



University of
St Andrews



Embedding the SDGs in FHE

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Aims

- **To introduce the UN Sustainable Development Goals**
- **To explore the relevance of the SDGs for the HE and FE sectors**
- **To develop a strategy to pursue the SDGs within FHE**

Emergence of SDGs

- The **2012 UN Conference on SD** (Rio+20) prompted the SDG launch.
- A 3 year process involving 1000s of actors from UN Member States and 83 surveys engaging over 7 million people make the goals **heavily negotiated, with broad legitimacy**.
- The **2030 Agenda for SD** drives an aspirational world transformation
- In September 2015, **17 goals and 169 targets** were adopted across complex and holistic interlinked social and environmental challenges.
- The UN Secretary General developed a 5Ps Framework around **Planet, People, Prosperity, Partnership and Peace**.
- The SDGs build on the **Millennium Development Goals** (MDGs) but are designed to be **universal**
- SDGs aim to promote a paradigm shift of financing **beyond 'development aid'**, with multi-stakeholder partnerships, social investment and ethical trade.

Transforming our world: the 2030 Agenda for Sustainable Development

- <https://sustainabledevelopment.un.org/post2015/transformingourworld>
- Sets forth a vision, an aspiration, an ambition of interconnected activity
- Also highlights indicators

GEM report

UN DESD and
GAP





SUSTAINABLE DEVELOPMENT GOALS

1 NO POVERTY



2 ZERO HUNGER



3 GOOD HEALTH AND WELL-BEING



4 QUALITY EDUCATION



5 GENDER EQUALITY



6 CLEAN WATER AND SANITATION



7 AFFORDABLE AND CLEAN ENERGY



8 DECENT WORK AND ECONOMIC GROWTH



9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



10 REDUCED INEQUALITIES



11 SUSTAINABLE CITIES AND COMMUNITIES



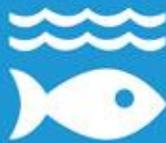
12 RESPONSIBLE CONSUMPTION AND PRODUCTION



13 CLIMATE ACTION



14 LIFE BELOW WATER



15 LIFE ON LAND



16 PEACE, JUSTICE AND STRONG INSTITUTIONS

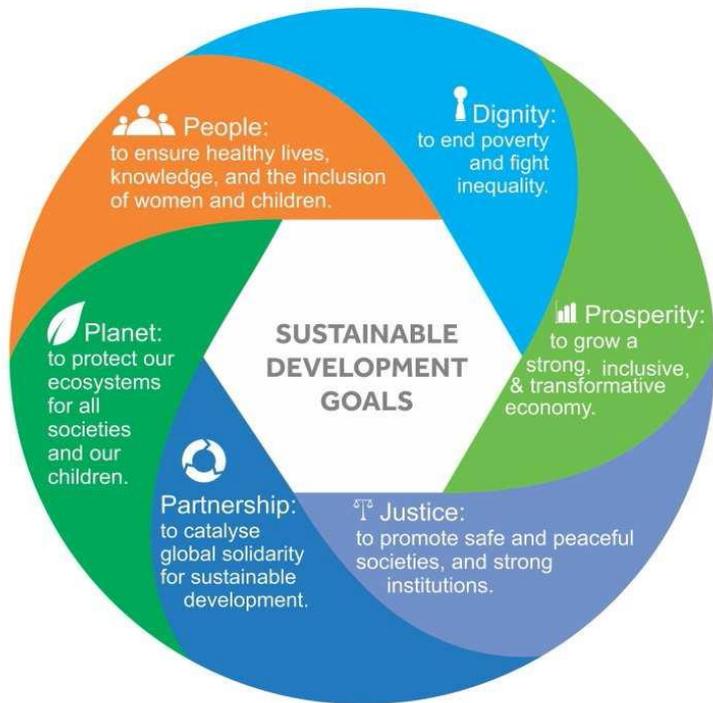


17 PARTNERSHIPS FOR THE GOALS



SUSTAINABLE DEVELOPMENT GOALS

Key points



- Combines vision with targets
- Universal - domestic as well as international
- ‘Partnership’
- All sectors implicated
- A responsibility and an opportunity for sectors
- Highlights interconnected nature of SD
- Rejoins environmental and social justice aspects of sustainable development
- **Scotland** is well placed to play a lead on the implementation of the SDGs

Partnerships

Scale

Balance of action and accountability

International

Nation

Region

Community

Household

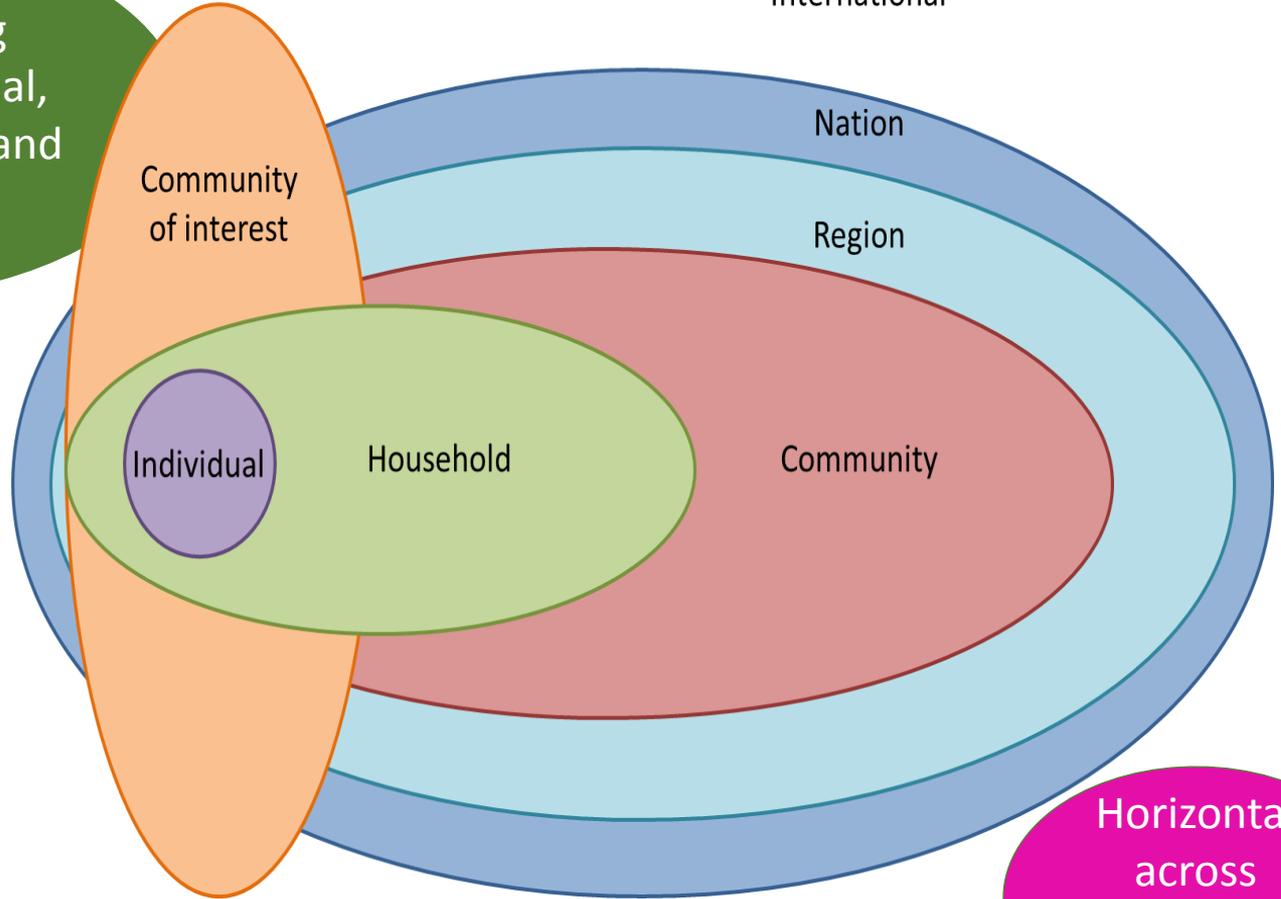
Individual

Vertical working across international, national, regional and local spheres

Community of interest

Learning whilst doing together

Horizontal across sectors and SDGs



Relevance of the SDGs to HE/FE

Transformative agenda?

- A shift from **transmissive** to **transformative** learning – a paradigm shift – is required (Sterling 2001)
- Who are we transforming?
- Are we dictating the form of transformation?
- Or are we offering opportunities for transformation?



Visionary but SMART

- Maintaining our values and aspirations
- *“Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” Agenda2030*
- Yet focusing on achieving indicators
- *“4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university ...*
- *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 “*

- *“4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all*
- *4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries “ Agenda 2030*

Holistic education / systems thinking

- Myth 4: we deliver a holistic education (Orr 2004)
- *“The Sustainable Development Goals and targets are integrated and indivisible”* Agenda2030



Curriculum: what is sustainable development?

Contemporary sustainability issues matrix

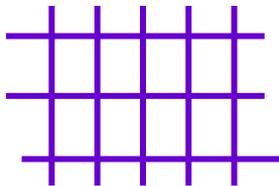


Topics:

- Poverty
- Health and wellbeing
- Water and sanitation
- Climate change and energy
- Prosperity and responsible consumption and production
- Sustainable communities and cities
- Biodiversity and ecosystems

Cross cutting themes:

- Knowledge for research, learning and practice
- Policy, decision making and governance
- Partnership and diversity
- Sustainable behaviours
- Values, philosophies and ethics
- Equity and Gender



Pedagogy: how do we teach sustainable development?

- How can we bring the SDGs to life?
- Can we use them to link theory to practice?
- Retaining meaning, emotional engagement for students.....



Educational institutions should be exemplars! (Orr 2004)



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UNIVERSITY OF
STIRLING



ALMA MATER STUDIORUM
UNIVERSITÀ DI BOLOGNA



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Teaching



Estates



Research



Governance



Students



Community

White 2013; White and Harder 2013; White 2014

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Teaching



Estates



Transition UStA



Research



Governance



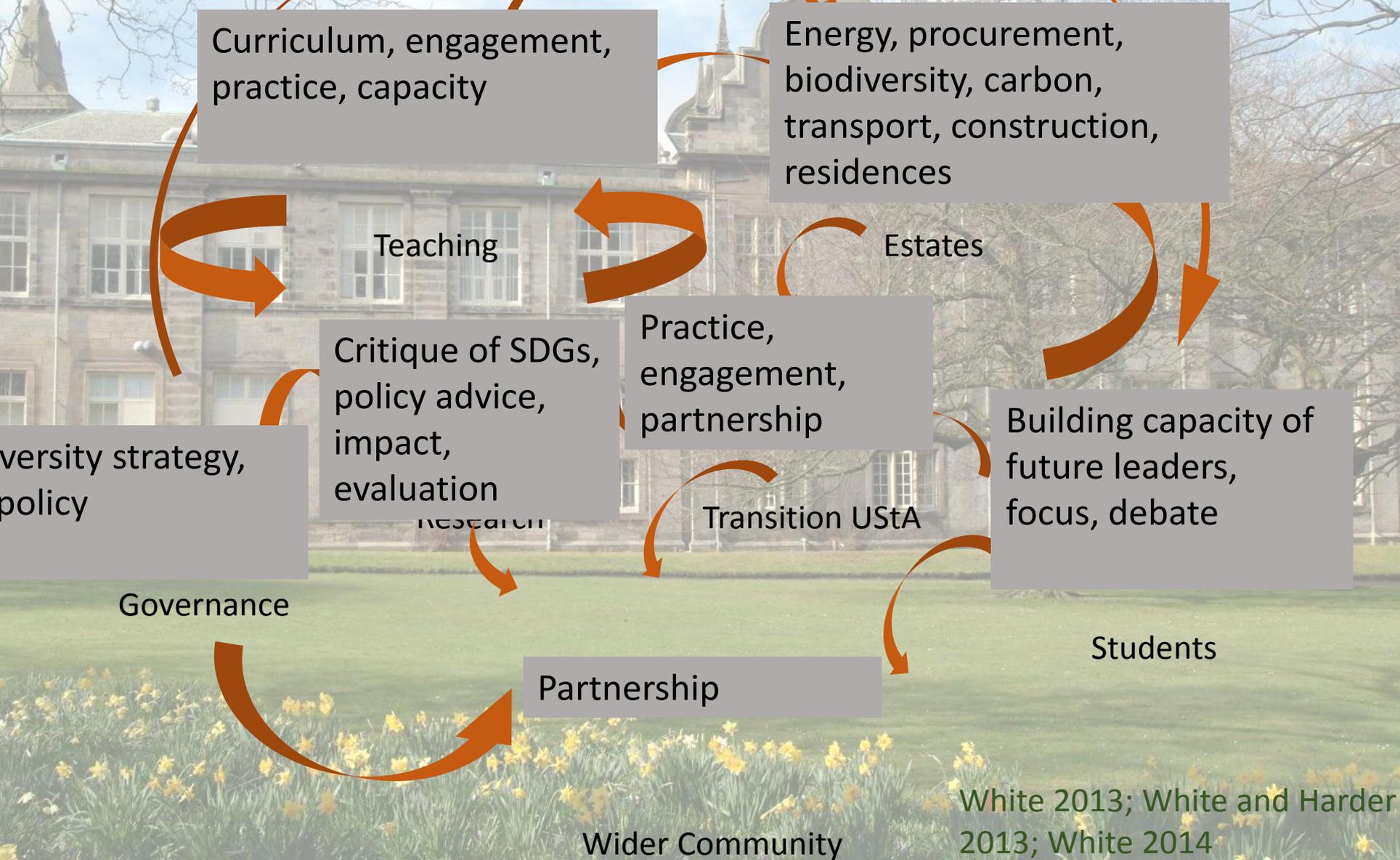
Students



Wider Community

White 2013; White and Harder 2013; White 2014

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White 2013; White and Harder 2013; White 2014

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Curriculum, engagement,
practice, capacity

Energy, procurement,
biodiversity, carbon,
transport, construction,
residences

Teaching

Estates

Mapping on to LIFE

Policy advice,
impact,
evaluation

Practice
engagement,
partnership

Building capacity of
future leaders,
focus, debate

University strategy,
policy

Research

Transition UStA

Governance

Students

Partnership

Wider Community

White 2013; White and Harder
2013; White 2014

Conclusions

- The SDGs offer an aspiration and a set of indicators
- The return to an interconnected, combined development and environmental agenda requires us to conceptualise SD widely
- The SDGs allow us to reflect on transformation, curriculum, pedagogy, systems thinking, plurality, partnership and possible paradoxes
- Our institutions have a responsibility to be individual exemplars and to contribute to sector and local agendas for SD
- We should use them to inspire and support our scholarship and fulfil the purpose of learning for sustainability
- BUT we should also retain a critical stance!



Reflecting on the Emergence of the UN Sustainable Development Goals: A Call for Action in Scotland



Acknowledgements

May East

DSA Scotland