

Aim

We need students who are

- flexible,
- resilient
- show sustainable actions

to make a difference in their careers and this rapidly changing world.

Hasselt University wants to meet these new challenges from its **civic engagement**.

The educational policy plan:

- **Civic**
- **Sustainable**
- **Diverse and inclusive**
- **Educational innovation**



Process

The following process was followed to design a supported, bottom-up education policy plan:

1. Topics were defined based on the input of diverse stakeholders.
2. A leading group was composed for each topic, consisting of colleagues from the central department of education as well as from various faculties.
3. For each topic, operational targets were introduced and presented to the educational council. Final approval lies with the board of directors.
4. The implementation of the topics into curricula takes the peculiarities of each program into account.

The entire process is a collaboration between faculties and central departments.

Discussion

General:

What do you think the impact of sustainable education should be?

What are the conditions to make the implementation of the educational policy plan successful?

How to engage students in the skills framework? How to stimulate them to take action for sustainability?



Skills framework

In order to prepare students for these challenges, a university-wide skills framework is developed.

This skills framework consists of 21st century skills and sustainability competences.

- **Inclusive collaboration**
- **System thinking**
- **Ethical and sustainable reflection**
- **Sustainable action**

This skills framework is therefore closely linked to the new educational plan (see above).

Implementation and support

- University-wide initiatives:
 - Professionalization sessions are organized i.e. trajectory 'Sustainability in your education'
 - Good practices are shared
 - A toolbox is created
 - ...
- Program tailored
 - Demand driven support
 - Continuous monitoring of the implementation of the skills framework

Keywords

sustainable education, competence based education, civic engagement, equity and diversity

References

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