



# LEARNING AND LEGACY THE ROLE OF EDUCATION IN CREATING HEALTHIER, HAPPIER CITIES

EAUC 20th Annual Conference 25th - 26th May 2016

## WORKSHOP 10

# Connecting with Sustainable Development Goals (SDGs) to Create a Global Movement

*Sarah Lee, Scotland Manager – EAUC*

*Leanne Denby, Director of Sustainability – Macquarie University*

*David Brugman, Environmental Services Manager – Oxford Brookes University*



# What are the SDGs?



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## UN Sustainable Development Goals (SDGs)



- 17 goals and 169 specific targets
- Adopted by world leaders in 2015 as part of *Agenda 2030 for Sustainable Development*
- Succeed the *Millennium Development Goals* forged in 2000
- Universal and applicable to all countries



*The United Nations is leading the global dialogue towards a renewed agenda for development. UNITAR has been tasked with the ever important responsibility of building the capacity of national, regional and local governments to ensure the new Sustainable Development Goals are embraced and achieved as planned between 2014 and 2030*

Alexander Mejia, a director of The United Nations Institute for Training and Research (UNITAR)

# International Partnerships



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**ACTS** INC  
AUSTRALASIAN CAMPUSES  
TOWARDS SUSTAINABILITY



Global Education Alliance



## Emerging UK commitment

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

**May East (UNITAR Fellow)**

**Rehema M. White (University of St Andrews, Learning for Sustainability Scotland)**



## Bringing the goals home



## The Gathering 2015: “A World without Poverty: Scotland and the Sustainable Development Goals”

Joanna Keating  
Head of International Development Team  
Scottish Government

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# Tertiary Education's Role



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Not just Goal 4!

Universities and Colleges can provide valuable input and solutions:

- Research & Development/Innovation Centres
- Leadership – Policy & Strategy
- Students – campaigns and activism
- Community outreach & engagement
- Curriculum
- Operations







Approximately 1 billion  
people live in urban slums

- If no meaningful action is taken, this number will double in 30 years
- Responses to this problem have to be multi-level and must acknowledge local cultural, economic, legislative and environmental factors
- **Directly linked to 10 of the 17 Sustainable Development Goals**

# Institution level: R&D

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**The Oxford Institute for Sustainable Development (OISD)**  
*Faculty of Technology, Design and Environment*  
*Oxford Brookes University*

- Founded in 2004
- One of UK's largest research institutes dedicated to sustainable development research in the built and natural environments
- Addresses multiple dimensions of sustainable development through a multi- and inter-disciplinary approach





A major new report on  
sustainable published by  
UN-Habitat and UNEP

“Our new research-based, practically-oriented publication will help in the development of sustainable and affordable housing solutions and social housing programmes in developing and transitional countries.”

*Professor Rajat Gupta*

*Principal Author of the report and Director of Oxford Institute for Sustainable  
Development at Oxford Brookes*

<http://unhabitat.org/books/green-building-interventions-for-social-housing/>

# Institution level: Student campaigns Oxford Brookes University

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How SDGs can serve as a tool to help  
prioritize **student campaigns** focused on  
sustainable development

# Institution level: Student campaigns Oxford Brookes University



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**A program to construct  
sanitation facilities in  
developing countries.**



**A solar-powered LED lamp  
for communities without  
electrical power.**



# Institution level: Student campaigns



## Oxford Brookes University



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### Campaign Comparison Matrix

SDG Goal	Relevant Targets within each goal	
		
3. Health		
4. Education		
5. Gender Equality		
6. Water & Sanitation		
7. Energy		

# Institution level: Student campaigns



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### Campaign Comparison Matrix

SDG Goal	Relevant Targets within each goal	
		
<b>3. Health</b>	3.3 Combat water-borne diseases 3.2 End preventable deaths of children	
<b>4. Education</b>	4.a Create gender sensitive facilities 4.5 Eliminate gender disparities	
<b>5. Gender Equality</b>	5.1 End discrimination against women and girls 5.2 Eliminate violence against women and girls	
<b>6. Water &amp; Sanitation</b>	6.2 Achieve access to sanitation/hygiene - especially for females in vulnerable situations	
<b>7. Energy</b>		

# Institution level: Student campaigns



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## Campaign Comparison Matrix

SDG Goal	Relevant Targets within each goal	
		
<b>3. Health</b>	3.3 Combat water-borne diseases 3.2 End preventable deaths of children	3.9 Reduce the number of deaths and illnesses from air pollution
<b>4. Education</b>	4.a Create gender sensitive facilities 4.5 Eliminate gender disparities	
<b>5. Gender Equality</b>	5.1 End discrimination against women and girls 5.2 Eliminate violence against women and girls	
<b>6. Water &amp; Sanitation</b>	6.2 Achieve access to sanitation/hygiene - especially for females in vulnerable situations	
<b>7. Energy</b>		7.1 Access to sustainable energy





Engaged a student to do a review on current, publicly stated goals and objectives

Aim was to:

- Better understand where we were already delivering on the SDGs, and where we needed to fill gaps.
- Show it is possible for institutions to deliver against the majority of the objectives - without necessarily doing a whole lot different.

[https://docs.google.com/spreadsheets/d/1HYqdaX7IKz0fm8g6gbwL-d\\_KYsGXHsgvC6OPGaAymI0/edit#gid=1029136345](https://docs.google.com/spreadsheets/d/1HYqdaX7IKz0fm8g6gbwL-d_KYsGXHsgvC6OPGaAymI0/edit#gid=1029136345)



# Share your story



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What is happening within your own institution?



# Links to Resources



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## Getting started with the SDGs

## 2015 - Time for Global Action for People and Planet

Platforms:

- [Partnerships for SDGs](#)
- [Thegoals.org](#)
- [Sdgcompass.org](#)
- [Preliminary SDG Index](#)
- [Sustainable Partnerships](#)



## **The Worlds Largest Lesson Introduced by Malala Yousafzai**

