

## *International Conference on Education as a Driver for Sustainable Development Goals*

### **Goal 4.3 – Higher Education and TVET: Addressing pedagogy, curriculum, research and spaces of learning**

#### **Recommendations**

#### **Purpose and Analysis**

- Examine and critically evaluate existing dominant social, political, and economic systems and paradigms of institutions and society to identify the root causes of sustainability issues and highlight the obstacles and opportunities for higher education to help lead transformative change
- Recognise and develop the unique role higher education institutions play in bringing stakeholders together to co-create sustainable solutions at the local level
- Utilise holistic views to integrate interdisciplinary foundational SD knowledge and skills across sectors
- Assess the affordability and accessibility of higher education
- Reorient higher-education curriculum towards sustainability, including establishing clear educational missions and core outcomes, embedding SDGs across all disciplines, and building the capacity of students and teachers to understand and engage in sustainability issues and problem-solving
- Improve the quality of education on sustainability and make it relevant to the needs and well-being of people and the planet, inspirational and practically useful to students, and linked to professional skillsets, values, and lifestyle changes

#### **Competencies**

- Apply theories to practical problem-solving skills, addressing community needs through relevant research and community science
- Develop cultural awareness and values that address issues of justice, equity, and interdependence
- Increase abilities for adaptation, resilience, innovation, creativity, and flexibility to be able to address changing social, economic, and environmental needs
- Teach communication skills that allow for political dialogue to address contentious issues, bridge fragmentation, and refocus conflict toward harmony and collaboration

#### **Strategies**

- Provide trainings to current and future teachers, administrators, and leaders for new integrated knowledge, competencies, mindsets, skillsets and behavior
- Utilise diverse and innovative pedagogical strategies (distance-learning, MOOCs, social media, video games, apps for social development, etc.)
- Enhance and develop SD knowledge and education resources (material, courses, etc.) to mainstream sustainability into curricula and to scale up and speed up change
- Respect and utilise diverse traditional and new ways of knowing, learning, living and being
- Use Technical and Vocational Education and Training (TVET) and workforce training to create and integrate sustainability skills into professions and industry
- Employ the social sciences and humanities to help drive consciousness-raising, public awareness, and cultural paradigm shifts
- Offer applied and relevant learning opportunities and civic engagement that helps communities, through service-learning, living laboratories, internships, etc.
- Develop and facilitate virtual and formal international exchange programmes
- Empower students to have faith and conviction that they can be agents of change and can make a difference as current and future leaders to solve global and local problems
- Develop measurement tools that assess the quality of ESD outcomes (institutional metrics, Sustainability Literacy Test, AASHE STARS, etc.) and employ open source inputs and public reviews to update benchmarks and select indicators that consider the complexity of regional contexts and the human capacity to address the SDGs

### **Public Awareness and Policy**

- Collaborate with government agencies, NGOs and media to increase public awareness
- Convene stakeholders in neutral arenas to identify challenges and resources, facilitate discussions, and address community needs
- Utilise research projects and expertise, as a trusted source, to increase relevance of ESD and inform policy
- Revise accreditation of institutions and hiring practices of teachers and administrators to promote and reward sustainability
- Model sustainable good practices in facilities and operations
- Cultivate funding models (foundations, grants, public and private resources, etc.) to facilitate implementation of SDGs
- Establish cross-sector partnerships and networks between higher education institutions (HESI, RCEs, GUPES, Global Alliance, etc), industries, communities, NGOs, and governments to scale up our collective impact
- Provide interdisciplinary input to assess, advise, support, and implement planning and policies
- Integrate ESD into local, regional and national sustainable development policies and hold leaders accountable for developing quality education for sustainable development that contributes to transformative change