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Monitoring Report

Monitoring progress towards SDG target 4.7 on sustainable development and global citizenship

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.

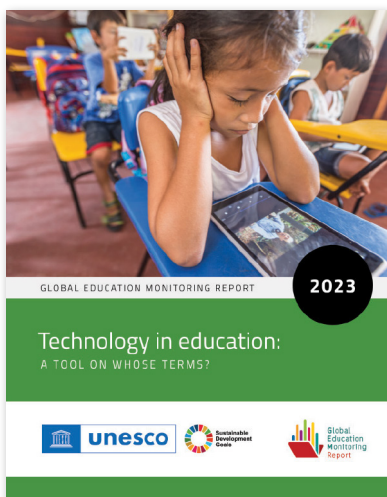## Key messages from the 2024/5 GEM Report: Lead for learning

- A new indicator measures the prevalence of green content in national curriculum frameworks and science and social science syllabi in grades 3, 6 and 9. Syllabi have more green content in grade 9 than in grade 3 and in science rather than in social science subjects. There is no consistent correlation between a country's wealth or vulnerability to climate change and the emphasis of its curriculum on green issues.

- Providing age-appropriate comprehensive sexuality education is five times more likely to be successful in preventing unintended pregnancies and sexually transmitted infections than none at all.

- One third of countries with data report that all schools provide life skills–based HIV and sexuality education, but one tenth of countries do not provide it at all. The subject is more likely to feature in secondary than in primary education.

- Civic education programmes must address two particular challenges. First, by one global estimate, voter turnout in presidential and legislative elections has fallen from 77% in the 1960s to 67% after 2010 despite growing levels of education. Second, there are gender gaps in political aspirations – risking democracies not being representative – with girls less likely to run for political office.

- Girls often grow up convinced that political leadership is predominantly a male activity. In the United States, in an experiment in which children were asked to draw a political leader, the likelihood that girls would draw a man increased with age, from 47% among 6-year-olds to 75% among 12-year-olds, while the percentage of boys who drew a man was stable at just above 70% at both ages.

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Leadership in education
LEAD FOR LEARNING

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Key messages from the 2023 GEM Report: A tool on whose terms?

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Technology in education:
A TOOL ON WHOSE TERMS?

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> There is little explicit concern in SDG 4 about how students learn, leaving out an important piece of the story of why learning occurs or does not. That missing piece is how learners feel. Concern for emotions in the classroom is as relevant in high- as in low-income settings. Social and emotional learning is particularly relevant in emergency contexts.

> Evidence from neuroimaging aligns with teacher experience indicating that social and emotional factors and skills strongly affect classroom learning. It is crucial both in traditional classrooms and in technology-heavy learning environments to ensure that learning is promoted rather than inhibited by learners' emotions.

> Unfortunately, few systematic international data are collected on the extent to which social and emotional skills learners have and if or how these are fostered at school. A large meta-analysis of studies across 17 African countries associated social and emotional skills with better education and higher earnings.

Education and climate change
Learning to act for people and planet

2024 paper on education and climate change

Education's role in combating climate change is not given the space it deserves in international agendas. SDG 4 was addressed in only 2 of 72 transnational climate initiatives

Education systems tend to focus on imparting climate change knowledge. An assessment of how climate change has been included in country submissions to the United Nations Framework Convention on Climate Change found that 67% of the references focused on cognitive learning, 7% on social and emotional learning, and 27% on behavioral learning.

Selected GEM Report findings on the impact of education on the other SDGs

- Education affects household choice of solar **energy** in Ethiopia, Kenya and Uganda. Building a renewable energy sector would require 43 million jobs to be created by 2050.

- Less than 15% of countries reviewed their needs on **water** sector professionals.

- There is one **urban** planner per 200,000 people in Kenya and per 400,000 people in India.

- Legal officers and the judiciary need to be trained to meet the needs of 4 billion people globally who lack access to **justice**.

Websites and online resources

WIDE
www.education-inequalities.org

The **World Inequality Database on Education (WIDE)** analyses data from over 160 countries to allow a comparison of outcomes at three education levels by individual characteristics associated with inequality. *In partnership with UIS.*

SCOPE
www.education-progress.org

Scoping Progress in Education (SCOPE) summarizes the key facts and trends in education around the world through five themes: access, equity, learning, quality and finance.

VIEW
www.education-estimates.org

Visualizing Indicators of Education for the World (VIEW) provides estimates of the out-of-school and completion rates by using multiple data sources to calculate time series by country and region and to address challenges of timeliness and consistency associated with survey data. *In partnership with UIS.*

PEER
www.education-profiles.org

Profiles Enhancing Education Reviews (PEER) provide comparable data on education laws and policies from 211 education systems. Profiles cover the themes of global reports (inclusion, regulation of non-state providers, technology and leadership) and selected other issues (financing for equity, climate change education, comprehensive sexuality education).

A mapping of 80 countries on climate change education and communication, with MECCE, found:
- Only 30% have publicly available CCE budgets.
- Only 38% have a national law, policy or strategy specifically focused on CCE.
- 63% have teacher training plans with a focus on CCE.

A mapping of 50 countries' policies on comprehensive sexuality education, with UNESCO, found:
- 20% have a law and 39% have a national policy that specifically addresses sexuality education
- 68% make sexuality education compulsory in primary education and 76% in secondary education
- 41% offer pre-service teacher training, 80% provide in-service training and 83% provide teaching resources on sexuality education
- 37% monitor sexuality education through EMIS and 38% through student assessments

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