

3.3. Education on SCP

Indicator title, level and general definition

3.3. Education on SCP - # of countries integrating SCP topics in education practices

Goals and Targets addressed

10YFP Objective

Objective 3 (outcome level): Accelerate the shift towards SCP, supporting regional and national policies and initiatives

Main associated SDG indicators:

12.8.1/4.7.1. Extent to which (i) global citizenship education and (ii) education for sustainable development (including climate change education) are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment (Tier III UNESCO/UNEP)

13.3.1 Number of countries that have integrated mitigation, adaptation, impact reduction and early warning into primary, secondary and tertiary curricula (Tier III, UNESCO, UNEP)

Definition and method of computation

Definition and concepts

This indicator measures the # of national governments integrating (or further integrating) SCP topics in formal education including into (a) curricula (pre-primary, primary, secondary and tertiary levels including higher education vocational training); and (b) teacher education.

Such integration can be embedded in Education for Sustainable Development.

Formal education is defined as: “the hierarchically structured, chronologically graded ‘education system’, running from primary school through the university and including, in addition to general academic studies, a variety of specialised programmes and institutions for full-time technical and professional training.”²³

It is different from non-formal education defined as: “any organised educational activity outside the established formal system – whether operating separately or as an important feature of some broader activity – that is intended to serve identifiable learning clienteles and learning objectives.”²⁴, non-formal education to SCP can be reported under indicator on training for SCP (1.3.).

SDG 4 has two main measurement challenges: learning outcomes and educational equality. Traditional levels of measurement such as reading, comprehension and numeric skills to integrated view of the skills needed in relation to the society and the environment are needed (enhancing educational quality and increasing learning consequences for those that would not ordinarily be able to). United Nations Secretary General’s Synthesis Report (UNSG 2014)²⁵ recommends four levels of monitoring: global, regional, thematic and national. It will include all formal educational institutional from primary, through to secondary and post-secondary.

Education for sustainable development (ESD) aims to help people develop the attitudes, skills and knowledge to make informed development decisions for the benefit of themselves and others, now and in the future, and to act upon these decisions. ESD supports five fundamental types of learning to provide quality education and foster sustainable human development: learning to know, learning to be, learning to live together, learning to do and learning to transform oneself and society. ESD concerns all levels of education and all social contexts (family, school, workplace, community). It allows learners to acquire the skills, capacities, values and knowledge required to ensure sustainable development, and fosters responsible citizens. 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. It is about lifelong learning, and 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.²⁶

²³ Coombs, P. H., Prosser, C. and Ahmed, M. (1973). *New Paths to Learning for Rural Children and Youth*, New York: International Council for Educational Development.

²⁴ Ibid.

Education for Sustainable Consumption (ESC) aims at providing knowledge, values and skills to enable individuals and social groups to become actors of change towards more sustainable ways of living. The objective is to ensure that the basic needs of the global community are met, quality of life for all is improved, inefficient use of resources and environmental degradation are avoided. ESC is therefore about providing citizens with the appropriate information and knowledge on the environmental and social impacts of their daily choices, as well as workable solutions and alternatives. ESC integrates fundamental rights and freedoms including consumers' rights, and aims at empowering citizens for them to participate in the public debate and economy in an informed and ethical way.²⁷

Method of computation

Further integration of SCP topics in formal education cannot be reported under indicator 3.4. focused on changes in practices related to production processes.

Countries having made progress on national policies for integration of SCP topics into formal education should be reported under indicator 3.1. on SCP policies.

This indicator is calculated at relevant aggregation levels based on the information collected from the different reporting streams. Secretariat, programmes and other users of this framework should be mindful of double counting one same country when aggregating reporting across different reporting streams or different reporting years.

Rational and interpretation

By monitoring on a yearly basis the number of countries making progress on SCP integration into education practices and the nature of these progress, including as supported by the 10YFP and beyond as possible, this indicator supports the assessment of progress on education to SCP.

Countries further integrating SCP topics into education practices can be an outcome of SCP projects, new financing streams (1.1. & 1.2.), national policies for integration of SCP topics into formal education (3.1), or outreach and communication activities to teachers or policy makers (2.2.) and can result in outcomes and impacts captured under other indicators of this framework.

Higher levels of educational attainment have been directly or indirectly associated with individual outcomes such as better livelihoods, healthier behaviors, greater environmental awareness and increased civic participation as well as positive social outcomes, such as economic growth and increased social cohesion (UNESCO-UIS 2016)²⁸.

Education (Goal 4 SDG) aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Higher levels of education are linked to better livelihoods, greater environmental awareness, healthier behaviors and increased civic participation.

The 10-year framework of programmes on sustainable consumption and production (10YFP) is a global framework of action to enhance international cooperation to accelerate the shift towards sustainable consumption and production (SCP) in both developed and developing countries. Providing quality education on SCP will provide citizens with appropriate information and knowledge on the environmental and social impacts of their daily choices, and provide alternatives. Education for SCP will provide citizens with the tools to make more sustainable choices and producers with skills and tools to develop workable and innovative solutions to meet the needs of all people while reducing environmental impact.

Disaggregation

of countries integrating SCP topics in education practices disaggregated by:

- Title of activity
- Integration of SCP topics into: learning material, learning methodologies, pedagogic material, lectures, professional seminars, and teaching toolkits.
- Level of education: pre-primary, primary, secondary, tertiary, vocational, teacher education.
- Cross-cutting disaggregation categories outlined in Annex 2a.

Note: programmes and other reporting streams are encouraged to report as many outputs, outcomes and impacts of their activities and beyond as possible. The disaggregation categories above are indicative and some can be left empty when reporting on measures for which such data elements are not available.

Baseline(s) and target(s)

Proposed parameters for baselines and targets are defined in Annex 2a.

Sources and data collection

Data collection will be done in accordance with the 10 YFP M&E Process as described in section on “The reporting and monitoring Process: requirements, roles and timelines” of this framework

Examples of data sources for this indicator include: documentation from the 10YFP SLE Programme on implementation of the Education for Sustainable Lifestyles Action Plan (PERL)

Comments and limitations

Similarly to the challenges faced by SDG 4 this indicator will not reflect on:

- a) Quality of the education
- b) Learning outcomes and impact

References

Combs, P. H., Prosser, C. and Ahmed, M. (1973). New Paths to Learning for Rural Children and Youth, New York: International Council for Educational Development.

UNEP (2010) HERE and NOW! Education for Sustainable Consumption Recommendations and Guidelines

http://www.unep.org/pdf/Here_and_Now_English.pdf

UNESCO(2014) UNESCO Roadmap for Implementing the Global Action Programme on Education for Sustainable Development.

See general references in “indicator methodology introduction” section.

Examples of sub indicators