



## **Education4allSDGs**

**Application to Education of  
the *4allSDGs* Methodology for analysing  
the contributions to all the SDG targets  
of a project, strategy or policy**

**Content**

- Content .....2
- Summary .....3
- Terminology / Glossary .....4
- 1. Purpose of this note .....5
- 2. Overview of *Education4allSDGs* .....6
- 3. ‘Themes’ in the field of Education .....7
- 4. Scores used for the various factors .....9
  - 4.1. Zero Factor .....9
  - 4.2. Factor 1 .....9
  - 4.3. Factor 2 .....10
  - 4.4. Factor 3 .....12
- 5. Pre-identified ‘topics’ for Theme A relating to learner education in relation with Sustainable development.....13
  - 5.1. Sub-theme AA - Sustainable Development in the content of Learner Education  
13
  - 5.2. Sub-themes AB to AR, each relating to a different sub-thematic area that is noted  
XXX .....15
- 6. Pre-identified topics for Theme B relating to the content of Teacher education in relation with sustainable development .....17
  - 6.1. Sub-theme BA - Sustainable Development in Teachers Education .....17
  - 6.2. Sub-themes BB to BR, each relating to a different XXX sub-thematic area .....20
- 7. Pré-identified ‘topics’ of themes C to I .....22
  - 7.1. Theme C - Government Education policies .....22
  - 7.2. Theme D - Education facilities .....23
  - 7.3. Theme E - Education Systems' Operations and Governance .....26
  - 7.4. Theme F - Education System inclusiveness (including gender).....28
  - 7.5. Theme G - Learners outcomes (education achievements) .....31
  - 7.6. Theme H - Actions with local communities (and specific populations) .....34
  - 7.7. Theme I - International impact of educational international collaboration .....35
- 8. Theme X - Potential impacts that were not pre-identified .....36
- 9. Evaluation results .....38
- Appendix - ‘Topics’ contributing to the various SDG targets, classified by SDG targets .....39

## **Summary**

The generic *4allSDGs*<sup>®</sup> methodology aims to analyse the impact of a project, strategy or policy in a given sector on all the SDG targets of the 2030 Agenda.

Its application to the field of Education has been named *Education4allSDGs*.

*Education4allSDGs* aims to analyse the impact of an educational action, referred to here as a 'project' (but which may be a strategy or a policy), on all the SDG targets of the 2030 Agenda.

The area concerned is Education. It includes both Education for Sustainable Development (ESD) and all other educational activities that may have an impact on SDG targets. Thus, the selected 'impacting situations' include teaching or training activities in sustainable development (ESD), but also activities relating to the functioning and development of educational establishments or the inclusiveness of the education system.

*Education4allSDGs* allows the 'project' to be given a positive impact score and, where applicable, a negative impact score for any SDG target affected. These scores are based on the scores assigned during the preparatory phase to pre-identified situations.

Even though these scores are calculated roughly, they are sufficient to:

- detect the SDG targets impacted by the 'project';
- detect the SDG targets most impacted by the 'project';
- detect the negative impacts of the 'project' on the 2030 Agenda.

The preparatory phase of identifying and assessing typical situations in the field of Education contributing to the SDG targets was carried out by an international committee of experts in education and SDGs.

The specific characteristics of Education for Sustainable Development (ESD) led the author of the *4allSDGs* general methodology to adapt it so that the application detects two types of effects of an educational action relating to the SDGs:

- actual progress towards achieving SDG targets. These are then referred to as 'impacted targets';
- preparing learners to take positive action to achieve certain SDG targets without immediate progress towards these targets. This is potential but not certain progress. These targets are then referred to as 'related targets'.

In total, nearly 346 'impacting situations' creating positive or negative impacts were identified in the sub-domain of Education for Sustainable Development (ESD), while 156 'impacting situations' were identified outside ESD. These 500 or so 'impacting situations' affect all 17 SDGs except SDG14-Oceans via 46 different SDG targets. All 17 SDGs are affected by the 'related targets' of ESD 'impacting situations'.

The detailed list of pre-identified 'impacting situations' is presented 'theme' by 'theme' in paragraphs 5, 6 and 7 below, with the impacted targets, related targets and zero, 1, 2 and 3 factors used to calculate the impact scores for each.

Une application web portant le nom *Education4allSDGs* a été développée pour utiliser les travaux des experts en utilisant la méthodologie *4allSDGs*.

A web application called *Education4allSDGs* and using the *4allSDGs* methodology has been developed to utilise the work of experts.

The results of the *Education4allSDGs* assessment are presented in several forms:

- a detailed list of impacts on the various SDG targets and a bar chart showing the SDGs and SDG targets that are positively and negatively impacted.
- a detailed list of SDG targets for which the educational action prepares students to take action (related targets) and a bar chart to visualise them.

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## Terminology / Glossary

Analysing the impact of an action on the targets of Agenda 2030 requires precise terminology. This methodological note uses the concepts of the generic *4allSDGs* methodology, to which the concept of 'related targets' specific to education has been added. These concepts are presented below and are typographically highlighted in quotation marks in the text to clearly differentiate them from more imprecise words in everyday language.

<i>Action</i>	'Action' is a generic term used here to designate any type of action, such as the execution of a project or the implementation of a programme, strategy or policy.
<i>ESD</i>	Education for sustainable development. This is the subject of SDG target 4.7.
<i>Impact</i>	An 'action', a 'project' or a 'situation' has a positive impact on an SDG target if it results in effective progress towards achieving at least one of the global objectives targeted by this SDG target.
<i>Partial impact</i>	An 'impact' on an SDG target is partial if the 'action', 'project' or 'situation' results in : - either effective progress towards an intermediate step towards an objective of this SDG target, or - or effective progress towards a principal component of an objective of this SDG target but is not sufficient in itself to constitute effective progress towards an objective of this SDG target.
<i>Indirect impact</i>	An 'impact' on an SDG target is indirect if the action, 'project' or 'situation' results in progress that is not effective progress towards an objective of an SDG target but is effective progress towards a situation that is indispensable for achieving such progress.
<i>Impacting situation</i>	The term 'impacting situation' is used here to designate a precisely described concrete situation that creates a positive or negative "impact" on at least one SDG target.
<i>Objective</i>	An 'objective' here is a result targeted by the 2030 Agenda. All SDG targets aim at achieving results. But many SDG targets aim at achieving several different results. Some of these results might be achieved even if others are not achieved. They constitute the different 'objectives' of the target and can be considered as relating to sub-targets.
<i>Project</i>	'Project' is the word used in this document to designate the project, programme, strategy or policy whose effects are being evaluated in terms of the SDG targets.
<i>Positive situations</i>	A distinction is made between 'positive situations', which have a positive impact on at least one SDG target, and 'negative situations', which have a negative impact on at least one SDG target.
<i>SDG target</i>	One of the 169 targets of the United Nations General Assembly resolution that adopted the 2030 Agenda in September 2015
<i>SDG impacted target</i>	An 'SDG target is impacted by an impacting situation' if this situation results in effective progress (or regress) towards achieving at least one of the global 'objectives' targeted by this SDG target.
<i>SDG related target</i>	An SDG target is 'related' to an 'impacting situation' if it prepares learners to take positive action to achieve that target without immediate progress towards it being observed. This progress is potential but not certain.
<i>Opposite situations</i>	A 'negative situation' is the opposite of a 'positive situation' if it produces effects opposite to its impact on the relevant SDG targets.

<i>Topic</i>	A 'topic' is that which is common to the set of neighbouring situations intermediate between a 'positive situation' and the opposite 'negative situation'.
<i>Theme</i>	A 'theme' is a thematic area in which the 'topics' and 'impacting situations' relating to this area are grouped together.

## 1. Purpose of this note

The purpose of this note is to describe how the generic *4allSDGs* methodology has been used in the field of Education through the *Education4allSDGs* digital application.

The generic *4allSDGs*<sup>1</sup> methodology aims to analyse the impact of a project, strategy or policy in a given sector on all the SDG targets of the 2030 Agenda.

This methodology makes it possible to assign the 'project' a positive impact score and, where applicable, a negative impact score for each SDG target affected. These scores are based on the scores assigned during the preparatory phase to pre-identified impacting situations.

Even though these scores are calculated roughly, they are sufficient to:

- identify the SDG targets impacted by the 'project';
- identify the SDG targets most impacted by the 'project';
- identify the negative impacts of the 'project' on the 2030 Agenda.

This then allows for a more detailed analysis of these impacts and, if necessary, improvements to the project by increasing the positive impacts or seeking compensatory measures to neutralise the negative impacts.

The first digital application using this methodology concerned the field of water and was named *Water4allSDGs*<sup>2</sup>.

The application of this methodology to the field of Education was named *Education4allSDGs*<sup>3</sup>.

Under the auspices of the project's International Steering Committee, *Education4allSDGs* initially (stage 01 of 4allSDGs) involved an international group of experts identifying a set of 'impacting situations', followed by (stage 02 of 4allSDGs) a digital application developed by SDG Champions France. This application has been publicly available at <https://education4allsdgs.org> since early 2026.

This note describes in detail the methodology adopted and used in this application dedicated to actions in this area of Education.

It presents the pre-identified 'impacting situations', grouping them by 'theme' and sub-theme.

The specific characteristics of Education for Sustainable Development (ESD) have led to the adaptation of the general *4allSDGs* methodology so that the application detects two types of effects of educational action relating to the SDGs:

- actual progress towards achieving SDG targets. These are then referred to as 'impacted targets';
- preparation of learners to take positive action to achieve certain SDG targets without immediate progress towards these targets. This refers to potential but uncertain progress. These targets are referred to as 'related targets'.

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<sup>1</sup> Name registered with the National Institute of Industrial Property (INPI France). N° 23 5015049

<sup>2</sup> Name registered with the National Institute of Industrial Property (INPI France). N° 21 4789777

<sup>3</sup> Methodology protected by copyright.

## 2. **Overview of Education4allSDGs**

*Preliminary identification of educational actions that have a positive or negative impact on SDG targets (Step 01 of the 4allSDGs methodology)*

To enable non-SDG specialists to identify the impact of the educational aspects of their 'projects' (projects, programmes, policies or strategies) on the SDGs, an international group of Education and SDG specialists was brought together by the *Education4allSDGs* Steering Committee under the joint leadership of two expert pilots. This group researched actions in the field of education that are likely to impact one of the 169 SDG targets and then characterised them by creating statements of 'positive impacting situations' and statements of 'opposite negative situations'.

This work led to a number of refinements to the general *4allSDGs* methodology:

- increase in the number of size criteria brackets from 12 to 18 to enable assessments at both the educational establishment and country levels.
- addition of the concept of 'related targets' (see Glossary) to highlight the non-immediate but potential impacts of Education for Sustainable Development.

The field studied is Education. It includes both Education for Sustainable Development (ESD) and all other educational activities that may have an impact on SDG targets. Thus, the 'impacting situations' that were selected include teaching or training activities related to sustainable development (ESD), as well as activities relating to the functioning and development of educational establishments or the inclusiveness of the education system.

This expert group also organised the various corresponding situations (the 'impacting situations') into categories (the 'themes') that are understandable to stakeholders in the field and structured in such a way that a given 'project' falls under only a small number of them. These themes are described in paragraph 3 below.

For the 'impacting situations' relating to ESD, the International Experts Committee also identified the targets 'linked' to these situations, i.e. the targets towards which ESD action prepares learners to take positive action. See Glossary.

Following the work of the International Experts Committee, a few additional 'impacting situations' were added in agreement with the pilot experts.

In total, nearly 346 'impacting situations' creating positive or negative impacts were identified in the sub-domain of Education for Sustainable Development (ESD), while 156 'impacting situations' were identified outside ESD.

These 500 or so 'impacting situations' affect all 17 SDGs except SDG14-Oceans via 46 different SDG targets.

All 17 SDGs are affected by the 'related targets' linked to ESD.

The detailed list of pre-identified 'impacting situations' is provided 'theme' by 'theme' in paragraphs 5, 6 and 7 below, with their impacted targets, related targets and zero, 1, 2 and 3 factors used to calculate the impact scores for each.

*Education4allSDGs digital application (Step 02 of the 4allSDGs methodology)*

A digital application using the *4allSDGs* method, pre-identified 'impacting situations' and their scoring factors has been developed by SDG Champions France. It is available at <https://education4allsdgs.org>.

This application makes it quick and easy (in less than an hour) to detect and roughly assess the impact of an educational action on all SDG targets.

### 3. 'Themes' in the field of Education

Table 1 below shows the nine thematic areas selected for the education sector and the 36 sub-areas relating to Education for Sustainable Development (ESD). It specifies the SDG targets impacted by the pre-identified 'impacting situations' linked to each thematic area or sub-theme.

For sub-areas of themes A and B relating to Education for Sustainable Development (ESD), it also specifies the 'related SDG targets', i.e. the SDG targets for which educational action prepares learners to act without this educational action creating immediate progress towards this target (these are potential but uncertain advances).

The contents of the SDG targets relevant to a theme are detailed at the beginning of the paragraph describing the 'topics' of that theme.

Theme	Sub-theme	Title	Impacted SDG targets <i>Related SDG targets</i>
A		Content of learner education in relation with Sustainable development	
	AA	Sustainable Development in the content of Learner Education	4.7 4.4, 9.4, 9.5
	AB	Poverty alleviation	4.7 1.1, 1.2, 1.3, 1.4
	AC	Food and agriculture	4.7 2.1, 2.2, 2.3, 2.4, 3.2, 3.4, 12.3
	AD	Human survival and well-being, health and diseases	4.7 3.3, 3.4, 3.5, 3.9
	AE	Gender equality	4.7 4.5, 5.1, 5.5, 5.6, 5.a, 8.5
	AF	Water and sanitation	4.7 1.4, 3.3, 6.1, 6.2, 6.3, 6.4, 6.6, 11.1, 11.5, 15.1, 15.3, 15.5
	AG	Sustainable energy	4.7 7.1, 7.2, 7.3
	AH	Decent jobs and employment	4.7 4.4, 5.5, 8.5, 8.8, 9.4, 9.5
	AI	Resilience of infrastructure	4.7 9.1
	AJ	Sustainable industries	4.7 9.1, 9.4, 9.5
	AK	Reduction of inequalities	4.7 4.b, 10.1, 10.3
	AL	Livable cities or disasters	4.7 11.1, 11.2, 11.3, 11.5, 11.6, 11.7, 13.1
	AM	Lifestyles, sustainable consumption and production	4.7, 12.8 12.2, 12.3, 12.4, 12.5, 12.6
	AN	Climate challenges	4.7, 13.3 11.5, 11.6, 13.1, 14.3
	AO	Ecosystems and biodiversity	4.7 6.6, 14.1, 14.2, 14.3, 14.4, 14.5, 14.7, 14.c, 15.1, 15.2, 15.3, 15.4, 15.5, 15.7, 15.8, 15.c
	AP	Peace, justice and efficient institutions	4.7 16.1, 16.2, 16.3, 16.4, 16.5, 16.6, 16.7, 16.8, 16.9, 16.10, 16.a
	AQ	International cooperation	4.7 17.1, 17.2, 17.3, 17.6, 17.7, 17.14, 17.15
	AR	Global citizenship, human rights, cultural diversity	4.7, 12.8 16.1, 16.2, 16.3, 16.4, 16.5, 16.6, 16.7, 16.8, 16.9, 16.10, 16.a, 16.b

Theme	Sub-theme	Title	Impacted SDG targets <i>Related SDG targets</i>
B		Content of Teacher Education in relation with Sustainable development	
	BA	Sustainable Development in Teachers Education	4.7 4.c 4.4, 9.4, 9.5
	BB	Poverty alleviation	4.7 1.1, 1.2, 1.3, 1.4
	BC	Food and agriculture	4.7 2.1, 2.2, 2.3, 2.4, 3.2, 3.4, 12.3
	BD	Human survival and well-being, health and diseases	4.7 3.3, 3.4, 3.5, 3.9
	BE	Gender equality	4.7 4.5, 5.1, 5.5, 5.6, 5.a, 8.5
	BF	Water and sanitation	4.7 1.4, 3.3, 6.1, 6.2, 6.3, 6.4, 6.6, 11.1, 11.5, 15.1, 15.3, 15.5
	BG	Sustainable energy	4.7 7.1, 7.2, 7.3
	BH	Decent jobs and employment	4.7 4.4, 5.5, 8.5, 8.8, 9.4, 9.5
	BI	Resilience of infrastructure	4.7 9.1
	BJ	Sustainable industries	4.7 9.1, 9.4, 9.5
	BK	Reduction of inequalities	4.7 4.b, 10.1, 10.3
	BL	Livable cities or disasters	4.7 11.1, 11.2, 11.3, 11.5, 11.6, 11.7, 13.1
	BM	Lifestyles, sustainable consumption and production	4.7, 12.8 12.2, 12.3, 12.4, 12.5, 12.6
	BN	Climate challenges	4.7, 13.3 11.5, 11.6, 13.1, 14.3
	BO	Ecosystems and biodiversity	4.7 6.6, 14.1, 14.2, 14.3, 14.4, 14.5, 14.7, 14.c, 15.1, 15.2, 15.3, 15.4, 15.5, 15.7, 15.8, 15.c
	BP	Peace, justice and efficient institutions	4.7 16.1, 16.2, 16.3, 16.4, 16.5, 16.6, 16.7, 16.8, 16.9, 16.10, 16.a
	BQ	International cooperation	4.7, 17.6, 17.7 17.1, 17.2, 17.3, 17.6, 17.7, 17.14, 17.15
	BR	Global citizenship, human rights, cultural diversity	4.7 16.1, 16.2, 16.3, 16.4, 16.5, 16.6, 16.7, 16.8, 16.9, 16.10, 16.a, 16.b
C		Government Education policies	1.a, 4.7, 9.5, 12.8, 13.3
D		Education facilities	1.5, 3.3, 4.1, 4.2, 4.a, 5.1, 6.1, 6.2, 6.4, 7.2, 7.3, 7.b, 11.5, 12.a, 13.1
E		Education Systems' Operations and Governance	3.a, 4.a, 7.3, 8.3, 11.2, 11.6, 11.7, 12.3, 12.5, 12.7, 16.1, 16.2, 16.7, 16.b, 17.17
F		Education System inclusiveness (including gender)	1.4, 4.5, 4.a, 5.1, 5.5, 10.2, 11.1, 11.7, 16.1, 16.2, 16.b, Ne laisser personne de côté
G		Learners outcomes (education achievements)	3.3, 3.b, 4.1, 4.2, 4.3, 4.4, 4.6, 8.6, 8.7, Ne laisser personne de côté
H		Actions with local communities (and specific populations)	2.3, 11.2, 11.7, 15.5
I		International impact of educational international collaboration	4.b, 17.9

#### 4. Scores used for the various factors

The scoring factors are described in the *4a//SDGs* generic methodology.

##### 4.1. Zero Factor

The 'topics' in themes A and B relating to Education for Sustainable Development have zero factors that increase to 1 in cases where teaching is of highest quality and most comprehensive. To take into account differences in content and teaching quality, each 'topic' is analysed under 7 or 13 options, whose zero factors add up to a total of 1. These options and the corresponding factors are detailed below for each 'topic'.

Some 'topics' in sub-themes BA and AA relating to teaching the concept of Sustainable Development and associated challenges have zero factors of 2/3, 1/2 or 1/3.

For 'topics' in 'themes' C to I not related to Education for Sustainable Development, the application uses scores of 1, 2/3, 1/2, 1/3 as zero factors, depending on the topic. These are detailed below 'topic' by 'topic' in chapters 5, 6 and 7.

##### 4.2. Factor 1

The application uses the following ladders for Factor 1. They all have three positive levels and two negative levels, with the exception of 1F2 which has only two positive levels, and 1F5 which has only one level in each direction.

Factors 1 used by the application				
Ladder		Question	Example of topic	maximum score for
1F1	a b c d e f	Magnitude of change? Importance of action on biodiversity? Importance of action on disabled people? Importance of the new knowledge? Importance of participation in decision-making? Proximity with described situation?	C4 H1 H2 D7 E1 BA1	Very significant  or high
1F2		Proximity with described situation?	F1	Complete (2 levels)
1F3	a b c d e	Magnitude of change? Change in the annual number of harassed individuals? Change in the annual number of discriminated individuals? Change of electricity consumption? Change of quantity by pupil?	E7 E6 E4 D11	Decrease > 10 %
1F4	a b c d e f g h i	Magnitude of change? Change in number of benefiting farmers? Change in the number of international scholarships? Change in the proportion of beneficiaries? Increased capacity as a percentage of the population? Change in the proportion of females? Change in the proportion of renewable energy , Change in the proportion of very poor people with access to school? Change in the number of resilient schools?	C1 H4 I1 D13 D8 F18 D10 F8 D14	Increase > 10 %
1F5		Direction of change?	AA1	Positive direction
1F6	a b	Magnitude of change? Change in collaboration effectiveness?	D8 I2	Increase > 50 %

1F7	a	Magnitude of change?	C3 E1	significant
	b	Importance of participation in decision-making?		
1F8	a	Change in the number of schools with this level of access?	D3	decrease

The titles and scales of Factor 1 used for each 'topic' are detailed 'theme' by 'theme' in chapters 5, 6 and 7 below.

### 4.3. Factor 2

For Factor 2, the application uses three different ladders of size criteria. They are labelled 2F1, 2F2 and 2F3.

Ladder 2F2 comprises 12 brackets with an high threshold of 100,000.

Ladder 2F1 comprises 15 brackets with an high threshold of 1,000,000.

Ladder 2F3 comprises 18 brackets with an high threshold of 10,000,000.

The choice between these three ladders was made based on the criteria in the table below:

Choice of size scale depending on what is being measured	Echelle
number of learners in the classes or institutions affected by the change	2F1
number of teachers affected by the change	2F2
number of learners in special circumstances whose situation is changing	2F2
number of learners or inhabitants in the territory	2F3

2F1 ladder	
Bracket	Points
< 10	0
10 à 30	0,14
30 à 60	0,35
60 à 100	0,5
100 à 300	1
300 à 600	5
600 à 1,000	8
1,000 à 3,000	13
3,000 à 10,000	21
10,000 à 30,000	34
30,000 à 60,000	53
60,000 à 100,000	65
100,000 à 300,000	80
300,000 à 1,000,000	90
> 1,000,000	100

<b>2F2 ladder</b>	
Bracket	Points
<10	0
10 à 30	2
30 à 60	5
60 à 100	8
100 à 300	13
300 à 1,000	21
1,000 à 3,000	34
3,000 à 6,000	53
6,000 à 10,000	65
10,000 à 30,000	80
30,000 à 100,000	90
> 100,000	100

<b>2F3 ladder</b>	
Bracket	Points
< 10	0
10 à 30	0,1
30 à 60	0,2
60 à 100	0,3
100 à 300	0,41
300 à 600	0,7
600 à 1,000	1
1,000 à 3,000	2
3,000 à 6,000	5
6,000 à 10,000	8
10,000 à 30,000	13
30,000 à 100,000	21
100,000 à 300,000	34
300,000 à 600,000	53
600,000 à 1,000,000	65
1,000,000 à 3,000,000	80
3,000,000 à 10,000,000	90
> 10,000,000	100

The table below shows the different questions of the size criteria used according to the 'topics'.

<b>Factor 2 questions and ladders used by <i>Education4all</i>SDGs</b>			
<b>Ladder</b>	<b>Questions</b>	<b>Example of topic</b>	<b>High thresholds (max score)</b>
2F1	Additional children in such situation Additional number of pupils getting sufficient cash benefits Additional people in such situation Number of additional pupils Change in number of learners acquiring knowledge Change in number of teachers acquiring knowledge Number of benefiting farmers in the area Number of pupils/students in classes becoming accessible Number of pupils/students in classes with equal access Number of pupils/students in concerned classes Number of learners in establishments concerned by this change Number of pupils/students in concerned schools Number of learners in the establishments of the area Number of learners in establishments changing access Number of learners in schools changing policy Number of pupils/students in the concerned area Change of the number of learners benefiting from such partnerships Change in number of beneficiaries	G1 F9 G11 D1 All A All B H4 F2 F1 F4 D9 F16 E6 D3 E2 H3 E12 E14	1,000,000
2F2	Population whose situation will change Additional number of pupils getting dedicated programs Number of disabled pupils/students getting access Number of foreign students with new scholarships Number of pupils/students in classes becoming equally accessible Number of pupils/students in classes with equal access Number of pupils/students without ID card getting access Number of very poor pupils/students getting access to education	C1 F10 F3 I1 F11 F7 F12 F8	100,000
2F3	Population whose situation will change Population of the relevant territory Total population of the area/territory Total population of the concerned countries Whole population living in the area, including in slums and other habitats	C2 D8 D7 I2 F6	10,000,000

Les intitulés et les échelles de Facteur 2 utilisés pour chaque 'Sujet' sont détaillés Thème par Thème dans les chapitres 5, 6 et 7 ci-après.

The questions and Factor 2 ladders used for each 'Topic' are detailed 'Theme' by 'Theme' in chapters 5, 6 and 7 below.

#### 4.4. Factor 3

Depending on the 'topic', the application uses one or other of the questions below as the criterion for Factor 3.

Factor 3	Yes	No
Will the change be measured?	1	0.8
Will the acquired knowledge be checked?	1	0.8

## 5. Pre-identified 'topics' for Theme A relating to learner education in relation with Sustainable development

The 'topics' within this 'theme' contribute to progress towards the following SDG targets:

- 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*
- 12.8 *By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature*
- 13.3 *Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning*

These 'topics' prepare learners to take action towards SDG targets for all SDGs 1 to 17 ('related targets').

### 5.1. Sub-theme AA - Sustainable Development in the content of Learner Education

Sub-theme AA relates to teaching the concept of sustainable development and the main challenges associated with it: sustainability, global goals, 2030 Agenda and its systemic nature.

For each 'topic' considered relevant, the evaluator analyses the methods and quality of teaching using seven criteria detailed in the table below. The 'topic' is thus broken down into seven cumulative options. Each option has a distinct 0a factor. The 0a factor for the 'topic' is the sum of the 0a factors for the relevant options.

The zero factor score for the 'topic' is the product of this factor 0a with the factor 0b corresponding to the 'topic'. These factors 0a and 0b are shown in the three tables below, which also show factors 1 and 2 for each subject.

<b>'Topics' AA1 to AA7 - Options for learning methods and quality</b>	<b>Factor 0a</b>
The education activity increases the number of learners with knowledge and awareness and/or competencies about (thematic area depending on the 'topic') in a way that :	Total :1
<input type="checkbox"/> is integrated into explicit learning objectives	0.14
<input type="checkbox"/> considers the ethical and humanistic dimensions of the topic	0.14
<input type="checkbox"/> is taught with active pedagogies	0.14
<input type="checkbox"/> is including behavioral learning exceeding cognitive learning	0.14
<input type="checkbox"/> is followed by rediffusion by learners in the establishment	0.14
<input type="checkbox"/> is followed by rediffusion by learners out of the establishment	0.14
<input type="checkbox"/> is integrated into learning formal assessment	0.16

<b>'Topics' AA8 and AA9 - Options for learning methods and quality</b>	<b>Factor 0a</b>
XXX = sub-thematic area	
Educational activities increase the number of pupils and students with knowledge and awareness of the direct (AA8) or indirect (AA9) contribution of certain professional sectors to sustainable development. in a way that	Total :1
<input type="checkbox"/> is integrated into explicit learning objectives	0.05
<input type="checkbox"/> considers the ethical and humanistic dimensions of the topic	0.05
<input type="checkbox"/> is taught with active pedagogies	0.05
<input type="checkbox"/> is including behavioral learning exceeding cognitive learning	0.05

<input type="checkbox"/> is followed by rediffusion by learners in the establishment	0.05
<input type="checkbox"/> is followed by rediffusion by learners out of the establishment	0.05
<input type="checkbox"/> is integrated into learning formal assessment	0.06
and that	
<input type="checkbox"/> addresses the issue of risks and sustainability themes relevant to the topic	0.08
<input type="checkbox"/> includes concrete actions for sustainability (collective and/or individual)	0.08
<input type="checkbox"/> includes the content of the related global objectives like the SDG targets of the Agenda 2030 or other internationally agreed objectives	0.08
<input type="checkbox"/> includes specifics of any relevant national objectives or policies to the topic	0.08
<input type="checkbox"/> includes the content of the related global targets presented as parts of a global programme on sustainable development including social, economical and environmental dimensions	0.16
<input type="checkbox"/> includes the content of the related global targets understood as components of a global programme requiring simultaneous progress on all its components	0.16

‘Topics’ AA1 to AA9 - 0b, 1 et 2 scoring Factors					
Topic	Impacted targets <i>Related targets</i>	Impacting situation positively contributing to SDG targets <i>Impacting situation negatively contributing to SDG targets</i>	Factor 0b	Factor 1	Size criterion <i>Max for</i>
AA1	4.7	The education activity increases the number of learners with knowledge and awareness and/or competencies about sustainability challenges and Sustainable Development. <i>Change in teaching courses reduces the annual number of pupils/students acquiring knowledge about sustainability challenges and Sustainable Development.</i>	0.25	1F5	Change in number of learners acquiring knowledge <i>1,000,000</i>
AA2	4.7	The education activity increases the number of learners with knowledge and awareness and/or competencies about sustainability challenges <b>and the 3 complementary social, economical and environmental dimensions pillars of Sustainable Development.</b> <i>Change in teaching courses reduces the annual number of pupils/students acquiring knowledge about sustainability challenges and the 3 complementary social, economical and environmental dimensions pillars of Sustainable Development.</i>	0.33	1F5	Change in number of learners acquiring knowledge <i>1,000,000</i>
AA3	4.7	The education activity increases the number of learners with knowledge and awareness and/or competencies about the <b>content of the Agenda 2030, a time-bound global programme of action supported by all countries.</b> <i>Change in teaching courses reduces the annual number of pupils/students acquiring knowledge about the content of the Agenda 2030, a time-bound global programme of action supported by all countries.</i>	0.5	1F5	Change in number of learners acquiring knowledge <i>1,000,000</i>
AA4	4.7	The education activity increases the number of learners with knowledge and awareness and/or competencies about the Agenda 2030, a time-bound global programme of action supported by all countries <b>and aiming at achieving ambitious goals and precise targets.</b> <i>Change in teaching courses reduces the annual number of pupils/students acquiring knowledge about the Agenda 2030, a time-bound global programme of action supported by all countries and aiming at achieving ambitious goals and precise targets.</i>	0.5	1F5	Change in number of learners acquiring knowledge <i>1,000,000</i>
AA5	4.7	The education activity increases the number of learners with knowledge and awareness and/or competencies about the Agenda 2030, a time-bound global programme of action aiming at achieving ambitious goals and precise targets <b>without leaving anyone behind.</b> <i>Change in teaching courses reduces the annual number of pupils/students acquiring knowledge about the Agenda 2030, a</i>	0.5	1F5	Change in number of learners acquiring knowledge <i>1,000,000</i>

		<i>time-bound global programme of action aiming at achieving ambitious goals and precise targets without leaving anyone behind.</i>			
AA6	4.7	The education activity increases the number of learners with knowledge and awareness and/or competencies about the Agenda 2030, a time-bound global programme of action supported by all countries and <b>requiring simultaneous progress on all its components.</b> <i>Change in teaching courses reduces the annual number of pupils/students acquiring knowledge about the Agenda 2030, a time-bound global programme of action supported by all countries and requiring simultaneous progress on all its components.</i>	1	1F5	Change in number of learners acquiring knowledge <i>1,000,000</i>
AA7	4.7	The education activity increases the number of learners with knowledge and awareness and/or competencies about the challenge of acting to maintain environmental sustainability. <i>Change in teaching courses reduces the annual number of pupils/students acquiring knowledge about the challenge of acting to maintain environmental sustainability.</i>	1	1F5	Change in number of learners acquiring knowledge <i>1,000,000</i>
AA8 = AH3	4.7 4.4 9.4 9.5	The education activity increases the number of learners with knowledge and awareness and/or competencies <b>about the professions and sectors contributing directly to sustainable development.</b> <i>Change in teaching courses reduces the annual number of pupils/students acquiring knowledge about the professions and sectors contributing directly to sustainable development.</i>	1	1F5	Change in number of learners acquiring knowledge <i>1,000,000</i>
AA9 = AH4	4.7 4.4 9.4 9.5	The education activity increases the number of learners with knowledge and awareness and/or competencies about the <b>professions and sectors contributing indirectly to sustainable development.</b> <i>Change in teaching courses reduces the annual number of pupils/students acquiring knowledge about the professions and sectors contributing indirectly to sustainable development.</i>	1	1F5	Change in number of learners acquiring knowledge <i>1,000,000</i>

## 5.2. Sub-themes AB to AR, each relating to a different sub-thematic area that is noted XXX

Theme A, relating to the content of learners education in connection with sustainable development, is broken down into thematic areas AB to AR, which are:

Sub-theme code	Sub-thematic area
AB	Poverty alleviation
AC	Food and agriculture
AD	Human survival and well-being, health and diseases
AE	Gender equality
AF	Water and sanitation
AG	Sustainable energy
AH	Decent jobs and employment
AI	Resilience of infrastructure
AJ	Sustainable industries
AK	Reduction of inequalities
AL	Livable cities or disasters
AM	Lifestyles, sustainable consumption and production
AN	Climate challenges

AO	Ecosystems and biodiversity
AP	Peace, justice and efficient institutions
AQ	International cooperation
AR	Global citizenship, human rights, cultural diversity

The teaching content relating to each thematic area is analysed in the same way. Each area from AB to AR is broken down into more specific areas that form different 'topics'.

When teaching relates to a 'topic' area, the assessor analyses the methods, quality and content of that teaching.

The methods and quality of teaching are assessed using seven criteria detailed in the table below. The degree to which sustainable development is emphasised in the teaching is analysed using six criteria, also detailed in the table below. The 'topic' is thus broken down into 13 sub-topics, each with a distinct zero factor. For a given 'topic', the total zero factor is 1 in cases where the teaching is of the highest quality and the most comprehensive, i.e. when it meets all the criteria for methods, quality and sustainable development.

<b>'Sub-themes' AB to AR of Theme A</b> <b>Options for learning methods and quality</b> XXX = sub-thematic area	Factor 0a	Factor 1	Factor 2 <i>Max for</i>
Educational activities increase the number of pupils and students with knowledge and awareness of the direct (AA8) or indirect (AA9) contribution of certain professional sectors to sustainable development. in a way that <ul style="list-style-type: none"> <li><input type="checkbox"/> is integrated into explicit learning objectives</li> <li><input type="checkbox"/> considers the ethical and humanistic dimensions of the topic</li> <li><input type="checkbox"/> is taught with active pedagogies</li> <li><input type="checkbox"/> is including behavioral learning exceeding cognitive learning</li> <li><input type="checkbox"/> is followed by rediffusion by learners in the establishment</li> <li><input type="checkbox"/> is followed by rediffusion by learners out of the establishment</li> <li><input type="checkbox"/> is integrated into learning formal assessment</li> </ul> and that <ul style="list-style-type: none"> <li><input type="checkbox"/> addresses the issue of risks and sustainability themes relevant to the topic</li> <li><input type="checkbox"/> includes concrete actions for sustainability (collective and/or individual)</li> <li><input type="checkbox"/> includes the content of the related global objectives like the SDG targets of the Agenda 2030 or other internationally agreed objectives</li> <li><input type="checkbox"/> includes specifics of any relevant national objectives or policies to the topic</li> <li><input type="checkbox"/> includes the content of the related global targets presented as parts of a global programme on sustainable development including social, economical and environmental dimensions</li> <li><input type="checkbox"/> includes the content of the related global targets understood as components of a global programme requiring simultaneous progress on all its components</li> </ul>	Total :1  0.05 0.05 0.05 0.05 0.05 0.05 0.06  0.08 0.08 0.08 0.08 0.16 0.16	1F5	Change in number of learners acquiring knowledge <i>1,000,000</i>

## 6. Pre-identified topics for Theme B relating to the content of Teacher education in relation with sustainable development

The 'topics' within this 'theme' contribute to progress towards the following SDG targets:

- 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*
- 12.8 *By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature*
- 13.3 *Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning*
- 17.6 *Enhance North-South, South-South and triangular regional and international cooperation on and access to science, technology and innovation and enhance knowledge-sharing on mutually agreed terms, including through improved coordination among existing mechanisms, in particular at the United Nations level, and through a global technology facilitation mechanism*
- 17.7 *Promote the development, transfer, dissemination and diffusion of environmentally sound technologies to developing countries on favourable terms, including on concessional and preferential terms, as mutually agreed*

These 'topics' prepare teachers to take action towards SDG targets for all SDGs 1 to 17 ('related targets').

### 6.1. Sub-theme BA - Sustainable Development in Teachers Education

Sub-theme BA relates to teacher training in the concept of sustainable development and the main challenges associated with it: sustainability, global goals, 2030 Agenda and its systemic nature.

For each 'topic' considered relevant, the evaluator analyses the methods and quality of the training using seven criteria detailed in the table below. The 'topic' is thus broken down into seven cumulative options. Each has a distinct 0a factor. The 0a factor for the 'topic' is the sum of the 0a factors for the relevant options.

The zero factor score for the 'topic' is the product of this factor 0a with the factor 0b corresponding to the 'topic'. These factors 0a and 0b are shown in the three tables below, which also show factors 1 and 2 for each 'topic'.

<b>'Topics' BA1 to BA7 - Options for training methods and quality</b>	<b>Factor 0a</b>
Teachers education, institutional and/or self-education, include more significant* content on (thematic area depending on the 'topic') in a way that :	Total :0.5
<input type="checkbox"/> is integrated into explicit learning objectives	0.07
<input type="checkbox"/> considers the ethical and humanistic dimensions of the topic	0.07
<input type="checkbox"/> is taught with active pedagogies	0.07
<input type="checkbox"/> is including behavioral learning exceeding cognitive learning	0.07
<input type="checkbox"/> enables teachers to become actively involved in an approach linked to this thematic area.	0.07
<input type="checkbox"/> enables teachers to take concrete and favorable action in this thematic area	0.07
<input type="checkbox"/> is integrated into learning formal assessment	0.08

\* This is the statement of the positive impacting situation. For the negative situation, 'more content' is replaced by 'less content'.

<b>'Topics' BA8 and BA9 - Options for training methods and quality</b> XXX = sub-thematic area	Factor 0a
Teachers education, institutional and/or self-education, include more significant content about the professions and sectors contributing directly (BA8) or indirectly (BA9) to sustainable development in a way that <ul style="list-style-type: none"> <li><input type="checkbox"/> is integrated into explicit learning objectives</li> <li><input type="checkbox"/> considers the ethical and humanistic dimensions of the topic</li> <li><input type="checkbox"/> is taught with active pedagogies</li> <li><input type="checkbox"/> is including behavioral learning exceeding cognitive learning</li> <li><input type="checkbox"/> enables teachers to become actively involved in an approach linked to this thematic area.</li> <li><input type="checkbox"/> enables teachers to take concrete and favorable action in this thematic area</li> <li><input type="checkbox"/> is integrated into learning formal assessment</li> </ul> and that <ul style="list-style-type: none"> <li><input type="checkbox"/> addresses the issue of risks and sustainability themes relevant to the topic</li> <li><input type="checkbox"/> includes concrete actions for sustainability (collective and/or individual)</li> <li><input type="checkbox"/> includes the content of the related global objectives like the SDG targets of the Agenda 2030 or other internationally agreed objectives</li> <li><input type="checkbox"/> includes specifics of any relevant national objectives or policies to the topic</li> <li><input type="checkbox"/> includes the content of the related global targets presented as parts of a global programme on sustainable development including social, economical and environmental dimensions</li> <li><input type="checkbox"/> includes the content of the related global targets understood as components of a global programme requiring simultaneous progress on all its components</li> </ul>	Total :1  0.025 0.025 0.025 0.025 0.025  0.025 0.03  0.04 0.04 0.04  0.04 0.08  0.08

<b>'Topics' BA1 to BA9 - 0b, 1 et 2 scoring Factors</b>					
Topic	Impacted targets <i>Related targets</i>	Impacting situation positively contributing to SDG targets <i>Impacting situation negatively contributing to SDG targets</i>	Factor 0b	Factor 1	Size criterion <i>Max for</i>
		<u>Beginnings of statements valid for all 'topics' BA1 to BA9:</u> Teachers education, institutional and/or self-education, include more significant content on ... <i>Teachers education, institutional and/or self-education, include less content on ...</i>			
BA1	4.7	... <b>sustainability challenges and Sustainable Development.</b> <i>... sustainability challenges and Sustainable Development.</i>	0.25	1F1f	Change in number of teachers acquiring knowledge <i>100,000</i>
BA2	4.7	... <b>sustainability challenges and the 3 complementary social, economical and environmental dimensions pillars of Sustainable Development.</b> <i>... sustainability challenges and the 3 complementary social, economical and environmental dimensions pillars of Sustainable Development.</i>	0.33	1F1f	Change in number of teachers acquiring knowledge <i>100,000</i>
BA3	4.7	... <b>the content of the Agenda 2030, a time-bound global programme of action supported by all countries.</b> <i>... the content of the Agenda 2030, a time-bound global programme of action supported by all countries.</i>	0.5	1F1f	Change in number of teachers acquiring knowledge <i>100,000</i>

BA4	4.7	... the <b>2030 Agenda, a time-bound global programme of action supported by all countries and aiming at achieving ambitious goals and precise targets</b> <i>... the 2030 Agenda, a time-bound global programme of action supported by all countries and aiming at achieving ambitious goals and precise targets.</i>	0.5	1F1f	Change in number of teachers acquiring knowledge <i>100,000</i>
BA5	4.7	... the 2030 Agenda, a time-bound global programme of action aiming at achieving ambitious goals and precise targets <b>without leaving anyone behind.</b> <i>... the 2030 Agenda, a time-bound global programme of action aiming at achieving ambitious goals and precise targets without leaving anyone behind.</i>	0.5	1F1f	Change in number of teachers acquiring knowledge <i>100,000</i>
BA6	4.7	... the 2030 Agenda, a time-bound global programme of action supported by all countries and <b>requiring simultaneous progress on all its components.</b> <i>...the 2030 Agenda, a time-bound global programme of action supported by all countries and requiring simultaneous progress on all its components.</i>	1	1F1f	Change in number of teachers acquiring knowledge <i>100,000</i>
BA7	4.7	... <b>the challenge of acting to maintain environmental sustainability.</b> <i>... the challenge of acting to maintain environmental sustainability.</i>	1	1F1f	Change in number of teachers acquiring knowledge <i>100,000</i>
BA8 = BH3	4.7 4.4 9.4 9.5	... <b>the professions and sectors contributing directly to sustainable development.</b> <i>... the professions and sectors contributing directly to sustainable development.</i>	1	1F5	Change in number of teachers acquiring knowledge <i>100,000</i>
BA9 = BH4	4.7 4.4 9.4 9.5	... <b>the professions and sectors contributing indirectly to sustainable development.</b> <i>... the professions and sectors contributing indirectly to sustainable development.</i>	1	1F5	Change in number of teachers acquiring knowledge <i>100,000</i>

<b>'Topics' BA10 to BA14 - 0b, 1 et 2 scoring Factors</b>					
Topic	Impacted targets <i>Related targets</i>	Impacting situation positively contributing to SDG targets <i>Impacting situation negatively contributing to SDG targets</i>	Factor 0b	Factor 1	Size criterion <i>Max for</i>
BA10	4.7 4.c	More numerous compulsory internships are organised for teachers with the aim of ensuring that teachers know how to supervise an educational project linked to the SDGs. <i>Less compulsory internships are organised for teachers with the aim of ensuring that teachers know how to supervise an educational project linked to the SDGs</i>	0.33	1F5	Change in number of teachers acquiring knowledge <i>100,000</i>
BA11	4.7 4.c	More numerous compulsory internships are organised for teachers with the aim of enabling teachers to assess students' skills related to global citizenship. <i>Less compulsory internships are organised for teachers with the aim of enabling teachers to assess students' skills related to global citizenship.</i>	0.33	1F5	Change in number of teachers acquiring knowledge <i>100,000</i>
BA12	4.7 4.c	More teachers benefit from training including the design and implementation of an educational project on Sustainable Development within an educational team. <i>Less teachers benefit from training including the design and implementation of an educational project on Sustainable Development within an educational team.</i>	0.33	1F5	Change in number of teachers acquiring knowledge <i>100,000</i>

BA13	4.7 4.c	More teachers benefit from training on Sustainable Development and SDGs that includes participation in a project implementing collaboration between the <b>teaching</b> team and external partners (communities, associations, foundations, etc.) <i>Less teachers benefit from training on Sustainable Development and SDGs that includes participation in a project implementing collaboration between the teaching team and external partners (communities, associations, foundations, etc.)</i>	0.33	1F5	Change in number of teachers acquiring knowledge <i>100,000</i>
BA14	4.7 4.c	More teachers benefit from training on Sustainable Development and SDGs that including participation in a project implementing collaboration between the <b>teaching</b> team and teachers from other countries. <i>Less teachers benefit from training on Sustainable Development and SDGs that including participation in a project implementing collaboration between the teaching team and teachers from other countries.</i>	0.33	1F5	Change in number of teachers acquiring knowledge <i>100,000</i>

## 6.2. Sub-themes BB to BR, each relating to a different XXX sub-thematic area

Theme B, relating to the content of training for teachers and members of the educational community in connection with sustainable development, is broken down into sub-thematic areas BB to BR, which are:

Sub-theme code	Sub-thematic area
BB	Poverty alleviation
BC	Food and agriculture
BD	Human survival and well-being, health and diseases
BE	Gender equality
BF	Water and sanitation
BG	Sustainable energy
BH	Decent jobs and employment
BI	Resilience of infrastructure
BJ	Sustainable industries
BK	Reduction of inequalities
BL	Livable cities or disasters
BM	Lifestyles, sustainable consumption and production
BN	Climate challenges
BO	Ecosystems and biodiversity
BP	Peace, justice and efficient institutions
BQ	International cooperation
BR	Global citizenship, human rights, cultural diversity

The teachings relating to each sub-thematic area are analysed in the same way. Each area from BB to BR is broken down into more specific sub-areas that form different 'topics'.

When the training content relates to a sub-area, the assessor analyses the methods, quality and content of this training.

The methods and quality of the training are assessed using 7 criteria detailed in the table below. The degree to which the sustainable development dimension is emphasised in this training is analysed according to 6 criteria, also detailed in the table below. The 'topic' is thus broken down into 13 sub-topics, each with a distinct zero factor. For a given 'topic', the total zero factor is 0.5 in cases where the training is of the highest quality and the most comprehensive, i.e. when it

meets all the criteria for methods, quality and sustainable development. This value of 0.5 reflects the fact that teacher training is only one step towards educating pupils about sustainable development.

<b>'Topics' BB to BR</b> <b>Options for training methods and quality</b> XXX = sub-thematic area	Factor 0	Factor 1	Size criterion <i>Max for</i>
Teachers education, institutional and/or self-education, include more significant content on XXX in a way that <ul style="list-style-type: none"> <li><input type="checkbox"/> is integrated into explicit learning objectives</li> <li><input type="checkbox"/> considers the ethical and humanistic dimensions of the topic</li> <li><input type="checkbox"/> is taught with active pedagogies</li> <li><input type="checkbox"/> is including behavioral learning exceeding cognitive learning</li> <li><input type="checkbox"/> enables teachers to become actively involved in an approach linked to this thematic area.</li> <li><input type="checkbox"/> enables teachers to take concrete and favorable action in this thematic area</li> <li><input type="checkbox"/> is integrated into learning formal assessment</li> </ul> and that <ul style="list-style-type: none"> <li><input type="checkbox"/> addresses the issue of risks and sustainability themes relevant to the topic</li> <li><input type="checkbox"/> includes concrete actions for sustainability (collective and/or individual)</li> <li><input type="checkbox"/> includes the content of the related global objectives like the SDG targets of the Agenda 2030 or other internationally agreed objectives</li> <li><input type="checkbox"/> includes specifics of any relevant national objectives or policies to the topic</li> <li><input type="checkbox"/> includes the content of the related global targets presented as parts of a global programme on sustainable development including social, economical and environmental dimensions</li> <li><input type="checkbox"/> includes the content of the related global targets understood as components of a global programme requiring simultaneous progress on all its components</li> </ul>	Total :0.5  0.025 0.025 0.025 0.025 0.025  0.025  0.03  0.04  0.04  0.04  0.04  0.08  0.08	1F5	Change in number of teachers acquiring knowledge <i>100,000</i>

## 7. Pré-identified 'topics' of themes C to I

### 7.1. Theme C - Government Education policies

The 'topics' within this 'theme' contribute to progress towards the following SDG targets:

- 1.a *Ensure significant mobilization of resources from a variety of sources, including through enhanced development cooperation, in order to provide adequate and predictable means for developing countries, in particular least developed countries, to implement programmes and policies to end poverty in all its dimensions*
- 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*
- 9.5 *Enhance scientific research, upgrade the technological capabilities of industrial sectors in all countries, in particular developing countries, including, by 2030, encouraging innovation and substantially increasing the number of research and development workers per 1 million people and public and private research and development spending*
- 12.8 *By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature*
- 13.3 *Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning*

Topic	Impacted targets	Impacting situation positively contributing to SDG targets <i>Impacting situation negatively contributing to SDG targets</i>	Factor zero	Factor 1	Size criterion <i>Max for</i>
C1	1.a	The amount spent on education programs specifically targeted at students in poverty increases. <i>The amount spent on education programs specifically targeted at students in poverty decreases.</i>	1	1F4a	Population whose situation will change <i>100,000</i>
C2	4,7	The extent of explicit inclusion of global citizenship education into government education policy documents increases. <i>The extent of explicit inclusion of global citizenship education into government education policy documents decreases.</i>	0,5	1F4a	Population whose situation will change <i>10,000,000</i>
C3	4,7	The extent of explicit inclusion of education for sustainable development into government education policy documents increases. <i>The extent of explicit inclusion of education for sustainable development into government education policy documents decreases.</i>	0,5	1F7a	Population whose situation will change <i>10,000,000</i>
C4	4,7	The extent of explicit inclusion of the Sustainable Development Goals (SDGs) into government education policy documents increases. <i>The extent of explicit inclusion of the Sustainable Development Goals (SDGs) into government education policy documents decreases.</i>	0,5	1F7a	Population whose situation will change <i>10,000,000</i>
C5	13,3	The extent of explicit inclusion of climate change education into government education policy documents increases. <i>The extent of explicit inclusion of climate change education into government education policy documents decreases.</i>	0,5	1F7a	Population whose situation will change <i>10,000,000</i>

C6	12,8	The extent of explicit inclusion of sustainable lifestyles into government education policy documents increases. <i>The extent of explicit inclusion of sustainable lifestyles into government education policy documents decreases.</i>	0,5	1F7a	Population whose situation will change <i>10,000,000</i>
C7	9.5	The amount of resources spent on scientific research or technological development increases in proportion of GDP. <i>The amount of resources spent on scientific research or technological development decreases in proportion of GDP.</i>	1	1F4a	Population whose situation will change <i>10,000,000</i>
C8	9.5	The number of people at education establishments who are also working in scientific research or technological development increases. <i>The number of people at education establishments who are also working in scientific research or technological development decreases.</i>	1	1F4a	Population whose situation will change <i>10,000,000</i>

## 7.2. Theme D - Education facilities

The 'topics' within this 'theme' contribute to progress towards the following SDG targets:

- 1.5 *By 2030, build the resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters*
- 3.3 *By 2030, end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne diseases and other communicable diseases*
- 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.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*
- 6.1 *By 2030, achieve universal and equitable access to safe and affordable drinking water for all*
- 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*
- 6.4 *By 2030, substantially increase water-use efficiency across all sectors and ensure sustainable withdrawals and supply of freshwater to address water scarcity and substantially reduce the number of people suffering from water scarcity*
- 7.2 *By 2030, increase substantially the share of renewable energy in the global energy mix*
- 7.3 *By 2030, double the global rate of improvement in energy efficiency*
- 7.b *By 2030, expand infrastructure and upgrade technology for supplying modern and sustainable energy services for all in developing countries, in particular least developed countries, small island developing States and landlocked developing countries, in accordance with their respective programmes of support*
- 11.5 *By 2030, significantly reduce the number of deaths and the number of people affected and substantially decrease the direct economic losses relative to global gross domestic product caused by disasters, including water-related disasters, with a focus on protecting the poor and people in vulnerable situations*

12.a Support developing countries to strengthen their scientific and technological capacity to move towards more sustainable patterns of consumption and production

13.1 Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries

Topic	Impacted targets	Impacting situation positively contributing to SDG targets <i>Impacting situation negatively contributing to SDG targets</i>	Factor zero	Factor 1	Size criterion <i>Max for</i>
D1	4.2	The pre-primary enrollment capacity of education establishments increases. <i>The pre-primary enrollment capacity of education establishments decreases.</i>	0.5	1F5	Number of additional pupils <i>1,000,000.</i>
D2	4.1	The secondary enrollment capacity of education establishments increases. <i>The secondary enrollment capacity of education establishments decreases.</i>	0.5	1F5	Number of additional pupils <i>1,000,000.</i>
D3	3.3 4.a	The number* of primary and/or secondary schools without basic access to drinking water**, sanitation*** and hand washing with soap decreases <i>The number* of primary and/or secondary schools without basic access to drinking water**, sanitation*** and hand washing with soap will increase.</i>	1	1F8a	Number of learners in establishments changing access <i>1,000,000</i>
D4	3.3 4.a 6.1	The number* of primary and/or secondary schools without basic access to drinking water** will decrease <i>The number* of primary and/or secondary schools without basic access to drinking water** will increase.</i>	0.5	1F8a	Number of learners in establishments changing access <i>1,000,000.</i>
D5	3.3 4.a 5.1 6.2	The number* of primary and/or secondary schools without basic access to sanitation*** will decrease. <i>The number* of primary or secondary schools without basic access to sanitation*** will increase.</i>	1	1F8a	Number of learners in establishments changing access <i>1,000,000</i>
D6	3.3 4.a 6.2	The number* of primary and/or secondary schools without basic access to handwashing with soap will decrease. <i>The number* of primary or secondary schools without basic access to handwashing with soap will increase.</i>	1	1F8a	Number of learners in establishments changing access <i>1,000,000</i>
D7	4.a	The proportion of primary and/or secondary schools lacking basic access to drinking water**, separate toilets or handwashing with soap will be better known statistically. <i>The proportion of primary or secondary schools lacking basic access to drinking water**, separate toilets or handwashing with soap will be less well known statistically.</i>	1	1F1d	Total population of the area/territory <i>10,000,000</i>
D8	1,5	The number* of education establishments which have been prepared to be used as shelters or gathering points in case of disasters increases. <i>The number* of education establishments which have been prepared to be used as shelters or gathering points in case of disasters decreases.</i>	0.5	1F4e	Population of the relevant territory <i>10,000,000</i>

D9 = E4	7.3	The electricity use of education establishments*** decreases due to efficiency improvements. <i>The electricity use of education establishments*** increases due to loss of efficiency.</i>	0.33	1F3d	Number of learners in establishments concerned by this change <i>1,000,000</i>
D10	7.2 7.b 12.a	The share of electricity used by education establishments coming from their own solar panels (or wind turbines) or renewable energy purchases increases. <i>The share of electricity used by education establishments which comes from their own solar panels (or wind turbines) or from renewable energy purchases decreases.</i>	1	1F4g	Number of learners in establishments concerned by this change <i>1,000,000</i>
D11	6.4	In some education establishments, the amount of water that is used per student decreases. <i>In some education establishments, the amount of water that is used per student increases.</i>	0.5	1F3e	Number of learners in establishments concerned by this change <i>1,000,000</i>
D12	4.a	The number* of education establishments with sufficient access to the Internet for it to be used by pupils, including during classes, increases. <i>The number* of education establishments with sufficient access to the Internet for it to be used by pupils, including during classes, decreases.</i>	1	1F8a	Number of learners in establishments concerned by this change <i>1,000,000</i>
D13	4.a	The number of pupils with computers and/or access to the internet for pedagogical purposes at school increases. <i>The number of pupils with computers and/or access to the internet for pedagogical purposes at school decreases.</i>	1	1F8a	Number of learners in establishments concerned by this change <i>1,000,000</i>
D14	11.5 13.1	The number* of education establishments whose infrastructure has been built or refurbished to be climate resilient in the face of one type of disasters increases. <i>The number* of education establishments whose infrastructure has been built or refurbished to be climate resilient in the face of disasters decreases.</i>	1	1F4i	Number of learners in establishments concerned by this change <i>1,000,000</i>

\* It should be noted that this number increases even if the change only affects a single establishment.

\*\* For a school to have 'basic access to drinking water', water coming from 'improved sources', i.e. not likely to have been contaminated by animals, must be available to students. This criterion of availability is imperative

\*\*\* For a school to have 'basic access to sanitation', it must have toilets for students that are in working order, non-mixed and 'improved', i.e. without potential user-faeces contact. All three of these criteria are essentials

\*\*\*\* to be measured by grouping together all educational establishments in the same territory without selecting only the best performers

### 7.3. Theme E - Education Systems' Operations and Governance

The 'topics' within this 'theme' contribute to progress towards the following SDG targets:

- 3.a *Strengthen the implementation of the World Health Organization Framework Convention on Tobacco Control in all countries, as appropriate*
- 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*
- 7.3 *By 2030, double the global rate of improvement in energy efficiency*
- 8.3 *Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services*
- 11.2 *By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons*
- 11.6 *By 2030, reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality and municipal and other waste management*
- 11.7 *By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities*
- 12.3 *By 2030, halve per capita global food waste at the retail and consumer levels and reduce food losses along production and supply chains, including post-harvest losses*
- 12.5 *By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse*
- 12.7 *Promote public procurement practices that are sustainable, in accordance with national policies and priorities*
- 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*
- 16.7 *Ensure responsive, inclusive, participatory and representative decision-making at all levels*
- 16.b *Promote and enforce non-discriminatory laws and policies for sustainable development*
- 17.17 *Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships*

Topic	Impacted targets	Positive contribution of project to SDG targets <i>Positive contribution of project to SDG targets</i>	Factor zéro	Factor 1	Size criterion <i>Max for</i>
E1	16.7	The number of education establishments* which have effective** community and/or parent involvement in governance (e.g. school boards, Parent-Teacher Organizations, etc.) increases <i>The number of education establishments* which have community and/or parent involvement in governance (e.g. school boards, Parent-Teacher Organizations, etc.) decreases.</i>	0.5	1F7b	Number of learners in schools changing policy <i>1,000,000</i>
E2	16.7	The number of education establishments* which have effective** pupils or student involvement in governance (e.g. school boards, Parent-Teacher Organizations, etc.) increases <i>The number of education establishments* which have pupils or students involvement in governance (e.g. school boards, Parent-Teacher Organizations, etc.) decreases.</i>	0.5	1F7b	Number of learners in schools changing policy <i>1,000,000</i>

E3	3.a	The number of education establishments* which ban smoking on the premises increases <i>The number of education establishments* which ban smoking on the premises decreases.</i>	0.33	1F5	Number of learners in schools changing policy <i>1,000,000</i>
E4 = D9	7.3	The electricity use** of education establishments decreases due to efficiency improvements <i>The electricity use** of education establishments increases due to reduced efficiency.</i>	0.33	1F3d	Number of pupils/students in concerned schools <i>1,000,000</i>
E5	11.6	The number of education establishments* where all waste is collected and managed by municipal solid waste systems rather than being dumped increases <i>The number of education establishments* where all waste is collected and managed by municipal solid waste systems rather than being dumped decreases..</i>	1	1F5	Number of learners in establishments concerned by this change <i>1,000,000</i>
E6 = F13	4.a 16.b.1	The number of students and/or staff or students at education establishments that feel that they have been personally discriminated against during a year decreases <i>The number of staff or students at education establishments that feel that they have been personally discriminated against during a year increases</i>	1	1F3c	Number of learners in the establishments of the area <i>1,000,000</i>
E7 = F14	11.7 16.1 16.2	The number of adult students and/or staff at education establishments that are victims of sexual or non-sexual harassment or physical, psychological, or sexual violence at school decreases significantly <i>The number of adult students and/or staff at education establishments that are victims of sexual or non-sexual harassment or physical, psychological, or sexual violence at school increases</i>	1	1F3b	Number of learners in the establishments of the area <i>1,000,000</i>
E8 = F15	11.7 16.1 16.2	The number of pupils that are victims of sexual or non-sexual harassment or physical, psychological, or sexual violence at school decreases significantly <i>The number of pupils that are victims of sexual or non-sexual harassment or physical, psychological, or sexual violence at school increases</i>	1	1F3b	Number of learners in the establishments of the area <i>1,000,000</i>
E9	12.3	Some education establishments have reduced their food waste to less than 30%. <i>Some education establishments have increased their food waste to exceed 30%.</i>	1	1F5	Number of learners in schools changing policy <i>1,000,000</i>
E10	12.5	The number of education establishments* which have implemented comprehensive recycling programs so that less than 50% of waste goes to landfills increases. <i>The number of education establishments* which have implemented comprehensive recycling programs so that less than 50% of waste goes to landfills decreases.</i>	1	1F5	Number of learners in schools changing policy <i>1,000,000</i>
E11	12.7	The number of education establishments* which implement procurement policies that explicitly target sustainability and recycling increases <i>The number of education establishments* which implement procurement policies that explicitly target sustainability and recycling decreases</i>	1	1F5	Number of learners in schools changing policy <i>1,000,000</i>

E12	17.17	The number of education interventions that are partnerships with external institutions increases. <i>The number of education interventions that are partnerships with external institutions decreases.</i>	0.33	1F5	Change of the number of learners benefiting from such partnerships <i>1,000,000.</i>
E13	17.17	The number of education interventions which are public-private partnerships increases <i>The number of education interventions which are public-private partnerships decreases.</i>	0.33	1F5	Change of the number of learners benefiting from such partnerships <i>1,000,000</i>
E14	11.2	The number of students receiving safe and affordable***** transportation to school increases <i>The number of students receiving safe and affordable transportation***** to school decreases</i>	1	1F5	Change in number of beneficiaries <i>1,000,000</i>
E15	8.3	The number of education establishments* which utilize informal employment (e.g. janitorial) decreases <i>The number* of schools which utilize informal employment (e.g. janitorial) increases</i>	0.33	1F5	Number of learners in schools changing policy <i>1,000,000</i>

\* It should be noted that this number increases even if the change only affects a single establishment.

\*\* This issue requires effective participation in decision-making. Serving as an observer in a school body is not sufficient.

\*\*\* to be measured by grouping together all educational establishments in the same territory without selecting only the best performers.

\*\*\*\* Here, food waste includes food not used to prepare meals and food from meals that has not been consumed.

\*\*\*\*\* 'Safe' and 'affordable' are essential criteria for retaining this topic. If additional transport is organised at a high price that discourages learners, there will be no progress towards SDG target 11.2.

#### 7.4. Theme F - Education System inclusiveness (including gender)

The 'topics' within this 'theme' contribute to progress towards the following SDG targets:

- 1.4 *By 2030, ensure that all men and women, in particular 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*
- 4.5 *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*
- 5.1 *End all forms of discrimination against all women and girls everywhere*
- 5.5 *Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life*

- 10.2 *By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status*
- 11.1 *By 2030, ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums*
- 11.7 *By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities*
- 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*
- 16.b *Promote and enforce non-discriminatory laws and policies for sustainable development*
- Preamble and paragraph 4 of the resolution that created the SDGs : No one be left behind*

Topic	Impacted targets	Impacting situation positively contributing to SDG targets <i>Impacting situation negatively contributing to SDG targets</i>	Factor zero	Factor 1	Size criterion <i>Max for</i>
F1	4.5 4.a noone left behind	Thanks to the educational action, all disabled persons** have the same access to educational establishments as anyone else. <i>Thanks to the educational action, disabled persons lose the same access to educational establishments as anyone else.</i>	1	1F2	Number of pupils/students in classes with equal access <i>1,000,000</i>
F2	4.5 4.a noone left behind	Thanks to the modification/remodeling of education facilities, all disabled learners*** have a better access to school. <i>Thanks to the modification/remodeling of education facilities, disabled learners have a worse access to school.</i>	0,5	1F2	Number of pupils/students in classes becoming accessible <i>1,000,000</i>
F3	4.5	Thanks to the educational action, more disabled learners have access to school. <i>Due to the educational action, less disabled learners have access to school.</i>	0,5	1F6a	Number of disabled pupils/students getting access <i>100,000</i>
F4	4.a	Thanks to the provision of learning materials and/or computers adapted to disabled learners, access to school for disabled pupils/students will be significantly enhanced. <i>As learning materials and/or computers adapted to disabled learners become out of order, access to school of disabled pupils/students becomes more difficult.</i>	1	1F6a	Number of pupils/students in concerned schools <i>1,000,000</i>
F5	4.5 10.2	The number of learners from disadvantaged backgrounds having access to an education program increases. <i>The number of learners from disadvantaged backgrounds having access to an education program decreases.</i>	1	1F6a	Number of concerned pupils/students getting access <i>100,000</i>
F6	11.1	The number of schools* in slums or other disadvantaged neighborhoods increases. <i>The number of schools* in slums or other disadvantaged neighborhoods decreases.</i>	0,5	1F6a	Whole population living in the area, including in slums and other habitats <i>10,000,000</i>
F7	4.5 noone left behind	Thanks to the educational action, all very poor persons**** have the same access to school as anyone else. <i>Due to the educational action, some very poor persons lose the same access to school as anyone else.</i>	1	1F2	Number of pupils/students in classes with equal access <i>100,000</i>
F8	4.5	Thanks to the educational action, more very poor persons have the same access to school as anyone else. <i>Thanks to the educational action, fewer very poor persons have the same access to school as anyone else.</i>	0,33	1F4h	Number of very poor pupils/students getting access to education <i>100,000</i>

F9	4.5 1.4	The number of poor families who receive cash benefits that are sufficient to enable them to keep their children in school (or require them to do so) increases. <i>The number of poor families who receive cash benefits that help them to keep their children in school decreases.</i>	0,5	1F4a	Additional number of pupils getting sufficient cash benefits <i>1,000,000</i>
F10	4,5	More youth who move several times a year benefit from dedicated education programs and teachers. <i>Less youth who move several times a year benefit from dedicated education programs and teachers.</i>	0,5	1F4a	Additional number of pupils getting dedicated programs <i>100,000</i>
F11	4.5 noone left behind	Thanks to the educational action, all children without legal identity***** have the same access to school as anyone else. <i>Due to the educational action, some children without legal identity will lose access to school.</i>	1	1F2	Number of pupils/students in classes becoming equally accessible <i>100,000</i>
F12	4.5	Thanks to the educational action, more children without legal identity have the same access to school as anyone else. <i>Due to the educational action, fewer children without legal identity have the same access to school as anyone else.</i>	0,33	1F4a	Number of pupils/students without ID card getting access <i>100,000</i>
F13 = E6	4.a 16.b	The number of students and/or staff or students at education establishments that feel that they have been personally discriminated against during a year decreases. <i>The number of staff or students at education establishments that feel that they have been personally discriminated against during a year increases.</i>	1	1F3c	Number of learners in the establishments of the area <i>1,000,000</i>
F14 = E7	11.7 16.1	The number of adult students and/or staff at education establishments that are victims of sexual or non-sexual harassment or physical, psychological, or sexual violence at school decreases significantly. <i>The number of adult students and/or staff at education establishments that are victims of sexual or non-sexual harassment or physical, psychological, or sexual violence at school increases.</i>	1	1F3b	Number of learners in the establishments of the area <i>1,000,000</i>
F15 = E8	11.7 16.1 16.2	The number of pupils that are victims of sexual or non-sexual harassment or physical, psychological, or sexual violence at school decreases significantly. <i>The number of pupils that are victims of sexual or non-sexual harassment or physical, psychological, or sexual violence at school increases.</i>	1	1F3b	Number of learners in establishments concerned by this change <i>1,000,000</i>
F16	4.a	The number of schools* with calmer playgrounds or sports areas which make schools more gender sensitive increases. <i>The number of schools* where aggressivity is allowed in playgrounds or sports areas making schools less gender friendly increases.</i>	1	1F4a	Number of learners in establishments concerned by this change <i>1,000,000</i>
F17	5.1	The number of education establishments* which have effective and efficient policies in place to prevent discrimination against women in staffing increases. <i>The number of education establishments* which have effective and efficient policies in place to prevent discrimination against women in staffing decreases.</i>	1	1F4a	Number of learners in establishments concerned by this change <i>1,000,000</i>
F18	4.5 5.5	In places where majority of principals are male, the proportion of principals and other high level education administrators who are women increases. <i>In places where majority of principals are male, the proportion of principals and other high level education administrators who are women decreases.</i>	1	1F4f	Number of learners in establishments concerned by this change <i>1,000,000</i>

\* It should be noted that this number increases even if the change only affects a single establishment.

\*\* The word "all" is essential here. This situation is only satisfied if all disabled persons in at least one category have access.

\*\*\* The word "all" is essential here. This situation is not fulfilled if some disabled persons do not benefit from this improvement.

\*\*\*\* The word "all" is essential here. This condition is not met if some very poor people do not have access.

\*\*\*\*\* The word "all" is essential here. This condition is not met if some people without legal identity do not have access to school.

## 7.5. Theme G - Learners outcomes (education achievements)

The 'topics' within this 'theme' contribute to progress towards the following SDG targets:

- 3.3 *By 2030, end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne diseases and other communicable diseases*
- 3.b *Support the research and development of vaccines and medicines for the communicable and non-communicable diseases that primarily affect developing countries, provide access to affordable essential medicines and vaccines, in accordance with the Doha Declaration on the TRIPS Agreement and Public Health, which affirms the right of developing countries to use to the full the provisions in the Agreement on Trade-Related Aspects of Intellectual Property Rights regarding flexibilities to protect public health, and, in particular, provide access to medicines 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*
- 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*
- 4.6 *By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy*
- 8.6 *By 2020, substantially reduce the proportion of youth not in employment, education or training*
- 8.7 *Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms*

*Preamble and paragraph 4 of the resolution that created the SDGs : No one be left behind*

Topic	Impacted targets	Impacting situation positively contributing to SDG targets <i>Impacting situation negatively contributing to SDG targets</i>	Factor zero	Factor 1	Size criterion <i>Max for</i>
G1	4.2	The number of children participating in organized learning one year before entering primary school increases. <i>The number of children participating in organized learning one year before entering primary school decreases.</i>	1	1F4a	Additional children in such situation <i>1,000,000</i>

G2	4.2	The number of children under 4 who are developmentally on track in health, learning and psychosocial well-being* increases. <i>The number of children under 4 who are developmentally on track in health, learning or psychosocial well-being* decreases.</i>	0.5	1F4a	Additional children in such situation <i>1,000,000</i>
G3	4.1	The number of pupils in primary schools increases. <i>The number of pupils in primary schools decreases.</i>	0.5	1F4a	Total population of the area/territory <i>10,000,000</i>
G4	4.1 noone left behind	The proportion of girls and boys not benefiting from primary education decreases. <i>The number of girls and boys not benefiting from primary education increases</i>	1	1F3a	Total population of the area/territory <i>10,000,000</i>
G5	4.1	The number of pupils in secondary schools increases. <i>The number of pupils in secondary schools decreases.</i>	0.5	1F4a	Total population of the area/territory <i>10,000,000</i>
G6	4.1 noone left behind	The proportion of girls and boys not benefiting from secondary education decreases. <i>The number of girls and boys not benefiting from secondary education increases.</i>	1	1F3a	Total population of the area/territory <i>10,000,000</i>
G7	4.1	The number of students completing either primary or secondary increases. <i>The number of students completing either primary or secondary decreases.</i>	0.5	1F4a	Total population of the area/territory <i>10,000,000</i>
G8	4.1 4.6	The number of students in primary or secondary who achieve a minimal proficiency (as locally measured) in math increases. <i>The number of students in primary or secondary who achieve a minimal proficiency (as locally measured) in math decreases.</i>	1	1F3a	Nombre d'enfants supplémentaires dans cette situation <i>1 000 000</i>
G9	4.1 4.6	The number of students in primary or secondary who achieve a minimal proficiency (as locally measured) in reading increases. <i>The number of students in primary or secondary who achieve a minimal proficiency (as locally measured) in reading decreases.</i>	1	1F4a	Nombre d'enfants supplémentaires dans cette situation <i>1 000 000</i>
G10	4.3	The number of youth participating in post-secondary education increases. <i>The number of youth participating in post-secondary education decreases.</i>	0.5	1F4a	Total population of the area/territory <i>10,000,000</i>
G11	4.4	Teaching courses impact these ICT skills: <i>The number of people with the following ICT skills decreases:</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Copying or moving a file or folder</li> <li><input type="checkbox"/> Using copy and paste tools to duplicate or move information within a document</li> <li><input type="checkbox"/> Sending e-mails with attached files (e.g. document, picture, video)</li> <li><input type="checkbox"/> Using basic arithmetic formulas in a spreadsheet</li> <li><input type="checkbox"/> Connecting and installing new devices (e.g. a modem, camera, printer)</li> <li><input type="checkbox"/> Finding, downloading, installing and configuring software</li> <li><input type="checkbox"/> Creating electronic presentations with presentation software (including images, sound, video or charts)</li> <li><input type="checkbox"/> Transferring files between a computer and other devices</li> <li><input type="checkbox"/> Finding answers through navigating through the Internet</li> </ul>	Total 0.5 0.05 0.05 0.05 0.05 0.05 0.05 0.05 0.05 0.05	1F4a	Additional people in such situation <i>1,000,000</i>

		<input type="checkbox"/> Questioning validity of information obtained through Internet			
G12	4.4	The number of people that are able to write a computer program using a specialized programming language increases. <i>The number of people that are able to write a computer program using a specialized programming language decreases.</i>	0.5	1F4a	Additional people in such situation <i>1,000,000</i>
G13	8.6 4.4	The number of youth with in-demand vocational skills increases resulting in a decrease of youth unemployment. <i>The number of youth with in-demand vocational skills decreases resulting in an increase of youth unemployment.</i>	1	1F4a	Total population of the area/territory <i>10,000,000</i>
G14	4.6	The number of adults who achieve basic literacy and numeracy increases. <i>The number of adults who achieve basic literacy and numeracy decreases.</i>	1	1F4a	Total population of the area/territory <i>10,000,000</i>
G15	3.3 3.b	The number of children vaccinated at school according to the standard national vaccination programs increases. <i>The number of children vaccinated at school according to the standard national vaccination programs decreases.</i>	1	1F4a	Total population of the area/territory <i>10,000,000</i>
G16	3.3	The number of children vaccinated at school with vaccines other than standard national requirements increases. <i>The number of children vaccinated at school with vaccines other than standard national requirements decreases.</i>	1	1F4a	Total population of the area/territory <i>10,000,000</i>
G17	8.7	The number of children who leave the labour market and go into the education system increases. <i>The number of children who quit the education system to join the labour market increases.</i>	1	1F4a	Total population of the area/territory <i>10,000,000</i>

\* Health, learning and psychosocial well-being are the three interconnected areas considered by SDG indicator 4.2.1. « Proportion of children aged 24–59 months who are developmentally on track in health, learning and psychosocial well-being, by sex ».

This is about :

- health: gross motor development, fine motor development and self-care;
- learning: expressive language, literacy, numeracy, pre-writing, and executive functioning;
- psychosocial well-being: emotional skills, social skills, internalizing behavior, and externalizing behavior.

The Early Childhood Development Index 2030 (ECDI2030) uses a set of 20 questions to inform this indicator. These 20 questions are detailed in UNICEF's [ECDI2030 questionnaire](#).

## 7.6. Theme H - Actions with local communities (and specific populations)

The 'topics' within this 'theme' contribute to progress towards the following SDG targets:

- 2.3 *By 2030, double the agricultural productivity and incomes of small-scale food producers, in particular women, indigenous peoples, family farmers, pastoralists and fishers, including through secure and equal access to land, other productive resources and inputs, **knowledge**, financial services, markets and opportunities for value addition and non-farm employment*
- 11.2 *By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, **children**, persons with disabilities and older persons*
- 11.7 *By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities*
- 15.5 *Take urgent and significant action to reduce the degradation of natural habitats, halt the loss of biodiversity and, by 2020, protect and prevent the extinction of threatened species*

Topic	Impacted targets	Impacting situation positively contributing to SDG targets <i>Impacting situation negatively contributing to SDG targets</i>	Factor zero	Factor 1	Size criterion <i>Max for</i>
H1	15.5	A local authority accepts proposals by learners on protecting terrestrial biodiversity and implements these proposals <i>(not applicable)</i>	0.5	1F1b	Total population of the area/territory <i>10,000,000</i>
H2	11,2	A local authority accepts proposals by learners on making the city easier for disabled persons and implements these proposals. <i>(not applicable)</i>	0.5	1F1c	Total population of the area/territory <i>10,000,000</i>
H3	11.7	The number of education establishments* whose playgrounds and green spaces are open to the public increases. <i>The number of education establishments* whose playgrounds and green spaces are open to the public decreases.</i>	1	1F4a	Number of pupils/students in the concerned area <i>1,000,000</i>
H4	2.3	The number of small-scale farmers which are educated via extension services increases. <i>The number of small-scale farmers which are educated via extension services decreases.</i>	0.33	1F4b	Number of benefiting farmers in the area <i>1,000,000</i>

## 7.7. Theme I - International impact of educational international collaboration

The 'topics' within this 'theme' contribute to progress towards the following SDG targets:

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.

17.9 Enhance international support for implementing effective and targeted capacity-building in developing countries to support national plans to implement all the Sustainable Development Goals, including through North-South, South-South and triangular cooperation.

Topic	Impacted targets	Impacting situation positively contributing to SDG targets <i>Impacting situation negatively contributing to SDG targets</i>	Facteur Zero	Facteur 1	Size criterion <i>Max for</i>
I1	4.b	The number of scholarships for students from developing countries increases. <i>The number of scholarships for students from developing countries decreases.</i>	1	1F4g	Number of foreign students with new scholarships <i>100,000</i>
I2	17,9	The educational project increases the international collaboration between education establishments or ministries that is aiming at developing quality preschool education. <i>The educational project decreases international collaboration between education establishments or ministries on quality preschool education.</i>	0.33	1F6b	Total population of the concerned countries <i>10,000,000</i>
I3	17,9	The educational project increases the international collaboration between vocational training establishments for students (or between institutions responsible for validating professional skills) that is aiming at improving the recognition of professional skills and their validity internationally. <i>The educational project decreases international collaboration between vocational training establishments for students (or between institutions responsible for validating professional skills) thus reducing the international recognition of professional skills.</i>	0.33	1F6b	Number of learners in establishments concerned by this change <i>1,000,000</i>

## 8. Theme X - Potential impacts that were not pre-identified

An evaluator first selects the 'themes' relevant to the project. Then, for each of these, he/she assesses the relevance of the 'impacting situations' proposed in the statements. He/she selects the 'relevant topics' and then estimates the three factors leading to a score for each one.

In specific cases, the evaluator may discover an aspect of the 'project' that clearly has a positive or negative impact on an SDG target but is not described in the proposed statements. The evaluator can then add this particular 'topic' under 'theme' X - 'Additional topics'.

As this 'topic' was not dealt with in advance by the International Committee of Experts, the assessor must then:

- first write a precise description of the 'impactful situation';
- then enter the number of the SDG target that is impacted;
- write the justifications for the reality of this impact;
- then proceed with the assessment by answering four questions (instead of three for pre-identified 'topics') in order to set the score as consistently as possible with the pre-identified topics.

These four questions are as follows:

- Q1: Meaning and nature of the change?  
This question determines the zero factor of the new 'impacting situation'.
- Q2: How should the scale of this change be measured?  
This question determines the ladder of the size factor. (Factor 2)
- Q3: In which bracket does the size of the project fall?
- Q4: Is the change measured?

The two tables below show the different options to choose from in response to questions 1 and 2, as well as the factors or ladders that result from the options chosen.

Topic X - Options for Question 1 Direction and nature of this change ?	Factor zero
<p>If this situation creates a POSITIVE change, select the best of the 4 following options. This positive change is...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> an effective progress on the ground towards the achievement of at least part of the target</li> <li><input type="checkbox"/> a progress necessary to achieve at least part of the target but insufficient on its own to determine ground progress towards it</li> <li><input type="checkbox"/> a factor favourable to the achievement of the target but not constituting an effective progress towards it (indirect factor)</li> <li><input type="checkbox"/> an improvement of funding or governance of actions towards the target</li> </ul>	<p>12</p> <p>8</p> <p>4</p> <p>4</p>
<p>If this situation creates a NEGATIVE change, select the best of the 4 following options. This negative change is ...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a setback in the field that takes away from the achievement of the target</li> <li><input type="checkbox"/> a complication in the field making it more difficult to reach the target</li> <li><input type="checkbox"/> an unfavourable context factor for reaching the target</li> <li><input type="checkbox"/> a deterioration in funding or governance of actions towards the target</li> </ul>	<p>-12</p> <p>- 8</p> <p>- 4</p> <p>- 4</p>

Topic X - Options for Question 2 How can the scale of this change be measured?		Ladder of Factor 2
<input type="checkbox"/>	according to the number of learners in the classes or establishments concerned	2F1
<input type="checkbox"/>	according to the number of teachers concerned	2F2
<input type="checkbox"/>	Depending on the number of learners in special circumstances whose situation changes	2F2
<input type="checkbox"/>	according to the number of learners or local residents in the area	2F3

### 9. Evaluation results

As with any application using the *4allSDGs* methodology, the *Education4allSDGs* application provides two types of results:

- lists of impacts on SDG targets classified by SDG or by themes with their descriptions and justifications;
- bar charts grouping these impacts by SDG or theme, facilitating understanding of the results.

*Education4allSDGs* provides these lists and graphs for both 'impacted targets' and 'related targets'. *Education4allSDGs* graphs include one line per SDG, with the exception of SDG4-Education, which is detailed with one line for each of its targets.

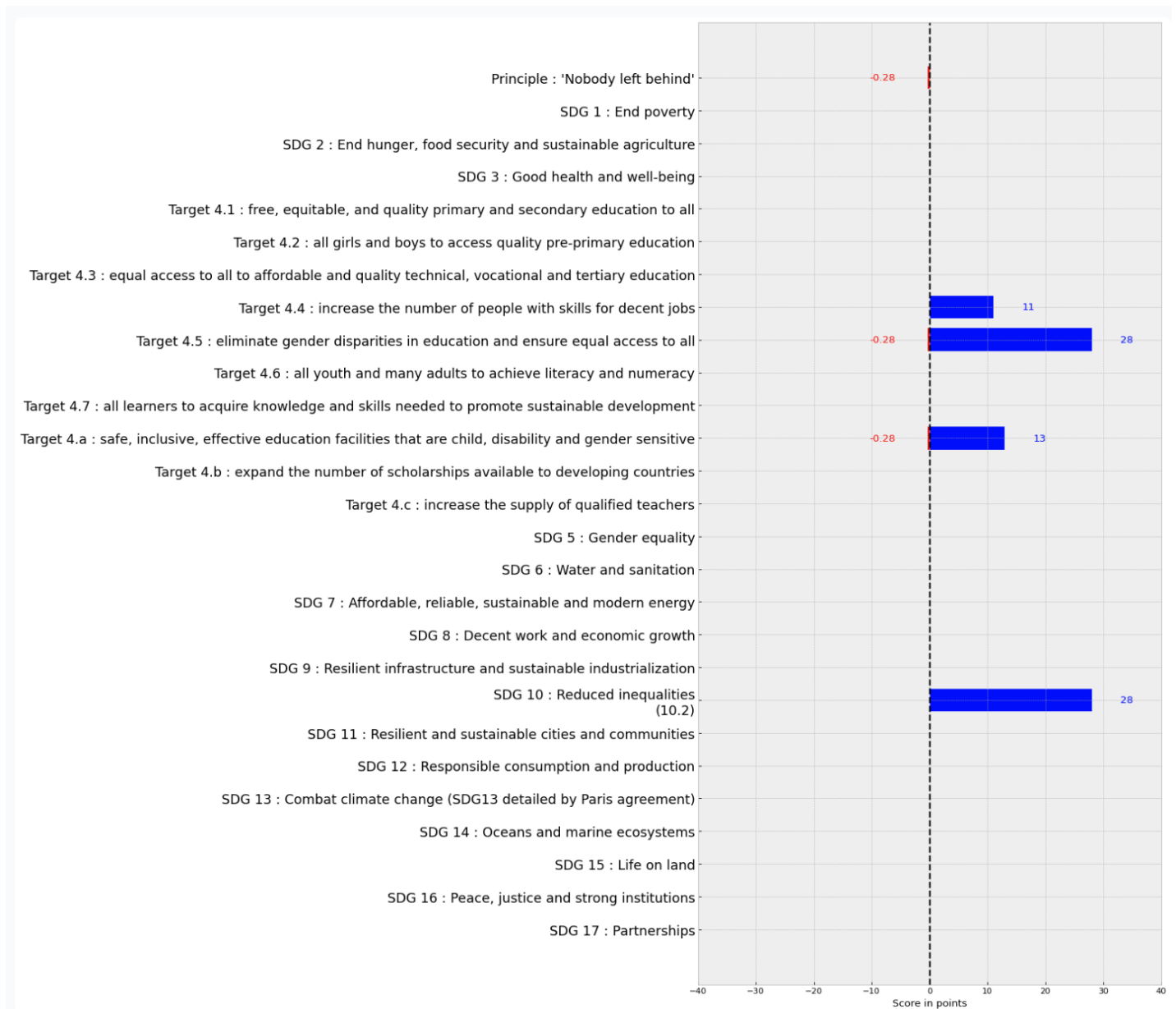


Figure 1: Example of impact scores for an educational project involving the provision of laptops to a large number of pupils

## **Appendix - 'Topics' contributing to the various SDG targets, classified by SDG targets**

Principle 'No one left behind'		F1, F2, F7, F11, G4, G6
SDG1	SDG target 1.4	F9
	SDG target 1.5	D8
	SDG target 1.a	C1
SDG2	SDG target 2.3	H4
	SDG target 3.3	D3, D4, D5, D6, G15, G16
SDG3	SDG target 3.a	E3
	SDG target 3.b	G15
SDG4	SDG target 4.1	D2, G3, G4, G5, G6, G7, G8, G9
	SDG target 4.2	D1, G1, G2
	SDG target 4.3	G10
	SDG target 4.4	G11, G12, G13
	SDG target 4.5	F1, F10, F11, F12, F18, F2, F3, F5, F7, F8, F9
	SDG target 4.6	G14, G8, G9
	SDG target 4.7	toutes les cibles des Thèmes A et B relatifs à l'ESD, C2, C3, C4
	SDG target 4.a	D3, D4, D5, D6, D7, D12, D13, E6, F1, F13, F16, F2, F4
	SDG target 4.b	I1
	SDG target 4.c	BA10, BA11, BA12, BA13, BA14
SDG5	SDG target 5.1	D5, F17
	SDG target 5.5	F18
SDG6	SDG target 6.1	D4
	SDG target 6.2	D5, D6
	SDG target 6.4	D11
SDG7	SDG target 7.2	D10
	SDG target 7.3	D9, E4
	SDG target 7.b	D10
SDG8	SDG target 8.3	E15
	SDG target 8.6	G13
	SDG target 8.7	G17
SDG9	SDG target 9.5	C7, C8
SDG10	SDG target 10.2	F5
SDG11	SDG target 11.1	F6
	SDG target 11.2	E14, H2
	SDG target 11.5	D14
	SDG target 11.6	E5
	SDG target 11.7	E7, E8, F14, F15, H3
SDG12	SDG target 12.3	E9
	SDG target 12.5	E10
	SDG target 12.7	E11
	SDG target 12.8	AM1, AM2, AM3, BM1, BM2, BM3, C6
	SDG target 12.a	D10
SDG13	SDG target 13.1	D14
	SDG target 13.3	AN1, AN2, AN3, AN4, AN5, BN1, BN2, BN3, BN4, BN5, C5
SDG14		
SDG15	SDG target 15.5	H1
SDG16	SDG target 16.1	E7, E8, F14, F15
	SDG target 16.2	E8, F15
	SDG target 16.7	E1, E2
	SDG target 16.b	E6, F13
SDG17	SDG target 17.6	BQ2
	SDG target 17.7	BQ2
	SDG target 17.9	I2, I3
	SDG target 17.17	E12, E13