

# **Graduate Student and Early Career Workshop Sustainable Development Goals Research: Linking Your Research and Studies with the United Nations' Global Agenda for Transformation**

**Jean Monnet Network on Social and Scientific Innovation  
to Achieve the Sustainable Development Goals**

Thursday 16 November 2023  
9.30am-2:30pm,  
RMIT University Council Chamber & online



With the support of the  
Erasmus+ Programme  
of the European Union



## Acknowledgement of Country

RMIT University acknowledges the people of the Woi wurrung and Boon wurrung language groups of the eastern Kulin Nation on whose unceded lands we conduct the business of the University.

RMIT University respectfully acknowledges their Ancestors and Elders, past and present.

RMIT also acknowledges the Traditional Custodians and their Ancestors of the lands and waters across Australia where we conduct our business.

# Program

RMI



|                  |  |
|------------------|--|
| From 9:00am      | <b>Registration</b>  |
| 9.30am           | <b>Welcome and introduction</b> - <i>A Professor Roberto Guevara</i>   |
| 10.00 - 11.00am  | <b>Overview of SDGs as a Transformative Agenda: Workshop activity</b><br><i>A Professor Roberto Guevara</i>                |
| 11:00 - 11:45am  | <b>SDGs as a Transformative Agenda: The Propeller Approach</b><br><i>Dr Mary Johnson, Dr Maren Klein</i>                   |
| 11:45am - 12:3pm | <b>EU and Regional Place-based Approach as Innovation</b> - <i>Professor Bruce Wilson</i>                                  |
| 12:30 - 1:00pm   | <b>Lunch Break</b>   |
| 1:00 - 2.0pm     | <b>Concurrent Workshops</b>  |
|                  | <b>SDGs in the Study Tour/Community</b> - <i>A Professor Roberto Guevara</i>   |
|                  | <b>Applying the 'propeller' concept in the context of your research project.</b><br><i>Dr Mary Johnson, Dr Maren Klein</i> |
| 2:00 – 2:30pm    | <b>Reflections: Reporting back and Close</b> - <i>Professor Bruce Wilson</i>   |




# Questions to reflect on today

- **Context:** How can the 17 SDGs be better understood as part of a transformational agenda? How does a focus on place and innovation help to contextualise the UN agenda?
- **Content:** Which SDGs are best linked to your own individual research agenda? How do we facilitate the process of linking across the SDGs as part of the process of transformation?
- **Methods:** What methodologies/methods are appropriate and relevant, given the current emphasis within the SDGs on measurable outcomes? Is there an alternative? How else can we 'measure'?
- **Institutional:** How and with whom can students and researchers engage within and outside of RMIT, if we are to advocate for a truly transformative agenda?



# Overview of SDGs as a Transformative Agenda (Workshop Outline)

- 
1. History of the MDGs and the SDGs as a story of transformation
  2. Case Story: The evolution of SDG4 and the role of the global education movement to transformation
  3. The SDGs: Conceptual, Methodological and Contextual Framework *of* and *for* Transformation (and how they are very much inter-connected)
  4. Q&A
  5. Worksheets: Locating the SDGs as a Transformative Agenda in your Research and Learning



# 1. History of the MDGs and the SDGs as a story of transformation



## EPISODE 3:

[https://youtu.be/\\_ijbgNtdu9c](https://youtu.be/_ijbgNtdu9c)



## EPISODE 4:

<https://youtu.be/1zm7In9FRtE>

**Swiss Learning Exchange (SLX Learning)** is a team of enthusiasts who strongly believe in building a world that works on the dynamics of sustainability. We are here to educate and create a multilingual community geared towards sustainable development and growth.  
<https://www.youtube.com/@SLXLearning/about>

**Use the table on the next slide to identify the following:**

- Contextual issues?
- Core Conceptual Framework?
- Milestones – institutions and documents – that resulted in the MDG/SDG?
- Strengths and weaknesses of MDGs/SDGs (process, key players, key concept, actual goals and outcomes)?

SUSTAINABLE DEVELOPMENT GOALS

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| WORKSHEET 1  | MDGs | SDGs |
|--|------|------|
| Contextual issues?   |      |      |
| Core conceptual framework?   |      |      |
| What were the milestones – institutions and documents.                                   |      |      |
| Strengths and weaknesses of MDGs/SDGs (process, key players, actual goals and outcomes)? |      |      |

# Transformation from the MDGs to the SDGs and why it matters



## Millennium Development Goals (2000-2015)

8 goals, 21 targets and 63 indicators.

Prepared by a small group of technical experts.

Targeted **only developing/least developed countries**.

Greater focus on **'quantity'** (e.g. enrolment rates in education goal)

Monitoring and evaluation was not prioritised.

Argued that it **struggled to be more holistic and to address the root causes of poverty**. Focused more on social dimensions and better health.

## Sustainable Development Goals (2015-2030)

17 goals, 169 targets and 247 indicators.

UN Task Team and Open Working Group facilitating a wider open online consultation

**Inclusive and universal** across all countries. Encouraged **adaptation and localisation**, which will require **advocacy**.

Greater focus on **quality** (eg quality education) and the **role of education** in achieving all the SDGs – via ESD.

Monitoring and evaluation indicators was a priority.

More **holistic** focus and **transformative** approach to development based on the three pillars (Social, Economic and Environmental) and a focus on human rights.

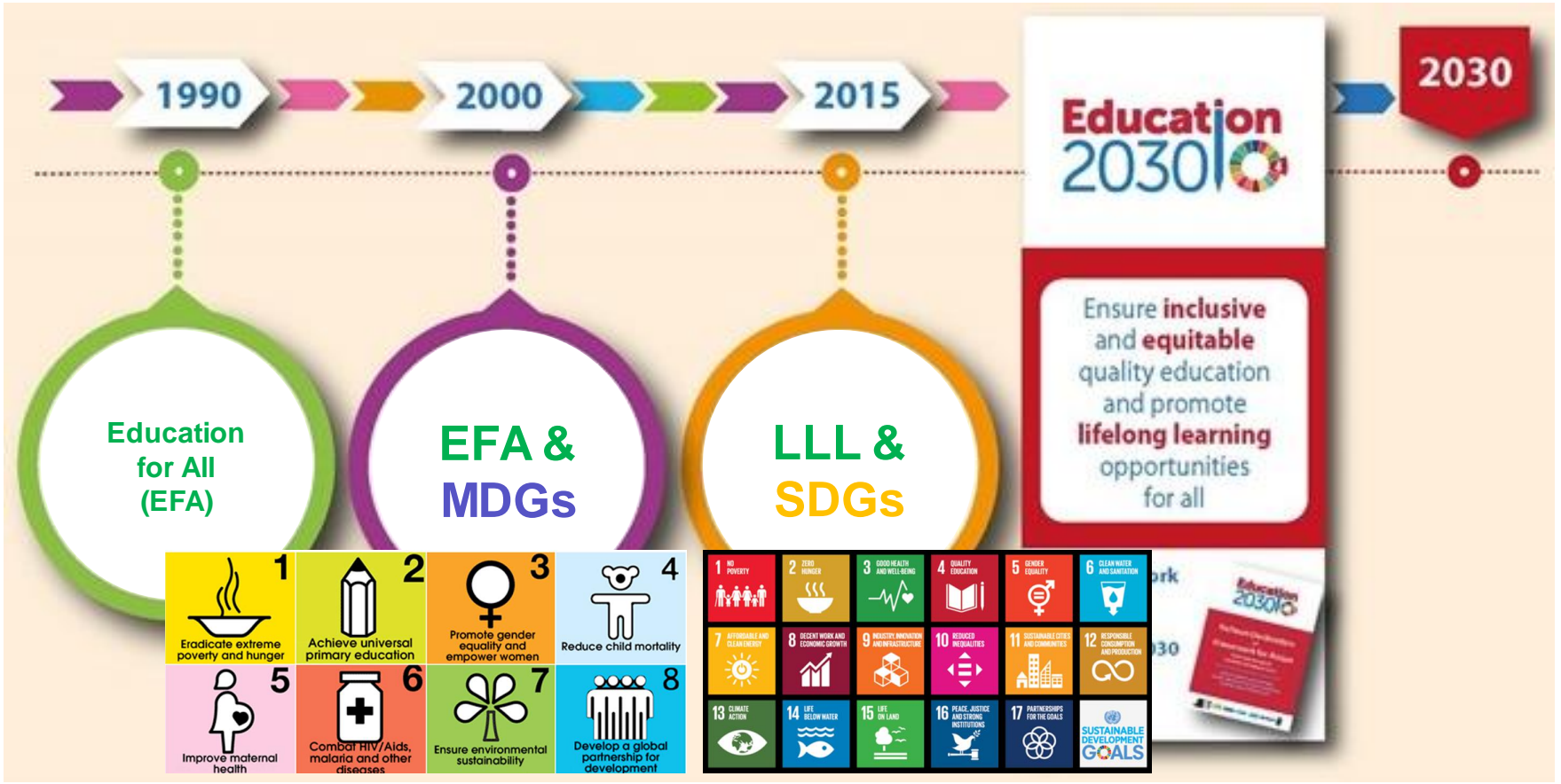


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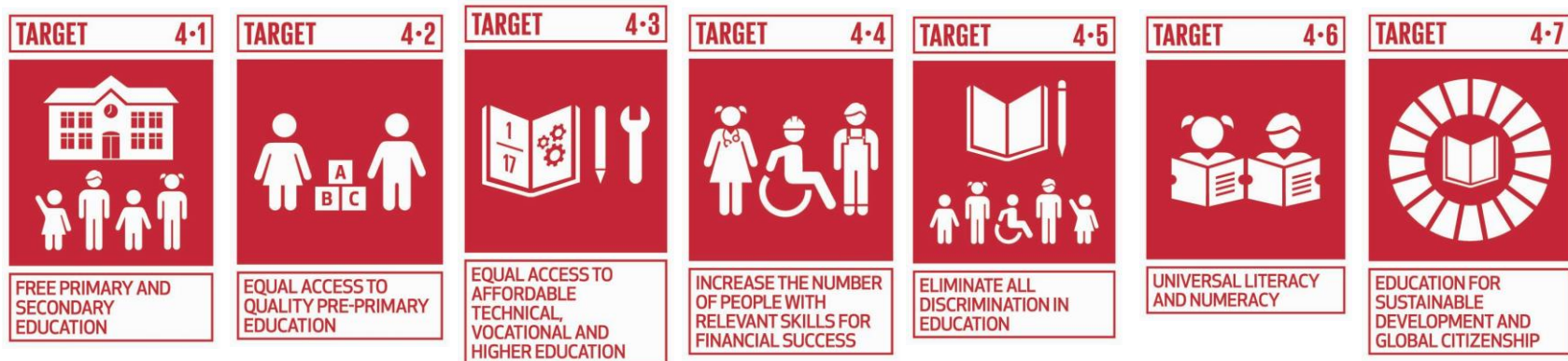


## 2. Case Story: The evolution of SDG4 and the role of the global education movement to transformation



# Brief evolution and my involvement in **SDG 4: Quality Education**

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



**Target 4.4** By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

**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 and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

**ACRONYMS:** LLL – Lifelong Learning

**SOURCE:** <https://sdg4education2030.org/the-goal>

## 2. Case Story: The evolution of SDG4 and the role of the global education movement to transformation





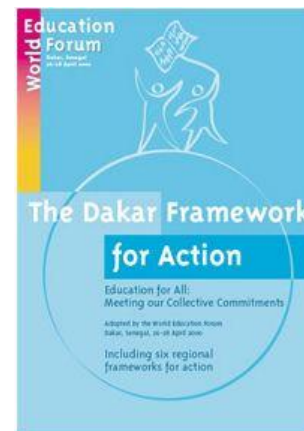
## 2. Case Story: The evolution of SDG4 and the role of the global education movement to transformation

The **Education for All (EFA)** movement was originally launched by UNESCO, UNICEF, World Bank, UN Development Programme and UN Population Fund in the 1990s. The unprecedented cooperation by these five convenors over the course of the coming years paved the way for what has become the most widely known set of international goals in education – the EFA goals.



These originators of EFA insisted on making education a top priority on the development agenda, setting not only a good example for UN cooperation, but also **mobilizing governments, civil society, education professionals and, to a lesser degree, the private sector.**

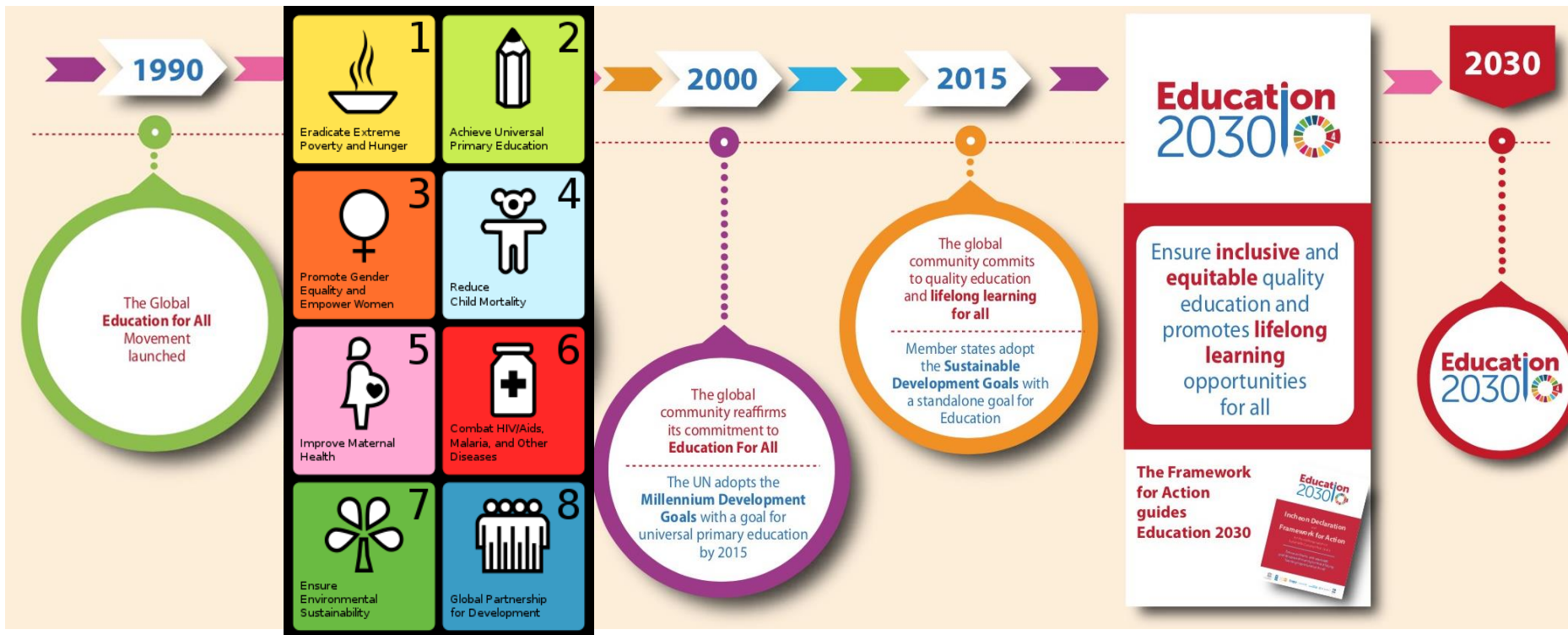
Their work resulted in the World Conference on Education in Jomtien in 1990 being truly visionary and agenda setting: **education was recognised as being more than just access to primary education, and also addressed the basic learning needs of all children, youth, and adults.**



**ACRONYMS:** EFA – Education for All; MDG – Millennium Development Goals

**SOURCE:** <https://gemreportunesco.wordpress.com/2014/08/22/the-jomtien-conference-in-1990-was-a-game-changer-for->

## 2. Case Story: The evolution of SDG4 and the role of the global education movement to transformation



**ACRONYMS:** EFA – Education for All; MDG – Millennium Development Goals

**SOURCE:** [https://www.un.org/en/development/desa/newsletter/desanews/files/2015/07/MDG\\_image.jpg](https://www.un.org/en/development/desa/newsletter/desanews/files/2015/07/MDG_image.jpg)

## 2. Case Story: The evolution of SDG4 and the role of the global education movement to transformation

Holistic  
view of  
education

| EFA Goals   | Millennium Development Goals   |
|---|--|
| <ul style="list-style-type: none"> <li>Expanding early childhood care and education, especially for disadvantaged children</li> </ul>               | <ul style="list-style-type: none"> <li>Goal 2: Achieve Universal primary education<br/>(Target 3: Completion of full primary schooling by all children by 2015)</li> </ul> |
| <ul style="list-style-type: none"> <li>Universal primary education by 2015</li> </ul>   |  |
| <ul style="list-style-type: none"> <li>Equitable access to learning opportunities and life skills programmes for young people and adults</li> </ul> | <ul style="list-style-type: none"> <li>Goal 3. Promote gender equality and empower women</li> </ul>  |
| <ul style="list-style-type: none"> <li>50% improvement in adult literacy rates by 2015</li> </ul>   | <ul style="list-style-type: none"> <li>(Target 4: Eliminate gender disparity preferably by 2005 and no later than 2015)</li> </ul>   |
| <ul style="list-style-type: none"> <li>Gender parity by 2005 and gender equality by 2015</li> </ul>   |  |
| <ul style="list-style-type: none"> <li>Improving quality of education</li> </ul>  |  |

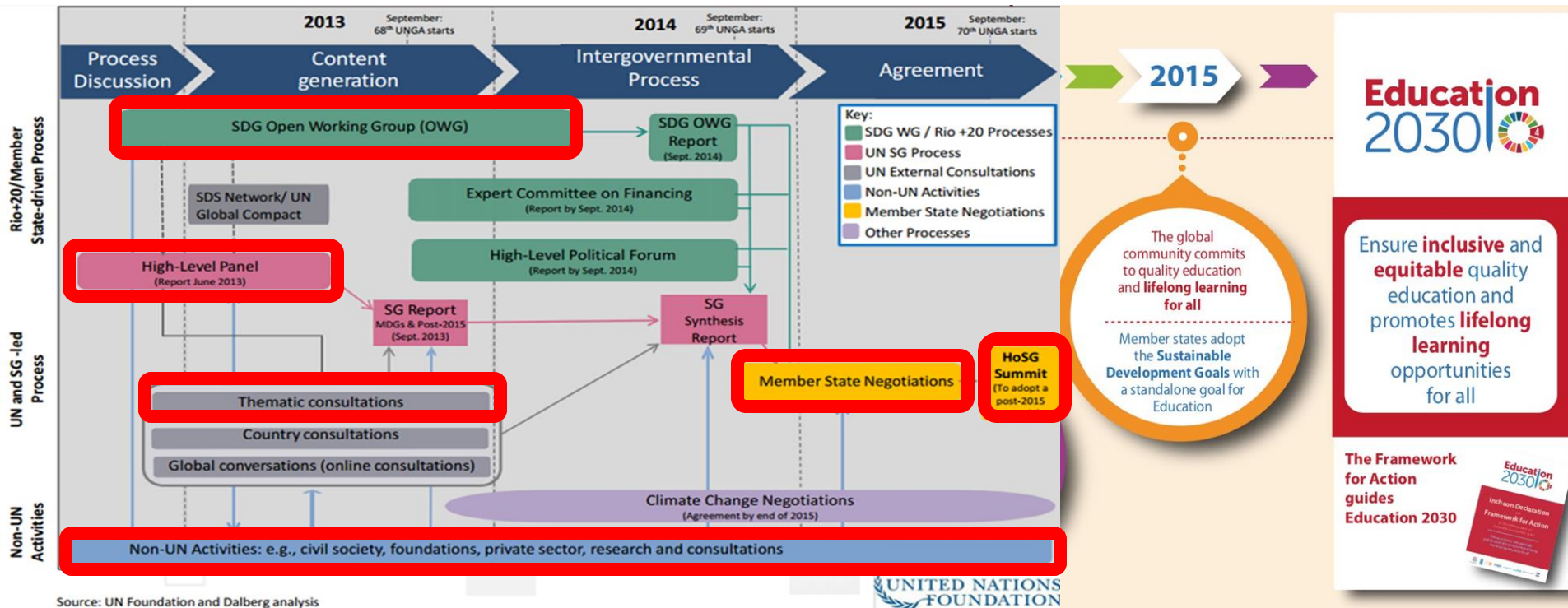
Selection  
and  
prioritization

Who?  
Why?

**ACRONYMS:** EFA – Education for All; MDG – Millennium Development Goals

**SOURCE:** <https://image.slideserve.com/1276277/the-efa-goals-and-the-mdgs-l.jpg>

## 2. Case Story: The evolution of SDG4 and the role of the global education movement to transformation



**ACRONYMS:** EFA – Education for All; MDG – Millennium Development Goals

**SOURCE:** [https://en.unesco.org/sites/default/files/styles/img\\_688x358/public/timeline-education2030-en.jpg?itok=5i1jhuLO](https://en.unesco.org/sites/default/files/styles/img_688x358/public/timeline-education2030-en.jpg?itok=5i1jhuLO)



## 2. Case Story: The evolution of education movement to transformation

**Reflect on:** What are the implications of the changing texts? Who decides and why?

### Visions of the SDG education goal (2013–2015)

(from Unterhalter, Elaine (2019) "The Many Meanings of Quality Education: Politics of Targets and Indicators in SDG4". *Global Policy*. Vol 10. 1. pp. 41)

| High Level Panel (May 2013)                      | EFA Steering Committee (April 2014)  | SDSN Report (May 2014)  | Muscat agreement (May 2014)   | OWG Progress Report (July 2014)   | UN SG Synthesis Report (Dec 2014)   | Incheon Declaration (May 2015)  | Education 2030 Framework for Action (Nov 2015)  |
|--|--|---|---|---|---|---|---|
| Provide quality education and lifelong learning. | Ensure equitable and inclusive quality education and learning for all by 2030. | Ensure effective learning for all children and youth for life and livelihood. | Ensure equitable and inclusive quality education and lifelong learning for all by 2030. | Ensure inclusive and equitable quality education and <u>promote</u> lifelong learning <u>opportunities</u> for all. | Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. (Education links people, planet & prosperity) | Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. | Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. |

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| EFA Steering Committee<br>(April 2014)  | SDSN Report<br>(May 2014)   | Muscat agreement<br>(May 2014)   |
|---|---|--|
| Ensure equitable and inclusive quality education and learning for all by 2030.  | Ensure effective learning for all children and youth for life and livelihood.   | Ensure equitable and inclusive quality education and lifelong learning for all by 2030.  |
| Outcome of regional consultations organised through UNESCO with representations from governments and formally accredited NGO bodies. Here the vision of inclusive and equitable education being proposed at the Open Working Group (OWG) hearings was endorsed. | The expert led <b>Sustainable Development Solutions Network (SDSN)</b> .... not an officially mandated UN body, issued a lobbying document with a narrow version of a proposed education goal ... (SDSN, 2014). This Action Agenda was written by the Leadership Council of SDSN, chaired by Jeffrey Sachs, comprising some senior figures in the UN system in their personal capacity... . No significant figures from EFA were represented. | The EFA consensus building process asserted itself in mobilising against this more technocratic vision, in May 2014 a global EFA meeting was convened in Muscat. ... This reviewed the focus and targets for the SDGs and issued the Muscat Agreement largely in line with the UNESCO position of April (UNESCO, 2014b). |

**Reflect on:** What are the implications of the changing texts? Who decides and why?

## Brief evolution of the SDGs movement's attempt to contribute to addressing these global problems.

### Visions of the SDG education goal (2013–2015)

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**Final**

## 2. Case Story: The evolution of SDG4 and the role of the global education movement to transformation

**SDG 4:** Education is central to the realization of the 2030 Agenda for Sustainable Development. Within the comprehensive 2030 Agenda for Sustainable Development, education is essentially articulated as a **stand-alone goal** (SDG4) with its 7 outcome targets and 3 means of implementation.

### What are the underlying principles?

1. **Education is a fundamental human right and an enabling right.** Countries must ensure universal access to inclusive and equitable quality education and learning, leaving no one behind.
2. **Education is a public good.** The state is the main duty-bearer in protecting, respecting, and fulfilling the right to education. ... Civil society, teachers and educators, the private sector, communities, families, youth and children all have important roles in realizing the right to quality education.
3. **Gender equality is inextricably linked to the right to education for all.** Achieving gender equality requires a rights-based approach.
4. **A broad scope ensuring lifelong learning opportunities for all:** Ensure universal pre-primary and secondary education leading to effective and relevant learning outcomes for all children, youth and adults as a foundation for lifelong and life-wide learning.

#### ACRONYMS:

**SOURCE:** Adapted from <https://www.sdg4education2030.org/unpacking-sustainable-development-goal-4-education-2030-unesco-2017>



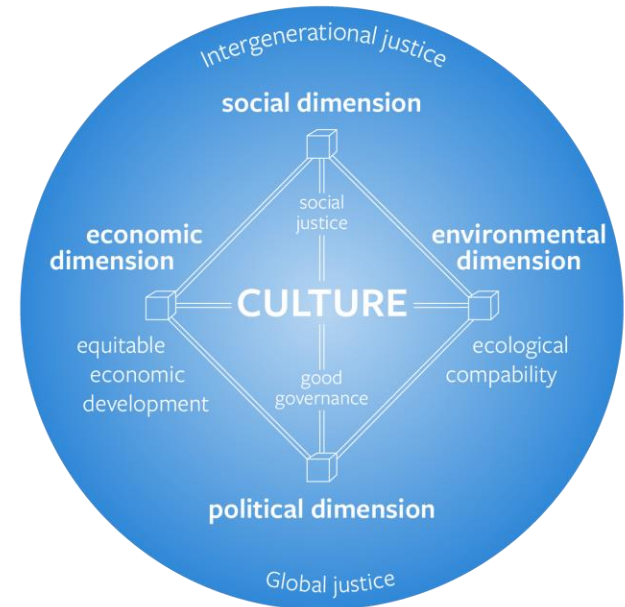
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### 3. The SDGs: Conceptual, Methodological and Contextual Framework of and for Transformation (*and how they are very much inter-connected*)



**Holistic and Integrated Concepts of Sustainable Development**

# Holistic and Integrated Representation of the SDGs

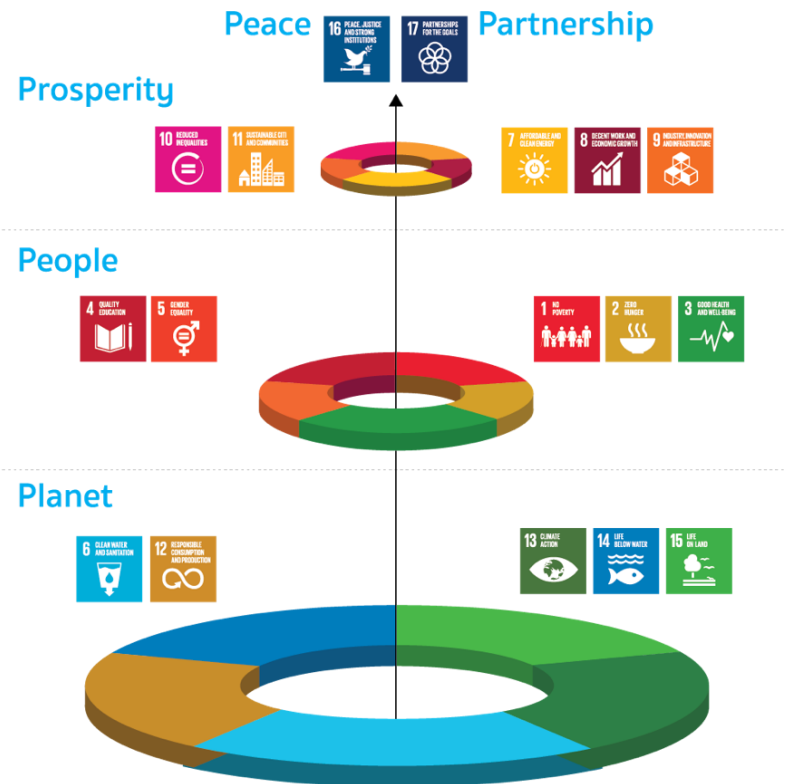


[https://www.sdg.services/uploads/9/9/2/1/9921626/sdg-circle-map\\_orig.png](https://www.sdg.services/uploads/9/9/2/1/9921626/sdg-circle-map_orig.png)

# Holistic and Integrated Representation of the SDGs and the 5 Ps or the key guiding principles



# Holistic and Integrated Representation of the SDGs and the challenge of maintaining the focus on the guiding principles







# Holistic and Integrated Representation of the SDGs and maintaining the centrality of the Education Goal



<https://www.sdg-circle-m>

*Thinking about your own research agenda or learning objective,  
what would you place in the middle?  
Why and how would you connect with the other SDGs?*

[org/global-december-2018](http://www.org/global-december-2018)

# Holistic and Integrated Concepts of Sustainable Development



# Holistic and Integrated Representation of the SDGs



# No one left behind.

[https://www.sdg.services/uploads/9/9/2/1/9921626/sdg-circle-map\\_orig.png](https://www.sdg.services/uploads/9/9/2/1/9921626/sdg-circle-map_orig.png)

# Holistic and Integrated Representation of the SDGs and the 5 Ps or the key guiding principles



# Holistic and Integrated Representation of the SDGs and maintaining the centrality of the Education Goal



<https://www.sdg-services.com/global-education-2016-2017/sdg-circle-map/>

Thinking about your own research agenda or learning objective, what would you place in the middle? Why and how would you connect with the other SDGs?

org/global-education-2016-2017/sdg-circle-map/

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# Worksheet 2 (Research)

Identify the research methods proposed for your research.

What are the political implications of situating your research within the framework of the SDGs?

Identify your overall research objective.



Encircle the goals that are directly related to your research.  
What other goals might be related to your research? Place a star (\*) next to these goals.

What is the location of your research?  
In what other contexts would your research be relevant?

How is your research contributing to transformation for sustainable development?



# Worksheet 2 (Study Tour)

While we will be exploring the concept and practice of community development in Mumbai, how might your insights be relevant to other communities that you are part of or work with?

Identify your study tour learning objective.



How might the SDGs as a global transformative development agenda contribute to local change in Mumbai?

What evidence of this local and global connections to transformation might you look for in Mumbai?

Encircle the goals that are directly related to your study tour learning objective.  
What other goals might be related to your learning objective?  
Place a star (\*) next to these goals.

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# Thank you.

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