



Decode Project
Webinar

Deans as Changemakers:
*the leader, the learner and
the lettuce*



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Deans as Changemakers

- In 2015, the world leaders adopted the 2030 Agenda for Sustainable Development - Sustainable Development Goals (SDGs).
- **17 ambitious goals aim at ending poverty and inequality, protecting the planet and ensuring prosperity for all (United Nations 2015).**
- Higher education sector was quick to commit, with seeking to advance the SDGs through the campus, curriculum, community as well as research.



HE AND SUSTAINABLE DEVELOPMENT: What has been learnt?

- HE is critical to the transtion towards SD
- Sector commitment is strong and increasing
- Some progress but SD remains in the margins
- Evidence that HE is adapting not transforming

Key reports:

EC 2022;
UNESCO 2015; 201
UNECE 2019;

Dean as Changemakers



Adaptation not Transformation:

- Leaders are sending conflicting messages
- Staff are overwhelmed
- Students are disempowered and taking to the streets
- Community is expecting more of HE

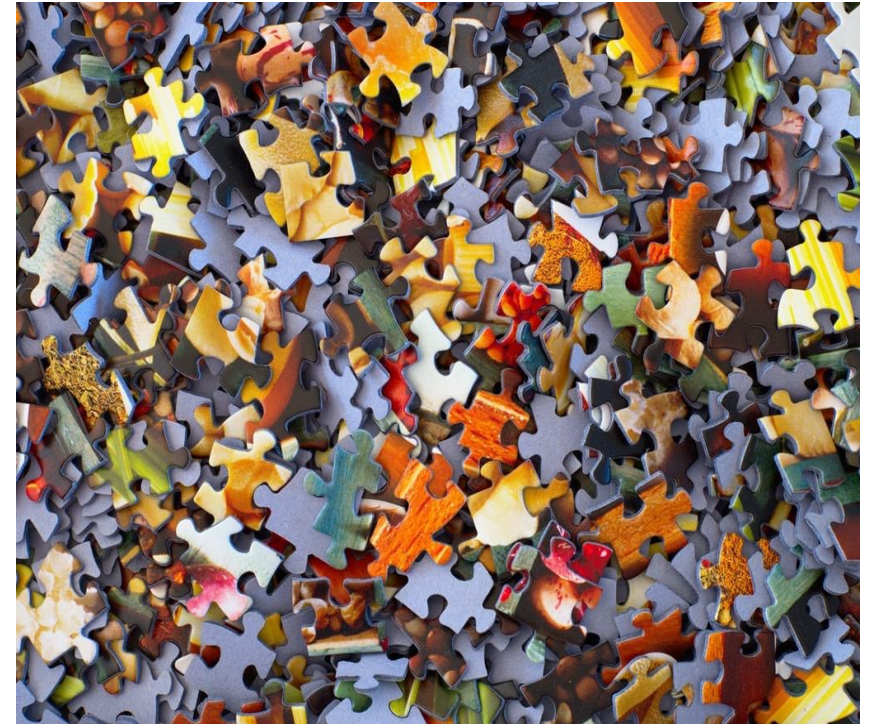
Deans can turn this situation around



The Leading

To be able to lead effectively, you need to be able to understand the challenge

- **The 2030 agenda does not seek to increase awareness but to change the world.**
- **It would be a mistake to treat the SDGS as thematic content**
- **SDGS are not add ons but doorways to explore change**



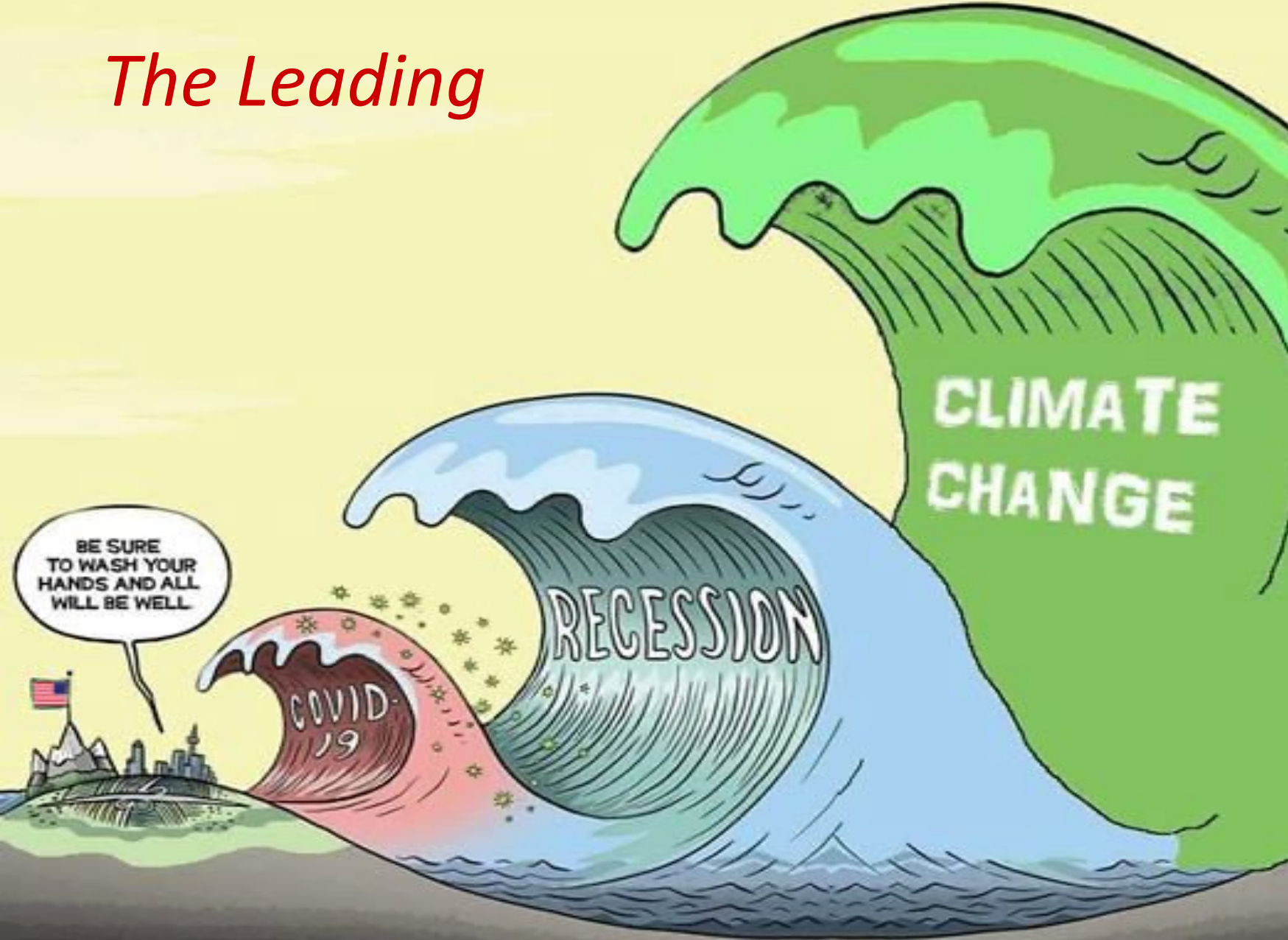
The Leading

Deans must play a leading role in changing approaches to SD:

- ***SDGs are about questioning:*** the way we govern and organise ourselves; the way we live and work; how this has impact on people and planet.
- ***SDGs are about responsibility and action:*** developing mind-sets and skills that help anticipate as well as create alternatives

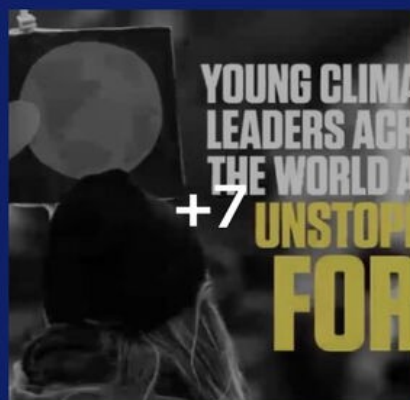


The Leading



Higher education must help students shape a rapidly changing landscape rather than simply learn how to analyse or understand the landscape as it is changing.





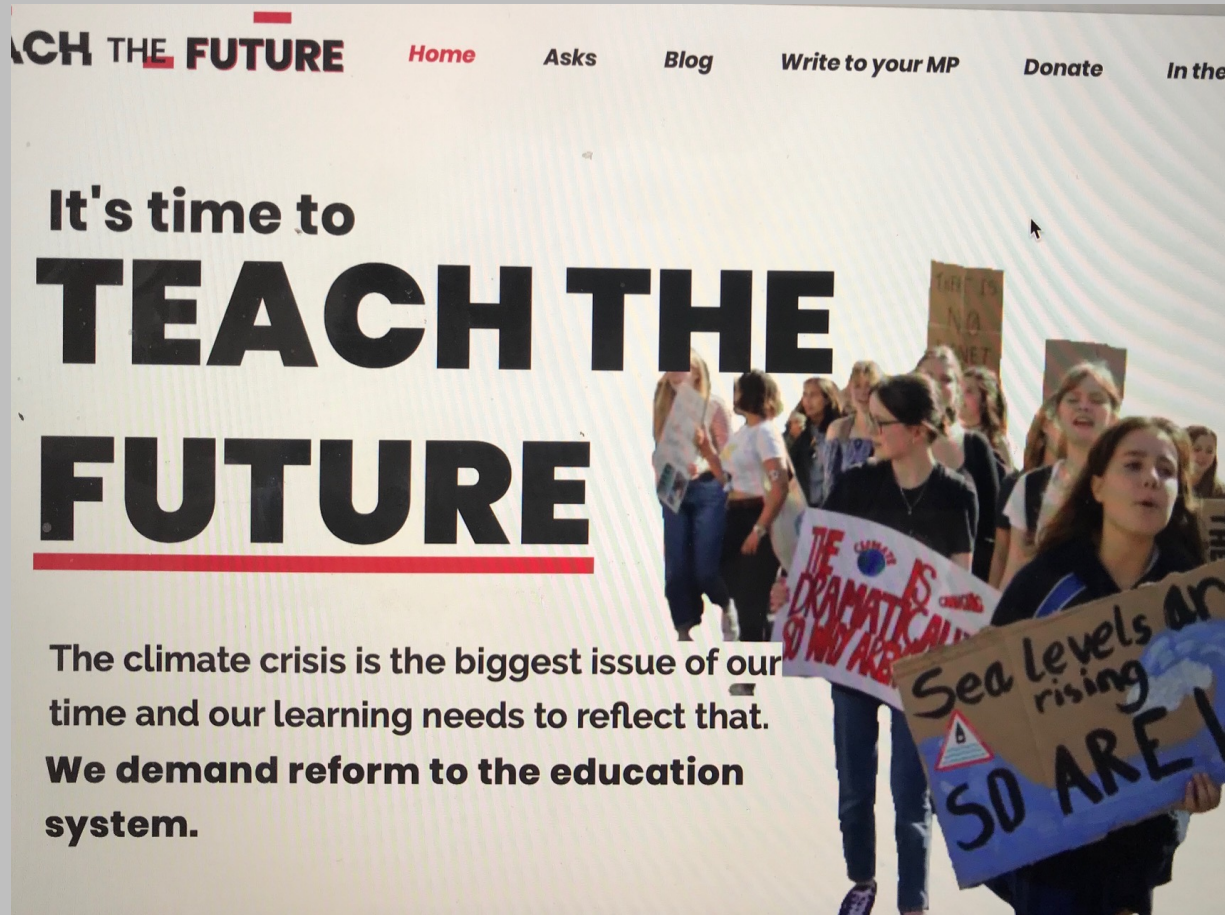
PRESIDENCY / 05 NOV, 2021

PRESIDENCY EVENT: The Joint Event of Education and Environment Ministers Summit - Together for Tomorrow: Education and Climate Action

- UNESCO, UK and Italy Presidency, MockCOP and Youth4Climate
- 24 Ministers from Ed and Env coming together to pledge commitments to Education for Sustainable Development.

<https://unfccc-cop26.streamworld.de/webcast/presidency-event-the-joint-event-of-education-and->

The Learning



TEACH THE FUTURE [Home](#) [Asks](#) [Blog](#) [Write to your MP](#) [Donate](#) [In the](#)

It's time to **TEACH THE FUTURE**

The climate crisis is the biggest issue of our time and our learning needs to reflect that.
We demand reform to the education system.

The background image shows a group of young people at a climate protest. One person in the foreground holds a sign that reads "Sea levels are rising SD ARE". Another sign in the background says "THE CLIMATE IS DRAMATICALLY CHANGING".

Teach the Future is a youth-led campaign to urgently repurpose the entire education system around the climate emergency and ecological crisis

Calls for educational reform and disrupting learning

4% of students feel that they know a lot about climate change.

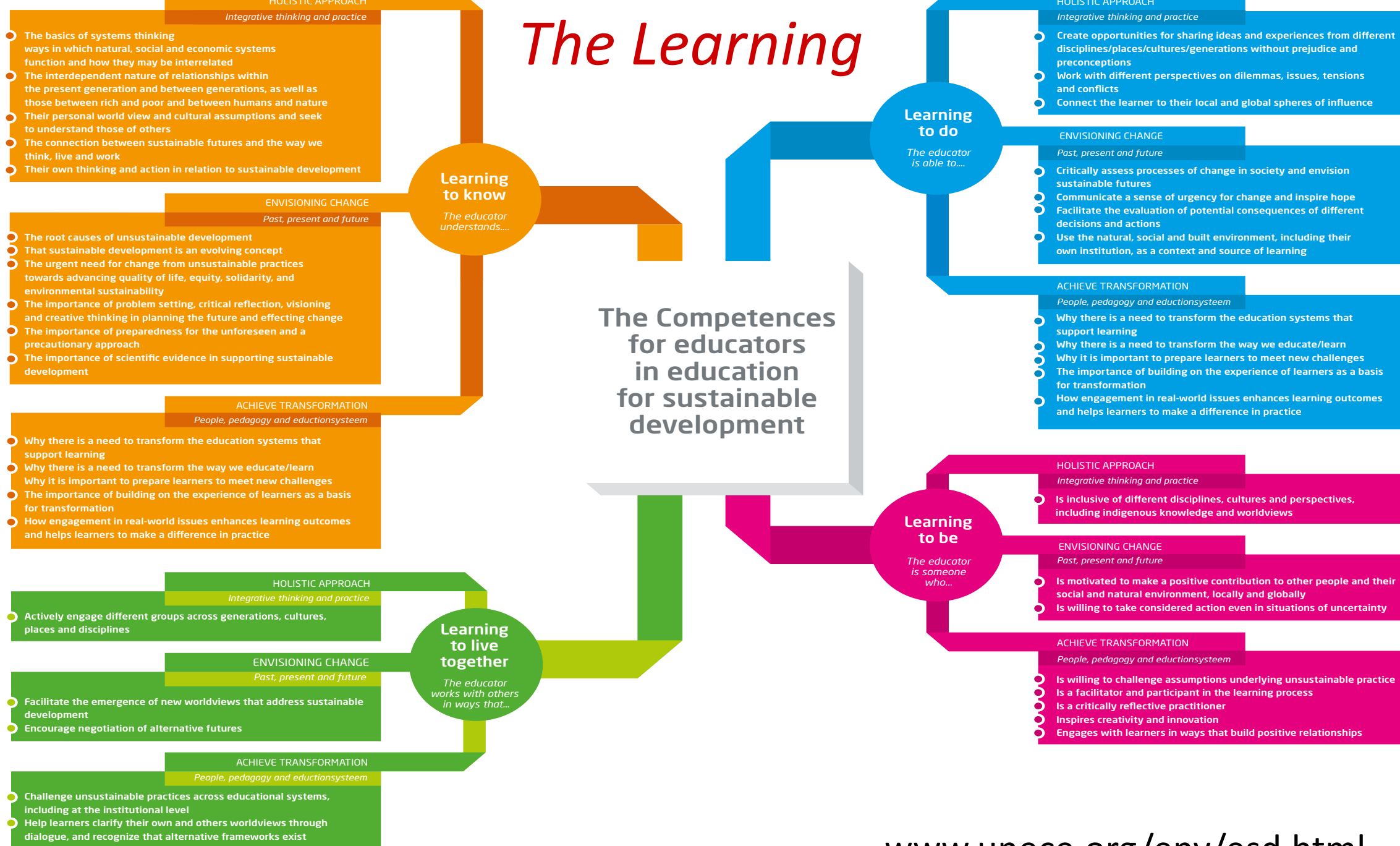
68% of students want to learn more about the environment.

75% of teachers feel they haven't received adequate training to educate students about climate change.

**TeachtheFuture
.UK**

The Learning

The Competences for educators in education for sustainable development



The Learning

- Educators need to be supported with more than just understanding of sustainable development or skills to review their own practice. They need to learn how to be change agents in an education system.
- Parallels can be drawn between change processes in education and the ancient Indian board game known as *Snakes and Ladders* that is regarded as a worldwide classic.



The Lettuce



'You cannot put a lettuce in the window of a butcher's shop and declare that you are now turning vegetarian'

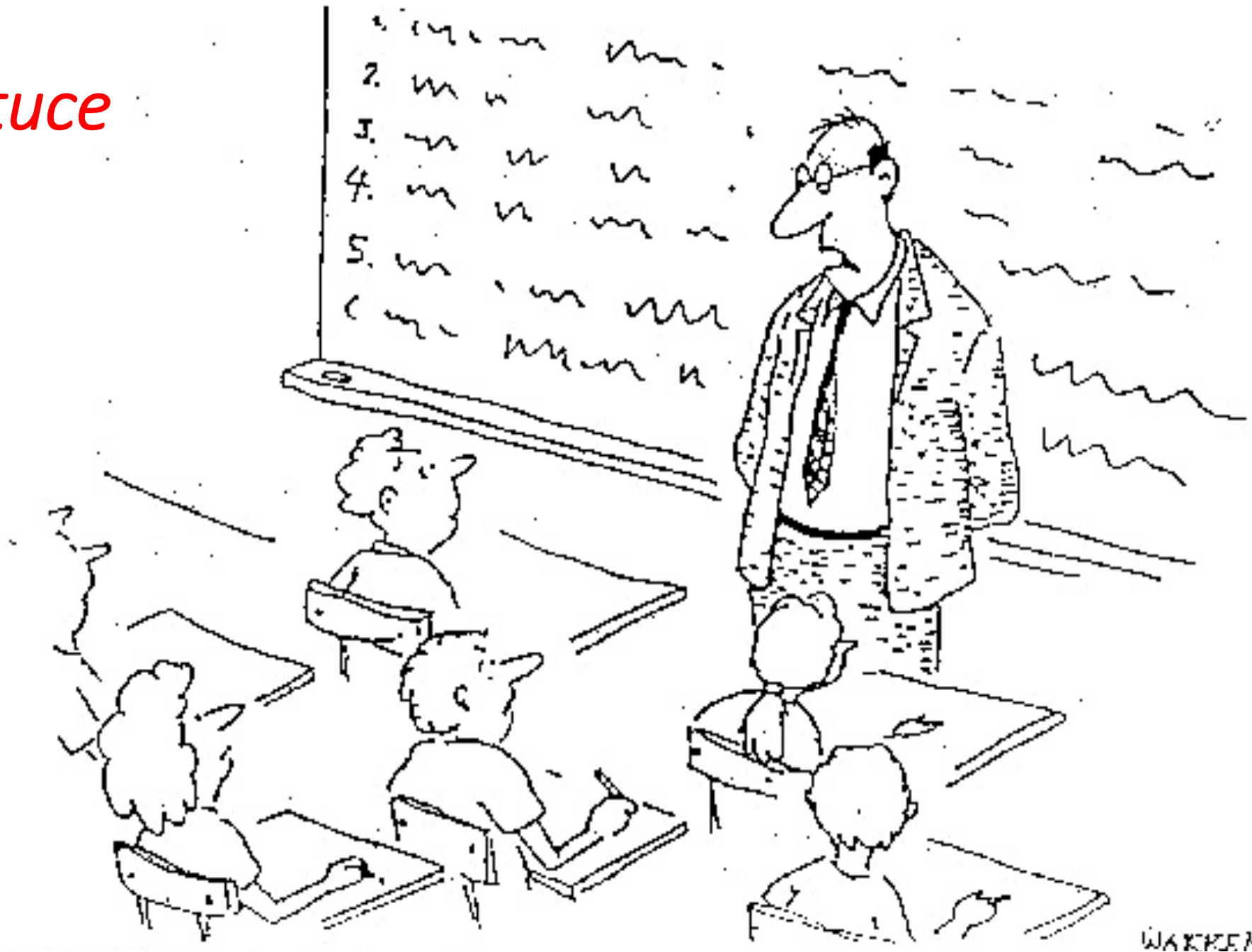
John Grant

(author of Green Marketing Manifesto)

The Lettuce as a symbol

Representing all the contradictions that exist in HE in the context of SD

The Lettuce




'I expect you all to be independent, innovative, critical thinkers, who will do exactly as I say.'



The Lettuce

- **Redesign our learning spaces – more than green - empower our students**
- **Increase authentic learning experiences** -requires students to complete complex real world tasks in collaboration with others as they would in a real setting or workplace.
- **No more marginal** - not an add on; not in the margins e.g. end of term/optional extras. Redesign learning, assessment.

A black and white line drawing of a lush landscape. In the foreground, there are various plants, including a large, textured bush on the left and several smaller plants with leaves and flowers. A river flows through the middle ground, with a small boat or structure on it. In the background, there are rolling hills or mountains. A speech bubble is positioned in the upper center of the scene, containing text. The drawing style is simple and expressive, using bold lines and cross-hatching for shading.

HEY!
I LOVE BEING HERE WITH
ALL YOU PLANTS AND ANIMALS!
IT'S SO FANTASTIC I THINK
I'LL STAY AROUND FOR A
REALLY LONG TIME.

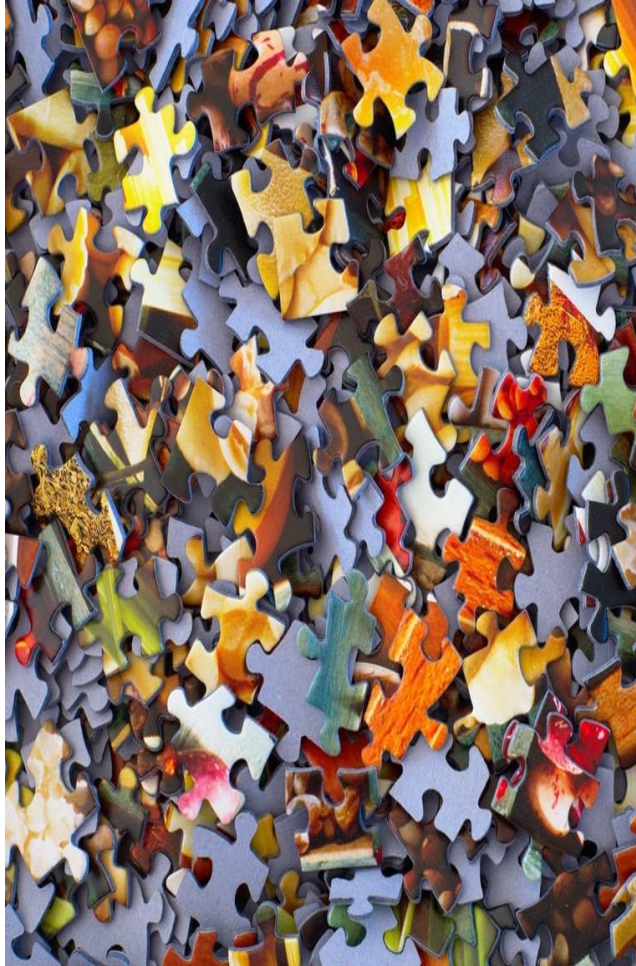
The Lettuce

The University
as a **mirror**

The University as a
lighthouse



In Summary



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Deans can make a world of difference, by:

- Leading the challenge to business as usual
- Learning to transform HE and the learning that happens in it
- Confronting the contradictions



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