



SDGSelf-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

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

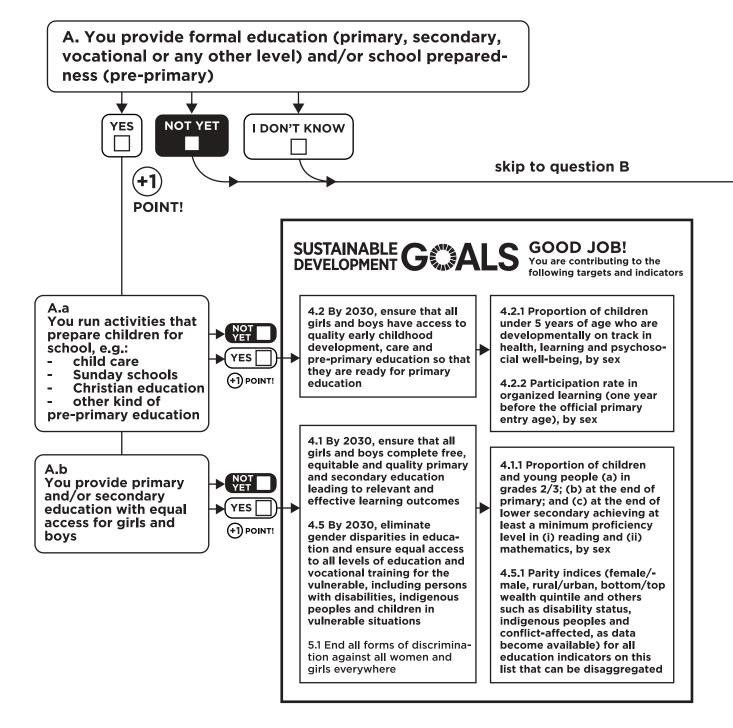
- 5) Answer all the questions. If your organization does work related to the activity listed, tick 'yes' and answer any related sub-questions. If a question does not apply to you, simply select 'not yet' and move to the next question. By selecting 'I don't know' you can skip the question and come back 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!

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 International Regional National Local Other (please specify)	
Your organization has operations in (Please selection Developing country LDC (least developed country) Developed country Not applicable	
Which of the following best describes institution/ Church Ecumenical organization or network Church-based development organization / F Specialized service institution (school, hospit Other — please explain Names and positions of those who participated in	aith-based organization (FBO) tal etc.)
Name	Position





Sustainable Development Goal 4

SUSTAINABLE GOOD JOB! DEVELOPMENT GOOD JOB! You are contributing to the following to provide and in discontinuous contributions to the following to provide and in discontinuous contributions.

following targets and indicators

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

YES (+1) POINT!

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

4.6 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

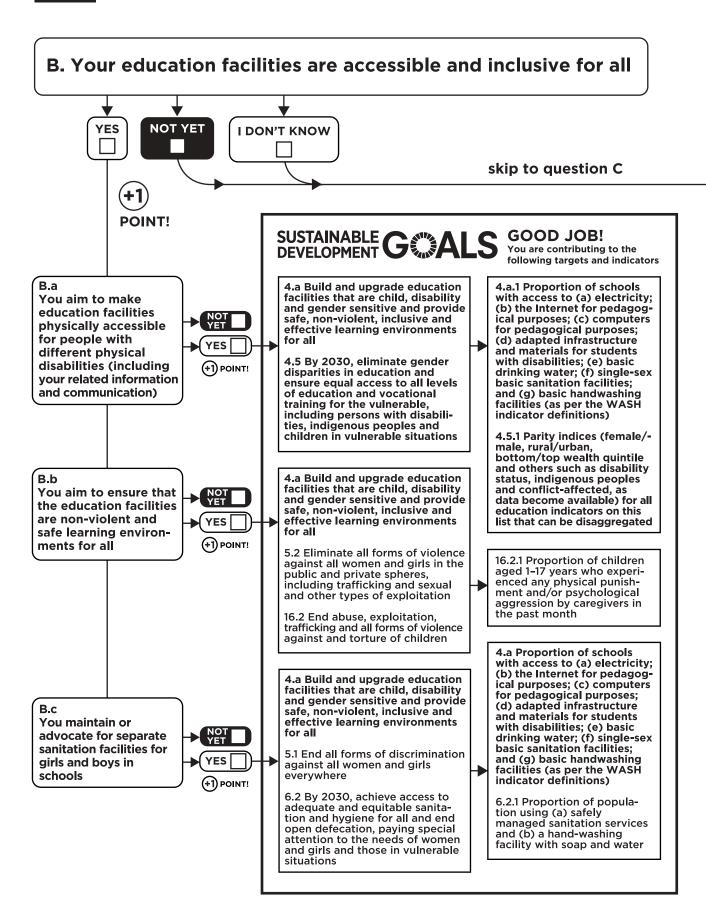
A.d You conduct training in one of the following areas: vocational skills, business, financial management, computer skills

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

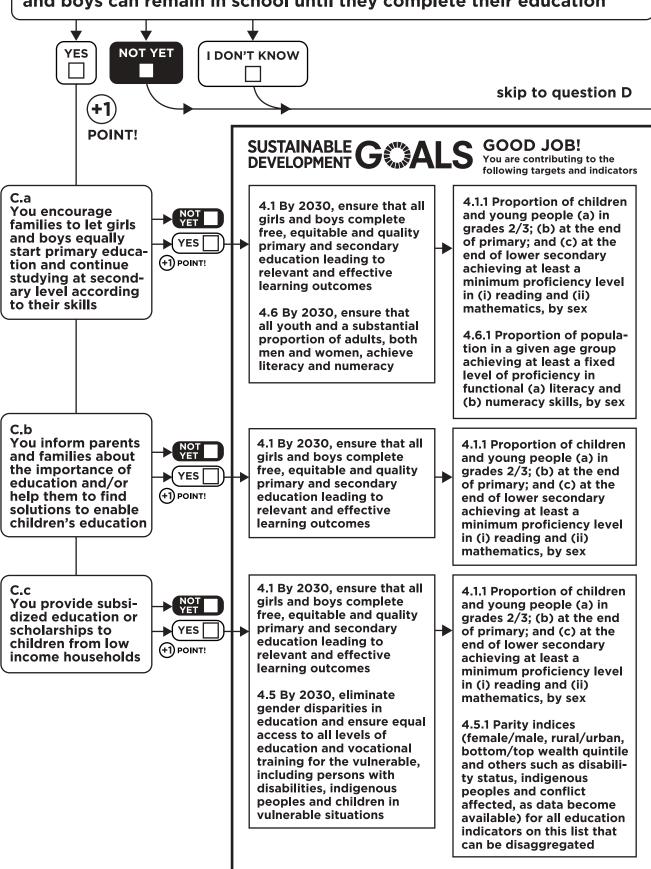
4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

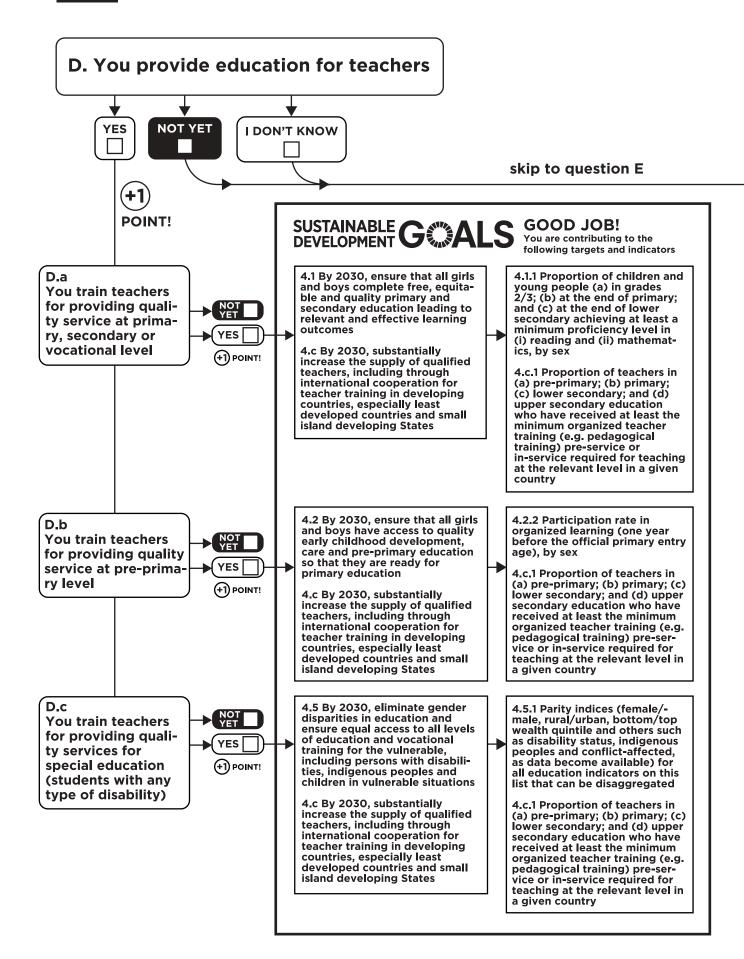
1.4 by 2030 ensure that all men and women, particularly the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership, and control over land and other forms of property, inheritance, natural resources, appropriate new technology, and financial services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



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

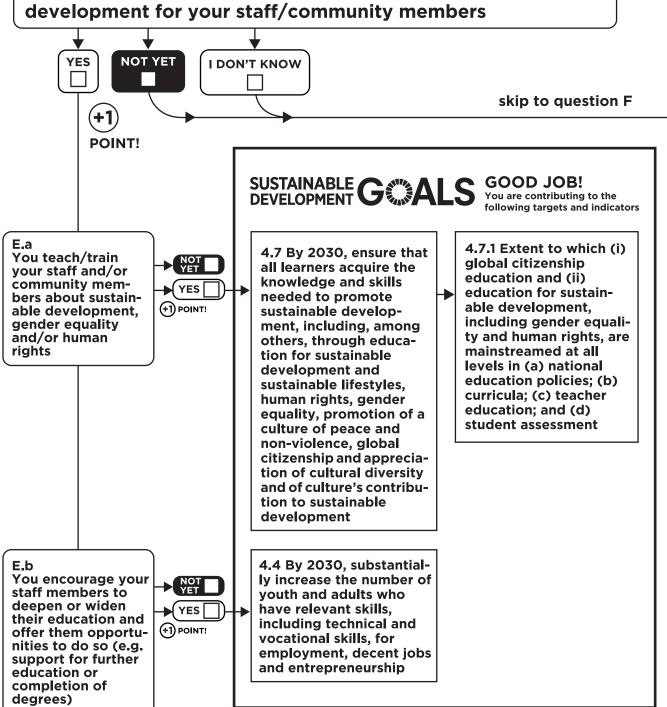


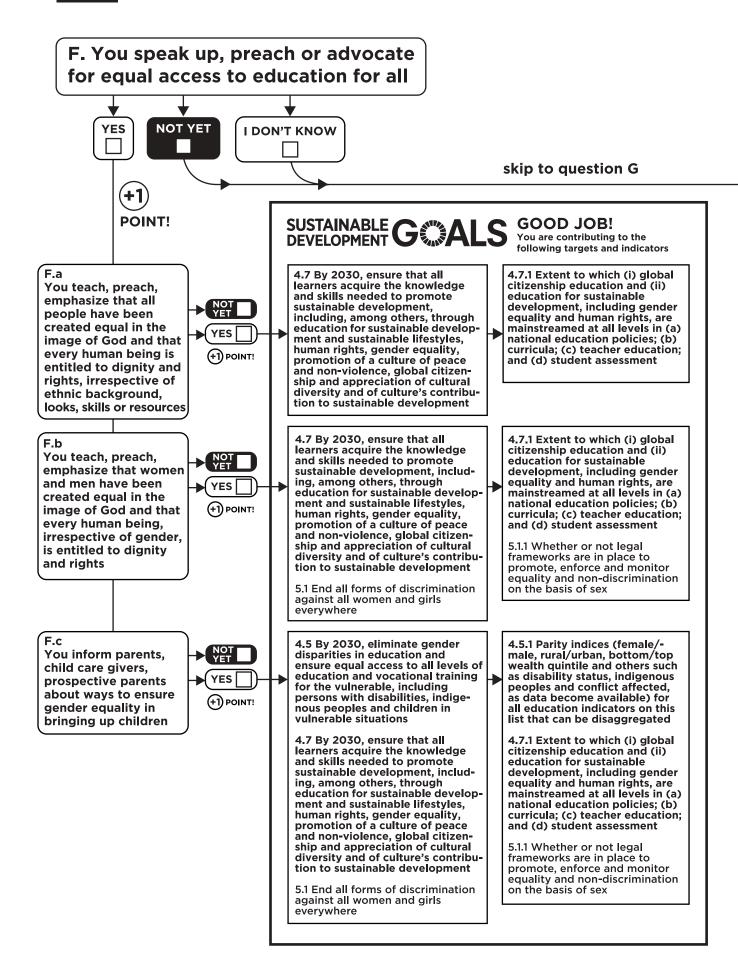


promote lifelong learning opportunities for all.



E. You provide educational opportunities and/or professional







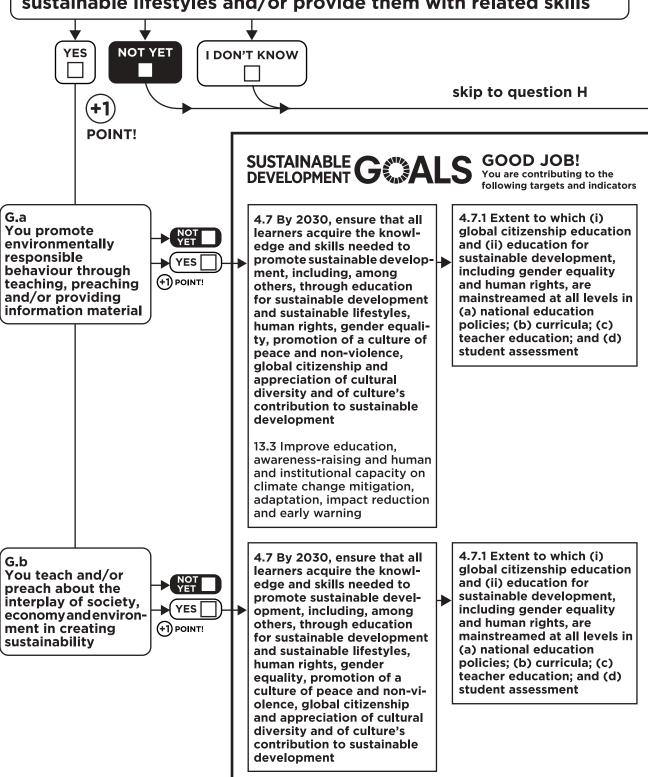
Sustainable Development Goal 4

SUSTAINABLE GALS DEVELOPMENT GALS **GOOD JOB!** You are contributing to the following targets and indicators F.d 4.1 By 2030, ensure that all 4.1.1 Proportion of children and girls and boys complete free, young people (a) in grades 2/3; You emphasize govern equitable and quality (b) at the end of primary; and ment's responsibility NOT YET primary and secondary (c) at the end of lower secondto provide good education leading to ary achieving at least a minimum quality education for relevant and effective proficiency level in (i) reading YES and (ii) mathematics, by sex all (in public schools) learning outcomes (+1) POINT! 4.5.1 Parity indices (female/-male, rural/urban, bottom/top 4.5 By 2030, eliminate gender disparities in education and ensure equal access wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in that can be disaggregated vulnerable situations 4.1.1 Proportion of children and young people (a) in grades 2/3 F.e 4.1 By 2030, ensure that all (b) at the end of primary; and (c) You advocate for girls and boys complete free, at the end of lower secondary equitable and quality achieving at least a minimum society to become primary and secondary proficiency level in (i) reading more inclusive. YES education leading to relevant and (ii) mathematics, by sex enabling people with and effective learning (+1) POINT! disabilities (PwD) to outcomes 4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous have access to educa-4.5 By 2030, eliminate tion. For this, you gender disparities in educainitiate changes at any tion and ensure equal access peoples and conflict-affected, as of the following levels: to all levels of education and data become available) for all vocational training for the education indicators on this list physical access vulnerable, including persons with disabilities, indigenous that can be disaggregated information, communication peoples and children in 4.a.1 Proportion of schools with attitudes towards vulnerable situations access to (a) electricity; (b) the Internet for pedagogical purpos-PwD, social and 4.a Build and upgrade es; (c) computers for pedagogicultural norms education facilities that are cal purposes; (d) adapted policies and child, disability and gender sensitive and provide safe, infrastructure and materials for students with disabilities; (e) legislation non-violent, inclusive and basic drinking water; (f) effective learning environsingle-sex basic sanitation ments for all facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions) 4.1 By 2030, ensure that all girls and boys complete free, 4.1.1 Proportion of children and NOT YET You promote indigeequitable and quality young people (a) in grades 2/3; primary and secondary (b) at the end of primary; and nous people's right to YES (c) at the end of lower secondeducation leading to relevant have equal access to ary achieving at least a minimum and effective learning education (+1) POINT! proficiency level in (i) reading outcomes and (ii) mathematics, by sex 4.5 By 2030, eliminate gender disparities in educa-4.5.1 Parity indices (female/ tion and ensure equal access male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous data become available) for all peoples and children in education indicators on this list

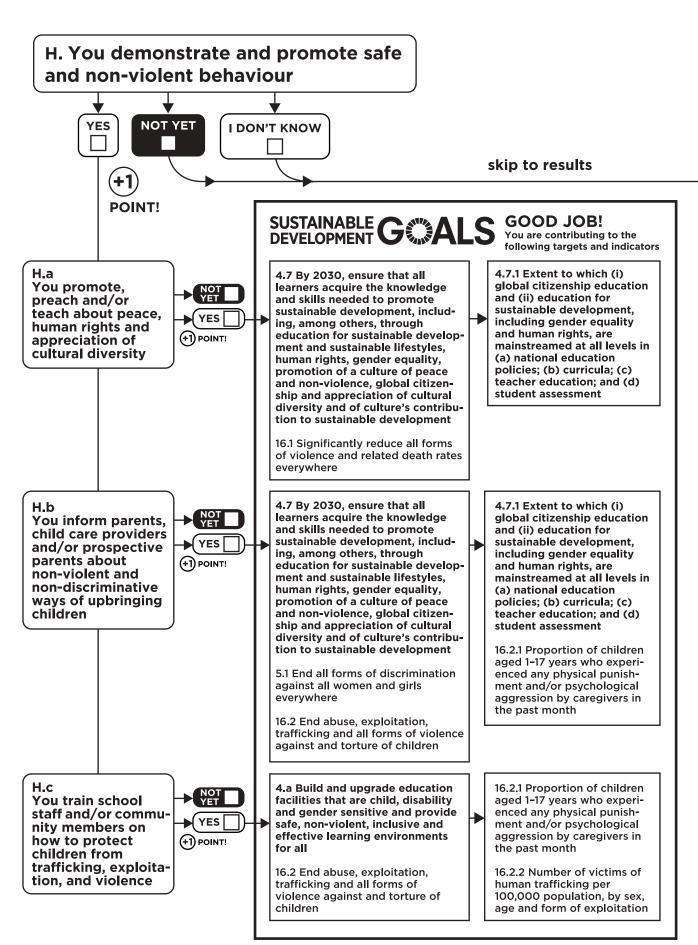
. vulnerable situations

that can be disaggregated

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







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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.

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 vul-					
nerable 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, gen- der equality, promotion of a culture of peace and non-vio- lence, global citizenship and appreciation of cultural diversi- ty 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				-	

4 QUALITY EDUCATION

Sustainable Development Goal 4

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

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Targets under SDG 1 - No Powerty			
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			

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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?

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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				

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