World Sustainability Conference 2022
"Sustainable Development Education"
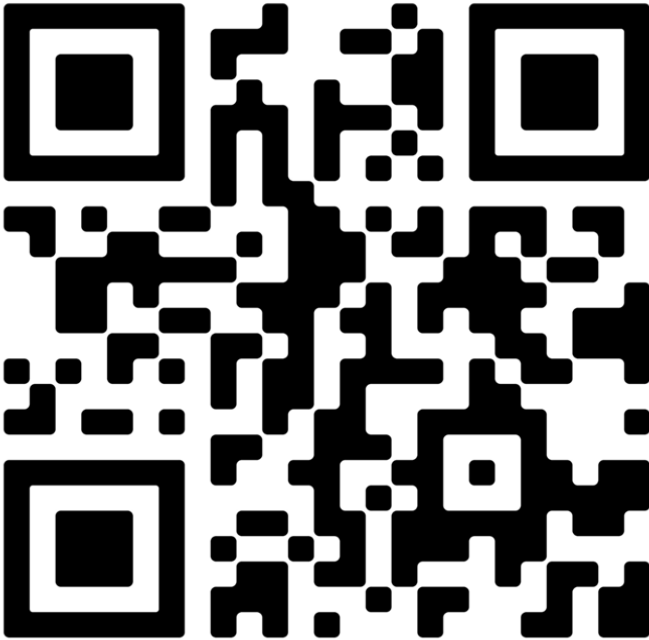
Patrick Paul Walsh

# [Reflecting on 10 Years of SDSN (unsdsn.org)](unsdsn.org)

"Initially on behalf of UN Secretary General Ban Ki-moon, SDSN provided important academic and legal oversight of the post 2015 process. Since then, SDSN continues to mobilize academics to play a pivotal role to partner with governments, corporates, and civil society to take action to realize the possibilities offered by the UN 2030 Agenda for Sustainable Development. While we have achieved much, we still have so much more to do."

- Patrick Paul Walsh
VP of Education &
Director, SDG Academy

Our Courses- https://sdgacademy.org/
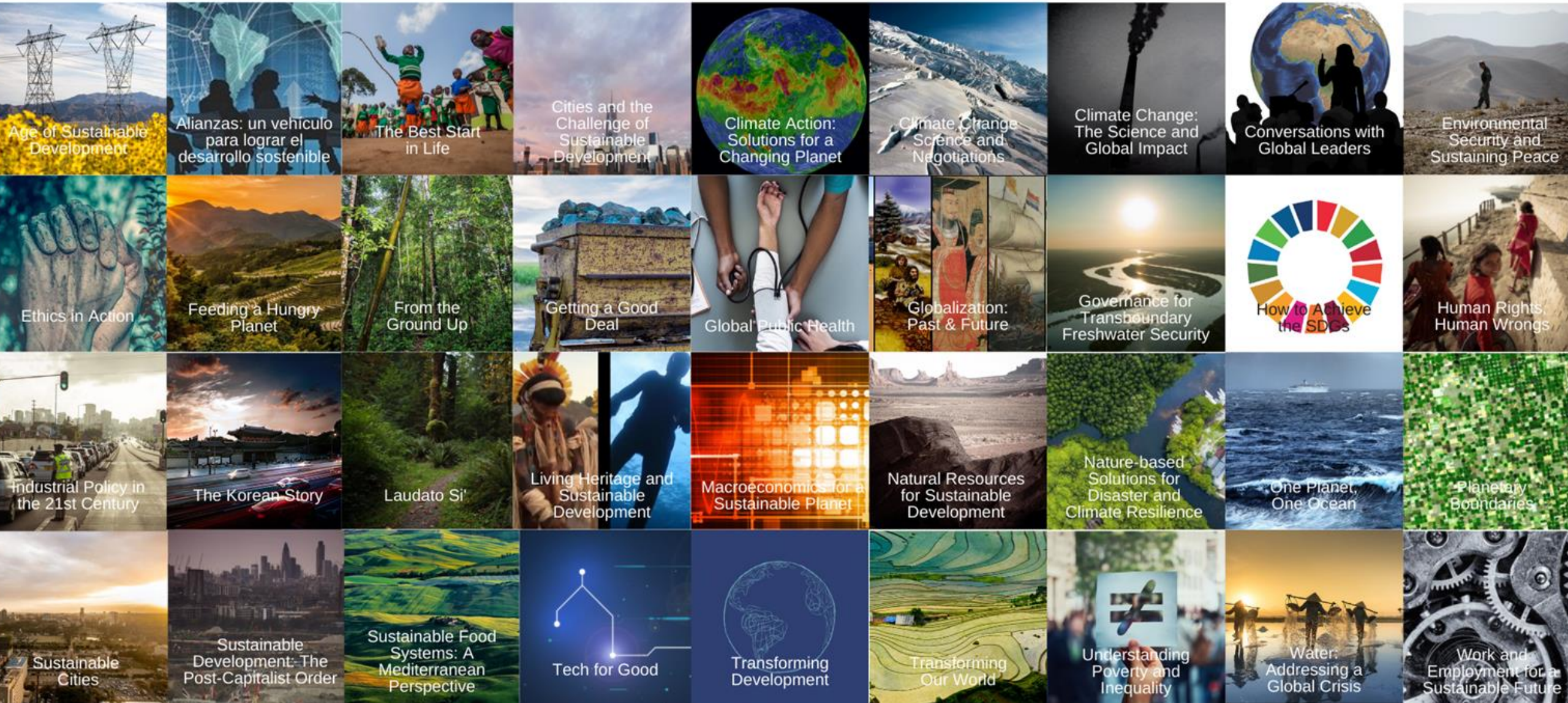
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One in four children is not in school the year before they are expected to start primary education

Participation rate in organized learning one year before the official primary entry age and gross pre-primary education enrolment ratio, by region and income group, 2020

Legend:
- ■ (orange) Participation rate one year before primary school entry age (%)
- ■ (yellow) Pre-primary gross enrolment ratio (%)
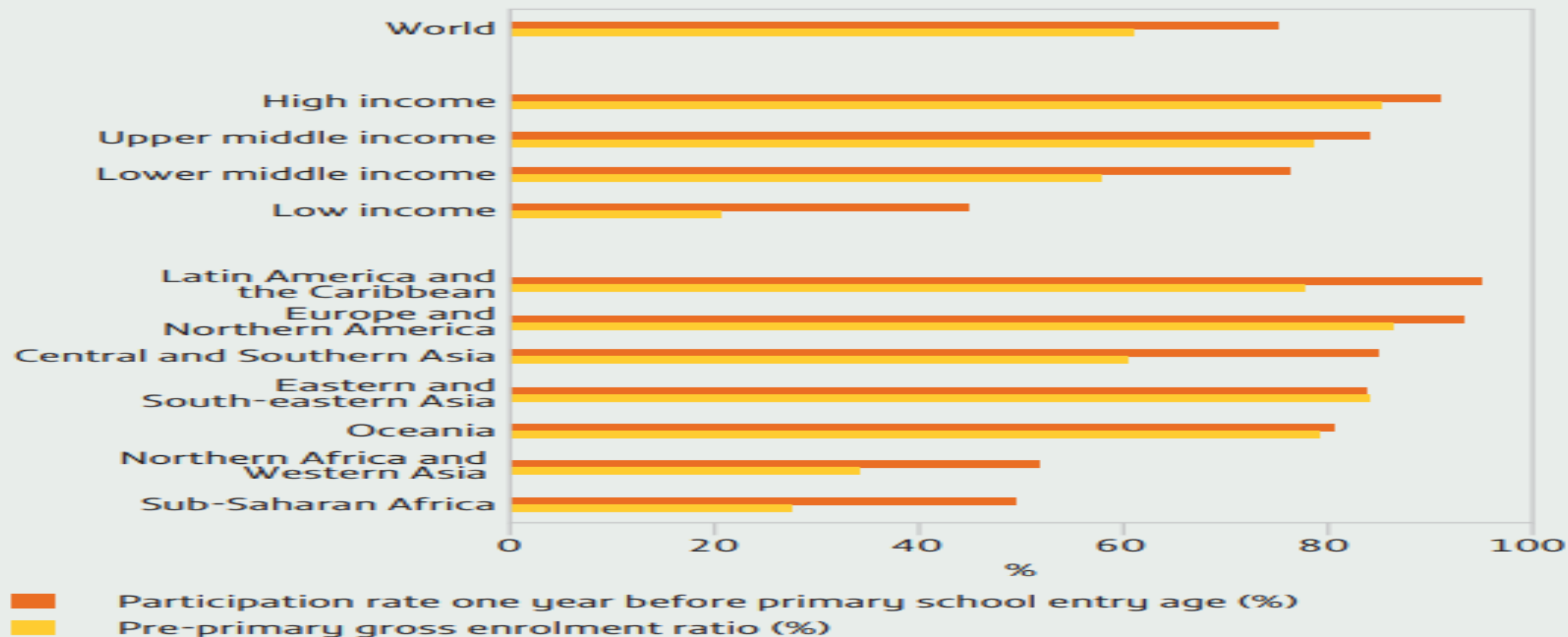
Figure A4: Share of students who do not reach basic skill levels
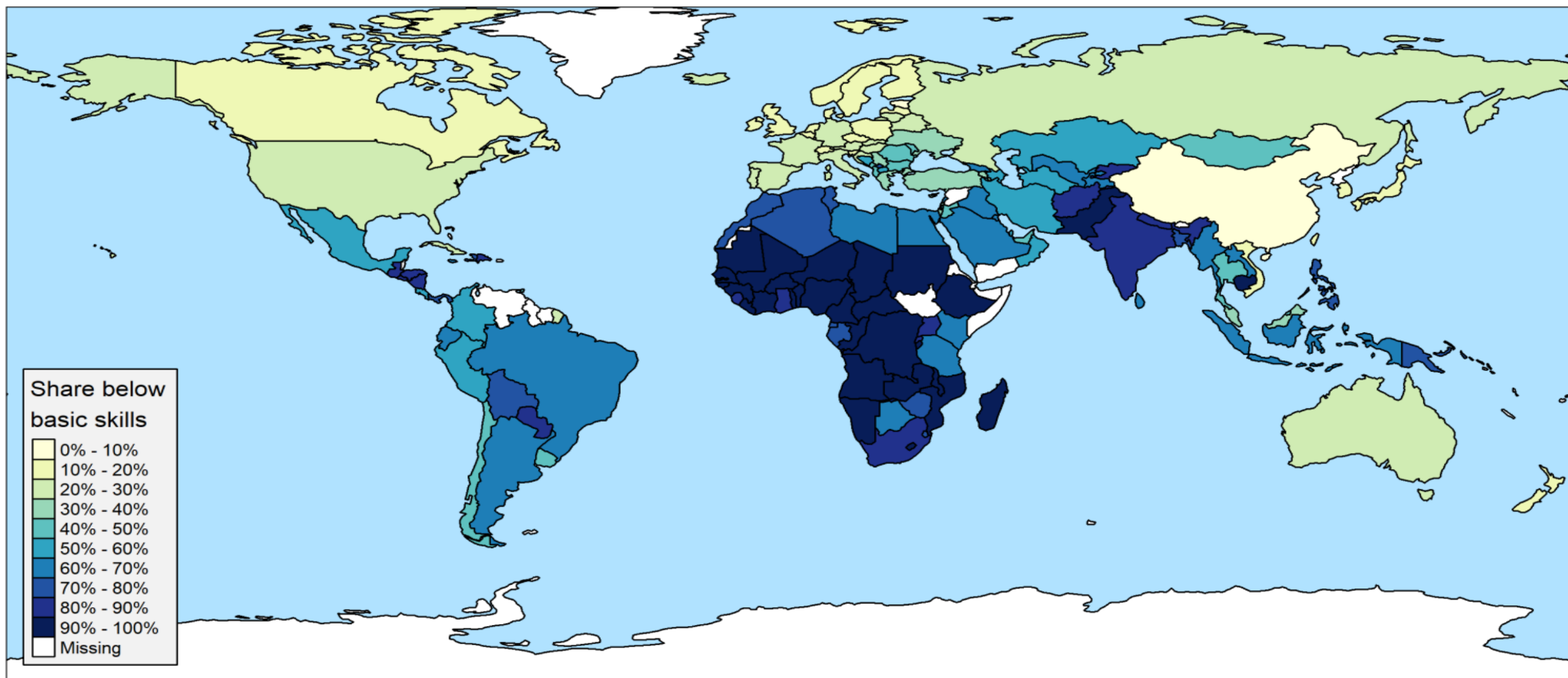
Notes: Estimated share of current students who do not reach at least basic skill levels in math and science (equivalent to PISA Level 1) in each country. See section 3 for methodological details.

Table A4 (continued, 5/5)

|	Layer	Currently enrolled students			Enrollment
		% < basic skills	Mean achiev.	25th perc. achiev.	
	(1)	(2)	(3)	(4)	(5)
Uganda	3b	0.889	320.0	272.9	0.126
Ukraine	1a	0.312	461.1	398.0	0.640
United Arab Emirates	1a	0.442	434.3	359.0	0.928
United Kingdom	1a	0.184	503.2	437.7	0.971
United States	1a	0.229	490.3	423.4	0.925
Uruguay	1a	0.474	421.7	361.4	0.882
Uzbekistan	5	0.613	387.8	334.2	0.909
Vietnam	1b	0.125	509.6	453.1	0.554
West Bank and Gaza	2b	0.579	390.1	321.4	0.872
Zambia	1c	0.960	283.9	238.6	0.348
Zimbabwe	3b	0.778	349.2	284.9	0.404

The Learning Poverty Rate, which measures the share of children who cannot read a simple text with comprehension by age 10.

The State of Global Learning Poverty: 2022 Update
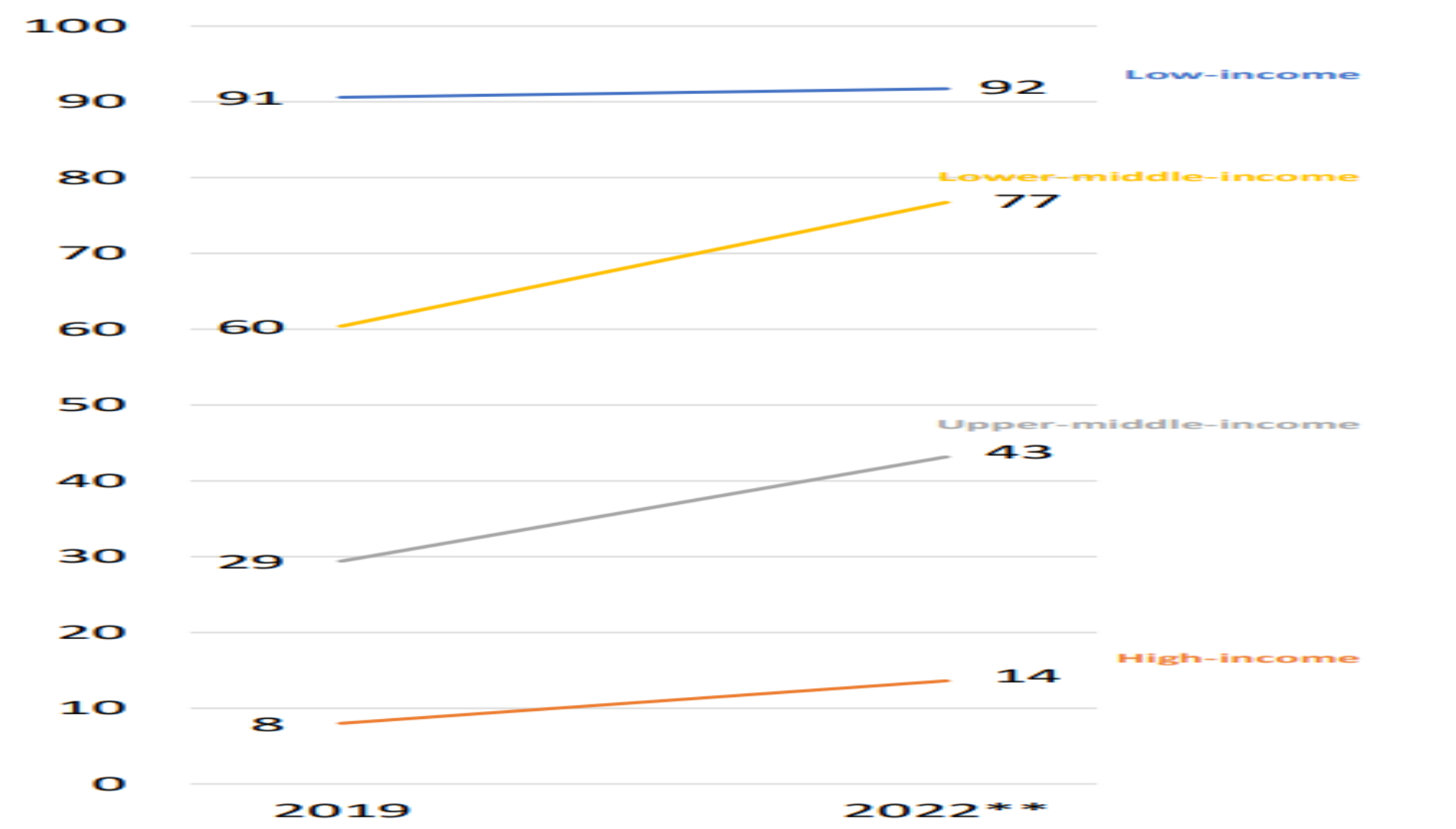
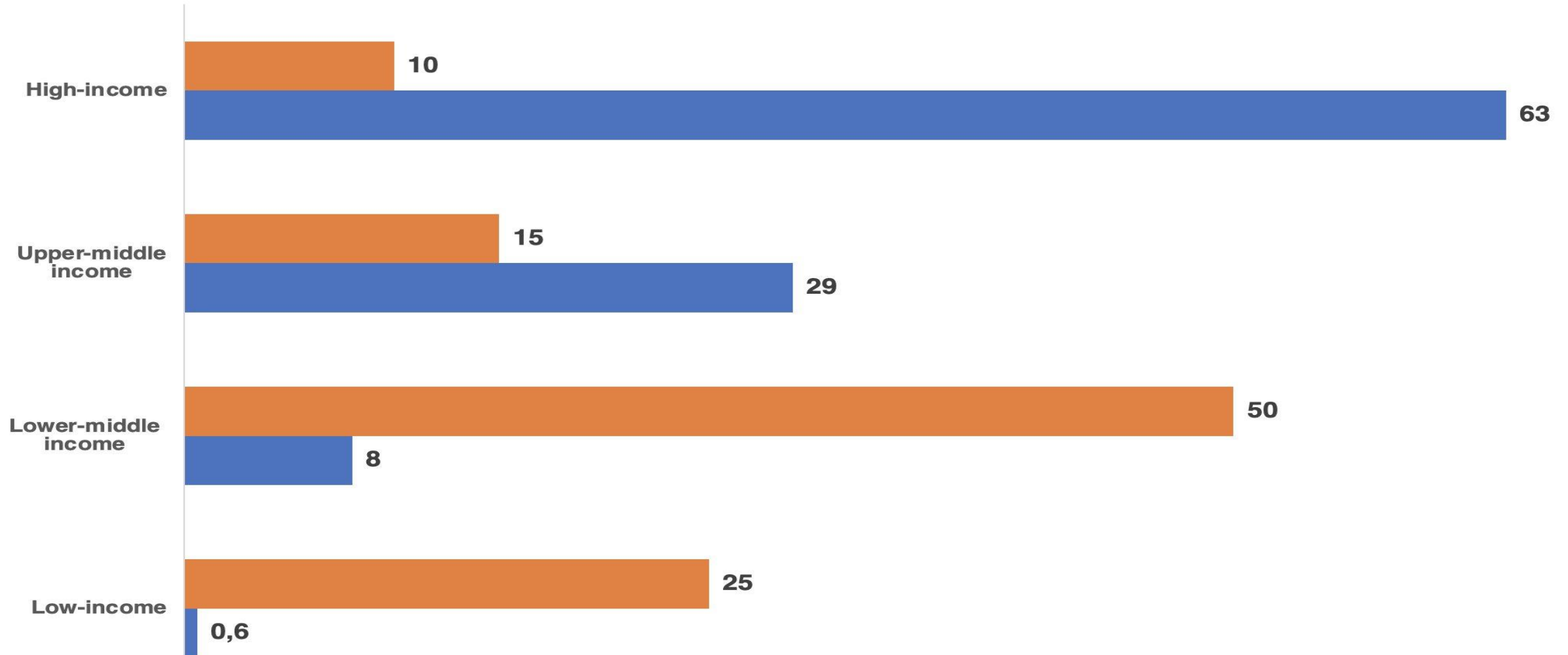# Share of global investment in education and of 0-14 year old global population by national level of income

■ Share (%) of global number of children 0-14 years old   ■ Share (%) of global public investment in education
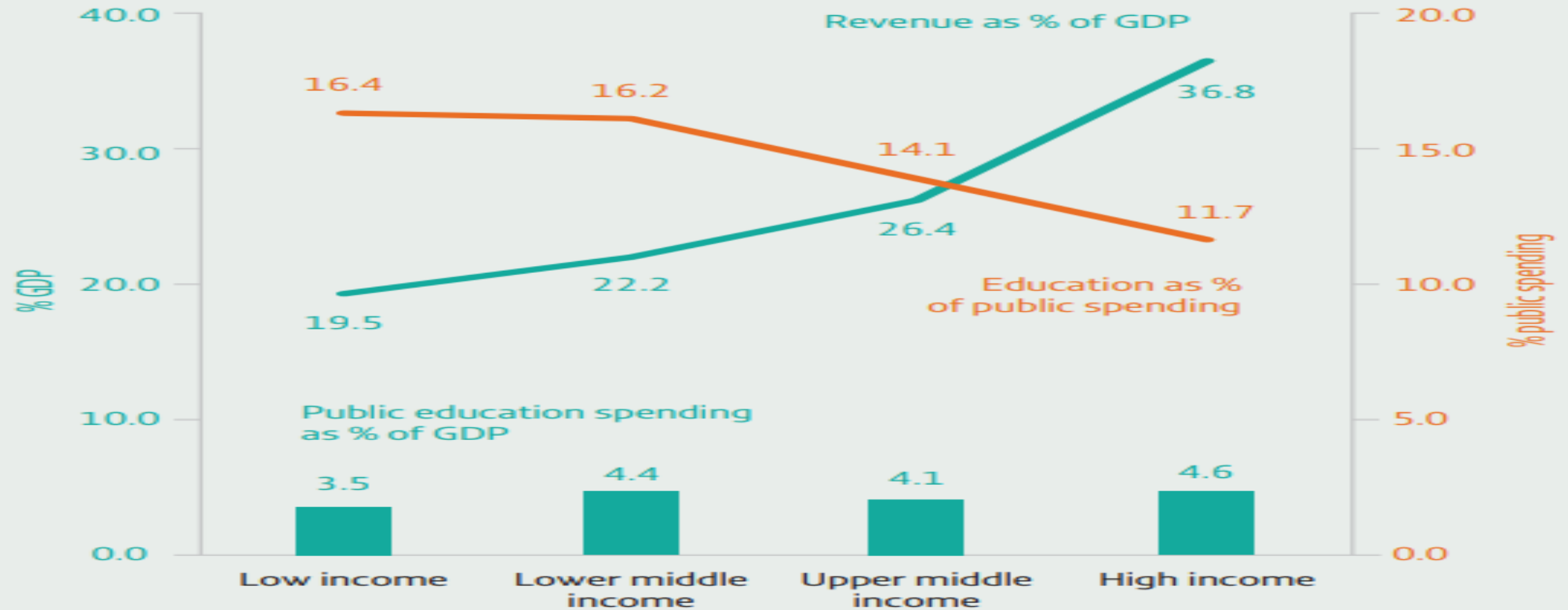
High-income
- 10
- 63

Upper-middle income
- 15
- 29

Lower-middle income
- 50
- 8

Low-income
- 25
- 0,6

UNESCO, World Bank: Education Finance Watch 2022, UN Population Division data

Poor countries spend little on education despite its priority in budgets

Public education expenditure as share of (i) total public expenditure and (ii) GDP, and total revenue as share of GDP, by country income group, 2019 or latest available year

Revenue as % of GDP

16.4   16.2   14.1   11.7

36.8

26.4

22.2

19.5

Education as % of public spending

Public education spending as % of GDP

3.5   4.4   4.1   4.6

%GDP

%public spending

Low income   Lower middle income   Upper middle income   High income

FIGURE 21.20:

Households account for 30% of total education spending globally

a. Education expenditure as share of GDP, by source, region and income group, 2010s
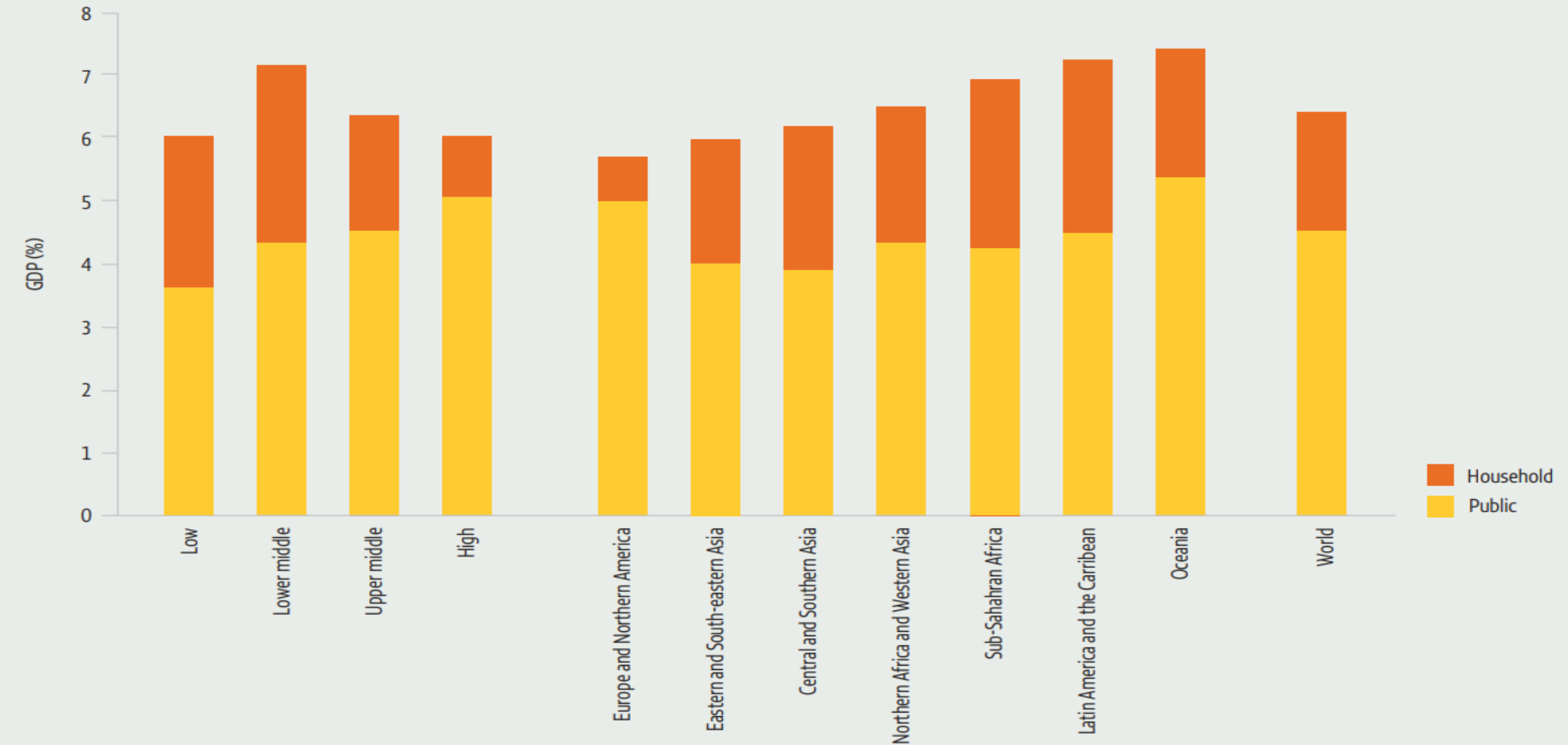
Absolute differences between poor and rich countries in spending per student are vast.

In primary education, spending per student ranges from US$168 in low-income to US$8,363 in high-income countries, in PPP Dollars, a 50-fold difference

 The gaps in spending between high-income and low-income countries are smaller in upper secondary (25 times)

 The gaps in spending between high-income and low-income countries in tertiary education (6 times). Providing tertiary education in the poorest countries entails high fixed costs and a small number of beneficiaries due to low enrolment ratios. Sub-Saharan African countries thus spend about US$2,500 per student, similar to Central and Southern Asia and Latin America and the Caribbean.

Consequently, public investment at this level is highly regressive. The cost per student in tertiary education is 93% of GDP per capita in low-income and 41% in lower-middle-income countries, but about 25% in upper-middle- and high-income countries.

The Education 2030 Framework calls for government to commit at least 4% to 6% of GDP to education and/or at least 15% to 20% of public expenditure to education

Even after an increase in domestic resources is taken into account, the annual financing gap over 2015-2030 for reaching universal pre-primary, primary and secondary education of good quality in low and lower middle-income countries is $39 billion.

Sustainable Development Goal 4 (SDG 4) aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."

Target 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.

Target 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.

Target 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

Target 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

Target 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

Target 4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

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 nonviolence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

Target 4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

Target 4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

Target 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island

Other SDGs with direct reference to education

SDG1. A – Proportion of total government spending on essential services (education, health and social protection)

SDG 4.7/12.8./13.3 – 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

Health and well-being (SDG 3 target 3.7)
By 2030, ensure universal access to sexual and reproductive healthcare services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes

Gender equality (SDG 5 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

Decent work and sustainable growth (SDG 8 target 8.6)
By 2020 substantially reduce the proportion of youth not in employment, education or training

Responsible consumption & production (SDG 12 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 (SDG 13 target 13.3)
Improve education, awareness raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction, and early warning.

The majority of students are not proficient in scientific knowledge on the environment

Percentage of grade 8 students showing proficiency in knowledge of environmental science and geoscience, cognitive dimension, selected countries, 2015 and 2019
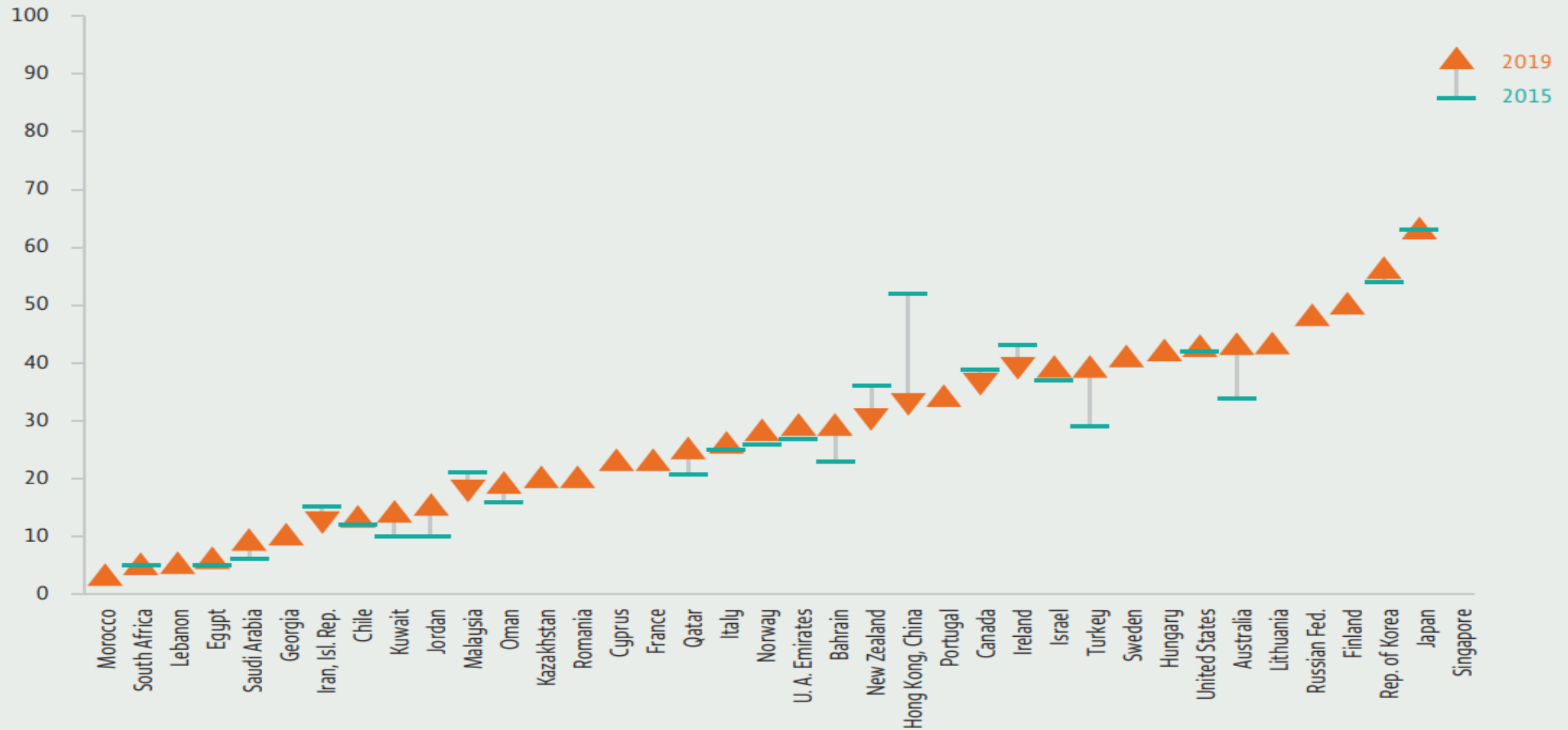
GEM StatLink: https://bit.ly/GEM2021_fig16_5
Source: UIS database.

https://www.mission4point7.org/

SDG Target 4.7 *"By 2030 ensure 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"*

Mission 4.7 was founded by the SDG Academy, both flagship programs of the UN Sustainable Development Solutions Network, in partnership with the Ban Ki-moon Centre for Global Citizens, UNESCO, and the Center for Sustainable Development at Columbia University.

Mission 4.7's vision is a world in which the SDGs are achieved through the efforts of educators and practitioners (in government, corporates, and civil society) by providing them with the relevant educational content and fostering partnerships to advance sustainable development everywhere.

Ideally, at every stage of life, individuals should understand how they coexist in harmony with people and planet. We may not wish to harm people, or our common home, but all of us must "go back to school" and learn how to create positive linkages to people and nature in our everyday activities. Not only will this secure a much-improved life support system for today's people, but it also will secure a sustainable future for tomorrow's people.

HEIs are still a key actor in this mission;

- Key Curators of SDG Knowledge (Curriculum, Data, Research, IP) and Wisdom!
- They are at the center of an intergenerational transfer and creation of knowledge for sustainable development.
- In addition, HEIs are responsible for training teachers and creating curricula in schools.
- Finally, HEIs also engage in upskilling of corporates and work within science–policy–practice interfaces.
- HEIs can and should be a key part of building **SDG 4** capacities and pathways within and across nations at all stages of lifelong learning.

ESD is the key to achieving sustainable development through the following six SDG transformations:

- **Education,** gender, and inequality
- **Health**, well-being, and demography
- **Energy** decarbonization and sustainable industry
- **Sustainable food**, land, water, and oceans
- **Sustainable cities** and communities
- **Digital** revolution for sustainable development

Drawing on earlier work by **The World in 2050** initiative, SDSN has introduced the above six SDG transformations as modular building blocks of SDG achievement. Each transformation identifies priority investments and regulatory challenges, calling for actions by well-defined parts of government working with business and civil society. None of these transformations can be operationalized if every individual in governments, corporates and civil society has little exposure to ESD and little experience to put learnings into practice in their sphere of influence. Hence, the first transformation above (education, gender, and inequality) is the necessary condition to achieve the other five.

Top 10 skills of 2025

Analytical thinking and innovation

Active learning and learning strategies

Complex problem-solving

Critical thinking and analysis

Creativity, originality and initiative

Leadership and social influence

Technology use, monitoring and control

Technology design and programming

Resilience, stress tolerance and flexibility

Reasoning, problem-solving and ideation

Type of skill
- Problem-solving
- Self-management
- Working with people
- Technology use and development

Here are some follow up actions being undertaken.

[Six calls to action](#) have been announced during the Summit.

A number of global initiatives have been created. One of them is the [International Financing Facility for Education](#), which will enhance funding for education around the world.

Another initiative to come out of the Summit is the [Gateways to Public Digital Learning](#), which will bring partners together to ensure equitable access to and resources for digital learning.

High-Level Steering Committee

The SDG 4 High-Level Steering Committee, the apex body of the Global Education Cooperation Mechanism, will play a key role in following up on the Summit outcomes. It will continue to monitor progress, engage youth, and champion cross-sector and multilateral cooperation, and the knowledge hub will be the space for knowledge and practice exchange. Working with the UNESCO Institute for Statistics and the Global Education Monitoring Report, the Committee will follow up on the new global initiatives launched at the Summit. [Read more about these follow-up activities.](#)

[Education in Crisis Situations](#)
Partnership for Transformation

[Digital Learning](#)
Assuring quality public digital learning for all

[Addressing the Learning Crisis](#)
Assuring and improving quality of learning for all

[Advancing Gender Equality](#)
Empowerment in and through Education

[Transform the World](#)
Greening Education Partnership

[Financing Education](#)
Inventing More, More Equitably and Efficiently

We will establish national strategies and budgets with short, medium, and long-term targets, to advance progress across all three keys, in order to unlock the power of digital learning. Three Keys and Six commitments:

Content

We commit to establishing and iteratively improving public digital learning platforms with high quality, curriculum-aligned education resources, ensuring they are free, open and accessible for all, in line with UNESCO's Recommendation on Open Educational Resources, while also protecting the privacy, safety and data security of users. We will work to advance progress towards this commitment through the 'Gateways to Public Digital Learning' multi-partner initiative launched at the Transforming Education Summit.

We commit to ensuring these platforms empower teachers, learners, and families, support accessibility and sharing of content, and meet the diverse needs of users, including learners with disabilities, speakers of minority languages, girls and women, as well as refugees and people on the move.

Capacity

We commit to achieving universal digital literacy for education and other empowering purposes with a special focus on women and girls in order to close longstanding digital skills gender divides.

We commit to building the capacity of all teachers and relevant education personnel so they can harness the power of digital resources to support their students to learn, leveraging existing tools and alliances including the UNESCO ICT Competency Framework for Teachers and the Global Education Coalition.

Connectivity

We commit to connecting every school to the internet, and to facilitating the extension of internet services to households and individuals in order to provide additional avenues to education and lifelong learning.

We commit to adopting a whole-of-government approach and leveraging existing initiatives, such as Giga (UNICEF and ITU), to implement the policies, regulations, technologies, and financing required to ensure that school connectivity is safe, sustainable, and equitable.

UN STI Forum UCD Side Event:
Open Science and Digital Innovation in SDG Education, Research and Science Policy Interfaces

May 5, 2022 07:30 AM Eastern Time (US and Canada)

Register on the Whova UN STI Forum platform; https://whova.com/portal/registration/mfsta_202205/

Speakers

Patrick Paul Walsh (Chair)	University College Dublin & VP for Education SDSN
Thanos Giannakopoulo	Chief, Dag Hammarskjöld Library
Zeynep Varoglu	Coordinator of the OER Dynamic Coalition, UNESCO
Niamh Brennan	OpenAIRE and Trinity College Dublin
Radhika Iyengar	Centre for Sustainable Development, Earth Institute, Columbia University.
Stephen Wyber	IFLA Director Policy and Advocacy

UNESCO Transformative Education Pre-Summit: Transforming Education for Sustainable Development (ESD) with FAIR OERRs, Digital Innovation, and Diamond Partnerships

Solutions Day: September 17th, Session/Event in UN HQ

Transforming Education for Sustainable Development (ESD) by implementing the UNESCO Open Education Resource (OER) Recommendation within Multi-Stakeholder Partnerships.
The Permanent Mission of Ireland to the UN, The Permanent Mission of Ghana to UN , UN Academic Impact, UNESCO, UN Library and SDG Academy's Mission 4.7

UN HQ Room CR4 - 16.30 to 18.00 September 17th.

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