Accelerating Education for the Sustainable Development Goals: The Inner Development Goals as inner compass framework for higher education institutions embedding ESD in their curricula

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Introduction and Background

As we move closer to the target date of 2030 agenda, the questions on the competencies needed for sustainable development and the widening knowledge-doing gap are becoming more central to higher education. Over the past decades, the role and responsibility of universities in accelerating sustainable development and nurturing in students the skills, knowledge and mindsets is being increasingly acknowledged[1]. Universities and educational organizations have been experimenting with many ways of integrating Education for Sustainable Development (ESD) into their curriculums, however, there is a "need to scale up existing activities and implement new types of activities that go beyond business as usual"[2]

The need for ESD integration is not new in relation to the global agendas. Agenda 21 and Millennium Development Goals[3] have highlighted the need for educational institutions to implement Education for Sustainable Development. In the context of the new agenda, the Sustainable Development Goals[4], the urgency of the moment given by the climate crisis, the complexity and anxiety of a post-pandemic, a hyper globalized world, and the impact of AI, has made the integration of ESD more relevant than ever before. Education may need to transit

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[1] Lozano, Rodrigo, Michelle Y. Merrill, Kaisu Sammalisto, Kim Ceulemans, and Francisco J. Lozano. "Connecting competences and pedagogical approaches for sustainable development in higher education: A literature review and framework proposal." *Sustainability* 9, no. 10 (2017): 1889. ; Albareda-Tiana, Silvia, Salvador Vidal-Raméntol, and Mónica Fernández-Morilla. "Implementing the sustainable development goals at University level." *International Journal of Sustainability in Higher Education* 19, no. 3 (2018): 473-497.; María García-Álvarez, Itziar Rekalde-Rodríguez, and Pilar Gil-Molina. 2023. "No Transition without Transformation: Educating Sustainability," In: Leal Filho, W., Dinis, M.A.P., Moggi, S., Price, E., Hope, A. (eds) SDGs in the European Region . Implementing the UN Sustainable Development Goals – Regional Perspectives. Springer, Cham January, 1–35. https://doi.org/10.1007/978-3-030-91261-1_98-1.

[2] SDSN. "Accelerating education for the SDGs in universities: a guide for universities, colleges, and tertiary and higher education institutions." (2020): 84.

[3] Sitarz, Dan. "Agenda 21: The earth summit strategy to save our planet." (1993).; MDG, UN. "Millennium development goals." *United Nations Millennium Goals, World Bank. URL: http://www. developmentgoals. org/index. html* (2000)

[4] Assembly, General. "Sustainable development goals." *SDGs Transform Our World* 2030 (2015): 6-28.

from teacher and student centered to a more world centered education that is able to serve society, not only industry demands.[5]

The role of higher education in the achievement of the Agenda 2030 and the transition towards a more sustainable society is key[6]. Yet, universities still struggle with ESD implementation. Several authors have highlighted barriers for ESD implementation through the last decades[7] concluding that most of the barriers can be found at structural, curricular and faculty level. Among these barriers, some of the most relevant and probably known by all of us working in higher education, are:

- *At Structural level:* the still siloed approach of higher education, dominated by mono and multidisciplinary understanding of education and lacking the ability and capacity to design inter and transdisciplinary approaches.
- *At curricular level*: overcrowded and rigid curricula which mostly are focused on serving the bureaucratic demands of accreditation and the competences established by the industry. Mostly all curricula are designed in the same siloed and disciplined oriented structures that universities as institution (subjects assessed and isolated from each other).
- *At faculty level:* the lack of ESD training among lecturers, the lack of collaboration and co-teaching in inter and transdisciplinary approaches to curriculum content. Educators in higher education also lack knowledge about pedagogical methodologies which sustain ESD.

Several frameworks of competences related to ESD have been published in the last decades. However, these frameworks lack common narratives and clarity on what these competences mean in different cultural and discipline related contexts. There is also not clear how to operationalize them in existing curricula. For educators, the integration of ESD competences remains a difficult task.

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[5] García-Álvarez et.al. No Transition without Transformation: Educating Sustainability

[6] Rieckmann. "Learning to transform the world: Key competencies in Education for Sustainable Development."

[7] Senge, Peter M. *The fifth discipline: The art and practice of the learning organization.* Broadway Business, 2006.; Lozano, Rodrigo. "Incorporation and institutionalization of SD into universities: breaking through barriers to change." *Journal of cleaner production* 14, no. 9-11 (2006): 787-796.; Blanco-Portela, Norka, Javier Benayas, Luis R. Pertierra, and Rodrigo Lozano. "Towards the integration of sustainability in Higher Education Institutions: A review of drivers of and barriers to organisational change and their comparison against those found of companies." *Journal of Cleaner Production* 166 (2017): 563-578.; Holmberg, John, and Johan Larsson. "A sustainability lighthouse—Supporting transition leadership and conversations on desirable futures." *Sustainability* 10, no. 11 (2018): 3842.

Table 1[8]

Center for Curriculum Redesign (CCR, 2014): Character Education for the 21st century Term: ***character qualities***	They are described as the qualities needed to develop on how one engages with and behaves in the world. In this sense, the word character embeds all other concepts such as: agency, attitudes, behaviors, dispositions, mindsets, personality, temperament, value and social & emotional skills. In relation to foundational literacies and skills, these character qualities are distinctive and seen as a pre-requisite for others, because they represent the ability to effectively use what one knows.
World Economic Forum (2015): New Vision for Education 21st century skills Term: ***character qualities***	They are described as the set of meta competences needed for students to be able to approach their changing environment. These character qualities will allow students to develop resilience and success in the face of obstacles; discovering new concept and ideas; and involve constructive interactions with others in socially, ethically and culturally appropriate ways.
UNESCO (2017): Education for Sustainability framework Term: ***key cross-cutting competences***	They are described as key competencies that allow students to engage constructively and responsibly with today's world. These cross-cutting competences refer to specific attributes that the students will need to develop for action and self-organization in various complex contexts and situations. Cross-cutting competences include cognitive, affective, volitional and motivational elements; and therefore embed knowledge, capacities and skills, motives and affective dispositions. In that sense, they can be understood as transversal competences, multifunctional and context-independent.
OECD (2019): Learning Compass 2030 Term: ***Transformative Competences***	They are described as those that students need in order to contribute to and thrive in our world, and shape a better future. These transformative competencies allow students to find a sense of purpose in an ambiguous and complex content, at the same time that helps them to take responsibility for their actions having a strong moral compass, empathy and respect for others and the planet.
UN SDSN (2020): Education for SDGs Term: ***cross-cutting skills and mindsets***	They are defined as the set of skills and mindsets that contribute to the transformations needed in society in a context of complexity, uncertainty, conflicts of values and contradiction. These competences are cross-cutting in the sense that they should be context-independent and facilitate and empower learners to create positive change collaborating across sectors. Developing these cross-cutting skills and mindsets will facilitate the development of interdisciplinary students and professionals and help them to become agents of change.
EU GreenComp (2022) Term**: *competences for sustainability***	GreenComp competences framework aims to help learners of all ages to develop a sustainability mindset that can help them in life-long-learning processes to keep developing the knowledge, skills and attitudes for empathy and care for our planet. It contains 12 competences organised into the four areas: Embodying sustainability values; Embracing complexity in sustainability; Envisioning sustainable and Acting for sustainability.
Inner Development Goals (IDGs) (2021) **Term: *transformational skill and qualities***	Transformational skills for Sustainable Development developed by an interdisciplinary team of international researchers in consultation involving more than one thousand professionals. This is a framework containing a set of 23 skills and qualities of human inner growth and development that they define as necessary to achieve the complexity of the SDGs agenda. As well as the challenges, the world is facing now. The framework groups the competences around 5 pillars: • BEING: Relationship to self • THINKING: Cognitive Skills • RELATING: Caring for others and for the world • COLLABORATING: Social Skills • ACTING: Driving Change

[8] García-Álvarez et.al. No Transition without Transformation: Educating Sustainability

The case study that we present in this paper, also highlights how a small international oriented BBA program, inside of a regional and national oriented university of applied sciences, have managed to overcome some of these barriers and find a way to design a curriculum which is sustaining ESD integration and the creation of learning spaces for ESD related competences to flourish.

Global Project and Change Management (BBA): Educating change agents to serve the world

The program Global Project and Change Management (GPCM) is offered as a full honours and English taught bachelor at the Windesheim University of Applied Sciences in Zwolle, the Netherlands. Since its creation in 2009, the program has had a sustainability focus and used previous global sustainable development agendas as reference frameworks for students' projects and content. Students are trained to become global project managers or change agents who are able to serve society and contribute to a more sustainable world, exploring their own individual talents and interests. GPCM works with IPMA (International Project Management Association) and embeds their competences into the curriculum. Furthermore, the program has endorsed the Earth Charter (EC)[9], and the essence of the pillars of the EC are implicitly embedded in their documents and educational vision. Despite having an ESD orientation, ESD elements or competences had not been used explicitly as framework. This changed in the last revision of the curriculum. Post the pandemic, and in the context of an increasingly complex, VUCA world, the GPCM team decided to move away from subjects and a siloed approach and redesign a curriculum starting with Program Learning Outcomes that embedded traditional competences like the 21st Century Skills, the UNESCO ESD competences framework and the UN SDSN competences. The redesign of the curriculum also attempts to address the needs of the GPCM students, who are societally engaged and, in many cases, affected by eco-grief. Students in the last cohorts have been demanding a more holistic approach to education and a more regenerative curriculum.

The use of three different competences frameworks was still confusing in the development of the narrative of all the learning outcomes. Tables of comparison and discussions about meanings and operationalization of these different competences were time consuming and often vague. In 2022, some faculty members and students attended the launch of the Inner Development Goals framework in Sweden. This framework was discussed with the Curriculum Redevelopment team. One of the main conclusions was that this framework, embedded all the competences from the other three frameworks portraying them not only in an attractive manner, but also with a clear narrative that was easy and simple to understand by faculty and students. The focus of the framework is to develop capabilities and skills that would make it possible for us as humanity to meet the goals of the SDG agenda and therefore move to a society based on sustainable practices aligning with our educational vision.

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[9] Charter, Earth. "The earth charter." *Retrieved March* 1 (2000): 2008.

This resulted in a Program Learning Outcomes narrative which explicitly moves towards a world-oriented education (see table 4) and engages more with the concepts of civic university[10]

Table 2 Global Project and Change Management Program Learning Outcomes (2023)

Global Citizenship
I understand today's global challenges and approach them from a cross-sectoral, transdisciplinary, global and local, and inclusive perspective. I am able to translate these challenges into opportunities to respond to the needs of people, planet, prosperity, peace and partnerships. I define and take responsibility for the role I can play in my local community to empower(global) change. I have the disposition and capacity to take constructive and innovation-driven actions that further contribute to sustainable development and collective wellbeing. I do not do this alone, as I identify and mobilize relevant stakeholders and networks and facilitate processes of collaboration to create better outcomes.

Systems Transformation
I understand that socio-economic and environmental (global) challenges need to be considered as complex systems and should therefore be approached holistically. I can map complex systems, analyse them with a systems approach, and together with relevant stakeholders find common ground. As a result, I can determine which are the points of leverage and where interventions are needed in the system. I am able to develop frameworks for learning and adapting overtime as systems change. I know how to actively involve relevant stakeholders through a process of co-creation and I apply the value network perspective and analysis. My ability to think critically and take on a systems view, helps me to view an issue from multiple perspectives, and identify interventions in the system that could have an impact on the whole.

Leadership
I take ownership and responsibility for my personal development, with respect to my values and ethics, my motivations, my mindset, and my behaviour. I seek to continuously grow in self-awareness(micro) and in awareness about the needs of others (meso) and of the world around me(macro). I am able to critically and compassionately reflect on my personal and professional behaviour, my thoughts, my intentions and my interactions with others. I embrace the strengths and weaknesses of my growing self, as I evolve from an ego-centred perspective to an eco-system perspective of interconnectedness. I can set and articulate (personal or collective) goals and pursue them with determination, also in the face of setbacks and adversity. I balance attention to processes with focus on results. With integrity and authenticity, I inspire and nurture the development of others (individuals, teams, and network) towards the envisioned transformation. I complement my leadership with management skills: the skills to plan, prioritise, improvise, and communicate in project and change processes carried out by diverse teams in a VUCA context.

Research and Innovation
I can ask relevant questions to define problems and to generate future-oriented solutions. I have a critical view on research and innovation. I dare to be creative, come up with unconventional solutions and embrace failure as a possibility. I can imagine scenarios and forecast or back cast the impact of such scenarios based on evidence and assumptions that need to be tested. I have investigative skills and a broad toolkit for research and methodology, allowing me to design sustainable and innovative products, services, and processes in both the private and the public sector. I am able to do this alone, but I am also able to participate in, and/or facilitate processes of collective inquiry and innovation. I am competent in solving complicated problems, yet I also have the capacity to advise on ways to adapt and deal with 'wicked problems' with a higher level of complexity. I incorporate reflection and evidence-based practice in my daily habits and work. I apply practice and action oriented research to design as well as to evaluate interventions. I am able to analyze data, using analytical and systemic approaches and to draw relevant conclusions that can be translated into innovative professional products. I am able to synthesize and communicate research results and conclusions effectively.

Multiple Value Creation
I develop solutions aimed at multiple value creation for organizations and for society as a whole. I understand the principles of new forms of economy as well as theories and models for change and value creation analysis and apply them in my projects. I collaborate with diverse stakeholders who may hold different values, being able to create relationships based on trust, compassion and empathy and not only transactional interests. From this perspective, I can engage in new partnerships of collaboration with fellow students and professionals from a value network perspective. This means that I am able to identify the activities that could be changed in order to have an impact on the whole system.

The IDGs offered a possibility to move from competence-based curriculum to a more holistic capabilities-based curriculum which would allow spaces for the transition of different levels of ESD, as defined by Sterling[11].

➢ **ESD I: Education "about" sustainable development and change**: This has an information and content emphasis and involves cognitive learning. There may also be a skills and technical solutions element.

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[10] Barnett, Ronald. "Recovering the civic university." In *Higher education and civic engagement: International perspectives*, pp. 25-35. Routledge, 2016.; Goddard, John, Ellen Hazelkorn, and Paul Vallance, eds. *The civic university: The policy and leadership challenges.* Edward Elgar Publishing, 2016.; Goddard, John. "The civic university and the city." *Geographies of the University* (2018): 355-373

[11] Sterling, Stephen. "Separate tracks or real synergy? Achieving a closer relationship between education and SD, post-2015." *Journal of Education for Sustainable Development* 8, no. 2 (2014): 89-112.

Through this stage of ESD, learners will acquire new knowledge but are not likely to experience value change or lasting behavioural change- the learning is often accommodated into their current frame of reference or mindset. This equates to "first order learning" (cognition).

➢ **ESD II: Education "for" sustainable development and change**: This builds on knowledge and understanding but includes deeper examination of existing assumptions, values and beliefs of individuals, communities, organizations and wider society to facilitate critical reflection on alternatives, given the urgency of sustainability. Through this stage of ESD, learners are likely to experience reflexivity -a critical questioning and expansion of their thinking -and deeper affective learning and sense of engagement. This equates to "second order learning" (meta-cognition).

➢ **ESD III: Education "as" sustainable development and change**: There is an emphasis on capacity building, empowerment and action competence, stressing the ability to engage creatively, to manage successfully in conditions of uncertainty, complexity and ambiguity, to reflect critically and learn iteratively over time from engaging with real world experience. This may involve "third order learning" where a change of mindset occurs towards one, which is more holistic, connected, agile and open in outlook (epistemic change).

GPCM students move towards increasing complexity levels of content, projects and challenges as they also increase their autonomy as they advance in the curriculum. The learning outcomes are designed in a way, that allows learning spaces for ESD levels to flourish. While in year 1 and 2, most of the learning outcomes and learning activities are in ESD I and ESD II levels, year 3 and 4 moves to more challenge and mission-oriented learning activities which allows students to move to ESD level III. In this sense, the IDGs, have facilitated the design of learning activities where the transition from educating **about** sustainable development to educate **as** sustainable development, can take place.

The program learning outcomes were designed to sustain a learning environment that guides our students in their own transformation from doing things better, to doing better things and being able to see with new eyes[12]. In this context, we want our students to take *respons-ibility* (engaging with themselves, the other and the environment) and *respons-ability* (with critical and ethical mind to act in complex contexts)[13]

Inner Development Goals as Conceptual Framework for curriculum redesign

The Inner Development Goals framework[14], describes a set of capabilities that can aid the transition to level III, helping educational institutions to elaborate programmes that foster third level learning: educating as sustainable development. The framework categorises these capabilities in five fundamental pillars:

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[12] Sterling, Stephen. "Transformative learning and sustainability: Sketching the conceptual ground." *Learning and teaching in higher education* 5, no. 11 (2011): 17-33.

[13] Sterling, Stephen, ed. *Sustainability education: Perspectives and practice across higher education*. Taylor & Francis, 2010.

[14] Jordan, Thomas. "Inner Development Goals (2021) Inner Development Goals - Background, Method and the IDG Framework. Growth That Matters," 2021. https://static1.squarespace.com/static/600d80b3387b98582a60354a/t/61aa2f96dfd3fb39c4fc4283/1638543258249/211201_IDG_Report_Full.pdf.

Figure 1 Inner Development Goals capabilities licensed under Creative Commons by Innerdevelopmentgoals.org

These five pillars contain a total of 23 skills and qualities of human inner growth and development developed by a team of international researchers. These relate to the competences described by the extended ESD framework. The categorisation and explanation of each capability further facilitates educational institutions in the operationalisation and integration with curricula. A key distinguishing factor of the IDG's compared to the other frameworks is its connection to practice in the approach for its development as well as its implementation. The IDG skills and qualities have been developed through research involving experts, scientists, practitioners and organisations around the world. It's an ongoing co-creative process that engages more than the academic community. This process has ensured that the framework uses a more accessible language beyond academic jargon, leading to wider engagement[15] . Through its hubs and work with organisations, the framework is also bridging the gap between academia and practice. As such the IDGs framework provides the opportunity to address some of the issues of challenges to understand and implement by providing a synthesis of qualities and skills with a clear narrative.

The process

1. Thinking: Integration through mapping sessions

The Curriculum Redesign Team, formed by 4 members including management, faculty and Curriculum Committee members, started a process of mapping all learning outcomes in relation to the IDGs framework. This started with the Program Learning Outcomes and then through all learning outcomes per year. Mapping sessions using Miro were organised with all faculty staff and students, to make sure we were not missing any other aspect covered by previous

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[15] Jordan. "Inner Development Goals (2021) Inner Development Goals - Background, Method and the IDG Framework. Growth That Matters,"

competences frameworks. This mapping exercise revealed a fractal integration on the IDG capabilities in the curriculum and further underpinned our commitment to ESD as all the qualities and skills were covered in all years, at different levels, and through different activities.

Figure 3. Collaborative Mapping of IDG capabilities

At the Programme level, we identified 5 core capabilities across the 5 pillars that are crucial for 5 key programme learning outcomes, for instance, connectedness as a Global Citizen, self-awareness for leadership and courage for systems transformation. Moving away from subjects, year 1 and 2 are constructed in 3 Modules: The World (gives students the context for sustainability performance); The Professional (Who am I as a project and change agent with a sustainable mindset); and The Me (Who am I as a person, what are my talents and my interests). While a clear identification was made among these modules and 3 of the pillars of the IDGs: World/Thinking; Professional/Acting and Me/Being; the capacities and skills listed in Collaborating and Relating where the activating engine that is operationalised through the learning community to make the others work.
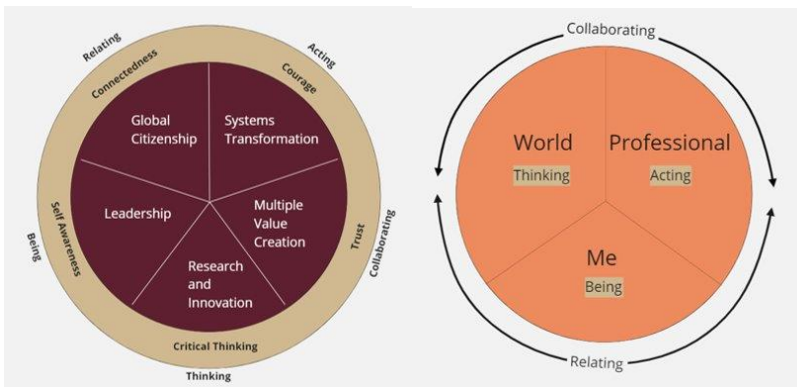

Figure 4. Fractal Integration of the IDG's from Program Learning Outcomes to year modules

The GPCM curriculum lies in transformative learning, considered essential for advancing ESD. Each PLO emphasizes not only skills and competences through traditional learning methods but also seeks to foster transformative experiences. While some capabilities can be taught through transactional learning, others can only be acquired through meaningful engagement, action, and reflection. The concept of a learning community is vital in this transdisciplinary approach to ESD. It aims to create immersive and transformational experiences for students, teachers, communities, and clients, enabling the development of competences and capabilities. The learning community is seen as a prerequisite for higher-level learning and a shift in consciousness towards eco-system awareness. Additionally, the curriculum is integrated with the IPMA framework.

PLOs	Leadership	Research & Innovation	Global citizenship	Multiple Value Creation	Systems Transformation
IDGs	BEING	THINKING	RELATING	COLLABORATING	ACTING
Honors Competence	Openness	Critical thinking and complexity awareness, evidence-based research	Interactions with people, Negotiating common ground	Cultural self-awareness Communication skills	Power to act in complexity and ambiguity
IPMA Strategy	Culture and values	Compliance, standards and regulations Strategy	Governance, structure and processes	Interested parties Power and interests	Project management success Problem resolution Time & Project phases Start up Close out
IPMA People	Leadership Self-Control Self-reflection Personal integrity Ethics Leadership	Efficiency Conflict and crisis	Values appreciation Project organisation Negotiation	Relations & Engagement Self-engagement/ motivation Personal communication Teamwork	Assertiveness Results orientation Creativity
IPMA Practice	Quality Time	Goals, objectives and benefits Finance	Organisation and information	Stakeholders	Plan and control Change and transformation Design

Figure 5. IPMA and IDG mapping

2. Being and Acting: Introduction to the students

Students have been part of the curriculum redevelopment process and with the IDG integration and discussion in multiple ways. For instance, we organized a series of sessions informing students about the IDGs and listening to practitioners who are already integrating IDGs in their professional life. Seeing clear examples of how professionals incorporate each of the qualities and skills in their daily practice was inspiring for students.

We also shared with students the IDGs toolkit developed by the IDGs foundation (Updated_IDG_Toolkit_v1.pdf (squarespace.com)) and asked them to reflect on the questions attached to each quality and skills. Furthermore, the Resilience Lab designed by GPCM study program to support students through the 4-year program, will adapt this toolkit to develop learning activities that help students develop and reflect on these qualities. Reflection papers linked to project and challenge-based education throughout the 4 years, will ask students to use the framework as departure. Another team of students working on a project to develop learning activities aimed at reconnection with self, others and nature to inform the new curriculum have researched integrated the IDG in their learning activities proposals.

Students have embraced this framework with open minds, hearts and hands. They relate easily to the framework, and they have been organizing activities themselves where they discuss some of these competences in relation to other activities they see and practice during the year, like Ubuntu trainings or Theory U practices. We also encourage our students to use the IDGs

Tools ([IDG.tools - Inner Development Toolkit - Change starts within](#)) and download the 29k app ([29k Your Inner Development App and Supportive Community](#)), which contains different tools and exercises that students and practitioners can use to develop some of these qualities and skills.

3. **Relating and Collaborating: Becoming part of the national and international IDGs community**

The GPCM program became a member of the Inner Development Goals initiative in 2023. This gives us the opportunity to participate in learning circles and engage with educators and practitioners from all over the world exchanging ideas and experiences. Some faculty members have joined national activities like the Transition Makers Toolbox, created in collaboration between Utrecht University, the alliance EWUU, University College Utrecht and the Institute for Interdisciplinary Studies in the Netherlands. This Transition Makers Toolbox ([Transition Makers Toolbox](#)), is created by teachers and contains educational materials and assessment methods that use the IDGs.

Faculty staff and students are also joining the national IDGs community through different regional hubs. Our program joined the local hub in Zwolle, participating closely with local professionals and companies using the IDGs in their activities. This creates a continuous learning community beyond the walls of university. Through our involvement at international, national and regional level, we can also gain perspective in the different (cultural and social) contexts where the IDGs are being implemented.

Conclusions: Challenges and Opportunities in Implementing the IDGs
The incorporation of the IDG framework into higher education curricula can contribute significantly to creating spaces for Education for Sustainable Development (ESD). By intertwining sustainable development and inner development concepts, students gain a deeper understanding of their personal growth and its connection to global challenges faced by society and the environment. This approach goes beyond conventional environmental and social issues, instilling responsibility and empathy, fostering sustainable behaviours and decision-making. International companies such as Ikea, Google, Novartis, Ericsson, and Spotify have embraced this framework for their own learning and development departments and Human Resources Management, providing academia with a transdisciplinary tool to enhance inner development qualities and skills across all industries. Universities adopting the IDG framework can become agents of change by modelling sustainable practices and promoting inner growth, inspiring positive action beyond the academic setting.

However, implementing the IDG framework also comes with challenges. Traditional academic structures might resist prioritizing personal growth, requiring faculty members to undergo additional training and support to integrate the IDG framework effectively. Aligning existing course structures with the multidimensional aspects of the IDG framework could be complex and may demand a comprehensive curriculum redesign. Additionally, assessing inner development and personal growth poses significant challenges, necessitating the creation of evaluation tools beyond traditional academic metrics and the use of qualitative and participatory methodologies. Nonetheless, the benefits of the IDG framework outweigh the challenges. By nurturing ethical leadership, empathy, and critical thinking, universities can provide society with graduates better equipped to address sustainability challenges, socially and environmentally conscious, leading a more compassionate world.