

Implementing the UN Sustainable Development Goals in higher education and research

Dr John Kirkland, Deputy Secretary General

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The Sustainable Development Goals

- What are they?
- Do they matter to universities?
- What can we do about them?
- What type of university partnerships do we need to address them?

What are the Sustainable Development Goals?

1 NO POVERTY



2 NO HUNGER



3 GOOD HEALTH



4 QUALITY EDUCATION



5 GENDER EQUALITY



6 CLEAN WATER AND SANITATION



7 RENEWABLE ENERGY



8 GOOD JOBS AND ECONOMIC GROWTH



9 INNOVATION AND INFRASTRUCTURE



10 REDUCED INEQUALITIES



11 SUSTAINABLE CITIES AND COMMUNITIES



12 RESPONSIBLE CONSUMPTION



13 CLIMATE ACTION



14 LIFE BELOW WATER



15 LIFE ON LAND



16 PEACE AND JUSTICE



17 PARTNERSHIPS FOR THE GOALS



THE GLOBAL GOALS
For Sustainable Development

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What are the Sustainable Development Goals?

- Successors to the Millennium Development Goals
- Announced in September 2015
- 17 defined goals and 169 accompanying targets
- Implementation by 2030 in most cases; some exceptions

Higher education and the SDGs



Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

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Higher education and the SDGs



Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Target 4.3: By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

Target 4.b: By 2020, substantially expand globally the number of scholarships available to developing countries...for enrolment in higher education...in developed countries and other developing countries

A note of caution...

Countries receiving > USD 20 million	(USD million)
Morocco	156
Algeria	123
Tunisia	100
Cameroon	83
Egypt	71
Senegal	65
Nigeria	47
Cote d'Ivoire	21
DR Congo	21
Gabon	21
Guinea	21
South Africa	21

Direct
development
assistance for
post-
secondary
education
2012

(Source: EFA Global
Monitoring Report 2015)

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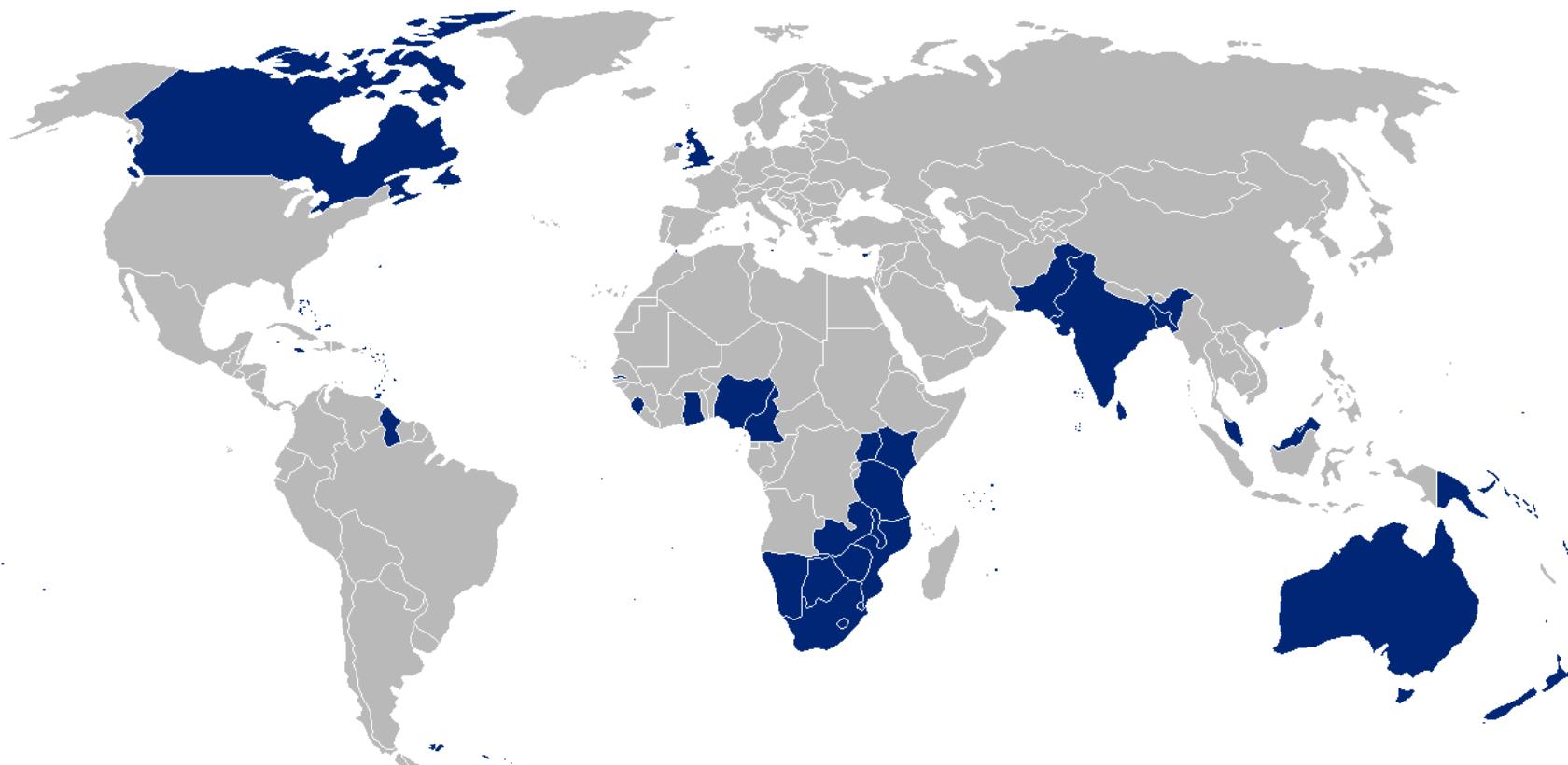
A note of caution...

Donors giving > USD 100 million	(USD million)	
Germany	1181	Direct development assistance for post-secondary education 2012
France	1019	
Japan	367	
Belgium	138	
Austria	129	
United States of America	111	
Netherlands	109	
United Kingdom	102	

(Source: EFA Global Monitoring Report 2015)

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Do the SDGs matter to universities?



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The world beyond 2015 Is higher education ready?

www.acu.ac.uk/beyond-2015

 @HEbeyond2015

 HE beyond 2015

The world beyond 2015

Key points

- Higher education underpins all development targets, from poverty reduction to employability, health to environmental sustainability
- Higher education institutions are well placed to feed research evidence into the design of national development policy and strategy
- Meeting the MDGs and SDGs depends upon skilled graduates



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Progress and potential

Higher education playing its part in the Sustainable Development Goals

September 2015

The Association of Commonwealth Universities (ACU) believes that higher education is uniquely placed to help address global challenges – not least through informing policy with research evidence, and through graduating generations of new leaders and skilled professionals. The Millennium Development Goals (MDGs) did not explicitly reference higher education – either as a development goal or as a potential agent to address development challenges. With the Sustainable Development Goals (SDGs) set to replace the MDG framework this year, a unique opportunity emerged to help advance the role of higher education in development spaces. The ACU's 'The world beyond 2015 – Is higher education ready?' campaign was launched in October 2013 to raise awareness, elicit expert views, gather evidence and advocate for the role of higher education in delivering social and developmental impact.

Key points

- Higher education underpins all development targets, from poverty reduction to employability, health to environmental sustainability.
- Higher education institutions are well placed to feed research evidence into the design of national development policy and strategy.
- Meeting the MDGs and SDGs depends upon skilled graduates.
- Harmonisation of education strategy from primary through to higher education can ensure sustainable paths for students and can lay the groundwork for accommodating growth in enrolment at all education levels
- Growing enrolment at primary and secondary levels behoves a comprehensive strategy to ensure access and quality at the higher education level.
- The ACU's 'The world beyond 2015 – Is higher education ready?' campaign has published an extensive and open access body of evidence of how higher education can demonstrate social impact and influence development policy (www.acu.ac.uk/beyond-2015).

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Conference of Commonwealth Education Ministers (19CCEM)

Higher education: what role can the Commonwealth play?



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Higher education: what role can the Commonwealth play?

Background paper for discussion at the 19th Conference of Commonwealth Education Ministers

Introduction

Higher education is increasingly recognised as being critical to social and economic prosperity. It is also a policy area where the Commonwealth could significantly increase its impact. This could be achieved without major cost, by working through activities already in place, and persuading member governments to make stronger use of these brands and mechanisms.

We make this argument for six reasons:

- Higher education is *important* – and until recently has been undervalued in international development debates.
- Higher education is already an *international commodity* – thus well suited to international initiatives.
- Initiatives in higher education can create real mutual interest between developing and developed countries.
- Higher education is undergoing rapid change – and the need for advice and objective sources of information is greater than ever.
- The Commonwealth already has longstanding and well-recognised brands in higher education on which to build.
- The Commonwealth can draw on a range of existing agencies to pursue higher education initiatives.

Ahead of the now SDG framework of global development targets, the Association of Commonwealth Universities (ACU) convened The world beyond 2015 – Is higher education ready? campaign to explore the role of higher education in delivering social and economic impact.

*'A robust higher education sector (within a wider education strategy) is indispensable for achieving development targets across the forthcoming SDG framework.'*¹

Key points emerging from the campaign are:

- Higher education institutions are well-placed to feed research evidence into the design of national development policy and strategy.
- Meeting the MDGs and SDGs depends upon paths for skilled graduates.
- Harmonisation of education strategy from primary through to higher education can ensure sustainable paths for students, and can lay the groundwork for accommodating growth in enrolment at all education levels.
- Growing enrolment at primary and secondary levels behoves a comprehensive strategy to ensure access and quality at the higher education level.
- Higher education underpins all development targets, from poverty reduction to employability, health to environmental sustainability.

¹ The world beyond 2015 – Is higher education ready?, paper to the 19th Conference of Commonwealth Education Ministers, 22-26 June 2015

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The SDGs provide opportunities to:

- Lobby for stronger inclusion in national development programmes
- Highlight the role of universities as enablers of change
- Bring together internal resources and recordkeeping
- Be useful to our governments – helping them to report progress
- Become more engaged in development issues

A three-pronged approach

1. Meeting the targets – embedding the SDGs in our work
2. Building the wider evidence base
3. Developing enduring relationships

Building partnerships

- How can partnerships be sustainable, beyond the confines of a specific project?
- How can partnerships affect the wider institution?
- How can partnerships be targeted effectively?
Many African universities are now in great demand!
- How can partnerships be equitable – in the short and long term?
- How are partnerships recorded and built upon?

Ten key principles

1. Shared ownership of the partnership
2. Trust and transparency amongst partners
3. Understanding each partner's cultural environment and working context
4. Clear and agreed division of roles and responsibilities
5. Effective and regular communication between partners
6. Strategic planning and implementation of partnership plan and projects
7. Strong commitment from junior and senior staff and management
8. Supportive and enabling institutional infrastructures
9. Systematic monitoring and evaluation of partnership and projects
10. Sustainability