



# Who do our students need to become?

## Education for Sustainability and graduate futures

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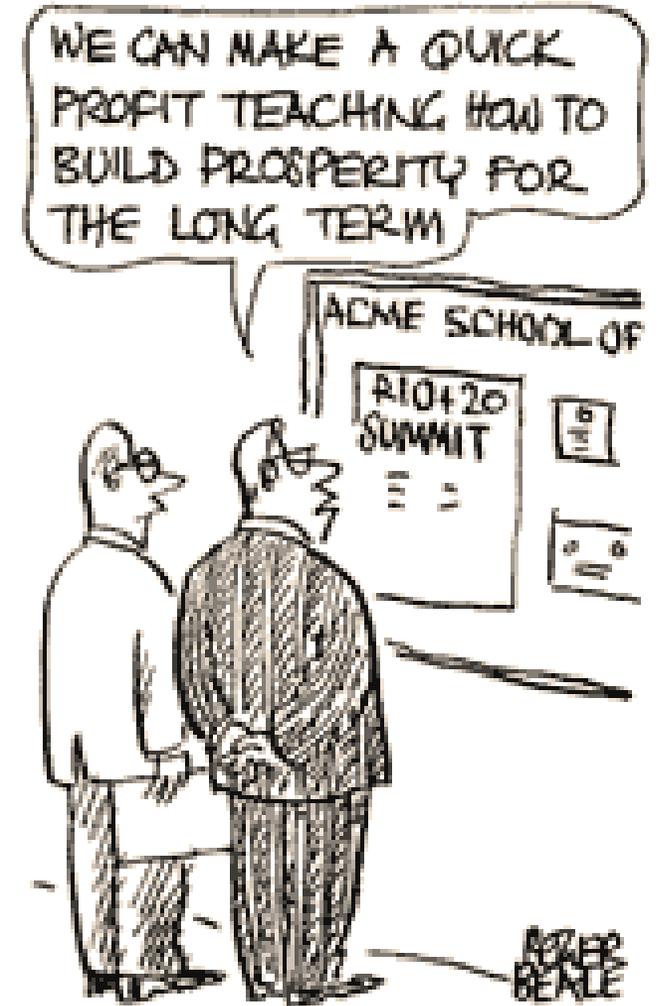


# Session Flow

*'Those who contribute to exploiting poor communities and the earth's ecosystems are those who have BAs, MBAs, MSCs and PhDs - not the 'ignorant' poor from the South'*

(David Orr, *Earth in Mind*, 2004)

1. **Student demand - learning for sustainability and universities**
2. **Drivers for change – industries, academics, students**
3. **What is different about Education for Sustainability?**



# Are we harnessing student energy?

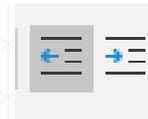
- Climate change and environment remain the top global concern for 82% of young people  
(WEF, Global Shapers Survey 2017)
- 95% of climate experts and 91% of young leaders think we can achieve climate 'take back' to change our future  
(Interface, Climate Take Back Survey, 2017)
- 86% of 1000 millennials will stay at a company longer if it reports how it lowers its environmental impact  
(Brita, Next Generation Workplace Sustainability, 2019)



# What are students saying?



<b>National Union of Students Survey 2017-18</b>	 Responses	"universities should actively promote sustainability"	"sustainability should be integrated into all courses"	"my university takes action to limit negative impacts"
<b>University of Gloucestershire results</b>	<b>246</b>	<b>84%</b>	<b>78%</b>	<b>69%</b>
<b>National results across universities</b>	<b>12,000</b>	<b>87%</b>	<b>79%</b>	<b>73%</b>



## NUS global survey 2018 – 3,247 students

- 91% of students want action on sustainability from their university
- 70% want sustainability to become incorporated into all courses

## NUS 2018 survey employment questions

75% of UK graduates would sacrifice £1000 salary to work for a company with a positive social and environmental record



REGIONAL CENTRE OF EXPERTISE  
ON EDUCATION FOR  
SUSTAINABLE DEVELOPMENT

ACKNOWLEDGED BY



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# University Sustainability Strategy

Leadership & Governance



Student  
Experiences



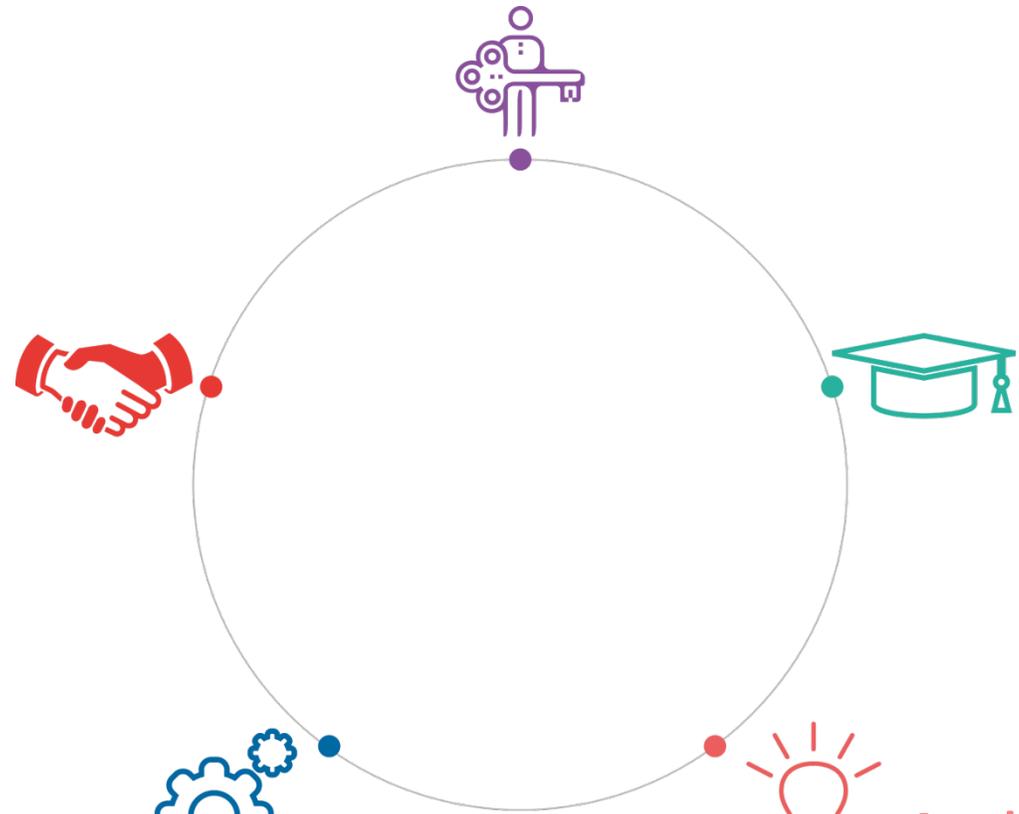
Engagement &  
Partnerships

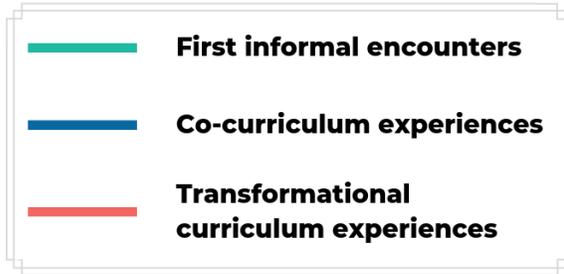


Academic  
Innovation



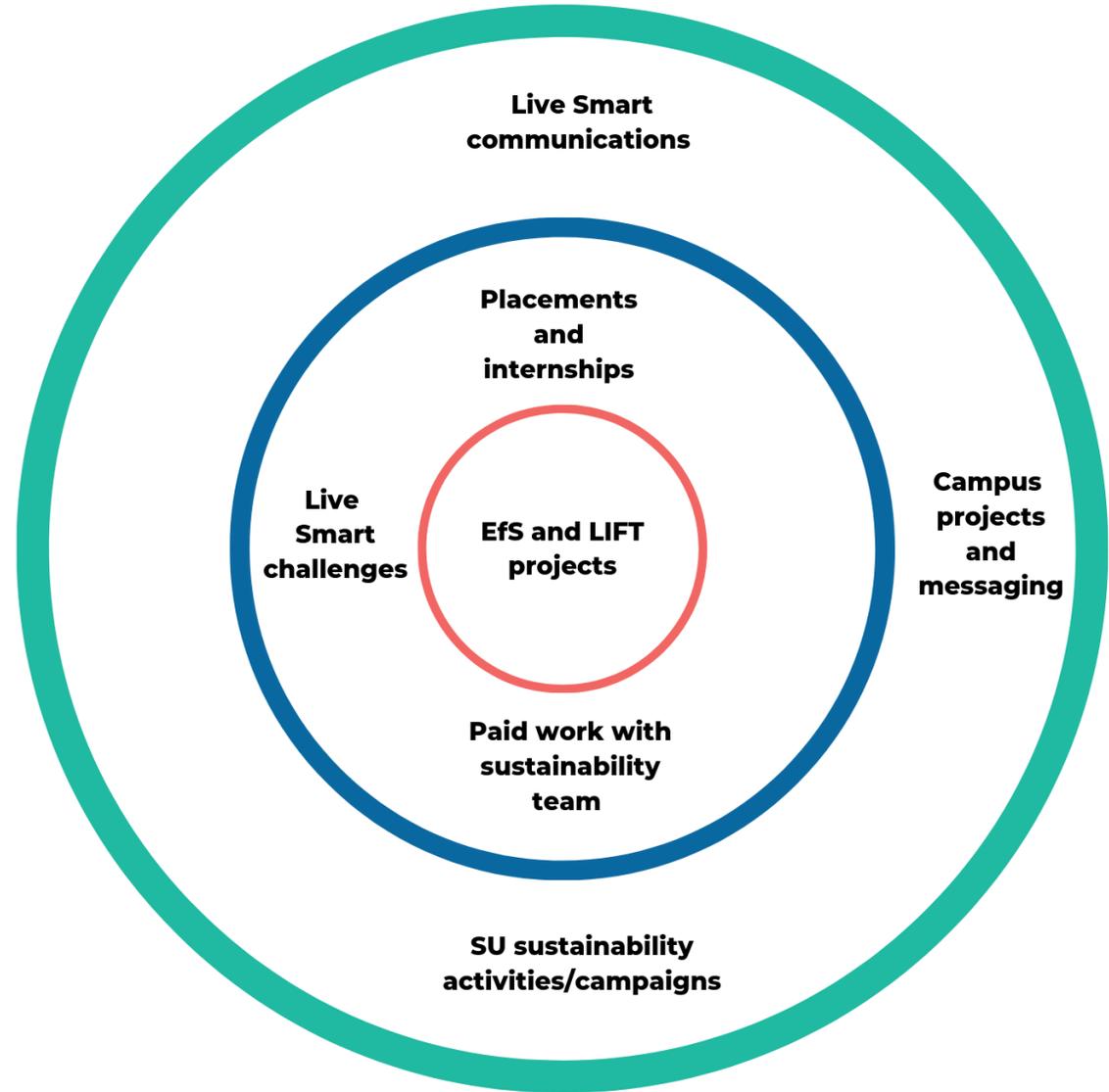
Business  
Operations





# Whole Institution Strategy

Pre-arrival communications  
e.g. CMSR social media



Underpinned by principles of Education for Sustainability

# Turning Tides – Academic Innovation

Employers feel sustainability and global perspectives are missing from the existing curriculum but should be top priority now and in future  
(Association of Business Schools/QAA/CBI, 21<sup>st</sup> century leaders report 2014)

## Rethinking Economics 2018 employers report:

18 major financial sector employers said graduates lack:

- Ability to apply mathematical knowledge to real-world situations
- Communication of complex economic problems in non-specialist language
- Critical thinking and mental adaptability when using incomplete data

## Post-crash economics curriculum change movement:

Student-driven re-thinking of Economics curriculum

<http://www.post-crasheconomics.com/>



# Turning Tides – Industry Disruptions

## WEF 2018 Global Risks report

Environmental risks are now 4 of top 10 most impactful risks

## KPMG 2017

78% of 250 largest companies put CSR data in annual reports

## UNGC/Accenture Consumer Study 2014

57% of 30,000 consumers in 20 countries buy responsible brands



# Who do our students need to become?

- **95% of climate experts and 91% of young leaders think we can achieve climate ‘take back’ to change our future**  
(Interface, Climate Take Back Survey, 2017)
- **UK student disclosures of mental health conditions have risen x5 between 2006-07 and 2015-16**  
(IPPR, Not by Degrees, 2017)
- **Levels of labour market insecurity are now up 32% across 35 OECD countries**  
(OECD Better Life Initiative – How’s Life? 2017)

***What kind of education help people tackle complexity and connect their big picture ambitions with pressing current problems?***





# Changing course experiences: Global Goals Pop-up



*“It’s a big issue lots of event managers have to consider now, so learning about it is just going to give us that head start. A lot of events are looking to ‘go green’ so the more we know the more it helps them in the future and for now”*

***Events Management Student 2018***

[https://youtu.be/iaTjKLS0tcs?list=PL2MJy1K3E\\_HIx52\\_1CKFcXxFVHsgzTs4](https://youtu.be/iaTjKLS0tcs?list=PL2MJy1K3E_HIx52_1CKFcXxFVHsgzTs4)

# Creating learning partnerships: Radical Sustainability



**Student Coursework Competition:  
Pitches for Professional Prizes & Live  
Business Challenge Workshop**

**8 course teams  
9 student finalists**



**WORKING IN PARTNERSHIP WITH:**

**Interface®**



**Executive Masterclass:  
Expert Presentations, Closed Door  
Peer Consultancy Workshop**

**25 senior leaders  
20 university staff**

# Future education for sustainability

## SHIFTING FROM...

Passing on expert knowledge from sustainability science

Teaching about (or preaching) desired ethics and values

Sending messages about likely 'doom and gloom' scenarios

Seeing people as the problem and starting from blame

Focus mainly on the individual and personal changes as citizens

## TOWARDS...

Questioning current scenarios to find the systemic causes of issues

Examining assumptions and cognitive frameworks behind existing values

Creating ways to actively influence and participate in sustainability

Seeing people as change agents and focusing on the art of the possible

Strategic and systems thinking focus on professional and social change

## Theories and Tools:

- Transformative Learning
- Critical Pedagogy
- Systems Thinking
- Futures Thinking
- Stakeholder Engagement
- Leadership & Change



***What kind of educators do we want to be?***

***What kind of course design can take us there?***

**Find out more:**

**Website: [glos.ac.uk/sustainability](https://glos.ac.uk/sustainability)**

**Email: [sustainability@glos.ac.uk](mailto:sustainability@glos.ac.uk)**