LWF

WAKING THE GIANT

Churches and the Sustainable Development Goals

4 QUALITY EDUCATION

SDG
Self-Assessment Tool

How much better to get wisdom than gold!
(Proverbs 16,16)

Sustainable Development Goal 4
Ensure inclusive and equitable quality education and
promote lifelong learning opportunities for all.

Waking the Giant
SDG
Self-Assessment Tool

A brief guide to the SDG self-assessment tool

This tool is a simple and quick way of gathering information about how your current work contributes to the UN agenda. Just follow these few steps as you go through the process.

WHAT

Each Sustainable Development Goal (SDG) has a set of targets and indicators attached to it. The self-assessment will guide you through a process of gathering information about how the work you are currently doing is linked to these targets and indicators.
This assessment tool is not a scientific tool that measures actual quantitative or qualitative results of your work. Rather it is designed to:
　　1) raise your awareness of the SDGs, their targets and indicators;
　　2) show how your work is interlinked with the SDGs and how you are contributing to their achievement;
　　3) help you identify the concrete steps you may want to undertake to widen and deepen the work you are presently doing.

WHO

The assessment tool is meant for any church or church-related organization that finds it useful. It can be used by one congregation, institution or organization or it can be completed from a regional perspective (e.g. diocese) or from a national or international perspective.
When filling out the user information, it is important to communicate and understand clearly what level you work at (local, regional or international) and who you represent.
The questions in this tool are formulated in "you" form. "You" in this context means the church, organization or institution you represent, not you personally.

WHY

Seeing the links between your activities and the SDG targets and indicators will help you to:
　　1) look at your work from a fresh perspective, namely that of the UN Agenda 2030 for Sustainable Development;
　　2) make the work you are doing more visible locally, nationally and globally;
　　3) help you inform your current and potential funding and implementation partners about what you have accomplished;
　　4) identify work results that can guide future planning.
The results of the questionnaire may surprise you. You are quite likely contributing to many SDGs without knowing it! No matter how big or small your contribution is: All steps taken towards meeting the goals are important!

HOW TO COMPLETE THE SELF-ASSESSMENT TOOL

　　1) Call together an assessment team to answer the questions in the self-assessment form.
　　2) Include staff from different management levels, project and administrative staff, and representatives of the communities you serve.
　　3) Print enough copies of the assessment form for everyone to read and follow up the discussion. Appoint one person to note down the team's answers to the questions.
　　4) Gather copies of policies, guidelines, Standard Operating Procedures and any other tools that your staff uses in their day-to-day work. This will help you answer the questions.
　　5) Take notes of your observations and of any activities that you are running which are not mentioned in the assessment tool. The questions in the assessment tool arise from

Sustainable Development Goal 4
Ensure inclusive and equitable quality education and
promote lifelong learning opportunities for all.

Waking the Giant
SDG
Self-Assessment Tool

the UN targets and indicators so they will not cover the full range of activities in which your organization is engaged.

5) Answer all the questions. If your organization does work related to the activity listed, tick 'yes' and answer any related sub-questions. If a question does not apply to you, simply select 'not yet' and move to the next question. By selecting 'I don't know' you can skip the question and come back to it later. Please note that the assessment is not finalized as long as there are questions with ticks in 'I don't know' boxes.

6) Many questions cover a range of different options. If your answer to one of the options is 'yes', you can tick 'yes' for the entire question.

Let's get started!

4 QUALITY EDUCATION

Sustainable Development Goal 4
Ensure inclusive and equitable quality education and
promote lifelong learning opportunities for all.

Waking the Giant
SDG
Self-Assessment Tool

USER INFORMATION

Your country:

_____

Name of your church/institution/organization:

_____

Name and position of the contact person:

_____

Email address:

_____

How would you describe your organization (Please select all that apply):

☐ International

☐ Regional

☐ National

☐ Local

☐ Other (please specify) _____

Your organization has operations in (Please select all that apply):

☐ Developing country

☐ LDC (least developed country)

☐ Developed country

☐ Not applicable _____

Which of the following best describes institution/organization?

☐ Church

☐ Ecumenical organization or network

☐ Church-based development organization / Faith-based organization (FBO)

☐ Specialized service institution (school, hospital etc.)

☐ Other — please explain _____

Names and positions of those who participated in the self-assessment process:

Name _____   Position _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

Sustainable Development Goal 4
Ensure inclusive and equitable quality education and
promote lifelong learning opportunities for all.

Waking the Giant
SDG
Self-Assessment Tool

4 QUALITY EDUCATION

A. You provide formal education (primary, secondary, vocational or any other level) and/or school preparedness (pre-primary)

YES ☐

NOT YET ☐

I DON'T KNOW ☐

(+1) POINT!

skip to question B

SUSTAINABLE DEVELOPMENT GOALS

GOOD JOB!
You are contributing to the following targets and indicators

A.a
You run activities that prepare children for school, e.g.:
- child care
- Sunday schools
- Christian education
- other kind of pre-primary education

NOT YET ☐
YES ☐
(+1) POINT!

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

4.2.1 Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex

4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex

A.b
You provide primary and/or secondary education with equal access for girls and boys

NOT YET ☐
YES ☐
(+1) POINT!

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

4.5 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

5.1 End all forms of discrimination against all women and girls everywhere

4.1.1 Proportion of children and young people (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex

4.5.1 Parity indices (female/-male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated

Sustainable Development Goal 4
Ensure inclusive and equitable quality education and
promote lifelong learning opportunities for all.

Waking the Giant
SDG
Self-Assessment Tool

4 QUALITY EDUCATION

**A.c
You provide education on literacy and/or numeracy skills for both girls and boys/ women and men**

NOT YET ☐
YES ☐
(+1) POINT!

**A.d
You conduct training in one of the following areas: vocational skills, business, financial management, computer skills**

NOT YET ☐
YES ☐
(+1) POINT!

SUSTAINABLE DEVELOPMENT GOALS

GOOD JOB!
You are contributing to the following targets and indicators

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 a substantial proportion of adults, both men and women, achieve literacy and numeracy

4.5.1 Parity indices (female/-male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated

4.6.1 Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex

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

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

1.4 by 2030 ensure that all men and women, particularly the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership, and control over land and other forms of property, inheritance, natural resources, appropriate new technology, and financial services including microfinance

4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex

4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill

Sustainable Development Goal 4
Ensure inclusive and equitable quality education and
promote lifelong learning opportunities for all.

Waking the Giant
SDG
Self-Assessment Tool

4 QUALITY EDUCATION

B. Your education facilities are accessible and inclusive for all

YES ☐

NOT YET ☐

I DON'T KNOW ☐

skip to question C

(+1) POINT!

B.a
You aim to make education facilities physically accessible for people with different physical disabilities (including your related information and communication)

NOT YET ☐
YES ☐
(+1) POINT!

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

4.5 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

SUSTAINABLE DEVELOPMENT GOALS

GOOD JOB!
You are contributing to the following targets and indicators

4.a.1 Proportion of schools with access to (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)

4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated

B.b
You aim to ensure that the education facilities are non-violent and safe learning environments for all

NOT YET ☐
YES ☐
(+1) POINT!

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

5.2 Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation

16.2 End abuse, exploitation, trafficking and all forms of violence against and torture of children

16.2.1 Proportion of children aged 1–17 years who experienced any physical punishment and/or psychological aggression by caregivers in the past month

B.c
You maintain or advocate for separate sanitation facilities for girls and boys in schools

NOT YET ☐
YES ☐
(+1) POINT!

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

5.1 End all forms of discrimination against all women and girls everywhere

6.2 By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations

4.a Proportion of schools with access to (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)

6.2.1 Proportion of population using (a) safely managed sanitation services and (b) a hand-washing facility with soap and water

4 QUALITY EDUCATION

Sustainable Development Goal 4
Ensure inclusive and equitable quality education and
promote lifelong learning opportunities for all.

Waking the Giant
SDG
Self-Assessment Tool

C. You provide support or encouragement to families so that both girls and boys can remain in school until they complete their education

YES ☐

NOT YET ☐

I DON'T KNOW ☐

skip to question D

(+1) POINT!

SUSTAINABLE DEVELOPMENT G⊙ALS

GOOD JOB!
You are contributing to the
following targets and indicators

C.a
You encourage families to let girls and boys equally start primary education and continue studying at secondary level according to their skills

NOT YET ☐

YES ☐

(+1) POINT!

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

4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

4.1.1 Proportion of children and young people (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex

4.6.1 Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex

---

C.b
You inform parents and families about the importance of education and/or help them to find solutions to enable children's education

NOT YET ☐

YES ☐

(+1) POINT!

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

4.1.1 Proportion of children and young people (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex

---

C.c
You provide subsidized education or scholarships to children from low income households

NOT YET ☐

YES ☐

(+1) POINT!

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

4.5 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

4.1.1 Proportion of children and young people (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex

4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict affected, as data become available) for all education indicators on this list that can be disaggregated

Sustainable Development Goal 4
Ensure inclusive and equitable quality education and
promote lifelong learning opportunities for all.

Waking the Giant
SDG
Self-Assessment Tool

4 QUALITY EDUCATION

D. You provide education for teachers

YES ☐

NOT YET ☐

I DON'T KNOW ☐

skip to question E

(+1) POINT!

**D.a
You train teachers for providing quality service at primary, secondary or vocational level**

NOT YET ☐
YES ☐
(+1) POINT!

SUSTAINABLE DEVELOPMENT GOALS
GOOD JOB!
You are contributing to the following targets and indicators

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.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

4.1.1 Proportion of children and young people (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex

4.c.1 Proportion of teachers in (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country

---

**D.b
You train teachers for providing quality service at pre-primary level**

NOT YET ☐
YES ☐
(+1) POINT!

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.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

4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex

4.c.1 Proportion of teachers in (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country

---

**D.c
You train teachers for providing quality services for special education (students with any type of disability)**

NOT YET ☐
YES ☐
(+1) POINT!

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.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

4.5.1 Parity indices (female/-male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated

4.c.1 Proportion of teachers in (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country

4 QUALITY EDUCATION

Sustainable Development Goal 4
Ensure inclusive and equitable quality education and
promote lifelong learning opportunities for all.

Waking the Giant
SDG
Self-Assessment Tool

E. You provide educational opportunities and/or professional development for your staff/community members

YES ☐

NOT YET ■

I DON'T KNOW ☐

skip to question F

+1 POINT!

E.a
You teach/train your staff and/or community members about sustainable development, gender equality and/or human rights

NOT YET ☐
YES ☐
+1 POINT!

SUSTAINABLE DEVELOPMENT GOALS

GOOD JOB!
You are contributing to the following targets and indicators

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

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

E.b
You encourage your staff members to deepen or widen their education and offer them opportunities to do so (e.g. support for further education or completion of degrees)

NOT YET ☐
YES ☐
+1 POINT!

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

4 QUALITY EDUCATION

Sustainable Development Goal 4
Ensure inclusive and equitable quality education and
promote lifelong learning opportunities for all.

Waking the Giant
SDG
Self-Assessment Tool

F. You speak up, preach or advocate for equal access to education for all

YES ☐

NOT YET ☐

I DON'T KNOW ☐

skip to question G

+1 POINT!

F.a
You teach, preach, emphasize that all people have been created equal in the image of God and that every human being is entitled to dignity and rights, irrespective of ethnic background, looks, skills or resources

NOT YET ☐

YES ☐

+1 POINT!

F.b
You teach, preach, emphasize that women and men have been created equal in the image of God and that every human being, irrespective of gender, is entitled to dignity and rights

NOT YET ☐

YES ☐

+1 POINT!

F.c
You inform parents, child care givers, prospective parents about ways to ensure gender equality in bringing up children

NOT YET ☐

YES ☐

+1 POINT!

SUSTAINABLE DEVELOPMENT GOALS

GOOD JOB!
You are contributing to the following targets and indicators

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

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

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

5.1 End all forms of discrimination against all women and girls everywhere

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

5.1.1 Whether or not legal frameworks are in place to promote, enforce and monitor equality and non-discrimination on the basis of sex

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

4.7 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

5.1 End all forms of discrimination against all women and girls everywhere

4.5.1 Parity indices (female/-male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict affected, as data become available) for all education indicators on this list that can be disaggregated

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

5.1.1 Whether or not legal frameworks are in place to promote, enforce and monitor equality and non-discrimination on the basis of sex

11

Sustainable Development Goal 4
Ensure inclusive and equitable quality education and
promote lifelong learning opportunities for all.

Waking the Giant
SDG
Self-Assessment Tool

4 QUALITY EDUCATION

SUSTAINABLE DEVELOPMENT GOALS

GOOD JOB!
You are contributing to the
following targets and indicators

**F.d
You emphasize government's responsibility to provide good quality education for all (in public schools)**

NOT YET

YES

(+1) POINT!

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

4.5 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

4.1.1 Proportion of children and young people (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex

4.5.1 Parity indices (female/-male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated

---

**F.e
You advocate for society to become more inclusive, enabling people with disabilities (PwD) to have access to education. For this, you initiate changes at any of the following levels:
-     physical access
-     information, communication
-     attitudes towards PwD, social and cultural norms
-     policies and legislation**

NOT YET

YES

(+1) POINT!

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

4.5 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.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

4.1.1 Proportion of children and young people (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex

4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated

4.a.1 Proportion of schools with access to (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)

**F.f
You promote indigenous people's right to have equal access to education**

NOT YET

YES

(+1) POINT!

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

4.5 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

4.1.1 Proportion of children and young people (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex

4.5.1 Parity indices (female/-male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated

4 QUALITY EDUCATION

Sustainable Development Goal 4
Ensure inclusive and equitable quality education and
promote lifelong learning opportunities for all.

Waking the Giant
SDG
Self-Assessment Tool

G. You inform or teach people on sustainable development and sustainable lifestyles and/or provide them with related skills

YES ☐

NOT YET ☐

I DON'T KNOW ☐

skip to question H

+1 POINT!

G.a
You promote environmentally responsible behaviour through teaching, preaching and/or providing information material

NOT YET ☐

YES ☐

+1 POINT!

SUSTAINABLE DEVELOPMENT GOALS

GOOD JOB!
You are contributing to the following targets and indicators

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

13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning

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

G.b
You teach and/or preach about the interplay of society, economy and environment in creating sustainability

NOT YET ☐

YES ☐

+1 POINT!

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

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

Sustainable Development Goal 4
Ensure inclusive and equitable quality education and
promote lifelong learning opportunities for all.

Waking the Giant
SDG
Self-Assessment Tool

4 QUALITY EDUCATION

H. You demonstrate and promote safe and non-violent behaviour

YES ☐

NOT YET ☐

I DON'T KNOW ☐

skip to results

(+1) POINT!

SUSTAINABLE DEVELOPMENT GOALS

GOOD JOB!
You are contributing to the following targets and indicators

**H.a
You promote, preach and/or teach about peace, human rights and appreciation of cultural diversity**

NOT YET ☐
YES ☐
(+1) POINT!

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

16.1 Significantly reduce all forms of violence and related death rates everywhere

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

**H.b
You inform parents, child care providers and/or prospective parents about non-violent and non-discriminative ways of upbringing children**

NOT YET ☐
YES ☐
(+1) POINT!

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

5.1 End all forms of discrimination against all women and girls everywhere

16.2 End abuse, exploitation, trafficking and all forms of violence against and torture of children

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

16.2.1 Proportion of children aged 1–17 years who experienced any physical punishment and/or psychological aggression by caregivers in the past month

**H.c
You train school staff and/or community members on how to protect children from trafficking, exploitation, and violence**

NOT YET ☐
YES ☐
(+1) POINT!

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

16.2 End abuse, exploitation, trafficking and all forms of violence against and torture of children

16.2.1 Proportion of children aged 1–17 years who experienced any physical punishment and/or psychological aggression by caregivers in the past month

16.2.2 Number of victims of human trafficking per 100,000 population, by sex, age and form of exploitation

4 QUALITY EDUCATION

Sustainable Development Goal 4
Ensure inclusive and equitable quality education and
promote lifelong learning opportunities for all.

Waking the Giant
SDG
Self-Assessment Tool

YOUR RESULTS

1) To calculate your results, simply count all the boxes where you have answered 'yes'. This will show you how many different activities you conduct related to the Sustainable Development Goal 4.

IN THIS SECTION, IT IS POSSIBLE TO ANSWER 'YES' ON 34 ACTIVITIES

Your total: **/34**

---

2) Establish a list of targets that you contribute to: Go back to your responses and check – on the right hand side – which of the targets of the Agenda 2030 you are meeting and with how many different activities. Based on that, complete the following graphic. For each activity that you responded to with a 'yes' you may color one field for the corresponding target(s) below.

4 QUALITY EDUCATION **Targets under SDG 4 – Quality education**								
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 and quality technical, vocational and tertiary education, including university								
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								
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 a substantial proportion of adults, both men and women, achieve literacy and numeracy								
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								
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.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								

Sustainable Development Goal 4
Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Waking the Giant
SDG
Self-Assessment Tool

Targets under SDG 1 – No Poverty

1.4 by 2030 ensure that all men and women, particularly the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership, and control over land and other forms of property, inheritance, natural resources, appropriate new technology, and financial services

Targets under SDG 5 – Gender equality

5.1 End all forms of discrimination against all women and girls everywhere

5.2 Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation

Targets under SDG 6 Clean water and sanitation

6.2 By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations

Targets under SDG 13 – Climate action

13.3 Improve education, awareness- raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning

Targets under SDG 16 – Peace, justice and strong institutions

16.1 Significantly reduce all forms of violence and related death rates everywhere

16.2 End abuse, exploitation, trafficking and all forms of violence against and torture of children

4 QUALITY EDUCATION

Sustainable Development Goal 4
Ensure inclusive and equitable quality education and
promote lifelong learning opportunities for all.

Waking the Giant
SDG
Self-Assessment Tool

Select a target that you are particularly strong at and explain – in your own words and giving concrete examples – how you contribute to it:

Target:
Your contribution:

3) Share your results with others! The Waking the Giant team will be happy to share about your work on our website, along with contributions that other churches and church-related organizations are making worldwide to meeting the SDGs.

> Upload your results online, by completing our web-based self-assessment tool under:
> https://wakingthegiant.lutheranworld.org/sdg-self-assessment-tool
> **OR:**
> Scan and e-mail your completed questionnaire to:
> WakingtheGiant@lutheranworld.org
> **OR:**
> Mail your form to:
> The Lutheran World Federation
> Waking the Giant / Julia Brümmer
> P.O. BOX 2100
> CH-1211 Geneva 2, Switzerland

Submitting your results is voluntary but much appreciated: the more results are submitted, the more visibility the work of churches and church related organizations can gain globally.

4) After submitting your results, you will receive an official Waking the Giant Assessment Certificate. It will be sent to the address you noted in the user information section.
5) If you upload your results online, your report will be saved, and you are welcome to update your assessment any time.

AFTER COMPLETING THE ASSESSMENT – NEXT STEPS

Gather your team to discuss the results of the self-assessment process.
- Was the result as you expected and what was surprising about it?
- How easy or difficult did you find it to connect your work and the SDG targets and indicators?
- Do you do any activities that are linked to the goals and their targets, but that were not mentioned in the assessment tool? Which ones?

4 QUALITY EDUCATION

Sustainable Development Goal 4
Ensure inclusive and equitable quality education and
promote lifelong learning opportunities for all.

Waking the Giant
SDG
Self-Assessment Tool

Agree whether to focus your discussion on activities or on SDG targets.
- For activities or targets that you are already working on, how can you deepen your work?
- For activities or targets that you are not yet working on, do you see anything you might to add to your current work?

You will find more resources for possible next steps on the website of the SDG Toolbox:
https://wakingthegiant.lutheranworld.org/sdg-4

4 QUALITY EDUCATION

Sustainable Development Goal 4
Ensure inclusive and equitable quality education and
promote lifelong learning opportunities for all.

Waking the Giant
SDG
Self-Assessment Tool