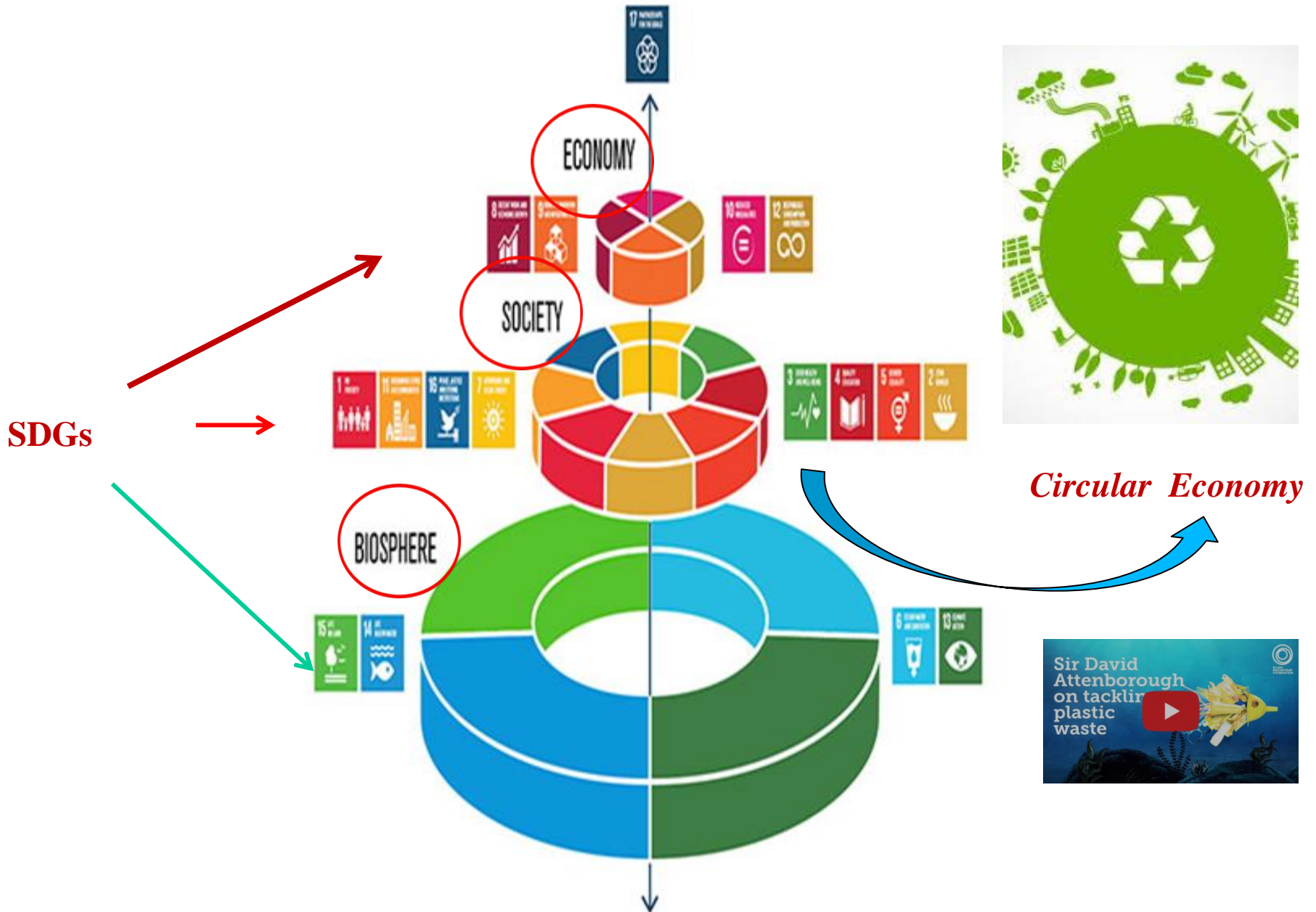


THE ECONOMY SERVING SOCIETY*



Global Priorities and Challenges

Angel Gurría, OECD Secretary
General (1):

A GREEN AND INCLUSIVE RECOVERY prioritising

- income and jobs ...
- *well-being goals at its core (equality!)*
- climate & biodiversity action

Resilience



A case for societal transformation

POLL 2

What main lesson is the world learning from Covid-19?

- A. That we must learn to rise above beliefs that divide us__
- B. That survival of our planet depends on adopting new values__
- C. That rhetoric must be turned into life-saving action on the ground__
- D. Other? _____





Learning is key!

D.
Reflections on 21st
century
education and
research

Ten Propositions for Global Sustainability(2)



What if?

- 1 All 193 NATIONS OF THE WORLD collectively embraced the vision and aspirations set out in the UN declaration, 'Transforming our World: The 2030 Agenda for Sustainable Development', in word and concrete enabling actions?
- 2 GLOBAL GUIDELINES were evolved and agreed to ensure technology is used *'only'* for peaceful purposes and in support of the health and well-being of all species and the planet?
- 3 DECISION-MAKERS treated migration as a historical, complex, global human reality that we need to manage collaboratively, compassionately and responsibly with an emphasis on mitigating root causes (socio-political, economic, environmental) while enacting integrated, preventative life-sustaining measures?
- 4 GOVERNMENT, BUSINESS AND CIVIL SOCIETY collaborated at all levels and adopted a new paradigm – a new world view – to ensure our needs as human beings are compatible with the needs of our outer world – our ecosystem?
- 5 HUMAN VALUES AND MODERN LIFESTYLES – especially national vested interests and overconsumption (energy, water, raw materials ...) – were recognised globally as the leading causes of environmental degradation, eventual loss of resource bases threatening the sanctity and sustainability of all life?
- 6 NATURE was acknowledged as a major source of human thought processes and feeling – inspiration and creative learning as well as being a main factor in personal growth and development, thereby contributing to each individual's quality of life, realisation of dreams and aspirations?
- 7 THE UNIFYING ONE HEALTH AND WELL-BEING CONCEPT became the cornerstone of our education systems and societal institutions, thereby helping to create a 'more just, sustainable and peaceful world' (UN-2030 Global Goals [SDGs])?
- 8 HUMANITY'S FUNDAMENTAL ROLE as *frontline custodians of the planet* was recognised and adopted globally, thereby ensuring the true regenerative power of our societies and fostering compassion, trust and goodwill?
- 9 THE UNITED NATIONS GENERAL ASSEMBLY (UNGA), guided by the human experience over millennia alongside global wisdom, and in a spirit of compassion, kindness, harmony and moral authority, agreed to prioritise and actively promote the values of equality, democracy, tolerance and respect to bridge divisions between people and bind nations together?
- 10 ALL MEMBERS OF THE UNITED NATIONS SECURITY COUNCIL were held globally accountable for their role in maintaining world peace and security – based on a genuine commitment to shared people and planet values while giving a permanent voice to regions with the fastest population growth and social and economic disparities (e.g., Africa, India, Middle East, SE Asia – i.e., close to 6 billion people vs about 2 billion by 2030)?

Learning is key!



“Africa is home to 20 % of the world youth, and 75 % of the population on the continent is under the age of 35 presents immense opportunities for the continent.”



OECD Education & Skills Project

(Organisation for Economic Cooperation & Development)



Primary & Secondary
Focus on Well-Being – Quality of Life
– health, civic engagement, life satisfaction, education, security...

- **Personalised learning environments**
- **Building on solid foundation**
 - **literacy and numeracy**

"Transformative Competencies"

Creating new values

Reconciling tensions and dilemmas

Taking responsibility

[**https://www.oecd.org/education/2030/E2030%20Position%20Paper%20\(05.04.2021\)**](https://www.oecd.org/education/2030/E2030%20Position%20Paper%20(05.04.2021))



International
One Health for One Planet Education
Initiative



***In association with
national / global organisations***

SDG #

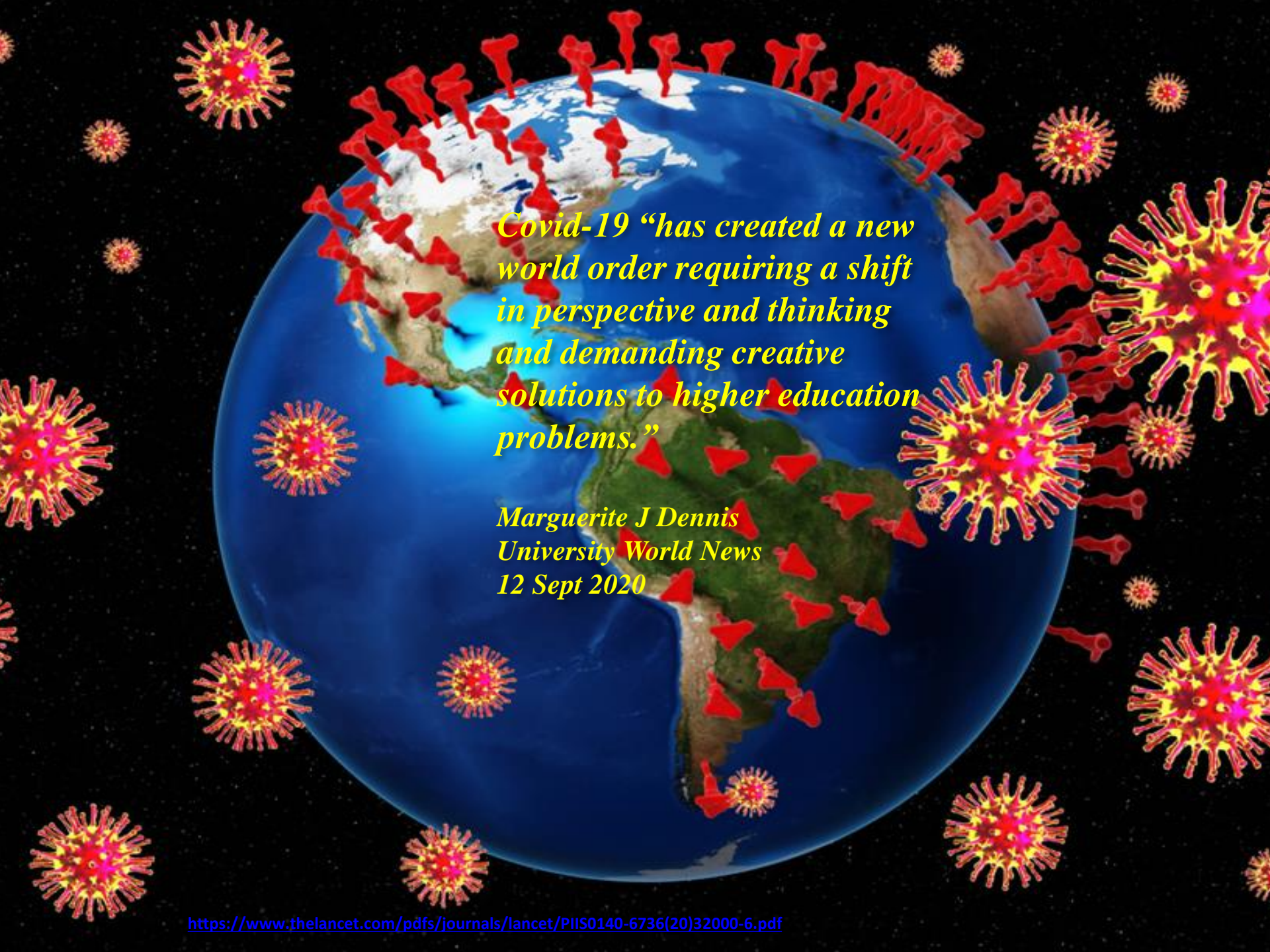


AIM

**Build global capacity for promoting and valuing
the *One Health & Well-Being* concept as the foundation for
achieving the *UN-2030 Sustainable Development Goals*
*Respect each other and the planet – resilience - optimism!***

Engaging

Africa, Americas, Asia, Europe, Middle East, Oceania
via Working Groups

A 3D rendering of the Earth, showing the continents of North and South America. The globe is surrounded by numerous red, spiky coronavirus particles. Red triangular markers are placed on the landmasses, indicating the spread of the virus. The background is a dark, starry space.

Covid-19 “has created a new world order requiring a shift in perspective and thinking and demanding creative solutions to higher education problems.”

*Marguerite J Dennis
University World News
12 Sept 2020*

Natural Sciences

FORMAL SCIENCES

Higher Education Integrated Learning

**HUMANITIES
& SOCIAL SCIENCES**

**PROFESSIONAL &
APPLIED SCIENCES**

'Changing higher education to serve a changing world'



Ch 12: "Universities in the Early Decades of the Third Millennium: Saving the World from Itself?"

MAIN COVID-19 RESPONSE
On-line Learning
Universities – not buildings? –
University = "a technical future"?

Climate change / Covid-19
Need to redefine university mission adapt to new circumstances as world evolves

University Students Lead Global Transformation
(e.g., ECOSOC Youth Forum + IUS?)

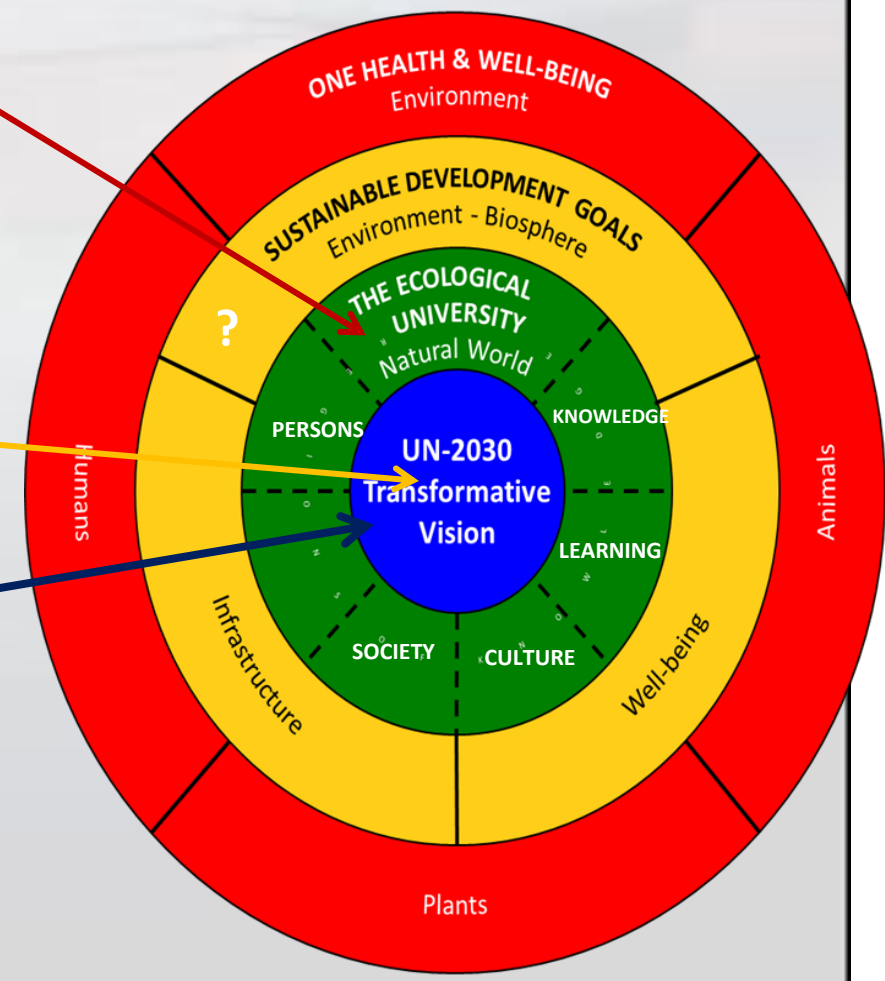
FOCUS ON UN-2030 TRANSFORMATIVE VISION
"Just, Sustainable and Peaceful World"

STRATEGIES
OHWB & UN-2030 SDGs



Interconnected ecological knowledge systems (ZONES)
Prof Ronald Barnett-UCL

The Ecological University (ec uni)



Are the existing societal structures working for the 21st century?

Transdisciplinary Research (TD)

What?

Integrating the natural, social and health sciences in a *humanities* context

Why?

Global Sustainability
Resolving real world problems

How?

Developing deep understanding of interconnected relationships

CORNERSTONES

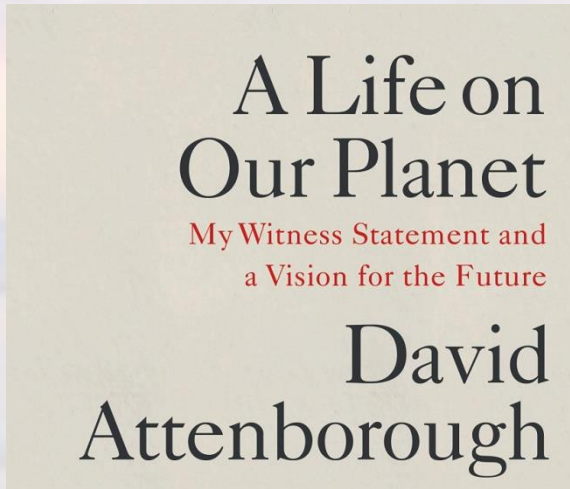
1 HOPE

progressing

One Health & Well-Being Concept
&

The UN-2030 SDGs

TD ...Sources of Inquiry



From 1950s
to c. 2100 CE



2030s

2040s

2050s

2080s

2100 + 4°C



Stakeholders...



Association for the Development of Education in Africa

African Union



AFRICA CDC
Centres for Disease Control and Prevention
Safeguarding Africa's Health



Youth Empowerment

PEACE, DEVELOPMENT AND HUMAN RIGHTS

OSAA
Office of the Special Adviser on Africa

Three pillars of the work of the United Nations underscore that:

- there is 'no peace without development,'
- there is 'no development without peace,' and
- there is 'no peace and development without human rights.'

<https://www.un.org/en/peace/oaer/oaer.shtml>



"An integrated, prosperous and peaceful Africa, driven by its own citizens, representing a dynamic force in the international arena."

<https://au.int/en/agenda2063/overview>



BILL & MELINDA GATES foundation



African Development Bank Group



Learning is key!

Poll 4

What could HEIs do to mitigate future pandemics?

- A. Rethink university / HEI mission statements (i.e. *Ecological University*).
- B. Develop regional HEI leadership alliances focusing on sustainability issues.
- C. UN-Unis fund students to inform communities about prevention (e.g., OHWB, SDGs).
- D. _____



Future Africa – 1 HOPE
Webinar Series

*Building Transdisciplinary
Research Capacity*

REIMAGINING the FUTURE of UNIVERSITIES in the 21st Century

George Lueddeke PhD
International *One Health*
for One Planet Education Initiative
(1 HOPE)

November 11, 2020

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Q/A



“We need to refashion our institutional systems and transform our current attitudes to virtually all aspects of society and the economy - consumption patterns and wellbeing, technology and production systems, enterprise and distributive justice - all of which have in the light of today’s circumstances and knowledge need to be reoriented to conform to the principles of an inclusive and circular economy.

This implies that the poorest and marginalised are put at the centre of economic and social attention and the restoration and regeneration natural systems become the boundary conditions that must not be transgressed, not just for future generations but also for those of today.”

Dr. Ashok Khosla
Development Alternatives
(2018)

https://www.devalt.org/images/L2_ProjectPdfs/About%20To%20Choose%20our%20Future%20Book.pdf

https://www.devalt.org/images/L2_ProjectPdfs/About%20To%20Choose%20our%20Future%20Book.pdf