Part 3. Conclusions and General Recommendations

In this project, Pharos university went through a unique process of infusing the concepts of sustainable development into its education programs. The project examined the links between educational programs of the undergraduate level and SDGs, as reflected in curricula of different faculties at the University. The focus was on the way such curricula could be developed, as a whole, to identify specific conceptual (causal) links among educational programs an SDG areas; the constraints and challenges that they emphasize in the application Phase. The exercise undertaken in this project shows that the university curricula had multiple areas of sustainable development already, and this project has developed these curricula and enhanced its impact to capture a rich network of linkages between its main topics and SDG areas. The project results in infusing sustainability concepts in 10 faculties, with a total of 66 courses in the curricula of about 36 University program. These 66 courses account for about which accounts for about 25 % of the total courses.

While some connections might seem intuitive and obvious, others are not. Indeed, this project shows that no single faculty has considered all the potentially relevant links to SDGs in its curricula , so comprehensive overview is essential to be obtained to overview the status Quo in each faculty and the analytical ways to develop it that is related directly to its mandates, and strategic plan. By doing this an aggregate picture on the university that is much more complete will be developed. In spite of this comprehensiveness, several gaps were identified in terms of links that are not well covered by some faculties. Those include links between the curricula and poverty, water, urbanization, terrestrial ecosystems, climate action and oceans. This calls for a more educational programs and scientific research covering those links. Doing so would be an important undertaking going forward, as it would allow for a full assessment of Pharos University interface on education and research. Yet, it can be concluded that this project provided systematic analysis that can provide an initial basis for an integrated analysis of policy priorities for education in the context of the SDGs.