

Conceptual framework: Breadth of Skills Indicator for Target 4.7

UNESCO Institute for Statistics
Measuring Sustainable Development,
Knowledge and Skills: Are we there yet?
Methodological Progress on SDG Target 4.7
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Proposed indicator

“Extent to which national education policies and education sector plans recognize a breadth of skills that needs to be enhanced in national education systems”.

Why another indicator proposal?

SDG Target 4.7

By 2030, ensure all learners acquire 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

Global Indicator 4.7.1

Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment

Activity steps

Unpack the target statement, and argue for focus on the contributing elements to concepts of ESD and GCED

Concept note

(http://tcg.uis.unesco.org/wp-content/uploads/sites/4/2020/06/Breadth-conceptual-framework_20200625.pdf)

Identify what the “knowledge and skills” are in order to describe the framework for a new indicator, and the education system levels across which data would be sourced

Conceptual framework and measurement approach
(in progress)

Explore how education systems provide opportunities for acquisition of ‘breadth of skills’ through collection of data against the indicator

Pilot the indicators

Approach

- Identifies the enabling competencies that contribute to “knowledge and skills”
- Takes the perspective that explicit focus on these enabling competencies is more likely to lead to development of the requisite knowledge and skills than to focus on the end goal
- Represents focus on opportunity to learn
- Takes perspective that ‘breadth of skills’ requires ‘breadth of opportunity to learn’

Contributing elements?

Content

Skills

Table 1. Global Content Framework for SDG indicators 4.7. 1, 4.7.4 and 4.7.5

| Category | Sub-category | |
|---|--|--|
| Global Citizenship Education (GCED) | Globalization | |
| | Global/international citizen(ship), global culture/identity/community | |
| | Global-local thinking, local-global, think global act local, global | |
| | Multicultural(ism)/intercultural (ism) | |
| | Migration, immigration, mobility, movement of people | |
| | Global Competition/competitiveness/globally competitive/international competitiveness | |
| | Global Inequalities/disparities | |
| Gender Equality | Gender equality / equality / parity | |
| | Empower(ment) of women/girls (female empowerment, encouraging female participation) | |
| Peace, Non-violence and Human Security | Peace, peace-building | |
| | Awareness of forms of abuse/harassment/violence (school-based violence/bullying, household-based violence, gender-based violence, child abuse/harassment, sexual abuse/harassment) | |
| Human Rights | Human rights, rights and responsibilities (children's rights, cultural rights, indigenous rights, women's rights, disability rights) | |
| | Freedom (of expression, of speech, of press, of association/organisation), civil liberties | |
| | Social justice | |
| Education for Sustainable Development (ESD) | Democracy/democratic rule, democratic values/principles | |
| | Health and Well-being | Physical health/activity/fitness |
| | | Mental, emotional health, psychological health |
| | Healthy lifestyle (nutrition, diet, cleanliness, hygiene, sanitation, *clean water, being/staying healthy) | |
| | Awareness of addictions (smoking, drugs, alcohol) | |
| | Sexual and/or reproductive health | |
| | Sustainable Development | Economic sustainability, sustainable growth, sustainable production/consumption, green economy |
| | | Social sustainability, (social cohesion re sustainability) |
| | | Environmental sustainability/environmentally sustainable |
| | | Climate change (global warming, carbon emissions/footprint) |
| Renewable energy, alternative energy (sources) (solar, tidal, wind, wave, geothermal, biomass...) | | |
| Environmental Science (geoscience) | Ecology, ecological sustainability (ecosystems, biodiversity, biosphere, ecology, loss of diversity) | |
| | Waste management, recycling | |
| | Physical systems | |
| | Living systems | |
| | Earth and space systems | |

What do you need to be able to do in order to engage with these content areas such that you can act on them?

What, for example, are the dimensions that contribute to the skills component of GCED?

Source: TCG6-REF-4-4.7.1-Proposal-for-measurement-strategy.pdf

Contributing elements?

Category:
Interconnectedness
and Global
Citizenship

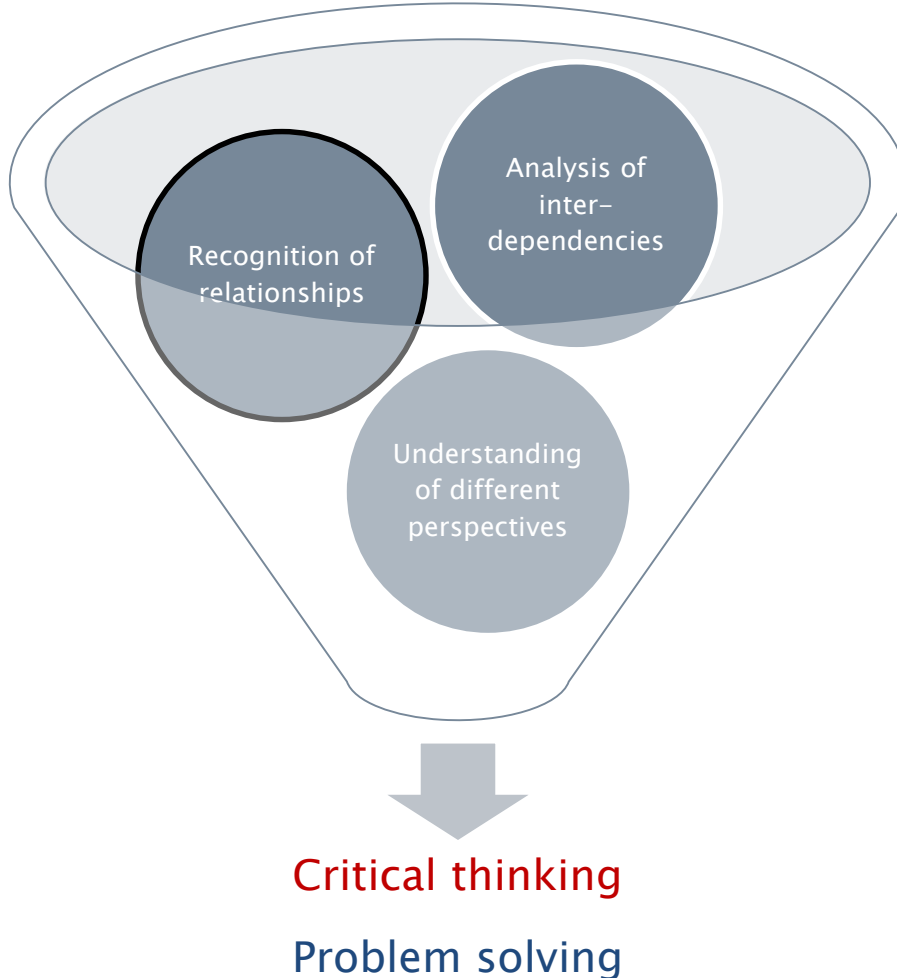
Perceptions of roles and responsibilities

Recognition of relationships

Analysis of inter-dependencies

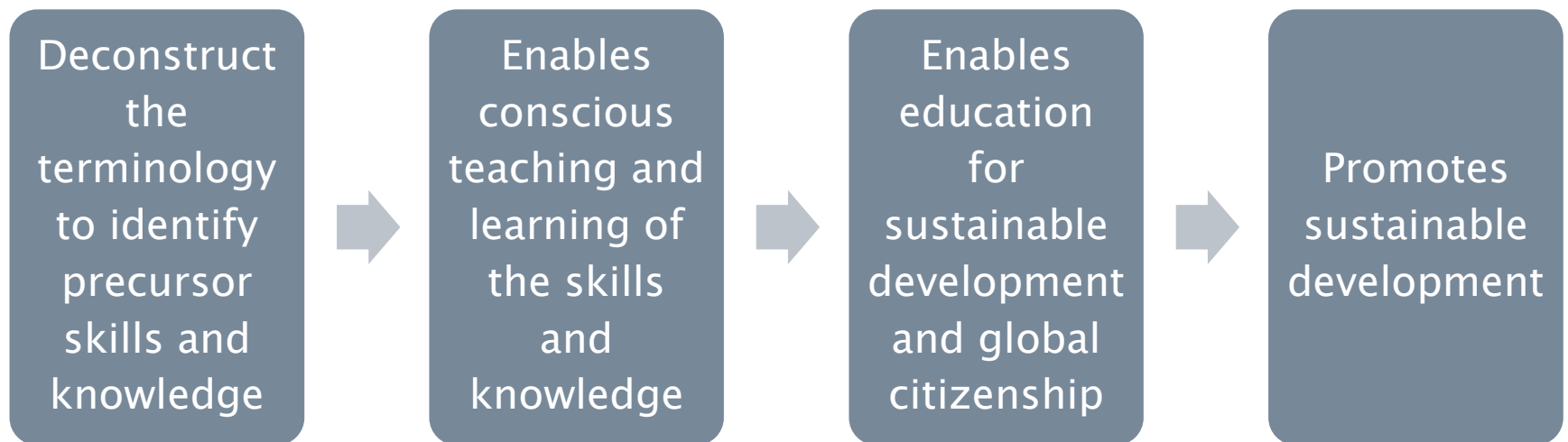
Understanding of different perspectives

Deconstruction



| Strands | Subskills |
|------------------------|----------------------------|
| Argumentation | Discuss reasons |
| | Identify alternatives |
| | Take perspectives |
| Information management | Collate information |
| | Analyze information |
| | Synthesize information |
| Logical reasoning | Evaluate cause and effects |
| | Make hypotheses |
| Judgement | Make predictions |
| | Make inferences |
| | Compare and contrast |
| | Evaluate sources |
| | Justify |
| | Make recommendations |

Breadth of skills



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