

Higher education's role in society Does UN Agenda 2030 provide for an appropriate framework for Teaching, Research and renewed action for global community engagement ?

*By Hilligje van't Land, PhD
Secretary General, International Association of
Universities (IAU)*

Executive Director, International Universities Bureau “

*Faubai, Belém, 16 April 2019
Global Community Engagement*

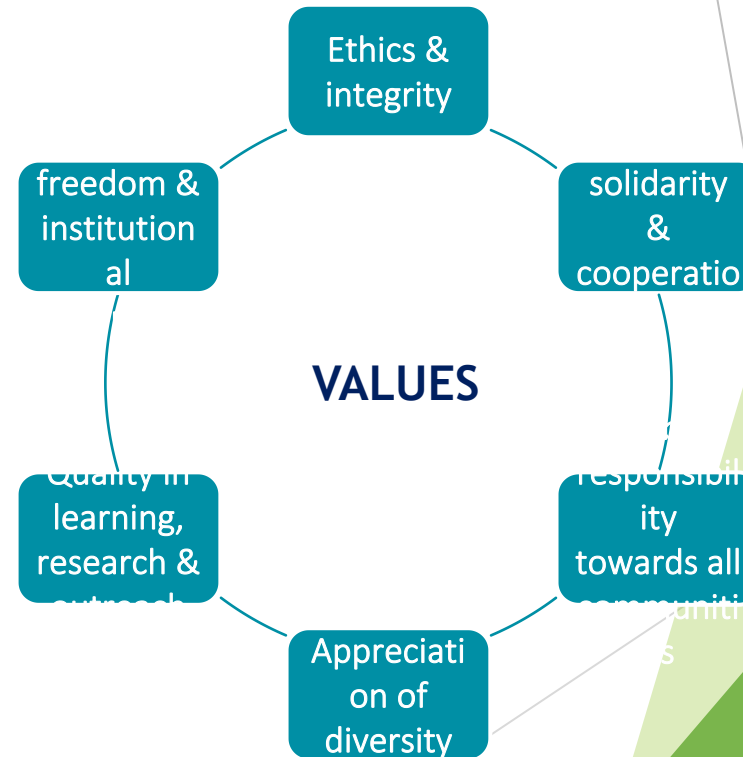


IAU - The Global Voice of Higher Education

- Created in 1950 under the auspices of UNESCO
- An independent international Non-Governmental Organization
- An official partner of UNESCO and based at its headquarters in Paris

IAU Offers

-  Global Events / Discussions, debates, networking
 -  Advisory services
Training & peer-to-peer learning
 -  Global advocacy & representation
 -  Research & trends analysis
 -  Publications & specialized portals
- Unique Networking Opportunities with key stakeholders



IAU - The Global Voice of Higher Education

Members



IAU is an NGO in official partnership with UNESCO (with Associate status).

IAU partners with many national and regional associations as well as organisations working on higher education issues that matter.

Intergovernmental Partners



Vision

- Be the most representative global association of diverse higher education institutions and their organisations, to be most influential world wide
- Promoting and advancing a dynamic leadership role for higher education in society

Mission

- To promote collaboration among its Members
- To pursue the creation, dissemination and application of knowledge
- To advocate policy and practice that respect diversity and focus on equity and social responsibility
- To act as a forum for innovation, shared and mutual learning, and joint action

The sector

- u The sector is growing exponentially (18000+ Universities registered in WHED; excluding the private for profit institutions, the single discipline + the young/new ones - 1 to 3 years in existence)
- u 210 million students - number expected to raise to 300 million by 2030
- u 8 million faculty rising to 22m in 2030
- u The sector is internationalizing faster than before
- u The language of instruction and of research will change even further in the future - 190 out of 280 global academic journals in English

Global Challenges : is HE in crisis?

- u **Globalisation** : Higher education has become a global market with competition for staff and students
- u **Massification**: across OECD Countries 49% of all individuals will graduate at least once from HE
- u **Competition**: new entrants, new ways of working, are challenging the status quo
- u **Digitalisation**: « Digital natives » and new technology are disrupting the ‘traditional’ model
- u **Consumerism**: as more students pay, students and parents are demanding high education and ‘better’ value for money / demand for labour market return
- u **Populism**: HE is seen as elitist, out of touch and self serving
- u **Privatisation and public disengagement**: values under stress ; call for different kinds of leadership

Role of Universities in Society

Knowledge and education should be global common goods.

As such, universities are to:

- u Teach and educate global citizens and future leaders
- u Undertake responsible research with local and global impact
- u Foster community engagement and solidarity, locally and globally
- u Develop strategic partnerships with civil society, the private sector, local authorities, decision makers and other universities and HEIs

Functions

- u Teach and educate today and tomorrow's leaders, decision makers, business leaders and innovators
- u Research to inform policy; to generate new knowledge allowing to address issues faced differently
- u Raise awareness in particular to societal needs at local and global level
- u Engage with issues at local, national, regional international and global levels

Tensions calling for re-definition HE Role

- i. Global vs local
- ii. Universal vs particular
- iii. Tradition vs modernity
- iv. Spiritual vs material
- v. Long term vs short-term
- vi. Competition vs equality
- vii. Expansion of knowledge vs ability to assimilate such knowledge

Cf. Delors Report (1996), Learning - a treasure within

New Tensions

- u Economic growth and rising vulnerability
- u Growing inequality
- u Increased ecological stress
- u Rising intolerance and violence
- u Demand for professional qualifications while maintaining key role higher education is to play in training for research and through research
- u National identity vs emergence of transnational forms of citizenship

Research

Are there new imperatives?

- u Globalisation of research
- u Language issues
- u Colonisation / Decolonisation of knowledge
- u Cooperation or competition?
- u **Agenda 2030 and the 17 Sustainable Development Goals**
- u Peer review journals; Open Science
- u Funding
- u Values....

Education - Some of the challenges

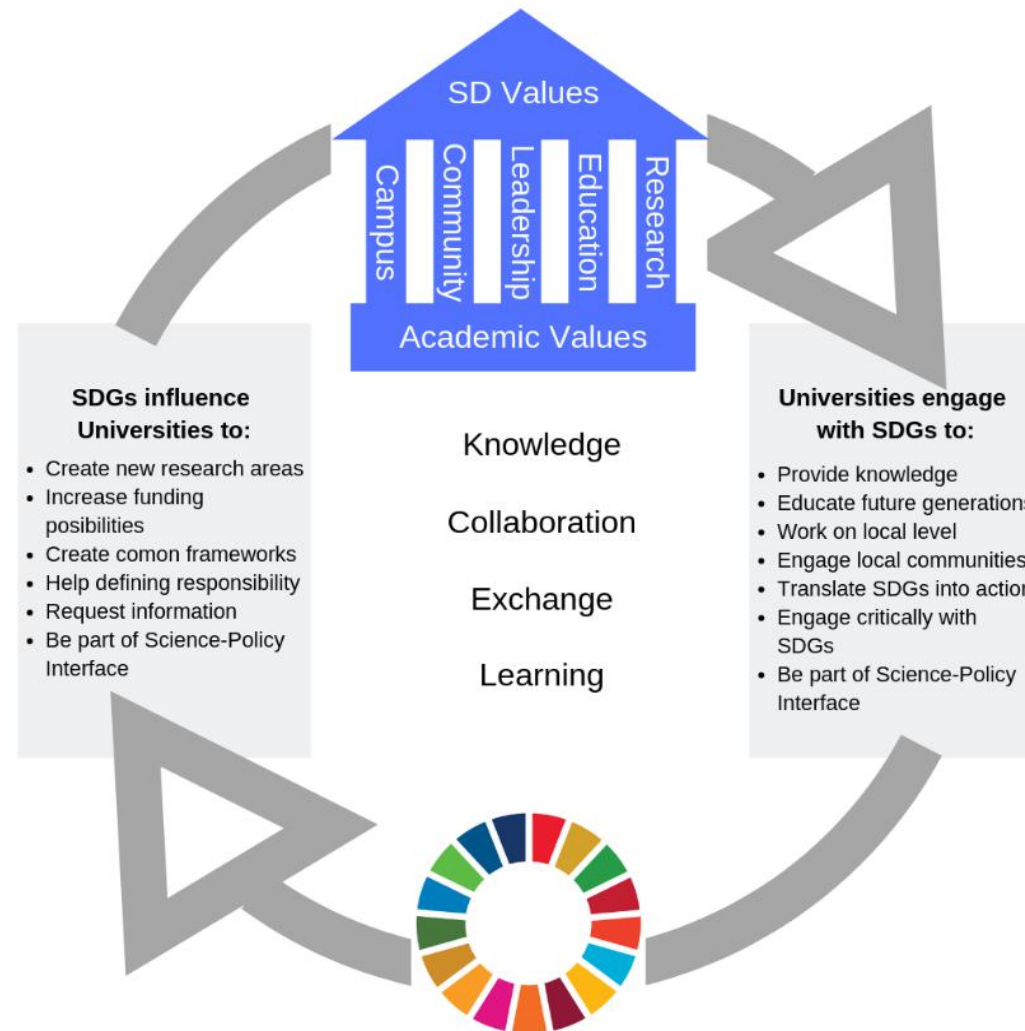
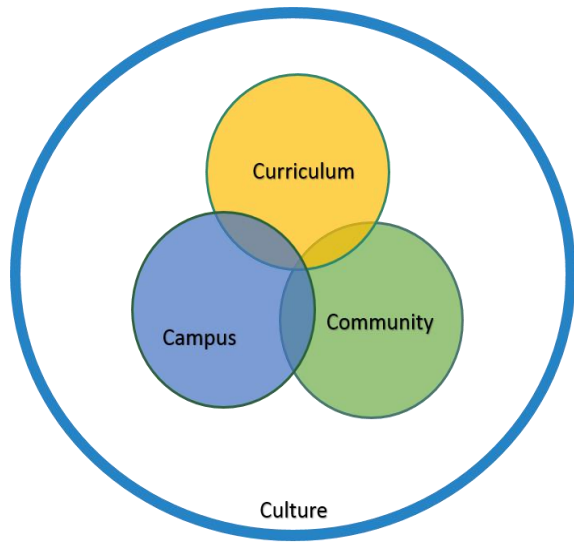
- u HE and the global common good: strong belief in transformational power of education for society
- u Performance: need to transform the way teaching is done
- u Career prospect: teaching still much less valued than research.
- u Support? What support is there to develop new practice?
- u How? Is there funding available to develop innovative approaches to teaching and education?
- u Collaboration or competition: share experiences? Work collaboratively? Problem solving approaches? Transdisciplinarity?

Third Mission of the University to what end ?

- u Enriching
- u Empowering
- u Bridging gaps
- u Foster Talent
- u Generate and share Knowledge
- u Diversity
- u Creativity
- u Innovation
- u For faculty, students, and staff... in and for society

All functions are interrelated

They call for a whole of institution approach



The paradigm shift calls for thinking in terms of shared responsibility for a shared future

Future well-being of humanity and the planet depends on successful resolution of the interconnected challenges of economic, social, cultural, and environmental sustainability.

Role of the students (learners) and of (young) generations essential: they will become the leaders of tomorrow. They need to be provided with quality higher education to address the challenges of the world. HE needs to ‘equip’ them to address the global goals. Educating new kinds of leaders is a must.

Tools:

- Globally engaged leadership
- Internationalization;
- technology
- HESD as a frame to achieve the global goals.

The SDGs as the reference framework?

Universities are responding impressively to the challenges associated in particular with global warming and to the urgent need for sustainable use of the world's finite resources.

A selection of sustainable development initiatives already taken by universities across the globe suggests that

- while many universities are committing themselves to sustainability goals,
- greater emphasis could be given to the several sharing these goals with the local community;
- to inform how to engage the community in the process of sustainable development;
- to showcasing how to empower universities through various forms of community engagement

Higher education and research for sustainable development (HESD)

- Future well-being of humanity and the planet depends on successful resolution of the interconnected challenges of economic, social, cultural, and environmental sustainability.
- IAU's actions in support of the 2030 Development Agenda and related Sustainable Development Goals (SDGs), provide a new framework for university collaboration, in research, curriculum development and outreach, in pursuit of sustainable development through the newly launched **IAU Global Cluster on HESD**

The IAU Global Cluster on HESD

- A network of strong and diverse group of HEIs from around the world, committed to developing innovative joint initiatives and synergies.
- All universities involved are seen as equals, no matter their location, size, age or mandate. Connects and partnerships are to be ensured and built in particular also between unusual sets of institutions.
- This IAU global Cluster is more than just about north-south, south-south, or north-north cooperation; it is about building strong teaching, research and developmental projects and initiatives between universities committed to working across differences and borders on an equal footing.
- The Cluster works on all dimensions of the SDGs, combining economic, social, cultural, and environmental sustainability. The cultural dimension of SD is at the core of what is being developed in the context of the Cluster.
- The Cluster assists Universities in engaging with the SDGs; it will also monitor and foster work on the transformation that universities themselves undergo.
- Aim: to foster teaching, research and community engagement projects that will result in better educated critical citizens who will be better prepared to address the world's global and local issues and challenges. Student initiatives will receive special attention as well.
- The IAU coordinates SDG 17 Partnerships for the goals by connecting HEIs and HE Associations and networks from around the world



HESD Cluster



IAU, Faubai, April 2019

University of Ghana on SDG 1

UG is an active player in the economy of Ghana, by leveraging on its available knowledge, innovation and technology to help develop the country. The UG Institute of Applied Sciences and Technology (IAST) set-up the Ghana Economic Well being and the Economic Inclusion & Poverty Reduction projects

Aim IAST: to enhance the transfer of knowledge, technology and innovation from the University to meet the needs of industry. The IAST is a multidisciplinary institute + brings together innovators from the entire University of Ghana. Through the Institute, the University carries out following projects in collaboration with Internal (UG) and External (industry) stakeholders:

- Organized internship placements for UG students
- The Student Innovation Challenge
- Industry-Academia Lectures and Exhibition
- Seminars, Workshops and Conferences
- Training on the Envirodome Greenhouse Technology
- Preparatory engagements towards the Science Park Agenda
- Set-up Greenhouses on campus
- Industrial Students Internship
- Social Entrepreneurship, as a means to achieve Sustainable Development Goal 1.
- Evaluating Female Entrepreneurship, as a Panacea for Poverty and Inequality in Sub Saharan Africa: Towards the achievement of Sustainable Development Goal.

IAU, Faubai, April 2019



University of the West Indies on SDG 13 Climate Action

The UWI's leadership of the SDG 13 cluster complements ongoing initiatives and allows for a coordinated engagement of a global team of universities that are committed to climate action across all geographic regions.

Members of the SDG 13 cluster include the University of the South Pacific, University of Witwatersrand, University of Bristol, University of Bergen, a SUNY institution and others that have expressed an interest in joining.

The SDG 13 cluster will focus on strengthening information and data sharing, mobilizing funding for collaboration on joint projects across geographic regions for global impact as well as enhancing coordination and development effectiveness.

An important tool will be a knowledge management platform that brings together the research, taught programmes, conferences, knowledge products etc. of all SDG-13 cluster members in an online repository for ease of access, communication and coordination.

IAU, Faubai, April 2019

13 CLIMATE
ACTION



Siam University Siam: Leading progress toward SDG 11 - the Healthy district project

- ⋮ Since the 2011 big flooding in Bangkok, Siam University realized that communities and the University have to work together toward better living together in order to overcome severe natural disasters.
- ⋮ Many big cities are now facing challenges in managing rapid urbanization and addressing the limitation of the urban setting toward healthy living spaces.
- ⋮ The “Healthy District” project engages Siam University neighborhood communities with the concept “Urbanization is not the limitation to create community empowered healthy spaces”.
- ⋮ The initial stage of the project aimed at better communicating and exchanging with the communities, to change mutual habits and attitudes, and to build the trust toward collaboration.

IAU, Faubai, April 2019



Universidad Antonio Nariño, Colombia

End Hunger: building an international team

- Academic community understands relevance of the SDG- 2 for Colombia and for the world. Taking the lead on SDG 2 generated collaboration of : Sciences, Health, Industrial, Electronics, Civil and Environmental Engineering, Computer Sciences, and Arts.
- The UAN Science, Technology and Innovation Vice-presidency included the project in the Internal Research Call for Project Funding in 2019: it invites proposals related to the SDGs 2 and 6 with participation from International (IAU), national and regional and internal research groups. The community impact linked with SDGs represents some key points for the proposal evaluation.
- SDG 2 leads to the connection of different national and international actors. UAN seeks to connect with various actors, at the national and international level,
- Aim is to focus on local development.

IAU, Faubai, April 2019



University of Bologna, lead institution for SDG5 - Gender equality

“More than ever before, Universities need to provide leadership and cross-cutting key competences in relation to the multiple challenges the society is facing. In particular, leadership is needed for the effective co-ordination of the very different sectors and disciplines required to take informed decisions and responsible actions for sustainable development. To put in place such a coordination, an educated workforce, able to adopt systemic approaches, is greatly required and new inter- and transdisciplinary education programs are needed to provide the proper skills. Accreditation system rules may constitute a barrier to such an innovation in education.

To promptly respond to these crucial needs, UNIBO recently launched the extracurricular course “Service Learning and Social Engagement” and a “Master in Resource Economics and Sustainable Development”.

IAU, Faubai, April 2019



IAU
2019
INTERNATIONAL
CONFERENCE

**TRANSFORMING
HIGHER EDUCATION
FOR THE FUTURE**

13-15 November
Puebla, Mexico



www.iau-aiu.net



@iau_aiu
@iau_hesd

SUSTAINABLE DEVELOPMENT GOALS



