Empowering Educators through Technology: The Role of Digital Competence in Advancing SDGs in Higher Education

Varsha Sharma[1] and Dr. Sapna Sharma[2]
Research Scholar, Department of Education, Banasthali Vidyapith, Banasthali, Rajasthan[1]
Associate Professor, Department of Education, Banasthali Vidyapith, Banasthali, Rajasthan[2]
varshasharma.2419@gmail.com

Abstract: *The Sustainable Development Goals (SDGs) outlined by the United Nations emphasize the transformative potential of education in fostering a sustainable future. Higher education institutions serve as critical agents in achieving these goals by integrating sustainable practices and values into their curricula. Technology, as a catalyst for innovation and efficiency, plays a pivotal role in this transformation. However, the effective utilization of technology in higher education hinges on the digital competence of educators.*

This paper explores the intersection of digital competence among teachers and the realization of SDGs in higher education. It highlights the importance of equipping educators with the necessary digital skills to integrate technology into teaching, research, and institutional operations. A focus is placed on how digital literacy enhances collaborative learning, promotes inclusivity, and fosters critical thinking—all of which align with the SDG agenda.

Through a review of current practices and case studies, the paper examines how digitally competent educators can leverage tools such as Learning Management Systems (LMS), virtual labs, and data analytics to achieve key SDGs, including Quality Education (SDG 4), Gender Equality (SDG 5), and Climate Action (SDG 13). Challenges such as unequal access to technology and the digital divide are also addressed, with recommendations for policy interventions and capacity-building programs.

By fostering digital competence among educators, higher education institutions can create a learning environment that not only advances the SDGs but also empowers students to be active contributors to sustainable development. This paper underscores the need for a systemic approach to teacher training, institutional support, and technological innovation in achieving global sustainability goals.

Keywords: Sustainable, digital competence, technology, critical thinking