

International Conference on Education as a Driver for Sustainable Development Goals

Goal 4.1 - ESD for Transforming Formal Education (School Systems)

Recommendations

- Education should be inclusive and include an emphasis on critical thinking.
- Recognition that quality education is expensive, that the present allocation of funds to primary and secondary education is too low, and that greater financial investment is required.
- Recognition of the long-lasting importance of a high-quality early education; early childhood education is the critical point when a child "learns to learn".
- Recognition of the need to build pedagogical content that critically examines the decisions of government and the private sector.
- Focus on common quality assessment at all levels of education (i.e primary, secondary and higher education).
- Recognition that hands-on learning is not emphasised by the formal education system and the subsequent need to integrate non-formal education with formal.
- Strengthen systemic capacity, institutional capacity and people's capacity as a means of achieving quality education.
- Assessment parameters should take into account how a learner engages with real life situations to work towards SDG goals, and prevent peaceful and inclusive societies from becoming unsustainable with regards to the SDGs.
- Curriculum framework should be flexible and allow students a choice to create a course of study based on their own aptitudes and interests.
- Students should be involved in curriculum design and allowed to offer suggestions.
- Grading should be based on positive outcomes.
- Every child should be involved in real life community project.
- Educators should use the potential for students to connect globally to enhance learning.