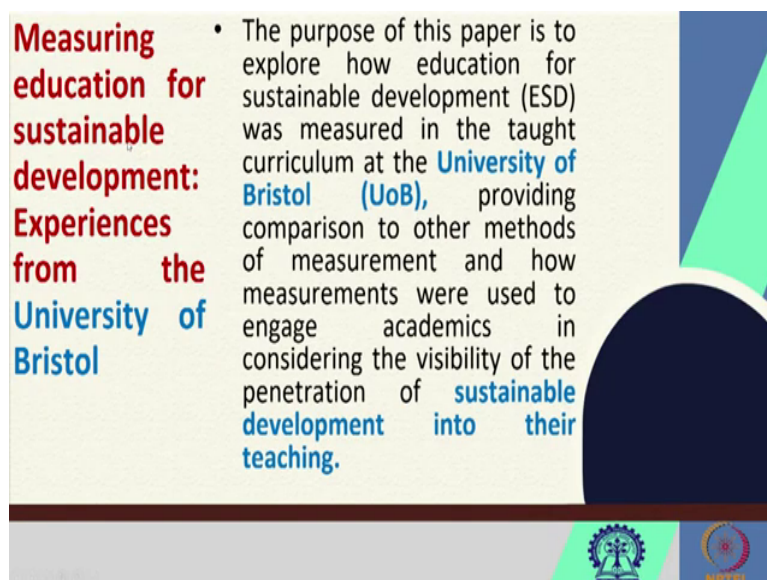


**Education for Sustainable Development**  
**Prof. Atasi Mohanty**  
**Rekhi Centre of Excellence for the Science of Happiness**  
**Department of Humanities and Social Sciences**  
**Indian Institute of Technology, Kharagpur**

**Lecture - 07**  
**Education for Sustainable Development (Contd.)**

Hello, welcome friends, welcome to this NPTEL course on Education for Sustainable Development. In the last class we have discussed about the importance and significance of ESD in our lifestyle, in our society, in our community and how ESD can help us in achieving all the 17 SDG meant to be achieved by 2030 as for the UNESCO Agenda.

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**Measuring education for sustainable development: Experiences from the University of Bristol**

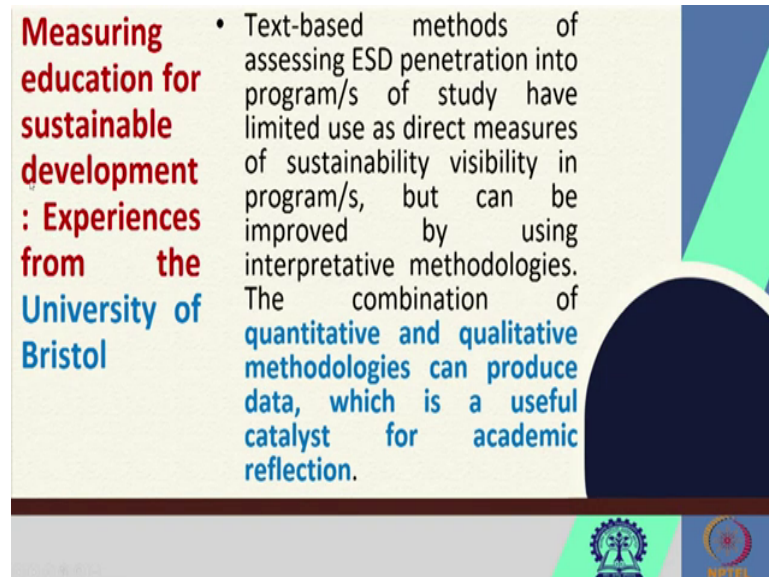
- The purpose of this paper is to explore how education for sustainable development (ESD) was measured in the taught curriculum at the **University of Bristol (UoB)**, providing comparison to other methods of measurement and how measurements were used to engage academics in considering the visibility of the penetration of **sustainable development** into their teaching.

The slide features a decorative background with a blue and green geometric shape on the right and a dark blue arch at the bottom. Logos for the University of Bristol and NPTEL are visible at the bottom.

So, today we will continue with some of the case studies given here. So, there was a case study on measuring education for sustainable development experiences conducted by University of Bristol ok. So, the purpose of, it has been actually excerpted from the research date, research net literature. So, University of Bristol, what he did that it provides comparison to other methods of measurement and how measurement were used to engage the academics in considering the visibility of penetration of ESD into their teaching.

So, they wanted to examine how ESD can be incorporated in the curriculum content and the educational institutes. So, for that reason they conducted the study and there like the method approach was like this.

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**Measuring education for sustainable development : Experiences from the University of Bristol**

- Text-based methods of assessing ESD penetration into program/s of study have limited use as direct measures of sustainability visibility in program/s, but can be improved by using interpretative methodologies. The combination of quantitative and qualitative methodologies can produce data, which is a useful catalyst for academic reflection.

The slide features a decorative background with a blue and green triangle on the right and a dark blue semi-circle at the bottom right. At the bottom, there are two logos: the University of Bristol crest on the left and the NPTES logo on the right.

The textbook methods of assessing ESD penetration into the programs of study have limited the use of direct measures of sustainability , visibility programs, but can be improved by interpreting the methodologies, that is they adopted a combination of both the quantitative and qualitative methodologies that can produce the data which is useful for, which is useful for catalyzing the academic reflections.

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**Measuring education for sustainable development : Experiences from the University of Bristol**

- The UoB has avoided the pitfalls of manipulatable text count methods, and shown that comparative methods can be combined effectively with **real engagement with academics and students** for a measurement method that showcases **good practice**.

So, they that means, they also they combined effectively, that means, the actual real life engagements with the academics and the students for the measurement of measurement method that showcase the good practice. How ESD can be practiced in our day to day activities in the academic institutions.

So, they adopted a new method both the quantitative and qualitative method to measure the impact of ESD in their institute that is in the University of Bristol.

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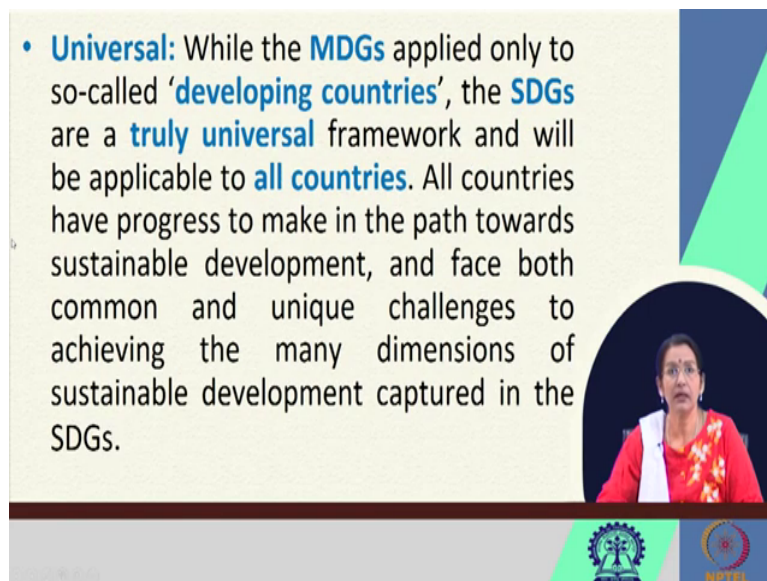
• In **September 2015**, **170 world leaders** gathered at the UN Sustainable Development Summit in New York to **adopt the 2030 Agenda**. The new Agenda covers a broad set of **17 Sustainable Development Goals (SDGs) and 167 targets** and will serve as the overall framework to guide global and national development action **for the next 15 years**.

The slide also features a small video inset of a woman in a red patterned top, and logos for a university and NPTEL at the bottom.

So, in September 2015, 170 world leaders also gathered in UN Summit in New York to adopt this 2030 Agenda and the new Agenda covers a broad set of 17 SDGs, 167 targets and will serve as the overall framework to guide the global national development action for the next 15 years.

So, that has already been described, discussed again and again. So, University Bristol actually conducted a survey and tried to combine both the quantitative and qualitative methods to incorporate to include incorporate ESD component, both in the curriculum content and the practice and teaching practices and they have found that the combination of both the quantitative and qualitative approach can help us in measuring the impact of ESD on our sustainability approach.

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- **Universal:** While the **MDGs** applied only to so-called '**developing countries**', the **SDGs** are a **truly universal** framework and will be applicable to **all countries**. All countries have progress to make in the path towards sustainable development, and face both common and unique challenges to achieving the many dimensions of sustainable development captured in the SDGs.

So, similarly as we have already discussed that universal MDGs that is the millennium development goals, so they also found that the millennium development goals the so called the which were applied in developing countries, so actually the they mean that this these SDGs are truly universal because they found, the researchers they found lot of gaps, research gaps and implications gaps in the implementation of MDGs and the gaps, that means, they found from the analysis that some of the gaps are there and we are yet to achieve this kind of things, these kind of goals.

So, therefore, they reframe it and formulate these SDGs, 17 SDGs, but do which they consider these are truly universal framework because it is that means, it is meant to be achieved by all the countries. So, all the countries have progressed, have progressed to make the in the path towards the sustainable developments, that means, the universal consensus has been taken that is all these SDG, 17 SDGs are equally important, are equally vital for both the developing and developed nations ok.

And in the in our path of achievement we have to face lot of unique challenges which are very peculiar to different countries in achieving many dimension of SDGs. So, captured in the SDGs, that means, in achieving the different targets of SDGs we have to face lot of challenges which may be peculiar may be unique in nature depending on the context,

situation, then the environment and the culture all kinds of things. But however, these SDGs, 17 SDGs are truly universal in nature.

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• **Transformative:** As an agenda for “*people, planet, prosperity, peace and partnership*”, the 2030 Agenda offers a **paradigm shift** from the traditional model of development. It provides a **transformative vision** for **people and planet**-centred, human rights-based, and gender-sensitive sustainable development that goes far beyond the narrow vision of the MDGs.

And again it has a transformative approach. This is a, these are 17 SDGs, it has a transformative approach in the sense that, it has an agenda that is people planet prosperity peace and partnership again. So, this 17 SDGs and especially the ESD is very transformative in the sense that it definitely these it addresses this people planet and people planet and prosperity.

These are the three basic domains but in addition this three domains two more domains have been added that is the peace and partnership. Partnership that is the global partnership and the peace that is the peace in the environment, peace in the society because these are the utmost, these two agenda are the utmost priority in the present day context.

So, the 2030 agenda offers a paradigm shift that is the initial domains of the peace people planet prosperity to now is the 5 domain pyramid, 5 domain model which is completely different from the traditional model of development. So, hence it is called as a paradigm shift towards because it provides a transformative vision for the people and planet.

So, it is not just confined to people planet and prosperity that is social economic and environmental issues, but at the same time we have to focus also on the peaceful society,

peaceful and just society. In the last class we have discussed about the how to build a peaceful and just society and the partnership being the global citizens.

We have to build up the partnership because we are living in the same planet, in the planet earth only. So, this transformative visions it takes into account these five pillar, five main pillars for this for a achieving this SDGs and it is more in its more, that means, it is more people centric. It is like, it has also added some other values and the principles like you know it also added the human rights based and gender sensitive approach in the sustainable development.

So, they and they also critically evaluate this the MDGs that is which were they thought that it is it was very narrow in its approach, narrow in its scope and opportunity and the outlook. So, and this SDGs, the 17 SDGs has have been have replaced these MDGs and the 17 SDGs are truly universal in nature and transformative in its approach having the vision and mission for incorporating a peaceful and just society by introducing the human rights based policies and practices and gender sensitivity sustainable development programmers also.

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- **Comprehensive:** Alongside a wide range of social, economic and environmental objectives, the 2030 Agenda promises “*more peaceful, just and inclusive societies which are free from fear and violence*” with attention to democratic governance, rule of law, access to justice and personal security (in **Goal 16**), as well as an enabling international environment (in **Goal 17** and throughout the framework). It therefore covers issues related to all human rights, including economic, civil, cultural, political, social rights and the right to development.

So, again these 17 SDGs like the 5 domain, 5 pillar SDGs are comprehensive in the nature because whatever it has mentioned elaborated in this 17 SDGs agendas with targets. It is very

specific and comprehensive, it clearly spells out that is the how we can achieve this more peaceful just and inclusive society which are free from any kind of fear and violence.

Now, looking at our present situation, current situation, environmental social and cultural and economic environment all around the globe, so we can, that means, we are witnessing lot of conflicts, chaos, dissatisfactions and riots and terrorisms all kinds of.

So, that is why now in the present context peace has become of utmost importance to us. How to build up a peace and just society peaceful and just society that is that should be more inclusive in its approach, in the sense that it incorporates, includes, allows and gives freedom to all people from all sectors and segments of life, walks of life irrespective for the caste, creed, culture and gender or concern.

It should be completely free from any sort of violence, any sort of riot, any sort of chaos and any sort of fear. So, therefore, with an attention to democratic governance. Here the importance comes in again the democratic governance. So, here governance is very important. So, democratic governance. So, in this way the governance rule of law, rule of law justice, personal security that is that comes under SDG 16 as well as the SDG 17, goals 17 that is the global partnership to achieve these things.

So, this 16 and 17 becomes more important in this framework because that covers almost issues related to human rights, you know human rights including economic, civil, cultural, political and social rights and the right to development. So, so, these how why this 16 and 17 are very important because they have it actually helps the governments and the countries in achieving the SDGs is in the framework of this 5 pillar, 5 domain, 5 pillar approach like P including , people, planet, prosperity that is the peace and partnership. So, with this 5 pillar framework.

So, we can it cover, we can achieve this almost all the SDGs. Therefore, goal number 16 and 17 becomes of utmost priority because it includes, incorporates certain principles like the human rights, human rights both the civil cultural political rights and again gender equity, gender equity, decent jobs and all kinds of the equalities and the principles of governance and in inclusive society and justice.



So, all these things that means those values and ethics and those social morals are included to build up this in global society that is inclusive society. So, hence these SDGs, this several 2030 Agenda, 17 SDGs are more comprehensive because it clearly spells, explains how to build a peaceful and just society that is that should be inclusive in nature and which are free from any kind of chaos, violence and insecurities.

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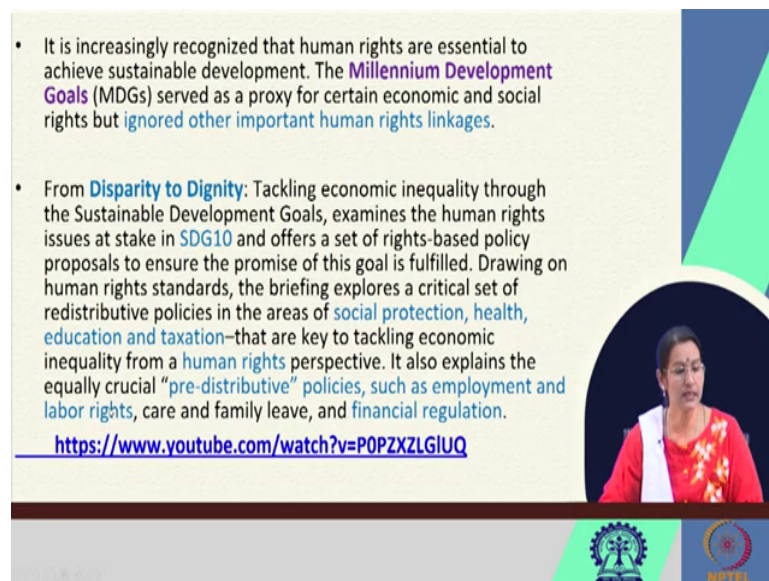
- **Inclusive:** The new Agenda strives to leave no-one behind, envisaging *“a world of universal respect for equality and non-discrimination”* between and within countries, including gender equality, by reaffirming the responsibilities of all States to *“respect, protect and promote human rights, without distinction of any kind as to race, colour, sex, language, religion, political or other opinions, national and social origin, property, birth, disability or other status.”*

So, the next is that again this SDGs are also inclusive which incorporates, it includes all types of citizens global citizens. There is no differentiation. There is no discrimination. There is no boundary. There is no you know there is no pillar. There is no gap, nothing, that means, all it is all these 17 SDG are inclusive in the name in the sense that, that means, it is a it envisages a world of universal respect for the equality and non-discrimination.

So, because as we are claiming that we are the global citizens then there should not be any kind of discrimination and differentiations. So, it is inclusive, truly inclusive in nature because it includes not only gender equal includes not only gender equal equality, but also reaffirms that, it is the responsibility of the all countries and states that is to respect, protect and promote the human rights without distinction of any kind of as to race, color, sex, language, religion, political environment or the opinion of the national or social origin or property or birth, disparity, disability.

Or any kind of status, any respective, any discrimination, any differences, this is in truly inclusive in nature because it advocates for building a global world that is the one planet one globe, so one universal domain universal thing that is it which incorporates includes all the citizens because all of us, we have to develop ourselves as a global citizen. So, it is truly inclusive in nature.

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- It is increasingly recognized that human rights are essential to achieve sustainable development. The **Millennium Development Goals** (MDGs) served as a proxy for certain economic and social rights but **ignored other important human rights linkages**.
- From **Disparity to Dignity**: Tackling economic inequality through the Sustainable Development Goals, examines the human rights issues at stake in **SDG10** and offers a set of rights-based policy proposals to ensure the promise of this goal is fulfilled. Drawing on human rights standards, the briefing explores a critical set of redistributive policies in the areas of **social protection, health, education and taxation**—that are key to tackling economic inequality from a **human rights** perspective. It also explains the equally crucial “**pre-distributive**” policies, such as **employment and labor rights, care and family leave, and financial regulation**.

<https://www.youtube.com/watch?v=P0PZXZLGIUQ>

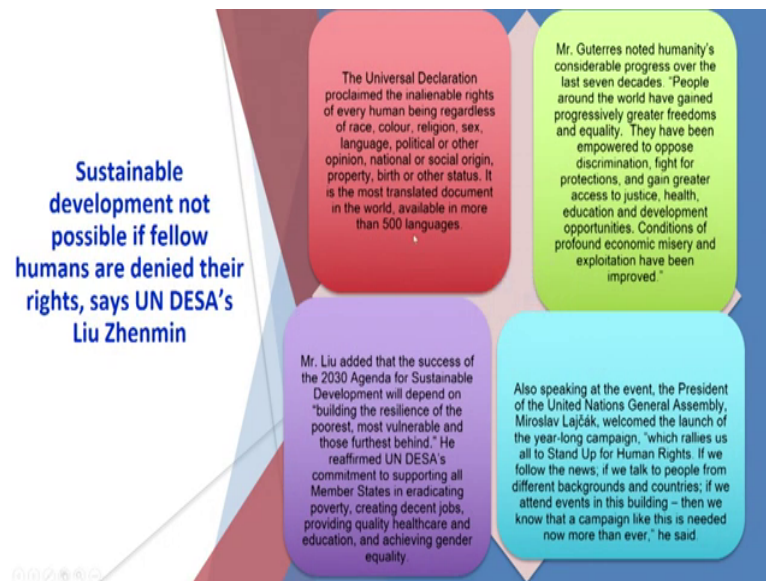
Then the next is that, irrespective of that is, that means, the framework is like the, framework is like the from the disparity to dignity. So, how to achieve this framework; that means, it was from the miners to plus that is positive that is from the disparity to dignity.

So, talking about all kinds of inequalities you know mentioned, that means, and issues of SDG ten that offers the right based policy of proposals that is to ensure, to ensure the promise to this goal to be fulfilled, then the social protection, health, education, taxation, then the pre-distributed policies such as employment, labor rights, financial regulation, monitoring evaluation. These are some of the very significant domains under this.

So, these SDGs are a truly universal in nature and ESD gives it is a kind of face, a face of you can image of it is making it more comprehensive, more inclusive, more transformative and more meaningful to global citizens in the present day context. So, how to achieve this by 2030 that is, this is the main agenda and ESD plays an important role.

So, in this, this YouTube link you can also find out other details which have been, you know which have been advocated which has been said by the prominent world leaders and the UN of UN professionals and the researchers and the stalwarts and those who are working in the area of sustainability. So, these are these audio, these video, YouTube videos also better clarify your our ideas and the thoughts.

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So, this is again another case study the sustainable development not possible if the fellow humans are denied their rights. So, yeah in order to, in order to emphasize on the human rights thus even this as a Liu Zhenmin, Zhenmin has conducted also some of the studies, some studies and the highlighted some of the points let us discuss on this.

So, these are the four things. These are the four domains they found that is UN DESA's Liu Zhenmin that the universal declaration that it proclaimed that the inalienable rights of every human being regardless of the race, color, religion, sex, language, political and social origin. So, it is the most translated document in the world available in 500 languages ok and this Mr. Guterres also noted humanities considerable progress over people around the world have gained progressively greater freedoms and equality.

So, here they have also, researchers have also advocated for the how we have achieved, how we have been successful in achieving the greater, freedom, equality, empowerment, this there

is an and a position to as opposed to discrimination and you know justice and then the health education development opportunity etcetera.

Also in these events also, in this events also they speak about the specifically about the human rights and how to build, how to conduct different kinds of campaigns, organize different events to propagate it, to popularize it.

All these things and this DESA's, this DESA committee also that it also emphasizes the development, will depend on the building, the resilience of the poorest most vulnerable and the for this behind that means, again and other how to build up the capacities, competencies and the skills of our people that is through enhancing the character strengths like a building resilience, bringing the positivity, positive optimism, hope then brotherhood then empathy.

All kinds of the attributes, how it can be built in him in the process of human development, so which can help which can help and which can develop a kind of commitment and accountability towards the society and also the countries they will be able to provide the better health care facilities, then eradicate poverty, creating decent jobs and quality health care education and achieving the gender equality.

So, these are the you know, these are the steps, these are the policies, these are the practices that can help us in achieving or coming closer towards this achievement of the SDG, 17 SDG.

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• **No quality education without human rights**

- Human rights education (HRE) is a tool for building peaceful and just societies and States are held accountable for their HRE implementation through various global and regional conventions, resolutions, declarations and programs.
- Only by integrating human rights values into all aspects of schooling and education, can we promote a universal culture of justice, non-violence and equality.
- The Danish Institute for Human Rights is in consultation with The Office of the High Commissioner for Human Rights (OHCHR) developing an HRE indicator framework to measure progress on national implementing the human rights education element of target 4.7.

So, it has been mentioned again and again that no quality education is possible without human rights. No quality education is possible without human rights. So, human rights education. So, you can say it is also another tool, it is a tool for building the peaceful society just society so that which can be accountable to all kinds of you know, all kinds of global and the regional declarations resolutions etcetera.

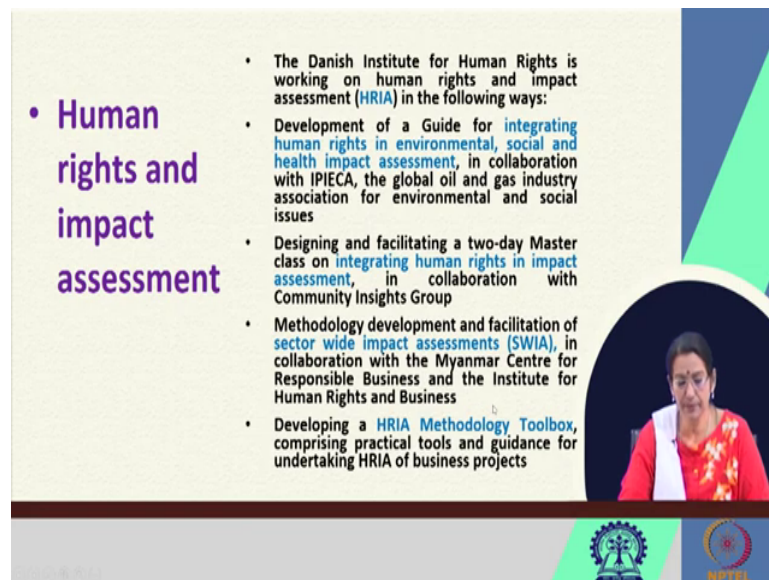
So only by integrating the human rights only values into all aspects of our system, of our system starting from education, schooling to promoting the universal culture of justice, in our non-violence equality all kinds of values and ethics can be incorporated into our systems be system in the sense that be it education, be it health, be it social service, be it business, entrepreneurship whereas.

So, similarly the Danish Institute of Human Rights actually they have the office of the high commissioner of human rights. So, they have actually framed an indicator framework that is the human rights education indicator framework, they have developed a framework and to measure the progress of national implementation of human rights education of that is the target 4.7.

So, this Danish Institute of Human Rights they have developed a HRE, Human Rights Education indicator framework to be implemented, to implemented in different schools, in

different national context and different organizations etcetera to measure the national implementation of human rights education to what extent we have been successful in, not only implementing, but achieving this 4.7 target that is the human equal human rights to all.

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• **Human rights and impact assessment**

- The Danish Institute for Human Rights is working on human rights and impact assessment (HRIA) in the following ways:
- Development of a Guide for **integrating human rights in environmental, social and health impact assessment**, in collaboration with IPIECA, the global oil and gas industry association for environmental and social issues
- Designing and facilitating a two-day Master class on **integrating human rights in impact assessment**, in collaboration with Community Insights Group
- Methodology development and facilitation of **sector wide impact assessments (SWIA)**, in collaboration with the Myanmar Centre for Responsible Business and the Institute for Human Rights and Business
- Developing a **HRIA Methodology Toolbox**, comprising practical tools and guidance for undertaking HRIA of business projects

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So, this Danish Institute of Human Rights is also working on the following aspects as well like in development of the guide, for developing a guide, for integrating human rights in the environmental, social and health domains, also for the impact assessment, then again it also collaborates with other organizations in with regard to the global oil and gas industries, environmental and social issues also.

So, designing and facilitating the two day master class. They have also designed the two days master class in integrating human rights and its impact assessment in collaboration with some kind of the focus group, some kind of the community groups and community researchers action researchers and community inside groups also.

So, they have also elaborated on the methodology and the methodology development and the facilitation of sector wise impact assessment, like in different sector how we can implement, apply this instrument, how we can assess the impact. So, sector wise assessment can also be possible. So, they have collaborated with the Myanmar Center for Responsible Business and

the Institute of Human Rights Business and they have also elaborated on the methodology and its development of us and the development of assessments.

So, developing the human resource, human rights implementation HRIA methodology toolbox, they have also developed a tool box comprising of the some of the practical, tools, guidance and undertaking some steps, that means, human rights implementation, actions some parameters, some steps for business projects. So, all kinds of there.

So, this Danish Institute of Human Rights, they have actually developed a package, that the human right inclusion and assessment, inclusion and assessment implementation and assessment methodology toolbox which can be used by different countries in measuring the impact of this policy in that in the civil society.

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**Gender Equality**

- Empowering women and promoting gender equality is crucial to accelerating sustainable development. Ending all forms of discrimination against women and girls is not only a basic human right, but it also has a multiplier effect across all other development areas.
- Since 2000, UNDP together with our UN partners and the rest of the global community has made gender equality central to our work, and we have seen some remarkable successes. More girls are now in school compared to 15 years ago, and most regions have reached gender parity in primary education. Women now make up to 41 percent of paid workers outside of agriculture, compared to 35 percent in 1990.
- Ensuring universal access to sexual and reproductive health, and affording women equal rights to economic resources such as land and property, are vital targets to realizing this goal. There are now more women in public office than ever before, but encouraging more women leaders across all regions will help strengthen policies and legislation for greater gender equality.

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Another important component here is a gender equality. So, gender equality is that empowering women especially some of the countries, some of the countries unlike European countries or American countries, some of the countries like in Asian and some of the countries and then gender equality, gender issues are very critical especially we can see in India also gender equality, that means, in previous way back in last 30 years, before 30 years before or just after independence era also, we are also we were also witnessing this in gender inequality in terms of birth rate, in terms of education, in terms of health facilities.

So, how to remove this, because how to remove, how to empower our women especially promoting the gender equality in terms of sending the girls, encouraging the girls for the girls education, promoting the girls education and promoting gender equality for the sustainable development like in ending all forms of discrimination against women, against girls and is not only the basic human right.

But it also has the multiplier effect across all the development areas because unless a, if unless and until we give emphasis and importance on the girls education, women's safety, security, empowerment, educations then we are not going to progress, the no society can achieve all these things.

So, hence gender equality since 2000 the UNDP also United Nations Development Programs also along with other UN partners like UNICEF and other agencies. So, the they made this gender equality as a central to their work. So, even all of us we know that UNICEF is also UNDP and even is extensively work on the impoverished and the backward section and the gender equality is the central is a primary and central to their work system work schedule.

So, that is why. So, more and more how to send more and more girls to the schools and of course, in the last 15 years we have achieved a lot of things. So, most reasons have their gender parity in the, parity in the primary education. Most of the countries, most of the states even Indian states also they have achieved, like Kerala has achieved 100 percent literacy and equal gender equality in education and health.

So, women are now make a 41 percent of the paid workers. So, how the women folk they are also coming into the main workforce. So, and 41 percent paid workers outside the agriculture and compared to 35 percent in 1990s. So, our status, women status girls education this kind of gender equality status is has also improved and also been enhanced.

So, ensuring the universal access to again sexual and productive health related education then affording the women equal rights to economic resources, education, health facilities, property then ancestral property and different and how to that means, and decent jobs for them so, and the place of women should be you know very dignified jobs, decent jobs for the women, women in the public office also.



Now, now all of us as we are witnessing more and more ladies women are coming up in the not only in the EPSC services, but some, but in the technical services, in the health medical services they were already there, but in the technical services as well as the in the EPSC services, administration even in the political life also, political services also. So, to strengthen the policies and the legislation for the greater gender equality.

So, unless and until we allow them we empower them, we educate them, we provide them the opportunity how can our society be you know very inclusive and very peaceful and very balanced and very you can say healthy and very you can say empathetic and you know conducive to all kinds of positive activities.

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**Examples**

- Oralia Ruano Lima was among the first women in her indigenous community to join an all-female entrepreneurship project as a beekeeper. Today the women beekeepers of Urlanta, a village in Guatemala, are bringing in sustainable jobs and income to their rural communities, and changing mindsets and attitudes towards women.
- Girls as young as seven flee female genital mutilation and other abuses in the Mara region of Tanzania, escape to a safe house which provides them shelter and protection. The UN Trust Fund to End Violence against Women has supported Amref Health Tanzania to launch an awareness raising and advocacy programme, aiming to end FGM practices

• <https://www.youtube.com/watch?v=K-oc4GOoWOI>

So, these are some of the examples these are some of the examples on the gender equality. So, these are some of the examples that you can. So, the Oralia Ruano was the first woman in the indigenous community to join the all female entrepreneurship. So, now, we have also you know, we have also witnessing the social networking platform that she economies there, she economic other, that means, which are some of the in some of the entrepreneurship, some of the organizations are completely managed by ladies only.

So, she economy then the all female entrepreneurship project also on the beekeeping and even in the rural sector, in the rural area, in rural India also some of the NGOs are also

working on the women empowerment, self-financing you know self-help groups not then all kinds of things, that means, the all the women communities are in terms of their local groups even in the Panchayatis also the low men are also actively participating.

So, that is the for the empowerments; that means, emphasizing on the all female entrepreneurship or all female focus group or female volunteers that means, to encourage them to empower them that they to build up a kind of confidence that yes we can do without help of male persons of the gents, we our self can also manage, can also able to achieve the competencies and complete our; in actually they are also taking care of the house, also they are not they are quite skilled to manage the work life balance or then to take care of the children or earning some money.

So, we want ultimately the goal is that we want to empower the women and educate the children because our future generation will be educated, future generations future generation will be not only be enlightened, educated, self sufficient and competent, but that means, we can build up a sustainable society as well. So, not only to build up the confidence and on the basis of on the in the background in the backdrop of everything that is education is important.

Because education can bring good health, education can bring empowerment, education can be again bring self sustainability, education can bring that mindset and paradigm shift in our living style approach. Child care starting from the child care to health care to business to entrepreneurship to technology and innovation as well.

So, these are some of the that means, these links is also there you can also find out more YouTube links and these things. So, how to, so the United Nation Trust Fund and the to end the violence against women has supported the some health organization in Tanzania to launch the awareness. These are the example to raise for awareness raising and advocacy program aiming at the FMG, FZM practices. So, these are the two examples given here. You can also explore more examples.

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**Joint Program on gender equality and women empowerment - Rural women economic empowerment component**

The 2011 Gender and Development Index (GDI) placed Ethiopia in the 174th position out of 187 countries. Men are favored over women with regards to food, health care, education, and formal sector employment. Agriculture is a livelihood source for the majority of rural women and men.

The SDG Fund program on Rural Women's Economic Empowerment has been developed to accelerate economic empowerment of rural women in 2 regions, Afar and Oromia. It has been developed as a separate and differentiated component of the Joint Program on Gender Equality and Women Empowerment implemented by the Government of Ethiopia and UN agencies, and coordinated by UN Women.

<https://www.youtube.com/watch?v=nEHjxMXHe2E>

So, we are talking about the some of the examples, some of the projects being carried down by the women entrepreneurs, women entrepreneurs and different government agencies. Similarly 2011 a gender and development index parameters according to the gender and development index placed in Ethiopia in 17th placed in Ethiopian 117 position out of 187 countries.

So, their men are favor it is a case study that men are favored over the women with regard to food, health care and education. So, agriculture is a livelihood source for the majority of the rural women. So, there was a joint program of gender equality and women empowerment and when the rural economic women economic empowerment component has been advocated.

So, the SDG fund programs and the rural womens economic empowerment has been developed to accelerate the economic empowerment of the rural women in two regions, two reasons that is Afar and Oromia. It has been developed as a separate and differentiated component of joint program on gender equality and women empowerment.

So, implemented by the government of Ethiopia and even agency as coordinated by the UN women. So, United Nations women branch, women section they have organized and most of the cases you can say we can witness, we can see, we can find it in primarily in African countries. So, Ethiopia and some other African countries also.

So, these kind of situations are there and there that is why the United Nations Action Force they have taken the you know drastic step, very significant or very vital approach or important approach to address these issues in backward countries or the underdeveloped countries. So, this is an example that we are discussing how both the gender equality and women empowerment can be taken care of simultaneously if you actually if we want to achieve the SDGs.

(Refer Slide Time: 30:50)

- **References**

- UNESCO Global Action Programme on Education for Sustainable Development clearinghouse:
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  - <http://www.scpclearinghouse.org/sustainable-lifestyles-and-education>
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  - <http://unesdoc.unesco.org/images/0024/002474/247444e.pdf>
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  - <http://unesdoc.unesco.org/images/0024/002456/245656E.pdf>
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So, these are some of the examples. Now this is also, this is also the YouTube link also you can get it then I have also given so many references, so many references which can help us to better clarify the things because this has been detailed out like on the research paper even un declarations all kinds of material learning materials are there, you can go through it and you can better clarify the thing is that.

The thing is the need we are, we all of us we are aware of all these things. The thing is that we need to change our attitude, behavior. We need to immerse in that lifestyle, that process of consumption, production so then only that means, we want to immerse in such a way that automatically after some time some practice it becomes a habit. It becomes a part of our personality attributes, personality characteristics.

It becomes a habit so that is how to develop the habits of learning for sustainability and for living a sustainable life and make and developing and building a sustainable society. So, the next class we will discuss about the other topics other issues.

Thank you.