



Envision 4.7

Policy Paper: Indicators for SDG Target 4.7



Why does measuring SDG 4.7 matter?

Target 4.7 of the Sustainable Development Goals (SDGs) expands the purposes of education to socio-emotional and behavioural dimensions, while addressing these in settings beyond formal education and during the life cycle. This target hence reflects the transformative nature of the Agenda 2030 and explicitly links education to other SDGs.

The [Envision 4.7 Roadmap](#) states that measuring progress against this target is instrumental for tracking advances not just towards SDG 4, inclusive and equitable quality education and life-long opportunities for all, but also for reframing the nature of Agenda 2030. However, measuring progress against 4.7 has also proven to be challenging.

The multidimensional nature of the target is what complicates measurement efforts: definitions of ‘sustainable development’ vary widely across different subject areas, and the implementation context, be it global, national or local, influences interpretations. Bridge 47 recognises that this leads to multiple understandings of what efforts reaching the target would entail, both at the quantitative and qualitative level.

The global indicator framework includes indicator 4.7.1, which measures the extent to which global citizenship education (GCED) and education for sustainable development (ESD) are mainstreamed in national policies, curricula, teacher education and student assessment. While its multilayers are welcomed, the indicator relates mostly, even if not exclusively, to the formal education system. Bridge 47 believes that, if the true transformative nature of Target 4.7 is to be properly measured, efforts are required to ensure non-formal, informal and life-long education are fully recognised.



TARGET 4.7

By 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development (ESD) and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship (GCED), and appreciation of cultural diversity and of culture's contribution to sustainable development

How can the EU adequately measure progress?

The adoption of the Agenda 2030 confirmed the need for a multitiered and multi-purpose monitoring framework, based on national, regional, global, and thematic levels. Such a ground-breaking approach requires actors at all levels to collect new data through innovative methods and in a concerted way, aligned with global guidelines.

The EU has responded to this by developing the EU SDG Indicator Set, which consists of 100 indicators to monitor the 17 SDGs. Indicators to monitor SDG 4 are related to the EU Education and Training 2020 (ET 2020) strategic framework, which focuses on investing in young people and increasing lifelong learning opportunities. Currently, it does not include any indicator for Target 4.7. EU progress towards achieving the SDGs is compiled in annual editions of the EU SDG monitoring report. The EU's Competence Centre on Composite Indicators and Scoreboards further supports this work, by developing and reviewing composite indicators. The EU SDG Indicator

Set is open to annual reviews, in order to integrate indicators from new data sources aligned with EU policy priorities. As of 2020, SDG monitoring is part of the European Semester Country Reports, opening up the possibility for the European Commission to recommend the inclusion of indicators for 4.7 to be adopted by EU member states.

Bridge 47 considers that the EU priorities for 2019-2024 offer an opportunity for the EU to commit to monitor the ability of education, in its various forms, to engage people with global issues and challenges.

¹Target 4.7 specifically links with target 12.8, Information and awareness for sustainable development and lifestyles in harmony with nature, and 13.3, Education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.

²Indicator 4.7.1: Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment.



A European Green Deal

For the EU to successfully shift from a high-to low-carbon economy, while improving people's quality of life, it is key to ensure all individuals build capacities to jointly create systemic change. None of the current 100 indicators under the EU SDG monitoring set measures changes in environmental and responsible consumption education, nor is linked to targets 4.7, 12.8 or 13.3. This element of mindset shift should be properly captured to evaluate efforts.



A Europe fit for the digital age

The EU's commitment to ensure that the digital transformation serves social, economic and environmental purposes, in full respect with the principles of sustainable development, requires new capacities and capabilities. The Digital Competence Framework³ has developed an indicator, mainly related to the level of citizens' use of ICT, and this should be used as a starting point to measure transformative change for the digital age.



An Economy that works for the people

For all Europeans to have the same opportunities to thrive, EU's social strategy needs to include all citizens as active players in defining how to turn their rights into reality. Initiatives under this area, such as the European Social Fund, have been informing EU indicators for SDG 4, although focusing exclusively on the formal educational system. To ensure no-one is left behind, EU policies and instruments serving this priority should build upon existing efforts and measure educational progress in all its forms.



A stronger Europe in the World

With the new European Consensus on Development,⁴ the EU committed to support the use of SDG indicators to measure harmonised results at country level. The EU International Cooperation and Development Results Framework⁵ includes an indicator to measure EU's contribution to the progress of partner countries towards SDG 4, but does not yet include efforts towards Target 4.7. The definition of new development programmes offers an opportunity to revise this scope.



Promoting our European Way of Life

The EU is founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities (Article 2 of the Treaty on European Union) – all key elements which Target 4.7 aims to promote. The EU has been already tracking positive learning outcomes under programmes such as the European Solidarity Corps, and this could be reinforced in the future.



A new push for European Democracy

The EU recognises that citizens need a stronger role in the EU decision-making process and priority-setting – this realisation is central to the discussions on the Future of Europe. This approach is not entirely new, as the EU has already employed efforts to monitor citizens engagement through, for example, the Europe for Citizens Programme. To promote meaningful engagement, the EU should commit to further measure the level of efforts to encourage citizens' active participation throughout its processes, namely through provision indicators such as 4.7.1.

³European Commission, [Digital Competence Framework for Citizens](#).

⁴The New European Consensus on Development 'Our World, Our Dignity, our Future', 2017.

⁵SWD Revised EU International Cooperation and Development Results Framework, 2018.

Recommendations

For the EU to successfully implement the SDGs while advancing its priorities, and in line with the recommendations of the Envision 4.7 Roadmap, **Bridge 47 calls on all actors to:**

1. Create a pan-European overarching strategy for Target 4.7, which includes a robust monitoring framework, to be defined and implemented at all levels.
2. Develop a mapping of existing relevant monitoring frameworks at the European, national and sub-national levels, and encourage actors involved in the implementation of Target 4.7, including those engaged in formal and non-formal learning environments, to work with this mapping as a starting point in the development of local approaches.
3. Based on the above point, leverage the diversity of interpretations and build upon a common understanding of what SDG Target 4.7 entails through supporting local alliances, so that robust indicators and monitoring processes can be developed through a participatory approach. These efforts could be linked to the future European Strategic Foresight Network, so that future-proofing policies can be properly assessed.
4. Ensure capacity-building of the alliances at European, national and, where relevant, sub-national levels to measure progress on Target 4.7 against global guidelines.
5. Ensure independent monitoring at sub-national, national and European levels of the implementation of European competency frameworks, that include transformative competencies encouraged through all forms of life-long learning.

Bridge 47 further calls on EU member states to:

6. Initiate a multi-stakeholder dialogue between key national actors involved in the formal and non-formal learning environments to develop 4.7 indicators and monitoring processes in an inclusive and participatory way.
7. Enrich the yearly review of the EU SDG monitoring set by reporting national progress against Target 4.7 in the country's assessment on structural reforms to inform the European Semester.

Bridge 47 further calls on the European Commission to:

8. Ensure policies and respective programmes serving EU priorities, including those developed under the Multiannual Financial Framework 2021-2027, include indicators that address the multiple dimensions of SDG 4.7, including all learning settings and not just formal education. These should measure not just level of provision, but also knowledge.
9. Building upon recommendations 2 to 5, consider possibilities of including indicators related to 4.7 in the annual reviews of the EU SDG Indicators Set.

Bridge 47 further calls on the European Parliament to:

10. Monitor and promote the implementation of monitoring frameworks across EU policy.



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