



United Nations
Visitors Services
New York

SUSTAINABLE DEVELOPMENT GOALS

THE SUSTAINABLE DEVELOPMENT GOALS TEACHING GUIDE GRADES 6-12

Overview:

- This teaching guide provides an introduction to the Sustainable Development Goals (SDGs) with a focus on SDG 4 (Quality Education). Key questions along with primary sources are provided to facilitate comprehension and engage students critically. Through analysis of the *2030 Agenda for Sustainable Development*, students will understand the importance of the SDGs in their daily lives and in the global community.

Students will:

- Engage in dialogue
- Utilize primary source documents
- Formulate written and oral responses

Goals:

- To answer the questions posed in this teaching guide and to better understand the SDGs broadly and SDG 4 specifically
- To realize that everyone is an active participant in his/her community, and thus, by extension, in the success of the SDGs



SUSTAINABLE DEVELOPMENT GOALS



Look at the image of the 17 SDGs.

Discuss:

- What do you see?
- What is your initial impression?
- Do you think that these goals apply universally? Why or why not?

What are the Sustainable Development Goals?

- The Sustainable Development Goals (SDGs), also known as the Global Goals, are a shared agenda to end poverty, fight inequality and injustice, and protect the planet.
- The Millennium Development Goals (MDGs), adopted in 2000, aimed to address a range of social and economic issues including poverty, hunger, disease, gender inequality, and access to water and sanitation.
- The SDGs go much further than the MDGs to ensure that no one is left behind.
- These are the 17 goals:
 - Goal 1. End poverty in all its forms everywhere
 - Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture
 - Goal 3. Ensure healthy lives and promote wellbeing for all at all ages
 - Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
 - Goal 5. Achieve gender equality and empower all women and girls
 - Goal 6. Ensure availability and sustainable management of water and sanitation for all
 - Goal 7. Ensure access to affordable, reliable, sustainable and modern energy for all
 - Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
 - Goal 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
 - Goal 10. Reduce inequality within and among countries
 - Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable
 - Goal 12. Ensure sustainable consumption and production patterns
 - Goal 13. Take urgent action to combat climate change and its impacts
 - Goal 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development
 - Goal 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
 - Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
 - Goal 17. Strengthen the means of implementation and revitalize the global partnership for sustainable development

MAKING SENSE OF THE SDGs:
*THE 2030 AGENDA FOR
SUSTAINABLE DEVELOPMENT*

- Can you explain the interrelationship among the SDGs which the following paragraph references?

The 2030 Agenda for Sustainable Development, adopted unanimously by UN Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet. At its heart are the 17 SDGs, which are an urgent call for action by all countries - developed and developing - in a global partnership. They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.

For more information go to:

UN Department of Global Communications (DGC):

<https://www.un.org/sustainabledevelopment/>

UN Department of Economic and Social Affairs (DESA):

<https://sdgs.un.org/goals>

MAKING SENSE OF THE SDGS

THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT

Read the Preamble of the *2030 Agenda for Sustainable Development*.

- What does it cite as inspiration for the SDGs?
- What do the SDGs seek to accomplish?

Preamble

- This Agenda is a plan of action for people, planet and prosperity. It also seeks to strengthen universal peace in larger freedom. We recognize that eradicating poverty in all its forms and dimensions, including extreme poverty, is the greatest global challenge and an indispensable requirement for sustainable development. All countries and all stakeholders, acting in collaborative partnership, will implement this plan. We are resolved to free the human race from the tyranny of poverty and want and to heal and secure our planet. We are determined to take the bold and transformative steps which are urgently needed to shift the world onto a sustainable and resilient path. As we embark on this collective journey, we pledge that no one will be left behind. The 17 Sustainable Development Goals and 169 targets which we are announcing today demonstrate the scale and ambition of this new universal Agenda. They seek to build on the Millennium Development Goals and complete what these did not achieve. They seek to realize the human rights of all and to achieve gender equality and the empowerment of all women and girls. They are integrated and indivisible and balance the three dimensions of sustainable development: the economic, social and environmental.
- The Goals and targets will stimulate action over the next fifteen years in areas of critical importance for humanity and the planet:

People

- We are determined to end poverty and hunger, in all their forms and dimensions, and to ensure that all human beings can fulfil their potential in dignity and equality and in a healthy environment.

Planet

- We are determined to protect the planet from degradation, including through sustainable consumption and production, sustainably managing its natural resources and taking urgent action on climate change, so that it can support the needs of the present and future generations.

Prosperity

- We are determined to ensure that all human beings can enjoy prosperous and fulfilling lives and that economic, social and technological progress occurs in harmony with nature.

Peace

- We are determined to foster peaceful, just and inclusive societies which are free from fear and violence. There can be no sustainable development without peace and no peace without sustainable development.

Partnership

- We are determined to mobilize the means required to implement this Agenda through a revitalised Global Partnership for Sustainable Development, based on a spirit of strengthened global solidarity, focussed in particular on the needs of the poorest and most vulnerable and with the participation of all countries, all stakeholders and all people.
- The interlinkages and integrated nature of the Sustainable Development Goals are of crucial importance in ensuring that the purpose of the new Agenda is realised. If we realize our ambitions across the full extent of the Agenda, the lives of all will be profoundly improved and our world will be transformed for the better.
- Link to Preamble website and document: <https://sdgs.un.org/2030agenda>

MAKING SENSE OF THE SDGS *THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT*

Read the “Our shared principles and commitments” section from the *2030 Agenda for Sustainable Development*.

- Explain why the references in this text to human rights and the right to development are relevant to the SDGs.

Our shared principles and commitments

The new Agenda is guided by the purposes and principles of the Charter of the United Nations, including full respect for international law. It is grounded in the Universal Declaration of Human Rights, international human rights treaties, the Millennium Declaration and the 2005 World Summit Outcome. It is informed by other instruments such as the Declaration on the Right to Development.

“Our shared principles and commitments” section:
<https://sdgs.un.org/2030agenda>

CASE
STUDIES
ON
SDG 4

4
QUALITY
EDUCATION



SDG 4:
Ensure inclusive and equitable quality
education and promote lifelong learning
for all

SDG 4 TARGETS

4
QUALITY
EDUCATION



Explore the UN websites below and specifically look at the targets for SDG 4

- Have these targets been achieved in your school or community? If not, do you think that they can be achieved?
- Think about countries where the targets of SDG 4 have not been met. What can the global community do to help these countries improve access to inclusive and equitable quality education?
- How does SDG 4 relate to some of the other SDGs?

Have a discussion about these questions or other relevant related topics.

- UN Department of Global Communications (DGC): <https://www.un.org/sustainabledevelopment/>
- UN Department of Economic and Social Affairs (DESA): <https://sdgs.un.org/goals>
- UN Development Programme (UNDP): https://www.undp.org/sustainable-development-goals?gclid=EAlaIQobChMItOW56-SHgQMVwg6zAB3nKwyLEAAYAiAAEgjaG_D_BwE

ABOUT MALALA YOUSAFZAI

Malala Yousafzai became an international symbol of the fight for girls' education after she was attacked in 2012 for opposing Taliban restrictions on female education in her home country of Pakistan. In 2009, Malala had begun a blog under a pseudonym about her fears that her school would be attacked; even after her identity was revealed, Malala and her father continued to speak out for the right to education.

The attack on Malala in 2012 received worldwide condemnation. She and her family moved to the UK, where she and her father co-founded the Malala Fund to raise awareness of the importance of girls' education. She became the youngest-ever Nobel Peace Prize laureate in 2014, and was designated a UN Messenger of Peace in 2017 to focus on empowering girls and ensuring their right to education.

FOCUS AREA: GIRLS' EDUCATION

Quality education is the foundation for improving all lives. Unfortunately, millions of children - especially girls - remain out of school, and bolder efforts are needed to achieve universal education goals.

CASE STUDY I: SDG 4



Please watch the following video and consider these questions:

- Why does Malala's story resonate so powerfully on the global level?
- How does Malala's message highlight the importance of education, especially for girls?



[Malala's remarks at the Transforming Education Summit 2022](#)

CASE STUDY 2: SDG 4

4 QUALITY EDUCATION



Please watch the following video on a UNICEF initiative in Côte d'Ivoire through partnership with Conceptos Plásticos, a Colombian start-up company.

- Discuss the challenge of getting an education when there is no infrastructure/building for students and teachers to meet.
- How does this video show the interrelation between SDGs?
- This video highlights collaboration between various entities (the government of Côte d'Ivoire, UNICEF, and a private Colombian company). Why is such cooperation effective?



[Building Schools with Plastic Bricks](#)

For more information: [UNICEF breaks ground on Africa's first-of-its-kind recycled plastic brick factory in Côte d'Ivoire](#)

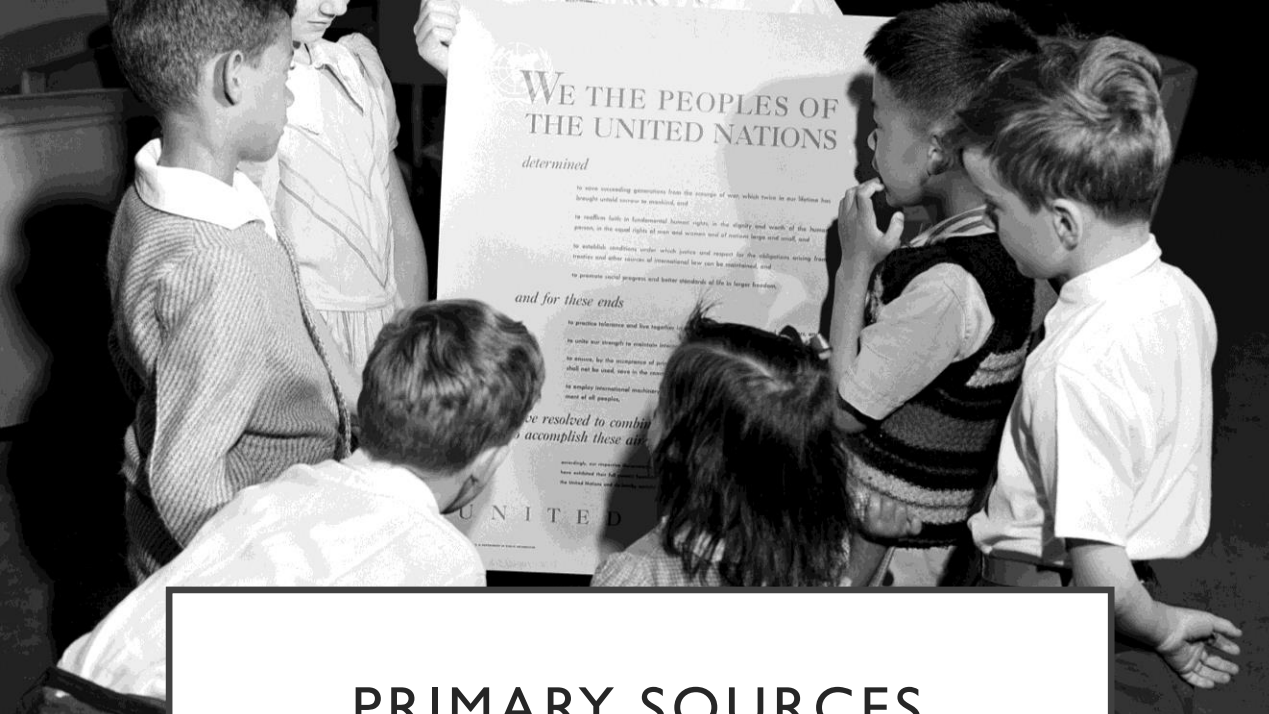


DISCUSSION

You learned about:

- Malala's story and the struggle for access to quality education.
- UNICEF's innovative solution to lack of classroom infrastructure.

- Discuss your reactions to these two examples. Why is SDG 4 important?
- What are some of the main obstacles to achieving SDG 4 globally? Can you come up with some recommendations?



PRIMARY SOURCES

Case Study:
SDG 4



Review these primary source documents to see how the UN has focused on education:

- The Preamble and Article 26 of the Universal Declaration of Human Rights (UDHR)
<https://www.un.org/en/about-us/universal-declaration-of-human-rights>
- The section on Goal 4 in the 2030 Agenda for Sustainable Development
<https://sdgs.un.org/2030agenda>
- Transforming Education Summit 2022:
<https://www.un.org/en/transforming-education-summit>



REFLECTION QUESTIONS

Consider the questions below based on the information found in the primary sources:

- What is the role of the UN in guaranteeing and improving access to quality of education?
- How does education contribute to sustainable development and vice versa?
- How does access to education relate to the UN's three pillars (Peace and Security, Human Rights, and Development)?
- How do the SDGs provide a roadmap for the international community? Do you see relevance in your local community?



SDGS

Additional Resources (including those found in previous slides):

- [World's Largest Lesson](#)
- [The Lazy Person's Guide to Saving the World](#)
- [UN Development Programme \(UNDP\) SDG Website](#)
- [UN Department of Economic and Social Affairs \(DESA\) SDG Website](#)
- [UN Department of Global Communications \(DGC\) SDG Website](#)