I.S.L.E.
Innovation in the Teaching of Sustainable Development in Europe

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pesenting project results elaborated from:
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Federal Institute of Agricultural Economics

- Research Institute of the Austrian Federal Ministry of Agriculture, Forestry, Water Management, Environment

- National and international research projects in the field of
  - Agricultural business economics, analyses (classifications...)
  - Market and food economics (forecasts, data pool...)
  - Agricultural policy, regional research and rural sociology (scientific policy advice, evaluation...)

I.S.L.E. Project - Overview

- ERASMUS project (2010- 2013): 38 higher education and research institutions in 30 countries (Coordination: Corinne Stewart, AGROSUP DIJON)

- Background: trends to and need for education and training towards manifold aspects of sustainability

- Focus:
  – exchange information on and develop sustainable development in teaching
  – analyse needs of employers and awareness and importance of SD in jobs and businesses
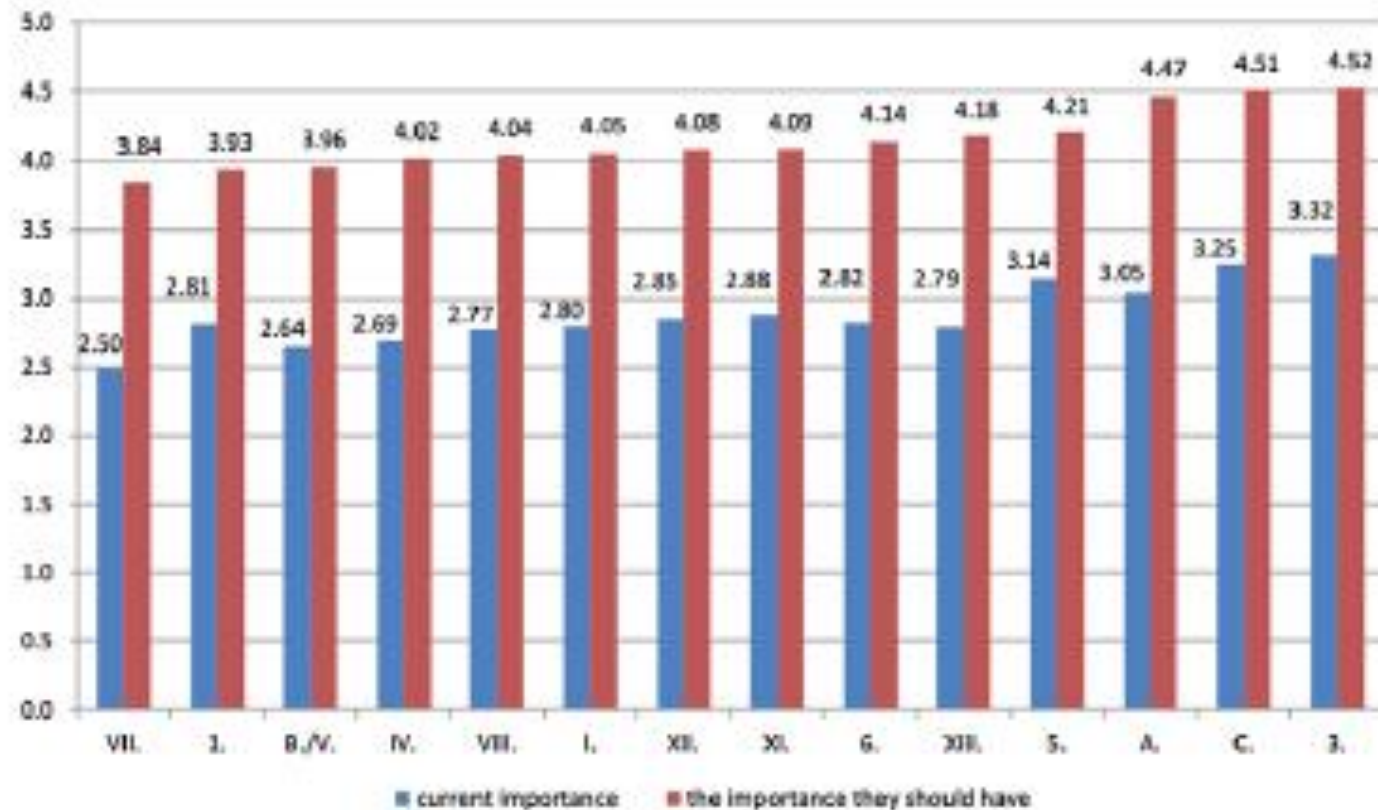
I.S.L.E. Project - Outcomes

- Sustainable Practices and Innovation Fair Lisbon, 2011

- Innovative Practices Compendium, Good Practices Compendium

- I.S.L.E. label

- Moodle learning platform and Teaching Guidelines

- ISLE association

- Scientific report on "Sustainable Development, an employer's perspective"

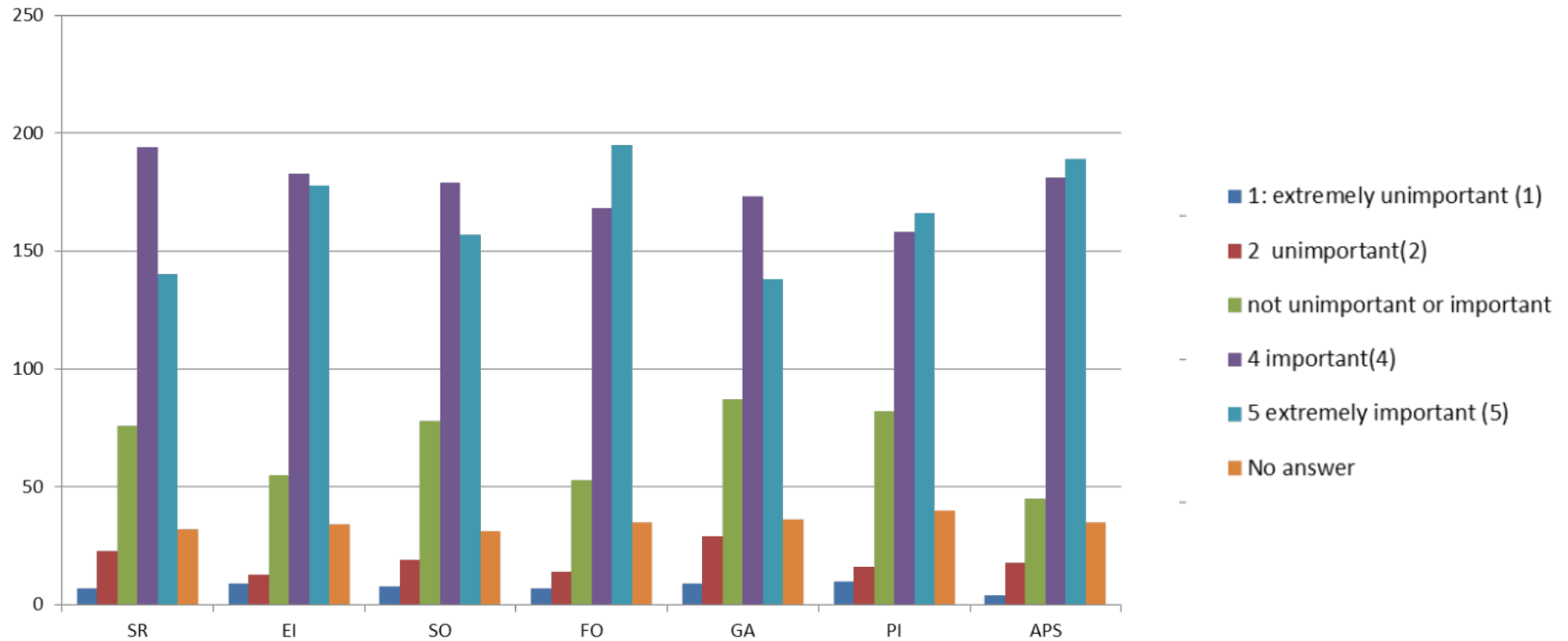# Sustainable Development, an employer's perspective (1)

- Identification of SD issues

- Identification of SD competences, knowledge and skills

- HEI survey (students, academic, institutional)

- Company survey

- Statistical analyses, combination of HEI and company results

Sustainable Development, an employer's perspective (2)

Current and strived importance of SD in education (academic staff survey)

Sustainable Development, an employer's perspective (3)

Importance of general SD competences (company survey)

Results in general (1)

- **Status quo Higher Education Institutes (HEI):**

  - Most countries have a national SD strategy

  - Most HEI have institutional SD policies and include SD in curricula

  - Very important in learning outcomes:
    - social responsibility
    - future orientation
    - knowledge aspects "ecology"

Results in general (2)

- **Status quo companies:**

  - For most companies is SD an issue in their organisation (but in the mission statement SD is mentioned only seldom, 13%)

  - For 2/3 of the companies knowledge on SD is not a very critical criterion for recruiting (size of the company is influencing, more weight on SD in bigger companies!)

  - 2/3 of the companies prefer practical experience of applicants in SD

  - A low rate of companies apply SD standards, guidelines (< 45%) – more apply standards focused on environmental impacts only

Conclusions (1)

- Companies' mission can be used to communicate principles and goals of SD

- Standards are a means to implement SD

- SD is a path in progress

Conclusions (2)

- SD issues indicate concentration towards optimisation of internal processes (efficiency…)

- Significant knowledge of SD - but fragmented and difficult availability

- A broad range of skills on SD is necessary

- Competences on SD are needed to perform in a defined function (more importance from companies than universities)

Conclusions (3)

- Practical experience in SD is important

- SD as inherent competence in various present actual jobs - less as creation topic for future new jobs

- SD empowers cooperation between companies and HEIs

- Strengthening the knowledge system enables to adopt sustainable working methods in daily working life

- Publication available
  for free:

  http://www.agraroekonomik.at/
  index.php?
  L=1&id=apzusfass&SELECTPRO_PUBID=2
  560

- ISLE Association:

  http://isleassociation.wixsite.com/
  sdnetwork