

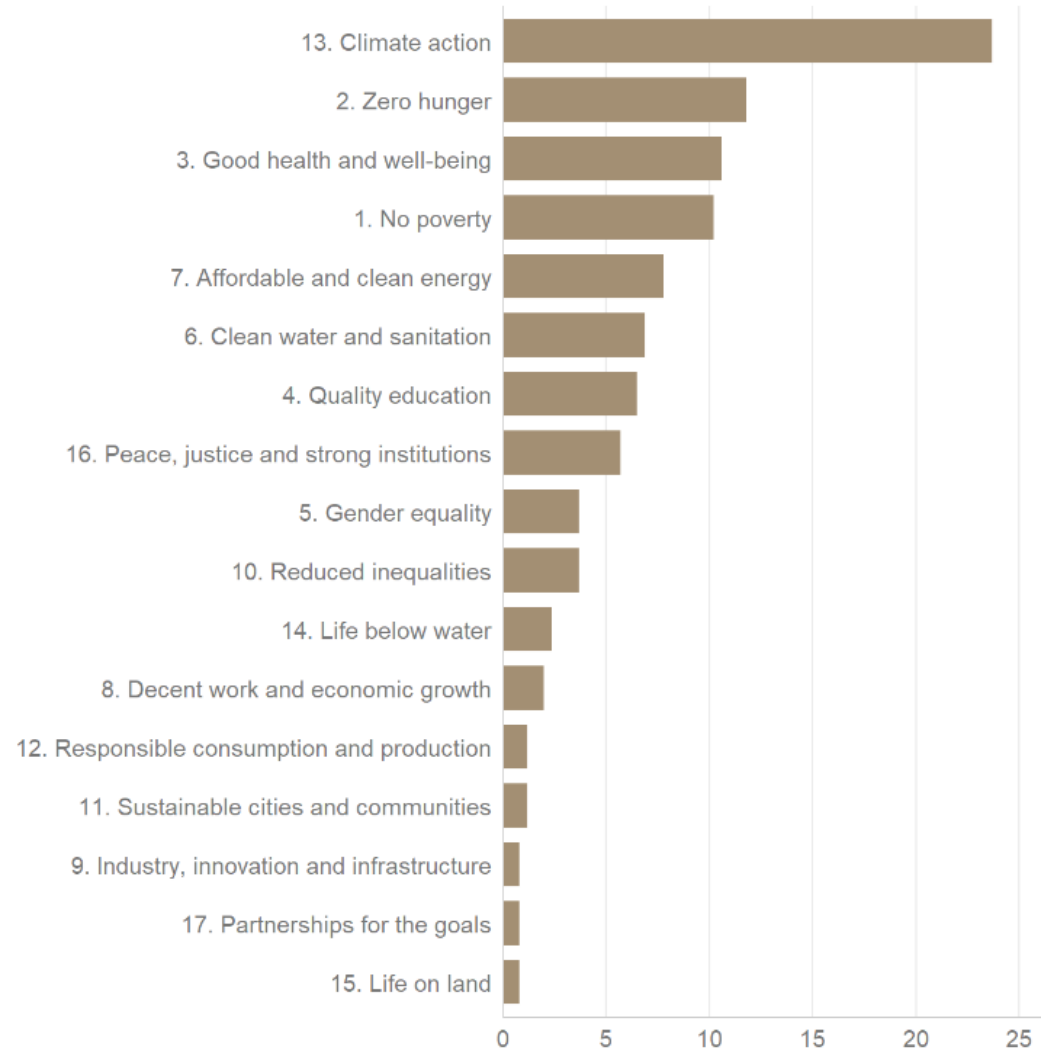
Incorporating the SDGs in (Tourism) Higher Education

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Young peoples' attitude towards SDG's survey

- 27% response rate (N= 4000, age 18-23)
- Do the SDGs speak a universal yet distant truth, letting it appear as if it the world were falling apart in seventeen different ways (Schaffalitzky quoted by Kongpetsak, 2019) – just elsewhere? (Menke, 2020)

Distribution of answers (in percent) ordered from highest to lowest - (n = 245)



Higher education' equals 'Kort, mellemlang og lang VU' in Danish



MIND THE GAP

“And barrenly, the professors in their gowns offered commercial commodity that could be turned to good account in the examination room; ready-made stuff too, and not really worth the money it was intended to fetch; which they all knew.” (D. H. Lawrence [1914] 1995: 367)

TOWARDS THE COLLABORATIVE UNIVERSITY

Lessons from Tourism Education
and Research

Janne J. Liburd

2013



Co-?

Conceptual clarifications



- Collaboration does not imply a division of labour. **Collaboration rests on the hypothesis that the sum of the work is more than its individual parts** (Huxham, 1993).
- Collaboration is substantiated by reciprocity and exchanges that require trust for their consummation
- Collaboration implicates **interests** and **power**.

17 PARTNERSHIPS FOR THE GOALS



Beyond SDG #17 Partnerships

- Collaboration may represent the essence of competition, “collaborative advantage” (Huxham, 1993: 599)
- The global problems addressed by the UN 2030 SDGs are ‘wicked’, or ‘fuzzy’ in as much as there is no one resolution to be found
- Collaboration is “other-regarding” (Jamal & Menzel, 2009: 234).

Transforming Tourism Higher Education through Collaborative Design

“Tourism Co-Design contributes a unique range of processes, methods, tools and an attitude of mind and perception that enables its practitioners to, with others, explore, reveal, encompass and address issues and nuances in an overall sustainable tourism development process” (Heape & Liburd, 2018: 228).



SDG Challenges



1. A vast percentage of present generations across the world do not meet their daily, basic needs. Nor do they fulfil their right to education and independent, free research to a better civic society
2. Growth and human progress are limited to traditional measures such as gross domestic products and technological innovations
3. Suggesting that future generations would want the same as the present generation is not only unrealistic, but blind to global and historical inequalities and changing human values.
 - Collaborative teaching and studio work v. “K-hours”
 - Collaborative group projects v. Individual assessment
 - **Competitive advantage in vain?**

Why work with sustainable development, the SDGs?

Towards the Collaborative University

*“New imaginations for the development of the university are needed to avoid blind reproduction, to fully seize its possibilities, and to meet its responsibilities in the creation of **desirable, more sustainable futures**.”*

The latter suggest that the university has responsibilities not only to itself, but to its students and staff, to other institutions, to industry, to society, to the state, to other nations, and over time”
(Liburd, 2013: 7).