
HIGHER EDUCATION ON ANTHROPOCENE CRISIS: RETHINKING THROUGH SDG'S AND TECH TRENDS

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ANTHROPOCENE CRISIS- CAPITALOCENE



- Hummunity (factor)- Earth system: 'coping with life in the aftermath of global anthropogenic disasters' (Kirksey, Shapiro and Brodine 2013, 15)
- Capitalocene- not only accumulates capital, but drives extinction (Dawson, 2016).
- Human= geophysical force

CONTEXT

- Increase in global extraction of resources: 2010 (65 billion tons) - 2020 (82 billion tons).
- Volatility on strategic commodities prices
- Food safety at risk (slow growth and fertility).
- 20th century- economic crisis / stable prices vs. 21st century- economic crisis / price increase.
- Climate change



FROM HUMAN DEVELOPMENT TO SUSTAINABLE HUMAN DEVELOPMENT



- Not only intragenerational, but also intergenerational (Barrutia, 2005; Constantini & Monni, 2005).
- Integrates the economic, ecological and sociocultural vectors.



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SDGS

- Background: MDGs.
- Set of global objectives to eradicate poverty, protect the planet and ensure prosperity for all as part of a new sustainable development agenda (UNDP, 2019).
- The 2030 agenda.



DEVELOPMENT- CRISIS AND NEW PARADIGM



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- From the vertical structure to the horizontal structure.
- Beyond States and GO's: companies and society (stakeholders)
 - i.e. Transformation: philanthropy- social responsibility- CSR.
- A quadruple helix model?

QUALITY EDUCATION?

Access

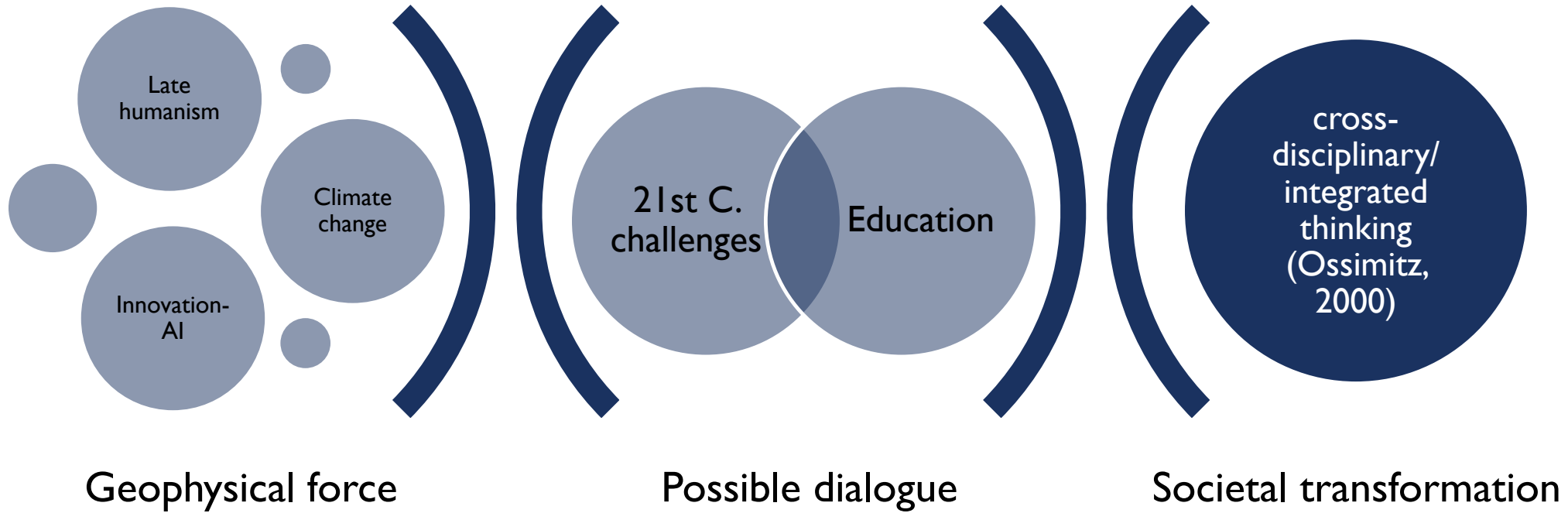
Infrastructure

SDG

Reduce disparities
(urban/rural)

Gender

CHALLENGES AND EDUCATION-TRANSFORMATION ROLE



CONCLUSION

- New mindset- beyond the human excepcionalism.
- Non-islands on 4HM= beyond the discourse
- From acquire knowledge (labor position- individual interest) to solve problems (change agent- collective interest).
- Integrated thinking= new paradigm= cross-disciplinary= increase higher education institutions agency on P/E/SC scene.
 - i.e. Understanding AI and society/ Circular economy business models / Posthumanism/ 4.0 Industry/ ciber-security/ real vs. virtual identities

CONCLUSION- COOPERATIVE MODEL (4HM)

Education and anthropocene crisis (rethinking)

Structure (SDG)

States/ GO's (main actors)

Infrastructure / public policy

Industry/ Society/ Academia (complementary actors)

Functional (Societal transformation)

Academia/ Society/ Industry (main actors)

Integrated thinking= new values and behavior=
responsible geophysical force

State/GO's (complementary actors)

“Education breeds confidence.

Confidence breeds hope. Hope breeds peace.”

-Confucius

Thank you!!

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