



Are the Sustainable Development Goals Sustainable?

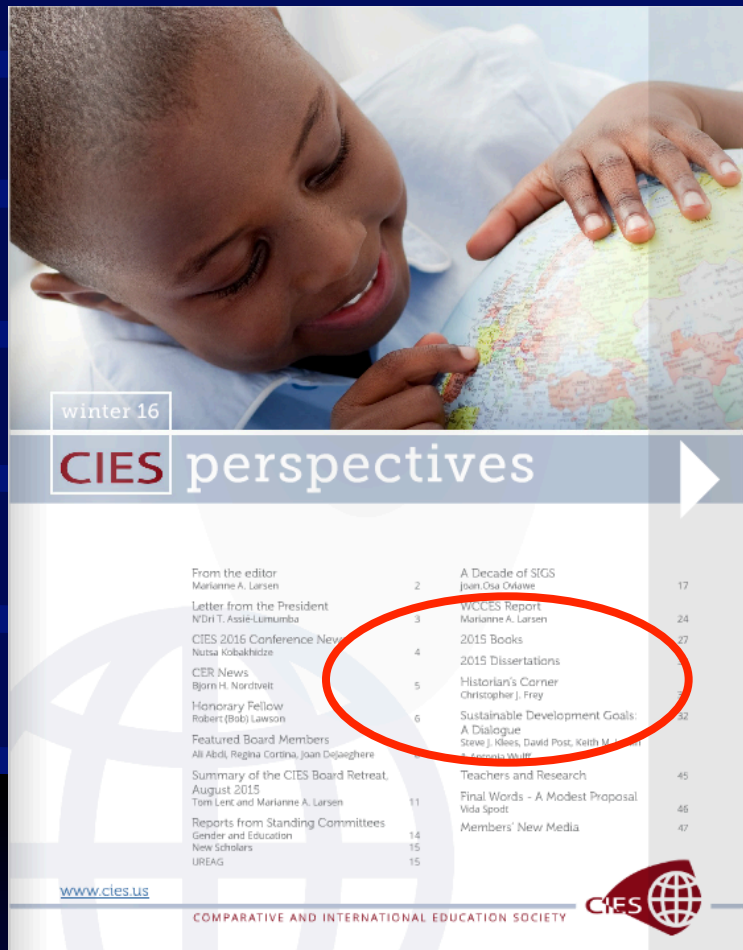
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Education International ResNET 2016
Brussels

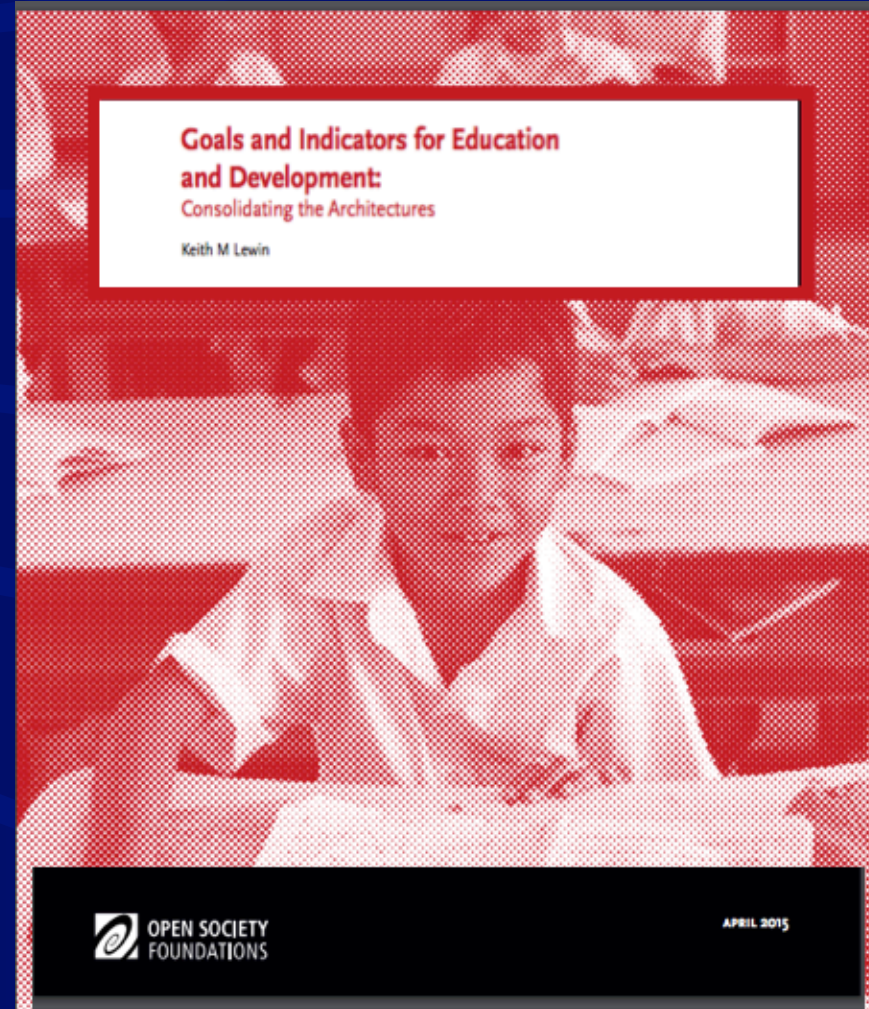
May 2016



SED OR ESD?



CIES Winter 2016 Newsletter



Open Society Foundations Website

<https://www.opensocietyfoundations.org/sites/default/files/lewin-goals-indicators-edu-dev-20150515.pdf>

What is Sustainable Development?

How would you know it, if you saw it?

What is important for
Sustainable Educational Development

What is important **for**
Education for Sustainable Development?

What is Sustainable Development?

- Valuing the future over the present?
- Deferring benefits and sacrificing satisfaction *now*, for satisfaction in the *future*?
- Ensuring that technological innovation and increases in productivity exceed the rate of population growth?
- Minimising energy consumption or maximising clean energy?
- More or less? - equity, freedoms, wellbeing, employment, health, competition, co-operation, study, private tuition, travel, consumption, children, leisure, satisfaction, pleasure ?

How might this translate into curricula content?

- **School and college choice, traffic, pollution and energy waste**
- **International student mobility and its eco-costs**
- **Energy efficient schools and universities, MOOCs etc**
- **Demand for education, screening or human capital?**
- **The privatisation of knowledge and privatisation of pedagogies**

Transforming Our World: The 2030 Agenda for Sustainable development

- **17 SDGs and 169 Targets cf 8 and 18 with the MDGs**
- **10 Targets for education related to Goal 4**

“Increased acquisition by individuals and families of the knowledge, skills and values required for better living and sound and sustainable development, made available through all education channels including the mass media, other forms of modern and traditional communication, and social action, with effectiveness assessed in terms of behavioural change”

Framework for Action: Meeting Basic Learning Needs

UNESCO/UNICEF/UNDP/World Bank 1990

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

UNESCO/UNICEF 2015

The Sustainable Development Goals

- Goal 1. End poverty **in all its forms** everywhere
- Goal 2. End hunger, achieve food security and improved nutrition, and promote **sustainable** agriculture
- Goal 3. Ensure healthy lives and promote well-being **for all at all ages**
- Goal 4. Ensure inclusive and equitable quality education and promote life-long learning opportunities for all**
- Goal 5. Achieve gender equality **and empower all women and girls**
- Goal 6. Ensure availability and **sustainable** management of water and sanitation **for all**
- Goal 7. Ensure access to affordable, reliable, **sustainable** and modern energy **for all**
- Goal 8. Promote **sustained**, inclusive and **sustainable** economic growth, full and productive employment and decent work **for all**
- Goal 9. Build resilient infrastructure, promote inclusive and **sustainable** industrialization and foster innovation
- Goal 10. Reduce inequality within and among countries
- Goal 11. Make cities and human settlements inclusive, safe, resilient and **sustainable**
- Goal 12. Ensure **sustainable** consumption and production patterns
- Goal 13. Take urgent action to combat climate change and its impacts
- Goal 14. Conserve and **sustainably** use the oceans, seas and marine resources for **sustainable** development
- Goal 15. Protect, restore and promote **sustainable** use of terrestrial ecosystems, **sustainably** manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
- Goal 16. Promote peaceful and inclusive societies for **sustainable** development, provide access to justice **for all** and build effective, accountable and inclusive institutions at all levels
- Goal 17. Strengthen the means of implementation and revitalize the global partnership for **sustainable** development

The ~~(Sustainable)~~— New Development Goals

- Goal 1. End poverty everywhere
- Goal 2. End hunger, achieve food security and improved nutrition, and promote agriculture
- Goal 3. Ensure healthy lives and promote well-being
- Goal 4. Ensure inclusive and equitable quality education and promote life-long learning opportunities**
- Goal 5. Achieve gender equality and empower all women and girls
- Goal 6. Ensure availability and management of water and sanitation
- Goal 7. Ensure access to affordable, reliable, and modern energy
- Goal 8. Promote inclusive economic growth, full and productive employment and decent work
- Goal 9. Build resilient infrastructure, promote inclusive and industrialization and foster innovation
- Goal 10. Reduce inequality within and among countries
- Goal 11. Make cities and human settlements inclusive, safe, and resilient
- Goal 12. Ensure consumption and production
- Goal 13. Take urgent action to combat climate change and its impacts
- Goal 14. Conserve and use the oceans, seas and marine resources for development
- Goal 15. Protect, restore and promote use of terrestrial ecosystems, manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
- Goal 16. Promote peaceful and inclusive societies for development, provide access to justice and build effective, accountable and inclusive institutions at all levels
- Goal 17. Strengthen the means of implementation and revitalize the global partnership for development

Seven Goals for Sustainable Development

Something to Remember....

- 1....End **poverty** and improve food security, nutrition, and agriculture (Goal 1/2)
- 2....Ensure **healthy lives** and promote well-being at all ages (Goal 3)
- 3....Ensure **quality education for all** (Goal 4)
- 4....Increase **equity** within + among countries and promote human settlements that are safe, peaceful, and inclusive with just institutions (Goal 5/10/11/16)
- 5....Ensure clean **energy**, and water and sanitation for all (Goal 6/7)
- 6.... Promote **economic growth**, industrialization, innovation + (Goal 8/9/12)
employment, balanced consumption and production, and build infrastructure
- 7.... Combat climate change + conserve the **environment**, manage use of marine resources + terrestrial ecosystems + preserve biodiversity (Goal 13/14/15).

Poverty, Health, Education, Equity, Energy, Economy, Environment

Pheeee or PHE ⁵

The Ten Sustainable Education Development Targets

Goal 4. Ensure inclusive and equitable quality education and promote life-long learning opportunities for all

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

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

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

4.4 by 2030, increase by x% the number of youth and adults who have technical and vocational skills, for employment, decent jobs and entrepreneurship

4.5 by 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, persons with disabilities, indigenous peoples, and children in vulnerable situations

4.6 by 2030 ensure that all youth and at least x% of adults, both men and women, achieve literacy and numeracy

4.7 by 2030 ensure all learners acquire knowledge and skills needed for **sustainable development**, including 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 culture's contribution to **sustainable development**

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

4.b substantially expand by the number of scholarships for developing countries in particular LDCs, SIDS and African countries to enrol in higher education, including vocational training, ICT, technical, engineering and scientific programmes in developed countries and other developing countries

4.c substantially expand the supply of qualified teachers, including through international cooperation for teacher training especially LDCs and SIDS

Seven New Education Development Targets

Goal 4. Ensure quality education for all for sustainable development

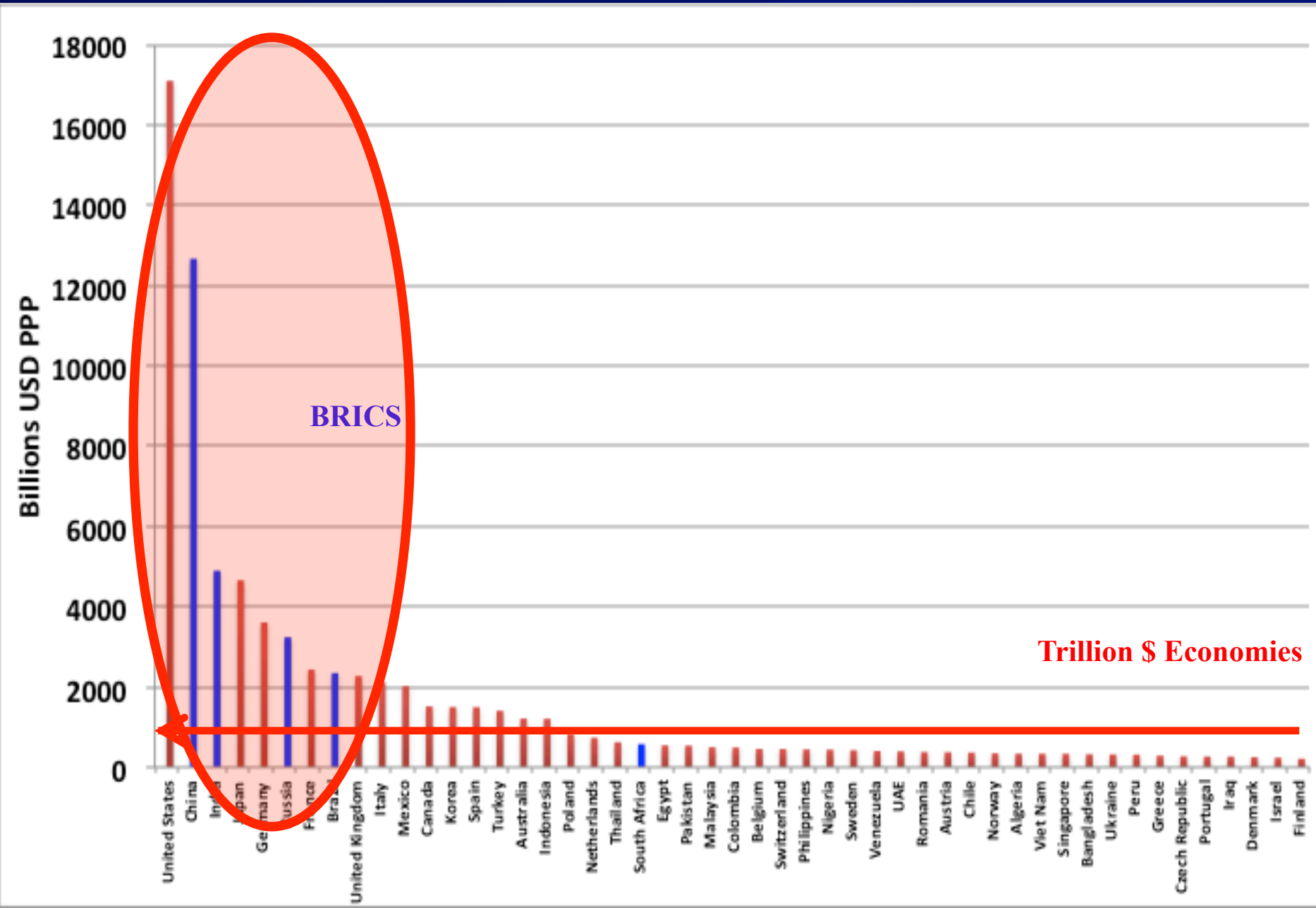
By 2030 ensure that:

- 4.1 every child completes **free, quality primary and secondary school** staffed by **qualified teachers** and demonstrates **appropriate learning outcomes** (EFA)
- 4.2 every child has access to **early childhood development programmes**, and **pre-school**
- 4.3 youth and adults acquire **literacy and numeracy** and **technical and vocational** skills linked to employment
- 4.4 **Equity is enhanced** for educational access, participation and outcomes by household wealth, gender, location and social group, and disability
- 4.5 youth and adults achieve 4.6 learners acquire knowledge and **skills for development** in citizenship, social and economic development, and **science, technology, engineering and mathematics**
- 4.6 educational **infrastructure** and facilities are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments
- 4.7 All **teachers are trained** and every child learns with trained teachers

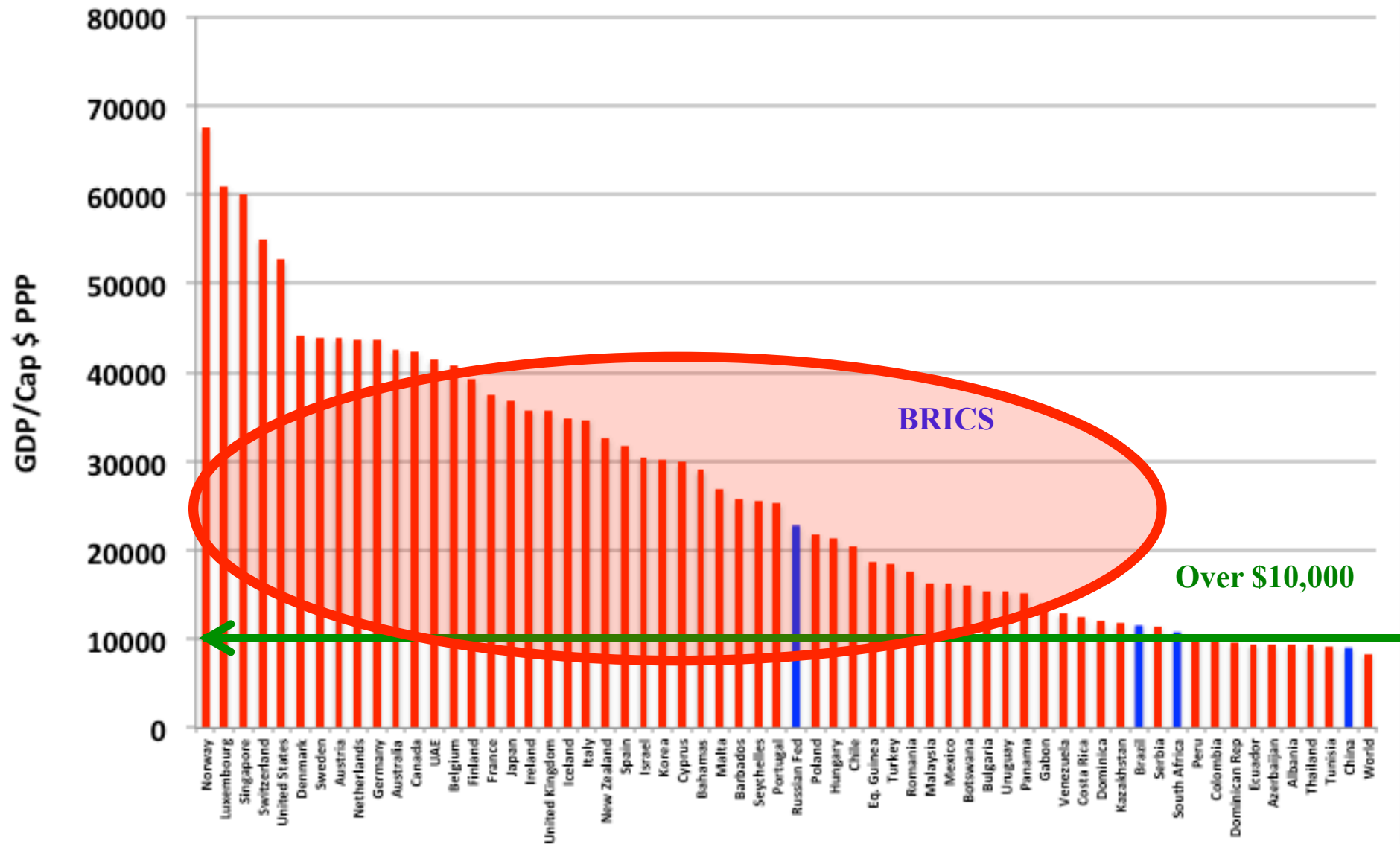
FELESIT?

**Whose Problem is Sustainable
Development and Who can Realise it?**

Richest Countries - GDP and Trillion \$ Economies

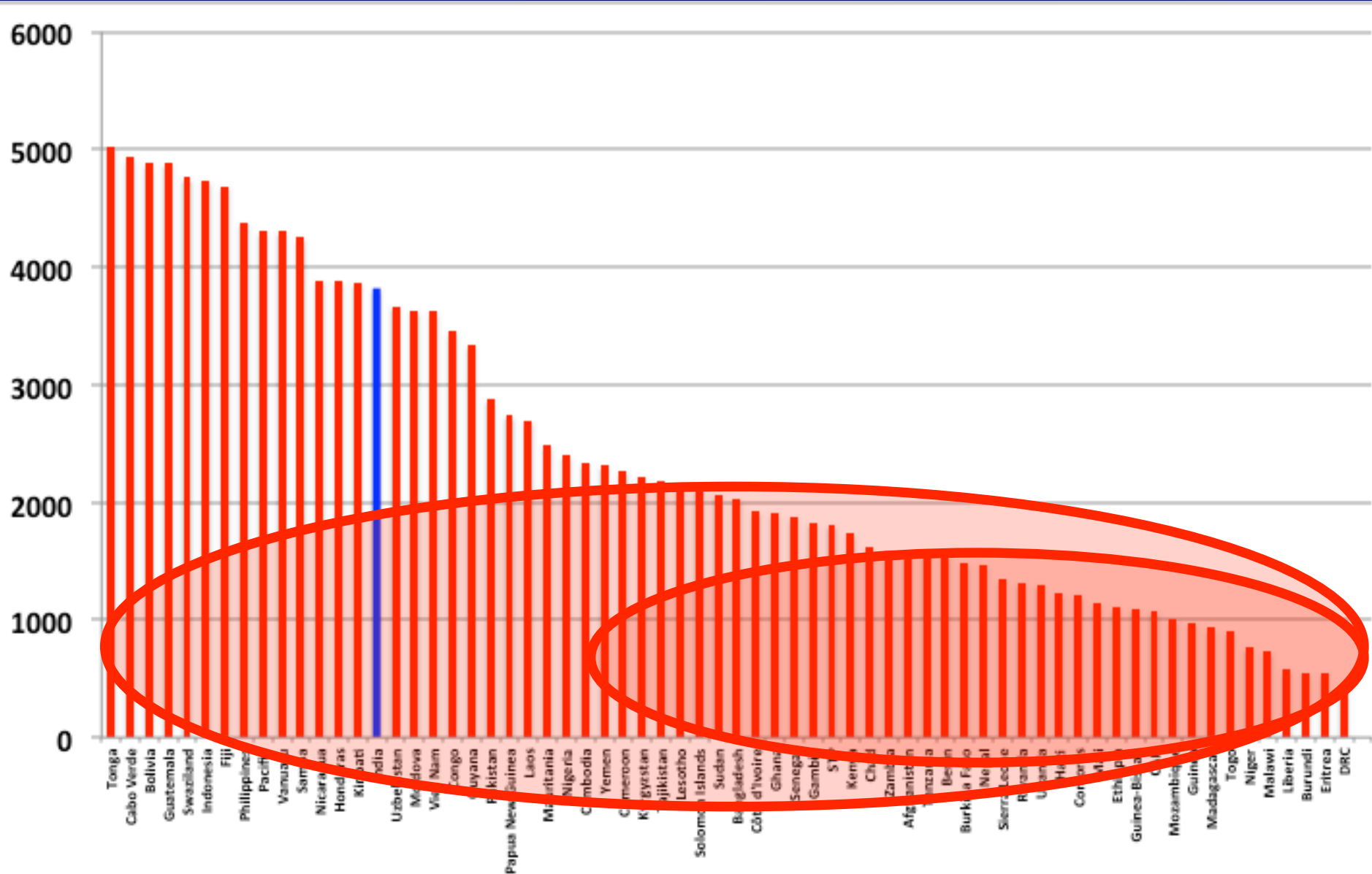


Richest in GDP per Capita

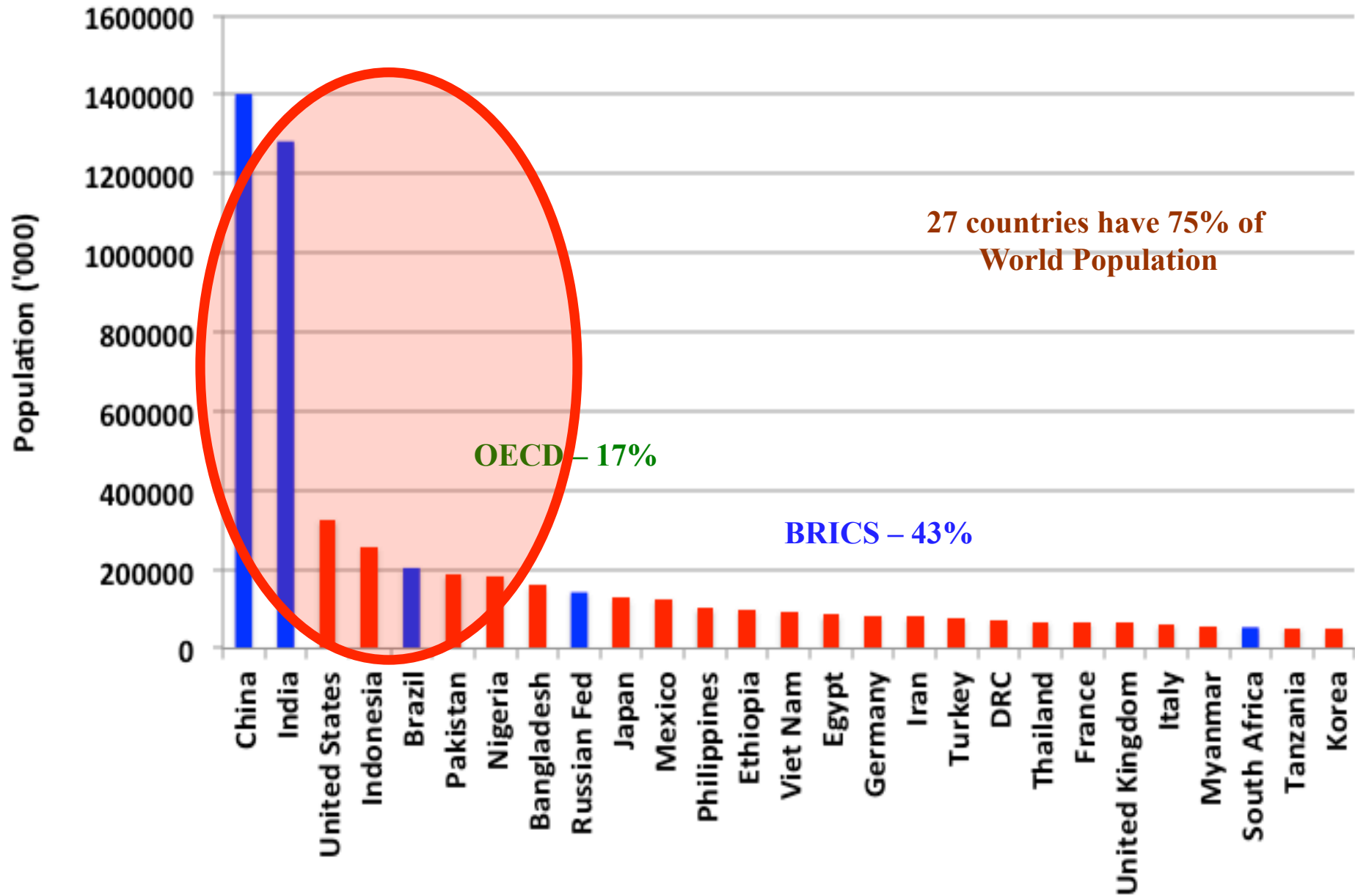


The 60 Poorest Countries

But what about the poorest in middle income countries?



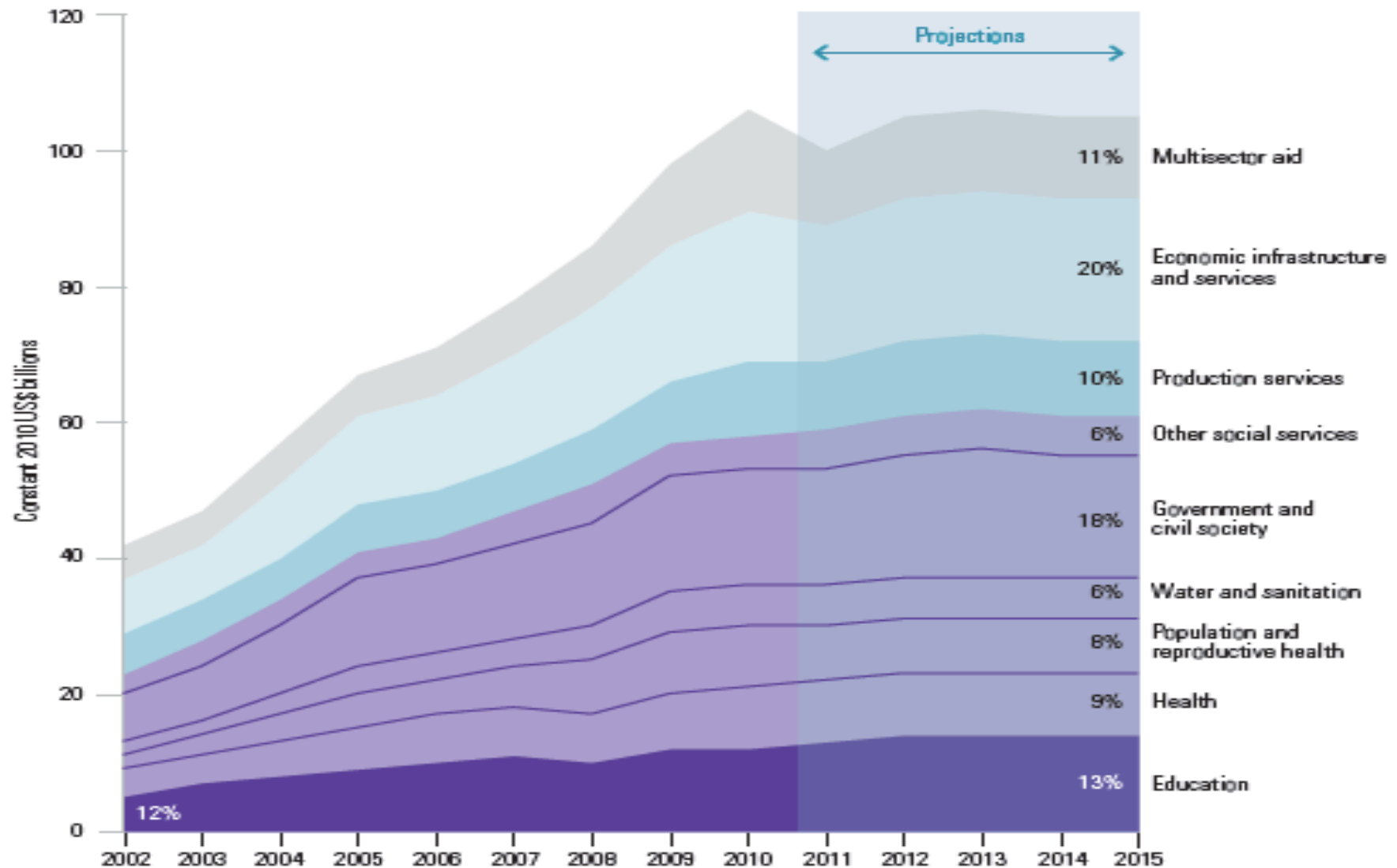
Population



Aid by Sector has ceased growing and may fall

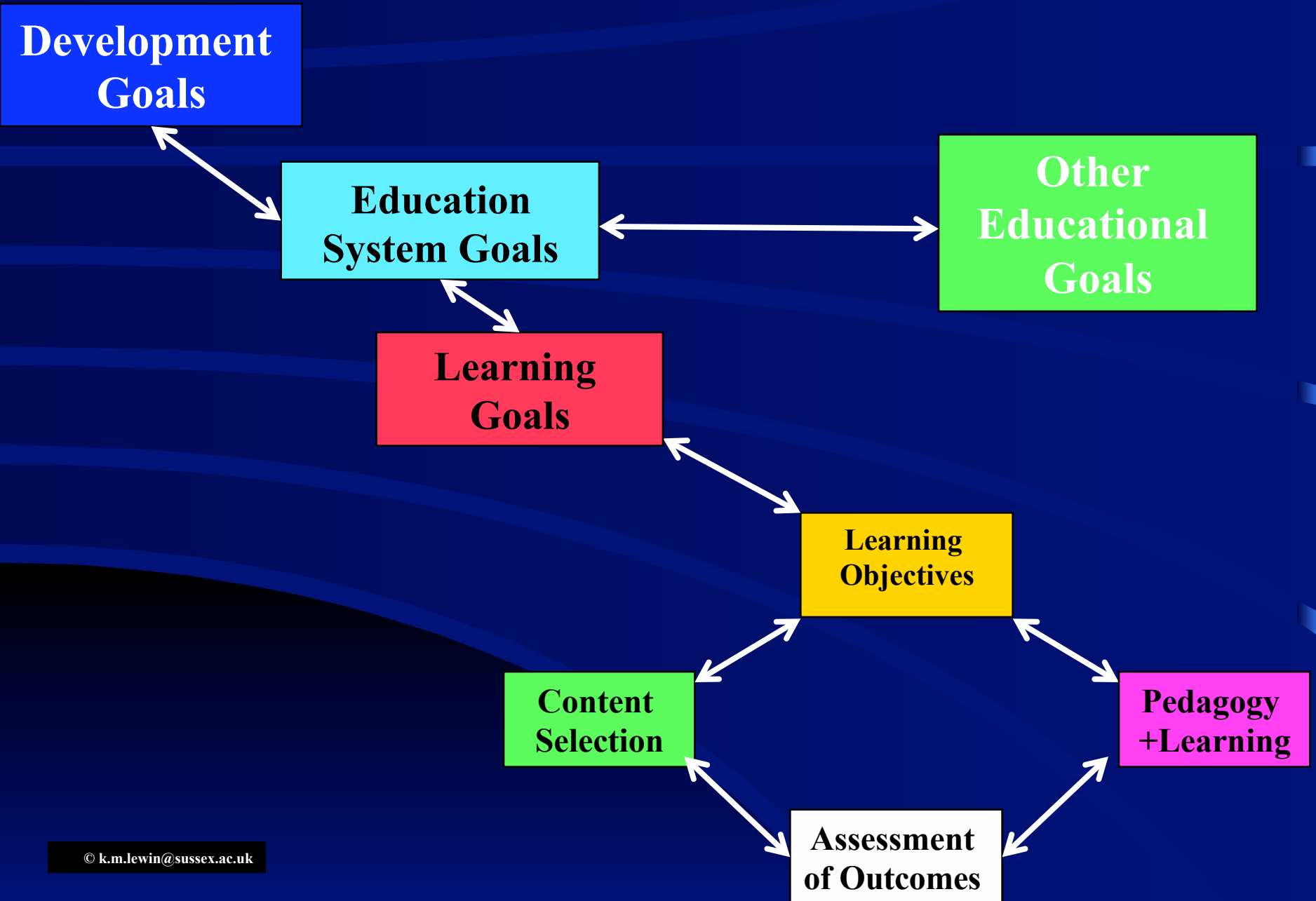
Figure 2.7: Projections show overall aid levels flattening out

Total education as a share of total sector allocable aid, 2002 to 2010, with projections, 2011 to 2015



Curriculum Issues and ESD

A Model of Learning, Teaching and Curriculum



Common Board Curriculum India

Curriculum Overload

Sl	Subject	Number of periods for theory classes	Number of periods for activity classes	Total Number of periods
1	Language-I	6	01	7
2	Language-II	5	01	6
3	Mathematics	6	01(Maths Lab)	7
4	Science	6	02(Lab)	8
5	Social Sciences	7	01	8
6	Work Education	----	2	2
7	Art Education	-----	2	2
8	Physical and Health Education	-----	3	3
9	Co-Curricular Activities	-----	2	2
10	Life Skills*	-----	1	1
11	Values Education and Gender Sensitivity*	-----	1	1
12	Library	-----	1	1
Total				48

The Big Five - Openness , conscientiousness, extraversion, agreeableness, neuroticism

Openness to experience

Openness is a general appreciation for art, emotion, adventure, unusual ideas, imagination, curiosity, and variety of experience. People who are open to experience are intellectually curious, open to emotion, sensitive to beauty and willing to try new things. They tend to be more creative and more aware of their feelings than closed people. There is a strong connection between liberal ethics and openness to experience such as support for policies endorsing racial tolerance. Another characteristic of the open cognitive style is a facility for thinking in symbols and abstractions far removed from concrete experience. People with low scores on openness tend to have more conventional, traditional interests. They prefer the plain, straightforward, and obvious over the complex, ambiguous, and subtle. They may regard the arts and sciences with suspicion. Closed people prefer familiarity over novelty; they are conservative and resistant to change.

Sample items

- I have a rich vocabulary.
- I have a vivid imagination.
- I have excellent ideas.
- I am quick to understand things.
- I use difficult words.
- I am full of ideas.
- I am not interested in abstractions. (reversed)
- I do not *have a* good imagination. (reversed)
- I have *difficulty understanding* abstract ideas. (reversed)
- I have *emotional intelligence*.

12- Item Grit Scale

Here are a number of statements that may or may not apply to you. For the most accurate score, when responding, think of how you compare to most people --not just the people you know well, but most people in the world. There are no right or wrong answers, so just answer honestly!

1. I have overcome setbacks to conquer an important challenge.

- a. Very much like me**
- b. Mostly like me**
- c. Somewhat like me**
- d. Not much like me**
- e. Not like me at all**

2. New ideas and projects sometimes distract me from previous ones.

4. Setbacks don't discourage me.

5. I have been obsessed with a certain idea for a short time but later lost interest.

6. I am a hard worker.

7. I often set a goal but later choose to pursue a different one.*

8. I have difficulty maintaining focus on projects that take more than a few months to complete.*

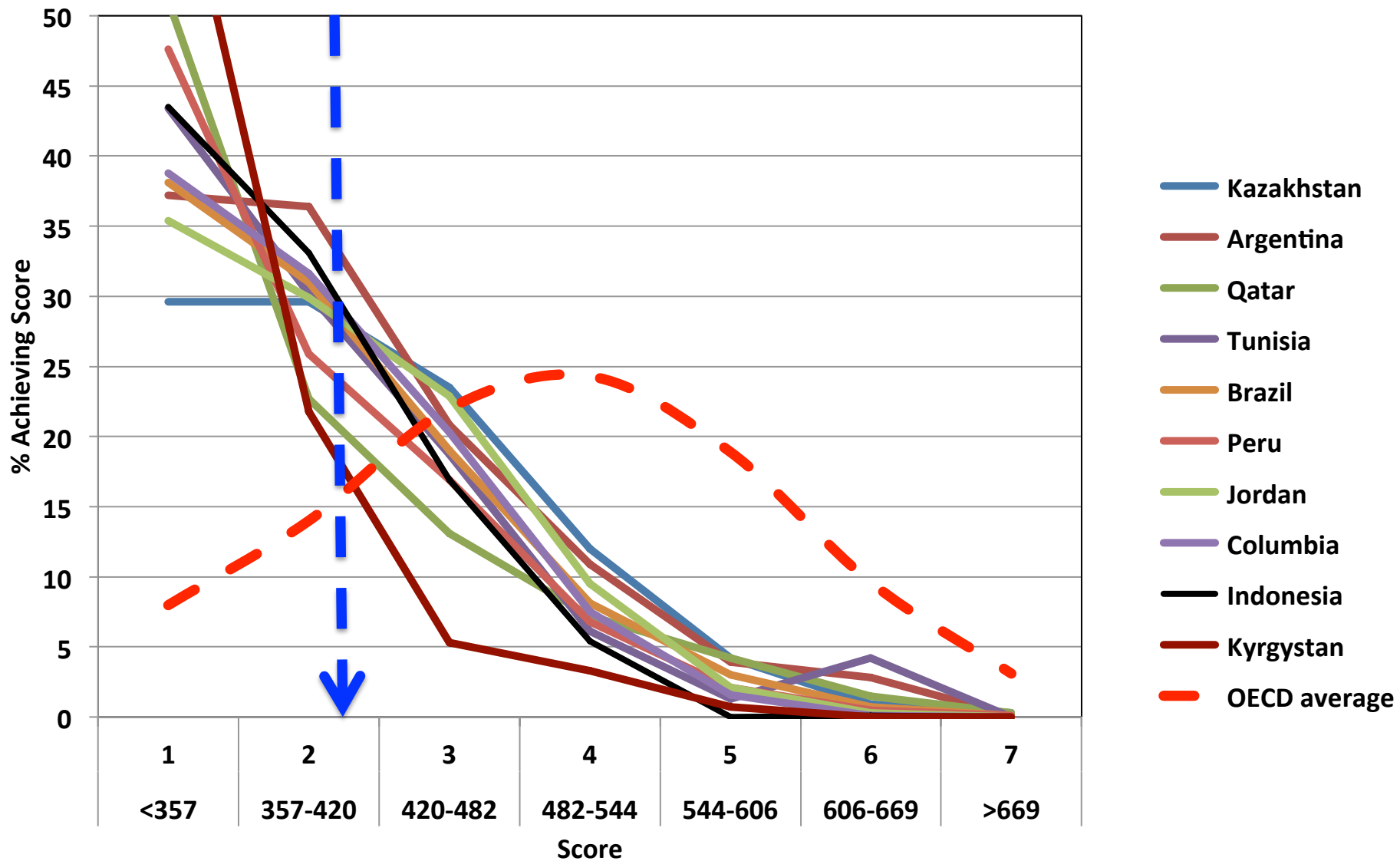
9. I finish whatever I begin.

10. I have achieved a goal that took years of work.

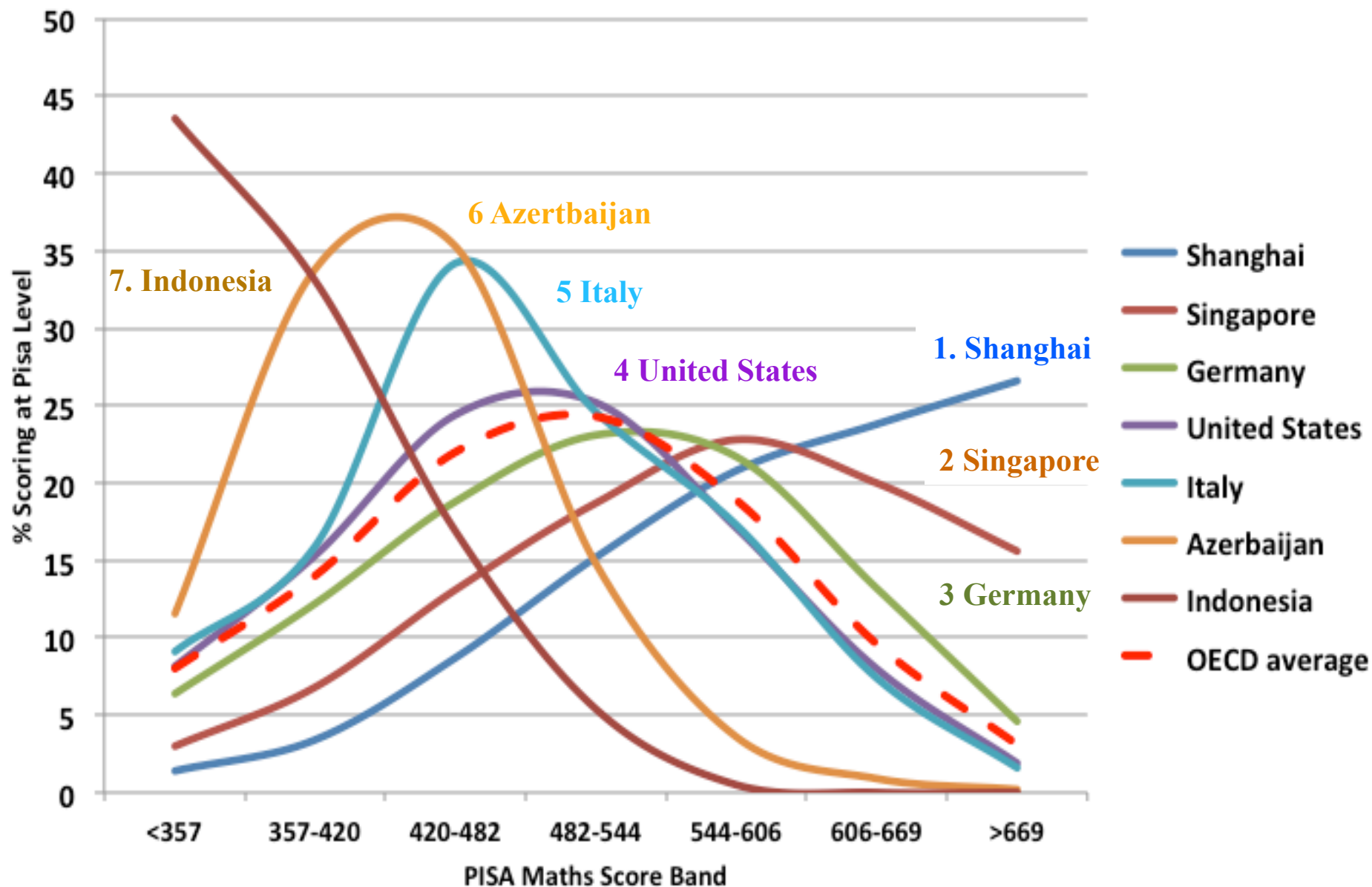
11. I become interested in new pursuits every few months.*

12. I am diligent.

Pisa Maths –Positive and Negative Skews?

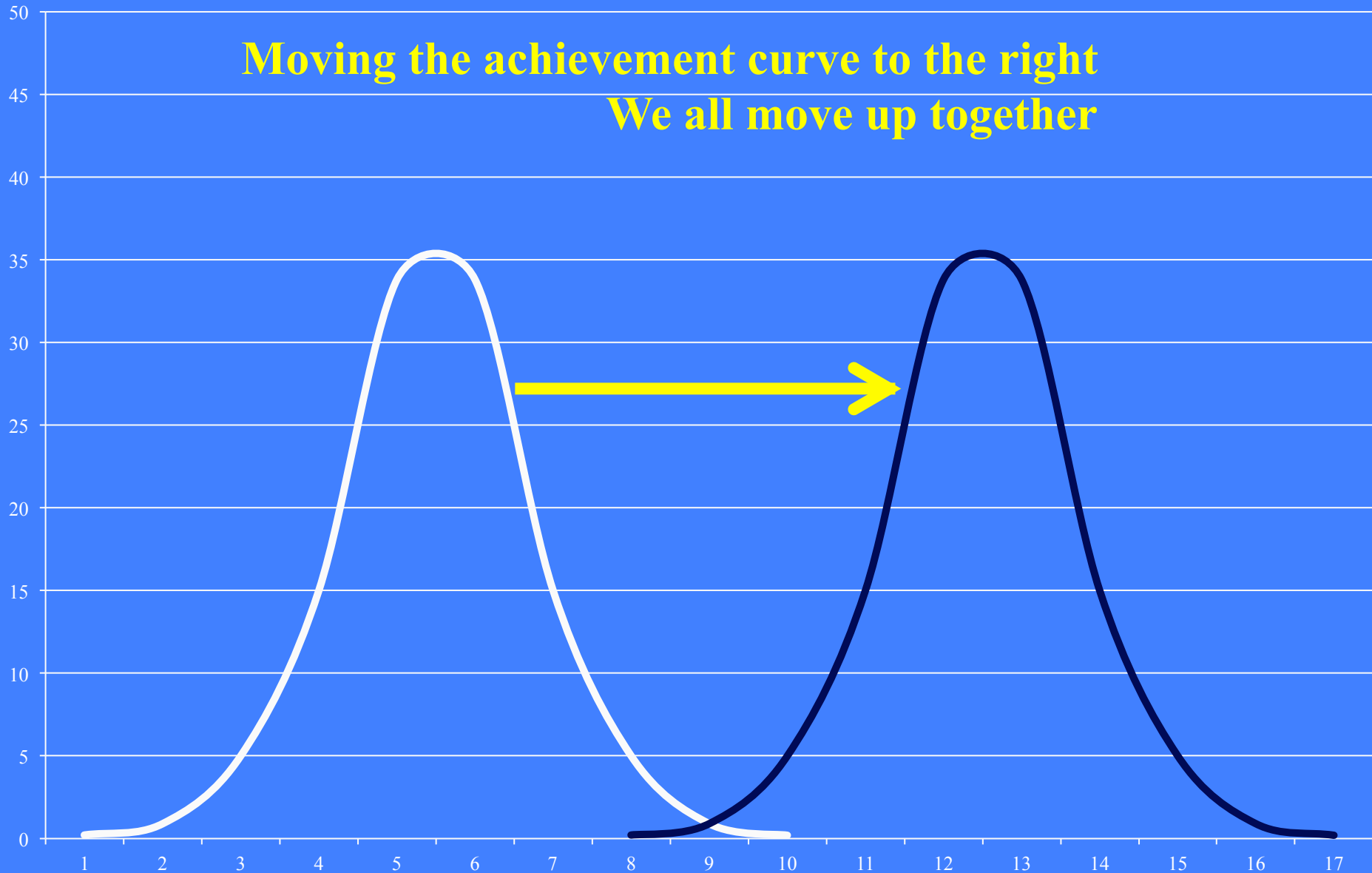


Pisa Maths – Six Patterns of Performance



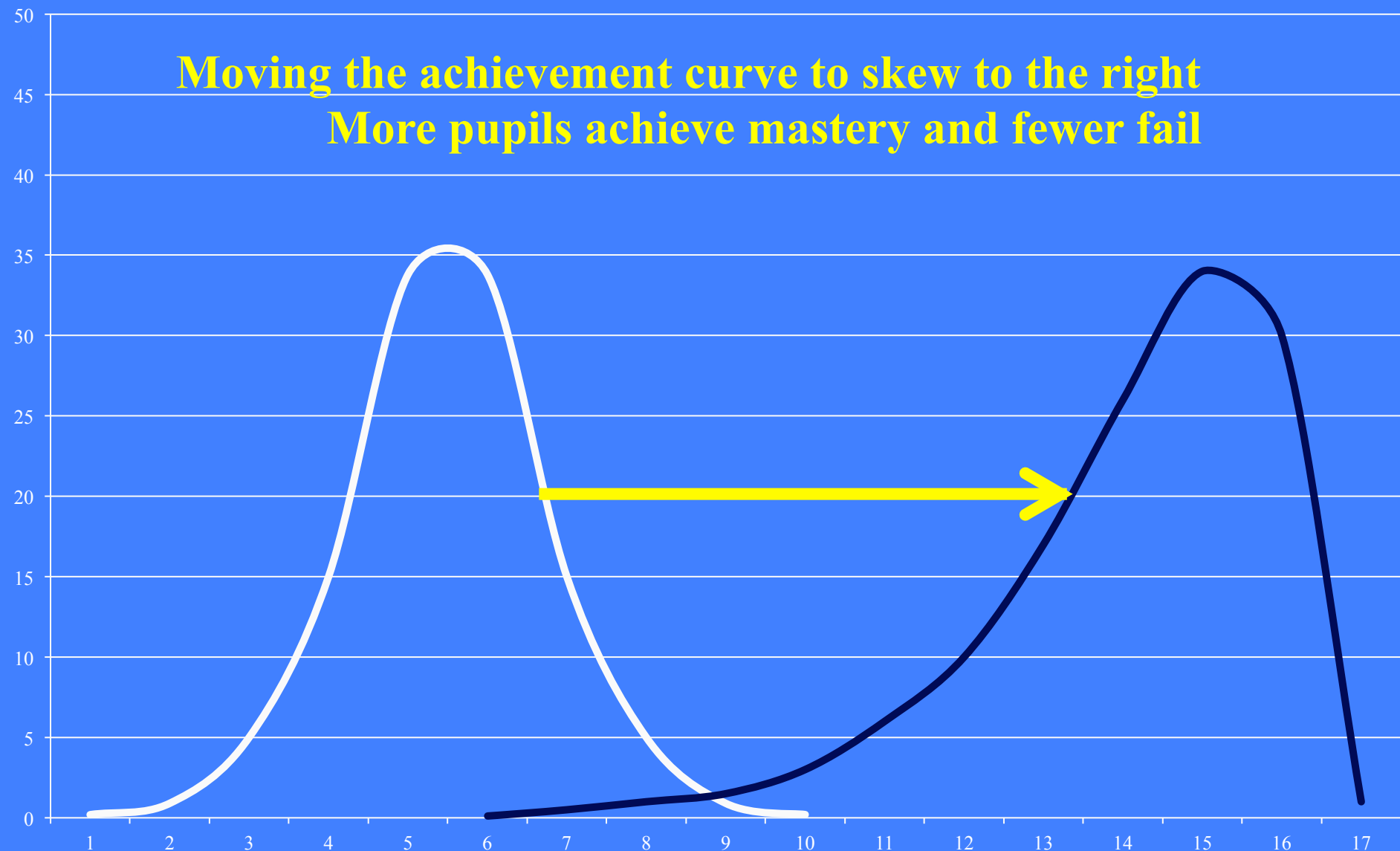
Curriculum and Learning Outcomes?

Moving the achievement curve to the right
We all move up together



Curriculum and Learning Outcomes?

**Moving the achievement curve to skew to the right
More pupils achieve mastery and fewer fail**



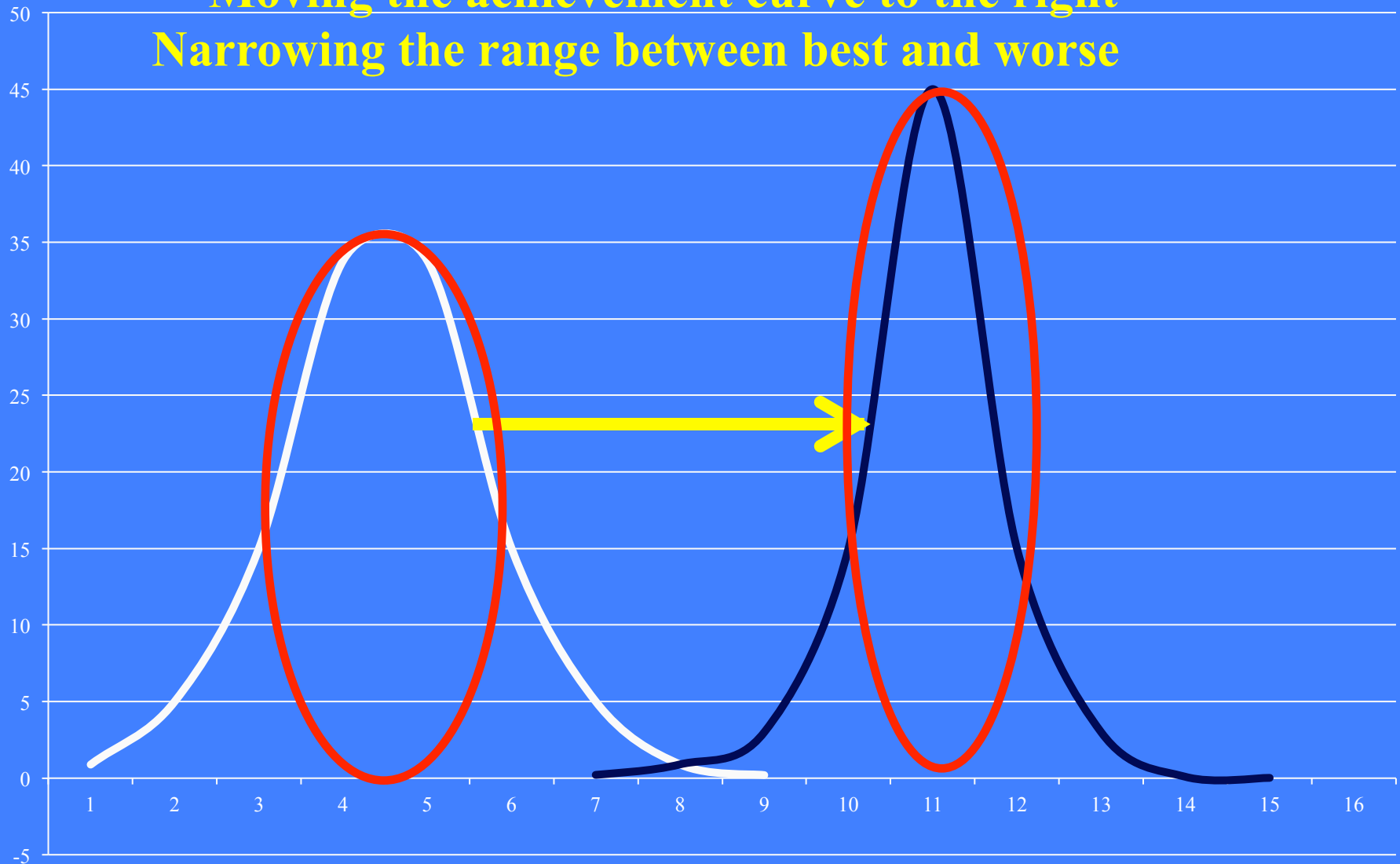
Curriculum and Learning Outcomes?

**Moving the achievement curve to skew to the left
More fail and more excel**



Curriculum and Learning Outcomes?

Moving the achievement curve to the right
Narrowing the range between best and worse



Curriculum and ESD

- What should go into the 15,000 hours of school that the SDGs anticipate?
- What would constitute an education fit for purpose in the 21st century that is different to that which proved so successful in the 20th century?
- What would close the cognitive chasm between the achievement of 15 year olds in different countries that is equivalent to six years of schooling?
- What would reduce the differences between the richest and the poorest students in low income countries?
- How can all 15 year olds understand enough science and technology, and logical reasoning, to have an informed view on climate change, pollution, urbanization, and epidemic and endemic diseases?
- What kind of citizenship education can contribute to reductions in conflict and distressed migration and would global citizenship add any value?
- How will the international community invest in curriculum development for ESD to value the future over the present?
- What should teachers do differently and how should the profession change?



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