



Global Schools  
Program



SUSTAINABLE DEVELOPMENT  
SOLUTIONS NETWORK  
A GLOBAL INITIATIVE FOR THE UNITED NATIONS

# ACTIVITIES GUIDE: QUALITY EDUCATION



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# Part 1: Introduction and Global Competencies



# Introduction

## How to use this guide

The Global Schools Activities Guide on Quality Education and Inequality is meant to support teachers or facilitators in carrying out activities in school communities with students. The Activities can be carried out in the classroom or the whole-of-school. Educators can select activities, videos, articles, or worksheets to use in a lesson plan. Additionally, they can use the guide to build a long-term unit on Quality Education and Inequality.

## Facilitator's Objectives

The topic of Quality Education and Inequality is one of the leading knowledge components of education for sustainable development, and it spans subjects beyond geography and science. The purpose of teaching this topic is to:

1. Facilitate student knowledge of these concepts through research on their local communities, in their school communities, and also by strengthening independent research skills;
2. Promote positive values on the topic;
3. Inspire positive actions by the students that contribute back to their school and the local community.





## Overview of the Unit

<b>Title</b>	<b>Quality Education and Inequality</b>
<b>Suggested Level</b>	Grades 7-12
<b>Learning Goal</b>	To develop knowledge, values, and skills related to the issues, challenges, and importance of quality education for all.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To articulate the importance of quality education and recognize how quality education affects other SDGs in the sustainable development agenda, including poverty, health, decent work, climate change, gender equality, and more;</li> <li>• To investigate the barriers to education and understand how factors such as poverty, gender, refugee status, conflict, safety and protection, and disabilities impact access to quality education;</li> <li>• To critically evaluate how their school communities address or deal with some of these barriers to education;</li> <li>• To collaborate and propose suggestions for making their school more inclusive, as well as propose solutions for promoting education equality within the wider community.</li> </ul>
<b>Global Competencies</b>	Critical Thinking, Research Skills, Problem-Solving Skills, Teamwork, Collaboration, Global Awareness, Public Speaking, Empathy, Civic Engagement
<b>Standards Explicitly Taught</b>	*Global Schools encourages teachers to align the above learning objectives and goals to their national standards
<b>Success Criteria &amp; Assessment</b>	Sample quizzes, essays, debates, and presentation topics can be found on the final pages of the guide.



# Education for Sustainable Development Competencies

Competency	Description of the Competency	Applications to Quality Education
<b>Systems thinking</b>	"The abilities to recognize and understand relationships; to analyze complex systems; to think of how systems are embedded within different domains and different scales, and to deal with uncertainty."	Encourage learners to analyze the complex structural and societal barriers that prevent children from accessing education.
<b>Anticipatory</b>	"The abilities to understand and evaluate multiple futures – possible, probable and desirable; to create one's visions for the future; to apply the precautionary principle; to assess the consequences of actions, and to deal with risks and changes."	Encourage learners to envision multiple solutions to barriers to education. Encourage learners to understand the consequences of lack of education and the impact this has on the future.
<b>Normative</b>	"The abilities to understand and reflect on the norms and values that underlie one's actions; and to negotiate sustainability values, principles, goals, and targets, in a context of conflicts of interests and trade-offs, uncertain knowledge and contradictions."	Encourage learners to understand how their access to education versus others' lack of access is influenced by their culture, socioeconomic status, and nationality.
<b>Strategic</b>	"The abilities to collectively develop and implement innovative actions that further sustainability at the local level and further afield."	Encourage learners to critically explore the ways that they, their schools, and their community address barriers to education and how they can collectively reduce these barriers.

Competency	Description of the Competency	Applications to Quality Education
<b>Collaboration</b>	“The abilities to learn from others; to understand and respect the needs, perspectives and actions of others (empathy); to understand, relate to and be sensitive to others (empathic leadership);...to facilitate collaborative and participatory problem solving...”	Encourage learners to work in groups during the investigation stage, the action stage, and the reflection stage. Throughout these phases, students will be asked to collaborate with one another in a respectful and inclusive manner.
<b>Critical thinking</b>	“The ability to question norms, practices and opinions; to reflect on one's values, perceptions and actions; and to take a position in the sustainability discourse.”	Encourage learners to question their perspectives and values on key SDG4 topics, including discrimination, the digital gender divide, gender bias, and supporting students with disabilities.
<b>Self-Awareness</b>	“The ability to reflect on one's own role in the local community and (global) society, ... evaluate and motivate one's actions, and deal with one's feelings and desires”	Encourage learners to reflect on their opportunity to access education and be cognizant of the numerous out-of-school children in their country and community.
<b>Integrated Problem Solving</b>	“Ability to apply different problem-solving frameworks to complex sustainability problems and develop viable, inclusive and equitable solutions that promote sustainable development – integrating the above-mentioned competencies.”	Encourage learners to use the research conducted to analyze their school community and suggest actions and solutions to combat educational inequality.



# Part 2:

## Topics in SDG 4:

### Quality Education





## Topics in SDG 4: Quality Education

Quality education stems beyond the classroom. Its major focus is the overall development of the students, including the social, emotional, physical, mental, and cognitive aspects of growth. Quality education also includes the availability of resources and relevant infrastructures to facilitate learning the said skills. Hence, the focus of quality education is on the overall development of the student into capable adults who can make decisions and proffer solutions to the challenges in their environments.

Accessing and receiving quality education is a universal human right. The inalienable right of every child to quality education was first acknowledged in 1948 in the [Universal Declaration of Human Rights](#) (UDHR). Article 26 of the UDHR recognizes education as a right and states that:

1. "Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit."



2. "Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace."

3. "Parents have a prior right to choose the kind of education that shall be given to their children."



# Barriers to Education

An educated society is a healthy and progressive one. While education is recognized as a right and the benefits of education are countless, numerous barriers exist that prevent full access to quality education for all. Facilitators will help students understand the complexities in access to education, based on barriers faced by various communities. The concepts below are by no means an all-encompassing list of the topics that intersect with education access.

## Poverty

Poverty [is defined as a state](#) where one lacks access to basic needs such as food, clothing, and shelter, and poverty can be a major barrier to accessing quality education. There are direct and indirect costs of sending children to school. The direct cost is primarily the fees that families have to pay to send their children to school. However, [Article 26 of the Human Rights Declaration](#) states that “education shall be free, at least in elementary and fundamental stages.” Governments that subsidize education or remove fees for primary education remove this direct cost and hence reduce this barrier to education. However, even if the direct cost is managed with government intervention, indirect costs exist that prevent children from attending school. Indirect costs include books, transportation, school uniforms, stationery, food, lodging, etc.

Additionally, children's time is considered an indirect cost because if not in school or an educational program, children could earn an income or perform other activities (such as household duties and raising younger children) to help their families (["Barriers to Extreme Poverty," Educate a Child](#))

## Refugee Status

Being a [refugee](#) or internally displaced person is a factor that hinders children from receiving education. As defined in the [1951 Convention relating to the Status of Refugees](#): “a refugee is someone who, owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of his (her) nationality, and is unable to or, owing to such fear, is unwilling to avail (himself) of the protection of that country.” Often, refugees are fleeing wars, armed conflict, or religious, racial, ethnic, or political persecution. In doing so, they seek refuge in a host country. Refugees are provided with places of safety by the host country, where camps are established. However, oftentimes, refugee [children have no access to the school system](#) of the country in which they fled and have little access to education in the host country. The education that refugee children receive is often of low quality.

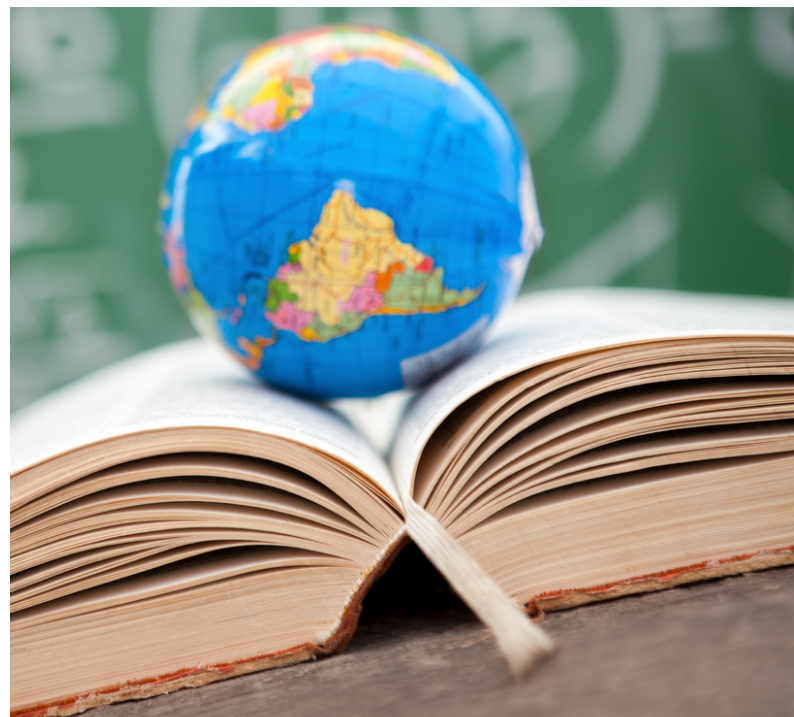
# Barriers to Education

## Students with Disabilities

Children with disabilities (whether physical, cognitive, learning, hearing, or visual) are an extremely vulnerable group. While [15%](#) of the world's population has a disability, which equates to approximately [240 million children](#), they face significant social, cultural, and economic barriers, especially related to education. Globally, more than [50%](#) of children with disabilities have never been to school. This is primarily due to traditional beliefs that children with disabilities are a 'curse' and are incapable of learning. However, even when children with disabilities do attend school, they often encounter significant challenges that impede their educational success, causing them to drop out. Only [42%](#) percent of girls with disabilities enrolled in primary education graduate, compared with [51%](#) of boys. The factors leading to this include lack of family finances (due to costs of medical intervention); physically inaccessible learning environments; bullying and abuse from school staff and classmates; inadequately trained teachers to meet students with disabilities' unique needs; and inflexible curriculum and learning materials. However, children with disabilities are just as capable as able-bodied children of learning when they are properly supported. In order to ensure quality education for children with disabilities, schools must become a welcoming, accessible, and equitable place that caters to the unique needs of each child.

## Gender

Gender equality is specifically addressed in SDG 5; however, gender discrimination can affect access to educational opportunities in many parts of the world. Currently, [129 million girls are out-of-school](#) and [harmful practices](#), such as child marriage and Female Genital Mutilation, can prevent girls from achieving equitable education opportunities. The [Educate a Child](#) chart summarizes practices that are barriers to school enrollment in participation, based on UNICEF's chart on ["Barriers to Girls' Education, Strategies and Interventions"](#).





# Part 3: Classroom Activities





## Step 1: Set the Context

It is important to set the context for the unit and increase your own knowledge of SDG4 and SDG10 before facilitating the following activities.

### Preparing for the Unit

Watch these videos from the SDG Academy for more technical background on Quality Education. These videos are meant to increase your sustainable development literacy so that you can feel confident teaching this topic in your classroom. These videos can also be used in advanced-level courses with students.

1. [Education for Sustainable Development and Global Citizenship](#)
2. [Education and Skills](#)
3. [Where next? Reimagining Further Education for the Future](#)
4. [Education for a connected world](#)
5. [Universal Access to Education](#)
6. [Education in Cities](#)

### Pre-Reading Homework Assignments for Advanced Courses

For an advanced secondary education course, the core reading for this topic or an example textbook is [“The Age of Sustainable Development”](#) (Jeffrey Sachs, 2016). To address Quality Education, Global Schools suggests Chapter 8. Free downloads [are available here](#).

### Concepts and Definitions in this Unit

Quality Education  
Inclusivity  
Inequality  
Barriers to Education  
Poverty  
Refugee  
Disability  
Discrimination  
Gender stereotype  
Bias  
Socioeconomic Status  
Digital Divide  
Learning outcomes  
Literacy  
Numeracy  
Learning Environments  
Safety and Protection  
Conflict  
Out of School Children  
Enrollment vs. Attendance

## Sample Introduction Activities



### Activity 1: Inclusive Education

Use this [briefing from UNICEF](#) to create an introductory activity focused on inclusive education. First, introduce the topic using pages 1 and 2 of the guide. Then, guide the students through a brainstorming session on the necessary items for creating an inclusive education system using the graphic on page 3. Finally, have them work in groups to compile a checklist on what schools and their countries need to do to create an inclusive education system. Afterward, have them present their checklist back to the class and work to agree upon a checklist amongst all groups. They can then validate this checklist through the research and investigation worksheets on the following pages throughout the rest of the unit.



### Activity 2: Human Rights in Your School

Use the worksheet [“Taking the Human Rights Temperature at my School”](#) to start getting students thinking about their own school community. Students take the quiz, ranking the statements from 1 to 4. If the statement does not accurately describe the school, students give the statement a 1. If the statement does describe the school, give the statement a 4. At the end, students add up the score to determine their schools' total number of points out of 100. Afterward, lead students in a discussion about 1) their school, 2) the schools in the wider community, and finally, 3) the state of global education as a whole.



### Activity 3: Concepts and Definitions

Split students into groups of 3 to 5, depending on class size. Ask them to define the following key terms (sustainable development goals, quality education, inclusive education, inequality, Barriers to Education, Resources, Poverty, Refugee, Disability, Discrimination, Gender Stereotype, bias, socioeconomic status, digital divide). Then have them write down additional background concepts and terms that they believe are relevant to the "quality education and inequality" topic. Encourage students to include examples in their definitions. After students have completed defining the terms and adding any more relevant ones, show them the definitions on the corresponding [Global Schools worksheets for this activity guide](#). Global Schools recommends building on students' definitions and adding more key concepts to the list. We encourage teachers to empower students with the ability to create their own definitions of these terms, based on their own experiences and understanding.



## Videos

1. \*Watch Professor Jeffrey Sachs elaborate on [SDG Number 4](#)
2. Watch [Malala Yousafzai on the Power of Education](#)
3. Watch this video by UNICEF to learn more about [Refugee Children](#)
4. \*[Sustainable Development begins with Education](#)
5. Watch this video of policy-makers [Mapping the Future of Education for Sustainable Development](#)



## Data Visualizations

1. \*[Learning Poverty: Children's Education in Crisis](#) (World Bank SDG Atlas)
2. \*SDG 4, [SDG Tracker](#)
3. [Learners impacted by COVID 19](#), SDGs Today, SDSN



## Articles

1. \*Read the UN's website on Goal 4 ([Goal 4](#)). Learn all that you can about this Global Goal.
2. Explore the [Barriers to Education](#)
3. \*Understand how the digital divide impacts education and ways we can mitigate this ([Digital Divide's Impact on Education](#))
4. Read about the link between poverty and education, and the importance of education ([Poverty and Education](#))
5. Investigate the importance of [Girl's Education](#) and the barriers affecting girls and women to access education
6. Read about [Inclusive Education](#) and barriers that students with disabilities have in educational settings
7. \*Read about the [barriers girls face to achieving quality education](#)



## Step 2: Research

Students are encouraged to partake in guided research and activities to explore the topic of Quality Education and Inequality.

Research can be completed independently in a computer lab, as a homework assignment via talking to community members, through visiting a library, or as a classroom activity. Educators can also show the videos and articles linked below in the classroom. Here are some suggested links for the students to use in their research process:

1. [CIA World Factbook](#)
2. [World Inequality Database on Education \(WIDE\)](#)





# Student Research Worksheet

[Print Here](#)

Research Questions	Student Notes
Are there any policies in your country that ensure children receive education? For example, does the government fund universal education?	
What is the current rate of school enrollment in your country for primary education and secondary education? Has school enrollment changed over time?	
In your country, is the rate of student enrollment the same as the rate of student attendance? Why do you think this is?	
What is the current rate of out of school children in your country? Has this gone up or down over time?	
What are the biggest barriers to accessing education in your country? Who is the most vulnerable to these barriers?	

How has the covid-19 pandemic affected access to quality education? Has it affected school enrollment/attendance?	
Does your country have a large population of refugees or internally displaced persons? What percentage are these groups of the total population?	
How are students with disabilities accommodated in schools?	
What is the literacy rate in your country? Is there a difference in literacy rate between urban and rural populations? Or male and female populations?	



## Step 3: Investigate

Description: Students are encouraged to apply critical thinking and research skills to investigate their schools' contribution to Quality Education and Inequality. In this activity, students will act as detectives working to find clues. They will be responsible for taking notes, asking questions, and speaking with peers, teachers, and school leadership.



**01**

### Group Students

Split students into groups of 3 to 5 for the following activity.



**02**

### Distribute Questions

Give students a copy of the School Investigation Worksheet ([printable version here](#)) or post the questions at the front of the room. Worksheets can be adapted based on the local context and the time allocated for the activity.



**03**

### Set the timeframe

Allocate 25 minutes for students to work together to answer the questions on the worksheet. This activity could also be extended into a multiple-day scavenger hunt.



**04**

### Discuss

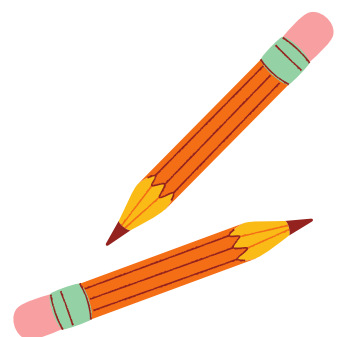
Lead a discussion session where students share and compare answers on barriers to SDG4, and how to spread the message on the importance of SDG 4 to students, leaders, and parents.



# School Investigation Worksheet



- 1.) Does your school have school fees? How affordable are the fees?
- 2.) Does the school offer financial aid to students who need it? If so, is it need-based or merit-based? How many students are on financial aid?
- 3.) How many students attend your school? What is the enrollment rate?
- 4.) Does your school provide the same quality education to both boys and girls?
- 5.) What educational tools and resources does your school have? What does it lack, and what does it need to provide higher quality education?
- 6.) How are students with disabilities accommodated in your school?
- 7.) Do all the students know about the importance of quality education and the various barriers that prevent its access?
- 8.) What is the teacher-to-student ratio at your school?
- 9.) How did your school respond to the COVID-19 pandemic? Did you do online learning? If so, for how long?
- 10.) Given all these questions and notes above, what is the biggest problem in your school? How can you help your school community in this area? Write down your ideas here:





## Step 4: Data Activities (Optional)

Facilitators can use the [World Inequality Database on Education](#) to design data-focused problem sets or projects on education in their classrooms. These questions are applicable to more-advanced courses such as economics, statistics, or upper-level geography/history. Students can answer the following questions and use graphs to support their answers:



### Problem 1: School Completion Rates

Choose one country to analyze. What is the disparity in upper secondary school completion rates between high-income countries and low-income countries? What is the out-of-school rate in that country? How is this rate affected by the level of education, gender, and students living in rural vs. urban areas? Give specific percentages.



### Problem 2: Survey Data

How is the data different when looking at household surveys vs. administrative surveys? Broadly speaking, a household survey occurs when a surveyor goes to a specific household to interview someone; administrative survey data is calculated by the government based on population estimates. Why do you think there is a big discrepancy in household survey data and administrative survey data?



### Problem 3: Reading and Math

Note the proportion of students that have achieved proficiency in reading and/or mathematics at the end of primary school, at the end of lower secondary school, and at the end of secondary school.



### Problem 4: Primary Enrollment Rates

Create a chart to show how the primary enrollment rate has changed over the course of history. Does this account for the changing population? What is the difference between the net enrollment rate and gross enrollment rate?

## Step 5: Take Action - Ideas!

Now that students have had the opportunity to investigate their schools, it is time to encourage them to take action.

Actions can be small, or they can be longer-term projects that are worked on over the course of a few classes. Student actions can take the form of an **Innovation** or a **Campaign**.



### Literacy Campaigns

Students identify a community that requires literacy assistance, and with the help of their teachers, create and facilitate a program to improve literacy. This program can be targeted towards younger students in the school, or students who speak English as a second language, or it can be targeted to people outside of the school community, and in the local community as well. This is a great opportunity for students to improve their leadership, communication, and collaborative skills.



### Book Drive

Students can organize a book drive or any other educational resource drive, to collect books and educational materials for their own school, or any other local educational institution that needs them. This allows students to recognize the importance of educational tools in facilitating teaching, as well as provides them with the opportunity to improve their collaboration skills and fundraising abilities.



### Girls' Education

Students can raise awareness about the importance of educating girls. They can do this via Social Media, hosting Feminist Scholars in their school for talks, creating documentaries and other media etc. They can target the awareness campaign to their school or another local school/community. This teaches them the importance of Women's Education as well as facilitates their research and media skills. This awareness campaign can be applied to any other vulnerable identity in regards to education.



### ICT Campaigns

In order to bridge the digital divide, students can identify a local community (within their school or outside) that lacks access and knowledge around technology, and facilitate a program that teaches them computer literacy. This allows students to take leadership roles and to improve their communication skills when teaching computer skills. This ICT campaign does not have to be for children, but can also be for senior citizens, or other groups that lack access and the ability to use technology.



## Be Today's Teacher

In collaboration with their teachers, students create a lesson plan and content that they will present to a younger class about Quality Education and Inequality. This allows them to understand the work that teachers put into their classes, as well as raises awareness on Quality Education and Inequality by educating younger students about this matter. We encourage teachers to guide students and provide feedback, but give them creative control on how they facilitate their lesson. Teachers can also decide to give students a choice regarding their topic. If a group of students feel very passionate about a particular topic under the SDG umbrella (for example if a student is very interested in Sustainable Energy or preventing further deforestation) then, with the teacher's guidance, they can create a presentation about said topic of interest.



## Health Investigation

Students can investigate the impact of the COVID 19 pandemic on education in their school, city, country, etc. They can create a documentary, an exhibit, or a website that illustrates the impact of the pandemic on various educational stakeholders, how the pandemic was addressed, and what are the long-term consequences of this global pandemic. This will encourage students to hone their critical thinking, investigative and research skills, as well as understand how educators were impacted. They are encouraged to not only use secondary sources for research, but also to conduct interviews, polls, surveys etc. when conducting their investigation.

## Action Planning Template for Students

[Print Here](#)

Describe your idea or action.	
Where will you implement your action? Your school, classroom, or local community?	
What is your #1 goal in completing this action? How many people do you want to reach? What exactly will you accomplish?	
What do you know about this topic? Use research, facts, and statistics you gathered.	
What are your next steps for completing this action?	

## Step 6: Sharing Student Work

### Celebrating Successes

Finally, your students have completed their project. They've done so much work up to this point, and now you deserve to celebrate their accomplishments and achievements. It's also time to share their project with other students, teachers, parents, and the community. We encourage you to facilitate the celebration of their work by having a platform to share their project outcomes. This also allows students to work towards a common goal.

- Host an exhibition in the school lobby or courtyard, where everyone in the class can showcase their projects and share what they have accomplished. Invite parents, teachers, and other students.
- Host a Ted Talk Day. Students will speak for 5-10 minutes about their project. Invite the head of the school, teachers, and parents.
- Encourage students to write a blog post about their work. Share it with Global Schools leadership and [socialmedia@globalschoolsprogram.org](mailto:socialmedia@globalschoolsprogram.org) to feature projects on the Global Schools website and social media.
- Encourage students to write a blog post or a short article for the school or local newspaper.
- Have students create a video about their project and the SDGs to share with your school.

### Student Feedback

It is also important to encourage students to collect peer feedback on the project. This includes comments, experiences, lessons learned, and roadblocks. Additionally, make sure that you host a reflection session within your classroom.

- Have students answer 1 to 5 questions about their favorite and least favorite parts of the project and what they would like to do again.
- Hold a focus group session where everyone can discuss their feedback. Make sure you have someone take notes.
- Ask students to quantify their impact. Did they reach 80 other students in the school? How can they reach 100 next time?
- Have students speak to another classroom to receive feedback.
- Encourage other students to leave comments in a "comment box" in the school's lobby, offering their opinions and feedback. Save these comments so that you have quotes to use in the future.



## Step 7: Review and Assessment



### Quiz Questions

1. What is SDG 4?
2. What does quality education mean to you?
3. How many targets make up SDG 4?
4. What is the number of children enrolled in primary and secondary education in your country?
5. What is the rate of out-of-school children in your country?
6. What is the literacy rate in your country?
7. What are three barriers to quality education?
8. What is the definition of inclusivity?
9. What is the digital divide?
10. Give an example of how COVID affected education outcomes in your school/community.



### Debate Topics

1. Technology is a good way to promote better learning outcomes in the classroom.
2. Changing education policy is the best way to promote quality education.
3. School should be free for everyone.
4. Homework should not be allowed in schools.
5. Technology (or social media/cellphones) should be banned in schools
6. Students should be allowed to evaluate teachers.



# Example Questions for Exams, Essays and Projects



## Lower Secondary

1. What do you think your school needs more of to promote a better quality of education for all students? (For example, books, field trips, teachers, subjects, computers)
2. If you had to teach a lesson to your family and friends, how would you do it? What do you need to think about when teaching others?
3. Imagine you are writing a letter to your school Director. Write three recommendations to make education more inclusive at your school.



## Upper Secondary

1. What are three barriers to girls' access to education? How do you think the world can combat these barriers?
2. What were the impacts of the COVID pandemic on the educational situation in the world? Did out-of-school children increase or decrease? What countries were most affected?
3. Imagine you are writing a policy memo to your school Director. Write three recommendations to make education more inclusive at your school. Use data and facts to support your argument.
4. How does socio-economic status affect education outcomes?



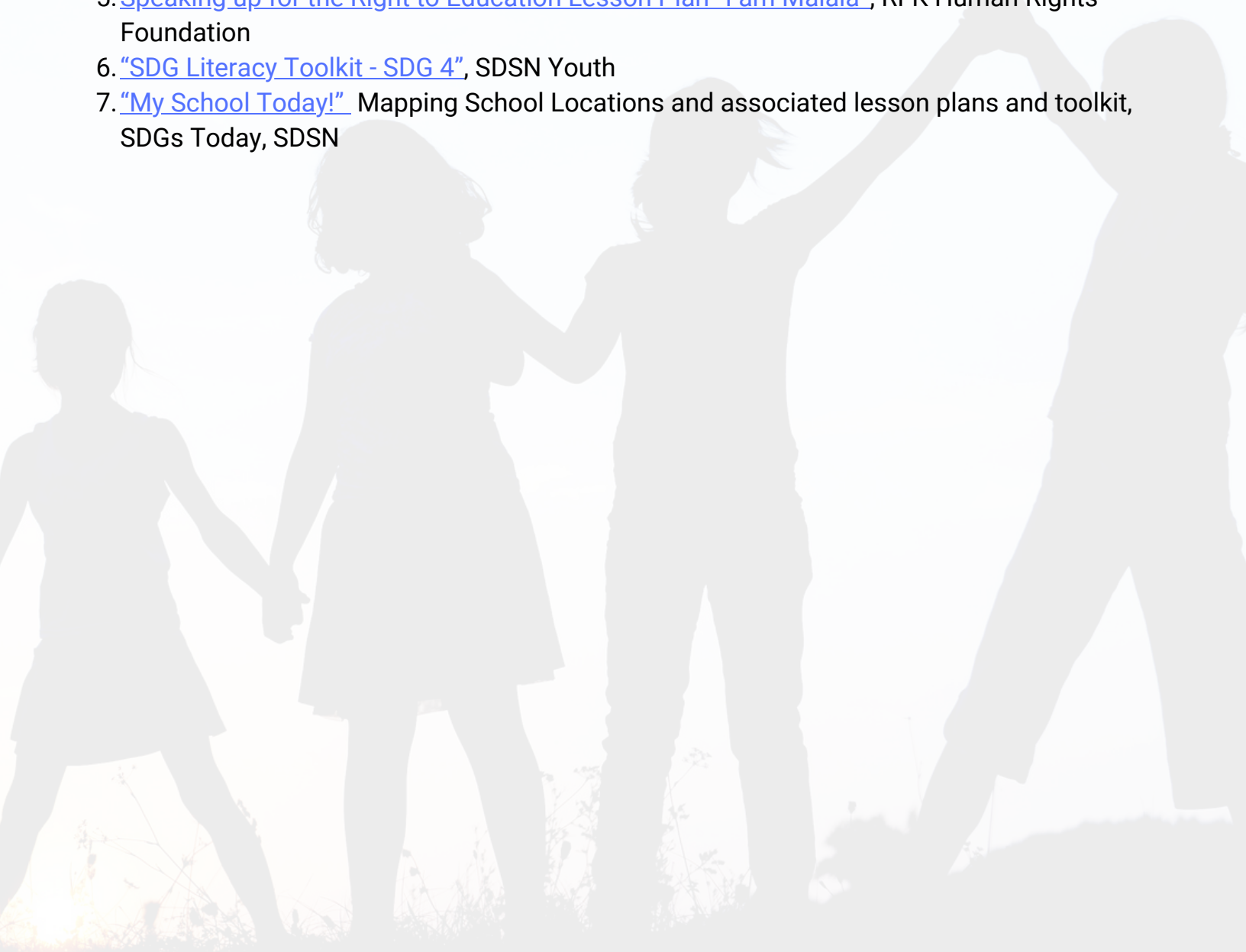
## Advanced Upper Secondary

1. Discuss the different elements of safety and protection in the education and humanitarian landscape. This can include safe transportation to school, school feeding programs, and school policies against corporal punishment.
2. Consider SDG 4 and the individual targets and indicators. Conduct a careful analysis of SDG 4 and its overall inclusivity from a data perspective. Is SDG 4 inclusive of all student populations and vulnerable groups (refugees, students with disabilities, out-of-school children)? What are the difficulties in collecting data on SDG 4? What are your recommendations for a more inclusive international education monitoring system?
3. Consider SDG Target 4.7, which is the promotion of education for sustainable development, including education on "sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence...and appreciation of cultural diversity." Pick one of the elements of Target 4.7 and discuss if it is taught or not taught in your country and school.



## Additional Resources for Teachers

1. [“Be A Factivist”](#) lesson plan by the Worlds Largest Lesson to understand what data is and use data to make change for SDG 4.
2. [“Multilingual Treasure Hunt”](#) lesson plan by the World’s Largest Lesson where students learn about demonstrating empathy to refugees.
3. Case Study Lesson on [“South African Education Disparities”](#) by World Savvy.
4. [UNESCO SDG 4 Resources for Educators](#), UNESCO
5. [Speaking up for the Right to Education Lesson Plan “I am Malala”](#), RFK Human Rights Foundation
6. [“SDG Literacy Toolkit - SDG 4”](#), SDSN Youth
7. [“My School Today!”](#) Mapping School Locations and associated lesson plans and toolkit, SDGs Today, SDSN







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## Contact

[globalschoolsprogram.org](https://globalschoolsprogram.org) 

[globalschools@unsdsn.org](mailto:globalschools@unsdsn.org) 

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