

Sustainability in education: follow-up report 2022

1. Frame

Higher education is considered an important catalyst for sustainable development, including through its educational mission. Forming nearly 50,000 young people annually can and should strengthen sustainability thinking.

The Sustainability Vision (2013) puts it as follows:

Through its education, Ghent University must contribute to 'a more sustainable society and sufficiently familiarise its students with social, ecological and economic sustainability problems and possible solutions'. In its pursuit of 'education with high social relevance, linked to and inspired by the challenges of today and tomorrow', Ghent University wants to integrate sustainable development in the content and process of its entire educational offering.

With the university-wide policy choice ([UBK Sustainability](#)), Ghent University administration further strengthened that commitment in 2019. The intention is to take further steps in the coming years through this UBK. Through intensive tailor-made processes, sustainability will be integrated into 15 to 20 pilot programmes, and through scaling-up processes, the knowledge and practical experience acquired can be passed on to other programmes.

The focus on sustainability is also increasingly being integrated into the Education Department existing processes and strategies. The quality assurance system 'Eigen Regie 2.0' allows each study programme to reflect (via the education monitor) on how sustainability is integrated into the curriculum and education policy. Educational support is directly linked to this and aims to help programmes that wish to do so to integrate more deeply.

In the future, sustainability will increasingly be included under the heading of 'future proof education'. The Apollo 8 project (made possible by the Flemish government with resources from the 'Voorsprongfonds') allows this process to be accelerated. After all, there is explicit attention and extra support for it:

- **Generic competences:** Does the programme offer a well-considered balance of learning opportunities for acquiring much-needed discipline-specific knowledge, skills and attitudes but also for acquiring **generic knowledge, skills and attitudes**, from the idea of the 'T-shaped professional'?
- **Interdisciplinarity:** Does the programme provide sufficient opportunities for **an inter- and transdisciplinary** education where students from different disciplines interact with each other?
- **Stepping stones for internationalisation:** Has the programme integrated the 'stepping stone principle' in its curriculum whereby **international and intercultural competences are integrated into the curriculum of every student**?
- **Embedding in society:** Is the programme **embedded in society** to the extent that it aligns with future societal needs, based on/using 'real-life challenges', and that students have opportunities and are encouraged to engage in social engagement and internships?
- **Flexible learning pathways:** Is the programme student-centred? Does the programme offer **flexible learning opportunities and learning pathways** to allow students to personalise their curriculum?

Several leads can be found with sustainability(education):

- Generic competences: these partly overlap with sustainability competences (critical and systemstinking, collaboration, communication, reflexive attitude, resilience, ...);

- Multi-, inter- and transdisciplinarity: essential for tackling 'wicked problems' or sustainability issues;
- Embedding in society through *challenge-based education*: active and transdisciplinary work are particularly suitable for bringing sustainability issues to the fore;
- Enabling personalised and flexible educational pathways: giving students with a keen interest in sustainability issues more freedom to explore them during their studies.

Moreover, [recent empirical research](#) shows that the vast majority of Ghent University students are asking for more engagement with concrete and current sustainability issues during their time at university. These findings are similar to the results of the course feedback and alumni survey.

The above shows that 'sustainability in education' is a matter for different actors. Whereas UBK Sustainability focuses on processes within and with a relatively limited number of educational programmes, the Education Department will always try to develop methods to reach all (or as many as possible) study programmes, obviously building on the expertise of the Centre for Sustainable Development. Via the think tank Transitie UGent and the Green Office, signals from lecturers, education supervisors, quality assurance staff and students with a specific interest in sustainability are captured. The loose-fixed interplay and diverse perspectives of these actors makes the given 'sustainability in education' complex and rich.

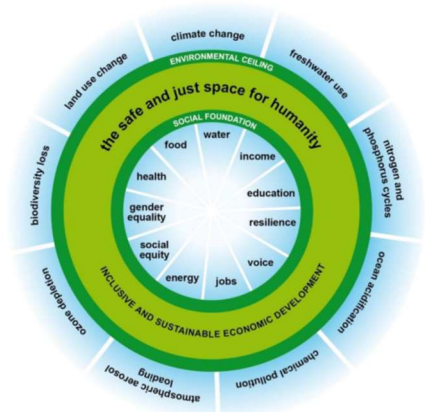
The present report is a follow-up of the commitments made in past sustainability reports and those resulting from the assignment of sustainability. The report was formed on the basis of input provided by representatives of the Education Department (DOWA), the commissioner for UBK Sustainability in education, the Centre for Sustainable Development and experts from the faculties and the central administration. Suggestions were also collected in the think tank Transitie UGent and the Raretijdenkabinet.

2. Principles on sustainability education

Sustainability challenges increasingly dominate social and political agendas. Not only does the climate crisis manifest itself increasingly in the foreground, but also biodiversity loss, increasing social inequality and poverty, the housing crisis, water scarcity, and so on. And for good measure, these challenges influence each other. We therefore advocate approaching sustainability challenges from a systemic perspective and in an inter- and transdisciplinary manner. Block & Paredis (2019)¹, researchers at the Centre for Sustainable Development, use the DNA structure to present a sustainability challenge, highlighting the interconnectedness of ecological and social challenges. Consider the inequitable distribution of access to resources.

Or consider who is most vulnerable to the impacts of the climate crisis. A similar logic can be found in the influential idea of the donut economy, an economic model by Kate Raworth (2017; see figure)². Both representations reflect a 'strong' vision of sustainability: Promoting 'the economy' is not an end in itself; on the contrary, the economy should serve as a means to shape a socially just society within the ecological limits of the planet.

While it is assumed that sustainable development refers to basic needs, social justice and ecological limits, one correct and universally acceptable definition is not available. The central concepts remain open to interpretation. What exactly is just? When is the carrying capacity of the earth exceeded? Usually, there are multiple interpretations on this, with everyone trying to adopt a



¹ Block, T., & Paredis, E. (2019). *The political nature of sustainability issues*. In J. Coene, P. Raeymaeckers, B. Hubeau, S. Marchal, R. Remmen, & A. Van Haarlem (Eds.), *Poverty and social exclusion : yearbook 2019 (2nd ed., pp. 47-66)*. Leuven / The Hague: Acco.

² Raworth K. (2017) *Doughnut economics: seven ways to think like a 21st-century economist* Random House, London.

logic or discourse that meets their own assumptions and interests. Consequently, the sustainability debate and different interpretations of sustainable development can more or less be represented on a continuum that, simply put, evolves from so-called status quo approaches to radical transformative approaches (Hopwood et al. (2005)).

The above has a number of implications for our teaching. After all, it is important that students learn about the wide range of interpretations and perspectives and how to deal with them. Integrating such (more strongly) into education involves both seizing opportunities and facing challenges.

The most important **opportunities** relate to the already ample **scientific knowledge** within our university. These include scientific knowledge on, for example, planetary boundaries, social inequality and policy, alternative economic models, climate change, ethical dilemmas, principles of sustainable chemistry, etc.

The main **challenge** lies in the context sensitivity and political nature of complex sustainability issues. There is often a strong scientific and public debate about what exactly is the framing, problem or solution of these complex sustainability challenges. Ready-made objectively correct solutions are then not available, but depend on the context and scale (time and space) and on which concerns are and are not taken into account.

Such challenges then also bring **pedagogical and didactic** challenges. After all, education is no longer a matter of merely imparting the 'right' knowledge to arrive at unambiguous, ready-made solutions. Of course, we still need to provide students with the best available knowledge, but at the same time we need to **familiarize** them with **the complexity, uncertainty and normativity that sustainability challenges entail** and instil in them the necessary 'action competence' so that they, as citizens as well as professionals, are better equipped to deal with these challenges. For **teachers**, this means, on the one hand, gaining **experience** with specific forms of work and assessment suitable for sustainability education. On the other hand, the necessary **resources** must also be available to apply such, often labour-intensive, forms of work. The **principles of future-proof education** (focusing on generic competences, learning in inter- and transdisciplinarity, embedding education in society and offering students flexible learning paths) will provide courses with a framework to optimally prepare our students for a complex and rapidly changing social context.

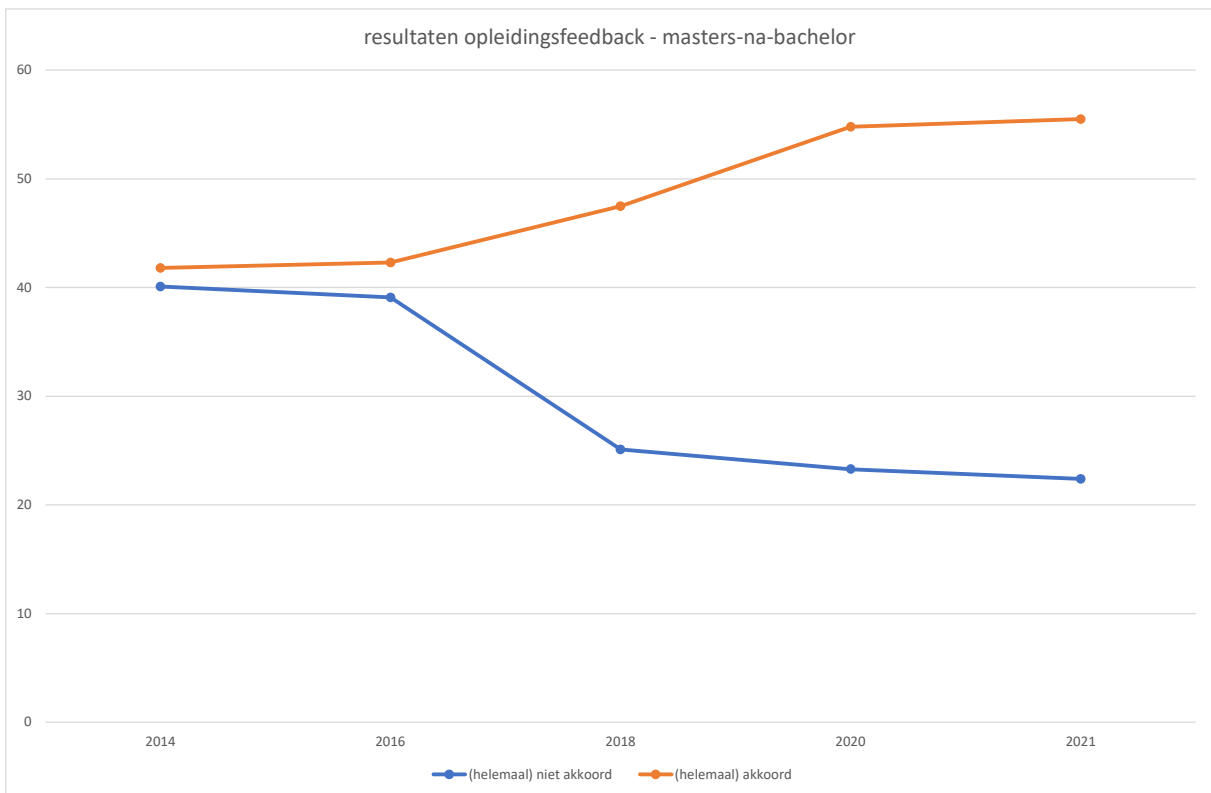
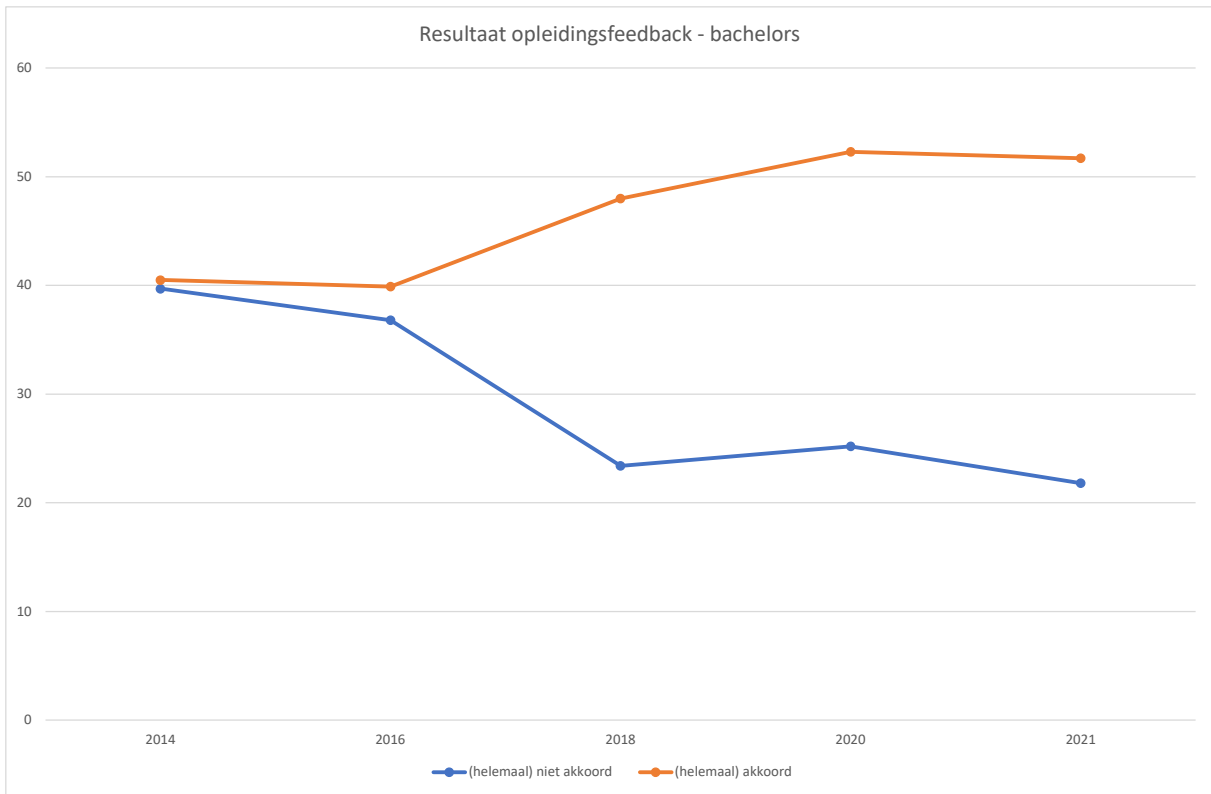
3. Evolution of indicators

3.1. Training feedback

The Programme Feedback (formerly biennial 'programme evaluations') consists of an annual survey of all students in the final year of a programme (bachelor-master). The surveys are administered from the end of May (catch-up week) and run until September.

In the survey from 2020, the item 'The education encouraged you to think about environmentally sustainable and/or socially just solutions to problems' has been included. This item replaces two items that were included from 2014 to 2018, namely 'During your education, sustainable development was addressed' and 'Searching for sustainable solutions to problems was encouraged'. Replacement of these items was appropriate because they were not sufficiently recognisable to students from less hands-on programmes, creating a distorted picture.

Although the substitution of these items makes comparison over the years difficult, we can cautiously conclude that a positive trend can be observed overall (see graphs 'education feedback bachelors' and 'education feedback masters-after-bachelor'). Nevertheless, in 2021, only half of the respondents still (completely) agree with the statement 'The programme encouraged you to think about ecologically sustainable and/or socially just solutions to problems'. So there is still a lot of room for growth.



3.2. Alumni survey

The items included in the 2021 alumni survey are a logical translation to that audience of the item from the training feedback. For the item "Paying attention to sustainability (environmentally sustainable, socially and/or economically just solutions to problems)", there are two questions:

- To what extent did you acquire the following competences through your first master's or licentiate programme at Ghent University?
- To what extent do you use the following competences effectively in your current job?

Respondents should give a score from 1 (Not at all) to 5 (Totally).

The 2021 results show that for the entire cohort of 'ever' graduates, just under a quarter (24.3%) of respondents believe they have acquired sufficient competences in terms of paying attention to sustainability, 47.5% believe they have not acquired such competences sufficiently (at all). At the same time, 45.4% of this group indicate that paying attention to sustainability is a competence they should use in their current job, 25.8% indicate that they do not use such competences (at all).

The results for the 'outflow cohort', diploma years 2016-2017 to 2019-2020, are slightly more favourable. 32.4% of respondents say they have acquired sufficient competences regarding sustainability, and 36.6% disagree. This younger group is even less likely to use sustainability competences in their jobs: 35.1% say they use them, 35.7% do not.

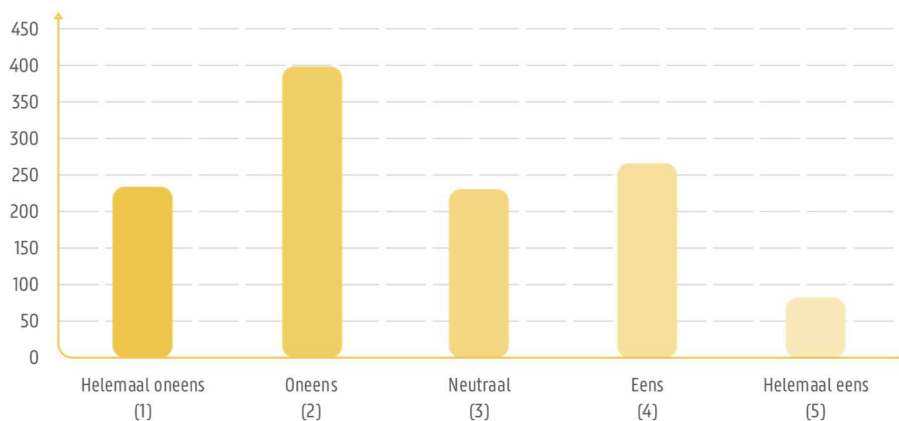
3.3. Student survey of Ghent Student Council

The Green Office, Centre for Sustainable Development, DOWA and the Ghent Student Council launched a survey among students and (a limited share) alumni (3.3%) of Ghent University in spring 2021.

1211 respondents completed the survey in full. The survey asked respondents about their experiences with the education offered on sustainability issues in their courses. Six statements were presented, requiring the respondent to indicate to what extent they agreed or disagreed with the various statements. To this end, a scale from 1 (= totally disagree) to 5 (= totally agree) was used. Respondents indicated that they were more likely to disagree with the statement that they started working on concrete and current sustainability issues during their study programme (2 = disagree, 3 = neutral) and to (completely) disagree with the statement about collaborating with students from other faculties (1 = completely disagree, 2 = disagree). At the same time, they also express a desire to (be able to) work on sustainability issues more often (4 = agree), and to do so also in an interfaculty setting (3 = neutral, 4 = agree).

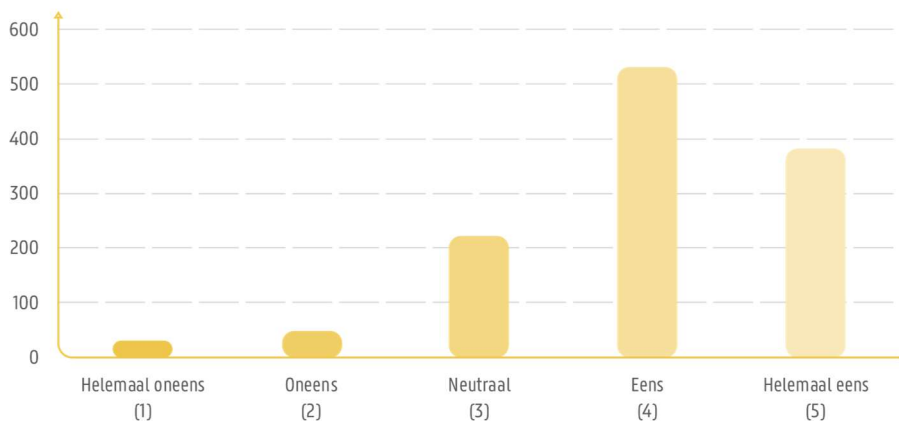
Stelling: "In mijn opleiding aan de universiteit ben ik aan de slag gegaan met concrete en actuele duurzaamheidsvraagstukken."

gemiddelde = 2,64/5; st. afw. = 1,210; n = 1211



Stelling: "In mijn opleiding aan de universiteit wens ik meer aan de slag te gaan met concrete en actuele duurzaamheidsvraagstukken."

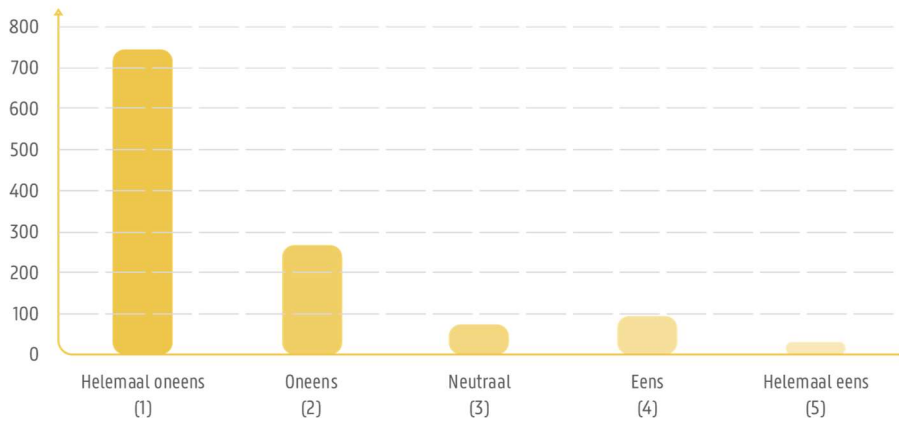
gemiddelde = 3,98/5; st. afw. = 0,937; n = 1211



These findings show that students are asking to engage more with sustainability issues during their studies.

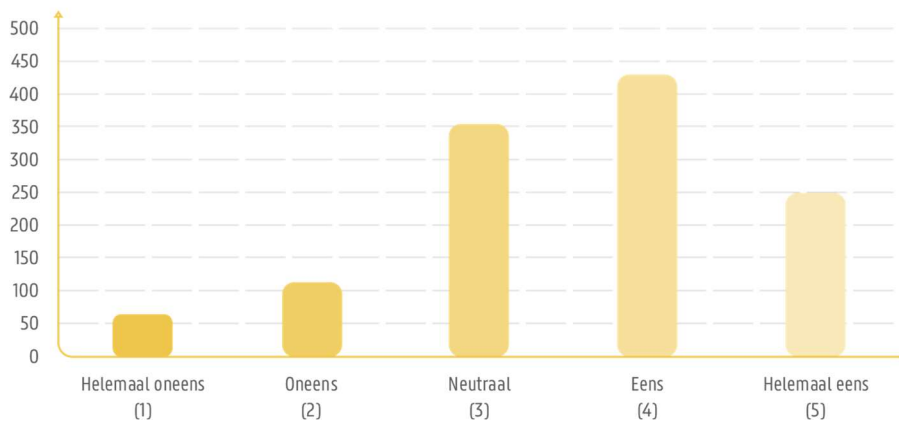
Stelling: "In mijn opleiding aan de universiteit heb ik met studenten van andere faculteiten samengewerkt rond duurzaamheidsvraagstukken."

gemiddelde = 1,68/5; st. afw. = 1,056; n = 1211



Stelling: "In mijn opleiding aan de universiteit wens ik meer met studenten van andere faculteiten samen te werken rond duurzaamheidsvraagstukken."

gemiddelde = 3,57/5; st. afw. = 1,078; n = 1211



From this, we can conclude that interdisciplinary work on sustainability issues is still far too little addressed according to the students surveyed.

[You can find the full report at this link.](#)

4. Evaluation action plan and adjustment

The action plan below is the result of the efforts of the various actors as described in 1 above. *Framework.*

Given the urgency of the climate issue and the high level of ambition of the sustainability policy, it is very important to closely monitor the set objectives and the progress of the action points. Depending on the result of the actions taken, adjustments will have to be made. The evaluation below will therefore also determine actions for the coming year.

Pillar 1: Strengthening sustainability policy in the educational organisation

The following concrete actions are further included or newly proposed:

Action 1.	DOWA and sustainability experts at Ghent University regularly discuss educational initiatives with a sustainability focus and their embedding in policy. The university-wide policy choice 'sustainability' reinforces this process.
Evaluation	Partly thanks to the UBK Sustainability mandate (see action 5), the appointment of a policy officer within DOWA (see action 2) and commitments from the Green Office (see pillar 4, among others), there was regular consultation, coordination and cooperation, particularly on the actions listed below. However, these consultations are not yet structurally embedded. Hence, all actors involved are asking for a more formal working group.
Adjustment and planning	To draw strategic lines, strengthen implementation of strategic choices and ensure better alignment between ongoing education initiatives, a more formal 'Sustainability in Education' working group will be established. This working group includes representatives from DOWA, the mission statement around the UBK 'Sustainability in Education', the Centre for Sustainable Development, the Green Office and a number of representatives from the faculties.

Action 2.	A policy officer on sustainability was appointed within DOWA.
Evaluation	The Department of Educational Quality Assurance (DOWA) invested in educational support staff to help integrate important societal issues into education. For sustainability, a project was started in parallel with the UBK 'Sustainability in education'. In this way, attention to sustainability, among other things, is given a structural embedding. Both internally (e.g. translation of research within the Centre for Sustainable Development, student initiatives of the Green Office, capturing bottom-up processes in the Transition Arena) and externally (networking with other HEIs), this position proves to be an important bridge builder.
Adjustment and planning	DOWA has a full-time policy officer for sustainability. As this employee was appointed on project resources, this position will end in December 2022. Efforts are being made to gradually integrate various elements that are important in the current remit into ongoing processes and projects. The themes of "generic competences", "interdisciplinarity" and "more flexible learning tracks", which are at the forefront of the Apollo 8 - Project 3 "Future-proof curricula", offer good opportunities for this.

The expertise around sustainability and sustainability education currently present in the Education Support team will be transferred from the project officer to another employee within the team.

Action 3.	Ghent University gauges sustainability aspects in all programme evaluations. For example, students are asked to indicate to what extent they were given the opportunity to think about ecologically sustainable and socially just solutions to problems.
Evaluation	<p>Since academic year 2019-2020, the question "<i>The course encouraged you to think about ecologically sustainable and/or socially just solutions to problems</i>" has been included in the course feedback. The wording of the question explicitly chose to include both the ecological and social aspects of sustainability.</p> <p>In 2021, 52% of respondents from undergraduate courses declared themselves (completely) in agreement with this statement, while 23% (completely) disagreed. For master's programmes, this was 56% and 22% respectively (reference year 2021). Study programmes use this information to evaluate and adjust their education policy via the monitor.</p>
Adjustment and planning	<p>The above question is retained so that a comparison through time is possible for all courses.</p> <p>See also 3. <i>Evolution of indicators</i>.</p>

Pillar 2: Content integration of sustainability in training provision

The following concrete actions are further included or newly proposed:

Action 4.	Supported by the UBK Sustainability mandate, six faculties seize the strategy around the university-wide policy choices to embed sustainability more strongly in their education. After a pilot project in one or more programmes, each faculty will then work towards an upscaling process for all programmes.		
Evaluation	The table below shows which faculties opted for the UBK Sustainability (education section) and which operational objectives were put forward.		
	Faculty	Programmes involved in 2019-2022	Focus of operational objective
	Law and criminology	Bachelor of Law Bachelor of Criminology	Develop a learning line on 'sustainability' in the Law programme and in the Criminological Sciences programme. Already gradually implement in the Law programme.
	Engineering and Architecture	Bachelor of Mechanical Engineering - Electrical Engineering Bachelor of Electrical Engineering	Build sustainability as a backbone in education so that the future engineer develops an automatic reflex for sustainability, for recognising sustainability problems and for devising sustainable solutions.

	Bachelor & Master of Industrial Design	
Faculty of Economics and Business Administration	All undergraduate courses	Embed sustainability in its five core courses: economic sciences, applied economic sciences, commercial engineering, commercial sciences and public administration and public management.
Psychology and Educational Sciences	Bachelor of Social Work	Integrate sustainability in education by establishing two learning networks "sustainability in education" and by developing a faculty vision within these networks on how sustainability can be integrated into all courses.
Bioscience engineering	Bachelor of Bioengineering	Promote sustainability thinking in research and education by strengthening itself as a centre of expertise and further integrating it into curricula.
Political and Social Sciences	Bachelor of Political Sciences + Broad narrative (transdisciplinary platform and ENLIGHT)	Integrate sustainability thinking into all undergraduate courses. + Developing a performance platform for socially relevant (from a sustainability perspective) undergraduate and graduate theses.

An attempt was made to develop a clear vision and action plan for each programme to (more strongly) integrate sustainability. The philosophy on sustainability and pedagogy, a provided step-by-step plan, an overview of tangible results, etc. are described in "[Vandenplas, E. & Block, T. \(2022\) Wervende werven en recyclebare resultaten. Embedding sustainability in courses at Ghent University. Ghent University, 83 p.](#)

Some key points of interest in this UBK process:

- As the self-assessments also show, this UBK leveraged ongoing engagements (e.g. formal support for bottom-up processes), but also initiated numerous new dynamics.
- Certain trajectories were delayed along the way because of the corona crisis and measures, but in the end, all pilot trajectories more or less landed. All the programmes involved showed great commitment and that was the focus in the 2019-2022 cycle.
- Creating a fertile breeding ground was given preference over picking numerous ripe fruits. On top of that, profound evolutions within academic teaching practices are invariably slow and the reverberations of certain intensive trajectories may be some time away.
- In particular, the scaling-up trajectories at faculty level (the so-called 2nd phase of this UBK approach which attempts to scale up the approach of a

	<p>pilot programme to more/all (bachelor's) programmes) started later than initially foreseen due to the corona crisis. In two faculties, it is partly unclear for the time being how this scaling-up process will be developed. Within the four other faculties, the results here are decent to good.</p>
Adjustment and planning	<p>Proposal is to split this action into the 3 actions below under the UBK</p> <ul style="list-style-type: none"> - Through the UBK 'Sustainability in education', programmes at Ghent University that want to embed sustainability more strongly are provided with a broad and critical perspective, as well as a clear step-by-step plan to follow a route, a useful evaluation framework and numerous successful practical examples. - Ghent University is organising a series of workshops on how interdisciplinary teaching practices around sustainability issues as well as 'challenge-based learning' with interactive forms of work can be given more opportunities and fewer barriers. - Within the UBK 'Sustainability in education', programmes at Ghent University are given the opportunity to gradually develop a recruiting and university-wide educational initiative with 'climate' as the overarching theme. <p>See also pillar 3.</p>

Action 5.	<p>In Social Sciences, a new interdisciplinary master's is being developed with a focus on (the governance of) sustainability transitions.</p>
Evaluation	<p>Partly at the request of the rector and dean of the Faculty of Political and Social Sciences, the Centre for Sustainable Development of Ghent University, together with partners from the University of Antwerp and the Free University of Brussels, launched an inter-university master's entitled 'Sustainability Transitions and Social Justice'. This new master's programme in social sciences aims to thoroughly prepare students to understand, shape and be able to guide sustainability transitions. Its uniqueness lies first of all in the explicitly social-scientific view of the challenges of sustainable development and socio-technical reorganisation: in our mobility system, the urban fabric, circular economy, the food system, the energy system, etc. The proposed forms of work are highly interactive: numerous working lectures, challenge-based learning, master's thesis workshops around 'real world problems', etc.</p> <p>This one-year master's programme is thus interuniversity in scope (UAntwerpen, Ghent University and VUB). It is explicitly oriented towards social science learning outcomes, but starts from the problems posed rather than from scientific disciplines. In this sense, an inter- and transdisciplinary approach is pursued.</p> <p>The working group came to the conclusion that within the 3 institutions the necessary staff is not fully available, and 1 ZAP and 1 AAP is needed per institution. Last summer (2021), the pieces of the puzzle within Ghent University were not so favourable, but this has changed. The Faculty of Political and Social Sciences decided in June 2022 to invest in a ZAP mandate around this highly topical subject. The newly appointed Tenure Track can research an interdisciplinary line on socio-ecological and socio-technical system change, but thus also partly participate in the new master. UA and VUB also normally provide the requested support (1 ZAP + 1 ass. per university). The dossier for this new master's programme will be prepared for submission to the government, with a preferential start date for the 2025-2026 academic year.</p>

Adjustment and planning	This action can be retained.
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Action 6.	<p>Efforts are being made to support and coordinate educational practices in which students in a transdisciplinary setting engage with sustainability challenges from inside or outside the university (Community Service Learning, City Academy, Dare to Undertake, Living Lab Campus Sterre,...). A working group will be set up to map, align, support, make more visible and, where possible, scale up the various initiatives and educational practices. One of the scenarios this working group will explore is participation in the renewed Science Shop concept (together with the VUB and UA).</p>
Evaluation	<p>As indicated, a lot of initiatives (e.g. Community Service Learning, inter- and transdisciplinary courses, living labs, ENLIGHT, the City Academy, Dare to Undertake,...) are betting on a transdisciplinary operation. Such educational initiatives can only flourish when there is a sufficiently large and varied pool of social stakeholders, who present (more or less) concrete challenges to work together on. The need for a tool (a digital platform) to facilitate contacts between teachers, stakeholders and students is thus evident and has long been the subject of all kinds of bottom-up initiatives. Below is a brief outline.</p> <p>Back in 2018, a thought exercise was initiated, at that time from the Green Office, in which it was suggested to work towards a central point of contact, overarching communication and coordination. The working title of the platform was 'Sustainability Match'.</p> <p>To give further shape and substance to this idea, a working group was set up in 2019, consisting of people from DOWA, the Centre for Sustainable Development, the UBK Sustainability assignment office, Dare to Undertake, Environment Department and the Green Office. A lot of thinking led to a new paper in November 2020 proposing the platform NEXUS Ghent University (Networks on Education <i>crossing</i> University & Society). Central departments were asked to invest in a broad platform responsible for a communication strategy (i.e. a sort of 'showcase' and webpage that provides a clear and accessible overview of current initiatives and opportunities to get involved); better coordination between all kinds of current initiatives and coordination of this fragmented landscape (this 'dispatcher function' should be structurally anchored within Ghent University); further scaling up and expanding this transdisciplinary and/or trans-academic operation (e.g. rejoining Wetenschapswinkel, developing living lab operation Ghent University, etc.) and investing in a learning network around transdisciplinarity and 'challenge-based learning'. DOWA, Centre for Sustainable Development and the Green Office indicated that they could not meet the requested needs with the existing capacity. Unfortunately, it proved impossible to free up additional financial resources from centrally for this purpose.</p> <p>With the launch of ENLIGHT (WP 5) and later Apollo 8 (Voorsprongfonds), space was created at DOWA, Education Quality Assurance Office, to explore how such a stakeholder platform should take shape. The Educational Sustainability Support Officer and the DO! employee created a SPOC (e.g. a webpage linking different initiatives) and experimented with the Call for Challenges and the Science Shop. Currently, this initiative is mainly taking shape within the Embedding in society' theme of the Apollo 8 project.</p>

Adjustment and planning	<p>The original action can be retained.</p> <p>It was decided that joining the Science Shop is currently not an option. The follow-up of this platform turns out to be very labour-intensive, making it not feasible in the current budgetary context of Ghent University. The experiment will therefore continue with the Call for Challenges.</p> <p>Within the European alliance ENLIGHT, together with eight European partners, an open and interdisciplinary space is being created that includes 'challenge-based education' around sustainability issues such as climate change, energy and circular economy.</p>
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Pillar 3: Teacher professionalisation: towards better subjects with a focus on sustainability

The following concrete actions are further included or newly proposed:

Action 7.	A learning network helps individual teachers integrate sustainability into their subject.
Evaluation	<p>Since 2018, the Centre for Sustainable Development (later also with support from the UBK Sustainability and DOWA) has been organising several learning sessions for individual lecturers during which concrete questions from lecturers and/or programmes are presented and/or practical examples are discussed. On average, 40 to 60 lecturers from different programmes attended such a session.</p> <p>However, the corona crisis proved to be a game-changer in the organisation of a more structural learning network where programmes (that seek to integrate sustainability into curricula) can learn from each other's approaches and results. Among other things, the broad inspiration and networking day 'Sustainability in my educational practice' (23 March 2020) was cancelled because of COVID-19.</p> <p>Nevertheless, in order to offer a glimpse of each other's initiatives, an inspiration book was written: 'Wervende werven en recyclebare resultaten. Embedding sustainability in education at Ghent University' (Vandenplas & Block, 2022). This book not only provides an overview of the broader philosophy and approach, but also numerous inspiring examples and usable results from and for Ghent University programmes.</p> <p>See also action 10.</p>
Adjustment and planning	The original action can be retained.

Action 8.	Annually, design workshops are organised for about three course subjects to (re)develop (parts of) these subjects to focus on the complexity of sustainability issues and interactive forms of work.
Evaluation	In 2020, this design workshop formula was experimented with for the first time (largely within the operation of the UBK Sustainability) in the development of a new subject 'Current Issues in Social Agogics' (social work course), a new subject that

	<p>was given sustainability as its focus. After this experiment, it was decided to continue using design workshops to (re)develop (parts of) courses. New initiatives in the subject 'VOP' (Mechanical-Electrical Engineering course), 'Cybernetics' (Industrial Design course) and 'Sustainability-oriented Design' (Industrial Design course) experimented for the first time with observing lessons and teaching materials as a basis for an empirically based redevelopment of the subject. Teachers and didactic researchers from the Centre for Sustainable Development thus worked together to redevelop the subject. The 'lessons learned' from these research-intensive trajectories will be able to inspire other courses to develop similar initiatives in the coming years.</p>
Adjustment and planning	The original action can be retained.

Action 9.	<p>An offer is being developed by DOWA around sustainability education within the regular and renewed support offer for teachers and assistants. There will be a train-the-trainer session for courses, and a blended training course is being developed for individual teachers, with the online learning path - the result of an intensive inter-university collaboration - anticipated by the beginning of the 2020-21 academic year.</p>
Evaluation	<p>DOWA's educational support offer focuses both on individual lecturers and on programmes as a whole. On 'Education Tips, Ghent University's website with plenty of practical and hands-on advice on education at our institution, you will therefore find one teaching tip on sustainability for programmes and one for individual lecturers. For lecturers who want to delve even further into the topic, there is the online learning path 'Learning about and for sustainability', which was developed in partnership with the 4 other Flemish universities and Duurzaam Educatiepunt (the Flemish Government's programme for sustainability education in higher education). The first chapter discusses a number of frameworks and the history of the concept of sustainability. Chapter 2 deals extensively and illustrated with numerous examples with sustainability in course units: how to integrate sustainable content; which work formats and evaluation forms to use; which sustainability competences to weave into the final competences. Finally, Chapter 3 provides tools to strengthen sustainability education in course units by seeking cooperation with various actors inside and outside the institution.</p> <p>For programmes that want to integrate the topic of sustainability more into their programme and training policy, there is a tailor-made formation. We expect two to five key people (OC representatives, CKO employees, education support staff, etc.) within the study programme to participate in this training. This training will cover how Ghent University interprets the concept of sustainability, what sustainability means for the participating study programmes, which tools can be used to examine the study programme in terms of sustainability, which steps can be taken to draw up an action plan for the study programme and how training and final competences can be used to integrate sustainability in the curriculum. We will also briefly discuss forms of work and assessment suitable for acquiring sustainability competences.</p> <p>An initial meeting will provide content and tools to start or further shape the process in your own training. We aim to have up to three courses participate in this first meeting. This gives participants the opportunity to exchange experiences with other programmes. Next, participating courses get to work. During a feedback meeting, we will take stock of the situation and see what further support might be</p>

	<p>useful. The dates for the first meeting and for the feedback meeting are determined in mutual consultation. In consultation with the participating programmes, we decide whether to organise the feedback session per programme or jointly. So far, four courses have participated. A specific training was also organised at the request of the Faculty of Medicine and Health Sciences.</p>
Adjustment and planning	<p>The expanded online offer around sustainability education within the regular support offer for teachers and assistants remains available.</p> <p>In addition, the theme of sustainability is an important entry point to give direction and substance to the principles of future-proof curricula (Apollo 8). For example, the literature on sustainability competences can inspire the formulation of generic competences. Learning in inter- and transdisciplinarity and embedding education in society are important elements for both the Apollo 8 project and sustainability education. Finally, (university-wide elective) subjects with a sustainability focus can be given a place in the flexible learning tracks to be developed for students.</p> <p>Through the quality assurance system (programme monitors), programmes are encouraged to reflect on the extent and manner in which they integrate sustainability into the curriculum.</p>

Pillar 4: Supporting educational initiatives by students

The following concrete actions are further included or newly proposed:

Action 10.	The Summer School Climate for and by Ghent University students is organised and supported annually.
Evaluation	<p>A first Summer School Climate took place in September 2019 and was organised for and by Ghent University students and with strong support from the Green Office. Because of COVID-19, the 2020 edition was cancelled, but in September 2021, our Ghent University students could once again enjoy a successful educational activity.</p> <p>Through workshops and lectures, 50 Ghent University students will spend 5 days learning about the complex challenges of global warming and possible transition paths from different perspectives. In addition, an excursion is organised as well as exciting evening activities (e.g. a lecture with an international speaker). Not only is an inter- and transdisciplinary perspective adopted through an extensive lecture series, students also delve into concrete sustainability issues within a workshop programme and under the guidance of experts. The week will end with a presentation on the workshops by the participants of this Summer School.</p> <p>A second Summer School was launched in 2021 by students from the Faculty of Veterinary Medicine who organised a Summer School around animal welfare with support from the Green Office.</p> <p>In 2022, the Green Office will co-host three Sustainability Summer Schools driven by student demand and engagement. The Summer Schools Climate and Degrowth have a common basis but each also has its own focus, and the Summer School Animal Welfare dives all the way into animal welfare. This allows more</p>

	<p>students to engage in interdisciplinary and transdisciplinary settings around the complex issues of our time.</p> <p>The model and methodologies of the Summer Schools were also incorporated into the Enlight network.</p>
Adjustment and planning	The original action could be retained, but formulated more broadly as 'Sustainability Summer Schools', in which the themes would depend from year to year on which complex sustainability issues the students organising the Summer Schools wanted to delve into.

Action 11.	Engaged students are experimenting with 'Student-led education' in courses and developing this approach further.
Evaluation	<p>In recent years, incentives were created, partly from the Green Office, to incorporate 'student-led' modules within existing Ghent University courses. Partly due to the impact of COVID-19, this operation was scaled back in recent years.</p> <p>In 2022, a collaboration with the Green Office and CEMUS, a student-led centre for sustainability was established to exchange around student-led methodologies (which will be tested in the Sustainability Summer Schools, among others).</p> <p>In addition, the idea of extending the 'Jokerweek' concept of the architecture course to other courses is being further explored. Central to this idea is that classes are scrapped for one week and students themselves get to work in interdisciplinary teams on real sustainability issues on location in the city of Ghent or at Ghent University.</p>
Adjustment and planning	Adjustment: experimenting with student-led education in courses, exchanging with other knowledge institutions around methods and experimenting with courses open to it with 'student-led, interdisciplinary sustainable project weeks'.

Action 12.	Through a university-wide survey, all students will be polled on the extent to which sustainability challenges and issues are (sufficiently) addressed in all Ghent University courses (cancelled in 2020 due to the corona crisis).
Evaluation	<p>The Green Office, Centre for Sustainable Development, DOWA and the Ghent Student Council launched a survey of Ghent University students and alumni in spring 2021.</p> <p>This survey aimed to:</p> <ul style="list-style-type: none"> - gain a better understanding of students' perceptions and satisfaction with sustainability within their programmes, and - providing a more detailed picture of how and to what extent students can engage with this theme in their studies, and to what extent attention is paid to the interdisciplinary nature of sustainability issues. <p>The main results of this study show that:</p> <ul style="list-style-type: none"> - students want more sustainability in their education - students do not feel prepared to deal with sustainability in their later work contexts - students want to work more on concrete sustainability issues - students want more interdisciplinary collaboration <p>Click here to view the final report.</p> <p>The results were presented in various councils and committees.</p>

	These findings are in line with the results of the Training Feedback and Alumni Survey (see 3. <i>Evolution of indicators</i>).
Adjustment and planning	Every three years, a university-wide survey of all students gauges the extent to which sustainability challenges and issues are addressed in all Ghent University programmes.

Action 13.	Various possibilities are being explored to better valorise insights from master's theses on sustainability issues, on the one hand, and to award a prize to the best master's thesis on sustainability, on the other.
Evaluation	<p>In early 2021, the website FUTUREproof was launched, an initiative of the Green Office Gent, Centre for Sustainable Development, DOWA and Ghent University University Library. With FUTUREproof, Ghent University wants to make master's theses on sustainability more accessible to the general public and to the organisations or individuals working on these topics in practice.</p> <p>Meanwhile, dozens of master's theses (and their authors) are already presented in an attractive way.</p> <p>An annual FUTUREproof Award is also presented within this initiative. An inter- and transdisciplinary jury considers the candidates.</p> <p>This approach not only highlights Ghent University master's theses on sustainability, but at the same time makes them more accessible to the general public and to organisations working on these topics in practice (Thesis with Impact project).</p> <p>In addition, a collaboration was set up with other higher education institutions in Flanders, the Sustainable Education Point of the Flemish Government and the Foundation for Future Generations to award a sustainability prize at Flemish Level in 2023 (with sub prizes to the different institutions). The expertise built up at Ghent University will be used to shape the Flemish prize.</p>
Adjustment and planning	The action can be retained.