



Promoting Sustainable Entrepreneurship in Professional Higher Education

SEPHE study covering

Austria, Finland, France, Germany, Ireland, Lithuania, the Netherlands, Poland,
Portugal, Romania

carried out by

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Executive Summary

The present study on “Promoting Sustainable Entrepreneurship in Professional Higher Education: a project” covering Austria, Finland, France, Germany, Ireland, Lithuania, Netherlands, Poland, Portugal and Romania has to be seen within the framework of the efforts done by professional higher education to contribute to the Lisbon strategy 2010 in general and to sustainable development and sustainable entrepreneurship in the European Union in particular.

In the first chapter the study expands on the objectives of the study and on the key definitions used to define sustainable entrepreneurship (SE). The term is in the framework of the study always simultaneously referring to sustainable development (SD) and corporate social responsibility (CSR).

The study goes on to explain the context of the study which is defined by key elements such as the Brundtland report, the 92 RIO conference (Agenda 21), The World Summit on SD in Johannesburg in 2002, the activities and efforts in the field of SD in the European Union and the UN Decade of Education for SD 2005 - 2014.

The first chapter also explains the key elements of the methodology used, focusing on general and specific methodological aspects and on the flexible strategy adapted during the project to gather information. It also expands upon the difficulties met. The main problems encountered were the difficulty to find people at institutional and departmental level in professional higher education institutions and in universities willing to fill in the questionnaires. This proved to be extremely difficult in three countries: France, Germany and Poland. The result is that (with the exception of Finland) the sample is probably not representative as most of the respondents are people who are committed to sustainable development.

Finally, this chapter is concluded by focusing on the development and the contents of the two questionnaires used: one to gather information at institutional / corporate management level and another one to gather information at departmental and curriculum level. The two questionnaires have been drafted along the lines of the well-known Deming circle: Plan, Do, Check on the one hand and according to the taxonomy of the three pillars of sustainable development: People, Planet and Profit, on the other hand.

The second chapter focuses on the findings of the two questionnaires. This chapter starts by giving the key statistical data, stating that it was only possible to collect information for nine countries. Two countries (France and Poland) did not respond at all notwithstanding several invitations.

The core of the study is the in-depth analysis of the two questionnaires. On the one hand findings are given for all the countries surveyed and whenever there are relevant differences as to the countries or the departments concerned these are mentioned. The analysis of each part is concluded by intermediate conclusions.

The analysis of the first questionnaire focusing on the corporate level shows that a lot of progress has been made at this level. Not only is there a considerable increase in respondents compared to the SEPHE-1 study but the responses also show that virtually all institutions surveyed are working on sustainable entrepreneurship and that more than 80% incorporate it in their mission statement. Nearly half of the institutions surveyed have also developed a strategic plan for SD and assess their efforts in the field of SD, SE or CSR. They are also familiar with assessment instruments in the field of SD.

As far as the departmental level is concerned there is also more awareness and there are more actions and activities in relation with SD, SE and CSR. In half of the departments surveyed SD is also integrated in the mission and vision at departmental level. Most departments see it as their mission to promote SD and transfer the knowledge and skills needed for it. It is therefore not surprising that the efforts done at departmental level mainly concern the development of curricula and programmes focusing on SD. These courses are for most of the institutions surveyed compulsory. When it comes to evaluation and assessment, departments have a very clear picture of what their strengths and weaknesses are. Most of them do some sort of evaluation but official tools do not seem to be known. One can easily conclude that at departmental level there is a lot of expertise, commitment and willingness to work on the implementation of SD, SE and CSR in the curriculum.

In order to help HEd. Institutions who want to start working on SD or who want to improve the integration of SD, SE or CSR a number of examples of good practice are given in the third chapter.

The last chapter focuses on conclusions and recommendations. The overall conclusions clearly show that a lot of progress has been made as far as the implementation of SD, SE and CSR are concerned since the SEPHE-1 study. The picture which appears from the questionnaires and the survey as to the developments in CSR, SD and SE is very bright and hopeful compared to the bleak results of the SEPHE-1 study. The efforts done vary according to the country and to the departments but in all countries surveyed considerable efforts have been made to integrate SD, SE and CSR in their organisation.

The study concludes with recommendations for institutions of higher education and universities, for EURASHE and for the Commission of the EU.

Introduction

In view of the Lisbon declaration of the European Union to make the EU «the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth, creating more and better jobs and greater social cohesion » by 2010 and of the UN Decade on Education for Sustainable Development (DESD) EURASHE decided to introduce a project with the European Commission to make a survey of the integration of Sustainable Entrepreneurship in Professional Higher Education (SEPHE).

The first pilot-study on Sustainable Entrepreneurship covering Bulgaria, Greece, Hungary, Spain, Sweden and the United Kingdom was published in 2005. The objective of this second SEPHE study is to make a description (and analysis) of the way in which professional higher education institutions as educational organisations and as business organisations in 10 selected European countries (Austria, Finland, France, Germany, Ireland, Lithuania, the Netherlands, Poland, Portugal and Romania) contribute to promoting sustainable entrepreneurship (SE) or corporate social responsibility (CSR) in particular and sustainable development (SD) in general.

The study highlights how sustainable development is integrated into the perception, mission, vision, policy and strategy of the (professional) higher education institution as a whole and the departments, faculties or units separately.

The draft report was discussed with EURASHE members, institutions of higher education and CSR Europe during a seminar on sustainable entrepreneurship in February 2007 and during the SPACE-EURASHE workshop in Cyprus on 23 March 2007. The report will also be put on the EURASHE website in a section on sustainable entrepreneurship.

Thus, EURASHE also wants to contribute to the discussion on Education for Sustainable Development in general and the implementation of the Bergen Communiqué in particular. In part III "Further challenges and priorities" the Communiqué states that: ... "the European Higher Education Area must be open and should be attractive to other parts of the world. Our contribution to achieving education for all should be based on the principle of sustainable development and be in accordance with the ongoing international work on developing guidelines for quality provision of cross-border higher education." It also wants to contribute to the discussion on the Copernicus Guidelines in particular at the conference of the European Ministers responsible for Higher Education which is scheduled for May 2007 in London.

I. Background to the study

1. Objectives of the study

The concrete aims and objectives of the project mentioned in the application were the following:

- Make a comparative description (and analysis) of the way in which professional higher education institutions as business or corporate organisations in the 10 selected countries contribute to promote/apply sustainable entrepreneurship or corporate social responsibility in particular and sustainable development in general (walk the talk)
- Analyse the efforts and policy toward ecological and environmental issues, social (internal and external) and economic aspects and study the integration of SD, SE or CSR in the corporate mission, vision and policy
- Analyse the strengths, the weaknesses and the obstacles as to SD, SE or CSR; assessment of SD, SE or CSR and the knowledge of and the use of evaluation tools;
- Make a comparative description (and analysis) of the way in which different stakeholders (key, primary and secondary) are involved with regard to this issue. Special attention will be given to joint initiatives of institutions of higher education and external stakeholders (companies, work-field, NGO's, social partners, local community ...
- Give examples of good practice focussing either on curricula, practice, placements promoting sustainable entrepreneurship in the educational organisation. Describe the examples in such a way that the pedagogical approach and methodology is stressed, which can help other professional institutions of higher education to implement them and adapt them to their needs.
- Implement this study in 10 countries: Austria, Finland, France, Germany, Ireland, Lithuania, Netherlands, Poland, Portugal and Romania.
- Come up with recommendations on how to strengthen and adapt the educational organisation in terms of sustainable entrepreneurship competencies so as to contribute better to promote entrepreneurship, corporate social responsibility and sustainable development. Formulate recommendations on the integration in the corporate organisation.

- Organise a European Conference/Seminar on the topic of sustainable entrepreneurship and the contribution of professional higher education in Europe to disseminate the comparative study
- Organise dissemination activities of the outcomes towards European Associations such as Businet¹, Space², etc. which regroup business schools.
- Disseminate towards other European and national projects or networks focussing on the same topic
- To make EURASHE-members aware of the importance of SD, SE and CSR and the urgency to do something about it in professional higher education.
- To contribute towards the discussion on Education for Sustainable Development in general and the Copernicus Guidelines in particular.

2. Key definitions

The following definitions can be used for the key concepts, which are related to the core of the present study. The definitions are given at the beginning of the study so as to clarify the concepts used throughout the present study.

2.1. Higher Education

In the Bologna Process Reports for the Bergen Ministerial Conference Higher Education is referred to as ISCED levels 5A, 5B and 6, (ISCED 1997)³. In the EQF Higher Education is being covered at the levels 5, 6, 7 and 8.⁴

2.2. Professional Higher Education

The Rectors' conferences and associations representing Fachhochschulen from Austria, Germany and Switzerland, Ammattikorkeakoulu from Finland, Hogescholen from the Netherlands, CVU's from Denmark, and Institutes of Technology from Ireland, discussed the Bologna reforms in higher education and decided to present a

¹ Network for business education programmes in HEI's; <http://www.buset.org.uk/public/default.asp>

² <http://www.space-eu.info/framespace.htm>; network for the cooperation of business studies and languages in HEI's

³International Standard Classification of Education 1997 ;
http://www.unesco.org/education/information/nfsunesco/doc/isced_1997.htm

⁴ http://ec.europa.eu/education/policies/educ/eqf/com_2006_0479_en.pdf

contribution to the debate focussing on professional higher education. In their declaration on professional oriented higher education to the Ministers of Higher education present in Bergen (Norway) in 2005 the profile of the institutions can be described as follows:

Public higher education institutions, within a binary or unified system of higher education, offering first cycle higher education programmes with direct access to the labour market, because the study programmes are labour market-oriented (including practical periods and internships). The majority of the students enter the labour market after their first degree (bachelor). Many study programmes offer graduates the possibility to work in a (EU) regulated profession, and many of them are (professionally) accredited;

HEIs offering programmes for further and continuing education, in most cases also second cycle programmes, such as professional master programmes. Therefore they see it as their mission to deliver a strong contribution to life long learning within the European higher education area. They work for maximising the number of students in European higher education, by employing schemes of acknowledgment of prior experiential learning (APEL), flexible study programmes, specific admission routes from the vocational education and training sector, and forms of shorter higher education programmes;

They focus research activities on applied research, and research activities are undertaken in close co-operation with the relevant sector in the labour market. Research is carried out and disseminated in knowledge networks. They play a strong role in their region, serving the regional labour market with up-to-date knowledge and knowledge workers.

2.3. Sustainable development

Development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It contains within it two key concepts: the concept of "needs", in particular the essential needs of the world's poor, to which overriding priority should be given; and the idea of limitations imposed by the state of technology and social organization on the environment's ability to meet present and the future needs. (Brundtland Commission, 1987).

The term refers to achieving economic and social development in ways that do not exhaust a country's natural resources. See, also, Ashford (1995) and The World Commission on Environment and Development (1987). In the Commission's words: "... sustainable development is ... a process of change in which the exploitation of resources, the direction of investments, the orientation of technological development, and institutional change are made consistent with the future as well as present needs" (Evy Crals and Lode Vereeck, Limburgs Universitair Centrum, Belgium)⁵

2.4. Sustainable entrepreneurship

Sustainable entrepreneurship is defined as the expectation that individuals, organizations, and economies will create value that benefits the economic, social, and environmental welfare of stakeholders. Herein we apply the new dynamic logic of institutional entrepreneurship to identify and explain the forces that make it possible for universities and other actors to help to create sustainable entrepreneurship.

(Ronald K. Mitchell University of Victoria, J. Robert Mitchell Indiana University and Boyd Cohen, University of Victoria)⁶.

2.5. Sustainable entrepreneurs

Sustainable entrepreneurs have been defined as innovative actors who foster the implementation of sustainable development.

Thus the role of sustainable entrepreneurs for implementing sustainable development seems to be comparable to the role of promoters for the innovation process. Applying the promoter model to the context of sustainable development, two aspects have to be considered. First, the promoter model has been designed to explain the implementation of technological innovations in the first place.

Therefore it seems rather straightforward to apply the model to technological innovations in the sustainability context. Problems may arise when the model is applied to social innovations. Second, the promoter model has been developed to explain single innovation processes within organisations. Viewing sustainable development as a multi-innovation process requires far-reaching cooperation not only within organisations but also between various types of organisations. (Anne Gerlach, Centre for Sustainability Management (CSM), University of Lueneburg).⁷

2.6. Corporate Social Responsibility

The definition of Sustainable Entrepreneurship or Corporate Social Responsibility (CSR) in the communication from the European Commission "Corporate Social

⁵ See article: Sustainable entrepreneurship in SMEs.: Theory and Practice by Evy Crals and Lode Vereeck;

Website: <http://www.inter-disciplinary.net/ptb/ejgc/ejgc3/cralsvereeck%20paper.pdf>

⁶ Article: Creating new institutions in Canadian entrepreneurship; see website:

<http://www.ronaldmitchell.org/publications/ni.pdf>

⁷ See full article: Sustainable entrepreneurship and innovation by Anne Gerlach;

<http://andersabrahamsson.typepad.com/Sustainable%20Entrepreneurship%20and%20Innovation.pdf>

Responsibility- A business contribution to Sustainable Development" (COM(2002)347 final)⁸ is "CSR is a concept whereby companies integrate social and environmental concerns in their business operations and in their interaction with their stakeholders on a voluntary basis."

The definition given by ETI, Ethical Trading Initiative is that CSR is a concept of business ethics based on the idea that companies have stakeholders who are broadly defined as anyone or group affected by the activities of the company. The idea of CSR is that a company should be accountable to its stakeholders. For this reason the subjects of CSR focus on how companies should identify and "engage" stakeholders and how they should determine, measure and report the impact of their activities on others. (The terms social auditing and social reporting emerged in this context.)⁹

The World Business Council for Sustainable Development in its publication "Making Good Business Sense" by Lord Holme and Richard Watts, used the following definition. "Corporate Social Responsibility is the continuing commitment by business to behave ethically and contribute to economic development while improving the quality of life of the workforce and their families as well as of the local community and society at large"

The same report gave some evidence of the different perceptions of what this should mean from a number of different societies across the world. Definitions as different as "CSR is about capacity building for sustainable livelihoods. It respects cultural differences and finds the business opportunities in building the skills of employees, the community and the government" from Ghana, through to "CSR is about business giving back to society" from the Philippines.

Traditionally in the United States, CSR has been defined much more in terms of a philanthropic model. Companies make profits, unhindered except by fulfilling their duty to pay taxes. Then they donate a certain share of the profits to charitable causes. It is seen as tainting the act for the company to receive any benefit from the giving.

The European model is much more focused on operating the core business in a socially responsible way, complemented by investment in communities for solid business case reasons. This model is believed to be more sustainable because: Social responsibility becomes an integral part of the wealth creation process - which if managed properly should enhance the competitiveness of business and maximise the value of wealth creation to society.

⁸ The full document is available on the following website:

http://europa.eu.int/eur-lex/en/com/cnc/2002/com2002_0347en01.pdf

⁹ Further information on ETI, see the website: <http://www.ethicaltrade.org/Z/abteti/index.shtml>

When times get hard, there is the incentive to practice CSR more and better - if it is a philanthropic exercise which is peripheral to the main business, it will always be the first thing to go when push comes to shove.

But as with any process based on the collective activities of communities of human beings (as companies are) there is no "one size fits all". In different countries, there will be different priorities, and values that will shape how business act.¹⁰

2.7. EFQM¹¹ and CSR¹².

Finally, it is useful to quote what EFQM (European Foundation for Quality Management)¹³ understands by Corporate Social Responsibility as the present report will refer to the integration of SD, SE and CSR in total quality management in institutions of (professional) higher education.

According to EFQM, excellence is exceeding the minimum regulatory framework in which the organisation operates and strives to understand and respond to the expectations of their stakeholders in society.

Excellent organisations adopt a highly ethical approach by being transparent and accountable to their stakeholders for their performance as a responsible organisation. They give consideration to, and actively promote, social responsibility and ecological sustainability both now and for the future. The organisation's Corporate Social Responsibility is expressed in the values and integrated within the organization. Through open and inclusive stakeholder engagement, they meet and exceed the expectations and regulations of the local and, where appropriate, the global community. As well as managing risk, they seek out and promote opportunities to work on mutually beneficial projects with society, inspiring and maintaining high levels of confidence with stakeholders. They are aware of the organisation's impact on both the current and future community taking care to minimise any diverse impact.

CSR results in many benefits: enhanced public image, increased brand value., greater access to finance (e.g. socially responsible investment funding), healthier and safer workforce, stronger risk management and corporate governance, motivated people, customer loyalty and enhanced confidence and trust of stake-holders.

¹⁰ Further information on definitions see the following website:

<http://www.mallenbaker.net/csr/CSRfiles/definition.html>

¹¹ <http://www.efqm.org/>

¹² See EFQM publication: The fundamental concepts of Excellence, 2003

See website: <http://www.efqm.org/Portals/0/FuCo-en.pdf>

¹³

2.8. Triple P

The questionnaires have been structured following the Triple P, which stands for People - Planet - Profit/Prosperity. Triple P originates from the concept of the triple bottom-line (accounting) originally developed by John Elkington in his book "Cannibals with Forks" (Elkington, 1998). In practical terms, triple bottom line accounting usually means expanding the traditional company reporting framework to take into account not just financial outcomes but also environmental and social performance (balance).

3. The Context of the EURASHE Study

The EURASHE study has to be situated within major developments in the field of sustainable development over the last 20 years. It also wants to stress the link between entrepreneurship and sustainable development in view of reaching the goals of the Lisbon strategy to make the EU «the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth, creating more and better jobs and greater social cohesion » by 2010.

3.1. The Brundtlandt report "Our common future"¹⁴

In 1987, the World Commission on Environment and Development (WCED), which had been set up in 1983, published a report entitled «Our common future». The document came to be known as the «Brundtlandt Report» after the Commission's chairwoman, Gro Harlem Brundtlandt. It developed guiding principles for sustainable development as it is generally understood today.

The Brundtlandt Report stated that critical global environmental problems were primarily the result of the enormous poverty of the South and the non-sustainable patterns of consumption and production in the North. It called for a strategy that united development and the environment – described by the now-common term «sustainable development». Sustainable development is defined as follows: «Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.»

In 1989, the report was debated in the UN General Assembly, which decided to organize a UN Conference on Environment and Development.

¹⁴ The Brundtlandt report : Our common future: full text: see website:
http://www.are.admin.ch/are/en/nachhaltig/international_uno/unterseite02330/

3.2. The 92 Rio Conference: Agenda 21

Agenda 21 is a comprehensive plan of action to be taken globally, nationally and locally by organizations of the United Nations System, Governments, and Major Groups in every area in which human impacts on the environment.

Agenda 21, the Rio Declaration on Environment and Development ¹⁵ and the Statement of Principles for the Sustainable Management of Forests were adopted by more than 178 Governments at the United Nations Conference on Environment and Development (UNCED) held in Rio de Janeiro, Brazil, 3 to 14 June 1992.

The Commission on Sustainable Development ¹⁶ (CSD) was created in December 1992 to ensure effective follow-up of UNCED, to monitor and report on implementation of the agreements at the local, national, regional and international levels. It was agreed that a five year review of Earth Summit progress would be made in 1997 by the UN General Assembly meeting in a special session.

Chapter 36 of Agenda 21 emphasized that education is critical for promoting sustainable development and improving capacity of the people to address environment and development issues.

(<http://www.un.org/esa/sustdev/documents/agenda21/index.htm>):

“Education, including formal education, public awareness and training should be recognized as a process by which human beings and societies can reach their fullest potential. Education is critical for promoting sustainable development and improving the capacity of the people to address environment and development issues.(...)”

The full implementation of Agenda 21, the Programme for Further Implementation of Agenda 21 and the Commitments to the Rio principles, were strongly reaffirmed at the World Summit on Sustainable Development (WSSD) held in Johannesburg, South Africa from 26 August to 4 September 2002.

3.3. World summit on SD in Johannesburg in 2002

The World summit on Sustainable Development ¹⁷ was organised in Johannesburg in the autumn of 2002. The Summit sought to assess what progress had been made since

¹⁵ The Rio Declaration on Environment and Development: see website: *Rio Declaration on Environment and Development*.

¹⁶ The Commission on Sustainable development; see the website: *Commission on Sustainable Development*

¹⁷ For further information on The World Summit on Sustainable Development: see website: <http://www.johannesburgsummit.org/>

Rio, and to promote action at all levels that would help eradicate poverty, change unsustainable consumption and production patterns and to ensure sustainable management and protection of natural resources.

The outcome of Johannesburg includes the Johannesburg plan of implementation¹⁸ with concrete new targets and timetables for action, as well as a political declaration by Heads of State. Johannesburg also saw the launching of partnership agreement between governments, the private sector and the civil society. The UN Commission on Sustainable Development¹⁹ will review progress and promote implementation of the Johannesburg commitments.

3.4. The UN Decade of Education for Sustainable Development: 2005-2014

In December 2002, resolution 57/254 on the United Nations Decade of Education for Sustainable Development (2005-2014) was adopted by the United Nations General Assembly and UNESCO was designated as lead agency for the promotion of the Decade.

The overall goal of the UN Decade on Education for Sustainable Development (DESD) is to integrate the values inherent in sustainable development into all aspects of learning to encourage changes in behaviour that allow for a more sustainable and just society for all.

The Decade of Education for Sustainable Development pursues a vision of a world where everyone has the opportunity to benefit from quality education and learn the values, behaviour and lifestyles required for a sustainable future and for positive societal transformation.

The objectives are

- 1. Facilitate networking, linkages, exchange and interaction among stakeholders in ESD;
- 2. Foster an increased quality of teaching and learning in education for sustainable development;
- 3. Help countries make progress towards and attain Millennium Development Goals through ESD efforts;
- 4. Provide countries with new opportunities to incorporate ESD into education reform efforts²⁰

¹⁸ For further information on the Johannesburg plan of implementation, see the website: [Johannesburg plan of implementation](#).

¹⁹ For further information, see the website:

¹⁹ [UN Commission on Sustainable Development](#)

The Decade focuses on ESD in all parts of the world, developing and industrialised countries, in equal measure. The messages of sustainable development, as a global concern, are equally applicable and equally urgent in industrialised as in developing countries. The impact of over-consumption and wasteful lifestyle patterns wherever they occur make a strong argument for increased attention to ESD.

The Decade offers a platform for existing international agreements, such as those on biological diversity, combating desertification, climate change and wetlands conservation, and will provide a framework for strengthening the public awareness and educational activities of the various secretariats.

UNESCO wants to take the lead of the DESD as laboratory of ideas, standard-setter, clearing house, capacity-builder and promoter of international cooperation. It also wants to work together in an intersectoral manner, to ensure efficiency and success to the Decade.

United Nations Economic Commission for Europe (UNECE) Regional Strategy

UNESCO also contributed and participated actively in the preparation of the UNECE Regional Strategy for Europe and North America Region, and will continue to cooperate with UNECE in the implementation of the UN DESD, in particular to mobilize governments and help them to promote education for sustainable development by integrating it into their educational strategies and action plans at appropriate levels.

The negotiations for the Fifth Ministerial “Environment for Europe” Conference, which took place in Kiev in 2003, saw the emergency of a UNECE initiative on education for sustainable development. At the Conference, Ministers gave the green light to draw up a regional Strategy for Education for Sustainable Development.

In the Lithuanian capital Vilnius, less than two years after the Kiev Conference, Ministers and other officials from Education and Environment Ministries from right across the ECE region adopted the Strategy at their joint high-level meeting. Various stakeholders, including international organisations, business, non-governmental

²⁰ Education for Sustainable Development, UN Decade 2005-2014, Highlights on Progress to Date, 2005, p. 1.
http://portal.unesco.org/education/en/file_download.php/fb5500c0d53e2afcbf928cd1d18122Progress+to+Date+OCT06.pdf

organisations, regional environmental centres and research institutions took part in the meeting and provided valuable contributions. The Meeting also launched the United Nations Decade for Education for Sustainable Development in the region²¹.

3.5. Sustainable development in the European Union ²²

The Cardiff European Council (EC), held in June 1998, invited certain Council configurations (Transport and Energy, Agriculture, Industry and Development) to develop strategies for the inclusion of environmental protection requirements in their policies. In doing so, it laid the foundations of the process towards integrating environmental aspects into other policy areas (the Cardiff Process).

The Helsinki EC in December 1999 called upon the European Commission «to prepare a proposal for a long-term strategy dovetailing policies for economically, socially and ecologically sustainable development».

In Lisbon (March 2000) the EC defined a strategy, the principal goal of which was to make the EU «the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth, creating more and better jobs and greater social cohesion » by 2010. The EC also set targets for employment, economic reform and social cohesion (the Lisbon Process). At that time no reference was made to the environment or the overarching principle of sustainable development.

The European Sustainable Development Strategy ²³ was then presented in Gothenburg in June 2001, where the Council adopted it. It added the environmental dimension to the Lisbon strategy.

The European Council of June 2006 adopted an ambitious and comprehensive renewed Sustainable Development Strategy for an enlarged EU²⁴. It builds on the Gothenburg strategy of 2001 and is the result of an extensive review process that started in 2004.

The renewed EU SDS sets out a single, coherent strategy on how the EU will more effectively live up to its long-standing commitment to meet the challenges of

²¹ <http://www.unece.org/env/documents/2005/cep/ac.13/cep.ac.13.2005.3.rev.1.e.pdf>

²² The European Union and sustainable development; see website:

http://europa.eu.int/comm/sustainable/index_en.htm

²³ A Sustainable Europe for a Better World: A European Union Strategy for Sustainable Development

See website: http://europa.eu.int/eur-lex/en/com/cnc/2001/com2001_0264en01.pdf

²⁴ <http://register.consilium.europa.eu/pdf/en/06/st10/st10117.en06.pdf>

sustainable development. It recognises the need to gradually change our current unsustainable consumption and production patterns and move towards a better integrated approach to policy-making. It reaffirms the need for global solidarity and recognises the importance of strengthening our work with partners outside the EU, including those rapidly developing countries which will have a significant impact on global sustainable development.

The renewed strategy sets overall objectives, targets and concrete actions for seven key priority challenges for the coming period until 2010, many of which are predominantly environmental: climate change and clean energy , sustainable transport, sustainable production and consumption, public health threats, better management of natural resources, social inclusion, demography and migration and fighting global poverty

To improve synergies and reduce trade-offs a more integrated approach to policy making is proposed, based on better regulation (impact assessments) and on the guiding principles for sustainable development (adopted by the European Council of June 2005). The external dimension of sustainable development (e.g. global resource use, international development concerns) is factored into EU internal policymaking and there is a commitment to integrate SD considerations in all EU's external policies.

The renewed strategy wants to be a strategy for the whole EU. It therefore proposes mechanisms for improving the coordination with other levels of governments and calls upon business, NGOs and citizens to become more involved in working for sustainable development. An example of this is the launch of a process for voluntary peer reviews of national sustainable development strategies, aimed at improving the sharing of good practices.

Education, research and public finance are stressed as important instruments in facilitating the transition to a more sustainable production and consumption patterns. And because monitoring and follow-up are crucial for effective implementation, the renewed strategy contains a strong governance cycle. Every two years, starting in 2007, the Commission will produce a progress report on the implementation of the strategy. This report will form the basis for discussion at the December European Council, which will give guidance to the next steps in its implementation.²⁵

In the renewed Sustainable Development Strategy for an enlarged EU it is pointed out that in the context of the UN Decade of Education for Sustainable Development 2005-2014, Member States could further develop their national action plans, making in particular use of the "Education and training 2010" work programme, whose

²⁵ <http://ec.europa.eu/environment/eussd/>

objectives are focused on quality and relevance, on access for all and on the openness of systems and institutions to society and the wider world.

Member States could develop education for sustainable development and targeted training for professions in key sectors such as construction, energy and transport. Special attention should be devoted to teacher training. They should also implement the UNECE Strategy for Education for Sustainable Development adopted in Vilnius in 2005.

Education for sustainable development should also be promoted at EU level. The European Parliament and the Council will adopt an integrated action programme in the field of lifelong learning for 2007-2013 in 2006.²⁶

Research into sustainable development must include short-term decision support projects and long-term visionary concepts and has to tackle problems of a global and regional nature.

It is key in that regard to ensure effective implementation of the 7th Framework Programme of the European Community for research, technological development and demonstration activities, involving academia, industry and policy-makers and to advance the implementation of the Environmental Technology Action Plan²⁷.

The conclusions of the EU Education Council in May 2006 stressed the importance of including education in the revised EU sustainable development strategy – as stated in the conclusions:

“Success in reversing unsustainable trends will to a large extent depend on high-quality education for sustainable development at all levels of education including education on issues such as the sustainable use of energies and transport systems sustainable consumption and production patterns, health, media competence and responsible global citizenship.

In the context of the UN Decade of Education on Sustainable Development (2005-2014), Member States could further develop their national action plans, making in particular use of the “Education and training 2010” work programme, whose objectives are focused on quality and relevance on access for all and on the openness of systems and institutions to society and the wider world. Special attention should be devoted to teacher training. They should also implement the UNECE Strategy for

²⁶ Renewed EU Sustainable Development Strategy p. 22,

²⁷ Id p. 23

Education or Sustainable Development adopted in Vilnius in 2005. Education for sustainable development should also be promoted a EU level.”

At their last conference in Bergen in May 2005, the European Ministers responsible for Higher Education adopted the Bergen Communiqué, which makes for the first time since 1999 a strong reference that the Bologna Process for establishing a European Higher Education Area by 2010 and promoting the European system of higher education worldwide should be based on the principle of sustainable development. In the light of this decision, COPERNICUS-CAMPUS as the European university network for sustainable development, is taking up leadership in the European Higher Education Area to mobilize universities and academia around the theme of sustainability and to support higher education institutions in the implementation in relation to the Bologna Process. Indeed, Sustainable development covering economic, societal-cultural and environmental aspects in a mutually reinforcing way provides an important link between the Bologna Process and the Lisbon Strategy. Based on the principles of sustainable development, the Bologna Process and the Lisbon Strategy share the same values. Hence, sustainable development constitutes the intersection between the Lisbon and Bologna processes.

For that reason, COPERNICUS-CAMPUS is developing strategic guidelines for the incorporation of sustainable development into the European Higher Education Area.

These so-called ‘COPERNICUS Guidelines’ will be presented in due time for the next conference of the European Ministers responsible for Higher Education which is scheduled for May 2007 in London. The elaboration of the COPERNICUS Guidelines is being supported by the European Commission under the Socrates Programme²⁸.

Overall aims of the COPERNICUS Guidelines are:

- supporting existing innovative approaches to elaborate modules on sustainable development for modularised study courses;
- improving the contribution of higher education institutions to sustainable development, in particular to creating equal standards of living;
- strengthening the role of higher education institutions in society based upon the principles of sustainable development and solidarity;
- improving the future compatibility and innovation potential of higher education institutions and
- making a long-term contribution to the UN Decade on Education for Sustainable Development ²⁹.

²⁸ Copernicus Guidelines for the European Higher Education Area, Project Description, Oldenburg 2006, p. 3; http://www.copernicus-campus.org/downloads/Description_Guidelines.pdf

²⁹ Id. p. 5

At the beginning of 2006, the Austrian Presidency for the EU appointed the “Group of Friends of the Presidency” to review the EU strategy on sustainable development and ensure its coherence in including all sectors. Their consultation supported the Presidency in steering discussions in the different committees which were directly involved in the review of the strategy on sustainable development (e.g. the Education Council)³⁰.

From March 13 to 15 2006, the Austrian Presidency hosted a conference on education for sustainable development in Vienna: “Education for Sustainable Development towards Responsible Global Citizenship”, thus linking to the focus of the Dutch Presidency “Education for Democratic Citizenship”. This meeting addressed in detail and developed further the link between education and sustainability³¹.

Various examples, such as the “COPERNICUS Guidelines for Sustainable Development in the European Higher Education Area”, were used as concrete cases in the discussion. Most of the presentations and discussions addressed universities’ contributions to the strategic incorporation of Sustainable Development in the European Higher Education Area in order to support higher education institutions, especially in relation to the Bologna Process³².

An aim of the Austrian Presidency was to highlight the importance of Education for Sustainable Development (ESD) and to agree to a strategic text on the role of education as a basis and a precondition for sustainable development in the revised EU strategy on Sustainable Development. This was achieved as a result of the Ministers’ debate during the Education Council on May 19, 2006³³

International Symposium on “Progress and proposals regarding ESD”

France organized an international symposium on “Progress and proposals regarding education for sustainable development”, in cooperation with UNESCO, the Council of Europe and the Francophone International Organization (OIF). The symposium was held June 14-16 at UNESCO Headquarters.

(<http://www.decennie-france.fr/colloque/presentationEng.php>)

³⁰ <http://ec.europa.eu/environment/eussd/>

³¹ <http://www.bmbwk.gv.at/bine-edd-esd>

³² <http://www.rec.hu/sdconference/documents.html>

³³ UN DESD, Highlights on Progress to Date,
http://www.dekade.org/hgmateral/Progress_to_DateSEP06.pdf

International Workshop on the UN Decade of Education for Sustainable Development

An international workshop “Education for Sustainable Development Worldwide – Commonalities and Differences”, organized by the German Commission for UNESCO, the State Government of North-Rhine Westphalia and other partners, took place on 27-28 November 2006 in Bonn, Germany.

The main objective of this event was to reflect on how to make ESD heard in the political arena, nationally and internationally. For that, we need a clearly defined concept of ESD, and we should be able to specify where and which regional specifications are required. The workshop aims at developing a viable response to this challenge.

The reports and activities of these working groups constitute some of the major elements of the context within which this study has been made. The experts are very well aware that the context is much larger and is also constituted and enriched by the work and the activities done by the organisations mentioned in a separate chapter.

4. Methodology of the study

4.1. General methodological aspects

The methodology used consisted of the following elements:

- desktop research as to find out which studies already exist in the field of SD , SE and CSR in higher education in Europe
- desktop research into the different context elements highlighted earlier in the present report
- development of the two questionnaires: one for the institutional and organisational aspects and the other one for the contents of the programmes and the curricula with a more departmental approach
- testing the questionnaires with a few experts
- making the questionnaires available for a web-based approach
- drafting lists of universities and institutions of higher education which had to be invited to fill in the questionnaire
- collect information in national and regional bodies representing professional institutions of higher education on professional institutions of higher education focussing on sustainable entrepreneurship
- draft a new strategy after having received too few questionnaires to build general conclusions on ,
- personally contacting HEIs by phone, especially for those countries where the response rate was unacceptably low,
- develop the grid to analyse examples of good practice
- contact (for an interview) the examples of good practice to obtain further information
- draft the report
- draft the examples of good practice
- draft the possible guidelines and strategies to integrate sustainable entrepreneurship and corporate social responsibility in particular and sustainable development in general into the educational and corporate organisation of a professional institution of higher education
- draft the recommendations
- draft the checklist based on the different questionnaires
- prepare and organise the EURASHE (work)seminar based a.o. on the topic of sustainable entrepreneurship and organised in Vilnius in April 2005
- disseminate the report through the Bologna Follow-Up Group and the national member bodies of EURASHE
- disseminate through European associations of Business Schools and European projects and initiatives focussing on the subject of sustainable entrepreneurship
- participate in other conferences and events organised on this topic (to disseminate)

4.2. Specific methodological aspects: the transversal elements

Plan, do, check...

In carrying out the project – with regard to the questionnaires - several existing concepts and approaches have been used:

The questionnaires were structured following the Deming circle of quality: Plan-Do-Check-Act. For practical reasons it was decided to start by focusing (in the questionnaires) on the DO-aspects. By experience people first like to tell about what they are doing! Then the aspect of PLANning was tackled and finally attention was given to the evaluation element and thus to CHECK to find out how activities and initiatives were evaluated or assessed (quality assurance approach). As Sustainable Development is a fairly new concept in (Professional) Higher Education we did not focus on the ACT-aspect. However, it might be worthwhile looking at the full Deming circle in a few years time to see in how far HEIs have adapted their policies in the field of Sustainable Development and Sustainable entrepreneurship.

To analyse the differences, the different stages of the EFMOQ-model (activity-process-system-chain-society oriented) have been a guideline.

People, planet, profit

Each of the questionnaires addresses the three levels, which are directly affected by SD, SE and CSR. It looks at the impact on the people in the organisation and the role of the people as to SD, SE and CSR. It looks at how the HE institutions deal with people and Human resource management. It looks at the interaction with the environment and the stakeholders. It also looks at how the institutions of HE deal with profit, ethical investment and ethical financing and or integrates those elements into the curricula and programme.

Sources of inspiration of the questionnaires

In developing the questionnaire the fields of attention and the possible points of interest are based on some existing educational and business initiatives in the subject of Sustainable Development or Sustainable Entrepreneurship.

Educational Initiatives

AISHE from the Netherlands (www.dho.nl/aishe)

The Auditing Instrument for Sustainability in Higher Education was developed to support higher education institutions to integrate sustainable development in the curricula. The AISHE-method is based on a model for quality management, developed by the European Foundation for Quality Management, and enhanced by the Institute for Dutch Quality Management (INK). In the AISHE method, 20 different criteria are defined. They are clustered in five fields of attention. Following the EFQM model, these are put together in three categories, based on the first three of the four parts of the "Deming Circle" for quality management: "PLAN" - "DO" - "CHECK" - "ACT".

SAQ from ULSF

The Sustainability Assessment Questionnaire has been developed by ULSF – University Leaders for a Sustainable Future (www.ulsf.org). It is a survey instrument designed to assist students, faculty members, staff and administrators in determining the extent to which their college or university is sustainable in its teaching, research, operations and outreach.

Higher Education Partnership for Sustainability

(http://www.forumforthefuture.org.uk/aboutus/HEPS_page1509.aspx)

The Higher Education Partnership for Sustainability (HEPS) between Forum and 18 universities and colleges have developed a Reporting Tool on sustainability. It is a management tool to help monitor an institution's contribution to sustainability and set targets for improving performance.

Business Initiatives

GRI-indicators

www.globalreporting.org

The Global Reporting Initiative (GRI) was initially initiated by the Coalition for Environmentally Responsible Economies (CERES - <http://www.ceres.org>). Started in 1997, GRI became independent in 2002, and is an official collaborating centre of the United Nations Environment Programme (UNEP) and works in cooperation with UN Secretary-General Kofi Annan's Global Compact. It is a multi-stakeholder process and independent institution whose mission is to develop and disseminate globally applicable Sustainability Reporting Guidelines. These Guidelines are for voluntary use by organisations for reporting on the economic, environmental, and social dimensions of their activities, products, and services.

Ethibel criteria (www.ethibel.org)

ETHIBEL is an independent consultancy agency for socially responsible investments that advises banks and brokers offering ethical savings accounts and investment funds. In order to guarantee the quality of such financial products on the Belgian and European markets, ETHIBEL has its own European quality label. The criteria for the social-ethical company screenings which shape the characteristics of investment funds accredited with the ETHIBEL label, cover all aspects of social corporate responsibility. This scheme consists of an extensive checklist of "sustainable criteria" which together form a picture of the extent to which a company takes its social role seriously.

5. *The two questionnaires*

Two questionnaires have been developed: one focusing on SD, SE and CSR at the corporate level of university or institution of higher education, and a second one focusing at the level of the departments. Compared to the first pilot study (SEPHE I) the questionnaires were considerably shorter because the experts hoped that this would result in a higher response rate.

The two questionnaires focus in turn on DO, PLAN and CHECK and simultaneously on PEOPLE, PLANET and PROFIT as expanded upon above.

5.1. Questionnaire 1: SD / SE & CSR at organisational / institutional level

The first questionnaire addresses SE, SD and CSR in higher education at institutional level and focuses on the following topics:

In the first section the questionnaire tries to find out what kind of Higher Education Institution is responding to the questionnaire and thus questions are put as to the kind of institution, its size, its departments etc.

In the second section the focus is on the efforts the higher education institution makes to contribute to CSR, SD and SE: the DO aspect. A first series of questions concerns environmental / ecological issues (Planet). The second series focuses on social aspects (People) and the last series deals with economic aspects (Profit). The focus is here on the role of the higher education institution as a business unit and not as a provider of education.

The third section deals with the mission, the vision and the policy of the institution with regard to SD, SE and CSR, concerning internal and external social issues: the PLAN aspect. It asks who is involved in the development and the implementation of the strategy with regard to external social issues.

The fourth section deals with the perception of and the opinion about SD and CSR so as to know what is understood by the organisation as SD, SE and CSR. It also inquires about the role of higher education in the field of SD, SE and CSR. It tries to find out if the Higher Education Institution is aware of major developments, groups, organisations in this field.

The fifth section deals with the strengths and weaknesses of the higher education institution as to SD, SE and CSR: the CHECK aspect. It tries to find out which are the

development needs in that field and which are the obstacles to do something about SD, SE and CSR in a higher education institutional at organisational level. This section focuses on the ways in which the efforts in the fields of SD, SE and CSR are evaluated within the higher education institution and which tools are used to this effect;

5.2. Questionnaire 2: SD/ SE & CSR in teaching, programmes, curricula

The second questionnaire focuses on SD, SE and CSR in the teaching programmes and curricula at departmental level. Mainly the business schools and/ or business departments, engineering departments and teacher education departments have been asked to fill in the questionnaire.

The first section also inquired about the department and or the people who fill in the second questionnaire to get a picture of the department, its subjects or disciplines the students and teachers concerned.

The second section inquires about contents and the curriculum and how SD, SE and CSR are integrated in those. It enquires about the key sustainability themes integrated or taught in the curriculum on a compulsory or voluntary basis. It also enquires about which global topics are compulsory or voluntary in the curriculum. It focuses on corporate strategy and management systems, tools and techniques integrated in the curriculum on a compulsory or voluntary basis. It wants to find out what the position is of SD, SE and CSR in the curriculum: in the courses, in specific modules, in placements, in games etc. Particular focus is given to possible specialisations in the field of SD, SE and CSR offered to students and to external organisations.

The third section focuses on the educational goals and the methodology concerning SD, SE and CSR in the programme and the curriculum. It looks at the interdisciplinary aspects of SD, SE and CSR in the curriculum. It examines the reflective skills that support them. It asks what attitudes are expected from teachers to support SD, SE and CSR. It pays attention to the role of guest lecturers and of company placements to support teaching about SD, Se or CSR.

Section four focuses on the perception, vision and policy about SD, SE and CSR at the level of the departmental and at the level of their integration into the programme, the curriculum and the professional profile. It also inquires about the role of the department in the field of SD, SE and CSR. It tries to find out if the department of the Higher Education Institution is aware of major developments, groups, organisations in this field. It investigates which support the department gets from the central management of the Higher Education Institution and looks at the relationship with the stakeholders.

The final and fifth section deals with the strengths and weaknesses of the department of the Higher Education Institution as to SD, SE and CSR: the CHECK aspect. It tries to find out what the development needs in that field are and what are the obstacles to do something about SD, SE and CSR in a department. This section focuses on the ways in which the efforts in the fields of SD, SE and CSR are evaluated within the department and which tools are used to this effect.

6. Statistical data as to the questionnaires sent out and received

	Q1	Q2			
	Management	Teacher	Engineering	Economy-Tourism	Total
Finland	25	5	20	24	74
France	111	0	19	61	191
Ireland	13	0	13	13	39
Lithuania	23	4	8	17	52
Portugal	15	11	15	13	54
Poland	66	17	26	33	142
The Netherlands	43	21	15	26	105
Austria	47	31	6	8	92
Germany (B-W)	36	2	21	24	83
Romania	50	0	2	0	52
Total	429	91	145	219	884

A total of 884 questionnaires were sent out to higher education institutions, 429 to the central administration of the Institutions and 455 to the departments (91 to Teacher .Training departments, 145 to Engineering departments and 219 to Business or Economic departments. The questionnaires were made available in English, French and German. In order to reach all institutions of Professional Higher Education in the countries surveyed, websites of the respective ministries of Education were visited and all Professional Higher Education Institutions on these websites were addressed. It was relatively easy to get hold of the contact details of the central administration of the Professional Higher Education Institutions. However it was much more difficult to find the correct contact details at departmental level. As in most cases the contact details of the persons responsible for Sustainable Development within the institution (if any) are not on the website of the institution, it is possible that some questionnaires were never forwarded to the persons responsible for SD.

The only response rates that were satisfactory were the response rates for Finland, Portugal, Ireland and the Netherlands: respectively 40%, 33%, 23% and 21% at institutional level and 30%, 21% and 12% and 21% for the departmental level. This might indicate that especially in the two first countries Sustainable Development is considered important enough to react to a questionnaire on the topic. As far as the departments were concerned, the highest response rate came from the Engineering departments.

It is important to stress up from the very beginning that it has been EXTREMELY difficult to collect information in certain countries. Even after repeated personal contacts and telephone calls there was NO reaction whatsoever from Poland. As far as Germany is concerned only two questionnaires were filled in at institutional level and one at departmental level. From France one response was received at departmental level. It is obvious that the fact that these three countries did not react, had a serious impact on the overall response rate.

6.1. Questionnaire 1

39 higher education institutions from 8 countries filled in the first questionnaire (corporate level). When SEPHE I was carried out two years ago only 9 institutions from 6 countries filled it in. This means that the overall response rate for the 10 countries in relation with SEPHE 2 is higher than for the six countries under SEPHE I. However, it has to be pointed out that nearly 50% of the responses came from two countries (Finland and the Netherlands). On the other hand there were no or hardly any responses from some other countries (Germany, France. and Poland)

Austria	2	5%
Finland	10	26%
France	0	0%
Germany	2	5%
Ireland	3	8%
Lithuania	3	8%
Poland	0	0%
Portugal	5	13%
Romania	5	13%
The Netherlands	9	23%
Total	39	100%

In most cases the questionnaire were fully completed which might explain that the institutes of higher education and/ or universities responding are concerned about the issues of SD, SE and CSR. The questionnaire made them probably even more aware of the fact that SD, SE and CSR are important but that their institutions may have to do more about it.

6.2. Questionnaire 2

Questionnaire 2 was completed by 49 Higher Education Institutions from 9 countries compared to 22 from 6 countries at the occasion of SEPHE I. Also here the majority of responses came from Finland. In most cases the questionnaires were fully filled in which might indicate that at departmental level there is enhanced interest and more concrete activities as to SD, SE and CSR.

Austria	2	4%
Finland	14	29%
France	1	2%
Germany	1	2%
Ireland	3	6%
Lithuania	3	6%
The Netherlands	13	27%
Poland	0	0%
Portugal	8	16%
Romania	4	8%
	49	100%

7. Difficulties met

The main difficulties were the following ones:

7.1. Finding the correct contact persons

Finding and inviting Professional Higher Education Institutions and their specific departments in the 10 countries concerned to fill in the questionnaires was a hard task. An extensive list of Professional Higher Education Institutions was drafted with the help of people in ministries, in EURASHE and in national federations of higher education. The list is added as an annex in the form of an Excel document. All the Professional Higher Education Institutions were contacted in the countries concerned.

All the Higher Education Institutions in this list were contacted three times but very few responded; (see the statistics to this effect!). It was difficult to find the right persons in charge of SD, SE and CSR. The filling in of the questionnaires was most successful in Finland as it was possible to find one person who contacted all the polytechnics asking them for cooperation and “chasing” them several times!

7.2. Difficult to reach the specific departments

Next to the central services of the universities or other Higher Education Institutions it was decided to send out the questionnaires to the following departments: Business departments (including Tourism departments), Engineering departments (including environmental research departments and Teacher Training department as these are instrumental in reaching the Lisbon strategy goals.

Although major efforts were made, it proved to be impossible to guarantee that the questionnaires were reaching the departments or persons required. Nonetheless, most responses received proved to come from the departments targeted: Engineering departments (nearly 40%), followed by Business department (nearly 25%) and Teacher Training departments (nearly 25%). No detailed analysis has been made, however, focusing on separate departments as the number of respondents proved to be too small. Because of the small number of responses the analysis at departmental level is an analysis of departments across different countries and disciplines unless there were significant differences to be noted.

7.3. Aversion to filling in questionnaires

There seems to be an aversion to filling in all questionnaires in the ten countries but the problem was even more serious as far as France, Germany and Poland were concerned. From Germany two questionnaires were completed at corporate level and one at departmental level, from France one was completed at departmental level and none at corporate level and not one single Polish institution reacted to the questionnaires although considerable efforts were made to contact institutions personally, even by phone. Time constraint is a problem in most universities and higher education institutions; hence the reluctance to fill in a questionnaires. Administrative work or research pressure seems quite heavy so that lecturers are not willing to make any time available to respond to questionnaires.

7.4. The scope of the topic

The topic to be covered was itself composed of several elements and sub-elements such as SD, SE and CSR. Furthermore it was imperative that the different layers of the universities or other Higher Education Institutions had to be involved. Although the questionnaires used were considerably shorter than for the first SEPHE-study, the topic resulted to be too complex to cover in a one- or two-page questionnaire. Simplifying the questionnaires more would have overlooked too many issues and elements.

7.5. Universities and professional higher education

As a follow-up to the first SEPHE pilot-study, 10 countries were selected as a second project, to give a broader view of the situation in the EU related to SE, SD and CSR in professional higher education. To cover as many regions as possible Austria, Finland, France, Germany, Ireland, Lithuania, the Netherlands, Poland, Portugal and Romania were selected.

All the countries selected have professional higher education which is separate from universities except for France where the IUT (Institut Universitaire de Technologie) are part of the universities and the BTS (Brevet de Technicien Supérieur) are part of the Lycées (upper secondary schools). This may have had an impact on the (un)willingness to respond to the questionnaire.

A note of caution

A note of caution has to be added to point out that those universities and institutions of higher education that filled in a questionnaire are probably the really motivated and the committed ones. Only for Finland (40%) and Portugal (33%) EURASHE received a really representative sample, while for Ireland and the Netherlands the response rate was 23%. For the other countries the response rate was too low to draw reliable conclusions. Thus the answers received might only reflect the opinion of the most committed ones and not of those who for different reasons do not do anything or are not interested. The experts would therefore like to point out that the results of the study are probably based on a biased sample of Professional Higher Education Institutions.

Findings of the Two Questionnaires

1. Findings Questionnaire 1: organisations / institutions

1.1. PLAN

This section of the questionnaire focused on the way in which SD, SE and CSR are integrated into the mission and vision of the institutions of higher education. It tried to find out in how far the attention (and subsequent actions) for SD, SE and CSR are integrated into the business processes of higher education institutions.

1.1.1. SD, SE or CSR in the corporate mission or vision

The following answers are giving to the question whether CSR in particular and SD in general are integrated in the corporate mission and vision of the institution with regard to business processes.

No Answer	2	5%
No	5	13%
Implicitly	19	49%
Explicitly	13	33%
Tot	39	100%

Overall, 82% of the respondent institutions of higher education state that there are elements of corporate social responsibility in particular and sustainable development in general integrated in the corporate strategy or mission of the institution. This means that only a small group of institutions doesn't integrate it (yet) into its mission. If there is a mission or strategy then it applies virtually always to the whole institution. However, nearly 50% state that elements of CSR or SD are integrated in the corporate mission or vision of the institution in an implicit way while nearly 35% state that it is explicit. In Portugal 60% of respondents state that CSR or SD is mentioned explicitly while in Lithuania 100% state that it is mentioned implicitly. In the other countries the figures are comparable to the overall figures.

When asked which dimensions of SD, CSR or SE are emphasized in the corporate mission statement nearly all of those who mention Sustainable Development in their Corporate Mission refer to the People aspect of SD or CSR. Approximately 60% refer to the Planet aspect and more than 55% to the Profit aspect. This clearly shows that most emphasis in the corporate mission or vision is given to the aspects of People viz. the social issues. Lesser attention in the mission is given to Planet (ecological and environmental aspects) and to Profit (economic aspects).

When asked for concrete examples on how SD CSR or SE is implemented in the corporate mission or vision the following answers are given:

- The institution of higher education chooses a motto for a period of five years such as for 2001-2006 "Ensuring quality education rich in values which sets the basis for students to access professional life and citizenship". Social responsibility is thus a key element in the implementation of this motto. The values and knowledge that the institution of H. Ed. intends to transfer concern social and environmental issues and an aware use of resources.
- By integrating SD in the professional profile and in the educational process.
- By developing (with students) human values, seeking closer cooperation with social partners.
- By giving support to socially disadvantaged (students).
- By integrating SD in the management of the university
- By including SD, SE and CSR in several courses.
- By focusing on integrity and equity in all activities.
- By integrating SD fully in education in general.
- By guaranteeing the area's living possibilities!
- By integrating SD in values statement with the objective of following the principle of SD
- In written forms for daily practices when e.g. purchasing goods or materials as this is a practice requested by the town of Tampere (SF)
- By focusing on principal values: fairness, responsibility and respect for human and environmental assets.
- By taking a social responsibility for furthering the economic development of the region and is active in projects with this objective.
- By being actively involved in development cooperation: strengthening H.E. in developing countries * to enhance lifelong learning for personnel In order to enhance policy implementation a workforce/taskforce has been established.
- By providing students with the knowledge and skills in regard to their future professional careers to handle issues in the field of sustainability, corporate social responsibility and ethics
- By having a management policy with an entrepreneurial character and focusing on an approach aimed both at human resources and results -
- By implementing model 2020 and being a family-friendly university

It is clear from these statements that the Higher Education Institutions do not limit their corporate mission concerning SD, SE or CSR to the institution itself. The mission also concerns the cooperation with the social partners as well as furthering the economic development in the region in a sustainable way.

Moreover one Institution of Higher Education in Portugal points out that SD, SE and CSR are part of their overall five year strategy plan and a Finnish institution points out that it is applying a certified environmental management system according to ISO 140018. Such developments are very important!

1.1.2. SD, SE or CSR in the educational mission and vision of PHEI

When asked if elements of SD, SE and CSR are integrated into the educational mission and vision of the institution of Higher education, 90% of the respondents state that elements are integrated in that vision but more than 45% state that they are not explicitly formulated in the official documents.

No Answer	1	2%
No	3	8%
Implicitly	18	46%
Explicitly	17	44%
Tot	39	100%

When elements of SD, SE or CSR are mentioned in the educational mission of the institution, 85% of respondents state that this educational mission is valid for all departments.

To the question which of the three dimensions of SD, SE or CSR – People, Planet or Profit - is emphasized in the educational mission or vision the following answer is given:

	Yes	No	Tot	Yes	No	Tot
People	30	5	35	86%	14%	100%
Planet	17	18	35	49%	51%	100%
Profit	17	18	35	49%	51%	100%

This clearly shows that most emphasis in the pedagogical mission or vision is also given to the aspects of People viz. the social issues. In most countries (except Finland and the Netherlands) 100% of respondents who mention SD in their educational mission focus on the people aspect. Less attention in the mission is given to Planet (ecological and environmental aspects) and to Profit (economic aspects).

When asked HOW SD, SE or CSR is integrated into the educational mission or vision of the institution of higher education, the following answers are given at corporate level:

- By integrating those issues in the curricular offer
 - By integrating the key elements of SD which are part of the corporate mission and vision also in the educational mission or vision.
 - By integrating SD in the unit business plan
 - By being involved in projects with SD, Se or CSR aspects (energy car project, Fire Robot).
 - By applying a new approach which stimulates pluralism, creativity and initiative.
 - By developing degree programmes that include SD aims: chemical engineering and entrepreneurship.
 - By including elements of SD, SE and CSR in all training programmes.
 - By making SD an integral part of the professional competences
 - By integrating it into its research projects and in one minor and by guest lectures at several other departments
 - By being a family-friendly university, offering a university kindergarten for personnel and at the same time enhancing the entrepreneurial spirit
 - By using the AISHI logo on a lot of communication and educational products.
- (The Department of Applied Science has got the AISHI-ranking with two stars).

A Finnish polytechnic has a study module in SD worth three credit points integrated in every student's programme. All degree programmes of that polytechnic include an additional five credit points of SD studies integrated in the professional and common core subjects. Every study modules description includes a heading for sustainability. (This is the same Finnish polytechnic with a certified environmental management system according to ISO 14001)

These remarks clearly show that SD, SE or CSR are integrated in the courses and curricula of several higher education institutions. The impression clearly prevails that both some Finnish and Portuguese institutions do major efforts to integrate these elements into their courses.

1.1.3. A policy or strategic plan for SD, SE, CSR

When asked if the institution has a policy plan or a strategic plan with regard to SD, CSR or SE 59% of the respondents mentions that they have one. This means that quite a high percentage of respondent institutions have a strategy plan in SD, SE or CSR. This is extremely positive compared to the first SEPHE-study.

It is also interesting to find that approximately 59% of the institutions mention that they have specialised staff or a task force to develop and implement the policy plans outlined in the strategy plan or the policy with regard to environmental, social and economic issues.

Furthermore more than half of the respondents mention that there are external organisations or consultants involved in the development and the implementation of the policy or strategic plan.

More than 45% of respondents also have a special budget available to implement the activities outlined in the policy or strategy plan. In most cases (56% of those who have a specific budget) it is a project-based budget.

Although the majority of respondents state that the budget is made available through projects it is quite interesting to note that more than 57% mention that the money is generated internally. This might point to the fact that some higher education institutions make a specific budget available for projects in the field of SD, SE or CSR.

In only about 25% of the surveyed institutions compensation, incentives or benefits are given to the staff the departments or units of the institutions of higher education for the efforts made in implementing the policy or strategic plan in the field of SD, SE or CSR. In fact in most countries no incentives are given whatsoever. Only in Romania (60% of respondents), Lithuania (100% of respondents), Austria (50%, but only 2 respondents) and Finland (10%) incentives are given. This could mean that especially the new Member States try to make special efforts to implement SD, SE or CSR into their education.

Finally nearly half of the respondents state that the stakeholders linked to the institutions of higher education are involved in implementing a strategy or policy in the field of SD, SE or CSR.

1.1.4. Stakeholders and their involvement

When asked whether stakeholders are involved in the implementation of SD, SE or CSR nearly half of the institutions surveyed give a positive reply.

The first sub-question asked who the stakeholders of the institution of higher education are. The following answers were given:

- Students
- Alumni
- Board members
- Teaching staff
- Research staff
- Administrative staff
- Local and regional community, municipalities in general and those in charge of education in particular
- Government and authorities

- NGOs and pressure groups
- Industry and non-profit organisations
- Businesses, especially those that offer placements and jobs
- Media
- (Regional) employers and the work field
- Trade unions
- Professional associations
- The general public and society at large
- Secondary schools
- Contractors or suppliers
- Clients (from consulting and research activities)
- Members of the academic (university) community
- Strategic advisers

It is clear that for many institutions of higher education a wide variety of stakeholders is involved as it should be. It is equally important to point out that the higher education institutions refer to all those stakeholders in the local and regional community ranging from the local authorities to companies or NGOs and secondary schools that are important for their recruitment. Most of them also point to a strong link with the local community. Several institutions also refer to national authorities as their stakeholders.

To the question HOW these stakeholders are involved the following answers are given:

- They are involved in various management units and schools of the Higher Education Institutions
- They are involved in the Board of governors
- They help in outlining the contents of courses
- They play a role in the selection and appointment of personnel
- They organise in-service training for teaching and other staff
- They offer internships to students
- They support research projects of students
- They help in developing strategies and facilitate decision-making
- They help to outline and approve the environmental policy of the institution of higher education
- They help to implement the policy of the institution
- They act as advisors
- They participate on an ad hoc basis

The involvement of the stakeholders touches both upon corporate issues and educational issues. It is particularly interesting to see that in some cases the stakeholders play a role in selection and appointment of personnel. It is of course very interesting to see that stakeholders are also involved in outlining and implementing the environmental policy of the institution of higher education!

1.1.5. Perception and opinion about SD, SE and CSR

The next section focused on the perception of and the opinion that the institution as a corporate organisation holds concerning SD, SE and CSR. Hence they were asked what the concept of Sustainable Development meant to them.

The following elements as to their perception of SD, Se and/or CSR are mentioned by the higher education institutions as corporate organisations

- Development that meets the needs of the present without compromising the ability of future generations to meet their needs
- To make the 'Brundtland- definition' fit to our institutional values. These institutional values include entrepreneurship, friendship and being a skilled professional ("master ship"). We try to make SD become a source of 'spirit' for students and staff members.
- Developments that enhance or do not damage the environment
- Development with no harm to the environment, people, other organizations that could be affected by such development.
- Adequate economic and social development and human and cultural achievement, using the available resources in a rational and aware way.
- Development in harmony with local needs and resources
- Economic, social and environmental factors taken into consideration and decision on their significance based on our system of values.
- Permanent improvement.
- Development to reorient the technology and the business courses to the professional needs of future generations of the Portuguese society without compromising the State Budget of Portugal.
- Development action and strategy designed and programmed in such a way that goals can be attained without incurring in structures and expenses that imply that new development have to be made through the total renewal of the previous arrangements.
- The capacity of the organisation to sustain itself
- Development of all kind of domains, created to sustain the proper life and related with the real needs of the people but allowing the future generation to have the same quantity and quality of resources
- Development that meets the needs and aspirations of the current generation without compromising the ability to meet those of future generations. It also means balancing the need for development and growth against the need to protect the natural and built environment.

- An "Organisation" which sustains the Development, the needs of people at present without affecting the future generations.
- Most performant development in the present without impeding on the future development (on a global basis)
- Taking care and notice of the future in various ways
- Ethical and moral views on national economy and the continuity of nation; good conditions for the next generation.
- Global ecology
- Integrating economic, environmental and social responsibility to all activities
- To live and act in a way that leaves resources for the generations to come as well
- Where everyone can and must do something to look after environment.
- SD is the work this generation has to do and ideas that it has to take into account to make it possible to leave the planet earth to our children in a little better condition as it was left to us
- General understanding of the impacts of our functions to the environment, economics and people involved.
- Brundtlandt definition - It is a continuous process where each of us can do one's share. All the elements of sustainability - ecological, economical and social - have to be taken into account.
- It's important that all aspects of SD are taken into account when you talk about SD. It's not SD if you just talk about one aspects of SD. At Sydväst University of Applied Sciences the most important goal is to support student's progress into responsible, skilled and environmentally conscious citizens who can promote sustainability in their future roles
- Integrate sustainability in three areas: Social, Ecological and economic while adding a fourth dimension: the spirituality)
- Education for the future
- A compromise between material, social and ecological concerns
- In the first place environmental sustainability (using less than maximum resources, preserving/giving room for eco-systems and bio-diversity) and this under the constraint of a continued economic system (not necessarily growth) and equity in the division of resources and goods.
- The balance between the three PPP's (People, Planet, Profit)
- Sustainable existence of the institution and more strategic freedom for its activities

It is not clear from the information received whether the institutions of higher education work with specific definitions of SD, CSR or SE. Only in three cases is there explicit reference to the Brundtlandt declaration and its definition. It is interesting to point out that many of the elements of how higher education institutions at corporate level perceive SD, SE and/or CSR have to do with People, Planet and Profit or with Social, Ecological and economic issues. In this way they all mention elements of more official definitions mentioned later.

In fact some of the statements above refer to the “official” definitions which are often used:

- SD means development that meets the needs of the people today without compromising the ability of future generations to meet their own needs;
- SD has to do with a real increase in wellbeing and standard of life for the average person that can be maintained over the long-term without degrading the environment or compromising the ability of future generations to meet their own needs;
- SD is development that meets the needs of the present without compromising the ability of future generations to meet their own needs;
- SD is linked to the use of an area within its capacity to sustain its cultural or natural significance and ensure that the benefits of the use to present generations do not diminish the potential to meet the needs and aspirations of future generations;
- SD is the concept of using resources in an ecologically sound manner so that they will be sustainable over the long term;
- SD is the process of change in which the exploitation of resources, the direction of investments, the orientation of technological development and institutional change are made consistent with the future needs as well as present needs.

1.1.6. The role of higher education institutions as to SD, SE or CSR

When the higher education institution as a corporate organisation is asked what the role of higher education is with regard to SD, SE or CSR many varied answers are given. In most cases they refer to the role to prepare students for their work in future society. Little or no reference is made to what the institution as a corporate organisation, it self has to do to contribute to SD. The focus is mainly on the activities in relation with SD, Se and/or CSR at departmental level: it is about teaching, carrying out research and teaching youngsters to take actions taking into account ethical considerations etc.

The following elements as to the role of higher education institutions are mentioned:

- To make staff and students aware of SD, SE and CSR
- Participate and promote SD, SE and CSR
- Higher education institutions promoting social cohesion, mobility and active participation providing the healthy environment shall encourage the young generation to search for the ways of development and meeting the needs.
- Increase the satisfaction of our clients (the government, the students, the society, the employers)

- Higher education must lay foundations for students on how to treasure environment, other people, etc.
- In its scope of action, higher education can have relevant functions:
 - having an ethical responsibility to the current generation to sensibly use resources, and showing the benefits resulting from sustainable development
 - Fostering an increased environmental awareness
 - Cooperating with other elements of the society to promote research and act according to the principles of sustainable development
 - Being aware and promote awareness over the current practice and the desirable one.
 - Contribution to equal opportunities of all people in Higher Education
 - Higher Education should develop the comprehension of innovation, investigation and analysis so that the best use of resources could be attained
 - To educate people about this issues.
 - Universities have and will have a huge role in SD, SE or CSR, being the engines/promoters of knowledge.
 - Higher education trains specialists in the use of resources in a manner that allows the resources to be replenished by natural systems, as well avoidance of pollution that damages biological systems and in the use of resources in such a manner that they will never be exhausted.
 - For a better integration in the social, economic and the environmental life.
 - To promote SD, SE and/or CSR by teaching them, researching them, communicating them.
 - To promote by education the future's decision-making of young people.
 - SD, SE and/or CSR should be general competences of the students.
 - The role of Higher Education is:
 - 1)to increase awareness of SD, Se or CSR issues among students
 - 2) to promote SD, SE or CSR in business life through lifelong learning, R&D projects and services
 - 3) to follow the SD, SE or CSR guidelines in the own operations of a HEI.
 - It is very vital since every citizen should be committed to it being part of the destiny of the continent or globe as well.
 - The role is important to give them good education and example how we look after environment and how they can affect it in theirs jobs in future.
 - The Engineers, the Bachelors and Masters we educate have a strong impact in the economic life of the country in future years and therefore our role is to give the students a strong idea of sustainability and a good understanding of ethics they have to take into account in their future profession.
 - The role is very important – the students graduated from us will forward the ideas ahead to the companies.
 - Very important role, because the students graduated from the institutions will have a large influence over the society in future.

- It's very important to continue the work for SD that the student's have got used to during their life. Why would the students take SD into consideration in their future work, if it's not involved at institutions of higher education,
- Education for Sustainable Development as the engine of higher education!
- Provision of higher quality Masters course on SD, Se or CSR
- Quality assurance by the acquisition of professional and cross-professional key competences in the field of SD, SE or CSR.
- Transfer of the SD, SE and CSR values and orientations; create a multiplier effect!
- Raise the awareness in the (management) courses
- Creating awareness and stimulate system thinking and creativity in finding solutions
- Increasing awareness and understanding of why current development is unsustainable and contributing to solutions using the 'fresh' brains of students
- Play a leading role as far as SD is concerned
- SD must be part of the competencies of every professional
- Influence the way students think
- To make students aware of this balance between the three PPP's and make sustainability an integral part of the educational programme

It is important to note that in some cases the acquisition of key competences in the field of SD, SE or CSR is seen as a major contribution of higher education to promoting sustainable development. Moreover most Higher Education Institutions see it as their duty not only to raise awareness with students but also to make them multipliers for sustainable entrepreneurship in the companies where they will later be employed.

Conclusions as to the PLAN part at institutional level

As a conclusion it has to be repeated that 82% stress that CSR, SD and SE are integrated in their corporate mission or vision and that 90% of respondents state that there are elements of SD, SE and CSR integrated in their educational mission and vision. These are very high scores which have to be put in perspective by pointing out that the integration is much more implicit than explicit especially as far as the corporate mission is concerned.

Thus the figures confirm what was found in SEPHE I (although to a lesser extent) viz. the lack of explicit formulation of vision and mission elements concerning SD, SE and CSR in the official documents, in policy and strategy. It is, however, important to point out that SD, SE or CSR is more explicitly mentioned in the pedagogical mission or vision of the institutions (in fact nearly 50% of those who integrate SD, SE or CSR in their educational vision do so explicitly). On the other hand it is also important to be aware that only 13% of respondent institutions state that they do not integrate elements of SD, SE and CSR in their corporate mission statement and only 8% do not integrate it their educational mission statement. Where those elements are already implicitly present in the corporate mission or vision statement it is very often the first step to a more explicit presence in the mission or vision of the higher education institution. Moreover nearly 60% of respondents state that the institution also has a strategic plan concerning SD, SE and CSR.

When SD is mentioned in the mission the main focus as well in the corporate as in the educational mission is on the People aspect (more than 97% for the corporate mission and 86% for the educational mission) whereas 60% of them refer to the Planet aspect and 56% to the Profit aspect.

The majority of respondent institutions also have specialised staff (59%) to work on SD, SE or CSR. In more than half of the institutions (51%) external organisations or consultants are involved in the development of policy plans.

More than 45% of institutions also have a specific budget for SD, SE or CSR. In most cases where there is a specific budget (56%) it is project-based although the budget is only externally subsidised in 32% of the cases. This means that the majority of HEIs provide means from the internal budget to work on projects concerning SD, SE or CSR. It also proves the importance they attach to SD. Only a minority (25%) of institutions give incentives to staff or departments that are doing efforts in the field of SD. This could mean that institutions find it obvious that their staff or departments attach importance to SD.

In nearly half of the institutions stakeholders are actively involved but their role in policy making is limited.

Most higher education institutions are also aware of the basic elements of the definitions of SD, SE or CSR.

1.2. DO

The first major section of questionnaire 1 concerned the efforts the institution of higher education or the university does – as a business unit or corporate organisation – to contribute to corporate social responsibility and to sustainable development. A first series of questions concerned ecological and environmental issues (Planet), a second series focused on social aspects (People) and the last series dealt with economic aspects (Profit). The focus of these questions was the role of the university or institution of higher education as a business unit and not as a provider of education. These topics were addressed in the second questionnaire to be filled in at departmental level.

1.2.1. Ecological / environmental issues (planet)

Overall 95% of the respondent institutions or universities state that they make some sort of effort to take into account environmental or ecological concerns and this in a variety of fields which are detailed below.

	Yes	No	Tot	Yes	No	Tot
Waste Management	27	10	37	73%	27%	100%
Energy	32	5	37	86%	14%	100%
Soil	12	25	37	32%	68%	100%
Water	22	15	37	59%	41%	100%
Air	17	20	37	46%	54%	100%
Noise	11	26	37	30%	70%	100%
Purchase	15	22	37	41%	59%	100%
Building Construction and renovation	22	15	37	59%	41%	100%
Catering	18	19	37	49%	51%	100%
Cleaning	15	22	37	41%	59%	100%
Green and environment	18	19	37	49%	51%	100%
Mobility	22	15	37	59%	41%	100%

When we look at the details we notice that 86% of respondents who make efforts in the field of SD do so by saving energy (in Austria, Finland, Ireland and Portugal 100% of respondents make efforts in this respect). Moreover 73% of the respondent higher education institutions try to reduce the flow of waste (100% in Finland and Ireland) and 59% take action in the field of environmentally friendly mobility (100% for Lithuania and Austria), building and construction and water while nearly half of them make efforts in the areas of green and environment and catering.

It is important to note that virtually all institutions that responded to the questionnaire are doing some efforts as far as environmental issues are concerned. Compared to the SEPHE I study this is quite interesting. We might assume that over a few years time the situation has been developing in a positive way.

1.2.2. Social issues: internal / external social policy (people)

It is useful to point out that nearly 90% of the respondents make efforts to enhance social issues (People). It is remarkable that Finland and the Netherlands are the only countries where there is no 100% positive response rate as far as this issue is concerned. These figures are not surprising when we relate them to the corporate vision or mission where 97% of the institutions who mention SD in their corporate mission state that they focus on the People aspect

1.2.3. Economic aspects (Profit)

As far as economic aspects are concerned (Profit), approximately 75% of respondents state that they do efforts to enhance this aspect in their institution. When asked in what respect the economic aspects are taken into account, 80% of the institutions who claim to take into account the Profit aspect state that they want to be financially healthy. This is not surprising bearing in mind that this is an important requirement imposed by governments and ministries in all countries concerned. In the first SEPHE study only a quarter of respondents stated to make efforts to be financially healthy.

	Yes	No	Tot	Yes	No	Tot
Invest ethically	13	17	30	43%	57%	100%
Sponsor charity	5	25	30	17%	83%	100%
Financially Healthy	24	6	30	80%	20%	100%
Code of conduct	20	10	30	67%	33%	100%

When asked to what extent efforts are being made in the institution of higher education to invest ethically, only 43% of those who responded to this sub-question states to take action to this effect (33% of the total of respondents). Only approximately 12% of all respondent institutions (17% of those who responded to this sub-question) make efforts to sponsor charity or make donations to charitable organisations. Interestingly 67% of those who filled in this sub-question or more than 50% of all respondents makes efforts to implement an ethical code of conduct.

Conclusion as to the DO part at institutional level

When asked what they DO, the respondent institutions of higher education mention a variety of things or elements that may contribute to SD, SE or CSR but which are not necessarily organised in a structured way.

The overall majority of respondent institutions (95%) are working on environmental/ecological issues. More than 80% of respondents try to save energy (especially in Western European countries). This concern might not only be dictated by ecological concerns but might also be dictated by the wish to save money. Waste Management is also high on the agenda (73%), followed by mobility, water and building and renovation (59%)

Compared to the first SEPHE-study there is much more attention for the social issues. Where only a minority of respondents in the first study seemed to attach importance to social issues, the percentage has now gone up to 87%.

Most of the higher education institutions contacted make efforts in the field of the economic aspects of sustainable development, sustainable entrepreneurship and corporate social responsibility within the institution as an organisation and the institutions themselves are trying to act as sustainable entrepreneurs and are integrating into their economic activities key aspects of corporate social responsibility. It is striking that their first concern is to be financially healthy (nearly 80%). Moreover more than half of all respondents (67% of those who answered this sub-question) have a code of conduct and nearly 35% of all the respondents try to invest ethically.

One could thus say that most institutions of higher education seem to be concerned as organisations to act as 'good citizens'. Corporate citizenship is apparently more on the agenda than in the previous study SEPHE I.

1.3. CHECK

1.3.1. Strengths and weaknesses

The Final section of the questionnaire for the management of the institution of higher education focuses on the CHECK element to find out how higher education institutions evaluate or assess their own strengths or weakness in the field of SD, SE and CSR at institutional level.

It is important to point out that most of the institutions clearly know their strengths and weaknesses. This shows that some form of checking is taking place in relation with SD, Se or CSR within the institutions at corporate level. We have to stress again, though, that those institutions that answer are probably the most motivated ones.

It is also interesting to see that respondents are quite critical and pinpoint the real elements that contribute to successful policy in the field of SD, SE or CSR.

- the need for an overall strategy and policy supported by as many staff members as possible
- the importance of having motivated and qualified staff
- the usefulness to have a comprehensive approach across the whole institution of HE
- the need to have financial resources and personnel resources
- the need for an appropriate structure to support SD, Se and/or CSR
- the links with the local community and the stakeholders
- the flexibility of the academic management

1.3.1.1. Strengths

These are the elements mentioned in the answers:

- High motivation, Leadership
- Information available and projects undertaken
- Strong community base and a tradition of providing education to students from marginalised and disadvantaged population groups
- Human capital, economic productivity, educators broaden their own outlook and improve constantly their professional knowledge and skills
- The popular occupations in the labour market, the qualified teaching staff, permanent in-service training of staff
- The institution of H. Ed. is committed in establishing a highly social consciousness in the relations with society and is greatly open and aware in sustainable development-related issues. The measures which the H. Ed. Institution has taken so far can confirm it

- Innovation capability, adequacy to new systems of teaching, diversification of courses, introduction of new technology
- Innovation due to high grade of scientific / human resources; interactivity of various structures; development of innovation and interaction with environment
- The mobility and flexibility of our academic management could be a strength
- The organisation integrates specialized knowledge in several courses
- Formative and educative mission which allow us to think in a creative way
- Well-established CSR-reporting procedures, wide range of SD-related courses
- Understanding and appreciation of these issues
- Strengths are positive attitude and motivated personnel. We also have a environmental programme
- We have experts of the themes in our own organization and that is a big strength
- Good and willing attitude of the staff
- Interest, professional skills, long tradition of welfare state and environmental protection
- The H. Ed. Institution has involved the entire staff in the work for SD and every lecturer has to think about how SD is taken into consideration in their work. Every student and member of the staff will be involved in the work at some point
- Changes in agriculture, strong focus on entrepreneurship, the entire sector is moving towards SD, strong vision of management, many initiatives from individual staff members
- Sustainability is part of the vision of the corporate, is part of the management contract between steering committee and every manager, a minor PPP has been developed; some departments has got an AISHI-ranking
- Strong entrepreneurial organisation
- Special offer for young studying families
- Excellent economic and social competences

It is clear that all (P)HEIs refer to experienced and motivated staff and management as the main strength as far as the implementation of SD, SE or CSR is concerned. Moreover the fact that SD is part of the mission and the presence of programmes on SD are factors that contribute to the strength of the institution in the field of SD.

1.3.1.2. Weaknesses

These are the elements of weakness mentioned in the answers:

- The lack of a global policy plan on this issue
- Many initiatives from individual staff members, yet lack of communication among each other and lack of exchange of ideas
- The fact that SD is not the concern of all the staff members
- SD, SE or CSR not networked or integrated across the whole education sector

- Few possibilities for independent actions. The questions concerning SD, SE or CRR are too abstract
- No fully dedicated staff or budgets
- Feeling financially insecure because of political instability and income inequality
- The dialogue with employers
- The lack of a specially designed internal structure, which could directly manage such issues and integrate all other actions
- Dependence on unstable public financing=dilution of strategic objectives
- The lack of information and lack of specialized people could be a weakness
- There is an insufficient practical application of knowledge
- Not having its own curriculum
- Lack of economic resources.
- The lack of reflection on the issues related to SD, SE and CSR for H. Ed. (We haven't thought about it!)
- No clear policies and practices for SD in everyday actions
- We have experts of the themes in our own organization and that is a big strength
- Difficulties to understand the meaning of SD, SE and/or CSR in all levels of the H. Ed. organisation
- Lack of resources, small unit in a big organisation, unclear division of tasks
- Small university, weak structures, weak economic impact

It is logical that where motivated and experienced staff is seen as strength, the lack of experts is seen as the main weakness. Also the fact that there is no specific programme is seen as a weakness. Lack of resources is also seen as an important weakness as well as the size of the (small) institutions.

One institution concludes by stating that "Much more could be accomplished if the H. Ed. institution would believe that SD is our strength. If we would use it more the work within the organisation would gain, because even more people would be involved because they would see the benefit of the work."

1.3.2. Factors that block or hinder the integration of SD in the corporate organisation

When asked which factors block or hinder the integration of sustainability in the corporate organisation it is quite normal that the answers are similar to the weaknesses outlined above. The most common obstacles are the following ones:

- Lack of financial, qualified human, material resources
- The financial pressures and administrative restraints
- The economic, social and legislative environment (The lack of appropriate legislation, or too much legislation)
- Prejudice, lack of faith and motivation

- Resistance to change by teachers and other staff members
- Lack of awareness of management
- The lack of close cooperation with social partners to implement actions.

Other obstacles mentioned are:

- The incoherent support from the higher authorities
- The fact –that SD, SE and CSR issues are still too abstract for H. Ed. institutions
- The Economic /Low per capita income slows productivity growth, willingness and satisfaction with teaching job
- The sustainability of an organisation does not depend on how willing its executives are and is not achievable simply by imposing rules. It depends on the daily behaviour of each one of us. Such individual behaviour, which is not voluntarily shared by everyone, may be a hinder to sustainable development practice
- The ability of the people to be involved in SD, SE or CSR activities
- The lack of professionalism of teachers in these fields
- Lack of autonomy (too dependent on Ministry of Education, Politics)
- SD is seen as important, but always in the second place. There is always something more important to be done.....The vision statement of management can be seen as a useful tool to change this
- Too many separate subjects instead of an integral subject
- Difficulty to convince people to take action.

It is interesting to point out that several participants refer to legislative and administrative problems that block or hinder the work concerning SD, SE or CSR in HEIs. Maybe specific attention should be given to those legislative obstacles in a separate study. It could also be useful to find out which legislation has been passed to invite institutions of higher education or universities to strengthen their involvement at corporate or departmental level in SD, SE or CSR.

1.3.3. Evaluation and evaluation tools

To the question whether or not the higher education institutions at corporate level assess the efforts they make as to sustainability, more than half of them (51%) state that they assess their efforts in this field.

When looking at the different countries involved in the study we notice that 100% of Austrian respondents do so (only 2 respondents), but also 80% of Finnish and Romanian respondents.

1.3.3.1. Forms of assessment used

The most common methods mentioned by the respondents in the questionnaires are:

- Self-evaluation
- Quality management assessment
- Comparisons
- Questionnaires and surveys
- (Annual) CSR report
- Environmental report
- Internal and external audit
- Three-annual AISHE audit

When asked how they assess, a variety of answers is given in the questionnaires; they are all mentioned below:

- The method of self-evaluation
- Assessment of the human resource, and evaluation of the financial balance
- The assessment is done by applying techniques of quality management
- By making a periodical and annual comparison.
- Questionnaire survey on people satisfaction at work
- Part of education in general
- As part of quality assurance program
- Evaluating the course contents and energy and waste management costs
- Annual environmental report is included in the Annual Review of the organisation
- With students in a course of Environmental Management Systems
- Internal and external audits of the Environmental Management System

From this information we can assume that there is no or little assessment by:

- using a measuring and registration system of the environmental impact
- periodical reporting (internally!)
- annual reporting on sustainability (both internal and external)
- a separate item on sustainability in the annual report of the higher education institution
- a stakeholder-monitoring group.

1.3.4. Appreciation of the efforts made on SD, SE or CSR by the stakeholders
 When asked if the institution has data available on the appreciation of the efforts on SD, SE or CSR by the different stakeholders concerned only 1 out of 4 confirm that they have such data as is shown in the next table.

Yes	10	25,6%
No	29	74,4%
Tot	39	100,0%

This means that the majority of respondents do not have data available on the appreciation by any of the key stakeholders of the efforts on sustainable development done by the corporate organisation.

1.3.5. Integration of the evaluation in the QM of the institution

When asked if they integrate the evaluation or assessment activities as to SD, SE or CSR in their total quality management systems nearly half of the respondents state that they do so. This is shown in the table just below.

Yes	18	46%
No	21	54%
Tot	39	100%

As nearly half of the institutions state that they do not assess what happens in terms of SD, SE or CSR, it is normal that those evaluation activities are, in most cases, not integrated into the total quality management of the institution of higher education. However, as nearly 50% of the respondents confirm that SD activities are integrated in the QM of the institution, we might assume that most or all institutions assessing SD-activities also integrate it into the QM of their institution. This can, however, not be confirmed by the breakdown per country: Less Austrian and Finnish institutions involve SD in their QM, whereas 60% of Portuguese and 33% of Irish Institutes involved in the study claim to integrate SD in their QM although they stated not to assess it. This could mean that there is no separate assessment for SD but that it is integrated in the overall Quality Assurance assessment. This might even lead us to assume that more than 60% of the institutions surveyed assess SD in some way or another.

1.3.6. Specific and specialised assessment initiatives, criteria

When asked if they are familiar with any specialised or specific assessment initiatives, criteria, certificates and indicators, nearly 60% of the respondents stress that they are familiar with them as is shown in the table below. It is also remarkable that nearly 80% of Dutch institutions are familiar with these specific assessment tools.

Yes	23	59,0%
No	16	41,0%
Tot	39	100,0%

When asked which evaluation tools they use, they mention the following ones:

- ISO 14001
- EMAS,
- BSC / EFQM
- AISHE-audit
- Environmental Certification of Schools and Educational Establishments in Finland
- The material of DHO-Nederland³⁴
- LiDS³⁵
- PAQM
- Reports from local authorities and external environmental agencies
- The IPL takes part in programmes of course assessment, which are carried out by national associations (National Board for Higher Education Assessment and the Association of the Portuguese Polytechnic Institutions), and in international programmes of institutional assessment (European University Association and EURASHE).

³⁴ DHO: Duurzaam Hoger Onderwijs Nederland, Sustainable Higher Education of the Netherlands, <http://www.dho.nl/>

³⁵ LiDS : Lifecycle Design Strategies.

LiDS-Wheel (Brezet and van Hemel, 1997): : A tool to give an overview of environmental improvement potential to the designer. Eight environmental improvement strategies are chosen in the tool; selection of low-impact materials, reduction of material usage, optimisation of production techniques, optimisation of distribution system, reduction of impact during use, optimisation of initial lifetime, optimisation of end-of-life system and new concept development. Data from a reference product are entered into the diagram and according to the eight strategies, improvement options for the product should be identified.

- Quality standards, quality certifications (ISO 9000:2000, 14.000), quality awards, national & international Indicators
- Business, entrepreneurship; for ex. generation change.
- GRI Sustainability Reporting Guidelines
- Tools linked to the Delft and Barcelona Treaties
- Tools developed in the framework of a project called 'the Ecological cities '

This long list is all the more remarkable as no assessment tools were mentioned in the questionnaire.

The following evaluation tools are nearly totally unknown by the respondents:

- the SAQ, the Sustainability Assessment Questionnaire of ULSF, University leaders for a Sustainable Future
- the GRI-indicators (Global Reporting Initiative)
- the Ethibel indicators
- the EMAS or ECO-Management and Audit Scheme of the EU

As far as the respective countries are concerned, it is striking that there are important differences in this respect: the two Austrian respondents know the existing assessment tools for SD and also use them but as far as the Netherlands are concerned almost 80% know at least one of the existing tools for assessment of SD whereas only 45% assess their efforts in the field of SD. In Finland on the other hand 80% of respondents claim to assess their efforts in the field of SD although only 70% claim to know the specific assessment tools. In Lithuania none of the respondents knows any of the specific assessment tools.

Conclusions as to the CHECK part at institutional level

As far as the check element is concerned it is remarkable that all the respondents mention weaknesses and strengths. The respondent higher education institutions are very well aware of the main obstacles to implement a coherent strategy as to SD, SE or CSR. Half of them mention that they evaluate or assess in some way their efforts in the field of SD, SE or CSR. In Austria 100% of respondents do so, whereas this is the case for 80% of Finnish and Romanian institutions. However, only one quarter of respondents involve the key stakeholders in this assessment. Half of the institutions also integrate assessment of SD in their Quality Management. This is even the case for 80% of Romanian and 60% of Portuguese institutions. They do use a variety of assessment methods and tools but in a number of countries the respondent's institutions do not know some of the major assessment or evaluation tools for SD which could be useful for them.

The answers to this part are far less 'gloomy' than was the case for the SEPHE I study. There is more evaluation and more integration of the evaluation work in the total quality management activities. Assessment tools are better known and there seems to be a link between assessment of the SD, SE and CSR activities and the mission of vision at corporate level.

Overall conclusions at institutional level

The answers to the institutional questionnaires are far less 'gloomy' than was the case for the SEPHE I study. As an overall conclusion it has to be repeated that most of the respondent institutions work on SD, SE or CSR. The environmental or ecological aspect is most prominently present (95%) followed by the social elements (87%) and economic aspect (74%).

82% of respondents stress that CSR, SD and SE are integrated in their corporate mission or vision. Moreover 90% of respondents state that there are elements of SD, SE and CSR integrated in their educational mission and vision. These are very high scores which have to be put in perspective by pointing out that the integration is more implicit than explicit.

Compared to the SEPHE-I study many more respondent institutions mention SD, SE and CSR explicitly in their vision and mission and in their strategic documents (more than 30% in the corporate mission and around 45 % in the pedagogical mission or vision). When SD is mentioned in the mission or vision of the (P)HEI 50% of the institutions surveyed also have a medium- or long-term strategy to implement the mission.

When asked what they DO, the respondent institutions of higher education mention a variety of things or elements that may contribute to SD, SE or CSR but which are not necessarily organised in a structured way. The overall majority of institutions (95%) are working on environmental/ecological issues. More than 80% of respondents try to save energy. Waste Management is also high on the agenda (around 70%), followed by mobility and building and renovation (nearly 60%). Compared to the first SEPHE-study there is much more attention for the social issues. Where only a minority of respondents in the first study seemed to attach importance to social issues, the percentage has now gone up to more than 87%.

As far as the check element is concerned it is remarkable that all the respondents mention weaknesses and strengths. The respondent institutions of higher education are very well aware of the main obstacles to implement a coherent strategy as to SD, SE or CSR. Half of them mention that they evaluate or assess in some way their efforts in the field of SD, SE or CSR. However, only one quarter of respondents involve the key stakeholders in this assessment. Half of the institutions also integrate assessment of SD in their Quality Management. They do use a variety of assessment methods and tools but they do not know some of the major assessment or evaluation tools which could be useful for them.

2. Findings Questionnaire TWO: curricula, programmes, teaching

This second questionnaire was focusing on the integration of sustainable entrepreneurship in teaching, curricula and programmes at departmental level and was filled in at departmental level. The main departments targeted were departments of business, tourism, environmental studies, engineering and teacher training. To this effect the questionnaire was sent to a selection of universities and other higher education institutions having such departments. As already mentioned before the experts managed to reach the target audience.

2.1. PLAN: perception, vision, policy

This section of the questionnaire focused on the perception, vision and policy about SD, SE and CSR at the level of the department or the unit of the university or higher education institution.

2.1.1. Responsibility of departments in promoting SD, SE and CSR

When asked, as an introduction, whether higher education has a responsibility in promoting SD, SE and CSR virtually all respondents (98 %) state that this is the case.

This is not surprising as the majority of the respondent are probably teachers or lecturers in higher education who are committed to the introduction of SE, SD and CSR both at institutional and at departmental level (see note of caution).

When asked to describe the role of Higher Education In promoting SD, SE or CSR the following statement nicely summarizes following elements are given:

- Education has the task (amongst many others) to provide pupils and students (each group at their own level of development) with knowledge, facts and figures on SD, SE, CSR which are inevitable, but also to encourage them to take the chance and the challenge! : the Brundtlandt Definition has put the point forward in 1987: through education and through our graduates we can help the world to achieve the goals needed. Graduates, from all levels of education, can become SD or CSR Change Agents!
- Education for sustainable development has to be integrated into curricula and should not to be added just on top of the rest. SD education should be present in all subjects or disciplines because otherwise students may have a resistance attitude
- It is important that teachers also show how they integrate SD into their lives and thus give examples of good practice!

- Source of information and encouragement, providing tools.
- These issues have to part of every curriculum in engineering field
- The students graduated from the institutions will have a large influence over the society in future
- SD is necessary to expand awareness
- SD education is one of the tasks included in the teaching
- SD is the clear responsibility. Of Higher Education
- Sustainability challenges must be part of common knowledge
- Students are influential persons in the future. Our job is to instruct them how they can notice environmental matter in their jobs and work community
- SD, SE and CSR should be integrated in all teaching and in every subject.
- We educate the employees of the future and in order to guarantee the future of the next generation we need to see our responsibility today
- Delivering a curriculum which encompasses such topics as mandatory elements within the learning process
- Education must lay the background of perception what SD, SE, CSR are
- Education for sustainable development must provide values, knowledge and practical understanding of SD
- Education must promote and disseminate information on SD, SE and CSR
- Education is primary in training individuals with a view to sustainable development in all fields of activity
- The education is the base of SD,SE, CDR
- Training the future teachers in sort of be aware about this important domain
- Higher education must lead and confront students
- HE must inform future professionals
- The role of HE is very important. Some of our students will become teachers and as such they will be role models for other young people who will in turn be part of future generations
- SD in the curriculum! : let it be a "normal" 'standard' , look into the future and see what will happen
- It's essential for education , we are the future
- We train our students to become managers who have the knowledge, values s to participate in decisions about the way we do things, individually and collectively, locally and globally, that will improve tee quality of life now without damaging the planet of the future (incorporate in their decisions the effects on people, planet and profit)
- SD should be integrated in the competencies of professionals, in the courses
- SD is part of the professional attitude
- HE should teach students their responsibilities in the field of SD

All these statements clearly show that the respondents think it is the responsibility of Higher Education to promote SD, Se and CSR and to integrate it to this effect into the curriculum at all levels. Moreover they see education as a disseminator for SD, SE

and CSR. Contrary to the institutional level none of the respondents at departmental level see it as their responsibility to improve the dialogue with the social partners or to promote sustainable entrepreneurship in the region.

2.1.2. View of departments on the approach to integrating SD, SE or CSR

The respondents are asked to state which of the following alternatives best describes the approach of the institution to integrating SD, SE or CSR in education, the following responses are given:

	Yes	No	Tot	Yes	No	Tot
Adding context	32	17	49	65%	35%	100%
Revising individual courses	13	36	49	27%	73	100%
Creating new courses	21	28	49	43%	57%	100%
Revising Curricula of individual programmes	16	33	49	33%	67%	100%
Creating new degrees	12	37	49	24%	76%	100%
Revising all curricula	10	39	49	20%	80%	100%
Creating new programmes	11	38	49	22%	78%	100%

It is clear from the responses that the focus is mainly on adding a sustainability context to existing courses (65%) followed by creating new courses that focus on sustainability (43%). This proves first of all that the departments favour an integrative approach. However, they also want to make room for new courses that focus on SD, SE and CSR. Also when they revise or rethink programmes they would rather revise the whole curriculum than one individual course. This shows that when SD, SE and CSR are introduced into the curriculum there is a serious effort of reflection on why and how this takes place. This will definitely have an impact on the quality of the work done and on the motivation of the lecturers or of all the lecturers as one may assume than when new courses or degrees are created or when others are re-thought most if not all lecturers are involved in this process.

2.1.3. The vision of the corporate management perceived by the departments

When asked if the corporate or central management of the institution has (implicitly or explicitly) a vision on sustainable development and education, nearly 3 out of 4 mention that this is the case.

This percentage is slightly lower than the percentage given by the institutional representatives (82%). The discrepancy is probably caused by the fact that 30% of institutions state that the corporate mission mentions elements of sustainability implicitly.

When asked how the vision on SD, SE and CSR is developed, the following answers are given:

- By cooperating with different institutions and organisations
- The vision is included in the overall strategy
- Incorporating these issues (SD, SE , CSR) strongly in the curriculum (of every future engineer)
- The board of stakeholders has decided upon it
- We have a degree programme in sustainable development and some courses as voluntary for every student. We have a agenda 21 and report of and CSR-report
- The institution of H. Ed. Has an environmental policy
- We have own environmental programme
- We have a mission statement and a signed treaty for SD
- We comply with ISO 14001, for example the environmental policy
- Through our R&D activities
- Reference to the topic in programme delivery
- It (SD, SE and CSR) is involved in study process.
- Development of competence, skills and abilities in field of SD , integration of SD in study programmes, participation in research projects, cooperation with stakeholders
- By focusing on waste management, green HE without smoke; energy and water economy
- By developing a new generation of (SD, SD and CSR Aware) managers in Romania
- This is done by periodical revising individual courses
- By applying different methods of teaching
- Approval for designing some new parts of academic curriculum
- By integrating it in the competences matrix
- By complying with the requirements for the AISHE audit
- By focusing on the competency for sustainability
- he IBK has a clear vision on SD and CSR; we have installed a kind of 'Task Force Group' of 6 (Regiegroep Duurzaamheid IBK = Directing Group Sustainability IBK) in 2004; this group has started its activities in October 2005; October 2005 a project on SD and CSR for the whole Hanzehogeschool was initiated by this group, in which 3 near graduate IBK-students have participated: the students did research what level SD an CSR the Hanzehogeschool actually has reached now, both as organisation and as provider of higher education. The project was concluded with the First CSR Symposium of the Hanzehogeschool in November 2006; the IBK has gained recently a so-called second AISHE-star: AISHE stands for Auditing Instrument for Higher Education, an accreditation system on SD and CSR, developed by DHO

- By integrating SD in the vision and mission
- Strategic plan until 2020 to develop a free and entrepreneurial university
-
- These answers clearly show that in many of the higher education institutions that filled in the questionnaire there is a real concern to integrate SD, SE and CSR into the mission and the vision. These elements largely confirm the responses to the first questionnaire at the level of the corporate management.

2.1.3.1. Involvement of stakeholders in development of mission / vision

When the respondents at departmental level are asked to state whether the stakeholders are involved or not in the development of the mission and vision, approximately 65% state that stakeholders are involved. This is, of course, a high percentage compared to the percentage that was given at corporate level (49%). This could either mean that the departments presume that more stakeholders are involved at institutional level or the fact that at departmental level more stakeholders are actually involved.

2.1.3.2. When asked which stakeholders are involved the following groups are mentioned:

- Institutions of initial and in-service training of teachers,
- Universities,
- Fachhochschulen
- Academies,
- Schools
- Research institutions.
- Board members.
- Director
- Students,
- Organisations that provide business placements and jobs
- Lecturers or teaching staff
- Industry Partners, business companies
- UTI Management and other companies
- The public sector is involved but the private not
- A variety of organisations and institutions
- Advisory boards which decide on every degree programme in our Polytechnic and though the City of Tampere
- Social partners.
- NGO's such as Environmental Centre for Administration and Technology
- The government

These responses largely confirm what was mentioned in the questionnaire for the institutions of higher education as corporate organisations.

2.1.4. Policy or strategy plan at departmental level

When asked if the department has a strategic plan with regard to SD, SE and CSR more than half of the respondents (53%) mention that they have a policy or strategic plan. At institutional level nearly 60% of the respondent institutions refer to a strategic plan. This is contrary to the first SEPHE report where there were more strategic plans mentioned at departmental than at corporate level. It might be explained by the fact that in the present study most higher education institutions state that their mission covers the whole institution. This might also be the case for the strategic plan, which could explain why fewer departments have their own strategic plan.

2.1.4.1. Top-down or bottom-up approach

When asked if the policy or strategy plan resulted from a top-down or a bottom-up approach, the following answers are given:

No answer	3	12%
Top-down	11	42%
Bottom-up	12	46%
Tot	26	100%

Apparently both the approaches are used virtually equally in higher education. However, to motivate all stakeholders (and especially the staff) it would be better to have a bottom-up approach or largely a bottom-up approach supplemented by a partial top-down approach to initiate the process if need be.

2.1.4.2. Implicit or explicit policy or strategy

When asked if the policy or strategy is implicit or explicit , the following answers are given:

No answer	3	12%
Implicit	13	50%
Explicit	10	38%
Tot	26	100%

Half of the respondents at departmental level state that the policy or strategy is implicit while 38% states that it is explicit. These responses are very similar to the answers given in the institutional (corporate) questionnaire. In this questionnaire, nearly 49% stated that the corporate mission mentioned elements of SD implicitly while 33 % stated it was explicit. This shows that there seems to be consistency between what happens at central level and at departmental level within the institutions of higher education. Only as far as the educational mission was concerned the score at corporate level was higher as 44% of respondents stated that elements of SD were mentioned explicitly.

2.1.4.3. Short, Medium or Long term policy or strategy

When asked if the plan is short term, medium term or long term, these are the answers given:

no answer	1	4%
short	2	8%
medium	11	42%
long	12	46%
Tot	26	100%

More than 45% of respondents point out that their higher education institution has a long-term strategy or policy plan also in the areas of SD, Se or CSR while 42% has one in the medium term and only one respondent states that the strategic plan is a short-term one. This also hints at the fact that those strategic plans are thoroughly prepared and reflected upon which is important as to develop good quality plans and strategies motivating as many people as possible. It also proves that the interest for sustainable development is not a temporary phenomenon but that it will only grow in the future.

When looking at the different countries we notice that all Finnish respondents have either a long-term (57,5%) or a medium-term (42,5%) strategic plan for SD. In Romania even 75% of respondents have a long-term strategic plan.

2.1.5. Information and communication about SD, SE and CSR

Virtually all respondents mention ways in which information about SD, SE and CSR is communicated internally and even externally. This means that more than 95% of respondents disseminate information either internally or externally. It is clear from the information received that all the stakeholders are informed.

The following information is distilled from the answers to the questionnaires and stress how information is disseminated:

- By integrating information into the initial and in-service training programmes of teachers
- By integrating information in the follow-up and monitoring given to schools
- Through newsletters (examples of interesting projects, lectures), policy papers, presentations for lecturers
- By putting information on the homepage
- By making a specific website to inform students and staff on activities in the field of SD
- By informing staff during staff meetings and trying to motivate them
- By organising courses for teachers and tutors
- By writing an item on SD in the weekly bulletin
- During special meetings or events
- During an annual symposium on SD
- By publishing information in brochures and other publications
- By stimulating exchanges of experiences within the institution
- By disseminating through conferences, seminars, poster sessions and presentations / lectures
- By integrating them into curriculum design
- By taking them into account in decision-making
- By linking up with the strategy of the city of Turku which is the owner of Turku university of Applied sciences
- By referring to the official strategy
- People get information and can directly contact everyone dealing with SD, SE or CSR
- Information is on the internal intranet , in annual reports ,with special themes in general meetings etc.
- There is a strong focus on internal communication as it is an explicit requirement for the ISO 14001
- To the students via curriculum delivery
- By integrating SD, SE and CSR in the vision and mission, it is promoting communication
- By inviting colleagues involved in SD, SE and CSR to draft working papers & research projects
- Top-down information is made available to all staff on a semester basis
- The initiatives are communicated during meetings, debates, conferences
- Using the courses

2.1.6. Financing SD, SE or CSR activities

To the question whether there is an internal or external budget to finance SD, SE or CSR education activities, the following answers are given:

No answer	16	33%
Internal	29	59%
External	4	8%
Tot	49	100%

The figures point out that in most cases the internal budget is used to finance SD, SE and CSR activities. In a minority of cases some external budget is also available for those activities. One respondent mentioned that although there is no specific budget for activities in the field of SD money can be made available. Another respondent mentioned that the board of directors had made € 15, 000 available for a project in the field of SD.

The following external sources of funding are mentioned:

- Sponsoring
- Funding by the ministry of education
- Projects financed by the EU
- Money made available by the government, the professional field, NGO's

It should be pointed out that only 4 respondents refer to external funding which means that very few institutions of higher education seem to be involved in projects which are externally funded. This is a bit surprising and it also means that efforts should be made to give information on possible sources of funding for initiatives on sustainable development.

2.1.7. Support for SD, SE or CSR teaching staff

When asked if there is specific support for the teaching staff with regard to education concerning SD, SE and CSR only approx. 35% states that there is some sort of support. This is surprising as the respondents at departmental level had mentioned earlier that SD, SE and CSR was integrated in the policy or strategy plan and one might thus assume that some sort of support would be given to the staff involved in teaching SD, SE or CSR.

When asked which support mechanisms are used, the following are mentioned (in a decreasing order of importance):

- The development of joint training programmes (seminars, workshops and symposia) for members of all the departments on the themes of SD, SE and CSR
- Supporting educational activities for staff
- Training facilities
- One of the teacher is in charge of all environmental matters (building training programme)
- A financial support is given to participate in conferences or seminars working groups, in acquiring or obtaining literature etc.
- One coordinator for SD, SE and CSR
- Local sustainability development groups
- All teaching staff supports these issues
- Support from CETEX: Teaching Materials, Facilities
- Specialized materials made available to teachers
- Meetings with specialists for teachers

- Double diploma development
- Support from the DHO, Dutch organisation of sustainable higher education.
- Articles, CD's, books, Lecturers are made available
- Special meetings or courses etc: if e.g. DHO, the Dutch Organisation on Sustainable Higher Education organizes a course, or a congress, lecturers have the opportunity to attend: lecturers and staff also write their Personal Development Plans in which they can include their wishes for courses, training etc on SD, CSR etc.
- Moral support

2.1.8. Sustainability in the HR policy

To the question whether sustainability plays a major role in the HR policy of the institution of higher education only approximately 40% of respondents give a positive reply. :

This makes one wonder whether the People aspect of sustainable development is actually sufficiently implemented in the higher education institutions, especially when we compare with the mission and vision of the institutions where more than 80% state that there are elements of SD, SE or CSR in their mission statement (even 90% in the educational mission). Moreover nearly 100% of those institutions who integrate SD in their mission state that the People aspect is mentioned in their corporate mission and 85% state that it is mentioned in their educational mission. This is definitely one of the areas where there is still a big gap between the objectives mentioned in the mission statement and the implementation in the departments.

Conclusions as far as PLAN at departmental level is concerned

At departmental level there is a clear perception of what SD, SE and/or CSR are about. The overall majority of departments see it as their prime role to promote SD, SE and CSR. Nearly 75% of the respondent departments state that SD, SE and/or CSR are integrated implicitly or explicitly into their mission statement. Stakeholders are mostly involved in the development of the mission statement.

Although only half of the departments in the survey have a strategic plan incorporating SD, it is good to notice that where there is such a strategic plan it is virtually always a long-term or medium-term plan thus strengthening the impact of SD-elements in the Future.

Most focus at departmental level is on changing the ways of thinking, linking the disciplines, providing the knowledge base and transmitting skills. Therefore they want to add a sustainability context to existing courses or develop new courses.

Information about SD, SE and CSR activities is communicated in a variety of ways within the institution of higher education and even beyond.

The policy regarding SD at departmental level is strengthened by the fact that for nearly 70% of the departments surveyed there is a budget (mostly internal) available. Moreover in 35% of the respondent departments support is also given to staff members through in-service training activities, support groups, the possibility to attend conferences and seminars, support from external organisations etc.

Finally the HR policy of the institution does not really pay attention to the aspect of SD. This is to be regretted as it is important that higher education institutions recruit well qualified (and motivated) staff for SD, SE and CSR as information concerning the strengths and weaknesses (both at corporate and departmental level) shows that a highly qualified and motivated staff is one of the strengths and key elements to implement a successful SD, Se and CSR policy.

Overall the picture of SD, SE and CSR at departmental level is quite bright and hopeful. A lot of initiatives are taken and the lecturers and heads of departments seem to be strongly committed to promoting SD, SE and CSR. They clearly seem to have a vision and see it as their mission to do something about it. It is also important to point out that they work not in the short term but most of them stress to have a medium-term or even long-term strategic plan or policy as to the promotion of SD, Se and CSR in their (professional) higher education institution

2.2. DO: Contents & curriculum

2.2.1. Organisation of courses

The first section of the questionnaire deals with the contents of the curricula at departmental level. A first series of questions focuses on some topics and subjects related to sustainable development in general and corporate social responsibility in particular.

Approximately 90% of respondents state that their departments organise courses to address topics related to SD, SE or CSR. In all countries, except the Netherlands and Romania, 100% of respondent departments confirm to organise courses that contain elements of SD. Once more we want to note that in some countries those who filled in the questionnaires and answered the interviews were the really committed and convinced ones. Therefore the sample is probably biased and cannot be representative for the whole professional higher education community.

Yes	44	90%
No	5	10%
Tot	49	100%

Moreover, approximately 82% of the respondents state that, when organised, these courses or curriculum elements are compulsory and not optional.

Compulsory	36	82%
Not-compulsory	8	18%
Tot	44	100%

In approx. 60% the courses or modules are separate subjects devoted to SD, SE or CSR. This shows that these elements are not incidental but the core of the course or module.

Separate subjects	26	59%
No separate subjects	18	41%
Tot	44	100%

2.2.2. Key themes and elements addressed

The response to the questions whether key elements of SD, SE and/or CSR are addressed shows that more than 84% of respondent departments address these key elements.

When asked which SD, SE or CSR themes or elements are addressed all the respondents at departmental level give clear titles of subjects or themes which are very similar and only differ very slightly.

The list of the themes mentioned is given here below:

- Environmental and social ethics
- World and creation
- Care for nature and society
- Responsibility of the people in ecological, economic and social matters
- Environment, ethics, social ethics, solidarity, catholic social doctrine
- Sustainable development
- Corporate social responsibility
- Sustainable entrepreneurship
- SD, CSR as a whole
- Environmental aspects
- Environmental, social ,technical innovation
- Social ethics
- Environmental ethics, environmental stewardship
- Environmental management
- Man and Environment, Social Ethics, Responsible and ethical Business
- Social ethics, environmental ethics.
- General environmental issues
- Responsible behaviour
- Ecological principles, professional ethics.
- Natural resource management
- Business ethics

When asked what the focus is of these the courses the following answers are given amongst others:

- Basic human values and social responsibility towards socially disadvantaged
- Justice in the world; careful use of the resources; foreign countries and myself..
- Sustainable Development or SE with specific focus on an area such as engineering
- Ethics, human resources management, environmental safety, civil and work safety, etc.

- Sustainable development , Social corporate responsibility , Sustainable consumption, and production.
- SD, SD and CSR related to tourism and marine biology
- Environmental report
- Environmental, economic, social and cultural sustainability
- Business survival and growth
- Energy, LCA, backcasting
- People planet Profit
- Ethics and values, technological and economic relationships to sustainability
- PPP, also Bottom of the Pyramid
- Triple P's; Sustainable Economics, Ethics, Environmental stewardship etc.
- Entrepreneurship
- Fundamentals of existence

These responses show clearly that SD, SE and CSR are integrated into special courses. The titles of the themes, subjects or key elements are very similar but focusing on the specialised areas of the different departments. Thus, all respondent teacher training institutions mention social ethics as a key theme, whereas environmental issues are mentioned by virtually all engineering or science departments. Moreover about one quarter of respondents mention that they address as well environmental ethics, social ethics as environmental stewardship.

2.2.2.1. Global problems

More than 92% of respondents stress that global problems are addressed in courses and modules. These are issues such as globalisation, desertification, depletion of resources etc.

When asked which global issues are addressed the following answers are given:

- Globalisation
- Food problems at world level
- Fair Trade / Free trade
- Global Learning,
- Migration
- The State of the world is discussed
- Finite resources, and depletion of finite resources
- Geopolitical issues of resource utilization
- Energy, water, air resources,
- Erosion,
- Waste management,
- Climate change, global warming, forest fires
- International Economics

- Concrete approaches such as the Baltic 21 project
- Desertification
- Management of those problems across different cultures
- Unification
- Biodiversity,
- Environmental justice
- SD, SE and CSR in general or applied to local , regional, national situations
- Meeting international standards, information and knowledge society
- Sustainable development and developing countries
- Population growth
- Environment and Economics
- Personal interest, and innovation of global issues

It is important to point out that most respondents mentioned several of those issues as integrated elements in the courses or modules at their institutions. In fact the courses are usually a mix or combination of most of the elements mentioned above.

No specific or explicit reference is made to the following issues or problems which are also crucial as to SDE, SE or CSR:

- ozone depletion
- poverty
- employers' rights
- unequal distribution of prosperity
- child labour
- human rights

This does not mean that they are not integrated into courses or modules. It just means that they are not explicitly mentioned but maybe the fact that they are not mentioned is interesting and revealing.

2.2.2.2. Systems thinking and methods in the curriculum

When asked if elements of systems thinking and methods are addressed in the courses or modules, 57% state that this is the case.

When asked which elements of systems thinking and methods are integrated or taught in the curriculum, the following elements were said to be taught or integrated: (in a decreasing order!)

- Participation, Citizenship
- Systemic approaches
- Cybernetics, system models and methods, management
- System theory, control theory, world as a multifaceted system

- Social-Ecological-Systems
- Ecological efficiency, life cycle assessment etc
- Analytical approaches to problem solving and decision making
- Environmental education; scientific approaches of the knowledge of the world, the ecology and the environment
- System approach to organizations (cybernetics, system model and methods)
- Application of systems thinking to the search for solutions: finding the causes and resolving the problems.
- Critical thinking, Interactive methods
- Systems thinking in general
- Environmental systems / natural cycles
- Basics of Life Cycle Analysis (LCA)
- Greencalc, EPC, EPL, Backcasting
- Strategic innovation, social studies
- Modelling

Only one of the important elements in systems thinking and not mentioned is 'Limits to growth & carrying capacity'.

2.2.2.3. Corporate strategy and change in the curriculum

More than 60 % of the respondents state that elements of corporate strategy and change are addressed in the courses or modules (100% for Austria, Ireland and Romania).

When asked which elements of corporate strategy and change were integrated or taught in the curriculum, the following are mentioned

- Leadership
- Social Market economics
- Total Quality Systems
- Management courses on corporate strategy and change
- Corporate governance.
- Corporate ethics
- Total Quality Management and Basics of Quality Principles
- Management at strategic and operational levels + Change management at micro and macro levels
- Social politics, business, macro economics, social challenges, etc.
- Economic, social and environmental aspects
- Strategic management, change management
- Exchange of experience and knowledge.
- Changing way of thinking, changing the mentality

- Stakeholder analysis
- Environmental Policy
- Strategic innovation
- Innovation of global issues
- Corporate strategy, culture, change, business plans, entrepreneurship
- Change Management / Quality Management
- International Management
- Environmental Management

Issues which are important and which seem not to be addressed are:

- Converting threats into opportunities
- Corporate visions
- Long-term vision versus short term vision
- Contribution of business to sustainable solutions
- The role of lifelong learning
- Sustainable economics.

2.2.2.4. Management systems, Tools and Techniques in the curriculum

Management systems, tools and techniques are stated by approx. 70% to be integrated into the curriculum. 100% of Irish and Lithuanian respondents and more than 85% of the Finnish respondents state that they do so. In the case of Lithuania all respondents are Business departments and for Ireland 2 out of 3, which might explain the interest for Management systems.

When asked which elements of Management Systems, Tools and Techniques were integrated or taught in the curriculum, the following are mentioned:

- Management methods, managing networks of production
- Environmental Management Systems (e.g. ISO 14001,
- Participatory planning
- Policy instruments of organisations
- Modern theories and techniques
- Quantitative and qualitative methods, decision making, human resources management, project management, etc.
- Environmental management and auditing Scheme (EMAS , BAT, ISO 14001)
- Corporate report and statistics
- Methodology of the study of the social environment
- General Management + Many areas of management (Financial, H.R.; Quality, Project management, Information Systems Management etc.
- Roadmapping
- Quality Management Systems, ISO, HACCP, BRC, EurepGap
- Quality Management Tools (EFQM/ INK)
- AISHE

All of those can in fact be summarised in the following key subjects that are taught to be important when teaching in HE about SD, SE or CSR:

- environmental management systems principles
- environmental / sustainability indicators
- environmental management systems standards
- environmental impact analysis
- life cycle analysis / input-output analysis.

The following elements that are also important and do not seem to be mentioned are:

- social audit / social reporting
- product stewardship
- balanced scorecard

-

Furthermore the Global Reporting Initiative (or GRI) seems not to be integrated in the curriculum.

2.2.2.5. Managing partnerships and networks in the curriculum

Managing partnerships and networks was stated by more than half (51%) of the respondents to be integrated into the curriculum. In Finland Ireland and Lithuania approximately 65% integrate this element in the curriculum.

When asked which elements in relation with Managing partnerships and networks were integrated into the curriculum, the following elements were mentioned as being often integrated in the curriculum:

- Cooperation with NGOs, role of the NGOs
- Courses of Personnel Management and motivating leadership.
- Managing production networks, external partnerships
- Production logistics
- Entrepreneurship in networks
- Planning skills to promoting sustainable development
- Total Quality Management
- Coordination of Baltic Sea Sustainable Development Network etc.
- Agenda 21 and Local Agenda 21
- Social Responsibility
- Responsibility Network
- Stakeholder analysis (Emphasis on stakeholders in all management courses)
- Leadership, Working Groups,

- Rationale for inter and intra organisational networks
- Networking,
- DUBO, sustainable construction
- Integrated Chain Management
- DHO Netherlands (Sustainable Higher Education); PMOG Groningen
- AISHE-audit

No explicit reference is made to key elements such as: the role of trade unions and employer's organisations, the media, pressure groups, the international community, corporate community investment.

2.2.2.6. Environmental policy, legislation and control

Finally, when asked if environmental legislation, environmental policy and control are integrated in the curriculum approx. 65% of respondents state that this is the case.

When asked which elements of those topics are integrated in the curriculum, the following elements are mentioned:

- Environmental Administration and Legislation
- National Legislation and European Policies as to SD, SE or CSR
- EMS
- Environmental Legislation, Policy and control
- Business Law
- Planning skills to promoting sustainable development
- TQM and Basics of Quality Principles with focus on legislation, policy and control
- National and to a lesser extent international legislation
- Environmental, civil and work safety,
- Human resources research,
- Social policy
- Green Peace activities
- EU environmental policy overview
- EU legislation, National legislation, WTO, Kyoto protocol
- Legislation concerning low-energy housing, waste control on the construction sites etc.
- Sustainable Economics

2.2.3. Position of SD and CSR in the curriculum

When asked if basic knowledge of corporate social responsibility in particular and sustainable development in general have a position of their own in the curriculum, approx. 86% of respondents answer that this is the case. This does not only confirm the fact that most respondents have elements of SD, SE or CSR in their courses or curricula, but also that these elements are considered important enough to have a rightful position of their own in the curriculum.

2.2.3.1. Compulsory or optional

When asked if basic knowledge on CSR, SE and SD are compulsory or not, nearly 70% state that it is compulsory which shows the STRONG position of and the stress on SD and CSR in the curriculum in the responding countries. This confirms what had been mentioned earlier. The slight discrepancy in figures can be explained by the fact that 14 % of respondents did not respond to this question.

In Finland (82%) and Portugal (88%) of respondents state that knowledge of SD, SE or CSR is compulsory. This is very remarkable and considering the fact that the response rate for these countries was high (respectively 14 and 8 respondents) and that therefore the figures for these countries should be reliable.

No Answer	6	14%
Compulsory	29	69%
Optional	7	17%
Tot	42	100,0%

This response is totally different from the responses obtained to the SEPHE I study more than two years ago. At that time the respondents in the six countries surveyed, mentioned that in less than 20% of all cases courses on SD, SE or CSR were compulsory. If this trend is general across Europe, this is quite revealing and promising.

2.2.3.2. Integration of SD, SE or CSR in one or several subjects

When asked if SD, SE or CSR is integrated in one or several subjects, nearly 80% stress that they are integrated in several subjects. This is again a very important and positive finding showing that the position of SD, SE and CSR has strengthened.

No Answer	4	9%
Several	33	79%
One	5	12%
Tot	42	100,0%

2.2.3.3. Special modules

When respondents are asked whether CSR is integrated into a specific course or module or integrated across the whole curriculum there are exactly as many respondents having specific subjects as respondents where SD is integrated across the whole curriculum.

2.2.3.4. SD, SE and CSR in practical student projects, traineeships , business games etc.

When asked if practical student projects such as traineeships, business games, and practice graduation projects include elements of SD, SE or CSR, nearly 82 % of the respondents stress that this is the case. This is also quite revealing and strengthens again the position and the integration of SD, SE or CSR into the overall curriculum.

2.2.3.5. Specialisations in SD, SE or CSR

When asked if the students can take a specialisation to some extent or on certain aspects of SD and/or CSR some 30% of the respondents stress that this is possible while 70% state it is not possible. As legislative and administrative problems have been mentioned above as elements impeding the integration of SD, these might be the reason why only a minority of institutions offers specialisations.

When asked which ones only a few answers were given such as:

- Training teachers to take active part in Sustainable schools focusing on Planet, People, Profit AND Spirituality
- Environmental Management
- Degree Programme of Environmental Engineering
- Degree programme on Sustainable development
- Master in special education
- Degree programme in Environmental Sustainability
- Minor International Aid and Development
- Minor PPP

In fact a separate study should be made analysing the contents of such specialised degree / masters courses etc.

2.2.3.6. Education offer of SD and CSR for third parties

Finally, when asked if the institution of higher education or university has an educational offer on SD and CSR for third parties such as government, local authorities, professionals, NGOs, media etc., 30% of respondents give a positive answer. Institutions of higher education still do not generally tend to organise SD, SE or CSR courses for people external to the institutions in the 9 countries studied. However, in the Netherlands half of respondent institutions do so.

When asked to describe briefly such offerings the following information is given:

- Cooperation and joint events with NGOs (such as Respect, Südwind) on themes such as global responsibility, sustainable tourism, fair trade, world food problems)
- Visiting professors both foreign and domestic.
- We offer as service action to professional field for example quality and environmental systems, environmental programmes and different sustainable development educations
- As lecturers both on special seminars , theme days etc. or during the regular courses
- Involvement of the Institution of H. Ed. in community development
- Organisation of in-set courses for an organisation in the areas of security, health

and hygiene in relation with work

- Network in the field of SD, e.g. Viba in 's-Hertogenbosch
- Centre Novem, Gemeente Tilburg (GPR) EP, Dubo etc
- Lectures and projects for students of the minor International Aid and Development
- Workshop on 'business in development', based upon The Bottom of the Pyramid

So, if an offer is made to external groups, potential users can be:

- schools
- enterprises
- municipalities, the local community
- other higher education institutions
- NGOs
- etc.

2.3. DO: educational goals & methodology

This section focused upon the educational goals and the methodology used in teaching SD, SE and CSR. Questions were asked about the visibility of SD, SE and CSR in the profile of the graduate, the multidisciplinary approach or not, the reflective skills to be practised, the sustainable attitude expected by the teachers and the way in which CSR is examined. Questions were also asked about the external input on SD, SE and CSR by e.g. guest lecturers and through the industrial visits and work placements of the students.

2.3.1. SD, SE or CSR in the professional profile

When asked if the profile of the graduate contains visible aspects of SD, SE or CSR approx. 3 out of 4 respondents (78%) state that this is the case. This is very high and shows the attention given to SD, SE or CSR as an element of the professional / vocational profile. It also highlights the importance that professional higher education attaches to SD.

When asked if the visibility of SD, SE or CSR in the professional profile was explicit or implicit, nearly 58% states that it is implicit while only 39 % states that it is explicit.

No answer	1	3%
Implicit	22	58%
Explicit	15	39%
Tot	38	100%

However in the Netherlands, Ireland and Finland 50% of respondents state that it is explicitly mentioned in the professional profile.

2.3.2. Multidisciplinary, interdisciplinary or mono-disciplinary approach

No Answer	20	53%
Mono	4	11%
Multi	7	18%
Inter	7	18%
Tot	38	100%

It is quite remarkable that this is one of the rare questions to which there is a high percentage of NO answers, viz. more than 50% of respondents do not answer this question. It is not clear why this is the case. The reasons might be that the difference between multidisciplinary and interdisciplinary is either not clear to them or that the difference between mono-disciplinary, multidisciplinary and interdisciplinary is artificial to them and/or irrelevant!

However, when they do respond only a very small number of respondents (4) seem to favour a mono-disciplinary approach. Most respondents are either in favour of a multidisciplinary approach whereby there is cooperation between various disciplines keeping intact every separate set of theoretical and methodological concepts or an interdisciplinary approach. The latter means there is cooperation between various disciplines whereby a common methodological approach and common theoretical fundament is looked for as a synthesis of the participating disciplines. Those involved try to speak 'one language' in the interdisciplinary approach.

2.3.3. Sustainable attitude of teachers / lecturers

When asked if teachers are encouraged to emphasize in front of the students a sustainable attitude and thus to set an example of good practice, nearly 80 % mention that teachers are encouraged to do this.

This shows that apparently a lot of work is done in many higher education institutions to encourage the teachers/lecturers to pay more explicit attention to SD, SE and CSR in the curriculum on the one hand but also to act as role models and use sustainable pedagogical approaches on the other hand. This may also mean that this is a major element in the mission and vision (and policy or strategy) of the institution of higher education or the university.

2.3.4. Involvement of experienced lecturers / guest professors in SD, SE or CSR

When asked if there are experienced guest lecturers or professors in SD, SE or CSR involved in the teaching programme approx. 61 % mentions that this is the case.

This relatively high percentage of experienced lecturers and of guest lecturers, no doubt, contributes to the quality of the courses and the curriculum elements concerning SD, SE and CSR. This item would also need further investigation and research.

2.3.5. Examining achievements of students in SD, SE or CSR

When asked if the achievements of students in relation with SD, SE and CSR are examined approx. 67% mention that this is done.

Yes	33	67%
No	16	33%
Tot	49	100%

This also strengthens the importance and the status of SD, SE and CSR in the curriculum.

2.3.6. Students and SD, SE or CSR in industrial visits, work placements Finally, when asked if students are confronted with SD, SE and CSR through industrial visits and work placements approx. 70% mentions that this is the case.

Yes	34	69%
No	15	31%
Tot	49	100%

These results confirm an earlier question which inquired about the integration of elements of SD, SE and CSR into practical students projects such as business games, traineeships etc.

Conclusions as to the DO part at departmental or unit level

A careful analysis of the questionnaires shows that at departmental level there is clear interest and focus on SD, SE and CSR in the curriculum and in the contents.

All the information received points out that SD, SE and CSR are gradually obtaining a strong place in most of the higher education institutions that have filled in the questionnaires. First of all, there is much more focus in the mission and the vision of the responding departments of the HEIs in SEPHE II than this was the case in SEPHE I.

Moreover, 90% of respondents state that elements of SD, SE or CSR are integrated in the curriculum. It is especially revealing that in a very large percentage of HEIs (82%) SD, SE or CSR elements are compulsory. This also shows that a certain number of heads of departments and lecturers in departments such as engineering, business studies and economics and teacher training are genuinely interested in SD, SE and CSR.

Also the variety and the richness of the elements and contents integrated into the curriculum are quite revealing. Most of the important and relevant key elements are addressed which was not the case in the SEPHE I study. Global problems are highest on the agenda followed by Management systems and Environmental legislation.

In some cases students can even take a specialisation course in SD, SE or CSR. This shows that there is a varied offer in the field of SD, SE or CSR. Elements of SD, SE and CSR are also prominent in industrial visits and placements. It is also interesting to point out that a growing group of higher education institutions (30%) already has an offer in the field of SD, SE and/or CSR for external bodies and organisations.

Most higher education institutions still mainly focus on offerings in the field of SD, SE or CSR for their own students and organise very limited offerings for other interested parties outside their walls. However, although in many countries this element is still weak as was already pointed out in the SEPHE I report, it is striking that in the Netherlands nearly half of the respondent institutions offer courses for third parties.

At departmental level there is already a clear visibility of SD, SE and CSR in the profile of the graduate, which is definitely a positive development.

It is also interesting to see that in most respondent institutions the approach to teach SD, SE and CSR is mainly multi-disciplinary or interdisciplinary.

It is also interesting to point out that responsibility for SD, SE and CSR is clearly the responsibility of the teachers/lecturers. They are in the majority of the HEIs supposed to encourage and emphasize a sustainable attitude. Simultaneously, some are trying to practice with students reflective skills linked to SD, SE and CSR. The importance given to SD, SE and CSR is also strengthened by the fact that the subjects are clearly examined in the overall majority of institutions. .

All of this shows that major efforts are already made in the curriculum at different levels to introduced and strengthen SD, SE and CSR.

The picture which appears from analysing this part of the questionnaires concerning SD, SE and CSR at departmental level is very positive and encouraging across the different countries studied. Many departments are definitely making major efforts in integrating SD, SE and CSR in ALL the aspects of the curriculum.

The analysis of the information of interviews at departmental level also shows that this level regrets that there is , in some cases, a lack of support at the level of the institution itself or at the central level of the university or higher education institution. The full development and integration of SD, SE and CSR at departmental level needs the full support by a policy in this field developed at the central administrative level of the higher education institution.

2.4. CHECK:

2.4.1. Strengths and weaknesses

2.4.1.1. Strengths

The departments mention a number of elements that they consider as their strengths. The most important ones which are also mentioned by the majority of institutions are the following:

- Motivated and (highly) qualified staff;
- A motivating environment
- Interdisciplinary approach
- The fact that SD is integrated in the curriculum and is all over the curriculum
- In-service training of lecturers as multipliers.
- Heads with diplomatic skills to motivate staff (the human factor is vital)
- Clear core competencies as to SD, SE and CSR and clear and solid implementation strategies
- A clear mission and vision integrating SD
- The possibility to do research
- The possibility to work in multidisciplinary way

It is striking that the motivation and enthusiasm of staff and management, experienced staff, the fact that SD is mentioned in the mission and vision and an integrative approach, interdisciplinary or multidisciplinary are seen by many respondents as the main strengths.

Moreover the following elements are considered to be strengths

- Department in Environmental Engineering has many courses where these issues are key parts of the courses and the ideas therein are also taken to other departments and their courses as smaller parts of the courses. This way the ideas of sustainability are taught to all engineering students
- SD, SE and CSR is an essential part of the studies in the School of Renewable Natural Resources
- A multidisciplinary institution used to work in a multidisciplinary way Sustainable development is for the important part integrated in our quality thinking in education. The development of a degree programme in which sustainable development is the main issue proved to be a strength
- The fact that the higher education institution has its own environmental programme and has devised its own environmental management system.

- The fact that the institution of H. Ed; has a clear policy and strategy to become a national expert in the field of sustainable development. Resulting from this is the fact that this institution is the first Institution of Higher Education in Finland to achieve an ISO 14001 certificate for our environmental management.
- SD, SE and CSR are integrated in education, in the management and in R&D. Flexibility and responsiveness of the institution of HE. The students will be ready to meet the challenges and change themselves.
- The flexibility in adjusting the study programmes plus the capacity building efforts made by the institution of H. Ed. Customized education and training at international standards
- Effective networking with business community
- The organisation integrates easily specialized knowledge in several courses
- 1. We have introduced a basic course 'sustainable development' for all of our second years students. The method is based on the book of 'duurzame ontwikkeling' van Niko Roorda. 2. We have admitted 9 competences of SD in course guide e.g. the final requirements of our education program. 3. We try to integrate SD in the diverse elements of the curriculum.
- Being aware of consumption styles
- Real-life projects in every year of the course
- Changes in agriculture, strong focus on entrepreneurship, the entire sector is moving towards SD, strong vision of management, many initiatives from individual staff members
- Enthusiasm, multidisciplinary, Personal Development Plans
- Integration of SD in the competence matrix

2.4.1.2. Weaknesses

The most important elements that are seen as a weakness but also as a threat

- Whole staff is not involved in the issues and organisation concerning SD, SE and CSR
- Attitudes among staff and students, lack of knowledge
- Lack of human and financial resources,
- Difficulties for some staff to understand CSR as new subject
- Lack of support from the corporate organisation and official services
- Lack of explicit strategy or policy
- Insufficient independence to take action
- The fact that there is no specific curriculum on SD,SE and CSR
- Lack of coordination between R&D-based activities and the rest of the organisation
- Lack of awareness concerning aspects of SD in the courses

Moreover the following elements were mentioned:

- Part of teachers think these issues are minor things when compared to more theoretical key issues in their own courses
- The fact that not all staff and students are motivated as far as SD is concerned
- Differences in operating systems within the institution of H. Ed.
- Due to the smallness of our institution, the impacts are difficult to discern
- The lack of a challenge to address these issues.
- Poor material resources to achieve the quality of education, especially in the Engineering sector.
- Not enough financial support for everyone or every project
- No special funding is made available to the Institutions
- Low environmental policy and education
- Too few programs and courses on SD, SE, CSR
- The lack of practical application of SD, SE and CSR knowledge
- The lack of communication within the institution
- The extra work
- Bottom-up approach
- Many initiatives from individual staff members, yet lack of communication among each other and lack of exchange of ideas
- The fact that the HEI is still in a positive process of integrating policies, educational ideas and plans into an 'IBK style' of management and education; we are partly dependent on the policy of the HEI as a whole in regard to educational matters and issues
- The size of the institution

In comparison with the answers to SEPHE I , the respondents to the SEPHE II questionnaire at departmental level mention many strengths and less weaknesses. Both the strengths and the weaknesses can be subdivided in two subgroups: on the one hand those concerning the staff and lecturers involved in SD, SE and CSR and on the other hand those concerning the institution as an organisation. Strong key elements are a motivated, highly qualified staff through in-service training activities and a corporate organisation with a clear and solid vision about SD, SE and CSR which is translated into a variety of activities and programmes within a networking concept. The opposite of this (unmotivated and unqualified staff and a corporate organisation without a vision and policy) results in weaknesses.

2.4.1.3. Factors blocking or hindering SD, SE and/or CSR

The following obstacles are mentioned by the respondent:

- The lack of personnel (not enough personnel)
- The lack of internal resources and budget, too small a budget

- Lack of external financing
- The lack of rooms
- Strong opinions and old-time thinking
- The importance of the core programme, not leaving enough time for SD aspects, the fact that SD is not seen as important enough
- Lack of time to teach aspects of SD, SE or CSR
- Teaching programmes that are continuously changing
- Lack of awareness of SD, SE and CSR
- The need for a stronger emphasis on this area at national level in the field of educational planning and development
- Lack of new kind of thinking
- Human factors, staff not all dedicated to the same objectives
- Attitudes of some of the staff
- Resistance to change
- Little interest and request (until recently)
- The lack of time due to heavy assignments of teachers: staff members have multiple duties / jobs to do
- Lecturers don't have enough knowledge in this field.
- Lack of support from national level
- Lack of methodological material in national language

It is quite normal that most of the factors refer directly or indirectly to the weaknesses mentioned earlier. When comparing these obstacles with those mentioned in SEPHE-1 far less obstacles are mentioned. However, in the latter study respondents just had to tick possible obstacles. It is also worthwhile mentioning that the main obstacles (lack of motivation, lack of support, lack of resources, resistance to change) are still the same as in the SEPHE-1 study.

2.4.2. Evaluation and evaluation tools

47% of the respondents of departments mention that they assess the activities related to SD, SE and CSR in education. These figures are much higher than in SEPHE 1 where less than 20% said to evaluate their activities in the field of SD, Se or CSR. Moreover it has to be mentioned that 100% of the Romanian respondents assess their activities in the field of SD,SE or CSR. As for Finland where the sample is representative 65% of institutions carry out assessment activities in the field of SD, SE or CSR. There might be a link between these figures and the Finnish Education for Sustainable Development Strategy where the polytechnics are asked to devise common ways of gathering qualitative and quantitative data on their different activities both for informative and evaluative purposes and by the end of this decade.

When asked HOW the assessment is done the following answers are given:

- Evaluation of the climate in the institution of higher education
- Evaluation of the motivation of the students and the lecturers
- Evaluation is integrated in the educational process
- Evaluation takes place within the daily practises
- Applying instruments of evaluation, on the students
- Every student group make their own ecological footprint at the beginning and at the end their education as a way of comparing and evaluating
- Routine evaluation of the SD, SE and CSR modules are carried out
- Evaluation of the courses made by students
- Every study unit is evaluated based on the presence of elements of SD
- Environmental reports are written
- Internal and external audits and annual web questionnaires directed to the students
- Through feedback received from graduates and their employers
- The assessment is done by taking soundings among students and enterprises
- By making periodical and annual comparisons.
- Annual meetings of the CETEX council dealing with SD, SE or CSR
- Audits
- 1) educational (gaining credits)> by assessing students that have followed the course; 2) educational issues and processes in themselves -> by student panels; in meetings with lecturers etc

These answers reveal that evaluation is taking place at the level of the courses , modules and programmes on the one hand and that on the other hand also the strategy or policy in SD, SE or CSR is evaluated. Particularly interesting are the environmental reports, the internal and external audits, the comparisons and the involvement of industry and employers in the evaluation.

When asked which tools are used for evaluation, the following evaluation tools are mentioned:

- The interview method
- Environmental Criteria of Environmental Certification of Schools and Educational Establishments in Finland
- Routine evaluation tools for; modules
- Carrots and stick
- Internal and external audits and annual web questionnaires directed to the students
- Evaluation forms
- Research surveys

- Programme advisory board meetings involving employers and other professional experts
- Questionnaires
- Soundings inquiries, scorings, ratings, tests
- Portfolios,
- Scales of evaluation
- The AISHE instrument: instrument for assessment for sustainability in higher education (all Dutch departments who carry out evaluation of SD activities do so using the AISHE-instrument)

Most of those evaluation tools have to be seen as concrete methods but not as major evaluation or assessment tools which have been devised by certain organisations to measure the policy or strategy set up and implemented within an institution of higher education. At departmental level the only reference that is made to such tools is made by the Dutch institutions (all using the AISHE-instrument).

No reference is made to the use of the following major assessment tools:

- the SAQ, the Sustainability Assessment Questionnaire of ULSF, University leaders for a Sustainable Future
- the GRI-indicators (Global Reporting Initiative)
- the Ethibel indicators

However, several tools were mentioned at central and corporate organisational level of the institutions of higher education in several countries surveyed.

When asked whether the institution or the department collected data on the efforts towards SD, SE or CSR development and education, nearly 40% of respondents state that they do so.

This confirms the findings in many other areas that have been surveyed: many institutions responding to the SEPHE II questionnaire have a policy and strategy both at central corporate level and at departmental level which is being clearly and possibly thoroughly assessed. If one wants to assess and write environmental reports or audit reports (as mentioned) one needs to collect data.

Conclusions as to the CHECK element at departmental level

Departments are very well aware of their strengths and weaknesses in SD, SE and/or CSR because they are actively involved in implementing SD, SE and CSR into the curriculum and because half of them assess these activities. Several interesting strengths are mentioned such as the involvement of motivated and qualified staff and the link with the policy or strategy in the field of SD, SE and CSR. Weaknesses mentioned also have to do with lack of motivation and awareness at different levels and by the lack of corporate strategy or policy. Heads of departments and lecturers committed to SD, SE or CSR at departmental level do not seem to be sufficiently aware of the strengths they represent themselves in implementing SD, SE and CSR.

The departments also seem to be aware of the factors hindering or blocking SD, SE and /or CSR within the department. The obstacles very much reflect the weaknesses mentioned but very often have to do with the fact that SD is not seen as being part of the core curriculum.

Nearly half of the departments make efforts to assess or evaluate the outcomes of SD, SE and/or CSR in a variety of ways using various evaluation methods. A minority of departments (all in the Netherlands) knows some of the official evaluation or assessment tools, mentioned in the questionnaire. Thus a lot of work still has to be done to promote assessment instruments that could be useful for institutions and departments.

However, it has to be pointed out that too much of the efforts and activities in the field of SD, SE or CSR at departmental level depend upon the enthusiasm and the driving force of certain very motivated individuals. The fact that the higher education institution as a corporate organisation may not always be aware of this and doesn't support those individuals, may endanger the viability and the sustainability of the efforts of those motivated people.

Overall conclusions at departmental level

At departmental level there is definitely a clear perception of what SD, SE and/or CSR are about. The overall majority of departments see it as their prime role to promote SD, SE and CSR. An important number of departments state that SD, SE and/or CSR are integrated into an explicit or implicit vision or mission of the departments but only half of them also have a strategic plan. It is also important to point out that most of the respondents stress to have a medium-term or even long-term strategy plan or policy as to the promotion of SD, SE and CSR in their HEI.

Stakeholders are mostly involved in the development of the mission statement. The policy is strengthened by the fact that more than 2 out of 3 respondent departments have a budget available to implement SD. Information about SD, SE and CSR activities is communicated in a variety of ways within the institution of higher education and even beyond.

The efforts done are mainly concerning the development of curricula and programmes which are mostly compulsory. Most focus at departmental level is on changing the ways of thinking, linking the disciplines, providing the knowledge base and transmitting skills. Therefore they want to add a sustainability context to existing courses or develop new courses. However, the HR policy of institutions and departments does not really pay attention to the aspect of SD. This is to be regretted as it is important that institutions of higher education recruit well qualified (and motivated) staff for SD, SE and CSR as information concerning the strengths and weaknesses (both at corporate and departmental level) shows that a highly qualified and motivated staff is one of the key elements to implement a successful SD, SE and CSR policy.

When it comes to evaluation and assessment, departments have a very clear picture of what the strengths and weaknesses of their activities are. Nearly half of them do some sort of evaluation but official tools do not seem to be known except for the Netherlands where 30* of the respondent institutions use the AISHE - tool.

One can easily conclude that at departmental level there is a lot of expertise, commitment and willingness to work seriously on the further development and implementation of SD, SE and CSR in the curriculum. The picture which appears from the questionnaires and the survey as to the developments in CSR, SD and SE at the departmental level is very bright and hopeful, at least for the departments surveyed.

III. Examples of Good Practice

1. Finland: a comprehensive policy including SD in higher education

1.1. At Ministerial level

At Ministerial level Finland has the national strategy and guidelines 2006–2014 for education for sustainable development of Finland’s Ministry of Education (published in May 2006). This strategy is included in the Memorandum Sustainable development in Education; Implementation of Baltic 21E programme and the Finnish strategy for the Decade of Education for Sustainable Development 2005–2014 (2006:6), by the Ministry of Education’s Committee for Education for Sustainable Development³⁶.

The plan for piloting the Baltic 21E programme in Finland, devised by a Ministry of Education committee (Opetusministeriön työryhmien muistioita 36:2002), was implemented from 2002 to 2005. In May 2006 the committee published its second report. This second report combines (1) the Finnish Baltic21E action plan and the plan for implementation of sustainable development in education and research according to the national Development Plan for Education and Research with (2) the Finnish strategy for the Decade of Education for Sustainable Development (DESD).

The vision for the Finnish education system is that all individuals can contribute to sustainable development which satisfies the needs of today’s populations without jeopardizing the possibilities of future generations to satisfy theirs. The promotion of ESD is founded in a holistic view of development which addresses the ecologic, economic, social and cultural dimensions. Finnish DESD policy comprises the following elements: (1) the promotion of SD (incl. sustainable consumption and production) in education at all levels; (2) institutional commitment at policy, steering and practical levels; (3) ethical and integrated approach: all activities address the ecologic, economic, social and cultural considerations as mutually supporting dimensions; (4) integration: the SD outlook is included in all activities; (5) staff development training; (6) interdisciplinarity; (7) dissemination of information; (8) increased networking and other cooperation; (9) participation: empowerment of citizens; (10) research, postgraduate and continuing education programmes; and (11) the utilisation of innovation.

³⁶ Source : A national strategy and guidelines 2006–2014 for education for sustainable development, May 2006. <http://www.minedu.fi/julkaisut/koulutus/2006/tr07/tr07.pdf>

In the report the committee proposes that a follow-up group be set up to monitor and assess the implementation and organise national reporting. The mode of reporting proposed by the Committee can also be used to monitor the national implementation of the international Baltic21E programme and the UNECE ESD strategy.

The promotion of ESD is taken into account in the core funding of the different education sectors. The promotion of SD is also considered in the Ministry's performance management procedure.

The Finnish National Strategy of Education for Sustainable Development is based on the Baltic 21E programme, the Copernicus Charter and the UNECE ESD strategy. Guidelines for Finland's strategy for the Decade of Education for Sustainable Development were developed as well as proposals for implementation for each of the education sectors and levels. In this example we shall focus on the proposals on how to implement the strategy and guidelines at Polytechnic level as this sector is within the remit of the present study.

"Polytechnics"³⁷

Several of the programmes on offer at polytechnics have their teaching, on-the-job training, competence-based tests and research and development designed so as to bring about sustainable development in practice. The same cannot be said, however, for co-operation between polytechnics, which have widely varying teaching programmes – common principles and evaluation models based on sustainable development are only just being elaborated.

Within the framework of the next performance agreement periods, all polytechnics must base all their procedures related to education on the principle of sustainable development so that students as well as all staff will be able work and act according to the targets set out in the performance agreement that has been commonly agreed on.

Especially teachers have lacked the opportunity to increase and incorporate their expertise on sustainable development in their teaching.

Both new and experienced teachers must urgently receive additional training in sustainable development.

Whenever possible, students must also take into account the possible effects of sustainable development on the phenomenon they are observing in their diploma work. The role of the teacher must in this regard be defined more clearly in the syllabus.

³⁷ Id, p. 12

Setting up the administration and follow-up as well as developing and consolidating the structure of polytechnics during the past ten years has demanded a lot of time and resources from the schools themselves, from administrators and from the Ministry of Education.

By the end of this decade, polytechnics will have had to heavily incorporate the furthering of sustainable development as well as research and development on sustainable development into their agendas and budget frameworks. That is why polytechnics must devise common ways of gathering qualitative and quantitative data on their different activities both for informative and evaluative purposes.

By 2012, every polytechnic must have a head teacher that is responsible for education for sustainable development, sustainable development research, and for the co-ordination of cooperation between all polytechnics on sustainable development.

Regional and international influence in sustainable development projects has got off on a good start, but is still more the result of coincidence and is rather dispersed on a geographical level.

The research and research co-operation of staff in polytechnics and universities must be improved on swiftly in projects related to sustainable development. This aspect must be emphasised when comparing different projects.

By 2012, polytechnics must reach a considerable level of expertise on local problems related to sustainable development and they must be committed to international expertise as well. Polytechnics must ensure that their staff can maintain a sufficient level of expertise by providing them with adequate work and travelling opportunities and by maintaining good relations with international experts.”

It is important to point out that the committee realises that in order for this vision to become a reality, the education sector must receive funding to raise an awareness of sustainable development and sustainable work practices among staff.

1.2. Sustainable development policy at Sydväst University of Applied Science, Finland

The present example of good practice is largely drafted making use of the environmental report of 2006 of Sydväst University of Applied Sciences which can be found on the following website:

<http://www.sydvast.fi/images/stories/miljo/miljorapport2006.pdf>

Introduction

The Policy in terms of sustainable development of the Sydväst University or applied Science or Polytechnic is integrated into the policy for Sustainable development developed and implemented at the municipal level by Utbildning Sydväst 5education Sydväst) that comprises Sydväst University of Applied Sciences, Sydväst Vocational Institutions and the Central Administration..

Sydväst University of Applied Sciences

Sydväst University of Applied Sciences is a multidisciplinary institution of higher education with a practical orientation, training professionals for expert and development posts. We offer 18 different degree programmes leading to Bachelor's degree after 3.5 to 4 years of study.

Sydväst Vocational Institute

Sydväst Vocational Institute gives basic vocational training to youngsters as well as adults. The total number of students in the two educational institutions is about 2700 and the number of employees about 360. Studies are carried out at a total of 11 locations, at Helsinki, Espoo, Ingå, Karis, Ekenäs, Kimito and Turku.

Finland has two official languages, Finnish and Swedish. Sydväst caters for the Swedish speaking minority living mainly in the coastal and archipelago region. Thus the language of instruction is Swedish and special attention is paid to sustainable development of the coastal areas.

Commitment to Sustainability Ab Utbildning Sydväst Received ISO-14001 Certificate in March 2006

Ab Utbildning Sydväst is the first multidisciplinary educational organization in Finland and among the first in Europe to certify an environmental management system covering all its operations, education as well as all ancillary services. Sustainable development ties in with Sydväst's geography and regional interests. Situated on south-western coast of Finland we have built up special expertise in the development of coastal zones and archipelago regions. By training professionals e.g. in sustainable agriculture, forestry and tourism, traditional building skills, navigation, ICT skills and small-scale entrepreneurship, we increase employment opportunities in an environmentally and economically vulnerable area. Networking with universities abroad adds international dimensions to our know-how.

The economic, social, environmental and cultural aspects of sustainable development are linked to all course work at Ab Utbildning Sydväst. Det Norske Veritas audited Ab Utbildning Sydväst's environmental management system and saw this integration as one of our strong assets.

Some examples of how sustainable development is incorporated in the curriculum:

- a study module in sustainability worth 3 credit points is part of every student's programme
- all degree programmes include an additional 5 credit points of sustainability studies
- integrated in professional and common core subjects
- during their practical training the students observe their work environment from the sustainability point of view and include the observations in their report
- students in the degree programmes for tourism and culture production attended a
- virtual basic course called The Challenge of Sustainability created and provided by Laurea University of Applied Sciences.
- every study module description includes a heading/ for sustainability

Sustainable Future through Education

The years 2005-2014 mark The United Nations Decade of Education for Sustainable Development. This will give an entirely new role to the education for sustainable development with environmental, social, and economic implications of great importance. Institutions of higher education in Finland will base their work on sustainable development on a global, a transnational and a national agenda.

The global agenda

The overall goal of The United Nations Decade of Education for Sustainable Development 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 generations. (<http://portal.unesco.org/education/en/>)

The trans-national agenda

The Baltic Sea Sustainable Development Network (BSSDN) is an international cooperation network for institutions of higher education in the Baltic Sea Region. It is based on the Baltic 21E Programme signed by the Ministers of Education of nine countries surrounding the Baltic Sea. BSSDN is a trans-national network with the purpose of promoting education for sustainable development. Sydväst University of Applied Sciences will take responsibility for coordinating the network. <http://opko.laurea.fi/balticseasusdev/>

The national agenda

Sustainable Development in Education, published by the Finnish Ministry of Education in 2006, is a national strategy based on the goals of the above two programmes. It aims at incorporating sustainable development into education on all levels in Finland.

The more specific goals for higher education include e.g. integration of sustainable development in the curricula as well as in the Research and Development work within a period of three years.

At Sydväst University of Applied Sciences and Sydväst Vocational Institute many of the goals have already been met. We hope to encourage others to work toward the goals set, and continue to improve our own performance as required by our ISO-14001 Certification.

Organisation

Sydväst University of Applied Sciences and Sydväst Vocational Institute have been pioneers in sustainability among education institutions in Finland. Our first Environmental policy was published in 1999. Since then there has been a conscious and continuous effort to build a well functioning organization for the environmental management system. As the only educational institution in Finland Ab Utbildning Sydväst has a full-time environmental coordinator. She organizes the work in the different units. Each unit has an Environment Group with student and personnel representatives. Each group has drawn up an environmental programme based on the

specific environmental aspects of their unit. The group sees to the implementation of the programme and plans 'action days' and events around special themes to promote environmental issues.

The responsibility for development and coordination lies with the Environmental Management Group who reports to the Managing Director.

Many a Little Makes a Mickle

Everyone's effort counts in the work toward sustainability. In a learning environment it is important to involve as many as possible to hands-on tasks that show results. Environment Days and special events at the different units have included e.g. repairing old bikes for free use to students, auctioning obsolete computers and school furniture for the benefit of the , student Union, the cleaning of campus areas, finding your favourite mode of exercise, try bowling, aerobic, work-out..., environmental town orientation, lectures on ecological cleaning methods,, ergonomics, maintaining your working capacity...,

Environmental Policy (Ab Utbildning Sydvästs Miljöpolicy)

In all their work they advocate sustainability which is ecologically, economically, and socially sound. These different dimensions of sustainable development are incorporated in our curricula and in the further environmental education of our personnel. In this way we promote a sustainable society.

In all functions we strive to save energy and raw-materials. We recycle and separate the waste we produce in order to reduce the volume of waste treatment. By doing this we want to set an example – and we can save money!

Within our own organization and with our regional collaborators we develop systems and ways of action to reduce the environmental load.

Environmental aspects are given priority in our tendering and purchasing procedures and in resource management. We follow environmental laws and recommendations. We take part in the development work of environmental protection and administration. With an optimal workplace as our aim, we strive to improve the safety and comfort as well as the physical and mental well-being of the members of our organization.

Environmental Objectives

The most significant environmental aspect is education for sustainable development. Teaching and learning create positive environmental impacts in most areas.

Ab Utbildning Sydväst's most important goal is to support our students' progress into responsible, skilled and environmentally conscious citizens who can promote sustainability in their future roles.

We work towards expertise in environmental management systems. In order to

increase the environmental consciousness of our students and personnel it is also important to consider the environmental impacts of our ancillary functions. Practice what you preach is a prerequisite for credibility in teaching.

Involvement and visibility is achieved through special events, exhibits, and projects, where students, personnel, community members, entrepreneurs and other interest groups join in hands-on work for positive environmental impact.

Ab Utbildning Sydväst has two environmental objectives:

- to integrate sustainable development so that it is a natural part of all education
- to reduce the amount of mixed waste and to promote recycling within the organization

Having certified the environmental management system they now strive to consistently improve the overall performance to meet the ISO-14001 standard.

Networking and Cooperating

Sydväst University of Applied Sciences is a stakeholder in several international and national networks promoting sustainable development.

The Baltic Sea Sustainable Development Network is formed by higher education institutions in the Baltic Sea region. In 2007 Sydväst University of Applied Sciences will be responsible for coordinating the network.

Several Finnish Universities of Applied Sciences are joined in SUDENET, Network for Sustainable Development, in an effort to develop their environmental management systems and especially their education for sustainable development.

Ab Utbildning Sydväst strives to expand its environmental management system into a management system for sustainable development, which covers also the economic, social and cultural dimensions. A project in social sustainability and work protection is a step towards that goal. The project targets at defining a sustainable work environment in educational institutions, at creating tools for assessing a socially sustainable work environment and at planning further education in the area.

Within the Virtual University of Applied Sciences Sydväst and Laurea University of Applied Sciences together have produced a 3-credit interdisciplinary virtual module in Sustainable Development which lends itself for studies in many different degree programmes.

Korkeakouluopetus kestäväksi (Sustainable Higher Education) is a publication by the Finnish Ministry of Education. The environmental management system of Ab Utbildning Sydväst is presented as a case in this book.

The School of Environment and Natural Resources at Sydväst University of Applied Sciences has produced two booklets featuring environmental issues. One presents the key environmental indicators of farming in Scandinavia, the other gives information on the EU ground water directive. Both are written by Sydväst University of Applied Sciences graduates.

Studia Generalia Lectures

A series of lectures open for the general public were given during spring term 2006 to celebrate the 10th anniversary of Sydväst University of Applied Sciences. The lectures featured sustainable development from the ecological, economic and social perspectives ranging from global issues to the development of the local coastal areas. The purpose of the series was to draw attention to the many dimensions of sustainable development and to encourage contacts between the scientific, the educational and the business community in the region.

Energy Fair

In cooperation with the town of Ekenäs and the company Ekenäs Energi an Energy Fair was arranged at Campus Sydväst Ekenäs in February 2006. The focus was on renewable sources of energy. Over five hundred persons visited the stands of 23 businesses and organizations to learn more about alternative energy solutions. The successful event inspires the organizers in their plans for another exhibit next year.

2. Austria: The Pilgrim schools

An initiative of Religionspädagogisches Institut der Erzdiözese, RPI, (The Religious Pedagogical institute of the Archdiocese) Wien, Austria

2.1. Introduction: The RPI

<http://www.kphvie.ac.at/>

The Religious Pedagogical Institute is an institution linked to the Archdiocese of the Catholic Church of Austria. Its main objective is to contribute to improve initial and in-service training of teachers of religion across Austria. It also focuses more in general on all teachers in catholic schools.

The RPI is strongly involved in SD

- It has a clear SD policy and strategy plan at institutional level
- It has a clear focus on Planet, Profit and People plus on Spirituality; a very special focus is put on People and their spiritual aspirations
- This policy or strategy plan is translated into clear strategies at the level of the curricula and contents of the training of teachers delivered at RPI
- The RPI has a clear philosophy (backed up by documents) as to SD
- At the level of the curricular contents most of the courses have compulsory elements or modules on SD
- At both levels (corporate and curricular) there is great attention to assessing / evaluating what is happening as to SD at corporate and at curricular level
- There is clear awareness of international strategies and documents such as the UN Decade for SD
- It clearly links up with the strategy of the Catholic Church as to SD
- There is an explicit will to contribute to SD in higher education and through teacher education to SD in schools
- It has a strong objective to network with other similar institutions of higher education and all matters concerning religious education but also in the area of SD (see below).

RPI and the KPHVIE

Recently the RPI has created the Academic Cooperation Initiative "Kirschlische Pädagogische Hochschule Wien" KPHVIE (Or the Church Pedagogical Institution of Higher Education of Vienna) in cooperation between the Catholic Church and the Austrian Evangelical Church.

Next to the initial and in-service training of general subject teachers, of literature teachers, the KPHVIE will also be involved in training teachers of religion for the Catholic and the Evangelical Church. It will also be involved in the training of teachers for the Orthodox Church.

In particular the KPHVIE wants to strengthen the position of all religious teacher education in the light of the Bologna declaration for Higher education.

The independence of each of the churches involved is fully guaranteed.

The objectives of the KPHVIE

- to implement cooperation agreements concluded as to the exchange in higher education and school education in relation with a.o. religious education and training;
- stimulate cooperation between the partners to develop modular study units which contribute to a common initial training;
- to develop jointly educational offers for teachers taking into account the Bologna declaration

- to strengthen cooperation in areas such as Research & Development, Open and Distance Learning and E-Learning, Adult Education, European cooperation, libraries, media-centres etc.
- to develop synergies by optimising the use of the resources of the partners.

2.2. The PILGRIM schools concept and projects

<http://wien.rpi.at/Pilgrim/index.htm>

The RPI (in cooperation with KPHVIE) has developed the concept of the Pilgrim schools focusing on sustainable development in Austria.

The PILGRIM concept intends to link education for sustainable development with the religious-ethical-philosophical dimension of education. This means that the Pilgrim concept does not only focus on Economy, Ecology and social aspects (or Profit, Planet and People) but also focuses on a fourth central dimension which is SPIRITUALITY.

The concept and the Pilgrim projects involve a deep-rooted, trusting and courageous devotion to a sustainable future as well as a willingness to change the present.

The starting points of the concept and the Pilgrim projects are the following:

- The UN Decade of Education for Sustainable Development 2005-2014 and the contribution the Austrian catholic church in general and teacher education in particular wants to make to this UN Decade;
- The explicit will of the Ecumenical Council of Churches in Austria to contribute to Sustainable development as written down in its document "Sozialwort" in 2003
- The explicit will to contribute to the implementation of the Council of Europe's policy document: "The religious dimension in intercultural education" of 2003
- The contribution the Catholic Church wants to make to the general educational goal of Austrian school curricula which have to focus very strongly on all aspects of Sustainable Development.

The basic idea is that the training colleges of RPI and the training colleges of the KPHVIE partners contribute to the training of teachers (in initial and in-service training activities) that are aware of Sustainable development and can invite youngsters, while teaching, to contribute in their turn to SD.

2.3. The aim of the PILGRIM schools

In the PILGRIM-school students are to:

- Experience the world as God's Creation,
- Learn to deal responsibly and respectfully with the world, with all creatures and human beings,
- Recognize connections to economic interrelations.

2.4. The pedagogical concepts and methods

The key pedagogical concepts and methods to be implemented in Pilgrim schools are the following:

- Interdisciplinary projects have to be developed as models of holistic learning,
- Independent and responsible actions of students have to be promoted as to experience how they can contribute to SD as responsible and active citizens;
- Integration of the religious dimension of education in the concept of Sustainable Development
- Strong focus on intercultural and intra-cultural learning,
- Promotion of the inter-religious and intra-religious dialogue,
- The strengthening of learning from other sciences – a strong focus on trans-disciplinarity.

2.5. Networking and cooperation

Networking and cooperation between schools that became Pilgrim schools is a vital element of the concept and of the concrete projects. Key elements thus are:

- Networking to learn from experience of other schools gained from sustainability initiatives
- The PILGRIM-school promotes cooperation among "ÖKOLOG-Schule" (ECO-schools) ³⁸, "Gesundheitsfördernde Schule" (Health Promoting schools) ³⁹, "Klimabündnis-Schule" (Climate-alliance schools) ⁴⁰ and "Umweltzeichen-Schule" (Environment Signal Schools)⁴¹
- Networking and cooperation has to be promoted for projects funded by the special Austrian fund "Bildungsförderungsfonds" (administered by "Forum Umweltbildung")⁴².

2.6. Conditions under which a school can become a Pilgrim school

- The school has to commit itself to nominate a PILGRIM officer at the respective school; he or she is in charge of all environmental matters;
- A minimum of one interdisciplinary project per school year has to be implemented by teams of teachers and pupils;

- The subject of religious education (Roman Catholic, Protestant, Islamic) is to be involved every time in the environmental project
- The initiatives in the framework of the Pilgrim project have to be incorporated into the school profile and the pedagogical project or plan of the school;
- Teachers and other staff members have to be involved in in-set courses organized by RPI to improve the quality of the work done.

The PILGRIM-school receives an official school certificate.

³⁸ ECO-schools: <http://www.eco-schools.org/>

³⁹ European Network of Health Promoting schools: <http://www.euro.who.int/ENHPS>

⁴⁰ Climate-alliance Schools: http://sic.ines.org/content/e29/e69/index_ger.html

⁴¹ Environment Signal schools: <http://www.umweltzeichen.at/article/archive/15175>

⁴² Umweltbildungsfonds: see website: www.umweltbildung.at

2.7. The Spirituality dimension of SD

The basic idea is that teachers and youngsters have to be made aware of the fact that they have to live consciously and that by their way of life they have to give a future to the earth. They have to be aware that they are only guests on the planet earth.

“Spirituality“ in Sustainability: some reflection elements

Even in a secular and secularised world existential questions concerning the actual conduct of life arise. What am I here for? How do I want to live? What is good? Are basic human questions and therefore not exclusively confined to a religious context or reserved for religious people only. The answers provided to these questions in the course of time by religions in various works of faith reflect these fundamental questions. However, inter-religious discourse partners instantly recognize that similar topics are covered in other religions – and philosophical texts – as well.

Traditionally, religions are comprehensive, culturally shaped thought concepts, which have integrated different cultures.

Whether “sustainable development“ as the first global political concept can develop a similar power, we cannot say. However, the idea of “sustainable development“ provides the opportunity for many people from different cultures and communities of states to connect fundamental human questions with socio-political discourses.

Asking about the whence, whither and why, humans act responsibly/respectfully and carefully according to their sense horizon within the three domains of nature – world – social affairs. The basic religious-ethical-spiritual attitude is nothing imposed, but intrinsic to human beings. These interpretations are realized in every human being through values such as respect, care, humility, devotion, service, responsibility, solidarity, freedom, love, maturity, compassion, ...

These virtues have been expressed in different traditions and languages all around the world. In Austria – with a predominantly Christian-based culture of belief – these values can also be activated within the ecclesiastical context through a re-interpretation of the creed: the faith in the “Creator God“ encompasses heaven and earth.

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IV Conclusions of the Study

1. Conclusions at institutional level

The main conclusion when considering the integration of SD, SE or CSR at corporate level in the institutions surveyed is the fact that there seems to be much more interest for SD, SE and CSR than was the case during in the SEPHE-1 study. This is reflected in a response rate at corporate level that is considerably higher than (although still not satisfactory) than for the first study.

This interest is confirmed by the fact that 82% of institutions surveyed stress that CSR, SD and SE are integrated in their corporate mission or vision and that 90% of respondents state that there are elements of SD, SE and CSR integrated in their educational mission and vision. As well in the corporate as in the educational mission the main focus is on the People aspect (more than 97% in the corporate mission and 86% in the educational mission) whereas nearly 60% refer to the Planet aspect in the corporate mission and nearly 50% in the educational mission. Lastly, 56% of those institutions who refer to SD in their corporate mission focus on the Profit aspect (nearly 50% in the educational mission). Although the majority still mentions SD implicitly, it is important to point out that nearly half of the institutions surveyed mention SD, SE or CSR explicitly in their pedagogical mission or vision. In the Lithuanian and Portuguese institutions surveyed this percentage is even higher than 60%. The cooperation with stakeholders exists but is still relatively weak and could be made more explicit.

This increased interest is also reflected in the fact that 95% of the institutions surveyed claim to contribute to sustainable entrepreneurship by actually acting in a sustainable way. Most of the institutions of higher education contacted make efforts in the field of the economic aspects of sustainable development, sustainable entrepreneurship and corporate social responsibility within the institution as an organisation and the institutions themselves are trying to act as sustainable entrepreneurs and are integrating into their economic activities key aspects of corporate social responsibility. Thus, about 95% of institutions pay attention to the Planet aspect (nearly 85% of institutions are taking action in the field of sustainable use of energy), 87% to the People aspect and more than 70% to the Profit aspect of Sustainable Entrepreneurship.

It is clear from all the information gathered that institutions are well aware of their strengths and weaknesses concerning the integration of SD, SE and/or CSR. More than half of the institutions surveyed actually assess their efforts in the field of SD, SE and/or CSR. This is even the case for 80% of Romanian and Finnish and even 100% of Austrian respondents. However only in one quarter of the institutions surveyed the stakeholders are involved in the assessment. Nearly half of the respondents also integrate the assessment of SD, SE or CSR in the QM of their institution.

2. Conclusions at departmental level

All the information received points out that SD, SE and CSR are gradually obtaining a strong place in most of the institutions of HEIs; that have filled in the questionnaires. Departments are convinced of the key role they play in promoting SD, SE and CSR with the students. Only one department surveyed stated that it did not have to play a role in the promotion of SD. Most focus is at this level on changing the ways of thinking, linking the disciplines, providing the knowledge base and transmitting skills. Much focus is also on the development of curricula, programmes and educational processes which is, of course, quite normal.

An important number of departments (nearly 75%) state that SD, SE and/or CSR are integrated into an explicit or implicit vision or mission of the departments or of the HEI. This is lower than what was mentioned by the institutions as corporate organisations. However at departmental level the involvement of stakeholders is much higher than at corporate level.

When asked whether they have a strategic plan for SD, SE and CSR more than half of the departments answer positively. When there is such a plan SD is mainly implicitly incorporated. However, mostly the strategic plans are medium or long-term. The strategy at departmental level is somewhat strengthened by support given to staff members through in-service training activities, support groups, the possibility to attend conferences and seminars, support from external organisations etc. This shows that there are definitely elements of policy and strategy (at medium and long term) present that could be easily further developed and enlarged.

Information about SD, SE and CSR activities is communicated in a variety of ways within the institution of higher education and even beyond. Funding is available to develop SD, SE and CSR activities but in most cases it is internal funding. Only in a few rare cases the institutions of higher education use external funding sources to further their activities in SD, SE and CSR. Finally the HR policy of the institution does not really support sustainability.

95% of respondents state that they offer courses or programmes in the field of SD, SE or CSR. It is especially revealing that in a very large percentage of institutions of PHE (more than 80%) SD, SE or CSR elements are compulsory. Approximately 90% of respondents institutions claim that SD has its rightful position within the curriculum. These are elements which strengthen the position in and confirms the interest for SD, SE and CSR.

Also the variety and the richness of the elements and contents integrated into the curriculum are quite revealing. Most of the key elements that should be addressed are addressed which was not the case in the SEPHE I study. This also shows that a certain number of heads of departments and lecturers in departments such as engineering and business studies and economics and teacher education are really interested in SD, SE and CSR and invest much time and effort in it. The content taught might vary according to the departments and SD is either taught in general subjects or in special modules. In some cases students can take even a specialisation course in SD, SE or CSR. This shows that there is a varied offer in the field of SD, SE or CSR. Elements of SD, SE and CSR are also prominent in industrial visits and placements.

The only element which is still weak as far as the courses are concerned, is the fact that institutions of higher education mainly focus on offerings as to SD, SE or CSR for their own students and organise very limited offerings for other target audiences. The results of SEPHE II show that this is only the case for 30% of (P.)HEI that responded. One country that makes an exception and where nearly half of respondents have such offering is the Netherlands.

At departmental level there is already a clear visibility of SD, SE and CSR in the profile of the graduate, which is definitely a positive development. It is also interesting to see that the approach to teach SD, SE and CSR is mainly interdisciplinary and multidisciplinary

It is interesting to point out that responsibility for SD, SE and CSR is clearly the responsibility of the teachers as they are in the majority of the (P)HEI supposed to encourage and emphasize in front of students a sustainable attitude. Simultaneously some are trying to practice with students reflective skills linked to SD, SE and CSR. The importance given to SD, SE and CSR is also strengthened by the fact that these subjects are clearly examined by most teachers and by the fact that in 70% of the institutions surveyed students are confronted with SD during industrial visits or work placements.

Departments are very well aware of their strengths and weaknesses in SD, SE and/or CSR because they are actively involved in implementing SD, SE and CSR into the curriculum. Several interesting strengths are mentioned such as the involvement of motivated and qualified staff and the link with the policy or strategy in the field of SD, SE and CSR. Weaknesses mentioned also have to do with lack of motivation and awareness at different levels and by the lack of corporate strategy or policy. Heads of departments and lecturers committed to SD, SE or CSR (at departmental level) do not seem to be ware enough of the strengths they represent themselves in implementing SD, SE and CSR. The departments seem to be much very well aware of the factors hindering or blocking SD, SE and /or CSR within the department. The obstacles very much reflect the weaknesses mentioned.

Nearly half of the departments make efforts to assess or evaluate the outcomes of SD, SE and/or CSR in a variety of ways using various evaluation methods. A minority of departments (all in the Netherlands) knows some of the official evaluation or assessment tools, mentioned in the questionnaire. Thus a lot of work still has to be done to promote assessment instrument that could be useful for institutions and departments.

Overall the picture of SD, SE and CSR at departmental level is quite bright and hopeful. A lot of initiatives are taken and the lecturers and heads of departments seem to be strongly committed to promote SD, SE and CSR. They clearly seem to have a vision and see it as their mission to do something about it. It is also important to point out that they most of them stress to have a medium term or even long term strategy plan or policy as to the promotion of SD, SE and CSR in their institution of H. Ed.

3. Overall conclusions

Especially in comparison with the results of SEPHE-1 the results of this second study were very positive as well at corporate as at departmental level. It is, however, to be regretted that major countries like Germany, Poland and France did not or hardly react to the questionnaire. As already mentioned earlier we have to be cautious with the results of the study as for most countries concerned there was only a limited number of responses which might make us conclude that for most countries the responses received might represent a biased sample.

The most striking conclusion is the fact that as far as the respondent institutions are concerned SD, SE and CSR have definitely found their place in institutions of Professional Higher Education. It is obvious from the questionnaires received that in the (P)HEIs surveyed there are quite a number of committed and experienced individuals with great expertise in CSD, SE and CSR.

At departmental level there are aspects of sustainable development in the profile of the graduate. In virtually all departments surveyed courses on SD, SE or CSR are offered. Mostly these courses are compulsory and they are mostly provided in a multidisciplinary or interdisciplinary way. At institutional level nearly all institutions contribute to SD in general and ecological aspects in particular.

As well at corporate as at departmental level SD is integrated in actions and in policy documents. However it has to be pointed out that at both levels, the corporate and the departmental level, the policy documents are still more implicit than explicit. Most institutions at corporate level and half of the departments surveyed also have a strategic plan concerning SD SE or CSR. These are virtually always medium-term or long-term. It is remarkable that for all Plan-aspects (mission, strategy etc.) the results

are better at corporate than at departmental level. Policy documents seem to be mainly developed at corporate level whereas the departmental level is mainly concerned with the implementation of courses and programmes. However the link between the two levels is not always clear. Thus, departments might complain about lack of interest or support for SD, SE or CSR on the part of the management of the institution although the overall majority of institutions at corporate level state that SD, SE or CSR is high on their agenda especially as far as their educational mission or vision is concerned. This might also be exemplified by the fact that 97% of the institutions who have SD in their mission statement claim that the People aspect is present. However, at departmental level only 39% of respondents state that SD plays a role in Human Resources policy.

As far as financing of actions in relation to SD is concerned nearly half of the institutions at corporate level and nearly 60% of the departments have a special budget for actions on SD. Although this budget is mostly project-based it is internal in nearly 60% of the institutions at corporate and departmental level. Only 4 respondents at departmental level (8% of respondents) and 6 at corporate level (15% of respondents) claim to have external funding for activities in the field of SD. Stakeholder involvement is a lot higher on the agenda at departmental (75%) than at corporate (nearly 50%) level.

Virtually all respondents have a clear perception of sustainable development although the official definitions seem to be better known at corporate level. Nearly all respondents state that they have an important role to play in the promotion of Sustainable Development. However, the departments focus mainly on awareness raising and transfer of skills as far as SD and their main beneficiaries are their students whereas the institutions at corporate level also refer to the local (business) community and future generations as the beneficiaries of the actions on SD. Both levels think that the knowledge and skills on SD that are present in the HEIs should have a multiplier effect.

As well at corporate as at departmental level institutions are very well aware of their strengths and weaknesses. However they do not always seem to be aware of each other's strengths. There is a better knowledge of issues related to SD, SE and CSR but practical obstacles remain which hinder implementation of a policy. Nearly half of the institutions as well at corporate as at departmental level assess their efforts in the field of SD, SE or CSR. In half of the institutions the efforts on SD are also integrated in the Quality Management of the institution. However assessment instruments that are specific to evaluate efforts in the field of SD, SE or CSR are still not widely known.

The last very careful conclusion might be that it needs a certain economy of scale for institutions to invest in SF, SE or CSR as some of the respondents point to the (small) size of the institution as a weakness.

Especially in comparison with the results of SEPHE-I there are many more positive elements pinpointed in SEPHE-II. It is difficult to say why the findings of SEPHE-II are much more positive. It could be that the attitude towards SD has changed over the last few years and that therefore more departments in HEIs are integrating it in their educational offer. It is also possible that HEIs are trying to lead the way in changing the attitude towards SD and create awareness regarding SD, SE or CSR. As far as the respondent institutions are concerned , the latter is definitely the case.

V. RECOMMENDATIONS

1. To individual universities or institutions of higher education

Universities and institutions of higher education with experience and expertise both at institutional and departmental level, should be actively encouraged to disseminate towards others with less or no expertise. The promotion of networking (first of all at local, regional or national level) is a key strategic issue to enhance dissemination and valorisation of good practice. Networking can best be promoted at departmental, sectoral or thematic level so that monitoring can be set up to support the dissemination and valorisation. A lot can be learned from valorisation set up in the framework of EU programmes such as Leonardo da Vinci⁴³.

It is strongly advised that institutions of higher education with no or little expertise in SD, SE or CSR at institutional level, are given the opportunity to team up with universities or university colleges with expertise. The latter could help them develop strategies or policy plans and implement them. Joint projects at national, regional or European level could definitely be very useful.

Individual Professional institutions of Higher education should be invited to submit to EURASHE their achievements, initiatives and actions in the field of SD, SE and CSR so that EURASHE could compile these into a knowledge base. These may be the results of European, international and national projects of which the results may be unknown to other institutions of higher education.

Even if SEPHE II shows that there is better involvement with stakeholders more efforts should still be done in this field. It is strongly advised that more cooperation be set up between institutions of higher education and employers, NGOs, the local community, schools, adult education training centres etc. Cooperation with companies concerning SD, SE and CSR will definitely be beneficial to professional institutions of higher education.

PHEI who have expertise in the field of SD, SE or CSR should organise more courses for third parties, thus contributing to dissemination of knowledge and activities in the field of SD.

More efforts should be made to find external funding for efforts in the field of SD, SE or CSR.

⁴³ See website on valorisation:

http://europa.eu.int/comm/education/programmes/leonardo/new/valorisation/index_en.html

2. To national or regional ministries of education

It is suggested to national or regional ministries of education to collect examples of good practice of SD, SE and CSR both at institutional 'corporate' level and at departmental level and make those available to other institutions of higher education which are making efforts to introduce SD, SE or CSR into their corporate organisations and into their departments; ministries should also disseminate examples of good practice from other countries possibly by supporting European and international networks in the field of SD, SE and/or CSR.

It is vital that towards the future SD, SE and CSR are more and more integrated into the total quality management and quality assurance system of the university or the institution of higher education. This also means that external bodies in charge of assessing, evaluating or accrediting universities and institutions of higher education should take into account the integration of SD, SE and CSR at institutional level of the university or institution of higher education as a corporate organization when carrying out an external total quality assessment exercise.

This will, of course also require that the integration of SD, SE and CSR in the corporate policy or strategy be supported by legislation at regional or national level which compels the universities and institutions of higher education to make efforts to explicitly integrate it into their corporate strategy and policy plans and their mission or vision statements.. The integration of SD, SE and CSR into the corporate strategy or policy (or not!) should thus become a performance indicator.

3. To the Commission

The Commission should support many more European projects in the framework of the Socrates and Leonardo projects that contribute to strengthen sustainable development in the European Union as outlined in the conclusions of the meetings of the heads of state of Lisbon in 2000. If the European Union is to become the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth, creating more and better jobs and greater social cohesion more attention will have to be given to the 'sustainable economic growth' in initial education and training at all levels but especially in higher education.

More in particular projects should be promoted which link up universities and PHEI or university colleges with experience in SD, SE or CSR at the level of the institutional policy and strategy with institutions of higher education that have no such experience. Transfer of expertise is a key element to facilitate the introduction of SD, SE or CSR at institutional level.

The Commission is also recommended to take special action to support projects which tend to prepare future teachers in initial teacher education to be aware of the importance of SD, SE and SCR and to work actively with their schools and pupils on these topics.

4. To EURASHE representing institutions of higher education

It is strongly recommended that EURASHE set up within its membership a standing working group on SD, SE and CSR. This was already recommended after SEPHE I but not implemented. This WG should be composed of representatives of Institutions of higher education as corporate organizations and representatives of departments or units. Employers (industry and companies) should be invited to join this WG. The responsibilities of this WG will be to develop a policy to help member institutions and to set up projects which can be useful to institutions of higher education both at the level of the institution as a corporate organization and at departmental level.

EURASHE should also make a compendium of all sources of funding available in the field of SD, SE or CSR.

EURASHE should open on its website a web page focusing on SD, SE and CSR. On this web page examples of good practice and case studies from higher education institutions should be available.

EURASHE should introduce a project with the Commission to develop over the next three years a manual on how institutions of higher education can implement at institutional and at departmental level SD, SE and CSR in their institutions of higher education.

EURASHE is strongly recommended to liaise with other organizations representing institutions of HE and universities such as EUA, to set up with them and implement common strategies and exchanges of expertise in higher education concerning SD, SE and CSR. EURASHE should thus be able to play an active role in the Copernicus Network and it should also be able to actively promote and disseminate the Copernicus Guidelines.

EURASHE should push its member institutions to introduce project applications especially within the framework of the Erasmus curriculum project possibilities to develop European modules and courses focusing on SD, SE and CSR. Particular attention could also be given to intensive courses and to summer universities for key members of staff.

EURASHE should promote within its membership the use of existing evaluation tools for SD, SE or CSR such as the one developed by the AISHE group of the Netherlands. Use can also be made of the questionnaires developed in the framework of the SEPHE study.

ANNEXES

1. Questionnaires

1.1. Questionnaire 2 EURASHE : Departmental and Curricular Level

EURASHE Institutional or Corporate Level Questionnaire

The Impact of Sustainable Development (SD) on the Organization of the Higher Educational Institution (HEI)⁴⁴

SECTION 1 Identification

- 1.1 Full legal name of the institution in the national language
- 1.2 Acronym of the institution, if applicable
- 1.3 Full name of the Institution in English, if possible
- 1.4 Homepage
- 1.5 Department
- 1.6 Country
- 1.7 Contact person Title: Male (M) Female (F)?
Family name: First name:
- 1.8 Phone (including country and area code) (+)
- 1.9 E-mail @

SECTION 2 Action

-SD in your institution and the HEI as a business

- 2.1 Does your institution of higher education or university make efforts to take into account environmental/ecological concerns in any of the following fields: (Planet)
 YES NO

If yes, please check the fields concerned

- Waste management
- Energy
- Soil
- Water
- Air

⁴⁴ UN and EC definitions of Sustainable Development, Sustainable Entrepreneurship and Corporate Social Responsibility (SD, SE, CSR).

SD: development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

SE: a focus on sustainability in entrepreneurial practice and education. A synonym for SE is CSR.

CSR: the integration of social and environmental concerns into business operations and in their interactions with their stakeholders on a voluntary basis - the business contribution to SD.

In this questionnaire SD, SE and CSR are used in their broader holistic sense.

- Noise
- Purchase
- Building construction and renovation
- Catering
- Cleaning
- Green and environment
- Mobility

2.2 Does your institution make efforts to enhance social issues (People) both at the level of internal social policy and at the level of external social policy?

YES NO

2.3 Does your institution make efforts to work at economic aspects (Profit)?

YES NO

If yes, please check the fields concerned

- To invest ethically
- To sponsor charity or make donations
- To be financially healthy and/or financially independent
- To implement a code of conduct / ethics

SECTION 3 PLAN

-Mission, Vision, Policy, Structure

3.1. Are (elements of) corporate social responsibility in particular and sustainable development in general integrated in the corporate mission and vision of your institution/units with regard to the business processes (for educational processes see questionnaire 2)?

No implicitly explicitly

3.1.1. If implicit or explicit , how?

3.1.2. Does this mission / vision apply to the entire institution or to some departments/ units?

YES NO

3.1.3. Which dimensions of corporate SD, SE or CSR are emphasized?

- People (social issues)
- Planet (ecological/environmental)
- Profit (economic)

3.2. Are (elements of) SD, SE or CSR integrated in the educational mission and vision of your institution/units?

No implicitly explicitly

3.2.1. If implicit or explicit , how?

3.2.2. Does this mission / vision apply to the entire institution or to some departments/ units?

YES NO

3.2.3. Which dimensions of corporate SD, SE or CSR are emphasized?

- People (social issues)
- Planet (ecological/environmental)
- Profit (economic)

- 3.3. Is there a policy/strategic plan in your institution/units with regard to SD, SE or CSR?
 YES NO
- 3.4. Does your institution / unit have specialized staff / a task force to develop and realise your policy plans with regard to environmental, social and economic issues?
 YES NO
- 3.5. Are external organisations or consultants involved in the development and realisation of these policy plans?
 YES NO
- 3.6. Is there a specific budget to deploy these activities?
 YES NO
- 3.6.1. If yes is this
 a general project-based budget?
 internal external (subsidized) resources?
- 3.7. Are there compensations, incentives and benefits for staff, department and units for the efforts made / realisations in these fields?
 YES NO
- 3.8. Are there stakeholders involved in your organisation?
 YES NO
- 3.8.1. If yes, Which are the stakeholders of your organisations?
- 3.8.2. If yes, how are these stakeholders involved in the policymaking and implementation of your institution?

SECTION 4 Your Perception of SD

- 4.1. What does the concept "Sustainable Development" mean to you?
- 4.2. In your perception, what is the role of Higher Education in relation with SD, SE or CSR?

SECTION 5 Check

- 5.1. What do you consider to be your organisation's strengths and weaknesses when it comes to integrating sustainability/CSR into the corporate organisation?
- 5.2. Which factors block or hinder integration of sustainability into the corporate organisation?
- 5.3. Do you assess / evaluate the sustainability of your corporate organisation?
 YES NO
- 5.3.1. If yes, How?
- 5.4. Does your institution/department/unit have data available on the appreciation of the efforts on SD, SE or CSR by the different stakeholders concerned?
 YES NO

5.5. Are these activities integrated in the quality management of your institution?
 YES NO

5.6. Are you familiar with any specialised and specific assessment initiatives, criteria, certificates and indicators?
 YES NO

5.6.1. If Yes, Which one(s)?

1.2. Questionnaire 2 EURASHE : Departmental and Curricular Level

EURASHE Departmental and Curricular Questionnaire

The Impact of Sustainable Development on Teaching, Programmes and Curricula at the Departmental Level⁴⁵

SECTION 1 Identification

- 1.1 Full legal name of the institution in the national language
1.2 Acronym of the institution, if applicable
1.3 Full name of the Institution in English, if possible
1.4 Homepage
1.5 Department
1.6 Country
1.7 Contact person Title: Male (M) Female (F)?
Family name: First name:
1.8 Phone (including country and area code) (+)
1.9 E-mail @

SECTION 2 Content and Curriculum

- 2.1. Does your department organise courses that address topics related to Sustainable Development, Sustainable Entrepreneurship and Corporate Social Responsibility (SD, SE, CSR)?
- YES NO
- IF YES
- 2.1.1. Are those courses compulsory or optional? YES NO
2.1.2. Are they separate subjects or not? YES NO
- 2.2. Are elements of SD, SE or CSR addressed (i. e., environmental ethics, social ethics, environmental stewardship, etc.)?
- YES NO
- 2.2.1. If yes, which one(s)?
- 2.3. Are key Sustainability Themes addressed in those courses?
- YES NO

⁴⁵ UN and EC definitions of Sustainable Development, Sustainable Entrepreneurship and Corporate Social Responsibility (SD, SE, CSR).

SD: development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

SE: a focus on sustainability in entrepreneurial practice and education. A synonym for SE is CSR.

CSR: the integration of social and environmental concerns into business operations and in their interactions with their stakeholders on a voluntary basis - the business contribution to SD.

In this questionnaire SD, SE and CSR are used in their broader holistic sense.

- 2.3.1. If yes, which one(s)?
- 2.4. Are Global Problems addressed (i. e., globalisation, desertification, depletion of finite resources, etc.)?
- YES NO
- 2.4.1. If yes, which one(s)?
- 2.5. Are elements of Systems Thinking and Methods addressed?
- YES NO
- 2.5.1. If yes, which one(s)?
- 2.6. Are elements of Corporate Strategy and Change addressed?
- YES NO
- 2.6.1. If yes, which one(s)?
- 2.7. Are elements of Management Systems, Tools and Techniques addressed?
- YES NO
- 2.7.1. If yes, which one(s)?
- 2.8. Are elements of Managing Partnerships and Networks addressed?
- YES NO
- 2.8.1. If yes, which one(s)?
- 2.9. Are elements of Environmental Legislation, Policy and Control addressed?
- YES NO
- 2.9.1. If yes, which one(s)?
- 2.10. Does basic knowledge of SD, SE or CSR have its own position in the curriculum?
- YES NO
- IF YES
- 2.10.1. Is it compulsory or optional
- 2.10.2. Integrated in several subjects or in one?
- 2.10.3. Special modules
- 2.11. Do practical Student Projects such as traineeship, business games, practice, graduation projects include elements of SD, SE or CSR?
- YES NO
- 2.12. Does your institution offer a Specialization in SD, SE or CSR?
- YES NO
- 2.12.1. If yes, which one(s)?
- 2.13. Does your institution have an educational offerings on SD, SE or CSR from Third Parties such as the government, the professional field, NGO's, media?
- YES NO

2.13.1. If yes, please describe briefly the offerings (content / target audience)

SECTION 3 Educational Goals and Methodology

- 3.1 Does the Graduate Profile exhibit knowledge of SD, SE, CSR?
- YES NO
- 3.1.1. If yes, implicitly or explicitly?
- 3.1.2. If explicit, is this monodisciplinary, multidisciplinary, interdisciplinary?
- 3.2 Are teachers encouraged to promote a sustainable attitude through their behaviour (i. e., they set an example of a good sustainable professional "modelling")?
- YES NO
- 3.3 Are the achievements of the students in relation to SD, SE, CSR examined?
- YES NO
- 3.4 Are there experienced guest lecturers/professors in the fields of SD, SE, CSR involved in the teaching programme?
- YES NO
- 3.5 Are students confronted with SD, SE, CSR through industrial visits or work placements?
- YES NO

SECTION 4 Perception, Vision, Policy

- 4.1 In your opinion, does education have a responsibility to promote SD, SE, CSR?
- YES NO
- 4.1.1 If yes, how would you describe this role?
- 4.2 Which alternative best describes the approach of your institution to integrating sustainability into education?
- Adding sustainability context into existing courses
- Revising/re-thinking individual courses
- Creating new courses that focus on sustainability
- Revising the curriculum of individual degrees/programs
- Creating new degrees/programs with a sustainability focus/orientation
- Revising all curricula and degrees
- Creating new degrees/programs in which sustainability is integrated throughout the curriculum even if sustainability was not the focus of the program
- 4.3 Does the management of your institution have (implicitly or explicitly) a vision on sustainable development and education?
- YES NO
- IF YES
- 4.3.1 How is this done?
- 4.3.2 Are the stakeholders involved in the development of this vision/mission? YES NO
- 4.3.3 Which ones?

4.4 Does your department or unit have a policy or strategic plan with regard to SD and education?

YES NO

IF YES, is this plan:

4.4.1 top-down bottom-up

4.4.2 implicit explicit

4.4.3 short medium long term

4.5 How are the initiatives with regard to SD, SE or CSE and education communicated within your institution?

4.6 How are the initiatives with regard to SD, SE or CSR and education financed?

4.6.1 Is there an internal or an external budget?

4.6.2 If the latter is the case please give your source of external funding?

4.7 Is there specific support for the teaching staff with regard to SD, SE or CSR?

YES NO

IF YES

4.7.1 please describe the support?

4.8 Does sustainability play a role in the HR policy of your institution?

YES NO

IF YES

4.8.1 Does it play a role in hiring people, in evaluations, in promotion? YES NO

SECTION 5 Check

5.1. What do you consider to be your organisation's strengths and weaknesses when it comes to integrating sustainability/CSR into education?

Strengths:

Weaknesses:

5.2. Which are the factors, which block or hinder integration of sustainability into education in your institution?

5.3. Do you assess/evaluate the sustainability of your education?

YES NO

IF YES

5.3.1. How?

5.3.2. Which assessment instrument (if any) do you use?

5.4. Does your institution/department/unit collect data on the efforts toward SD, SE or CSR development and education?

YES NO

Thank you very much for completing this questionnaire
Please send it back by 30 June to sephe@khleuven.be.

2. Major documents and reports⁴⁶ - updated to 2004

2.1 Communication from the Commission on sustainable development⁴⁷

A Sustainable Europe for a Better World: A European Union Strategy for Sustainable Development (Commission's proposal to the Gothenburg European Council)

2.1.1. CRE–Copernicus Charter

Charter written by the CO-operation Programme in Europe for Research on Nature and Industry through Coordinated University Studies whose aim is to bring together universities and other concerned sectors of society from all parts of Europe to promote a better understanding of the interaction between man and the environment and to collaborate on common environmental issues.

The 10 principles of action of the Copernicus charter

1. Institutional commitment: Universities shall demonstrate real commitment to the principle and practice of environmental protection and sustainable development within the academic milieu.
2. Environmental ethics: Universities shall promote among teaching staff, students and the public at large sustainable consumption patterns and an ecological lifestyle, while fostering programmes to develop the capacities of the academic staff to teach environmental literacy.
3. Education of university employees: Universities shall provide education, training and encouragement to their employees on environmental issues, so that they can pursue their work in an environmentally responsible manner.
4. Programmes in environmental education: Universities shall incorporate an environmental perspective in all their work and set up environmental education programmes involving both teachers and researchers as well as students - all of whom should be exposed to the global challenges of environment and development, irrespective of their field of study.
5. Interdisciplinarity: Universities shall encourage interdisciplinary and collaborative education and research programmes related to sustainable development as part of the institution's central mission. Universities shall also seek to overcome competitive instincts between disciplines and departments.

⁴⁶ Most of those texts can be found on the following website:

http://www.unesco.org/iau/sd/sd_declarations.html

⁴⁷ This text is to be found on the following website:

http://europa.eu.int/eur-lex/en/com/cnc/2001/com2001_0264en01.pdf

6. Dissemination of knowledge: Universities shall support efforts to fill in the gaps in the present literature available for students, professionals, decision-makers and the general public by preparing information didactic material, organizing public lectures, and establishing training programmes. They should also be prepared to participate in environmental audits.
7. Networking: Universities shall promote interdisciplinary networks of environmental experts at the local, national, regional and international levels, with the aim of collaborating on common environmental projects in both research and education. For this, the mobility of students and scholars should be encouraged.
8. Partnerships: Universities shall take the initiative in forging partnerships with other concerned sectors of society, in order to design and implement coordinated approaches, strategies and action plans.
9. Continuing education programmes: Universities shall devise environmental educational programmes on these issues for different target groups: e.g. business, governmental agencies, non-governmental organizations, the media.
10. Technology transfer: Universities shall contribute to educational programmes designed to transfer educationally sound and innovative technologies and advanced management methods.

2. 1.2. Green Paper of the Commission of the European Union: “Promoting a European Framework for Corporate Social Responsibility”⁴⁸

This Green Paper aims to launch a wide debate on how the European Union could promote corporate social responsibility at both the European and inter-national level, in particular on how to make the most of existing experiences, to encourage the development of innovative practices, to bring greater transparency and to increase the reliability of evaluation and validation. It suggests an approach based on the deepening of partnerships in which all actors have an active role to play.

2.2. Communication from the Commission on CSR

2.2.1 Corporate Social Responsibility: A business contribution to Sustainable Development⁴⁹

In this Communication, which constitutes a follow-up to the Green Paper mentioned just above, the Commission presents a EU strategy to promote CSR. It consists of six chapters. The first chapter briefly summarizes the outcome of the consultation process. The second chapter develops the European strategy to promote CSR including a definition of the concept of CSR, its place in the sustainable development context and its impact on business and society. Chapters three to six describe related proposed actions.

⁴⁸ This text is to be found on the following website:http://europa.eu.int/comm/employment_social/soc-dial/csr/greenpaper_en.pdf

⁴⁹ This text is to be found on the following website:
http://europa.eu.int/comm/employment_social/soc-dial/csr/csr2002_en.pdf

2.2.2 Talloires declaration

Composed in 1990 at an international conference in Talloires, France, this is the first official statement made by university administrators of a commitment to environmental sustainability in higher education. The Talloires Declaration (TD) is a ten-point action plan for incorporating sustainability and environmental literacy in teaching, research, operations and outreach at colleges and universities. It has been signed by over 300 university presidents and chancellors in over 40 countries

1. Increase Awareness of Environmentally Sustainable Development

Use every opportunity to raise public, government, industry, foundation, and university awareness by openly addressing the urgent need to move toward an environmentally sustainable future.

2. Create an Institutional Culture of Sustainability

Encourage all universities to engage in education, research, policy formation, and information exchange on population, environment, and development to move toward global sustainability.

3. Educate for Environmentally Responsible Citizenship

Establish programs to produce expertise in environmental management, sustainable economic development, population, and related fields to ensure that all university graduates are environmentally literate and have the awareness and understanding to be ecologically responsible citizens.

4. Foster Environmental Literacy For All

Create programs to develop the capability of university faculty to teach environmental literacy to all undergraduate, graduate, and professional students.

5. Practice Institutional Ecology

Set an example of environmental responsibility by establishing institutional ecology policies and practices of resource conservation, recycling, waste reduction, and environmentally sound operations.

6. Involve All Stakeholders

Encourage involvement of government, foundations, and industry in supporting interdisciplinary research, education, policy formation, and information exchange in environmentally sustainable development. Expand work with community and nongovernmental organizations to assist in finding solutions to environmental problems.

7. Collaborate for Interdisciplinary Approaches

Convene university faculty and administrators with environmental practitioners to develop interdisciplinary approaches to curricula, research initiatives, operations, and outreach activities that support an environmentally sustainable future.

8. Enhance Capacity of Primary and Secondary Schools

Establish partnerships with primary and secondary schools to help develop the capacity for interdisciplinary teaching about population, environment, and sustainable development.

9. Broaden Service and Outreach Nationally and Internationally

Work with national and international organizations to promote a worldwide university effort toward a sustainable future.

10. Maintain the Movement

Establish a Secretariat and a steering committee to continue this momentum, and to inform and support each other's efforts in carrying out this declaration.

2.2.3. Halifax declaration

Follow-up to the Halifax Conference on University Action for Sustainable Development, Halifax, December 9-11, 1991 with 6 Action points:

1 To ensure the voice of the university be clear and uncompromising in its ongoing commitment to the principle and practice of sustainable development within the university, and at the local, national and global levels.

2 To utilise the intellectual resources of the university to encourage a better understanding on the part of society of the inter-related physical, biological and social dangers facing the planet Earth.

3 To emphasise the ethical obligation of the present generation to overcome those current malpractice's of resource utilisation and those widespread circumstances of intolerable human disparity, which lie, at the root of environment unsustainability.

4 To enhance the capacity of the university to teach and practice sustainable development principles, to increase environmental literacy, and to enhance the understanding of environmental ethics among faculty, students and the public at large.

5 To cooperate with one another and with all segments of society in the pursuit of practical capacity-building and policy measures to achieve the effective revision and reversal of those current practices which contribute to environmental degradation, to South-North disparities and the inter-generational inequity.

6 To employ all channels open to the university to communicate these undertakings to UNCED, to governments and to the public at large.

2.2.4. Swansea declaration

Declaration released at the conclusion of the Association of Commonwealth Universities' fifteenth Quinquennial Conference, Swansea, Wales, August 1993 urging universities to the following 7 actions:

1. To urge universities of the ACU to seek, establish and disseminate a clearer understanding of sustainable development - "development which meets the needs of the present without compromising the needs of future generations" - and encourage more appropriate sustainable development principles and practices at the local, national and global levels, in ways consistent with their missions.
2. To utilise resources of the university to encourage a better understanding on the part of governments and the public at large of the inter-related physical, biological and social dangers facing the planet Earth, and to recognize the significant interdependence and international dimensions of sustainable development.
3. To emphasize the ethical obligation of the present generation to overcome those practices of resource utilization and those widespread circumstances of intolerable human disparity which lie at the root of environmental unsustainability.
4. To enhance the capacity of the university to teach and undertake research in sustainable development principles, to increase environmental literacy, and to enhance the understanding of environmental ethics within the university and with the public at large.
5. To co-operate with one another and with all segments of society in the pursuit of practical and policy measures to achieve sustainable development and thereby safeguard the interests of future generations.
6. To encourage universities to review their own operations to reflect best sustainable development practices.
7. To request the ACU Council urgently to consider and implement the ways and means to give life to this declaration in the mission of each of its members and through the common enterprise of the ACU.

2.2.5. Kyoto Declaration IAU

IAU Declaration adopted by 90 universities leaders that embodies the language and substance of both the Halifax Declaration and the Swansea Declaration.

To urge universities world-wide to seek, establish and disseminate a clearer understanding of Sustainable Development - "development which meets the needs of the present without compromising the needs of future generations" - and encourage more appropriate sustainable development principles and practices at the local, national and global levels, in ways consistent with their missions.

To utilize resources of the university to encourage a better understanding on the part of Governments and the public at large of the inter-related physical, biological and social dangers facing the planet Earth, and to recognise the significant interdependence and international dimensions of sustainable development.

To emphasize the ethical obligation of the present generation to overcome those practices of resource utilisation and those widespread disparities which lie at the root of environmental unsustainability.

To enhance the capacity of the university to teach and undertake research and action in society in sustainable development principles, to increase environmental literacy, and to enhance the understanding of environmental ethics within the university and with the public at large.

To cooperate with one another and with all segments of society in the pursuit of practical and policy measures to achieve sustainable development and thereby safeguard the interests of future generations.

To encourage universities to review their own operations to reflect best sustainable development practices.

To request the IAU Administrative Board to consider and implement the ways and means to give life to this Declaration in the mission of each of its members and through the common enterprise of the IAU.

It is recommended that each university, in its own action plan, strive to:

Make an institutional commitment to the principle and practice of sustainable development within the academic milieu and to communicate that commitment to its students, its employees and to the public at large;

Promote sustainable consumption practices in its own operations;

Develop the capacities of its academic staff to teach environmental literacy;

Encourage among both staff and students an environmental perspective, whatever the field of study;

Utilise the intellectual resources of the university to build strong environmental education programs;

Encourage interdisciplinary and collaborative research programs related to sustainable development as part of the institution's central mission and to overcome traditional barriers between disciplines and departments;

Emphasize the ethical obligations of the immediate university community - current students, faculty and staff - to understand and defeat the forces that lead to environmental degradation, North-South disparities, and the inter-generational inequities; to work at ways that will help its academic community, and the graduates, friends and governments that support it, to accept these ethical obligations;

Promote interdisciplinary networks of environmental experts at the local, national and international level in order to disseminate knowledge and to collaborate on common environmental projects in both research and education;

Promote the mobility of staff and students as essential to the free trade of knowledge;

Forge partnerships with other sectors of society in transferring innovative and appropriate technologies that can benefit and enhance sustainable development practices.

2.2.6. Lüneburg declaration

Lüneburg declaration on Higher Education for Sustainable Development, October 2001 The Lüneburg Declaration was adopted by the GHESP partners (IAU, ULSF, Copernicus Campus and Unesco), on 10 October 2001 in Lüneburg, Germany, on the occasion of the International COPERNICUS Conference, "Higher Education for Sustainability Towards the World Summit on Sustainable Development (Rio+10)" held at the University of Lüneburg 8 10 October 2001.

It calls on higher education institutions, NGO's and other stakeholders to:

Ensure the continual review and updating of learning materials to reflect the latest scientific understanding of sustainability;

Ensure that the reorientation of teacher education towards sustainable development continue to be given priority as a key component of higher education;

provide continuing education to teachers, decision makers and the public at large on sustainable development;

Encourage all educational institutions to include in their activities a strong component of reflection on values and norms with respect to sustainable development;

Raise awareness and increase understanding of the importance and relevance of technology assessments and risk assessment;

Promote the creative development and implementation of comprehensive sustainability projects in higher education, and all other levels and forms of education;

Increase attention to the international dimension and provide more opportunities for inter-cultural exchange in the learning environment;

Increase a focus on capacity development and intensified networking among institutions of education; and

Promote stronger integration of training and research and closer interaction with stakeholders in the development process.

3. Some major organizations and networks in SD, SE and CSR

AISHE

Auditing Instrument for Sustainable Development

The Dutch Committee for Sustainable Development and Higher Education (CDHO) took the initiative to develop an auditing instrument called AISHE (Auditing Instrument for Sustainability in Higher Education). With this instrument, the integration of sustainable development as a theme in higher education curricula can be measured and improved.

AISHE is the first instrument focussing on sustainable development and education. Other instruments exist for environmental management like ISO 14001 and EMAS. The AISHE instrument is based on the EFQM-model (European Foundation for Quality Management). Website: <http://www.dho.nl/index.php?mid=130>

CSAP

Campus Sustainability Assessment project

The Campus Sustainability Assessment project (CSAP) was founded in 1999 to address the limited availability of high-quality resources for supporting colleges and universities in evaluating their social and environmental performance. Through extensive surveys of the literature and the campus sustainability assessment (CSA) corpus, and through correspondence with leaders in the field, the CSAP identified "gaps" among available resources. Using this information, the CSAP research team has created materials to help close these "gaps."

This website features the following resources:

A searchable database of over 1,200 campus sustainability assessment projects-providing project information, websites and contact information, and details on the assessment framework employed for select projects.

A "best practice" evaluation identifying exemplary CSA projects, both focused (category-specific) and comprehensive.

A guide to conducting a "snapshot" comprehensive CSA, including step-by-step guidelines, assessment framework, data calculators, information management databases, and various templates.

A searchable literature database of 500 works on campus sustainability assessment.

Comprehensive and condensed bibliographies of CSA-related literature.

Access to other CSAP publications, including articles, presentations and a thesis.

Links to important websites relevant to sustainability in higher education and campus sustainability assessment.

Website: http://csap.envs.wmich.edu/pages/intro_overview.html

The COPERNICUS Campus

COPERNICUS, the "Cooperation Programme in Europe for Research on Nature and Industry through Coordinated University Studies" was launched by CRE, the predecessor of the European Universities Association EUA, in 1988.

Today COPERNICUS is an independent organization with a close link to EUA. The target is to involve committed European universities into this European network to share the knowledge and expertise in the field of sustainable development. Furthermore, COPERNICUS encourages partnerships of universities with industry and management.

The main instrument for furthering this commitment on part of universities is the COPERNICUS University Charter for Sustainable Development, drawn up in 1993 as a follow-up to the CRE's Urgent Appeal presented at the 1992 Earth Summit in Rio. The charter has been signed by more than 300 universities in Europe to date. The constantly growing number of COPERNICUS universities constitutes an excellent perspective for the future development of the network.

Details about its activities and its members: see the website:

http://www.copernicus-campus.org/sites/charter_index1.html

The COPERNICUS Institute

The Copernicus Institute aims to support the search for sustainable development and innovation through the development of knowledge, methods and instruments.

A specific character of the institute is the combination of developing solid scientific knowledge and experience in the field of specific technical and scientific issues as well as the field of processes of change and innovation.

The Copernicus Institute houses a wide range of disciplines, with researchers from the natural and social sciences. There is input from the fields of physics, chemistry, biology, technology, economy, ecology, hydrology, soil science, geography, environmental sciences, innovation science, sociology, policy science, and business studies. Additional input is also guaranteed by the close relationship the institute has with the Netherlands Environmental Assessment Agency (MNP) through two endowed chairs occupied by the director and a senior researcher of the MNP at the Copernicus Institute

The Copernicus Institute seeks to contribute to the development of knowledge and techniques as well as methods and instruments in the field of sustainable development, taking note of related social debates and policy processes. The specific character of the Institute is the combination of developing solid scientific knowledge and experience in the field of specific technical and scientific issues as well as in the field of processes of change and innovation.

The Copernicus Institute develops knowledge, methods and instruments directed towards sustainable development, with specific attention for: demand, supply and use of energy and materials; land use, the environment and biodiversity; social steering and innovation.

Website: <http://www.geo.uu.nl/theinstitute/20534main.html>

CSR Europe

CSR Europe is the leading European business network for corporate social responsibility with over 60 leading multinational corporations as members. Since its inception in 1995 by the then European Commission President Jacques Delors and leading European companies, the mission of CSR Europe has been to help companies integrate corporate social responsibility (CSR) into the way they do business, every day. Website: <http://www.csreurope.org/>

EAUC

Environmental Association for Universities and Colleges

Website: <http://www.eauc.org.uk/>

The Environmental Association for Universities and Colleges was launched in September 1996 with aim of raising the profile of environmental management and facilitate improvement of environmental performance in member institutions.

Initially this was achieved through:

providing a forum for the sharing of experiences and information between individuals from different colleges and universities

disseminating good practice on environmental issues, campus greening and curriculum greening

The Association has developed its services over time to support its members in increasingly pressured jobs. The EAUC aims to ensure that its members have access to important information relating to environmental legislation, technologies, best practice and research to enable each university and college to improve its environmental performance. Over the last five to ten years, there has been an increasing awareness within the Further and Higher Education sector of the need to address environmental issues both operationally, as businesses, and within the curriculum. As a result, an increasing number of staff have been given responsibility to progress the environmental agenda, either as dedicated environmental advisors or as part of an existing post.

Membership of the EAUC has grown in number as a result of commitment to environmental and sustainability issues within the FHE sector. With around 200 institutional members, the EAUC is an influential voice within the sector

EU Multistakeholder Platform on CSR

Corporate Social Responsibility (CSR) can make a contribution to the strategic goal set by the Lisbon Summit of March 2000, and to the European Strategy for Sustainable Development, as well as to promoting core labour standards and improving social and environmental governance in the context of globalisation. The CSR Communication, adopted by the Commission on 2 July 2002, proposes to set up an EU Multistakeholder Forum on CSR with the aim to promote CSR through raising the level of understanding of CSR, and fostering a dialogue between the business community, trade unions, civil society organisations and other stakeholders.

A European Multistakeholder Forum on Corporate Social Responsibility (hereinafter referred to as "the CSR EMS Forum") was established with the overall aims to foster corporate social responsibility and to promote innovation, transparency and convergence of CSR practices and instruments through:

improving knowledge about the relationship between CSR and sustainable development (including its impact on competitiveness, social cohesion and environmental protection) by facilitating the exchange of experience and good practices and bringing together existing CSR instruments and initiatives, with a special emphasis on SME specific aspects;

exploring the appropriateness of establishing common guiding principles for CSR practices and instruments, taking into account existing EU initiatives and legislation and internationally agreed instruments such as OECD Guidelines for multinational enterprises, Council of Europe Social Charter, ILO core labour conventions and the International Bill of Human

Further information see the EU website:

<http://www.eurosif.org/pub2/lib/2002/10/mtg-hl-msf/index.shtml>

GHESP

Global Higher Education for Sustainability Partnerships

The partnership will achieve the following general objectives:

1. Promote better understanding, and more effective implementation of strategies for the incorporation of sustainable development in universities and other higher education institutions. Emphasis is put on the need for interdisciplinary approaches to teaching and research.
2. Identify, share and disseminate widely effective strategies, models and good practices for promoting higher education for sustainable development (HESD).
3. Make recommendations on HESD in consultation with key Northern and Southern stakeholders.
4. Work closely with the UN system to develop and implement this joint action plan

addressed to achieve common goals; and analyse and evaluate this experience as an international demonstration project.

Website with GHESP contacts:

http://www.unesco.org/iau/sd/rtf/sd_ghespcontacts.rtf

Website: <http://webapps01.un.org/dsd/partnerships/public/partnerships/71.html>

HEPS

Higher Education Partnership for Sustainability

Website: http://www.forumforthefuture.org.uk/aboutus/HEPS_page1509.aspx

The objectives of HEPS are:

to establish a pioneering partnership group of HEIs that are seen to be achieving strategic objectives through positive engagement with the sustainable development agenda;

to generate the transferable tools, guidance and the inspiration that will encourage the rest of the sector to do likewise.

At the moment 18 UK universities are members of HEPS.

For the list of the universities see the web page:

http://www.forumforthefuture.org.uk/aboutus/HEPSPartners_page1511.aspx

HEPS is part of the Forum for the Future which is a leading sustainable development charity founded by John Porrit and Sara Parkin. The Forum's mission is to accelerate the building of a sustainable way of life by taking a positive solutions-oriented approach to today's environmental and social challenges.

The Forum works in partnership with decision-makers in the business sector, local and regional government, higher education and professional bodies.

OIKOS

International Student Organization for Sustainable Economics and Management.

Website: <http://www.Oikosinternational.org/index.htm>

Oikos is a politically neutral student organisation of educational character.

Oikos is a neutral platform for debate on sustainability build around Chapter 36 of Agenda 21, the Rio Declaration on Environment and Development.

Oikos International's main objective is to increase university students awareness to sustainable development issues and to integrate sustainability knowledge into the teaching and research of universities worldwide and this with a particular emphasis on economics and management schools. By doing so, Oikos seeks to strengthen sustainable entrepreneurship in tomorrow's leaders and decision makers.

Oikos aims to increase the ability of students not only in analysing ecological and social challenges, but also to actively implement solutions to these challenges.

Oikos was founded as a local student group at the University of St. Gallen, Switzerland, in 1987. Ever since, they have organised workshops, conferences and

various educational events to integrate sustainability issues into teaching and research of economics and management. In 1997, Oikos decided to internationalise its activities and to strengthen sustainability awareness -not only among students in Switzerland- but also within faculties of Economics and Management throughout the world.

Students are tomorrow's decision makers and they believe that their understanding of sustainability will help them integrate social, ecological as well as economical concerns in the decisions they will be taking. Increasing students sustainability knowledge is key to a making a difference in the long run.

For Oikos, development, viewed in a management perspective, is not just about bigger profits, about big bucks, although it can be (!) but it is about making life better for all of society's stakeholders. Development is about raising life quality for all. Oikos is a global network of Local Oikos Chapters all working towards the same mission. All Chapters are neutral, non-political platforms for open-minded sustainability discussion.

Local Chapters aim at enriching students' curricula at their respective universities with sustainability knowledge. They mainly do so by organizing events, such as presentations, speeches, panel discussions, workshops and conferences but they are also working towards a change in the academic curriculum so that sustainability becomes a mainstream element of students' formation.

Oikos is also supported by the Oikos Foundation and a range of advisors close to Oikos. All are supporting the Oikos vision and are part of the family of "oikies".

The headquarters of Oikos International are based in St-Gallen, Switzerland. For legal purposes Oikos is an association under Article 60 of the Swiss Civil Code.

Regional Centres of Expertise

Recently launched, one of the main activities of the Education for Sustainable Development (ESD) Programme is the promotion of Regional Centres of Expertise (RCE). An RCE is a network of existing formal, non-formal and informal education organizations aiming to deliver education for sustainable development (ESD) to a regional/local community. RCEs aspire to achieve the goals of the UN Decade of Education for Sustainable Development (DESD, 2005-2014), by translating its global objectives into the context of the local/regional community in which it operates.

RCEs and their network worldwide will constitute the "Global Learning Space for Sustainable Development". This learning space will include international academies of science, institutions of higher education and policy makers, who will work together to develop the human resources base - educators, professionals and researchers - in developing countries, which is necessary to activate and sustain the application of science and technology for sustainable development. Activities of the Global Learning Space will involve curriculum development, north-south networking, strategic planning in educational planning and policy, capacity building in problem-based scientific research, and learning and other programmes.

Seven pioneer RCEs were launched at the UNU-UNESCO Conference on Globalization and ESD in June 2005. The RCEs are located in the following cities:
Barcelona, Spain
Greater Sendai, Japan
Okayama, Japan
Pacific Island Countries (including Melanesia, Polynesia and Micronesia)
Penang, Malaysia,
Rhine-Meuse+ region (covering the cities of Eindhoven in the Netherlands, Leuven in Belgium and Cologne in Germany),
Toronto, Canada
Tongyeong, Korea

See website: <http://www.ias.unu.edu/research/regionalcentres.cfm>

UN Decade for Education for sustainable development

Full information is available on the following website:
http://portal.unesco.org/education/en/ev.php-URL_ID=27234&URL_DO=DO_TOPIC&URL_SECTION=201.html

USLF

University Leaders for a Sustainable Future

Website: <http://www.ulsf.org/index.html>

University Leaders for a Sustainable Future (USLF) assists colleges and universities in making sustainability an integral part of curriculum, research, operations and outreach. USLF is also the secretariat for signatories of the Talloires Declaration (1990), which has been signed by more than 300 university presidents and chancellors around the world.

4. Some publications

Bos, A. (2002), 'Sustainable Entrepreneurship in a Changing Europe: Pedagogy of Ethics for Corporate Organizations in Transformation', in: G.F. Simons, D. Min et al. (eds.) *EuroDiversity: A Business Guide to Managing Differences*, Oxford: UK and Woburn, USA: Butterworth-Heinemann.

Cecora, J. (2000), 'Entrepreneurs and SMEs in Regional Economies: Policy Issues for Sustainable Development in a Globalizing Economy', *International Review of Sociology* 10(1): 83-100.

Commission of the European Communities (1996), 'Commission recommendation of April, 3 1996 concerning the definition of small and medium-sized enterprises', Brussels, C(96) 261 final.

Hilton, M. (2000), 'SME Support for Sustainable Development: Principles and Practice', in: European Foundation for the Improvement of Living and Working Conditions, *Sustainable Development, SMEs and New Enterprises (Conference Report)*, Luxembourg: Office for Official Publications of the European Communities, 2001, 25-27.

Janssen Groesbeek, M. (2001), *Sustainable Entrepreneurship – Theory, Practice, Instruments*. Amsterdam: Business Contact.

Knight, G. (2000), 'Entrepreneurship and Marketing Strategy: The SME under Globalisation', *Journal of International Marketing* 8 (2): 12-32.

Schaper, M. (2002), 'The challenge of environmental responsibility and sustainable development:

Implications for SME and entrepreneurship academics', in: U. Füglistaller et al. (eds.) *Radical changes in the world – Will SMEs sour or crash?*, *Rencontres de St. Gall*.

Schaper, M. (2002), 'The Essence of Ecopreneurship', In: M. Schaper (ed.) *Environmental Entrepreneurship: Greener Management International (GMI) 38*, Sheffield: Greenleaf.

5. A useful journal

"International Journal of Sustainability in Higher Education"

"The International Journal of Sustainability in Higher Education is a fully-refereed academic journal...the journal aims at addressing environmental management systems (EMS), sustainable development and Agenda 21 issues at higher education institutions, worldwide. It intends to act as an outlet for papers dealing with curriculum greening and methodological approaches to sustainability. In addition, the journal will report on initiatives aimed at environmental improvements in universities, and the increased competitiveness of self-regulatory mechanisms such as environmental auditing and maintaining EMS. IJSHE disseminates case studies, projects and programmes whilst still considering the market opportunities available

MCB University Press Ltd in conjunction with ULSF (see list of useful addresses)
60/62 Toller Lane, Bradford BD8 9BY, England
phone: +44 (0)1274 777700, fax: +44 (0)1274 785200
Website: <http://www.emeraldinsight.com/ijshe.htm>

6. Overview of useful sources of information on SD, SE and CSR

For a very comprehensive overview of websites, publications journals, organisations etc. see the following website on SUSTAINABLE DEVELOPMENT.

Description: A comprehensive list of internet sites dealing with sustainable development, including organisations, projects and activities, electronic journals, libraries, references and documents, databases, directories or meta-databases

Keywords: sustainable development, index, environment, development, resources, internet, world wide web, sites, WWW, durable, sustainability, Virtual Library, ecological economics

This page is maintained by the Center for Economic and Social Studies on the Environment, located at Université Libre de Bruxelles.
Website: <http://www.ulb.ac.be/ceese/meta/sustvl.html>

http://www.rec.hu/sdconference/doc/A_strategie.pdf
The Austrian strategy for sustainable development

Promoting Sustainable Entrepreneurship in Professional Higher Education

Report of the External Evaluator Lutgart SPAEPEN to EURASHE and the Project
Experts

February 2007

Preliminary Note

EURASHE invited me to become external evaluator of this second edition of SEPHE. Being involved in higher education for many years, having experience with various EU funded projects, and currently in my position of Head of the Euro Info Centre - Vlaams Brabant advising SMEs in Belgium on the main topics in EU Policy among which CSR, Sustainability, Responsible Entrepreneurship, I accepted EURASHE's assignment with interest and pleasure.

The experts appointed in this project are known in the educational field to be true professionals so I was very glad to cooperate with them within the framework of this assignment. I wish to thank them here most sincerely for the constructive dialogue and cooperation received.

My sincere thanks and appreciation go also to EURASHE itself, surely for inviting me as an expert, but most of all because they took the challenging initiative to propose the present project to the Commission.

Sustainable Entrepreneurship today is a core issue that should be on the table of any executive in Europe, whether it be of private business or in a not for profit organisation. Preparing our new generation of managers to cope with the tremendous challenges our changing globe is heading to, therefore, is a key responsibility of our higher education institutes. Therefore, it is most honourable that EURASHE took the initiative to give a survey of what actually has already been done with regard to CSR, SD and SE in our colleges.

The report presented by the experts is critical but hopeful and should be brought under the attention of all stakeholders involved in higher education in Europe, whether they are policy makers at national, regional or EU level, or corporate responsible persons in the individual institutions.

More than ever, Europe needs active entrepreneurs, a positive attitude towards entrepreneurship, and confidence and trust in business. Europe needs a climate for enhanced global competitiveness while maintaining its historical sense of solidarity and cohesion in order to make a fair and sustainable contribution to addressing certain societal challenges.

While revising the SEPHE study I was proud to be a privileged witness of the fact that our Higher Education Institutes, and their association EURASHE, have a genuine common sense of urgency in order to make true that their commitment in this challenge to the benefit of our future generation is visible, vital and irreversible.

Critical Annotations to the SEPHE II report

1. with regard to Structure

The report is well structured and comprehensible, notwithstanding the complex study topic. The experts have been going through a lot of background literature and policy documents. They have also taken into consideration the outcome and the remarks with regard to the SEPHE I study and adapted where necessary their structure and approach.

Extremely valuable is the comprehensive summary of all definitions on SD, SE, and CSR. Their description of the context is also quite complete and valuable, taking into account that not so many authors have already managed to make a synthesis of this topic within the field of higher education.

Enlisting best practices is also an excellent choice: the cases, though concise, are valuable material for further dissemination.

Enlisting the major organisation and networks in SD, SE and CSR is surely an added value to the study, as is the extensive list of publications and other sources of information. If regularly updated, these will prove to be great tools for EURASHE and the institutes of higher education in their implementation of CSR.

2. with regard to Methodology

Given time and budget constraints, the experts have made the right choice to opt for a rather explorative research. They are conscious of the limitations of this methodology. We surely also have to take into consideration the fact that with a limited budget 10 countries had to be covered, with no on-site visits to have face-to-face interviews with respondents.

The methodology used is rather explorative and the aimed results and answers to the research questions, therefore, have more a qualitative than a quantitative character: this is a survey that detects perceptions, motives, trends and evolutions. The results cannot be considered representative for the whole of Professional Higher Education in Europe: we can and may not quantify them as there are no sufficient data collected to be scientifically representative. Nonetheless, the survey has great merit and value as it is a reliable pilot for further more in-depth research.

The fact that in certain countries response has been very low has been one of the major concerns of the experts. They have tried to remedy this in the most adequate way, given the time and budget limits. The low response in certain countries might suggest that the concept of CSR is not (yet) common knowledge among them. We should not

forget that also cultural elements play their role in this type of surveys. Some will not admit to have no data or opinion because they do not want to be considered 'lagging behind'. Fear for losing face very often refrains people from answering certain questions. As the experts themselves suggest, another reason for low response can also be that a certain saturation point has been reached as many institutions and teaching staff believe they are over-questioned already.

3. with regard to the Collection and the Presentation of data

The experts collected an impressive set of data and they tried to present them in an accessible and comprehensive way, in which they largely succeeded.

Reporting on this complexity of data was not easy, but maybe some suggestions to make even more efficient use of the data collected:

It would be good to benchmark more the outcomes according to the countries. I acknowledge that given the low response in some countries this will be difficult, but still benchmarking remains a useful tool in comparative studies. Maybe in a SEPHE III (where ideally all EU countries should be ideally involved) this could be a major point of attention?

Sometimes data could be visualised more with (coloured) graphs rather than summing up percentages in full text. More "eye-catchers" would enliven the report.

Open questions evidently lead to long list of diverse answers. It is excellent to note them all so that the wide range of different aspects are covered and nothing is lost. But maybe it is also worth trying to put some of them in a matrix to detect common priorities or grounds, so as to make it even more attractive for readers.

When dealing with such a vast amount of countries it is recommendable to try and find one key person in each country responsible for data collection: the example of Finland indeed proved to be most adequate and should be taken into consideration for a next edition.

It is a missed opportunity not to have taken in the countries of the SEPHE I survey. Most interesting comparative results could have been realised given the fact that in the time lapse between SEPHE I and II quite some new insights with regard to CSR have been developed. SEPHE III should definitively take in all EU Member states (and even benchmark them on a global level).

4. with regard to the Project Results

The recommendations to the stakeholders are excellent and quite complete.

I would suggest anyhow in case a SEPHE III is feasible, to dedicate a larger part to the legislative obstacles in each country observed, as suggested also by the experts themselves. A scrutiny of the legal framework in each country would be extremely valuable.

As already stated before, more benchmarking between the countries and the HEI respectively would be a step forward to foster a dynamic process.

It would also be most advisable to scrutinize more in depth the EU funding available for this issue, and to monitor carefully the projects that have already be (co-) financed in this field.

Finally, for further elaboration of the topic, I would suggest to include in a next edition also a chapter that elaborates more on partnership and relationship of the HEIs with other stakeholders in society (local communities, NGOs, business associations) with regard to CSR. Sustainable Entrepreneurship today is a core issue that should be on the table of any policy maker and executive in Europe, whether it be of private business or in a not for profit organisation. Preparing our new generation of managers to cope with the tremendous challenges our changing globe is heading to is a key responsibility of our higher education institutes. "Cross-fertilisation" between higher education and society and exchange of experiences with respect to the topics dealt with in this study would enhance considerably the capacity of HEIs to face the challenges they face.