



# SUSTAINABLE DEVELOPMENT GOALS



## SDGs in Higher Education in Malaysia



8.30am-5pm  
8 FEB 2017

CGSS Meeting Room, USM

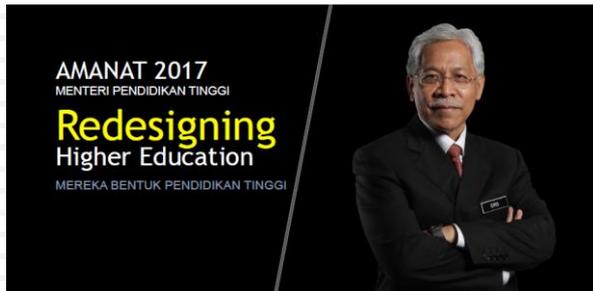
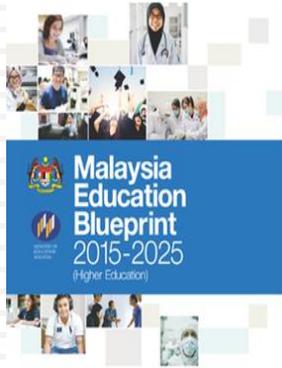
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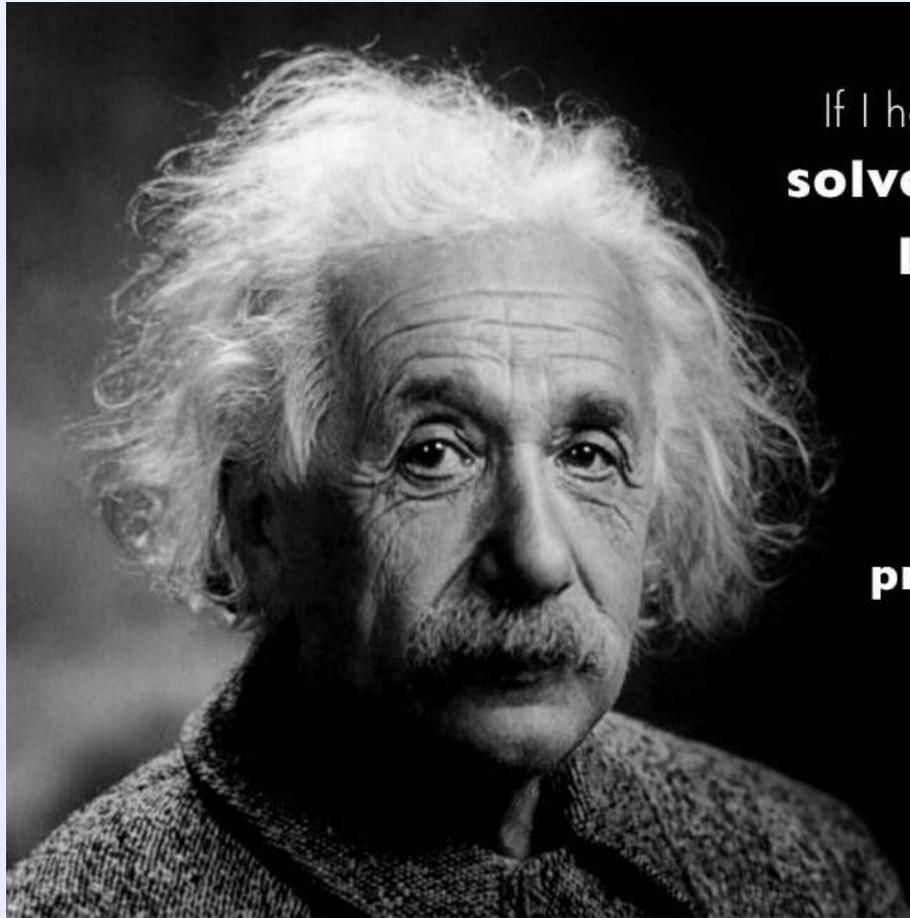
To Register: 04-653 2461/6650 | [cgss@usm.my](mailto:cgss@usm.my)



# SDG IN HIGHER EDUCATION IN MALAYSIA

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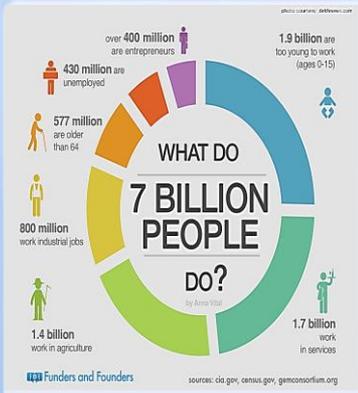


If I had an hour to  
**solve a problem** and my  
**life depended** on it,  
I would use the  
first 55 minutes  
determining the  
**proper questions to ask.**

*Albert Einstein*

coschedule.com

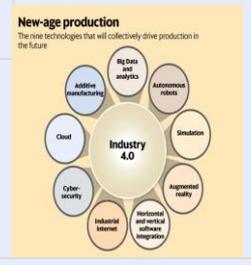




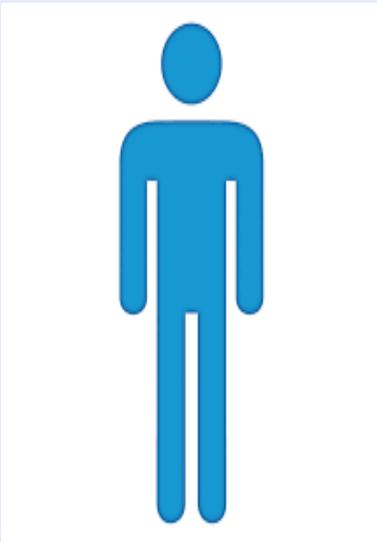
Technology progress



globalisation



industrialisation



Energy system supply power to our homes, places of work and general environment

When we become ill, we find an abundance of modern drugs that can ease or cure our suffering, maintaining or improving our physical and emotional beings

Global financial and commodity markets provide trillions of ringgit a day to supply our investment and consumption needs

The agriculture sector, through mechanisation and other technological and biological advances, has been able to supply our growing sustenance requirements

Telecommunications systems have enabled friends, families, businesses, organisations and governments to communicate verbally and visually across thousands of miles

Combine these technologies with our modern transportation systems and we remove the notion of the frontier

1 billion people have access, what about the rest?





# Outline of Talk

What is Sustainable Development?



What are SDG ?



What are SDG's indicators?

How to relate to higher education?

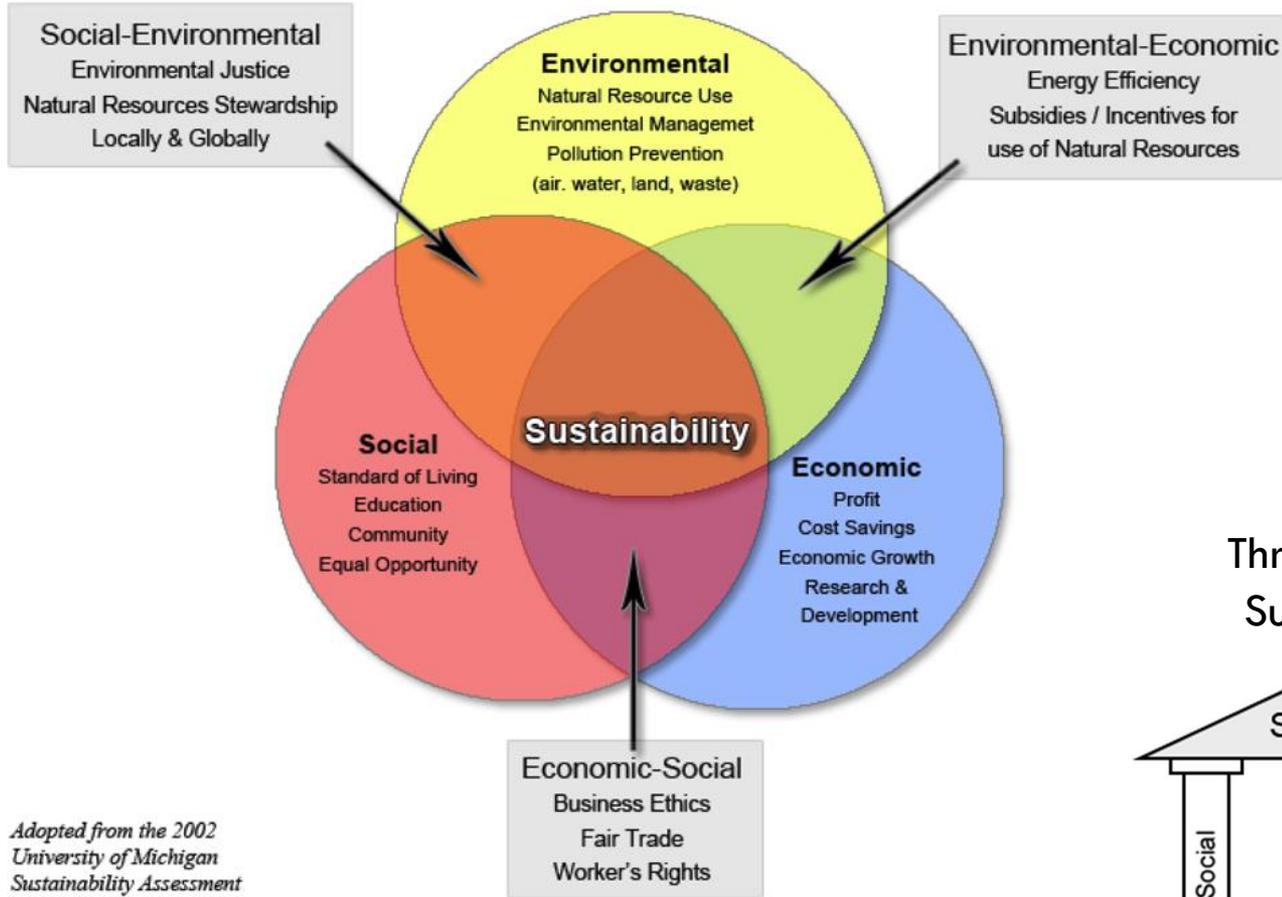


Are we ready?



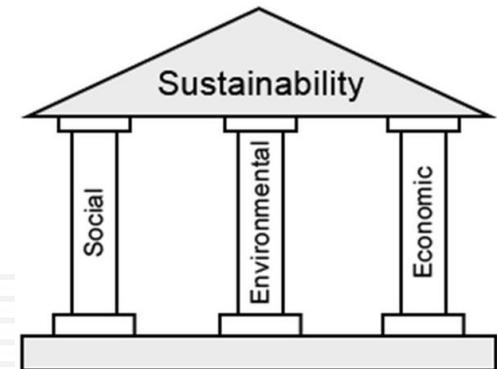


# The Three Spheres of Sustainability



Adopted from the 2002  
University of Michigan  
Sustainability Assessment

## Three Pillars of Sustainability



# What is sustainable development?

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## The Brundtland/WCED definition

- “... *development* that meets the needs of the present without compromising the ability of future generations to meet their own needs”

## The sustainability model is a challenge to conventional forms of development

- seeks to reconcile the ecological, social and economic dimensions of development, now and into the future
- acknowledges biophysical limits to growth and prizes the preservation of ecosystem services
- agenda of social justice within and across current and future generations

# NEEDS OF HUMAN BEING





# Sustainable Development Goals

From MDGs  
(2000-2015)



to SDGs, changing the world in 17 steps  
(2016-2030)

*Ban Ki-Moon clustered SDGs into six "essential elements": dignity, prosperity, justice, partnership, planet, people.*





# SDG and the Three Pillars of Sustainability

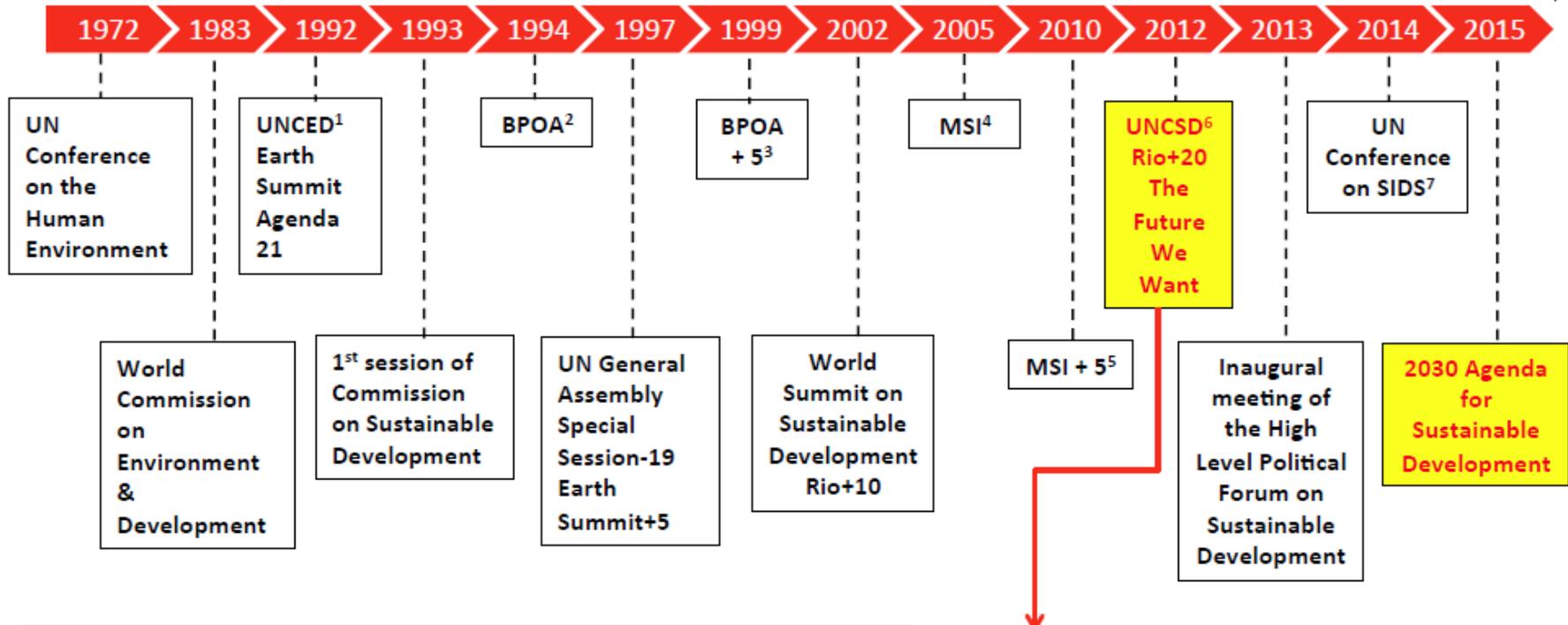




# THE LOGICAL FLOW



# The Concept of Sustainable Development has gone through the test of time and along various channels in the UN system...



- UNCED<sup>1</sup> = United Nations Conference on Environment & Development
- BPOA<sup>2</sup> = Barbados Programme of Action
- BPOA + 5<sup>3</sup> = 5 year review of the BPOA
- MSI<sup>4</sup> = Mauritius Strategy of Implementation
- MSI + 5<sup>5</sup> = 5 year review of MSI
- UNCSD<sup>6</sup> = United Nations Conference on Sustainable Development
- SIDS<sup>7</sup> = Small Island Developing States

The concept of the Sustainable Development Goals (SDGs) was born with the objective of producing a set of universally applicable goals that balances the three dimensions of sustainable development: environmental, social, and economic



# What's new with SDGs



MDGs	SDGs
Mainly for developing countries	Universal – for ALL countries
8 siloed goals for development	17 goals, 169 targets, integrating 3 dimensions of SD
From UN Secretariat	Negotiated by Member States with stronger country ownership
Means of Implementation (MoI), monitoring and follow-up not defined in advance	MoI inter-governmentally negotiated, global architecture and monitoring system being shaped

Source: Jomo KS, 2015





# MDGs to SDGs

**MDGs**

**SDGs**

8 **Goals** 17

18 **Targets** 169

48 **Indicators** 229

Less comprehensive **Scope** Comprehensive

Macro Level Leave no one behind

**Aspirations**

Halve Targets Zero Targets

Individual Goals **Trade-offs** Interconnected and Cross-cutting goals





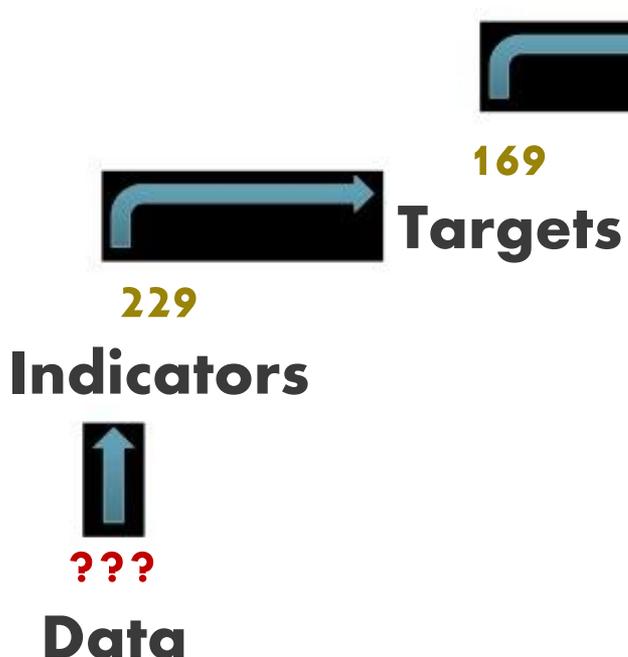
**Indicators**

**Targets**

**Goals**

**Processes**

**Implementation**



**17 Goals**



**Awareness & Capacity Building**

**Rules / Legislation**

**Policy Coherence**

**Institutional Framework**

**Resource Allocation**

**Evidence-based decision-making**

**Data and Indicator Framework**

**Implementation Framework**





# UNIQUENESS OF SDG

- The Millennium Development Goals (MDGs) that preceded the SDGs, were strong on monitoring and tracking, but did not build in an evaluation function. The SDGs have an explicit follow-up and review mechanism that is clearly stated in the 2030 agenda.
- So 192 states have committed to having a national evaluation system in their countries. This puts evaluation front and centre, as the agent of change for the world we seek.



# BANGKOK DECLARATION 2016

## A roadmap for evaluating the SDGs.



Following consultations between members of governments, international organizations, professional evaluators from the private and non-profit sector, four priorities emerged.

- First, **evaluations should be country-owned and country-led and be used to influence policy.** Evaluations have been used successfully to not only inform policy but to promote mindset changes in organizations and governments, as evaluations help foster improvement in people's lives.
- Second, **evaluation processes need to be defined and strengthened to assess critical development outcomes,** such as social cohesion, governance, and equitability for marginalized populations. In the Asia-Pacific region, we need to build on the increasing interest from governments that seek innovative techniques to get better feedback from citizens on the effectiveness of their policies and programmes, and to improve transparency and accountability.
- Third, **we must engage existing and new stakeholders in exchange and collaboration, to increase the awareness and use of evaluations.** To harness the power of partnerships with the private sector, governments, civil society, and parliaments it is important to create networks and platforms for information and knowledge sharing, which engage all of them.
- Finally, **institutions and government departments should integrate the evaluation of the SDGs, in all policies.** People involved in evaluation, both producers and users, agree that we need to start thinking of evaluation of the SDGs and related national policies now, so that this important process is not an afterthought.





# .. AND THE NEW AGENDA WILL REQUIRE MONITORING

Data and monitoring

Policy making

*“There is a need to attract national policy-makers to using official statistics in the decision making process to scientifically monitor and measure the impact of economic and social policies”*





# GOAL INDICATORS OF SDG









### 3 Ensure healthy lives and promote well-being for all at all ages

Percentage of attributes of 13 core capacities that have been attained at a specific point in time

Maternal deaths per 100,000 live births

Proportion of births attended by skilled health personnel

Under-five mortality rate (deaths per 1,000 live births)

Number of new HIV infections per 1,000 susceptible population

Coverage of treatment interventions for substance use disorders

TB incidence per 1,000 persons per year

Malaria incident cases per 1,000 person per year

Estimated number of new hepatitis B infections per 100,000 population

Probability of dying of cardiovascular disease, cancer, diabetes, or chronic respiratory disease between ages 30 and 70

Number of road traffic fatal injury deaths per 100 000 population

Adolescent birth rate (10-14; 15-19) per 1,000 women

Coverage of tracer interventions (e.g. child full immunization, ARV therapy, etc)

Proportion of population with access to affordable essential medicines on a sustainable basis

Fraction of the population protected against catastrophic /impoverishing out-of-pocket health expenditure

Percentage of women of reproductive age (15-49 years) who have their need for family planning satisfied with modern methods

Population in urban areas exposed to outdoor air pollution levels above WHO guideline values

Tobacco use among persons 18 years and older

Health worker density and distribution





**4**  
**Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all**

Percentage of trained (pedagogical training) teachers in (i) pre-primary (ii) primary, (iii) lower secondary and (iv) upper secondary education

Participation rate of adults in formal and non-formal education and training

Percentage of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being

Percentage of children at the end of each level of education achieving at least a minimum proficiency level in (a) reading and (b) mathematics

Parity indices (female/male, urban/rural, bottom/top wealth quintile) for all indicators on this list that can be disaggregated

Percentage of schools with access to (i) electricity; (ii) Internet for pedagogical purposes (iii) basic drinking water and (iv) basic sanitation facilities; and (v) basic handwashing facilities

Percentage of the population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills

Percentage of youth/adults with ICT skills by type of skill

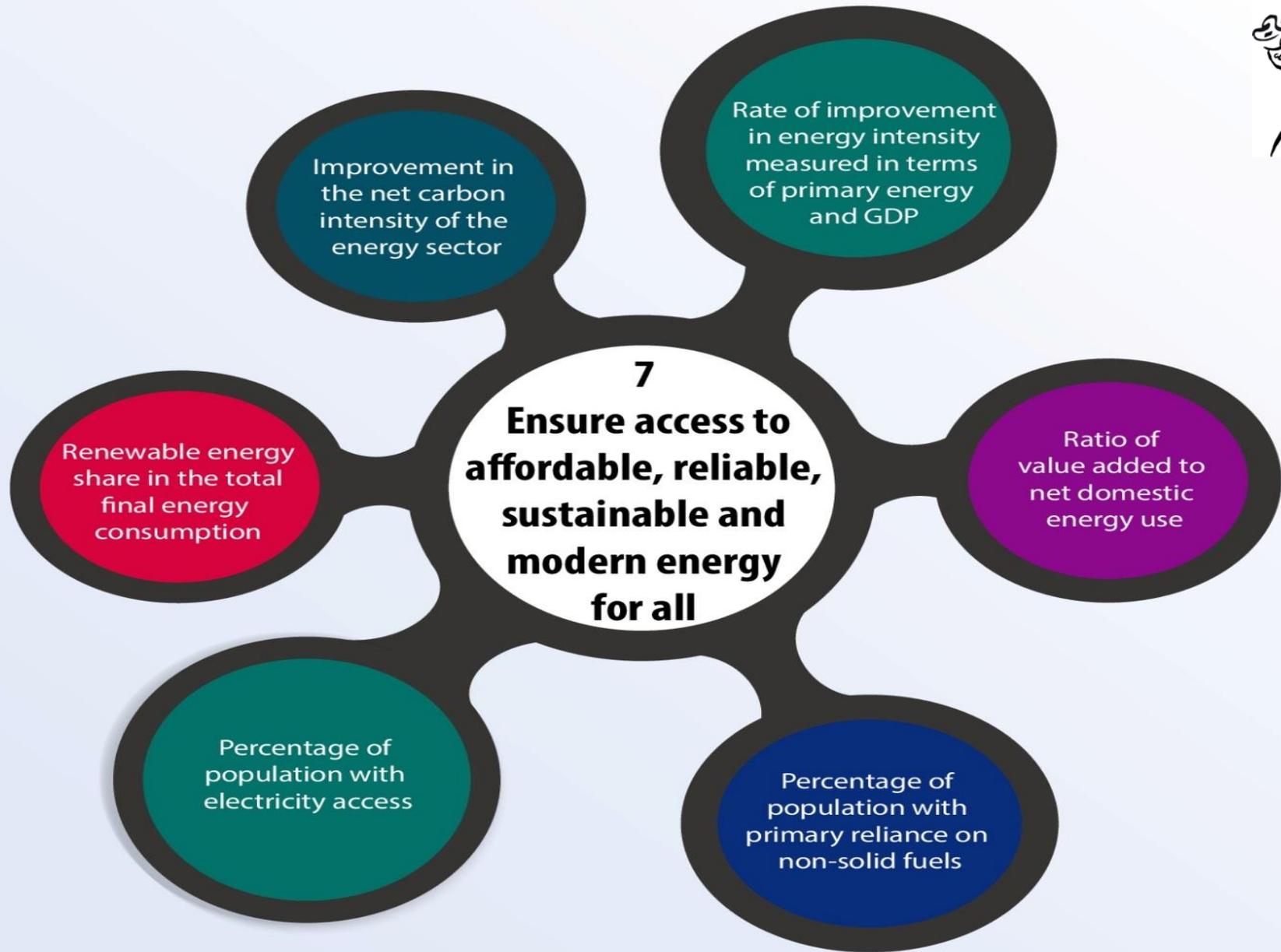
Percentage of 15-year old students enrolled in secondary school demonstrating at least a fixed level of knowledge across a selection of topics in environmental science and geoscience

Volume of official development assistance (ODA) flows for scholarships by sector and type of study

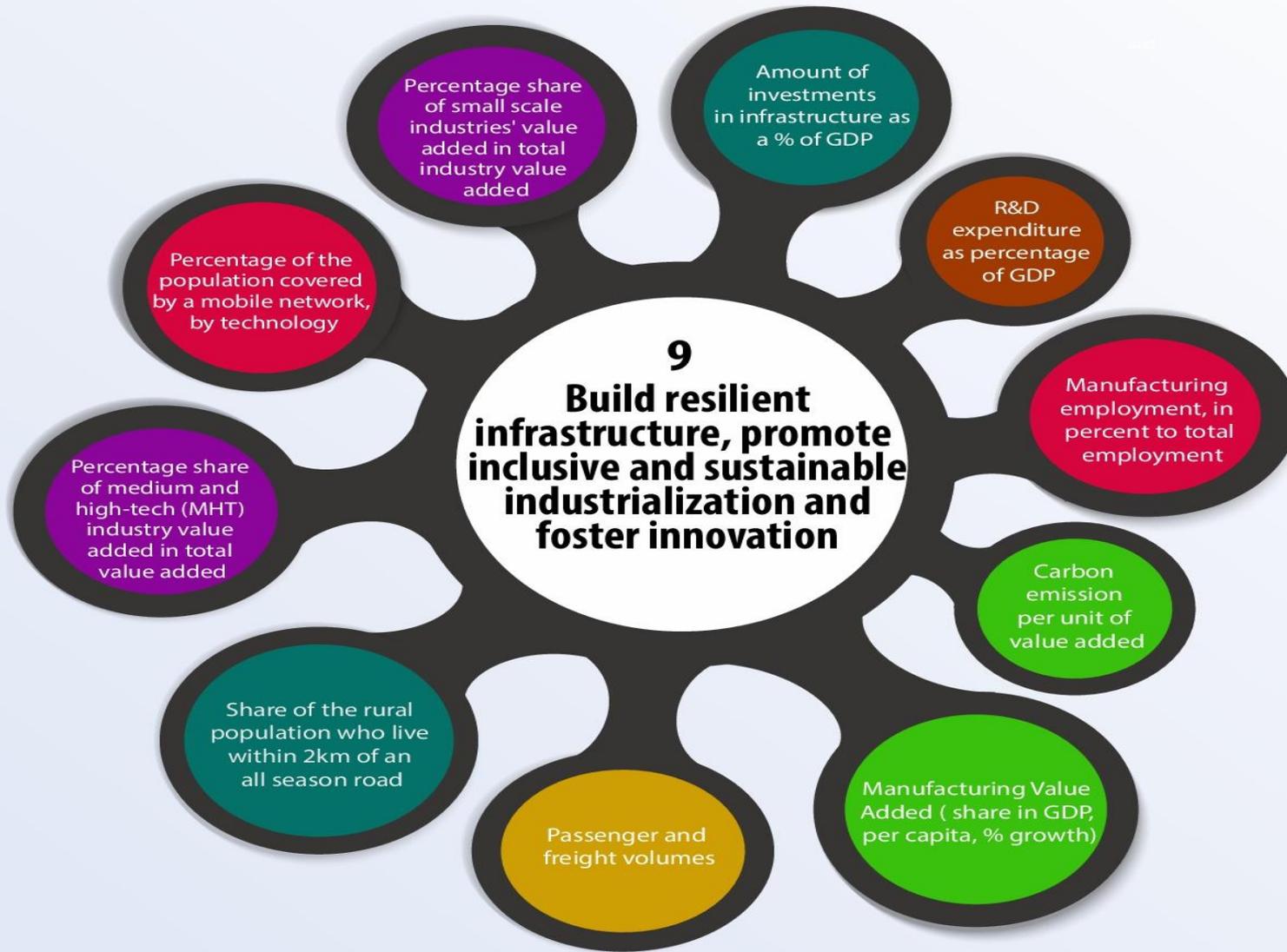






















## 14 Conserve and sustainably use the oceans, seas and marine resources for sustainable development

Percentage of coastal and marine development with formulated or implemented ICM/MSP plans

Nitrogen use efficiency composite indicator

Proportion of fish stocks within biologically sustainable level

Percentage of catches that are subject to a catch documentation scheme or similar traceability system as a percentage of the total catches that are less than x tons and traded in major markets

Coverage of protected areas

Average marine acidity (pH) measured at agreed suite of representative sampling stations

No. of countries implementing either legally or programmatically the provisions set out in regional seas protocols and ratification and implementation of the ILO Maritime and Fisheries Conventions

Budget allocation to research in the field of sustainable marine technology as a percentage of all research in field of marine technology

Fisheries as a percentage of GDP

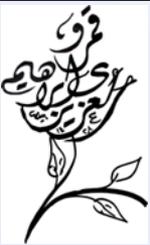
Dollar value of negative fishery subsidies against 2015 baseline





**15**  
**Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss**





**16**  
**Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels**

Percentage of children aged 1-14 years who experienced any physical punishment by caregivers

No. of victims of intentional homicide per 100,000 population

Conflict-related deaths per 100,000 people

Percentage of recommendations to strengthen national anti-corruption frameworks

Proportion of countries that address young people's multisectoral needs with their national development plans and poverty reduction strategies

No. of detected and non-detected victims of human trafficking per 100,000

Primary government expenditures as a percentage of original approved budget

Proportions of positions in public institutions compared to national distributions

Total value of inward and outward illicit flows

Percentage of victims of violence who reported their victimization to competent authorities or other officially recognized conflict resolution mechanisms

Percentage of children under 5 whose births have been registered with civil authority

No. of verified cases of killing, kidnapping, enforced disappearance, arbitrary detention and torture of journalists

Percentage of members or voting rights of developing countries

Percentage of population reporting having personally felt discriminated against or harassed

Percentage of victims who report physical and/or sexual crime to law enforcement agencies

Percentage of seized and collected firearms that are recorded and traced

Unsented detainees as percentage of overall prison population

Percentage of persons who had at least one contact with a public official, who paid a bribe to a public official, or were asked for a bribe by these public officials





# 17 Strengthen the means of implementation and revitalize the global partnership for sustainable development

Financial and other resources made available to strengthen the statistical capacity in developing countries

Developing country's and LDCs' exports

No. of constraints that are embodied in ODA or loan agreements

Debt service as a percentage of exports of goods and services

Indicator 7 from Global Partnership Monitoring Exercise: Mutual accountability among development co-operation actors is strengthened through inclusive reviews

Proportion of individuals using the Internet

Proportion of sustainable development indicators with full disaggregation produced at the national level

Inclusive Wealth Index

Total Capital Inflow (TCI)

No. of national & investment policy reforms adopted that incorporate sustainable development objectives or safeguards

Composition of Tax Revenues

Access to patent information (WIPO Patent Database) and use of the international IP system

Worldwide weighted tariff-average

The dollar value of financial and technical assistance committed to developing countries' designing and implementing a holistic policy mix

No. of countries that have ratified and implemented relevant international instruments including environmental, human rights, and labour instruments

GDP

Average tariffs faced by developing countries and LDCs by key sectors

Average applied tariffs imposed on environmental Goods

Net ODA, total and to LDCs, as percentage of OECD/Development Assistance Committee (DAC) donors' gross national income (GNI)





# 4 QUALITY EDUCATION



**THE GLOBAL GOALS**  
For Sustainable Development



**I SUPPORT  
GOAL 4  
QUALITY  
EDUCATION**





## EDUCATION REDUCES POVERTY AND INCREASES INCOME

GOALS 1 4 8

If all children left school with basic reading skills,

**171 MILLION**

people could be lifted from poverty.<sup>1</sup>



**12%**  
drop in poverty

One extra year of school increases earnings by<sup>2</sup>



for individuals



for women

## EDUCATION LEADS TO BETTER HEALTH

GOALS 2 3 6



**Improved nutrition**

A mother's education improves her children's nutrition, especially as she seeks higher levels of schooling.<sup>1</sup>

**4 MILLION**

child deaths prevented

thanks to the global increase in women's education.<sup>2</sup>



## EDUCATION DRIVES SUSTAINABLE GROWTH

GOALS 9 11

As a country's inhabitants become better educated, they are more likely to make cities and human settlements inclusive, safe, resilient, and sustainable.



## EDUCATION HELPS US PROTECT THE PLANET

GOALS 7 12 13 14 15

Educated citizens are more inclined to:

- Build and maintain clean energy infrastructures
- Show greater concern about the well-being of the environment
- Use energy and water more efficiently
- Recycle

**Increased environmental concern**

A study of 29 countries found the percentage of people concerned about the environment increases with education.<sup>2</sup>



with less than a secondary education



with a secondary education



with a tertiary education

## EDUCATION PREVENTS INEQUALITY & INJUSTICE

GOALS 5 10 16

Increase in per capita income



A 0.1% improvement in a country's education equality can, over 40 years, raise its per capita income by 23%.<sup>1</sup>



**\$1 BILLION**

per year is lost by some countries by failing to educate girls at the same level as boys.<sup>1</sup>

**Decrease in the risk of war**



If the secondary school enrollment rate is 10% higher than average, the risk of war drops by 3%.<sup>1</sup>



**Increase in political participation**

Literate people are more likely to participate in the democratic process and exercise their civil rights.<sup>2</sup>

## EDUCATION REQUIRES PARTNERSHIP

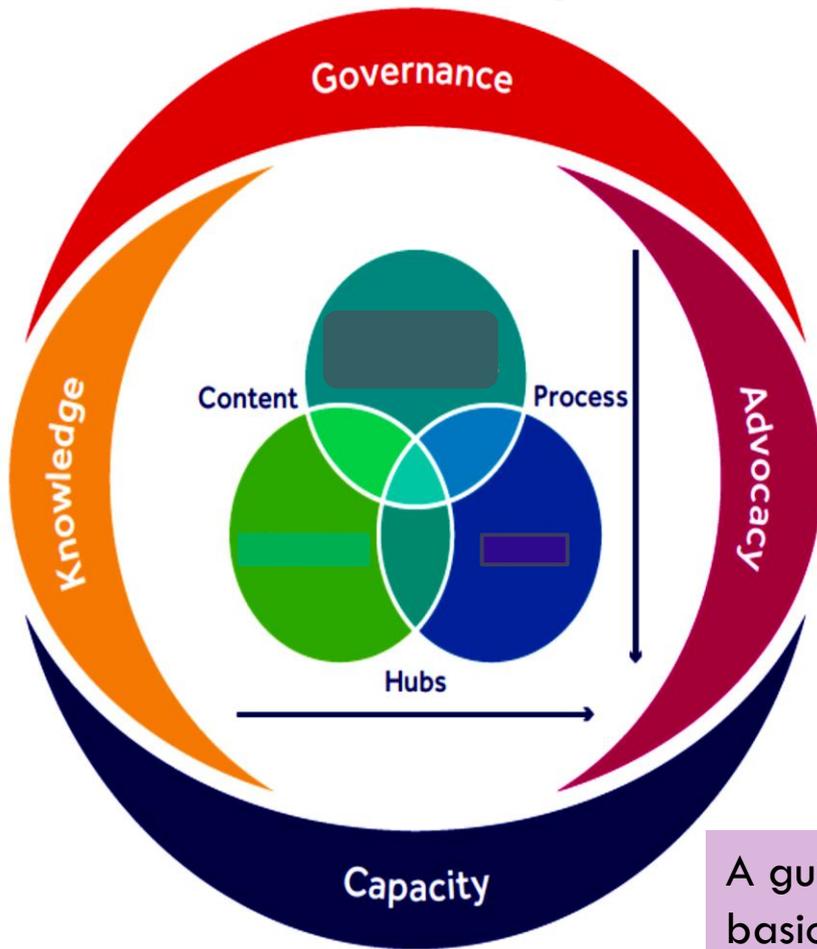
GOAL 17

“The Global Partnership for Education is getting quality education to marginalized children, coordinating education's many players, offering aid without wasteful replication and following local leadership. GPE shows how collaboration can bring better results. Similar models might prove useful in other areas.”

— United Nations High-Level Panel of Experts' Report on the post-2015 Development Agenda<sup>12</sup>



# Can we provide a comprehensive approach for SDG in Higher Education ?



- Identify key policy gaps and challenges;
- Assist renewal and development of national education policies and legislation that enables the delivery of the SDGs in line with Malaysia needs, priorities and values;
- Ensure delivery on the critical aspects of Goal 4 of the SDGs;
- Enable policy development that balances
- the challenges of equity and equality in a sustainable way and enhances the relevance of education across all SDGs;
- Support the benchmarking of policy implementation with similar countries and the monitoring of national progress on implementation.

A guide in defining contextual needs and basic requirements related to knowledge, skills and competencies when reviewing or developing national curricula.



# KEY COMPETENCIES



## Knowledge & Understanding

- Understanding of key social, environmental and economic challenges and complexities
- Understanding of local, national and global challenges and complexities
- Knowledge to respond to these challenges and complexities
- Multiple literacies
- Lifeskills
- Understanding of key socio-political challenges, conflicts
- Differential and multiscalar understanding
- Systems theory and reflexivity

## Skills & Applications

- Analysis
- Factfinding
- Listening, observing, problem solving
- Independent learning and critical thinking
- Goal setting skills
- Planning and decision-making
- Ability to identify and solve problems, and to set goals
- Effective communication skills, and social integration
- Capacity to think independently
- Self-reflective and reflective skills

## Values & Attitudes

- Sense of purpose and hope
- Commitment to justice
- Confidence, resilience and adaptability
- Openness, respect for diversity
- Communication, engagement and integration
- Responsible, active, productive and engaged citizens
- Duty bearers
- Commitment to community engagement for constructive responses to societal issues
- Self-esteem, self-understanding and clearer sense of identity



# HIGHER EDUCATION ON SDG



Knowledge & Understanding	Skills & Applications	Values & Attitudes
<ul style="list-style-type: none"> <li>• Complex understanding of the relationship between poverty, economics, power, conflict, inequality and other environmental, social and economic issues.</li> <li>• Research on global development and current societal needs to identify skills demand in priority industries.</li> <li>• In depth research on poverty alleviation and sustainable development, locally and globally.</li> <li>• Financial education to improve microfinance projects.</li> <li>• Research the relationships between poverty, vulnerability and other stressors that are impacted further by climate change.</li> </ul>	<ul style="list-style-type: none"> <li>• Complex financial and economic skills.</li> <li>• Skills to support development cooperation activities.</li> <li>• Ability to explain the relationship between poverty and other economic, social and environmental shocks and disasters.</li> <li>• Application of data collection and analysis skills to develop strategies for poverty alleviation (e.g. report on consequences of poverty).</li> <li>• Identify methods for mitigation and resilience.</li> <li>• Ability to participate in debates related to poverty.</li> </ul>	<ul style="list-style-type: none"> <li>• Concern for social justice.</li> <li>• Pro-poor awareness.</li> <li>• Willingness to engage in social, economic and political inclusion of all groups (including vulnerable populations, disadvantaged groups and migrant workers).</li> <li>• Motivated to influence decision-making related to poverty eradication, and participation in pro-poor development and poverty eradication activities.</li> </ul>



# HIGHER EDUCATION ON SDG



## Knowledge & Understanding

- Research on food security and basic nutritional and calorie requirements for human populations.
- New areas of training in agriculture and food supply: environment and natural resource management, biotechnology, farming systems management and agribusiness.
- Conservation agriculture and agroforestry for enhancing food production in an ecologically sustainable fashion, and for providing mechanisms to expand and diversify livelihood options.
- Research on how to optimize conservation agriculture practices, including agroforestry and farmer-managed natural tree regeneration, conservation tillage, contouring and terracing, and mulching for strengthening ecological and social resilience.
- Impact of climate change on food security (production, access, availability, including transport, processing, storage, marketing and consumption).
- Climate change, energy, agriculture and food security nexus, within the context of sustaining and enhancing ecosystem services and agro-biodiversity.

## Skills & Applications

- Building socio-economic resilience of communities through climate smart agriculture.
- Ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production.
- Ability to consider the relationship among nutrition, lifestyle, health, and disease and take adequate measures.
- Understanding of diversity, interdependence and global connections that are critical to achieving and maintaining food security and eliminating hunger.
- Develop policies for the food and agriculture sectors (both agriculture and fisheries) and welfare policies.
- Adoption of sustainable land use practices.
- Understanding of potential interactions between climate change and other key drivers of food prices that act at national, regional, and global scales, and how can these be moderated.
- Generate human capital for research and advisory services.

## Values & Attitudes

- Commitment to developing national policies and mainstreaming of food security concerns and awareness at all levels.
- Adopt transformational change in agriculture and food systems to address environmental, social and economic challenges, and contribute to social equity and environmental stewardship in contexts of natural resources scarcity.
- Protect, promote and monitor rights and non-discrimination: right to adequate food and to be able to feed oneself in dignity; and all other –related rights (employment, children's rights; women's rights; water and rights, focus on marginalised groups, poor households and women).
- Resilient to climate change impacts on food security including on livestock, fisheries and aquaculture.
- Respect for traditional medicine and indigenous knowledge systems.
- Enhanced producers' capacities for innovation, and generating human capital for research and advisory services.



# HIGHER EDUCATION ON SDG



## Knowledge & Understanding

- Training in surge capacity for emergency response and preparedness.
- Development of expertise and research in health-related issues and policies.
- Knowledge of signs of physical and emotional abuse and child abuse.
- Understanding of complex links between health, vulnerabilities and environmental factors (e.g. climate change).
- Understanding of social determinants of health and social environments affecting health and well-being, how behaviours are shaped/constrained by contexts.
- Understanding of the link between physical activity in childhood and adolescence and lifelong physical activity and active living.

## Skills & Applications

- Ability to rapidly respond to health emergencies.
- Skills to work collaboratively and effectively in inter-professional teams and with knowledge on social determinants of health and public health.
- Promotion in attitudes and skills with reductions in risk behaviours.
- Capacity for health care innovation and biomedical research.
- Ability to use sport as a tool to contribute to broader development outcomes.
- Research to support improved health and well-being (e.g. access to safe water), and strengthening research initiatives.
- Applied knowledge and understanding to promote active living (e.g. design, implement and evaluate inclusive physical activity).

## Values & Attitudes

- Understanding the health, social and economic benefits of sport and physical activity participation across the life cycle.
- Motivated and empowered to deliver quality care that is appropriate and acceptable to the sociocultural expectations of the population.
- Respect needs of vulnerable groups and to eliminate discrimination (e.g. gender, HIV).
- Belief in quality health care for all.
- Public service ethics, professional values and social accountability attitudes requisite to deliver responsive and respectful care.
- Committed to people-centred health services.
- Commitment to inclusive physical education and activity, and regulation to promote inclusive and equitable participation.



# HIGHER EDUCATION ON SDG

Knowledge & Understanding	Skills & Applications	Values & Attitudes
<ul style="list-style-type: none"> <li>• Education as a public good.</li> <li>• Education as a global common good.</li> <li>• Education as a fundamental human right and a basis for guaranteeing the realisation of other rights.</li> <li>• Sustainable development education and lifelong learning.</li> <li>• Teacher education, pedagogy and andragogy.</li> <li>• Competency based curriculum and assessment of learning outcomes.</li> <li>• Governance and management.</li> <li>• Science, technology, engineering and mathematics (STEM) related programmes and courses.</li> </ul>	<ul style="list-style-type: none"> <li>• Reconceive education in a way that allows space for diverse ways of knowing and new ways of being and becoming that reflect inclusivity.</li> <li>• Build on SDG 4 to find out where people's true interests lie and help to make training in these fields possible.</li> <li>• Describe the relationship between education and sustainable development.</li> <li>• Describe the situational context of learning in local and national domains.</li> <li>• Analyse the role that educators might play in de-gendering education.</li> <li>• Research factors that affect success in primary and secondary education.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of the intrinsic value of quality education for all.</li> <li>• Ambition to succeed in the larger community and the global realities of work and life.</li> <li>• Appreciate and value the social benefits of education.</li> <li>• Value different forms of knowledge including indigenous knowledge.</li> <li>• Value education as a tool to act upon societal inequities.</li> <li>• Appreciate education as a fundamental human right.</li> </ul>
<ul style="list-style-type: none"> <li>• Living and working with children: growth and development programmes for parents and teachers.</li> <li>• Training to improve the capacity of the early childcare workforce.</li> <li>• Understanding of the range of human rights as interrelated with education.</li> <li>• The situational domain of teaching and learning nationally and globally.</li> <li>• Understand the concept of education for sustainable development.</li> </ul>	<ul style="list-style-type: none"> <li>• Application of knowledge to create age-appropriate learning environments for preschoolers and primary-school pupils.</li> <li>• Ability to deliver education based on the multifaceted nature of and the various influences on child development and the universal rights of children (the right to food, shelter, safety, a peaceable existence).</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of the value of inclusivity.</li> <li>• Appreciation of gender equality.</li> <li>• Commitment to the human rights agenda.</li> <li>• Contribute to nation building and economic and social development through education.</li> <li>• Value ECCE as the starting point for lifelong learning.</li> <li>• Empowered kindergarten teachers and mothers especially from underserved families.</li> </ul>

# HIGHER EDUCATION ON SDG



## Knowledge & Understanding

- Barriers to women's education and economic participation.
- Teacher development and awareness of hidden curricula.
- Teacher development of inclusive education for girls.
- Focus on the boy child for developing and understandings of equality.
- Encouraging men/boys to participate in discussions on the impact of patriarchal social relations.
- Focus on the boy child for developing an understanding of equality.

## Skills & Applications

- Analyse the role of the hidden curriculum in education.
- Ability to develop gender-neutral curricula and implement gender-neutral teaching practices.
- Give equal attention and treatment to boys and girls.

## Values & Attitudes

- Awareness of the hidden curriculum and how this supports gender inequality.
- Deepen understanding of gender inequality, particularly within education settings.



# HIGHER EDUCATION ON SDG

6

CLEAN WATER AND SANITATION



## Knowledge & Understanding

- Innovation in technology management, including integrated water resources management and treatment, environmental modelling.
- Soil and water resources management practices, including improved methods for rainwater harvesting and irrigation.
- Transdisciplinary water security and research.
- Research on scarcity of fresh water, particularly in small island states.
- Governance to address water management crisis.
- Water security.
- Sustainable water resources base.
- Water infrastructure resilience, water governance and adaptive management.
- Water security complexities including competing demands (e.g. human right vs. commodification), transboundary management.
- Links between water resources, poverty, conflict economy.
- Understanding of inequalities and complexities involved in water resource access and use, pollution, poverty.

## Skills & Applications

- Use ICT to improve accountability of service providers.
- Capacity to set up low cost and easy to manage technology to address groundwater scarcity.
- Implement water audits for populations to experience their water situation in a conscious way.
- Develop financially sustainable models for water projects, using fees and tariff structures that reflect future costs and manage usage while subsidising for the poor.
- Innovation in technology and governance for sustainable water management.
- Water demand analysis and management, water demand modelling, water distribution systems analysis.
- Develop and implement water-related climate change mitigation and adaptation strategies.
- Applied research to promote access to clean water and sanitation in resource poor areas.

## Values & Attitudes

- Committed to reducing the ecological footprint by environmentally friendly management of energy, water and other resources, waste management and reducing emissions.
- Make professional contributions to societal transformation.
- Raise awareness of current water crises.
- Reduce water usage and avoid releasing effluent.
- Solution-minded approach to sustainable water use and ecosystem health.
- Valuing water and sanitation as a human right, and proactive in addressing inequalities and competing uses.





# HIGHER EDUCATION ON SDG

7 RENEWABLE ENERGY



Knowledge & Understanding	Skills & Applications	Values & Attitudes
<ul style="list-style-type: none"><li>• Complex understanding of the political, social and economic dimensions of energy, e.g. conflicting interests, rights of indigenous peoples, etc., and environmental and economic policies.</li><li>• In depth research into green economy (e.g. trade opportunities, green investment, beneficiation models that support pro-poor growth and development, etc.).</li><li>• Research into sustainable energy development, costs and competition, alternative forms, socioeconomic implications, etc.</li></ul>	<ul style="list-style-type: none"><li>• Energy, climate and pro-poor modelling and design.</li><li>• Economic and energy research to drive the transition towards a green economy.</li><li>• Managing and sustaining energy transitions and green trade opportunities.</li><li>• Research and development of energy sources, infrastructure and technological innovations (e.g. energy system engineering and design, wind mapping/modelling, heat storage).</li><li>• Engagement with different stakeholders for cooperative change to support.</li></ul>	<ul style="list-style-type: none"><li>• Advocate for political change for a green economy and participation in development.</li><li>• Collaborative and proactive approach to change, and need for collective action.</li><li>• Focus of expanding and advancing technology, infrastructure and affordable access in developing countries.</li><li>• Motivated to influence cultural shift for sustainable energy adoption and addressing climate change.</li><li>• Concern for equitable access, and availability of safe and affordable energy solutions.</li></ul>



# HIGHER EDUCATION ON SDG



Knowledge & Understanding	Skills & Applications	Values & Attitudes
<ul style="list-style-type: none"> <li>• Changing role of technology.</li> <li>• Understanding and matching skills to jobs in a changing environment.</li> <li>• Understanding of the labour market requirements and changing educational expectations.</li> <li>• Principles of business.</li> <li>• Formal and informal labour rights.</li> <li>• Individual-psychological effects of unemployment.</li> <li>• Nature and condition of work.</li> <li>• Impact of current economic decision making on growth of businesses, manufacturing, and availability of decent jobs.</li> <li>• Understanding of how present approaches to the world and national economic planning may undermine the potential of youth/adolescent employment roles and opportunities.</li> <li>• Theoretical assumptions, models and indicators of economic growth (GDP, GINI).</li> <li>• Structural causes, patriarchal norms, values and practices that do not consider women as individual rights holders, workers and key players for the economic development of countries.</li> </ul>	<ul style="list-style-type: none"> <li>• Economical use of resources.</li> <li>• Analyse labour markets to increase employment impact.</li> <li>• Research, analyse and interpret examples of inequality.</li> <li>• Critically analyse the root causes and systems of inequality in the labour market and the differentiation of income.</li> <li>• Compare the impact of profit driven capitalism and conscious capitalism in terms of employment opportunities and the availability of decent work.</li> <li>• Develop labour migration indicators, including wage gap between migrants and nationals.</li> <li>• Develop time-use data (time spent in paid and unpaid work, by sex).</li> <li>• Identify roots of inequalities in labour.</li> <li>• Capacity to assess risks associated with poverty, exclusion and youth not engaged in the world of work.</li> <li>• Ability to respond to social change.</li> </ul>	<ul style="list-style-type: none"> <li>• Global citizenship.</li> <li>• Active citizenship.</li> <li>• Resilience.</li> <li>• Collaborative problem solving and learning.</li> <li>• Sensitivity to geo-political forces.</li> <li>• Appreciation of the value of hard work.</li> <li>• Recognise that inequality is human made and can therefore be addressed.</li> <li>• Belief in the human ability to solve problems.</li> <li>• Valuing all roles in society.</li> <li>• Responding and acknowledging interconnectedness.</li> <li>• Making ethical choices and taking action to ensure rural women's access, ownership and control of livelihoods.</li> <li>• Women's participation in decision-making, governance and management of productive and natural resources (land, water, forests, livestock etc.).</li> <li>• Resilient, successful work force.</li> </ul>

# HIGHER EDUCATION ON SDG



Knowledge & Understanding	Skills & Applications	Values & Attitudes
<ul style="list-style-type: none"> <li>• Research into innovations to contribute to sustainable infrastructure, development, industrial diversification and mitigating harm from pollution and climate change.</li> <li>• The sustainability of transport infrastructure.</li> <li>• Understanding of complex economic, social, political cultural and historic industrial interrelationships (e.g. power dynamics, pollution outsourcing).</li> <li>• Education for application of science, technology and innovation in sustainable practices.</li> <li>• Development of expertise (e.g. specific economics and infrastructure areas).</li> </ul>	<ul style="list-style-type: none"> <li>• Research, technological improvements and innovations.</li> <li>• Inform economic decision-making (e.g. policy development, industrial diversification options).</li> <li>• Promotion of economic, social and environmental arguments for private sector and government to increase research and development, knowledge and technology support.</li> <li>• Incorporation of integrative and long-term thinking/ planning.</li> <li>• Research, innovation and ICT application for solutions to sustainable development challenges.</li> </ul>	<ul style="list-style-type: none"> <li>• Campaign for inclusive and sustainable industrialisation.</li> <li>• Encourage technological and financial support across countries.</li> <li>• Support for increased financial and human contributions for research and development.</li> <li>• Engagement with policymakers and industry leaders.</li> </ul>



# HIGHER EDUCATION ON SDG



Knowledge & Understanding	Skills & Applications	Values & Attitudes
<ul style="list-style-type: none"> <li>• Links between poverty, child development outcomes and widening inequalities.</li> <li>• Financial education including financial services (innovations in savings, insurance, payments and remittances).</li> <li>• ODA, foreign direct investment and migrant remittances.</li> <li>• Understand the impact of inequalities across income, age, sex, disability, race, ethnicity, origin, religion, and economic or other status.</li> </ul>	<ul style="list-style-type: none"> <li>• Design, planning and monitoring and evaluation of mechanisms for inequality and data on provision of social services with regular monitoring of social security coverage.</li> <li>• Develop strategies to remove structural barriers that may impede people from exercising rights, building their capabilities, and having the capacity to choose.</li> <li>• Audit global positions of power for representativeness.</li> <li>• Develop more inclusive financial markets and transparent, responsible financial services including for all.</li> <li>• Develop innovative uses of ODA (e.g. for strengthening leadership in developing countries in managing the diversity of finance and the mobilisation of domestic resources).</li> </ul>	<ul style="list-style-type: none"> <li>• Adopt a rights based approach to inequality and poverty, viewing people who are poor as rights-holders with dignity, aspirations, and ambition, and the potential to shape their own destiny.</li> <li>• Seek to empower girls and women as entrepreneurs, consumers, and managers.</li> <li>• Appreciate remittances are a key source of financing for sustainable development and relevant to economic inclusivity.</li> <li>• Eliminate discriminatory laws, policies and practices.</li> <li>• Empowerment of migrants and respect of their human rights.</li> <li>• Act as a voice for developing countries in decision-making in global international economic and financial institutions.</li> </ul>



# HIGHER EDUCATION ON SDG



Knowledge & Understanding	Skills & Applications	Values & Attitudes
<ul style="list-style-type: none"> <li>• Sustainable energy for cities including residential thermal energy research, improving efficiency for schools and use of solar water heating.</li> <li>• Technical environmental science.</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporate a range of different sustainable technologies and techniques that would maintain a growing urban population.</li> </ul>	<ul style="list-style-type: none"> <li>• Preserve unique urban cultures vs. globalisation and homogenisation of city life.</li> <li>• Reconnect with, value, and restore the natural environment.</li> </ul>
<ul style="list-style-type: none"> <li>• Infrastructure and sustainable human settlements including use of green open spaces for urban resilience, spatial planning and infrastructure design.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan resilient housing (especially in areas that are at risk from flooding) and address carbon emissions mitigation.</li> <li>• Apply innovative urban governance.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate how social norms and pressures (e.g., demographic changes) affect spaces and shelter requirements and commit to providing shelter for everyone.</li> </ul>
<ul style="list-style-type: none"> <li>• Urban networks, governance system development, climate services for adaptation and mitigation, green and safe transport systems and fresh water supply.</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt and use existing urban spaces to provide food and employment for inner city areas.</li> <li>• Build urban climate change resilience.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop local responses to local issues.</li> <li>• Tackle social exclusion.</li> <li>• Appreciate and respect the diversity of cultures in urban settings.</li> </ul>

# HIGHER EDUCATION ON SDG



Knowledge & Understanding	Skills & Applications	Values & Attitudes
<ul style="list-style-type: none"> <li>Waste minimisation methods and technologies, conservation and ecosystem health, ecological footprint reduction.</li> <li>Eco-audit and EMAS (Eco-Management and Audit Scheme).</li> <li>Circular economy: remanufacturing, repair, re-use, recycle (including recovery of materials into product design).</li> </ul>	<ul style="list-style-type: none"> <li>Advanced product design skills to facilitate resource recovery and re-use.</li> <li>Analyse ecological footprint associated with different products and with consumer choices.</li> <li>Ability to analyse ecosystem effects and impacts of production and management systems.</li> </ul>	<ul style="list-style-type: none"> <li>Driven to change wider consumption patterns, and address unsustainable consumer choices.</li> <li>Heightened awareness of responsible consumerism (involving consideration of factors related to the environment (e.g. in development/production of goods, environmental impact/energy efficiency of products/ services).</li> </ul>
<ul style="list-style-type: none"> <li>Political economy of production and consumption, policies involved, corporate and consumer responsibility.</li> <li>Dynamics of transition at different scales, resilience and capability, options for greening the developmental state, technological innovation for sustainable social-ecological systems, and social learning for sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of different scales of decision-making or multi-level governance.</li> <li>Planning and design of corporate social responsibility strategies.</li> <li>Research into adaptation, innovation, and resilience.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation of need to take decisions and coordinate resources at the right scale – subsidiarity.</li> <li>Greening of business and government.</li> <li>Importance of addressing interconnections between environment, society and economy to produce holistically sustainable systems.</li> </ul>



# HIGHER EDUCATION ON SDG



Knowledge & Understanding	Skills & Applications	Values & Attitudes
<ul style="list-style-type: none"> <li>• Research on governance, participation and social-ecological system change to inform policies on climate change, and the development of institutions for adaptation and mitigation, as well as for systemic integration of climate change.</li> <li>• Research on adaptive and integrated governance systems to operate across multiple scales, including co-management and transboundary management arrangements for collective management of natural resources.</li> <li>• Population, urbanisation, migration and conflict.</li> <li>• Climate resilient pathways.</li> <li>• Expertise, understanding complexities, specialised research (e.g. gender-related vulnerabilities, impact and management of climate-related diseases).</li> <li>• Research on social change and social vulnerability aspects of climate change.</li> <li>• Climate and impact projections.</li> <li>• Research on limits to adaptation and transformational approaches to adaptation.</li> <li>• Understanding of various technology/economic models, including industrial ecology, agro-ecology, ecological engineering and social enterprise.</li> </ul>	<ul style="list-style-type: none"> <li>• Research to identify innovative and creative approaches to enhance national and regional responses to climate change.</li> <li>• Climate resilient pathways to development.</li> <li>• Research for strengthened knowledge base and addressing gaps.</li> <li>• Integrated research, and development of holistic approaches to sustainable development.</li> <li>• Cross-scale, integral systems thinking.</li> <li>• Capacity for dealing with complexity (e.g. inequitable impacts).</li> <li>• Climate modelling, scenario-building and methodological development for adaptation.</li> <li>• Understanding and assessments of risks, impacts and vulnerability aspects.</li> <li>• Understanding of social, cultural, economic and political dynamics and influences on social practices and society.</li> <li>• Strengthening of climate information and climate services through knowledge and research, including modelling, downscaling and scenario development.</li> <li>• Capacities to access and manage climate finance.</li> <li>• Ability to create linkages between various technologies/ economic models.</li> </ul>	<ul style="list-style-type: none"> <li>• Proactive engagement, and advocate for open and transparent governance.</li> <li>• Climate compatible and responsive development.</li> <li>• Awareness raising; generating interest and developing capacity.</li> <li>• Systemic, integrated perspectives on global change and climate compatible development concerns.</li> <li>• Need for collective action; mobilisation for wider change, greater resilience and improved quality of life.</li> <li>• Climate ethics.</li> <li>• Changes in social practice and habits, which in turn require new values and ethics, learning, social innovation and social learning.</li> <li>• Ethical leadership in decision-making.</li> <li>• Appreciation for technologies/economic models in climate change.</li> </ul>

# HIGHER EDUCATION ON SDG



Knowledge & Understanding	Skills & Applications	Values & Attitudes
<ul style="list-style-type: none"> <li>• Detailed knowledge of ocean science including the ocean's role in climate change, and the effect of climate change on the marine ecosystem.</li> <li>• Complex understanding of how to ensure sustainable management of marine natural resources, particularly fisheries, including introduction of marine reserves/locally marine managed areas.</li> <li>• Strategies to conduct financial and natural science and engineering assessments for marine renewable energy.</li> <li>• In-depth research into technology and innovation for the transfer of marine technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to undertake climate-proofing research, especially in relation to fisheries and water infrastructure.</li> <li>• Ability to develop strategies and techniques to sustainably manage marine natural resources.</li> <li>• Investigate natural resources from the marine environment including fish, understand the impact of continued fishing on resource availability, gather, analyse and interpret data.</li> <li>• Complex research, development and innovation skills with the ability to produce solutions and proposals with respect to marine renewable energy and technology transfer.</li> </ul>	<ul style="list-style-type: none"> <li>• Commitment to the sustainable management of oceans, seas and marine resources, and marine and coastal ecosystems, and the use of green technology and energy.</li> <li>• Value sustainable production and consumption and the blue economy model.</li> <li>• Respect and encourage moral, legal and ethical values in ocean governance.</li> <li>• Appreciate the benefits of sustainably manage marine reserves and areas.</li> </ul>



# HIGHER EDUCATION ON SDG



Knowledge & Understanding	Skills & Applications	Values & Attitudes
<ul style="list-style-type: none"> <li>• Research on resilient landscapes to develop pro-poor, sustainable and productive landscapes (integrated ecological-agricultural systems).</li> <li>• Sustainable energy and low carbon development for climate change mitigation.</li> </ul>	<ul style="list-style-type: none"> <li>• Development of sustainable land use management strategies appropriate to the local context.</li> <li>• Development of low carbon development strategies, and application of new technologies.</li> </ul>	<ul style="list-style-type: none"> <li>• Integration of ecosystem and biodiversity value.</li> <li>• Respect for the land and environment.</li> <li>• Keenness to make the transition to low carbon for a resilient climate future.</li> </ul>
<ul style="list-style-type: none"> <li>• Interdisciplinary research for sustainable livelihood generation (e.g. focusing on crop varieties resistant to drought).</li> <li>• Sustainable energy and low carbon development for climate change mitigation.</li> <li>• Understanding of complex dimensions which influence human impact (e.g. political, cultural).</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced research and innovation for sustainable land use.</li> <li>• Incorporation of indigenous knowledge into climate-proofing agriculture and food security.</li> <li>• Documentation of traditional/indigenous knowledge and practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperation and transfer of best practices and technology.</li> <li>• Commitment to combat ecosystem degradation, and promote sustainable use.</li> <li>• Concern for fair and equitable use of resources.</li> <li>• Motivated to influence decision-making, and to support a cultural shift.</li> </ul>



# HIGHER EDUCATION ON SDG



Knowledge & Understanding	Skills & Applications	Values & Attitudes
<ul style="list-style-type: none"> <li>• Teacher training in sport, music and arts.</li> <li>• Gender based violence, rights and gender justice.</li> <li>• Legal education.</li> <li>• Conflict resolution.</li> <li>• Globalisation and impact on migration and mobility.</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperation and teamwork</li> <li>• Assessing one's own abilities and contributing to the group.</li> <li>• Demonstrate understanding of globalisation in producing diverse forms of labour and dispossessed populations who migrate.</li> <li>• Team building through sports, music and arts.</li> </ul>	<ul style="list-style-type: none"> <li>• Sportsmanship, respect and camaraderie (e.g. shaking hands after matches and competitions).</li> <li>• Gender respect and awareness.</li> <li>• Respect for others' contributions and different styles.</li> <li>• Motivated to seek solutions to existing problems in human flows.</li> </ul>
<ul style="list-style-type: none"> <li>• Convention on the Rights of the Child.</li> <li>• Social protection.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to promote and support the ending of violence against children (including trafficking).</li> <li>• Critically reflect on the processes of participation.</li> </ul>	<ul style="list-style-type: none"> <li>• Taking part responsibly in activities.</li> <li>• Willingness to co-operate in building and safeguarding a fair and democratic society.</li> </ul>
<ul style="list-style-type: none"> <li>• Environmental law and governance.</li> <li>• Constitutional law.</li> <li>• Legal pluralism.</li> <li>• International Human Rights law.</li> </ul>	<ul style="list-style-type: none"> <li>• Capacity to ensure social cohesion through environmental law and governance including for water policy, water resources governance; as well as governance of rural livelihoods.</li> </ul>	<ul style="list-style-type: none"> <li>• Building effective institutions, ensuring responsive and inclusive decision-making, ensuring public access to information.</li> <li>• Promoting non-discriminatory laws and policies.</li> <li>• Committed to building democratic societies that are just, sustainable, participatory and peaceful.</li> </ul>
<ul style="list-style-type: none"> <li>• Legal principles of climate change.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of issues related to climate change, human settlements, migration and land conflicts and development of solutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase community participation, foster a sense of belonging among migrants, and build social cohesion in the face of growing cultural diversity.</li> </ul>

# HIGHER EDUCATION ON SDG



Knowledge & Understanding	Skills & Applications	Values & Attitudes
<ul style="list-style-type: none"> <li>• Training in sector planning to identify national educational targets for effective development cooperation by both the developing country government and providers of development cooperation.</li> <li>• Training in monitoring and evaluation for senior officials, technical experts, local governments and non-executive stakeholders for review of progress and bottlenecks.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of ODA, loan agreements, IIAs, RTAs etc.</li> <li>• Mobilising and sharing of knowledge, expertise, technology and financial resources to support the achievement of the SDGs.</li> <li>• Understanding of tax and fiscal burden.</li> </ul>	<ul style="list-style-type: none"> <li>• Committed to the sharing and transfer of knowledge, technology and technological support.</li> </ul>
<ul style="list-style-type: none"> <li>• Support interventions and practices that allow knowledge produced in universities to be shared with, and also developed with communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge that is produced nationally is fed into the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Partnership and engagement for social change practices.</li> </ul>



# CAN WE HAVE THIS FOR HIGHER EDUCATION?



## Sustainable Development Goals and our Sustainability Commitments

Coca-Cola Enterprises is committed to supporting the Sustainable Development Goals. We believe in the power of partnership between business, government and civil society to create a more sustainable world. Through our sustainability commitments and targets we are playing our part in helping to support the Global Goals.

**1 NO POVERTY**

We are committed to **supporting the communities** in which we operate. We aim to invest 1% of our annual pre-tax profit to support charitable and community partners.

**2 ZERO HUNGER**

In Great Britain, we established a partnership with **the charity FareShare** to ensure that any surplus stock is donated to local projects and charities. Drinks worth an equivalent value of £100k were donated in 2014.

**3 GOOD HEALTH AND WELL-BEING**

Obesity is a complex challenge, influenced by many factors. We understand that diet and calorie intake, including calories in our products can have an impact on health and wellbeing. **We will play our part** by reducing calories across our portfolio by 10% and enabling three million people to be physically active by 2020.

**4 QUALITY EDUCATION**

We want to help young people gain the skills they need for the workplace. Through our education centers and partnerships (including Passport to Employment in France, The Real Business Challenge in Great Britain and JINC in the Netherlands) we will **support the skills development and learning needs of 250,000 young people** each year by 2020.

**11 SUSTAINABLE CITIES AND COMMUNITIES**

We are committed to **supporting the communities** in which we operate. We aim to invest 1% of our annual pre-tax profit to support charitable and community partners.

**10 REDUCED INEQUALITIES**

We aim to **support the skills development and learning needs of 250,000 young people** each year by 2020 with our eight education centers and several education partnership programs.

**9 INDUSTRY, INNOVATION AND INFRASTRUCTURE**

**Our local economic contribution** includes the jobs we provide and the investments we make. Across our territories, each Coca-Cola job supports on average a further nine jobs in the wider economy – from suppliers and transport to hospitality and retail workers.

**8 DECENT WORK AND ECONOMIC GROWTH**

We aim to achieve world-class safety standards and a zero-accident workplace. We have also developed our **Sustainable Agriculture Guiding Principles** to ensure that our suppliers respect human and workplace rights across our value chain.

**7 AFFORDABLE AND CLEAN ENERGY**

We are part of the RE100 initiative and have committed to **source 100% of our electricity from renewable sources** by 2020. This will help us to reduce the carbon footprint of our products by a third by 2020.

**6 CLEAN WATER AND SANITATION**

We protect the future sustainability of our **local water sources** and undertake source vulnerability assessments to assess water quality and water scarcity risks. We use as little water as possible and aim to use 1.2 liters of water for each liter of product we make. We safely return to nature 100% of the wastewater from our manufacturing operations.

**5 GENDER EQUALITY**

We seek to attract, develop and motivate a **workforce that reflects the diversity** of the communities in which we operate. We aspire to have a minimum of 40% of women in both management and leadership grades by 2025.

**12 RESPONSIBLE CONSUMPTION AND PRODUCTION**

We support the circular economy and aim to use as little **packaging material** as possible and use both recycled and renewable materials. All our cans and bottles are fully recyclable, our manufacturing sites send zero waste to landfill.

**13 CLIMATE ACTION**

We will substantially **reduce the carbon footprint** of our manufacturing operations, transportation and refrigeration equipment – enabling us to reduce the carbon footprint of our core business operations by 50% by 2020. We'll also deliver carbon reductions across our wider value chain, including our packaging and ingredients.

**14 LIFE BELOW WATER**

We **protect the future sustainability of the water sources** we use and aim to replenish the water we use in areas of water stress. We are investing in community based water partnerships with WWF in France and Great Britain, Clean the Beaches in Sweden and Natuurpunt in Belgium.

**15 LIFE ON LAND**

The long-term availability of our key agricultural ingredients is crucial to our business – every bottle of Coca-Cola contains agricultural ingredients that start on a farm. We will **source 100% of our key agricultural ingredients sustainably** by 2020.

**16 PEACE, JUSTICE AND STRONG INSTITUTIONS**

We **operate responsibly and sustainably** and we are on a journey to create a sustainable business for the future. Corporate responsibility and sustainability is at the heart of everything that we do.

**17 PARTNERSHIPS FOR THE GOALS**

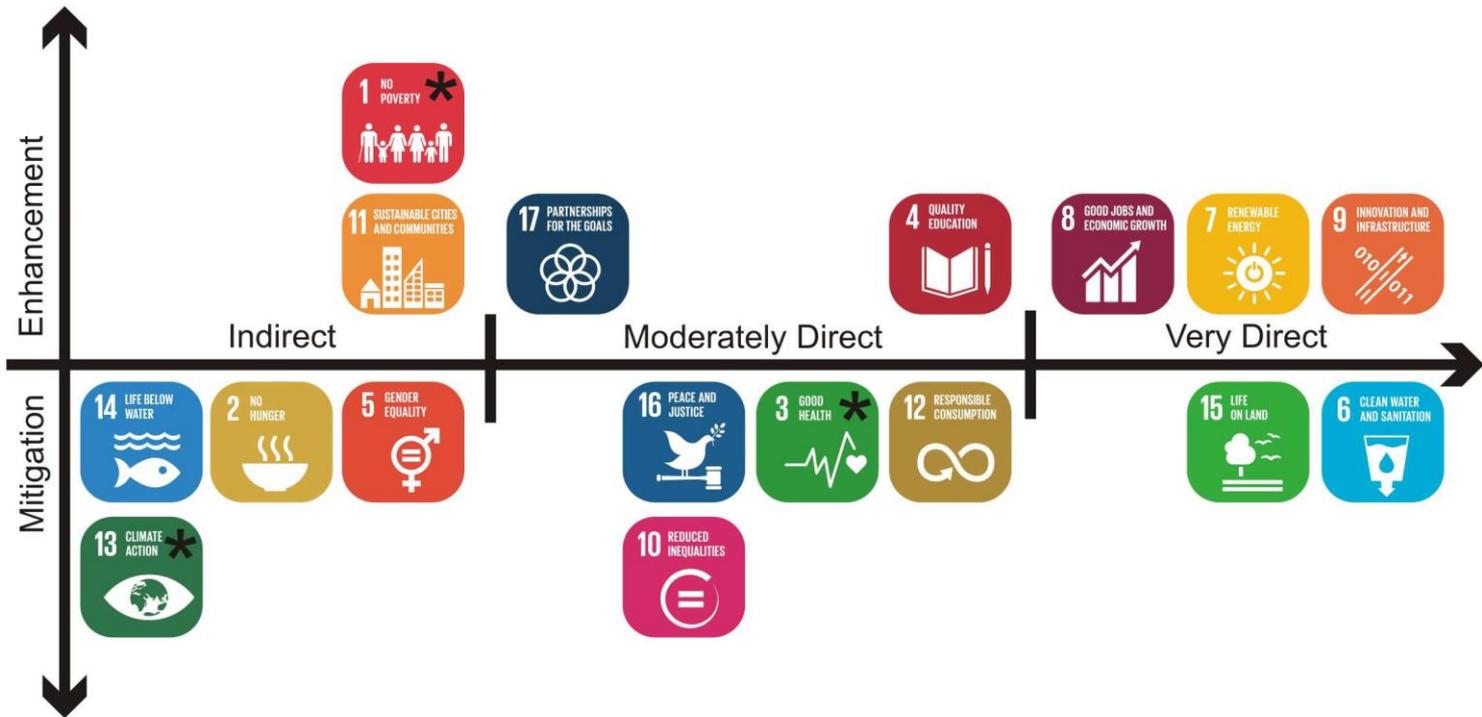
We collaborate with customers, suppliers, thought leaders, NGOs and members of our local communities to grow a low-carbon, zero-waste business and lead change for a more sustainable tomorrow.



# CAN WE HAVE THIS FOR HIGHER EDUCATION?



## Mining and the 17 SDGs: Indicative Priorities



**Figure 2:** Indicative prioritization of SDGs for mining companies globally based on aggregating, for each goal, the relevance of each of its targets to mining. Individual cases may deviate from this categorization. Three horizontal categories = degree of impact mining has on goal: very direct, moderately direct, and indirect. Within each category, the farther right a goal is, the greater the impact mining has on its accomplishment. Two vertical categories = predominant focus for making positive impact (enhancement of positive impacts; mitigation of negative impacts). \*Asterisked icons in practice have greater relevance for mining than the scoring suggests. Icons modified from <http://www.globalgoals.org/>.





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SUSTAINABLE DEVELOPMENT GOALS



SDGs in Higher Education in Malaysia



8.30am-5pm

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