Learning guide of transversal contents for socially responsible universities
**General coordinator of the guide:**

Toni López Pueyo · CONEXX-Europe and Forum Trees

**Authors of the guide:**

Toni López Pueyo · CONEXX-Europe and Forum Trees  
Maximiliano Alonso · CONEXX-Europe and Forum Trees  
Tanja Oraviita · VAMK - Vaasan ammattikorkeakoulu  
Andrea Riccio · Sapienza Università di Roma  
Jesús Herrera · Universidad de Cádiz

**Reviewers of the guide:**

Toni López Pueyo · CONEXX-Europe and Forum Trees  
Andrea Riccio · Sapienza Università di Roma  
Jesús Herrera · Universidad de Cádiz  
Tania Avellino · ISQ  
Gabriel Dima · Innovate4Future  
Begoña Arenas Romero · ITC

**Quality assurance:**

Begoña Arenas Romero · ITC  
Erik Ruiz Martín · CONEXX-Europe and Forum Trees

**Peer reviewers:**

Deirdré Bazán Mayagoitia · Head of the Outreach Office · Universidad Autónoma de Ciudad Juárez

Nicolamaria Coppola · PhD candidate in Applied Social Sciences · Sapienza Università di Roma

**Date of publication:**

December of 2016
# Table of Contents

**KEY WORDS AND ACRONYMS**......................................................................................................................... 2  
**QUOTES**.......................................................................................................................................................... 3  
**INTRODUCTION**.................................................................................................................................................... 4  
**PART 1: AN OVERVIEW OF THE UNIVERSITY MISSION: UNIVERSITY SOCIAL RESPONSIBILITY**.............................................................................................................................................................................. 6  
1.1 THE UNIVERSITY MISSION .............................................................................................................................. 6  
1.2 USR DEFINITION .................................................................................................................................................. 10  
**PART 2: IMPLEMENTING SOCIAL RESPONSIBILITY IN STUDENTS CURRICULA**...................................................... 13  
2.1 SELF-DIAGNOSIS: FIRST STEPS BEFORE IMPLEMENTING USR STRATEGY .................................................... 13  
2.2 STEPS TO INCLUDE SR CONTENTS IN STUDENTS CURRICULA ........................................................................ 15  
2.3 UNIVERSITY SOCIAL RESPONSIBILITY AND STUDENTS .................................................................................. 19  
2.3.1 ESD Dimensions ............................................................................................................................................. 21  
2.3.2 These aspects create a variety of educational solutions and opportunities for SR in:........................................ 22  
2.3.3 Ideas, suggestions and recommendations for implementing SR in learning.............................................. 23  
2.4 CONTENT DEFINITION ....................................................................................................................................... 27  
2.4.1 USR-NET Questionnaires ................................................................................................................................. 27  
2.4.2 The triple bottom line ...................................................................................................................................... 28  
2.4.3 The RRI Pillars ................................................................................................................................................ 29  
2.4.4 H2020 Societal Challenges and USR ............................................................................................................... 30  
RRI Tools .................................................................................................................................................................... 38  
2.5 SR/ESD COMPETENCES ..................................................................................................................................... 44  
2.5.2 Generic Sustainability Competence: ............................................................................................................... 45  
2.5.3 UNESCO Global monitoring and evaluation survey 2012 ........................................................................... 45  
2.6 WAYS TO LEARN ABOUT SOCIAL RESPONSIBILITY ....................................................................................... 46  
2.6.1 Learning space and how to implement SR in education .................................................................................. 46  
2.6.2 Barriers and accelerators in introducing SR in curriculum as cross-training activity .................................. 50  
2.6.3 Approaches to embed sustainability / social responsibility into teaching and learning ............................................... 52  
2.6.4 An example how to run a course on SR .......................................................................................................... 53  
2.6.5 List of potential tools to be in the SR course ...................................................................................................... 55  
2.7 PROFESSORS AS SOCIAL RESPONSIBILITY KEY SUPPORTIVE ACTORS ............................................................ 56  
2.7.1 TIPS TO EMBED ESD IN THE CURRICULUM ..................................................................................... 58  
**3. CONCLUSIONS** ............................................................................................................................................... 62  
**4. BIBLIOGRAPHY** ................................................................................................................................................. 64
KEY WORDS AND ACRONYMS

HEIs · Higher Education Institutions
USR · University Social Responsibility
ESD · Education for Sustainable Development
SD · Sustainable Development
SR · Social Responsibility

Students; professors; stakeholders

Community-based learning / Service-learning\(^1\): The community-based learning refers to a wide variety of instructional methods and programs that educators use to connect what is being taught in schools to their surrounding communities, including local institutions, history, literature, cultural heritage, and natural environments.

Project based learning\(^2\): The Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge.

Public engagement\(^3\): It describes the myriad of ways in which the activity and benefits of higher education and research can be shared with the public. Engagement is by definition a two-way process, involving interaction and listening, with the goal of generating mutual benefit.

Hidden curriculum\(^4\): It refers to the unwritten, unofficial, and often unintended lessons, values, and perspectives that students learn.

---

\(^1\) [http://edglossary.org/community-based-learning/](http://edglossary.org/community-based-learning/)
\(^2\) [https://www.bie.org/about/what_pbl](https://www.bie.org/about/what_pbl)
\(^3\) [https://www.publicengagement.ac.uk/explore-it/what-public-engagement](https://www.publicengagement.ac.uk/explore-it/what-public-engagement)
\(^4\) [http://edglossary.org/hidden-curriculum/](http://edglossary.org/hidden-curriculum/)
QUOTES

Albert Einstein reminded us: ‘The problems that exist in the world today cannot be solved by the level of thinking that created them’ and that it is important to avoid ‘doing the same thing over and over again and expecting different results’.

People around the world recognize that current economic development trends are not sustainable and that public awareness, education, and training are key to moving society toward sustainability.⁵

All education serves a purpose or society would not invest in it. Education for Sustainable Development (from now onwards “ESD”) promises to make the world more liveable for this and future generations. How? Giving people knowledge and skills for lifelong learning to help them find new solutions to their environmental, economic, and social issues.⁶

Sustainability understood as the need for meeting the needs of the present without compromising the ability of future generations to meet their own needs.⁷

Education, as we see it today, is more a part of sustainable development’s (SD) problem than a part of its solution because it reinforces the principles & values of an unsustainable lifestyle and economy”.⁸

A good ESD educator...not only knows his/her subject or discipline but is also able to transfer this knowledge and to use it in practice for desired (societally relevant) goals – so that the learner is able to take action based on the knowledge. An efficient ESD thus shifts the model of knowledge dissemination towards a more participatory one, where students’ competences are developed in interaction with the educator: in discussions, engagement in real world situations, joint projects and activities.⁹

---

⁵ http://www.esdtoolkit.org/discussion/default.htm
⁶ http://www.esdtoolkit.org/discussion/default.htm
⁷ Bruntland report
⁸ What We Need to Learn to Save the Planet. Journal of Education for Sustainable Development 2008 2, pp. 21-30. Gadotti, 2008, p21
⁹ Professional development of university educators on Education for Sustainable Development in European countries. UE4SD. Page 32.
INTRODUCTION

Nowadays, it is widely known that communities at local, regional, national and international level are facing different complex challenges. As a society, we must: live within the means of our natural resources; respect our environment; act on climate change; and work collectively towards an improved quality of life for our communities.10

To succeed in this fundamental objective, we have to change the way we think and act. This change requires education and training on social responsibility as well as sustainable development contents, skills and values.

“Educating for a sustainable future is a formidable challenge. How can we better understand the complexity of the world around us? How are the problems of our world interconnected, and what does that imply for their solution? What kind of world do we want for the future, within the limits of our Earth’s life support systems? How can we reconcile the requirements of economy, society, and the environment?”11

There are many possible answers to these questions, and teaching social responsibility is one existing way that can contribute to find right solutions. Bearing this in mind, HEIs as key actors in our society are increasingly leading activities aligned with social responsibility. All educational providers have a key responsibility and power to influence student’s behaviours. At this point, it is important to suggest realistic initiatives that HEIs might include among their own activities so as to become a more active actor able to promote knowledge, raise the awareness of their students regarding the identifications of the main challenges that the communities are facing at different levels. Giving them the necessary motivation, knowledge and tools that enables them to solve these societal problems while they gain valuable skills for their own future as individuals.

This guide will support Higher Education Institutions (HEI) professors, governing bodies and other professionals who are willing to include social responsibility in the educational plans to teach these kind of contents to the students in a theoretical and practical way. In this text you will find explanations and good examples of different HEIs about how they have succeeded in its commitment towards social responsibility. Also you will find a portfolio of different inspiring options and ways, methodologies and tools that are very useful and have a high potential to be adapted and implemented in any HEI.

What we suggest in this document is a reflection on university social responsibility concept (from now onwards “USR”), suggesting tools and a range of methodologies and pathways focused on how to embed the USR to increase students’ awareness, knowledge, values and skills, influencing their behaviours in terms of SR/SD. So, in this guide are presented different approaches about how to insert these contents and competences in student’s curricula. HEIs should adopt a leadership role in training the future leaders that our society needs regarding the challenges that we face at different community levels.

---

11 Koichiro Matsuura, Former Director-General, UNESCO. http://www.unesco.org/education/tlsc/mods/theme_gs/mod0a.html. Koichiro Matsuura. Former Director-General, UNESCO
As you may verify, this guide is divided in two parts. Each of them has a theoretical section which explains the topic that is going to be discussed and a practical section in which practical information will be provided on how SR can be applied in universities along with examples of what it has been done in other places.

The first part provides an overview about USR regarding the university mission and the areas and activities where SR can have an impact and the reasons why it should be implemented in higher education.

Whereas the second part observes how SR can be implemented in university curricula and in education, and which features should HEI’s bear in mind before and during applying it in their activity. Besides the subject approach and transversality, this second part tackles issues such as equality, ethics, governance, open access and public engagement. It also provides new approaches to education which can positively contribute in integrating SR into university activity.

The key words/acronyms in the beginning of the document may help you with the terminology and the bibliography provides further information on the topic.
PART 1 - AN OVERVIEW OF THE UNIVERSITY MISSION

1.1 THE UNIVERSITY MISSION

In this section, we reflect on the University mission, giving an answer to the following questions: What is the role of HEIs in our society? For whom are HEIs responsible? Whose interest the University serve? What is their role in the current world crisis of human planetary unsustainability?

To answer these questions, it is necessary to identify the impacts and risks associated with the daily routines of the university and to consider how to promote reflection and initiatives in favour of positive impacts from the university community (managers, administrators, researchers, lecturers and students)\(^ {12}\).

To go further, it is necessary to explain briefly the existing theoretical models and what purposes do they respond to.

To discuss about HEI mission it is “mandatory” to mention the ‘UNESCO World declaration on higher education for the twenty-first century: vision and action’, where it was stated:

*We affirm that the core missions and values of higher education, in particular the mission to contribute to the sustainable development and improvement of society as a whole, should be preserved, reinforced and further expanded, namely, to:*

(a) *educate highly qualified graduates and responsible citizens* able to meet present and future needs of society;

(b) *provide opportunities* for higher learning and *for learning throughout life*, giving to learners an optimal range of choice and a flexibility of entry and exit points within the system, as well as an opportunity for individual development and social mobility in order to *educate for citizenship and for active participation in society*, with a worldwide vision, for endogenous capacity-building, and for the consolidation of human rights, sustainable development, democracy and peace, in a context of justice;

(c) *advance, create and disseminate knowledge* through research and provide relevant expertise to assist societies in cultural, social and economic development, promoting and developing scientific and technological research as well as research in the social sciences, the humanities and the creative arts;

(d) *help understand, interpret, preserve, enhance, promote and disseminate national and regional, international and historic cultures,* in a context of cultural pluralism and diversity;

(e) *help protect and enhance societal values by training young people in the values which form the basis of democratic citizenship and by providing critical and detached*

\(^ {12}\) University social responsibility: a mature and responsible definition. Social responsibility theory: virtue, justice and sustainability for 3d ethics. François Vallaeyas.
perspectives to assist in the discussion of strategic options and the reinforcement of humanistic perspectives;

(f) contribute to the development and improvement of education at all levels, including through the training of teachers.

Also it is important to highlight some ideas stated in the second article:

**Article 2 - Ethical role, autonomy, responsibility and anticipatory function**

Higher education institutions and their personnel and students should:
(a) **preserve and develop their crucial functions**, through the exercise of ethics and scientific and intellectual rigour in their various activities;

(b) be able to speak out on ethical, cultural and social problems completely independently and in full awareness of their responsibilities, exercising a kind of intellectual authority that society needs to help it to reflect, understand and act;

(c) **enhance their critical and forward-looking functions**, through continuing analysis of emerging social, economic, cultural and political trends, providing a focus for forecasting, warning and prevention;

(d) exercise their intellectual capacity and their moral prestige to **defend and actively disseminate universally accepted values, including peace, justice, freedom, equality and solidarity**, as enshrined in UNESCO’s Constitution;

(e) **enjoy full academic autonomy and freedom**, conceived as a set of rights and duties, while being fully responsible and accountable to society;

(f) play a role in helping identify and address issues that affect the well-being of communities, nations and global society.\(^\text{13}\)

\(^{13}\) World declaration on higher education for the twenty-first century: vision and action; Missions and functions of higher education article 1 and 2.
The following chart will clarify and gather all these ideas together:

**HEI missions: education/training, research and public engagement**

- **Educate highly qualified graduates and responsible citizens**
- **Provide opportunities for learning throughout life**
- **Advance, create and disseminate knowledge**
- **Help understand, interpret, preserve, enhance, promote and disseminate national and regional, international and historic cultures**
- **Protect and enhance societal values, providing critical thinking**
- **Contribute to the development and improvement of education at all levels**

Source: Table summarising HEI mission agreed in the World declaration on higher education for the twenty-first century: vision and action.

Once we are aware of the HEI’s functions, it is good to know which forces are influencing to each of them.

In the last decades, Universities have been struggling with the following challenge: the growing need to generate economic resources, vital to fund their activity, especially in the context where the public budget is more limited. This situation has led them to the following dilemma: Increasing the orientation towards a more commercialize institution or focusing more resources towards satisfying the needs and solving societal problems.

The general tendency has focused more preferentially towards responding state and market demands, as they are their main funding resources providers. They have prioritised these actors through selling services or competing for budget assignations rather than other actors interest, like students, families, NGO’s or wider, the common good.

According to Nieves¹⁴, nowadays HEI’s endeavours are facing different forces that drives their mission to 3 different theoretical models¹⁵:


¹⁵ Adapted from Tesis doctoral: Responsabilidad social universitaria: Una nueva mirada a la relación de la universidad con la sociedad desde la perspectiva de las partes interesadas. Un estudio de caso. Page 143.
1. **Traditional**: the main purpose is the production and transmission of a pure science exempt of interest, neutral, where knowledge is not linked to the enhancement of society welfare.

2. **Commodified**: HEI’s due to their need of self-financing, is oriented to satisfy market demands about production processes and knowledge dissemination. Selling products and services establish their teaching function in a second place.

3. **Integrated**: HEI’s look for a balance between teaching, research and the third mission, where excellence teaching matches with social commitment. Where students and professors collaborate together through social initiatives joining the three missions. This model encourage learning, research more aligned to solving social problems.

It is very important to have all this factors in mind because they all affect and influence the University behaviours and performances.

When we discuss about USR it is mandatory to mention François Vallaeys and his legacy, expressed in his extent life’s work. He displayed the following picture, highlighting the 4 HEI’s impact categories:

![Diagram showing the 4 HEI's impact categories](source)


In this guide we are mainly focused on the **educational impact**, though it is important to be aware that all the four are linked and influenced by each other.

Regarding the education function, there is an interesting division among three subcategories:

1. **Formal curricula** → official programmes of study on offer across all academic units;
2. **Informal curricula** → volunteering and other non-credit-bearing learning opportunities;
3. **Physical curricula** → learning opportunities based upon corporate practice on campus.\(^{16}\)

---

\(^{16}\) Education for sustainable development and holistic curriculum change. A review and guide. The Higher Education Academy. Dr Alex Ryan. Page 11.
Before finish this section, it is convenient to refer to hidden curriculum term. This concept is defined as the unspoken or implicit values, behaviors, procedures, and norms that exist in the educational setting. While such expectations are not explicitly written, hidden curriculum is the unstated promotion and enforcement of certain behavioral patterns, professional standards, and social beliefs while navigating a learning environment.17

HEI’s related actors should be aware about the role they play within the education system, influencing society in the terms previously defined.

1.2 UNIVERSITY SOCIAL RESPONSIBILITY DEFINITION

The University Social Responsibility (USR) is a term that refers to the ethical quality management policy of a University, an instrument that works as a model in order to guide, design and evaluate the actions that are held by and from the University institution. These actions should respond to local, global and national needs of the society in which is involved by the alignment of its principal missions (education, knowledge production, knowledge dissemination and service to society) with its compromise, functions and values.

One of the finalities of the USR should be the promotion of useful knowledge as a tool to improve the living conditions of the community in which is engaged. For that purpose, the University has to take advantage of ethics and morals of these communities, either in a direct way by the actors of the university community (Teaching and Researching Staff (TRS), Administrative and Service Staff (ASS), students and staff in different fields), or in a more indirect way beyond the institution (employers, industry, family, community) of the society in which is involved. In its labour of contributing to social and sustainable human development, the institution should be equipped with the right tools to ensure the participation, transparency and the continuous improvement towards its social responsibility.

Social responsibility should consist in a dynamic partnership for transforming a system that is reproducing the wrong impacts in which the university is participating.

The USR gets started by those who have the decision-making power in the governance, in order to create an institutional environment where in each and every one of the action levels, each community member undertakes its role, within the educational project of the mission of the university, oriented by its actions in a responsible way. To become a social responsible university is essential for the institution not only to fulfil its task towards the society, but also claiming its key role in the human sustainable development, its role in the society as knowledge creator and research in direct relation with other actors and areas of development.

---

Summarizing, the USR is an evaluation referent that seeks to orient either the designs and the actions, attitudes and the behaviours, the decision-making and its consequences in the institution and in the society. It starts holistically in the governance and spreads to the rest of the community so as to generate a good work atmosphere, facilitate the personal and professional development of the participants and prevent the generation of conflicts provoked by organizational issues.

The term USR it is linked with another wide world used term: Education for Sustainable Development (ESD). This term aims to allow every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future.

The United Nations describes ESD as a means of "enabling students to develop the attributes, behaviours and skills needed to work and live in a way that safeguards ecological, social and economic wellbeing, both in the present and for future generations". The most often associated sentence with this term is “Learning to change for a better world”.

The overall goal of the ESD is to integrate the principles, values and practices of sustainable development into all aspects of education and learning. This educational effort will encourage changes in behaviour that will create a more sustainable future in terms of environmental integrity, economic viability and a just society for present and future generation.\(^\text{18}\)

It is important to don’t get confused with other concepts that are implicit within the USR concept, such as social outreach\(^\text{19}\) or community engagement. These concepts are integrated in the USR, but the USR it integrates more dimensions.


\(^{19}\) https://eng.ucr.ac.cr/accion-social/
Outreach/Engagement is defined as meaningful and mutually beneficial collaborations with partners in education, business, and public and social service. It is:

- That aspect of research that makes what University discover useful beyond the academic community.
- That aspect of teaching that enables learning beyond the campus walls.
- That aspect of service that directly benefits the public.

Outreach and engagement is not new. It is part of what we at universities already do. It is using our teaching, research, and service to address societal issues in partnership with the world around us. \(^\text{20}\)

\(^\text{20}\) http://engage.osu.edu/?q=about-us/faq.html
PART 2: IMPLEMENTING SOCIAL RESPONSIBILITY IN STUDENTS’ CURRICULA

“The commitment of the university governing bodies is the most important key factor that will determine its successful execution.”

2.1 SELF-DIAGNOSIS: FIRST STEPS BEFORE IMPLEMENTING USR STRATEGY

Proposed methodology to incorporate SR within University curricula

In this section it is proposed a theoretical-methodological framework from which HEIs could take advantage, using it as a guidance in the first stages to implement successfully social responsibility content within academic curricula.

1st STEP

Suggest a reflection to governing bodies on the University mission.

Raising awareness in university governing bodies on University Social Responsibility (USR). As the Governing body is the figure by which an HEI makes and implements decisions in pursuit of its objectives. Firstly, it is very important to let them know the concept and what is meant by social responsibility in the European Universities. Knowing and understanding the benefits of social responsibility, governing bodies are more likely to lead a major role to implement a strategy in this matter.

This concept should be introduced by linking it to the main societal challenges they face at local, regional, national and international level (you can find USR definition in section 1.2 of this guide). This raising awareness actions could come from two different approaches:

Scenario 1: Top down approach

Governing bodies are aware of the need to include SR in university curricula and start implementing raising awareness activities and making decisions to include social responsibility actions for students. They need to decide how many people is going to be the “core group” of this implementation. It is recommended to hire the service of an expert in social responsibility implementation. If governing bodies decide do it without external support they should gather those professionals within the University with knowledge in this area and knowledge about strategic planning and implementation. Also, it is highly recommended to include staff with a deep knowledge of the University and very well connected with all the University areas at all levels (staff, students, unions, public sector...).

\[21\] Statement shared by different key experts and Universities stakeholders interviewed in the USR-NET framework
Scenario 2: Bottom-up approach

The initiative comes from students, professors or other stakeholders. Some of these actors within the university environment develop USR activities and these are raising awareness activities itself, that can influence the entire organization and make it more opened to specific actions. To be included in the university system as a whole, there is the need to have an institutionalised support and recognition. It is important to have a short, medium and long strategy that it will imply to influence the institution in general, and governing bodies in particular, to embed and support and recognise these activities in their core functioning.

There many ways these groups make inputs in the University. Next, you will find two examples of the different possible ways this could be done: Ex1. Students can create a working group of social responsibility organizing activities and demanding to their University governing authorities to increase their support and recognition; Ex2. Students, professors and stakeholders can start giving inputs within the University decision-making system through the existing representative channels.

2nd STEP

Creation of a work team coordinated by someone with institutional power that will ensure the promotion of the workflows to implement and guarantee the execution of the needed steps to prepare the learning package of transversal contents which will enrich the student’s’ curriculum from a socially responsible overarching approach.

The work team composition should cover as many fields of knowledge as the University possess (if possible). Joining together several professors from different Departments with the expertise in Social Responsibility, in order to define the subjects to be included within this term, and what is not supposed to be. (In this working group it is highly recommended to incorporate students’ participation). Adding all the sensibilities, it will be a guarantee that the provided content is the most useful and convenient for all kind of student profiles and interests. It is highly recommended that members of this team already have some experience and interest about introducing some SR content and pedagogic methodology, so they can foresee and identify more easily the barriers, constrains and opportunities they will face in the implementation stage.

3rd STEP

University self-diagnosis: Each University (represented ideally by the previously created work team) has to perform a diagnosis to fully understand the state of implementation of Social Responsibility throughout their own organisation.

This diagnosis should include all the activities that the different existing bodies, organisms, associations, unions, staff, students and stakeholders within the University have developed and that could be included as USR.

This activity will end up with a “Memory of activities”, a document where all the activities, actors, achieved results, and key person contacts will be gathered. In this text it would be interesting to include indicators. These will allow to measure how different categories in this matter are.
This document should be disseminated within the University to raise the collective awareness about all actions that are already being performed. This will foster opportunities among the actors and it will likely increase synergies, collaboration and new initiatives.

After having experienced implementation of the education for sustainable development (ESD) within the institution, Bradford’s University prioritizes two tips:

1. **Know your institution – a good knowledge of the University and the existing colleagues, in developing tactics and disarming potential resistance.**

2. **Enlist senior support and work collaboratively to keep it.** Senior managers are often beset by problems and need to ‘fire fight’. So it has been critical to support them by bringing in external funding, gaining awards and demonstrating success through measurable changes, to keep the implementation visible and a source of pride.

**ESD and holistic curriculum change**

3. **The importance of understanding change – prior insight into processes of curriculum development and curriculum change was a critical element in the design and delivery of the ESD strand of Ecoversity.** Recognising the pace of academic evolution meant developing strategies in line with findings from the educational change literature, suggesting that academic innovation takes several years to flourish.

4. **Guard academic freedom – colleagues had an ‘opt-out’ to declare an inability to connect with ESD, if they could give an academic rationale for their stance against it as an organisational priority.**

5. **Link ESD with a wider institutional programme – curriculum change at any level is slow and complex, so by itself it would have been hard to create the level of energy and creativity that implies its implementation.**

**4th STEP**

Once your University is fully aware and has identified all the activities and the main actors that have already implemented activities in the education regarding USR, the **working team** should start designing an **executive action plan** defining different responsibilities.

The dialogue with the responsible actors of these initiatives should be included in this process.

**2.2 STEPS TO INCLUDE SR CONTENTS IN STUDENTS’ CURRICULA**

Including social responsibility contents into students’ curricula is not something you can do from one day to another, is not feasible to go from 0 to 100 in a rush or just by making some decisions. This translates into a massive implication of many actors involved within the...

---

22 [http://www.bradford.ac.uk/about/ecoversity/](http://www.bradford.ac.uk/about/ecoversity/)
institution. Here are presented some suggestions and approaches that may inspire and encourage all processes once some key actors have decided to implement a USR strategy.

*ESD in higher education is not simply about an “add-on” of new information or issues in the content of what is already being taught so that students can learn about sustainability. It is much more ambitious in scope as it focuses on how we “do” education, on how we respond to sustainability imperatives by rethinking our methods, revising our courses, recasting our priorities, and reorienting our communities of practice.*

*ESD has the potential to enrich learning experiences through transdisciplinary, inclusive, and participatory teaching approaches. These changes are needed to address social injustice, health and wellbeing, environmental quality and the economic challenges that face our communities today.*

“Professional development” is understood here as both formal as well as non-formal learning opportunities that foster capability levels.

**1st STEP**

Decide what kind of experiences, knowledge (local and global relevance), opportunities, values, critical thinking, skills, participatory capacity the University wants to provide to their students. From a systemic analysis, the approach is the following:

Student’s → University → **What kind of graduates would you like to provide to society in terms of social responsibility/sustainable development?**

Each University should establish the final objectives they aim for their students. Here it’s shared one key reference, of the Global Action Programme on ESD lead by UNESCO, that all professionals involved in SR curriculum inclusion should be aware. The two main goals are stated that ESD should include:

1. To reorient education and learning so that everyone has the opportunity to acquire the knowledge, skills, values and attitudes that empower them to contribute to sustainable development;
2. To strengthen education and learning in all agendas, programmes and activities that promote sustainable development.

This approach should lead to make students think about the key issues in their discipline and how they might be linked with sustainability/social responsibility. Providing skills, competences, knowledge, practical experience, and so on.

This common reflection should be the first concrete step, once the University is committed with USR.

**2nd STEP**

Once these reflections are made, the decision-making board should reflect about which content should be studied, analysed and adapted to their own context and territorial

---

25 http://en.unesco.org/gap
priorities, as well as to each student’s group needs, utility, preferences and expectations. In this phase, it is highly recommended to start developing feasible approaches to train and transfer these values and knowledge from a practical approach (Community-based learning / Service-learning / Work-based learning).

Including SR/ESD content within student curricula is something quite unknown in many HEI’s. It is highly recommended to search for those professors who have an expertise in SR content and those who are more committed to participate in including in their teaching material. The working group members could provide some guidelines to these professors with some specific training content, knowledge and ways that they could reach students and increase their awareness and their social responsibility skills. It is recommended to add any other relevant and updated existing knowledge resources linked to the thematic content on social responsibility, always being aware of students’ interest, priorities and the knowledge related to the reality of the surrounding community.

3rd STEP
After participation and deliberation processes have occurred, the working team agrees by consensus the main contents26 that should be included and the ways each university will raise awareness and teach social responsibility content to students, from a theoretical and practical approach.

4th STEP
Once the contents are agreed and designed, it is important to know who and how is going to teach it and what are the needs that lecturers have in terms of knowledge, expertise, training content availability and pedagogic methodologies. Ensuring all these issues, high quality standards are a guarantee.

5th STEP
Once the contents and the professors have the knowledge and the appropriate skills, they should design two surveys: one at half of the course and other at the end. This way you will know the student satisfaction level, and get a feedback, with suggestions to make the content more interesting and useful.

6th STEP
All advances achieved should be reported in an annual memory of activities, where concrete actions and outcomes should be assessed. This would represent a diagnosis and accountability tool that could provide concrete information to decision-makers and stakeholders. Indicators should be included to measure the improvements, if any. This result will lay the foundations upon which the latter will work to introduce the desired improvements. It is convenient to create a social responsibility department (institutionalized body) that promotes, monitors and assess the proper implementation.

7th STEP
Decide what achievements the University is going to communicate and disseminate to its

26 Taking into account the large amount of university degrees, fields of knowledge and career opportunities, this content should be appealing and adapted to the student needs and within their own professional code of ethics. They should contemplate the student needs, interests, expectative, rights and high quality standards.
target groups in order to raise awareness among them. Also communicate the following steps that the University is going to make in this matter.

a) GOOD PRACTICE: IMPACT-EV EU project

One of the most relevant aim of implementing SR is to reflect about social impact. Dealing with HEIs and students curricula there are two main aspects to notice:

- Social impact generally deals with qualitative indicators that are far more difficult to be measured;
- Social sciences and humanities may produce several impacts that are usually not monitored.

A good practice, which suggests an approach to be included in students’ curricula (especially those from human studies), is represented by the Impact-EV FP7 project.

Its main objective is to develop a permanent system of selection, monitoring and evaluation of the various impacts of Social Sciences and the Humanities research. IMPACT-EV will not only consider the scientific impact of research, but especially political and social impact. In this way researchers, funding and evaluating agencies, policy-makers, and end-users will benefit to the extent that the project will contribute to identify the most successful ways to monitor and evaluate the impact of Social Sciences and the Humanities’ research.

If we teach students how to identify social and political impact this will be of great interest to develop their personalities and future careers.

Source: [http://impact-ev.eu/](http://impact-ev.eu/)

---

b) GOOD PRACTICE: Embedding Sustainability in University Education Programs in University of Tasmania (Australia)

In the presentation you will be able to follow step by step how this University embedded Sustainability within the Engineer curriculum.

The Learning outcomes developed covered were the following:

- Understanding sustainability and its relevance to Engineering
- Thinking Dispositions:
  o Systems thinking
  o Critical thinking
  o Life cycle thinking and Life Cycle Analysis
- Natural systems → connecting humans with environment
- Professional and personal attributes
  o Communications and teams

2.3 UNIVERSITY SOCIAL RESPONSIBILITY AND STUDENTS

One of the main tasks of universities is to educate individuals and professionals to the future society hence education includes a societal task within it. In order to provide cutting-edge education with a social impact, research and education should be combined and reciprocally benefit each other, and the society should be taken into consideration in research and education as this is the key for societal impact, and how education is linked to all societal impact, including social responsibility. Boland underlines the importance of planning curricula that enables civic engagement and respects quality assurance.

The existing practices provide evidence that SR can be studied as a separate course, a natural part of another subject or a cross-cutting theme in education. Hence it can utilize the same curriculum and education planning structures as any other subject. Yet characteristics that are particular to SR influence on its delivery in education:

1. Social responsibility is society driven and answers to problems and issues in the society and it opens education to the society and enterprises (compare corporate social responsibility). It provides a wide range of real-life based educational material to students. This additionally recalls for and enables cooperation between university and external stakeholders.

2. Being interlocked to the society through its ethical aspect, that encourages people and organisations act ethically, e.g., social responsibility is already present in

28 Watch presentation of this good practice: https://www.youtube.com/watch?v=_BQ7mnY3FDg
29 Vaikutava korkeakoulu [university with impact]: http://vaikuttavakorkeakoulu.unifi.fi/
educational subjects and elements of SR can be detected in them (e.g. the use of materials, production process, transportation, etc.) that became visible also from the interviews conducted during the USR-NET project highlighted.

3. Social responsibility is multi- and cross disciplinary and transversal by nature. Many issues require work of multidisciplinary teams to solve them. In fact there are existing educational courses that call for multidisciplinary teams to tackle on problems of social responsibility (see for example Nordic Sustainable Campus Network\(^34\) and UniPID\(^35\) and Creative Sustainability master programme of the Aalto University\(^36\)). Hence transversality and multidisciplinary in education is recommended.

4. Social responsibility benefits from research\(^37\). It can contribute to educating SR with the latest findings and this way upgrade the quality of the outcomes and the accuracy to answer to the challenges in the society in education. In addition this contributes to the knowledge triangle of the European Commission where education, research and innovation meet\(^38\) hence promoting the innovation level of the future workforce.

5. The challenges to be solved under social responsibility may contain elements of so called wicked or blurry problems. They need novel approaches and independent and critical thinking, creativity and thinking outside the box. For instance, Design Thinking is a valuable tool in solving wicked problems (for example Buchanan\(^39\),\(^40\) and Cross 2011\(^41\)). The learner-centred, exploratory and action oriented aspects of SR\(^42\) can further be encouraged and applied through the Design Thinking approach.

6. Tackling on issues and tasks of social responsibility can give a sense of commitment of common good to students, they may feel they are working on something that can make a change. Thus it can be motivating, activating, highly engaging and create a positive learning experience.\(^43\) Students may also get activated in extracurricular activities.

---


\(^34\) Nordic Sustainable Campus Network. Available at https://nordicsustainablecampusnetwork.wordpress.com/projects/

\(^35\) UniPID. Available at http://www.unipid.fi/en/courses/

\(^36\) Aalto University. Creative Sustainability master programme. Available at http://acs.aalto.fi/masters-programme/


7. SR is **future oriented**: when planning education one should but foresee and plan what the future trends and issues in the society will be. It is about detecting and foreseeing future competence needs and early signals for redirecting education as needed\(^4^4\).

### Governance

#### Faculties
- Curricula design for each knowledge field
- Action design to unite knowledge, research, training and social development

#### Teaching lecture
- Content, update and learning service

### Source: own elaboration

#### 2.3.1 ESD Dimensions

**UNESCO** further defines different dimensions of education for sustainable development (ESD):

<table>
<thead>
<tr>
<th><strong>Learning content</strong></th>
<th>Integrating critical issues, such as climate change, biodiversity, disaster risk reduction (DRR), and sustainable consumption and production (SCP), into the curriculum.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pedagogy and learning environments</strong></td>
<td>Designing teaching and learning in an interactive, learner-centred way that enables exploratory, action oriented and transformative learning. Rethinking learning environments – physical as well as virtual and online – to inspire learners to act for sustainability.</td>
</tr>
<tr>
<td><strong>Learning outcomes</strong></td>
<td>Stimulating learning and promoting core competencies, such as critical and systemic thinking, collaborative decision-making, and taking responsibility for present and future generations.</td>
</tr>
</tbody>
</table>
| **Societal transformation** | Empowering learners of any age, in any education setting, to transform themselves and the society they live in.  
- Enabling a transition to greener economies and societies.  
- Equipping learners with skills for ‘green jobs’. |

\(^4^4\) Vaikuttava korkeakoulu (university with impact): [http://vaikuttavakorkeakoulu.unifi.fi/](http://vaikuttavakorkeakoulu.unifi.fi/)
Motivating people to adopt sustainable lifestyles.
• Empowering people to be ‘global citizens’ who engage and assume active roles, both locally and globally, to face and to resolve global challenges and ultimately to become proactive contributors to creating a more just, peaceful, tolerant, inclusive, secure and sustainable world.

### 2.3.2 These aspects create a variety of educational solutions and opportunities for SR in:

<table>
<thead>
<tr>
<th>Formal education</th>
<th>Non-formal education</th>
<th>Informal education</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ Official under- and post-graduate programmes and other forms of formal lifelong learning, e.g. Open University</td>
<td>○ For example, MOOCs or training of educational staff</td>
<td>○ For example learning in extracurricular activities, e.g. organising events, student union activities, students getting organised internally in SR actions, volunteering</td>
</tr>
<tr>
<td>○ As part of an existing course related to the subject, e.g. how SR can be applied in the subject. This promotes deeper understanding of own subject that can be transferred and used in transversal studies</td>
<td>○ A separate course that can use SR issues as themes that collect a group of multidisciplinary students together. This promotes transversality and T-shape professionals</td>
<td></td>
</tr>
<tr>
<td>○ A selective (optional) or mandatory course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There are two interesting approaches to include ESD:

1. **Learning for sustainable development**: Considered the type of education that promotes behaviours and ways of thinking, where the need for this is clearly identified and agreed.

---


46 Embedding Sustainability into Teaching, Learning and Curriculum in the learning and skills sector. LSIS (Learning and Skills Improvement Service). Page 40.
2. Learning as sustainable development: Building capacity to think critically about (and beyond) what experts say and test sustainable development ideas, exploring the contradictions inherent in sustainable living.

2.3.3 Ideas, suggestions and recommendations for implementing SR in learning

The section provides suggestions, recommendations and ideas that can assist universities to start implementing SR in education. The list below is not exhaustive and each university can see and adapt ideas as it best suits them. After all, each university is unique and therefore should identify what is their mission, what kind of challenges they can deliver to, and how their students can learn the technical skills needed for SR, while they contribute to solve challenges in the community.

1. Integrating SR to the university’s strategies

Integrating SR into education should begin from integrating it into the organisation’s strategy. It is a policy decision that includes, precedes and is followed by a number of actions, such as:

- Getting acquainted with the concept, legislation and policy of SR
- Conducting a self-analysis of SR and the university (section 2.1. of this guide)
- Defining why SR is important for the university and what kind of openings, operations, or competitive advantage it may bring, what its importance is for students and research, and how it is linked to national policies, etc.
- Designing a strategy and an implementation plan including educational and administrative dimensions, SWOT and risk management and follow-up practices, and resources (e.g. time, financial, skills, know-how, research). The process should include setting priorities, financial plan, time plan, naming responsible for different operations. Other issues to consider:
  - It is recommended to include staff and students in the process. Besides hearing their viewpoints, they can provide plenty of fresh ideas and practices related.
  - Making an overall plan and sub-plans for different areas, e.g. education mind-map.
  - Starting to implement the plan and the follow-up plan and practices that include corrective measures and checkpoints.

2. Planning educational content and activities

The point 2 reflects on the form SR is implemented in education and curriculum, what the learning aims and objectives are, what is the time used, what the desired outcomes are and how they are assessed, and how is education evaluated and monitored. It is advised also to reflect on the interaction between research and education and stakeholders. This is closely linked to the next point of creating students experience.

a. Curriculum, content and pedagogy

Applying SR in education may require holistic changes in formal curriculum development processes and frameworks, strategic enhancement activities to
improve teaching and learning practices\textsuperscript{47}, and adaptation of novel and participatory educational practices. The pedagogic solutions should enable transversality, multi/cross-disciplinary learning and problem solving. Therefore, learning-by-doing, constructivism and narrative learning can be recommended. The participation of multidisciplinary students can be promoted for instance with workshops, debates, seminar for students, week/day events, real-life company cases and intensive courses. Use of real case and holistic problems is recommended in education.

It is also recommended to benchmark other SR and transversal/multidisciplinary education solutions and to observe what can be learnt or borrowed from there. Other sources of inspiration are development policies, research, white papers, and stakeholders. Stakeholders can provide interesting input and even be the starting points for the cases implemented in the course. Last, making a big picture of the situations, needs and factors that accelerate or limit the implementation of SR into student curricula is recommended (see section 2.5.).

b. Practical elements
The practical elements may require plenty of attention especially in the beginning of implementation of SR in education. Defining how SR and transversality are implemented on curricular level is not enough but plenty of practical actions and logistics are needed. These include, among all, the form of the courses, finding common time for courses, organising and implementing cooperation with other universities/faculties etc., and approval of ECTS for multidisciplinary students, contacting, engaging and managing stakeholders, legal agreements with stakeholders, finding real-life cases to be used in the course, and the overall production of the course/education. For instance the course or parts of it may be virtual; which virtual platforms will used for it? Do all parties have access to them? What if the line breaks? etc.

c. Student experience and expectations
Creating new learning and experiences to students and answering positively to their needs and expectations is important. The above and earlier mentioned pedagogic and learning approaches can promote this. Real life based projects and challenges provide excellent platforms for learning SR in multidisciplinary and transversal teams. They also prepare students for the work life. More about empowering and experience creation to students in the following point 4 of this list.

There are plenty of method to enable the participation of the staff, students and other stakeholders in reflecting and planning the curriculum and the educational content, for instance workshops, open innovation and online methods.

3. Empowering and engaging educators
Motivated and empowered educational staff is the key for successful transfer and implementation of SR in education. For its successful implementation, it is essential to engage educators from the beginning when planning education. Educators are professionals. Their professionalism and competences should be harnessed in curriculum implementation.

and the educational content of SR. They have the best knowledge about how students react, what are the strengths, weaknesses and what are the other essential features of students and how educational situations work (essential information when planning educational activities and contents). Moreover, educators are masters of their subjects, thus they are the ones who know what the SR aspects in their subjects are. This information should be made tangible or recorded otherwise.

The expertise and professionalism of educators should be respected. It would be good to leave them space to reflect how to best implement SR in education. Simply telling educators what to do may create resistance as also not involving them to the change may create resistance. Therefore diverse actions related to change management are recommended in order to reduce resistance, create organisational culture, motivate staff and empower educators. Elements of change management are also beneficial as educators may have their old teaching habits and this can limit their readiness to start using SR and SR related methods in education. After all, a motivated and empowered staff delivers and performs better.

Other dimensions that requires attention are the educators’ skills regarding SR and the educational methods beneficial in implementing it in education. Training addressed to educators in SR and methods to implement and facilitate SR in education is recommended. Training can be provided as e.g. non-formal education.

4. Empowering students and creating and enhancing learning experience
Motivated and empowered students are also behind a successful application of SR and transversality in education. Several elements in SR and in methods to teach it can promote motivation and empower students:

- **SR itself**: students are increasingly “born ethic”, i.e. for instance they are grown into recycling and implementing other environmental issues. Moreover students often have idealistic principles – they want to influence, have an impact and make the world a better place. These dimensions should not be forgotten but harnessed for educating SR. Therefore they can be naturally more prone to SR and in learning it. This may even lead to extra-curricular activities that further strengthen the informal and non-formal learning of SR. Culture and activity levels of students can create plenty of new actions, e.g. SR activities and challenges in the Social Media.

- **Making the course optional**: students who are interested in it can apply for it whereas those with no motivation are not forced to take the course. Instead those lacking motivation or who cannot take the course for various reasons can be offered other solutions, e.g. implementing elements of SR in other courses.

- **Students influence and have a word on forming SR education**: taking part in planning the content on some level is motivating. Students feel that they have been heard and at the same time curriculum developers get fresh ideas for the SR course and even perspectives they have not thought about. For instance open innovation and different workshops can be used to obtain ideas from students.

- **Real-life aspects and challenges**: real-life cases are usually regard effective ways to learn. They offer real problems to solve, collect different skills and operators together including stakeholders (note multidisciplinary and transversality), and students gain valuable information for their future work life. This can be transferred to their portfolios and CVs, function as work experiences, it prepare them to real work situation narrowing the gap between education and work life and can
therefore improve the conditions for employability. Real-life case also give a sense of responsibility and meaningfulness. Students do something meaningful and important, and they are trusted responsibilities. These increase the level of motivation.

- **The learning level and appropriate knowledge and learning methods:** the course should take into consideration the state of knowledge of the students about SR. In fact, Valérie Swaen⁴⁸, when interviewed for the USR-NET project, advises to include an introductory course about social responsibility to make student think about what is the impact of their actions on society at large. This can also balance the knowledge level of all the students at the beginning of the course thus giving all of them the same starting point to tackle the challenges in the course. Knowing what to study makes students feel more comfortable and confident. Similarly, it should also be made sure that all students are aware of the new learning methods.

All the aspects can help to deliver positive learning experiences and increase motivation. In addition, a big responsibility of delivering education in such way that it creates and empowering and positive learning experience to students remains on the educator. An inspired, active and encouraging educator is helpful in this process, one who supports learning and facilitates students to find their own ideas and learning discoveries.

5. **Relationships with stakeholders**

External stakeholders of the university include for instance policy makers, other universities, experts, enterprises, municipalities, organisations, general public, case related target groups and beneficiaries and parents. They are part of education in different ways. When implementing SR in education cooperation with stakeholders becomes inevitable as for instance, most challenges arises from the society, including companies. Therefore maintaining and developing relationships with stakeholders is essential. Cooperation with stakeholders can take place in many forms. One functional learning method is case study or working on real-life cases and challenges. These often have and involve a client (e.g. a company or an organisation), users and customers (from business-to-business, buyers to end users/beneficiaries of products/services) and general public that can include e.g. potential clients. Setting up, making such cases available for students and running projects require actions, e.g.:

- Maintaining relationships with other universities and policy makers; managers, educators, other staff.
- Searching, contacting and engaging organisations for cases for students and maintaining contacts with stakeholders: educators, managers, other university staff
- Preparing project work, e.g. tools, agreements, planning and sharing responsibilities of stakeholder work including a risk management plan and follow-up, as well as a clear plan how they are linked to education: educators
- Preparing the cases for students and students for projects, confidentiality agreements with students: educators
- Maintaining the contacts, organizing meetings during the project: educators, students

⁴⁸ Ms Valérie Swaen statement during an interview in the USR-NET framework. She is professor of Marketing and Corporate Social Responsibility at Louvain School of Management (Université catholique de Louvain) and the head of the Louvain CSR Network.
- Relationships and work processes with users, customers and general public, e.g. disseminating information, contacting for research activities, legal agreements, workshops etc.: educators, students.

The main responsibility of stakeholder cooperation lies on educators. Some organisations use practices where stakeholders can suggest cases for students or specialised staff to work with them. Whatever practice is used, it is elemental that the university has procedures and legal agreements at place for cooperation with stakeholders.

2.4 CONTENT DEFINITION

Talking about social responsibility means, first of all, to deal with a naturally transversal element that can potentially affect all fields of knowledge as well as different aspects of management, both for universities and enterprises.

This paragraph, therefore, aims at stimulating some reflections about the transversal contents that could be included within students curricula dedicated to USR.

To do this, we can rely on different sources of knowledge and information both internal and external to the project:

- the questionnaires submitted by the project members to the students from Sapienza University, Cadiz University, Université Libre de Bruxelles and VAMK University in order to analyse their ideas and feelings towards university social responsibility;

- the triple bottom line approach that clearly shows how value creation is based on cross-fertilization and transversality;

- the pillars of Responsible Research and Innovation – RRI according to the European Commission as an example of transversal elements/contents related to USR;

- a concrete example, based on Horizon2020 Societal Challenges, on how USR could interest different fields of knowledge and studies, representing a transversal content and a cross-cutting priority.

2.4.1 USR-NET Questionnaires

Among USR-NET project activities for 2016 there has been the set-up and submission of questionnaires to the 4 project targets:

- university governing bodies

- university staff (researchers and administrative/technical staff)

- students

- other external stakeholders.
The questionnaires, aimed at analysing the priority, perceptions and field of interest on University Social Responsibility were divided into 4 sections:

I) Reflexivity: the importance of USR for the target itself
II) The governance dimension of USR
III) The environmental dimension of USR
IV) The socio-cultural dimension of USR.

As a result, each target was asked to express the desirability/relevance (according to a scale from 1 to 5) of different social responsible actions within university.

Just to make an example, 139 students from Rome answered the questionnaires and the average results can be summarised as follows:

Age: 24 years  
Gender: 50% female - 48% male  
Type of degree: 30% bachelor – 65% master  
Average result on reflexivity dimension: 3  
Average result on corporate governance dimension: 2,5  
Average result on environmental dimension: 2  
Average result on socio-cultural dimension: 3

Source: own elaboration

Moving from this simple analysis, we can suppose that curricula about SR should define transversal contents involving students especially on activities on their well-being as well as on the socio-cultural aspects of social responsibility (e.g. a collaborative workshop on how implementing responsible actions for students and/or a project work to design a students’ competition for social services).

2.4.2 The triple bottom line

The Triple bottom line is a concept introduced in 1994 by John Elkington to include social and environmental responsibilities within an organisation, to broaden its added value and potential impact. More in detail, a triple bottom line measures a company's degree of social responsibility, its economic value and its environmental impact and, according to Elkington, the real challenge is to measure the social and environmental bottom lines with the need for separate accounting methods but within an uniform framework.
Therefore, the triple bottom line is intended to advance the goal of sustainability in business practices, in which the focus of companies is extended beyond profits to include social and environmental issues to measure the total cost of doing business. The elements of the triple bottom line are referred to as "people, profits and planet."

![Triple Bottom Line Diagram](source: csrambassador.com)

Considering the triple bottom line of universities, that similarly to companies (and even more) are characterized not only by economic/profit issues but also by environmental and social ones, could be a good starting point and a reasonable approach to start designing transversal contents about USR to be included in students curricula.

### 2.4.3 The RRI Pillars

Currently, in the European framework RRI is considered a cross-cutting priority that, thanks to its transversal pillars, could be applied/implemented to different fields of knowledge and studies.

To this regard, the most recent reports and papers from the EC includes in RRI the following transversal priorities:

- **Public and societal engagement**, aiming to broadly engage society in research and innovation activities;
- **Open access**, aiming to increase access to scientific results and to share knowledge;
● Gender equality, aiming to ensure gender equality, in both research process and research contents;
● Ethics, aiming at embedding the ethical dimension in research and innovation;
● Science education, aiming at enhancing formal and informal science education inside research institutions and in the society at large;
● Governance, aiming to develop governance models for RRI capable to integrate the other keys of responsibility.
● Social justice/Inclusion, aiming to avoid unfair exclusion of particular groups from either participation in research and/or access to benefits arising from research
● Sustainability, aiming to bridge the current knowledge gap enabling the research programmes and RRI initiatives contribute to sustainable growth according to EU2020 strategy.

Even these key pillars of RRI could be considered as transversal macro-categories to start reasoning about the contents for student’s curricula about social responsibility.

In fact, selecting contents to train the youngest generations about responsibility implies a deep reflection on contemporary and urgent matters such as access to knowledge and its sharing, gender equalities, engagement of civil society, sustainability, equity, inclusion and so on.

2.4.4 H2020 Societal Challenges and USR

As said in the introduction, this section can be considered an experiment about the transversality of Social Responsibility related contents by showing with simple tables how each Horizon 2020 societal challenge is characterised by a degree of interdisciplinary, cross-fertilisation and responsibility.

In fact, each of the seven societal challenge

- Health, demographic change and wellbeing;
- Food security, sustainable agriculture and forestry, marine and maritime and inland water research, and the Bio economy;
- Secure, clean and efficient energy;
- Smart, green and integrated transport;
- Climate action, environment, resource efficiency and raw materials;
- Europe in a changing world - inclusive, innovative and reflective societies;
- Secure societies - protecting freedom and security of Europe and its citizens;

It is characterised by a “social” aspect that could reflect, according to the different disciplines and field of study, the SR contents to be included in students curricula.
<table>
<thead>
<tr>
<th><strong>Societal Challenge</strong></th>
<th>Health, demographic change and wellbeing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong></td>
<td>“The headline goal of the 'Health, Demographic Change and Well-being' Societal Challenge is better health for all. Its main policy objectives are”</td>
</tr>
<tr>
<td></td>
<td>- to improve health and well-being outcomes,</td>
</tr>
<tr>
<td></td>
<td>- to promote healthy and active ageing,</td>
</tr>
<tr>
<td></td>
<td>- to promote market growth, job creation, and the EU as a global leader in the health area.”</td>
</tr>
<tr>
<td><strong>Transversal/Cross-cutting contents</strong></td>
<td>Analysis of public expenditure;</td>
</tr>
<tr>
<td></td>
<td>Gender medicine;</td>
</tr>
<tr>
<td></td>
<td>Informed consent and ethical issues;</td>
</tr>
<tr>
<td></td>
<td>Demographics and ageing.</td>
</tr>
<tr>
<td><strong>Multidisciplinarity</strong></td>
<td>Economics, social studies, statistics</td>
</tr>
<tr>
<td><strong>A practical example</strong></td>
<td>To analyse the relationship between health and disadvantaged groups → In this example medicine and health complement with economics, demographics and social studies to point out and analyse precise aspects of identified target groups so to investigate the social and economic impact of healthcare system.</td>
</tr>
<tr>
<td><strong>Societal Challenge</strong></td>
<td>Food security, sustainable agriculture and forestry, marine and maritime and inland water research, and the Bioeconomy</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
<td>“The overall objective is to help set Europe on a solid basis to sustain food security, the natural resource base and sustainable growth path, adapting and innovating to find resilient and efficient alternatives to our fossil-based economy. “</td>
</tr>
<tr>
<td><strong>Transversal/Cross-cutting contents</strong></td>
<td>Sustainability; Resilience; Rural Regeneration; Agriculture &amp; Fisheries; Alternative energy.</td>
</tr>
<tr>
<td><strong>Multidisciplinarity</strong></td>
<td>Economics, landscape and architecture, behaviourism and sociology.</td>
</tr>
<tr>
<td><strong>A practical example</strong></td>
<td>To study peri-urban areas in the perspective of a potential rural regeneration → In this example architecture, landscape study, economics and social science cooperate to identify the main feature of a territory regarding urbanism, socio-economic issues and local development (including, eventually, tourism)</td>
</tr>
<tr>
<td><strong>Societal Challenge</strong></td>
<td>Secure, clean and efficient energy</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
<td>“This SC put particular emphasis on enabling the participation of consumers in the energy transition, and improving the efficiency of the energy system, especially as regards the building stock and developing the next generation of renewable energy technologies and their integration in the energy system (including energy storage).”</td>
</tr>
<tr>
<td><strong>Transversal/Cross-cutting contents</strong></td>
<td>Smart Cities and Communities; Public Engagement; Environment and Sustainability; Behavioural Studies; ICT and domotics.</td>
</tr>
<tr>
<td><strong>Multidisciplinarity</strong></td>
<td>ICT, economics, architecture, psychology</td>
</tr>
<tr>
<td><strong>A practical example</strong></td>
<td>To develop solutions for energy efficiency driven by bottom-up communities → In this example, we can show how energy management could be driven by citizens mixing ICT (low-costs sensor) and social technologies to raise awareness and to design shared and bottom up solutions for efficiency.</td>
</tr>
<tr>
<td>Societal Challenge</td>
<td>Smart, green and integrated transport</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Objectives</td>
<td>“The SC is aimed at achieving a European transport system that is resilient, resource-efficient, climate- and environmentally friendly, safe and seamless for the benefit of all citizens, the economy and society. Funding priorities will be geared towards the present and future needs of citizens, businesses and EU markets, and strive to maximise value for the transport sector, the wider economy and ultimately, the people. These priorities are aimed at creating new opportunities for sustainable growth and employment.”</td>
</tr>
<tr>
<td>Transversal/Cross-cutting contents</td>
<td>Employment; Sustainability and Environment; Economics.</td>
</tr>
<tr>
<td>Multidisciplinarity</td>
<td>Social studies, psychology, climate</td>
</tr>
<tr>
<td>A practical example</td>
<td>To design socially and environmentally public transportation models → in this example, we can work on the development of a mobility system taking into consideration needs of disadvantaged groups to promote social inclusion and/or a sustainable public transportation system based on alternative fuels, electric vehicles and so on.</td>
</tr>
<tr>
<td><strong>Societal Challenge</strong></td>
<td>Climate action, environment, resource efficiency and raw materials</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
<td>“The objective of the SC is to achieve a resource – and water – efficient and climate change resilient economy and society, the protection and sustainable management of natural resources and ecosystems, and a sustainable supply and use of raw materials, in order to meet the needs of a growing global population within the limits of the planet’s natural resources and ecosystems”</td>
</tr>
<tr>
<td><strong>Transversal/Cross-cutting contents</strong></td>
<td>Globalization; Sustainability; Education</td>
</tr>
<tr>
<td><strong>Multidisciplinarity</strong></td>
<td>Chemistry &amp; Biology, Material Sciences, Economics</td>
</tr>
<tr>
<td><strong>A practical example</strong></td>
<td>To develop water and/or waste management plans in tight cooperation with local communities (awareness raising processes)</td>
</tr>
<tr>
<td><strong>Societal Challenge</strong></td>
<td>Europe in a changing world - inclusive, innovative and reflective societies</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
<td>The European integration project has for over six decades contributed to the advancement of peace and reconciliation, democracy and human rights in Europe, and it is a world example in balancing prosperity and social welfare. The European Union is currently faced with manifold challenges within and beyond its borders. Internally, growing inequality undermines its potential to create prosperity and provide stability. Externally, the Union’s neighbourhood has become an area of high risk with an increasing number of open conflicts challenging Europe's security. While this context demonstrates a need to reflect on the past to better understand the emergent instability and risks, it also provides the opportunity to actively contribute to shaping more inclusive, innovative and reflective societies that empower and protect all citizens in Europe and can help to enhance the EU’s capacity to tackle regional and global geopolitical changes.</td>
</tr>
</tbody>
</table>
| **Transversal/Cross-cutting contents** | Gender issues;  
Social Justice;  
Migration;  
Cultural Heritage. |
<p>| <strong>Multidisciplinarity</strong> | ICT, Economics, Law, History, Politics. |
| <strong>A practical example</strong> | To develop public engagement and social inclusion activities for migrants and refugees in museums by using digital tools. |</p>
<table>
<thead>
<tr>
<th><strong>Societal Challenge</strong></th>
<th>Secure societies - protecting freedom and security of Europe and its citizens</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong></td>
<td>This SC cope with security issues according to a multilevel approach, that covers among the others security as a social value, integration, cybersecurity. The three main field of action of the SC can be summarised as follows:</td>
</tr>
<tr>
<td></td>
<td>- Disaster-resilience: safeguarding and securing society</td>
</tr>
<tr>
<td></td>
<td>- Fight against crime and Terrorism</td>
</tr>
<tr>
<td></td>
<td>- Border Security and External Security</td>
</tr>
<tr>
<td></td>
<td>- Digital security</td>
</tr>
<tr>
<td><strong>Transversal/Cross-cutting contents</strong></td>
<td>ICT;</td>
</tr>
<tr>
<td></td>
<td>RRI;</td>
</tr>
<tr>
<td></td>
<td>Social Justice.</td>
</tr>
<tr>
<td><strong>Multidisciplinarity</strong></td>
<td>Social Studies; Geopolitics; Environment; ICT.</td>
</tr>
<tr>
<td><strong>A practical example</strong></td>
<td>To define anti-terrorism strategies based on social and political analysis of migration and immigration policies</td>
</tr>
</tbody>
</table>
Good practices as projects and education:

There are several examples of good practices dealing with the relationship between SR and education. Some of them come from ongoing or recently finished European projects, while others come from USR-NET Consortium Countries.

What follows is a list of good practices presented through a short abstract and web sources of information:

European Projects

RRI Tools

RRI Tools is a three-year project (2014-2016) funded by the European Commission under the 7th Framework Program (FP7) and coordinated by La Caixa Barcelona.

RRI Tools aims to develop a Toolkit on RRI with the participation of all the concerned stakeholders: Researchers, Civil Society, Innovators and the Education community, with a special focus on Policy Makers in order to impact significantly in the future governance of research and innovation.

It started with 30 consultation workshops that gathered 400+ research and innovation actors in 24 European countries in 2014.

The project has then gathered a wealth of online resources— the RRI Toolkit — to help stakeholders across Europe put Responsible Research and Innovation into practice. Being a participatory Toolkit, it is now open to the community, so every actor can showcase their own practices and resources, and get inspired by those of others.

In 2016 50+ training workshops are being organized throughout Europe and RRI Tools will be present at numerous events and conferences.

Source: https://www.rri-tools.eu/

HEIRRI

The aim of HEIRRI project (Higher Education Institutions and Responsible Research and Innovation), funded under H2020 framework programme, is to start the integration of RRI within the formal and informal education of future scientists, engineers and other professionals involved in the R+D+i process.

HEIRRI mainly works around the six RRI «key aspects» identified by EC (societal/public engagement, gender equality, open access, science education, ethics and governance in R&I), but above all those six “keys”, HEIRRI wants to stress the potential of RRI as a transformative, critical and radical concept.

HEIRRI will create and share on OA a stock-taking inventory constituted by a State of the Art Review and a Data Base. The inventory will gather results of other EU funded RRI projects, good cases and practices of RRI and RRI Learning. Also, different stakeholders involved
and/or affected by R&I will participate in a debate and reflection process on RRI Learning through online and offline Forum actions.

Results from the inventory will represent the basis for RRI Training programs and formative materials, offering the students knowledge and skills to develop viable solutions to specific problems related to R&I, integrating theory and practice.

Source: http://heirri.eu/

FOSTER

FOSTER (Facilitate Open Science Training for European Research) is a 2-year, EU-Funded (FP7) project, coordinated by Minho University.

The primary aim is to produce a European-wide training programme that will help researchers, postgraduate students, librarians and other stakeholders to incorporate Open Access approaches into their existing research methodologies.

FOSTER is preparing online teaching materials and face-to-face training packages to help researchers comply with Open Access policies in line with the recommendations and expectations of the Horizon 2020 framework. FOSTER will enable its stakeholders to contribute to the growing holdings of freely-accessible research papers in Europe, to share and preserve their data productively, and will prepare them to engage with and develop new knowledge communities in the digital age.

Source: https://www.fosteropenscience.eu/

A higher education study programme of bioeconomy addressing to societal challenges

Description and aim: The study programme of bioeconomy of the University of Eastern Finland aims to promote biotechnology and innovation but also to investigate its societal and ecological impact. The programme is in line with the social responsibility principle of the university. Further aims of the programme are to contribute to research and to create a knowledge centre about the subject. The programme aim to multidisciplinary and transversality in order to create a further impact. Expected multidisciplinary openings including e.g. economics, social studies, physics, biology, geography (forest and wood), and legal studies. Further information: professor Jyrki Kangas, jytrki.kantas@uef.fi

Source: https://www.uef.fi/-ita-suomen-yliopiston-biotalousohjelma-vastaa-tulevaisuuden-yhteiskunnallisii-haasteisiin
The Master’s Degree Programme in Multidisciplinary Studies on Urban Environmental Issues (MURE)

Description and aim: MURE, a multidisciplinary master degree programme (major: ecological and environmental sciences) that focus on challenges of urbanization and environmental awareness, including the environmental issues of urbanization, for instance human-induced impacts on the urban biota, changes to the hydrology and biogeochemistry of soil, terrestrial and aquatic ecosystems, their socioeconomic couplings and feedbacks. The 2-year programme is mainly in Lahti by Department of Environmental Sciences, located at university campuses in the cities of Lahti and Helsinki. Currently MURE is on hold.


Nordic City Challenge

Description and aim: The Nordic City Challenge (2016-2018) is a project organised under the Nordic Sustainable Campus Network (NSCN). It brings together 20 Nordic master-level students to work on socio-ecological challenges within urban planning in the Nordic countries, each autumn in a different country. The first course was a 3-day intensive course organised in Gothenburg. The course provides work, academy related competences, multidisciplinary, international and collaborative competences and skills and an opportunity for networking. The course is 3 ECTS.

During the course the students worked on a real case in multidisciplinary teams. Among the study disciplines of the participating students are: urban geography, creative sustainable architecture, landscape architecture, environmental engineering, sustainable power generation, water engineering, planning, global health, social sciences, sustainable urban planning and design, geography, interdisciplinary environment and natural resources program, sustainable energy engineering and creative sustainability master programme.

NSCN – Nordic Sustainable Campus Network forms of universities in the Nordic countries (Denmark, Finland, Iceland Norway and Sweden), and supported by the Nordic Council of Ministers. NSCN promotes USR in administration and teaching, shares information, experiences and best practices, and Nordic visibility in global networks.


UNIPID – virtual studies

Description and aim: UniPID is a partnership of Finnish university for developmental studies that answers to the need of sustainable development, and links the Finnish universities internationally. One of its activities is to organise education on social responsibility e.g. as virtual studies that are free of charge to the students of UniPID universities. The studies enable multidisciplinary participation and the course can be taken by undergraduate and postgraduate.
Creative Sustainability Master’s Degree Programme

“The international Master’s Degree Programme in Creative Sustainability (CS) is a joint master’s degree programme at School of Arts, Design and Architecture, School of Business and School of Engineering. Creative Sustainability programme provides a multidisciplinary learning platform in the fields of architecture, built environment, business, design and real estate.” - Aalto University

Source: http://acs.aalto.fi/masters-programme/

CS/11

CS/11 is the Portuguese Sectoral Committee for Education and Training, composed of more than 30 members, representatives from VET, Higher and Adult Education Institutions). It is divided into two working groups: GT1 – for VET and GT2 – higher educations

GT2 main goal is: to inform, to raise enthusiasm and to promote adherence to the good practices in the area of quality management in higher education, by disseminating information to the academic and scientific communities.

It’s mission is to analyse the influential vectors of quality in the Portuguese Higher Education Institutions; to promote and motivate systems and methodologies, for planning, managing, evaluating and improving the performance of Higher Education Institutions.

Within this group, one of his members, in a plenary session, presented this information about a research in the field of Social Responsibility in Education and Training. Giving an overview about the state of art on the main topic in Portugal and presenting some Portuguese and international best practices.

Source:
http://www1.ipq.pt/PT/SPQ/ComissoesSectoriais/CS11/Documents/compilacaoEI2015/Responsabilidade%20social%20nas%20institui%C3%A7%C3%B5es%20de%20ensino%20e%20formacao%202015.pdf

Volunteer Project of Tutor Students

The U. Porto, aware of its social responsibility to promote the common good and greater social justice, has been supporting and promoting, centrally and through its organizational units, several volunteer activities in partnership with other entities directly involved in the aware exercise of solidarity and citizenship.

This aims to stimulate the academic community, especially the students to get involved in many volunteer activities, free, generous and totally voluntary basis.

The Oporto University, in its mission aims to provide community service in a perspective of mutual appreciation, integrates the Student Volunteer Project in partnership with Oporto City Hall. This project arises with a perspective of avoiding dropout and failure in basic and secondary education.

The tutor/student volunteer activities seek to contribute for learning difficulties mitigation on basic or secondary education students, facilitating their integration in school and in class
in order to prevent school dropouts, as well as to prepare students for making responsible decisions now and in the future, whether in school or in their personal and social life.

For U. Porto volunteers, the participation in this project allows not only the exercise of citizenship in the field of education, as well as the acquisition and development of complementary skills for their academic training, in particular, their sense of social responsibility, educational contribution and collaboration in promoting measures of school success and social inclusion of students.

Source: https://sigarra.up.pt/up/pt/web_base.gera_pagina?p_pagina=1014176

A course about CSR and sustainability at Antwerp University

At the end of this course, the student is able to think and act in an interdisciplinary, integrated and future-minded manner. He/she can develop new ideas and insights concerning safety from existing knowledge that was acquired through scientific research, and is able to develop, supply and discuss sustainable solution strategies. Moreover, the student is able to listen actively. He/she is able to report on his/her findings, knowledge and experience concerning his/her safety research in a clear and comprehensible manner to a scientific audience of peers, but also to a broader audience of policy makers, clients and people in the field. He/she is also able to debate about this issue.

This course makes the student able to open up to a cultural context, scientific findings and discussions, lifelong and lifewide learning, social signals and changes. At the end of this course, the student is able to integrate his/her knowledge and insights and to apply these in an ethical manner in the context of sustainable development and socially responsible and committed entrepreneurship.

Source:

The Université Catholique de Louvain (UCL) signed the "Statement of the Higher education for the sustainable development of RIO+20"

The UCL wanted to extend the concept of social responsibility to all pillars: teach the concepts of sustainable development; encourage the research on the subject; making the university sites responsible in greening (reduce the environmental footprint, ensure the sustainability criteria for purchases, find solutions of sustainable mobility, reduce its waste and manage the recycling); support the efforts of sustainable development with the neighboring entities; share the results of these initiatives.

Sources: https://www.uclouvain.be/en-csr-network.html
http://www.uclouvain.be/441502.html
New degrees at the University of Valencia

At the University of Valencia the promotion of sustainability studies is directly related to the objectives and programs of the project "Sustainable Campus UV". This project includes the framework of actions that define the institutional strategy for sustainability, the policy and principles of coordinated management to contribute to sustainability from all areas that characterize the institution: training, researching, self-management and relationships with society. The project consists of 25 programs and, specifically, the second one is the Evaluation and Monitoring of Sustainability of the Educational Offering.

The operationalisation of the institutional project is performed by a body of participation and coordination, the Sustainability Commission. This commission has developed a program Sustainability Studies involving the offer of four subjects at all degrees. Although these four subjects share certain content, there are differences among them depending on the four major areas of knowledge (scientific-technical, health sciences, social sciences and human sciences).

Source:

Politoward

Politoward is a project for the internationalisation of research funded by Compagnia di San Paolo, and coordinated by Politecnico di Torino in synergy with the University of Cambridge. The idea is to see a university campus no longer as a mere educational establishment, but as a laboratory for promoting innovation and capitalising on the social, economic and environmental value offered by an on-going transformation. “Laboratory” means that eventually campus users and researchers can take advantage of gathering together, listen to those who are looking after same problems/database/software/business models/methods, and share energies and ideas to improve academic communities and its resilience study.

The output will be a sort of roadmap for metrics and strategies toward a portion of city more and more sustainable, and hopefully resilient in the creation of happier and wiser places and communities.

The summer school is framed in the last steps of the research path of Politoward, that can benefit of partnerships such as the “italian network of sustainable campuses”, the Hong Kong Polytechnic University, CN, the Hokkaido University, JP, the Universidad Autónoma de Tamaulipas, MEX, and many others to share common problems and good practices to be discussed horizontally during the summer school sessions. Indeed, what the politoward summer school offers (but also along the seminar organised throughout the year) is a moment of face-to-face presentation and feedbacks upon similar themes that have been dealing with campus sustainability: an algorithm to optimise demand-supply flows in the campus local electricity grid, an essay on the knowledge co-creation for urban planning laboratories, a prototype of electric vehicle to be used inside the campus perimeter: everything entering in the university improvement toward a low carbon society starting from university classrooms, offices or canteens.
FIT4RRI

FIT4RRI is a H2020 project coordinated by Sapienza University of Rome moving from the assumption that there is a serious gap between the potential role Responsible Research and innovation (RRI) and Open Science (OS) could play in helping Research Funding and Performing Organisations (RFPOs) to manage the rapid transformation processes affecting science (especially the science-in-society aspects) and the actual impact RRI and OS are currently having on RFPOs, research sectors and national research systems. FIT4RRI is precisely intended to contribute in bridging this gap, promoting viable strategies to activate institutional changes in RFPOs. The project, in particular, will act on two key factors i.e. i) Enhancing competences and skills related to RRI and OS through an improvement of the RRI and OS training offer (in terms of training tools, actions and strategies) presently available; ii) Institutionally embedding RRI/OS practices and approaches by promoting the diffusion of more advanced governance settings able to create an enabling environment for RRI and OS. With this double aim in view, FIT4RRI is organised following an overall methodology based on three main steps: an analytical strand devoted to understand what is happening in the RRI and OS practice, taking into account general trends, barriers and drivers to RRI and OS, interests and values, advanced experiences; a testing strand (observing RRI/OS in action though 4 co-creation experiments) aimed at figuring out possible solutions in terms of training approaches and governance settings; and a proactive strand, promoting changes (i.e. developing training tools and actions and easy-accessible evidence-based guidelines on governance settings functioning as enablers for RRI and OS). The project will last 36 months and includes 7 WPs: Mapping and benchmarking; Sectorial diagnosis, Co-creation experiments, Training tools and actions, Governance Setting, Communication, dissemination and exploitation of results, Management. This project involves 13 partners from 9 EC.

2.5 SR/ESD COMPETENCES

When we discuss about including SR content within student curricula it is mandatory to think and design pedagogically which competences and skills we want to transfer to students. In this section you will be able to read different key competences that you should have in mind regarding this topic.

2.5.1 SD KEY COMPETENCES

1. System thinking
2. Long-term, foresight and anticipatory
3. Stakeholder, group collaboration and wider interpersonal competence
4. Action-oriented and change agent competence

49 Embedding Sustainability into Teaching, Learning and Curriculum in the learning and skills sector. LSIS (Learning and Skills Improvement Service). Page 45.
5. Empathy, sympathy and solidarity
6. Coping with uncertainty
7. Normative competence

2.5.2 Generic Sustainability Competence:

- Competence to think in a forward-looking manner, to deal with uncertainty, and with predictions, expectations and plans for the future.
- Competence to work in an interdisciplinary manner.
- Competence to see interconnections, interdependencies and relationships.
- Competence to achieve open-minded perception, trans-cultural understanding and cooperation.
- Participatory competence.
- Planning and implementation competence.
- Ability to feel empathy, sympathy and solidarity.
- Competence to motivate oneself and others.
- Competence to reflect in a distanced manner on individual and cultural concepts

2.5.3 UNESCO Global monitoring and evaluation survey 2012

In the following table is exposed 9 types of learning highlighted in the 2012 UNESCO report from the global monitoring and evaluation survey that is particularly associated with sustainability education. These ways of teaching and learning should be considered when a professor wants to include SR content within the curricula.

<table>
<thead>
<tr>
<th>DISCOVERY LEARNING</th>
<th>Encouraging curiosity, experimentation and exploration.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRANSMISSIVE LEARNING</td>
<td>Using didactic skills and supporting materials to teach contents</td>
</tr>
<tr>
<td>PARTICIPATORY/COLLABORATIVE LEARNING</td>
<td>Emphasizing working together and active participation, focusing on resolving a joint issue.</td>
</tr>
<tr>
<td>PROBLEM-BASED</td>
<td>Focused on solving real or simulated problems.</td>
</tr>
</tbody>
</table>

50 Shaping the Education of Tomorrow. 2012 Report on the UN Decade of Education for Sustainable Development.
<table>
<thead>
<tr>
<th>LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISCIPLINARY LEARNING</td>
</tr>
<tr>
<td>Taking questions of disciplinary nature (e.g., geographical or biological) as a starting point, to better understand underlying principles and expand the knowledge base of that discipline.</td>
</tr>
<tr>
<td>INTERDISCIPLINARY LEARNING</td>
</tr>
<tr>
<td>Taking issues or problems as a starting point, then exploring them from different disciplinary angles to arrive at an integrative perspective on possible solutions or improvement.</td>
</tr>
<tr>
<td>MULTI-STAKEHOLDER SOCIAL LEARNING</td>
</tr>
<tr>
<td>Bringing together people with different backgrounds, values, perspectives, knowledge and experience, from both inside and outside the group initiating the learning process, to set out on a creative quest to solve problems that have no ready-made solutions.</td>
</tr>
<tr>
<td>CRITICAL THINKING-BASED LEARNING</td>
</tr>
<tr>
<td>Exposing the assumptions and values people, organizations and communities live by and challenging their merit from a normative point of view (e.g. animal well-being, eco-centrism, human dignity, sustainability) to encourage reflection, debate and rethinking.</td>
</tr>
<tr>
<td>SYSTEMS THINKING-BASED</td>
</tr>
<tr>
<td>Looking for connections and interdependencies to reflect and see about the whole system and recognize it as more than the sum of its parts; and to understand an intervention in one part affects other parts and the entire system.</td>
</tr>
</tbody>
</table>

Source: Embedding Sustainability into Teaching, Learning and Curriculum in the learning and skills sector. LSIS (Learning and Skills Improvement Service). Page 50.

2.6 WAYS TO LEARN ABOUT SOCIAL RESPONSIBILITY

This section presents ways and approaches to learn about social responsibility. It refers to the elements presented in the previous chapters and provides an example for learning about social responsibility, potential barriers and accelerators to implement SR in curriculum and provides examples of tools to use.

2.6.1 Learning space and how to implement SR in education

When discussing about learning we also talk about the options, how and where it can be done, what is the space for learning, reflection and discussion that enables balanced participation and contribution from all, and what possibilities exist.

It has already been discussed in this guide that SR is transversal and multidisciplinary by nature and linked to the society, and therefore present in any discipline, and that it can be taught like any other discipline from elementary schools to master’s and PhD programmes, as also in any form from an intensive course to integration within any subject.
This section reflects on possible learning spaces where SR can be learnt. Pedagogical approaches and educational methods to use when educating, the importance of research to education and educating SR, and the role of educators and stakeholders. Yet there are a few other elements that we can highlight when creating a learning space: theory-practise combination, T-shaped thinking and people, spaces for learning and social-psychological elements for learning SR that can be regarded as part of the space (psycho-social space).

The literature review, interviews conducted within the project and benchmarking leads to suggest the learning space to learn SR that is presented below in the image 1. It is based on the SR challenges and the actors around it. This structure creates a context where learning can take place. It also enables a natural meeting point and therefore a space for discussions, reflections and development that integrates everybody’s knowledge and skills in the process.

However, like it has been mentioned earlier, one cannot go directly from 0 to 100. Therefore, scalability is suggested. One example of scalability is first to educate students about SR in their own substance subjects, what it means there, and then move towards more complex learning spaces. This and the other dimensions linked to the suggested learning space model (scalability, T-shape thinking etc.) are further explained below the image 1.

![Image 1. Context and actors of SR in education in the case of a SR challenge.](image1.png)
1. **Social responsibility is transversal** by nature. It can cut across disciplines and therefore be taught inside different subjects as a natural part of them and also in multidisciplinary challenge/case based contexts. Therefore **scalability in learning** is recommended: instead of going directly to complex multidisciplinary situations they first learn about SR within their own subject and core discipline.

For instance in design, one can learn which materials and working methods, shapes can be more ecological or how to improve the quality of life of the disabled through service processes where the means of service design have been used. In such context student starts learning/developing deep knowledge about what SR means and how they can apply and master it. They get prepared about the basic ideas of SR and become more prepared to start to work in bigger and more complex challenges where work groups may be multidisciplinary and transversal. All students can bring their essence related to SR knowledge to this bigger context and share and exchange information and learn from each other (compare to cross-fertilising). Moreover, this promotes and requires T-shaped thinking which is more closely discussed in the point 3.

This scalable and constructive approach is fully in line with the earlier recommended learning-by-doing and creativity based learning, and it is directly linked to the combination of theory and practice that is discussed in the next point.

2. **Theory-practice:** In all learning, especially in higher education, **theory should be combined with practical experience**. This methodology explains the theory, teaches about real-life application of the theory and further develops it. Once mastering this knowledge it is easy to bring it into more complex and multidisciplinary contexts. However, also in the multidisciplinary learning contexts theory has great importance too and it should be learnt besides the practical applications. This process is explained in the image 2.

![Image 2](image2.png)

**Image 2.** From substance knowledge of the own sector to complex multidisciplinary and transversal SR contexts.

3. **T-shape thinker/-ing** describes as person who has deep knowledge of the own discipline and more superficial knowledge of other sectors and is able to work with experts and people from other disciplines towards a common goal and respecting the knowledge and skills of the others (ability to work across other disciplines[1], [2]). T-shaped thinking is a very useful skill when working with SR in transversal and multidisciplinary contexts.

4. **Spaces for learning** can be physical, virtual and mental. A physical space can be a classroom, a collaborative workspace, a testing space or any other that may serve the purpose of learning and obtaining new information. For instance testing SR practices can
take place in psychical spaces that have been built for that purpose, e.g. service labs, or testing can take place in real-life settings. Creative spaces have gained plenty of attention. They have a purpose to e.g. stimulate creativity, enable different work modes, break the ice between the members of the team, and even to calm minds thus preparing them to work. It does not have to be expensive. Often simply going out to the nature can prepare the team for creative and productive learning. Besides physical spaces, virtual spaces are used for group work too. In both, when selecting a space, one should think:

- What is the purpose of the space? What does it serve?
- Does the space adapt into reaching the goals, aims and objectives of the work?
- What is possible to do in the space? Does it enable the working methods?
- How functional, practical and safe is the space? Is it reachable for all?
- Does it enable interaction, reflection and discussion for all parties?

One important element of the space and the whole process, including interaction is creating a sense of security (social and psychological dimension). Everyone should be able to feel secure enough to express their ideas, comment on others’ ideas and contribute to the work as whole. The educator should carefully follow the dynamics of the process, e.g. give turns to the participants, select methods that also more quiet ones can participate, and guide the discussions. There are methods that enable everybody’s contribution, e.g. using online platforms and brainwriting. Brainwriting is an idea generating method where everyone writes their thoughts and ideas on paper (e.g. post its) and these are shared later. Read more for example at: https://www.mycoted.com/Brainwriting. There are also other methods that further enable ideation, reflection and evaluation. The “Tools to use” provides a few links to there.

The main advantages and disadvantages of the model in the image 1:

<table>
<thead>
<tr>
<th>ADVANTAGES</th>
<th>DISADVANTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Enabling transversal and multidisciplinary learning and in multidisciplinary teams</td>
<td>● Potential resistance of the educational staff (new method)</td>
</tr>
<tr>
<td>● Enabling learning about SR in real-life cases</td>
<td>● Changes in curriculum required</td>
</tr>
<tr>
<td>● Work life orientation and providing “work experience” to students</td>
<td>● Logistics in organising studies (e.g. spaces, finding cases)</td>
</tr>
<tr>
<td>● Scalability of learning</td>
<td>● Active and cooperative educators able to cooperate required</td>
</tr>
<tr>
<td>● Putting theory into practice</td>
<td>● Students are often satisfied with this kind of learning</td>
</tr>
</tbody>
</table>

Learning using this model can be organised as face-to-face, virtual or blended learning.

In the following table you will find a portfolio of ways that SR can be included to students in different formats and with different intensity. All ways are complementary one to each
other. Each University can start using and developing the methodology that considers regarding their internal external context.

2.6.2 Barriers and accelerators in introducing SR in curriculum as cross-training activity

There may be barriers and accelerating factors in implementing SR in education. Numerous of these were discovered during the interviews conducted during the USR-NET project with students, educators and managers of higher education and with policy makers and stakeholders in Belgium, Finland, Italy and Spain. These give ideas about what one may face when starting to apply SR in education but they also give ideas for what can accelerate applying SR in education. Each university can apply the ideas that best applied to their context.

**Accelerators and enabling elements**

- **Education**: real projects, SR as part of the learning aims, compulsory attendance to social responsibility courses, and training of the educational staff in their conditions to apply SR in education.
- **A certification on SR** may be good as it can show skills beyond core subjects.
- **Social commitment and interest** - students are more active in SR than educators and adults. It also creates a sense of belonging.
- **Attitude and Commitment** of researchers, professors and other university staff
- **Communication**, including Social Media, is important
- **SR as promotional and branding tool** could help university to stand out in competition and provide good reputation for the university. SR and sustainability can be part of the ranking and rating of universities.
- **SR positive culture** should be created and maintained. Management’s role is elemental in this work. Students can contribute strongly to this as well.
- **A department of social responsibility inside** the university.
- **Stakeholders**: relationships and projects with different stakeholders.
● **Networks:** Creating networks and solidarities regionally, nationally and internationally, also student and stakeholder networks.

● **Engagement and commitment of the management** is vital, good internal governance and social commitment of the governing bodies, and code of ethics.

● **Quality standards:** applying quality standards and sustainability reports.

● **Setting up a strategy about SR** with a clear plan, actions, coordination and follow-up.

● **Gradual implementation of SR in university.** For example one can start with small projects and core units.

### Barriers, risks and limiting elements

● **Lack of knowledge what is SR** and what can be done with it

● **Educators:** little resources and tight schedules limits applying SR, old habits may limit the willingness to apply SR; educators may not have all skills to apply SR in class, and the high specialisations of academics may limit application of multi-disciplinary, transversal and broad SR. Consequently there may be a lack of commitment of the professor and researchers. Educators have high professional pride therefore they should be approached in their own terms or they might form resistance. Educators know their discipline and they may already be implementing SR in their subjects. One suggestion was to make them understand this and encourage them to continue implementing it. It is important to respect and recognise it because if not they could become a resistance. Older educators (who have been teaching longer) may have their habits which are hard to change. Educators should be included in the change. They create resistance when simply told what to do. The participatory approach is very important to add supporters. When you are part of the decision everything is easier.

● **Students:** want to learn only the core subjects, no interest in SR.

● **Education:** Lack of knowledge/training

● **Stakeholders:** responsibilities with stakeholders can create risks.

● **Culture:** the culture can be conservative and persistent to change.

● **Communication:** lack of communication and orientation of media.

● **Management:** lack of commitment and support, social commitment of the governing bodies, and lack of awareness by the management about the importance of SR.

● **Resources:** Lack of resources (human, time, money, and other)

● **Financing:** should remain neutral. Company based may bias it.

● **Organisational issues:** Complexity of the organizational structure (size), and more organisation and coherence are needed within university, university regulations

● **Strategy:** Lack of strategy definition

● **Other:** law, corporatism, potential inflexibility of the public function, lack of accountable culture within the structure, autonomy of the teaching body

● **Social responsibility department** inside university may also be an obstacle.

● **Philosophic opposition:** *Education should not be for anything or Social responsibility as a flavour of the month or a political Agenda*

● **Priority overload and conflict**

● **Teaching inertia and resistance** to move beyond “meeting expectations” in teaching evaluation

---

51 Presentation Embedding Sustainability in University Education Programs - Prof. Geoff Rose.
2.6.3 Approaches to embed sustainability / social responsibility into teaching and learning

Here you will find different approaches about how to embed these concepts within the curriculum.

**Approach 1**
Dropping in “sustainability / social responsibility” topics as and when possible, spotting every opportunity and making the most of this. In this approach professors should understand holistically this concept in order to enable opportunities within curriculum to be identified.

**Approach 2**
A specialist, it can come from outside the University (a professional with expertise from any organisation) may work with professors to help develop lesson plan and resources for particular curriculum areas.

**Approach 3**
Professors adopt different pedagogies, and by doing so, create a different way of working, learning, and enabling the learner to understand themselves and the world (experimenting and being creative).

**Approach 4**
In some subjects, elements of SR are already embedded in the curriculum. For example: learner are taught about using resources efficiently for economic and environmental reasons. To take the maximum advantage, professor should be fully aware of all existing dimensions within a specific subject in order to facilities the maximum knowledge transfer possible regarding SR.

**Approach 5**
Courses directly focused on sustainability/SR. This course could be designed to focus on a specific issue within SR, but it is good to teach the totality of the concept, minimum, as an introduction.

**Approach 6**
Students are offered an addition course to their main course of study, to acquire knowledge, competences and values of SR. The best approach is make the learner think and place this knowledge aligned with their interests and/or professional career.

**Approach 7**
A well-cited approach to exposing learner to sustainability is through themed weeks such as Climate Change Week. This is important in terms of creating a culture within the institution that demonstrates have these are important issues to look at.

---

52 These ideas comes from the following document: Embedding Sustainability into Teaching, Learning and Curriculum in the learning and skills sector. LSIS (Learning and Skills Improvement Service).
2.6.4 An example how to run a course on SR

Running a course in SR is not limited to a certain form. They can be organized for example as virtual courses, like Nordic Sustainable Campus Network[3] and UniPID[4] have done, or a more traditional course that enables face-to-face learning, like the Creative Sustainability master’s programme of Aalto University[5]. Also summer schools, seminars and intensive courses can be organised. Similarly, some courses are defined master’s courses, like the earlier mentioned example from the Aalto University, and some do not define precisely the level of the course but may provide indicative prerequisites. The courses seem to be optional or demand a choosing a specific programme.

Hereewith is provided an example how a course of SR can be run and what is the educator’s role in it. The example is built on the design process.

The example in part applies the DesignCamp practice that has been run by the Western Finland Centre MUOVA. It was run for the first time in summer 2011. In DesignCamp a group of multidisciplinary, design excluded, students worked on cases provided by SMEs. SMEs had very little or no experience on design. Students are first taught different aspects of design and Design Thinking during lectures. They must use those principles when solving companies’ problems. This process is supervised by professional designers. At the same time the SMEs learn about the benefits of design to their activity.[6]

Description: this course is multidisciplinary and optional. The course duration for students is 4 months as full day studies. Students gain ECTS which they can apply from the home university. The students can come from different universities.

The process is mentored and guided by professionals in SR and other disciplines.

<table>
<thead>
<tr>
<th>ACTIVITY DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>2</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
- Making SR design briefs for the companies and checking the briefs with the companies: educator
- Forming student teams and matching them with the case organisations: educator
- Preparing case information to the students: educators
- Preparing confidentiality agreements for the students that will be signed at the beginning of the student activities: educator
- Organising lecturers and experts for different themes discussed during the course. Contracts are made if needed: main educator
- Preparing lectures: all educators and experts

<table>
<thead>
<tr>
<th></th>
<th>Course month 1: kick off, students start their work with case organisations and design briefs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Organising and having the kick-off meeting with the case organisations and students. Experts may be invited too. Themes: the course process, case process, lectures, meetings with case organisations (organized when needed) and any other practical and legal issue. Working on the cases begins.</td>
</tr>
<tr>
<td></td>
<td>Main theme: state-of-art and the challenge</td>
</tr>
<tr>
<td></td>
<td>Student teams get into work: include presentations and icebreaking activities (e.g. something fun), learning about each others’ disciplines and knowledge and how best use everybody’s knowledge and skills in the process</td>
</tr>
<tr>
<td></td>
<td>Lectures and mentoring</td>
</tr>
<tr>
<td></td>
<td>Creating understanding of the context and gaining insights of the challenge. Forming preliminary information about the challenge, e.g. interviews and observations used. Specifications for the case made.</td>
</tr>
<tr>
<td></td>
<td>Research</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Course month 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Research and development work, idea generation</td>
</tr>
<tr>
<td></td>
<td>Interim meeting 1 to check the process of the work. Potential iteration and new processes included in the work.</td>
</tr>
<tr>
<td></td>
<td>The ideas are presented to the case organisations. After this creating concepts can begin.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Course month 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Research and development work, concept generation</td>
</tr>
<tr>
<td></td>
<td>Testing concepts</td>
</tr>
<tr>
<td></td>
<td>Interim meeting 2 to check the process of the work and to see and select the main concept to be finalized.</td>
</tr>
<tr>
<td></td>
<td>Potential iteration and new processes included in the work.</td>
</tr>
<tr>
<td></td>
<td>The concepts are presented to the case organisations. After this further work on the selected concept can begin.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Course month 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Research and development work</td>
</tr>
<tr>
<td></td>
<td>Working on the final concept: improving and testing it</td>
</tr>
<tr>
<td></td>
<td>Final presentation meeting with the case organisations. The presentations are</td>
</tr>
</tbody>
</table>
visual and demonstrative.

- Making portfolios of the work done during the course. The portfolios should explain the process, the ideas behind the solutions and the SR elements and the impact of the solutions.
- Closing activities

The students work in the same premises and in the same room that has been dedicated to the project. They have the possibility for constant discussion and they can spread the project materials on the walls of the room. This provides an opportunity for continuous discussion and reflection. It also enables contribution from each field of knowledge as the multidisciplinary students constantly discuss and share information.

In addition, the meetings with the case organisations and the constant mentoring process provides more platforms for continuous discussion and reflection.

2.6.5 List of potential tools to be in the SR course

This list provides tools that can facilitate the work during the SR courses and when creating education in SR

**Sustainability in education and other useful tools**

- UNECE. Education for Sustainable Education: [https://www.unece.org/env/esd.html](https://www.unece.org/env/esd.html)

**Creativity and innovation:**

- Mycotec ([https://www.mycoted.com/Main_Page](https://www.mycoted.com/Main_Page)): creativity and innovation tools
- Mindtools ([www.mindtools.com](http://www.mindtools.com))
- 75 tools for creative thinking ([http://75toolsforcreativethinking.com/](http://75toolsforcreativethinking.com/))
- Hyper Island Toolbox: [http://toolbox.hyperisland.com/](http://toolbox.hyperisland.com/) (may necessitate their workshops)

**Design Thinking**

- The Human Centered Design Toolkit: [https://www.ideo.com/post/design-kit](https://www.ideo.com/post/design-kit)
Design Thinking For Innovation In Social Responsibility:
https://vimeo.com/channels/67414/11335989

Design Thinking for Educators: https://designthinkingforeducators.com/toolkit/

Social design

Design Brief

- Basics to create a design brief:
  http://www.webdesignerdepot.com/2011/03/7-basics-to-create-a-good-design-brief/
- Writing and effective design brief:
  https://designschool.canva.com/blog/effective-design-brief/
- Examples of design briefs:
  http://www.slideshare.net/rsm/examples-of-design-briefs
- How to write a design brief in 10 steps:
  http://blog.designcrowd.com/article/341/how-to-write-a-design-brief-in-10-steps

These category headings provide examples of different approaches and are intended to stimulate thinking. The categories are:

7.1 Tutorials → For example, Learners have two hours of tutorials per week to discuss about one specific topic aligned with USR/SD.

7.2 Short courses → Offer a wide range of practical courses to external stakeholders linking SD with the specific topic. Energy efficiency.

7.3 Key skills and Skills for Life → Creating pedagogical ways to make students learn those skills they will need in the future and linking to USR.

7.4 Projects → Encouraging student to get involved in real project is a perfect way to link learning processes to real life, adding the value of SR.

7.5 Community as a learning resource → forging links with the local community can bring rich and interesting learning opportunities on SD issues. It also provides the opportunity to focus on issues that affect the learners and their families directly.

7.6 The workplace as a learning resource → Internship could be a perfect opportunity to link the practical knowledge with SR.

7.7 Enriched curriculum → Professors can start by maximising small opportunities that are already within their subject expertise, their existing general knowledge (what climate change is for example) or even their personal or professional concrete experience.

2.7 PROFESSORS AS SOCIAL RESPONSIBILITY KEY SUPPORTIVE ACTORS

The social responsibility in the university context must be understood as a participative process among different stakeholders in order to enhance the implementation of socially responsible practices by means of four main processes (management, teaching, research, and community outreach). Based on the previous arguments and according to Vallaeys (2008), the University Social Responsibility requires articulating the various parts of the
institution in a project that enhances ethical principles and equitable and sustainable social development for the production and transmission of responsible knowledge and the training of equally responsible professionals.

In view of the previous definitions, the term USR involves that universities are institutions that must incorporate ethical, social and environmental principles and values within their main functions and this must be achieved from a perspective based on satisfying the needs and expectations of stakeholders. On the other hand, Klinsberg (2009, p. 10) states that the role of universities is to assume a leadership in social responsibility which involves a set of policies concerning training students, enhancing social research at centres, promoting debates between society and students as well as developing practices related to volunteering. On this basis, universities have to focus their attention on ethical commitments involving students and society.

Focusing on education and according to Larran and Andrades (2013), one of the main barriers to implement social responsibility practices at universities is associated with the lack of specialization by faculty staff in social, ethical and environmental themes. In university education, teaching must help the faculty staff to develop critical thinking among students as well as a greater involvement in social, cultural and political issues. To do this, it is necessary to create a set of measures aimed at solving this barrier, such as increasing human and economical resources, intensifying the concern in teaching-learning processes, creating the possibility of training and self-training in different disciplines (Ibernon, 1999).

More specifically, faculty staff must acquire pedagogical skills to incorporate social responsibility issues into the curricula of universities, which requires common initial faculty staff training in both content and methodology, specific SR training according to the peculiarities of the degree both in the broad sense and of the subject in particular. Also, it is relevant to foster teamwork and collaborative approaches in departments by creating discussion groups, didactic reflection improvement methodologies, etc.

To make this possible, and according to Ibernon (1999), it is necessary that the institution is involved in a process of change in the professionalization of faculty members of universities, requiring the recognition of their pedagogical tasks, the increase of didactic resources, the recognition of the social role of teachers, etc.

As a conclusion and for the correct incorporation of social responsibility themes into the curricula, it is necessary to develop a training program focused on faculty members aimed at both upskilling and raising their awareness. This training plan has to cover the following stages:

- Initial formation of global character that allows to know and understand with enough depth the concept of sustainability and CSR, as well as to have a transversal view of the different dimensions that encompasses both concepts. This initial training should be aimed at promoting a change of culture and, therefore, training understood as a lever of the same. For this purpose the following objectives are proposed:
  - Acquiring basic knowledge about University Social Responsibility concepts and tools.
Acquiring basic knowledge about ethical concepts.

Understanding the foundations underlying ethical precepts and norms

Being able to initiate and participate in projects that add some value regarding the social responsibility of the institutions

Acquiring basic knowledge about University Social Responsibility adapted to the needs of each degree provided periodically. These courses should cover the following objectives:

a. To deepen in the peculiarities and specific dimensions of management for each degree in CSR.

b. To apply the most appropriate measurement, management and evaluation tools to each case.

2.7.1 TIPS TO EMBED ESD IN THE CURRICULUM

Ten Steps Summary tips to embedding SD in any subject area

1. Read and familiarise yourself with the definitions of ESD referred to earlier in this document.
2. Consider the content of what you teach as well as how you teach it. Where does it lend itself to environmental or social considerations?
3. Identify current resources available to you and start filling in gaps.
4. Research vocationally specific resources via relevant professional bodies and sector skills councils.
5. Identify the environmental, ethical and social considerations you can raise as part of the course.
6. Identify the generic skills relating to sustainable development that can be developed or reinforced.
7. Have the conviction to get started, sharing expertise and working together means that you do not need to be experts
8. Use your learners as a resource.
9. Make some changes!
10. Share your examples with others, talk to colleagues and exchange your examples through a virtual campus.

Concrete examples:

- In English you may need to compare different writing styles e.g. journalistic, government reports, business articles. Why not do this using sustainability text?

53 Adapted from Embedding Sustainable Development in the Curriculum. Guidance for staff within learning institutions on how to embed sustainability into what and how they teach.
• In Mathematics it may be possible to solve problems based on environmental data or by looking at trends using weather data or temperature.

• In Philosophy you could review the development of environmental thinking or look at the views of great philosophers on environmental issues.

2.7.2 ESD COMPETENCES FOR EDUCATORS

This section describes the core ESD competences that educators should have in mind. Those are presented and briefly developed in the following tables. Each of the 4 tables will be organised in 3 subcategories:

1. A holistic approach → Pretends integrative thinking and practice.

2. Envisioning change → exploring alternative futures, learns from the past and inspires engagement in the present.

3. Achieving transformation → to promote change.
Learning to do. The educator is able to do …

**HOLISTIC APPROACH** - Integrative thinking and practice
- Is inclusive of different disciplines, cultures and perspectives, including indigenous knowledge and worldviews

**ENVISIONING CHANGE** - Past, present and future
- Is motivated to make a positive contribution to other people and their social and natural environment, locally and globally
- Is willing to take considered action even in situations of **UNCERTAINTY**

**ACHIEVE TRANSFORMATION** - People, pedagogy and education systems
- Is willing to challenge assumptions underlying unsustainable practice
- Is a facilitator and participant in the learning process
- Is a critically reflective practitioner
- Inspires creativity and innovation
- Engages with learners in ways that build positive relationships

---

Learning to be. The educator is someone who…

**HOLISTIC APPROACH** - Integrative thinking and practice
- Create opportunities for sharing ideas and experiences from different disciplines/places/cultures/generations, without prejudice and preconceptions
- Work with different perspectives on dilemmas, issues, tensions and conflicts
- Connect the learner to their local and global spheres of influence

**ENVISIONING CHANGE**
- Critically assess processes of change in society and envision sustainable futures
- Communicate a sense of urgency for change and inspire hope
- Facilitate the evaluation of potential consequences of different decisions and actions
- Use the natural, social and built environment including their own institution as a context and source of learning

**ACHIEVE TRANSFORMATION** People, pedagogy and education system
- Why there is a need to transform the education systems that support learning Why there is a need to transform the way we educate/teach Why it is important to prepare learners to meet new challenges
- The importance of building on the experience of learners as a basis for transformation How engagement in real-world issues enhances learning outcomes and helps learners to
Learning to know. The educator understands...

HOLISTIC APPROACH - Integrative thinking and practice
- The basics of systems thinking ways in which natural, social and economic systems function and how they may be interrelated
- The interdependent nature of relationships within the present generation and between generations, as well as those between rich and poor and between humans and nature
- Their personal world view and cultural assumptions and seek to understand those of others
- The connection between sustainable futures and the way we think, live and work
- Their own thinking and action in relation to sustainable development

ENVISIONING CHANGE - Past, present and future
- The root causes of unsustainable development
- That sustainable development is an evolving concept
- The urgent need for change from unsustainable practices towards advancing quality of life, equity, solidarity, and environmental sustainability
- The importance of problem setting, critical reflection, visioning and creative thinking in planning the future and effecting change
- The importance of preparedness for the unforeseen and a precautionary approach
- The importance of scientific evidence in supporting sustainable development

ACHIEVE TRANSFORMATION - People, pedagogy and education system
- Why there is a need to transform the education systems that support learning
- Why there is a need to transform the way we educate/learn
- Why it is important to prepare learners to meet new challenges
- The importance of building on the experience of learners as a basis for transformation
- How engagement in real-world issues enhances learning outcomes and helps learners to make a difference in practice

Learning to live together. The educator works with others in ways that...

HOLISTIC APPROACH - Integrative thinking and practice
- Actively engage different groups across generations, cultures, places and disciplines

ENVISIONING CHANGE - Past, present and future
- Facilitate the emergence of new worldviews that address sustainable development
- Encourage negotiation of alternative futures

ACHIEVE TRANSFORMATION - People, pedagogy and education system
- Challenge unsustainable practices across educational systems, including at the institutional level
- Help learners clarify their own and others worldviews through dialogue, and recognize that alternative frameworks exist
3. CONCLUSIONS

The twenty-first century will be a time of change no less dramatic than the one we experienced in the twentieth century, but these changes will be of an entirely different nature. The reason for this is a convergence of trends - individually subject to uncertainty, but collectively giving an overall indication of the trajectory of society. The world population is continuing to expand, consumption in large developing countries is increasing rapidly, and the consequential demands for fuel, energy, water and biological resources are rising. At the same time, we will no longer be able to depend on the input of energy from cheap fossil fuels because of restrictions imposed by climate change legislation, but also because oil production is set to peak and start its inevitable decline, threatening everything that depends on it, from transportation and plastics to agriculture and food distribution. These trends, combined with the now inevitable impact of climate change, ecosystem degradation, and exhaustion of a wide range of resources, mean that the trajectory of the twenty-first century is toward a planet which is potentially a less hospitable place for human life, and the lives of countless other species.

All existing organisations should work to tackle these challenges, and HEI’s as key institutions in our society should play a fundamental role. In this guide you were able to find steady reasons about why Universities should join to USR/ESD strategy. This document have shared some methodologies, ways, good practices, tips, barriers, strategies to overcome them, recommendations and so on about how including SR within student curricula. Here you had the opportunity to find a definition and a reflection about USR term and the University missions. All this knowledge it has a high value, but the most important issue is that each reader/user can adapt it to their own organisation. This guide has been conceived as a tool to enable results to any HEI’s that is willing to use it. No matter if you are a Dean, vice rector, student, professor or member of a University stakeholder organisation, if you consider that students should increase their skills, values, knowledge, practical experience regarding social responsibility, this text is your ally.

In the following table you could see an interesting table that we should keep in mind when we want to include SR transversally within student’s curriculum and make people learn about how every person can behave coherently as global citizen (philosophy act local think global).
Raising awareness is the first step all actors needs to do before implementing action with transforming impact. But this step is not enough if there aren’t concrete actions implemented that change the reality toward the ideas expressed in this previous table and continuously throughout this guide. Because of that, the last words worth mentioning are the following: empower yourself and others and contribute to build a University more aligned to their theoretical missions regarding sustainable development and social responsibility. Create new initiatives or strengthen the ones that already exists are two approaches you should have always in mind. Good luck.
4. BIBLIOGRAPHY

- GRI (2013): The external assurance of sustainability reporting
- http://www.ussif.org/sribasics

