

# HIGHER EDUCATION AND SDG16

“Sarah E. Mendelson and her collaborators make a compelling case for the Sustainable Development Goals (SDGs) as a promising project for re-energizing progress on social justice, economic development, and human rights. In their vision, law remains a guiding standard, but the SDG approach puts law to work with a tool kit of community organization, operational know-how, and rigorously generated data. Academe has a central role to play in educating the new generation of principled pragmatists in the outlook, skills, and information they will need to boost rights and justice to a higher level.”

*Jack Snyder, Robert and Renée Belfer Professor  
of International Relations, Political Science  
Department, Columbia University*

“The sobering fact is that the world is falling short of achieving the United Nations’ Sustainable Development Goals (SDGs). But the contributors to this volume firmly reject the idea that the goals should be abandoned. Instead of running away from the SDG project, the authors here focus on practical next steps toward global sustainability and human rights. The chapters explore a range of novel ways of localizing the goals. They outline new methods of engaging the next generation of policymakers and scholars in human rights and development work, and highlight important leadership roles that universities can play in effectuating the SDGs going forward. In the process, contributors pinpoint ongoing – but surmountable – barriers to SDG implementation, such as the failure of government entities and researchers to capture disaggregated data that would support successful tailoring of policies to human rights-based goals. This is a book for those who understand that failure is not an option when it comes to the SDGs, and who are ready to lean into a sustainable future through concrete action.”

*Martha F. Davis, University Distinguished  
Professor of Law, Northeastern University*

Prescient in its exploration of the how inequality has riven United States society and compelling in its urgent call to use the UN Sustainable Development Goals as a framework for doing something about it here and beyond, this book is essential reading for policymakers, academics and advocates alike. Each chapter takes up separate arena for action. All of them center around Goal 16, on the role of higher education in building peace, justice and strong institutions. Each chapter features new primary source data and practical examples of how cities, universities, nongovernmental organizations (NGOs) and social movements together have used the SDGs to build stronger systems of accountability for fulfilling economic rights. The book centers the “unjust recovery” in the wake of the COVID-19 pandemic in order to reveal the deeper systemic flaws that perpetuate inequality, while also making clear that student engagement with the SDGs is key to building the political momentum for tackling it.

*Shareen Hertel, Wiktor Osiayński Chair of Human Rights & Political Science, University of Connecticut*

# HIGHER EDUCATION AND THE SUSTAINABLE DEVELOPMENT GOALS

Series Editor

Wendy Purcell, PhD FRSA

*Professor with Rutgers University and Academic Research  
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University President Emerita.*

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Higher Education and the Sustainable Development Goals

# HIGHER EDUCATION AND SDG16

Peace, Justice, and Strong  
Institutions

EDITED BY

**SARAH E. MENDELSON**  
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INVESTOR IN PEOPLE

In memory of Christof Heyns (1959–2021),  
a giant in human rights,  
who understood the potential of the  
Sustainable Development Goals,  
and who left us all far too soon.

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# CONTENTS

<i>List of Figures and Charts</i>	xi
<i>List of Acronyms</i>	xiii
<i>Series Editor Preface</i>	xv
<i>Acknowledgments</i>	xix
1 Introduction: SDG 16, Higher Education, and the Benefits of New Approaches to Teaching and Researching Human Rights <i>Sarah E. Mendelson</i>	1
2 Closing Access to Justice Gaps Globally <i>Elizabeth Andersen</i>	13
3 Judicial Institutions, SDGs, and the 2030 Agenda Across Latin America and the Caribbean <i>Alvaro Herrero</i>	37
4 The Potential of Participatory and Experiential Learning for the Promotion of Human Rights and the SDGs <i>Thomas Probert</i>	61
5 Toward More Just Societies: The SDG Agenda and Innovations in Higher Education <i>Ariel C. Armony</i>	79
6 Between Localization and Realization: Partnerships Toward Advancing Human Rights and the Sustainable Development Goals in Los Angeles <i>Gaea Morales, Anthony Tirado Chase, Michelle E. Anderson and Sofia Gruskin</i>	97

7	Unjust Recovery in the Wake of the Pandemic and the Need to Reframe Human Rights Using the SDGs <i>Sarah E. Mendelson</i>	115
	<i>About the Editor</i>	145
	<i>About the Contributors</i>	147
	<i>Index</i>	151

# LIST OF FIGURES AND CHARTS

Fig. 6.1	Summary of Task Force Models as Presented by Morales, Chase, and Gruskin at the Carnegie Mellon Workshop on the Margins of the World Justice Forum 2022.	105
Fig. 6.2	Maternal Mortality Ratio Data from L.A. SDGs Data Reporting Platform.	110
Chart 7.1	Households on SNAP in Pittsburgh by Race, 2015–2021.	132
Chart 7.2	Households on SNAP in Atlanta by Race, 2015–2021.	132
Chart 7.3	Unemployment Rate in Pittsburgh by Race, 2015–2021.	134
Chart 7.4	Unemployment Rate in Atlanta by Race, 2015–2021.	135
Chart 7.5	United States Maternal Mortality Rate by Race, 2018–2021.	135

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## LIST OF ACRONYMS

ARPA	American Rescue Plan Act
CDC	Centers for Disease Control and Prevention
CHANGE	City Hub and Network for Gender Equity
CMU	Carnegie Mellon University
GAO	Government Accountability Office
HEI	Higher Education Institutions
HLPF	High-Level Political Forum
HRC	Human Rights Council
ICESCR	International Covenant on Economic, Social and Cultural Rights
IRB	Institutional Review Board
JR	Just Recovery
L.A.	Los Angeles
L.A. SDGs	Los Angeles Sustainable Development Goals
L.A. TFs	Los Angeles Task Forces
LNOB	Leave No One Behind
MDGs	Millennium Development Goals
MMRCs	Maternal Mortality Review Committees
MOIA	Mayor's Office of International Affairs
NGOs	Nongovernmental Organizations
SDGs	Sustainable Development Goals
SNAP	Supplemental Nutrition Assistance Program
TF	Task Force
THE-IR	Times Higher Education Impact Ranking
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNDP	United Nations Development Programme

UNESCO	United Nations Educational, Scientific and Cultural Organization
UNODC	United Nations Office on Drugs and Crime
US	United States
USAID	United States Agency for International Development
VLRs	Voluntary Local Reviews
VNRs	Voluntary National Reviews
VUR	Voluntary University Reviews
WJP	World Justice Project

# SERIES EDITOR PREFACE

Professor Wendy Purcell, PhD FRSA

Higher education (HE) makes an important contribution to realizing the Sustainable Development Goals (SDGs). Teaching and learning support the development of responsible citizens as scholars, leaders, entrepreneurs, and professionals. Curiosity-driven and socially impactful research and innovation help advance knowledge frontiers and find solutions for the world's most pressing issues. As anchor institutions, universities and colleges are also active in civic and community settings, working in partnership with other stakeholders. Given the fierce urgency of (un)sustainable development, the climate crisis, and widening inequity within countries and across the globe, HE institutions (HEIs) need to do more and go faster to deliver fully on their potential to help achieve the SDGs.

The book series addresses the role of HE in advancing the SDGs, identifying some actionable and scalable initiatives, and pointing to opportunities ahead. In sharing the ways and means universities and colleges across the world are engaging with the SDGs, the series seeks to both inspire and enable those in the HE sector and stakeholders beyond to transform what they do and how they do it and thereby hasten progress toward Agenda 2030. Insights gleaned from case studies, reflective accounts, and student stories can help the HE sector both deepen and accelerate its engagement with the SDGs. Each book seeks to capture examples of how HEIs are fulfilling the delivery of their academic mission *and* progressing the SDG concerned. Illustrating the work of students, faculty, and staff of the institution, and that undertaken in collaboration with others, positions HE as a change agent operating at a systems level to help create a world that leaves no one behind.

This volume focuses on HE and SDG16 “Peace, Justice, and Strong Institutions” and highlights the work of universities and colleges in achieving this goal to “Promote peaceful and inclusive societies for sustainable development, provide access to justice for all, and build effective, accountable, and inclusive institutions at all levels.” SDG16 is intimately entwined with all the other SDGs and is a key determinant in their delivery, advancing equity, and enabling solutions in pursuit of sustainability – transforming our world so that the human rights of all can be realized. Some five billion people however are estimated to have unmet justice needs, ranging from concerns over legal identity, to property rights and access to justice, and this demands a paradigm shift in how to consider human rights using the SDGs.

Curated cases and examples from across the globe are explored to illustrate how progress toward SDG16 is being made through the academic activities of HEIs as well as their work in partnership with other organizations and groups. Everyone should be able to live in peace, feel safe, and be free of the threat of violence whether physical or psychological with explicit protection for vulnerable populations. Working with justice sector institutions, HEIs can support access to justice services as well as help citizens participate in associated governance matters. These networks can be leveraged for student learning opportunities as well offering a source for research questions. This academic engagement can enable the co-creation of solutions with the community that support human rights and tackle abuses and barriers to drive radical inclusion and help improve the lives of everyone in an effort to leave no one behind.

While the SDGs represent global goals, the local dimension is what counts in terms of people’s lived experiences. So too then HEIs need to act locally and connect globally. This book calls out the importance of adopting a data-centric approach, with data gaps and data holes filled by university research, innovation, and outreach efforts. In this way, the actuality of people’s justice needs is better understood and can help shape the systematic transformation of justice services and institutions. Universities and colleges will also educate and train new cadres of scholars and practitioners

who are genuinely empathic to people's justice needs, with experience of justice in action, and focused on strengthening the justice system as a matter of collective urgency.

Universities and colleges play a critical role in developing new systemic and transformative solutions through interdisciplinary and multi-stakeholder collaboration and a purposeful focus on the SDGs. As organizations that have stood for many centuries in some cases, this demands that they adapt to new models of learning, research partnerships, and leadership and governance frameworks. Immersive engagement with the SDGs can catalyze pedagogic innovation, serve to refresh curricula, and stimulate new program development. It can also open new avenues for research, attract new sources of funding, and energize people to deliver on the academic mission. SDG16 is an enabler of sustainable development and vital to the pursuit of sustainability and the health of people, planet, and shared prosperity. This book illustrates this approach with HEIs bringing their key assets of curiosity and the pursuit of knowledge and its application to partners seeking solutions and driving innovation, operating in both local and global networks. Sustainability is a goal for today, and sustainable development is an organizing principle for universities and colleges.

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helping organize meetings, and Keith Webster for helping make this edited volume an open-source publication (among his many other forms of support of this work). Krishnan, the members of the Heinz Senior Management Team (2018-2024), and Marie Coleman deserve thanks for good naturedly withstanding my SDG obsession, and my colleagues on the CMU Sustainability Initiative as well as Jim Garrett for sharing it. Most of all, thanks to John Harvey, for everything, and for every day we had.

Sarah E. Mendelson

INTRODUCTION: SDG 16, HIGHER  
EDUCATION, AND THE BENEFITS  
OF NEW APPROACHES TO  
TEACHING AND RESEARCHING  
HUMAN RIGHTS

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ABSTRACT

Why and how should scholars, students, and practitioners engage the Sustainable Development Goals (SDGs) to help reframe and refresh how human rights is taught, understood, and lived? This chapter, and indeed all the chapters in this edited volume, answer this question from a variety of perspectives. Binding them together is the belief that business as usual is not working; while international and national legal frameworks are necessary, they are not sufficient for delivering justice, particularly when it comes to addressing socioeconomic gaps. Getting all this right is more than an academic or UN-driven exercise. Closing these gaps is essential to democracies delivering and requires paradigm shifts. In an era of doom and gloom, the good news is that innovations

in higher education, another binding theme, can help grow the next generation that will deliver human rights and sustainable development well beyond 2030.

**Keywords:** Sustainable Development Goals; human rights; data; democracy delivering; paradigm shift; experiential learning

Why would or should the Sustainable Development Goals (SDGs), and SDG 16 in particular (“peace, justice, and strong institutions”) be of interest to scholars researching human rights, to professors engaging students on human rights, to students who are beginning their careers hoping to advance human rights, and indeed, to practitioners working to make human rights real?<sup>1</sup> In short, because of both the universality and the intersectionality of the SDGs, and how they represent a 21st century way of understanding the range of rights encompassed in the Universal Declaration of Human Rights (UDHR).<sup>2</sup> Rights cannot be separated from development, and development cannot be siloed from peace.

In 2015, the global community adopted the 2030 Agenda and the SDGs with the principle of “leave no one behind.”<sup>3</sup> This framework is scheduled to run through 2030. The relevance of the framework, however, will likely extend for decades to come. Moreover, the SDGs were presciently built to address the challenges that have emerged as urgent in many communities – from inequality to the climate crisis, from pandemics to declines in life expectancy, from an increase in violence and conflict to the enabling of corruption. It is a framework that recognizes development happens

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<sup>1</sup> United Nations General Assembly, “Transforming Our World: the 2030 Agenda for Sustainable Development,” A/Res/70/1, September 25, 2015, [https://www.unfpa.org/sites/default/files/resource-pdf/Resolution\\_A\\_RES\\_70\\_1\\_EN.pdf](https://www.unfpa.org/sites/default/files/resource-pdf/Resolution_A_RES_70_1_EN.pdf).

<sup>2</sup> On the UDHR, see <https://www.un.org/en/about-us/universal-declaration-of-human-rights>.

<sup>3</sup> “Transforming Our World: the 2030 Agenda for Sustainable Development,” Resolution adopted by General Assembly on September 25, 2015, A/Res/70/1, [https://www.un.org/en/development/desa/population/migration/generalassembly/docs/globalcompact/A\\_RES\\_70\\_1\\_E.pdf](https://www.un.org/en/development/desa/population/migration/generalassembly/docs/globalcompact/A_RES_70_1_E.pdf).

everywhere – not just in the “global south” or in so-called “developing” countries.

Awash in crises at the midpoint of the world’s commitment to the 2030 Agenda, there are numerous calls to “rescue” the SDGs, most prominently from the United Nations (UN) Secretary-General.<sup>4</sup> Meanwhile, in the human rights community, a downbeat cottage industry has arisen (again) around pessimistic themes such as the “end times” and a failed, “last utopia.”<sup>5</sup>

This volume details multiple pathways out of such doom and gloom and helps advance the closely aligned and timely endeavors of creating peaceful, just, and inclusive communities – exactly what SDG 16 is all about. The volume explores ways in which innovations in higher education, and specifically, how human rights and the SDGs are taught, can help make relevant human rights in the 21st century for new generations. Universities have a critical role to play in creating SDG literacy as well as a refreshed approach to human rights education, or a paradigm shift, helping to grow what I have called “Cohort 2030.”<sup>6</sup>

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<sup>4</sup> “Rescuing the SDGs: General Assembly Highlights ‘World’s to do List,’” *UN News*, September 19, 2022, <https://news.un.org/en/story/2022/09/1126981>.

<sup>5</sup> Stephen Hopgood, *The Endtimes of Human Rights* (Cornell University Press, 2013); Samuel Moyn, *The Last Utopia: Human Rights in History* (Belnap Press, 2012). Lamenting specific aspects of human rights, including a decrease in effectiveness, is not unique to the last decade. See David Rieff, “The Precarious Triumph of Human Rights,” *New York Times*, August 8, 1999, <https://www.nytimes.com/1999/08/08/magazine/the-precarious-triumph-of-human-rights.html> and Sarah E. Mendelson, “Dusk or Dawn for the Human Rights Movement?,” *The Washington Quarterly* 32, no. 2 (2009, April): 103–20. [https://ciaotest.cc.columbia.edu/journals/twq/v32i2/f\\_0016183\\_13957.pdf](https://ciaotest.cc.columbia.edu/journals/twq/v32i2/f_0016183_13957.pdf). It’s also worth noting that some scholars worry specifically about the harm caused by negative framing around human rights. See Kathryn Sikkink, “A Cautionary Note about the Frame of Peril and Crisis in Human Rights Activism,” in *Rising to the Populist Challenge: A New Playbook for Human Rights Actors*, ed. César Rodríguez-Garavito and Krizna Gomez (Dejusticia, 2018), 171–82, <https://dash.harvard.edu/bitstream/handle/1/37143007/rising-to-the-populist-challenge-version-final-para-web-1.pdf?sequence=6&isAllowed=y>.

<sup>6</sup> Sarah Mendelson, “Young People, the Sustainable Development Goals, and the Liberal World Order: What is to be done?” *Medium*,

In this introduction, I reflect briefly on why such a paradigm shift is needed. John W. McArthur, the Brookings Institution scholar, reminds us that “doing things differently is central to the purpose of the SDGs.” Quoting the 2030 agenda, he notes that the SDGs are about “transforming our world,” and the “universal, integrated, and interrelated nature” of the SDGs “seek(s) to realize the human rights of all.”<sup>7</sup> While those statements may be commonplace to some readers, many in the human rights community know nothing about the SDGs or may feel that because they are voluntary and not legally binding, they are not relevant. There is, however, something of a counter movement developing, including and going beyond senior scholars and practitioners from the human rights community represented in this volume.<sup>8</sup> There is a growing sense that the emphasis on legal frameworks has been too abstract and that the type of rights most associated with the human rights movement, namely political ones, has been too narrow, too predictable, and often disconnected from the pressing, unmet needs of local populations.

The UDHR continues to be *the* framing document on rights relevant for the 21st century. But many aspects of it have been unevenly adopted. The United States, despite its role as a global leader on human rights, has downplayed the socioeconomic elements of the UDHR for decades. This oversight – intentional during the Cold War, and largely unchallenged in the post-Cold War triumphalist period – helped contribute to the extreme inequalities and inequities plaguing the country 25 years into the 21st century. The United

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October 9, 2018, <https://medium.com/sdg16plus/young-people-the-sustainable-development-goals-and-the-liberal-world-order-what-is-to-be-done-fc648e3b2d21>.

<sup>7</sup> John W. McArthur, “The ‘Second Half’ of the Sustainable Development Goal era: Ideas for doing things differently,” *The Brookings Institution*, April 5, 2023. <https://www.brookings.edu/articles/the-second-half-of-the-sustainable-development-goal-era-ideas-for-doing-things-differently/>.

<sup>8</sup> César Rodríguez-Garavito, “Human Rights 2030: Existential Challenges and a New Paradigm for the Field” (Public Law and Legal Theory Research Paper Series, Working Paper No. 21-39, June 2021). <https://static1.squarespace.com/static/648b6a7183cd201b2ba91d28/t/648c6f4b95e1153483c682e0/1686925141063/Human+Rights+2030.pdf>.

States is not the only democracy failing to deliver for large swathes of its populations; authoritarian forces are taking advantage of that fact. At the same time, the downbeat and pessimistic academic cottage industry concerning human rights has developed precisely because the legal frameworks are so often ignored. Thus, the doom and gloom loop.

Another factor driving the need for new approaches to human rights relates to what might be understood as “the health of civil society.” As a Russia scholar, starting over 20 years ago in the early 2000s, I was exposed to gross human rights violations, the phenomenon of closing space and other threats to civil society – all signs to come of the ever more catastrophic trouble wrought by the Putin regime. I was, however, also aware that many in the Russian human rights community had little interest in engaging the larger public – a condition that would surely contribute to their societal and political isolation. The activists were more closely aligned with donors in New York and Geneva than their neighbors in Moscow, Perm, or Ryazan.<sup>9</sup> That struck me then as a serious problem. Fast forward 20 years later, most members of the Russian human rights movement have either been murdered, jailed, or live in exile.

The health of civil society would only get worse and not just for Russian human rights activists. By the time I was serving in the Obama administration, between 2010 and 2017, what was known as “the closing space phenomenon” around the world would evolve into its own epidemic.<sup>10</sup> In many places, nongovernmental organizations (NGOs) were portrayed as “alien” or “foreign agents.” Governments would share laws country-to-country and then adopt

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<sup>9</sup> Sarah E. Mendelson and Theodore P. Gerber, “Activist Culture and Transnational Diffusion: Social Marketing and Human Rights Groups in Russia,” *Post-Soviet Affairs* 23, no. 1 (2007): 50–75, <http://investigadores.cide.edu/crow/wp-content/uploads/2015/11/Mendelson-Gerber-2007-Activist-Culture-and-Transnational-Diffusion-Social-Marketing-and-Human-Rights-Groups-in-Russia.pdf>.

<sup>10</sup> Sarah E. Mendelson, “Why Governments Target Civil Society and What Can Be Done: A New Agenda,” CSIS, April 2015, <http://investigadores.cide.edu/crow/wp-content/uploads/2015/11/Mendelson-Gerber-2007-Activist-Culture-and-Transnational-Diffusion-Social-Marketing-and-Human-Rights-Groups-in-Russia.pdf>.

draconian versions in their own country not unlike the Russian ones – which have been on overdrive with 50 new, repressive laws passed between 2018 and 2023.<sup>11</sup> The murder of Russian political activist Alexei Navalny in February 2024 shocked most but did not surprise many given the long list of those the Kremlin considered enemies and who have since perished.<sup>12</sup> In country after country, the public and policy responses to such violence have largely been full of sentiment but not much else. More signs of trouble concerning the health of global civil society.

While the closing space phenomenon was gaining speed, however, between 2012 and 2015, the SDGs were also coming together. From my perch at USAID, leading the agency's democracy, human rights, and governance work (and, in the US interagency process for what eventually became SDG 16), that emerging framework held the promise of stimulating a possible refresh, or renewal, with the potential to help deliver rights – a way to drive outcomes, results, and relevance. The SDG framework recognized that development happens everywhere and revealed the interconnectedness of so many issues that had previously been siloed, including rights and development. It could enable tackling problems domestically in the United States that by the 2020s were clearly seen as relevant to the global human rights movement, such as deep and sustained inequalities. Addressing them would also be important for credibility in US foreign policy advancing human rights and democracy around the world. Specifically, the SDGs elevated socioeconomic issues which, from an American perspective, had been set aside or siloed in favor of issues relating to political rights – by not just the US government but many in civil society.<sup>13</sup>

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<sup>11</sup> International Federation for Human Rights, "The Last 50: Russian Repressive Laws Since 2018," *Mediazona*, June 8, 2023, [https://en.zona.media/article/2023/06/07/50rep\\_en](https://en.zona.media/article/2023/06/07/50rep_en).

<sup>12</sup> Alexey Gusev, "Navalny's Death Highlights a New, Global Division on Political Violence," *Carnegie Endowment for International Peace*, February 21, 2024, <https://carnegieendowment.org/politika/91699>.

<sup>13</sup> Sarah E. Mendelson, "Inequality, the SDGs, and the Human Rights Movement in the US and Around the World," *The Brookings Institution*, June 12, 2020, <https://www.brookings.edu/articles/inequality-the-sdgs-and-the-human-rights-movement-in-the-us-and-around-the-world/>.

The bill for that bargain in the United States came due in 2020. The COVID-19 pandemic powered multiple dynamics including a long over-due reorientation. The previously prioritized gaze to abuses abroad rather than across town became untenable for many of us who had worked internationally all our lives. The vast inequalities in the United States emerged as both development and human rights issues. The SDGs seemed even more relevant, not less.<sup>14</sup>

With the adoption of the SDGs, I was not alone in viewing a 21st-century way of understanding the range of rights encompassed in the UDHR. Most recently, that understanding has been boosted by none other than the UN's Office of the High Commissioner for Human Rights. The High Commissioner, Volker Türk, notes that the SDGs come from the human rights treaty bodies and mechanisms that have existed for 75 years. Speaking in April 2023 in Washington at CSIS, he argued "95% of SDGs are anchored in human rights obligations."<sup>15</sup>

Fundamentally, what is relevant about the SDGs for the health of civil society and other communities, shared by those in this volume and others who joined us in May 2023 for a strategic convening at The Rockefeller Foundation's Bellagio Center, is taking the concept of "leave no one behind" seriously, and then using data – especially disaggregated data by gender, race, class, locality – to help shape demand-driven policy responses to the social justice gaps that, in fact, have left many behind. Compared with traditional approaches to human rights, this method is different from an exclusive focus on treaties or conventions that states have or have not signed on to.

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<sup>14</sup> Sarah E. Mendelson, "The US Is Leaving Millions Behind: American Exceptionalism Needs to Change by 2030," *The Brookings Institutions*, April 10, 2023, <https://www.brookings.edu/articles/the-us-is-leaving-millions-behind-american-exceptionalism-needs-to-change-by-2030/>.

<sup>15</sup> "The UDHR at 75: A Conversation with UN High Commissioner for Human Rights Volker Türk," *CSIS Human Rights Initiative*, April 18, 2023, <https://www.csis.org/events/udhr-75-conversation-un-high-commissioner-human-rights-volker-turk>. See also "The Human Rights Guide to the Sustainable Development Goals," *The Danish Institute for Human Rights Methodology*, [https://sdg.humanrights.dk/sites/sdg.humanrights.dk/files/SDG%20database%20methodology\\_0.pdf](https://sdg.humanrights.dk/sites/sdg.humanrights.dk/files/SDG%20database%20methodology_0.pdf).

This approach does not negate the importance of legal frameworks. It is rather to suggest an additional approach is needed, particularly when researching and engaging students as well as local communities: growing a Community of Practice – including the authors in this edited volume and going well beyond, to include those who are engaged in field building using the SDGs to improve the quality of people’s lives – to refresh and renew how we think of and measure human rights using disaggregated data.

Creating a discipline that listens and responds to people’s justice needs is one important aspect of democratic renewal described in several chapters in this book. Such a discipline should not be understood as merely academic. To quote Claudia López, the then-mayor of Bogotá, Colombia, speaking in April 2023 at the “Cities Summit of the Americas” in Denver,

*The future of humanity lives in cities. How do we build the cities according to the SDGs... [to meet] the social justice challenges? Colombia won't meet the SDGs without cities...take care of people first if we want them [people] to take care of democracy...dictators who don't care about their own people don't care about the planet.<sup>16</sup>*

At this midway point to 2030, we need to work differently and field build sustainable development.<sup>17</sup> While several chapters in this volume explicitly address access to justice (SDG 16.3), the focus in other chapters goes beyond SDG 16 to enliven what is referred to as the SDG16+ agenda for peaceful, just and inclusive communities.<sup>18</sup> Multiple SDGs – including SDG 1 (no poverty), SDG 2 (zero hunger), SDG 3 (good health and well-being), SDG 4 (quality education), SDG 5 (gender equality), SDG 10 (reduced inequalities), SDG 11 (sustainable cities and communities), and SDG 17

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<sup>16</sup> <https://www.citiessummitoftheamericas.org/agenda>.

<sup>17</sup> Sarah E. Mendelson, “Building the Field of Sustainable Development,” *Stanford Social Innovation Review*, Winter 2020, [https://ssir.org/articles/entry/foundations\\_should\\_invest\\_in\\_building\\_the\\_field\\_of\\_sustainable\\_development](https://ssir.org/articles/entry/foundations_should_invest_in_building_the_field_of_sustainable_development).

<sup>18</sup> <https://cic.nyu.edu/program/pathfinders-for-peaceful-just-and-inclusive-societies/>.