



# BEST PRACTICE IN ADULT EDUCATION FOR A JUST TRANSITION

## SUSEDI

Route to Transforming Educational  
Institutions through “Whole  
Institutions Approach”

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Co-funded by  
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## SUSEDI

### – Route to Transforming Educational Institutions through “Whole Institutions Approach”

#### Context and Initiative Details

Name of the initiative	SUSEDI - Route to Transformation of Educational Institutions through a Whole Institution Approach to Sustainability
Geographical scope	Regional, various European countries
Sources of funding	European Union
Duration of the initiative	2022 - 2026
Target audience	Educational Institutions and different actors working within them: leaders, administrative staff, educators
Social justice focus area	Environmental justice at the organizational level
Goals of the initiative	<p>SUSEDI aims to transform Educational Institutions (EIs) using the Whole Institutions Approach (WIA) to sustainability, so that they will act in the three roles: Development of sustainability awareness and sustainability culture, Pedagogical Role and Role Institution</p> <p>The main nine objectives of the project are:</p> <ol style="list-style-type: none"> <li>1. To develop a <b>Systemic Framework for WIA</b> (Whole Institution Approach) to Sustainability with pillars (i.e. areas of work such as SOCIAL, PEDAGOGICAL and ORGANISATIONAL) and domains.</li> <li>2. To develop and certify (with ISO17024) the sustainability <b>competence of the personnel</b> of Educational Institutions (leaders, educators and administrative staff) based on Green Comp through the use of an Open Educational Resource and an assessment tool.</li> <li>3. To develop <b>guide “Route map for the transformation of Educational Institutions into WIA to sustainability”</b> that includes steps to transformation and proposed activities in the pillars and domains of the systemic framework for WIA to sustainability.</li> <li>4. To develop and <b>certify transformation agents</b> that will support Educational Institutions during transformation into the WIA (and develop an open educational resource for them).</li> <li>5. To develop a <b>self-assessment tool</b> that will be used by Educational Institutions to assess their situation as far as WIA is concerned either on their own or with support of the transformation agents.</li> <li>6. To <b>develop a certification standard</b></li> <li>7. To transform into and certify the institutions on one of the certification levels developed according to their current situation.</li> <li>8. To develop an <b>alliance of Educational Institutions</b> adopting or in the process of transformation towards WIA.</li> <li>9. To <b>promote the certification scheme</b> to other Educational Institutions inside and outside the countries of the consortium.</li> </ol>

#### Good Practices Description

##### Stakeholder engagement in the process

Consortium of partners consists of colleagues from thirteen different organizations, representing seven countries of the EU. Partners have expertise in sustainable development education, higher education, VET education and lifelong learning, primary education and policy, but also expertise in certification matters

### Methodology used

The core objective of the project is to develop a systemic framework. It emerged from Walks and Mathie flower model and an analysis of best practices and expert interviews globally. It serves as a foundation for creating specific guidelines and rubrics to evaluate and certify educational institutions based on their sustainability milestones. This includes the development of strategies and methodologies that address sustainability in various domains, such as **curriculum and pedagogy, governance, community connections, and infrastructure**. The aim is to align educational institutions' visions and missions with sustainability values, fostering a culture that supports the development of sustainability competencies among educators, leaders, and administrative staff. Educational institutions can participate in: Development of sustainability competence of the personnel, Use of the "Route Map for the Transformation of Educational Institutions through WIA to Sustainability" guide, Training of transformation agents who support institutions in transformation and develop a network of agents, and use of self-assessment tool for Educational institutions to identify current relevels.

### Teaching approaches

Curricula in an ESD-related Whole Institution Approach (WIA) should be interdisciplinary, horizontal, coherent, and connected to SDGs, emphasizing future skills. Teaching methods include project-based, inquiry-based, modeling, debates, and fieldwork, integrating both formal and non-formal education. Frederick University in Cyprus uses a holistic, student-centered approach through its FULL project, which integrates project-based, participatory, and experiential learning inspired by the SDGs. Non-formal education plays a vital role, utilizing community centers, enterprises, and natural sites as learning spaces. Practical, hands-on experiences and alternative learning processes cater to different learning styles, with multimodal environments providing diverse educational stimuli. Programs like STEMFreak in Cyprus exemplify sustainable, hands-on learning through authentic scenarios.

### Challenges and outcomes

#### Key factors contributing to success

Acknowledgement that in most cases the approach to sustainable development is sporadic and disjoint. If a change of values is needed, this cannot be taught on the level of one course, but a throughout institutional change is needed, and this project reflects this need and utilizes this approach. The methodology is research based, grounded in previous theoretical models, yet supplemented with additional findings. However, it doesn't stay on the level of research, but it is action-oriented provided various educational tools supporting organizational transformation. The project doesn't only provide training for various actors within organizations, but also works network creation for transformation agents, supporting in this way the sustainability of the change and exchange of knowledge among diverse experts.

#### Encountered difficulties and challenges

Information not available

#### Recommendations

Micro level: Ensure that curricula and teaching methods are localized yet aligned with regional, national, and international requirements, as this helps institutions address sustainability challenges relevant to their specific contexts while contributing to global goals and recognizing the global logic and nature of environmental issues. Create accessible tools such as the "Route Map for the Transformation of Educational Institutions into WIA to Sustainability" as this provides clear steps and proposes activities which institutions can implement.

Meso level: Build alliances among educational institutions to create a community of practice for knowledge sharing and mutual support and engage various stakeholders, including leaders, educators and administrative staff, and community members, to ensure collaboration. Incorporate mechanisms for recognizing individual and collective efforts towards sustainability, motivating staff and students to contribute actively. Highlight success stories and best practices to inspire and guide other institutions in their transformation efforts. Share open educational resources, guides, and best practices widely to support institutions inside and outside the consortium countries.

## Impact

### Best Practices of WIA

#### Systemic Framework for WIA Sustainability

Open Educational Resource for the Development of the Sustainability Competence for Educators/Leaders of Educational Institutions and administrative personnel

Methodology Guide: “Route map for the transformation of Educational Institutions into WIA to sustainability” is aligned with the Systemic Framework for the WIA to Sustainability and supports Educational Institutions to implement activities to demonstrate sustainability on the different domains of the pillars

Open Education Resource for the training of the Transformation Agents

The self-assessment tool assesses the current situation of the Educational Institutions, as far as WIA is concerned either on their own or through the support of the transformation agents. This self assessment tool will provide the current level as far as WIA to sustainability in concerned that may be one of the following: Awareness, Into Action WIA to sustainability