

Chapter 6

Role of International Mobility Programs in Higher Education: Fostering Knowledge, Skills, and Attitudes for Achieving the Sustainable Development Goals

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ABSTRACT

This research investigates the impact of international mobility programs in higher education (HE) in contributing to the Sustainable Development Goals (SDGs) by encouraging the acquisition of critical knowledge, skills, and attitudes (KSAs). It emphasises the link between mobility-related KSAs and UNESCO's Key Competences for Sustainability, with a focus on their impact on SDG4 (Quality Education) and SDG8 (Decent Work and Economic Growth). The study emphasises the crucial

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role that higher education institutions (HEIs) play in assisting students before to and throughout their mobility experiences, while also identifying a large vacuum in post-mobility support that could improve learning outcomes and contribute to the SDGs. The study emphasises the importance of developing soft skills during international mobility, such as cultural empathy, sociolinguistic awareness, and global citizenship, which are critical for tackling current challenges and contributing to sustainable development.

1. INTRODUCTION

1.1. Strategic Design of Mobility Programs: Fostering Competencies for Advancing Sustainable Development Goals

The Sustainable Development Goals (SDGs) must be consciously aligned with when designing effective programs to promote sustainability-focused competences. Climate change, social injustice, and resource management are just a few of the urgent global issues that these international mobility programs should seek to educate participants on. Educational institutions can facilitate meaningful learning experiences that promote individual, organizational, and community development by incorporating sustainability-oriented ideas into program design. Curriculum and activity alignment with sustainability themes is a critical component of these programs. In order to guarantee a holistic approach, the academic and extracurricular components should be based on principles of sustainability. Courses on sustainable development, lectures on renewable energy, and community service projects tackling local environmental challenges in host countries are all possibilities for participants. In addition to teaching participants important skills, these events connect what they're learning to the larger SDG framework, making them feel more responsible for the world. Students need to understand the interdependence of environmental, social, and economic aspects, hence it's important to stress systemic thinking. The incorporation of multidisciplinary ideas from other disciplines, including sociology, economics, and environmental science, into educational programs can accomplish this goal. To connect classroom theory with real-world practice, experiential learning is key. Programs can incorporate sustainability-oriented projects that enhance problem-solving and adaptability abilities. Examples of such projects are urban sustainability efforts and garbage management programs. Opportunities to gain intercultural competency and empathy abound in cultural immersion programs, whether it's through sharing housing with host families or working on community projects with student organizations in the area. These interactive exercises support important Sustainable Development Goals (SDGs) including Partnerships for the

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