



MOVIMIENTO
4.7

PROMOTING TARGET 4.7 OF THE ODS IN SPAIN: URGENCY AND OPPORTUNITY TO ACT

Manifiesto for the promotion of transformative education for global citizenship and sustainability through the achievement of SDG target 4.7.

The 4.7 Movement calls on institutions, NGOs, citizens' movements, platforms, networks, trade unions and the education community in general, to promote specific strategies and opportunities for the achievement of Target 4.7 in Spain. Through this manifesto, we call on the Spanish Government, as well as state, regional and local public administrations, to promote the achievement of Target 4.7 in collaboration with civil society organisations that are already contributing to its achievement.

We believe that frameworks for collective action exist, such as the Strategy for Sustainable Development and the implementation of the LOMLOE. However, a State Plan for Education for Sustainable Development and Global Citizenship should be developed as soon as possible. To guide this state strategy, a multi-stakeholder group with relevant expertise needs to be established. State, regional and local authorities have a role to play in achieving SDG target 4.7.

The signatory organisations present 5 areas of opportunity to fulfil education for sustainable development and global citizenship:

A) Transformative Education for 4.7

Target 4.7 reflects the transformative power of education in promoting global citizenship, sustainable development, human rights, gender equality, peace and appreciation of cultural diversity. To effectively achieve this target, the skills of education professionals, teachers and learners must be enhanced, including revising assumptions and worldviews, incorporating new methodologies and ways of learning and unlearning, sustaining and exploring differences, and ensuring the meaningful inclusion of people who are systematically under-represented and marginalised.

B) Cross-sectoral and inter-actor cooperation for target 4.7

The scope and ambition of target 4.7 requires multi-level and cross-sectoral partnerships to ensure its achievement. It is necessary to bring together and engage the state government and regional and local governments in dialogue to improve cooperation and coordination at state, regional and local level and in different policy areas. The process of listening and participation of the whole educational community, youth organisations as well as third sector organisations will be fundamental in order to move forward and achieve consensus measures.

C) Indicators for Target 4.7

Measuring progress is a challenge given the multidimensional nature of Target 4.7 and due to the fact that there are different indicators and different ways of understanding this target. However, we would like to propose the broadening of the scope of this assessment and the establishment of more comprehensive methodology give us more information. This will allow us to assess in a more realistic way whether education for sustainable development and global citizenship is not only being incorporated into our educational policies and content, but how it is being done and to what extent it is impacting on the competences of teachers and learners.

D) Competences 4.7

Learning, participation and critical reflection, and the use of cognitive, affective and behavioural skills and understanding are competences linked to Target 4.7 and enable people to play an active role in transforming society at global, state and local levels. There is an urgent need to identify and develop existing European competence frameworks and those other transformative competences that are necessary to support sustainability, including managing uncertainty, transforming unequal power relations and establishing a more inclusive and democratic society.

E) Resources for 4.7

Recognising that meeting Target 4.7 is key to the wider implementation of the 2030 Agenda, it is necessary to ensure sufficient resources to enable and achieve its implementation in Spain. Coherent, multi-year financing strategies must be designed now and Spain needs to commit to allocating 6% of GDP to education, as recommended by international bodies such as UNESCO and the OECD. Moreover, Citizenship Education should account for at least 3% of total Official Development Assistance (ODA), and should be supported by other relevant funds from, for example, budgets for Social Policies, Youth, Equality and/or Environmental Education.

We are witnessing an urgent opportunity for action. The established international commitment to comply with the 2030 Agenda must be materialised in concrete measures by regional and state administrations, but also by city councils, universities, social organisations and institutions from different fields, which favour the achievement of an accomplishment that will improve the quality of our future societies, such as Target 4.7 of the Sustainable Development Goals.