

UNICA 2021

# More sustainable societies: the role of universities

and how to reach it?

# WE TALKED ABOUT:

WHAT CAN LEAD TO SHE, WHY SHE DOESN'T HAPPEN, TANGIBLE VS. INTANGIBLE SHE TOOLS, GEOPOLITICAL OPSTABLES TO SHE, TIMELINE OF WHAT HEIS SHOULD APPLY AND ENDED WITH BULLET POINTS AS A SUMMERY CONCLUSION.

\*TERMINOLOGIES: SHE (SUSTAINABILITY IN HIGHER EDUCATION) AND HEI (HIGHER EDUCATION INSTITUTIONS)

# TOPIC 5 DECLARATION IS THE VOICE OF ALL THOSE MOTIVATED STUDENTS.

**"I am here because I would like to be part of  
reforming Universities to sustainable  
Universities, trying to change the future."**

**a student from topic no.5**



bullet points? we have some recommendations to  
governmental sectors and HEI representator.



# Inject more budget for sustainability

Use larger budgets towards education which are specifically addressed to benefit sustainability. For example: budgets for fossil free energy sources, budget for waste reduction and management, etc.



# set missions

Give universities a **manageable timeframe** to switch to a **sustainable-oriented curriculum** or transition to fossil-free energy in order to motivate HEI to act - therefore, connect money to sustainability as an incentive for more monetary benefits.





# create a **European guideline**

Create, offer and promote a guideline with applied **examples of best practices** at the institutional level which can then inspire other organizations and individuals.



# updated staff

Increase the level of preparation and **continuously update training of teachers and lectors, deans and presidents** in order to more effectively achieve sustainability of the educational environment.






# **soft skills. future skills.**

Implement sustainable thinking, new methods of teaching and a diverse curriculum to educate students in future skills, particularly mind innovation and leadership skills as key elements toward sustainable development.



# **social hubs in HEIs**

Develop educational social hubs within the university.  
Make the university a place of life experiences, not only  
an academic context.





# brand new courses

Reach a multidisciplinary approach with the interaction of different study fields via creating and promoting study courses that focus on interdisciplinary sustainability in HEIs for a new generation of experts.

# more life-work balance for HEI's ambassadors of knowledge

Give PhD students, professors, researchers and lecturers the **opportunity to research outside their field** of study through a more **secure position** such as tenure, better structure of sabbatical leave, and fewer working hours for a better work-life balance.



## **sustainable offices**

Establish updated SHE leadership structures, such as a sustainability office, with special positions being exclusively concerned with sustainability, sustainable development and long-term thinking, rather than day to day operational and educational management.



# **multi sectional approach**

Galvanize action between multiple stakeholders, who can collaborate, exchange best practices and show unity and solidarity in the face of urgent global problems.

# **global connections for global problem solving**

Install connections to different global realities via networking and collaboration, to hear voices from all around the world in study materials aimed at sustainability and global problems connected to climate change.

# **make it accesible to take part in other faculty's curricula**

Strengthen and promote interdisciplinary work across different universities by offering joined courses or projects which are focused on sustainability, whereas students are given extra-credit points for their studies.



# **break the hierarchy via a czar figure**

Assignment of a specific sustainability responsible czar, with direct access to the head of university to report on different faculties.

# **extracurricular activities**

Rise to the urgent challenge of the climate crisis and contribute to impactful solutions within different sectors and stakeholders of society via curricular and extracurricular activities.

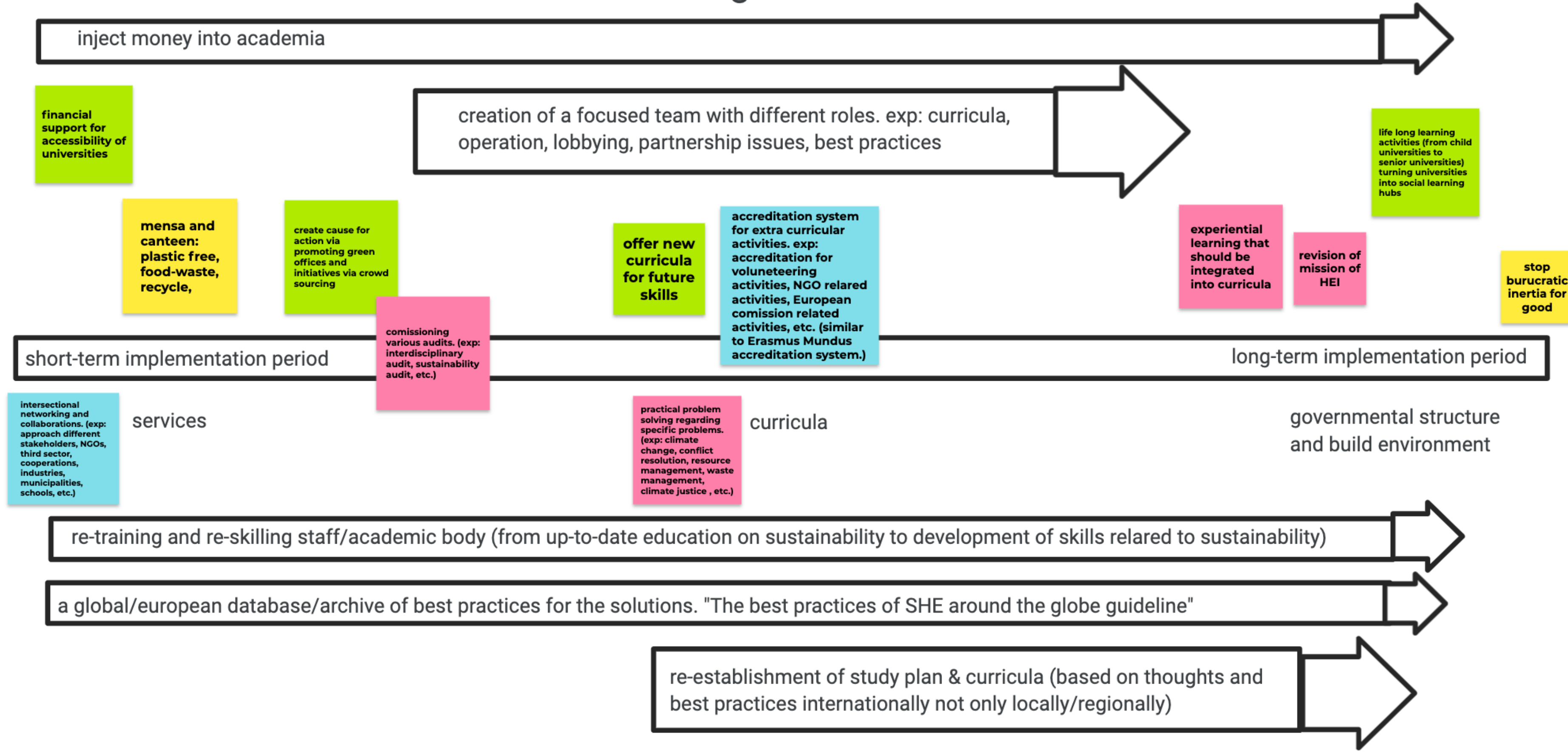
# **help recognizing European Commission's youth initiatives**

Accreditation of extra curricular activity on study plans  
and ETCS.

**and last but not least**

Long-term planning on integrating long life experiential learning methodologies into curricula.

we should realistically start asking for changes, what will be the timeline for these changes?





**“University can teach you skill and give you opportunity, but it can't teach you sense, nor give you understanding. Sense and understanding are produced within one's soul.”**

— C. JoyBell C.

**"but through SHE in 21st century, universities can touch one's soul."**

IYNE