

Two- Day Capacity Building Workshop for Faculty on SDGs and CBPR through Service Learning

sponsored by

United Board for Christian Higher Education in Asia

Venue: Betty Chinniah Multimedia Theatre
Lady Doak College, Madurai

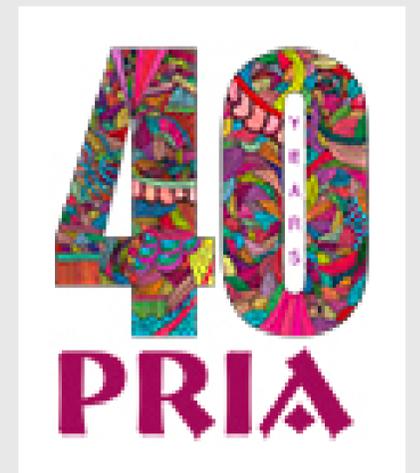
National Trends in SDGs and Role of Higher Education Institutions Towards Achieving SDGs

Dr. Rajesh Tandon

Founder-President, PRIA;

UNESCO Co-Chair in Community-Based Research and Social
Responsibility in Higher Education

22 August 2022



SDGs - THE GLOBAL GOALS

- **The United Nations (UN) adopted the Sustainable Development Goals (SDGs) in 2015 as targets to be achieved by 2030**
- **Agenda 2030 establishes 17 Goals which are universally applicable for all countries of the world.**
- **Specific targets on poverty, hunger, education, water & sanitation, urban infrastructure, climate action, etc.**
- **NITI Aayog maintains national dashboard, each Goal assigned to a Ministry.**
- **Inter-related nature of Goals, underlying local, contextual realities**
- **Impacts of pandemic on progress to SDGs?**



CONSTRAINTS IN HIGHER EDUCATION SYSTEM

- ★ **Curriculum and course outlines often follow rigidly specified disciplinary requirements.**
- ★ **Pedagogy of teaching tightly specified too, disciplinary rigidity**
- ★ **Similar Challenges with Professional Education Frameworks (architect, engineer, manager, lawyer, teacher, doctor, nutritionist, agriculture, veterinarian, etc.).**
- ★ **Encouraging high quality research: methodology discipline-bound, seeking universal truths.**



REORIENTING HIGHER EDUCATION



(i) Teaching and Learning

(I) MODIFYING CURRENT CURRICULA TO BRING IN CERTAIN ASPECTS OF RELEVANT SDGs

Example: SDG5 which focuses on 'achieving gender equality and empowerment of girls and women'. A syllabus on undergraduate economics course can include topics like: How do constraints faced by women affect labour force participation? How does it impact GDP and other dimensions of economic development?

(II) INTRODUCING NEW COURSES TO EXPAND STUDENTS' KNOWLEDGE OF SDGs

Example: Very few courses currently exist on subjects of water and sanitation as related to SDG6 -- 'ensure access to water & sanitation'. New courses for engineering students may be designed focused exclusively on water harvesting, storage, security and distribution

(III) USING INTERACTIVE PEDAGOGIES TO ENABLE LEARNING THROUGH INTERACTION WITH THE SOCIETY

Example: SDG2 is critical for survival and well-being of many societies today--'End hunger, achieve food security, improve nutrition'. Faculty of agriculture may include certain topics to be taught in the communities, like traditional food habits and organic agriculture. Faculty of business may require field projects by students on food storage and supply chains. Faculty of medicine may design community level internships to learn about factors affecting hygiene and malnutrition.

REORIENTING HIGHER EDUCATION



(ii) Research and Knowledge

(I) FRAME LOCALLY USABLE RESEARCH

Example: SDG 9 is targeting resilient infrastructure and sustainable industrialization.

Departments of energy, minerals and mining may find interesting research topics on green technologies for local industry.

(II) BUILD KNOWLEDGE IN PARTNERSHIP

Example: SDG 11: Studies of land use in urban areas and improvements in housing infrastructure may be carried out by faculty of architecture, geography, and engineering.

(III) LEARNING NEW COMPETENCIES

Example: Attributes like critical thinking, conscientization, ethical orientation is not paid much attention to. Key competency is CBPR methodology.

REORIENTING HIGHER EDUCATION



(iii) Engaged Service

(i)

Internships, field placements, co-operative education, service-learning are some of the presently used forms of engaged service.

(ii)

Specific SDG focus could be provided for different teams of students and faculty.

(iii)

Short-term projects by administrative staff in support of such field projects may also be envisioned. For such practices to be realised, HEIs need to create enabling mechanisms

Four Pillars of Actionable Frameworks for HEIs

Pandit Ravishankar Shukla University, Raipur (PRSU) is a hub under the Knowledge for Change Global Consortium (K4C), an initiative of the UNESCO Chair in CBR-SR in Higher Education. Students from PRSU conducted a study with women informal workers after the Covid-19 lockdown. They used CBPR methods to communicate with the women workers using telephonic conversations and FGDs. This example highlights how CBPR methods can be used to define local indicators to address SDGs. Such an approach also leads to meaningful solutions, which are locally produced and understood, and that can truly lead to change in that particular community.

1. Focus on locally- defined SDG indicators

CHRIST University, Bangalore conducted a study on analysing women's effective participation in family, rural community and local governance, as part of the Mentor Training Program which is a training course on CBPR (UNESCO Chair CBR-SR 2020). Their co-researchers included Accredited Social Health Activists (ASHA workers) and local field co-ordinators. The research questions were discussed with ASHA workers, field co-ordinators and Self-Help Groups (SHGs) representatives. During the discussions with them they expressed that they would like to understand how the SHG membership impacted their lives, and what changes have happened to their leadership roles in the family, community and local governance. During the study, building trust was not that difficult because prior investments had been made to form trusting relationships through prior action projects.

2. Building ownership of SDGs through mutually respectful and trusting research partnerships

The Institute of Law at Nirma University has also been using new means to integrate SDGs in their teaching and research. They engaged with PRIA to conduct an orientation with their faculty members on mainstreaming SDGs in their institution. The orientation workshop focussed on the conceptual understanding on SDGs, pedagogical innovations, ways of creating resource materials, and reaching out to the students for mainstreaming SDGs in their curriculum. The workshop also engaged with the state government's strategies linking SDG targets with specific government schemes in their region in Gujarat.

3. Sensitizing next- gen profes- sionals through SDG integration in curricula and research

Amrita Vishwa Vidyapeetham, which worked to improve health care in tribal areas in Odisha, by integrating government Public Health Centres, Allopathic and Ayurveda practitioners and Traditional Healers (Amrita 2019). The team aimed to build awareness about health and hygiene, along with simple natural remedies from traditional Ayurveda, based on the locally available resources (Amrita 2019).

4. Mainstreaming recognition and integration of experiential, local and indigenous knowledge systems in higher education

CLIMATE CHANGE AND SDGs

13 CLIMATE ACTION



- **Goal 13 calls for urgent action to combat climate change and its impacts.**
- **It is intrinsically linked to all 16 other Goals.**
- **Paris agreement adopted by all 196 countries at COP 21 in December 2015 to limit global temperature rise below 2 degrees Celsius.**
- **India ratified Paris Agreement in October 2016.**
- **Intergovernmental Panel on Climate Change released its Sixth Assessment Report.**

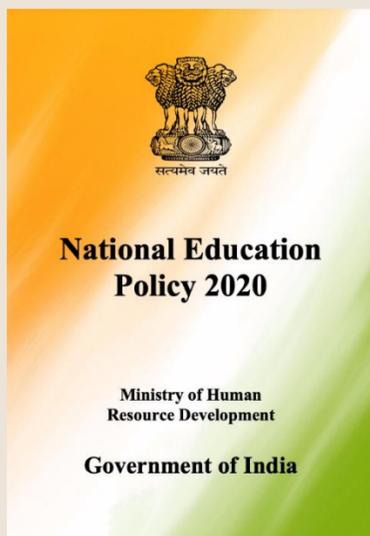
Fostering Social Responsibility and Community Engagement in HEIs in India (NEP 2020)

**COMPULSORY
COMMUNITY
ENGAGEMENT
COURSES**

**ADAPTING
EXISTING
COURSES FOR
COMMUNITY
ENGAGEMENT**

**OFFERING
NEW
COURSES**

**UNDERTAKING
RESEARCH IN
PARTNERSHIP
WITH LOCAL
COMMUNITY**



Read here:

https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

GUNI'S REPORT ON HIGHER EDUCATION



- **Transformative knowledge drives social change**
- **Cross-sectoral partnerships as key for establishing community-university dialogues**
- **Social responsibility emerges as the need to reconsider social relevance of universities, through dual engagement at local & global levels**
- **HEI responsibilities include supporting achievement of SDGs & building capacities for SDG policies, planning and management**
- **HEIs to adopt a mantle of civic university – pursuing ‘public good’ & working collaboratively with other HEIs to maximize impact**

GLOBAL RECOMMENDATIONS FROM WHEC 2022



1

**Stronger
and
Continuous
Engagement
with
Societal
Actors**

2

**Integrating
Diverse
Ways of
Knowing,
Fostering
Epistemic
Dialogue**

3

**Inter
&
Trans
disciplinary
ways of
Producing
&
Teaching
Knowledge**



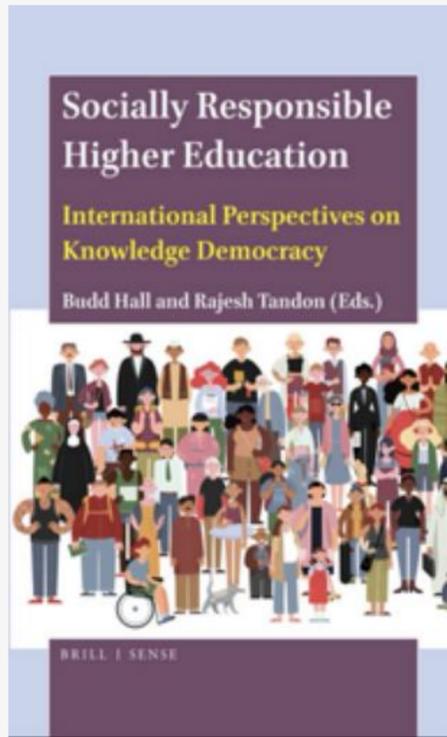
**Read here:
https://pria-my.sharepoint.com/personal/niharika_kaul_pria_org/Documents/PRIA/PRIA/UNESCO%20CHAIR%20DOCS/Guni/UNESCO%20SDG%20EXPERT%20GROUP.pdf**

What will it take to make HEIs effective?

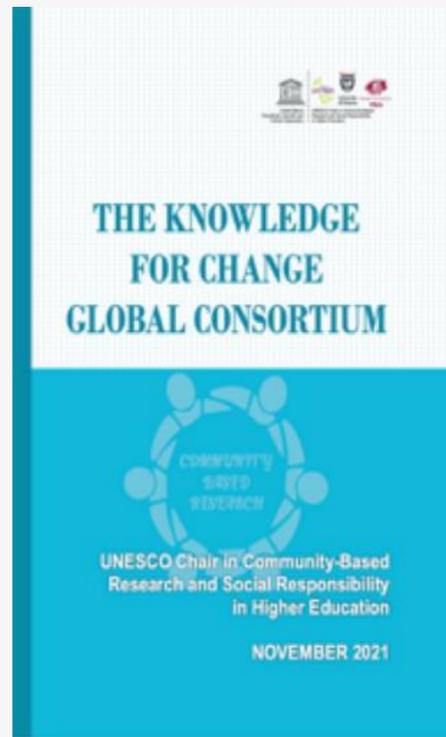


- **University leaderships to encourage mainstreaming of SDGs in all aspects of its functioning**
- **University/teacher associations; student associations; international networks to press demands for HEIs engagement**
- **HEIs locate communities and identify their needs within SDG framework and commit in medium-term to supporting learning, generating knowledge, and empowering change**
- **HEIs can incorporate changes in reward systems for academics/researchers working on SDGs**
- **Engagement of HEIs with civil society to focus on contextually relevant SDGs**

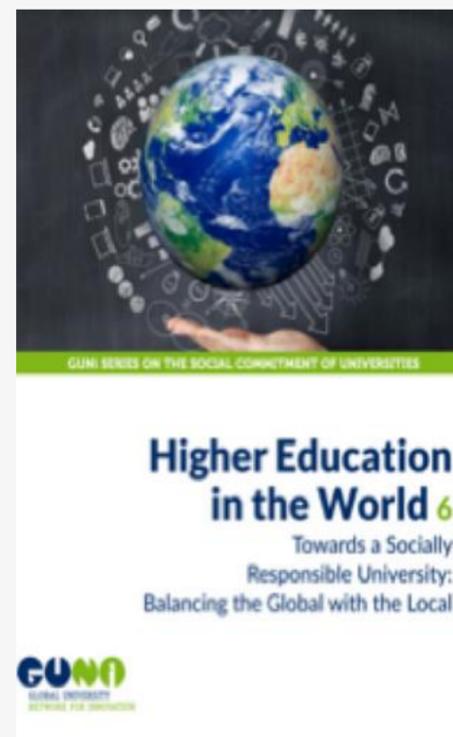
Resources



OPEN ACCESS BOOK:
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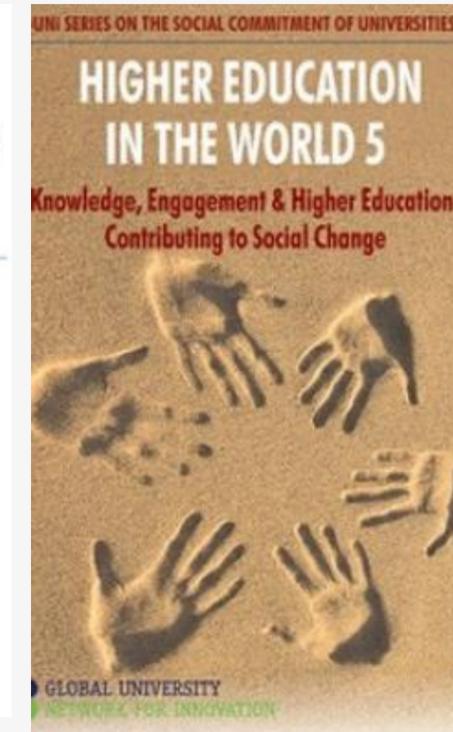
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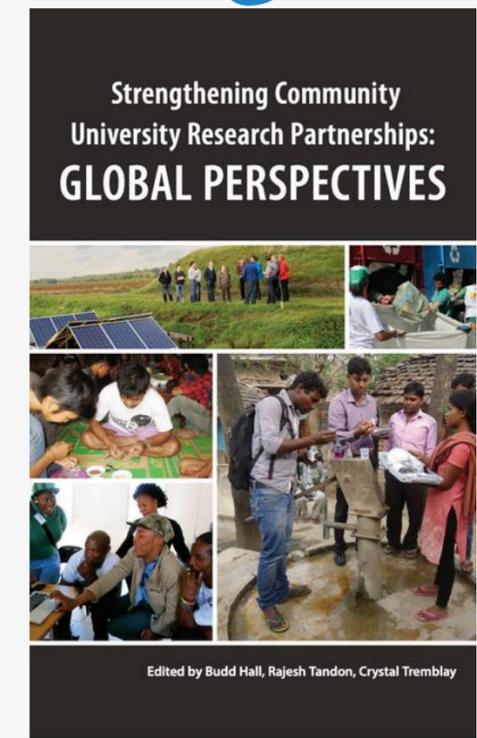
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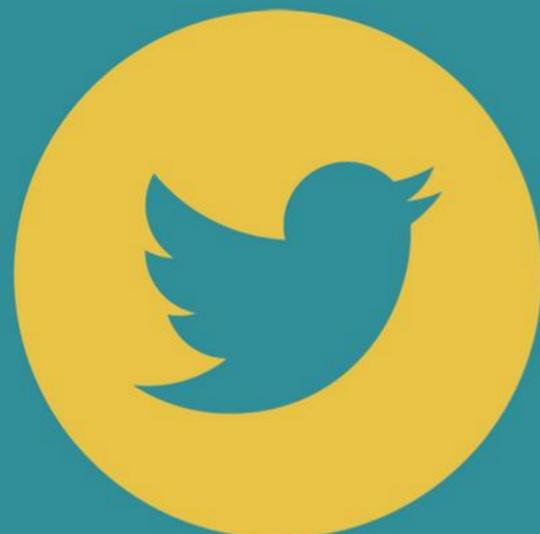
<https://www.guninetwork.org/report/higher-education-world-5>



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**@pria.india;
UNESCOchairCBR**



**@Rtandon_PRIA;
@UNESCOchairCBR;
@PRIA_India**



**@pria.india,
@UNESCOChairCBRSR**

Reach us!

Email: rajesh.tandon@pria.org

Websites: www.pria.org / www.unescochair-cbrsr.org

Youtube: [https://www.youtube.com/user/PRIAIndia /](https://www.youtube.com/user/PRIAIndia/)

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