

The slide features a background image of green leaves with prominent veins. At the top left is the RCE Graz-Styria logo. At the top right is the RCE logo with the text 'REGIONAL CENTRE OF EXPERTISE ON EDUCATION FOR SUSTAINABLE DEVELOPMENT' and 'ACKNOWLEDGED BY' above the United Nations logo and 'UNITED NATIONS UNIVERSITY'. The main title 'RCE Graz-Styria' is centered in a large, black, sans-serif font. Below the title, a list of key points is presented:

- Worldwide RCE Network – 78 RCEs coordinated by UNU
- Think Global Act Local
- **Transfer** – Network of local and global actors, building the bridge between university and society
- **Research** Development Processes in Regions, Public, Private & NGO institutions; Graz Model for Integrative Development;
- **Education** NGO Development & Social Entrepreneurship; „ Human Development & Capacity Building
- **Lifelong Learning** „Methods for development processes“ (intergenerational)
- **Sustainable University** COPERNICUS Alliance, Sustainable University Graz, Sustainability4U

At the bottom center, the text 'Clemens Mader & Marlene Trummler, td-conference 2010, Geneve' is displayed.

# Content

- **Intention of developing the Graz Model**
- **The Graz Model for Integrative Developmen**
- **Using the GMID**
- **Way ahead & open research questions**

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# Intention

- **Sustainability processes in...**
  - regional context
    - Local Agenda 21 processes, regional development,...
  - Organizational development
    - Business development, CSR, sustainability reporting,...
  - Entrepreneurship
    - Development of ideas
  - Success vs. Failure?
  - Process development

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## Research Questions

- What are the main principles of sustainability processes?
- How are those principles interrelated?
- How may intercultural & -organizational process benchmarking look like?

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## Case Studies experiences

- Sekem, Egypt
- PlaNYC 2030, New York City, USA
- Malmö, Sweden
- Ecoregion Kaindorf, Austria
- RCEs around the world
- Austrian Education networks
- UN Global Compact – Austrian Network
- Social Entrepreneurs (Paros, studienaktie.org, CND,...)
- Business Institutions (Zotter, Vienna Airport, Sekem, Ecoprofit Programme © ...)

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# Sustainable Development

- Holistic concept of...
  - People
  - Environment
  - Economy
- Future generations

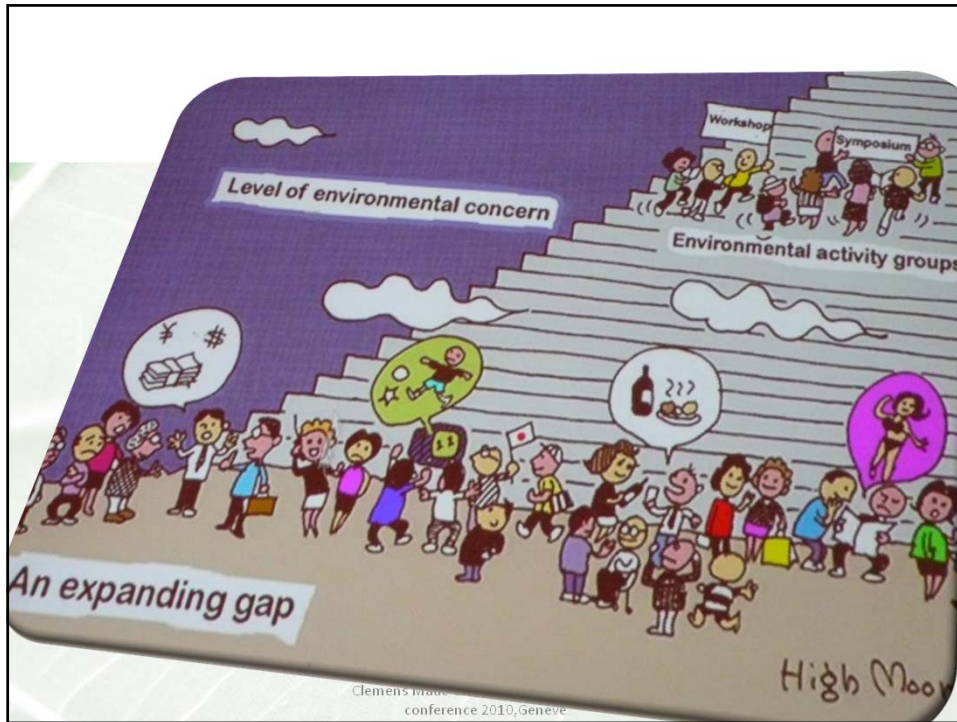


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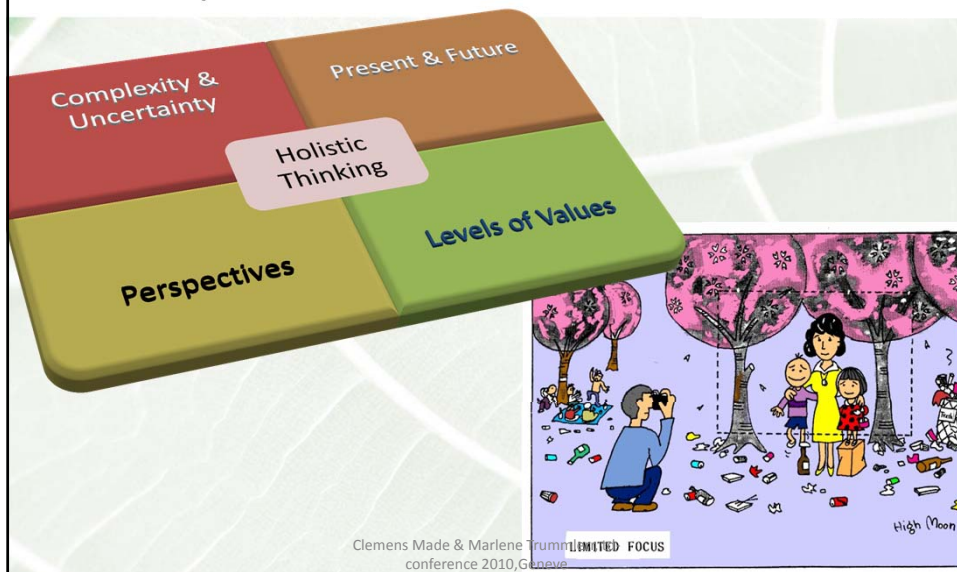
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|--|--|---|--|
| <p>1<br/>ERADICATE<br/>EXTREME POVERTY<br/>AND HUNGER</p>      |  | <p>5<br/>IMPROVE MATERNAL<br/>HEALTH</p>                        |  |
| <p>2<br/>ACHIEVE UNIVERSAL<br/>PRIMARY EDUCATION</p>           |  | <p>6<br/>COMBAT HIV/AIDS<br/>MALARIA AND OTHER<br/>DISEASES</p> |  |
| <p>3<br/>PROMOTE GENDER<br/>EQUALITY AND<br/>EMPOWER WOMEN</p> |  | <p>7<br/>ENSURE<br/>ENVIRONMENTAL<br/>SUSTAINABILITY</p>        |  |
| <p>4<br/>REDUCE<br/>CHILD MORTALITY</p>                        |  | <p>8<br/>GLOBAL<br/>PARTNERSHIP FOR<br/>DEVELOPMENT</p>         |  |

UN Millennium Development Goals

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## Holistic Thinking on Sustainable Development



## Transdisciplinarity

- Four basic principles of transdisciplinary processes:
  1. ... collaboration between science & society
  2. ... is societal problem driven
  3. ... interdisciplinary
  4. ... mutual learning & education effects

(Mader, 2009)



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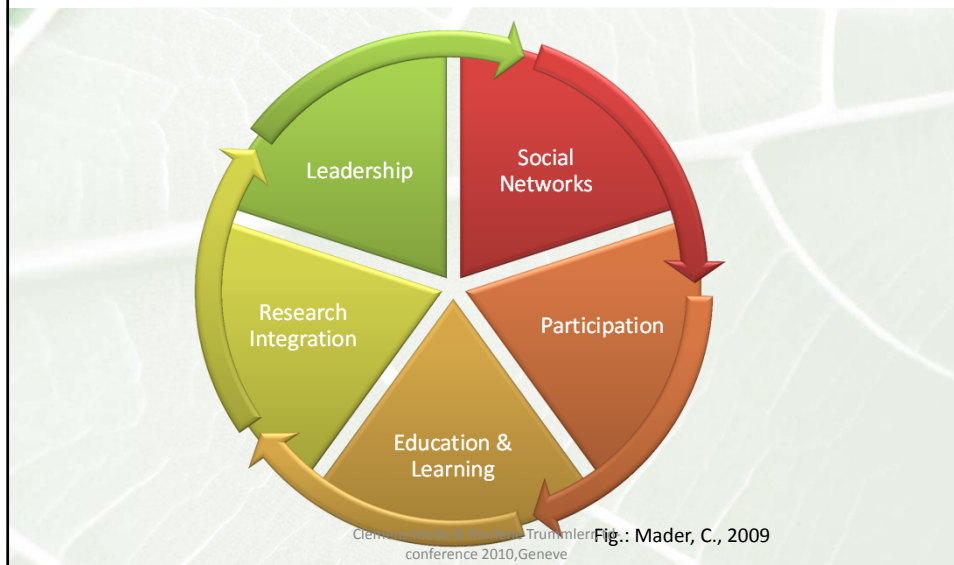
## From Vision to Implementation –

### Processes of transformation



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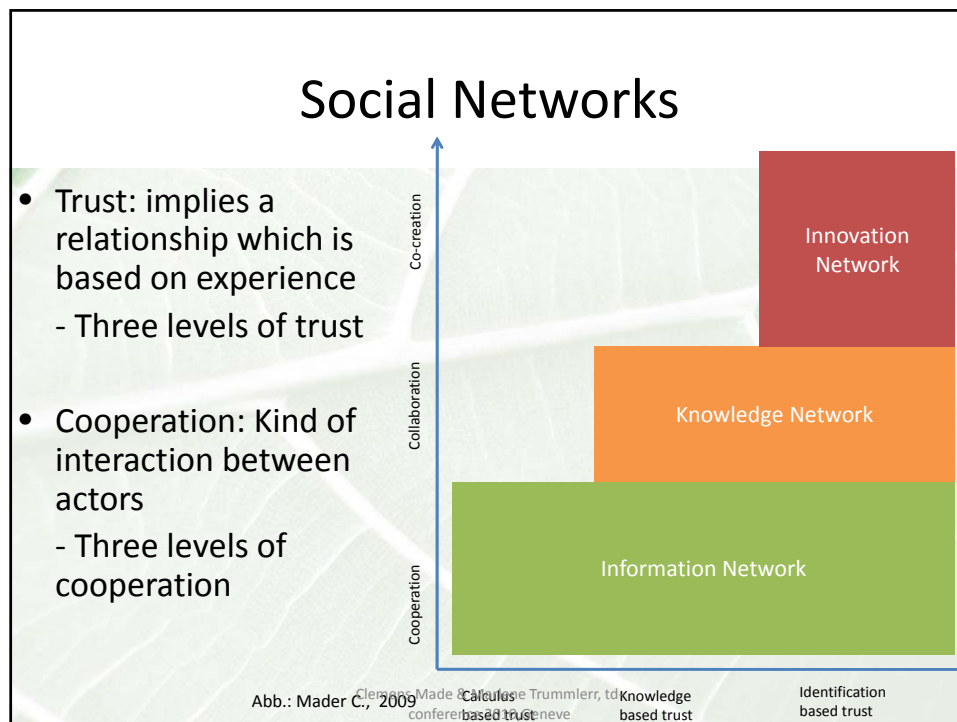
## Graz Model for Integrative Development



## Leadership

- Leadership Traits (*Kirkpatrick & Locke, 1991*)
  - Personal Drive (Vision)
  - Motivation
  - Honesty and Integrity
  - Self Confidence
  - Cognitive Ability
  - Knowledge of Business
  - Further Traits: charisma, flexibility
  
- Levels (*Ackoff, 1988; Bass & Avolio, 1994; Burns, 1978; Maak, 2007*)
  - Administration
  - Transactional Leadership
  - Transformational Leadership, Sustainable Entrepreneurship

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## Education & Learning

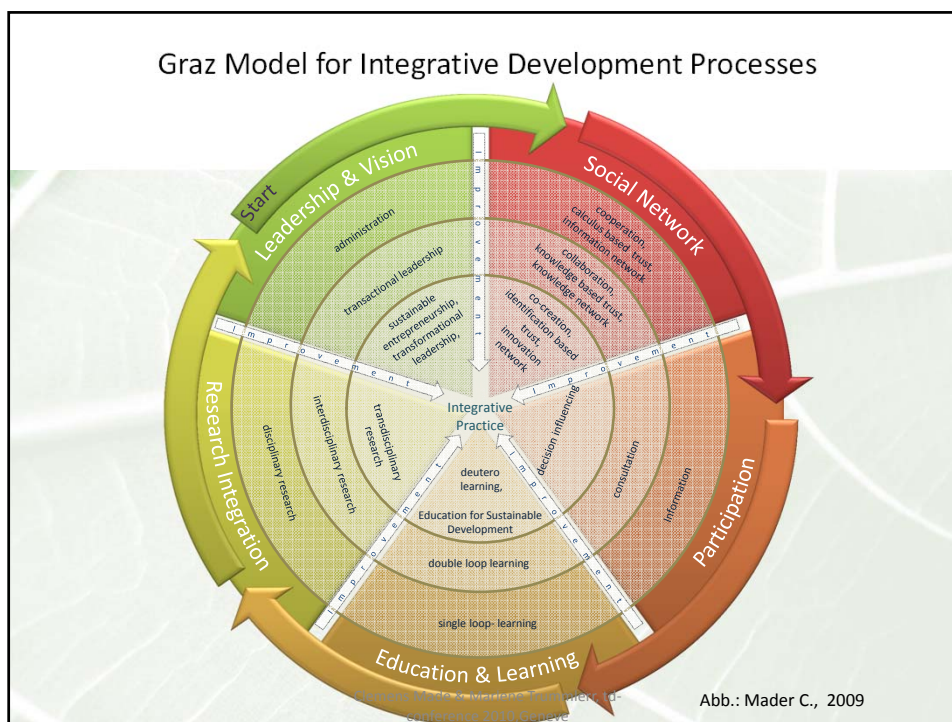
- Education is the core element of Sustainable Development (*Brundtland, 1987*).
- Learning: ... is a Life Long Process (van Dam-Mieras, 2002),
- Regional Learning (Scheff, 2001)
- Levels (Argyris & Schön, 1978; Senge, 1990 ):
  - Single Loop
  - Double Loop
  - Deuteron (Generative) Learning

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## Research Integration

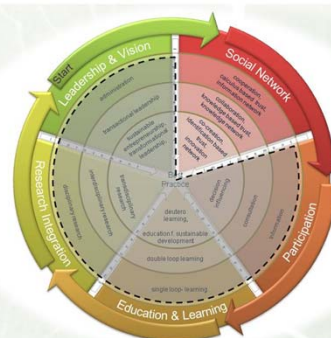
- Disciplinary Research
- Interdisciplinary Research
- **Transdisciplinary Research**
  - Societal problem driven
  - Interdisciplinary
  - Collaboration between research & practice
  - Mutual learning process

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## The role of regional networks

- Co-creation: to work on same vision
- identity based trust
- Innovation networks for sustainable development
- Capacity building for sustainable development
- Regional learning

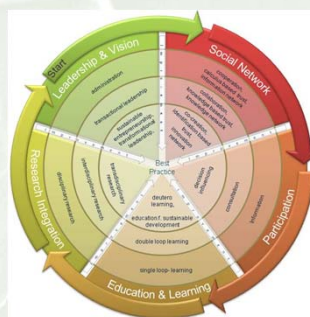


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## Using the GMID

- Process planning
- Process evaluation
- Process benchmarking

→ Learn from the process and find ways for improvement




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## Way ahead & open questions

- Intercultural benchmarking
- Combination of quantitative and qualitative evaluation and assessment
- Book development – Call for Papers
  - Case studies applying GMID
  - Applications & Interpretations
  - Theoretical concepts

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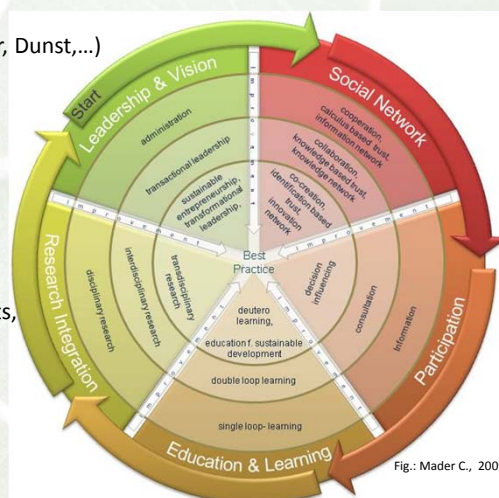
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**THANKS FOR YOUR ATTENTION!**

## Example: Ecoregion Kaindorf

Vision: CO2 neutrality by 2015;

- Leadership structure:
  - Regional Entrepreneurs (Schirrhofer, Dunst,...)
  - Managing director (J.Ninaus)
  - Board
- Social Network:
  - Advisory Board
  - Scientific Network & Conferences
  - Supporters
- Participation;
  - Information campaigns
  - Polls among inhabitants, public events,
  - Board
- Education & Learning
  - Educational activities among citizen
  - Frequent evaluation of process
- Research integration
  - Cooperation with universities
  - Scientific conferences



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## Workshop

- Build groups of up to three people and apply the model for own case studies
- 10 minutes for short presentation of cases
- 30 minutes working on the cases
- 40 minutes presentation of outcomes

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