



CONNECTING SCIENCE-SOCIETY COLLABORATIONS
FOR SUSTAINABILITY INNOVATIONS

ConSus: 543742-TEMPUS-1-AT-TEMPUS-JPHES

Work package 4, Deliverable 4.1

Report on the Selection of Training Participants

Marlene Mader

Leuphana University of Lüneburg



LEUPHANA
UNIVERSITY OF LÜNEBURG

April 2015



Tempus

This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Contents

1	Deliverable 4.1 – Selection of training participants	3
1.1	Overview of deliverable 4.1	3
1.2	Process of implementation	4
1.2.1	Step 1: Development of criteria for the selection of participants	4
1.2.2	Step 2: Development of a call for applications	5
1.2.3	Step 3: Application process	5
1.2.4	Step 4: Selection process	7
1.3	Results of the application and selection process	8
1.3.1	Gender balance	9
1.3.2	Age distribution	9
1.3.3	Academic discipline	9
1.3.4	Teaching experience	9
1.3.5	Motivation for participation and special interests	10
1.3.6	Perception of most important regional sustainability challenges	11
1.3.7	Networking experience	11
1.4	Conclusion	12
2	Annex	13
	Annex 1: Call for participation in trainings	14
	Annex 2: Results of the selection of training participants... Fehler! Textmarke nicht definiert.	

1 Deliverable 4.1 – Selection of training participants

In work package 4 trainings will be developed and organised with the aim to further develop the capacities of researchers and lecturers from the partner countries Albania and Kosovo on science-society collaborations for sustainable development. In the course of six four-day trainings in Austria, Germany, Ireland, Albania and Kosovo participants will receive insights into collaboration processes between academia and society. They will understand the purpose and benefits of science-society collaboration and learn approaches and methods how societal actors can be involved in their higher education teaching. The trainings are devoted to prepare the participants to better integrate regional stakeholders into their higher education teaching (and research) and thus address regional sustainability challenges and application-oriented learning. This work package is closely linked to work package 3, the Development of teaching resources. In WP3 a variety of different methods and concrete learning materials related to science-society collaborations for sustainable development are being developed by the project partners. Exemplarily a selection of these resources will be addressed in the trainings in order to give the trainees a better understanding of how they can be implemented in their lectures.

The six trainings will focus on Multi-stakeholder learning and sustainability communication, Integrative development processes for sustainable development and regional development, Environmental education elements fostering sustainability innovations, Environmental sustainability and global change, Creative and transdisciplinary methods, and Strategy development and process planning.

This report describes the application and selection process for identifying participants for the ConSus training program. The process of implementing deliverable 4.1 is explained, including the development of criteria for the selection of participants, development of a call for applications, and the application and selection process itself. Afterwards the results of the selection of training participants is presented and analysed. Detailed information of the selection results as well as the call for applications can then be found in the annex.

1.1 Overview of deliverable 4.1

This deliverable deals with the application and selection process for participating in the ConSus training programme. The project partners decided to conduct this application process in order to ensure that on the one hand the most appropriate applicants are chosen for participation in the trainings, and on the other hand that the selection process is being carried out in a fair and transparent way. Following table presents an overview of the deliverable as mentioned in the project proposal.

D 4.1 Selection of training participants	
Time frame	01.12.2014 – 31.03.2015
Responsible partner	Leuphana University of Lüneburg
Type of del.	Report
Description	<p>Criteria will be developed to guarantee a fair selection process for the participants, who will attend the trainings. These criteria should include the following:</p> <ul style="list-style-type: none"> - English language skills - spirit and motivation - ability to breakdown knowledge - experience/understanding of sustainable development - skills and resources to actively engage in network activities and foster science-society collaborations. <p>Based on these criteria the partners will nominate 2-4 staff members of their organization.</p>
Indicators of progress	18 training participants per training will be selected (2 per AL and XK partner)

1.2 Process of implementation

The selection of participants for the ConSus training programme was conducted in following steps:

- Step 1: Development of criteria for the selection of participants
- Step 2: Development of a call for applications
- Step 3: Application process
- Step 4: Selection process.

1.2.1 Step 1: Development of criteria for the selection of participants

Based on suggested criteria in the project proposal the work package coordinator Leuphana University of Lüneburg prepared a list of criteria for selecting training participants, which were discussed with all project partners at the management meeting in Lüneburg in October 2014. The draft included following list of criteria the trainees should fulfil:

- be part of the academic university staff
- have proven experience in teaching at higher education institutions
- have a basic understanding about sustainable development
- be willing to extend their knowledge about education for sustainable development
- be motivated to learn and to try new techniques and approaches
- be able to understand English effectively and are able to communicate clearly and accurately in spoken and written English
- work well with persons having a wide variety of living experiences, learning styles, and education
- be committed to engage with regional stakeholders in their teaching
- have an interest and understanding of sustainability challenges in their region and be motivated to teach about these challenges in an inter- and transdisciplinary and holistic way

- be committed to engage in activities of a newly established science-society network for sustainability innovations in Albania and Kosovo.

After discussing the expectations of the project partners towards potential trainees, a few criteria were revised. Most of these criteria serve as guiding principles of what will be highlighted during the trainings, i.e. that issues of education for sustainable development will be discussed or innovative teaching approaches. Thus it would be an asset if participants already have a basic understanding about sustainable development and experiences in teaching at higher education institutions. For the ConSus project it is also of relevance if the trainees will be open to engage in further project activities, such as the sustainability network or the development of learning and teaching resources. Nevertheless a requirement is that applicants are part of the academic university staff (as otherwise they would not be able to receive the travel costs by the Tempus grant), and that their English language skills are sufficient as the trainings are going to be held in English.

In the final version it is mentioned that applicants shall:

- be part of the academic university staff
- have proven experience in teaching at higher education institutions
- be willing to extend their knowledge about (education for) sustainable development
- be motivated to learn and to try new techniques and approaches
- be able to understand English effectively and are able to communicate clearly and accurately in spoken and written English
- be committed to engage with regional stakeholders in their teaching
- have an interest and understanding of sustainability challenges in their region and be motivated to teach about these challenges in an inter- and transdisciplinary and holistic way
- be committed to develop a teaching resource focusing on science-society collaborations for the ConSus online platform
- be committed to engage in activities of a newly established science-society network for sustainability innovations in Albania and Kosovo
- Participants are expected to travel to Albania, Austria, Germany, Ireland and Kosovo to attend in total four to five training courses.

1.2.2 Step 2: Development of a call for applications

A call for participation in trainings was drafted and finalised by Leuphana University of Lüneburg, once feedback was provided by the other partners. The call informs about the ConSus project in general, then includes a section on the benefits of the training programme and why to engage with, followed by a brief overview about the training programme and its topics. The expectations towards the applicants (the above mentioned criteria) and the link to the online application were listed as well.

The call for participation in the ConSus training programme can be found in annex 1.

1.2.3 Step 3: Application process

The application was managed via an online questionnaire. In close cooperation with the University of Graz and with other project partners, questions for the application were developed. The aim was to receive concise information about the background, teaching experiences and motivations

of the applicants. One question also asked if they had developed a draft teaching resource for ConSus (work package 3) as the idea was that the participation in trainings shall present an incentive for colleagues to develop teaching resources for the online platform. Nevertheless people who did not submit a teaching resource, but who were interested to further develop their capacities in science-society collaborations were encouraged to apply as well.

The applicants were asked to answer following questions:

1. Personal information

- 1.1. Name
- 1.2. Gender
- 1.3. Age
- 1.4. Institutional affiliation (university and department)
- 1.5. Academic discipline
- 1.6. E-mail address
- 1.7. Please upload your CV (in English)

2. Teaching experience

- 2.1. Do you have teaching experience?

If yes:

- 2.2. Please briefly describe your teaching experience.
- 2.3. How many courses and credit hours do you normally teach per semester?
- 2.4. Please list a couple of courses you teach (titles only).
- 2.5. Do you involve regional stakeholders into your courses? If yes, please briefly describe how.
- 2.6. From your point of view, why could it be of value to include practical aspects in university courses?

3. Motivation & interest

- 3.1. What is your motivation to participate in the ConSus training modules?
- 3.2. What are your special interests and expectations of the training modules?

4. Regional context and networking

- 4.1. In your perspective, what are the two most important sustainability challenges in your country?
- 4.2. Do you engage in networking activities focusing on sustainable development at the regional/national/international scale? Please briefly describe.

5. ConSus teaching resources

- 5.1. Have you already submitted a draft for a ConSus teaching resource addressing science-society collaborations?
- 5.2. If yes, please provide the title of the resource.
- 5.3. If no, could you imagine developing a teaching resource? On which aspects would it focus on?

6. Participation in trainings

- 6.1. *The first ConSus training will take place at Leuphana University of Lüneburg from 5-8 May 2015 and the second training will take place at University of Graz from 7-10 July 2015. Would you be available during these dates?*

The call for participation in the training programme was distributed by the project partners in Albania and Kosovo in mid February 2014. The call was sent to colleagues who submitted a draft teaching resource, and who participated in previous ConSus university workshops. The online call was open until 11th March 2014.

1.2.4 Step 4: Selection process

In total 92 people from Albania and Kosovo applied for the ConSus training programme.

Partner institution	No. of applications
European University of Tirana	18
Polis University	10
Aleksander Moisiu University of Durres	14
Agricultural University of Tirana	7
QSKN	4
Universum College	14
Public University Haxhi Zeka	9
Riinvest College	11
INDEP	5
Total	92 applications

Table 1: Overview about the number of applications for the ConSus training program by the different partner institutions

The applications (including answers from the online survey and the CV) were listed according to their institutional affiliation and sent to the respective partner institutions for review. The applications were first reviewed by the contact person at the partner universities, who were asked to choose the 10 best applications, which were then reviewed by Leuphana University of Lüneburg (as work package coordinator), QSKN (responsible for the quality control) and University of Graz (as project coordinator).

For the selection process a template for review was developed, which included the name of the applicant, if the applicant is an academic staff member of respective institution (including researchers, lecturers and project staff), his/her academic discipline, if the English skills are sufficient, if the applicant has teaching experience and how much, and if the reviewer would recommend the applicant for the trainings (based on a grading from 1-5 and a brief explanation).

The reviewers did not had a strict framework for their grading, but could decide by themselves what they feel to be most important, taking into consideration the motivation and teaching experience of the applicant, if he/she submitted a teaching resource for the project, if the sustainability understanding is appropriate, if the applicant engages in networking activities, etc. It is even welcome to have a heterogeneous group of participants with different academic backgrounds, sustainability knowledge and teaching experiences as a mix of experienced as well

as interested trainees at the beginning of their academic careers will enrich discussions and learning opportunities. For instance for some partners the motivation and willingness to further engage in project activities played an important role.

After the pre-selection by the project partners in Albania and Kosovo, all remaining applications were reviewed by the selection team, consisting of Leuphana University of Lüneburg, QSKN and University of Graz. The final selection was discussed during an online meeting. The project partners thereby had the possibility to individually say how many applicants the selection team shall choose for their institution. The work package coordinator suggested four to six participants per institution. The idea was that the trainees would then be able to attend at least three different trainings (out of six) in order to develop profound knowledge on science-society collaborations. The partners asked to choose four to as many participants as possible (which was a maximum of 11 participants) as they would like to allow more colleagues to benefit from the training programme.

The detailed reviews of all applicants can be found in annex 2.

1.3 Results of the application and selection process

Out of 92 applications in total, 60 were chosen for the ConSus training programme.

Partner institution	No. of selected applicants
European University of Tirana	7
Polis University	6
Aleksander Moisiu University of Durres	8
Agricultural University of Tirana	7
QSKN	4
Universum College	8
Public University Haxhi Zeka	6
Riinvest College	9
INDEP	5
Total	60 participants

Table 2: Overview about the number of selected participants for the ConSus training program by the different partner institutions

In the following a brief overview about the selected applicants is provided:

1.3.1 Gender balance

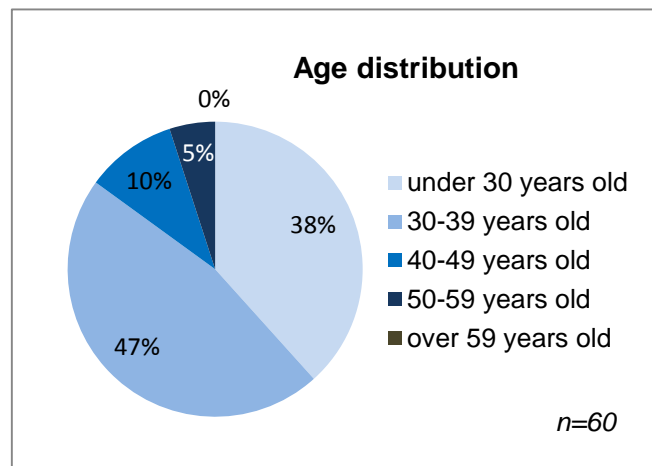
From the 92 applicants 57 applicants are female (62%) and 35 are male (38%). From the selected participants 35 are female (58,3%) and 25 are male (41,7%).

1.3.2 Age distribution

With 85% a high percentage of the selected applicants are under 40 years old (see figure 1). Nevertheless most of the applicants are able to refer to experiences in teaching and researching of several years. Some applicants are at their early careers and eager to expand their teaching competences.

15% of the applicants are aged between 40 and 60 years.

Figure 1: Age distribution of the selected applicants



1.3.3 Academic discipline

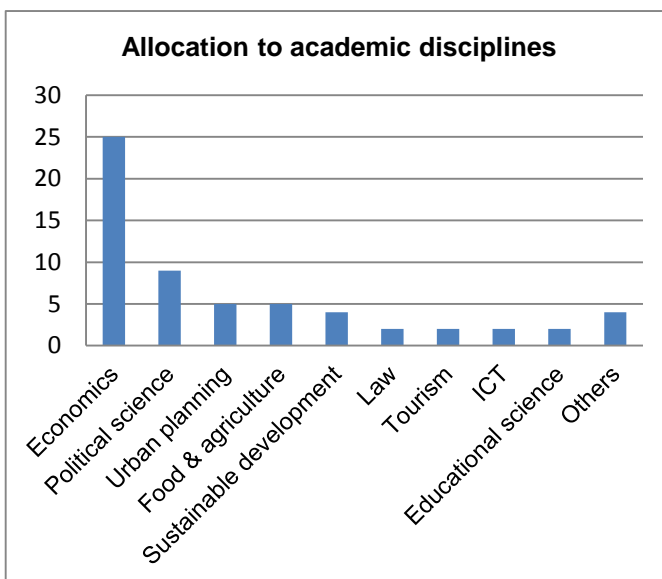


Figure 2 shows that with 25 mentions 42% of the selected applicants are affiliated to economics and management studies, ranging from entrepreneurship, to human resources, finance, international management, marketing, amongst others. This focus of economics also results due to the fact that from two universities almost all applicants are working in economics. Further disciplines include political science (nine mentions), urban planning and food and agriculture (five mentions each), sustainable development (four mentions), and two applicants each are working in law, tourism, ICT, educational science or other disciplines (four mentions).

Figure 2: Academic disciplines of the selected applicants

1.3.4 Teaching experience

Six applicants mention that they do not have teaching experiences at higher education institutions so far, whereby five of them are from the participating NGOs, who are experienced in organising trainings on the other hand. The other 54 applicants have teaching experiences, which were divided into “high” with experiences of more than five years, “medium” with teaching experiences of one to five years, and “low” addresses experiences of less than one year. 46% state that they

were teaching at higher education institutions for more than five years, 38% between one and five years and 5% started their first courses only last year.

With 37 mentions almost two-third of the selected applicants state that they have already integrated societal stakeholders into their university courses. So far this mainly happens on the basis of guest speeches; some lectures also mention field trips. In most cases the added value for involving external stakeholders is seen for the students as they can experience application-oriented learning, but hardly for both students and stakeholders.

1.3.5 Motivation for participation and special interests

Applicants were asked about their motivation to apply for the training programme. Their answers were clustered (see figure 3 below), whereby multiple answers were possible. Almost half of the selected applicants mention getting to know innovative teaching methods, including knowledge about how to actively involve stakeholders into their university courses, as important part of their motivation. 17 applicants hope to receive up-to date knowledge about sustainability issues, whereby several participants highlight environmental aspects. 15 applicants would like to improve the learning experiences for their students by being able to apply more student-oriented teaching and learning formats. For 14 applicants the possibility for exchange and collaboration with other lecturers plays a crucial role, while for eleven applicants the personal and professional development is the main focus. Further five applicants mention that they look forward to engage in network activities and contribute to sustainable development in their region, two applicants hope to learn more about how other universities apply sustainability issues and one applicant mentioned the interdisciplinary setting of the trainings as his/her motivation.

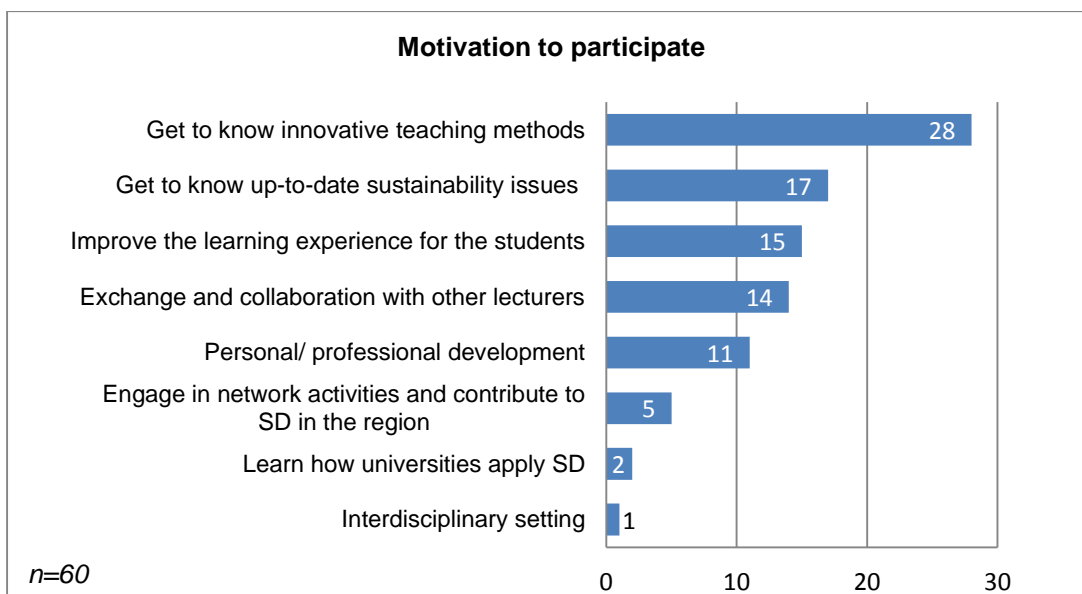


Figure 3: Motivation of the applicants to participate in the training programme

1.3.6 Perception of most important regional sustainability challenges

Applicants were asked to report about their opinion of the two most important sustainability challenges in their countries. The answers were clustered (see figure 4).

Environmental issues were mentioned 31 times, which in some cases were further defined. For instance energy efficiency and security was addressed (eight mentions), waste management and pollution (two mentions each), or climate change, natural resource management or biodiversity.

Sustainability challenges regarding economic development were mentioned by 22 applicants. These include unemployment (six mentions), the lack of a qualified workforce and human resource development (four mentions), or that study programmes are not linked with the needs of the labour market (four mentions).

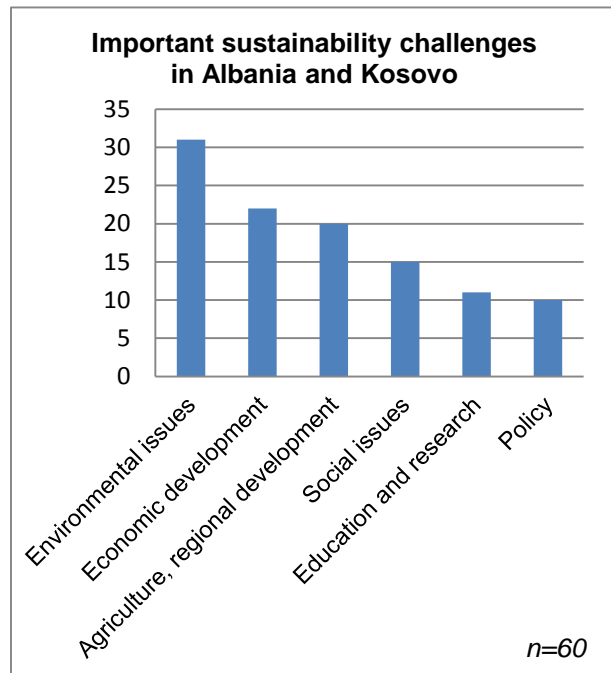


Figure 4: Important regional sustainability challenges

The demands for sustainable agriculture and regional development were highlighted by 20 applicants. Agricultural development and the use of local organic products was mentioned seven times, land management three times, regional and rural development as well as urban planning was mentioned twice each. Sustainable tourism was addressed by six applicants.

Social and development issues were addressed 15 times as important sustainability challenges. This includes, for instance, poverty alleviation (four mentions), social cohesion (two mentions) or the importance of raising awareness and building capacity for sustainable development (four mentions).

Education and research were mentioned eleven times as sustainability challenges, containing quality of education (four mentions), or a lack of research for innovation and economic development (three mentions). Universities are perceived as reproducers of knowledge instead as producers of knowledge, and hence lack relevance for regional sustainability innovations. Educational empowerment of socially excluded groups was also mentioned once.

Challenges related to policy were addressed by the applicants ten times, and include democracy and political participation (four mentions), corruption, the need for long-term strategies, or the integration of sustainability into development policies.

1.3.7 Networking experience

One question of the application survey asked if the applicants are already engaged in networking activities focusing on sustainable development. 24 applicants mention that they do not engage in sustainability networking so far, whereby eight applicants would like to be engaged in the future. 36 applicants are already active in networking for sustainability issues. Not all of them specify their networking experience, but for instance seven of them network through project activities, three applicants are actively involved in NGO work, some applicants are further engaged in business or consulting activities. Consequently a variety of applicants is already engaged in sustainability networking, which will be interesting for involving stakeholders in their teaching as

well as for the upcoming sustainability network, which will be established during the ConSus project.

1.4 Conclusion

The application and selection process of participants for the ConSus training programme took place in February and March 2015; thanks to the support and efficient collaboration by all project partners.

The great majority of the 92 applications from nine partner institutions (four higher education institutions and one NGO from Albania, and three higher education institutions and one NGO from Kosovo) were promising. In the end 60 applicants were chosen for participation in the ConSus training programme. The selected participants are a heterogeneous group, coming from diverse academic disciplines, having a different level of teaching experiences as well as sustainability understanding. This will present a challenge for the organisers of the ConSus trainings, but is desired as the project partners like to foster exchange, learning from each other and getting to know different perspectives. The partners are confident that the selected applicants are motivated and eager to learn more about teaching methods and approaches towards sustainable development, which they can implement in their teaching and research.

2 Annex

Annex 1: Call for participation in trainings

Annex 1: Call for participation in trainings



ConSus: 543742-TEMPUS-1-AT-TEMPUS-JPHES

Call for participation in trainings

in the EU TEMPUS project ConSus

“Connecting Science-Society Collaborations for Sustainability Innovations”

Introduction to the project:

Connecting Science-Society Collaborations for Sustainability Innovations

Education and research play a key role in fostering sustainability innovations. Higher education institutions are important drivers towards sustainable development as they shape their regional environments and bear the responsibility to address social challenges. Hence universities need to strengthen their collaborations with societal and regional actors in order to be able to commonly shape and envision a sustainable future.

The EU Tempus project “ConSus” (Connecting Science-Society Collaborations for Sustainability Innovations) aims to establish a regional science-society network for sustainability innovations in Albania and Kosovo. The objectives are to strengthen the connection and collaboration of higher education institutions, research and practice as well as to promote mutual learning and innovative sustainability issues and methods through structured workshops to support capacity building as well as systemic and holistic thinking.

Planned project outcomes:

- Identification of Albanian and Kosovar stakeholders in the field of higher education, research and practice for sustainable development.
- Development of an online platform with teaching materials and methods for higher education, focusing on sustainable development and collaboration with regional stakeholders.
- Implementation of six trainings about science-society collaborations for sustainable development for researchers and lecturers.
- Carrying out seven workshops at the partner universities in Albania and Kosovo for lecturers and students to introduce innovative sustainability teaching resources.
- Improvement of higher education infrastructure and establishment of sustainability libraries.

The target groups will be higher education institutions (esp. lecturers, researchers and students), research institutions and regional stakeholders like enterprises, NGOs and regional development agencies.

Why to engage in the ConSus trainings?

- You attend four to five training courses on sustainable development and learn how to foster science-society collaborations between May 2015 and March 2016 in Albania, Austria, Germany, Ireland and Kosovo.
- The expenses for the trainings are fully covered by project funds (including travel costs, accommodation, food, excursions).
- You work together with international experts, exchange with colleagues from different backgrounds and get to know learning materials and innovative methods for transdisciplinary teaching, which are aligned to the regional context in Albania and Kosovo.
- You will receive a training certificate from the facilitating institutions, which comprise University of Graz, University of Natural Resources and Life Sciences Vienna, Leuphana University of Lüneburg, University of Limerick, European University Tirana and Universum College in Pristina.
- Academic university staff from all disciplines, age and gender is invited to participate in the trainings.

On what topics will the trainings focus on?

In the course of six four-day trainings participants will receive insights into collaboration processes between academia and society in the field of sustainable development. They will understand the purpose and benefits of science-society collaboration and learn approaches and methods how societal actors can be involved in their higher education teaching. The first two trainings in Lüneburg and Graz will additionally support the participants in developing teaching resources.

Please find an overview about the training focuses, facilitators and dates in the table below:

No.	Title	Facilitator	Time	Place
1	Multi-stakeholder learning and sustainability communication	Leuphana University of Lüneburg	5-8 May 2015	Lüneburg, Germany
2	Integrative development processes for sustainable development and regional development	University of Graz	7-10 July 2015	Graz, Austria
3	Ecology education elements fostering sustainability innovations	University of Limerick	September 2015	Limerick, Ireland
4	Environmental sustainability and global change	University of Natural Resources and Life Sciences Vienna	November 2015	Vienna, Austria
5	Creative and transdisciplinary methods	European University Tirana (& Leuphana University of Lüneburg)	January 2016	Tirana, Albania
6	Strategy development and process planning	Universum College (& University of Natural Resources and Life Sciences Vienna)	March 2016	Pristina, Kosovo

What do we expect from you as a training participant?

Selected training participants should:

- be part of the academic university staff
- have proven experience in teaching at higher education institutions
- be willing to extend their knowledge about (education for) sustainable development
- be motivated to learn and to try new techniques and approaches
- be able to understand English effectively and are able to communicate clearly and accurately in spoken and written English
- be committed to engage with regional stakeholders in their teaching
- have an interest and understanding of sustainability challenges in their region and be motivated to teach about these challenges in an inter- and transdisciplinary and holistic way
- be committed to develop a teaching resource focusing on science-society collaborations for the ConSus online platform
- be committed to engage in activities of a newly established science-society network for sustainability innovations in Albania and Kosovo
- Participants are expected to travel to Albania, Austria, Germany, Ireland and Kosovo to attend in total four to five training courses.

Are you interested to learn more about science-society collaborations and become part of a sustainability network? [Apply online](#) .

We are looking forward to welcome you in our network soon!

[Name and institution of respective project partner]

On behalf of the ConSus project consortium