



LEAP-FAST Certificate Programme - 2nd edition

Accelerating SDG Implementation

Date limite: 27 Nov 2025

Type:	Course
Emplacement:	Riaydh, Saudi Arabia
Date:	14 Sep 2025 to 27 nov 2025
Durée:	11 Weeks
Domaine du programme:	Other
Site internet:	https://unitar.org/a2030
Prix:	0.00 \$US
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Partenariat:	United Nations Educational, "United Nations Educational, Scientific and Cultural Organization (UNESCO) (3917)"; , Majmaah University (3331)

CONTEXTE

UNITAR - UNESCO "Leaders in Higher Education Alliance and Programme - For Accelerating Sustainability Transformations (LEAP-FAST)" initiative aims to create a movement of committed sustainability leaders in higher education to advance

deep transformations and enable Higher Education Institutions (HEIs) to fulfil their potential with regards to contributing to the Sustainable Development Goals (SDGs).

The main focus of the Certificate Programme will be on a deep transformation of institutional practices, educational programmes, course plans and methodology to better reflect sustainability competencies across cognitive, socio-emotional and behavioural learning domains, promote transdisciplinarity, and integration of new ways of knowing to support sustainability, inclusion and global citizenship agendas. It provides space for participating faculty members to learn, exchange knowledge with colleagues from other HEIs, work in teams across different faculties to co-create innovative approaches to curriculum and course design and share feedback with their leaders. The Certificate Programme is structured in five modules, starting from the upper level – Institutional level, going to the Faculty & Programme level, and ending with the Course & Pedagogical level to provide empower programme participants to make recommendations for institution-wide change to leadership, collaborate on changes to programmes with colleagues within and across Faculties, and promote change across their own courses. There are also induction and summation modules.

This Certificate Programme is intended for the HEI staff who have leverage over defining the development, content and methods of educational programmes delivered at their institutions. It uses a HEI team approach with several faculty members per institution participating together, including a number of collective assignments.

It is expected that participating HEIs will serve as champions of broad institutional change across higher education and contribute to realising the significant potential that this sector has in contributing to the achievement of the SDGs.

OBJECTIFS D'APPRENTISSAGE

Programme directors and administration

By the end of the programme, participants will be better positioned to:

- Discuss key themes related to transforming higher education agenda and SDGs, including reducing inequalities and ensuring access to quality education for marginalized groups and building gender equality;
- Define core sustainability competences;
- Evaluate key institutional (and as applicable regulatory) challenges preventing effective transformations of educational programmes;
- Propose practical ways to transform the design of educational programmes in a given context;
- Identify key changes that faculty should be able to introduce as part of educational programme delivery;
- Plan individual actions to embed sustainability competences in educational programmes;
- Develop a team action plan to pilot sustainability competences on an example of 1-2 educational programmes.

It is expected that the achievement of the above learning objectives will produce the following outcomes as a result of the programme completion:

- Enable and lead interdisciplinary collaborations among faculty, students, and external stakeholders to support transformative learning initiatives;
- Support the development and implementation of faculty continuing professional development programs that embed sustainability competencies in teaching, learning and research;
- Critically reflect on personal and institutional responsibilities in fostering a culture of innovation and adaptation of best practices for sustainability within diverse university setting;
- Foster a mindset of continuous improvement and transformation in higher education for long-term sustainability impact

Faculty members and teaching staff

By the end of the programme, participants will be better positioned to:

- Discuss key themes related to transforming higher education agenda and SDGs;
- Define core sustainability competences;
- Provide examples of practical ways to transform the design of educational programmes in a given context;
- Evaluate a course plan and teaching methods against sustainability competences requirements;
- Identify main changes to the development of a course plan;

- Select and apply active learning methods for enhancing sustainability competences;
- Recognize and voice key obstacles - institutional and/or as applicable regulatory - impeding more far-reaching transformations of educational programmes;
- Plan individual actions to embed sustainability competences in a course plan;
- Develop a team action plan to pilot sustainability competences on an example of 1-2 educational programmes.

It is expected that the achievement of the above learning objectives will produce the following outcomes as a result of the programme completion:

- Foster a culture of sustainability within their university practice through teaching, research, and community engagement;
- Apply interdisciplinary and transdisciplinary approaches to teaching and learning for sustainability;
- Assess and evaluate students' sustainability competencies using appropriate tools and methodologies