

**jOiNEd For sUsTainability - bUilding climate  
REsilient communities in WB and EU**

## SDGs and International Frameworks for sustainable development within the Higher Education Sector

Project Management Meeting





## Sustainable Development Goals (SDGs)

- The **Sustainable Development Goals (SDGs)** are a set of 17 global goals adopted by the United Nations General Assembly in 2015 as part of the **2030 Agenda for Sustainable Development**.
- The goals are interconnected and cover a range of issues, including poverty, hunger, health, **education**, gender equality, clean water and sanitation, affordable and clean energy, decent **work and economic growth**, **industry, innovation and infrastructure**, **reduced inequalities**, **sustainable cities and communities**, **responsible consumption and production**, **climate action**, **life below water**, **life on land**, **peace, justice and strong institutions**, and **partnerships for the goals**.





## EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP

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





## Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all



**The Higher Education Sustainability Initiative (HESI)** is an open partnership between several United Nations entities and the higher education community launched in the lead-up to the Rio+20 Conference in 2012. It is currently chaired by the United Nations Department of Economic and Social Affairs (UN DESA) and the Sulitest Association - a non-profit organization and online platform aimed at improving sustainability literacy for all. Other UN partners include UNESCO, UN Environment Programme, UN Global Compact's Principles for Responsible Management Education initiative, UN University, UN-HABITAT, UNCTAD, UNITAR, UN Office for Partnerships, and UN Academic Impact.

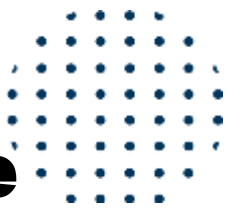
Through its strong association with the United Nations, HESI aims to provide higher education with an interface between higher education, science, and policy making by raising the profile of higher education's sector in supporting sustainable development, convening multi-stakeholder discussions and action, and sharing best practices.



Co-funded by the  
European Union



## SDG4-Education 2030 High-Level Steering Committee UNESCO



### 1. Inclusive, equitable, safe and healthy schools

- Inclusion and equity
- Gender transformative education
- Safe schools
- School health and nutrition
- Education in emergencies

### 2. Learning and skills for life, work and sustainable development

- Foundational learning (from the lifelong learning perspective)
- Skills for employment and entrepreneurship
- Education for sustainable development including environmental education

### 3. Teachers, teaching and the teaching profession

- Teacher shortages
- Initial and continuous professional development – pedagogies
- Professional status and working conditions
- Educational leadership, innovation

### 4. Digital learning and transformation

- Digital transformation of education systems
- Connectivity/narrowing digital divide, inclusive and assistive technologies
- Free, open and high-quality digital education content
- Digital citizenship, well-being, privacy and security





## **Transforming our world: the 2030 Agenda for Sustainable Development**

Resolution adopted by the General Assembly on 19 December 2019

- 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
- 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
- 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States



Co-funded by the  
European Union

## Education for Sustainable Development (ESD)



- ESD gives learners of all ages the knowledge, skills, values and agency to address interconnected global challenges including climate change, loss of biodiversity, unsustainable use of resources, and inequality. It empowers learners of all ages to make informed decisions and take individual and collective action to change society and care for the planet. ESD is a lifelong learning process and an integral part of quality education.
- UNESCO is the United Nations leading agency for ESD and is responsible for the implementation of ESD for 2030, the current global framework for ESD which takes up and continues the work of the United Nations Decade of Education for Sustainable Development (2005-2014) and the Global Action Programme (GAP) on ESD (2015-2019).
- UNESCO's work on ESD focuses on five main areas:
  - Advancing policy
  - Transforming learning environments
  - Building capacities of educators
  - Empowering and mobilizing youth
  - Accelerating local level action





## **Universities and Sustainable Development Towards the Global Goals (European Universities Association)**

- The European University Association (EUA) is the representative organization of universities and national rectors' conferences in 48 European countries. EUA plays a crucial role in the Bologna Process and in influencing EU policies on higher education, research and innovation.
- Thanks to its interaction with a range of other European and international organizations, EUA ensures that the voice of European universities is heard wherever decisions are being taken that will impact their activities.
- The Association provides unique expertise in higher education and research as well as a forum for exchange of ideas and good practice among universities. The results of EUA's work are made available to members and stakeholders through conferences, seminars, websites and publications.







## Goal 13: Take urgent action to combat climate change and its impacts

- **13.3** Improve **education**, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning
- Climate change is caused by human activities and threatens life on earth as we know it. With rising greenhouse gas emissions, climate change is occurring at rates much faster than anticipated. Its impacts can be devastating and include extreme and changing weather patterns and rising sea levels.
- To limit global warming to 1.5°C above pre- industrial levels, emissions must already be decreasing and need to be cut by almost half by 2030, just seven years away. But, we are drastically off track from this target.





# Paris Agreement - UNFCCC

- *Affirming* the importance of education, training, public awareness, public participation, public access to information and cooperation at all levels on the matters addressed in this Agreement,

## Article 11

- 1. Capacity-building under this Agreement should enhance the capacity and ability of developing country Parties, in particular countries with the least capacity, such as the least developed countries, and those that are particularly vulnerable to the adverse effects of climate change, such as small island developing States, to take effective climate change action, including, inter alia, to implement adaptation and mitigation actions, and should facilitate technology development, dissemination and deployment, access to climate finance, relevant aspects of education, training and public awareness, and the transparent, timely and accurate communication of information.

## Article 12

- Parties shall cooperate in taking measures, as appropriate, to enhance climate change education, training, public awareness, public participation and public access to information, recognizing the importance of these steps with respect to enhancing actions under this Agreement.





## **How does UNESCO mobilize education to address climate change?**

- Climate change education is the main thematic focus of ESD as it helps people understand and address the impacts of the climate crisis, empowering them with the knowledge, skills, values and attitudes needed to act as agents of change.
- The importance of education and training to address climate change is recognized in the UN Framework Convention on Climate Change, the Paris Agreement and the associated Action for Climate Empowerment agenda which all call on governments to educate, empower and engage all stakeholders and major groups on policies and actions relating to climate change. Through its ESD programme, UNESCO works to make education a more central and visible part of the international response to climate change. It produces and shares knowledge, provides policy guidance and technical support to countries, and implements projects on the ground.



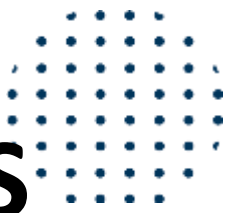


## **Universities and Sustainable Development Towards the Global Goals (European Universities Association)**

- Education, research and innovation are essential in sustainable development, making universities key contributors to achieving the goals. Strong institutions accountable to society are a key component of sustainable development.
- Strong autonomous universities are important partners of governments, companies and civil society in working towards common goals. These partnerships and collaborations are crucial in the promotion and implementation of the SDGs, both in Europe and internationally.
- Universities facilitate people-to-people contact and are important actors in soft diplomacy. Thousands of mobile students cross borders to gain knowledge about new cultures and bring understanding about their own countries to their hosts. Researchers cooperate around the globe, building networks and developing the knowhow needed to sustain innovation worldwide



# GREEN AGENDA FOR THE WESTERN BALKANS



- In line with the EU ambition to become climate-neutral by 2050, the region has also committed to achieving carbon neutrality by 2050, and to aligning with the European Green Deal's key elements by endorsing the Green Agenda for the Western Balkan (GAWB) at the Summit in Sofia in 2020, and subsequently the GAWB Action Plan, at the Brdo Summit in October 2021.







## **SOFIA DECLARATION ON THE GREEN AGENDA FOR THE WESTERN BALKANS**

- HAVE TODAY AGREED TO FULLY ENDORSE THE GREEN AGENDA FOR THE WESTERN BALKANS AND EXPRESS OUR COMMITMENT TO IMPLEMENT ACTIONS IN THE FOLLOWING FIVE PILLARS:
  - I. Climate, energy, mobility
  - II. Circular economy
  - III. Depollution
  - IV. Sustainable agriculture and food production
  - V. Biodiversity

..... Cooperate with scientific, education, business and agricultural holdings to facilitate transfer to innovative and environmentally friendly technologies and farming methods;....
- IN ORDER TO ACHIEVE THESE OBJECTIVES IN A COORDINATED, SUSTAINABLE AND EFFICIENT MANNER, WE AGREE TO:
 

..... Develop a plan for economy-specific and regional awareness-raising activities in all five pillars, including reflecting the Green Agenda for the Western Balkans in the reforms of the education systems;.....





# **New Regional Network Launched in the Western Balkans**

- The new Western Balkans network will work to mobilize the region's academic and research institutions, and leverage their strengths to help realize the SDGs and the Paris Agreement; as well as the shared ambition of an EU accession.
- “By establishing a Sustainable Development Network for the Western Balkans, we want to focus on the Agenda 2030 as a new narrative for the Western Balkans. SDSN WB will contribute to the fulfillment of the SDGs and will support the transformation of the region in line with the European and Western Balkan Green Deal. Constant cooperation for the shared future, and not confrontation, will allow us to use the SDGs as the most adequate framework for tackling the pressing issues of climate change, economic inequality, innovation, sustainable consumption, social inclusion, peace and justice.”





SDSN Western Balkans mobilizes its members and leverages their strengths to help realize the SDGs through:



## Education

**Analyze, expand access to, and enhance** education for sustainable development.

**Initiate and strengthen cooperation** amongst knowledge institutions in the Western Balkans.

**Positioning the Western Balkans in the global arena** while providing a cooperation platform for leading figures in academia, business and politics.



## Awareness and Engagement

**Creating public, private, community, and institutional awareness.**

**Developing a youth network of activists** to raise awareness about the SDGs and SDSN's actions.

**Platform for policy analysis and recommendations** and projects connected to the green economy.

**Facilitate constructive public dialogues** on critical issues in the region via the SDGs.



## Solutions

**Shaping a multi-stakeholder dialogue and being a platform** for exchanging ideas and experiences, fostering systematic solutions, and mobilizing actions.

Searching for a new **Western Balkans and European consensus** on a shared future.

Creating the "**Next Generation Western Balkans Plus Leadership**" network for young leaders who share the vision and the values of a peaceful and prosperous Western Balkans.





## Thank you for your attention!

**Institute for Nature Conservation in Albania**  
**Faculty of Economics, University of Tirana**

Website: [www.inca-al.org](http://www.inca-al.org)

E-mail: [info@inca-al.org](mailto:info@inca-al.org)  
[brunildakosta@feut.edu.al](mailto:brunildakosta@feut.edu.al)  
[1future@feut.edu.al](mailto:1future@feut.edu.al)  
[gkromidha@yahoo.it](mailto:gkromidha@yahoo.it)  
[emirjeta.adhami@inca-al.org](mailto:emirjeta.adhami@inca-al.org)



Co-funded by the  
European Union