



Module 2

Sustainable

Development Goal No. 4

Quality Education

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Agenda

- 1.1 Introduction to the Sustainable Development Goals (SDGs)
- 1.2 Defining SDG 4
 - Significance
 - Advantages
 - Interdependencies
 - Challenges
- 1.3 Good practices within SDG 4
- 1.4 Exercises
- 1.5 Supplementary Readings and Quizzes (extra doc)

1.1

 SUSTAINABLE
DEVELOPMENT GOALS

- What are the SDGs?
- What do they want to achieve?



1.1

 SUSTAINABLE
DEVELOPMENT GOALS

- 17 Goals to be reached until 2030 (Agenda 2030)
- Five critical dimensions:
people, prosperity, planet, partnership and peace
- three core elements:
social inclusion, **economic** growth, and **environmental** protection
- holistic approach to tackle the challenges

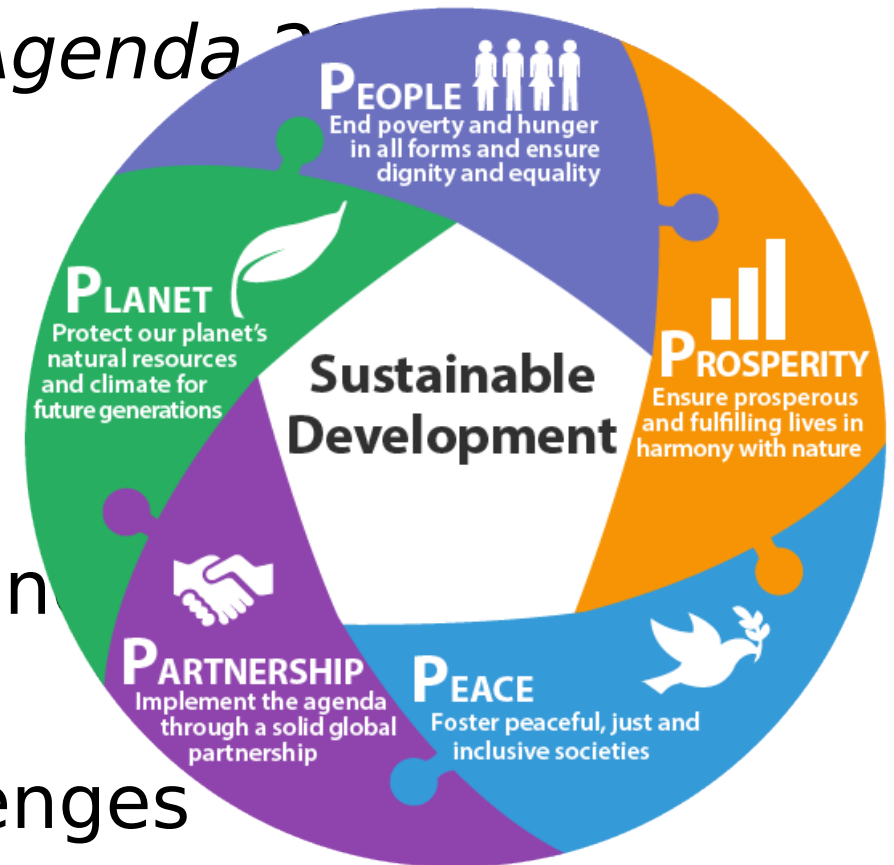


Fig. 1: ©United Nations Department of Public Information (UN DPI) <https://trello.com/c/jb39QPqs/36-infographic-on-the-five-elements-of-the-sdgs>

1.2 Defining SDG 4

- Significance
- Advantages
- Interdependencies
- Challenges



(Source: © <https://sustainabledevelopment.un.org/sdgs> refers to all SDG icons)

Defining SDG 4 (1)

“Education has the power like none else to nurture empowered, reflective, engaged and skilled citizens who can chart the way towards a safer, greener and fairer planet for all.”

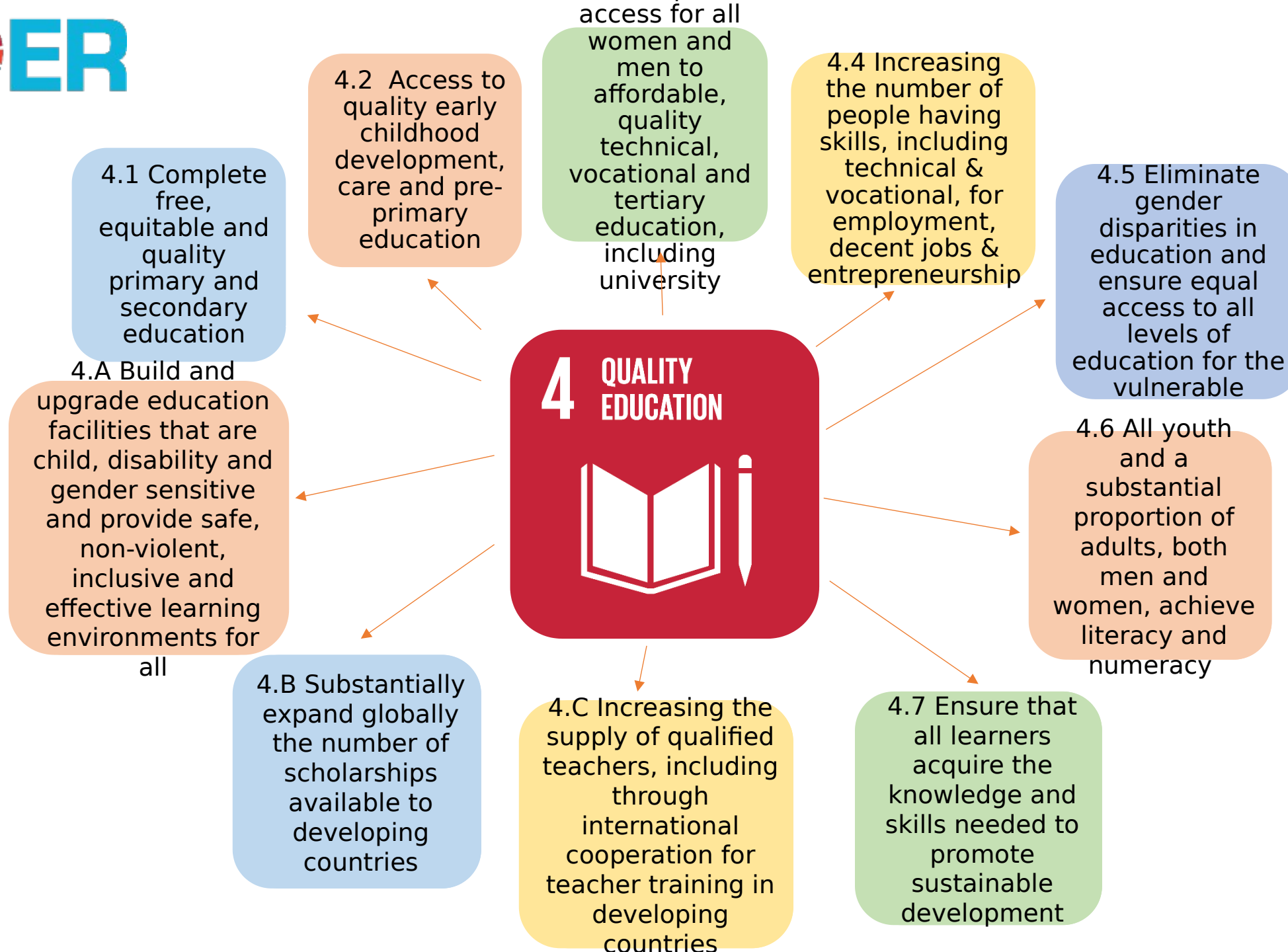
(Irina Bokova, Director General of UNESCO, GEM Report 2016, p. i)



Source: World Merit, Standard Youtube-License
URL: <https://www.youtube.com/watch?v=qrcI7OtHowo>

Defining SDG 4 (2)

- Goal number 4 was derived from the **Millennium Development Goals** (MDGs), the **Education for All** (EfA), as well as the **Belem Framework for Action** (BfA)
- Goal 4 has 10 targets and 43 indicators
- The education needs to be: inclusive, equitable, of good quality, and provided throughout life



(Fig. 2: CC BY SA – author: Johanna Heimfarth)

Significance of SDG 4

Education is a public
good and a fundamental
human right



SDG4 is transformative and universal
□ a main driver of development and other SDGs
for the

Advantages of SDG 4

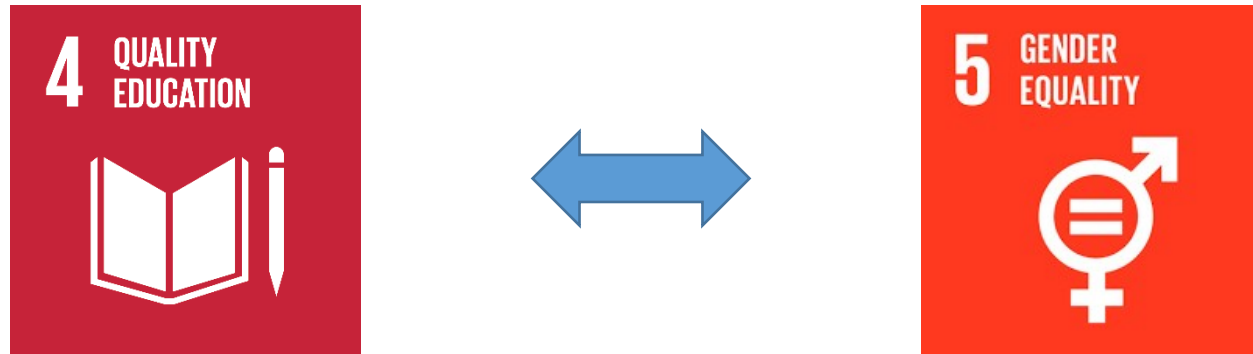
- Education is a public good, and so the role of the state is essential in setting and regulating standards and norms
- Gender equality is inextricably linked to the right to education for all
- Education is a fundamental human right and the key that will allow many other SDGs and human rights to be achieved

Interdependencies of SDG 4

- Example of interlinkages between SDG 4 & 3

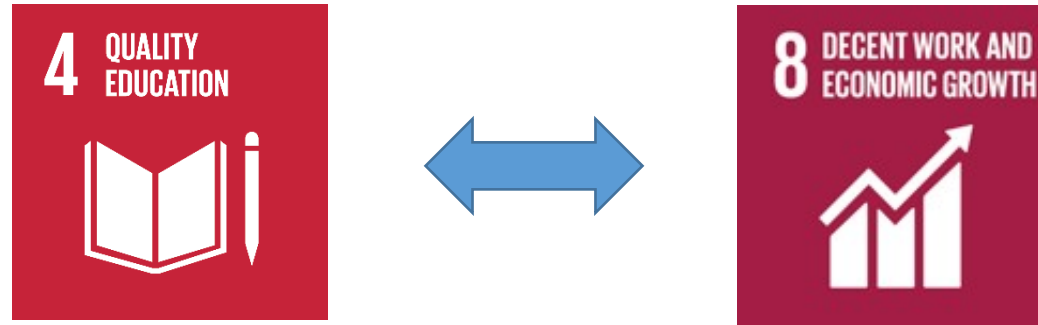


More examples: Interdependencies of SDG 4



- e.g. Gender Equality Target 5.6: Number of countries with laws and regulations that guarantee women aged 15-49 years access to sexual and reproductive health care, information and education

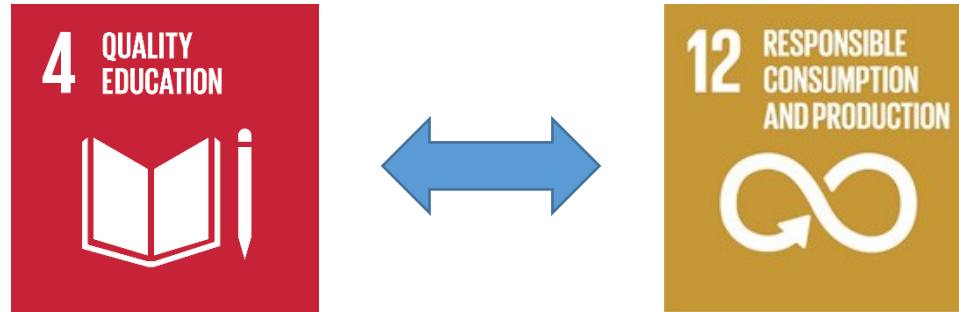
More examples: Interdependencies of SDG 4



- The relationship between education and economic growth is positively reinforcing
- e.g. Decent Work and Economic Growth Target 8.6: By 2020 substantially reduce the proportion of youth not in employment, education or training. But also the shift from agricultural to industrial and technological industries as well as child labour are connected to educational access and education level.

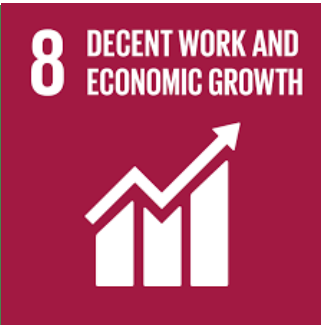
(International Council for Science (ICSU), 2017, p. 87 f.)

More examples: Interdependencies of SDG 4



- There are many direct and indirect effects of education on responsible consumption
- e.g. 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

Which can be more interdependencies of SDG 4 ?



...

Challenges of SDG 4

- The previous agreements failed to reach their goals □ criticism of the Millennium Development Goals (MDGs) and the Education for All (EfA), especially considering the education and lifelong learning goals
- Children are less likely to attend school if they are girls, live in rural areas, are poor or have parents with little or no education. This reveals an inequality in the access to education, the existence of vulnerable groups, and gender inequality. (United Nations, 2016)
- Children from the most marginalized groups are still excluded, and there are huge differences among the countries. Education performance in terms of access, enrolment and completion varies greatly across regions and economic status (United Nations, 2016)

1.3 Best Practices of SDG 4

- Education systems in Latin America and the Caribbean have made significant strides towards universal access and higher graduation rates in primary and secondary education (UNESCO, 2013)
- Morocco has made significant improvements to both the equity and quality of its education system which are demonstrated in the country's achievement scores over time (UNESCO, 2018)
- Several “Outcomes of IEA studies have influenced educational policy across its member countries. The changes can be grouped into four main areas: curricular changes, teacher’s education, professional, development and support, focusing on a specific group or a specific need of students, and material supports like textbooks, libraries, and other forms of physical mechanisms that support pedagogy.” (UNESCO, 2018)

1.3 Best Practices of SDG 4 – Case Studies

Prepare and present examples of project- or country-related best practices on the implementation of SDG 4:

- CS_SDG4_Ethiopia universities
- CS_SDG4_India
- CS_SDG4_developing skills and talent in food security
- CS_SDG4_finance education_Credit Suisse
- CS_SDG4_investment case on sdg4 data
- CS_SDG4_living sustainably in Alheim
- CS_SDG4_Worldbank disability inclusive development

1.4 Exercises on SDG 4 – MDG 2 & EfA vs. SDGs (1)

- To what extent is SDG4 feasible, especially after consolidating the MDG and EfA into one SDG for education?
- Is there anything you would do differently in the future if you were given a seat on a global committee for education?
- In comparison to the MDG and EfA, how much more realistic and advantageous is SDG4?

□ Find a simplified overview on the next slide!



1.4 Exercises on SDG 4 - MDG 2 & EFA vs. SDGs (2)



MDG 2

2.A Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling

2.1 Net enrolment ratio in primary education

2.2 Proportion of pupils starting grade 1 who reach last grade of primary

2.3 Literacy rate of 15-24 year-olds, women and men



EFA

Goal 1: Expand early childhood care and education

Goal 2: Provide free and compulsory primary education for all

Goal 3: Promote learning and life skills for young people and adults

Goal 4: Increase adult literacy by 50 percent

Goal 5: Achieve gender parity by 2005, gender equality by 2015

Goal 6: Improve the quality of education



SDG 4

4.1 complete free, equitable and quality primary and secondary education

4.2 access to quality early childhood development, care and pre-primary education

4.3 access for all women and men to affordable and quality technical, vocational and tertiary education, including university

4.4 increase the number of youth and adults who have relevant skills

4.5 eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable

4.6 achieving literacy and numeracy in everyone

4.7 ensure that all learners acquire the knowledge and skills needed for sustainable



1.4 Exercises on SDG 4: Describing links with other SDGs

Map SDG 4 in relation to other SDGs.

- How strong is the link between SDG4 and SDG1 on ending poverty in all its forms everywhere?
- What is SDG4s impact on SDG 10 on reduced inequalities?
- How is women participation and gender equality (SDG5) imperative to achieving SDG4?
- How can the achievement of SDG4

Targets	Key interactions
4.1-5 □ 3.1	Education efforts for girls enhance maternal health outcomes
4 □ 1	Education contributes to poverty eradication.
4.1-5 □ 1	Increasing the household income contributed by women Through improvements in their children's educational attainment
4 □□ 9	Educated populations have an impact on modern, expanded

Own

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1.4 Exercises on SDG 4 – Gather and analyse data on SDG 4

1. Gather and analyse global, regional, national and local data on SDG 4. E.g. from the UN Sustainable Development Knowledge Platform (<https://sustainabledevelopment.un.org/sdg4> and <http://sdg.iisd.org/sdgs/goal-4-quality-education/>)
 2. Analyse the UNESCO's Global Education Monitoring Reports / or the Education for All's Reports by picking 1-3 of the 10 targets and present them in a visually appealing way (<https://en.unesco.org/gem-report/allreports>)
 3. Collect data on education in your community (classroom/university/house) and analyse the trends in both a qualitative and quantitative manner to find out major narratives, frequencies, correlations and causalities. See how well your data is situated in comparison to the local (if available) or national data from the other platforms.
- Helpful link for statistical data visualisation under: http://sdg4monitoring.uis.unesco.org/sdg_4_2_new.php



Developed and produced by Luciana Londero Brandli Violeta Orlovic Lovren, Katarina Popovic, Nemeth Balazs, George R. Lueddeke, Muhammad Rehan Dastagir, Aleksejs Zorins and Jennifer Pohlmann and support by Johanna Heimfarth

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