

SDG ACTION WEEKEND SIDE-EVENTS
SEPTEMBER 2023

One World, Shared Goals: Collaborative Actions for SDG Implementation

- Permanent Mission of the Federal Republic of Germany to the United Nations in New York (**Sponsor**)
- UNESCO IESALC
- Planning Institute of Jamaica
- Future Perspectives
- UN MGCY
- Danish UN Youth Delegation
- German UN Youth Delegation
- Global Student Forum
- Global Youth Biodiversity Network
- HH MSII SDG Challenge
- One Million Teachers
- UNESCO SDG4 Youth and Student Network
- Save the Children
- Stakeholder Group of Persons with Disabilities
- The Millennials Movement
- World Food Forum

Background on the side-event

This side event aimed to highlight and investigate the transformational potential partnerships have. The event embodied SDG 17's core values because it was a collaborative effort between several parties. It brought together partners from the government, commercial sector, UN organizations, children, youth, and student organizations, all of whom bring distinctive perspectives and resources to the table. Together, they looked into opportunities and best practices for creating partnerships that would effectively advance the SDGs. The side event offered recommendations from youth and stakeholders, with an intersection of collaborations. However, the goal wasn't just to underline the importance of partnerships; it was also to demonstrate how they might work using examples from the actual world. The event emphasized recent initiatives positioned to enhance successful ones, as well as However, the goal wasn't just to emphasize how important partnerships are; it was also to show, via real-world situations,





how they may function. The event highlighted new projects that are set to advance the SDGs while also showcasing successful ones. This gathering specifically highlighted the transforming potential of education and the crucial position of youth.

Key Issues discussed

- **Intergenerational efforts and the importance of including young people as change agents:** There is a need for partnerships among different generations, and there is a need for dialogue among generations because every one of us can contribute to the discussion and actions to follow. It is imperative to prioritize underrepresented groups (from young people and women to at-risk populations and indigenous communities) in decision-making spaces via the multilateral involvement of change agents at all levels. When people grow into the system, they are less likely to question the rules and the structure for which they have been promoted. Yet, there is a need for improvement and transformation; thus, underrepresented groups, such as youth, should be incorporated into the process of improvement and transformation to support change-making from new and emerging perspectives. There is a need for young people to learn and know they have a role to play in their communities and to be able to identify who can support them so they can reach out to them. There is a need for intergenerational action, work, and collaboration. Young people need to be able to build a relationship of mutual trust with their governments.
- **Education is in crisis, and that's why, more than ever, there is a need to transform education and to acknowledge and join forces with UNESCO and partners on the Transforming Education efforts, the follow-up on the Transforming Education summit, and the Global Youth Initiative:** The learning crisis affects children out of school, and it also affects those who are in school but are not getting a good quality education. The world is off track when it comes to education, and the world has been on track to achieve the SDGs. 4.51 million children would have been in school this year. It is highly important and crucial to move from discussions and policy to actions and impact.
- **To transform the ways the work is being done on the 2030 Agenda and adapt it to today's reality, there is a need to promote multilateralism and create networks for the private sector, governments, civil society, and UN agencies, amongst other stakeholders:** Higher education, through its pillars in Teaching and Learning, Research, Engagement, and Leadership and Management can be a key partner and mediate among other stakeholder - for example: linking policymakers and industry for better prepared young and lifelong professionals to accommodate National Development Plans, providing evidence-based projects that can allow smoother transition of cross-regional knowledge sharing, bridging SDG4 to other SDGs at communal, institutional, national and



international level with innovation transfer, and supporting capacity building to improve systematic partnership operations.

- **A multistakeholder approach to achieve the SDGs is needed and that includes but not limited to partnerships with the private sector and the vital role the private sector can play:** The private sector is playing a massive role in some parts of the world in promoting inclusivity. In many cases, the private sector plays a crucial role in building private-public sector partnerships and in promoting gender equality, quality education, and other SDGs.
- **An inclusive approach that recognizes underrepresented groups and the importance of creating innovative partnerships that can match their needs and help them grow and contribute to their communities:** The importance of recognizing the specific needs of people with disabilities and tackling them the way they should be tackled, so people with disabilities feel and be included and productive within their societies. There is a need to promote and guarantee impartial representation and inclusive engagement throughout the policy process to ensure equitable distribution of accountability.

Key recommendations for action

- **Youth and Students:** Achieving the 2030 agenda is a task young people and students need to take the lead on. A recommendation to young people and students who are working on sustainability is to not let anyone limit their involvement and engagement; young people and students are resources.
- **Public Sector - Private Sector - UN agencies:** A recommendation to achieve SDG4 and all the other SDGs: CCC: Collaboration, Creativity, and Co-Creation.
- **Higher Education Institutions - Public sector:** To achieve the SDGs and leave the planet in a better state than we found it, it is crucial to practice multilateralism, multiculturalism, holistic collaboration, and innovative collaborations. Higher education and its collaborators must function as a mutually supporting system that can better meet societal demands and help prepare change agents for now and tomorrow.
- **Youth- Students - Children - Public Sector - Private sector - UN agencies - Higher Education Institutions:** Effectively achieving the SDGs indisputably requires leveraging the power of mutually beneficial cross-sectoral collaboration rooted in intergenerational, intercultural, & intersectional change, with community agency held at the highest priority.
- **Higher Education Institutions - Research Institutions - Donors:** Improve the financing of research institutions (RI). Include higher education institutions and RI in policy



discussions. Enable data collaboration across countries and within institutions with research actors.

For more information, please visit:

<https://sdgs.un.org/partnerships/innovation-transform-education-training>