



# Mainstreaming Education for SDGs

Peer support group session 2, 27 June 2024

## What should every higher education institution aim to be doing?

PUBLIC SUMMARY

Mainstreaming Education for the SDGs



## About this group

### Group aims

- To mobilise and accelerate our tertiary education institutions' efforts to provide all learners with the knowledge, skills and mindsets to promote sustainable development (SDG 4.7)
- In particular, to contribute to a roadmap for mainstreaming SDG 4.7 in HEIs

### Group principles

- Participatory - Sharing our expertise and experiences
- Build on our diversity - everyone has something useful to contribute
- Safe space (Chatham House)
- Try to distill and capture recommendations for HEIs in our region

Session 2 public summary

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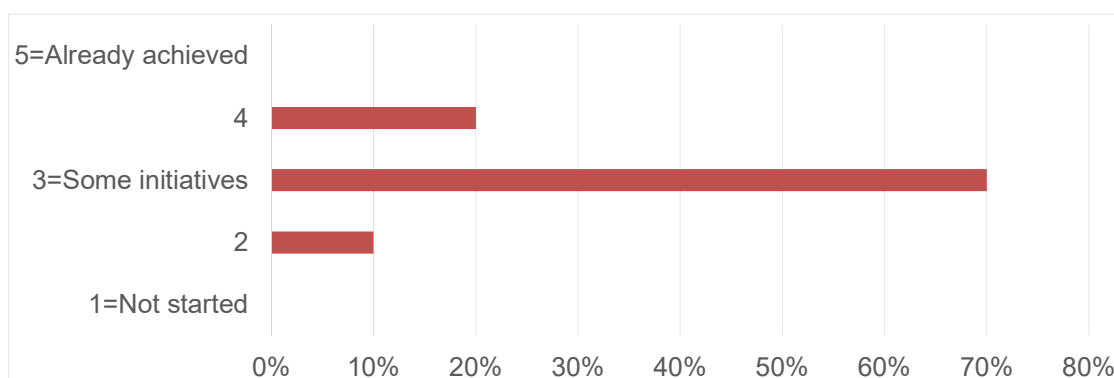
## Intro to Session 2

### What should every higher education institution aim to be doing?

- In a roadmap for mainstreaming SDG 4.7 in HEIs, where should we be heading?
- What needs to be in place for us to say that mainstreaming SDG 4.7 “has been achieved”?
- What should we be advocating for our institutions/faculties/departments to be aiming for?
- Can we come up with a list/definition that will apply to any HEI?

## Scene-setting

How would you rate your institution's / faculty's / department's progress towards mainstreaming education for SDGs or sustainability?



## What does mainstreaming SDG 4.7 look like?

### Key elements that need to be in place, in order of priority/votes (1/2)

1. SDGs/sustainability are embeded in graduate and learning outcomes and integrated across the entire curriculum, including compulsory and interdisciplinary courses for all students.
2. All staff and students, including university leaders, are provided with basic SDG literacy training and other capacity building engagement initiatives.
3. The institution "walks the talk" by having strong institutional sustainability goals and initiatives.
4. All lecturers and course coordinators receive professional development training in ESD and have access to tools and resources.

## What does mainstreaming SDG 4.7 look like?

### Key elements that need to be in place, in order of priority/votes (2/2)

5. The institution has a strategic commitment to mainstreaming education for SDGs/sustainability, including strong support/accountability from leadership, and governance and resources to ensure follow-through.
6. Mapping and tagging courses with SDG/sustainability content, to track progress on mainstreaming and to assist student choices
7. Support for student action on the SDGs.

## Additional reflections

- As a region we have made a start on all the key elements, as all appear to be already being implemented by at least some of the institutions participating in the session (and at least to some extent).
- Additional element to consider: ESD is strongly integrated with research, campus engagement and community engagement (e.g., living labs)
- Executive sponsorship is the “magic” that makes things happen
- Issues to consider when we discuss the “how”:
  - Limitations to how much we can individually influence institutional change
  - How do we join up with (or not compete with) other important institutional agendas, such as First Nations?

## Next session

We hope you will be able to join us for the next session in the series:

- Tue, 13 August 2024 – **How do we influence institutional leadership and make a compelling case for institutional action towards mainstreaming SDG 4.7?**
- New participants from ACTS/SDSN AusNZPac member institutions are very welcome and can sign up here: [ap-unsdsn.org/sdsn-acts-mainstreaming-education-for-sdgs-group-2024-session/](https://ap-unsdsn.org/sdsn-acts-mainstreaming-education-for-sdgs-group-2024-session/).

