

4 QUALITY EDUCATION



INFORMATION KIT

EDUKI COMPETITION 2017/2018

WHY
SCHOOL?
TOWARDS QUALITY
EDUCATION FOR ALL



eduki
FONDATION

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1.0 The competition and its theme

Introduction

This information file is meant to familiarize its readers with the theme of the 2017/2018 Eduki competition.

It includes a presentation of the 2030 Agenda for Sustainable Development and its 17 Goals (the SDGs), with a focus on SDGs 4 on education, which is the main theme of the competition.

It also includes a few important concepts relevant to the theme of the competition, such as a discussion of the meaning of sustainable development, and of the key contribution of Education to the achievement of the SDGs.

Greycells, the Association of Former International Civil Servants for Development, contributed to the preparation of this information file.

Key notions

Sustainable development goals (SDGs)

2030 Agenda

Education for sustainable development

Education for global citizenship

Inclusive education

The national competition

« *Why school matters ? Towards quality education for all* »

This sixth edition of the Eduki competition is open to all students, levels and schools in Switzerland, i.e. primary, secondary I and II, with students between the ages of 4 and 19.

The competition is sponsored by the Director General of the United Nations Office in Geneva, with the generous support of the Swiss Agency for Development and Cooperation (DDC), the Swiss UNESCO Commission, the Department of Public Education, Culture and Sports of the Canton of Geneva (DIP), the *Fondation Gelbert* and the *Fondation pour Genève*.



Theme of the competition

Access to quality education is the prerequisite for improving quality of life for all and hence contributes to a safer, more sustainable and interdependent world. The ambition of SDG 4 is for each child to have access to education and training according to their needs and to the context in which they live. Participating in the Eduki competition means that you are interested in reflecting on the challenges of education, be it here or elsewhere: access, quality, gender equality, inclusive education, education for sustainable development, education for peace, etc.

Categories

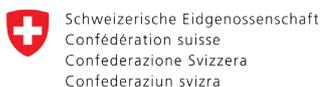
School classes are expected to propose a concrete action, such as an awareness-raising campaign, a community project, or a work of art, such as a painting, a sculpture, a drawing, or a media realization, such as a mini documentary, a testimony, a street interview, aiming at raising awareness of the importance of education. Through their participation in the competition, students will also contribute to the achievement of SDG 4 in Switzerland.

Support for the participants

Teachers and students will have access to:

- Conferences or debates on the theme of education;
- Expert advice from international organizations or NGO practitioners;
- Class visits to organizations working on the theme of education.

All documentation related to the competition can be downloaded: www.eduki.ch/competition



2.0 The 2030 Agenda

The theme of the competition is access to quality education for all. This goal is part of a global programme adopted by all countries of the world, the 2030 Agenda for Sustainable Development. You will find below a short introduction to the 17 SDGs.

2.1 The context



In 2000, the leaders of 189 countries, inspired by the will to eradicate extreme poverty and to build a safer, more prosperous and more equitable world, agreed on a vision for the new Millennium. They drew up a list of 8 goals, the Millennium Development Goals, with a time frame of 15 years to achieve them (www.un.org/en/millenniumgoals).

The results are encouraging: between 1990 and 2015, the number of people living with less than 1.25\$ a day was cut by half; the number of primary school aged children not enrolled in school was also reduced almost by half; and the number of HIV positive people having access to treatment was multiplied by 15.

Although a lot was achieved, much remains to be done. More than 800 million people still live with less than 1.25\$ a day; one person in nine goes to bed hungry; deforestation remains a major concern in a number of countries; and one adult in six is illiterate, two thirds of them being women.

In addition to this unfinished business, the MDGs did not address a number of questions: inequalities, economic growth, decent work, cities and urban settlements, industrialization, oceans, ecosystems, energy, climate change, sustainable production and consumption, peace and justice.

Based on the conclusions of that review, the Member States of the United Nations decided to pursue their efforts beyond 2015. So in September 2015, they agreed on a new framework with common goals to finish the business started in 2000: the 2030 Sustainable Development Agenda.

This global Agenda is underpinned by 17 goals to be achieved by all countries by 2030. All UN Member States, including Switzerland, are committed to contribute to the achievement of these goals.

Business as usual will not do, better action is required. The prerequisites for achieving these new goals are the following:

1. Integrating the three dimensions of sustainable development: economic, environmental and social.
2. Support from all countries, based on universal values, but with differentiated approaches depending on country specificities.
3. Integrating civil society in the decision-making process.

The UN advocates collective action (nations, regions, civil society and citizens) to make our world more sustainable, healthier, more inclusive and more prosperous.

Quoted from the video "Transitioning from the MDGs to the SDGs - UNDP, available on : https://youtu.be/5_hLuEui6ww

"Today, the world is more connected by technology. We know more about how to balance the three pillars of sustainable development – social progress, economic growth, and environmental protection. However, our climate is changing, our planet is transforming, and there are more people on earth than ever before. Everyone can have enough of what they need, living within our planetary boundaries, and we are working around the world to make it happen". Source : https://youtu.be/5_hLuEui6ww

2.2 The 17 Sustainable Development Goals

End poverty in all its forms; End hunger, achieve food security and improved nutrition and promote sustainable agriculture; Ensure healthy lives and promote well-being for all at all ages; Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all: these are some of the goals of the 2030 Agenda. These challenges are relevant to all countries, be they rich or poor.

The 2030 Agenda is universal in scope, and its 17 SDGs reflect a vision of sustainable development which combines social, economic and environmental dimensions. The SDGs translate into 169 targets to be reached by 2030 (for instance for SDG 2: to end all forms of malnutrition).

When they adopted the 2030 Agenda, all Member States declared their readiness to achieve jointly the Sustainable Development goals, each country contributing its adequate share to the implementation of the Agenda at the national and international level.



For more information

DOCUMENT - Switzerland and the Sustainable Development Goals (2017)

Available on: https://www.eda.admin.ch/content/dam/agenda2030/en/documents/flyer-agenda2030_EN.pdf

WEB PAGE - Sustainable Development Goals - United Nations (2017)

Available on: <http://www.un.org/sustainabledevelopment/>

VIDEO - The Sustainable Development Goals – Action Towards 2030 | CAFOD and SDGs

Available on: <https://www.youtube.com/watch?v=9-xdy1Jr2eg>

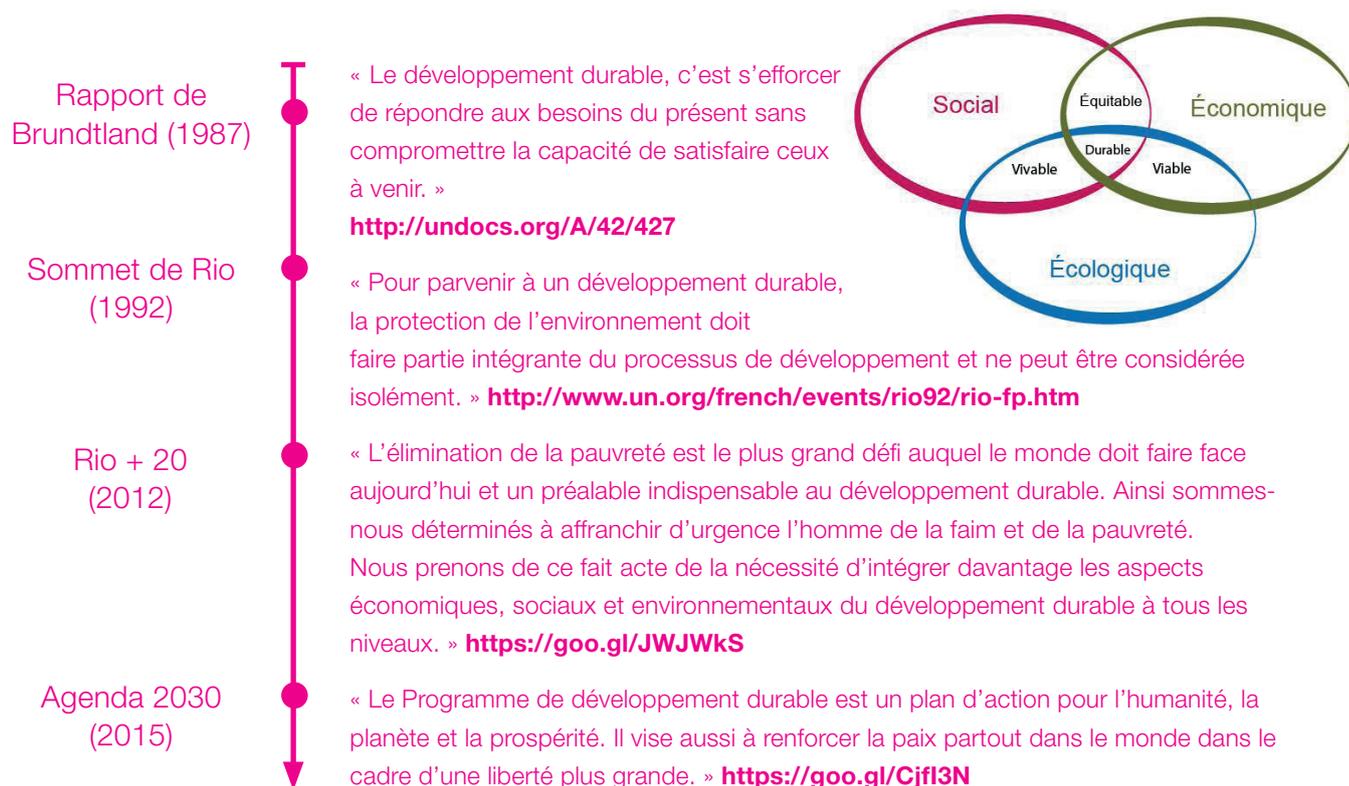
2.2 Why is sustainability so important?

One of the prerequisites for the achievement of the SDGs is to integrate the whole of sustainable development, i.e. to integrate an environmental, social and economic dimension in each of the goals. But what exactly is sustainable development?

Sustainable development

The paradigm of sustainable development appeared at the end of the 80s, in response to environmental and social crises. At that time, the definition of “sustainable development” was exclusively linked to environmental protection, as stated in the 1987 Report of the Brundtland Commission: “development that meets the needs of the present without compromising the ability of future generations to meet their own needs”. In other words, sustainable development could only be achieved if both nature and people were treated with respect. However, with globalization leading to increasing inequality between rich and poor countries, economic growth must also be sustainable. Thus at the Rio Earth Summit in 1992 and 20 years later in 2012, economic and social components were included in the definition of sustainable development.

Today, development is considered sustainable when environmental preservation, social responsibility and economic growth objectives are combined. Sustainable development “aims at strengthening peace everywhere in the world in larger freedom. Eradicating poverty in all its forms is the greatest global challenge, and an indispensable requirement for sustainable development” (UNGA Resolution, 2015).



For more information

DOCUMENT - A short history of sustainable development - extract from Rough Guide to Sustainability: 3rd Edition by Brian Edwards.

<https://www.thenbs.com/knowledge/a-short-history-of-sustainable-development>

VIDEO - What is sustainable development? - produced by Animaskin on behalf of UN Association of Norway and UNICEF Norway. Available on: <https://www.youtube.com/watch?v=7V8oFI4GYMY>

3.0 Goal 4: quality education for all

Education is recognized as the most powerful transformative force ever and as the foundation for improving the quality of life for all people on our planet.

« When people are able to get quality education they can break from the cycle of poverty. Education therefore helps to reduce inequalities and to reach gender equality. It also empowers people everywhere to live more healthy and sustainable lives. Education is also crucial to fostering tolerance between people and contributes to more peaceful societies » Source : <https://goo.gl/RWj9AZ>

Sustainable Development Goal No. 4 (SDG4) aims at completing the programme for education that MDG 2 failed to finish.

Whereas MDG 2 focused on access to primary education for children in developing, low-income and conflict-prone countries of the South, SDG 4 aims at meeting the needs of children, adolescents and adults for lifelong learning. It is by definition a universal programme, applicable to all countries, be they in the North or in the South. The other new feature of SDG 4 is its focus on the quality of education, and its impact on empowerment. Learning must be effective, and equip people with knowledge, skills and competencies which will enable them to face the challenges of a globalized and interconnected world.



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

* Please refer to Annexe 5.1 on p.15 for a complete list of the 10 targets of SDG 4



A few achievements of MDG 2

- Enrolment in primary education in developing regions reached 91 per cent in 2015, up from 83 per cent in 2000.
- Among youth aged 15 to 24, the literacy rate improved globally from 83 per cent to 91 per cent between 1990 and 2015, and the gap between women and men narrowed.

What remains to be done with SDG 4:

- In 2015, 57 million children of primary school age were still out of school, two thirds of them being girls.
- Worldwide, 63 million adolescents aged 12 to 15 are deprived of their right to education

Reference: <http://www.un.org/millenniumgoals/education.shtml>

For more information

DOCUMENT - Unpacking Sustainable Development Goal 4 Education 2030- by 'UNESCO (2017). Available on: <http://unesdoc.unesco.org/images/0024/002463/246300E.pdf>

3.1 What is at stake

Obstacles to reaching SDG 4 are many, and complex, but solutions do exist

Education as a human right

Education is a fundamental human right, the enjoyment of which leads to understanding and using many other rights. Article 26 of the 1948 Universal Declaration of Human Rights affirms the right to education. The 1989 International Convention of the Rights of the Child, signed by 197 Member States, mentions education in seven of its articles. However, even if all States agree in theory that education is a fundamental right, it is much more complicated to implement an action plan to translate that fundamental right into practice.



In complex situations, education must be a pillar on which to lean.

Welcome centers offer education and psychological support to refugee Syrian children in Jordan. UNICEF, partnering with Save the Children International, supports three such welcome centers in the Zaatari refugee camp, where children can learn to read, write, enumerate, learn a trade, or just play and have fun.

Access to education

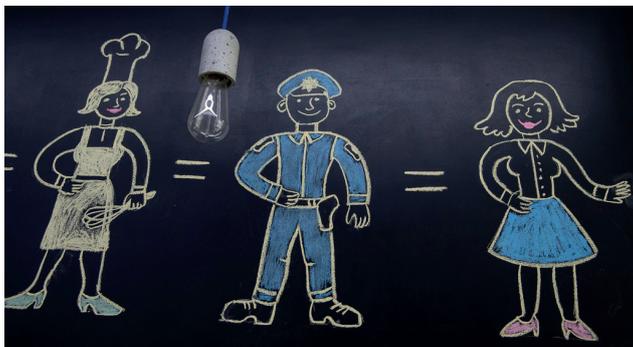
Millions of children and adolescents worldwide still do not have access to effective basic education (UNESCO, 2015, Rethinking Education). Several factors come into play:

- **Financial and budgetary considerations:** in Uganda and Nepal, households finance half of education costs, a quarter of costs in Vietnam and a third in the Ivory Coast.
- **Geographical considerations:** the school is too far away from home, or getting there is too dangerous.
- **Political considerations:** over half of school-age Syrian children living in refugee camps in Lebanon do not receive any formal education.
- **Cultural, religious and identity considerations also come into play.**



Free school for everyone

The abolition of tuition fees in a number of African countries led to a significant increase in primary school enrollment. UNICEF estimates that such a measure, as expected, facilitated access to school to a significant extent. For instance, the number of children enrolled in primary school in Kenya increased by almost two million since 2003.



« Education generates trust. Trust generates hope.
Hope generates peace. »

Confucius, a Chinese philosopher (551 – 479 BC.)

Gender equality and education

Every child is entitled to a quality education, based on their fundamental human rights. However, almost two thirds of children who do not have access to education are girls. Girls' education is an integral part of SDG 4, and the UN designated July 12th as Malala Day (July 12th is her birthday).

Malala Yousafzai est une militante pakistanaise des droits des femmes, née dans la province de Khyber Pakhtunkhwa, où, en 1997, les talibans locaux interdisaient aux filles de fréquenter l'école. Attaquée par les talibans en 2012 et grièvement blessée, elle devient le symbole de la lutte pour l'accès à l'éducation pour les filles et obtient le Prix Nobel de la Paix en 2014.

Education for sustainable development (ESD)

Migration, food crises, endangered biodiversity, climate change, access to water, conflicts: today more than ever, we are confronted with global challenges, compounded by the interdependency of economic, social and environmental processes. Their consequences are apparent at the local, national and global levels. ESD is therefore an essential component of a more responsible development model.



Definition of Education for sustainable development (ESD)

« Thanks to education for sustainable development (ESD), learners grasp the meaning of their shared responsibility for respecting the fundamentals of life and human rights. ESD leads everyone to reflect on their place in the world and on the meaning of sustainable development for themselves and for society. It contributes also to the development of the necessary skills to participate in building a sustainable society ».

Reference: http://www.globaleducation.ch/globaleducation_fr/resources/XY/DefEDD_FEDFEE.pdf

For more information

VIDEO - Malala Day: An Education For All Children - by the United Nations (2013). Available on: https://youtu.be/5FNriz_YVh0

WEB PAGE - Goal 4: Ensure inclusive and quality education for all and promote lifelong learning - by the United Nations. Available on: <http://www.un.org/sustainabledevelopment/education/>

DOCUMENT - Rethinking Education, Towards a global common good? - by 'UNESCO (2015). Available on: <http://unesdoc.unesco.org/images/0023/002325/232555e.pdf>

WEB PAGE - Education for Sustainable Development in Switzerland - by éducation21. Available on: <http://www.education21.ch/en>

3.2 Education: the cornerstone of the 2030 Agenda

The dual role of education

SDG 4 is interlinked with the global challenges reflected in the other SDGs. Access to quality education contributes to conflict reduction, gender equality, healthy sanitary practices, awareness of the state of our planet, etc.... Access to quality education is essential to the achievement of Agenda 2030 as a whole and, according to the UN, it is also a prerequisite for the eradication of poverty: education contributes to eradicating poverty by facilitating access to decent work, a better quality of life, and a good salary. But education is also a sustainable development goal in its own right, and includes targets pertaining to several other SDGs, in particular SDG 3 on health, SDG 8 on growth and employment, SDG 12 on sustainable production and consumption, and SDG 13 on climate change.).

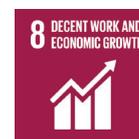
* Please refer to Annexe 5.1 on p.15 for a complete list of the 10 targets of SDG 4

A few illustrations of the interlinkages between education and other SDGs

For each additional year of schooling, income increases by 10% on average. If all people were literate, global poverty would decrease by 12%.



If the population of a given country benefited from one additional year of schooling, the production of wealth in that country would increase by 25% (for instance, GDP would increase from 2% to 2,5%).



If all girls had access to secondary education, the proportion of child marriages would decrease by 64%. If all women benefited from primary education, infant and childhood mortality would decrease by almost one million. And if all women benefited from secondary education, infant and childhood mortality would decrease by three million, and thus be reduced by half.



So clearly, SDG 4 is interlinked with many other SDGs!

Reference: <http://unesdoc.unesco.org/images/0022/002256/225654e.pdf>
consulted on 22.06.2017



3.3 What about Switzerland?

SDG 4, like all other SDGs, is applicable to all countries, be they developing or industrialized. In each country, education can be improved.

In Switzerland, for instance, the implementation of SDG 4 by the Swiss Confederation covers a number of aspects. The reading competency of 15-year-old adolescents is monitored closely, as are participation in continuing education, internet skills or the number of adolescents dropping out of school based on their migrant status. Finally, Switzerland will focus on increasing resources available for basic education and vocational training.

Beyond its efforts at the national policy level, Switzerland contributes to the implementation of Agenda 2030 in the context of its foreign policy and development cooperation, by providing financial and human resources to disadvantaged countries.

For more information

DOCUMENT - Switzerland's initial steps towards the implementation of the 2030 Agenda for Sustainable Development. Available on: https://sustainabledevelopment.un.org/content/documents/10617Full%20Report%20HLPF%202016_Switzerland_EN%20fin.pdf

DOCUMENT - Strengthening education systems in the poorest countries: Switzerland supports the efforts of the Global Partnership for Education - Swiss Federal Council Available on: <https://www.admin.ch/gov/en/start/documentation/media-releases.msg-id-67438.html>



Children around the world do not have the same vision of school, nor the same chances to go. Religion, culture, political or budgetary affairs: these issues can be discussed in class.

Image source: UNICEF - <http://cdn.worldslargestlesson.globalgoals.org/2016/06/12-Why-Are-So-Many-Children-Still-Not-In-School.pdf> Consulted on 07.08.17

Towards inclusive, better integrated schools

In developed countries, improving the quality of education means integrating in schools marginalized groups or groups vulnerable to exclusion. The idea that it is better to welcome children with special needs in regular schools, while providing them with the support they need, is gaining ground. Studies done in OECD (Organization for Economic Cooperation and Development) countries as well as outside OECD demonstrate that children with disabilities perform better when they are integrated into the regular school system.

« An Inclusive School is a school that aims to provide every child with the most appropriate school environment to maximize their potential, whatever his needs, his disability, his talent, his origin or his economic and social conditions.»

Translated from : <http://ge.ch/dip/lecole-inclusive-geneve>



The example of Geneva

In 2008, the Canton of Geneva adopted a law on integration in school. This law gives more say to students and their parents regarding the choice of school paths and specific needs.

Teachers work in teams composed of educators, nurses, school integration assistants, speech therapists, orientation advisers and other specialists. Thanks to that kind of organization, inclusive schools help overcome difficulties and provide answers to some of the factors which impede learning.

Reference: <http://ge.ch/dip/six-chapitres-de-video-lecole-inclusive-geneve>

For more information

DOCUMENT - 10 questions sur l'éducation inclusive - Réalisé par l'UNESCO

Available on: <http://www.unesco.org/new/fr/education/themes/strengthening-education-systems/inclusive-education/10-questions-on-inclusive-quality-education/>

WEB PAGE - Portraits vidéos - École inclusive - Réalisé par le DIP

Available on: <http://ge.ch/dip/portraits-videos-ecole-inclusive>

4.0 How to work on SDG 4

Once you have chosen a category of the Eduki competition, you should opt for a pedagogical approach.

Suggested angles to approach the theme of education:

- The underlying causes of the lack of access to education: poverty, conflicts, disasters, gender inequality, lack of public funding, increased privatization.
- Youth empowerment, empowerment of marginalized groups.
- Education as a public good, as part of the global commons, as a human right, and as the foundation for the realization of other rights.
- The relevance of quality, equitable education and of lifelong learning opportunities for all.
- Global competency in literacy, numeracy and basic skills.
- Diversity and inclusive education: mental and physical disabilities, refugees, migrants
- Knowledge, values, competencies and behaviors required for the promotion of sustainable development.
- The concept of education for sustainable development (ESD), the whole-institution approach as a key strategy to expand education for sustainable development and sustainable development pedagogy.



Quoted from “Education for Sustainable Development Goals: Learning Objectives”, UNESCO, 2017)

4.1 How to discuss SDG 4 in the classroom

In the classroom

- Discuss the elements of the information kit with the students
- Discuss the texts and videos on the 2030 Agenda and on education available in the Resources section of this document
- Use the mobile phone application “SDGs in action”, published by GSMA, and available on App Store and Google Store.

With the support of Eduki

- Organize conferences/debates on the theme of the competition in the school or in the classroom.
- Ask for assistance from an expert on the subject (UNESCO and Greycells):
- To identify the kind of work you could do with your students
- To learn more about the theme of the competition
- Organize a visit with your class to an international organization or an NGO working on the theme of the competition, in order to learn more about the subject (for instance UNHCR, UNICEF).

4.2 A few examples of what can be done alone or in a group

Work of art

- A drawing representing several of the barriers to access to education, here or elsewhere
- Paintings representing the ideal school of 2030, using sustainable natural and biodegradable materials.
- Make a globe with papier mâché. On each country, stick a little flag indicating the students' views on the main obstacles to access to education and what priority condition should be met to increase enrollment ratios.
- "Disaster picture versus ideal picture": draw a painting showing the extent of inequality in education by 2030, assuming a business as usual scenario, and a second painting showing the results of a transformative scenario.

Media realization

- Fiction-reporting on a swiss town in 2030, showing the "ideal" school.
- A documentary on gender equality in education, featuring students or their friends expressing their opinion on the subject, and their views on how it is treated in school.
- A silent movie on the benefits of education, as expressed by the students.
- Interviews of international experts on the current status and challenges of educating refugee children (UNICEF, UNHCR, etc.)
- Interviews of children having just seen a movie, for example "On the way to school", by Pascal Plisson. Ask them about the solutions they would recommend.
- Interviews of children identified as poorly or not integrated in school (for example, children with disabilities) in Switzerland. Ask them what they would need to feel properly integrated.

Concrete action

- Organize a rally for the school as a whole to raise students' awareness of the 2030 Agenda, and of education more specifically. The obstacles to overcome would represent access to education, inclusion in school, etc.
- Propose activities to better integrate refugees or people with disabilities in your college in Switzerland (meeting space, cultural and exchange activities, joint field trips).
- Have a student present a session on one of the prerequisites for quality education, for instance on human rights, cultural diversity, peace, etc.

5.0 Annexes

5.1 SDG 4 and its 10 targets

Goal 4. Ensure inclusive and quality education for all and promote lifelong learning.

- 4.1** By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes.
- 4.2** By 2030, ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education
- 4.3** By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.
- 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.
- 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.
- 4.6** By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.
- 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.
- 4.a** Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all.
- 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.
- 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 developing states.

Reference: <http://www.un.org/sustainabledevelopment/education/>

5.2 Selection of organizations working on SDG 4

Several international organizations represented in Geneva work on education. A few of them are listed below. To learn more about them, please consult the file on Education prepared by Eduki.



International Bureau of Education – IBE

The International Bureau of Education – IBE is a UNESCO Institute specialized in the contents, the methods and the structures of education. Its main mission is to contribute to the achievement of quality education for all. See <http://www.ibe.unesco.org>



United Nations Children’s Fund – UNICEF

UNICEF works in over 150 countries and territories to help children survive and thrive, from their earliest childhood to the end of adolescence. Number one supplier of vaccines to developing countries, UNICEF supports child health and nutrition, access to drinking water and sanitation, quality basic education for every boy and girl, and protection of children against violence, exploitation in all its forms, and HIV/AIDS. See <https://www.unicef.org>



United Nations Population Fund – UNFPA

The United Nations Population Fund – UNFPA, is an international development agency which supports the right to health and equal opportunities for all, woman, man and child. See <http://www.unfpa.org>



International Labor Organization – ILO

The International Labor Organization – ILO supports the objectives of education at the international level through a number of strategies promoting decent work, such as:

- fighting child labor, by encouraging social dialogue and the right to unionize, and
- elaborating strategies aimed at developing qualifications and improving employability

ILO also supports the key suppliers of education services, i.e. teachers <http://www.ilo.org>



United Nations Organization for Education, Science and Culture – UNESCO

UNESCO's mission is to contribute to peace-building, poverty eradication, sustainable development and intercultural dialogue through education, science, culture, communication and information. See <http://unesco.org/>



United Nations Development Programme – UNDP

The United Nations Development Programme – UNDP is one of the Funds and Programmes of the UN. Its role is to help developing countries by providing advice, and also by advocating on their behalf for an increase in concessional funding.

<http://www.undp.org/content/undp/en/home.html>

6.0 Resources

Book - I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban (2013)

Article - At 19 years old, refugee and youth activist, Muzoon Almellehan, is Unicef's youngest Goodwill Ambassador. By UNICEF.

Available on: <https://www.unicef.org.uk/celebrity-supporters/muzoon-almellehan/>

Document - Sustainable Development Goals - United Nations (2017)

Available on: <http://www.un.org/sustainabledevelopment/>

Document - Guide to the Sustainable Development Goals and exercises for the very young. The world we want. UNICEF

Available on: https://www.unicef.org/agenda2030/files/TWWW_A4_Single_Page_LowRes_English.pdf

Document - Switzerland and the Sustainable Development Goals (2017)

Available on: https://www.eda.admin.ch/content/dam/agenda2030/en/documents/flyer-agenda2030_EN.pdf

8-14 years old educational guide - The biggest lesson in the world

<http://cdn.worldslargestlesson.globalgoals.org/2016/06/12-Why-Are-So-Many-Children-Still-Not-In-School.pdf>

Vidéo - Numbers In Action - The Global Goals

Available on: https://www.youtube.com/watch?v=Mdm49_rUMgo

Video - The World's Largest Lesson

Available on: <https://www.youtube.com/watch?v=cBxN9E5f7pc>

Video - What is sustainable development? - produced by Animaskin on behalf of UN Association of Norway and UNICEF Norway.

Available on: <https://www.youtube.com/watch?v=7V8oFI4GYMY>

Video - Teenager on mission to become Colombia's Minister of Education - By Plan International

Available on: <https://plan-international.org/teenager-mission-become-colombias-minister-education#>

Video - How We Can Make the World a Better Place by 2030 | Michael Green | TED Talks

Available on: <https://www.youtube.com/watch?v=o08ykAqLOxk>

Video - The Sustainable Development Goals – Action Towards 2030 | CAFOD and SDGs

Available on: <https://www.youtube.com/watch?v=9-xdy1Jr2eg&t=71s>

Video - How can civil society get involved in the SDGs? | CAFOD and SDGs

Available on: <https://www.youtube.com/watch?v=srSFzKmfsc>

Video - Learning about SDG 4 - United Cities and Local Governments

Available on: <https://www.youtube.com/watch?v=3LOxlvJjfio>

Video - United Nations SDG4 Explained! by World Merit

Available on: <https://www.youtube.com/watch?v=qrcI7OtHowo>

Video: The World We Want - The U.N. Sustainable Development Goals -

Clara Edmonds (Ecolint)

Available on: <https://www.youtube.com/watch?v=kR-YRC5D-QY>

Web page - Resources for working in class on Goal 4

Available on: <http://worldslargestlesson.globalgoals.org/global-goals/quality-education/>