

What are the SDGs?

*“Links to Education 2030:
Framework for Action and
the Incheon Declaration”*



A Look at the Sustainable Development Goals
<https://youtu.be/5G0ndS3uRdo>

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OUTLINE

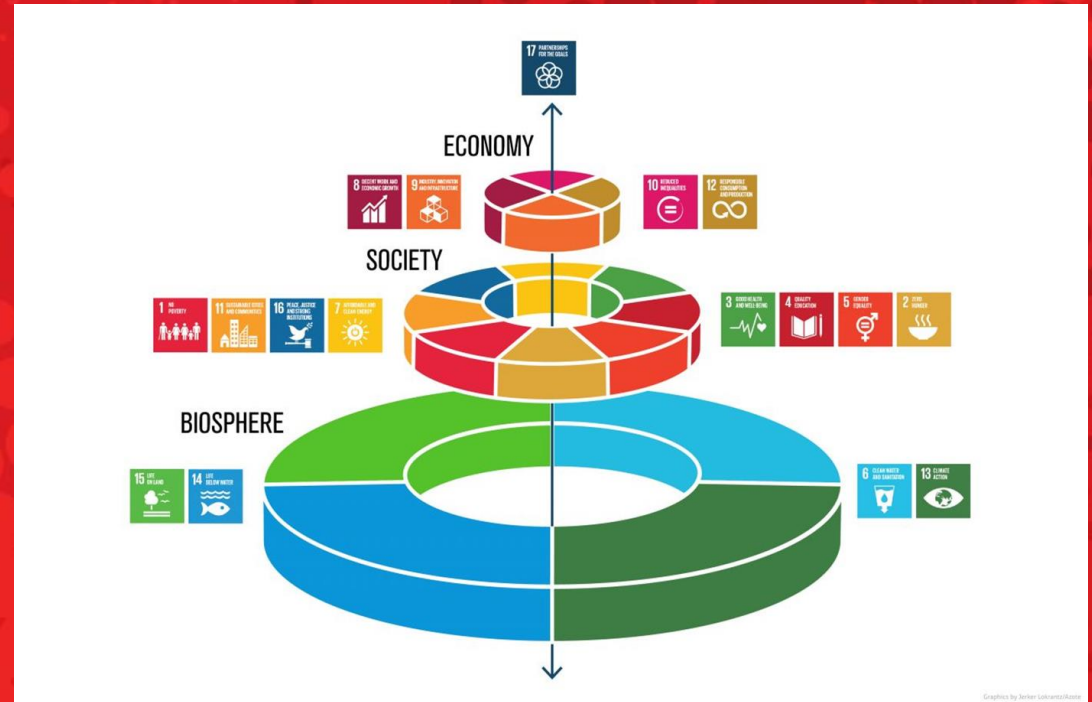
Story of the SDGs

- *Where they came from?*
- *Significance of SDG4*
- *Education 2030*

My story of the SDGs

- *ASPBAE/ICAE*
- *ESD*

Our story of the SDGs



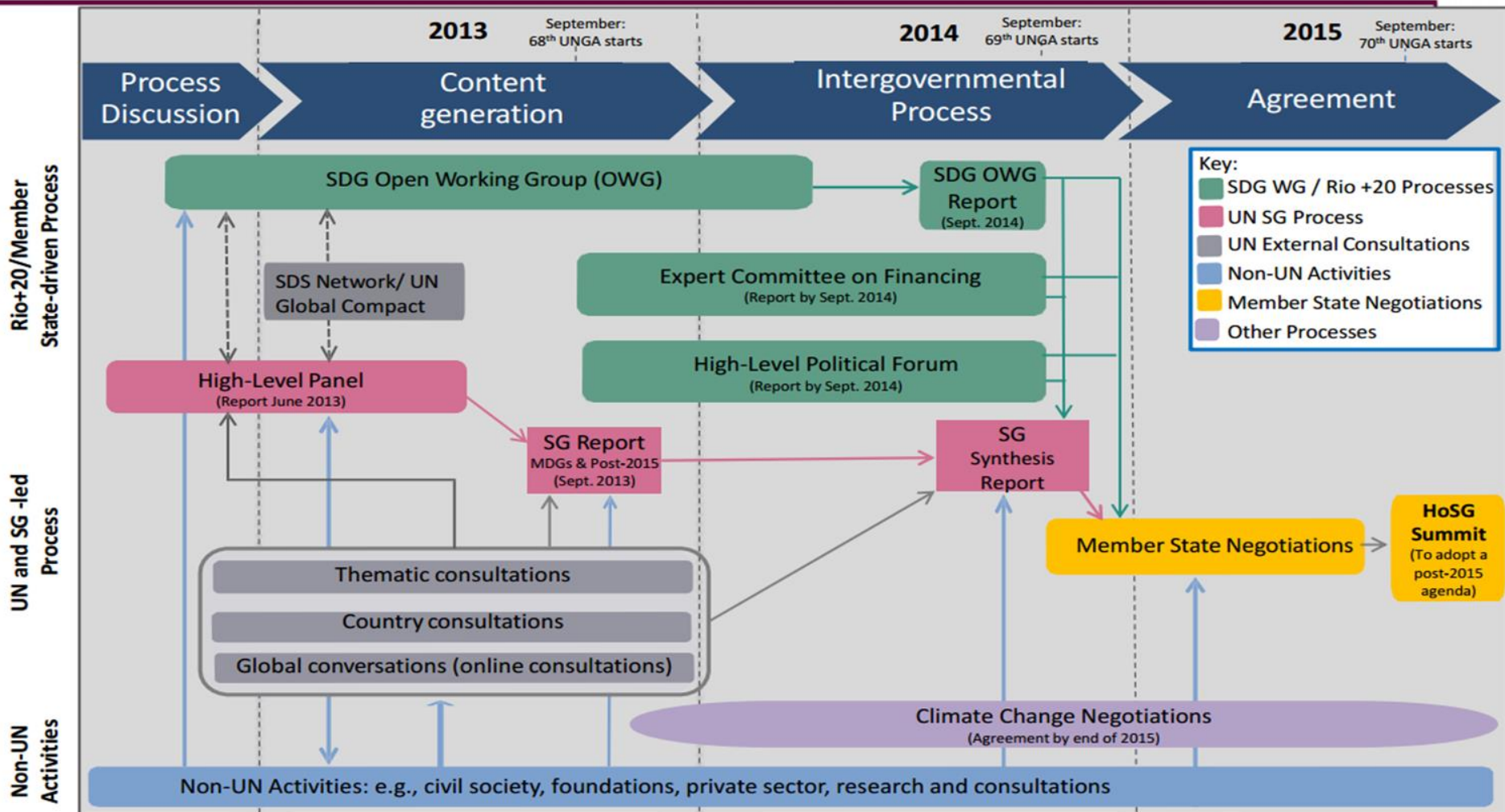
What are the SDGs?
<https://youtu.be/PZbgIVgQyks>

Millennium Development Goals



PROCESS

Processes feeding into the Post-2015 Development Agenda



Sustainable Development Goals (SDGs)

"World leaders have an unprecedented opportunity this year to shift the world onto a path of inclusive, sustainable and resilient development" - Helen Clark, UNDP Administrator.

At the United Nations Sustainable Development Summit on 25 September 2015, world leaders adopted the 2030 Agenda for Sustainable Development, which includes a set of 17 Sustainable Development Goals (SDGs) to end poverty, fight inequality and injustice, and tackle climate change by 2030.



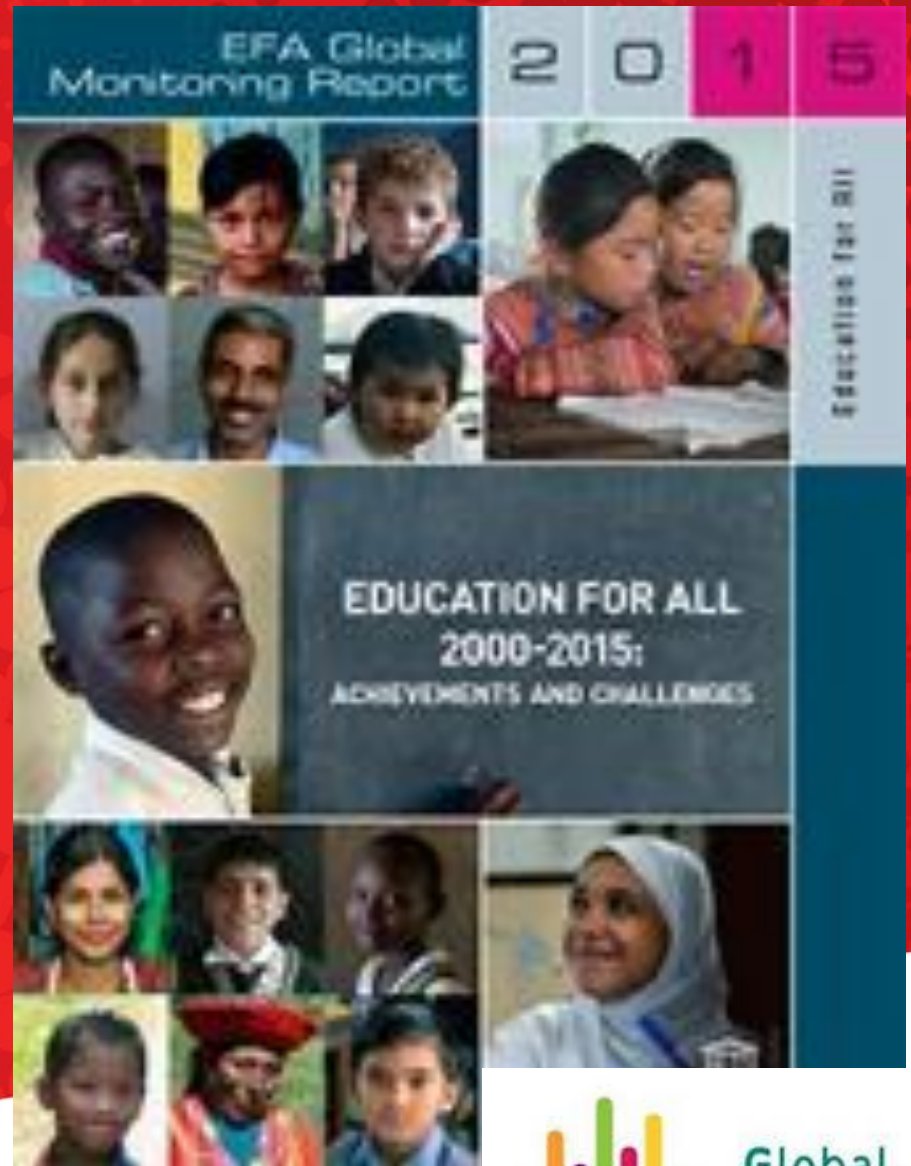
KEY FEATURES

- *Unprecedented in scope*
- *Integrated and indivisible*
- *Inclusive – “no one left behind”*
- *Global in nature*
- *Universally applicable*



UNESCO - EFA Global Monitoring Report 2015

[https://youtu.be/
Bcof_gGFyuw](https://youtu.be/Bcof_gGFyuw)



Education for All Goals (EFA 2000)

Goal 1 Expanding and improving comprehensive **early childhood care and education**, especially for the most vulnerable and disadvantaged children.

Goal 2 Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, **have access to, and complete, free and compulsory primary education of good quality**.

Goal 3 Ensuring that the **learning needs of all young people and adults are met through equitable access** to appropriate learning and life-skills programmes.

Goal 4 Achieving a **50 per cent improvement in levels of adult literacy** by 2015, especially for women, and equitable access to basic and continuing education for all adults.

Goal 5 Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

Goal 6 Improving all aspects of the **quality of education** and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

EFA

MDG

SDGs

Education
2030

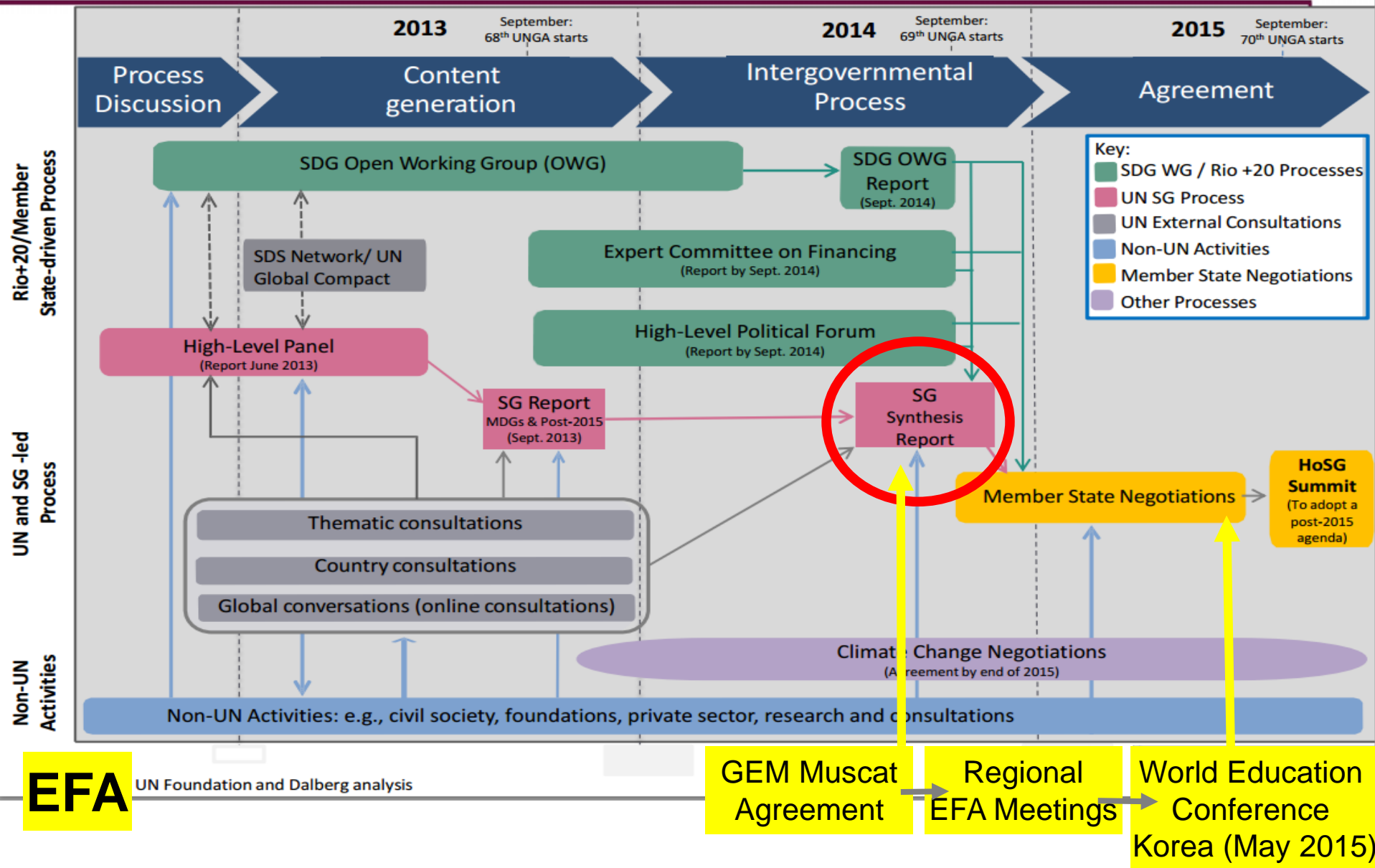
ACHIEVE UNIVERSAL
PRIMARY EDUCATION



2



Processes feeding into the Post-2015 Development Agenda



EFA

ACHIEVE UNIVERSAL
PRIMARY EDUCATION



2

MDG

SDGs

4 QUALITY
EDUCATION



Education
2030



Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

TARGETS

- 4.1 By 2030, ensure that **all** girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
- 4.2 By 2030, ensure that **all** girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
- 4.3 By 2030, ensure equal access for **all** women and men to affordable and quality technical, vocational and tertiary education, including university
- 4.4 By 2030, **substantially increase** the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

TARGETS

- 4.5 By 2030, **eliminate gender disparities in education and ensure equal access** to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
- 4.6 By 2030, ensure that **all youth and a substantial proportion of adults, both men and women**, achieve literacy and numeracy
- 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

Reasons to celebrate?

EFA

ACHIEVE UNIVERSAL
PRIMARY EDUCATION 2

MDG

SDGs

4 QUALITY
EDUCATION



Education
2030

Education 2030
Incheon Declaration
and
Framework for Action
Towards inclusive and equitable
quality education and lifelong
learning for all



My Story of SDGs

Decade of Education for Sustainable Development Milestones, Projects and Activities (2005 – 2014)



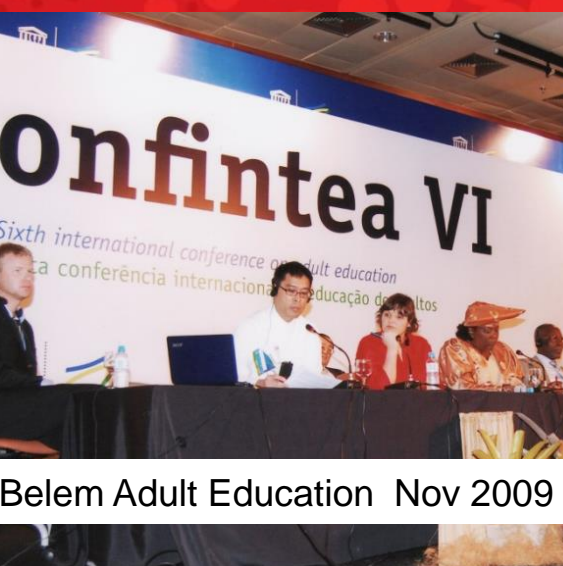
Tokyo Seminar June 2005



Bonn Mid-DESD June 2009



Okayama End-DESD Oct 2014



Belem Adult Education Nov 2009

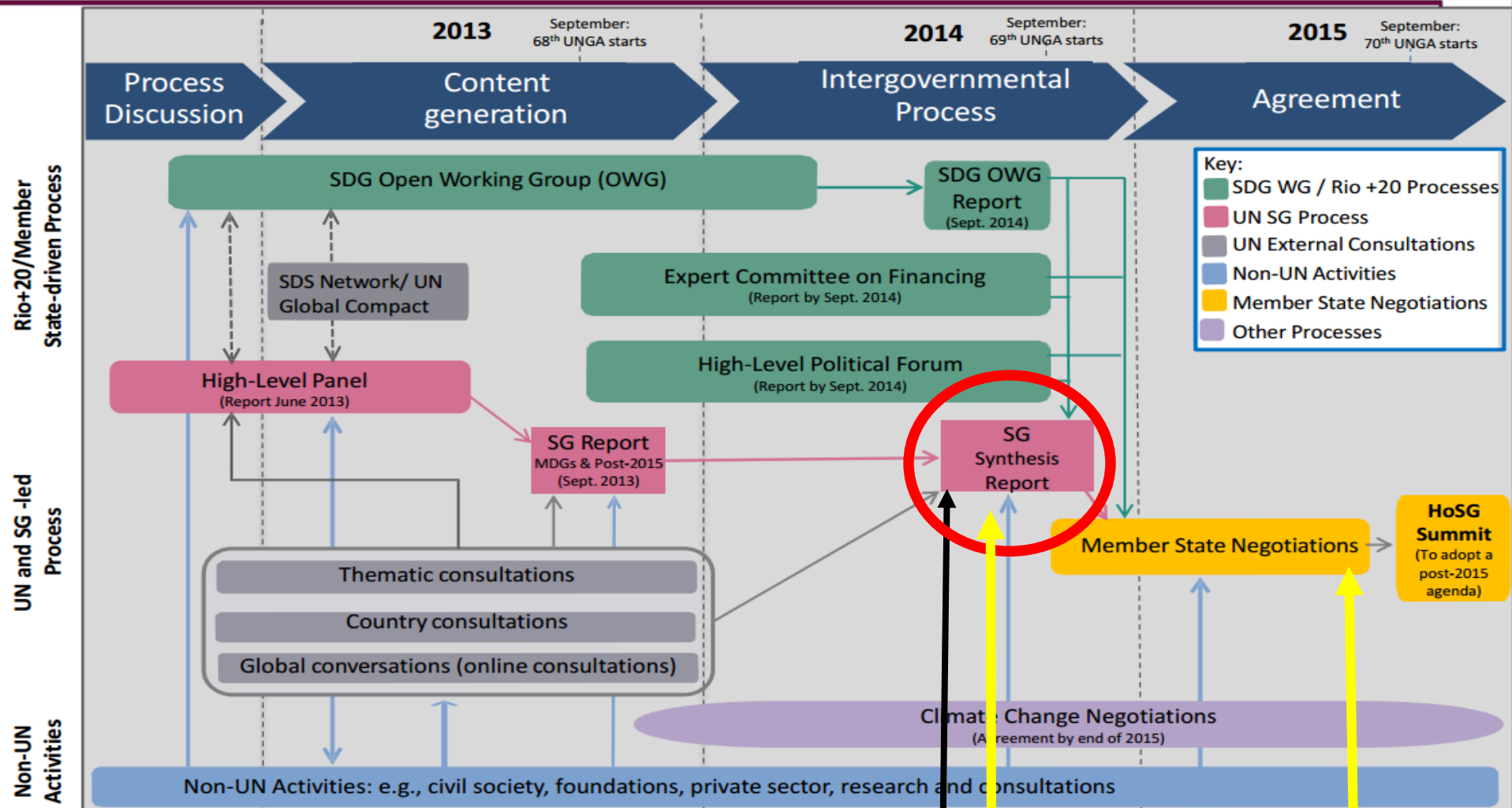


Rio +20 Earth Summit June 2012



WEF - Korea 2016

Processes feeding into the Post-2015 Development Agenda



EFA

UN Foundation and Dalberg analysis

GEM Muscat Agreement

Regional EFA Meetings

World Education Conference Korea (May 2015)

ESD

Okayama (Oct and Nov 2014) Stakeholder ESD Conference → Nagoya (Nov 2014) World ESD Conference

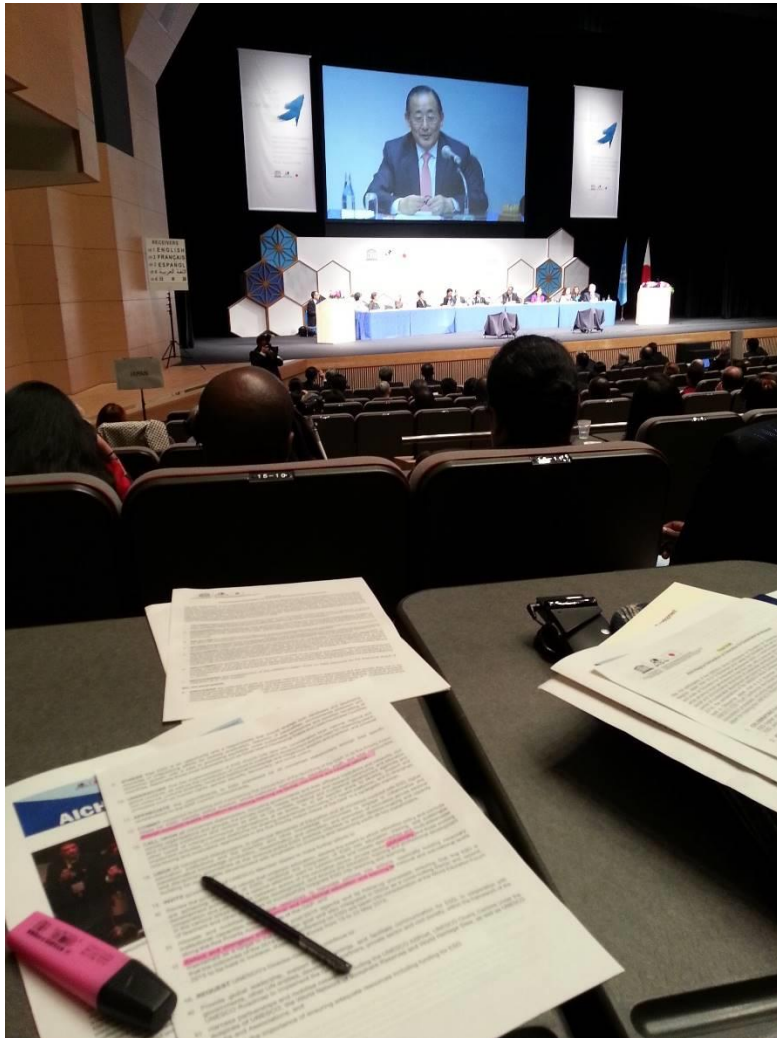
The Okayama Commitment 2014

Kominkan-CLC ESD Conference

Consistent with ESD, drafting was a transparent and participative learning process.



NAGOYA ADVOCACY WINS!



1. Ensure citizen's participation in the processes of ESD policy formulation.

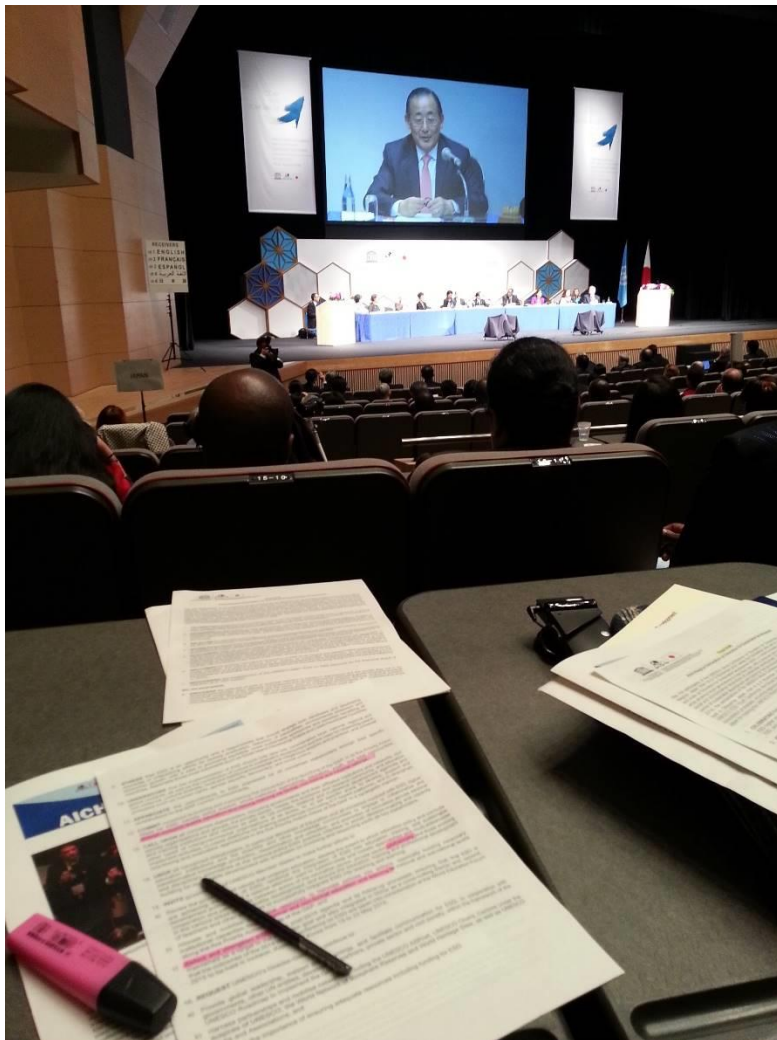
Not adopted word for word.

Outcome had a better statement of the role of civil society as a key partner of the education sector.

2. STRENGTHEN current statement to make sure ESD is an integral part of the education goal in post 2015 development agenda.

ADOPTED - 15c) *Reflect and strengthen* ESD in the post-2015 agenda

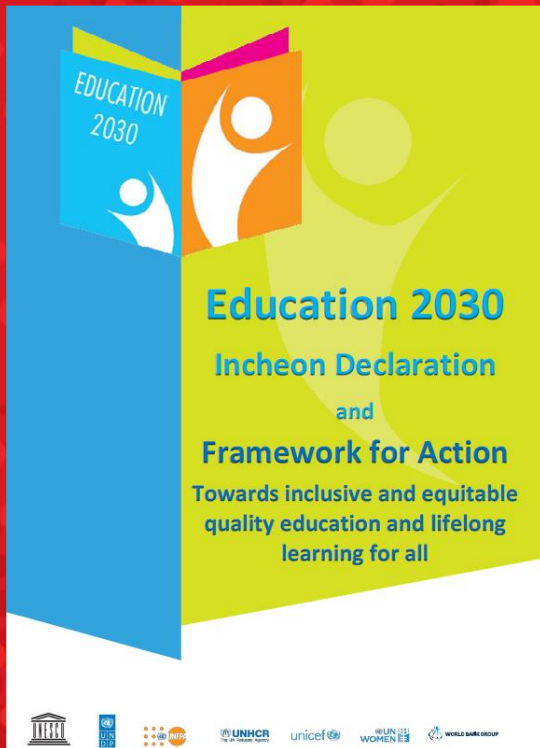
NAGOYA ADVOCACY WINS!



3. ACKNOWLEDGE the different education sectors. Insert **“for both formal and non-formal education and learning”** after “building necessary institutional capacity” in bullet 2 of para 14.

ADOPTED - 15b) Allocate and mobilize substantial resources to translate policies into actions, especially building necessary institutional capacities **for both formal and non formal education and learning** at National and substations levels along the five Priority Action Areas of GAP.

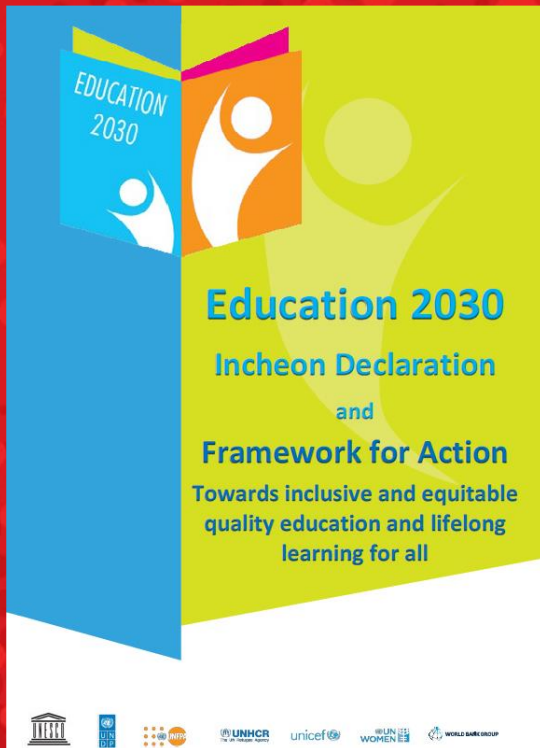
OUR STORY



80. Civil society organizations (CSOs), including representative, broad-based coalitions and networks, play essential roles.

They need to be engaged and involved at all stages, from planning through to monitoring and evaluation, with their participation institutionalized and guaranteed.

OUR STORY



CSOs can:

- promote social mobilization and raise public awareness, enabling the voices of citizens (particularly those who face discrimination) to be heard in policy development;
- develop innovative and complementary approaches that help advance the right to education, especially for the most excluded groups;
- document and share evidence from practice, from citizens' assessments and from research to inform structured policy dialogue, holding governments accountable for delivery, tracking progress, undertaking evidence-based advocacy, scrutinizing spending and ensuring transparency in education governance and budgeting. (p.24 FRM)

ACTION AND IMPACT

TARGET 4.7 – Global Indicator

By 2030, ensure that all learners acquire 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.

ACTION AND IMPACT

TARGET 4.7 – Global Indicator

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

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	No		1-3 years	TAG	A reporting process will be established to describe and assess country policies in these areas.		
Knowledge	26.	Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability	Yes	X	?	?	3-5 years		There is not currently a cross-national survey that collects the necessary data
	27.	Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience	Yes	X	X	X	Yes	c55	UN
Provision	28.	Percentage of schools that provide life skills-based HIV and sexuality education	No				3-5 years		Preparatory work is required to develop a consensus on defining such approaches and developing frameworks for collecting data.
	29.	Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per UNGA Resolution 59/113)	No				3-5 years	All	



ACTION AND IMPACT

TARGET 4.7 – Global Indicator

Proposed 2012

36. [Percentage of girls and boys who achieve proficiency across a broad range of learning outcomes, including in literacy and in mathematics by end of lower secondary schooling cycle (based on credibly established national benchmarks)] – to be developed

As of Spring 2017

Indicator 4.7.1: Extent to which (i) global citizenship education and (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

Create and Claim the Space



Advocacy CSO Partnerships:

ASPBAE, ICAE, GCE, EI, ACCU, JNNE, DEAR, CONCORD