Journey Of Higher Education Institutions Towards The Accomplishment Of Sustainable Development Goals In Pakistan: A Phenomenological Exploration

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Abstract

Education for sustainable development is universally recognized in the current times to achieve sustainable development goals. The importance of this can be seen in the United Nations Decade of Education for Sustainable Development from 2004 to 2014. There is a dire need to align higher education towards its preparation for achieving the Sustainable Development 2030 through the transformation of its curricular and co-curricular activities. The purpose of the study was to critically explore the steps taken by the Higher Education institutions for attaining these goals. The study was conducted under the interpretivism paradigm. The design was transcendental phenomenology and the methodology was qualitative. A semi-structured interview was used to collect data from nine purposively selected participants. The data were collected from six-voice chancellors (VCs) from the different universities located in Punjab. In the initial phase, codes were developed based on collected data and in second phase four (HED (Higher Education Department) & SDGs, Journey towards 2030 Agenda, SDGs Possible Through Education & Status of Pakistan & Agenda) themes were finalized during thematic analysis. There is a calamitous time to set a new policy for the SDGs strategies of the Higher Education department to attain SDGs.

Keywords: Higher Education, SDGs, Phenomenological Exploration, Educational Institutions.

Introduction

Our world with a population of 7 billion people and with limited natural resources, societies and individuals should live together sustainably (Blewitt, 2014). The nations across the globe are requisite to start strategies and actions responsibly. To ensure what people do today on this planet and its impacts in return on the lives of coming generations (Assembly, 2015). Education for Sustainable Development (ESD) proposed a sustainable and secure future for coming generations by empowering them towards sustainability. The UNESCO expands the SDGs agenda attainment till 2030 and by all possible mean including education and higher education as well (Heleta & Bagus, 2021).

In order to meet the agenda of Millennium Development Goals (MDGs), at United Nations Headquarters from 25th to 27th September 2015, representatives across the globe came together. they planned to transform the world by adopting "the 2030 Agenda for Sustainable Development." It comprises 17 goals and 169 associated targets (Kihombo et al., 2022). At the start only developing countries committed themselves to the MDGs, the 2030 agenda has been endorsed and later adopted by the developed and the developing countries of the World (Javeed, Khan, Rehman, & Khurshid, 2021). In the 21st century, the role of HEIs has become ever more significant in addressing the socioeconomic and environmental complexities globally. There's an increasing debate about the role of HEIs in delivering knowledge and innovation to global citizens to bring societal transformation. HEIs recognize their key role as an enabler, and many have opted for SDGs voluntarily in collaboration with their respective governments, researchers, faculty, students, and wider community stakeholders. Over 700 universities participated in the Times Higher Education (THE) University Impact Rankings 2020.

The Impact Ranking measures institutions' social and economic impact on HEI's work on the biggest global challenges (Komotar, 2020). THE Impact Rankings assess universities against the United Nations' SDGs across four broad areas including teaching, research, outreach and stewardship. HEI's performance is being evaluated on 17 UN SDGs (Perchinunno & Cazzolle, 2020). The 2020 Impact Rankings included 768 schools from 85 countries including Spain (32 universities), Turkey (36 universities), the Russian Federation (47 universities), Canada (3 universities), Japan (63 universities), Australia (5 universities) and the United Kingdom (34). In order to compete for this Impact Ranking, HEIs are expected to develop an SDGs Implementation Framework at the institutional level for examining global and local challenges and then instil their faculty, researchers, stakeholders and graduates with well-rounded knowledge and education to address those challenges through a systematic approach (Caeiro, Sandoval Hamon, Martins, & Bayas Aldaz, 2020). In most cases, HEIs are well resourced, not just physical but human resources to provide stewardship in delivering SDGs. Applied research is a key area considered by THE Impact Ranking to address practical problems that have an impact on people's lives and their overall well-being (Horan & O'Regan, 2021).

In 2021 a total of 1,240 institutions from 98 countries have submitted data for the 2021 THE Impact Rankings. The increased number of HEIs participating shows the growing importance of SDGs globally. The assessment results of THE Impact Ranking 2020 showed how the universities made progress and are helpful to the government by achieving SDGs. For Instance, the University of Auckland (UOA) scored the highest ranking in 2020 based on its contribution toward SDGs related to the protection, restoration and promotion of sustainable use of terrestrial ecosystems, sustainability of forests and halting biodiversity loss and land degradation (Nousheen, Zai, Waseem, & Khan, 2020). UOA further worked on the conservation of ocean and marine resources and ensuring health and well-being for all ages (Shore & Wright, 2015). Similarly, the University International de Catalunya (UIC) Spain offered a degree program in the learning and teaching practices in sustainability with the

following specific objectives including; identifying the curricular implementation of topics linked to the SDGs (Albareda-Tiana, Ruíz-Morales, Azcárate, Valderrama-Hernández, & Múñoz, 2020); analyze the mission statement of the with respect to sustainability (Albareda-Tiana, Vidal-Raméntol, & Fernández-Morilla, 2018). The University of British Columbia created a Sustainability Program engaging 6500 students, faculty and staff. The objective of this program was to develop innovative and impactful sustainability projects while integrating academics and operations (Manzoor, Ho, & Al Mahmud, 2020). The University of Geneva has created a master's degree program in urban and regional development, which included sociology, urban development, landscape architecture, development economics, geographical information systems and law (Sánchez-Carracedo, Carbonell, & Moreno-Pino, 2020).

Universities that participated in the Impact Ranking or have contributed to SDGs in a way have harnessed their teaching and learning resources by providing "Education for the SDGs (SDGs)", which also helped learners develop their skills, knowledge, and experience. These universities have demonstrated that they are well-positioned and have a compelling reason to take lead and implement SDGs. They have faculties, researchers, professionals and a critical mass of students who have the capacity to tackle the complex challenges articulated by the SDGs. Moreover, their partnerships and collaborations with the industry, civil society organizations and the government have helped in scaling up existing activities while mainstreaming SDGs for the implement new interventions beyond business as usual. To further mainstream SDGs, universities need to develop multidisciplinary student-led activities and action-based learning, which help learners develop cross-cutting ESDG skills and competencies to address complex development challenges (Storey, Killian, & O'Regan, 2017).

These results and findings prompted to have a review/assessment of the potential of Pakistani Universities to be an enabler to implement the SDG in Pakistan. In the case of Pakistan, the total number of Higher Education Commission (HEC) recognized universities is 224 out of which 78 are in the Punjab province (Saqib et al., 2020). However, only 23 universities i.e., 10% of the universities in Pakistan could participate in the Times Higher Education Impact Rankings 2020. The University of Veterinary and Animal Sciences in Lahore scored the highest among Pakistani universities and overall ranked at 195 (Asif, Guangming, Haider, Colomer, & Kayani, 2020). It scored 75.4-83.3 for SDGs while it received scores of 70.7-80.6 for SDG 17 (partnerships for goals), 68.8 for SDG 7 (affordable and clean energy), 70.2 for SDG 2 (zero hunger) and 67.4-75.1 for SDG 3 (good health and wellbeing). COMSATS University was next in the rank followed by NUST, the University of Agriculture Faisalabad and NED University of Engineering and Technology Karachi (Habib, Khalil, Khan, & Zahid, 2021).

In Pakistan, the government has affirmed its commitment to achieving SDGs through a resolution unanimously passed by the parliament in 2016 adopting SGDs covering 17 goals, 169 targets and 244 indicators. In 2018, the National SDGs Framework was approved by the government to prioritize and localize SDGs. The objective of the framework was to embed the SDGs into national and regional development plans through an inclusive, broad-based, and equitable approach while building on the principle of sustainability. The framework not only helped in identifying and prioritizing the country's development objectives and targets but also

ensured the applicability and relevance of SDGs for the country's future development outlook (Tariq, Ahmed, & Usman, 2021). The process of framework development involved several steps including the availability of SDGs indicators data and the participation of government representatives, civil society, the private sector, legislators, policymakers and the local community (Sitorus & Arsani, 2018). At present in Pakistan, the HEIs call to makeshift their roles actively towards the attainment of SDGs. 2030 agenda (Khan, Mustafa, & Nawaz, 2021).

There is a need to evaluate the role of higher education & its curricula toward the education for sustainable development (Jabeen & Khan, 2022). This has attracted researchers' attention to SDGs especially toward sustainable development through Higher Education. There is a dearth of trained faculty members in these areas in the universities of Pakistan to educate the current generation for a sustainable future. There is a dire need to align higher education towards the preparation of generations for the Sustainable Development 2030 agenda through its curricular and co-curricular activities. As per the reviewed literature, there is no study was conducted to evaluate the problems and perspectives of higher education in the way of sustainable Pakistan through higher education along with the current status of sustainability. So, the existing study was proposed to critically explore the Implementation of Sustainable Development Goals at the HEIs in Punjab: Problems & Prospects" Beneficial for the development of the SDGs Implementation Framework at the HEIs level. The study was beneficial for all policymakers and the top and middle-level leadership of higher education institutions in Pakistan. This study would also help attain the SDGs 2030 agenda. Pakistan universities need to collectively move towards integrating sustainability into their pedagogical practices. This may be done at all levels and programs of higher education. This study would explore this role. Pakistani government needs to organize more and more sustainability-related literacy all over the country and study will suggest the ways. It's the need of time in order to meet the agenda & improve our nation's score at the global level we have to decide the role of the higher education department and specify the strategies by the universities to meet the agenda. So a few studies were conducted in this regard and the paper in hand is an effort to fix the role of Higher Education Departments in Pakistan to meet the SDGs by implementing institutional strategies.

Research Objective

Keeping in mind the discussed debate of the literature given was the objectives of this empirical paper to:
1. Explore the perceptions regarding SDGs among top-level leadership (VCs,).
2. Evaluate the degree of implementation of sustainability practices – challenges and issues HEIs are facing.

Research Question
1. What are the perceived views of top-level leadership about meeting the SDG targets in the HEIs?

2. What are the key policy and implementation challenges faced by HEIs while implementing SDGs in Punjab?

Methodology

the study was conducted under the interpretivism paradigm. The design was transcendental phenomenology and the methodology was qualitative. The semi-structured interview was used to collect data from nine purposively selected participants. 6 themes were finalized during thematic analysis.

Fig:1 way out of the study

The Paradigm was interpretivism and the nature was qualitative so as the recommended literature the best data collection tool was a semi-structured interview. The selection of participants was also done using theoretical sampling. The details and purpose of the selected participants have displayed under the table:

Table No 1 Demographics of the Participants

| Sr.#	Participant	Experience	Purpose of Selection
1.	A	VC/1 Year	Organized Conference on SDGs
2.	B	VC/3 Years	Working on Different SDGs Projects
3.	C	VC/2 Years	Organized Conference on SDGs
4.	D	VC/4 Years	Internal SD activities
5.	E	VC/3 Years	Research Project
6.	F	VC/2Years	Seminars on SDGs

Interviews were conducted with six VCs. The data was collected till saturation and Interviews Time and again. The information was rectified again & again by telephonic contacts. All the data was purely saved and transcribed. Approximately one hour was consumed while conducting one interview. After the interview, the data was transcribed and impetrated into N-Vivi-11 for further analysis. The open coding was categorized into four sub-themes. Thematic analyses were used to collect data under given steps.

Data Analysis

Qualitative data refers to non-numeric information such as interview transcripts, notes, video and audio recordings, images and text documents. The collected was imported and analyzed using N-Vivo. In the initial phase codes were developed based on collected data and in the

second phase four (HED (Higher Education Department) & SDGs, Journey towards 2030 Agenda, SDGs Possible Through Education & Status of Pakistan & SDGs Agenda) major themes found as depicted in the given figure:
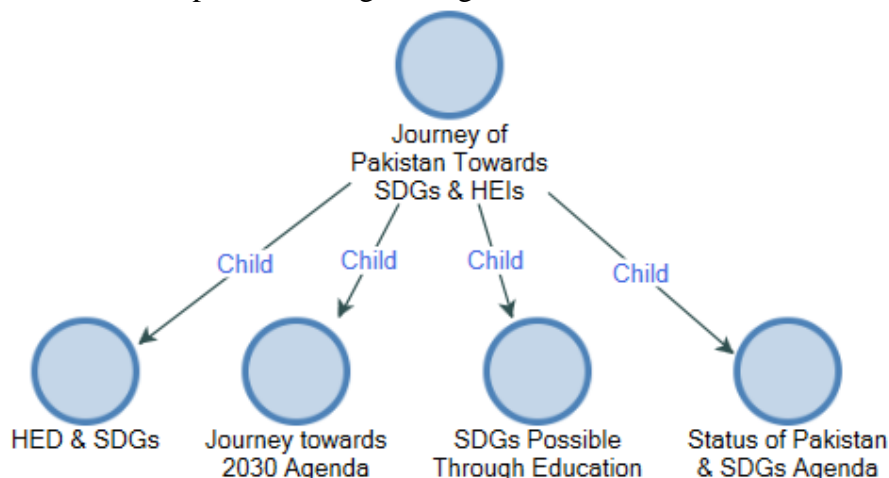
The developed themes HED (Higher Education Department) & SDGs, Journey towards 2030 Agenda, SDGs Possible Through Education & Status of Pakistan & SDGs Agenda were based on data from participants. The supporting empirical arguments about the themes are as under:

HED (Higher Education Department) & SDGs

There are around 220 million students enrolled in universities around the world. Yet despite the boom in demand, the overall enrolment ratio is 37% with large differences between countries and regions. UNESCO is the only United Nations agency with a mandate in higher education and works with countries to ensure high quality higher education opportunities are available to everyone. It places a special focus on inclusion, the recognition of qualifications and quality assurance, particularly in developing countries.
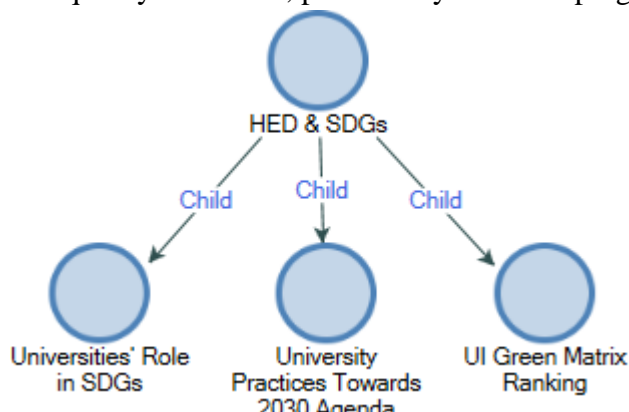
Based on empirically evidence the theoretical evidence was supported by the current findings. The Affirmed themes HED and SDG affirmed that sustainability can be attained through Higher Education. The supported empirical argument is as under:

> It is guiding tool that provide us to set our goals in short and long terms nature both in research and teaching. Some universities There is a gap in

quality education at large. Focus is more towards achieving number game rather that to achieve real impact on the society or community. There is a need to revisit quality assurance systems for various degree programs.

Participant A

Higher Education Commission and Higher Education Department are trying to indulge universities to work in relevance to SDGs but still what missing is the policy, so far Article 25 (Right to Education) has not been implemented even it was approved by the National Assembly of Pakistan. HEC and HED should work with the academic institutes and come up with the proper framework where every academic institute should now its role as per the best of its capacity and play its role in achieving the SDGs2030 agenda.

Participant B

Now there is an initiative for impact ranking of the universities with respect to all the 17 SDGs. Also, the UI Green Matrix ranking of the universities addresses some of the SDGs with respect to environmental sustainability. Many universities have started participating in these rankings.

Journey towards 2030 Agenda

The 17 SDGs are integrated they recognize that action in one area will affect outcomes in others, and that development must balance social, economic and environmental sustainability. Countries have committed to prioritizing progress for those who are the furthest behind. The Global Goals otherwise called SDGs were taken on by the United Nations in 2015 as a widespread source of inspiration to end destitution, safeguard the planet, and guarantee that by 2030 all individuals appreciate harmony and flourishing. The 17 SDGs are coordinated they perceive that activity in one region will influence results in others and that development should adjust social, financial and natural manageability. Nations have resolved to focus on progress for those who are farthest behind.
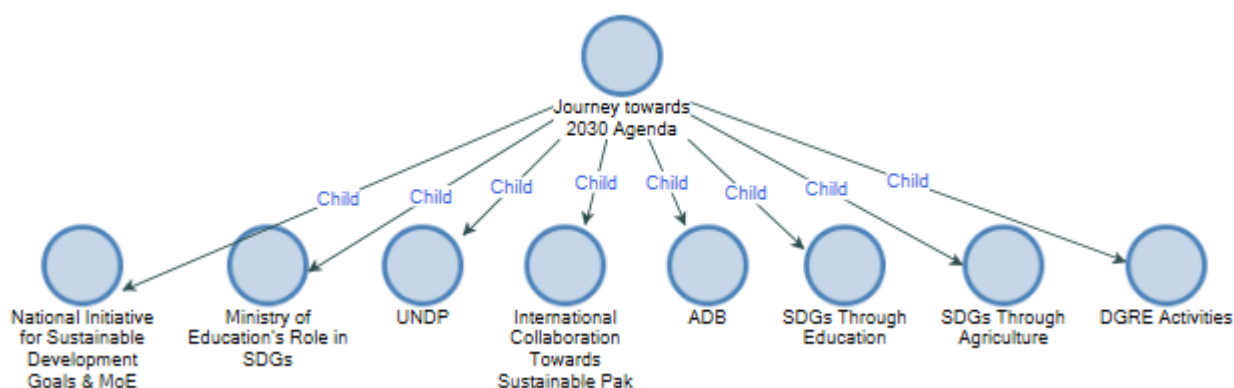
Based on empirically evidence the theoretical evidence were supported by the current findings. The Affirmed themes HED and SDG affirmed that sustainability can be attain through Higher Education. The supported empirical argument as under:

Learning outcomes should be defined as ESD indicators, which is being done at the level of degree programs. At the end, there should be employable skills and a lifelong learning attitude to meet the global challenges. But, in Pakistan, unfortunately education means 'degrees and transcripts. Compliance to SDGs is our national commitment to the world at large which is equally important for our future generations. The funding agencies and sponsors are also asking for a specific reply to SDGs while considering grants applications. Planning Commission of Pakistan, Provincial P&D, Academia, NGOs, Civil Society, International Development Community and Donors. We work with the provincial agriculture department and we do not have any direct working relations with the HED. Our departmental interactions are very effective and rewarding. Zero Hunger and Climate Smart Agriculture are our top agenda within SDGs. My experience of working with the authorized bodies has been generally positive. I have had the opportunity of working with USAID, KOICA, PCP, Punjab P&D and HEC. A multinational, multi-institutional project ICDD was based on the decent work agenda (SDG-8). A major project 'Establishment of Pak-Korea Nutrition Center' was secured as an SDG-2 entity, funded jointly by HEC/PCP and KOICA. Current educational practices at my institution are quite compatible with the goals of SDG 4. We offer **need-blind** admission to allow for inclusive and equitable access to quality education. We are also following best practices to promote quality education. Being a branded university, we make efforts to expose our students to the rural and agricultural landscape for the promotion of lifelong learning. We practice stratified merit for admissions allowing access to the rural candidates promoting inclusiveness. We have created facilities to promote women participation in education. To facilitate poor and talented students, we offer different types of Merit and need based scholarships.

Participant A

Although not explicitly referred to in university planning documents, there are countless ways in which SDGS are advanced at this university, both inside and outside the classroom. Courses and Departments covering development typically raise these topics in a broader sense; more specifically, courses with components covering such issues as health, gender, water, energy, climate, education, poverty, etc. will inevitably touch on and in some cases focus on SDG-specific areas of concern. Outside the classroom, a number of SDGs are also addressed, either directly or indirectly. From time-to-time communications from the HEC and HED references SDGs and the 2030 Agenda, helping to provide visibility for these issues and concerns and providing timely reminders about them. As an educational institution training the next generation of Pakistanis, classroom instruction includes references to and discussions of SDGs as part of the regular curriculum, whether explicitly or implicitly. More broadly, routine university operations sometimes also help address and advance in a more modest way certain goals related to the SDGs. For example, our "lab school" provides K-10 education for the

children of our service staff, most of whom would otherwise have limited educational opportunities. Our extensive scholarship programs also promote equity and access. We are also very interested in quality education at every level. We do not have specific initiatives explicitly organized around attainment of the 2030 agenda. However, we help advance that agenda in a broad range of ways, both inside and outside the classroom. At a personal level, I have not been tracking progress in attaining the SDGs, whether at this institution, in Pakistan or globally; however, various themes highlighted within those goals certainly includes areas of specific and immediate interest, both personally and professionally.

> My assumption is that the international aid organizations (especially UNDP) along with their counterpart government organizations in Pakistan are tracking progress in attaining SDGs in Pakistan most rigorously and at all levels. Most importantly, this includes the UN family or organizations though multilateral organizations such as the World Bank and ADB would also share in this interest, helping to support and advance the various MDGs. The involvement of bilateral aid organizations would likely be somewhat more limited though they too typically refer to them and track them to at least some extent. Planning departments within the government would be most interested in the MDGs, with the various sector-specific line ministries contributing in their own areas of special concern over which they have special responsibility".

Participant D

As noted earlier, communication from the HEC and HED sometimes references MDGs though I am not aware of any direct support provided in terms of advancing or attaining them, whether related to SDG #4 focused on education or any other SDG. I have no expectation that the HED and HEC will "set a new framework to improve the way of attaining SDGs in Pakistan" and I do not necessarily view this as their responsibility SDGs are part of the wider development agenda in Pakistan – the same institutional and governance challenges facing that development agenda in its broadest sense are also present when it comes to attaining SDGs. Among other things, those challenges include financing, human resource development, excessive bureaucracy, etc. The identification of SDGs is helpful insofar as it draws attention to specific areas of concern and helps focus attention on them. However, they should not be regarded as constituting a "separate" development agenda in and of themselves, rather they should be viewed as an integral part of the broader development agenda pursued by individual countries as well as various international organizations. Viewed through this lens, the steps undertaken at this institution should be obvious enough: courses focused on development will inevitably cover a range of SDGs while courses focused on specific development-related issues will also cover various SDGs in a more specific and detailed way; in both cases, universities play a vital role in education and informing the next generation about important issues and concerns that are paramount, both to development and to their own well-being and that of their country in the decades ahead. Indeed, it is the graduates of our university – along with other universities in Pakistan – who are essential to making progress in virtually all of the SDGs, including those

related to health, energy, water, education, industry, innovation, peace, justice, institutional development, economic growth, partnership and other areas.

> I am not aware of any special initiatives taken by the HEC and HED in this area. I have no additional suggestions or recommendations to make. We are doing our best to access resources to address these key challenges and opportunities, raising funds both internally and externally including from alumni and international supporters who care about higher education in Pakistan. Viewed from my perspective, we are making a significant contribution in providing education for the next generation. About 10 percent of our own income is directed toward scholarships, making higher education available to a next generation of Pakistanis which would otherwise not have access to it. Much of our fund-raising is also focused on scholarships, again with a view toward improving both access and equity related to higher education in Pakistan. And, by having the opportunity to access this education, they are also provided with wide-ranging knowledge about many if not most of the areas covered by the MDGs, hopefully helping to shape them as educated and truly knowledgeable global citizens of the twenty-first century.

Participant D

SDGs Possible Through Education

On 1 January 2016, the 17 Sustainable Development Goals (SDGs) of the 2030 Agenda for Sustainable Development adopted by world leaders in September 2015 at a historic UN Summit officially came into force. Over the next fifteen years, with these new Goals that universally apply to all, countries will mobilize efforts to end all forms of poverty, fight inequalities and tackle climate change, while ensuring that no one is left behind.
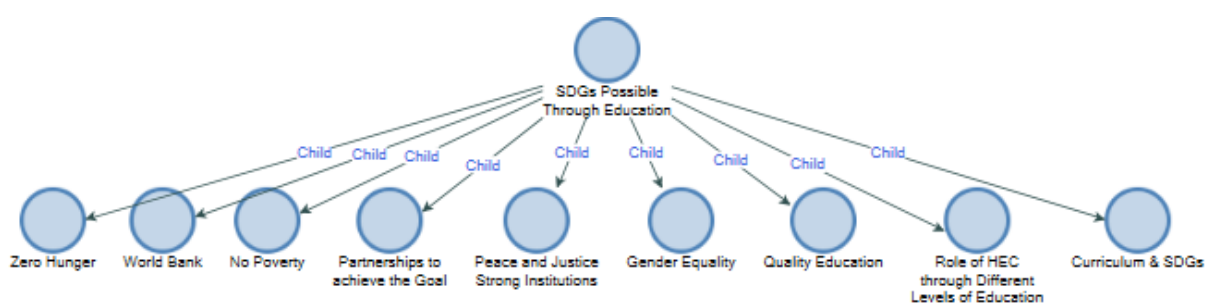
Based on empirically evidence the theoretical evidence was supported by the current findings. The Affirmed themes HED and SDG affirmed that sustainability can be attained through Higher Education. The supported empirical argument is as under:

> Of course, "real experience" can often be very frustrating. For example, we have been attempting for two years to receive the necessary permits for constructing a second academic building for our campus "lab school," established to provide a quality K-10 education for the children of our service workers whose parents have little or no education. Having encountered

repeated and often incomprehensible obstacles along the way, it is hard to think that these particular government departments take basic education (as well as other SDGs related to equity and access) very seriously. On the contrary, rather than being "part of the solution," they can only be described as "part of the problem" in the worst possible way. To some extent, this single example exemplifies the big gap between both "theory" and "aspirations" as presented in the SDGs and "reality" as experienced in the "real world".

Participant B

Status of Pakistan & SDGs Agenda

Pakistan has focused on the Sustainable Development Goals which will empower us to join the class of upper working-class nations by 2030. Pakistan was the main country to embrace SDGs 2030 plan through a consistent goal of parliament. The public authority led conversations on post-Millennium Development Goals (MDGs) with all partners for organizing and reinforcing endeavors at government and common levels to accomplish Pakistan's sustainable development and destitution decrease targets. The discussion process stressed the requirement for public categorization of SDGs, further developed information assortment and authorization of checking instruments, he said. The seven mainstays of Vision-2025 are completely lined up with the SDGs, giving an exhaustive long-haul technique for accomplishing comprehensive development and sustainable development. At the government level, a SDGs Monitoring and Coordination Unit, in a joint effort with UNDP, is being put in a position to act as a public planning substance with comparative units in the regions.
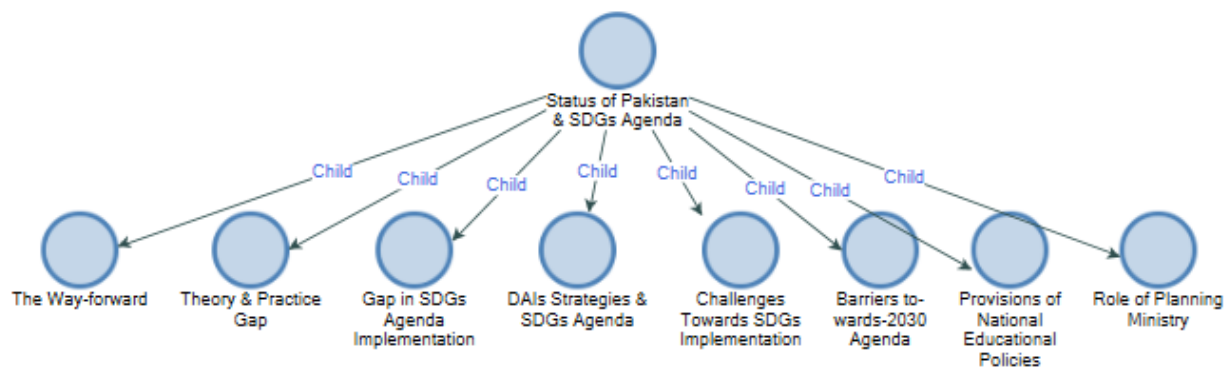

Based on empirically evidence the theoretical evidence were supported by the current findings. The Affirmed themes HED and SDG affirmed that sustainability can be attain through Higher Education. The supported empirical argument as under:

The current literacy rate of Pakistan is 62.3, which mean that an estimated population of 60 million is illiterate in the country. Accordingly, most of the political have a priority to enhance the national literacy rate in their manifesto. The development of public and private sectors and enrollment growth are indicators. The diversification in academic and skill development programs are also a positive indicator. Madaris have been playing a role in the education system of Pakistan. Around three Million students are enrolled

in 35000 Madaris (estimated) out of which 26,160 Madaris have to be registered with provincial / areas government under the society act. To provide the facilitation to Madaris for registration and in other matters of Madaris, 16 regional offices of DGRE which includes (Multan, Lahore, Rawalpindi/Islamabad), (Karachi, Sukkar, Hyderabad), (Peshawar, DI khan, Swat), (Quetta, Loralai, Khuzdar), (Muzaffarabad, Mirpur) and (Gilgit and Sardou) and notified on 22nd October, 2019. The existing officers from National Commission for Human Development (NCHD) and Basic Education Community Schools (BECS) are transferred to DGRE and its 16 Regional Offices on attachment basis for execution of the DGRE activities. Another indicator identified by Ministry of we belong to agriculture sector and among the SDGs zero hunger, reduce poverty in rural areas, quality education agriculture, climate actions which is very much associated with agriculture, and innovation in the sector are the main mechanism our department is focusing. 'National Initiative for Sustainable Development Goals – SDGs' has been launched jointly by the Ministry of Planning, Development & Reform. The parliamentary systems, central and provincial administrative departments and educational institutions, NGOs are taking interest in achieving SDGs.

Participant A
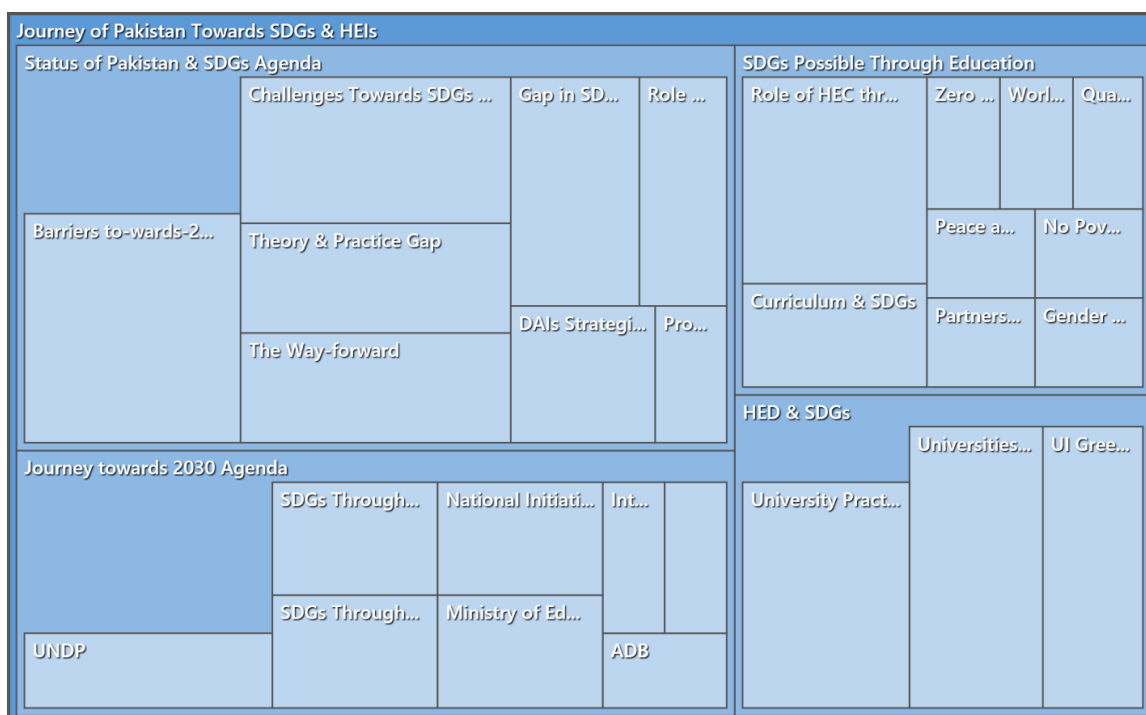
The display above figure demonstrates the significance of each developed theme. Status of Pakistan & SDGs agenda themes was most significant on the other hand HED and SDGs theme is less significant them was HED and SDGs. It is recommended on the base of calculated result further measures needs to be initiated from the HEIs to meet the national SDGs agenda.

Table No 2 Word count & frequency

Word	Length	Count	Weighted Percentage (%)
EDUCATION	9	101	2.35
SDGS	4	80	1.86
DEVELOPMENT	11	52	1.21
PAKISTAN	8	39	0.91
RESEARCH	8	35	0.82
QUALITY	7	34	0.79
HEC	3	31	0.72
AGENDA	6	30	0.70
UNIVERSITIES	12	30	0.70
HIGHER	6	29	0.68
ALSO	4	28	0.65
STUDENTS	8	24	0.56
UNIVERSITY	10	24	0.56
SUSTAINABLE	11	23	0.54
GOALS	5	22	0.51
POLICY	6	22	0.51
GOAL	4	20	0.47
GOVERNMENT	10	20	0.47
ACCESS	6	19	0.44
NATIONAL	8	19	0.44
SDG	3	18	0.42
PROVIDING	9	17	0.40
DEPARTMENT	10	16	0.37
HED	3	16	0.37
NUTRITION	9	16	0.37
POVERTY	7	16	0.37

The displayed above table shows the frequency of each keyword taken from the data. The weightage of each word is also given in the table against its frequency. That analysis indicates the significance of each stated theme and its relevance with the collected data from participants. The given displayed tree charts were also indicating the after and before arguments (University and Goals) of the participant. It was assessed that the word Education, SDGs, and Development has higher frequency as per the perceptions of the respondent.
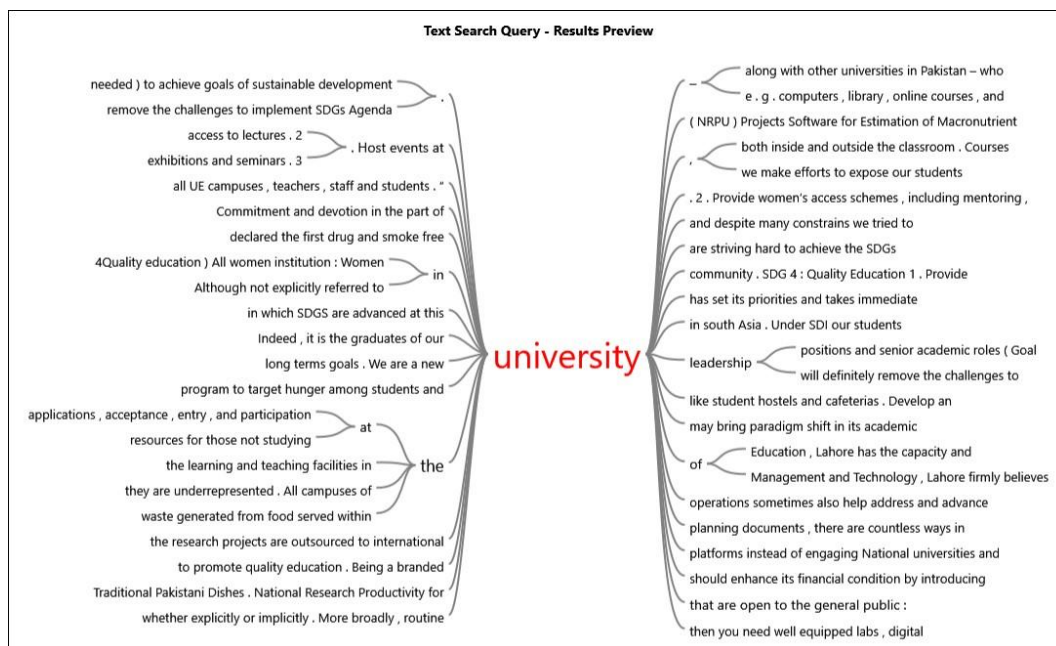
The displayed above word chart shows the pre- and post-argument of the respondents. The chosen word for the analysis was university. The tree chart explores the views of the VCs it was expired that the most views are about the activities of the higher education institutions are about SDGs. So, it is recommended that there should be proper policy by the department. That analysis indicates the significance of each stated theme and its relevance with the collected data from participants. The given displayed tree charts were also indicating the after and before arguments (University and Goals) of the participant.
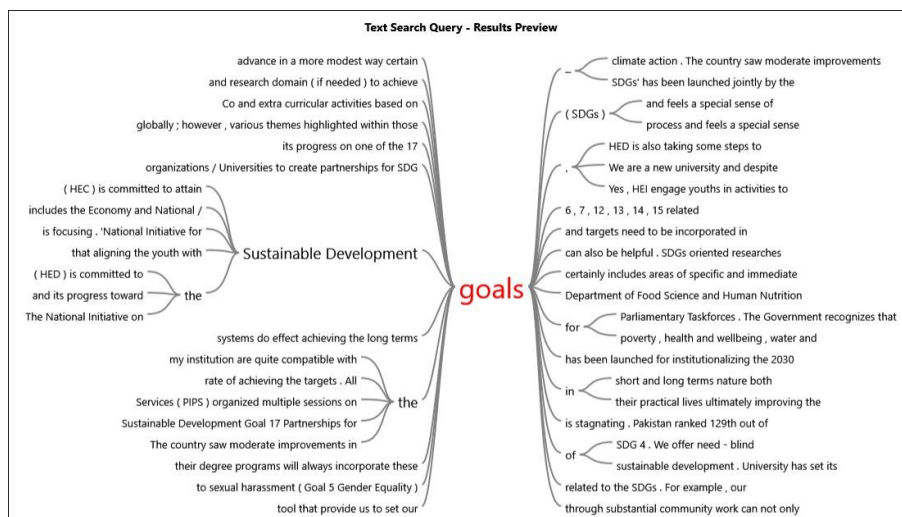
The displayed above word chart shows the pre- and post-argument of the respondents. The chosen word for the analysis was Goals. The tree chart explores the views of the VCs it was expired that the most views are about the activities of the higher education institutions are about SDGs goals. So, it is recommended that there should be proper policy by the department.

Discussion

At the initial phase codes were developed based on collected data and in the second phase, four (HED (Higher Education Department) & SDGs, Journey towards 2030 Agenda, SDGs Possible Through Education & Status of Pakistan & SDGs Agenda) major themes were found. Literature was scarce and a few studies were found in this regard/ this was the reason for conducting the studies using a qualitative design named phenomenology. That will provide the baseline findings for future researchers. Education is at the core of the 2030 Agenda for Sustainable Development: it is distinguished as an independent objective (Sustainable Development Goal 4) and is likewise present as focuses under other SDGs on humans, development and business, sustainable utilization and creation, and environmental change. Guaranteeing deep rooted learning opens doors for all, from youth to grown-up education; Guaranteeing value, incorporation and gender fairness; Guarantees powerful learning and the procurement of applicable information, abilities and skills; Guaranteeing the significance of learning, as far as professional and specialized abilities for good work as well with respect to worldwide citizenship in the plural and interconnected world.

Education is key to basic liberty and an empowering right. To satisfy this right, nations should guarantee widespread equivalent admittance to comprehensive and evenhanded quality education and realization, which ought to be free and obligatory, leaving nobody behind regardless of their gender, inabilities, or social and financial circumstance. Education will focus on the full development of the human character, and advance common getting it, resistance, fellowship and harmony. Education ought to go past fundamental proficiency and numeracy abilities and furnish people with imaginative, decisive reasoning and cooperative abilities while building interest, fortitude and versatility. Education is a public decent, of which the state is the obligation conveyor. Education is a common cultural undertaking, which suggests a comprehensive course of public strategy definition and execution, where common society, instructors and teachers, the confidential area, networks, families, youth and kids play significant parts. The job of the state is fundamental in setting and directing guidelines and standards.

Gender equity is connected to one side of education for all. Accomplishing gender balance requires a right-based approach that guarantees that young men and young ladies, ladies and men not just get sufficiently close to and complete education cycles, but are enabled similarly in and through education. By 2030, guarantee that all young ladies and young men complete free, impartial and quality essential and auxiliary education prompting pertinent and compelling learning results.

Recommendation

Education changes the world so the 1st most important way to increase sustainability is through education and especially in the higher education department. Continuously the position of Pakistan is decreasing in the annual index chart of SDGs, but if the education department cooperates in this regard the national agenda can be achieved. There should be special measures by the government of Pakistan to up our annual index score to meet the global agenda. As noted in the literature the score of Pakistan is still decreasing, so we need to engage the education.

There should be the addition of a chapter in the national policy of Pakistan regarding the role of the education department and the 2030 agenda.

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