**Nagoya Declaration on
Higher Education for Sustainable Development**

Annex

To ensure that the higher education community continues to innovate and contribute to achieving sustainable development in line with the goals and aspirations of the Nagoya Declaration on Higher Education for Sustainable Development, the following key issues and actions points were derived from group discussions at the International Conference on "Higher Education for Sustainable Development: Higher Education Beyond 2014", as well as from the "University Student Summit on ESD".

1. The Whole-institution Approach

  i.   Embed sustainability across the whole institution and integrate the values and ethics of sustainability into the entire culture of higher education institutions through their policies and strategic plans.

 ii.   Develop leaders on ESD through leadership programmes based on 'turnaround' leadership research, which places strong emphasis on capabilities and not just knowledge and skills.

iii.   Place value on the importance of institutional leadership, educating leaders on ESD, bringing them on board for crucial issues, and providing them with convincing transformative tools.

 iv.   Include all academic and administrative staff as well as students in efforts to build up patience, trust and support by working with all institutional stakeholders.

  v.   Design assessment processes that are evolving and co-creative, making use of a mix of different tools to facilitate the process of transformation towards sustainability ensuring that a wide variety of stakeholders, including the community, play a role in assessing higher education.

 vi.   Integrate assessments into the strategy of the institution, because they are learning tools for facilitating transformation towards sustainability; develop indicators, as well as creative systems of institutional self-study and peer-review, in a cooperative manner with university managements, faculty, researchers, students and other relevant stakeholders.

vii. Create 'horizontal' structures within higher education that foster links and bridge the divide between disciplines and generations, because the rigid structures and existing mindsets of higher education institutions may not be supportive of sustainability.

viii. Emphasize the need for cultural change and a deep understanding of institutional values in order to accelerate trans-disciplinary knowledge acquisition; develop institutional frameworks that enable students and other stakeholders to co-create systemic change.

2. Engagement across Boundaries

i. Promote long-term, multi-form and multi-stakeholder approaches to engage with society through partnerships using a common agenda, and make concerted efforts to transform people's mindsets through innovative pedagogical actions and research that are relevant and responsive to the needs of society.

ii. Integrate sustainability science into society using a trans-disciplinary approach, which promotes creating, sharing and implementing knowledge among different stakeholders, thereby bridging the gap between science and society.

iii. Integrate traditional/indigenous knowledge systems and diverse worldviews into higher education towards sustainability, and apply participatory methodologies for assessment and revitalization of institutions.

iv. Integrate science-policy inter-linkages focused on sustainable development into higher education programs; emphasize the importance of drawing upon diverse knowledge bases; strengthen bridges among different knowledge systems to foster innovations such as 'situated learning' and 'learner-led' approaches.

v. Foster collaboration across different disciplines, with students taking inter-disciplinary learning as a key element of ESD, and develop systems to emphasize inter-disciplinary learning within a university and among different universities.

vi. Enhance collaboration between university students and communities; since rich ESD programs for university students are often developed in community-based learning, students need to work on local challenges and find local solutions through communication with diverse local stakeholders.

vii. Foster collaboration spanning broad ranges of diversity; the learning of students in a community is enriched by communications with other stakeholders who may have different value systems.

3. Working with Critical Sectors and Groups

i. Recognize that transforming towards sustainability in higher education is a complex undertaking that requires engagement by all internal stakeholders including the faculty and students, as well as external stakeholders such as community groups and businesses.

ii. Integrate financial reporting into social and environmental reporting; systems of accountability must be established for businesses that produce goods that are socially and environmentally harmful.

iii. Academic institutions and companies should join into co-creative partnerships that involve innovation in pedagogy and co-creation of curricula, action learning/experiential opportunities for students, and solution-oriented research with case studies between businesses and academic faculty and institutions

iv. Move from 'learning with community' to 'learning as community', taking into consideration involvement of all relevant stakeholders, looking at the institution as a system comprised of multiple stakeholders, and adopting the 'whole of people' approach.

v. Create opportunities, through the use of ESD, for children and youth in the informal sector to become change agents and serve as contributing members of the community for global sustainability.

vi. Promote technology-driven education using tailor-made digital learning, including mobile apps and online programs for youth to help them address social responsibilities, encouraging lifelong learning among children and youth.

vii. Encourage interregional and intercontinental youth programs and projects, including mentorship across boundaries, through the RCE youth network activities.

4. Engagement with Policies

i. Redefine research priorities and reframe research methodologies, in collaboration with partners from the broader higher education system, so that more inclusive and relevant approaches are created to address the sustainability challenge.

ii. Engage in research that explores the issue of ethics and contributes to reducing inequalities, including giving space, time and resources, to support academic freedom.

iii. Engage higher education institutions in contributing to the international development agenda and in creating policies and platforms that enable transformative research, and valuing and recognizing the role of universities in international key dialogues and policy-relevant documentation.

iv. Provide platforms, involving students and communities, for science-policy debates at the local community level and in the international arena.

v. Recognize the differences between developing and developed countries in the context of embedding ESD in higher education institutions.

vi. As human societies are increasingly urban societies and urbanisation is continuing, it is important to embed ESD in higher education based on recognition of this urban context and to make learning, research and operations of universities address urban environmental challenges.

vii. Give a greater focus to the writing of higher education policy across all levels, including the national and provincial level, within associations of universities and in universities themselves.

viii. Enhance the skills of people who work in universities to work on strategy and design change processes, and establish a clearer and common language for the development of ESD and higher education policies.

ix. Establish guidelines on how to influence the policy formulation process building on case studies and research on effective practices in the area.

———