

SDGs in BSS's education programmes

The ambition for SDGs in BSS's
education programmes

Societal relevance in an
education perspective

Our ambitions

The UN's 17 Sustainability Goals are already a natural part of the Faculty of Business and Social Science's research and education programmes. The content of the SDGs is integrated into our education programmes and how we already conduct our education activities. Thereby the SDGs can create a new framework for understanding many of our existing activities. Furthermore, the SDGs can be a breeding ground for new ideas and initiatives in our environments for education - both the small and more ambitious initiatives. At the same time, the new students in the coming years will already have been introduced to and worked with the SDGs through their primary and secondary education.

The SDGs translated into BSS language for our education programmes

The ambition is to make the UN's 17 Sustainability Goals concrete and relevant to the field of social science by focusing on a critical and reflexive approach to promote *sustainable development through an ethical and responsible foundation*.

The SDGs describe relevant societal challenges that can be integrated into the field of social science and thereby provide our students with the competencies to be critical in addressing, assessing and finding solutions that will create value for the surrounding society both nationally and globally.

The students must be able to find solutions

During their studies, the students must go beyond the point of simply being able to observe, describe and analyse societal challenges. The students must be able to take action and create value in relation to significant societal challenges. They must be able to use their field of expertise to present *solutions* to identified challenges and thus contribute to sustainable development¹.

The students must have an eye on the cross-disciplinary

During their studies, the students must be able to assess sustainable solutions to complex societal challenges. They must be introduced to cross-disciplinary dilemmas in cooperation and interaction between different disciplines and stakeholders within the individual SDGs and in the interconnection between them².

¹ OECD transformative competences, Box 1, creating new value: https://www.oecd.org/education/2030-project/teaching-and-learning/learning/transformative-competencies/Transformative_Competencies_for_2030_concept_note.pdf

² OECD transformative competences, Box 2, reconciling tensions and dilemmas: https://www.oecd.org/education/2030-project/teaching-and-learning/learning/transformative-competencies/Transformative_Competencies_for_2030_concept_note.pdf



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