

## Better understanding SDG 4.7 for advocacy in the Asia Pacific

Asia Pacific regional meeting on youth constituency building

16-18 December 2019, Negombo, Sri Lanka

The Asia Pacific region has been comparatively vulnerable to political conflicts and disasters that not only displace people but also destroy economies and diminish the cultures of communities and countries. "Education" can enable children, youth, and adults and the vulnerable to challenge, act on and transform these realities. Hence, among all the SDGs, SDG 4 has been designed to set specific goals towards education and evidently, it encompasses all the other SDGs. Further, the SDG 4.7 target (sustainable development and global citizenship) provides the framework and platform and calls for transformative education for sustainable development (ESD).



The SDG 4.7 workshop, co-organised by ASPBAE and CED Sri Lanka, explored the interconnections between SDG 4.7 and other SDG 4 targets such as quality, equity, and inclusion.

It is in this context that ASPBAE and the Coalition for Education Development (CED), Sri Lanka, organised a regional workshop on SDG 4.7 in Negombo. Participants from 11 countries and from UNESCO Sri Lanka took part in the workshop which aimed to build capacities of ASPBAE member organisations to better understand SDG 4.7 and undertake advocacy actions in their countries. National education coalitions have observed that SDG 4.7 is an area that national governments consider most difficult to concretise and also an area where there are major gaps in data. The workshop also aimed to deepen understanding on education in emergencies and the linkages with SDG 4.7.



The workshop was a platform to share experiences and identify lessons from practices in Education for Sustainable Development and Global Citizenship Education to strengthen SDG 4.7 implementation.

For a holistic approach to SDG 4.7 advocacy, the workshop explored the interconnections between SDG 4.7 and other SDG 4 targets such as quality, equity, and inclusion. Links were made with education goals in the other SDGs (such as with SDG 5 on gender equality, SDG 13 on climate action, and SDG 12 on sustainable consumption and production), as well as with other UN resolutions such as the ESD 2030 and the Guiding Principles of the 1974 Recommendations concerning Education for International Understanding, Cooperation, and Peace and Education Relating to Human Rights and Fundamental Freedoms.

The workshop provided a platform to share experiences and identify lessons from practices in Education for Sustainable Development (ESD) and Global Citizenship Education (GED) that can inform policy advocacy and further strengthen the implementation of SDG 4.7 that will benefit learners from marginalised communities

The practical and real-world experiences of participants undertaking SDG 4.7 related work helped build understanding on the linkages between education in emergencies and SDG 4.7 and how embedding SDG 4.7 in the education system can promote peace building and sustainable development.

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**Participants from India and the Philippines spoke about efforts to mainstream ESD in pilot schools and organising trainings for teachers on positive discipline, promoting respect for human rights and peace.**

Education (CEE) presented their efforts in mainstreaming ESD in 600 pilot schools in India. E-Net Philippines showcased its nationwide trainings for teachers on positive discipline that promoted respect for human rights and peace.

The Asia-Pacific Cultural Centre for UNESCO (ACCU) shared useful tools in embedding SDG 4.7 in schools. These good practices demonstrated how such frameworks can be adopted in interventions, and be replicated at national and regional levels. They highlighted SDG 4.7 policy and programme developments at both community and school levels and highlighted efforts that link communities and schools, and individuals to communities and children, youth, and adults.

The workshop generated lessons and approaches for effective capacity building of teachers, community educators, and education advocates that can be mainstreamed in public education systems – both informal and non-formal, and through community learning centres.

Participants created a road map on the advocacy issues they would like to work on, as well as the capacity building of stakeholders they would like to engage in their SDG 4.7 work.

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Field visits were organised where participants saw ESD and GCED frameworks being implemented in communities. One group visited MAS Holdings, an apparel manufacturing business that has taken multiple steps to make its business and manufacturing process sustainable and to remain connected with the community. The second group visited a sustainable bio-gas plant run by Jetwing Hotels and the Mayor of Negombo. The latter talked about peace building initiatives in the community after the Easter Bombings of April 2019 and sustainable practices in the city.

The participants, including ASPBAE members and international partners, shared good practices on community-based ESD, GCED, and gender equality in education. The Centre for Environment