Discussion Group Reporting Form

Goal: #4 Ensure inclusive & equitable education & promote life-long learning for all

Number of Participants: 37

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Why should this goal be included in the Sustainable Development Goals?	Education has been described as the "great equalizer" providing opportunity to individuals to change their life circumstances. San Diego, as a region, is home to many educational institutions from pre-school to graduate school with many globally ranked universities. (i.e. UCSD), as well as strong public schools, numerous charter schools, and an active education community. There remains work to do as our city is culturally diverse with a large refugee and immigration community that deserve a world class education. We consider education pivotal for sustainable development.
Which targets from the OWG* document do you think are most important and **why**?	1. **4.7** We believe this target overlaps other OWG goals and targets which help promote the success of the SDGs and a culture of peace and nonviolence through education. Ensuring inclusive and equitable education, and life-long learning opportunities for all help eradicate poverty, ensure gender equality and women's equity, and eradicate human rights infringements such as human trafficking. 2. **4.10 (c.)** The increase in supply of qualified teachers in San Diego, the U.S., and especially LDCs and SIDS is crucial in ensuring inclusive and equitable education. We believe that it is important to increase quality teachers who have training in not just subject matters but as well in positive conflict resolution, and gender equity, and human rights issues and other SDGs-related curriculum. 3. **4.2** Goal is important in accessing quality early childhood development and care as it prepares all children for primary education. One element of the childhood development and care we find important is adequate nutrition for students as many children are malnourished (incl. in U.S.). 4. **4.1** In San Diego, and the U.S. in general, there is currently no law to ensure free, equitable and quality primary and secondary education thus we believe this goal is very important. 5. **4.3** We believe ensuring equal access for all women and men for affordable quality technical, vocational, and tertiary education, including university is important especially in San Diego, as our globally-ranked university (UCSD, as part of broader UC system) proposes yet another tuition increase. Ensuring affordable education, whether it to be technical, vocational, or university would increase the inclusivity of equitable education for all, decrease poverty levels, and reduce structures of inequality.

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| How do you think the OWG targets should be **applied to United States** policy making and legislation?

What needs to be **done** to **integrate** goals into **national policy**? | ● Lobbying for equal state funding for education at the National level; stands for Pre-K through 12
● Curriculum development at every academic level to incorporate cultural diversity into school subjects
● Start the focus in subject specialization at a young age; modeled after participants' experience in other international school systems
● We believe it is crucial for the US to join UNESCO; Give U.S. citizens a voice at national level and help OWG target be applied at United States national policy level
● We believe there should be more emphasis on policies at the national level to increase community mobilization of support and productivity of international issues at "grassroots" level

Example: GirlUp as a grassroots local program mobilizing local community through a National-level program

● National tax breaks for teachers to incentivize potential quality teachers to join teaching workforce
● We believe a component of ensuring OWG Education targets would be by nationalizing certain successful state policy such as the A-G requirement modeled after California state policy
● Implementing U.S. Constitutional Amendment to protect and insure quality primary through tertiary education for all in U.S.
● We believe these goals and OWG targets are powerful if they are well-implemented at national level, so incorporating transparency measures and regulation to ensure goal-keeping would help to ensure SDGs |
| How do you think the OWG targets should be **applied to your state/city policy making** and legislation?

What needs to be **done to integrate** goals into state and local policy? | **Regional Level (San Diego):**
● Increase cross cultural programs in education system with Mexico; utilize close proximity to Tijuana border
● Minimize cultural gaps by increasing cultural diversity awareness/respect programs through focused curriculum incorporated at all schools to create more inclusive environment for all [Note: San Diego is racially and ethnically diverse due to large refugee/immigration communities]
● Get parents more involved in students education, including education of parents who may come from refugee or immigrant communities who are illiterate to promote sustainable learning for all to promote student success
● Provide resources to targeted immigrant and refugee communities of parents and children who may be learning English as a second language and need translating/legal help (refugee status)/scholarship opportunities/accessible tutoring [Note: Global Classroom Committee of UNA-USA San Diego works w/ these communities who have raised these obstacles] |

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CONTINUED… **How** do you think the OWG targets should be **applied to your state/city policy making** and legislation? **What** needs to be **done to integrate** goals into state and local policy?	● Restructure or remove tenure and implement a new system, part of the discussion group has suggested a "rotating" system ● Increase teacher/ administration accountability ● Provide teachers programs so all educators familiar with cultural diversity awareness and promote positive conflict resolution **State Level (California)**: ● Implement State level Constitution policies to protect and insure quality education **Applicable at the State/Regional Level:** ● Reduce class sizes at all schools to help insure equitable education
What is the group's **recommendation for** action to **mobilize local and national support** for the SDGs** and this goal?	● Mobilize local and national support by increase of awareness through community outreach by use of social media etc. ● Establish/Institutionalize Corporate Social Responsibility (CSR) ● We recommend mobilizing local and national support by utilizing connections in NGOs [i.e. UNA-USA San Diego, Rotary, Soroptomist Intl] community orgs, etc. to influence legislation and push awareness of important issues ● Build coalitions/collaborations between NGOs and civil society/community orgs. and local/state/national government ● Install "education" element to organizations to reach out and mobilize local community about the SDGs, and other international/human rights issues
What will be the **obstacles** to making progress on this goal **at the global, national and local levels**?	Applicable to Global, National, and State/Local Level: ● Lack of financial resources ● Clash of Beliefs ● Lack of skill ● Lack of (political) will ● Existing structures of inequality ● Bureaucracy obstacles
Which **stakeholders and coalitions** will be important to engage in order to make progress on this goal and its targets?	**Global:** ● Students and their parents worldwide who are impacted/affected by the Education-targeted SDGs ● Multilateral organizations & Governments to ratify international conventions to ensure safety and rights of children and women; thus systemic inclusivity of education Example: United Nations, Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), Convention on the Rights of the Child

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Which **stakeholders and coalitions** will be important to engage in order to make progress on this goal and its targets? | **National:**
● National-level government
● National Education Association (NEA)
● National-level NGOs

State/Local:
● Coalitions between NGOs/UNA-USA San Diego/Rotary/City council
● Coalitions between NGOs/Civil Society & higher education institutions
● Coalitions between city council/ local government/ state government with higher education institutions and education system in general
● State government
● Local government
● State-level NGOs
● Statewide teachers unions [Example: California Teachers Association (CTA)]
● State university systems [Example: University of California, California State University] |

Goal 4 Proposed Targets[i]:

4.1 by 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

4.2 by 2030 ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

4.3 by 2030 ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university

4.4 by 2030, increase by x% the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

4.5 by 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations

4.6 by 2030 ensure that all youth and at least x% of adults, both men and women, achieve literacy and numeracy

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
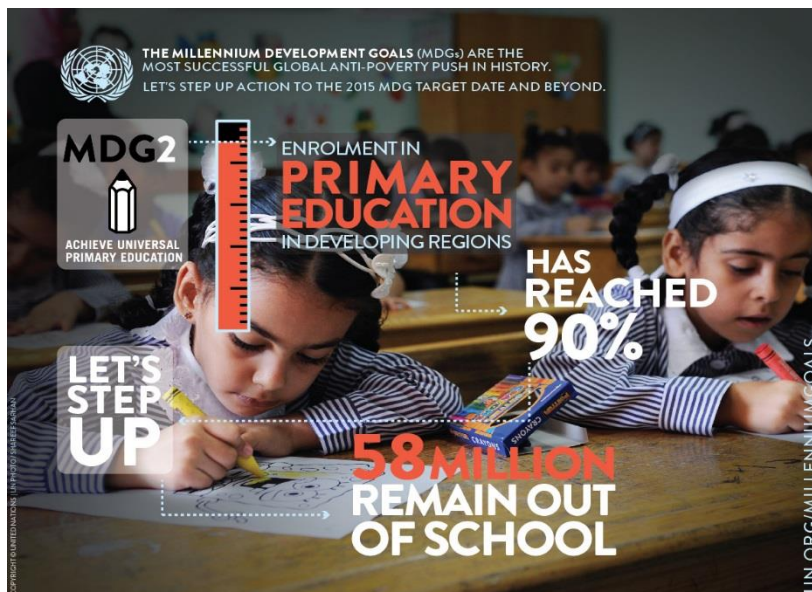
4.a build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

4.b by 2020 expand by x% globally the number of scholarships for developing countries in particular LDCs, SIDS and African countries to enroll in higher education, including vocational training, ICT, technical, engineering and scientific programmes in developed countries and other developing countries

4.c by 2030 increase by x% the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially LDCs and SIDS

MDG Progress on Universal Education[ii]:

Target 2.A: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling

- Enrolment in primary education in developing regions reached 90 per cent in 2010, up from 82 per cent in 1999, which means more kids than ever are attending primary school.
- In 2011, 57 million children of primary school age were out of school.
- Even as countries with the toughest challenges have made large strides, progress on primary school enrolment has slowed. One in ten children of primary school age was still out of school in 2012.
- Gender gaps in youth literacy rates are also narrowing. Globally, 781 million adults and 126 million youth (aged 15 to 24) worldwide lack basic reading and writing skills, and more than 60 per cent of them are women.

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[i] United Nations Open Working Group. *Outcome Document – Open Working Group on Sustainable Development Goals. July 2014.*

[ii] United Nations. MDG Momentum. http://www.un.org/millenniumgoals/mdgmomentum.shtml