



THE JUSTICE IMPERATIVE

Knowledge Democracy, Higher Education and the SDGs

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SDGs AT WORK

SDG 16: PEACE



PROMOTE PEACEFUL AND INCLUSIVE SOCIETIES FOR SUSTAINABLE DEVELOPMENT, PROVIDE ACCESS TO JUSTICE FOR ALL AND BUILD EFFECTIVE, ACCOUNTABLE AND INCLUSIVE INSTITUTIONS AT ALL LEVELS

THE PANDEMIC

IS INTENSIFYING CHILDREN'S RISK OF EXPLOITATION

INCLUDING

TRAFFICKING AND CHILD LABOUR



1 IN 3

TRAFFICKING VICTIMS WERE CHILDREN (2018)



CHILD LABOUR ROSE TO 160 MILLION (2020)

FIRST INCREASE IN TWO DECADES



IN 2020, THE KILLINGS OF 331 HUMAN RIGHTS DEFENDERS WERE REPORTED IN 32 COUNTRIES

AN 18% INCREASE FROM 2019

ONLY 82 COUNTRIES HAD INDEPENDENT NATIONAL HUMAN RIGHTS INSTITUTIONS IN COMPLIANCE WITH INTERNATIONAL STANDARDS (2020)



Source: <https://sdgs.un.org/goals/goal16>

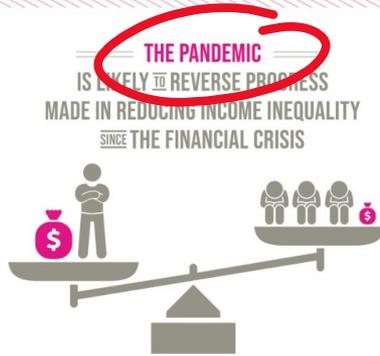


SDGs AT WORK

SDG 10: REDUCED INEQUALITIES



REDUCE INEQUALITY WITHIN AND AMONG COUNTRIES



COVID-19
ESTIMATED TO INCREASE THE AVERAGE GINI
FOR EMERGING MARKET AND DEVELOPING COUNTRIES
BY 6%

THE GINI INDEX MEASURES INCOME INEQUALITY AND RANGES FROM 0 TO 100, WHERE 0 INDICATES THAT INCOME IS SHARED EQUALLY AMONG ALL PEOPLE, AND 100 INDICATES THAT ONE PERSON ACCOUNTS FOR ALL INCOME.



THE PROPORTION OF THE GLOBAL POPULATION WHO ARE REFUGEES HAS MORE THAN DOUBLED SINCE 2010

FOR EVERY 100,000 PERSONS,
311 ARE REFUGEES (2020)

REMITTANCE COSTS
ARE AT AN ALL-TIME LOW AT 6.5% (2020)



FURTHER PROGRESS IS NEEDED
TO REACH THE 3% TARGET

Source: <https://sdgs.un.org/goals/goal10>



SDGs AT WORK

SDG 16: PEACE

Target 16.4

By 2030, significantly **reduce illicit financial and arms flows**, strengthen the recovery and return of stolen assets and combat all forms of organized crime

Indicators

Total value of inward and outward **illicit financial flows** (in current United States dollars)

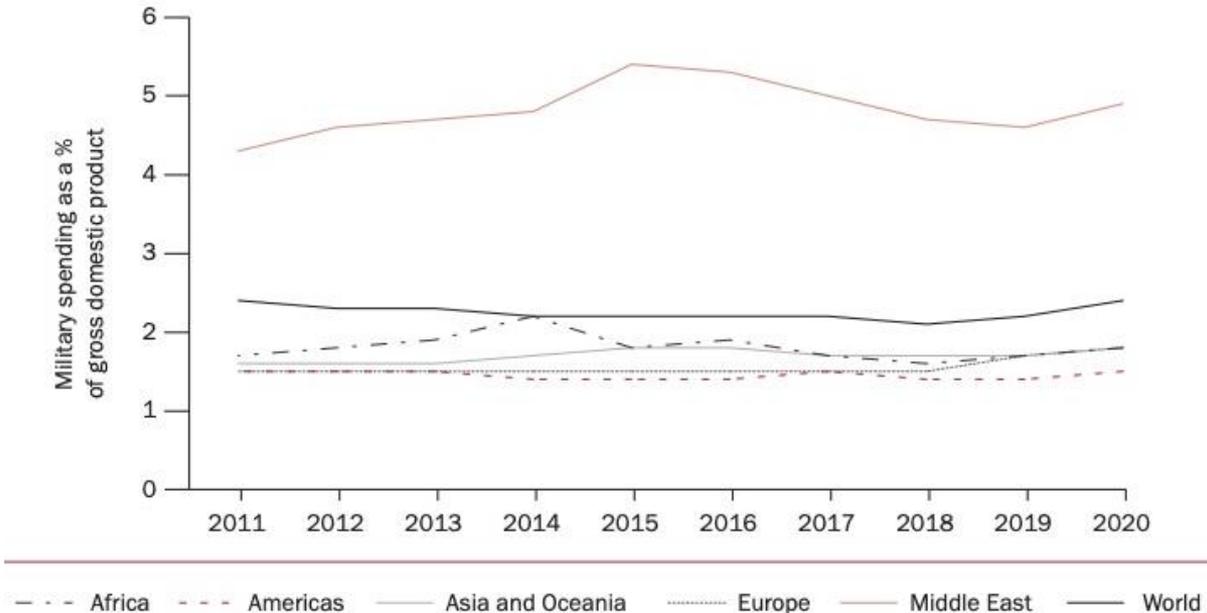
Proportion of seized, found or surrendered arms whose **illicit origin** or context has been traced or established by a competent authority in line with international instruments



SDGs AT WORK

SDG 16: PEACE

Military expenditure, by region (GDP %: 2011–20)



Source: SIPRI – Stockholm International Peace Research Institute



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= 8 Billion Euros =



20.000 m²

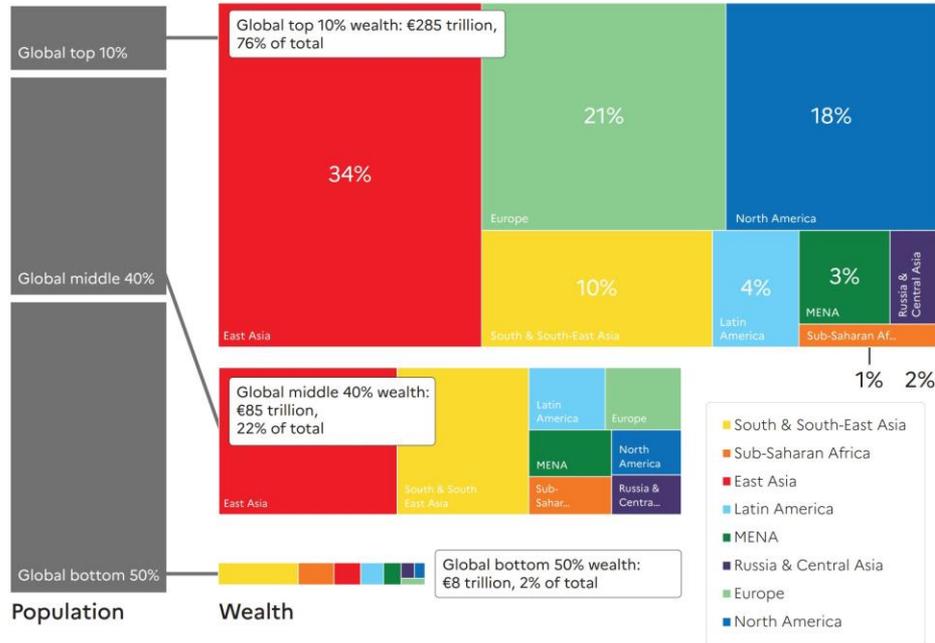
X 2.000



SDGs AT WORK

SDG 10: REDUCED INEQUALITIES

Regional composition for the top 10%, middle 40% and bottom 50% wealth groups, 2021



Source: WIL – World Inequality Lab



KEY REORIENTATIONS REPOSITION HIGHER EDUCATION (1)

HE for the public good

“HE sector should be kept as independent as possible, with a mandate for research, education, and community engagement all geared towards the public good.”

(UNESCO Independent Expert Group Report on Higher Education and Sustainability Report, p. 68)

Socially inclusive HE

“A contemporary socially responsible system of higher education makes special efforts to embrace, value and facilitate diversity of perspectives, communities of experiences, as reflected in the student body, teaching and research staff, and societal engagement so promoted.” (Hall and Tandon 2021)



KEY REORIENTATIONS REPOSITION HIGHER EDUCATION (2)

Diversity of epistemologies and knowledge systems

“The dominant knowledge practices and institutions have been structured and implemented in such a way as to simultaneously privilege certain epistemic situated values [...] while being unjust or dismissive with regard to other, more relational and complex modes of knowledge.”

(Policy Brief “Open Science Beyond Open Access: For and with communities, A step towards the decolonization of knowledge”, p. 10)

Contextual responsiveness and place-based learning

Effective mobilization of all actionable knowledge systems entails contextual responsiveness. In HEIs, what is taught, what is researched and what is served derive purpose from being responsive to the context.



KEY REORIENTATIONS RECOMMENDATIONS (1)

Foster responsibility and autonomy through social accountability

“Social accountability is defined as an approach toward building accountability that relies on civic engagement, i.e., in which it is ordinary citizens and/or civil society organizations that participate directly or indirectly in exacting accountability.”

(Malena et alii 2004)

Ensure HE policy and strategy alignment across all system levels

“[Policy] implementation will require multiple initiatives and actions, which will have to be taken by multiple bodies in a synchronized and systematic manner.”

(UNESCO Independent Expert Group Report on Higher Education and Sustainability Report, p.62)



KEY REORIENTATIONS RECOMMENDATIONS (2)

Abandon competition rhetoric and rankings

Global university rankings systematically establish and preserve the dominance of a tiny selection of elitist universities in the white majority global North. The articulation of ranking devices from global to local scale amplifies and validates inequalities throughout each level of the higher education system.

Foster diversity through equitable partnership with societal actors and stakeholders' engagement

Societal contexts within a country vary greatly; so do social actors. HEIs need to find ways to engage with such diversity of social actors in a mutually respectful manner, learning and teaching together. It is this alignment that will make HEIs contribute to achievements of SDGs in a sustainable manner.



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