

# Agenda 2030 in Higher Education

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# SUSTAINABLE DEVELOPMENT GOALS

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Countries adopted a **set of goals to stimulate action** for people, planet, prosperity, peace and partnership as part of **a new sustainable development plan**

17  
SDGs

169  
Associated targets

250+  
Indicators



# 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





These goals involve making very big, fundamental changes in how we live and work – “Bold and transformative Steps”.



The Goals are all interconnected within the overarching Agenda. We cannot aim to achieve just one goal in isolation but work towards them all. This involves work across all Departments and Faculties.



The entire Agenda applies in every country and in every sector. Cities, businesses, schools, organisations are all challenged to act.

No one left behind... starting with the most vulnerable



**LEAVE  
NO ONE  
BEHIND**

Photo by Danny Nee on Unsplash

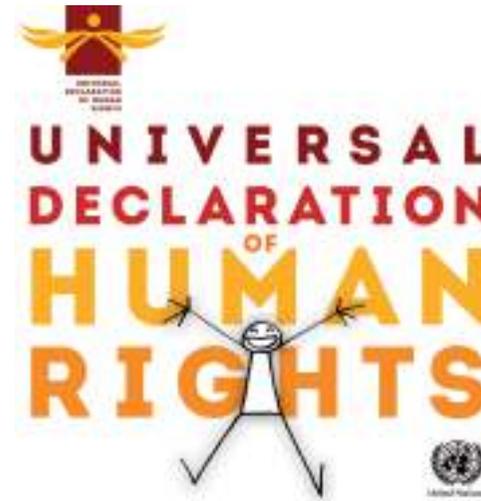


UNITED NATIONS

**TRANSFORMING OUR WORLD:**



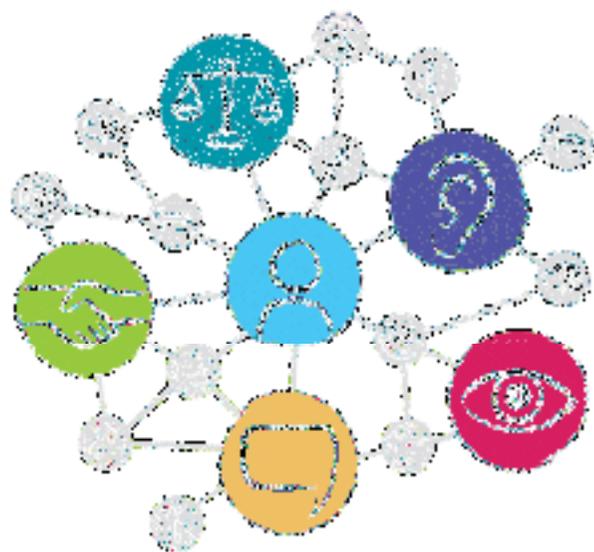
**THE 2030 AGENDA FOR  
SUSTAINABLE DEVELOPMENT**



The new Agenda is  
Guided by the purposes and principles of the  
Charter of the United  
Nations, including full respect for  
international law. It is grounded in the  
Universal Declaration  
of Human Rights and international human  
rights treaties

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## Implementing the Public Sector Equality and Human Rights Duty



Comisiún Chéim ar Chéim  
an Dulra agus Comhionannas  
High Level Equality and Equality Commission





It is widely recognized that achieving these Goals involves making **very big, fundamental changes in how we live on Earth**. This is called

# Transformation

**Why are you teaching?**

**What are your students learning?**

**What are you researching?**

**What problems do they solve?**

**What impact can you make?**

**What responsibilities come with the job in education in SDG an EDS era?**





## Higher Education's ability to address Agenda 2030

- **Reach:** 220 million students approximately enrolled in tertiary education world-wide .
- **Responsibility:** 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:** through undergraduate and graduate degrees, vocational training, professional training, executive and adult education, online learning, outreach activities, and community engagement.
- **Learning and teaching expertise:** practical expertise in learning and teaching methodologies, and capacity to undertake research on pedagogy and trial new approaches and methodologies.
- **Broad expertise:** Universities, through their schools and faculties, have broad academic and content expertise relevant to teaching all areas of the SDGs.
- **Special role in society:** Connections to all other sectors and an increasing focus on public mission and impact.



**NURSES**  
A VOICE TO LEAD  
ACHIEVING THE SDGs




**TOURISM FOR SDGs**

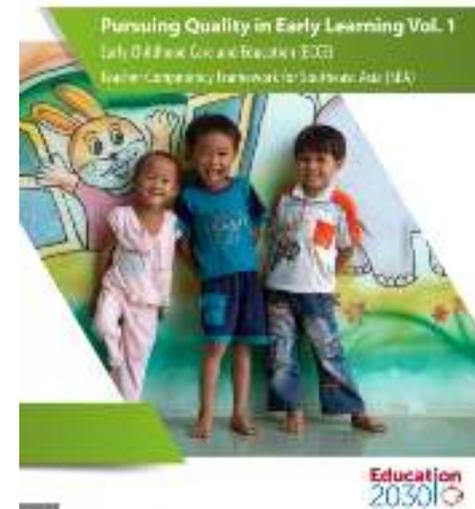
a platform developed by  UNWTO

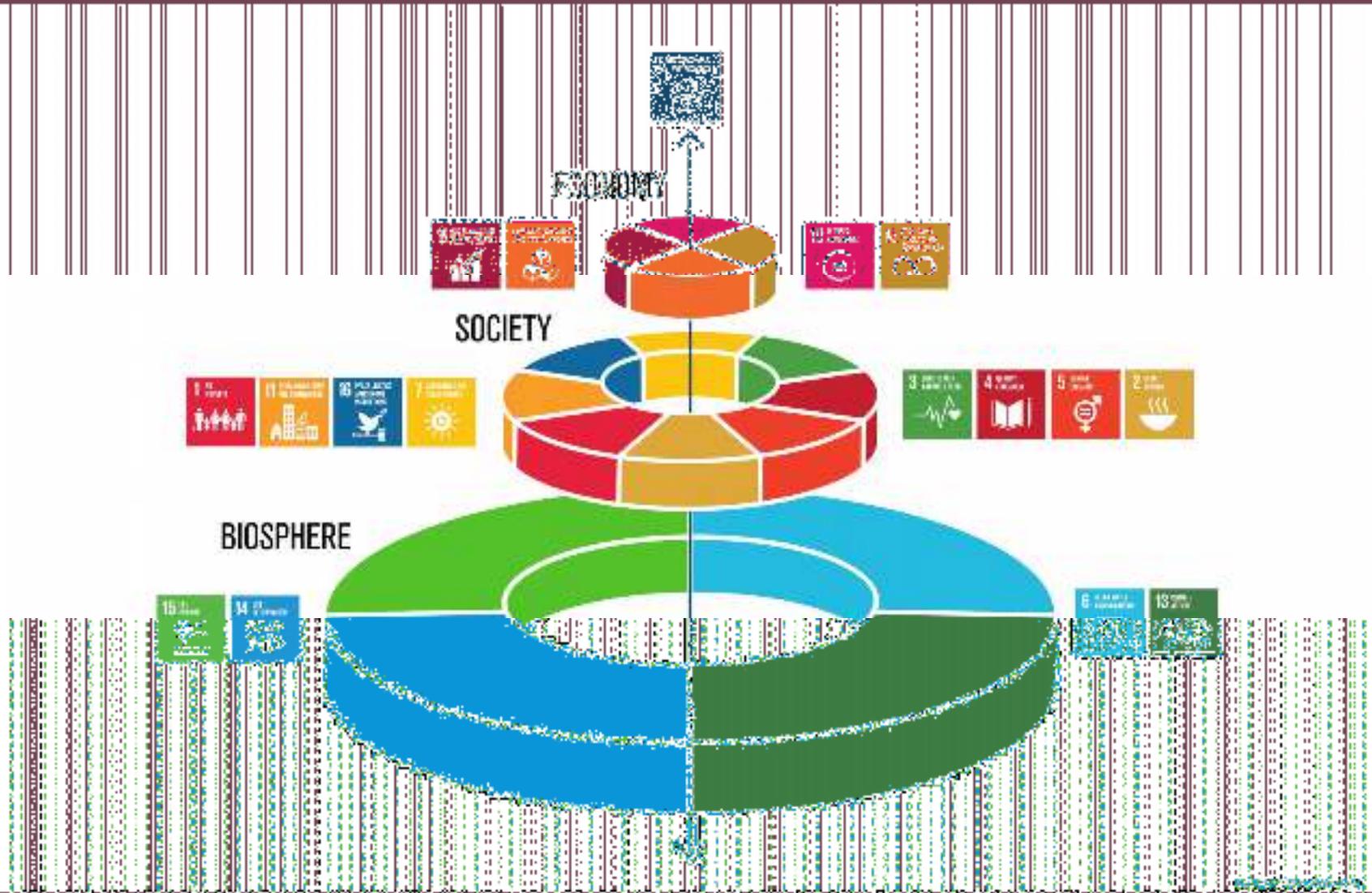


Music for  
**SDGs**




**AN ARCHITECTURE GUIDE**  
to the UN 17 Sustainable  
Development Goals  
Volume 2





**TARGET 3-4**



REDUCE MORTALITY FROM NON-COMMUNICABLE DISEASES AND PROMOTE MENTAL HEALTH

**TARGET 5-C**



ADOPT AND STRENGTHEN POLICIES AND ENFORCEABLE LEGISLATION FOR GENDER EQUALITY

**TARGET 4-5**



ELIMINATE ALL DISCRIMINATION IN EDUCATION

**TARGET 8-6**



PROMOTE YOUTH EMPLOYMENT, EDUCATION AND TRAINING

**TARGET 8-8**



PROTECT LABOUR RIGHTS AND PROMOTE SAFE WORKING ENVIRONMENTS

**TARGET 4-3**



EQUAL ACCESS TO AFFORDABLE TECHNICAL, VOCATIONAL AND HIGHER EDUCATION

**TARGET 5-1**



END DISCRIMINATION AGAINST WOMEN AND GIRLS

**Target and indicators give us clear metrics to assess progress**



# Benefits to HEIs

- **Relevance and reputation:** The language and structure of governments, multilateral organizations, funders, civil society, and the private sector. Those who are not familiar with them are at risk of being left behind.
- **Increase the appeal** of the university to help draw in students and staff who want to be change makers.
- **Deepen relationships and collaborations** with other sectors and be involved in solving actual sustainable development problems.
- **Facilitate collaborations** across different faculties and functions of the institution.
- Demonstrate the important role of universities, the impact - **the societal responsibility.**

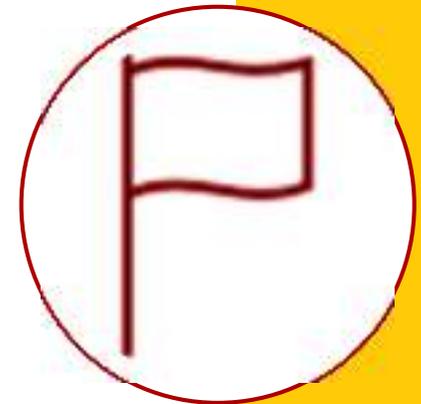




## Halfway there: Five Critical Reflections and Red Flags

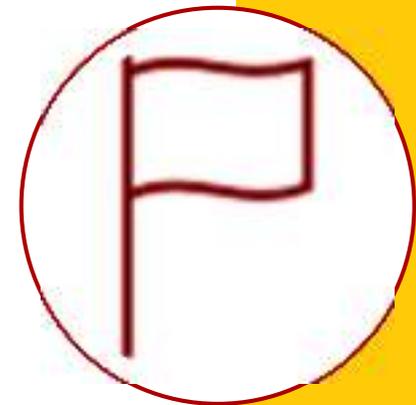
## Reflecting on the purpose of *Transforming our world: the 2030 Agenda for Sustainable Development*

- Over focus on mapping existing practice as an outcome
- A systemic approach is required with clear plans outlining the broad multi-dimensional rationale and purpose, targets, timelines, partnerships, responsibility, and resourcing.
- As with any major change agenda, stakeholders must reflect on WHY they embark on this journey per Agenda 2030 objectives and the processes needed to achieve that.



Reflecting on "We pledge that no one will be left behind ... and we will endeavour to reach the furthest behind first."

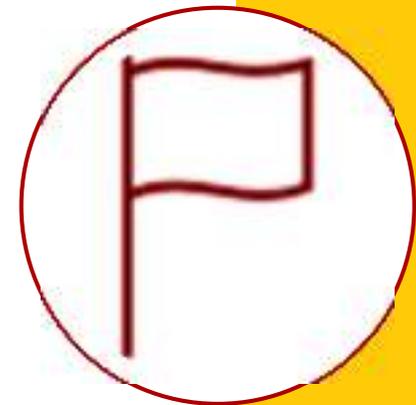
- There is considerable goodwill and policy intent but evidence of its transfer to changing practice has not yet emerged.
- A whole of society agenda is needed to promote inclusion and address barriers traversing social, cultural, and political realms.
- Ministries and institutions need to promote and enable an inclusive agenda as a priority and seek to include this in National Implementation Plans on the SDGs. This has not been the norm.
- System changes and participatory planning are necessary to address the profound challenges underpinning social exclusion.
- Universal or mainstream approaches complemented with targeted measures for addressing inclusion and barriers in and through sport are urgently needed.
- Using available data sets to monitor progress is unlikely to establish the benchmark or track progress. Investment in new participatory approaches and new data, as called for in human rights and SDG agendas, is required.
- Where possible this data should be internationally comparable and facilitate examining intersectional inclusion.



Reflecting on data: "Quality, accessible, timely and reliable disaggregated data will be needed to help with the measurement of progress and to ensure that no one is left behind."

The UN reported in 2021 that high-quality data is critical to understanding where investment can have the most impact. We must first invest in better data collection from international and national resources.

Data is an essential factor in the input, output, and outcome measurement of progress on the SDGs. We must reach the outcomes level to be in a position to determine change resulting from new approaches to address the vision of Agenda 2030

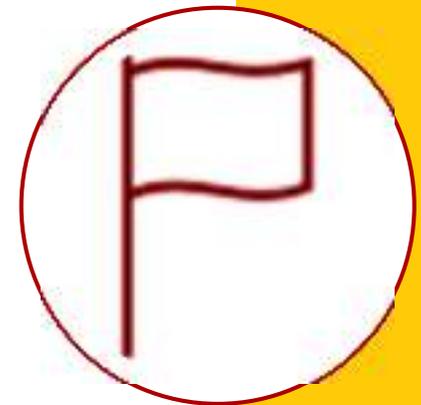


Reflecting on "The new Agenda is guided by the purposes and principles of the Charter of the United Nations, including full respect for international law. It is grounded in the Universal Declaration of Human Rights, international human rights treaties,.. " (para 10)

A full understanding of the connection between human rights and SDGs can bring us closer to the vision of the SDGs.

It is at the very essence of the vision of the Agenda 2030 and the legally binding part of the SDGs.

It is different, bold and transformative. It would represent a system change.



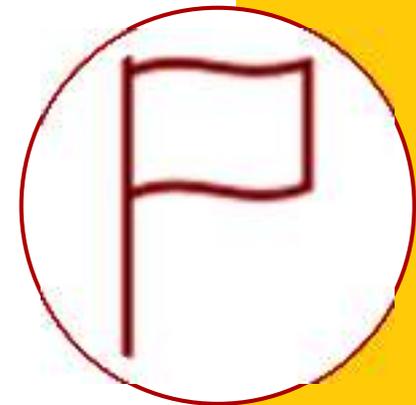
Target 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development [ESD] and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

On the whole universities and training providers are not addressing human rights in their curricula to prepare graduates and trainees to apply a human rights lens in their work.

This is needed across multiple curricula in order to address the multiple barriers faced by many in accessing opportunities.

Universities and training providers have duties and responsibilities in the regard.

Universities and training providers risk perpetuating discrimination by not empowering graduates with the ability to address it.





**MTU**

Ollscoil Teicneolaíochta na Mumhan  
Munster Technological University



**SUSTAINABLE  
DEVELOPMENT  
GOALS**

**Thank You**