HOW DID WE GET HERE? THE EMERGENCE OF THE SUSTAINABLE DEVELOPMENT GOALS

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contents

◦ The MDGs and the SDGs

◦ The emergence of the SDGs

◦ What was the SDGs process?
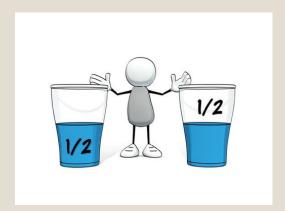
◦ Challenges and opportunities

The MDGs – success or failure?

- MDGs were not met in full (Sachs 2012, UN 2015)

- "Africa will miss all the MDGs" – measures of 'success' mean it may 'fail' (Easterly 2009)

- Cultural specificity not acknowledged (WHO 2015)

BUT

- Positive aspects: simple matrix, moral and practical vs legal goals; specific data required; some benefits achieved (Sachs 2012)

Emergence of SDGs

- The **2012 UN Conference on SD** (Rio+20) prompted 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:** an aspirational world transformation

- In September 2015, **17 goals and 169 targets** adopted across holistic interlinked social and environmental challenges.

- The UN Secretary General developed a 5Ps Framework around **Planet, People, Prosperity, Partnership and Peace**.

- SDGs build on the (MDGs) but are **universal**

- Apply to **all sectors**

- SDGs aim to promote a paradigm shift of financing **beyond 'development aid'**, with multi-stakeholder partnerships, social investment and ethical trade (East and White 2016).

PEOPLE
End poverty and hunger in all forms and ensure dignity and equality

PROSPERITY
Ensure prosperous and fulfilling lives in harmony with nature

PEACE
Foster peaceful, just and inclusive societies

PARTNERSHIP
Implement the agenda through a solid global partnership

PLANET
Protect our planet's natural resources and climate for future generations

Sustainable Development

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

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* "

SUSTAINABLE DEVELOPMENT GOALS

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
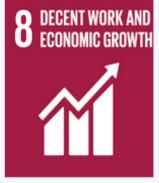
PERCEIVED ISSUES WITH THE SDGS: TOO MANY GOALS?

Maybe, but…..

◦ Goals determined by civil society plus member state input

◦ Multiple goals demonstrate complexity and interconnectedness of different aspects of sustainability and development

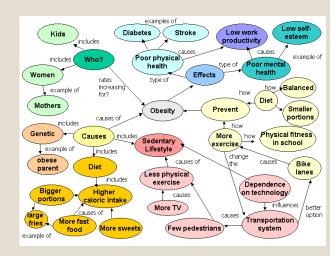◦ Which one(s) would you leave out?

◦ Specificity?

NOT INTEGRATED?

Maybe but…

◦ Talk of systems thinking and interconnectedness in the Vision2030 agenda but SDGs often displayed as a brick wall

◦ How do they link?

◦ How do we ensure policy coherent development?

◦ How do we put systems thinking into practice?

Policy coherence

◦ Policy coherence means that there should not be disadvantageous effects of one policy on another at the stage of policy objective, policy instrument or implementation practices.

◦ But often implementation and instruments can conflict!

◦ **Potential negatives**: using coal to improve energy access (goal 7) in Asian nations, accelerates climate change and acidify the oceans (undermining goals 13 and 14), as well as exacerbating other problems such as damage to health from air pollution (disrupting goal 3).

◦ **Potential positives**: mutually reinforcing actions e.g. educational efforts for girls (goal 4) in southern Africa would enhance maternal health outcomes (part of goal 3), and contribute to poverty eradication (goal 1), gender equality (goal 5) and economic growth (goal 8) locally.

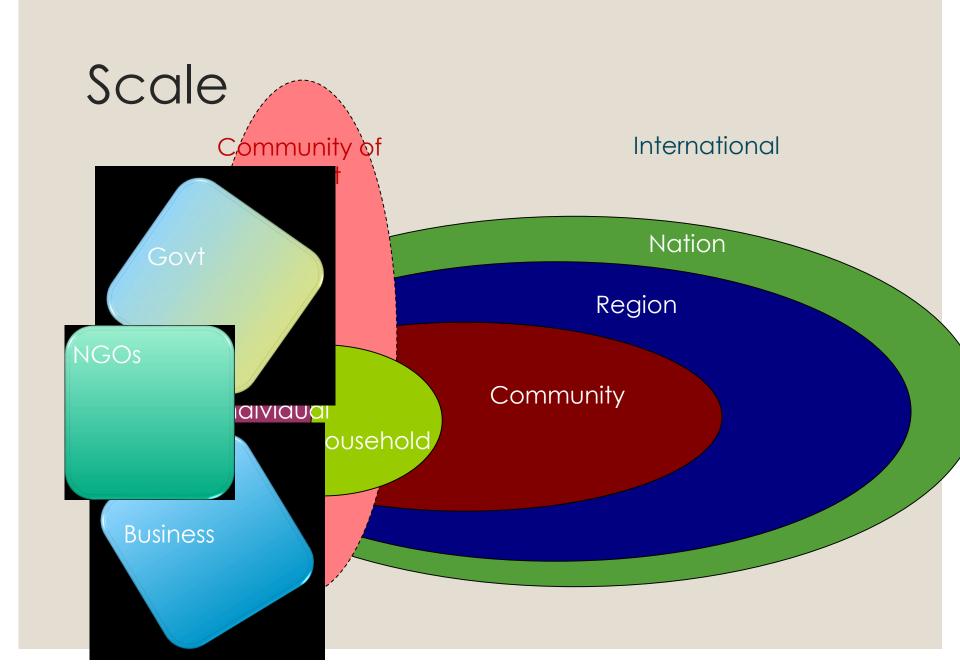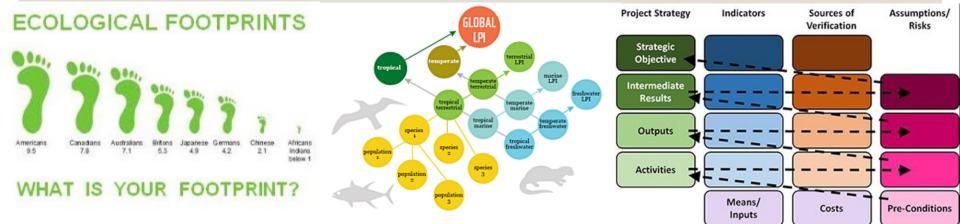◦ *Nilsson et al 2012; Nilsson et al 2016*

TOP DOWN?

No!

- UN is the member states

- Civil society voice in developing the SDGs

- "civic engagement" seen as an essential aspect (Buse and Hawkes 2015)

- BUT

- Perception in some governments that is being imposed

- Perception in some sectors that they are being imposed

- Perception of extra monitoring burden

Scale

Community of Interest

International

Govt

NGOs

Nation

Region

Individual

Community

Household

Business

TOO COMPLICATED TO MONITOR?

Maybe but…..

◦ Need to recognise complexity and systems and interconnectedness

◦ Indicators and monitoring drive 'progress'; indicators promoted action in the MDGs

◦ How can we plan, act, celebrate, reflect if we do not know how we have done?

◦ Need to ensure a learning cycle and that vision is maintained along with SMART actions

◦ Dealing with uncertainty and change

WILL THE PRIVATE SECTOR PURSUE A CORPORATION AGENDA?

Many companies are leading the state in sustainability response…..

Business Reporting on the SDGs:

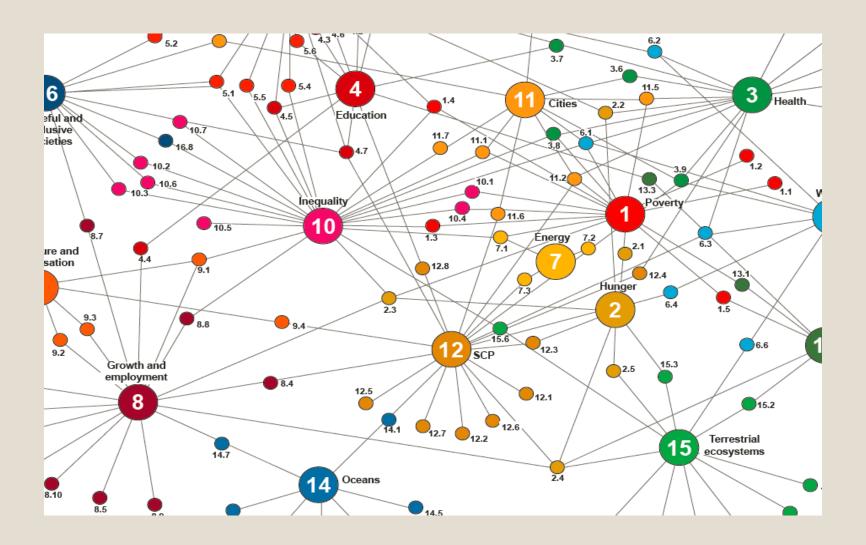"A partnership to co-create the mechanisms for global business transparency and reporting on the SDGs."

"70% of businesses plan to embed the SDGs within 5 years" PwC

Why should business engage? PwC

- **Maintain positive licence to operate** – by setting strategy that is in alignment with government priorities

- **Regulatory change** – stay ahead of policy interventions designed to drive SDG achievement

- **Risk management** – to mitigate the risks associated with the failure to achieve the SDGs

- **Big opportunity** – there are significant business growth opportunities in products and services that address the SDG challenges

- **Reputation** – acting in a way that respects the communities in which business operates and preserves the ecosystems on which it relies makes business sense as well as being the right thing to do

HOW CAN THE SDGS MAKE A REAL DIFFERENCE?

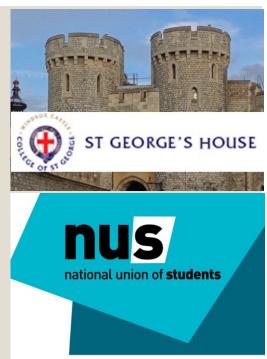# Stick and carrot? Aspiration plus targets?

◦ Alternative is doing nothing

◦ Owned and empowering……

◦ Collaboration and partnership

◦ New models of development aid

◦ From Corporate Social Responsibility to Creating Shared Value?

◦ https://www.huffingtonpost.com/entry/csv-and-the-sdgs-creating-shared-value-meets-the_us_58eb9ceae4b0acd784ca5a63

Students as leverage points within systems….

Roundtables on Education and the Sustainable Development Goals *2016*

◦ Use the SDGs and 5Ps to frame curricula

◦ SDGs to enhance theory to practice

◦ Contemporary relevance

◦ Discussion of cultural context, cross sectoral approach

◦ Retain emphasis on global South

◦ Case studies

◦ Engage critically with notions of democracy

◦ Deepen LfS beyond existing

How do the SDGs help universities?

Create increased demand for SDG related education

Provide a comprehensive and globally accepted definition of a responsible university

Offer a framework for demonstrating impact

Create new funding streams

Support collaboration with new external and internal partners

Knowledge

Learning

Demonstration

Impact

Collaboration

How do universities help the SDGs?

Provide knowledge, innovations and solutions to the SDGs

Create current and future SDG implementers

Demonstrate how to support, adopt and implement SDGs in governance, operations and culture

Develop cross-sectoral leadership to guide the SDG response

SDGs and HE

Conclusions

- Perhaps the biggest opportunity is that they legitimise and promote action in relation to sustainability in general: we can hold others to account!

- They offer an excellent framework by which to explore and implement SD

- They offer an opportunity for critical debate and deliberative democracy

WHY IS THIS IMPORTANT FOR YOU?

Scotland's Response 2015 AND THE UN SUSTAINABLE DEVELOPMENT GOALS
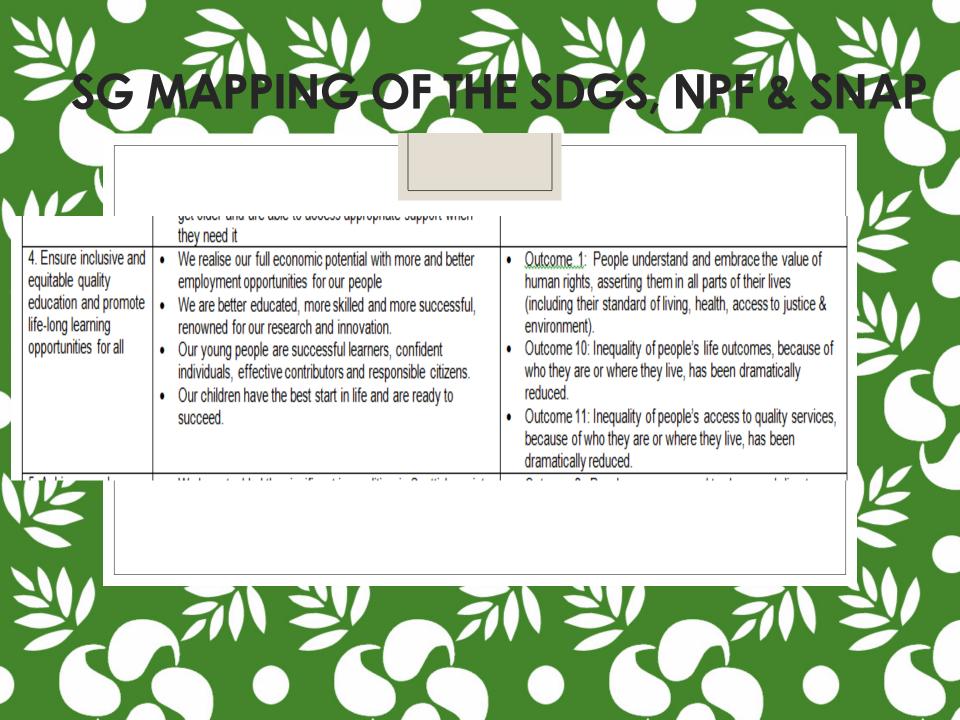
'These SDGS form a vision for the world that I believe the people of Scotland share …
Unlike their forerunner - the Millennium Development Goals - these goals will not be restricted to the developing countries – instead they will be universal, applying to all countries.
And that is why I am delighted to confirm that Scotland has become one of the very first countries to publicly sign up to these goals …'

Image © copyright

Scotland's First Minister July 2015

	get older and are able to access appropriate support when they need it	
4. Ensure inclusive and equitable quality education and promote life-long learning opportunities for all	• We realise our full economic potential with more and better employment opportunities for our people • We are better educated, more skilled and more successful, renowned for our research and innovation. • Our young people are successful learners, confident individuals, effective contributors and responsible citizens. • Our children have the best start in life and are ready to succeed.	• Outcome 1: People understand and embrace the value of human rights, asserting them in all parts of their lives (including their standard of living, health, access to justice & environment). • Outcome 10: Inequality of people's life outcomes, because of who they are or where they live, has been dramatically reduced. • Outcome 11: Inequality of people's access to quality services, because of who they are or where they live, has been dramatically reduced.

SCOTLAND AND THE UN
UK Response

UK Government 2017
'This document provides an overview and examples of how the UK Government is contributing to the delivery of each of the Goals.'

March 2017

UK Environmental Audit Committee Report 2017

'There is no voice at the top of Government speaking for the long-term aspirations embodied in the Goals.'
March 2017

Image © copyright

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Measuring up 2018

How the UK is performing on the UN Sustainable Development Goals

"To date the UK Government has committed to embedding the Goals in Single Departmental Plans (SDPs). While a practical way of delegating responsibility for programmes, by allocating goals and targets this way, there is a risk that the connected and interdependent nature of the framework will be lost. …

Out of 143 targets we considered relevant to the domestic delivery of the Goals, UKSSD found that the UK is performing well on 24% of them. There are gaps in policy or inadequate performance for 57% of them, and 15% where there is little to no policy in place to address the target, or where performance is poor. "

Voluntary National Reviews 2019

"conduct regular and inclusive reviews of progress at the national and sub-national levels, which are country-led and country-driven"

- UK / devolved nations balance

- Government / private sector/Third sector balance

- Shadow reports (shadow shadow reports?) and partnership

- Consultations (UK 11/1/19; DfID 1/2/19)

- Process, progress against indicators

- Looking good or bad?

WELCOME TO **SCOTLAND'S** SUSTAINABLE DEVELOPMENT GOALS NETWORK

#SDGScotland

SDG NETWORK SC TLAND

Conclusions

- The MDGs achieved some success

- The SDGs are more ambitious, universal, linked environment and social goals

- The SDGs had broad legitimacy but require governments, civil society and private sector to engage

- Key ideas for success include good governance, knowledge, private sector and partnership

- We all have a role to play but should remain critically constructive

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SUSTAINABLE DEVELOPMENT GOALS

Key ideas for the implementation of the SDGs I

○ appropriate **SDG indicator** development and monitoring

○ vertical alignment between local, national and global spheres of implementation and across sectors; **good governance**

○ (East and White 2016; Sachs 2012)

ct Good Governance

Key ideas II

- the support of formal, informal and non-formal **learning for sustainability** to support all SDGs

- the **responsible use of sound science** and other knowledges

Value Teq Solutions

Key ideas III

◦ engagement and partnership with the **private sector**

◦ exploration of sustainable routes to enhance **prosperity and wellbeing**

USAID Microlinks

Key ideas IV

- extensive and effective **partnerships**

- **support of communities** in the debate and delivery of our aspirations for the future

- building coherent plans of action between **domestic and international agendas**

- inspiring and enabling **young people** to contribute to SDG implementation

http://www.sgth.com/wordpress/2011/02/form-sustainability-partnerships/