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Internationalising curricula by the standards of the SDG4: a way

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Context: Exchanges between institutions and especially student mobility are mainly based on teaching titles and a number of ECTS. It is often complex for international relations and academic managers to understand the meaning of the competency frameworks of programs whose accreditations are national or European but rarely international. Finding a way to make an academic program understandable at a global / international level, remains challenging. Using an SDG approach can help. A first successful experience has been performed at UniLaSalle Rouen by applying the SDG competences to a batch of students from the international sustainable agriculture & food bachelor-master integrated (5yr)program.

Curricula are supported by specifications and certifiers ensuring the quality of education but with very precise and specific reference systems (CTI, France competences). Generally speaking, these standards (Tab. 1) are not used to communicate on the programs with prospects. They are much more meaningful for the professional world. Moreover, they ensure a certain recognition, including at international level (EUR-ACE label)



Tab. 1: Outcomes Framework CTI engineer "Agronomy & Agro-industries" for i-SAFE pathway

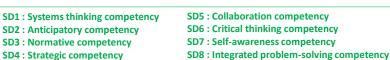
Tab. 2: Key competencies for sustainability 1

compétences





By 2030, ensure that all learners acquire knowledge and skills needed sustainable development, including, education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship and appreciation of cultural diversity. There is general agreement that sustainability citizens need to have certain key competencies¹ that allow them to engage constructively and responsibly with today's world. These SDGs Competencies describe the specific attributes individuals need for action and self-organization in various complex contexts and situations. They include cognitive, affective and motivational elements; hence they are the result of an interplay of knowledge, capacities and skills, motives and affective dispositions. Competencies cannot be taught, but have to be developed by the learners themselves. They are acquired during action, contextualisation on the basis of experience and reflection (Rangel 2015²). Key competencies (Tab. 2) represent cross-cutting competencies that are necessary for all learners of all ages worldwide (developed at different agecan be understood appropriate levels). Key competencies multifunctional and context-independent. They do not replace specific competencies necessary for successful action in certain situations and contexts, but they encompass these and are more broadly focused.











Tab. 3: integration of UNESCO key competencies in the learning outcomes framework, (UniLaSalle - Bachelor in Green Ag Business). The SD key competencies are generic and appropriate for all levels of higher education. Programs are simpler to characterize with 8 major competencies.

As was discussed during the EAIE³ 2022 workshop "Internationalization at home" in Barcelona, the integration of international standards - such as UNESCO's key competencies - in the description of syllabi is a way to make the learning objectives of a program intended for incoming mobility more readable and to communicate easily about the programs (beyond the teaching and credits). This cross-referencing also makes it easier for academic leaders in charge of validating mobility to understand the expected levels.

- 1 Published in 2017 by the United Nations Educational, Scientific and Cultural Organization, 7, place de Fontenoy, 75352 Paris 07 SP, France © UNESCO 2017 ISBN 978-92-3-100209-0 2 Rangel, M., 2015. La actualidad de los principios didacticos de La Salle. Digit. J. Lasallian Res. 11. 3 ALE 2022 La international island on a Home 3 32nd EAIE Conference European Association for international Education 13-16 september 2022 Barcelona, Catalonia



















