

Integration of SDG 4.7 in Education Systems in the Asia-Pacific Region

by 2030, ensure that 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.

List of Success Factors in implementing Target 4.7 Teaching and Learning Practices

No	Success Factor	Description
1	Visionary	Vision, objective or goals of a policy, school, initiative or activity explicitly state themes and competencies related to Target 4.7.
2	Holistic	Approach towards competency development is holistic and recognizes the three main areas: Knowledge/Cognitive, Socio-emotional and Behavioural. Holistic also throughout one's life-long developmental process from early childhood until adulthood. Holistic also through linkages with other SDGs.
3	Integrated	Teaching and learning is supported with an integrated approach to ensure mainstreaming of themes, competencies, and methodologies related to Target 4.7 through curriculum, textbooks, pedagogy, teachers, learning environment, learning assessment.
4	Whole-School	A whole-school approach that considers health, safety and well-being of learners, staff and wider school community in all aspects of teaching and learning. This includes close collaboration with civil society organizations as larger learning community partners.
5	Learner-Centered	Teaching and learning methods are centered towards the learner, their different abilities and needs.
6	Sensitive and Inclusive	Teaching and learning methods and materials are sensitive and inclusive with regard to gender, culture, religion, language and ethnicity. Consider local knowledge and experiences of teachers in which T4.7 related elements are already embedded (e.g. worldview, relationships with nature, etc.)

7	Relevant	Teaching and learning content and methodologies are relevant to learners' real life issues in social, economic, cultural contexts. Well-articulated with other learning needs.
8	Reflection-Oriented	Students have opportunities to reflect on the content of their learning and develop opinions, as well as reflect on their own learning progress.
9	Action-Oriented	Students are encouraged to prepare and organize actions based on their learning.
10	Practical	Students are able to apply learning to real-life situations through simulations, scenarios and experiences and interactions.
11	Supported	Teachers and learners are supported and provided with resources, preferably in mother tongue, that can enable them to prepare lessons that implement Target 4.7 in the classroom.
12	Connected	Teachers and learners are connected through ICTs and various technologies are used in teaching and learning to enable learners to conduct research, to facilitate exchanges and interactions with others (e.g. classroom twinning), as well as for educators to source teaching materials.
13	Evaluated	Teaching and learning, of content and methods related to Target 4.7, are evaluated as part of the learning process as well as teacher performance.

Enabling Environment for Target 4.7 in Education Policies

No	Success Factor	Description
1	Recognition	<ul style="list-style-type: none"> a. National Policies: National education policies, frameworks, strategies and laws explicitly recognize the importance Target 4.7 themes. b. National curriculum frameworks: Curriculum framework is multidimensional, including themes and competencies that are conducive to Target 4.7. c. National teacher policies: Teacher certifications and recruitment, as well as pre- and in- service training, recognize knowledge, competencies and behaviours related to Target 4.7. A national teacher competency framework reflecting T4.7 and incentives for teachers.

APMED 3 (2017)
UNESCO Bangkok

		d. National assessment policies: National assessments include knowledge of themes and competencies related to Target 4.7.
2	Political Will	Political leaders and key decision makers demonstrate their willingness, capability and commitment to implementing Target 4.7, either at national, regional or international levels.
3	Resources	Human and financial resources are available, and preferably specifically allocated to support and implement Target 4.7.
4	Institutional Architecture/Governance	There is a dedicated unit or team within the Ministry of Education or other government body dedicated to themes related to Target 4.7. Inter-ministerial cooperation and coordination is key due to the multi-sectoral nature of Target 4.7.
5	Major Programmes and Projects	Major programmes and projects that are specific to Target 4.7 themes are implemented in the country either by the government, or by other actors including UN agencies, non-governmental organizations and the private sector.