

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

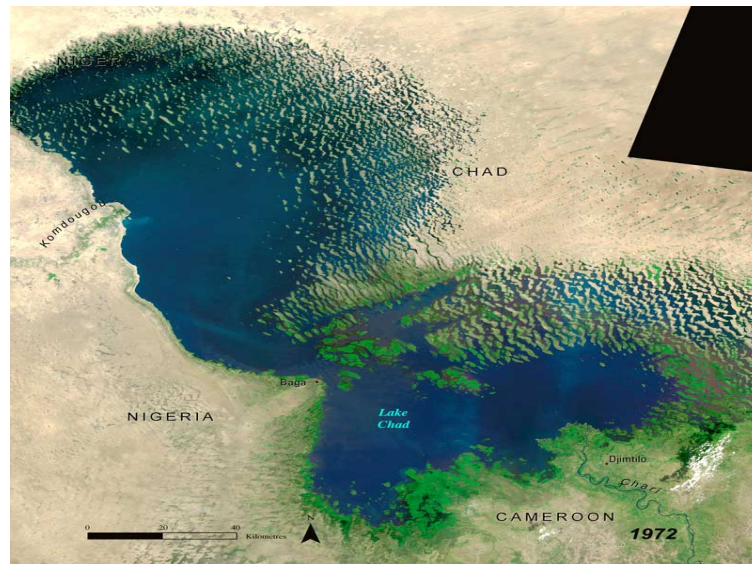
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May 13, 2017

Charles Hopkins
UNESCO Chair, York University

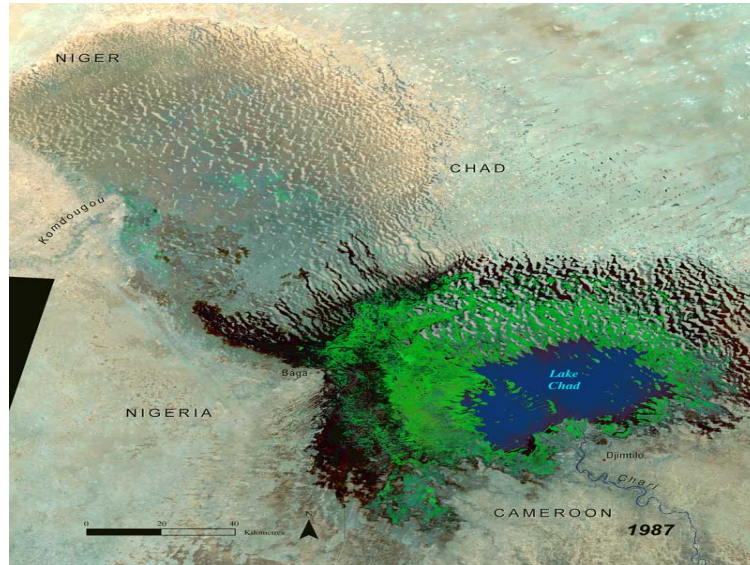


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Integrated approaches for complex issues



Integrated approaches for complex issues



Integrated approaches for complex issues



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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 in
Education for Sustainable Development



Education
2030



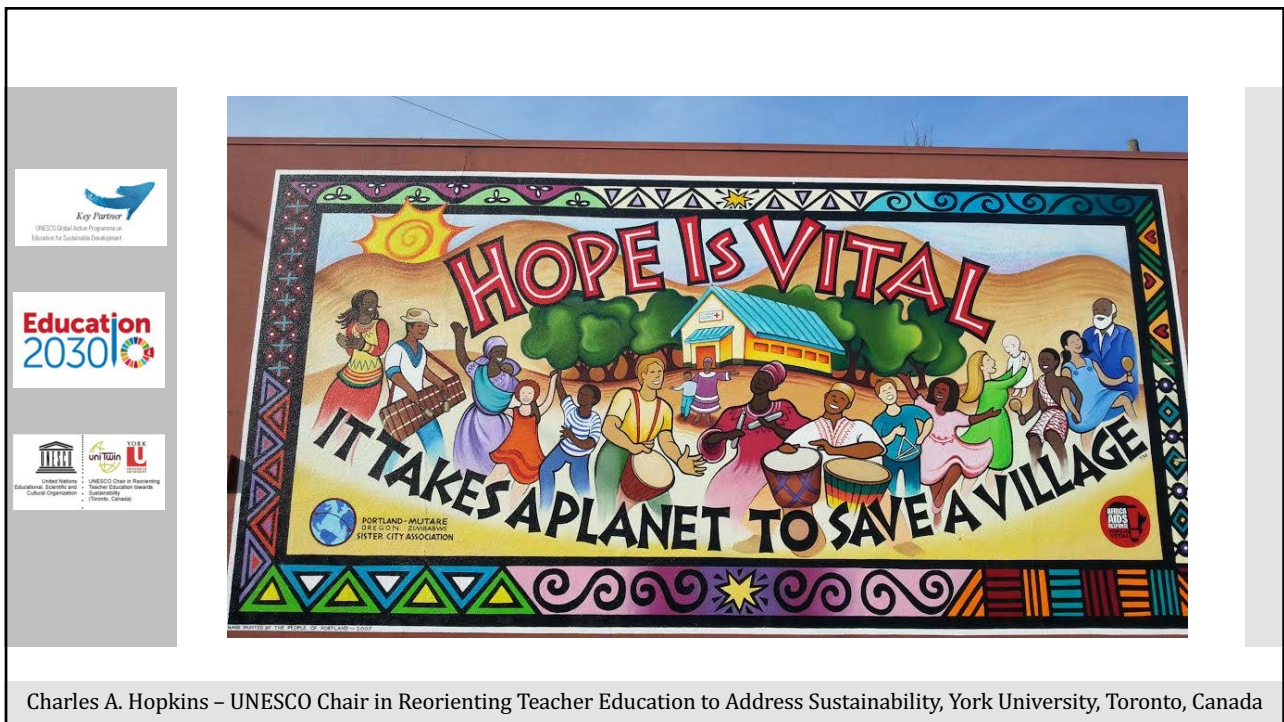
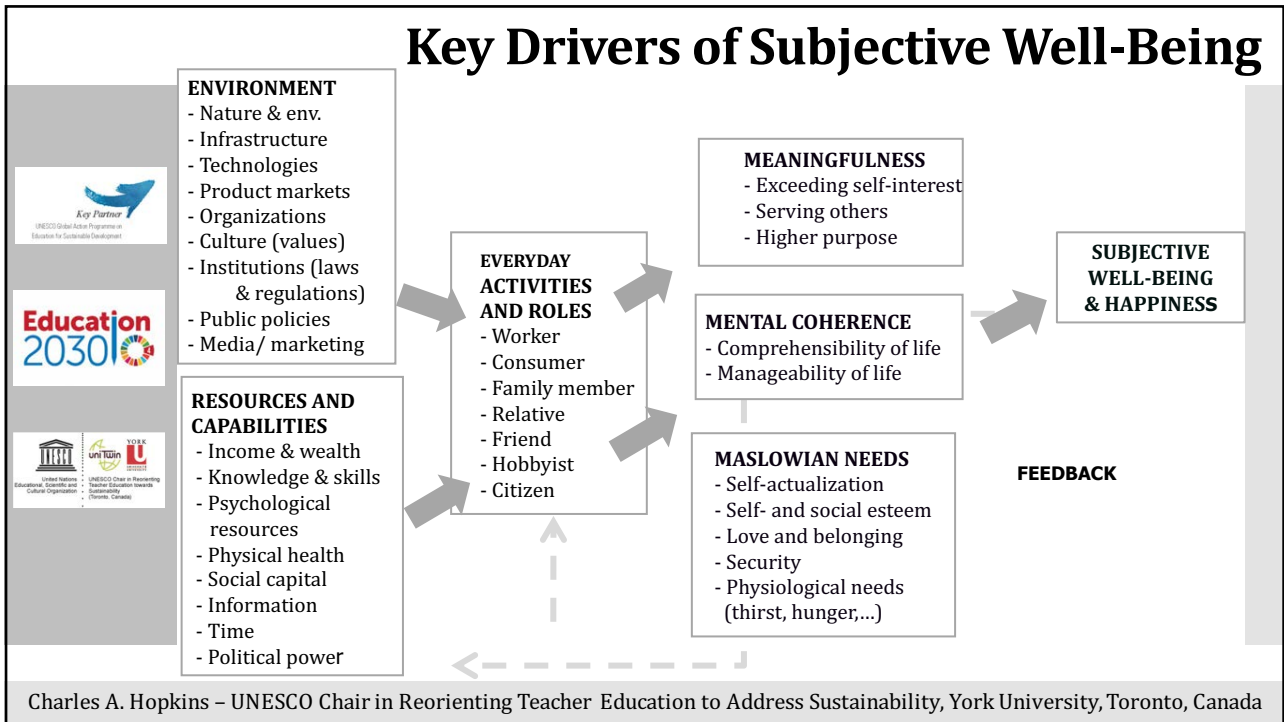
United Nations
Educational, Scientific and
Cultural Organization

UNESCO Chair in Reorienting
Teacher Education towards
Sustainability
(Toronto, Canada)

Enough, for all, forever.

Well-being, for all, forever.

Charles A. Hopkins – UNESCO Chair in Reorienting Teacher Education to Address Sustainability, York University, Toronto, Canada



Thank you.



Charles A. Hopkins – UNESCO Chair in Reorienting Teacher Education to Address Sustainability, York University, Toronto, Canada