

Modernized Curriculum for Sustainable Higher Education (SHE)

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Abstracts: *This paper has critically observed the influential role modernized curriculum should contribute in sustainable higher education globally. The author emphasized that a modernized curriculum's role is vital to the success of sustainable higher education system worldwide. As such, the practical design and production of a modernized curriculum for sustainable higher education system globally could tackle the hindrances to sustainable higher education. Its comprehensive implementation by successive governments of nations globally will determine the actualization of sustainable development goals. The higher education role in the producing of required human resources for sustainable development goals actualization is paramount to sustainable higher educational systems of the society.*

Keywords: Modernized, curriculum, sustainable higher education.

Introduction

Background to the Study

Modernizing a curriculum package to actualize sustainable higher education is vital in our contemporary society. The modernized curriculum should be embedded with all the required ingredients to ensure learners who acquire expertise through its system could contribute positively to societal needs now and in the future. A modern curriculum provides a learning opportunity to the learner as a learner-centred curriculum, contrary to the traditional one, which is subject-centred. Modernized curricula assist learners to being creative, involved and obtaining the expertise, comprehension, standards, and excellence vital in ensuring a worthwhile personality capable of solving societal challenge now and in the future. The modernized curriculum allows learners to develop higher-order skills for problem solving and thinking creatively. Learners are equally enabled with skills alignment capacities to meet societal needs and the economy of their communities. Contrary to the traditional curriculum learners memorize laws, principles and concepts.

Sustainable Higher Education is one outcome that should ensure satisfying the desires of the present generations devoid of concession of the wishes of ages yet to come, despite providing an equilibrium situation for the environment, economy, and social interactions. Sustainable Higher Education is the Education for Sustainable Development (ESD). According to UNESCO (2014), ESD allows learners to obtain required comprehensions, values, attitudes, and skills essential for determining a sustainable prospect that provides a comprehensive and impartial excellence education and encourages enduring acquisition provision to all learners.

Sustainable Higher Education should prepare learners for enduring acquisition opportunities that will make them to be resourceful, involved and mutual solution providers, contented experts contributing to meet present societal desires in a mutually dependent worldwide society. Sustainable Higher Education is a clarion call for our higher institution of learning to give confidence to learners to build-up personal vision on how to relate, connect and thrive in this continuously promising society by equipping themselves with emerging abilities to track the dreams already envisaged, Fullan and Langworthy (2014). Learners in a Sustainable Higher Education environment should not be about mastering principles, facts and concepts, but should encourage learner's comprehension and application of knowledge acquired. As a result, SHE must provide for learners to:

- i. work separately as self-drive, lifelong learners and innovators;
- ii. work collaboratively and respect diverse viewpoints;
- iii. apply their comprehension in novel situations to solve new challenges;
- iv. communicate via a range of technologies and methods and,
- v. work persistently in the face of difficult challenges.

The SHE by means of a modernized curriculum should successfully equip learners to add value to society in a constantly shifting environment. It is desire for higher education institutions to ensure they upkeep this ultimate objective. The modernized curriculum for sustainable higher education should ensure that instructors in higher educational institutions should equally be equipped with relevant innovative skills obligatory to solving the varying challenges of learners (Graham et al, 2015).

The Role of Modernized Curriculum in Sustainable Higher Education

In the context as regards this paper, a curriculum is an action for instructional and learning experiences, including learners' achievements appraisal to accomplish the desired acquisition result of the study. A modernized curriculum provides lifelong learning opportunities for learners' accomplishment, digital agility, career promptness, and novel acquisition technique. Higher education institution libraries should be well equipped to meet the dynamics of innovative learning opportunities and ensure transformative acquisition among learners. A modernized curriculum is accomplishable, focusing on learner-centred acquisition initiatives to

improve skills, services, spaces, and resources. The modernized curriculum should provide innovative techniques to achieve enduring, reasonable, and cooperative sustainable development. In Nigeria, tertiary or higher education guarantees human resources development, which involves teaching the required skills, aptitude, attitude, knowledge, morals, values, and creative ability. The role of the modernized curriculum is to provide needed acquisition opportunities in the higher education system to actualize its objective for the learners and society at large (Hays and Reinders, 2020).

The Relevance of SHE

SHE is vital for successful human capital development and effective nation-building that will benefit the present generation and the one yet to come. It enables higher learning institutions to ensure that their products are realities concerning climate change, disaster risk management, biodiversity protection, wealth creation, and enduring utilization management. Accordingly, sustainable higher education is more comprehensive than environmental challenges. Nevertheless, money-making and communal difficulties are inclusive due to the increased quest for migration created by desired opportunities, urbanization, and industrialization with the diminution of non-renewable assets. It became very fundamental that a comprehensive initiative is required to provide a better enduring prospect. Therefore, with their role as human resources creators for sustainability, higher learning institutions should offer realistic opportunities for a better sustainable future. Consequently, sustainable educational initiatives championed by higher education should be able to concentrate on challenges linked with human resource development to execute its role of providing a sustainable society now and in the future.

Hindrances of SHE

According to this article, Hindrances of SHE shall be considered based on four key issues: operational curriculum, insecurity, programmes, and governance. (i) The prototype of the operational curriculum will determine whether the concerned programmes of the higher learning institutions will be sustainable and equally support sustainable development goals (SDGs). For example, the traditional subject-centred curriculum has no influential contributions toward attaining SDGs. Hence it could not equally support SHE as regards to the learners. As a curriculum, its human resources development role concerning higher institutions of learning is vital, and society is looking to them to provide such services as regards to a sustainable environment, culture, and industrialization needed by the present generation and the future. (ii) Insecurity has been a significant global concern because it negatively affects underdeveloped and developing nations. The desire to achieve a SHE ought to compel the world's nations to be at peace internally and with their neighbors. This peaceful environment is required to determine stable, sustainable higher institutions for learners. Presently, we can observe internal security challenge has cost so much damage to Sudan's economy, environment, and societal problems, as the external invasion and War championed by Russia against Ukraine and its negative impact majorly on Ukraine citizens and international learners. (iii) Implementing higher education programmes under the designed curriculum is a major challenge hindering the success as regards SHE systems globally. In a situation where required tools, facilities, and human resources are not available for comprehensive implementation of programmes in higher institutions of learning is a concern and the affected programme is said to have failed. (iv) The political will of the government of nations globally in ensuring adequate security, curriculum, and implementation policies for sustainable higher education is a significant concern because of its role in determining the sustainability of higher education programmes. The government's unwillingness to provide sustainable higher education in most underdeveloped and developing countries has led to the failure of their higher education to produce sustainable expertise in human resources development. Human resources are essential in driving and achieving SDGs, which SHE must achieve.

The Path for SHE

While concluding this paper, the pathway regarding achieving SHE starts with designing and producing a modernized curriculum and its comprehensive implementation to meet the desires of the present and future human race. The responsibility of government's willingness to ensure SDGs achievement could be a driving force that will compel government structures at all levels to support SHE. Sustainable development goals compliance should not be a mere political statement usually experienced in most underdeveloped and developing nations globally. Therefore, this paper recommends that governments globally ensure modernized curriculum design and production in favour of SHE systems as a requirement for solving the hindrances of SDGs actualization worldwide.

References

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