

PROGRAMME

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HIGHER EDUCATION SUMMIT

26-28 AUGUST 2026
BORDEAUX, FRANCE

UNLEASHING TRANSFORMATIVE AND
DECOLONISED EDUCATION FOR
SUSTAINABILITY IN A GLOBALISED WORLD

higher-education-summit.com

DAY 1

Wednesday, 26 August

08.30 - 12.00 CET

REGISTRATION

MAIN HALL, Department Studies Of French Langue Étrangère / Cité des Langues Étrangères, du Français et des Francophonies (CLEFF)

09.00 - 12.00 CET

PLAYFUL START INTO THE HES: PARALLEL SESSIONS

09.00 - 11.00 CET, MAISON ECOCITOYENNE

[Simulation Game](#)

EN FR Carlowitz Simulation Game

Martin Gerner, Gabriele Walch

It is all about trees in ARBOREACARLO. You decide as RANGER, how wood is cultivated and tendered. It is in your hands as CUSTOMER, which wood products you preferably opt for. Your managerial success will be determined on the virtual MARKETPLACE of wood and wood-based products displaying your expertise and intuition of wood cultivation and use. The app also indicates your preparedness vis à vis occurring events; that's going to be the proof of the pudding whether you are resilient towards a couple of occurrences: Are your tree species prone to damages caused by heavy storms? Which AGENCY does provide smooth and quiet trading? Which types of wooden products are you into? According to which trade-based criteria do you select them for the CONSULTANCY? The Carlowitz Simulation Game is a turn based, interactive format that enables experiencing self-efficacy for sustainability action.

→ Hot to get to [Maison Ecocitoyenne](#):

- Connect yourself to <https://www.infotbm.com/en/routes>
- Indicate "Parvis Maison Écocitoyenne (Bordeaux)" as the destination (where the flag is)
- Indicate your point of departure (or "Locate me")
- Click on the "Let's go" button and the trip and its duration will be indicated
- Follow the instructions
- To get back to the campus in time for the opening ceremony, follow the volunteer who is there to guide you!

09.00 - 12.00 CET, CLE 201

[Teaching and Learning Lab](#)

EN Planet C – Play Again?® – Live an Experience of Transformative Learning!

Pia Stalder

Welcome to the Planet C – Play Again?® Teaching and Learning Lab! Are you interested in governance and participatory approaches? Would you like to discover an innovative learning tool that raises awareness of the challenges of sustainability and shared resource management? This immersive game-based workshop is designed for those concerned about growing polarisation and eager to explore pathways toward collective, win-win solutions. If you want to better understand the barriers and levers of collective action while enjoying an eye-opening experience, don't hesitate to join us.

09.30 - 12.00 CET, CLE 33

[Collective Intelligence Boost](#)

EN FR Fresque du commerce mondialisé

Elsa Audurier, Estelle Dubreuil

With the Global Trade Fresco, we invite you to come and decipher the mechanisms of international trade together! In this three-hour workshop, we will first take a broad look at economic growth, hidden costs, offshoring, price volatility, protectionism, food insecurity, and more. These realities will no longer hold any secrets for you. In the second part of the workshop, we will sharpen our critical thinking skills together and come up with collective solutions for fairer, greener, and more equitable global trade!

09.00 - 12.00 CET, UNIVERSITY CAMPUS GARDEN & CLE 212

Teaching and Learning Lab

EN Memory is the imagination of the past; imagination is the memory of the future

Jule Neumann, Anne Snick

How can students be empowered to build new pathways towards the future if teachers mostly pass on data and knowledge of the past? How to avoid feeling eco-depressed or overwhelmed when faced with the urgency of the challenges? The answer is this: the future is not an extrapolation of the past, therefore, knowledge of the past is only half the story. The future is not written, young people will write it. This workshop explores how Citizens of the Future can be prepared for their role.

10.30 - 12.00 CET, UNIVERSITY CAMPUS GARDEN

Visit of the university garden with the possibility to do some gardening with the volunteers that are present, incl. some break in the shade, enjoying the nature on the Campus during this calm period at the end of holiday season

12.00 - 13.00 CET

OPENING WITH THOUGHT PROVOKERS

AUDITORIUM

TRANSLATION with Jane Sadran, Irène Pereira, Noah W. Sobe; facilitated by Elisabeth Hofmann, Antje Disterheft, Michael Yang

13.00 - 14.00 CET

LUNCH

MAIN HALL

14.00 - 15.00 CET

PANEL DISCUSSION WITH STUDENTS: "The Citizens of the Future Parliamentary Debate"

AUDITORIUM

TRANSLATION Facilitated by Jule Neumann (oikos International), welcoming four students of oikos International – a student network driving change in business and economics starting with education – with the guiding questions: *What kind of world do we want to live in? What role do we want to play there? How can education prepare us for that role?*

15.00 - 15.15 CET

BREAK

MAIN HALL

15.15 - 16.45 CET

PARALLEL SESSION A

AUDITORIUM

Paper Presentations; facilitated by Bouba Nouhou

TRANSLATION Croiser les regards : perspectives interculturelles pour une éducation transformative au développement durable en formation d'ingénieurs

Linda Gardelle

How can engineering education for sustainable development benefit from intercultural dialogue? Drawing on multi-sited research conducted in Europe, North Africa, and Taiwan, this session offers a critical and comparative perspective on how sustainability education is shaped by cultural contexts, values, and worldviews. By crossing pedagogical traditions and epistemological frameworks, it explores how diverse approaches to human-nature relationships, collective action, and learning can enrich transformative ESD. The session invites participants to rethink dominant models and to engage in intercultural reflection in order to imagine more pluralistic, inclusive, and effective pathways for educating future engineers.

TRANSLATION VIA ZOOM Décoloniser l'éducation au développement durable : apports de l'apprentissage transformateur dans un monde globalisé

Fridolin Omgba Owono

This session explores how transformative learning can help decolonize education for sustainable development in the Global South. Drawing on UNESCO 2030 and the Berlin Declaration 2021, combined with case studies from African classrooms, it highlights local knowledge, learners' experiences, and community dynamics. Participants will discover approaches that reconnect learning with action, emotions, and context, empowering students to actively shape sustainable solutions.

TRANSLATION VIA ZOOM L'éducation au développement durable dans les universités d'État du Cameroun : analyse comparative et leviers d'amélioration à partir de six établissements

Colette Jadeu

Education for Sustainable Development has become a major challenge for the future of higher education. But how are these issues actually integrated into Cameroonian universities? This presentation offers a concrete analysis of ESD in six public universities in Cameroon (Yaoundé I, Yaoundé II, Douala, Dschang, Ebolowa, and Bertoua). Based on a mapping of academic programs, quantitative data, and field examples, it highlights existing practices, current limitations, and realistic pathways for improvement. A space for reflection and dialogue to collectively rethink the strategic role of universities in the sustainable transition.

TRANSLATION La connexion entre la santé et la nature dans la formation des étudiants de troisième cycle en santé intégrative et bien-être dans la ville de São Paulo, au Brésil: à la lumière des EDDs

Fernando Cesar De Souza, Mathias José Ronaldo Alonso

The relationship between health and nature has become established as an emerging and transdisciplinary field in the contemporary landscape of social and health sciences, spilling over into higher education. Faced with accelerated urbanization and climate change, understanding health beyond conventional biomedical paradigms becomes urgent, demanding integrative approaches that articulate human well-being within natural and sustainable environments, minimizing climate anxiety influenced by chronic stress. This study proposes a critical reflection on the training of 140 postgraduate students in Integrative Health and Well-being in the city of São Paulo (2024 and 2025), considering Forest Bathing or shinrin-yoku as immersive practices in nature in light of SDGs 3, 4, 11, 13, 14, and 15.

TRANSLATION Genre, savoirs endogènes et gestion durable des terres au Bénin : vers une éducation formatrice pour la résilience climatique

Yvette Onibon Doubogan

In Benin, agriculture is the economic pillar, yet it is threatened by land degradation and climate change. Although women are central, they face structural barriers that limit their access to land and technology. For effective Sustainable Land Management (SLM), it is crucial to move beyond imposed agricultural models. This paper advocates for an inclusive approach that values women's indigenous knowledge and transformative education that examines power dynamics. Securing women farmers' land rights and breaking down barriers between different forms of knowledge are essential to building a resilient, decolonized, and socially just agricultural system.

CLE 33

Collective Intelligence Boost

EN Decolonising Sustainability Education in a North–South PhD Programme

Lilian Trechsel, Tamara Rebecca Da Silva

From principles to practice - decolonising Education for Sustainable Development. This 90 -min session is built around a Charter for Sustainability Education and Research developed by the International Graduate School (IGS) North-South. The Charter outlines guiding principles in four focus areas: inter- and transdisciplinary collaboration and peer learning, quality PhD supervision, rethinking partnerships within academia and carbon reduction towards climate neutrality. Participants will work with selected Charter principles reflecting on what enables or hinders decolonising ESD at their own institution and collectively explore pathways for actionable change.

CLE 31

Collective Intelligence Boost

EN On the Learning Edge

Marilyn Mehlmann, Anne B. Zimmermann, Asu Aksu, Lyudmyla Guryeyeva, Steven Landau

Out on the edge you see all kinds of things you can't see from the center. – Kurt Vonnegut

We think about an 'edge pedagogy': bringing ourselves and our students to their learning edge, their growing edge – their transformative edge. Our experimental online platform, The Learning Edge Nexus, is a product of ten partner organisations including the COPERNICUS Alliance and Legacy17. What works, what doesn't, how can it be improved? And how can its lessons be of use to HE educators everywhere? Bring yourself, and your edge.

CLE 44

Collective Intelligence Boost

EN Navigating Climate Emotions in Higher Education: Towards an Emotion-Sensitive Coaching Approach for Education for Sustainable Development

Juliane Scheering

This interactive session explores the role of climate emotions in higher education and ESD. Drawing on empirical research and the newly developed Emotion-Sensitive Sustainability Coaching (ESSC) program, participants will engage in short experiential exercises and collective reflection. The session invites educators, researchers, and practitioners to share perspectives on supporting emotional competencies, learner well-being, and institutional change, and to co-create context-sensitive strategies for addressing climate emotions in diverse higher education settings. The session also aims to further develop the ESSC programme based on participant feedback.

16.45 - 17.00 CET

BREAK

MAIN HALL

17.00 - 18.30 CET

PARALLEL SESSION B

CLE 31

Paper Presentations; facilitated by Anne Zimmermann

EN Addressing Challenges in Higher Education for Digital Transformation, Interculturality and Internationalisation through Virtual Mobility (VM)

Ainara Larrondo Ureta, Lucia Virostková, Uinsionn MacDubghail, Peña Simon

How can virtual mobility transform journalism education and prepare students for sustainable, cross-border collaboration in a globalised world? This Teaching and Learning Lab presents a real ENLIGHT-based pedagogical experience connecting media students from Ireland, Spain and Slovakia. Participants will explore how virtual mobility, project-based learning and internationalisation at home can foster transformative, inclusive and practice-oriented learning. Drawing on concrete outcomes and student feedback, the session offers practical insights, challenges and recommendations for designing impactful transnational learning experiences in higher education.

EN From Stories to Worldviews: Conceptualising Narrative-Driven Transformation in Higher Education

Ganiyat Temidayo Saliu, Cathy Macharis

Why is sustainability so difficult to achieve? Often, the challenge lies in the invisible stories that shape our worldviews. This session introduces a narrative-based framework for higher education that invites learners to critically examine their thinking. By exploring the links between personal stories and cultural meta-narratives, students surface hidden assumptions and the inherent limits of different knowledge systems. Through reflective and collaborative narrative practices, this framework opens space for engaging with diverse worldviews and experimenting with plural ways of imagining sustainable futures. The session foregrounds epistemic humility and emotional attentiveness as essential tools for sustainability transformation.

EN VIA ZOOM How do sustainability research projects at the University of Lisbon enable or constrain the agency of women of non-European identities, and what does this reveal about the inclusivity of institutional sustainability initiatives?

Maria Eduarda Caminha

Sustainability requires a shared vision, but whose voices shape it? This research examines how sustainability projects at the University of Lisbon enable or constrain the participation and agency of women of non-European identities. Using intersectional feminist, decolonial, and design perspectives, it identifies barriers and opportunities for more equitable, inclusive, and empowering research environments.

EN VIA ZOOM University leaving no one behind, the role of innovation and entrepreneurship in addressing unemployment and sustainable development in Africa: A case of Kenyan universities

Nancy Lilian Cheseto

How can innovation and entrepreneurial education help tackle youth unemployment in Kenya? This study explores the impact of Mount Kenya University's Enterprise Academy, providing aspiring entrepreneurs with mentorship, funding and practical opportunities. Findings reveal a significant link between entrepreneurial education, employment and economic growth – highlighting its potential to drive sustainable socio-economic development across Kenya and Africa.

AUDITORIUM

Collective Intelligence Boost

TRANSLATION Transformer les formations d'ingénieurs : des petits rebonds au périlleux plongeon

Maria Garcia Viguera, Lise Tregloze

Not easy to jump from the big springboard: will you help us? TREMPIN is a collective project that rethinks engineering education in the context of socio-environmental transitions. Like a springboard, it is a space for small rebounds before the dive: short workshops, experience sharing, and pedagogical experimentation to dare teaching differently. Between hesitation, momentum, and loss of balance, we explore how to integrate sustainability, social justice, and interdisciplinarity. Participants are invited to share their successes, doubts, and challenges, helping transform these tentative rebounds into a collective leap toward more inclusive and sustainable engineering education.

CLE 44

Brainstorming Session

EN Biases and blindspots in transformative ESD?

Elisabeth Hofmann, Rosie Westerveld

We want to propose an interactive 60 minutes brainstorming session on biases and blind spots in transformative sustainability education. What are the issues that are outside the scope of the mainstream in ESD? Why are certain dimensions, perspectives, obstacles or problems hardly ever explicitly addressed? What can we do to enlarge our focus and to avoid pitfalls?

CLE 33

Collective Intelligence Boost

EN Pedagogy of Degrowth in Liminal Times: Collective Learning and the Purpose of Education

Nena Roncevic, Bojana Ćulum Ilić, Nena Vukelić

Step into the in-between: Pedagogy of Degrowth in Liminal Times invites you to explore the purpose of education beyond growth. In this interactive session, we will examine how liminal spaces – moments of ambiguity and transition – can become fertile grounds for collective learning, shared responsibility, and reimagining what education is for. Bring your questions, experiences, and curiosity. Together, we'll experiment with ideas that challenge conventional approaches and imagine education as a transformative, relational, and post-growth practice.

19.00 - 20.00 CET

COCKTAIL

TOWN HALL

20.00 - 20.30 CET

ORGAN INTERLUDE FOR CULTURAL SUSTAINABILITY

ST. ANDREW'S CATHEDRAL (RIGHT NEXT TO THE TOWN HALL)

Martin Gerner

The organ interlude for cultural sustainability is a music intervention performed on an organ, framed by aficionado chit-chats on music, organs, cultural sustainability, and relevance in science, if necessary. Martin Gerner is sustainability manager in science, entrepreneurship and civic engagement. Graduating from Leuphana University Lüneburg, he holds an MBA in sustainability management. In the course of his interdisciplinary PhD in international relations, he has been working on the global dimension of implementing principles of Education for Sustainable Development (ESD), including the cultural dimension of sustainability. Thus, as passionate, freelance church musician he shows sincere and hands-feet-on appreciation for organ craftsmanship and music of her majesty herself, the queen of sounds, for enjoying myriad, intimate audiences in uplifting privilege of vibrant diletti musicali!

Gerner, Martin: Her majesty, the queen of sounds: Cultural sustainability and heritage in organ craftsmanship and music. *International Journal of Cultural Property*. 2021;28(2):285-310. <https://doi.org/10.1017/S094073912100014X>

DAY 2

Thursday, 27 August

09.00 - 10.00 CET

PANEL DISCUSSION: “When racism takes root in colonisation, how does education for global citizenship and solidarity bring about a shift in attitudes and practices?”

AUDITORIUM

TRANSLATION with **Théophile Yonga** (TERRAFRIK), **Roxane Hervé** (E-graine), **François Guerry** (Kurioz); facilitated by **Tiphaine Ardouin** (RADSI Nouvelle-Aquitaine)

10.00 - 11.30 CET

PARALLEL SESSION C

CLE 33

Paper Presentations; facilitated by **Tom Kuppens**

EN VIA ZOOM University living labs for sustainability: Preconditions, motivators and triggers for a replicable and endured model

Petr Procházka, Veronika Vašíčková, Jitka Volfová, Pavel Hnát

Sustainability-related university living labs may become a valuable teaching innovation but they face barriers like lack of support, motivation or coordination among stakeholders, they are often short-lived. We introduce a new, replicable student–faculty living lab model designed to help universities transform climate anxiety and disengagement into collective agency for sustainability action. We explore how stakeholders and university create a two-way knowledge transfer. Lastly, we define the preconditions, motivators and triggers needed for a replicable and endured model of sustainability-related university living labs.

EN Bridging the Gap through the Screen: Using Television Simulations to Foster Critical Citizenship and Sustainable Discourse

Tania Arriaga-Azkarate, Garazi Sanchez-Murciano

Bridging the gap between sustainability discourse and classroom reality: How can we ensure Education for Sustainable Development reaches everyone? Developed at the University of the Basque Country (UPV/EHU) through the IKDi3 Educational Innovation framework (HBP/PIE i3lab 25-34), our project breaks down traditional barriers by integrating professional TV production with political strategy. Through simulated electoral debates, we democratize access to high-tech tools and empower students to navigate the complexities of modern democracy. It is more than a simulation; it's a blueprint for inclusive, transformative higher education.

EN Building Sustainable Wellbeing Cultures on University Campuses

Antje Disterheft, Ariadna Moreno, Carla Lancelotti, Teresa Calvão, Bärbel Fürstenau, Tom Kuppens, Ianina Scheuch

Listen to the experience of a research-based learning workshop that explored how universities can foster wellbeing at individual, collective, and planetary levels. Over two days at NOVA University Lisbon, participants engaged in co-creative sessions, roundtables, and participatory methods to rethink wellbeing beyond mental health. Discover how universities can embed Sustainable Wellbeing into strategies, reporting, and campus culture, linking human flourishing with social and ecological health. This activity took place in the context of the EU Higher Education Alliance EUTOPIA, led by the thematic Connected Community: Sustainable Well-being for People & Planet / Caring Communities.

EN Transformative Learning Pathways for Sustainability: Micro-credentials and the Advancement of Education for Sustainable Development in Higher Education

Mariola Zalewska, Janaina Macke

Can micro-credentials accelerate sustainability in higher education? Drawing on student insights from Brazil and Poland, this study reveals strong demand for Education for Sustainable Development, highlights gaps between personal action and systemic change, and shows how flexible, practice-oriented micro-credentials can boost engagement, inclusion, retention, and lifelong learning across university contexts.

AUDITORIUM

Teaching and Learning Lab

TRANSLATION Nuages de maux du développement durable : quels mots pour une éducation transformatrice et décolonisée pour la durabilité ?

Lise Tregloze

Show the ills of our societies through the words of sustainable development: this workshop offers an immersion in keywords clouds from high school and academics students, based on their representations of sustainable development. It continues with an invitation to a graphic creation of the words expressed by the participants of the summit, to make visible the semantic field associated with a transformative and decolonized education for sustainability.

→ We invite you to do one activity before the workshop: What is your word for a transformative and decolonized education for sustainability? Write your most valuable WORD here.

CLE 31

Collective Intelligence Boost

EN Decolonizing ESD in adverse contexts

Charlotte Voigt, Elena Beringer

At BOKU, a university grounded in natural sciences which is positioning itself as a university of sustainability, we find that decolonization is increasingly important but also difficult to convey to colleagues and students trained in positivist paradigms. Even more so in the face of narratives which downplay national colonial continuities in Austria. In a collective intelligence boost we want to discuss strategies to integrate decolonial approaches in adverse contexts.

CLE 44

Teaching and Learning Lab

EN From Climate Anxiety to Collective Agency: Cycling, Care and Emotionally Safe Learning Spaces in Higher Education

Giulia Sonetti, Gabriela Uberta

How can higher education transform climate anxiety into collective agency? This Teaching & Learning Lab invites participants to experience Cycling to Care (C2C), an embodied, nature-based approach that works with climate emotions through movement, care, and relational learning. Drawing on intergenerational cycling experiences and reflective learning journeys, the lab explores how emotionally safe spaces can support wellbeing while fostering responsibility and action. Participants will engage with concrete practices and design principles to move from eco-distress to shared, hopeful, and action-oriented Education for Sustainable Development.

11.30 - 11.45 CET

BREAK

MAIN HALL

11.45 - 13.15 CET

PARALLEL SESSION D

CLE 31

Reflection Lab

EN Naming What Matters – A Rehearsal for Ethnic-Racial Responsibility in Sustainable Higher Education

Mariana Egues

What does sustainability refuse to name? This participatory rehearsal invites you to confront what often remains unspoken in university sustainability agendas: ethnic-racial responsibility. Through guided reflection, collective mapping, and structured dialogue, we will examine how sustainability discourses can reproduce silence, innocence, or institutional avoidance. This is not a lecture. It is a working space – a rehearsal – where we practice staying with discomfort, taking position, and imagining universities that do not separate ecological futures from racial justice. Come prepared to think, to question, and to name what matters.

CLE 33

Collective Intelligence Boost

EN Experimenting for a sustainable university culture: Insights from a Swiss real-world experiment

Jonas Niederberger, Daniela Dietz, Lilian Trechsel, Claudia Saalfrank, Daphne Bucher, Gregor Rechsteiner

Since 2025, the University of Bern (UniBE) has pursued its vision of an "Engaged UniBE", creating spaces for exchange, visibility, and genuine dialogue. As part of a national consortium of four higher education institutions, UniBE is piloting the real-world experiment "Engaged Mittelstrasse" to strengthen institutional cultures of sustainability through a transdisciplinary, co-creative process. Bringing together university actors from all staff levels, "Engaged Mittelstrasse" explores everyday sustainability practices, experiments with new forms of mutual learning, and generates insights to support institutional change. Through this collective intelligence boost, we seek to learn from and exchange experiences with other practitioners navigating experimental change processes.

CLE 44

Teaching and Learning Lab

EN Suggestopedia – How to Make Learning Sustainable

Lonny Gold

Traditionally, universities assemble top experts in their fields and hope that this expertise will magically rub off onto their students. But successfully transferring information and developing skills requires an understanding of how the human brain and human emotions actually function. This workshop will demonstrate how to favour knowledge retention by appealing to peripheral perception, long-term memory and the unconscious. It will focus on communicative skills to stimulate critical introspection, to bolster confidence, and to heighten perception and allow unconscious pathways to blossom. This session will offer very concrete steps to make magic happen.

CLE 45

Teaching and Learning Lab

EN Beyond data: A Transformative Framework Integrating Storytelling and Immersive Technology for Sustainable Finance Education

Ling Xiao, Lucy-Gill Simmen

Can storytelling and technology transform how we teach sustainable finance? This interactive 90-minute lab demonstrates a research-driven framework that moves students beyond a "profitability-driven regime". Through the multimedia case study, "Ruscombe Artisan Food & Drink Ltd", participants will navigate a real-world "disorienting dilemma": balancing a £90k forest investment against SME financial constraints. Anchored in Transformative Learning Theory and UNESCO's ESD competencies, we demonstrate how immersive storytelling and WebXR foster systems thinking and normative reflection. Join us to explore how blending authentic data with narrative joy prepares future leaders for the complex intersection of finance and climate action.

13.15 - 14.45 CET

VERNISSAGE FRESQUE & BUFFET

MAIN HALL

14.45 - 16.15 CET

PARALLEL SESSION E

CLE 33

Paper Presentations; facilitated by Daphne Bucher

EN VIA ZOOM Education for the future: the importance of the learning environment and social factors

Jana Dlouhá

In the context of place-based education, the emotional aspect of competencies is stressed and opportunities for students and teachers to develop relationships with each other are opened. The presentation introduces an in-service teacher education programme in which action research analysed the development of sustainability competencies within a local context. The roles of teachers and students changed: teachers became learning guides and students learned to participate, become independent, and take responsibility; confidence in their ability to influence their surroundings grew. The results provided evidence for the practical integration of anticipatory competence into educational objectives within curricula.

EN How transdisciplinary projects shape emotional agency

Senan Gardiner

How can transdisciplinary education foster hope and agency for biodiversity? This research explores students' emotional journeys as they collaborate with stakeholders in the Carpathian region. By combining Active and Critical Hope frameworks with mixed methods, it identifies transformative moments, challenges, and pedagogical insights to inform a best-practice toolkit for sustainability education.

EN VIA ZOOM Intergenerational Co Creation for Sustainability: HE Students, Children, Families and Educators Mapping Eco Anxiety and Competency Development in Dutch Primary School Contexts

Janbee Shaik Mopidevi

In Dutch primary schools, I've been working with HE students, children, families, and educators to explore how climate emotions emerge — and how they can be transformed into eco-resilience. Using the Relational Co-Creation Framework and the EU GreenComp model, we map children's emotional landscapes and design story-based, action-oriented

learning that builds empathy, systems thinking, and problem-solving. This intergenerational approach shows one thing clearly: sustainability is a relational practice-and children (HE students) are ready to lead when we create space for them.

EN Multispecies love stories: assessing emotional connection within ecosystems through a co-created exhibition

Ash Brockwell

At the root of the intertwined climate, biodiversity, waste, and pollution crises is one fundamental problem: a lack of love. This presentation describes an undergraduate module designed to cultivate emotional connection, not with 'nature' in an abstract sense, but with particular places and species. Fieldwork and creative practice are underpinned by folksongs, myths, and decolonial concepts. Following continuous assessment of the individual and collaborative application of methods, the main summative assessment consists of a creative product and catalogue text submitted to a co-created exhibition.

CLE 31

Teaching and Learning Lab

EN Lessons of War, and Other Disruptions

Lyudmyla Guryeyeva, Marilyn Mehlmann, Charlotte Karlsson

A new situation arose in Europe following the invasion of Ukraine: a huge migration of European students. Even experienced teachers of migrant students confronted new challenges. Two months after the invasion we began holding weekly online support sessions with Ukrainian teachers, and later also engaged teachers of migrant Ukrainian students in Poland and Sweden. We collected dozens of case studies; produced two books; and ran a pilot course for teachers. Now we explore with you the usefulness of this experience and these tools: both in higher education, and with other students who are unwilling migrants.

CLE 44

Teaching and Learning Lab

EN Aligning IDGs Constructively for Transformative Service Learning

Martin Gerner, Sylvia Maus, Lea Antony, Stefanie Barth

Inner Development Goals (IDGs) are intended to complement Sustainable Development Goals (SDGs) through providing an inner dimension of reflecting time-critical action for sustainable development. Thus, IDGs are to reduce and to bridge the frequently-discussed knowledge-action-gap between knowledge, traits and behaviour by sparking off inner abilities of people and organizations in order to implement SDGs effectively. In this respect, IDGs may turn abilities into capabilities for focused action.

What to expect? We are going to provide some framing context that we consider critical for working co-creatively. This primarily relates to concepts and definitions of service learning and format design in higher education. Having set this context we would like to didactically guide you through our laboratory of learning in order to share aha moments with us, make valuable linkages to your teaching-learning activities, find leverage points of collaboration, and simply have fun making use of this like-minded-aficionado opportunity.

AUDITORIUM

Collective Intelligence Boost

TRANSLATION Une démarche pédagogique critique autour des voyages solidaires : découvrir "Visa pour le voyage" du CCFD-Terre Solidaire

Aline Pollmann

A presentation followed by an interactive workshop based on VISA pour le Voyage, whose aim is to offer an active learning approach for young people taking part in solidarity travel programs. This approach seeks to develop their critical thinking and analytical skills before, during, and after their stay abroad, helping them better understand the intercultural, social, and solidarity-related issues connected to their travel experience.

16.15 - 16.30 CET

BREAK

MAIN HALL

16.30 - 17.30 CET

PANEL DISCUSSION: "From the classroom to the campaign: How do we actually bridge youth activism, teaching practice and research for change?"

AUDITORIUM

TRANSLATION with Darren Axe (SOS International), Marcelline Djeumeni Tchamabe (Université de Yaounde) and Mandy Singer-Brodowski (University of Regensburg); facilitated by Antje Disterheft (COPERNICUS Alliance)

18.00 - 19.00 CET

 **COPERNICUS ALLIANCE "HAPPY HOUR"**

"LA LAITERIE"

for current and future CA Members

DAY 3

Friday, 28 August

09.00 - 10.00 CET

PARALLEL SESSION F

AUDITORIUM

Paper Presentations; facilitated by Rosie Westerveld

EN Transforming Teaching and Learning in Higher Education: Whole of Institution Approaches Towards Sustainability

Sara Sawatsky, Blane Harvey, Matthias Kramer, Daniel Fischer, Stephanie Leite, Claire Grauer

How can universities move beyond isolated sustainability initiatives toward truly transformative change? This session explores existing whole-of-institution approaches to sustainability education in higher education institutions, drawing on findings from a global scoping review. Participants will gain insight into what enables, or constrains, meaningful transformation across higher education institutions, and how these insights can inform future research and practice in sustainability education.

EN Advancing Transformative ESD through a Whole-Institution Approach: Evidence from Action Research and Insights from Guidance Tool Design

Isabel Toman

This paper examines how a Whole-Institution Approach (WIA) to ESD can advance the principle of "leaving no one behind" within higher education institutions (HEIs) and beyond. Drawing on empirical evidence and case studies from the UNESCO-coordinated Transforming Futures project, which engaged educational institutions across ten countries, the paper analyses how value-guided ESD and WIA components across governance, curriculum, research, campus practices, and external engagement can foster inclusive, transformative change. In addition to reporting outcomes, the paper critically reflects on the process of conducting multi-country action research, highlighting challenges, opportunities, and lessons learned in translating global guidance tools into diverse local contexts. By sharing practical insights and empirical evidence, the paper contributes to understanding how HEIs can become inclusive agents of societal transformation through ESD.

EN Six Years in a Nutshell: Enhancing Transformative Sustainability Education through University-wide General Education

Ming Li

How can universities ensure that students graduate with the knowledge, values, and skills of addressing global sustainability challenges? Drawing on six years of practice at The Chinese University of Hong Kong, this presentation showcases how university-wide General Education can become a powerful driver of transformative sustainability education. centred on the Sustainable Development Goals (SDGs), the initiative integrates foundational learning, interdisciplinary coursework, and real-world action across the undergraduate experience. Participants will gain practical insights into institutional strategy, curriculum design, and scalable models that make sustainability education inclusive, engaging, and impactful.

EN VIA ZOOM Training for the Pressure to Perform: How Higher Education Can Equip Future Sustainability Practitioners for the VUCA Reality

Marina Gavrilaki

SMEs are under pressure to go green but are today's graduates ready to help them? Drawing on original mixed-methods research with pioneering entrepreneurs and 143 consumers across four continents, this paper uncovers a critical gap: future professionals are not being trained to navigate the complex, VUCA realities of sustainability implementation. It proposes how universities can redesign learning to build the cognitive, emotional, and practical competencies students need, moving from eco-anxiety to collective agency, and to community building, enabling peer to peer knowledge exchange.

CLE 33

Collective Intelligence Boost

EN Whose sustainability? Whose power? What is the role of AI? Current burning issues in ESD

Alexandra Wolf

Education is increasingly shaped by artificial intelligence, also influencing how sustainability knowledge is produced, legitimised, taught, and governed. While AI tools promise efficiency and expanded access to information, they also risk reinforcing existing power relations by privileging dominant epistemologies, languages, and data sources – often rooted in Western and Eurocentric worldviews. In this context, AI does not merely mediate learning; it actively shapes what counts as sustainability knowledge and whose perspectives are made visible or marginalised. This workshop situates inner development as a key entry point for decolonising ESD while also addressing the eurocentric origin of the IDG framework itself.

CLE 44

Teaching and Learning Lab

EN Flumia / Acqua Lux – Making Invisible Energy Processes Perceptible through Sensory and Transformative Learning

Samuele Provenzi, Sandro Carniel

What if sustainability could be felt before being understood? Flumia / Aqua Lux invites participants into a sensory learning environment for higher educational contexts, where energy, light, and water become perceptible through sound and movement. Instead of data and prescriptions, this lab offers an embodied experience that fosters reflection, emotional awareness, and collective agency. Through hands-on exploration and dialogue, participants will discover how invisible physical processes can become powerful tools for transformative education and sustainability literacy.

CLE 31

Panel discussion

EN Mainstreaming and Assessing Sustainability Literacy in France: Experience and Perspective from Students, Faculty, and Program Managers

Aurélien Decamps, Béatrice Chandellier, Katarzyna Żygadło; facilitated by Jule Neumann

10.30 - 10.45 CET

BREAK

MAIN HALL

10.45 - 12.15 CET

PARALLEL SESSION G

AUDITORIUM

Paper Presentations; facilitated by Giulia Sonetti

EN Re-Futuring Agency in STEM Higher Education: Futures-Thinking Methodologies for Transformative Education for Sustainable Development

Giulia Sonetti, Lola Kengen

How can STEM education move beyond awareness to real agency for sustainability? This session presents an action-research study using futures-thinking methodologies—worldbuilding, possible selves, and backcasting—to help STEM students reconnect technical knowledge with values, emotions, and responsibility. Drawing on curriculum-integrated workshops with engineering and science students, the paper shows how imagining desirable futures can foster reflection, wellbeing, and concrete proposals for curriculum and institutional transformation. Join us to explore how futures literacy can strengthen transformative Education for Sustainable Development in higher education.

EN Integration of ESD in Teacher Education policies and framework in Sub-Saharan Africa

Deepika Joon, Zintle Songqwaru

A cross-country policy review across Kenya, Malawi, Namibia, South Africa, and Zambia reveals a persistent gap between strong commitments to ESD and its implementation in teacher competences and professional development. This presentation shares key recommendations for integrating ESD into teacher education across Sub-Saharan Africa, aligning national priorities with regional and global quality education goals, and highlights the role of teacher leadership in advancing transformative, decolonized sustainability learning.

EN Ringing the Bells: a Compass for Attending to Relational Teaching and Learning within More-Than-Human Worlds

Valentina Tassone, Tanja Tillmanns, Alfredo Salomao Filho

In an increasingly interconnected and fragile world, relationality has become central to how we think, learn, and act. Sustainability education is enriched by approaches that attend to our entanglement in more-than-human worlds, opening possibilities for new ways of being, doing, and knowing together. This paper introduces the metaphor of ringing the bells — an embodied call to attention — toward five key areas of focus, which will be explored in the presentation. Together, these areas form a compass for guiding relational teaching and learning in higher education, fostering deeper attunement, care, and responsibility within more-than-human pedagogical contexts.

EN Unlearning sustainability: decolonial paradigm shifts towards plural knowledge ecologies, reflexive learning, and collective design communities

Stephanie Stiegel, Elisa Dettlof

Decolonising ESD calls for more than curricular change. It requires rethinking how universities know, learn, and act. This contribution introduces a decolonial theoretical framework grounded in three paradigm shifts: plural knowledge ecologies, reflexive and experiential learning, and collective design communities. Drawing on the Whole Institution Approach, the paper discusses how higher education can become a democratic space for transformative, inclusive, and globally just Education for Sustainable Development.

CLE 33

Teaching and Learning Lab

EN From climate anxiety to collective agency / De l'anxiété climatique à l'action collective

Charlotte Karlsson, Marilyn Mehlmann, Lyudmyla Guryeyeva

Greta Thunberg says: "I want you to panic". We don't. How do we teach climate change without overwhelming our students? How do we transform anxiety into resilience and collective agency? This hands-on Teaching & Learning Lab explores CLARITY, an Erasmus+ project offering many practical, research-grounded tools for working with climate emotions, inner capacities, and regenerative mindsets. Through experiential exercises and dialogue, participants will engage with approaches that integrate emotional literacy and systems thinking into sustainability education. Not a lecture – a space to reflect, connect, and reimagine how we teach.

CLE 31

Networking Corner

EN Decolonisation of Higher Education Institutions and Artificial Intelligence

Elena Beringer, Charlotte Voigt

Decolonisation of Higher Education Institutions and Artificial Intelligence: Based on our Guide "Decolonizing Universities and Colleges – Possibilities for Reflections and Actions" we want to address the current hot topic of Artificial Intelligence and Decolonisation. The Networking Corner will be a place to discuss, share ideas and solutions as well as alternative visions to gather collective knowledge. On posters recorded results will be an additional base for expanding the Guide and providing further knowledge and reflections for Higher Education Institutions to address decolonisation within their organisation.

CLE 44

Collective Intelligence Boost

EN Linking Sustainability and Internationalization Strategies at Universities beyond sustainable mobility and third mission

Magdalène Levy-Tödter

How can universities align sustainability and internationalisation strategies? This session presents insights from DG HochN's hub series, showcasing collaborative recommendations on governance, Global Citizenship Education, fair mobility, and responsible partnerships. Join a collective intelligence exchange exploring practical tools for whole-institution transformation, inclusive participation, and decolonising curricula across diverse European and global higher education contexts. The outcomes of the discussion will be made available on the interactive DG HochN-Wiki, where participants will be able to leave comments or upload their own documents.

12.15 - 14.00 CET

LUNCH

"LA PASSERELLE"

14.00 - 15.00 CET

PARALLEL SESSION H

AUDITORIUM

Paper Presentations; facilitated by Yvan Oustalet

EN VIA ZOOM Experiencing emotions in resonant courses of ESD

Bettina Hollstein

Emotions are important for good learning experiences and the acquisition of competencies. While on the one side climate anxiety and mental health problems are growing among students in western countries, teachers in schools and higher education institutions face on the other side more and more challenges how to create a resonant learning environment providing positive emotions for learners. We want to explore the possibilities of service-learning formats concerning their capacity to provide positive emotions in the learning process. Therefore, we rely on the resonance theory of Hartmut Rosa and analyse the aspects of listening, answering and transforming in resonant encounters.

EN VIA ZOOM Collaborative Autoethnography as a Way to Negotiate, Survive, and Thrive in Academia

Mitsunori Misawa, Juanita Johnson-Bailey

These scholars use testimonio to show how gender and race manifests in the lives of a Black woman and gay Japanese male academics. Their collaborative autoethnography is more than telling among colleagues because the doing and performative nature is an empowering and transformative act of resistance.

EN VIA ZOOM Leaving No One Behind: Intergenerational Mentoring as Faculty Learning Architecture for Transformative ESD

Jamon Flowers, Juanita Johnson-Bailey

What if mentoring were treated as institutional infrastructure for transformative ESD and not optional support for a few? In this session, we explore intergenerational mentoring as a faculty learning architecture that reshapes curriculum, assessment, and scholarly development in required learning spaces. Expect a clear conceptual model, concrete teaching artifacts, and an invitation to rethink what it means to "leave no one behind".

CLE 31

Teaching and Learning Lab

EN VIA ZOOM Visualising Planetary Health: Photography as Storytelling and Research

Tom White, Brian McAdoo

This hands-on workshop explores how photography can be used to examine the interconnected relationships between human health, environmental systems, and social and political structures. Combining short conceptual inputs with practical image-making, editing, and group critique, participants will create a concise visual sequence that communicates planetary health issues. Drawing on photojournalism, Doughnut Economics, and the Sustainable Development Goals, the workshop introduces photography as both a powerful storytelling tool and an emerging research method. No prior photography experience is required; mobile phones are welcome.

CLE 44

Collective Intelligence Boost

EN Social and Solidarity Economy and Transformative Education: insights from a field diagnosis with young children through eco- creative popular education practice for a new leadership

Johanna Tilche-Jean

How can children become active citizens for a more sustainable and equitable future? This workshop presents an innovative research project from Bordeaux that brings together Education for Sustainable Development (ESD), the Social and Solidarity Economy (SSE), participatory action research, and eco-creative learning. Through gardening, natural dye production, democratic decision-making, and wellbeing practices, children explore ecology, cooperation, and social justice in a non-formal educational setting. Participants will discover how artistic and nature-based approaches can foster transformative learning, reduce inequalities, and strengthen civic engagement from an early age. The session also invites discussion on research methods, impact assessment, and opportunities for adapting the approach to diverse educational and cultural contexts.

15.00 - 15.15 CET

BREAK

MAIN HALL

15.15 - 16.45 CET

HARVESTING & CLOSING PANEL

AUDITORIUM

TRANSLATION with Daniel Fischer (Leuphana University Lüneburg), Zintle Songqwaru (Rhodes University) and personal short summaries by Marilyn Mehlmann (Legacy17), Anne Snick (Club of Rome), Elmahdi Benabdeljalil (Amal Biladi); facilitated by Michael Yang (COPERNICUS Alliance)

18.00 CET

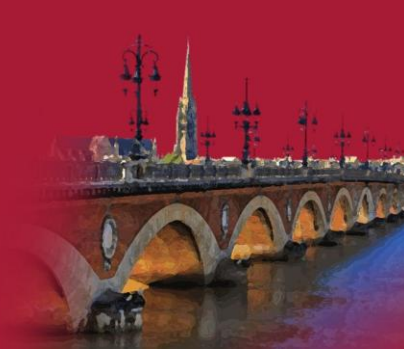
PARTY TIME / LA BOUM: TAPAS AND MUSIC

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