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Understanding the Role of Education in Bridging the SDG Policy-Practice Gap

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Abstract

The Sustainable Development Goals (SDGs) which were adopted by the United Nations in 2015 offer a holistic approach to solving global problems that affect poverty, inequality, climate change, and institutional accountability. However, policy implementation results are, overall, uneven, which is the leading cause of policy-practice-gap. Policy commitments at the international and national levels are high, still, the results of the implementation are not the same. This paper discusses the role of education and public awareness as important tools to address this gap especially in the case of institutions of higher learning in India.

The importance of the study is that to steer towards SDGs, policy formulation is not sufficient but a behavioural change, institutionalization, and stakeholder engagement are also essential. Academic institutions are strategic in the development of future leaders, the impact on community participation and inculcation of sustainability concepts in the organizational systems. The study relies on secondary source material comprising of UN SDG progress reports, UNESCO recommendations on Education for Sustainable Development, and sustainability reporting by chosen institutions of higher learning. Moreover, a conceptual quantitative framework is being suggested to investigate the connection between sustainability education, literacy, behavioural change, and effectiveness in implementation.

The study concludes that sustainability-integrated curricula and awareness programs have a strong positive impact on SDG literacy and pro-sustainability behaviour using a quantitative survey-based methodology alongside a proposed empirical framework that is based on regression. The translation of policy intent into practical outcomes has been found to have a moderating factor called the public awareness.

According to the results, education can serve as a structural enabler of all SDGs since it can enhance informed decisions, institutional accountability, and bottom-up governance processes.

Keywords:

Sustainable Development Goals, Policy-Practice Gap, Sustainability Education, Public Awareness, Policy Implementation, Higher Education Institutions

Introduction

In 2015, the United Nations took a radical step to change the focus of development agenda by implementing Sustainable Development Goals (SDGs). In contrast to the previous designs that were limited with references to poverty and alleviation or industry-specific priorities, the 2030 Agenda proposed 17 integrated objectives in the economic development, environmental stability, social justice, as well as institutional resilience and international collaboration. SDGs are global and extend to both the developed and developing countries and they focus on integrations among the sectors and not individual interventions. The SDG targets have been formally integrated by governments globally into the national policy, development strategies, and regulations. Nonetheless, even with the prevalence of political approval and articulation of policy, quantifiable advancement is not even. Such a recurrent lack of alignment between the proclaimed undertakings and real-life performance has come to be known as the policy practice gap.

The lack of policy design does not result in the policy-practice gap. The sustainability frameworks in most instances are holistic and in congruence with the global standards. Implementation is the issue. The process of converting policy goals to functional systems entails institutional organization, coordination of stakeholders, the adjustment of their behaviour, and the establishment of accountability in the long term. In many cases, sustainability policies are symbolically adopted to indicate that they are conforming to the rules and regulations in the global sphere but they are not a fundamental part of organizational processes and society. This gap is further widened by weak monitoring systems, inadequate awareness to the stakeholders, lack of interdisciplinary training and resistance to behavioural change. Consequently, sustainability is symbolic and not structural.

In this context, education plays the strategic and enabling role. Education does not only instil knowledge but also attitudes, values and decision making abilities. It also has a bearing on the way people change the policy instructions and whether they absorb the concept of sustainability as a rule in both personal and professional spheres. Though quality education is SDG 4 in itself, the impact is much broader than that particular objective. Education cuts across climate action, responsible consumption, gender equality, economic growth and institutional accountability. Through providing people with the systems thinking, ethical reasoning abilities, and analytical competencies, education emanates to be a cross-cutting facilitator of sustainable development. Consequently, to overcome the SDG policy-practice gap, it is important to consider how the educational systems can translate policy awareness into an objective practice.

The topicality of this problem is especially important in modern industrial environment. Sustainability is not just a corporate social responsibility program any more; it is a part of financial markets, systems of regulatory compliance, and strategic business models. Environmental, Social, and Governance (ESG) measurements are becoming more important in terms of deciding who can invest in a particular project and who cannot. In firms that engage in both online business, fintech, and e-commerce, there is increasing pressure to have responsible innovation. The amount of energy used in data centres is enormous, digital payment systems have to encourage

financial inclusiveness without increasing the risk of ethical malpractice, and e-commerce supply chains are associated with the issue concerning carbon emission and packaging waste. Even though sustainability guidelines and SDG-related standards are provided to discuss these issues, the successful implementation of these guidelines will depend on the level of expertise and awareness of organizational managers and employees.

The development of human capital is therefore brought to the forefront of industry change. Higher institutions of learning, especially those in management, universities, are breeding places of future policymakers, corporate heads, financial analysts and entrepreneurs. When the business education systems rely on the principles of sustainability, in the form of interdisciplinary coursework, experience-driven learning, analytics-focused sustainability measurement, and case-based analysis in the real world, the graduates have a greater likelihood of considering the SDG in their strategic choices. However, when the sustainability is considered as a sideline choice but not as a core competency the implementation in the organization will not be consolidated. In this respect, education can have direct impact on industry ability to put sustainability frameworks to work.

The context of the research being examined falls at the cellular sections between sustainability governance, educational reform and economic modernization. The case of emerging economies, like India, is especially topical because of the rapid pace of digitalization, the growth of the corporate sustainability reporting, and constant reforms of higher education. The National Education Policy (NEP) 2020 puts emphasis on holistic and multidisciplinary learning whereby institutions should incorporate environmental and social responsibility in the learning process. At the same time, Indian companies are getting more and more involved in international ESG reporting mechanisms and sustainability ratings. This synergizing establishes a dynamic context where schools can play the role of enablers where the policies are articulated and the markets are implemented.

Governance wise, the SDG implementation should be top-down and bottom-up. Governments put up regulatory frameworks and strategic objectives, however successful implementation requires stakeholder involvement and local action. Educational institutions fit in a peculiar place in this ecosystem as they are connected to several actors at once. They work with governmental organizations by complying with policies and leading research efforts, with the industry by undertaking placements and consultancy projects, and with society by conducting community outreach work and civic educational programs. With such interactions, universities are able to spread knowledge on sustainability, create behavioural change and sustain institutional accountability mechanisms.

Digitalization also increases the transformative power of education. Through online-based platforms, artificial intelligence, and data analogy tools, large-scale dispersion of knowledge on sustainability is made possible and improve transparency in SDG monitoring. Effective implementation cannot be realized only by the power of technological progress, however. Without the abilities to think critically and to have an ethical orientation,

the technological systems are allowed to strengthen the inefficiencies or inequities instead of solving them. Through education, the digital tools have the intellectual basis to be used in a responsible manner in the realization of the sustainable development goals.

It is also in this backdrop that the objective of the current study is to analyse how education and public awareness can address the SDG policy-practice gap. The paper aims at examining how schools affect the results of implementation, how sustainability education correlates with behavioural change, and how the awareness of people may enhance the accountability of the policy. With education as a structural enabler, but not the primary part of the sustainability strategy, the purpose of the research is to make a contribution to the academic discourse and policymaking.

The importance of this question is that it takes an integrative method. The current discourse tends to view education as an autonomous developmental agenda or analyse the implementation of policy without relating it to the issue of awareness and behavioural relationships. The piece of work tries to relate these dimensions into one conceptual framework of analysis. In so doing, it underlines the possibility of schools and universities to play the role of implementation multiplier in the system of sustainability governance. The enhancement of sustainability literacy in academia can cause indirect impacts in the industry, communities and administrative systems of a country and, as a result, reduce the gap between the purpose of policy and its practical implementation.

The paper continues by analysing the theoretical and empirical literature on sustainability education, models of policy implementation, and frameworks of stakeholder engagement. It then determines the main issue that the research is concerned with and suggests an idea model that connects sustainability education and implementation efficiency. The analysis and discussion section explains findings against the available theories and analyses their managerial and policy implications. Lastly, the conclusion summarizes main foundations and provides guidelines on future studies. By this systematic discovery, the study hopes to establish that education and public awareness are not auxiliary components of the policy assembly of sustainable development but enablers that can change the promises of ambitions to quantifiable results.

Review of Literature

The importance of education in sustainable development has received much concern and more so when the United Nations accepted the Sustainable Development Goals (SDGs) in 2015. Policies and sustainability frameworks are generally well-established, but more researchers are paying attention to the issue of education and how it can be used to assist in ensuring a transformation between policies and physical results. This section will conduct a review of the existing literature, major theories and concepts with references to the empirical findings and gaps in the field of SDG policy-practice gap.

Education for Sustainable Development (ESD)

The cornerstone of this sphere is the Education for Sustainable Development (ESD), which is advocated by UNESCO. ESD focuses its attention on ensuring education does not solely produce awareness but also skills and values required to make people do what is responsible in addition to creating awareness. As UNESCO (2017) states, ESD can help one contribute to all three aspects environmental protection, economic growth, and social justice at the same time.

In contrast with the classic education with its primary emphasis on the theoretical knowledge, ESD combines three dimensions:

1. Cognitive (knowledge)
2. Socio-emotional (values and attitudes)
3. Behavioural (action and decision-making)

ESD is therefore very relevant in dealing with policy-practice gap because it involves the transfer of knowledge to action.

Sustainability Competencies

The authors Reesch et al. (2011) and Wiek et al. (2011) developed a model of major sustainability competencies needed to address real-life sustainability issues based on the concept developed by ESD. These include:

1. Systems thinking
2. Anticipatory competence
3. Normative competence
4. Strategic competence
5. Interpersonal competence

The competencies allow one to gather an awareness of intricate matters of sustainability and create effective solutions. Students who are subjected to interdisciplinary and project-based learning have higher chances of acquiring these competencies according to research.

Nonetheless, the bulk of research is devoted to the aspect of skill development in academic environments but does not analyse the way these skills can be converted into the real policy application in an organization.

Behavioural Change and Transformative Learning

Transformative Learning Theory, which is another significant theoretical lens, developed by Mezirow, is the approach that implies people become able to alter their behaviour due to critical reflection and experience-based learning. This has been incorporated in sustainability education through the form of real world projects, case studies and community involvement.

Empirical research shows that, these methods result in greater environmental awareness and morally sound decision-making. The issue, however, with a lot of these studies is that most are based on short-term results and self-reporting, making it hard to determine the behavioural effect in the long-term.

Ajzen's (1991) Theory of Planned Behaviour has been extensively applied in order to elaborate on this concept of behaviour. It says that behaviour is determined by:

1. Attitudes
2. Social norms
3. Perceived control

With sustainability in mind, education assists in the creation of positive thoughts and awareness. Nevertheless, reality behaviour is determined by the external influences: institutional support and being able to apply it in practice. That is why awareness is not a sufficient factor to guarantee an implementation.

Empirical Research concerning Sustainability Education.

Recent empirical researches are evidenced that sustainability education has a beneficial impact on behaviour. As an illustration, the group of Abdullahi et al. (2024) was able to discover a great correlation between sustainability education exposure and pro-environmental behaviour in students. Their results indicate that seeing the sustainability apply to higher education can have a great impact on making it more practical.

In line with this, findings of various writings have put emphasis on the value of the experiential learning technique where students undertake real sustainability projects. Such strategies enhance comprehension as well as practice in use of concepts of sustainability.

But one of the major shortcomings in these studies is that they tend to quantify intents rather than actual actions, the space between intentions and actions of whether people say they will do something and do it.

Role of Higher Education Institutions (HEIs)

The increased realization of higher education institutions (HEIs) as significant players on sustainability. They play their part in many ways:

1. Developing sustainability ideas.
2. Conducting research on SDGs
3. Adopting the green campus programs.
4. Engaging with communities

Researchers identify that the effectiveness of institutions that take a holistic approach (incorporate sustainability in its curriculum and its operations and relationships) is more effective. As an illustration, the universities with sustainability in their strategic planning are more likely to portray alignment of policy and practice.

Nevertheless, it has been noted that in most institutions sustainability is viewed as a supplementary exercise instead of an integrated establishment within systems. This restricts their ability to bring about actual change.

Policy Implementation Perspective

This perspective recognizes the crucial role of training in every organization.<|human|>Policy Implementation Perspective This approach bases on the fact that training is a very important aspect of any organization.

The policy implementation theory can be used to understand why sustainability policies do not have expected outcomes in most cases. In spite of well-designed policies, there is the likelihood of implementation modification by:

1. Lack of awareness
2. Lack of co-ordination amongst stakeholders.
3. Limited resources
4. Weak monitoring systems

In this view, education has the key role of enhancing bottom-up implementation. Education would aid people and institutions to participate better in policies dealing with sustainability because of heightened awareness.

Comparison of Various Perspectives.

There are several views presented in the literature, each referring to a different level:

1. **ESD and Competency Models** - Capacity on skill and knowledge development.
2. **Behavioural Theories** - Theories of decision making.
3. **Institutional Studies** - Study the implementation of sustainability at organizations.
4. **Policy Theories** - Examine system wide challenge in implementation.

Although each of the perspectives is worth studying, they are a common subject of study. This establishes a disunified picture of the impact of education on the SDG implementation.

Research Gaps

A number of critical gaps in the research have been left by the broad research work:

1. **Lack of Integration**
   Majority of the studies fail to relate education, behaviour, and policy execution within a single framework.
2. **Poor Measurement on Impact in the Real World**
   When it comes to research, it is frequently based on awareness or intention and not the actual implementation outcomes.
3. **Short-Term Focus**
   Numerous studies only estimate the short-term effects in learning but not the long-term effects.

4. **Institutional Disconnect**

   Schools and other educational facilities are not arranged in SDG implementation structures.

5. **Contextual Limitations**

   Acid test campaigns on developed economies present much of the research although not much attention is witnessed on emerging economies such as India.

Summary

On the whole, it is clear in the literature that education is important in the creation of sustainability pursuit and scheme. Theory of Planned Behaviour, sustainability competencies, and ESD are the theories that describe the way education affects the individual. The beneficial effect of sustainability education is supported with empirical studies and particularly when the lessons take place through the methods of experiential learning.

Nevertheless, the relationship between education and reality in the implementation of SDGs is underdeveloped. It requires unified studies that will connect education achievement to the actual implementation of policies. This gap needs to be addressed in order to turn the sustainability policies into tangible outcomes.

This paper is therefore an attempt to make a contribution to this aspect by looking into how education and awareness can play a bridging role between SDG policy formulation and implementation.

Research Methodology

The research design to be used in this study is quantitative and descriptive; this is in a bid to determine the role sustainability education played in affecting the SDG awareness and implementation behaviour among students. The use of structured survey questionnaire to obtain primary data was employed.

Responses of the essential variables in the question were measured with the help of five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree) to design the survey. The questionnaire was structured into four parts that included sustainability education exposure, sustainability literacy, implementation behaviour and the public awareness.

Undergraduate students with commerce and management backgrounds and postgraduates were the target population. A convenience sampling was detected thus the survey was sent out via Google Forms. About 70 responses were obtained to be analysed.

Analysis of data was done with use of Microsoft Excel where percentages and mean scores are used as descriptive statistical tools to identify patterns and relationship. The most important variables to be examined are sustainability education (independent variable), implementation behaviour (dependent variable), and the supporting variables, which are literacy and awareness.

Though the research offers beneficial information, it cannot meet full potential due to the sample size and the application of the self-report information. In spite of this, it provides a feasible insight into the role of education in gap bridging to support the SDG policy-practice gap.

Problem Statement

Although the Sustainable Development Goals (SDGs) have been widely adopted by governments and non-governmental organizations in the post-2030 Agenda presented by the United Nations, the outcomes of the implementation are still uneven. Lots of institutions publicly adhere to SDG goals with policy statements and ESG reporting, but they do not reflect in real life in operational decision-making. This positions a sustained policy practice disjuncture where sustainability promises are made at the level of strategy and do not translate to a quantifiable and measurable, on-ground difference.

Attempts to engage in sustainable practices are mounting pressure on industries and especially those in the digital business sector, finance sector, and e-commerce. However, one of the major problems is the lack of sustainability literacy and implementation skills in the professional sphere. Quite often, educational institutions, which are institutions of the future leaders and managers, talk about sustainability, conceptually, without a systematic institutionalization of SDG-related competencies within the course of study. Due to this, graduates can be exposed to sustainability principles in theory but they can fail to bring such concepts to practice in organizational setups.

Although the current body of literature examines Education sustainability Development (ESD), sustainability competencies, there are few studies that straightforwardly analyse how education acts as a structural process that leads to the policy formulation and real application of the SDGs. The disjuncture between behavioural, institutional, and policy-level lenses is that of developing into an overarching framework, which elucidates the role of awareness and education on the effectiveness of the implementation.

Thus, the main issue that will be discussed through this study is the fact that sustainability education and SDG mechanisms of implementation have never been systematized in ways that would ensure sustainable development is achieved and that the policy-practice gap can be eliminated.

Analysis and Discussion

The situation in this case includes Indian institution of higher learning that has made outward proclamations on the SDGs through sustainability reporting, curriculum changes, green campus policies and community initiative. The use of solar energy, separation and sorting of waste, operations without papers through digital learning technologies, and the introduction of sustainability-related courses to business and management degrees are among the common sustainability practices in these institutions.

Even though the institutions are publicly becoming supporters of the SDGs, the level of implementation is different. Although there are institutions that fit their strategic plans, performance measures and allocation on research funding to the SDGs, there are those institutions which have awareness campaigns or even elective

courses on offer. It is this inconsistency that permits the in-depth examination of the role education can play in promoting real practices of sustainability in institutions.

Data Analysis

The analysis is based on secondary data that are publicly available, including sustainability reports, annual performance reviews, and particular commitments made by institutions to go in line with the SDGs. The analysis was done using three main categories of performance indicators:

1. **Operational Sustainability Indicators (Financial and Resource Data).**

- The amount of energy used against the percentage use of renewable energy.
- Reduction of waste and subsequent saving of costs.
- Sustainable infrastructure capital investments.

Organisations that exhibited high levels of integration of the SDGs in their governance body had an actual reduction in the cost of operation in terms of energy efficiency and the use of digital technology. An example of this is the investment in solar energy that has lowered the total electricity costs and also enhanced the sustainability credentials of an institution indirectly, improving financial performance.

2. **Indicators of Academic and Curriculum Integration.**

- Sustainability-oriented courses Number of courses with sustainability focus
- SDGs in business, management and finance curriculum.
- Sustainability interdisciplinary projects.

The higher number of students in community sustainability projects was recorded in universities that have integrated sustainability in different courses rather than isolating sustainability as an extra-curricular course. This indicates the effectiveness of integration of curriculum to practice sustainability knowledge.

3. **Marketing & Reputation Stakeholder Indicators and Outreach Indicators.**

- Sustainability Rankings and Award schemes.
- Partnership with the third parties (industry, NGOs).
- ESG role student placement statistics.

Those institutions that communicated about their SDGs activity received a better brand image among the responsible student population and employers. The reputational advantages of sustainability resulted in the overall improvement of competitiveness of the institution.

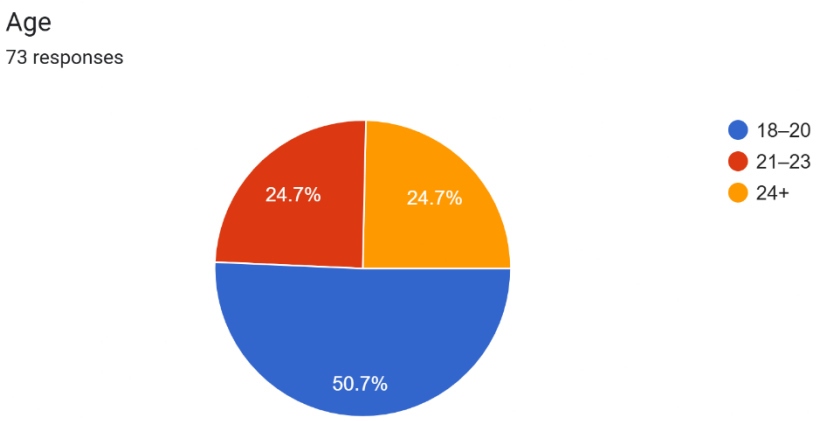
Primary Data Analysis: Survey Findings

A structured survey was used to collect primary data by questionnaire of around 70 respondents with separate academic backgrounds. The aim was to study how sustainability education is related to sustainability awareness and sustainability implementation behaviour.

1. **Respondent Profile**

Most of the respondents (50%), were in the 18-20 age bracket, then 25% age bracket of 21-23 and 24. On the academic background, 55.6% of the respondents were in management studies, others being spread to engineering (18.1%), medical (13.9%) and other disciplines (12.5%).

With regards to the level of study, the highest group was the postgraduate students (36.1%), the second one was the second year (27.8%), third-year (22.2%), and the final one was first year students (13.9%).

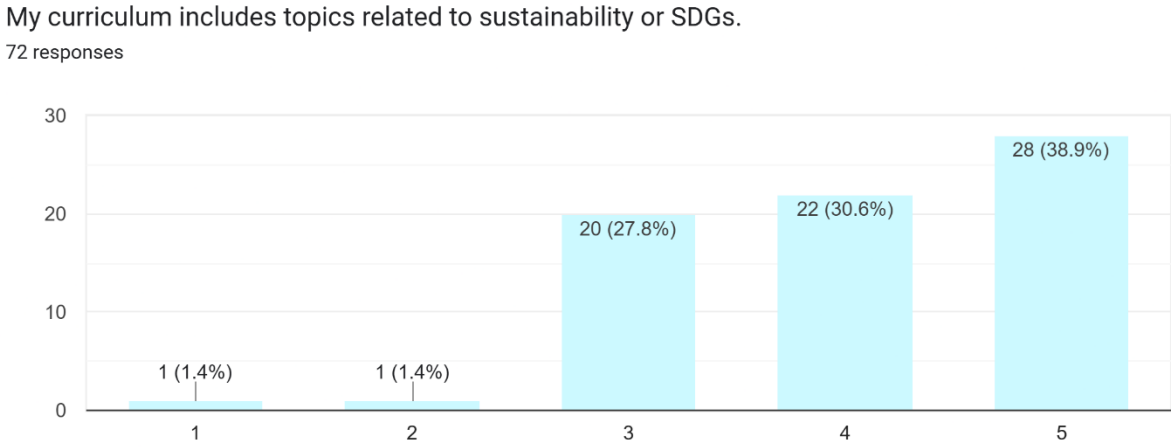


2. Sustainability Education

A considerable percentage of the respondents indicated that they have received sustainability training:

- More than three-quarters (69.5% - Agree + Strongly Agree) reported having sustainability or SDG-related subjects in their curriculum.
- The consumer responses as per 69.4% indicated that sustainability was part of core subjects.
- 73.7% of them gave an answer in the affirmative that their institution holds sustainability-related workshops and events.
- The respondent rate was 72.2% who reported to be involved in sustainability related projects or assignments.

Through these findings, it is possible to suggest that sustainability education is gradually being integrated in academic systems.



3. Sustainability Literacy

The polls indicate that the awareness of sustainability is very high:

- Eighty per cent of the interviewees said that they were acquainted with SDGs.
- Those who were aware of the applicability of SDGs to their business decision making were 70.8%.
- Only 76.4% knew about sustainability practices ESG and responsible consumption.
- 3/4 of them held that sustainability knowledge is relevant to their future occupations.

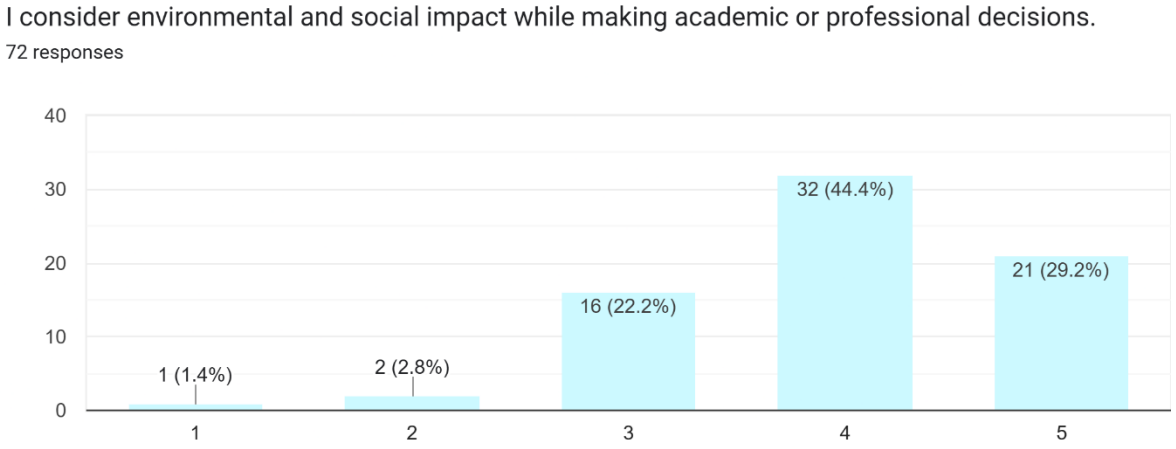
This implies that education is very important in building sustainability literacy in students.

4. Implementation Behaviour

The results also point to the positive results in terms of behaviour:

- 73.6 percent of the people take into account environmental and social impact in decision making.
- The majority (77.7 percent) would love to work in companies that practice sustainability.
- The level of participation in sustainable activities like waste reduction or energy conservation stands at 86.1 percent.
- 82% of them indicated their desire to use sustainability concepts in the business decision-making process.

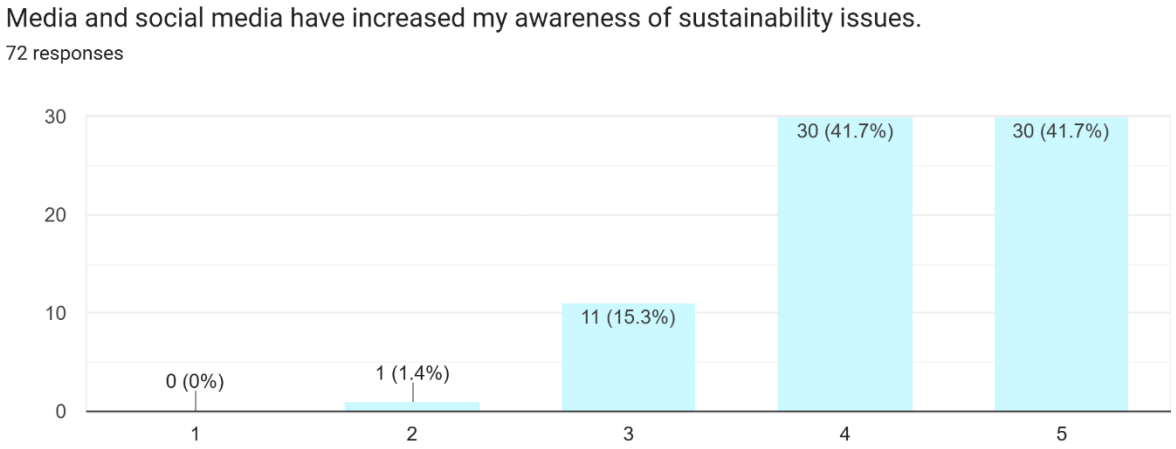
This shows that there is a close correlation between awareness and behavioural intention.



5. Public Awareness

The support of the work is increased by the public perception:

- The percentage that stated that media and social media made them more aware of sustainability issues was 83.4%.
- Three quarters (76.4) of them reported that their behaviour is shaped by campaigns and institutional measures.
- 81.9 percent of them confirmed that awareness promotes sustainable practices.



Survey Findings Interpretation

The results of the survey form a definite correlation between the sustainability education, awareness, and implementation behaviour. The students who are exposed to sustainability-comprising curriculum exhibit greater degrees of literacies and higher tendencies towards sustainable decision making.

Such findings affirm the Theory of planned behaviour by Ajzen in which awareness and attitudes induce behavioural intention. Also, the results are consistent with the Education for Sustainable Development (ESD) principles that focus on action-oriented learning.

The data also shows the intervening effect of public awareness in enhancing the knowledge to practice translation.

Analytical Model

A regression construct has been developed to forecast how the sustainability is implemented through education by utilizing the following regression model:

Implementation Effectiveness of Sustainability = (Sustainability Curriculum Integration) + (Sustainability Literacy) + (Public Awareness Initiatives)

In this case, the phrase, Sustainability Curriculum Integration, denotes the extent to which the concept of sustainability is interwoven into the curriculum of the fundamental subjects. Sustainability Literacy is a scale that gauges the knowledge of the students and the staff about SDG frameworks, and Public Awareness Initiatives are activities such as workshops, campaigns and community-engagement which help create awareness.

The hypothesis developed is that the more a sustainability curriculum is incorporated, the greater the knowledge (literacy) of sustainability principles and hence the greater the implementation attempts. The secondary supportive role in this relationship is played by the public awareness campaigns.

This relationship can be measured using descriptive statistics and regression analysis with the help of such a program as Excel or SPSS and noticing the strength of the relationship and their statistical significance. Reports and stakeholder communications might also be sentiment-analysed to determine the perception based on AI-powered analysis mechanisms.

Interpretation of Findings

It has been noted that the impact of education on the implementation of sustainability is observed on three intertwined dimensions:

1. **Cognitive:** This cognitive aspect of sustainability education that entails enhanced awareness of SDGs and acquisition of systems thinking capacity.
2. **Behavioural:** The impact of the increased sustainability literacy on the creation of sustainable practices in students and personnel.
3. **Institutional:** The role played by the collective behavioural changes in operational and governance decisions in an institution.

These results are consistent with the Transformative Learning Theory that asserts that behaviour change can be brought about through reflective learning. According to Theory of Planned Behaviour proposed by Ajzen, the behaviour depends on intention that is influenced by personal beliefs and perceived norms. Regarding governance, this supports the stakeholder theory, which implies that the issue of stakeholder, including students and industry partners, are considered in the institution to ensure sustainability.

Additionally, this aligns with the provisions of the policy implementation theory where policies can be best implemented through intermediary organizations who are effective to convert macro-level goals into micro-level behaviours. By combining sustainability education with processes in the university, the universities can lessen the gap between policy targets and actual implementation.

Problems including the inability to gauge the effect of the initiatives that have not been adequately measured using proper sustainability indicators, as well as the insufficiency of resources and training of faculty members are issues that act as barriers to scaling up sustainability efforts.

Conclusion

This research has shown that education is major in closing the policy-practice gap in SDGs that aim at improving sustainability literacy, altering behaviour, and encapsulating sustainability into the governance system of institutions. Universities and colleges incorporating the SDGs in their curricula, operations, and mechanisms to advance stakeholder engagement are more likely to have better implementation results and better reputational positioning.

As a managerial concept, sustainability must permeate through all disciplines as opposed to being an issue in separate courses. The institutions need to come up with quantifiable performance measures that connect education performance with operation sustainability measures. Faculty development and curricular development across disciplines must be invested in.

On policy and industry perspective, the governments and regulatory governments should include schools in the formal SDG monitoring and reporting systems. University collaborations in the industry will expedite transfer of knowledge and applied projects on sustainability. Education must not just be seen as a developmental target but an enabler of structure at all SDGs.

The avenue of research in the future should incorporate longitudinal data empirical studies to ascertain the long-term professional effect of sustainability education. The evidence base would be further supported by comparing cross-country studies and quantitative models of any linkages between education and implementation. Also, the use of digital analytics and AI-based applications in sustainability measurement introduces opportunities in the future development of the implementation measurement.

Policy-practice gap bridging does not need regulatory mandates, but it needs informed, skilled, and accountable actors. Education is considered one of the strongest tools to have to transform this.

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