

# Implementation Plan

**Body and mind connection at (U)CF**

University of Groningen/Campus Fryslân

**Creating Climate for Change 2019**

**Ineke Visser**

## Design Challenge

Students and staff members at Campus Fryslân (CF) and it bachelor University College Fryslân (UCF) are mainly working with their heads all day, which could lead to a losing a connection to their body. A good mind-body connection could contribute to physical and mental well-being.

## Stakeholders

- Participants (students and staff members)
- Program Director
- Faculty Board
- Study Advisor

## Insights / Solutions

- Yoga
- Meditation
- Mindfulness
- Walk and talk
- Spend time in nature
- Physical education (gymnastics :-))

## Resources

Space, time, participants, teacher, materials, guidance, vision & intention, visibility, influence




**Picture source:**

https://rethinkbreastcancer.com/rethinking-balance-on-international-womens-day/

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## Backcasting from Yoga course @ (U)CF to now

- Yoga teacher training
- Approval for trail course
- Find out if there are interested students and staff
- Raise awareness about importance of body-mind connection
- Organize try out Yoga Class on International Yoga Day June 21st

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# Implementation Plan

**Student Sustainability Internships**

Uppsala and Gotlands Campus

**Creating Climate for Change 2019**

**Laila Mendy**

## Design Challenge

Students engaging with sustainability often navel gaze, but I would like to provide more space for students intervening in systems. In the university, many staff have very full schedules and do not give time to improving the sustainability of their workplace. This time gap could be filled with credited internships for students.

## Stakeholders

- Miljöchef
- CEMUS Director
- Programme and Study Directors
- CEMUS colleagues

## Insights

- Students can bring innovative and organic perspectives of the sustainability challenge in university departments.
- Staff can benefit from students improving the sustainability of their workplace.
- The university can demonstrate reflexivity and student-leadership in the university sustainability strategy.
- Internships offer credits to students who do not have time for extra-curricular activities outside their studies.
- CEMUS can host a pilot project for student sustainability internships.

## Resources

- Time for intern supervisors
- Office space
- Computer access for student-interns

## Backcasting

University-wide student internships - 2 years

Report to Miljöchef - February 2020

CEMUS Pilot project with student internship - October 2019

Advertise the positions - September 2019

Finalise the strategy - September 2019

Prepare office space and resources - September 2019

Draft the announcement - August 2019

Draft a strategy with colleagues - August 2019

Pitch to colleagues - Next week

## Collaborative Spaces



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## CEMUS, a centre of student-led learning for sustainability

CEMUS — Uppsala Universitet — SLU

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# Implementation Plan

## SUSTAINABILITY IN ACADEMIC CURRICULUM

Bachelor Pedagogical Sciences - RUG


**Creating Climate for Change 2019**

**Author:**
**Dominique Derks**


## Design Challenge

***Make sustainability visible in the bachelor Pedagogical Sciences of the RUG***



## Stakeholders

To achieve my goal, stakeholders can help me along the way:

- Students of the bachelor Pedagogical Sciences
- Teammembers of ORTHO/PEDON
- Faculty board
- Communication office
- Student support
- Career office
- Honours programme
- Alumni



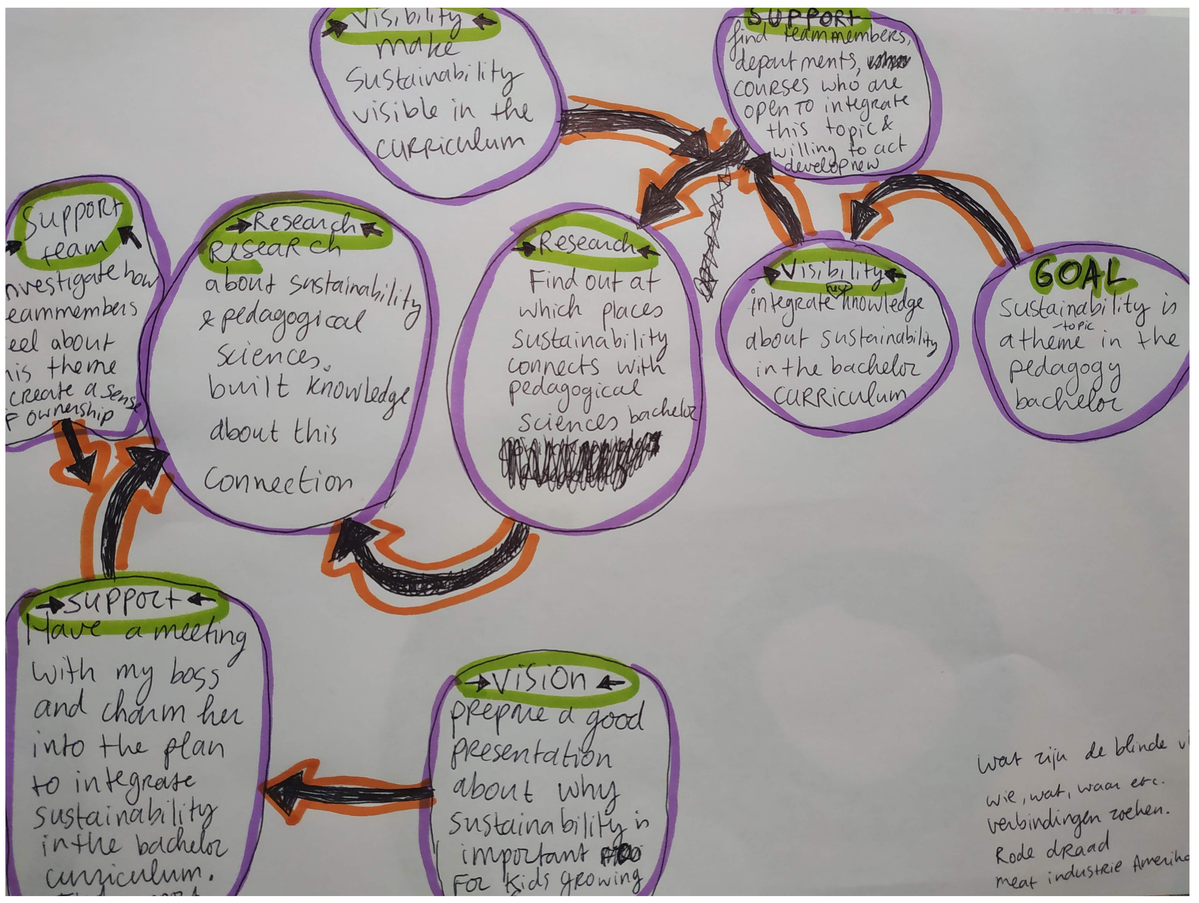
## Solutions + insights

In the bachelor Pedagogical Sciences sustainability is not a visible theme. My mission is to make sustainability more visible in the curriculum.

I can do this by taking the following actions:

1. Find support. When I want to make this plan a success, I need support from my team members. This way, everyone gets a feel of ownership.
2. Map where in the sustainability is already integrated in the curriculum and make teachers and students aware that they are talking about sustainability. To do this, sustainability will be explored in a broad sense (inclusion, diversity etc.).
3. See if there are still some blind spots in the curriculum and how to broaden out the sustainability topic.
4. Integrate students in the design of new courses/workshops. What do they want to learn? What is in it for them?

## Backward mapping







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Implementation Plan

# Sustainable City Business Initiative

***for all participating European universities and cities***

**Creating Climate for Change 2019**

**Author(s):**
**Wijnand Aalderink,**
**University of Groningen**

## Design Challenge

How to scale up Amsterdam Sustainable Business Challenge to a next international level?

## The basic idea

In March we organized a Business Challenge on Sustainability together with four universities in Amsterdam.

- Vrije Universiteit Amsterdam
- Liverpool University
- Newcastle University
- University of Groningen

Each university participated with 25 students, mostly from economics and business, but also other fields were represented. The students worked for two days in multinational and multidisciplinary teams in a competition format on a challenge that was provided by Amsterdam InBusiness, the economic development agency of the city of Amsterdam.
The students were coached by business advisors and alumni.
Students and business participants graded the event 8.8




## To the next level

We already decided that we want to make this an annual event that is organized in another city each time.
My idea would be to offer the format to other Universities and cities as well and to capture and share the results. This way students from different countries can learn from each other and get engaged in an appealing way to the case of sustainability. Cities and participating companies can get new fresh ideas and also spot talented students.
In October I will co-organize a conference in Leuven (Belgium), on **The Future of Work**, together with career services colleagues of KU Leuven and Newcastle University for colleagues from all European countries. In this event I want to pitch the idea together with the founding colleagues from the three partner universities, and launch it as a International **Sustainable City - Business Initiative**, that can be organized by different groups of universities in different cities in Europe in the coming years.
I will try to find support and funding for this project, both within the university and also by exploring European tenders that relate to sustainability education.









## Project based approach

I will try to develop the idea of the international initiative in a Project based step by step manner.

1. June 2019 Discuss with existing partners
2. July 2019 Write proposal / explore funding options
3. September 2019 Form project team with colleagues from existing partners
4. October 2019 Launch idea at Leuven international careers conference
5. …….
6. ……

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# Implementation Plan

**Sub Heading (subject)**
(for which Institution/program)

**Creating Climate for Change 2019**

**Author(s):**
**Gabriela**

## Design Challenge
**How to implement sustainability and social design in art&design education?**

## Stakeholders

Art & Design academies
Universities
Gemeente
Research Center
Art&Sustainability
Non-profit organisations
Crowd funding

## Resources

Money, knowledge, participants, educators, guidance, intention, visibility, influence

## Solutions

Sustainable Movement
Including the design of courses and implementation of solutions in all layers of the academy. The movement consists of students

## Insights

Students have the power to implement change
There is a need for more concrete action on sustainability
Embed sustainability in curriculum by using students to design the courses and what do they need

## Foto / graphic

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## Steps

Next step – finalize the concrete structure
start the project from September
Implement sustainability in Curriculum, Canteen, Waste management and Workshops, Behavior and Research, Facility

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# Implementation Plan

## Sustainable universities for a sustainable society

**Creating Climate for Change 2019**

**Author(s): Sara**

**Design Challenge**

There is a big gap in Italy between university and society: university should organize effective social activities in order to educate people on sustainability

**Foto / graphic**

**INSIGHTS**

**sustainable activities which link university with society (f.e. sustainable food markets at campus where people cook and eat together)**
**social spaces where people can debate on sustainable issues**

**Foto / graphic**

**STAKEHOLDERS**

**friends, relatives**
**students from schools**
**citizens**
**rich organizations and people (sponsorship)**
**local social organizations**
**university**

**RESOURCES**

university
students (taxes)
organizations (involved as partnership, sponsorship)

**BACKCASTING**

**-finding people inside university interested in the project (professors, researchers, students)**
**-creating a team, a sort of green office as bridge between university and society (net among green offices in Europe, to share idea and activities, transmit the idea of working on the common good)**
-planning with the team
-engaging stakeholders (creating connections)
-finding funds
-activities

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**Creating Climate for Change 2019**

**Author(s):**
**Patricia**

## Design Challenge

A growing number of UG alumni have to include the sustainable development goals in their work. The university could be a meeting point and expert Centre for alumni and students to discuss the SDG's. We could create an environment where students and alumni could learn and share about the SDG's.

## Connecting Alumni and students

The Alumni Office could develop a database with alumni that are working towards achieving the sustainable development goals.
Information should be spread through different media.
Introducing the opportunity to work with a company to students.

## Involve partner universities around the world

Partner universities can help us to increase the impact of the initiative.

## Finances

Developing a database will require a working hours. In addition to that projects with students have to be covered and also time of researchers to guide the assignments. Organising meetings to present the cases will cost time and money.

## Students

Students can work on real cases at the university or a company. This will also increase students awareness and involvement with sustainability.

## Stakeholders

For the success of this initiative stakeholders with diverse educational backgrounds are an important ingredient. It is important to keep stakeholders involved and give regular updates about the project and the results.

## Showcase cases and impact

The projects should be showcased on the website of the university.

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## Sustainable Practice

The vision to align with the SDG's 2030 agenda, should also be incorporated in the University of Groningen. It is our societal reponsibility to act on Implemented carefully, we can connect researchers, students, and alumni with companies and become a distinguished knowledge partner in this area.

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# Implementation Plan

## Civil Society Sustainability School

**Creating Climate for Change 2019**

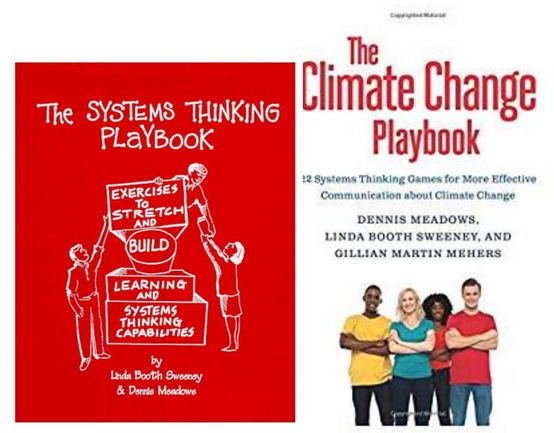
**Author: Aaron Tuckey**

## Design Challenge

How to foster an intuitive understanding of sustainability issues and system complexity using interaction participatory methods

## Vision

The civil society sustainability school will teach citizens (children's groups, adult groups etc.) the knowledges and tools to become climate leaders in their community.
It will be a workshop-based format that focuses on interactive and participatory methods with a strong focus on self-reflection




## Stakeholders

Current colleagues + other sustainability teachers– knowledge, resources, motivation (ongoing)
Motivated students – in current course: to test opportunities for fostering climate leaderships. In pilot project: to build momentum and engagement in the initiative, to reach others
Less-motivated students – in current course: to test ideas to engage and inspire others. In pilot project: to ensure the project reaches the widest possible audience
Potential students – targets for outreach (potentially also parents of students)
Local government: (only pilot project): funding, provisions of resources, networks for advertising)

## Resources

Learning activities, workshops and materials
Networks of educators within the field.
Only pilot project: venue, website, advertising, classroom materials, time

## How to get there?

The school may only begin with one group that meets once a week, but there is still a long way to go. I see this project taking place in several years time in my home country. Steps to get there (some are ongoing):
**Learning by experience:** In my current workplace – focus on making classes more interactive and participatory: adding in more discussion time, self-reflection time and less lecture time (now-6 months). Further experimentation and curriculum design (6 months-2 years)
**Research:** Accumulate further workshops that allow for sensory and intuitive understanding of complexity issues – systems thinking, e.g. looking at the Systems Thinking Playbook and Climate Change playbook. Incorporate these into my current course (now – 6 months). Attending further conferences on ESD and courses (6 months – 2 years)
**Networks**:
Attending conferences and schools on ESD and building networks to learn from the best practice of others (6 months – 2 years). Building networks in target community – outreach and marketing (3 years -5 years)
**Pilot project:** choosing a community in which to test out these ideas in a civil society classroom format. Adapting techniques to new format, design and redesigning (3 years+ )




## Outcome

The aim is to make sustainability something that we all live and breath by fostering an intuitive understanding of climate change and related issues in the broader community. There should be no barriers to learning about sustainability. It should be easy, fun and social. It should help foster the climate practitioners and leaders that we need to help ensure a healthy and happy future for all

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**Creating Climate for Change 2019**

**Author(s):**

## Design Challenge

How to engage my students in sustainability?

The ultimate goal is that my students include sustainability in their private and working lives; it becomes one of the yardsticks for making decisions

## Foto / graphic



## Insights

- **Inspire my students by showing then "the dentist" and connect it with their daily life.**
  - Photograph your week. What is sustainable and what would you like to change?
  - Show good and bad examples of how companies deal with sustainability
- **Integrate sust. in more and more courses.**
  - Start with the second-year business case
  - Follow with the internship requirements
  - Solidify implementation in the BA thesis

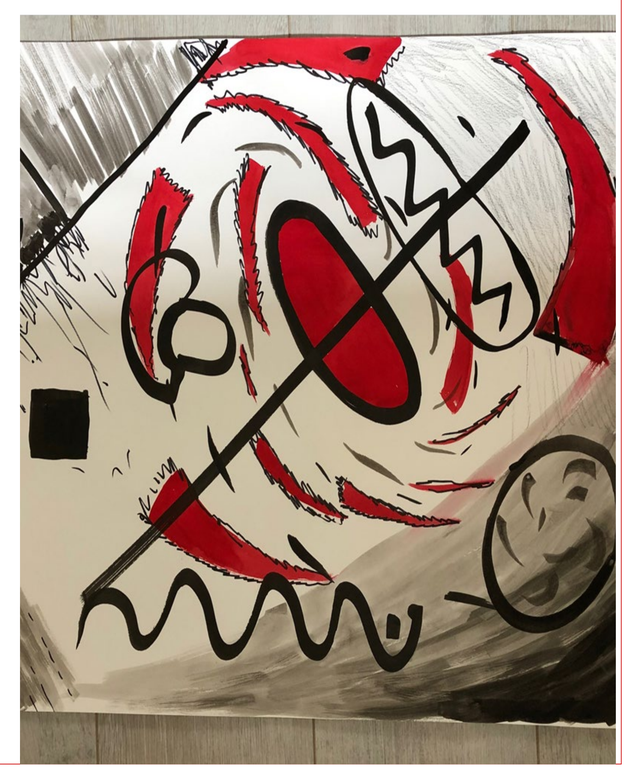
## v.i. Stakeholders

- Fellow teachers, companies,

## Resources (in random order)

- My past experiences
- Windesheim Honour College, others within the University
- Sustainable business leaders in the vicinity
- Alumni
- The local authorities
- Fellow Teachers
- Companies



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| To do | tomorrow | before the summer | next year |
|---|---|---|---|
| *Include in curriculum* | *discuss with* | *discuss with* | *discuss with* |
| *Design specific material* | | *include in teaching material* | |
| *Activate Alumni's* | | | *XXX* |
| *Invite S business leaders* | | *XXX* | |


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