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Making SDGs operational in the Higher Education System

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Università degli Studi di Padova | TESAF

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Outline

- The SDGs logical framework
- How SDGs work?
- What HEIs can do?
- Conclusion

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The background

After the experience of the **Millennium Development Goals** (mostly directed to developing countries, not giving much importance to environmental issues), the Rio+20 conference (the United Nations Conference on Sustainable Development) in Rio de Janeiro, June 2012), develop a new set of **Sustainable Development Goals** (SDGs)

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A democratic process

- A 3 years process involving all the member States of the UN
- Cooperation with major NGOs and civil society agencies
- Open forums and regional consultations around the world
- Survey of over 4.5 million people about the most important goals and how they might be achieved
- Collaborative wish for the world to create a better and more equal place to live in
- Around 5 million people involved in the process

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The international proposal: 'Transforming our world'

- Approved in **2015**
- There are **similarities** regarding the format of the MDGs and the SDGs – e.g. each framed the international development agenda for a **15-year period** – but the SDGs have significantly expanded on the **scale and contents** of the MDGs
- Applicable to **all countries** of the world, removing the "developing" vs. "developed" dichotomy

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The 5 Ps

The main goals focus on 5 interdependent **Ps**:

- **People**: the wellbeing of all people
- **Planet**: protection of the earth's ecosystems
- **Prosperity**: continued economic & technological growth
- **Peace**: securing peace
- **Partnership**: improving international cooperation

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The focus on People (5 Goals)

1. End poverty in all its forms everywhere
2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture
3. Ensure healthy lives and promote well-being for all at all ages
4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
5. Achieve gender equality and empower all women and girls

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The focus on the Planet and on Prosperity (10 Goals)

6. Ensure availability and sustainable management of water and sanitation for all
7. Ensure access to affordable, reliable, sustainable and modern energy for all
8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
10. Reduce inequality within and among countries
11. Make cities and human settlements inclusive, safe, resilient and sustainable

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(cont.)

12. Ensure sustainable consumption and production patterns
13. Take urgent action to combat climate change and its impacts
14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development
15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

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The focus on Peace (1 Goal)

16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

The focus on Partnerships (1 Goal)

17. Strengthen the means of implementation and revitalise the global partnership for sustainable development

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https://sustainabledevelopment.un.org/sdgs

- **17 goals**
- **169 targets**
- **more than 230 indicators**

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The SDGs layers

Source: Stockholm Resilience Centre

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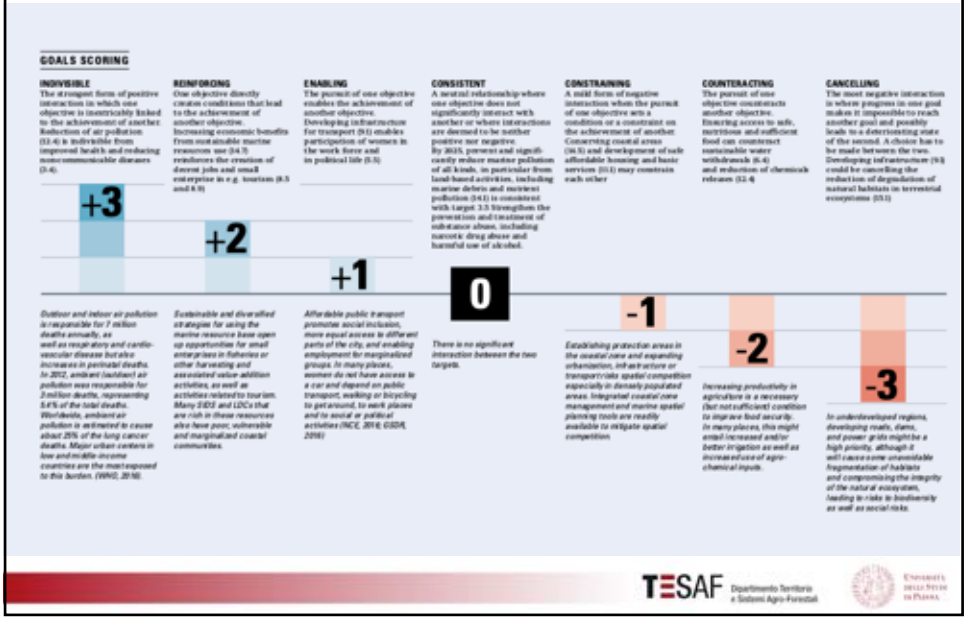
Interactions



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Example

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12 Targets 14 Indicators

15.1 By 2020, ensure the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and their services, in particular forests, wetlands, mountains and drylands, in line with obligations under international agreements	15.1.1 Forest area as a proportion of total land area
	15.1.2 Proportion of important sites for terrestrial and freshwater biodiversity that are covered by protected areas, by ecosystem type
15.2 By 2020, promote the implementation of sustainable management of all types of forests, halt deforestation, restore degraded forests and substantially increase afforestation and reforestation globally	15.2.1 Progress towards sustainable forest management
15.3 By 2030, combat desertification, restore degraded land and soil, including land affected by desertification, drought and floods, and strive to achieve a land degradation-neutral world	15.3.1 Proportion of land that is degraded over total land area
15.4 By 2030, ensure the conservation of mountain ecosystems, including their biodiversity, in order to enhance their capacity to provide benefits that are essential for sustainable development	15.4.1 Coverage by protected areas of important sites for mountain biodiversity
	15.4.2 Mountain Green Cover Index
15.5 Take urgent and significant action to reduce the degradation of natural habitats, halt the loss of biodiversity and, by 2020, protect and prevent the extinction of threatened species	15.5.1 Red List Index

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12 Targets	14 Indicators
15.6 Promote fair and equitable sharing of the benefits arising from the utilization of genetic resources and promote appropriate access to such resources, as internationally agreed	15.6.1 Number of countries that have adopted legislative, administrative and policy frameworks to ensure fair and equitable sharing of benefits
15.7 Take urgent action to end poaching and trafficking of protected species of flora and fauna and address both demand and supply of illegal wildlife products	15.7.1 Proportion of traded wildlife that was poached or illicitly trafficked
15.8 By 2020, introduce measures to prevent the introduction and significantly reduce the impact of invasive alien species on land and water ecosystems and control or eradicate the priority species	15.8.1 Proportion of countries adopting relevant national legislation and adequately resourcing the prevention or control of invasive alien species
15.9 By 2020, integrate ecosystem and biodiversity values into national and local planning, development processes, poverty reduction strategies and accounts	15.9.1 Progress towards national targets established in accordance with Aichi Biodiversity Target 2 of the Strategic Plan for Biodiversity 2011–2020
15.a Mobilize and significantly increase financial resources from all sources to conserve and sustainably use biodiversity and ecosystems	15.a.1 Official development assistance and public expenditure on conservation and sustainable use of biodiversity and ecosystems
15.b Mobilize significant resources from all sources and at all levels to finance sustainable forest management and provide adequate incentives to developing countries to advance such management, including for conservation and reforestation	15.b.1 Official development assistance and public expenditure on conservation and sustainable use of biodiversity and ecosystems
15.c Enhance global support for efforts to combat poaching and trafficking of protected species, including by increasing the capacity of local communities to pursue sustainable livelihood opportunities	15.c.1 Proportion of traded wildlife that was poached or illicitly trafficked

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SDGs implementation

- Implementation of the SDGs started worldwide in **2016**. This process has been called "**Localizing the SDGs**".
- In each country, governments **translate the goals into national policies and legislation**, develop a plan of action, establish **budgets**
- At the same time governments should actively **search for partners** with the active involvement of **all kind of organizations** (public agencies, universities, NGOs, …) to work on several goals at the same time.

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A cooperative work to coordinate UN agencies

International organization, including FAO, have supported the process. They are responsible for working with countries to report on indicators to the international monitoring framework

FAO: custodian of 21 indicators, which are under 6 goals

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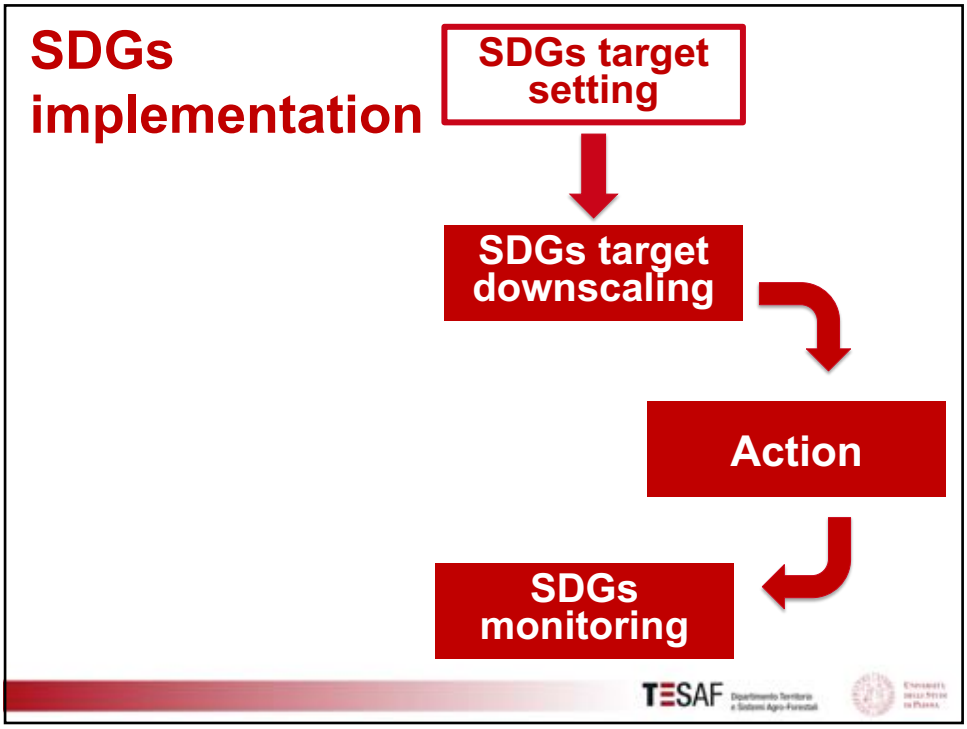

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Monitoring

https://sdg-tracker.org

- The online publication SDG-Tracker was launched in June 2018 and presents data across all available indicators.

https://www.sdgindex.org

- The Global SDG Index and Dashboards Report track countries' performance on all 17 Sustainable Development Goals.

The **annual publication** is co-produced by Bertelsmann Stiftung and SDSN. It features trend analysis to show how countries performing on key SDG metrics has changed over recent years in addition to an analysis of government efforts to implement the SDGs.

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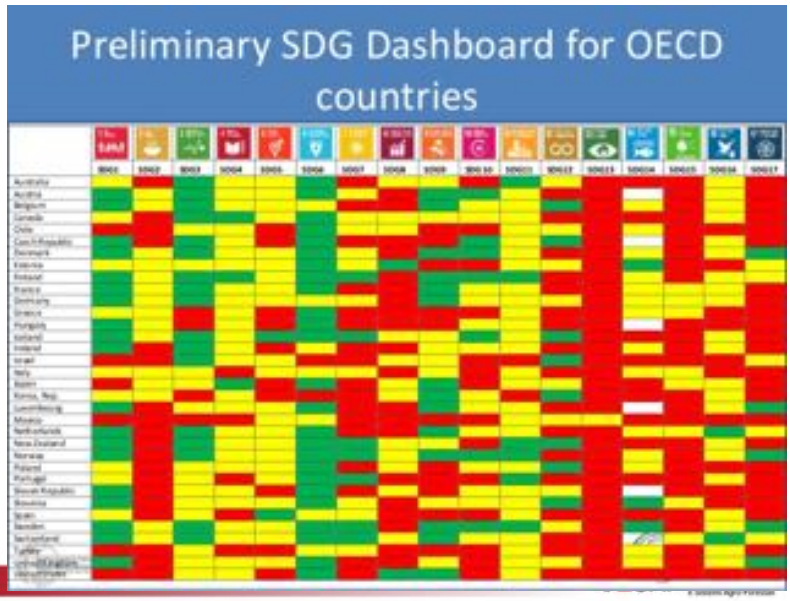
Goal scoring



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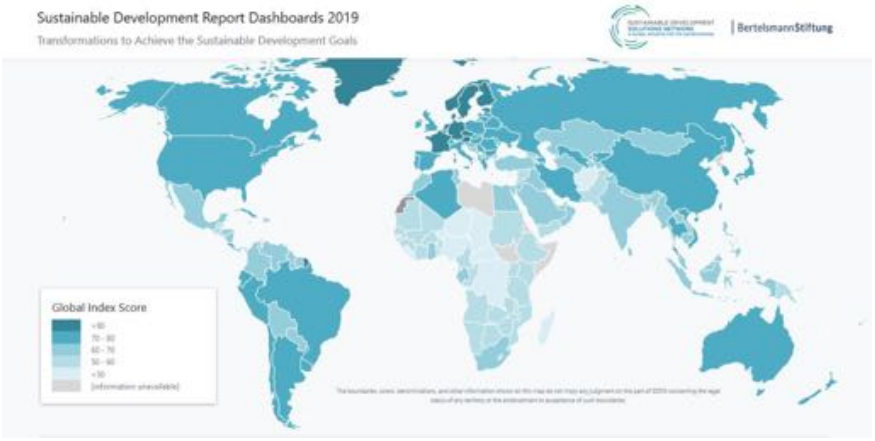

World map showing countries that are closest to meeting the SDGs (in dark blue) and those with the greatest remaining challenges (in the lightest shade of blue) in 2018. Data from the Sustainable Development Report.

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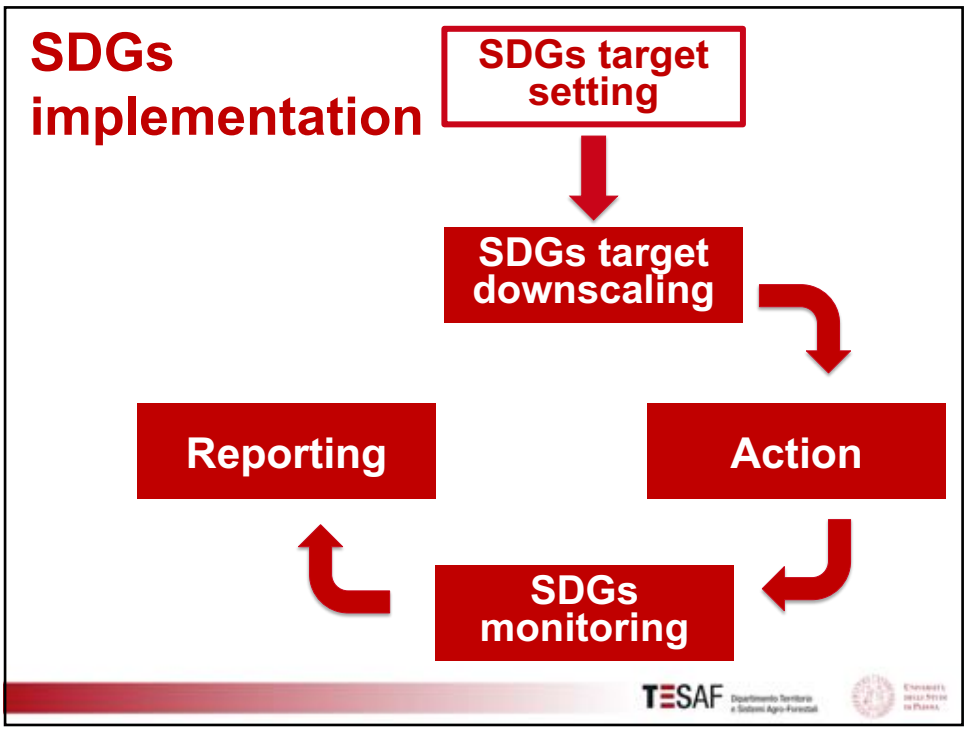
SDGs implementation
SDGs target setting
SDGs target downscaling
Action
SDGs monitoring
Reporting
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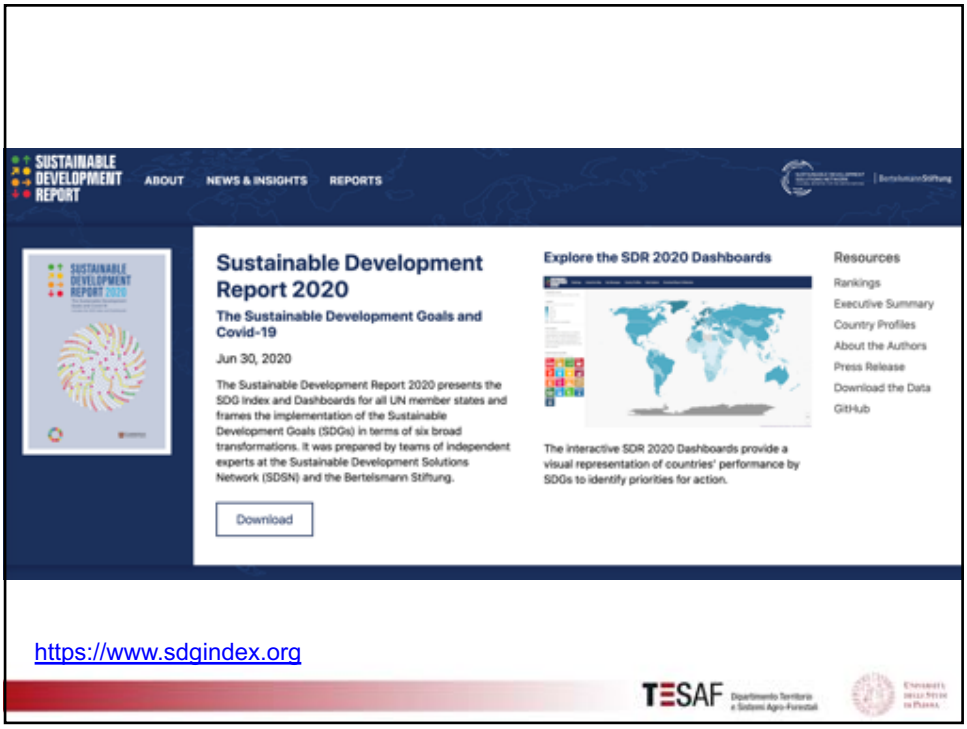
SUSTAINABLE DEVELOPMENT REPORT
ABOUT
NEWS & INSIGHTS
REPORTS
Sustainable Development Report 2020
The Sustainable Development Goals and Covid-19
Jun 30, 2020
The Sustainable Development Report 2020 presents the SDG Index and Dashboards for all UN member states and frames the implementation of the Sustainable Development Goals (SDGs) in terms of six broad transformations. It was prepared by teams of independent experts at the Sustainable Development Solutions Network (SDSN) and the Bertelsmann Stiftung.
Download
Explore the SDR 2020 Dashboards
The interactive SDR 2020 Dashboards provide a visual representation of countries' performance by SDGs to identify priorities for action.
Resources
Rankings
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GitHub
https://www.sdgindex.org
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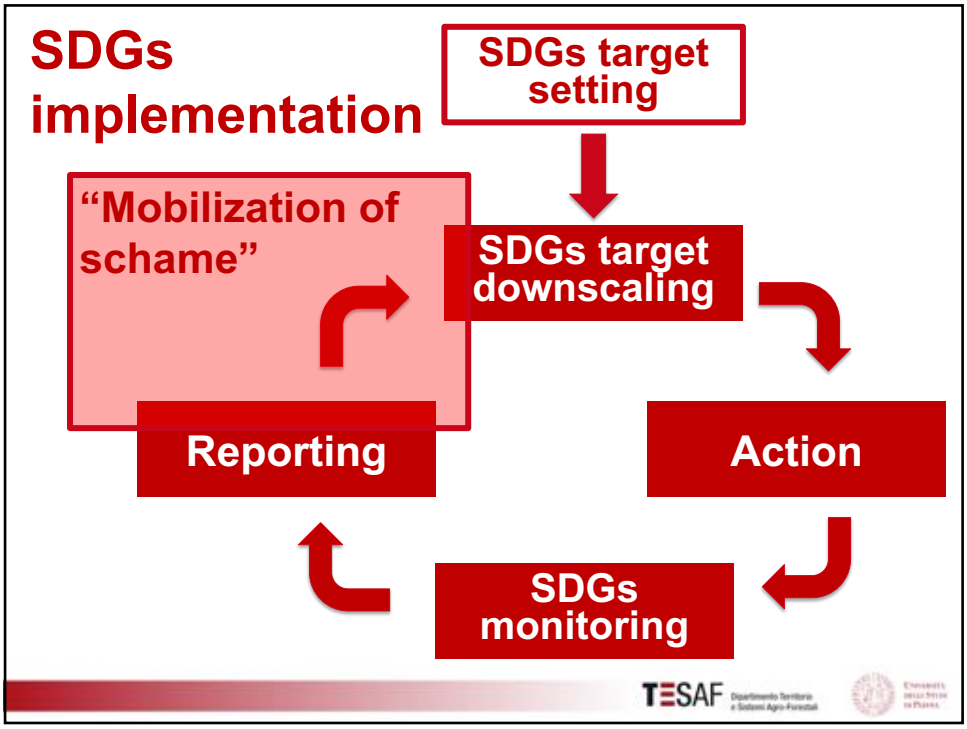

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SDGs implementation

"Mobilization of schame"

Public scrutiny

= a process of democratic participation with transparent communication and empowerment of **well educated and informed citizens**

Higher Education Institutions (HEIs)

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Universities can contribute to SDGs in 4 fields

An overview of universities contributions to SDGs (Source: SDSN Australia/Pacific, 2017)

a. Education

- Education is one of the bedrocks of SDGs. The SDGs recognise the importance of education through **SDG 4**, which call for providing «***inclusive and equitable*** *quality education and promoting* ***lifelong learning*** *opportunities for all*».
- SDG 4 is **implicitly present** when delivering high education courses

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6 SDGs and targets recognize explicitly the importance of **new knowledge and skills** to achieving the targets

Source: Accelerating Education for the SDGs in Universities, 2020

SDG	Target
4	4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development
8	8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small-and medium-sized enterprises, including through access to financial services
12	12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature
13	13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning 13.b Promote mechanisms for raising capacity for effective climate change-related planning and management in least developed countries and small island developing States, including focusing on women, youth and local and marginalized communities
16	16.a Strengthen relevant national institutions, including through international cooperation, for building capacity at all levels, in particular in developing countries, to prevent violence and combat terrorism and crime
17	17.9 Enhance international support for implementing effective and targeted capacity-building in developing countries to support national plans to implement all the Sustainable Development Goals, including through North-South, South-South and triangular cooperation

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For the other SDGs universities have a key role because they:

- Provide **specific academic or vocational training** to implement SDG culture

This can be done through

Specific courses on SDGs organized by the University

TESAF Dipartimento Territorio e Sistemi Agro-Forestali

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MOOC (Massive On-line Open Sources Courses)

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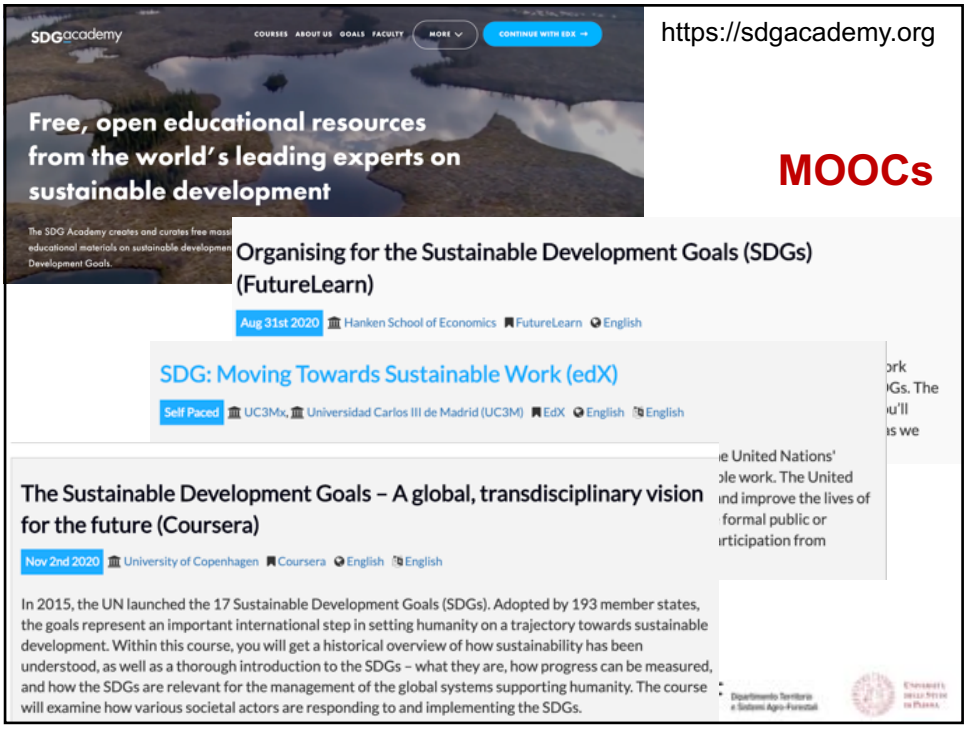

https://sdgacademy.org

MOOCs

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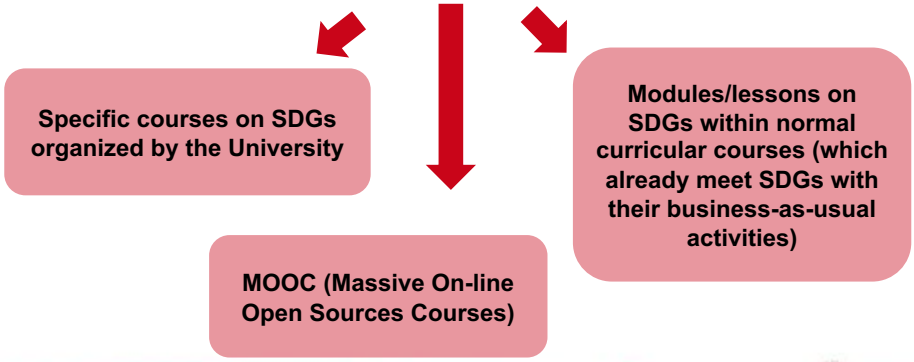

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- Provide **specific academic or vocational training** to implement SDG culture
- Provide students with **skills and motivations** to address the challenges and use the opportunities of the SDGs

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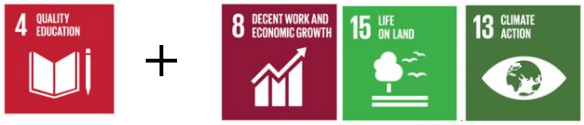
How to related a course to its SDGs?

Extract from the syllabus the key words

Build a word cloud

Derive the SDGs
E.g. for a forest managment course that also touches climate aspects could be:



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For the other SDGs universities have a key role because they:

- Provide **specific academic or vocational training** to implement SDG culture
- Provide students with **skills and motivations** to address the challenges and use the opportunities of the SDGs
- **Empower and mobilise** young people, enhaning opportunities for capacity building of students to address challenges related to SDGs

complimentary flask for reduction of single-use plastic bottle

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https://www.facebook.com/sustainable.agripo

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Universities can contribute to SDGs in 4 fields

An overview of universities contributions to SDGs (Source: SDSN Australia/Pacific, 2017)

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b. Research

- A number of **targets** directly refer to the need for research related activities as key component of addressing the SDGs.

Examples:

9.5 **Enhance scientific research**, upgrade the technological capabilities of industrial sectors in all countries, in particular developing countries, including, by 2030, encouraging innovation and substantially increasing the number of research and development workers per 1 million people and public and private research and development spending

9.b **Support domestic technology development, research and innovation** in developing countries, including by ensuring a conducive policy environment for, inter alia, industrial diversification and value addition to commodities

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SDGs 2.a, 3.b, 7.a, 12.a, refer to the need for scientific research and input on **sustainable agriculture**, **vaccines** development, and **sustainable consumption and production.**

SDGs 14.3, 14.4, 14.5, 14.a refer to the need for scientific input in addressing **ocean and fisheries** management

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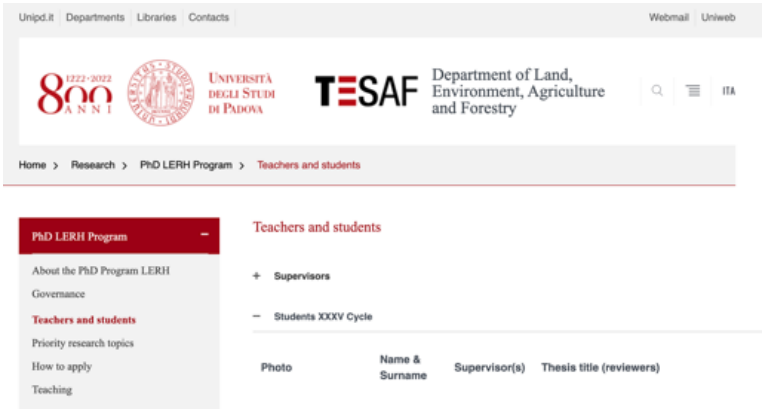
Research proposals, research reporting and dissemination can be associated to the targets



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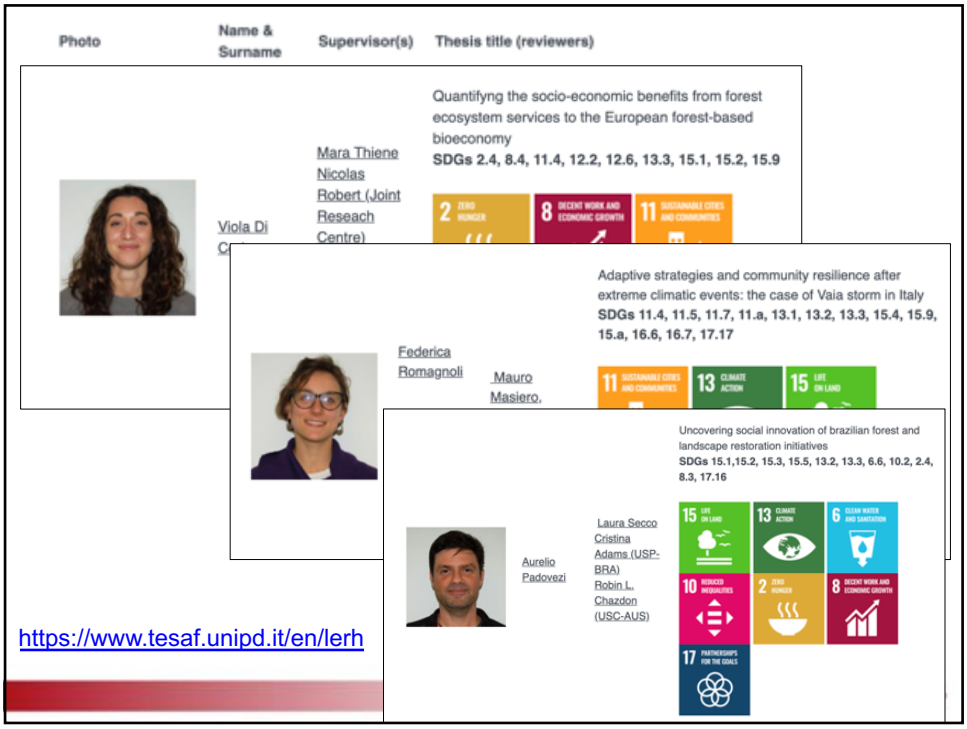

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Once research projects are defined in relation to the Goals, Target (Indicators) and the associated budget and human resources involvement …

… we can define:

- the (financial) role of the HEI in contributing to the 2030 Agenda,
- the focus areas,
- the coherence with the HEI' mandate (see its Statute)

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c. Internal governance and d. Extermnal leadership

- Teaching organization (see before)
- Management structure:
  - Delegate of the Rector
  - Sustainabily office with sustainability chief officer
  - Training of administrative staff and teacher (ToT)
  - Public procurement
  - Special (peridodical) events (e.g., the Week of Sustainable Development)
  - Monitoring, reporting and communication

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Monitoring, reporting, communication

- General reports: Sustainability report
- Report on more specific topics:
  - Gender balance
  - Social inclusion
  - Mobility
  - Carbon footprint
  - Water footprint
  - Plastic consumption
  - …

Global Reporting Initiative (GRI) standards, but in some cases (GHGs) specific standards for the universities are available

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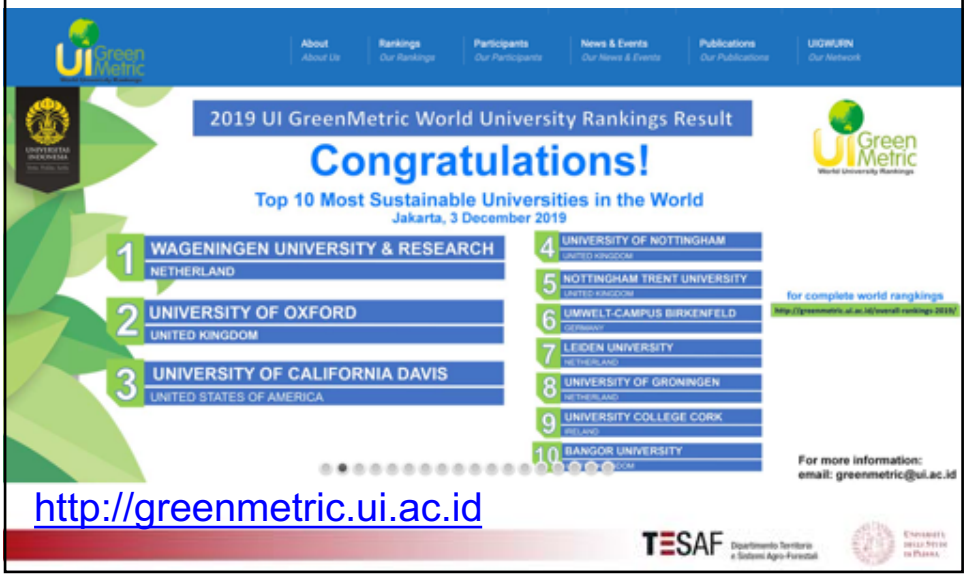
Monitoring and reporting are functional to **Ranking:** UI GreenMetric



http://greenmetric.ui.ac.id

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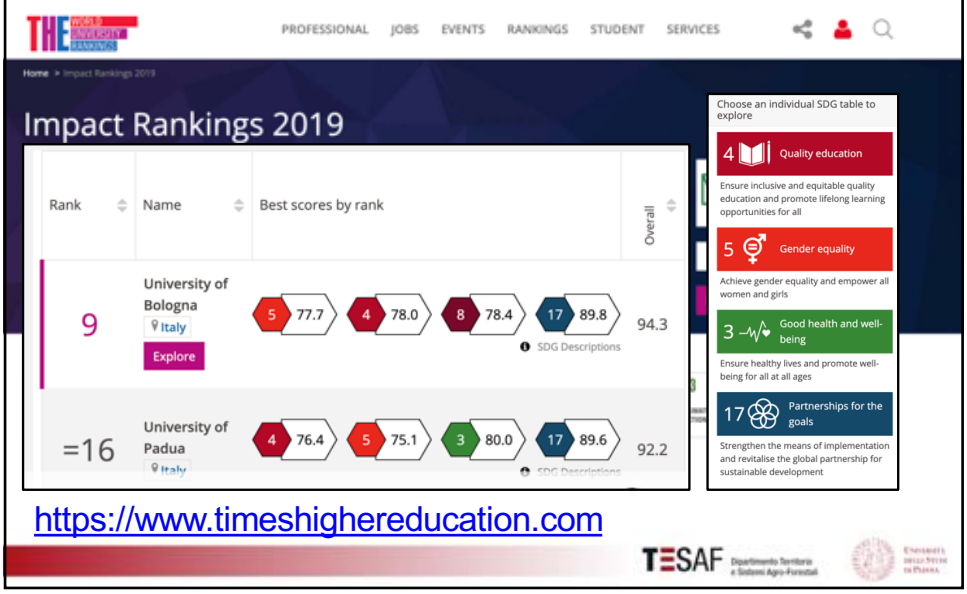
Ranking: THE World University Ranking



https://www.timeshighereducation.com

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Universities: create and disseminate knowledge (a moral mandate).
SDGs may have **2 roles**:

- A in **internal tool**: a **logical frame** for managing the organization
- An **outcome**: research and education **are powerful drivers** of global, national and local innovation, economic development and social wellbeing = reaching the sustainable goals

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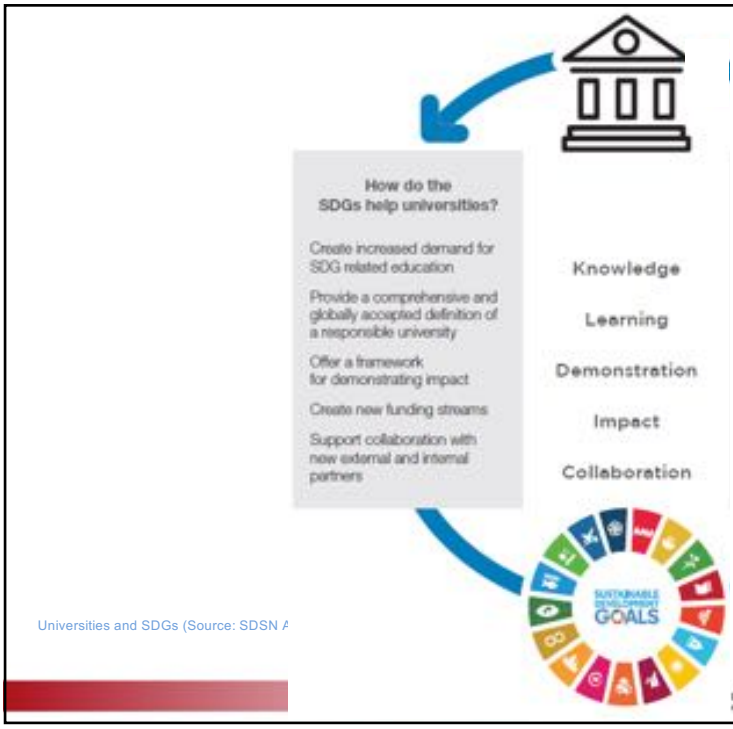

Universities and SDGs (Source: SDSN A

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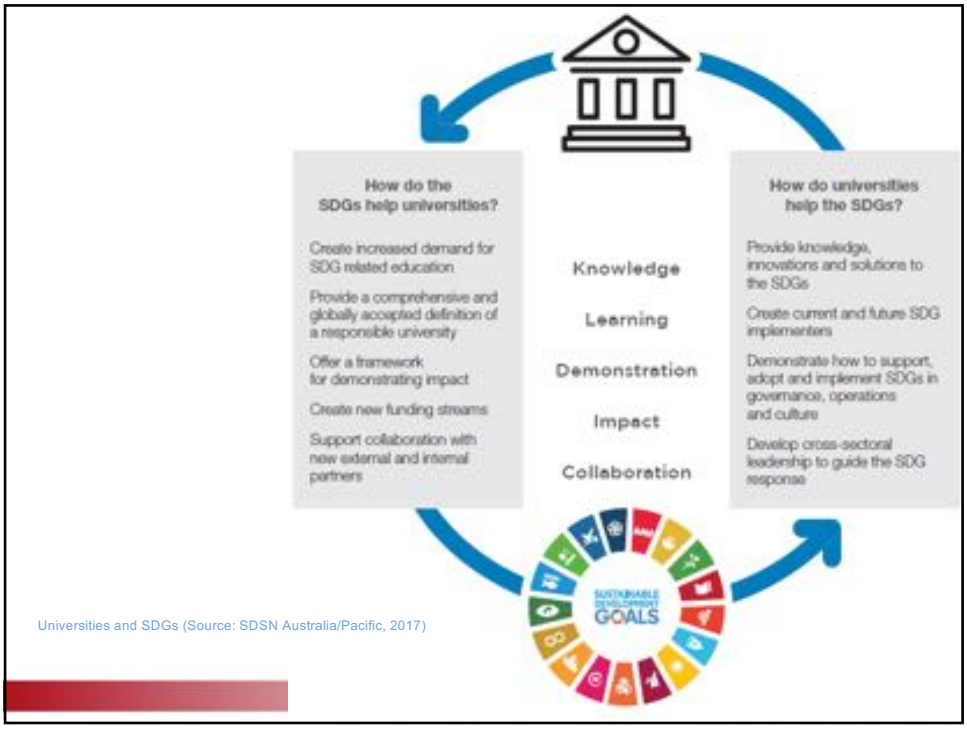

Universities and SDGs (Source: SDSN Australia/Pacific, 2017)

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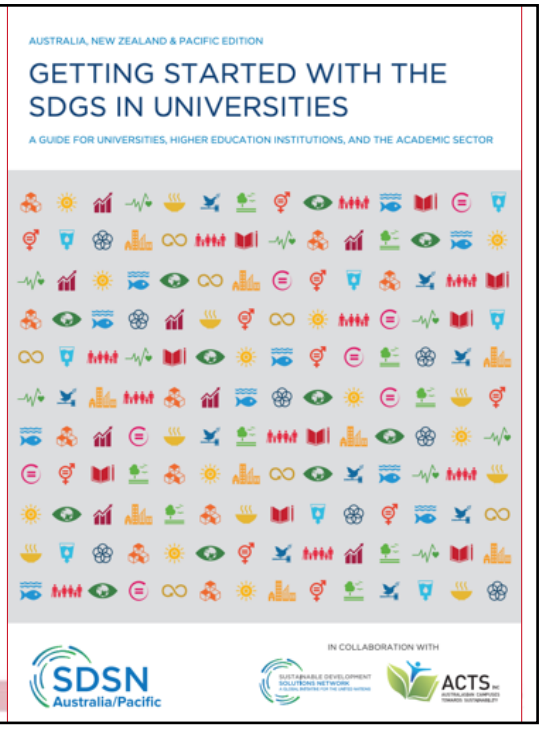
To learn more:

https://www.sdgstudent.org/universityguide



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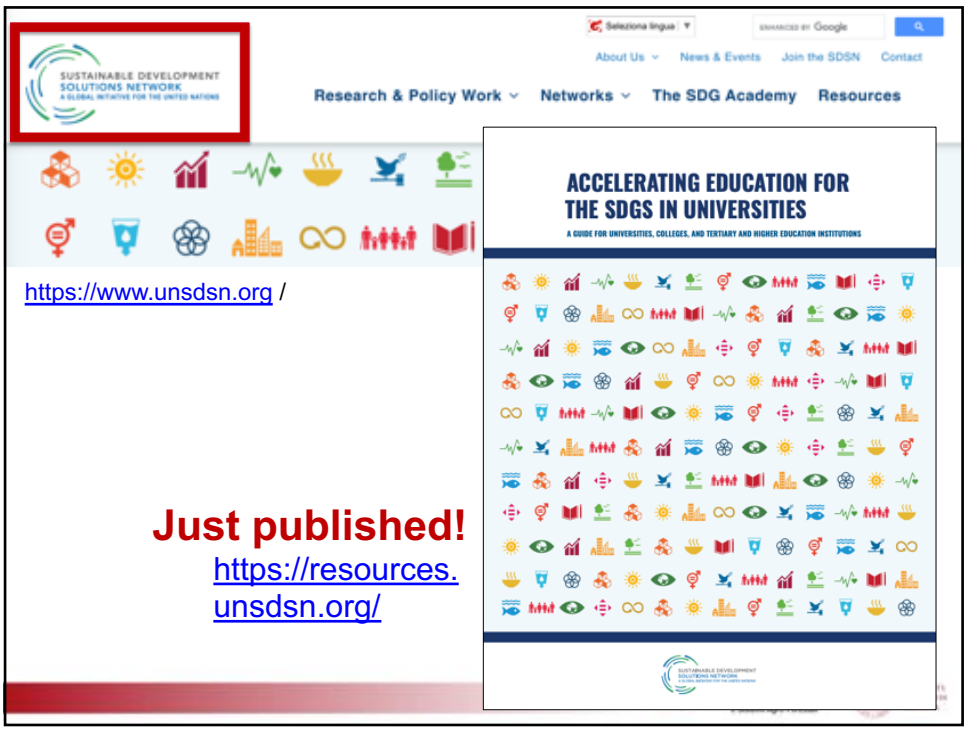

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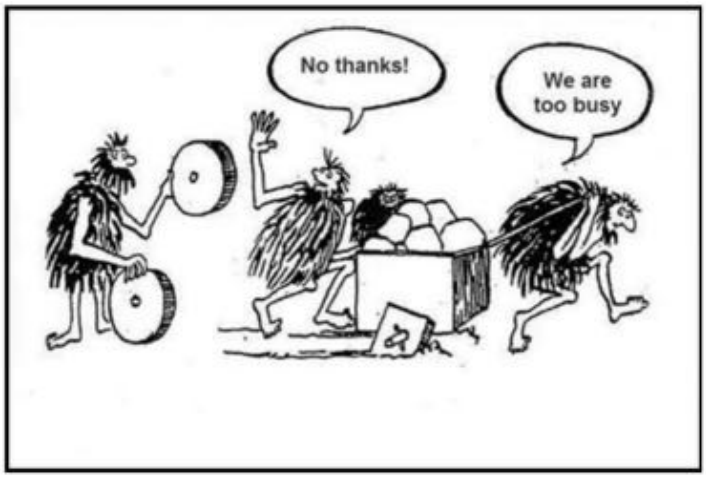
Don't loose an opportunity!



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