

FORMAT		
1. Name of resource	Understanding Sustainable Development Goal (SDG) 4 on “quality education” from micro, meso and macro perspectives	
2. Location	https://link.springer.com/content/pdf/10.1007/s11159-019-09772-7.pdf	
3. Alternative location	https://www.researchgate.net/publication/331795021_Understanding_Sustainable_Development_Goal_SDG_4_on_quality_education_from_micro_meso_and_macro_perspectives	
4. Author[s]	E. Boeren	
5. Publisher/producer/host	International Review of Education	
6. Year	2019	
7. Suggested citation	Boeren, E. (2019). Understanding Sustainable Development Goal (SDG) 4 on “quality education” from micro, meso and macro perspectives. International Review of Education 65: 277-94.	
8. Languages in which available	English	
9. Geographic area resource relates to	Global	
10. Does the resource relate to a specific time frame?	2015-30	
11. Type	Report	Yes
	Toolkit/Framework/Roadmap	Yes
	Sign-post to other resource (database)	
	Case studies	
	Other	
12. If this is part of an initiative, what is the initiative?		
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS		
13. Explicit links to collections	No	
14. Explicit links to museums/libraries/archives	Yes	
15. Types of institutions the resource covers	Museums	X
	Archives	X
	Libraries	X
	Other	X
16. Does the resource	Arts, humanities and social sciences: philosophy,	X

relate to specific disciplines?	psychology, religion, social sciences, law, politics, language, arts and recreation, architecture, literature, history, geography and ethnology, anthropology, archaeology	
	Science, natural history, technology, medicine, engineering, manufacturing	
17. If no explicit links to collections, justification for inclusion	The resource gives an overview of SDG 4; collections-based institutions can use the resource to better understand the targets in SDG 4, and how they may support them, at meso and macro levels.	
HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT		
18. Collections-related activities the resource relates to (mark all that apply)		
Develop collections to protect and safeguard wider cultural and natural heritage more effectively, and that support sustainable development for example by targeting collecting to threatened forms of heritage in strategic ways		
Use collections to promote learning and educational opportunities that contribute to sustainable development more effectively , for example 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 and/or skills development relating to collections	X	
Use collections to promote cultural participation/social inclusion more effectively , for example by reducing barriers to participation, to ensure no-one is 'left behind'		
Use collections to promote sustainable tourism more effectively , for example by developing new products based on local cultural heritage, and/or considering the rights of stakeholder groups in relation to collections		
Use collections to support research that contributes to sustainable development (including all forms of personal and self-directed research at all levels that make use of stored collections) more effectively, for example by providing effective facilities, collections and information to meet researchers' needs		
Make decisions around collections that contribute to sustainable development more effectively		
i. employment (recruiting, staff training, staff safety)	X	
ii. energy consumption, greenhouse gas emissions, reduction, monitoring and reporting		
iii. waste management and reduction of waste		
iv. transport (forms of transport, energy use)		

v. commercial activities including copyright and IP	
vi. governance and management	
vii. security, disaster preparedness and risk reduction	
Direct external leadership, partnerships and collaborations towards sustainable development more effectively , for example by developing impactful partnerships	X
19. Does the resource relate clearly to any international conventions (mark all that apply)?	
Culture conventions:	
1952, 71 Protection of Copyright and Neighbouring Rights	
1954 Protection of Cultural Property in the Event of Armed Conflict	
1970 Fighting Against the Illicit Trafficking of Cultural Property	
1972 Protection of the World Cultural and Natural Heritage	
2001 Protection of the Underwater Cultural Heritage	
2003 Safeguarding of the Intangible Cultural Heritage	
2005 Protection and Promotion of the Diversity of Cultural Expressions	
Rio Conventions:	
Convention on Biological Diversity (CBD), Convention to Combat Desertification (UNCCD), Framework Convention on Climate Change (UNFCCC)	
AIMS AND CONTENT	
20. What issues does the resource aim to address?	“This article discusses the current focus of education policies around the world on working with benchmarks, indicators and targets. Its aim is to increase knowledge of potential strategies to meet the fourth United Nations Sustainable Development Goal (SDG 4), which strives for quality education... Structure and agency theory form an important starting point of this article, allowing the ten targets within SDG 4 to be separated and viewed from micro-, meso- and macro-level perspectives. This analysis explores the idea that reaching the SDG 4 targets is a responsibility shared among individuals, education and training institutions, and regulating governments.” (p.277)
21. Intended audience of resource	[Educators of all kinds, including parents, educational and training institutions, including cultural institutions, and policy workers]
22. Process of development	Authored article
23. Organisation/structure/contents	<ul style="list-style-type: none"> • Introduction • The Sustainable Development Goals • Benchmarks, indicators and targets • Micro-, meso-, and macro-level perspectives on education • Ten SDG targets: micro-, meso- and macro- level perspectives

	<ul style="list-style-type: none"> • Recommendations for policy, practice and research [see framework]
FRAMEWORKS	
24. Framework structure	<p>The recommendations for policy, practice and research can be considered as a framework:</p> <p>“Recommendations for policy, practice and research Having explored the 10 SDG 4 targets, reflecting separately on the micro-, meso- and macro-level perspectives, a number of overarching suggestions for further discussions among researchers, policymakers and practitioners can be formulated.</p> <ul style="list-style-type: none"> • Raise awareness of benefits of learning among citizens and policymakers • Put better quality monitoring systems in place • Bring education and training opportunities to the people • Provide high-quality teacher training across the world • Build partnerships with other relevant stakeholders
25. Relevant policy considerations	Yes
26. Resources for implementation identified	Yes
27. Specific assessment points/indicators/milestones/action plan for monitoring	Yes
28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)	
People (social sustainability)	X
Planet (environmental sustainability)	X
Prosperity (economic sustainability)	X
Peace	X
Partnerships	X
29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)	
Gender perspectives	X
North and South perspectives	X

HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs	
HOW AGENDA 2030 AND THE SDGs FEATURE IN THE RESOURCE	
30. SDGs and Agenda 2030 specifically mentioned?	Yes
31. SDGs specifically mentioned?	Yes
32. SDG targets specifically mentioned?	Yes
33. SDG indicators specifically mentioned?	No
SDGs AND SDG TARGETS AND LINKAGES	
34. Comments on SDG linkages	The resource is closely linked to all of the targets in SDG 4. These also support other educational targets, including SDGs 12.8 and 13.3.
35. SDGs and SDG targets the resource helps advance	
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 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	Number of programmes drawing on collections that support children at risk of exclusion or otherwise not completing primary and secondary education.
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 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	Number of programmes drawing on collections that support early childhood development. Number of programmes drawing on collections that aim to prepare children for primary education.
SDG 4. Ensure inclusive and equitable quality education	Number of learning programmes in schools, colleges and

<p>and promote lifelong learning opportunities for all</p> <p>4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university</p>	<p>universities that make use of collections.</p> <p>Proportion of learning programmes in schools and colleges making use of collections that prioritise disadvantaged areas.</p> <p>Gender balance of students in learning programmes.</p> <p>Number of programmes using collections that aim to encourage people to participate in education in schools, colleges and universities.</p>
<p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p> <p>4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship</p>	<p>Number of young people and adults in skills-development activities and programmes drawing on collections, for employment, decent jobs and entrepreneurship</p> <p>Increase in number of young people and adults in such programmes</p> <p>Number and proportion of staff who have received training in the last year, to better support their contribution to the SDGs.</p> <p>Programs and processes in place to ensure the availability of a skilled workforce.</p>
<p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p> <p>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</p>	<p>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of persons with disabilities.</p> <p>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of Indigenous peoples' groups.</p> <p>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of children in vulnerable situations.</p>
<p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for</p>	<p>Number of programmes drawing on collections to support literacy and numeracy among youth.</p>

<p>all 4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy</p>	<p>Number of programmes drawing on collections to support literacy and numeracy among adults.</p> <p>Number of programmes drawing on collections to support literacy and numeracy among marginalized groups.</p>
<p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.7 By 2030, ensure that all learners acquire the 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</p>	<p>Numbers of people in each type of programme drawing on collections from different demographic groups.</p> <p>Increases in numbers of people in each type of programme from different demographic groups.</p> <p>Proportion of people involved in such programmes in relation to overall audience size.</p> <p>Evidence that learners have acquired knowledge and skills to promote sustainable development.</p>
<p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 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</p>	<p>Number and proportion of education facilities that are child, disability and gender sensitive.</p> <p>Proportion of education facilities that provide safe, non-violent, inclusive and effective learning environments for all.</p> <p>Number and type of initiatives to improve effectiveness of learning environments.</p> <p>Support given to other education facilities to make them more inclusive and effective.</p>
<p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for</p>	<p>Number of scholarships available to developing countries, for enrolment in programmes that make use of collections and collections-based institutions, in both developing and</p>

<p>all 4.B By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries</p>	<p>developed countries.</p>
<p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.C By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.</p>	<p>Number of trainee teachers supported each year by collections-based institutions, especially those from, or who intend to work in, developing countries.</p>
<p>SDG 12 Ensure sustainable consumption and production patterns 12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature</p>	<p><i>12.8.1 Extent to which (i) global citizenship education and (ii) education for sustainable development (including climate change education) are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment</i></p> <p>Extent to which global citizenship education and education for sustainable development (including climate change education) are mainstreamed in formal, informal and non-formal education programmes and activities drawing on</p>

	and related to collections.
<p>SDG 13. Take urgent action to combat climate change and its impacts 13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning</p>	<p>Plans in place to enhance positive contributions to addressing climate change through use of collections. Plans in place to ensure collections, collections institutions and broader society can adapt effectively to climate change.</p> <p>Plans in place for effective education and awareness raising on climate change mitigation, adaptation, impact reduction and early warning.</p> <p>Plans in place to reduce negative contributions of collections-related functions, e.g. measuring greenhouse emissions with plans and targets in place to reduce them.</p>
<p>SDG 17. Partnerships for the goals 17.14 Enhance policy coherence for sustainable development</p>	<p>Proportion of policies that incorporate sustainable development considerations, linking to SDGs and targets.</p> <p>Incorporation of policy considerations from outside the collections sector into policies of collections-based institutions, to facilitate partnerships and effectiveness.</p>
<p>SDG 17. Partnerships for the goals 17.16 Enhance the global partnership for sustainable development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the sustainable development goals in all countries, in particular developing countries</p>	<p>Number and/or increase in number, and diversity of global and international multi-stakeholder partnerships that share collection-related knowledge, expertise, technology and financial resources to address the SDGs, or that otherwise involve collections-based organisations and institutions.</p> <p>Number and/or increase in number, and diversity of global and international multi-stakeholder partnerships involving developing countries that share collection-related knowledge, expertise, technology and financial resources to address the SDGs.</p>
<p>SDG 17. Partnerships for the goals 17.17 Encourage and promote effective public, public-private and civil society partnerships,</p>	<p><i>17.17.1 Amount of United States dollars committed to public-private and civil society partnerships</i></p> <p>Number and/or increase in number, and diversity of local, national and regional multi-stakeholder (public, public-</p>

building on the experience and resourcing strategies of partnerships		private and civil society) partnerships that address the SDGs drawing on collections, or that otherwise involve collections-based organizations and institutions.			
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	