of ecological faculties organize EcoClubs, where environmental questions are discussed and ecological actions are realized. It is an almost voluntary initiative of the students. Such environmental organization **Ecoclub Green Wave** (<http://ecoclub.kiev.ua/index.php?newlang=en>) exists in the National University of Kyiv-Mohyla Academy.

The network of Ukrainian Universities was created within the EU-UNDP project “Community Based Approach to Local Sustainable Development” (CBA-project) in order to integrate knowledge and “make available for the studying of” the Ukrainian Local Sustainable Development Experience. Thus we cooperate in promoting educational activities: conducting and implementing courses on Sustainable Community Development, holding research within the project, involving Community and Local Government Leaders to Training programs, organizing joint conferences, seminars etc.

Problems in implementing / disseminating sustainability in higher education

1. There is no any political/governmental document which promotes SD in Education. There is a required course Sustainable Development in the curriculum of the 4-th year students of ecological speciality only.
2. High schools are very limited in financing. Resource base is poor, necessary equipment is absent or should be modernized, little number of universities have subscriptions to modern scientific journals and publications. They need to survive mostly by themselves. They are very strictly controlled by the Ministry of Education: universities should plan the curriculums according to the instructions of the Ministry of Education but not for the current problems in the ecological, economical, and social spheres.
3. The course “Sustainable Development” appeared in curriculums (mostly on ecological specialities) 2 years ago and is only at the stage of its development.
4. Low awareness about the idea of SD among the most of professionals. Mostly ecologists and sometimes economists are involved.
5. There are mainly single examples of the successful Ukrainian practices to propose good cases for students. Many SD actions were stopped under the political and financial pressure and because of corruption.
6. Implementing / disseminating of sustainability is going through NGOs mostly. It is necessary to develop interactions between NGOs and high school institutions because such cooperation is not very usual for Ukrainian practice.