

SDGs on Campus: Policy, Research, & Practice

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Date and time

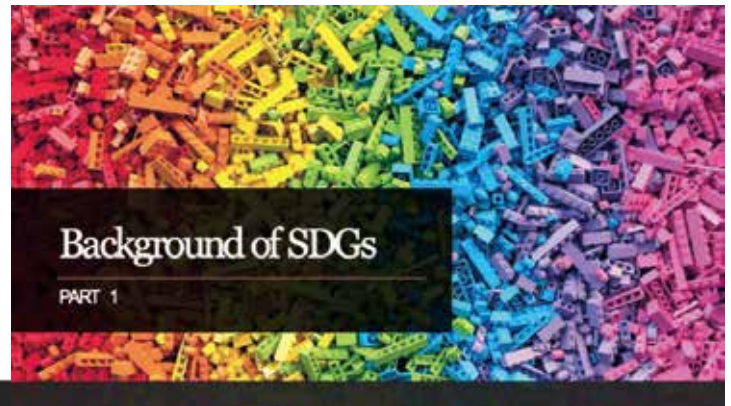
7 January 2022 16:00-17:30 pm

Outline of the lecture

- Background of SDGs
- Difference between MDGs and SDGs
- Higher education & SDGs
- Approaches of SDG Education
- School of Global Studies (SGS)
- Wrap-up

Main issues

- Universities and other higher education institutions have a critical role in helping society achieve the Sustainable Development Goals (SDGs) through their research, learning and teaching, campus operations and leadership. Aware of the tremendous potential of universities in contributing to the SDGs, the SDG Fund has established a University Chair that, in collaboration with researchers, students and universities across the world, will advocate for universities to have a more central role in the work to be done over the next 15 years.
- Assignment: ① Why do universities have to engage with SDGs?
② Why is it necessary for university students to learn and understand the SDGs?



Historical Milestones

- In 1948, the UN Charter called for action to increase living standards in all parts of the world. The UN's founding members realized a peaceful world was impossible without stable societies, prosperous communities and human rights.
- UN agreements and treaties have shifted our understanding of development – from a narrow economic concept to a broader and more people-centred one. Human rights for example, gave impetus to the notion that development was about more than economic growth; it was about improving lives.
- Debt and recession in the 1980s brought such thinking to a halt. "Development" became largely about structural adjustment, inflation and deficits. The UN offered constructive dissent: UNCTAD argued for "adjustment with a human face" and UNDP's first Human Development Report argued that it was healthy, educated people that would drive their economies forward.

Development as a cure not a consequence:

The 1979 UN World Conference on the Human Environment in Stockholm planted an idea that has evolved into the SDGs we have today.

In the 1970s, most considered environmental protection a threat to economic progress. Stockholm focused first on linking, presenting development as a cure – rather than the cause of environmental problems.

London had first realized that human progress and healthy ecosystems were, in effect, 2 sides of the same thing.



Why the need for MDGs in the first place?



MDGs' Purposes

In 2000, world leaders blessed a first by adopting the Millennium Development Goals (MDGs). The MDGs were the first attempt to use Global Goals to capture and advance the shared interest we all have, in a more just, peaceful and prosperous world.



Unfinished business of MDGs

What the MDGs stood for

In 2000, leaders from different countries adopted the Millennium Declaration, signaling resolve to give poverty and social development equal footing to growth and macroeconomic stability.

Time-bound, quantitative MDG targets gave operational meaning to some of the basic dimensions of human development.



The unfinished business of MDGs

By 2015, progress was not sustainable or equitable enough to achieve targets in climate change, gender equality, and renewable energy, coastal and marine resources, disaster prevention, and economic vitality.

Of the 100 million people who committed to basic infrastructure, poverty, and human dignity, 70 million are still in poverty and 20 million are still in poverty. Gender, disability, and social justice are still not fully addressed. More work is needed to address the unfinished business of MDGs.

This is not consistent with the vision of human dignity, equity and prosperity – adopted by world leaders in 2000 and renewed with Agenda 2030. Billions remain in poverty, and the 2015 targets are not a guarantee for universal goals – not a timeline.



Countries that adopted MDGs Acceleration Plan

Africa: Benin, Botswana, Burkina Faso, Burundi, Central African Republic, Chad, Cote D'Ivoire, Eritrea (subnational level), Democratic Republic of Congo, The Gambia, Ghana, Guinea, Lesotho, Malawi, Mali, Mauritania, Niger, Nigeria, Senegal, South Africa, Tanzania, Togo, Uganda and Zambia;

Arab States: Jordan

Asia and Pacific States: Bangladesh (Chattogram Hill Tracts, CHT), Bhutan, Cambodia, Indonesia (subnational level), Lao PDR, Nepal, Pakistan, Philippines (subnational level), Papua New Guinea, Tonga, Tuvalu and Vanuatu;

Europe and the Commonwealth of Independent States: Armenia, Kyrgyzstan, Moldova, Montenegro, Tajikistan and Ukraine;

Latin America and the Caribbean: Belize, Colombia (subnational level 4 Provinces and 2 territories), Costa Rica, Guatemala, Dominican Republic, El Salvador, Grenada, Guyana, Jamaica, Mexico and Peru;



The need to rethink...



SDGs

In September 2015, world leaders at the UN unanimously adopted Transforming Our World: The 2030 Agenda for Sustainable Development, one of the most ambitious and important global agreements in recent history.



INSPIRATION

The Brazilian Commission once defined sustainable development as "meeting the needs of the present without compromising the ability of future generations to meet their needs" – invoking a central tenet of justice that no one should be denied a life-time value – due to gender, ethnicity, place of birth or any other factor, including, in this case – the generation in which they were born.

Universality

Building on the unfinished work of the MDGs, the Agenda's universality means that the SDGs apply to all countries and all people.

In contrast to the MDGs, the Agenda is not a framework primarily prescribed for countries that are economically poorer or in crisis. It recognizes that universality is the only way to confront complex, interconnected and long-term challenges in an ever more globalized world.

The 2030 Agenda for Sustainable Development is a universal framework for action to end extreme poverty, fight inequality and injustice, and protect our planet.

Every Member State of the United Nations agreed on this ambitious and transformative agenda.



SDGs

At the heart of the agenda are the 17 SDGs with their 169 targets, which aim to guide all countries in trying to solve together the world's most pressing challenges by 2030, including ending poverty and hunger; protecting the planet from degradation and addressing climate change; ensuring that all people can enjoy prosperity, healthy and fulfilling lives; and fostering peaceful, just and inclusive societies free from fear and violence.



SDGs

The SDGs cover a wide range of complex social, economic, and environmental challenges and addressing them will require transformations in how societies and economies function and how we interact with our planet.



Differences between MDGs and SDGs

MDGs	SDGs
Applicable disproportionately to developing countries	Applicable to all countries, governments, and civil society, development and private sector actors
8 goals, 21 targets, 10 indicators. No clear thematic problems to align framework to local context	17 goals, 169 targets, 231 indicators. Clear expectations of governments will align targets to their context, following global ambitions, empty disaggregated data otherwise relevant
Entered into the Millennium Declaration by UN member states, formally adopted by UN member states in 2000	Negotiated by UN Member States, informed by UN-led global conversation involving 10 million experts, leaders, people from all walks of life, including non-state actors
Measurable, time-bound results based: <ul style="list-style-type: none"> • Select dimensions of human development • Critical partnership goal to lay low quantifiable targets, all visible 	Measurable, time-bound results based: <ul style="list-style-type: none"> • Economic objectives (i.e. income poverty, industrialization, infrastructure, jobs) • Socio-economic (social protection, health, education, gender equality) • Environmental objectives (climate change, biodiversity, oceans, land and forests) • Governance objectives (peaceful, inclusive and just societies) • Means of implementation (technology, financing, science and data, capacity, development, institutions, etc.)
SDGs have environmental sustainability as their link to other goals	Goal to ensure people's lives and the planet's capacity to provide essential services
No clear agreement on follow-up review process or accountability	Strategic follow-up, effective, inclusive, transparent follow-up and review at all levels based on clear principles defined global, regional follow-up mechanisms

Learning from MDGs

The MDGs were more effective when brought into popular discourse, through national movements, campaigns, political platforms or other channels, and when implemented as a rigid framework than as an opportunity for change agents to

- 01 Draw attention to local needs
- 02 Build consensus on priorities
- 03 Win international support and local engagement
- 04 Align fragmented efforts
- 05 Make progress for each Member State wide
- 06 Hold leaders to account for their commitments

Recommendations for SDG Implementation



The need to connect at the many levels

from [www.un.org](#)

Subnational SDG strategies should inform and reflect national strategies and budgets. A "nesting" approach, entails incorporating (i.e. "nesting") select global and national SDG targets within national and subnational strategies, reflecting the complementary roles of local and national actors. Where feasible, subnational targets and indicators should be included to ensure uniquely local problems are addressed.



Paradigm Shift & Stakeholders

The 2030 Agenda for Sustainable Development constitutes a **paradigm shift**. It requires understanding and articulating a narrative around the meaning and value of sustainable development, how the Sustainable Development Goals (SDGs) interrelate across various sectors, and what it will take to achieve them.

Achieving the SDGs requires the active involvement of all stakeholders: the United Nations system, national, regional, and local governments, the private sector, civil society, academia and people at large.



In Summary...



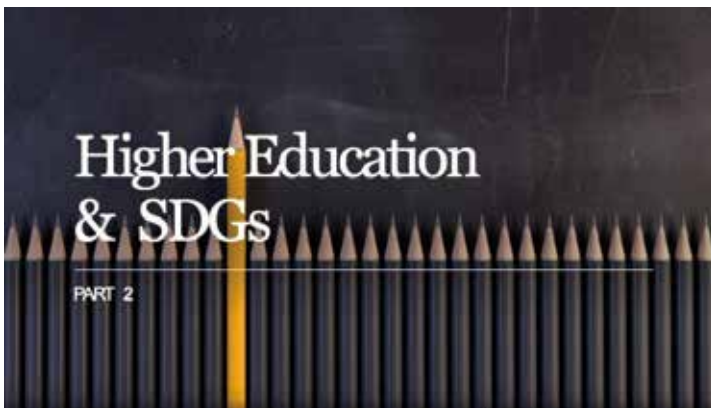
PARADIGM SHIFT
INTERCONNECTEDNESS



UNIFYING VECTOR



PERVASIVENESS ACROSS
VARIOUS SECTORS



Higher Education Involvement

Universities and other higher education institutions have a critical role in helping society achieve the Sustainable Development Goals (SDGs) through their research, learning and teaching, campus operations and leadership.



Outreach: In 2015, 214 million students were enrolled in university education worldwide, a very significant number and opportunity to influence a whole generation of professionals and leaders.

Responsibility: As part of their educational mission, universities have responsibility for providing people with professional and personal skills and capabilities for professional employment and meaningful contributions to society.

Access to learners at all stages of learning: Universities have access, and opportunities to expand their access, to learners at all stages of life, including people who are already working. This is through undergraduate and graduate degrees, vocational training, professional training, executive and adult education, online learning, outreach activities, and community engagement.

Why universities?

Why universities

- Learning and teaching expertise:** Universities have significant practical expertise in learning and teaching methodologies, and capacity to undertake research on pedagogy and trial new approaches and methodologies.
- Future-focused:** The education for the SDGs supports other useful tools for framing a new university paradigm, teaching future-ready skills. The new skills that employers want need.
- Living labs:** Many transformations in practices of consumption, production, investment, housing, and interacting are needed to implement the SDGs. New practices can be fostered, tested and shared across campuses as evidenced by the many campus experiences such as 'living labs'.

A systems perspective: integration and acceleration

1. Map existing capacities, resources and partnerships
2. Build capacity and ownership for Education for SDGs
3. Identify priorities, opportunities and gaps
4. Integrate, implement and embed the SDGs
5. Monitor, evaluate and communicate

SDG Fund

Aware of the tremendous potential of universities in contributing to the SDGs, the SDG Fund has established a University Chair that, in collaboration with researchers, students and universities across the world, will advocate for universities to have a more central role in the work to be done over the next 15 years.

Expanding human capital with an SDG perspective

- By training students in understanding how the SDGs are going to make their work better and more sustainable.
- The SDGs are not only part of international development programmes but of most disciplines. It is not only about memorising or learning the 17 goals, but about embedding sustainable development principles across disciplines.
- The SDGs are not isolated goals but are instead deeply interconnected.
- Universities will need to educate their students on the social, economic and environmental implications of their future careers and professional work.
- Universities will be at the forefront of new training programmes for non-university students. Massive open online courses are a clear example of what can be done in this realm and many more hybrid training formats will contribute to continuous and lifelong learning modalities.

Research

- Researchers at universities have a privileged vantage point to look at the different SDGs, understand their interconnections and address the challenges and opportunities for research in implementing the 2030 Agenda.
- Beyond the traditional disciplines, research networks, for instance in social understanding the challenges and solutions arising from different goals.
- Research will help us to understand better the impact of implementing the SDGs and also the opportunity costs of not achieving sustainability in the SDGs.
- Public-oriented research, with an understanding of its different users (policy makers as well as the private sector and the society), will be necessary.
- New approaches are needed to address the SDGs at the global but also at the local level, with attention to existing capacities and differences among countries and disciplines.
- Relatively unexplored how the 2030 Agenda stands up to being in the SDGs and how it can be used to address the most urgent challenges and opportunities in the world. Research networks, clusters of disciplines and research centres, centres of excellence at the global but in some cases universities or research centres that could address the sustainable development needs of these areas.

Implementing the agenda

Universities are increasingly becoming actors in multi-stakeholder partnerships for the SDGs.

University researchers and students are participating hands-on in projects with their expertise, time and financial resources.

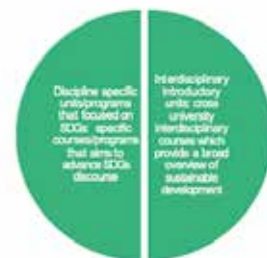
They can contribute to **knowledge transfer** and build the tools that the SDGs will require.

It is important that university development projects are not isolated and are integrated in larger efforts that include government, civil society and the private sector.

-  The SDGs are interconnected, so that each of the goals can be influenced by the other goals both positively (synergies) and negatively (trade-offs).
-  This implies that successfully addressing a particular goal requires understanding and simultaneously managing consequences for other goals.
-  Crucial relationships cut across each of the goals and the underlying issues that govern them. This offers multiple opportunities for universities, such as bringing together different departments and schools in innovative arrangements that can better serve the educational needs and the search for solutions of future societies.

Interdisciplinarity

Approaches of SDG Education



Action-based learning
Structuring education for SDG activities around real-world projects or solving real-life challenges – for example in students' lives, on campus, in the community, in local organizations, or in other contexts – can bring many benefits:

1. Allowing students to see first-hand how solutions for the SDGs can be implemented, and the practical concerns that emerge when seeking to transform theory into action.
2. Creating opportunities for students to exercise not only technical or specialist knowledge, but also SDG-cross-cutting skills and competencies.
3. Providing deep insights on the challenges and strategies of putting knowledge learned in the classroom into complex real-world situations, provide inspiration for and immersion to the relevance of SDGs outside the university, bridge knowledge gaps in teaching resources, bring issues to life, and make the offerings more current and topical.

At School of Global Studies (SGS)...



Linking Local Perspectives and Actions with SDG Framework: students of the school are encouraged to participate in field research of local villages of the Karnataka province to understand different village projects such as sustainable agriculture, water preservation, and local conservation.



Entrepreneurship study: Working along with Thriller, a corporate sector in improving the livelihood of village through such manufacturing. Through the project, an eco-agon sustainable living as well as sustainable working.



Other Case Studies

Columbia University is collaborating in a joint programme with UN agencies, the private sector and national government to use geographical information system (GIS) technologies to better understand the territory of Sierra Leone and track its recovery after more than ten years of conflict and the Ebola outbreak in 2014.

Morash University: Leave No One Behind is a program designed to support students to develop a social business idea that addresses social inclusion challenge in the local community. It is particularly focused on students from the Humanities and Social Science disciplines (including education, business, law, arts, design, architecture) and provides an opportunity for students to harness the skills from their degrees, develop foundational entrepreneurship skills, and orient that towards solving entrenched social disadvantage challenges. The program aims to build student literacy in the SDGs and support the development of entrepreneurship skills as a means of developing local SDG solutions.

Metrics

To obtain higher ranking can be an incentive for universities to jump on the wave of SDGs, however, education for SDGs is a global effort that goes beyond university positioning or marketing activities

SUN Thailand: Sustainability University Network

Times Higher Education

Social Development Sustainable Network (SDSN)

Barriers towards SDGs priorities



SDGs REQUIRE MULTIDISCIPLINARY UNDERSTANDING AND WORK



RECOGNIZING THE NEED TO SLOW DOWN: SDGS IS NOT UNIFORM



CUMBERSOME OPERATIONAL LOAD



REQUIRING STRONG LEADERSHIP AND OWNERSHIP OF THE WORK



RECOGNIZING THE NEED TO RECONFIGURE THE WORK: CAN CONTRIBUTORS TO SUSTAINABLY ALIGNING THE WORK OF UNIVERSITY



SCALE OF THE CHALLENGE AND DYNAMICS OF SDGS: THERE NEEDS TO BE AGILITY IN ADOPTING SDGS PRIORITY



Students & SDGs

PART 3

Students' Benefit to learning about SDG

1. Positioning as a 'global citizen'
2. Sustainability Literacy
3. Employability



Social Citizenship

Membership of a community

Rights and obligation (responsibility) that flow from that membership

Equality of status in community

Risk sharing

Participation in community

Social Rights

Right to education: enabling all persons to participate effectively in a free society and is directed to the full development of the human personality.

Right to food: guaranteeing freedom from hunger and access to safe and nutritious food.

Right to health: ensuring the highest attainable standard of physical and mental health including access to care, nutrition, and clean water and air.

Right to housing: ensuring access to a safe, secure, habitable, and affordable home with freedom from forced eviction.

Right to Social Security: guaranteeing that everyone regardless of age or ability to work has the means necessary to secure basic needs and services.

Right to work: guaranteeing the opportunity to have fulfilling and dignified work under safe and healthy conditions with fair wages, allowing adequate living for oneself and one's family.

Global Citizenship (a world citizen framework embracing human rights and social justice, citizenship or internationality)
A Global Citizen is someone who:

- is aware of the wider world and has a sense of their own role as a world citizen
- respects and values diversity
- has an understanding of how the world works
- participates in the community at a range of levels, from the local to the global
- is willing to act to make the world a more equitable and sustainable place
- takes responsibility for their actions

Sustainability Literacy
From *Education for Sustainable Development*

- The knowledge, skills and mindsets that allow individuals to become deeply committed to building a sustainable future and assisting in making informed and effective decisions to this end.
- Understand the need for change to a sustainable way of doing things, individually and collectively.
- Have sufficient knowledge and skills to decide and act in a way that favours sustainable development.
- Be able to recognise and reward other people's decisions and actions that favour sustainable development.

Employability

Sustainability is a professional knowledge, it covers a vast territory of potential knowledge, from science and ecology to social impact, technical tools, understanding of strategy and operational planning and project execution processes and means.

Example: In-demand sustainability leadership skills and strategies for managing climate risk, facilitating ESG integration, and creating long-term value for shareholders and society.

In Summary

14 essential concepts to understand SDGs and their role in the world of work. This is how the SDGs are very interconnected.

- SDGs are interconnected.
- The status of SDGs is constantly evolving in the real world.
- SDGs are at the frontiers of human knowledge.
- SDGs are universal but need to be adapted to local contexts.
- SDGs require cross-sectoral collaboration.
- SDGs solutions vary across the world.

A lasting question that you have to answer for yourself:
 How do global agendas change how you view yourselves and what you expect from the future?

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