Understanding SDGs and SDG Target 4.7

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Sustainable Development Goals (SDGs)

Sustainable Development Goals (SDGs)

➤ A set of 17 goals for the world's future

➤ 169 targets

➤ Negotiated over a two-year period at the United Nations

➤ Agreed to by nearly all the world's nations, on 25 Sept 2015

What is new about SDGs?

SDGs apply to *every* nation ... and every sector. Cities, businesses, schools, organizations, *all* are challenged to act. This is called

Universality

What is new about SDGs?

SDGs are all inter-connected, in a system. We cannot aim to achieve just one Goal. We must achieve them all. This is called

Integration

What is new about SDGs?

And finally, it is widely recognized that achieving SDGs involves making fundamental changes in how we live on Earth. This is called

Transformation

SDG 1

End poverty in all its forms everywhere

SDG 2

**End hunger, achieve food security and improved nutrition
and promote sustainable agriculture**

SDG 3

Ensure healthy lives and promote well-being for all at all ages

SDG 4

Ensure inclusive and quality education for all and promote lifelong learning

SDG 5

Achieve gender equality and empower women and girls

SDG 6

Ensure access to water and sanitation for all

SDG 7

Ensure access to affordable, reliable, sustainable and modern energy for all

SDG 8

Promote inclusive and sustainable economic growth, employment and decent work for all
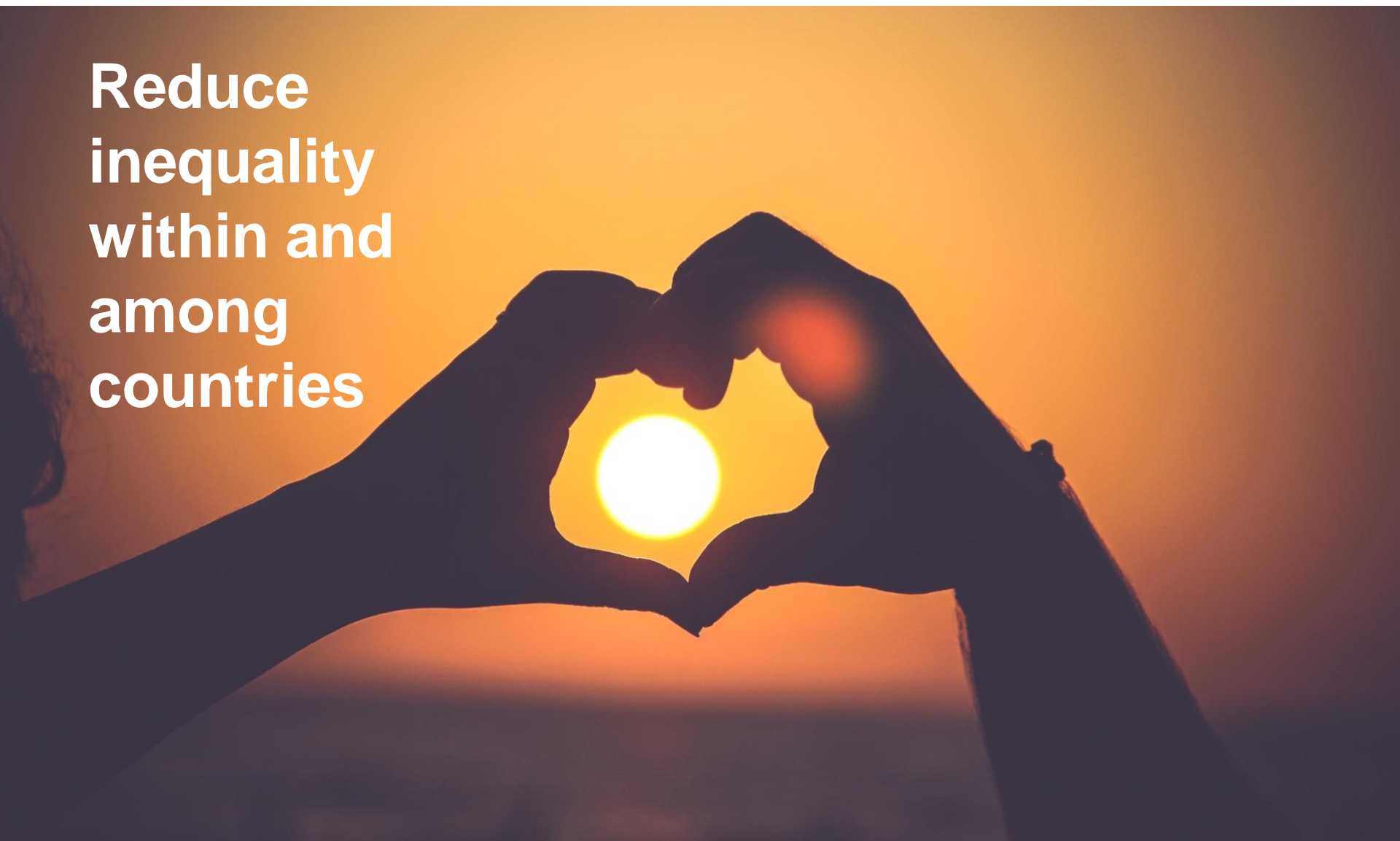
SDG 9

Build resilient infrastructure, promote sustainable industrialization and foster innovation

SDG 10

Reduce inequality within and among countries

SDG 11

Make cities inclusive, safe, resilient and sustainable

SDG 12

Ensure sustainable consumption and production patterns

SDG 13

Take urgent action to combat climate change and its impacts

SDG 14

Conserve and sustainably use the oceans, seas and marine resources

SDG 15

**Sustainably manage forests, combat desertification, halt and reverse land degradation,
halt biodiversity loss**

SDG 16

Promote just, peaceful and inclusive societies

SDG 17

Revitalize the global partnership for sustainable development

"5Ps" of Agenda 2030

People: to end poverty and hunger, in all their forms and dimensions, and to ensure that all human beings can fulfil their potential in dignity and equality and in a healthy environment.

Planet: to protect the planet from degradation, including through sustainable consumption and production, sustainably managing its natural resources and taking urgent action on climate change, so that it can support the needs of the present and future generations.

Prosperity: to ensure that all human beings can enjoy prosperous and fulfilling lives and that economic, social and technological progress occurs in harmony with nature.

Peace: to foster peaceful, just and inclusive societies which are free from fear and violence. There can be no sustainable development without peace and no peace without sustainable development.

Partnership: to mobilize the means required to implement this Agenda through a revitalized Global Partnership for Sustainable Development, based on a spirit of strengthened global solidarity, focused in particular on the needs of the poorest and most vulnerable and with the participation of all countries, all stakeholders and all people.

Education in the 2030 Agenda

Sustainable Development Goal 4

Goal 4 : 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 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

# 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
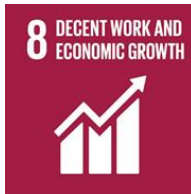
Decent Work and Economic Growth
Target 8.6: By 2020 substantially reduce the proportion of youth not in employment, education or training

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

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 work**
- New focus on **relevance of learning** for **social and civic life**

Features	Implications
Universally-relevant agenda with sustainability at its core	• Collaboration, cooperation and partnerships • Beyond a silo approach to education • Inter-sectoral coordination at country level
Expanded access to all levels of education in a holistic and lifelong learning approach based on the principles of education as a basic human right and a public good	• Legislation • Sector-wide policy, planning and coordination • Recognition, validation and accreditation of learning • Financing

Education 2030

Implications for implementation

Features	Implications
Renewed focus on **equity**, inclusion and gender equality	• Inclusive policy dialogue and formulation • Targeted strategies to overcome inequality in access, participation and outcomes • More disaggregated data to monitor educational inequality and greater capacity for data analysis
Renewed focus on **effective acquisition of basic competencies**	• Review of curricular content and methods • Teacher training and professional development • Curricular approaches that ensure alignment between teaching/learning content, methods, teacher training, assessment…
New focus on **relevance of learning** both for work and for responsible citizenship in a plural & interdependent world	• Re-examining methods of formative and summative assessment of learning • Establishing or further developing quality assurance and qualifications frameworks

- **Country-led** action, supported by collective efforts

- Principles of **inclusiveness, participation, transparency** and **mutual accountability**

- **Strong and multifaceted partnerships**: governments, co-convening agencies and international organisations, NGOs, civil society, youth organizations, teachers and educators, communities and parents, private sector, philanthropic organizations and foundations

UNESCO support
for SDG4 implementation

At global and regional levels:

- Lead/facilitate coordination, partnerships and policy dialogue, knowledge-sharing and standard-setting
- Undertake advocacy and communication to promote political and financial commitment to Education 2030
- Indicator development [UIS]
- Monitoring and review of progress in education across SDGs [GEM]

Capacity development and technical support at country level:

- Sub-sectoral policy and strategy reviews
- Sector-wide planning, management and monitoring

11 Global indicators [obligatory]:

Minimum set of internationally-comparable indicators that countries are expected to report on at the global level. (Developed by UN Inter-Agency and Expert Group, IAEG-SDGs)

43 Thematic indicators [optional]:

A more comprehensive set of internationally-comparable indicators that countries may use to report on progress toward SDG4 at the global level. (Developed by UNESCO Technical Cooperation Group, TCG)

Regional and national indicators:

Regional indicators: Specific indicators, common to countries within a specific region, may also be developed to collectively monitor and report on progress.

National indicators: Monitoring at country level will also include context-specific indicators essential for monitoring and regulating national educational development.

Sustainable Development Goal 4.7

Target 4.7 : By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

Global Indicator
Extent to which (i) global citizenship education, (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in (a) national education policies (b) curricula (c) teacher education and (d) student assessment

Provision	25. Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies (b) curricula (c) teacher education and (d) student assessment	**25 is IAEG´s 4.7.1 (and 12.8.1)**
Knowledge	26. Percentage of students of a given age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability	Indicator is conceptually well-specified but there is not currently a survey that collects the necessary data.
	27. Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience	Originally proposed as the global indicator, but was dropped from the global list.
	28. Percentage of schools that provide life skills-based HIV and sexuality education	
	29. Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per UNGA resolution 59/113)	

1. **Monitoring SDG 4.7**

    The State of Education for Peace, Sustainable Development and Global Citizenship Report for Asia

2. **Capacity development for implementing SDG 4.7**

    Embedding Guidebook for Textbook Authors

1. **<u>Policy and Curriculum Review for SDG 4.7 Monitoring</u>**:
   The State of Education for Peace, Sustainable Development and Global Citizenship for Asia

   - National education policy
   - Nation curriculum framework (NCF)
   - Subject curricula
   - Textbooks

1. Policy and Curriculum Review for SDG 4.7

Countries covered by the EPSG Review for Asia
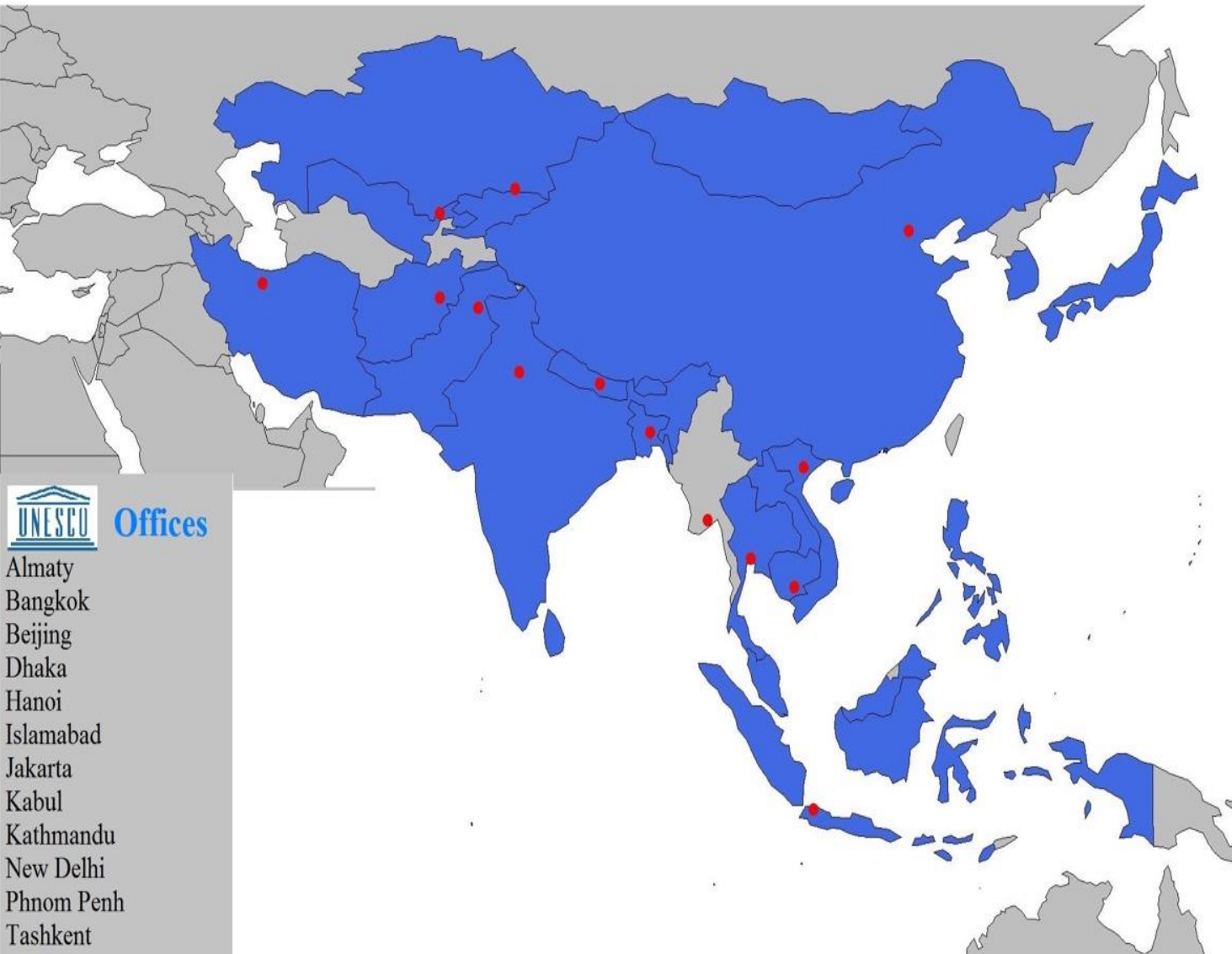
Central Asia: Kazakhstan, Kyrgyzstan, Uzbekistan

East Asia: China, Hong Kong, Japan, Mongolia, Republic of Korea

Southeast Asia Mekong: Cambodia, Lao PDR, Thailand, Vietnam

Southeast Asia Insular: Indonesia, Malaysia, Philippines

South and West Asia: Afghanistan, Bangladesh, Bhutan, India, Iran, Nepal, Pakistan, Sri Lanka

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2. Capacity development for implementing SDG 4.7

Embedding Guidebook for Textbook Authors

- International Workshop in Bangalore, June 2016, bringing together diverse stakeholders, including major publishers (Pearson and McMillan)
- Focus on core subjects: Math, Sciences, Languages (English) and Geography
- Training for textbook authors

2. Capacity development for implementing SDG 4.7

MGIEP's Embedding Approach

- From ***preaching SD*** on the fringes of curricula to making ***SD as a core guiding principle of curriculum development***

- From ***inserting*** new thematic content into the already overburdened curricula to ***reorienting*** the content of textbooks of core subjects

Thank you

https://en.unesco.org/education2030-sdg4

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For more information on the MGIEP embedding initiative, please contact

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