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Understanding Sustainable Development Goals: Role of Education in achieving SDG

Darlina Md Naim
Universiti Sains Malaysia

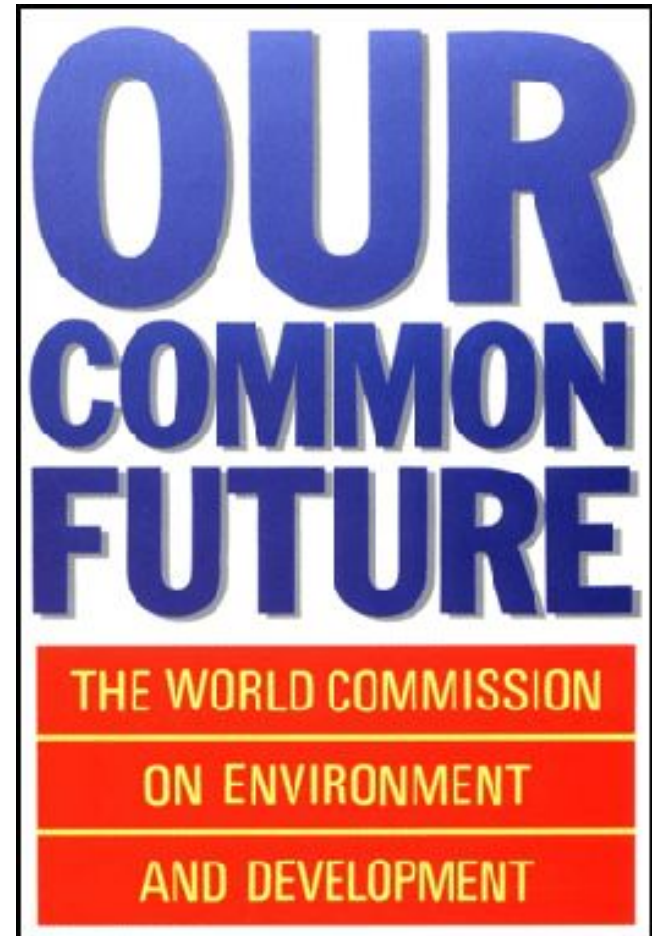


Sustainable Development

Paradoxical development trends:

1. Greater wealth, rising vulnerability & inequality
2. Ecological stress & unsustainable patterns of consumption & production
3. Growing interconnectedness, rising intolerance & conflict

Brundtland Commission report *Our common future*
World Commission on Environment and Development,
1987



Millennium Development Goals 2000 - 2015

The 8
Millennium
Development
Goals



Millennium Development Goals 2000 - 2015

WHY shift from MDG to SDG?

Sustainable Development Goals (SDG)

The 2030 Agenda for SDG: 5Ps



The Core Principles:

- Universality
- Leaving no one behind
- Interconnectedness and Indivisibility
- Inclusiveness
- Multi-Stakeholder Partnerships

17 SDGs



SUSTAINABLE DEVELOPMENT GOALS

17 GOALS TO TRANSFORM OUR WORLD



MDGs & SDGs/**Comparison**

MDG	SDG
Traditional assistance	Traditional assistance + Universal goals
Limited goals	More comprehensive
Top-down process	Inclusive goal setting
Traditional statistics	Traditional + Data revolution
Hunger and poverty together	Distinction
Quantity Education	Quality Education
Funding: Focus on ODA	Broader set of financial sources

SDG 4

4 QUALITY EDUCATION



Refocused efforts are needed to improve learning outcomes for the full life cycle, especially for women, girls and marginalized people in vulnerable settings.

Sustainable Development Goal 4: Education

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

Outcome Targets [7]

4.1 Quality primary/secondary education for all

4.2 Early childhood & pre-primary education

4.3 Equal access to TVET & higher education

4.4 Relevant skills for work

4.5 Gender equality & equal access for all

4.6 Youth and adult literacy

4.7 Global citizenship education for sustainability

Means of implementation [3]

4.a Safe & inclusive learning environments

4.b Scholarships for higher education

4.c Teachers' training and working conditions

SDG4 - Key Features

Principles

- **Universally-relevant**
- **Rights-based** and a **public good**

Scope

- Expanded **access** to all levels of education
- Holistic and **lifelong learning** approach

Equity

- Renewed focus on **inclusion, equity** and **gender equality**

Quality

- Renewed focus on **effective acquisition of foundational skills**
- New focus on **relevance of learning for decent jobs**
- New focus on **relevance of learning for social and civic life**

Education Targets/indicators within other SDGs



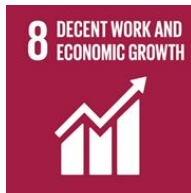
Health and Well-being

Target 3.7: By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes



Gender Equality

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



Decent Work and Economic Growth

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



Responsible Consumption & Production

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



Climate Change Mitigation

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

The role of SDG in Education

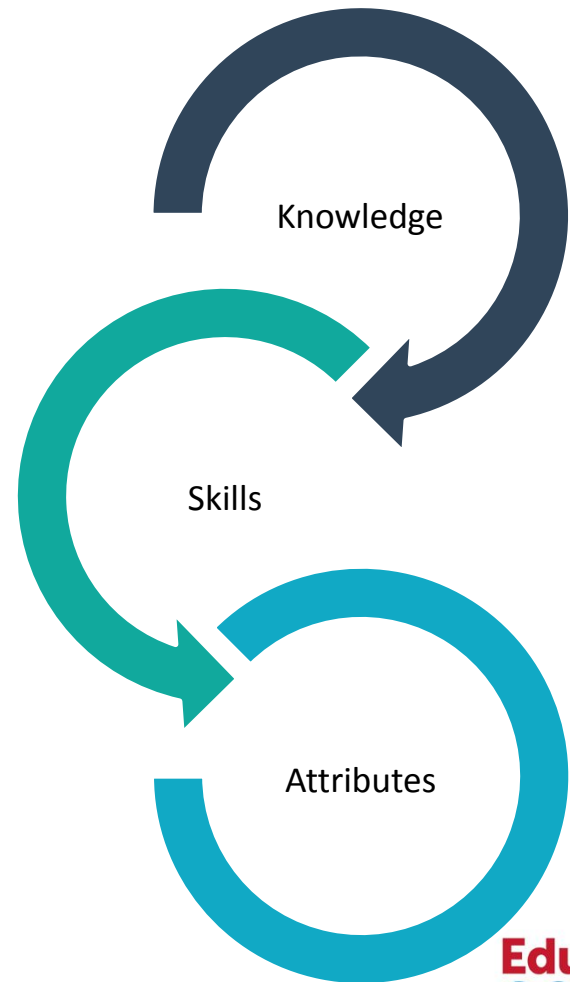
Universities are key to the realization of the SDGs

- Teaching
- Collaboration and interdisciplinary research
- Evidence-based knowledge (EBK)
- Measuring and evaluation
- Advocacy



The role of SDG in Education

Education for sustainable development (EDG) is the process of equipping students with the **knowledge and understanding, skills** and **attributes** needed to work and live in a way that safeguards environmental, social and economic wellbeing, both in the present and for future generations.



SD-relevant educational content, skills, teaching–learning arrangements

Step 1: Identify educational content for Sustainable Development

1a: Create thematic links between SD and your discipline

1b: Define disciplinary contributions to SD and reflect on epistemological boundaries of your discipline

Step 2: Decide on competences

2a: Define educational focus in the framework of «knowledge, skills, willingness»

2b: Differentiate between disciplinary and interdisciplinary skills

Step 3: Design and develop teaching–learning arrangements

3a: Identify the intensity of the learning processes you are aiming for

3b: Find ways of developing SD-relevant teaching–learning events, e.g....

- Cognitive activation in lectures
- Activating seminar methods
- Scripts on university education didactics

Educational content

Identifying thematic links between your own discipline and SD

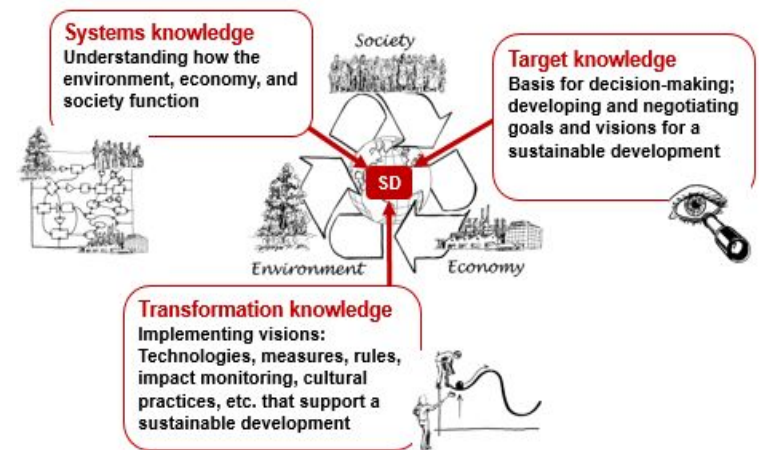
a: Take the *Doughnut Model* and/or the *UN Sustainable Development Goals* to identify links between your discipline and Sustainable Development.

Guiding questions:

- What thematic areas offer your discipline relevant anchoring points?
- What are your topics of research (actual and possible)?
- Are there further SD-relevant topics that could be interesting for your discipline but are not contained in either of the two models?
- What dimensions of SD (environmental, sociocultural, economic) do your topics take into account?
- Which actors and other scientific disciplines would be interesting partners for collaboration?
- Is there a relation to practice and if so, what does it consist of?

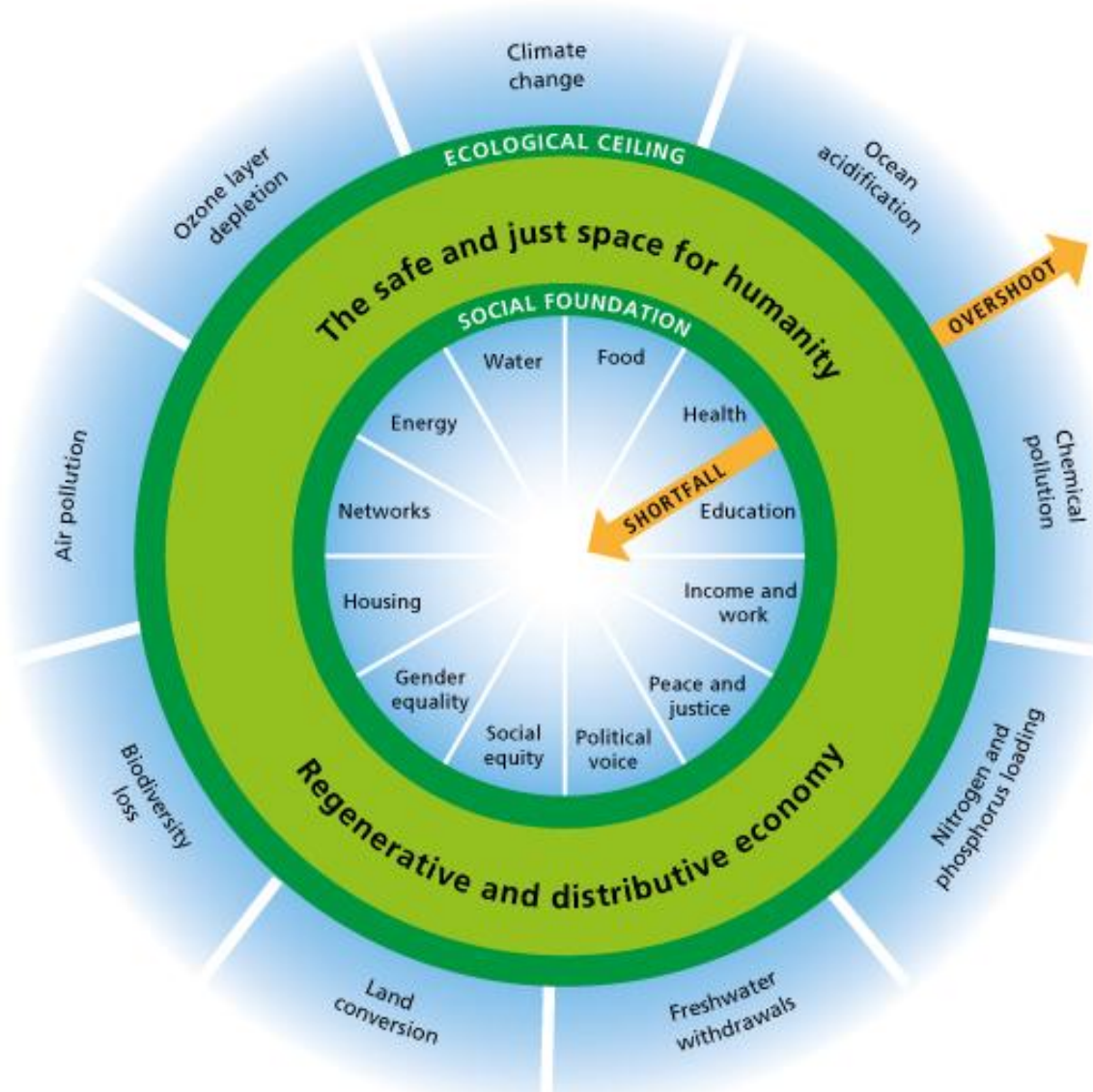


b: You can identify contributions to a certain topic based on three *forms of knowledge for SD*.

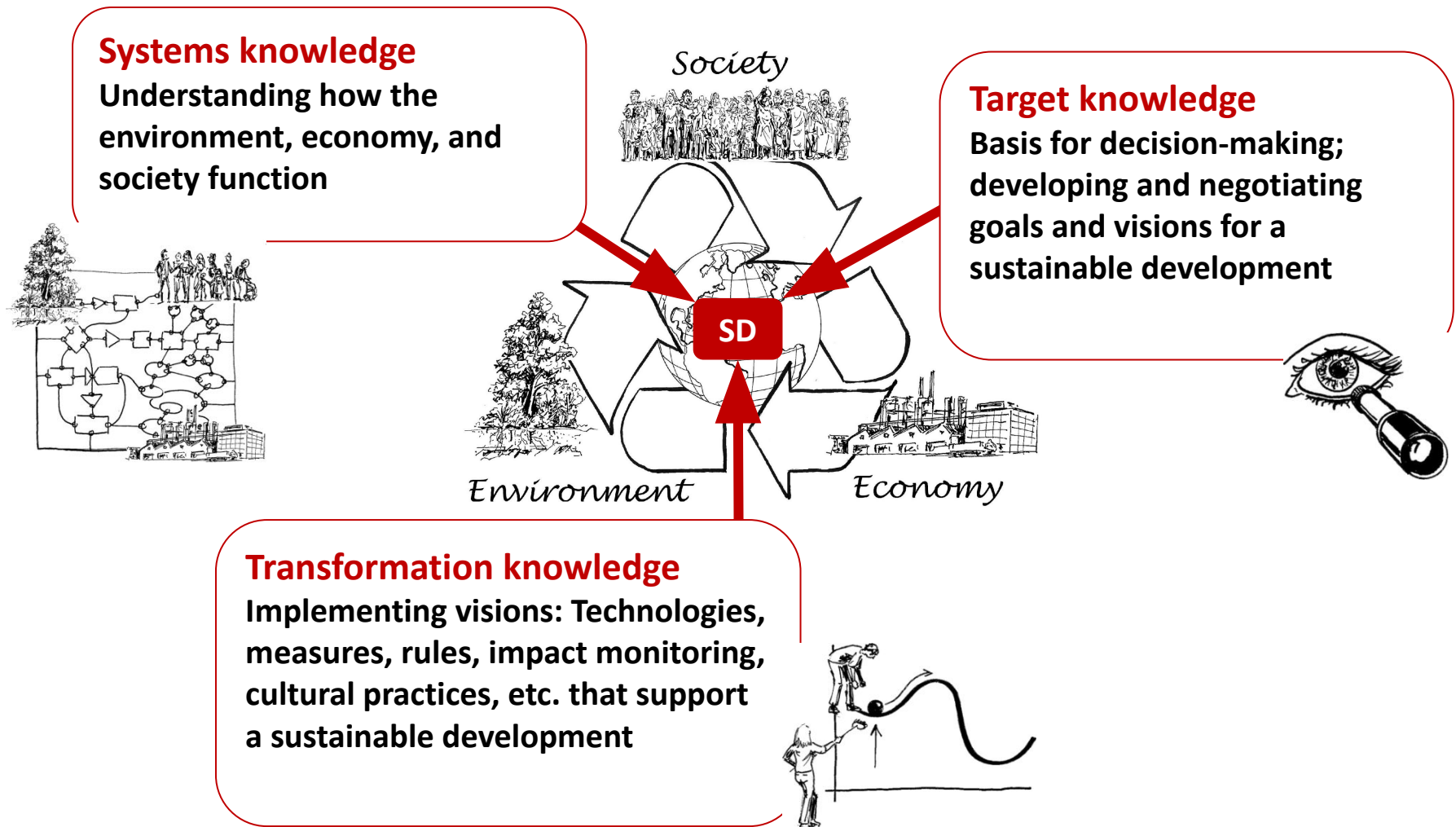


Educational content

The *Doughnut Model* of Sustainable Development



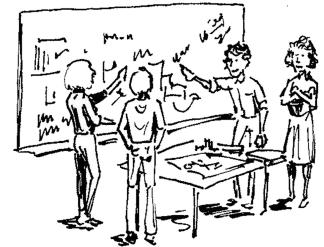
Forms of knowledge relevant to SD



Teaching–learning arrangements

Developing SD-relevant competences through diversity

- Development of disciplinary knowledge and methodological competences can be achieved through courses of the kind usually taught at university level
- Development of SD-relevant inter- and transdisciplinary knowledge and methodological competences, as well as SD-relevant personal and social skills and the competence to act, requires courses or projects, that...
 - ... enable students to take a more active role,
 - ... bring together students from various disciplines,
 - ... allow students to interact with actors from practice.



THANK YOU



CERTIFICATE OF RECOGNITION

Ref:723/II.3.AU/J/2021

It is hereby awarded to :

IRNINTHYA NANDA PRATAMI IRWAN

as
FACILITATOR

during the implementation of Virtual Sit-in Class Program, A.Y. 2020-2021.

Held on January to June 2021.

Signed this 30th June, 2021 at Universitas Muhammadiyah Parepare, Indonesia.

Rector



Dr. H. M. Nasir S, M.Pd.

NBM. 568 462



Session	Activities	Duration (Minutes)
I	Syllabus Arrangement of Basic Beef Cattle Course	120
II	Lesson Plan Arrangement of Basic Beef Cattle Course	120
III	Learning Process of Basic Beef Cattle Course	300
IV	Monitoring and Evaluation	120
Total		660

Signed this 30th June, 2021 at Universitas Muhammadiyah Parepare, Indonesia.

Rector



Dr. H. M. Nasir S, M.Pd.
NBM. 568 462

Leo S. LARUAN is presenting

PowerPoint Slide Show - (Management of beef cattle, Making (Compatibility Mode)) - PowerPoint

HERD DIVISION

IMPORTANCE:

- TO ENSURE APPROPRIATE NUTRITION OF VARIOUS AGE GROUPS OF THE HERD
 - Nutritional requirements of beef cattle are directly related to the AGE.
 - Feeding will always be to the disadvantage of young animals, if the herd is consist of varying ages.
- TO ELIMINATE MANAGEMENT PROBLEMS
 - Pre-mature breeding
 - High rate of abortion

Video conference participants:

- Nutmadan Hakim
- Leo S. LARUAN
- Ariani Ani
- Agungfaturahman Z...
- Jamridi J
- Ardyansyah Yan
- Nanda Pratami
- 20 others
- You

10:08 | pwo-koff-vex

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Business
Name

Sustainable Development

UNIVERSITAS MUHAMADIAH PAREPARE
2023





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Pembangunan Lingkungan Berkelanjutan

Pembangunan lingkungan merupakan salah satu pilar krusial dari Tujuan Pembangunan Berkelanjutan (Sustainable Development Goals/SDGs).

Tujuan ini dijelaskan dalam SDG nomor 15, yaitu "Life on Land" atau "Kehidupan di Darat". SDG 15 bertujuan untuk melindungi, memulihkan, dan mempromosikan pengelolaan berkelanjutan terhadap ekosistem darat, mengelola hutan secara berkelanjutan, memerangi degradasi lahan, dan menghentikan kehilangan biodiversitas.





1. Menghentikan Degradasi Lahan

Meningkatkan upaya untuk menghentikan degradasi lahan dan merestorasi lahan yang telah tergradasi.

2. Pengelolaan Lahan Berkelanjutan



Mendorong pengelolaan lahan yang berkelanjutan, termasuk praktik pertanian yang berkelanjutan dan penggunaan lahan yang efisien.

Dorong petani beralih menuju pengelolaan lahan berkelanjutan.

3. Konservasi Biodiversitas

Melindungi dan memulihkan Keanekaragaman Hayati, termasuk melalui pelestarian habitat alam, pengelolaan spesies yang terancam punah dan upaya-upaya konservasi lainnya.



6. Mengendalikan Invasi Alien

Mengelola dan mengurangi dampak Invasi Spesies Alien yang merugikan terhadap ekosistem darat.



Dibutuhkan sistem kelembagaan yang tangguh.

1. KEBIJAKAN LINGKUNGAN

Sistem kelembagaan harus didukung dengan kebijakan yang jelas dan progresif terkait dengan pelestarian lingkungan dan pembangunan berkelanjutan.

2. REGULASI YANG KETAT

Regulasi yang ketat perlu diterapkan untuk mengawasi dan mengendalikan kegiatan yang berpotensi merusak lingkungan.

3. PARTISIPASI MASYARAKAT

Melibatkan masyarakat dalam proses pengambilan keputusan dan implementasi kebijakan lingkungan sangat berkelanjutan.

4. KERJASAMA ANTAR SEKTOR

Kerja sama antar sektor termasuk sektor pemerintah, swasta, dan non pemerintah.



Aspek yang perlu diperhatikan dalam membangun sistem kelembagaan.

5. EDUKASI DAN INFORMASI

Pendidikan dan informasi yang baik kepada masyarakat tentang pentingnya pelestarian keseimbangan lingkungan.

6. MONITORING DAN EVALUASI

Sistem kelembagaan yang tangguh memerlukan mekanisme pemantauan dan evaluasi untuk mengukur dampak kebijakan dan tindakan yang diambil.

7. INOVASI DAN TEKNOLOGI

Penggunaan inovasi dan teknologi yang ramah lingkungan dapat menjadi kunci untuk meningkatkan efisiensi sumber daya dan mengurangi dampak negatif terhadap lingkungan.

8. DANA DAN SUMBER DAYA FINANSIAL

Memastikan ketersediaan dana dan sumber daya finansial yang cukup untuk mendukung program-program dan proyek-proyek pelestarian lingkungan sangat penting.





**SEKIAN
DAN
TERIMA KASIH**