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Prof  ESus.eu
discovering a sustainable mindset
for a future-oriented lifestyle

ProfESus Newsletter

MAY 2018



CONTENT

- 1 Editorial
- 2 Discovering a sustainable Mindset for Future thinking Professionals in guest-oriented Business
- 3 Big Interest for the Profesus blended Learning Course
- 5 Recognizing a sustainable Mindset
- 9 International Education Conference 2018
- 10 Home Economics and sustainable Development Goals
- 10 Imprint

EDITORIAL

Dear interested Reader,

Improving Education for Sustainable Consumption and Production in the context of professional home economics fields is the aim of the ERASMUS+ Project "ProfESus". In October 2016 the project team started to contribute through digital and innovative lifelong learning for professionals to the improvement of ecological, economic and social sustainability in the EU. Now the project has reached half time. A wonderful group of 42 participants started the international blended learning course in February 2018. The ProfESus Project has been funded with the support of the European Commission.

This is the second ProfESus newsletter and provides you with the context and some details of the project. It indicates also links to the project website <http://profesus.eu> and current publications as results of the project. We hope the information is of interest to you. We would appreciate your feedback and suggestions for the next ProfESus newsletter and your ideas to improve the project outcomes.

Thank you in advance for your support and your interest!

Johanna Michenthaler
Project Chair



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Victoria W. THORESEN



Adrian HENRIQUES

Discovering a sustainable Mindset for Future thinking Professionals in guest-oriented Business

ProfESus Expert Workshop at LAUREA, Finland

Experts in Home Economics or consumer education and experts in teacher training participated in the second ProfESus Multiplier Event at LAUREA, Finland at the end of January 2018. The aim of the expert workshop was to discuss innovative approaches for teacher trainings and to get feedback from the experts on the current status of the ProfESus Project and most of all on the developed innovative blended learning teacher training.

Victoria W. THORESEN, UNESCO Chair for Education about Sustainable Lifestyles and Professor of Education at Hedmark University College in Norway and Adrian HENRIQUES Middlesex University, UK gave inspiring keynote speeches. They discussed with the participating experts as well as with the project team concepts and aspects of an innovative teacher training for sustainable consumption and production in vocational trainings. One special topic was, in which way trainees and learners can be supported to discover a sustainable mindset and in which way a sustainable mindset can be assessed?

In a second phase, the discussion of the professional and sustainable competences, the concepts, structures and tools for the four modules of the innovative ProfESus blended learning teacher training gave valuable references for the project partners.

During a future thinking session, the participants discussed the question, "What will innovative teaching look like in 2025 to discover a sustainable mindset?"

The very exciting results and ideas of future teaching environments, networks, co-operations or communication tools were inspiring to promote new ways of teaching.

Victoria THORESEN:

<https://www.youtube.com/watch?v=P6WEQewvKyg>

Adrian HENRIQUES:

<https://www.youtube.com/watch?v=0FdGa8sP6FM&feature=share>

Project-Team Course

announcement:

<https://youtu.be/lm2LRAkp6g>



Teachers, students and lecturers in teacher training in the field of Home Economics met in Vienna to discuss in the first sessions the significance of sustainable development and the role of teachers in vocational education in guest-oriented businesses. The highly motivated and committed participants worked in groups together on relevant topics of sustainability in vocational education.

Big Interest for the Profesus Blended Learning Course

More than 50 participants from 15 different countries registered for the ProfESus innovative teacher training, which is being conducted as a blended learning course. The first presence phase took place at the University College for Agricultural and Environmental Pedagogy in Vienna, Austria at the end of February.

What does it mean to act sustainably in guest-oriented businesses?

During an excursion, course participants explored innovative guest-orientated businesses. These hotels, restaurants or social institutions focus on social and/or environmental aspects. In the café **“Vollpension”/“Full board”** Grandmas and Grandpas are working beside young staff members. The variety of delicious cakes, baked by the Grandmas is a very successful business concept which enables elderly people to generate an additional income and to contribute to a wonderful atmosphere in the café. The elderly people work ten hours a week and they can choose the day and time they want to do their work. There is a long list of elderly women and men, who would like to work in this special café.

Another example was a mushroom business **“Hut & Stiel”** which uses coffee grounds from hotels and restaurants to grow mushrooms. In the hotel called **“MAGDAS”** - a former home for elderly people – all rooms are furnished with upcycled furniture. Each room is uniquely furnished. Refugees from many different countries work in the various areas of the hotel and are trained, so that they can apply for professional jobs after four to maximum five years.

A highlight of the excursion day was the visit to the **United Nations in Vienna**. Besides a guided tour through the impressive buildings, the chief of the United Nations Information Department presented the background of the Sustainable Development Goals (SDGs) and pointed out the significance of teachers and education to support the SDGs. He demonstrated examples in which way in many places of the world governments, communities, businesses are committed to act sustainably. →



At the end of the first presence phase the international group of participants stated that they enjoyed the exchange of information and experiences as well as an inspiring Module 1. With high motivation they travelled home to start the online learning phase until the end of May.

They are looking forward to meeting together in June for the last Module 4 in Finland.

Role of Teachers and Education for Sustainable Development

Based on the general questions about the significance of sustainable development, the dimensions of sustainability and the challenges to transform societies to more sustainable development, the course participants discussed new approaches to support a sustainable mindset in students. Key aspects of a sustainable mindset were presented by Anne FOX, ProfESus Project Partner, Denmark. In addition the participants got to know the concept of “Green Pedagogy” presented by Johanna MICHENTHALER, University College for Agricultural and Environmental Pedagogy, Vienna, which is built on constructivism which focuses on learner-centred methods. The special aim of the ProfESus teacher training is the implementation of the sustainable competences of the United Nations Economic Commission for Europe (UNECE) in combination with professional competences into the learning activity plan.

The participants built groups based on their specific subject interest to create examples for specific cases related to professional competences and assigned relevant UNECE competences for a learning activity plan.



Recognizing a Sustainable Mindset

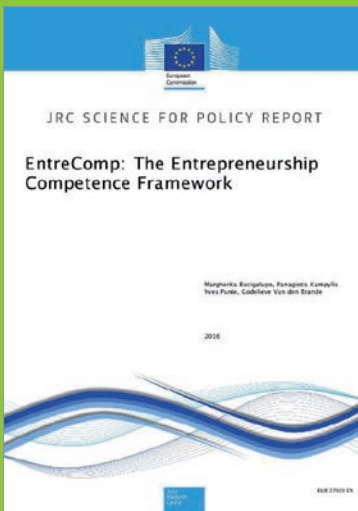
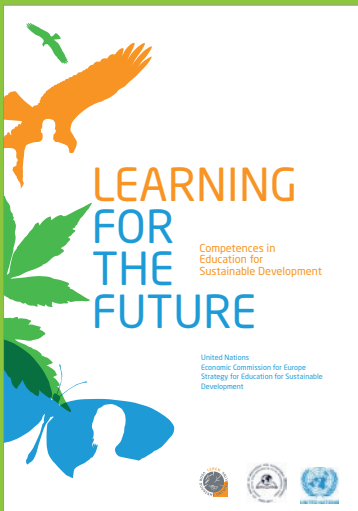
Anne FOX, Denmark ProfESus Project Partner

There's a great deal of talk in educational circles about mindset at the moment, mostly directed at nurturing a growth mindset. But when you set out to intentionally promote a certain mindset, it quickly becomes clear that it is very difficult to observe a particular mindset and even more difficult to measure progress towards the desired mindset.

In the ProfESus project nurturing a sustainable mindset is the key to the success of the whole project and so observing and measuring a sustainable mindset is a core goal. Our second [Multiplier Event](#) in Espoo, Finland was meant to help in that task.

UNECE competency framework as a starting point

We long ago decided that we would adopt (and adapt) the [UNECE competency framework](#) for Education for Sustainable Development for teachers/trainers and had the impression that this would take us the whole way. But it turns out that the UNECE competences lack levels of achievement. Since the EU is busy developing many different competency frameworks, we decided that we could adapt the levels of achievement from, for example, the [Entrepreneurial Competency Framework](#) as our way forward. The 8 EU competency levels cover too great a progression, so it is really only the first four levels which are relevant to a relatively short course such as ours. →



EntreComp Progression model

FOUNDATION

Relying on support from others

Under direct supervision. With reduced support from others, some autonomy and together with my peers.

Discover

Level 1 focuses mainly on discovering your qualities, potential, interests and wishes. It also focuses on recognising different types of problems and needs that can be solved creatively, and on developing individual skills and attitudes.

Explore

Level 2 focuses on exploring different approaches to Problems, concentrating on diversity and developing social skills and attitudes.

ADVANCED

Taking responsibility

With some guidance. and together with others. Taking responsibility for making decisions and working with others.

Improve

Level 5 focuses on improving your skills for turning ideas into action, taking increasing responsibility for creating value, and developing knowledge about entrepreneurship.

Reinforce

Level 6 focuses on working with others, using the knowledge you have to generate value, dealing with increasingly complex challenges.

INTERMEDIATE

Building independence

On my own and together with my peers. Taking and sharing some responsibilities.

Experiment

Level 3 focuses on critical thinking and on experimenting with creating value, for instance through practical entrepreneurial experiences.

Dare

Level 4 focuses on turning ideas into action in 'real life' and on taking responsibility for this.

EXPERT

Driving transformation, innovation and growth

Taking responsibility for contributing to complex developments in a specific field. Contributing substantially to the development of a specific field.

Expand

Level 7 focuses on the competences needed to deal with complex challenges, handling a constantly changing environment where the degree of uncertainty is high.

Transform

Level 8 focuses on emerging challenges by developing new knowledge, through search and development and innovation capabilities to achieve excellence and transform the ways things are done.

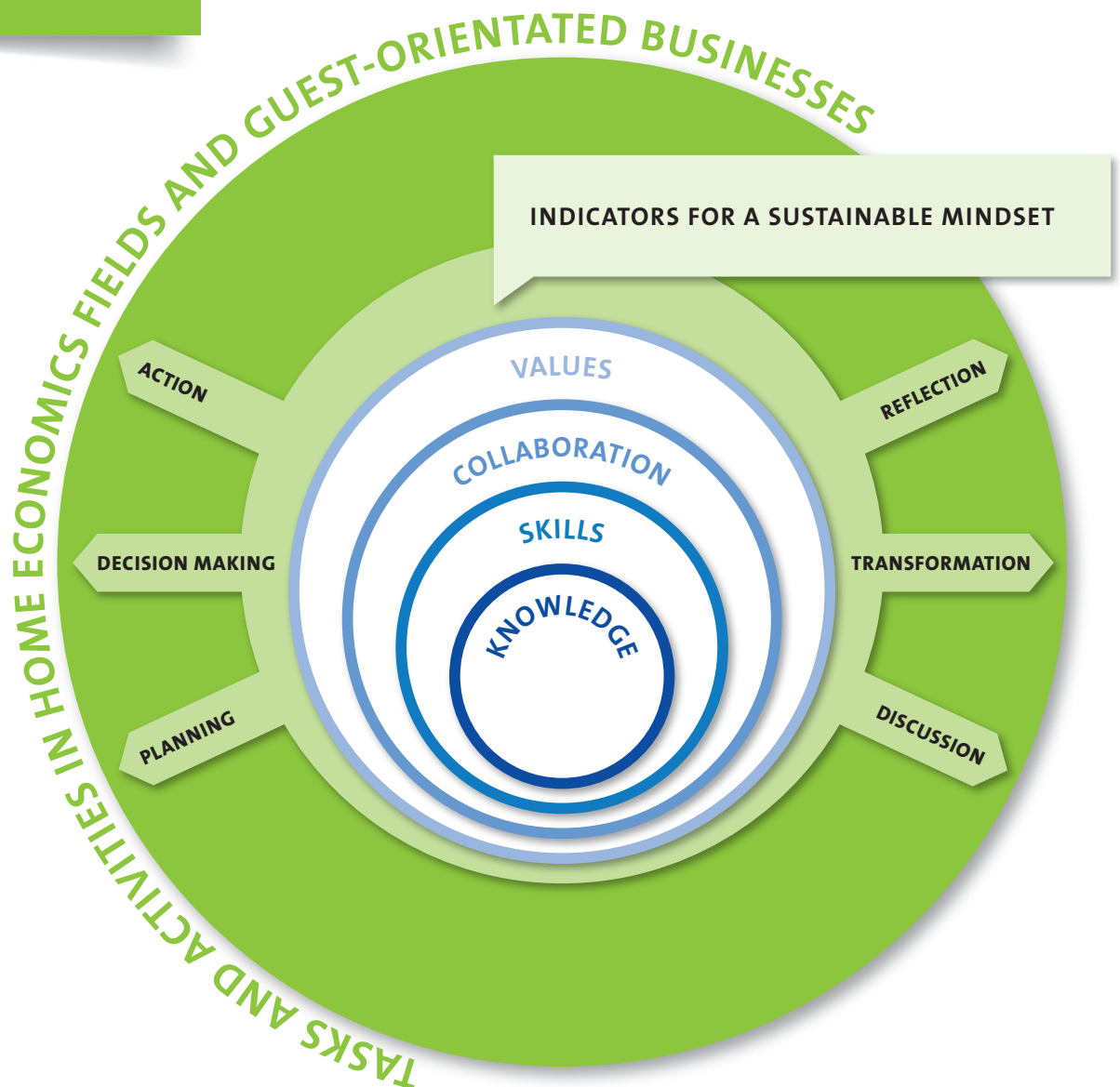
Assessment of a Sustainable Mindset – Evaluation if relevant Indicators are/were considered:

Aspects – effects on social, ecological and economic environment –, Criteria and Arguments in Agreement with Sustainable Consumption and Production in all Stages, Dimensions, Processes of Responsibility in Home Economics Fields and Guest-Orientated Businesses

There are four UNECE aspects and the fourth dimensions with competency statements that begin “The educator is someone who ...” seems to be the most appropriate one to use when trying to assess whether a sustainable mindset is in place.

Integrating Case Studies or Scenarios in the learning activity plan and the assessment process enables teacher to confront students with tasks, challenges of businesses or households which require a sustainable mindset to develop appropriate solutions and strategies for future orientated businesses. →

Assessment of a Sustainable Mindset





Fake it til you make it

What if you act sustainably but only because you feel others are forcing you to do it? ie. You don't really believe it is necessary. Do you still deserve to pass the course? Given the impossibility of knowing exactly what is going on in another person's mind, we have agreed that the answer to that question is yes. Fake it til you make it refers to a psychological effect where the more you take on a desired behaviour, the more likely you are to become the person that the behaviour is relevant to. Therefore it is justifiable to award a pass to someone yet to be totally convinced of the case for sustainability as long as their concrete actions reflect sustainable approaches.

So that's my take on the Multiplier Event and how we progressed on the issue of mindset.



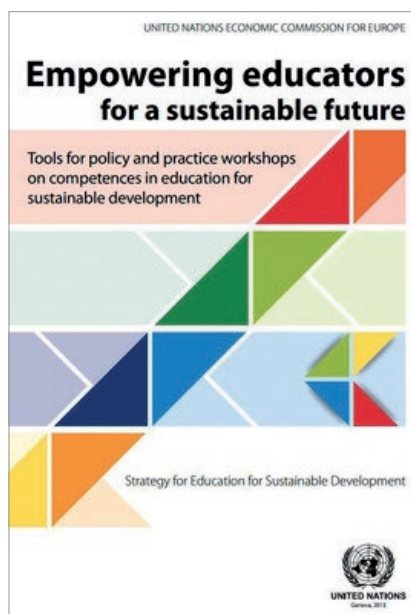
Presenting the ProfESus Activities in Calabria

Daria Shishova, representative of the Project partner CISME presented the aims and strategies of the ProfESus Project at a regional meeting in Calabria. Target groups were teachers in vocational trainings interested in the new approach of the ProfESus Project and the activities.



*“One child,
one teacher,
one book,
and one pen
can change
the world”*

Malala Youzafzai
United Nations Youth Assembly,
12 July 2013



First Announcement of the ProfESus International Education Conference 2018

„enabling - provocation - reflection“
Education 4.0 – Promotion of Sustainable
Development through Innovative Teaching

Date: 29. und 30. November 2018

Venue: Hochschule für Agrar- und Umweltpädagogik

Angermayergasse 1, A-1130 Wien

Keynotes

Education in the Anthropocene –

Climate change can not be negotiated – a new “Green Deal” for Sustainable Development.

Prof. Dr. Kai Niebert, Professor for Science and Sustainability Education,
University Zürich, Switzerland <http://www.ife.uzh.ch/de/research/lehrstuhlNiebert/mitarbeitende/niebertkai.html>

Pedagogy for Sustainable Development:

Empowering learners for Transformation Processes in every-day life, in businesses and in social communities

Requirements for education systems, learning environment and teaching

Prof. David SELBY, Founding director of sustainability frontiers and adjunct professor at Mountain Saint Vincent University, Halifax, Canada
<http://www.sustainabilityfrontiers.org/index.php?page=david-selby>

The Didactic Concept of Green Pedagogy

Use in professional education to support sustainable development, findings of scientific results

Mag. Wilhelm Linder, University College for Agricultural and Environmental Education

Education 4.0 – Dynamics of Digital Learning in Future

The future belongs to Disruptives

Alexander Pinker, Medialist – Innovation – Profiling
www.medialist.info



The detailed documentation of the Conference can be downloaded under the following link.
<http://chek.edu.pk/phea-rlakche-conference-2018/>

IMPRINT

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HOME ECONOMICS AND SUSTAINABLE DEVELOPMENT GOALS

Participants of the ProfESus Course in Pakistan contributed to the one day conference of the PAKISTAN HOME ECONOMICS ASSOCIATION and RLAK College of Home Economics Karachi to the theme **HOME ECONOMICS AND SUSTAINABLE DEVELOPMENT GOALS**.

The objective of the conference was to highlight the role of home economics in promoting responsible consumption and meeting sustainable development goals and to highlight the need for exploiting non- fiscal channels for empowerment of consumers and women.



THE GLOBAL GOALS For Sustainable Development



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