

Institutional Goals of Sustainability in the Context of Higher Education-Contribution

Medani P. Bhandari, Ph.D.¹

¹ Professor and Deputy Program Director of Sustainability Studies, Akamai University, Hawaii, USA, Professor of Economics and Entrepreneurships, Sumy State University, *Ukraine*

Abstract— This brief conceptual paper on sustainability defines sustainability, its development paradigms related sustainable development 17 goals with special focus on Goal 16; which states “Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels”. The goal 16 also focuses on institutionalized mechanism to attain the desired outcome. Institutions have to follow the organized pattern grounded on the societal -political, economic, social norms and patterns. This paper simply shows the pattern of how United Nations has been focusing on institutionalization of sustainable development agendas particularly since UN Conference on Environment and Development (UNCED) in Rio de Janeiro in 1992, which also formalized the Commission on Sustainable Development (CSD). There is no doubt that; to formalization of sustainability concept, higher education institutions have been playing critical roles. Based on secondary information, this paper gives a general view of how higher educational institutions initiation to achieve SDGs.

Index Terms—Institutional Goals, Sustainability, Higher Education, Contribution, United Nations, Developmental Agendas, International governmental or nongovernmental organizations, government agencies, private sectors.

I. INTRODUCTION

‘A point has been reached in history when we must shape our actions throughout the world with a more prudent care for their environmental consequences. Through ignorance or indifference, we can do massive and irreversible harm to the earthly environment on which our life and wellbeing depend. Conversely, through fuller knowledge and wiser action, we can achieve for ourselves and our posterity a better life in an environment more in keeping with human needs and hopes ... To defend and improve the human environment for present and future generations has become an imperative goal for mankind’ (United Nations 1972).

Basic concept:

Sustainability – The ability to sustain; the ability to be maintained at a certain rate or level; avoidance of the depletion of natural resources in order to maintain an ecological balance; the ability to be sustained, supported, upheld, or confirmed; the quality of not being harmful to the environment or depleting natural resources, and thereby supporting long-term ecological balance (dictionary meaning- <https://www.dictionary.com/browse/sustainability>).

Goals—the target, the end point; the result or achievement toward which effort is directed; aim; end (dictionary meaning). Institutional: bounded with the rules and regulation; officially or formally regulated; organized establishments, foundations, societies, or the like, or to the buildings devoted to their work (dictionary meaning).

Definition:

Sustainability: Sustainability as such is a complex term, sustain – survive, maintain, bearing or holding capacity and ability to be able of. However, in definitional statement, mostly scholarly world cites from Our Common Future report (1987) which states “development that meets the needs of the present without compromising the ability of future generations to meet their own need” (Our Common Future 1987). In definitional term, Sustainability and sustainable development are used interchangeably, which builds on three major areas, Environmental Sustainability, Economic Sustainability and Social Sustainability (cross ref. with institutional sustainability; sustainability discourse and creativity in sustainability, see those sections for details).

Institution: “Institutions are the rules of the game in a society or, more formally, are the humanly devised constraints that shape human interaction. Three important features of institutions are apparent in this definition: (1) that they are “humanly devised,” which contrasts with other potential fundamental causes, like geographic factors, which are outside



human control; (2) that they are “the rules of the game” setting “constraints” on human behavior; (3) that their major effect will be through incentives” (North, 1981:3 as in Acemoglu and Robinson 2008:2). (cross ref. with institutional sustainability; sustainability discourse and creativity in sustainability, see those sections for details).

Sustainability goals- “The Sustainable Development Goals are the blueprint to achieve a better and more sustainable future for all. They address the global challenges we face, including those related to poverty, inequality, climate, environmental degradation, prosperity, and peace and justice. The Goals interconnect and in order to leave no one behind, it is important that we achieve each Goal and target by 2030” (United Nation 2015).

Sustainability Goals-institutional- “The Sustainable Development Goals (SDGs), otherwise known as the Global Goals, are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity” (UNDP 2019). There are 17 SDGs and goal 16, states “Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels” (UN 2015, <https://sustainabledevelopment.un.org/sdg16>).

Sustainable development has just five decades of origin; however, it is already a dominant development paradigm. To take this concept at global level UN has playing instrumental role, through resolutions, development agendas, and commitments. Other international government and nongovernmental organizations and the UN member nations are using the term as remedy for all social, environmental and economic problem world has been facing. UN and member nations have been emphasizing the idea in way that, this era can be considered as the regime of sustainability. As such the term is in use as a treatment of all problems. The definition of sustainable development became so lucid, vague, liquified and flexible and a solution. Additionally, the educational institutions are introducing the concept from the school to the highest level of education. UN is the main producer; however, Educational institutions are knowledge factories, seller and the knowledge seekers the graduate are consumer, reproducer and disseminator of this MANTRA. The effectiveness has to be tested. The United Nations agenda 21, millennium development goals and now sustainable development goals can be considered as examples of test mechanism and the UN member governments who has adopted these goals in their national plans and policies are considered as laboratory. The officials who involved in such policy formulation and the other personnel who are trying to implement are the lab technicians. These all involved personnel, wherever they work including UN, Development agencies, International governmental or nongovernmental organizations, government agencies, private sectors, etc. are the product of educational institutions. Therefore, in creating sustainable development discourse, epistemology and regime; the educational institutions have playing a vital role. The sustainability paradigm has been shifting as the horizon of knowledge expanded. The sustainable development is no more just a concept but became an accepted

policy, norms, and value of the development agendas. Linking with the institutional goals of sustainability, still the implementing agencies “the governments” have to prepare the institutional architecture (Bhandari 2018).

Regarding the importance of institution on sustainability the Vice-Chairs of WSSD Anaedu and Engfeldt wrote:

Ensuring an effective institutional framework for sustainable development at all levels is key to the realization of the goals of sustainable development. To achieve these goals and to meet the emerging challenges, the sustainable development governance architecture needs to be strengthened at the international, regional, and national levels as these are inextricably linked and mutually interdependent. There is a clear need to enhance the responsiveness of the current institutional arrangements for the full implementation of Agenda 21, bearing in mind all relevant principles, including in particular, the principle of common but differentiated responsibilities of States (WSSD 2002:2).

Institutional development needs a cautious effort which involves the proper understanding of the need, should be guided with the clear policy directives.

Sustainable development goals cover most of the challenges the world is facing now, Table 1.

TABLE 1. SDG GOALS

1: No Poverty	7: Affordable and Clean Energy	12: Responsible Consumption and Production
2: Zero Hunger	8: Decent Work and Economic Growth	13: Climate Action
3: Good Health and Well-being	9: Industry, Innovation and Infrastructure	14: Life Below Water
4: Quality Education	10: Reduced Inequality	15: Life on Land
5: Gender Equality	11: Sustainable Cities and Communities	16: Peace and Justice Strong Institutions
6: Clean Water and Sanitation		17: Partnerships to achieve the Goal

Source: United Nations 2015. [Goal 4, has 10 target, whereas, higher education is on top priority- By 2030, ensure that *all learners acquire the knowledge and skills needed to promote sustainable development*, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and *appreciation of cultural diversity* and of culture’s contribution to sustainable development (target7)].

Sustainable Development Goal 4 is on education: inclusive, equitable and quality education for all [Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all] (United Nations 2015); however, enhancing institutional architecture, is tabled in SDG 16.

The SDGs goal 16, which focuses on “accountable and inclusive institutions at all levels” does not elaborate on how, national governments formalize the institutions and what will be the method to measure the accountability of institutions. Table 2. Shows the goal 16 target and state of current problems.

TABLE 2. SDG 16, ITS TARGETS AND CURRENT WORLD SCENARIOS OF THE PROBLEMS

Sustainable Development Goal 16 Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels	
16.1- Significantly reduce all forms of violence and related death rates everywhere	16.1.1-Number of victims of intentional homicide per 100,000 population, by sex and age

	16.1.2-Conflict-related deaths per 100,000 population, by sex, age and cause 16.1.3- Proportion of population subjected to physical, psychological or sexual violence in the previous 12 months 16.1.4- Proportion of population that feel safe walking alone around the area they live
16.2- End abuse, exploitation, trafficking and all forms of violence against and torture of children	16.2.1- Proportion of children aged 1-17 years who experienced any physical punishment and/or psychological aggression by caregivers in the past month 16.2.2- Number of victims of human trafficking per 100,000 population, by sex, age and form of exploitation 16.2.3- Proportion of young women and men aged 18-29 years who experienced sexual violence by age 18
16.3-Promote the rule of law at the national and international levels and ensure equal access to justice for all	16.3.1-Proportion of victims of violence in the previous 12 months who reported their victimization to competent authorities or other officially recognized conflict resolution mechanisms 16.3.2-Unsentenced detainees as a proportion of overall prison population
16.4-By 2030, significantly reduce illicit financial and arms flows, strengthen the recovery and return of stolen assets and combat all forms of organized crime	16.4.1-Total value of inward and outward illicit financial flows (in current United States dollars) 16.4.2-Proportion of seized, found or surrendered arms whose illicit origin or context has been traced or established by a competent authority in line with international instruments
16.5-Substantially reduce corruption and bribery in all their forms	16.5.1-Proportion of persons who had at least one contact with a public official and who paid a bribe to a public official, or were asked for a bribe by those public officials, during the previous 12 months 16.5.2-Proportion of businesses that had at least one contact with a public official and that paid a bribe to a public official, or were asked for a bribe by those public officials during the previous 12 months
16.6-Develop effective, accountable and transparent institutions at all levels	16.6.1-Primary government expenditures as a proportion of original approved budget, by sector (or by budget codes or similar) 16.6.2-Proportion of the population satisfied with their last experience of public services
16.7- Ensure responsive, inclusive, participatory and representative decision-making at all levels	16.7.1- Proportions of positions (by sex, age, persons with disabilities and population groups) in public institutions (national and local legislatures, public service, and judiciary) compared to national distributions 16.7.2- Proportion of population who believe decision-making is inclusive and responsive, by sex, age, disability and population group
16.8 Broaden and strengthen the participation of developing	16.8.1-Proportion of members and voting rights of developing

countries in the institutions of global governance	countries in international organizations
16.9- By 2030, provide legal identity for all, including birth registration	16.9.1- Proportion of children under 5 years of age whose births have been registered with a civil authority, by age
16.10-Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements	16.10.1-Number of verified cases of killing, kidnapping, enforced disappearance, arbitrary detention and torture of journalists, associated media personnel, trade unionists and human rights advocates in the previous 12 months 16.10.2-Number of countries that adopt and implement constitutional, statutory and/or policy guarantees for public access to information
16.A- Strengthen relevant national institutions, including through international cooperation, for building capacity at all levels, in particular in developing countries, to prevent violence and combat terrorism and crime	16.A.1-Existence of independent national human rights institutions in compliance with the Paris Principles
6.B-Promote and enforce non-discriminatory laws and policies for sustainable development	16.B.1-Proportion of population reporting having personally felt discriminated against or harassed in the previous 12 months on the basis of a ground of discrimination prohibited under international human rights law

Source: <https://sustainabledevelopment.un.org/sdg16> As target [6, Develop effective, accountable and transparent institutions at all levels and target 8, Broaden and strengthen the participation of developing countries in the institutions of global governance] the most of development world government have no institutional architecture for sustainable development (Bhandari 2018, 2019).

As seen above, The SDG 16 basically talks about the peace and inclusive society through institutionalized process. Among the 12 targets on goal 16, target number 6, 8 and 9 elaborates on institutions [6. Develop effective, accountable and transparent institutions at all levels; 8. Broaden and strengthen the participation of developing countries in the institutions of global governance and 9. Strengthen relevant national institutions, including through international cooperation, for building capacity at all levels, in particular in developing countries, to prevent violence and combat terrorism and crime] (United Nations 2015). However, goal 16 and its 12-target given problem matrix on “Transforming our world: the 2030 Agenda for Sustainable Development” have no illustration to empower the higher education in the institutionalization process SDGs. In fact, the higher educational institutions and scholars associated with the higher education are the key stakeholders to consume, product and create the projects and transfer the knowledge of sustainability to other stakeholders (Adom̄bent, et.al. 2014).

In fact, UN has been focusing on institutionalization of sustainable development agendas particularly since UN Conference on Environment and Development (UNCED) in Rio de Janeiro in 1992, which also formalized the Commission on Sustainable Development (CSD). The objective of CSD was to institutionalize the sustainability notion and advise the governments to implement the agenda 21. United Nations Conference on Sustainable Development (Rio+20) 2012,

replaced the CSD with high level political committee (UN 2015). The MDGs (2000-2015) also focused on institutionalization process but could not bring desired outcomes. However, the UN (2015), incorporates the shortfalls of MDGs in the SDGs and has suggested all concern stakeholders to bear the responsibility to implement SDGs through proper institutionalization process. "Institutionalization is the process of embedding learning that has occurred by individuals and groups into the institutions of the organization including systems, structures, procedures, and strategy" (Crossan and Bedrow 2003:1090).

To achieve the SDGs goals United Nations has established partnerships for the SDGs global registry of voluntary

commitments & multi-stakeholder partnership, through- The Higher Education Sustainability Initiative (HESI). "HESI was created in the run-up to the United Nations Conference on Sustainable Development (Rio+20). The partners of the initiative are UN-DESA, UNESCO, UNEP, UN Global Compact's Principles for Responsible Management Education (PRME) initiative, UNU and UN-Habitat" (<https://sustainabledevelopment.un.org/partnerships/hesi> 2019).

There are many initiatives in function (partnership between UN and Universities), with the purpose to attend the SDGs. Few exemplary initiatives are listed in Table 3.

TABLE 3. HIGHER EDUCATIONAL INSTITUTIONS INITIATION TO ACHIEVE SDGS

University	Task- purpose-program	Partner Institution
University of Bergen - SDG Bergen Initiative	SDG Bergen is a University of Bergen (UiB) strategic initiative to engage with the Sustainable Development Goals (SDGs). UiB has established SDG Bergen to encourage the university's researchers to engage in science diplomacy and to strengthen the science-policy interface.	University of Oslo NTNU - Norwegian University of Science and Technology UiT - The Arctic University of Norway NMBU - Norwegian University of Life Sciences UNAI - United Nations Academic Impact IAU - International Association of Universities
The CIAAD	UN Design Challenge for a rapidly deployable reusable habitat system for the maintenance of communities in disaster zones over the medium term.	CIAAD (Council of International Accreditation for Architects and Designers), Chabros International, Gensler, IDEC, AIEA, AIA, EAIE, ENIDAM
Academy USMP	Incorporate in teaching activities in a School of Business the content of sustainability, focus on research activities during the subjects, promoting the development of reports of sustainable research on the end of the semester.	Universidad de San Martin de Porres Universidad de Granada
University College Cork Green Campus Initiative	UCC Green Campus is a campus wide collaboration aimed at increasing the sustainability of the University through the embedding of sustainability goals and targets into all aspects of the University's educational, research, ancillary operations, infrastructural developments and interactions with the community.	University College Cork students and staff, Union of Students in Ireland, Green Campus Ireland, University College Cork Green Forum
LIM College	Establishment of a College Wide Sustainability Platform guided by an internal Task Force, weaving sustainability throughout our undergraduate, graduate and online curriculum	LIM College
Social Entrepreneurship Training Program and Support	The objective of the program is to equip and prepare the youth to understand the social enterprise (SDGs) landscape and further empower them on an actionable information to enable them to make informed decisions on furthering their social impact skills and knowledge, developing their interest and ability to apply their learning achievements creatively to sustain and scale their conceived impact idea or prototype.	Lancaster University, Ashesi University, Millennium Campus Network
World Top 20 Project	The World Top 20 Project mission is to ensure every child on the planet has an opportunity to reach their full potential, with access to quality education in a safe and nurturing environment.	NJ MED (New Jersey Minority Educational Development)
Public-private partnership to teach and implement SDG through a Master course at the University of the Basque Country	The Masters aims to train people on sustainability and the environment, with an interdisciplinary and critical perspective on knowledge aimed at solving real problems. From a multidisciplinary approach, this master offers not only knowledge but also motivations, attitudes and values to achieve a solution to the existing problems of sustainability in our society.	University of the Basque Country, Regional Government of the Basque Country, Environment Department, Department of Education, Institute of Oceanography, Center for Agricultural Research, EKOS, County Council of Biscay, UNESCO, Fundaci3n Naturaleza y Hombre, Cristina Enea Fundazioa, ELHUYAR, ZABALKETA Association for Cooperation, ONU-Habitat Barcel...[more]
UCL Engineering for International Development hub	UCL Engineering for International Development aims to promote sustainability and the development of disadvantaged communities by providing international projects for students to participate in, as well as cross border knowledge sharing.	UNICEF, Global Nomadic, Engineers Without Borders, Project Everest, Bridges to Prosperity, Global Water Brigades, BBOXX, Royal Academy of Engineering, UCL Engineering.
University Scholars Leadership Symposium	The future of the world lies in the hands of the younger generation, they can contribute heavily to the United Nation's landmark 2030 agenda and the achievement of its Sustainable Development Goals.	Government of Thailand and various UN Agencies

UNESCO Chair in Community Based Research and Social Responsibility in Higher Education	Our UNESCO Chair and its Knowledge for Change Global Consortium on Training are building community-based research capacity in the global South and the Excluded North to produce participatory knowledge that is locally contextualized, and community driven as a contribution to the achievement of the SDGs.	University of Victoria, Canada, Society for Participatory Research in Asia (PRIA), Knowledge for Change Global Consortium on Training in Community-Based Research (South Africa, India, Indonesia, Italy, Colombia)
Vision2020 Climate and Sustainability Action Plan	Approved in 2014, McGill's Sustainability Strategy (Vision 2020) includes one vision, 5 categories, and broad goals.	McGill University
Universal Diploma in Sustainable Development (UDSD)	There are 6 SDGs in particular that have been identified in designing the Universal Diploma in Sustainable Development program.	All vice-presidents, faculty, students and staffs at the university of Bouake, RDKONEL Foundation, the minister of health, environment and sustainable development through its regional director, The African Union, The Africans Diaspora representation in UN, The African Network of Scientific and Technological Institutions.
UNESCO Chair in Community Based Research and Social Responsibility in Higher Education	Build capacity in community based participatory research (CBPR) in the global South and the excluded North for university-based academics and workers in community-based organizations and movements.	University of Victoria, Canada Society for Participatory Research in Asia (PRIA), India
Responsible Futures	Responsible Futures is an accreditation mark and supported change program for a whole-institution approach to environmental sustainability and social responsibility.	National Union of Students (UK) and 25 university/college and students' unions partners
United Nations Association-USA GenUN Network	GenUN is a national initiative of UNA-USA to engage and energize young supporters around the work of the United Nations.	List of colleges/universities involved: http://genun.unausa.org/find_a_chapter
NEW WAYS Center for Sustainable Development	NEW WAYS Center for Sustainable Development is to spread the knowledge of sustainable development, sustainable management, and thus the implementation of the UN SDGs in all activities and with all partners.	SENAT der Wirtschaft
Benchmarking Brazil Program	Encourage the development of practices of excellence and innovative projects aligned with the fundamentals and guidelines of sustainability and in connection with the SDGs (Sustainable Development Goals).	- Environment magazine - Envolverde - Pensamento Verde - Acionista - Papo Reto - Abraps - Ciclo Vivo - Filantropia - Senai - Paulo Sousa Center - Uninove University - Mackenzie University - Anhembi Morumbi University - ESPM University
Creating Electronic ECOWAS with Global University System	This initiative will educate and foster logical thinking for social justice, the central concept of democracy, among future policy makers with the combined use of qualitative and quantitative analyses for decision-making.	University of Tampere (Finland), Stevens Institute of Technology (USA), Columbia University (USA), Millennium Institute (USA), Energy Mentors International LLC (USA), GLOBal Systems Analysis and Simulation Association in the U.S.A. (GLOSAS/USA), Mayo Clinic (USA), Simulation Exploration Experience (SEE) & Center for Life Cycle Design at National Center for Simulation of National Aeronau...[more]

Source: <https://sustainabledevelopment.un.org/partnerships/hesi> 2019.

This is just a short list of such initiatives. At the UN site 365 initiatives are listed available at <https://sustainabledevelopment.un.org/partnerships/hesi>. There is a general trend that, most of the universities (both form developing and developed countries), have sustainability initiatives programs.

II. FUTURE DIRECTIONS

Above snap list indicates that, the SDGs are being institutionalized. That means sustainable development is an accepted notion development and higher education institutions are partnering directly or indirectly with United Nations, international development agencies, governmental and nongovernmental international organizations, governments, civil societies. Additionally, many scholars (developing and developed countries) are actively conducting research and producing knowledge on sustainability discourse. However, the lack of economic resources, appropriate institutional

arrangements; suitable monitoring evaluation tools and shortage of appropriate professional manpower are the major challenges toward the achieving SDGs. In so far, as indicated in the "SDG Index and Dashboards Report 2018- G20 and Large Countries Edition" there is very minimal progress in achieving the SDGs even among the highly developed G 20 nations (Bertelsmann Stiftung and Sustainable Development Solutions Network 2018). If so, what is the condition of developing countries? Unknown.

Report summarizes:

- Most G20 countries have started SDGs implementation, but important gaps remain.
- No country is on track towards achieving all SDGs.
- Conflicts are leading to reversals in SDG progress.
- Progress towards sustainable consumption and production patterns is too slow.
- High-income countries generate negative SDG spillover effects.
- Inequalities in economic and social outcomes require

better data (page IX).

– In the same line.

“To achieve the SDGs, countries must undertake major transformations of education, health, energy systems, land-use, urban development, and many other dimensions. Each transformation requires long term changes involving large numbers of stakeholders from government, business, and civil society. Since such complex transformations cannot be implemented by markets alone, governments must take the lead in mobilizing stakeholders, planning for the transformations, designing supporting policy processes, and mobilizing the public funding” (Bertelsmann Stiftung and Sustainable Development Solutions Network 2018:1).

Egron-Polak (2019) rightly shows the future directions to achieve the SDGs “SDGs address all nations – North, South, East and West; The 17 SDGs are all inter-connected and show that solutions are interdependent; need holistic (multi-disciplinary) approaches; No SDG can be achieved without involvement – through research, education, and outreach – of higher education institutions; None can be achieved without international collaboration and commitment; Current trajectories of development (including in HE) are unsustainable – economically, socially, and politically; International education and research can serve to raise awareness, be at forefront of search for alternatives, demonstrate centrality of both knowledge and collaboration, gain new impetus by building on other broad agendas’. SDGs are global agendas and unified international efforts are needed to achieve them practically. Institutionalization is process (Scott 2001), has to cross several prerequisites; similarly, internationalization also need combined efforts at multinational level. ‘Internationalization is the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society’ (Wit, et. el. 2015:283). Knight (2005) also makes the similar statement on internationalization and interconnectedness on higher education. “Internationalization is defined as the process of integrating and international, intercultural and/or global dimension into the goals, functions (teaching/learning, research, services) and modes of delivery of post-secondary” (Knight 2005:13).

In the higher education, more and more concentration on the sustainability is growing. The evidence can be foreseeing, “Times Higher Education is developing a new global university ranking that aims to measure institutions’ success in delivering the United Nations’ Sustainable Development Goals” (THE World Universities Insights Limited 2019). Which will give some direction to be headed.

The sustainability development goals are uniformly accepted, used, and being utilized mostly by the higher educational institutions as new paradigm of knowledge and investigating much more in this discipline (Shriberg 2002; Yarime & Tanaka 2012; Sayed et al. 2013; Fischer et al. 2015; Bullock & Wilder 2016; Nicolau and Pretorius 2016; Alghamdi et al. 2017; Nicolau, et.el. 2017; Wilson and Pretorius 2017;

Berzosa et al. 2017; Findler, et. el. 2019; Pretorius 2019). There are 100s of studies on the role of higher educational institutions which enables the grounded knowledge of sustainability (Wals 2009). However, there is a need of new research on whether SDGs are being implemented uniformly and these goals have any impact to the targeted population.

III.CONCLUSION:

“The current state of scientific knowledge (particularly insights obtained in the last few decades) about natural and social phenomena and their interactions leads inexorably to the conclusion that anyone driven by either long-term self-interest, or concern for poverty, or concern for intergenerational equity should be willing to support the operational objectives of SD” (Lele 1991:612).

Institutionalization of sustainable development goals are progressing. The clear pathway has been designed; however, the infrastructure for institutions are at the preliminary stages. In real sustainability institutionalization process require an intuiting, interpreting, integrating, habitualization, consensus building, collective validation, collective acceptance and objectification (Scott 2001; Wiseman 2007). Institutional function depends on the proper mechanisms and formalized indicators, accepted by the social, cultural, political and economic niche. In implementation of sustainable development goals, it considered both biophysical and socioeconomic component which adds more complication for the institutionalization process. As indicated in the SDG Index and Dashboards Report 2018- G20 and Large Countries Edition, ‘countries must undertake major transformations of education, health, energy systems, land-use, urban development, and many other dimensions’, will be very challenging to achieve the SDGs. Sustainability enhancing institutions need full competencies in all 17 SDGs, where higher educational institutions can play critical role through producing scientific discourse. There is a need of research about the impact of SDGs in various geographical, political, economic and cultural contexts. The higher educational institution function is ‘to generate new knowledge and contribute to developing competencies and raising awareness towards sustainability issues’ (Shriberg 2002). With the initiation of United Nations ‘Higher education institutions are integrating the SDGs into sustainability strategies in the form of research, teaching, pedagogy, and campus practices, and to position Higher Education Institutions as key drivers for achieving the SDGs (HESI 20017). There is need of paradigm shift on development discourse as well as in the sustainability epistemology (Rockström, et.el. 2009; Grindsted 2011; Håvard 2017; Karlsson-Vinkhuyzen et.el.2018; Lang, et.el. 2012). “A paradigm shift towards sustainability will thus greatly impact the education and training processes of future professionals, opening up new perspectives on lifelong-learning processes and developing new attitudes towards nature, different cultures, and consumption patterns” (Wiseman 2007). The higher education institutions enable and orient individual to capture the essence of future oriented perspectives, empower to take

responsibilities and decision making.

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