

## Monitoring Target 4.7 (ESCD and GCED)



## Target 4.7

- Target 4.7 is one of the most important targets in terms of linkages with other SDGs;
- Important to align measurement for target 4.7 related targets such as
  - 12.8: “By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature” and
  - 13.3: “Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning”.

**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	1. Extent to which (i) global citizenship education and (ii) education for sustainable development <b>are mainstreamed</b> in (a) national education policies (b) curricula (c) teacher education and (d) student assessment <b>Global Indicator</b>
Knowledge	2. Percentage of students of a given age group (or education level) <b>showing adequate understanding of</b> issues relating to global citizenship and sustainability
	3. Percentage of 15-year-old students <b>showing proficiency in</b> knowledge of environmental science and geoscience
	4. Percentage of schools <b>that provide</b> life skills-based HIV and sexuality education
	5. Extent to which the framework on the World Programme on Human Rights Education <b>is implemented</b> nationally (as per UNGA resolution 59/113)



## Defining the indicators

Two main criteria are used to classify indicators by tiers: methodological availability and coverage. The tiers classify indicators as follows:

**Tier 1:** indicators with an established methodology and data already widely available

**Tier 2:** indicators with an established methodology but insufficient data coverage

**Tier 3:** indicators for which a methodology is being developed

Source: UNDESA, 2016

### Measuring Learning, Education Quality and Equity

- Measuring Reading and Mathematic in Basic Education
- Measuring Early Childhood Development
- Measuring Literacy skill
- **Measuring GCED and ESD**
- Measuring work related skills

If you can't measure it, you can't improve it. - Peter Drucker

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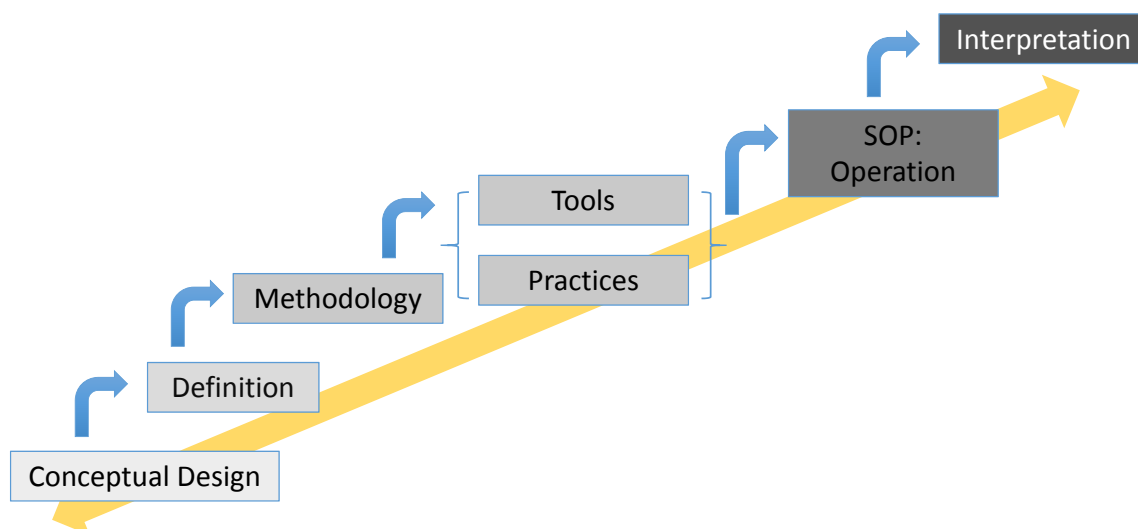
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# How to measure (the process)



- Agreement on the definitions and dimensions of the constructs of
  - Global Citizenship Education (GCED) and
  - Education for Sustainable Development (ESD)

- GCED is tentatively defined as any educational effort that aims to encourage the acquisition of skills, values, attitudes and behaviors empower learners to assume active roles to face and resolve global challenges and to become proactive contributors to a more peaceful, tolerant, inclusive and secure world. GCED nurtures the following **three core dimensions** of learning:
  - The cognitive – to acquire knowledge, understanding and **critical thinking about global issues** and the interconnectedness/inter-dependency of countries and different populations.
  - The socio-emotional – to have a sense of **belonging to a common humanity**, sharing values and responsibilities, sharing empathy, solidarity and respect for differences and diversity.
  - The behavioral – to act responsibly at **local, national and global levels** for a more peaceful and sustainable world.

## Conceptual Issues

- ESD is **tentatively defined** as any educational efforts that equip learners with the key learning components of:
  - Knowledge (on ESD topics of **sustainable lifestyles/sustainable ways of life, climate change, biodiversity, and the greening of the economy**),
  - Skills,
  - Values,
  - Engagement,
  - Attitudes and,
  - Experiencesto address social, environmental and economic challenges of the 21st century through integrating critical issues such as climate change, biodiversity, disaster risk reduction (DRR), and sustainable consumption and production (SCP).

## Operational Issues

- To facilitate the measurement efforts, **an initial breakdown of measurement domains** (knowledge, value, skills, engagement, and attitude) together with their respective content dimensions covering operationalized aspects under each of the ESD and GCED topics
  - establishing mechanisms for mapping diverse content domain coverage,
  - developing a relevant learning scale,
  - streamlining varied data quality,
  - establishing a coherent reporting metric,
- Interpretation and understanding of the concepts under target 4.7.4 are **highly influenced by different cultural understanding** across countries
- Building country capacity to produce needed data and managing financial and human resource allocation

- The relevant content of ESD and GCED focus on both covering and other list of skills, values and attitudes aspects of learning for which measuring “adequate understanding” may not be a relevant measurement criterion.
- For the cognitive component, the extent of variation in the definition of “showing adequate understanding “in different countries represents a significant challenge for the establishment of benchmark levels and cut scores that can be communicated well globally.
- For the non-cognitive component, the challenge is to set a benchmark that identifies the levels (on some continuum, from low to high) in which a high level might be associated with social justice and transformation orientations while a low level refers to basic understanding or engagement in a more limited way.

- Identification of the most relevant and already operational data collection tool with accepted definitions and reasonable coverage for the regular collection and analysis of information on GCED and ESD.
- IEA ICCS has levels on the civic knowledge scale (established in 2009, extended for 2016).
  - Level 2 (2009, called level B in 2016) could be seen as a possible minimum level, where students demonstrate a broader familiarity with concepts and notions.
  - Target 4.7 is meant to be taken as a transformational agenda and hence, levels of understanding and engagement towards e.g. social justice are meant, in which case a higher level
  - Pragmatically, and reviewing proportions of students at or above level 2 (2009) or B (2016), these could be a starting point.
  - the PISA 2018 cross-curricular domain of “global competency” might add additional insights but it is assumed that the country coverage will be limited and this domain will not be repeated in future cycles.

- Identify **what have been collected** in term of content coverage in national and cross-national assessment;
- **Clarify the definition** of “issues related to sustainable development and global citizenship” and what it means “to show adequate understanding”;
- **Review the content of the IEA ICCS frameworks**, instruments and reports, GCED assessment tools and ESD assessment tools to see how it could be improved or combined to collect relevant and target information;
- Consider **accessibility options** in case self-reported survey modes are confounding reading ability and domain related aspects in locations where the former is low (e.g. through interviewers, computer/tablet-based collection or other means of voice-over modes such as CDs);
- Issues on the alignment, **linking of cross-national assessment** for reporting;
- Discuss with the larger GAML network how country coverage can be extended in terms of key obstacles such as **funding and capacity**;
- **Set-up criteria for monitoring** and reporting due to difference in quality in the national and cross-national assessment data;
- **Develop interim reporting strategy** while the reporting scale, definition of adequate understanding, tools and processes are still under development
- Consider recommending to the GAML Secretariat the **commissioning of paper and developing of tools** when deemed necessary to forward the agenda of indicator development

## Measurement Strategy for SDG4.7:

<http://uis.unesco.org/sites/default/files/documents/gaml4-measurement-strategy-sdg-target4.7.pdf>

## Measuring GCED

[https://www.brookings.edu/wp-content/uploads/2017/04/global\\_20170411\\_measuring-global-citizenship.pdf](https://www.brookings.edu/wp-content/uploads/2017/04/global_20170411_measuring-global-citizenship.pdf)

## SDG 4.7 and importance of monitoring learning materials

<https://eccnetwork.net/wp-content/uploads/Benavot-Aron-GEM-Textbook-content.pdf>

Based on the list of proposed indicators for SDG 4.7, please prepare a draft national action plan (5-year) on how to monitor SDG 4.7 at the national level?

- Conducting methodology work
- Reviewing existing instrument and data
- Development of national indicators and collecting relevant data
- Setting up a coordination mechanism
- Involvement of relevant stakeholders
- Linkage with regional and global initiative

# Thank you

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