

The Education Goal – Progress within the Sustainable Development Goals

**Peter Glavič, Prof Emeritus,
University of Maribor, Slovenia**

Outline of the Talk

- ▶ Education for Sustainable Development, ESD
- ▶ UN Report on the Decade of ESD, DESD
- ▶ The Global Action Programme (GAP) on ESD
- ▶ Sustainable Development Goals, No. 4 – Quality Education
- ▶ Results of two years of SDG 4 implementation
 - ▶ UN, EU, and The World Bank
 - ▶ GlobeScan & SustainAbility survey
 - ▶ OECD indicators
 - ▶ SDG Index and Dashboard
- ▶ Some additional thoughts

International Commitments to ESD

- ▶ **1987:** ‚Our Common Future‘ (Report of the World Commission on Environment and Development, also known as the **Brundtland** Report) defined SD as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs“
- ▶ **1992:** The United Nations Conference on Environment and Development (**Rio**/Earth Summit) Chapter 36 of Agenda 21 consolidated international discussions on the **critical role of education, training and public awareness** in achieving SD
- ▶ **2002:** World Summit on Sustainable Development (**Johannesburg** Summit, **Rio+10**) included the proposal for the **Decade of Education for Sustainable Development (DESD)**

International Commitments to ESD (2)

- ▶ **2012:** The UN Conference on SD (**Rio +20**) resolved international community to “**promote education for sustainable development and to integrate SD more actively into education beyond the UN DESD**”
- ▶ **2013:** The **Global Action Programme (GAP)** on ESD was endorsed by the UNESCO General Conference as a follow-up to the DESD
- ▶ **2014:** UNESCO **Roadmap** to implement the GAP on ESD
- ▶ **2015:** ESD included into Sustainable Development Goals (**SDGs**) as No. 4 Goal
- ▶ **2017:** UN General Assembly – Implementation of ESD

Definition of Education for Sustainable Development, ESD (from GAP Roadmap)

- ▶ “ESD empowers learners to take informed **decisions** and responsible **actions** for **environmental** integrity, **economic** viability and a just **society**, for present and future generations, while **respecting cultural** diversity
- ▶ ESD is about **lifelong learning**, and it is an integral part of **quality** education
- ▶ ESD is holistic and **transformational** education which **addresses** learning content and outcomes, pedagogy and the learning environment
- ▶ It achieves its purpose by **transforming society**”.

The 4 Dimensions of ESD (1)

- ▶ **1. Learning content:** Integrating critical issues, such as
 - ▶ climate change, biodiversity, disaster risk reduction (DRR), and sustainable consumption and production (SCP), into the curriculum
- ▶ **2. Pedagogy and learning environments:**
 - ▶ Designing teaching and learning in an interactive, learner-centred way that enables exploratory, action-oriented and transformative learning
 - ▶ Rethinking learning environments – physical as well as virtual and online – to inspire learners to act for sustainability
- ▶ **3. Learning outcomes:** Stimulating learning and promoting core competencies, such as critical and systemic thinking, collaborative decision-making, and taking responsibility for present and future generations

The 4 Dimensions of ESD (2)

4. Societal transformation – Empowering learners of any age, in any education setting, to transform themselves and the society they live in by:

- ▶ Enabling a transition to **greener** economies and societies
 - ▶ Equipping learners with **skills** for ‘green jobs’
 - ▶ Motivating people to adopt sustainable **lifestyles**
- ▶ Empowering people to be ‘**global citizens**’ who engage and assume active roles, both locally and globally,
 - ▶ to face and to resolve **global challenges**, and ultimately
 - ▶ to become **proactive contributors** to creating a more just, peaceful, tolerant, inclusive, secure and sustainable world.

UN Decade of Education for Sustainable Development (ESD) Report, 2005–2014

First half, 5/10 key findings and trends of UNESCO ESD:

ESD is an **enabler** for sustainable development:

- 1) Education systems are **addressing** sustainability issues
- 2) Sustainable Development agenda and education one are **converging**

Importance of **stakeholder engagement** for ESD

- 3) **Political leadership** has proven instrumental
- 4) **Multi-stakeholder** partnerships are particularly effective
- 5) **Local commitments** are growing

UN Decade of ESD Report, 2014 (ctd.): *Shaping the Future We Want*

Second half of key findings and trends of UNESCO ESD:

ESD is galvanizing **pedagogical innovation**:

- 6) Whole institution approaches help practise ESD
- 7) ESD facilitates interactive, learner-driven pedagogies

ESD has spread across **all levels and areas** of education:

- 8) ESD is being integrated into formal education
- 9) Non-formal and informal ESD is increasing
- 10) Technical and vocational education and training advances SD

The Global Action Programme (GAP) on ESD

- ▶ GAP, a follow-up programme to the Decade of ESD, seeks to generate and scale-up ESD, and to accelerate progress towards SD.
- ▶ The GAP aims to contribute substantially to the **2030 Agenda** for SD, through **two objectives**:
 - ▶ **Reorienting** education and learning so that **everyone** has the opportunity to **acquire** the knowledge, skills, values and attitudes that empower him to contribute to a sustainable future.
 - ▶ **Strengthening** education and learning in all agendas, programmes and activities that promote SD.

GAP Priority Action Areas

1. **Advancing policy** on ESD (based on cross-sector and multi-stakeholder approaches)
2. **Transforming** learning and training environments
3. Building the **capacity** of educators and trainers
4. Empowering and mobilizing **youth** and
5. Accelerating sustainable solutions at the **local** level.

UNESCO Roadmap for Implementing Global Action Programme (GAP) on ESD

To date, ESD has been **integrated** into many global frameworks and conventions related to **key areas of SD**:

- ▶ **Climate change** – Article 6 of the *United Nations Framework Convention on Climate Change*, and its work programmes
- ▶ **Biodiversity** – Article 13 of the *Convention on Biological Diversity*, and its work programmes
- ▶ **Disaster risk reduction** – *Hyogo Framework for Action 2005–2015: Building the Resilience of Nations and Communities to Disasters*
- ▶ **Sustainable consumption and production** – *Sustainable Lifestyles and Education Programme of the 10-Year Framework of Programs on Sustainable Consumption and Production, 2012–2021*

Sustainable Development Goals, SDGs, Sept. 2015

**Urgent needs
Quality Education**

European Environment Agency (EEA) Flagship Report, SOER, 2015

EEA's five-yearly: **S**tate and **O**utlook of the European **E**nvironment **R**eport (**SOER**):

- ▶ Decoupling environmental pressures from economic growth has been incremental, with only **partially improved** ecosystem resilience and human health
- ▶ **Accelerate** progress towards decoupling in a rapidly changing global context
- ▶ To achieve its 2050 vision of 'living well within environmental limits', it must **fundamentally transform** its core societal systems: **food, energy, mobility and the built environment**
- ▶ Achieving such changes will require '**profound changes** in dominant **practices, policies and thinking**'

Socio-economic Situation is Worsening

USA arms industry is producing **wars**, migrations and terrorism

Oxfam International studies on **neoliberal economy**:

- ▶ 1 out of 3 people in the world lives in **poverty**
- ▶ 8 men own the same wealth as the 3.6 billion people who make up the poorest half of humanity

Hans-Böckler-Foundation, Economic & Social Sciences Institute:

- ▶ 10 % of the workforce aged 18–64 in the 18 EU countries are “**working poor**”, having less than 60 % of average income
- ▶ In Germany, the number of working poor **doubled** from almost 1.9 million, or 4.8 %, in 2004 to almost **4.1** million, or **9.6 %**, in 2014

Sustainable Development Goals, 2015, No. 4 – Quality Education

- ▶ The United Nations (UN) **17 Sustainable Development Goals (SDGs)** have been adopted by the UN SD Summit on September 25, 2015 – just two years ago
- ▶ **Transforming our World – the 2030 Agenda for SD:**
 - ▶ **People, Planet, Prosperity, Peace, and Partnership → 5Ps**
- ▶ Goal No. 4: Ensure **inclusive and equitable quality education** and promote **life-long learning opportunities** for all
- ▶ It is much wider than in the **Millennium Development Goal, MDG No. 2, 2000–2015: Achieve universal primary education**

The Goal No. 4 has 7 Main Targets

1. Free, equitable and quality **primary and secondary education**
2. Quality early **childhood** development, care and **pre-primary education**
3. Access for all women and men to affordable and quality **technical, vocational and tertiary** education, including university
4. Increase the number of youth and adults who have relevant **skills** (including technical and vocational) **for employment**, decent jobs and **entrepreneurship**
5. Eliminate **gender disparities** and ensure **equal access** to all levels of education and training for the **vulnerable**, persons with disabilities, indigenous peoples and children in vulnerable situations
6. Ensure that all **youth** and a substantial portion of **adults**, both men and women, achieve **literacy and numeracy**

3 Additional Targets to the Goal No. 4

- ▶ **7.** Ensure that all learners acquire the knowledge and skills needed to promote **sustainable development** including Education for SD and sustainable lifestyles, human rights, gender equality, culture of peace and non-violence, global citizenship, cultural diversity
- ▶ **a)** Educational **facilities** shall be child, disability and gender sensitive, and provide safe, non-violent, inclusive and effective **learning environments** for all
- ▶ **b)** Expand the number of **scholarships** available to least developed and developing countries for enrolment in higher education, vocational training and ICT, technical, engineering and scientific programmes **in developed ones**
- ▶ **c)** Increase the supply of qualified **teachers** through international cooperation for teacher training in **least developed and developing countries**

Indicators for SDG 4 Development

Indicators for ESD started to be developed in 2005, e.g.

- ▶ Indicators for an ESD, S. Siemer et al., bm:ukk, 2006
- ▶ Asia-Pacific Guidelines for the Development of National ESD Indicators, D. Tilbury et al., UNESCO, 2007
- ▶ Indikatoren der Bildung für nachhaltige Entwicklung – ein Werkstattbericht, G. Michelsen et al., 2011, BMfBF

Indicators for SDG 4 and Education 2030 are being developed

- ▶ Metadata for the thematic indicators for the follow-up and review of SDG 4 and Education 2030, UNESCO, IfS, 2016:
 - ▶ 43 draft indicators for the 10 (7 + 3) SDG targets

Transitioning from MDGs to SDGs: Lessons from 15 Years of Practice

- ▶ Motivate popular engagement
- ▶ Build **consensus** on national priorities
- ▶ Generate international **support**
- ▶ Improve **coordination** within and between governments
- ▶ Make the needs and contributions of particular groups **visible** and/or
- ▶ Boost transparency and hold leaders to account.

UNDP, *From MDGs to Sustainable Development for All: Lessons from 15 Years of Practice*, 15 November 2016

UN Framework Convention on Climate Change, Paris Agreement, 2015

- ▶ The solutions to climate change are also the paths to a
 - ▶ safer, healthier, cleaner and more prosperous future for all.
 - ▶ To see this and to understand what needs to be done requires a sharp and sustained focus on **education**, **training** and **public awareness** in all countries and at all levels of government, society and enterprise.
- ▶ To achieve their goal, governments are working with the private sector and civil society stakeholders in 6 **priority** action areas:
 - ▶ 1) **education**, 2) **training**, 3) public access to information, 4) public awareness, 5) public participation, and 6) international cooperation (Article 6 of the Convention).

Tackling Climate Change through ESD

UNESCO, COP 21, Oct. 2015 – ESD plays a **critical role** in achieving SDGs and putting into practice a global agreement on climate change:

- ▶ ESD plays a paramount role in raising **awareness** and promoting **behavioural change** for climate change mitigation and adaptation of communities by enabling individuals to make *informed decisions*
- ▶ ESD provides the **skills** people need to thrive in the new sustainable economy, working in **areas** such as
 - ▶ renewable energy, smart agriculture, forest rehabilitation, the design of resource-efficient cities, and sound management of healthy ecosystems
- ▶ Education can bring about a **fundamental shift** in how we think, act, and discharge our responsibilities toward one another and the planet

Results of the 2 Years of SDGs Implementation

The OECD Action Plan on SDGs

UN and EU's Implementation of the SDGs

- ▶ **UN** Division for SD, SD Knowledge Platform:
 - ▶ Progress of the Goal 4 in 2017 – sub-Saharan Africa and Southern Asia, and for vulnerable populations, including persons with disabilities, indigenous people, refugee children and poor children in rural areas
 - ▶ The Goal 4 will be **reviewed** in-depth at the High-Level Political Forum in 2019
- ▶ **EU** Implementation of SDGs:
 - ▶ Early school **leavers** and **tertiary** educational attainment
 - ▶ **Skills** Agenda, the Education and Training 2020 strategic framework
 - ▶ Erasmus+ program to support EU Member States in improving the **quality** of education and training, and to
 - ▶ Guarantee opportunities for **young** people

EU's Communication on Next Steps for a Sustainable European Future, Nov. 2016

- ▶ The EU should not compete on low wages – **investment** in quality education and training (SDG 4) and in young people is crucial to ensure sustainable and inclusive growth. Europe's greatest **asset** are its people.
- ▶ 2010–2014, EU **investment** in education and training decreased by 2.5 %. Smart investments improve the quality of skills and strengthen the performance of education and training systems.
- ▶ Core competence lies with Member States – EU will support them using all available **instruments** (Erasmus+, and the cohesion policy).
- ▶ The Commission will **address** the modernisation of education, the quality of apprenticeships, and better tracking of graduates. The Youth Guarantee as a tool to invest in young people, their skills, and first steps in a career.

World Bank: Global Education Strategy

Learning for All — helping all children **go to school** and learn

- ▶ Investing in **early childhood** development programs
- ▶ **Measuring** learning and improving accountability
- ▶ Lowering barriers to quality education for **girls**, and for children from **disadvantaged** communities
- ▶ Fixing the wide **disconnect** between skills development, higher education, and the labor market

WB doubles results-based **financing** over next 5 a (years):

- ✓ Supports **results-based** education, 5 G\$ (giga-USD, billion dollars)
- ✓ Supports to girls and women, 2.5 G\$, 75 % in low-income countries
- ✓ Facilitates knowledge exchange through platforms: EdStats, SABER

GlobeScan / SustainAbility Survey (GSS) on Progress towards the SDGs, 2016/17

- ▶ 511 experienced sustainability professionals from 74 countries were asked to evaluate the progress made on SDGs, rank their relative urgency and also share insights into the priorities
- ▶ Ranking was performed by a gap between a good progress (4 + 5 on the 5-point scale) and a poor one (1 + 2), expressed in %
- ▶ The 4th Goal – Quality Education ranked 5th, gap: +8 – 44 = –36
- ▶ Quality Education was found as the 2nd most important SDG for society to focus on (26 % of experts), only Climate Change with 39 % was higher on the impact importance
- ▶ In organizational units the most attention was paid to Climate Action (41 %), and Responsible Consumption and Production (23 %) while Quality Education was 5th (19 %)

OECD Measuring Distance to the SDGs Targets, 2017: OECD Indicators #4 (1)

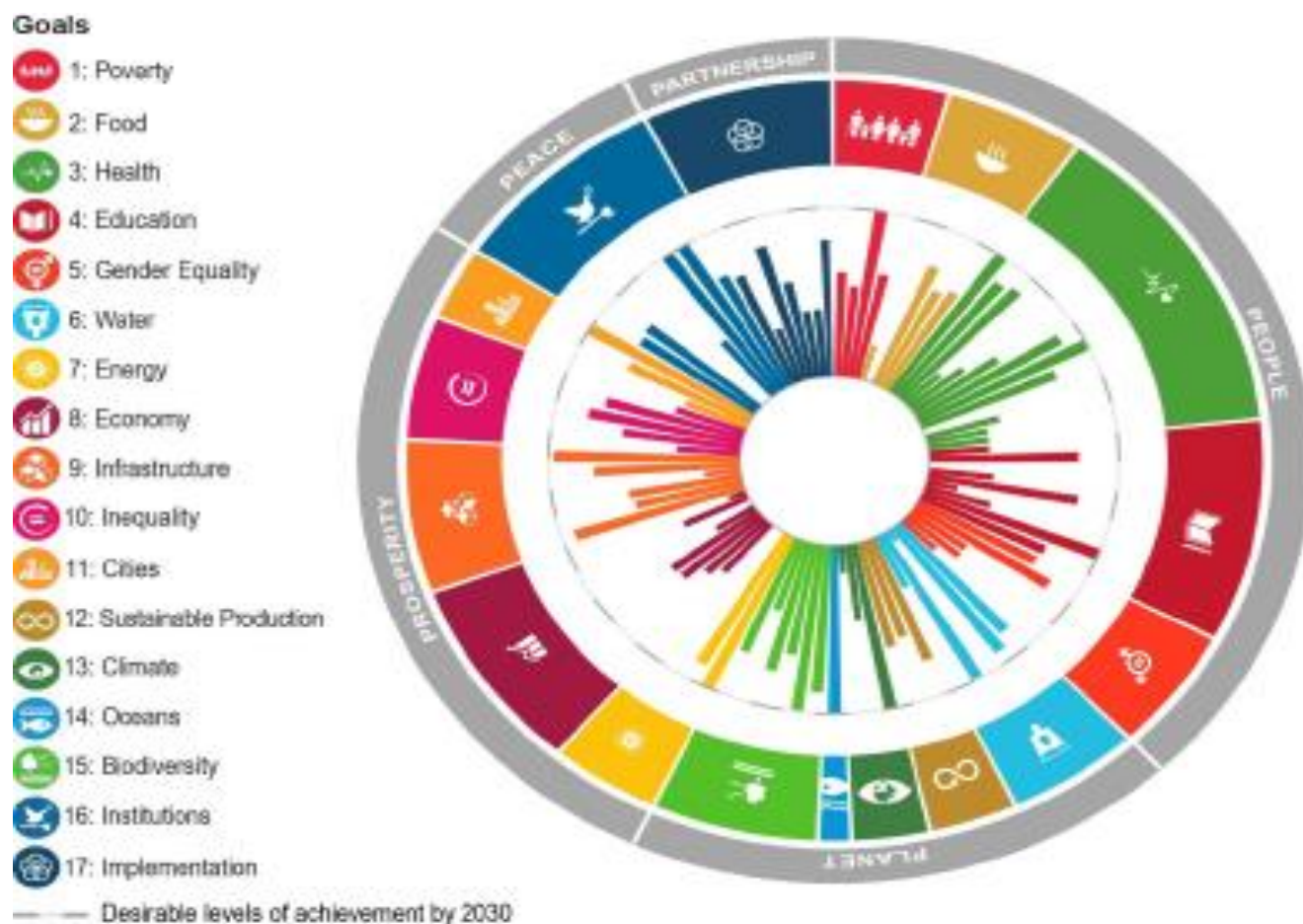
1. Share of students above level 2 in **reading and mathematics**, OECD's PISA study
2. Gross enrolment rate in **pre-primary** education
Participation in formal and/or non-formal education
3. **Participation rate** of youth and adults in formal and non-formal **education and training** in the previous 12 months
4. Proportion of youth and adults with information and communications technology (**ICT**) **skill**, connecting and installing new devices
5. **Gender differences** in mathematics in OECD's PISA study

OECD Measuring Distance to the SDGs Targets, 2017: OECD Indicators #4 (2)

- **6.** Share of **adults** above level 2 in literacy and numeracy, OECD's **PIAAC** study (**A**ssessment of **A**dults' **C**ompetencies)
- **7.** Share of students above basic proficiency (level C) in the **environmental science** performance index in OECD's PISA study
- **a.** Share of 15-year-old students with access to computer connected to the **internet** available for students for educational purposes
- **b.** Official Development Assistance for **scholarships** training
- **c.** Share of **teachers** who undertook professional **development** in the last 12 months

Selected **country profiles** using current distances to 2030

Slovenia's current distance from achieving SDGs' 2030 targets – 12 out of 95 covered (169 all):
gender equality and biodiversity; **food and health**



SDG Index and Dashboards*

Goal No. 4 indicators (data by UNESCO and OECD):

- ▶ Expected time of schooling (years)
- ▶ Literacy rate of 25–64 years old, both sexes (%)
- ▶ Net primary school enrolment rate (%)
- ▶ Population aged 25–64 with tertiary education (%)
- ▶ PISA score (0–600)

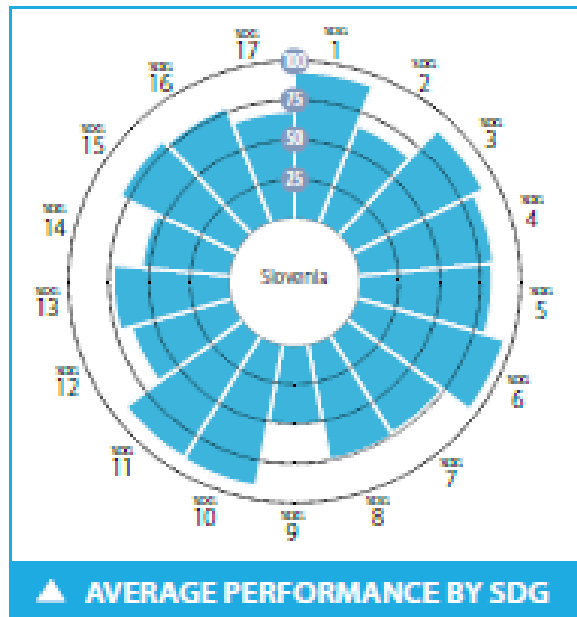
Education is an indicator in the Goals: **8** (decent work and economic growth), and **17** (Partnerships for the goals), too

*Bertelmann Stiftung & Sustainable Development Solutions Network

The SDG Index 2017 – 157 countries

- ▶ **Ranking with the 17 Goals included:**
 - ▶ 1. Sweden (score 85.6), 2. Denmark, 3. Finland, 4. Norway, 5. Czech R. 6. Germany, 7. Austria, 8. Switzerland, 9. Slovenia, 10. France (score 80.3)
- ▶ **Goal No. 4, Quality education, only:**
 - ▶ 1. UK (score 99.8), 2. Canada, 3. Germany, 4. Norway, 5. Lithuania, 6. Australia, 7. Japan, 8. Denmark, 9. Sweden, 10–11. Slovenia and New Zealand (score 94.9)
- ▶ **SDG Dashboard**, e.g. for OECD countries (green → red)
- ▶ **Country profiles:** overall performance, spider diagram, other metrics, Dashboard, performance by indicators

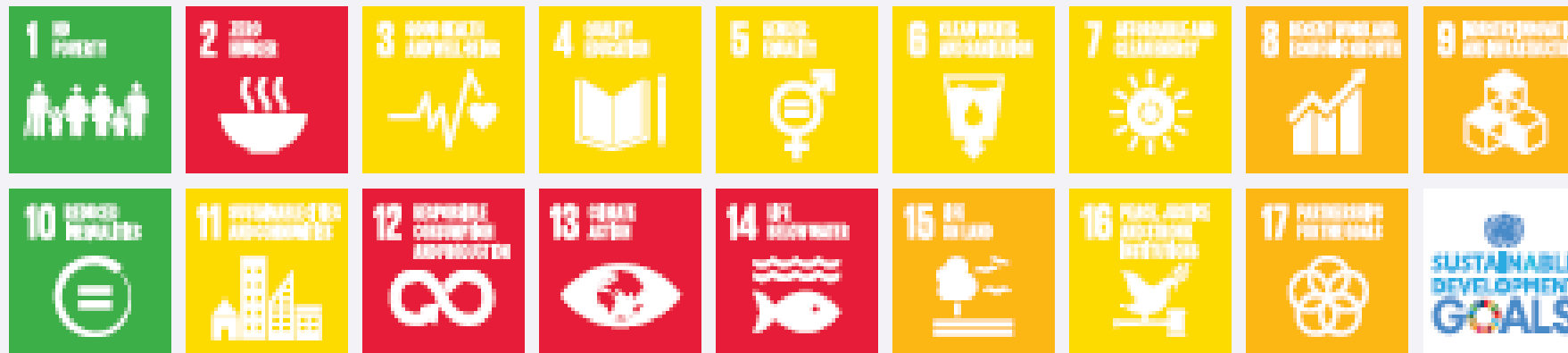
Slovenia, SDGs Global rank: 9th out of 157



Index score



Regional average score



Slovenia: Performance per **SDG 4** Indicators

▶ Net primary enrolment rate (%)	97.7	•
▶ Expected years of schooling (years)	12.1	•
▶ Literacy rate of 15–24 year olds, both sexes (%)	99.9	•
▶ Population age 25–64 with tertiary education (%)	30.2	•
▶ PISA score (0–600)	509.3	•

Comparison with other development metrics:

▶ Environmental Performance Index	5/155
▶ Global Peace Index	10/149
▶ Human Development Index	23/157
▶ GDP per capita, PPP	35/153
▶ Subjective well-being	46/133
▶ Global Competitiveness Index	54/134

Additional, Societal Tasks for ESD

- ▶ Decrease the growing inequalities between 1 % of rich individuals and the 99 % majority
- ▶ Reduce exploitation and growth of precariat on one side, and power of plutocracy and oligarchy on the other one
- ▶ Diminish influence of multinational corporations over politics, jurisdiction, and democracy
- ▶ Prevent avoiding or reducing taxation by using different types of tax havens
- ▶ Eliminate harmful influence of neoliberalism on social market economy, social security, and social justice
- ▶ Control massive human migrations by preventing climate changes and wars, thereby reducing the growth of terrorism
- ▶ Disable nationalism and populism as a response to those problems by solving them

Thank you for your attention!

peter.glavic@um.si

