

The Role of RCEs in the Attainment of the Sustainable Development Goals in Nigeria

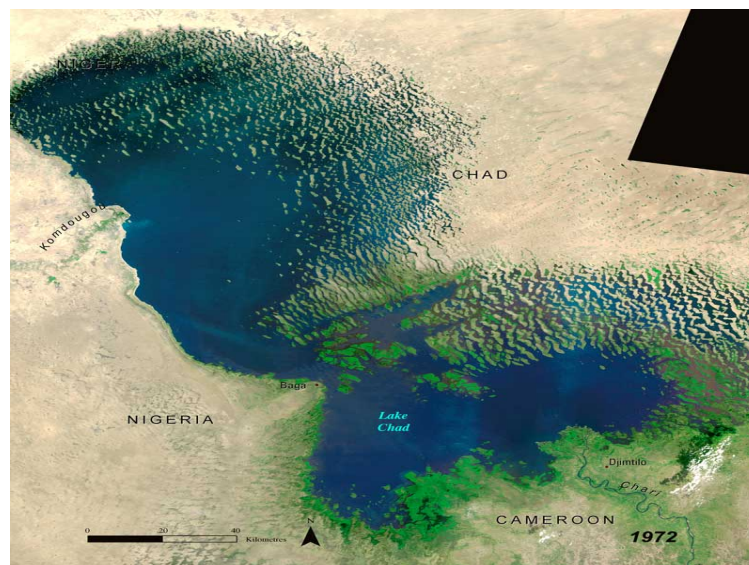
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May 13, 2017

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UNESCO Chair, York University

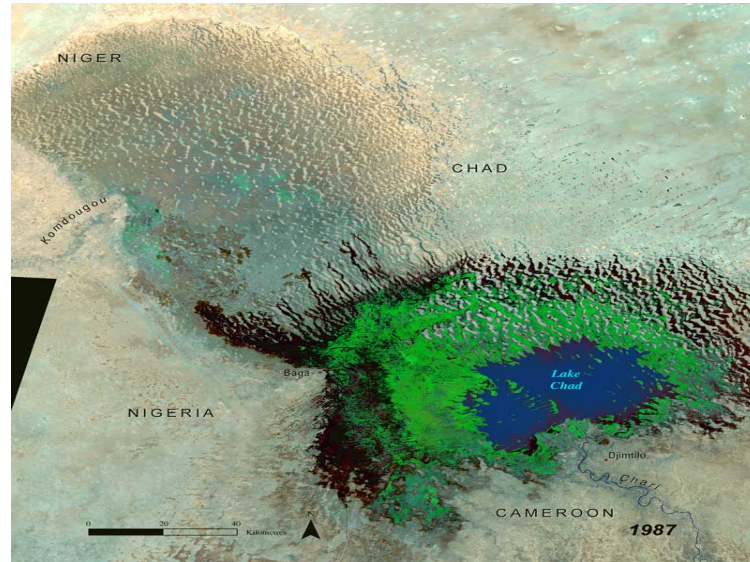


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Integrated approaches for complex issues



Integrated approaches for complex issues



Integrated approaches for complex issues



Societal challenges in the 21st century



Provide for 40% more people while:

- Addressing poverty and exclusion
- Using less water, land, ocean food resources
- Changing our consumption patterns
- Quadrupling the global energy supply
- Addressing climate change, biodiversity loss etc.
- Creating employment in decent work

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The big challenge



How can we create an economic system

- *that enables individuals and communities to thrive equitably*

while also

- *sustaining the capacity of the environment to support this for future generations?*

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Sustainable development



"Sustainable development is development that meets the needs of the present, without compromising the ability of future generations to meet their own needs."

or, in short:

Enough, for all, forever.

2015–2017 crucial years of optimism



- Global agreement on 17 new SDGs
- Targeting all countries
- Funding is already pledged
- Corporate world is aligning
- Higher Education is aligning
- Cities and states moving quickly

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Sustainable Development Goals (SDGs)



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From commitment to action



Global goal SDG 4

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

7 targets and 3 means of implementation

Global Education Monitoring Report

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Sustainable Development Goal 4.7



4.7 by 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including ...through **education for sustainable development** ... 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.

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Education within other SDGs



Health and Well-being (SDG 3)

Target 3.7: By 2030, ensure universal access to sexual and reproductive health-care services, including family planning, information and education

Gender Equality (SDG 5)

Global Indicator: Number of countries with laws and regulations that guarantee women aged 15-49 years access to sexual and reproductive health care, information and education

Decent Work and Economic Growth (SDG 8)

Target 8.6: By 2020 substantially reduce the proportion of youth not in employment, education or training

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Education within other SDGs



Responsible Consumption & Production (SDG 12)

Target 12.8: By 2030 ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature

Climate Change Mitigation (SDG 13)

Target 13.3: Improve education, awareness raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction, and early warning

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Understanding ESD: origin and intent



Agenda 21 - 40 negotiated issues in four sections:

1. Social & economic issues
2. Environmental issues
3. New major groups to be engaged
4. Means of implementation

ESD came from the section on **“Means of Implementation”**

- However, also a part of every other chapter of Agenda 21
- ESD is found in the UN Conventions on Climate Change, Biodiversity, Desertification, Forestry and most UN Conferences Work Programmes

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Education’s original role in achieving sustainable development



ESD was seen as the contribution of the world’s:

1. **Education systems,**
2. **Public awareness systems,**
3. **Training systems**

ESD through the SDGs is now **a purpose** and an **overall goal** of education and training systems

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4 overarching aspects of ESD


1. Access to and retention within quality education
2. Reorienting existing education and training systems to create a sustainable future.
3. Public awareness and understanding of the concept of addressing sustainability
4. Training programs for all sectors

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Regional Centres of Expertise



- United Nations University's contribution to the UN Decade of ESD
 - ✓ A global research project to discover the roles of education, public awareness and training programs in building more sustainable communities
 - ✓ A network of institutions of formal, non-formal, and informal educations who are mobilized to deliver ESD to a local community.
 - ✓ RCEs aspire to achieve the goals of the DESD by translating its global objectives into the context of regional, local areas in which it operates.

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REGIONAL CENTRE OF EXPERTISE
ON EDUCATION FOR
SUSTAINABLE DEVELOPMENT

ACKNOWLEDGED BY

UNITED NATIONS
UNIVERSITY

Regional Centres of Expertise

Messengers/Informers

| <u>Non-Formal</u> | <u>Formal</u> | <u>Informal</u> |
|-------------------|---------------|-----------------|
| NGO's | Tertiary | Media |
| Zoo/etc. | Secondary | Peers |
| Gov. Agencies | Elementary | Society |
| Training | Preschool | Experience |

Sources of SD info

National ministries

Planning Departments

Regional/National


Local Government

Private Sector



Research (HE, NGO) etc.

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SD: A simple concept, yet so elusive



Key Partner
UNESCO Global Action Programme on
Education for Sustainable Development

United Nations
Educational, Scientific and
Cultural Organization



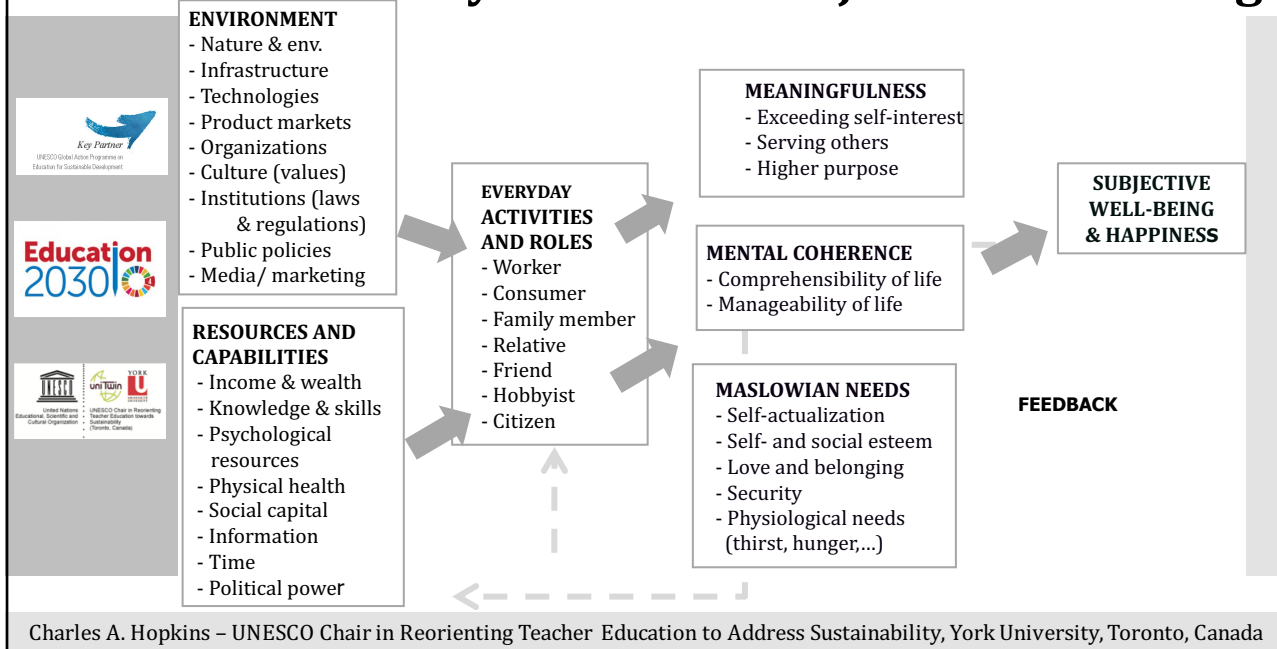
YORK U
UNESCO Chair in Reorienting
Teacher Education towards
Sustainability
(Science, Creativity)

Enough, for all, forever.

Well-being, for all, forever.

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Key Drivers of Subjective Well-Being



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Thank you.



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