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Block**5****EMERGING TRENDS IN SUSTAINABLE
DEVELOPMENT****UNIT 15****Sustainable Development Goals****07****UNIT 16****Implementation and Monitoring of SDGs: Problems,
Issues and Prospects****41**

COURSE MAEE-001: SUSTAINABLE DEVELOPMENT

Block 1 Introduction to Sustainable Development

- Unit 1 Sustainable Development: Concept and Scope
 - Unit 2 Sustainable Development: Approaches and Strategies
 - Unit 3 Challenges to Sustainable Development
-

Block 2 Rural Development

- Unit 4 Rural Development: Indian Context
 - Unit 5 Rural Development Administration
 - Unit 6 Rural Development Programmes -- I
 - Unit 7 Rural Development Programmes – II
-

Block 3 Tribal Development

- Unit 8 Scheduled Areas and Tribes
 - Unit 9 Tribal Development Policy and Programmes
 - Unit 10 Tribal Welfare: Planning and Management
-

Block 4 Urban Development

- Unit 11 Introduction to Urban Development
 - Unit 12 Urban Development: Issues and Challenges
 - Unit 13 Urban Development Policies and Programmes
 - Unit 14 Urban Planning, Governance and Management
-

Block 5 Emerging Trends in Sustainable Development

- Unit 15 Sustainable Development Goals
 - Unit 16 Implementation and Monitoring of SDGs: Problems, Issues and Prospects
-

BLOCK 5 EMERGING TRENDS IN SUSTAINABLE DEVELOPMENT

Introduction to Block 5

Block 1 of course MAEE-001 presented an introduction to sustainable development with an emphasis on the concept, scope, approaches, strategies and challenges of sustainable development. Blocks 2 dealt with context, administration and programmes of rural development in India, while Block 3 laid special focus on different aspects of tribal development particularly scheduled areas and tribes, tribal development policy and programmes, and planning and management of tribal welfare in India. Whereas, Block 4 is all about the concept, issues, challenges, policies and programmes, and planning, governance and management of urban development. Block 5 is devoted to Sustainable Development Goals (SDGs) and problems, issues and prospects of implementation and monitoring of SDGs. This Block has the following two units.

Unit 15 titled “**Sustainable Development Goals**” explains the interrelationship, similarities and differences between Millennium Development Goals (MDGs) and Sustainable Development goals (SDGs) in terms of their goals, targets and achievements. Further, it highlights Sustainable Development Agenda 2030 and the Education 2030 Framework for Action as well as the means of implementation including the role and place of (adult) education.

Unit 16, titled “**Implementation and Monitoring of SDGs: Problems, Issues and Prospects**”, focuses on different aspects of social and distributive justice and the need for value-based education for development. It highlights the significance of social education and professional education in promoting sustainable development. Further, it presents an overview of issues of marginalization and also deals with specific issues of marginalization of women, the minorities, the tribals or the indigenous communities, the transgender, the aged, the disabled, and the destitute. In addition, it highlights the need for intervention in specific areas of concern such as child labour and child abuse, adolescents well-being, and bonded-labour.

After working through this Block, you will be able to:

- Explain the background and contexts which led to the formulation of the Millennium Development Goals (MDGs) and the Sustainable Development Goals (SDGs);
- Analyze the extent of accomplishment of MDGs and the SDGs;
- Examine the implications of SGDs for (adult) education policy making and implementation;
- Identify the issues of social and distributive justice relevant for achievement of sustainable development goals and the role of (adult) education policy making and implementation;

- Discuss the issues of marginalization with special reference to women, the minorities, the tribals, the transgender, the aged, the disabled and the destitute; and
- Appreciate the need for intervention in specific areas of concern such as child labour and child abuse, issues of adolescents, and problems of the bonded labour.



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UNIT-15 SUSTAINABLE DEVELOPMENT GOALS

Structure

- 15.0 Introduction
- 15.1 Learning Objectives
- 15.2 Interrelationship between Millennium Development Goals (MDGs) and Sustainable Development goals (SDGs)
 - 15.2.1 Millennium Development Goals and Targets
 - 15.2.2 The Shift from MDGs to SDGs
 - 15.2.3 How do MDGs and SDGs Differ?
 - 15.2.4 Similarities between MDGs and SDGs
 - 15.2.5 What Did the Millennium Development Goals Achieve?
 - 15.2.6 What Have the Sustainable Development Goals Accomplished so Far?
- 15.3 Sustainable Development Agenda 2030: Role and Place of (Adult) Education
 - 15.3.1 Nature and Purpose of the 2030 Agenda for Sustainable Development
 - 15.3.2 Place of (Adult) Education in SDGs
 - 15.3.3 Education 2030 Framework for Action: Means of Implementation
- 15.4 Let Us Sum Up
- 15.5 Answers to ‘Check Your Progress’ Questions
- 15.6 Glossary of Relevant Terms Used
- 15.7 References and Suggested Readings

15.0 INTRODUCTION

Leaders from around the world met at the United Nations at the beginning of the millennium to create a broad vision to eradicate poverty in all its forms. As a result, *eight* **Millennium Development Goals (MDGs)** became the overarching development framework for the world. When 189 member states of the United Nations signed a declaration following the Millennium Summit September 2000 to fulfill the Millennium Development Goals (MDGs) by 2015, many rejoiced and perceived it as a partial victory for civil society efforts. The Declaration consolidates a set of eight interconnected development goals into a global agenda with time-bound targets and quantifiable indicators. These goals are known as the “Millennium Development Goals” or MDGs.

The Millennium Development Goals were intended to be met and completed by 2015. While some of these goals had obviously not been achieved, others saw some success though the rate of that success also differed from country to country. Pulling together reports on the MDGs, the UN, world leaders, civil society organizations and other groups met in 2015 at the UN Sustainable Development Summit.

Following the MDG reports and the summit, the United Nations General Assembly agreed upon a 2030 Development Agenda that included the new Sustainable Development Goals, and it was finalized and the implementation began in 2017. This Unit, therefore, explores interrelationship between Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs). It also examines in particular, the nature and purpose 17 SDGs and 169 Targets including the means thereof which underscores the implications of SDGs for (adult) education policy making and implementation.

15.1 LEARNING OBJECTIVES

After studying this unit, you should be able to:

- Explain the background and the sequential contexts which led to the formulation of the Millennium Development Goals (MDGs) and the Sustainable Development Goals (SDGs);
- Describe the Millennium Development Goals and how they were aligned with the Sustainable Development Goals;
- Appreciate the interrelationship between MDGs and SDGs including the similarities and differences between them;
- Analyze the extent of accomplishment of Millennium Development Goals and the Sustainable Development Goals; and
- Examine the implications of SDGs for (adult) education policy making and implementation.

15.2 INTERRELATIONSHIP BETWEEN MILLENNIUM DEVELOPMENT GOALS (MDGS) AND SUSTAINABLE DEVELOPMENT GOALS (SDGS)

Prior to discussing the Sustainable Development Agenda 2030 with emphasis on Sustainable Development Goal-4 and its targets among other things in section 15.3 that follows this section, we need to understand the basis of the global vision for the current century.

A bold vision for the future was agreed upon by world leaders at the United Nations at the turn of the century through the Millennium Declaration. It was the Millennium Development Goals (MDGs) that pledged to uphold human dignity, equality, and equity for all, and remove extreme poverty from the world. The MDGs, with their eight goals and measurable objectives, provided a roadmap for addressing some of the most pressing challenges in our time (UN, 2014).

From eradicating extreme poverty and hunger to ensuring environmental sustainability and creating a global partnership for development, the goals set concrete and relevant targets. These goals showed how civil society agendas can be integrated into practical global policies (CIVICUS, 2004).

The MDGs developed one or more clearly measurable target(s) for each goal. These were the minimum targets. Individual countries and local communities had the freedom to expand these goals as they responded to local needs. Countries had been asked to take the eight goals and localize them into their developmental contexts. This had resulted in a number of national development targets. In the process of developing their national development targets, some countries, like Vietnam, went even further and developed additional goals beyond the MDGs.

15.2.1 Millennium Development Goals and Targets

To measure progress, the UN broke each goal down into specific targets that applied to each goal. Each of these Goals and their Targets are presented below.

- 1. To Eradicate Extreme Poverty and Hunger:** There were 3 different targets to focus upon this goal.
 - To halve the proportion of individuals living on less than \$1.25 per day by 2015.
 - To help achieve “decent employment” of young persons, women and men.
 - To halve the proportion of individuals suffering from hunger by 2015.
- 2. To Achieve Universal Primary Education:** This goal had only 1 target.
 - To ensure that all children, boys and girls, have the ability to enroll and complete a course of primary education regardless of parental income or means.
- 3. To Promote Gender Equality and Empower Women:** This goal also had 1 target though it was only focused on the disparities in education systems.
 - To completely eliminate gender disparities in children’s education by 2005 and to eliminate gender disparities in education across all levels by 2015.
- 4. To Reduce Child Mortality Rates:** There was only 1 target point for this goal.
 - To have a 66% reduction in mortality rates of children under 5 by 2015.
- 5. To Improve Maternal Health:** This goal looked at the mortality ratios of new mothers, the number of births overseen by medical personnel, contraceptive access and knowledge of family planning and has 2 targets.
 - To reduce the global maternal mortality ratio by 75% by 2015.
 - To achieve universal reproductive health access by 2015.

6. To Combat HIV/AIDS, Malaria, and Other Diseases: This goal was designed to tackle the world's most deadly diseases, especially those affecting children and young people. There were 3 measurable targets associated with this goal.

- To completely halt the spread of HIV/AIDS by 2015 and then begin to reverse it.
- To provide universal access to HIV/AIDS treatments for all individuals who need it.
- To completely halt and begin the reversal of malaria and other deadly diseases.

7. To Ensure Environmental Sustainability: Taking into account some statistics from land, air and sea locations, this goal had 4 targets.

- To pair country policies and programs with sustainable development principles and begin the reversal of lost environmental resources.
- By 2010, to reduce and achieve a significant rate reduction in the loss of earth's biodiversity.
- To halve the amount of people without access to sanitation or safe drinking water.
- To make a significant improvement in the lives of 100 million "slum-dwellers" by 2020.

8. To Develop a Global Partnership for Development: This goal described a wide variety of globally beneficial ideas and included 6 measurable targets.

- To further develop, "an open, rule-based, predictable, non-discriminatory trading and financial system."
- To observe and address the needs of the Least Developed Countries (LDCs).
- To acknowledge and address the special needs of both developing small-island states and land-locked developing countries.
- To make the debt in developing countries sustainable long-term.
- To make essential drugs available to developing countries by working with pharmaceutical companies.
- To make developing technologies widely available.

15.2.2 The Shift from MDGs to SDGs

There have been significant advancements on many MDG targets throughout the world, but they have been uneven and there remained a significant gap between regions and countries (UN, 2015). A large number of people were being left behind, particularly the poorest and disadvantaged by reason of gender, age, disability, ethnicity or geographical location. In order to reach the most vulnerable groups, need was felt to make targeted efforts.

As 2015 came to a close, the global community stood at a historic crossroads. As the deadline for the Millennium Development Goals approached, the world had an opportunity to build on its success and momentum while setting new goals for the future. A bold new agenda was born to change the world to better meet the needs of people and the demands of economic change, protecting the environment, protecting peace and realizing human rights. At the core of this agenda was sustainable development, which must become a living reality for every person on the planet.

The Millennium Development Goals were intended to be met and completed by 2015. While some of these goals had obviously not been achieved, others saw some success though the rate of that success differed from country to country. Pulling together reports on the MDGs, the UN, world leaders, civil society organizations and other groups met in 2015 at the UN Sustainable Development Summit.

Following the MDG reports and summit the United Nations General Assembly agreed upon a 2030 Development Agenda, that included the new Sustainable Development Goals (SDGs), that was finalized and its implementation began in 2017. The uneven rates of success for MDGs thus prompted a revision in the way that the goals were monitored for the SDGs during the United Nations Sustainable Development Summit.

There are a total of 17 SDGs that were drafted. These goals too have one or more targets assigned to each of them but with the SDGs it was determined that each of the targets also needed their own separate indicators. The indicators are intended to better define the progression of success in these goals and to help monitor levels of success. While the SDGs are not legally binding, governments are expected to take ownership and establish national frameworks for the achievement of the 17 goals. These 17 goals with 169 targets (including 43 means thereof) in all are as follows:

Table 15.1: Sustainable Development Goals (SDGs) and their Targets

GOALS	TARGETS
 Goal 1. End poverty in all its forms everywhere	Target 1.1 By 2030, eradicate extreme poverty for all people everywhere, currently measured as people living on less than \$1.25 a day. Target 1.2 By 2030, reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions. Target 1.3 Implement nationally appropriate social protection systems and measures for all, including floors, and by 2030 achieve substantial coverage of the poor and the vulnerable. Target 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.

	Target 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. Target 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. Target 1.b Create sound policy frameworks at the national, regional and international levels, based on pro-poor and gender-sensitive development strategies, to support accelerated investment in poverty eradication actions.
 Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture	Target 2.1 By 2030, end hunger and ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round. Target 2.2 By 2030, end all forms of malnutrition, including achieving, by 2025, the internationally agreed targets on stunting and wasting in children under 5 years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women and older persons. Target 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. Target 2.4 By 2030, ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters and that progressively improve land and soil quality. Target 2.5 By 2020, maintain the genetic diversity of seeds, cultivated plants and farmed and domesticated animals and their related wild species, including through soundly managed and diversified seed and plant banks at the national, regional and international levels, and promote access to and fair and equitable sharing of benefits arising from the utilization of genetic resources and associated traditional knowledge, as internationally agreed.

	Target 2.a Increase investment, including through enhanced international cooperation, in rural infrastructure, agricultural research and extension services, technology development, and plant and livestock gene banks in order to enhance agricultural productive capacity in developing countries, in particular least developed countries. Target 2.b Correct and prevent trade restrictions and distortions in world agricultural markets, including through the parallel elimination of all forms of agricultural export subsidies and all export measures with equivalent effect, in accordance with the mandate of the Doha Development Round. Target 2.c Adopt measures to ensure the proper functioning of food commodity markets and their derivatives and facilitate timely access to market information, including on food reserves, in order to help limit extreme food price volatility.
 Goal 3. Ensure healthy lives and promote well-being for all at all ages	Target 3.1 By 2030, reduce the global maternal mortality ratio to less than 70 per 100,000 live births. Target 3.2 By 2030, end preventable deaths of newborns and children under 5 years of age, with all countries aiming to reduce neonatal mortality to at least as low as 12 per 1,000 live births and under-5 mortality to at least as low as 25 per 1,000 live births. Target 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. Target 3.4 By 2030, reduce by one-third premature mortality from non-communicable diseases through prevention and treatment, and promote mental health and wellbeing. Target 3.5 Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol. Target 3.6 By 2020, halve the number of global deaths and injuries from road traffic accidents. Target 3.7 By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes. Target 3.8 Achieve universal health coverage including financial risk protection, access to quality essential health-care services, and access to safe, effective, quality and affordable essential medicines and vaccines for all.

	Target 3.9 By 2030, substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution and contamination. Target 3.a Strengthen the implementation of the World Health Organization Framework Convention on Tobacco Control in all countries, as appropriate. Target 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. Target 3.c Substantially increase health financing and the recruitment, development, training and retention of the health workforce in developing countries, especially in least developed countries and small island developing States. Target 3.d Strengthen the capacity of all countries, in particular developing countries, for early warning, risk reduction and management of national and global health risks.
 Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	Target 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. Target 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. Target 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university. Target 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. Target 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.

	Target 4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy. Target 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. Target 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. Target 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. Target 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.
 Goal 5. Achieve gender equality and empower all women and girls	Target 5.1 End all forms of discrimination against all women and girls everywhere. Target 5.2 Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation. Target 5.3 Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation. Target 5.4 Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate. Target 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.

	Target 5.6 Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences. Target 5.a Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws. Target 5.b Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women. Target 5.c Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels.
 6 CLEAN WATER AND SANITATION Goal 6. Ensure availability and sustainable management of water and sanitation for all	Target 6.1 By 2030, achieve universal and equitable access to safe and affordable drinking water for all. Target 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. Target 6.3 By 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally. Target 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. Target 6.5 By 2030, implement integrated water resources management at all levels, including through transboundary cooperation as appropriate. Target 6.6 By 2020, protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes. Target 6.a By 2030, expand international cooperation and capacity-building support to developing countries in water- and sanitation-related activities and programmes, including water harvesting, desalination, water efficiency, wastewater treatment, recycling and reuse technologies. Target 6.b Support and strengthen the participation of local communities in improving water and sanitation management.

 Goal 7. Ensure access to affordable, reliable, sustainable and modern energy for all	Target 7.1 By 2030, ensure universal access to affordable, reliable and modern energy services. Target 7.2 By 2030, increase substantially the share of renewable energy in the global energy mix. Target 7.3 By 2030, double the global rate of improvement in energy efficiency. Target 7.a By 2030, enhance international cooperation to facilitate access to clean energy research and technology, including renewable energy, energy efficiency and advanced and cleaner fossil-fuel technology, and promote investment in energy infrastructure and clean energy technology. Target 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.
 Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all	Target 8.1 Sustain per capita economic growth in accordance with national circumstances and, in particular, at least 7 per cent gross domestic product growth per annum in the least developed countries. Target 8.2 Achieve higher levels of economic productivity through diversification, technological upgrading and innovation, including through a focus on high-value added and labour-intensive sectors. Target 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. Target 8.4 Improve progressively, through 2030, global resource efficiency in consumption and production and endeavour to decouple economic growth from environmental degradation, in accordance with the 10-Year Framework of Programmes on Sustainable Consumption and Production, with developed countries taking the lead. Target 8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value. Target 8.6 By 2020, substantially reduce the proportion of youth not in employment, education or training.

	Target 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. Target 8.8 Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment. Target 8.9 By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products. Target 8.10 Strengthen the capacity of domestic financial institutions to encourage and expand access to banking, insurance and financial services for all. Target 8.a Increase Aid for Trade support for developing countries, in particular least developed countries, including through the Enhanced Integrated Framework for Trade-related Technical Assistance to Least Developed Countries. Target 8.b By 2020, develop and operationalize a global strategy for youth employment and implement the Global Jobs Pact of the International Labour Organization.
 Goal 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation	Target 9.1 Develop quality, reliable, sustainable and resilient infrastructure, including regional and transborder infrastructure, to support economic development and human wellbeing, with a focus on affordable and equitable access for all. Target 9.2 Promote inclusive and sustainable industrialization and, by 2030, significantly raise industry's share of employment and gross domestic product, in line with national circumstances, and double its share in least developed countries. Target 9.3 Increase the access of small-scale industrial and other enterprises, in particular in developing countries, to financial services, including affordable credit, and their integration into value chains and markets. Target 9.4 By 2030, upgrade infrastructure and retrofit industries to make them sustainable, with increased resource-use efficiency and greater adoption of clean and environmentally sound technologies and industrial processes, with all countries taking action in accordance with their respective capabilities.

	Target 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. Target 9.a Facilitate sustainable and resilient infrastructure development in developing countries through enhanced financial, technological and technical support to African countries, least developed countries, landlocked developing countries and small island developing States. Target 9.b Support domestic technology development, research and innovation in developing countries, including by ensuring a conducive policy environment for, inter alia, industrial diversification and value addition to commodities. Target 9.c Significantly increase access to information and communications technology and strive to provide universal and affordable access to the Internet in least developed countries by 2020.
 Goal 10. Reduce inequality within and among countries	Target 10.1 By 2030, progressively achieve and sustain income growth of the bottom 40 per cent of the population at a rate higher than the national average. Target 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. Target 10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard. Target 10.4 Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality. Target 10.5 Improve the regulation and monitoring of global financial markets and institutions and strengthen the implementation of such regulations. Target 10.6 Ensure enhanced representation and voice for developing countries in decision-making in global international economic and financial institutions in order to deliver more effective, credible, accountable and legitimate institutions

	Target 10.7 Facilitate orderly, safe, regular and responsible migration and mobility of people, including through the implementation of planned and well-managed migration policies. Target 10.a Implement the principle of special and differential treatment for developing countries, in particular least developed countries, in accordance with World Trade Organization agreements. Target 10.b Encourage official development assistance and financial flows, including foreign direct investment, to States where the need is greatest, in particular least developed countries, African countries, small island developing States and landlocked developing countries, in accordance with their national plans and programmes. Target 10.c By 2030, reduce to less than 3 per cent the transaction costs of migrant remittances and eliminate remittance corridors with costs higher than 5 percent.
 Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable	Target 11.1 By 2030, ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums. Target 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. Target 11.3 By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries. Target 11.4 Strengthen efforts to protect and safeguard the world's cultural and natural heritage. Target 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. Target 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. Target 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.

	Target 11.a Support positive economic, social and environmental links between urban, peri-urban and rural areas by strengthening national and regional development planning. Target 11.b By 2020, substantially increase the number of cities and human settlements adopting and implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, and develop and implement, in line with the Sendai Framework for Disaster Risk Reduction 2015–2030, holistic disaster risk management at all levels. Target 11.c Support least developed countries, including through financial and technical assistance, in building sustainable and resilient buildings utilizing local materials.
 Goal 12. Ensure sustainable consumption and production patterns	Target 12.1 Implement the 10-Year Framework of Programmes on Sustainable Consumption and Production Patterns, all countries taking action, with developed countries taking the lead, taking into account the development and capabilities of developing countries. Target 12.2 By 2030, achieve the sustainable management and efficient use of natural resources. Target 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. Target 12.4 By 2020, achieve the environmentally sound management of chemicals and all wastes throughout their life cycle, in accordance with agreed international frameworks, and significantly reduce their release to air, water and soil in order to minimize their adverse impacts on human health and the environment. Target 12.5 By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse. Target 12.6 Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle. Target 12.7 Promote public procurement practices that are sustainable, in accordance with national policies and priorities. Target 12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature.

	Target 12.a Support developing countries to strengthen their scientific and technological capacity to move towards more sustainable patterns of consumption and production. Target 12.b Develop and implement tools to monitor sustainable development impacts for sustainable tourism that creates jobs and promotes local culture and products. Target 12.c Rationalize inefficient fossil-fuel subsidies that encourage wasteful consumption by removing market distortions, in accordance with national circumstances, including by restructuring taxation and phasing out those harmful subsidies, where they exist, to reflect their environmental impacts, taking fully into account the specific needs and conditions of developing countries and minimizing the possible adverse impacts on their development in a manner that protects the poor and the affected communities.
 Take urgent action to combat climate change and its impacts	Target 13.1 Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries. Target 13.2 Integrate climate change measures into national policies, strategies and planning. Target 13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning. Target 13.a Implement the commitment undertaken by developed-country parties to the United Nations Framework Convention on Climate Change to a goal of mobilizing jointly \$100 billion annually by 2020 from all sources to address the needs of developing countries in the context of meaningful mitigation actions and transparency on implementation and fully operationalize the Green Climate Fund through its capitalization as soon as possible. Target 13.b Promote mechanisms for raising capacity for effective climate change-related planning and management in least developed countries and small island developing States, including focusing on women, youth and local and marginalized communities.
	Target 14.1 By 2025, prevent and significantly reduce marine pollution of all kinds, in particular from land-based activities, including marine debris and nutrient pollution. Target 14.2 By 2020, sustainably manage and protect marine and coastal ecosystems to avoid significant adverse impacts, including by strengthening their

Goal 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development	resilience, and take action for their restoration in order to achieve healthy and productive oceans. Target 14.3 Minimize and address the impacts of ocean acidification, including through enhanced scientific cooperation at all levels Target 14.4 By 2020, effectively regulate harvesting and end overfishing, illegal, unreported and unregulated fishing and destructive fishing practices and implement science-based management plans, in order to restore fish stocks in the shortest time feasible, at least to levels that can produce maximum sustainable yield as determined by their biological characteristics. Target 14.5 By 2020, conserve at least 10 per cent of coastal and marine areas, consistent with national and international law and based on the best available scientific information. Target 14.6 By 2020, prohibit certain forms of fisheries' subsidies which contribute to overcapacity and overfishing, eliminate subsidies that contribute to illegal, unreported and unregulated fishing and refrain from introducing new such subsidies, recognizing that appropriate and effective special and differential treatment for developing and least developed countries should be an integral part of the World Trade Organization fisheries subsidies negotiation. Target 14.7 By 2030, increase the economic benefits to small island developing States and least developed countries from the sustainable use of marine resources, including through sustainable management of fisheries, aquaculture and tourism. Target 14.a Increase scientific knowledge, develop research capacity and transfer marine technology, taking into account the Intergovernmental Oceanographic Commission Criteria and Guidelines on the Transfer of Marine Technology, in order to improve ocean health and to enhance the contribution of marine biodiversity to the development of developing countries, in particular small island developing States and least developed countries. Target 14.b Provide access for small-scale artisanal fishers to marine resources and markets. Target 14.c Enhance the conservation and sustainable use of oceans and their resources by implementing international law as reflected in the United Nations Convention on the Law of the Sea, which provides the legal framework for the conservation and sustainable use of oceans and their resources, as recalled in paragraph 158 of "The future we want".
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Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

Target 15.1 By 2020, ensure the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and their services, in particular forests, wetlands, mountains and dry lands, in line with obligations under international agreements.

Target 15.2 By 2020, promote the implementation of sustainable management of all types of forests, halt deforestation, restore degraded forests and substantially increase afforestation and reforestation globally.

Target 15.3 By 2030, combat desertification, restore degraded land and soil, including land affected by desertification, drought and floods, and strive to achieve a land degradation neutral world.

Target 15.4 By 2030, ensure the conservation of mountain ecosystems, including their biodiversity, in order to enhance their capacity to provide benefits that are essential for sustainable development.

Target 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.

Target 15.6 Promote fair and equitable sharing of the benefits arising from the utilization of genetic resources and promote appropriate access to such resources, as internationally agreed.

Target 15.7 Take urgent action to end poaching and trafficking of protected species of flora and fauna and address both demand and supply of illegal wildlife products

Target 15.8 By 2020, introduce measures to prevent the introduction and significantly reduce the impact of invasive alien species on land and water ecosystems and control or eradicate the priority species.

Target 15.9 By 2020, integrate ecosystem and biodiversity values into national and local planning, development processes, poverty reduction strategies and accounts.

Target 15.a Mobilize and significantly increase financial resources from all sources to conserve and sustainably use biodiversity and ecosystems.

Target 15.b Mobilize significant resources from all sources and at all levels to finance sustainable forest management and provide adequate incentives to developing countries to advance such management, including for conservation and reforestation.

	Target 15.c Enhance global support for efforts to combat poaching and trafficking of protected species, including by increasing the capacity of local communities to pursue sustainable livelihood opportunities.
 Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels	Target 16.1 Significantly reduce all forms of violence and related death rates everywhere. Target 16.2 End abuse, exploitation, trafficking and all forms of violence against and torture of children. Target 16.3 Promote the rule of law at the national and international levels and ensure equal access to justice for all. Target 16.4 By 2030, significantly reduce illicit financial and arms flows, strengthen the recovery and return of stolen assets and combat all forms of organized crime. Target 16.5 Substantially reduce corruption and bribery in all their forms. Target 16.6 Develop effective, accountable and transparent institutions at all levels. Target 16.7 Ensure responsive, inclusive, participatory and representative decision making at all levels. Target 16.8 Broaden and strengthen the participation of developing countries in the institutions of global governance. Target 16.9 By 2030, provide legal identity for all, including birth registration. Target 16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements Target 16.a Strengthen relevant national institutions, including through international cooperation, for building capacity at all levels, in particular in developing countries, to prevent violence and combat terrorism and crime. Target 16.b Promote and enforce non-discriminatory laws and policies for sustainable development.
 Goal 17. Strengthen the means of implementation	Finance Target 17.1 Strengthen domestic resource mobilization, including through international support to developing countries, to improve domestic capacity for tax and other revenue collection. Target 17.2 Developed countries to implement fully their official development assistance commitments, including the commitment by many developed countries to achieve the target of 0.7 per cent of gross national income for official development assistance (ODA/GNI)

and revitalize the Global Partnership for Sustainable Development	to developing countries and 0.15 to 0.20 per cent of ODA/GNI to least developed countries; ODA providers are encouraged to consider setting a target to provide at least 0.20 per cent of ODA/GNI to least developed countries. Target 17.3 Mobilize additional financial resources for developing countries from multiple sources. Target 17.4 Assist developing countries in attaining long-term debt sustainability through coordinated policies aimed at fostering debt financing, debt relief and debt restructuring, as appropriate, and address the external debt of highly indebted poor countries to reduce debt distress Target 17.5 Adopt and implement investment promotion regimes for least developed countries. Technology Target 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. Target 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. Target 17.8 Fully operationalize the technology bank and science, technology and innovation capacity-building mechanism for least developed countries by 2017 and enhance the use of enabling technology, in particular information and communications technology. Capacity-building Target 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. Trade Target 17.10 Promote a universal, rules-based, open, non-discriminatory and equitable multilateral trading system under the World Trade Organization, including through the conclusion of negotiations under its Doha Development Agenda.
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Target 17.11 Significantly increase the exports of developing countries, in particular with a view to doubling the least developed countries' share of global exports by 2020.

Target 17.12 Realize timely implementation of duty-free and quota-free market access on a lasting basis for all least developed countries, consistent with World Trade Organization decisions, including by ensuring that preferential rules of origin applicable to imports from least developed countries are transparent and simple, and contribute to facilitating market access.

Systemic issues

Policy and institutional coherence

Target 17.13 Enhance global macroeconomic stability, including through policy coordination and policy coherence.

Target 17.14 Enhance policy coherence for sustainable development.

Target 17.15 Respect each country's policy space and leadership to establish and implement policies for poverty eradication and sustainable development.

Multi-stakeholder partnerships

Target 17.16 Enhance the Global Partnership for Sustainable Development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the Sustainable Development Goals in all countries, in particular developing countries

Target 17.17 Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships.

Data, monitoring and accountability

Target 17.18 By 2020, enhance capacity-building support to developing countries, including for least developed countries and small island developing States, to increase significantly the availability of high-quality, timely and reliable data disaggregated by income, gender, age, race, ethnicity, migratory status, disability, geographic location and other characteristics relevant in national contexts.

Target 17.19 By 2030, build on existing initiatives to develop measurements of progress on sustainable development that complement gross domestic product, and support statistical capacity-building in developing countries.

Source: 4th SDG Youth Summer Camp – SDG Resource Document, The 2030 Agenda for Sustainable Development's 17 Sustainable Development Goals (SDGs). (See https://unosd.un.org/sites/unosd.un.org/files/sdgs_targets_overview_resource.pdf)

Each of these SDGs thus have specific targets, totally accounting to 169 targets. We can thus clearly notice the shift from 8 MDGs to 17 SDGs with varying targets, from a top-down approach to one of the biggest collaborative efforts in human history. This shift from the MDGs to the SDGs has been a slow but steady realization of human potential to work together for the greater good.

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under “Answers to ‘Check Your Progress ‘Questions”.

- 1) Why was the need felt to make targeted efforts before close of the MDGs?

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15.2.3 How do MDGs and SDGs Differ?

In particular, the focus of the goals has expanded from exclusively social Millennium Development Goals to broader goals such as economic development and growth, environmental action and social responsibility in the goals of sustainable development (Sopact, 2019). The development of the different sets of goals also differed in that a group mainly comprised of financial and social experts drafted the MDGs based on the world’s poorest countries whereas individual UN member states, stakeholders and civil society organizations all contributed to the final SDGs.

Additionally, the MDGs were intended to lessen or halve the rates of poverty, mortality and other detrimental social occurrences. The SDGs are aimed at building upon the previous goals to implement them to finality and completely solve these issues. Further, the SDGs take a deeper look at our world’s issues today and define these goals into a more comprehensive manner. This can be observed in distinguishing the difference of poverty and hunger (goals 1 and 2 of the sustainable development) vs. the grouped number 1 goal of the millennium development.

The major difference between the MDGs and SDGs however, is that all countries who agreed to the 2030 Global Development Agenda have taken on these SDGs, not just the world’s poorest and most underdeveloped countries. Finally, the SDGs are more integrative and “transformative for the planet” as a whole.

15.2.4 Similarities Between MDGs and SDGs

Although these two UN - -MDGs and SDGs -- goals have many differences, they are also very closely knit. Cut from the same cloth, their common aim is to improve the whole world and make individual lives more vibrant.

Both MDGs and SDGs looked at global statistics on extreme poverty, inequality and other disparities to determine what action was needed. Both MDGs and SDGs include quantifiable targets and objectives. Beginning with global prosperity, their collective framework formed an effective global strategy for action.

Perhaps the most unique common factor of both the goals is the need to access new and emerging technologies worldwide. The information age has affected every aspect of our lives, and world leaders have realized the benefits that information sharing and new technologies can have on an individual's life (The Impact Investor, 2023).

15.2.5 What Did the Millennium Development Goals Achieve?

The SDGs were not built from scratch. The MDGs achieved several measurable goals, although they did not exactly achieve every goal. According to The Impact Investor (2023), some of these achievements include:

- Lifting more than 1 billion people out of extreme poverty.
- Dropping the child mortality rate by more than half but not quite the 66% the goal was going for.
- The number of new HIV and AIDS infections dropped 40%.
- More than half of the children previously out of school were enrolled.

15.2.6 What Have the Sustainable Development Goals accomplished So far?

As the UN Secretary-General Ban Ki-Moon stated in 2015, "Development cannot be sustainable if it does not address the challenge of climate change." The added emphasis for these goals on environmental sustainability is thus unprecedented. In addition, the SDGs are monitored and measured much more precisely, simply and effectively. Transparency of information related to progress towards these goals is key to staying on track and can be seen on SDG Tracker: Measuring progress towards the Sustainable Development Goals as the open SDG tracking website.

While the progress towards these goals had made some impact between 2015 and early 2020, the Corona virus Pandemic (so called COVID-19) had severely impacted and has even begun to reverse achievements in some aspects of the SDGs.

Check Your Progress

- Notes:**
- a) Space given below the question is for writing yow answer.
 - b) Check your answer with the one given at the end of this unit under "Answers to 'Check Your Progress "Questions".
- 2) What are the key differences and similarities between the MDGs and the SDGs?

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15.3 SUSTAINABLE DEVELOPMENT

AGENDA 2030: ROLE AND PLACE OF (ADULT) EDUCATION

Globally shared concern for sustainability requires a universal agenda relevant to all societies regardless of income and/or development status. This can be understood as a universality of principles (human rights), universality of reach (focus on equity and inclusion), and universality of country coverage.

15.3.1 Nature and Purpose of the 2030 Agenda for Sustainable Development

You have noted the SDGs and their targets from Table 15.1 above. From these you can clearly understand their nature and purpose.

These SDGs and their targets present a universal agenda for all countries: The 2030 Agenda for Sustainable Development is framed by keeping in view 5 key objectives: (1) **People** -- to end poverty and hunger; (2) **Planet** -- to protect the planet from degradation (3) **Prosperity** -- to ensure that all human beings can enjoy prosperous and fulfilling lives (4) **Peace** -- to foster peaceful, just and inclusive societies and (5) **Partnership** -- to mobilize the means required to implement this Agenda through a revitalized global partnership for sustainable development. The concern for sustainable development and its three dimensions – economic, social and environmental -- is at the heart of the 2030 global development agenda.

15.3.2 Place of (Adult) Education in SDGs

Adult education plays a key role in sustainable development and promotes the economic, social and environmental dimensions of sustainable development and creates favorable conditions to increase the influence of active global citizens. It plays a significant role in economic growth and in social and personal development.

At the core of adult learning in adult and community education is the general agreement that education has four pillars: learning to be, learning to do, learning to know and learning to live together. Therefore, in addition to attaining skills, adult learning has a broader social purpose and thus has much to contribute to the implementation of the SDGs.

From Table 15.1 you can clearly understand the place of education in general and the place of adult education and lifelong learning. The focus of SDG4 and its expected role in realization of all the SDGs is phenomenal in its nature. In brief the same can be summed up as follows.

- **A broad scope ensuring lifelong learning opportunities for all:** SDG4-Education 2030 aims to ensure equitable opportunities to education in a

holistic and lifelong learning perspective. It aims to ensure universal pre-primary and secondary education leading to effective and relevant learning outcomes for all children, youth and adults as a foundation for lifelong and life-wide learning. In addition, SDG4 also aims to ensure equal opportunity in access to further learning opportunities for youth and adults throughout life.

- **Renewed focus on equity, inclusion and gender equality:** SDG4-Education 2030 includes a renewed and broader focus on inclusion, equity and gender equality. This is particularly explicit in target 4.5 which aims to eliminate gender disparities and ensure more equitable access to all levels of education and vocational training for vulnerable populations including persons with disabilities and indigenous peoples.
- **Renewed focus on effective learning:** SDG4-Education 2030 includes a renewed focus on effective learning and the acquisition of relevant knowledge, skills and competencies. This is evident in the targets and global indicators for pre-primary (Targets 4.2), primary and secondary education (Target 4.1), as well as for youth and adult literacy (Target 4.6).
- **New focus on relevance of learning:** What is new in the SDG4-Education 2030 is the focus on the relevance of learning, both in terms of vocational and technical skills for decent work (Target 4.4), as well as for ‘global citizenship’ in a plural, interdependent, and interconnected world (Target 4.7).
- **Significance of SDG4 targets and commitments:** As you have you noted in SDG4 above, and its corresponding targets and means of implementation, aim to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (UNESCO, 2016). A full understanding of each of the seven targets and their means of implementation requires reference to the Incheon Declaration and the Education 2030 Framework for Action. Each of the targets listed below presents a brief statement of the main policy commitments as derived from the Framework for Action.

Outcome Targets

Target 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.

The provision of **12 years of free, publicly-funded, inclusive, equitable, quality primary and secondary education**– of which at least nine years (UIS, 2012) are compulsory, leading to relevant learning outcomes – should be ensured for all, without discrimination. The first nine years of formal education, i.e. the cumulative duration of ISCED 1 and 2: ISCED 1 is the primary level, typically lasting six years (with variation across countries between four and seven years), and ISCED 2 is lower secondary, typically lasting three years (again, with variation).

Target 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.

The provision of at least one year of free and compulsory quality pre-primary education is encouraged, to be delivered by well-trained educators, as well as that of early childhood development and care

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

It is imperative to reduce barriers to skills development and technical and vocational education and training (TVET), starting from the secondary level, as well as to tertiary education, including university, and to provide lifelong learning opportunities for youth and adults. The provision of tertiary education should be made progressively free, in line with existing international agreements.

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

1. **Access:** Equitable access to TVET needs to be expanded while quality is ensured. Learning opportunities should be increased and diversified, using a wide range of education and training modalities, so that all youth and adults, especially girls and women, can acquire relevant knowledge, skills and competencies for decent work and life
2. **Skills acquisition:** Beyond work-specific skills, emphasis must be placed on developing high-level cognitive and non-cognitive/transferable skills, such as problem solving, critical thinking, creativity, teamwork, communication skills and conflict resolution, which can be used across a range of occupational fields.

Target 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.

1. **Inclusion and equity:** All people, irrespective of sex, age, race, colour, ethnicity, language, religion, political or other opinion, national or social origin, property or birth, as well as persons with disabilities, migrants, indigenous peoples, and children and youth, especially those in vulnerable situations or other status, should have access to inclusive, equitable quality education and lifelong learning opportunities. Vulnerable groups that require particular attention and targeted strategies include persons with disabilities, indigenous peoples, ethnic minorities and the poor.

2. **Gender equality:** All girls and boys, women and men, should have equal opportunity to enjoy education of high quality, achieve at equal levels and enjoy equal benefits from education. Adolescent girls and young women, who may be subject to gender-based violence, child marriage, early pregnancy and a heavy load of household chores, as well as those living in poor and remote rural areas, require special attention. In contexts in which boys are disadvantaged, targeted action should be taken for them. Policies aimed at overcoming gender inequality are more effective when they are part of an overall package that also promotes health, justice, good governance and freedom from child labour.

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

The principles, strategies and actions for this target are underpinned by the contemporary understanding of literacy as a continuum of proficiency levels in a given context. It goes beyond the understanding of a simple dichotomy of ‘literate’ versus ‘illiterate’. Therefore, action for this target aims at ensuring that by 2030, all young people and adults across the world should have achieved relevant and recognized proficiency levels in functional literacy and numeracy skills that are equivalent to levels achieved at successful completion of basic education.

Target 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.

It is important to give a central place to strengthening the contribution of education in the realization of human rights, peace and responsible citizenship from the local level to the global level, gender equality, sustainable development and health. The content of such education must be relevant, with a focus on both cognitive and non-cognitive aspects of learning. The knowledge, skills, values and attitudes that citizens need for a productive life, to make informed decisions and to play an active role at the local and global level to address and solve global challenges can be acquired through education for sustainable development (ESD) and global citizenship education (Global Citizenship Education) GCED), which includes peace and human rights education and intercultural education and education for international understanding.

15.3.3 Education 2030 Framework for Action: Means of Implementation

UNESCO together with UNICEF, the World Bank, UNFPA, UNDP, UN Women and UNHCR organized the World Education Forum 2015 in Incheon, Republic of Korea, from 19 – 22 May 2015, hosted by the Republic of Korea. Over 1,600 participants from 160 countries, including over 120 Ministers, heads and members of delegations, heads of agencies and officials of multilateral

and bilateral organizations, and representatives of civil society, the teaching profession, youth and the private sector, adopted the Incheon Declaration for Education 2030, which sets out a new vision for education for the next fifteen years. (https://uis.unesco.org/sites/default/files/documents/education-2030-incheon-framework-for-action-implementation-of-sdg4-2016-en_2.pdf)

The Incheon Declaration was adopted on 21 May 2015 at the World Education Forum (WEF 2015) held in Incheon, Republic of Korea. The Declaration constitutes the commitment of the education community to Education 2030 and the 2030 Agenda for Sustainable Development, recognizing the important role of education as a main driver of development. The Education 2030 Framework for Action, which provides guidance for implementing Education 2030 and its essential elements were agreed upon in the Declaration. It was finalized by the Drafting Group for the Education 2030 Framework for Action and adopted during a high-level meeting at UNESCO, Paris on 4 November 2015 (<https://apa.sdg4education2030.org/education-2030-framework-action>).

The Education 2030 Framework for Action provides guidelines for the implementation of SDG4 at national, regional and global levels. The first part outlines the vision and principles on which SDG4 is based. Part 2 presents the overarching goal and each of the seven outcome targets and the three means of implementation, providing rationales for each and proposing indicative strategies. Finally, Part 3 of the Framework for Action outlines issues relative to implementation modalities, including: governance, accountability and partnerships; coordination; monitoring and review, and financing. It also includes the framework of global and thematic indicators for the monitoring of progress towards SDG4 commitments.

The *three means of implementation* as provided in the declaration include the following.

Target 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.

This target addresses the need for adequate physical infrastructure and safe, inclusive environments that nurture learning for all, regardless of background or disability status.

Target 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.

Scholarship programs can play an important role in providing opportunities for youth and adults who otherwise could not afford to continue their education. When developing countries offer scholarships to students from developing countries, they should be designed to build the capacity of the developing

country. While the importance of grants is recognized, donor countries are encouraged to increase other forms of educational support. In line with SDG 4 Education 2030, which focuses on equity, inclusion and quality, grants must be explicitly targeted at young people from disadvantaged backgrounds.

Target 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.

Teachers play a key role in achieving all SDG4 goals. This requires urgent attention and an even more urgent deadline, as the gender gap in education is exacerbated by the scarcity and uneven distribution of professionally trained teachers, especially in disadvantaged areas. As teachers are the key to quality education, teachers and trainers must be empowered, recruited and staffed, motivated, professionally competent and supported in well-equipped, efficient and effectively managed systems.

Check Your Progress

- Notes:**
- a) Space given below the question is for writing your answer.
 - b) Check your answer with the one given at the end of this unit under “Answers to ‘Check Your Progress’ Questions”.
- 3) What are the key features of SDG4-Education 2030?

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15.4 LET US SUM UP

The Millennium Development Goals were a set of eight goals developed and set by the United Nations in 2000 after the UN Millennium Summit and the UN Millennium Declaration adopted in the same year.

Every member nation at the time (191 in total) committed to play a part in helping achieve the goals by the year 2015. During that time, progress was not uniform across the world with some countries making big strides and others making little to no progress across the eight goals.

In 2015, to continue spurring global collaboration toward a better world, the UN revamped the framework by introducing the SDGs. The Sustainable Development Goals are a set of 17 objectives set forth by the United Nations in 2015 to define the global development agenda for the next 15 years until 2030.

The transition from 8 MDGs to 17 SDGs, from a top-down approach to one of the greatest collaborations in human history, has been a slow but steady realization of the human potential to work together towards the greater good.

Adult education plays a key role in sustainable development and promotes the economic, social and environmental dimensions of sustainable development and creates favorable conditions to increase the influence of active global citizens. Therefore in addition to attaining skills, adult learning has a broader social purpose and thus has much to contribute to the implementation of the SDGs.

The goal of SDG4-Education 2030 is to ensure equal opportunities for education from the perspective of comprehensive and lifelong learning. It aims to ensure universal elementary and secondary education that leads to effective and appropriate learning outcomes for all children, young people and adults, which is the basis for lifelong and life-long learning. In addition, SDG4 aims to ensure equal opportunities for lifelong learning for young people and adults. The Education 2030 Framework for Action provides guidance for the implementation of SDG4 at country, regional and global levels.

15.5 ANSWERS TO ‘CHECK YOUR PROGRESS’ QUESTIONS

- (1) There have been significant advancements on many MDG targets throughout the world, but they have been uneven and there remained a significant gap between regions and countries. A large number of people were being left behind, particularly the poorest and disadvantaged by reason of gender, age, disability, ethnicity or geographical location. In order to reach the most vulnerable groups, need was felt to make more targeted efforts.
- (2) *The differences between the MDGs and the SDGs:* First and foremost, the focus of the goals has widened from solely socially-focused millennium development goals to a wider range of targets like economic development and growth, environmental action, and social responsibilities in the sustainable development goals.

The development of the different sets of goals also differed in that a group mainly comprised of financial and social experts drafted the MDGs based on the world's poorest countries whereas individual UN member states, stakeholders and civil society organizations together contributed to the final SDGs.

Additionally, the MDGs were intended to lessen or halve the rates of poverty, mortality and other detrimental social occurrences. The SDGs are building upon the previous goals to implement finality and completely solve these issues.

The SDGs take a deeper look at our world's issues today and define these goals into a more comprehensive manner. This can be observed in distinguishing the difference of poverty and hunger (goals 1 and 2 of the sustainable development) vs. the grouped number 1 goal of the millennium development.

The major difference between the MDGs and SDGs however, is that all countries who agreed to the 2030 Global Development Agenda have taken on these goals, not just the world's poorest and most underdeveloped countries. Finally, the SDGs are more integrative and “transformative for the planet” as a whole.

The Similarities between the MDGs and the SDGs: The MDGs and SDGs both looked at worldwide statistics on extreme poverty, inequality, and other disparities to determine what action was needed. They've operated from a stance of global prosperity and introduced frameworks from which world leaders could agree upon and enact worldwide strategy. Both MDGs and SDGs include quantifiable targets and objectives.

Perhaps the most unique commonality between both sets of goals is the need for access to new and developing technologies across the globe. The Information Age has impacted every facet of our lives and world leaders recognized the benefits that sharing information and new technologies can have on individual lives.

3. The key features of SDG4-Education 2030 include:
 - *A broad scope ensuring lifelong learning opportunities for all:* SDG4-Education 2030 aims to ensure equitable opportunities to education in a holistic and lifelong learning perspective. It aims to ensure universal pre-primary and secondary education leading to effective and relevant learning outcomes for all children, youth and adults as a foundation for lifelong and life-wide learning. In addition, SDG4 also aims to ensure equal opportunity in access to further learning opportunities for youth and adults throughout life.
 - *Renewed focus on equity, inclusion and gender equality:* SDG4-Education 2030 includes a renewed and broader focus on inclusion, equity and gender equality. This is particularly explicit in target 4.5 which aims to eliminate gender disparities and ensure more equitable access to all levels of education and vocational training for vulnerable populations including persons with disabilities and indigenous peoples.
 - *Renewed focus on effective learning:* SDG4-Education 2030 includes a renewed focus on effective learning and the acquisition of relevant knowledge, skills and competencies. This is evident in the targets and global indicators for pre-primary (Targets 4.2), primary and secondary education (Target 4.1), as well as for youth and adult literacy (Target 4.6).
 - *New focus on relevance of learning:* What is new in the SDG4-Education 2030 is the focus on the relevance of learning, both in terms of vocational and technical skills for decent work (Target 4.4), as well as for 'global citizenship' in a plural, interdependent, and interconnected world (Target 4.7).

15.6 GLOSSARY OF RELEVANT TERMS USED

- ***Civil society organizations:*** Civil society can be understood as the “third sector” of society, distinct from government and business, and including the family and the private sphere. *Civil society* is also used in the sense of 1) the aggregate of non-governmental organizations and institutions that advance the interests and will of citizens or 2) individuals and organizations in a society which are independent of the government.

- **Clean Energy:** Clean energy is energy gained from sources that do not release air pollutants. Clean energy works by producing power without having negative environmental impacts, such as the release of greenhouse gases like carbon dioxide. A lot of clean energy is also renewable, including wind power, some hydro resources and solar powered energy generation. Clean energy provides a variety of environmental and economic benefits, including a reduction in air pollution.
- **Corona virus Pandemic:** The COVID-19 pandemic, also known as the coronavirus pandemic, is a global pandemic of coronavirus disease 2019 (COVID-19) caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2).
- **Decent work and employment:** Decent work is employment that “respects the fundamental rights of the human person as well as the rights of workers in terms of conditions of work safety and remuneration, respect for the physical and mental integrity of the worker in the exercise of his/her employment.
- **Environmental Sustainability:** Sustainability is the efficient management of your resources. It can relate to finances, food safety, and of course, the environment, among other things. Environmental sustainability refers to the preservation of one’s local environment and wilderness including natural food sources, wildlife, energy sources, water, and more.
- **Extreme Poverty and Hunger:** Extreme poverty is the most severe type of poverty, defined by the United Nations (UN) as “a condition characterized by severe deprivation of basic human needs, including food, safe drinking water, sanitation facilities, health, shelter, education and information.
- **Gender equality:** In its Glossary of Terms and Concepts, UNICEF sees gender equality, in short, as the “equal valuing by society of the similarities and differences of men and women, and the roles they play.”
- **Global citizenship:** Global citizenship is about the shared human experience. It acknowledges and celebrates that, wherever we come from and wherever we live, we are here together. Our well-being and success are ultimately interdependent. We have more to learn from one another than to fear about our future.

Global citizenship is also about shared values and shared responsibility. Global citizens understand that local events are significantly shaped and affected by global and remote events, and vice-versa. They champion fundamental human rights above any national law or identity, and social contracts that preserve elements of equality among all people.

- **Least Developed Countries (LDCs):** The least developed countries (LDCs) are developing countries listed by the United Nations that exhibit the lowest indicators of socioeconomic development.
- **Resilient infrastructure:** Infrastructure Resilience is the ability of a system to withstand or quickly recover from significant disruption.

- **Responsible Consumption:** Responsible consumption is both an ideology and a form of social movement that promotes the idea of a rational, economic, self-aware consumer who can adjust and limit its expectations and needs to serve common good through consumer behavior. It focuses not only on consumer rights but also on consumer obligations and has three dimensions: rational consumption, ethical consumption, and consumer activism.
- **Sustainable agriculture:** Sustainable agriculture focuses on meeting the needs of the community while also ensuring the plants and animals are cared for in a way that supports their longevity.
- **Top-down approach:** Top-down approach' is a term given to the strategy whereby a top-level executive gives orders about what lower-level employees further down the chain are to do. In this way, information filters down through the different levels of a company. It relies on employee communication skills and is entirely based on a hierarchical structure, with those at the bottom of the chain receiving their instructions last. It's a traditional approach that also sees the top-level executives making all of the decisions, restricting teamwork. Lower-level employees mainly have the job of putting decisions into practice.

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Suggested Readings

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UNIT-16 IMPLEMENTATION AND MONITORING OF SDGS: PROBLEMS, ISSUES AND PROSPECTS

Structure

- 16.0 Introduction
- 16.1 Learning Objectives
- 16.2 Social and Distributive Justice
 - 16.2.1 Value-based Education for Development
- 16.3 Social and Professional Education for Sustainable Development
 - 16.3.1 Social Education for Sustainable Development
 - 16.3.2 Professional Education for Sustainable Development
- 16.4 Issues of Marginalization
 - 16.4.1 An Overview of Issues of Marginalization
 - 16.4.2 Issues of Marginalization of Women
 - 16.4.3 Issues of Marginalization of the Minorities
 - 16.4.4 Issues of Marginalization of the Tribals or the Indigenous Communities
 - 16.4.5 Issues of Marginalization of the Transgender
 - 16.4.6 Issues of Marginalization of the Aged
 - 16.4.7 Issues of Marginalization of the Disabled
 - 16.4.8 Issues of Marginalization of the Destitute
- 16.5 Intervention in Specific Areas of Concern
 - 16.5.1 Intervention in Child Labour and Child Abuse
 - 16.5.2 Intervention in Adolescents Well-being
 - 16.5.3 Intervention in Bonded-labour
- 16.6 Let Us Sum Up
- 16.7 Answers to ‘Check Your Progress’ Questions
- 16.8 References and Suggested Readings
- 16.9 Unit-End Exercises
- 16.10 Unit-End Activity

16.0 INTRODUCTION

In Unit-15, we have dealt with Sustainable Development Goals (SDGs) with their roots in Millennium Development Goals (MDGs) and the Interrelationship

between MDGs and SDGs as a matter of shift from MDGs to SDGs as well as the differences and similarities between them. We have highlighted the extent of achievement of the targets of these goals so far. Further, we laid emphasis on the role and place of adult education in the context of promoting the Sustainable Development Agenda 2030.

Nevertheless, without proper understanding of critical aspects of monitoring of the implementation efforts vis-à-vis SDGs, achievement of these goals and their targets is not going to be an easy task. These aspects are riddled with full of problems and issues, the overcoming of which is essential to enhance the prospects of achievement of these goals and targets. It calls for thorough consideration of value-based education for development permeating social and distributive justice, and also promotion of social and professional education for sustainable development. In addition, the issues of marginalization with special reference to women, the minorities, the tribals, the transgender, the aged, the disabled, and the destitute people cannot be ignored at all. Moreover, there is a need for special interventions in specific areas of concern such as child labour and child abuse, adolescents, and bonded labour. We will discuss all these aspects in this Unit.

16.1 LEARNING OBJECTIVES

After going through this Unit, we expect you to be able to:

- Analyse the issues of social and distributive justice in the context of achievement of sustainable development goals;
- Explain the significance of value-based education for development;
- Discuss the role of social and professional education in promoting sustainable development;
- Examine the issues of marginalization with special reference to women, the minorities, the tribals, the transgender, the aged, the disabled and the destitute; and
- Appreciate the need for intervention in specific areas of concern such as child labour and child abuse, issues of adolescents, and problems of the bonded-labour.

16.2 SOCIAL AND DISTRIBUTIVE JUSTICE

Social and distributive justices are essential principles that help in shaping fair and equitable societies. Let's delve deeper into each of them in the context of sustainable development.

Social Justice: Social justice pertains to the fair and just relations between individuals and society as a whole. It involves addressing disparities in wealth, opportunities, and privileges among different social groups. Social justice advocates for eradication of discrimination and promotion of inclusivity and equality for all members of society, regardless of their background or identity.

- Social justice encompasses various aspects such as economic justice, racial justice, gender equality, LGBTQ+ rights, disability rights, and environmental justice.

- It seeks to rectify historical injustices and systemic inequalities by advocating for policies and practices that promote equal access to resources, opportunities, and rights.

Distributive Justice: Distributive justice concerns the fair allocation of resources and benefits within a society. It revolves around the ethical principles governing the distribution of wealth, income, opportunities, and social goods to ensure that everyone receives their due share based on principles of fairness and equity.

- Distributive justice explores different theories of how resources should be distributed, including egalitarianism (equal distribution), utilitarianism (maximizing overall welfare), and Rawlsian justice (fair distribution that benefits the least advantaged).
- It addresses issues such as poverty, economic inequality, healthcare access, education, housing, and social services, aimed at creating a more just and equitable society.

Both social and distributive justice are interconnected concepts that intersect in various spheres of society, including politics, economics, law, education, and healthcare. Achieving social and distributive justice requires collective efforts from governments, institutions, communities, and individuals to challenge systemic injustices and work toward creating a more inclusive and equitable world for all.

John Rawls, a prominent political philosopher, is widely recognized for his influential work on social justice, particularly in his book “A Theory of Justice.” In this seminal work, Rawls explores principles of justice as fairness and proposes a framework for a just society based on the concept of the “original position” and the “veil of ignorance.” His ideas have significantly contributed to the discourse on social justice and continue to inform discussions on equitable social arrangements and institutions (Rawls, 1971).

16.2.1 Value-based Education for Development

As students of current era, you are in a unique position to learn about the importance of social and distributive justice in creating a better world. Value-based education is an essential means for promoting this concept and driving development in right direction. In this sub-section, we will highlight the relationship between social and distributive justice and the role of value-based education in promoting them.

Social justice is the idea that everyone deserves equal rights and opportunities, regardless of their race, gender, religion, or socioeconomic status. Distributive justice is the principle that resources and wealth should be distributed fairly among all members of society. Both concepts are closely related, as social justice is necessary to ensure that everyone has equal access to resources and opportunities, while distributive justice ensures that resources are allocated fairly.

Value-based education is an approach to teaching and learning that emphasizes the cultivation of ethical values, attitudes, and behaviours alongside academic

knowledge and skills. It aims to foster the holistic development of individuals, nurturing their moral, social, emotional, and intellectual dimensions.

By teaching students about these values, value-based education can promote social and distributive justice. When students understand the importance of treating others fairly and working towards a more just society, they are more likely to take action to promote these values.

One way that value-based education can promote social and distributive justice is by teaching students about the history of social and economic inequality. By learning about how certain groups have been marginalized throughout history, students can gain a deeper understanding of the importance of social and distributive justice. They can also learn about how these inequalities have been perpetuated and how they can be addressed.

Another important aspect of value-based education is teaching students about the importance of empathy and compassion. By encouraging students to put themselves in the shoes of others, they can develop a better understanding of the challenges faced by the marginalized groups. This understanding can help to promote social and distributive justice by encouraging students to take action to address these challenges. Further, value-based education can also promote social and distributive justice by encouraging students to take appropriate action. By teaching students about the importance of social responsibility, value-based education can inspire them to work towards a more just society. This can take many forms, from volunteering in their local communities to advocating for policy changes at the national level.

Value-based education goes beyond mere transmission of information and focuses on instilling core values such as honesty, respect, responsibility, compassion, empathy, and integrity. It aims to empower individuals to make ethical decisions, develop a sense of social responsibility, and contribute positively to their communities and society at large. This educational approach integrates values into all aspects of teaching and learning, including curriculum design, pedagogy, assessment, and school culture.

Value-based education emphasizes the importance of character development, critical thinking, and moral reasoning, preparing students to navigate complex ethical dilemmas and challenges in their personal and professional lives. It encourages reflection, dialogue, and active engagement with moral and social issues, promotes empathy, tolerance, and understanding of diverse perspectives.

Ultimately, social and distributive justice is essential for creating a better world for all. By promoting these values through value-based education, we can help the people to build a more just and equitable society by raising the level or plane of sustainable development of all sections of the society.

Check Your Progress

- Notes:**
- a) Space given below the question is for writing your answer.
 - b) Check your answer with the one given at the end of this unit under “Answers to ‘Check Your Progress ‘Questions’”.

1. Explain the concepts of social justice and distributive justice and interrelationship between them?

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16.3 SOCIAL AND PROFESSIONAL EDUCATION FOR SUSTAINABLE DEVELOPMENT

In this section, we will discuss how social and professional education plays a pivotal role in promoting sustainable development.

All over the world, professionals and practitioners in a wide variety of public and private sector roles have begun to explore the opportunities and challenges of sustainable development. However, exploration is not action. Meaningful change is just a beginning only.

It is important to recognize that a significant number of professional bodies play a key role in defining the curricula of higher education programs that prepare students for a specific profession. This is because many professions have been phasing out their examinations and now rely on ‘accredited’ degrees as the educational route to membership.

In the UK, several professional bodies have begun to recognize that sustainable development is a key issue for their members. Some, like the Engineering Council, are actively revising and updating their ‘Code of Professional Practice’ and setting up working groups to discuss topics such as ethics, values, and the sustainability agenda. This is good news, because most of the professional institutions (and educational institutions) have, until recently, demonstrated considerable indifference to this issue (HMSO, 1993; HMSO, 1996).

The Government’s sustainable development education panel (DETR, 1999) has also set out several strategic goals for the professions. It recommends that by 2010 all professional bodies and industry-led bodies should have sustainable development criteria included within their course accreditation requirements.

Professional bodies are increasingly being asked to review their traditions and practices both radically and urgently to meet the needs of their existing members. This has far-reaching implications for those higher education courses for which they control or influence the curricula. The challenge of sustainable development has profound implications for the engineering, planning, chemical, environmental, and accounting professions and many others, in both the practice and role of the professional. For example, engineers are responsible not only for the safety, technical, and economic performance of their activities, but they also have responsibilities to use resources sustainably; minimize the environmental impact of projects, wastes, and emissions; and use their influence to ensure their work brings social benefits which are equitably distributed. These responsibilities heighten the importance of ethics in curriculum design

and require greater emphasis on codes of conduct and the role of engineers as social change agents.

16.3.1 Social Education for Sustainable Development

Social education for sustainable development emphasizes the importance of raising awareness, fostering critical thinking, and promoting active citizenship to address social and environmental challenges (Sterling, 2010). This approach underscores the interconnectedness of social justice, environmental stewardship, and economic well-being. By integrating sustainability principles into educational curricula and fostering a sense of responsibility towards the environment and society, social education plays a crucial role in shaping environmentally conscious and socially responsible citizens (UNESCO, 2017).

Social education for sustainable development encompasses initiatives that raise awareness, foster critical thinking, and promote active citizenship to address social and environmental challenges. Here are examples:

1. **Community-based Environmental Education Programs**

Community-based environmental education programs engage local communities in learning about environmental issues, sustainable practices, and collective action. These programs often involve hands-on activities, workshops, and community projects aimed at promoting environmental stewardship and resilience (Hungerford & Volk, 1990).

2. **Youth-led Sustainability Initiatives**

Youth-led sustainability initiatives empower young people to become agents of change in their communities. Examples include youth-led climate action campaigns, environmental clubs in schools, and youth-driven community gardening projects. These initiatives not only raise awareness about sustainability issues but also foster leadership skills and civic engagement among youth (Sterling, 2001).

3. **Social Justice Education Programs**

Social justice education programs integrate sustainability principles with a focus on addressing systemic inequalities and promoting social equity. These programs explore the intersections of social justice, environmental justice, and human rights, empowering individuals to advocate for inclusive and equitable policies and practices (Hicks, 2004).

4. **Interdisciplinary Sustainability Curriculum**

Interdisciplinary sustainability curriculum in schools and universities integrates social, environmental, and economic perspectives to provide students with a holistic understanding of sustainability issues. These curricula often incorporate experiential learning, case studies, and community engagement to promote critical thinking and active citizenship (Jickling & Wals, 2008).

16.3.2 Professional Education for Sustainable Development

By integrating sustainability into professional education, individuals can contribute to building resilient, equitable, and sustainable societies and economies. This approach aims to equip professionals with the knowledge, skills, and tools necessary to incorporate sustainability considerations into decision-making processes, innovation, and business strategies (Lozano, et al., 2013).

Professional education for sustainable development involves integrating sustainability principles into vocational training, professional development, and workplace practices across various sectors (Wiek, et al., 2011). Here are some examples:

1. Green Business Certification Programs

Green business certification programs offer training and accreditation to professionals in various industries, such as architecture, engineering, and manufacturing to incorporate sustainable practices into their work. Examples include LEED (Leadership in Energy and Environmental Design) certification for green building professionals and ISO 14001 certification for environmental management systems (Howard, 2010, mentioned in U.S. Green Building Council, n.d.).

2. Corporate Sustainability Training Programs

Many companies offer sustainability training programs for their employees to raise awareness about sustainability issues, promote sustainable practices, and integrate sustainability into business strategies and operations. These programs often cover topics such as energy efficiency, waste reduction, and corporate social responsibility (Hitchcock & Willard, 2012).

3. Sustainable Agriculture Extension Services

Agricultural extension services provide training and support to farmers and agricultural professionals to adopt sustainable farming practices, such as organic farming, soil conservation, and water management techniques. These services help improve agricultural productivity, enhance environmental stewardship, and promote rural development (Pretty & Hine, 2001).

4. Environmental Law and Policy Training

Legal and policy professionals receive training in environmental law and policy to address sustainability challenges, enforce environmental regulations, and advocate for sustainable development practices. Training programs cover areas such as environmental governance, natural resource management, and climate change mitigation and adaptation (Grimm et al., 2013).

5. Sustainability Management Education

Universities and business schools offer sustainability management education programs for professionals seeking to integrate sustainability into business

practices. These programs cover topics such as corporate sustainability strategy, environmental management, and social responsibility, preparing graduates to lead sustainable initiatives in various industries (Harvard Extension School, n.d.).

6. Renewable Energy Training Programs

Renewable energy training programs provide professional education and certification in renewable energy technologies such as solar, wind, and hydroelectric power. These programs equip professionals with the skills and knowledge needed to design, install, and maintain renewable energy systems, contributing to the transition to a sustainable energy future (Solar Energy International, n.d.).

7. Supply Chain Sustainability Certification

Supply chain sustainability certification programs offer training and certification for professionals involved in supply chain management and procurement. These programs focus on sustainable sourcing, ethical procurement practices, and supply chain transparency, enabling professionals to promote sustainability throughout the supply chain (CSCP, n.d.).

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under “Answers to ‘Check Your Progress’ Questions”.

2. How does social and professional education contribute to sustainable development?

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16.4 ISSUES OF MARGINALIZATION

In this section, we will focus on the issues of marginalisation with special reference to women, the minorities, the tribal, the transgender, the aged, the disabled, and the destitute.

Marginalization refers to the social process whereby individuals or groups are pushed to the edge or periphery of society, resulting in their exclusion from mainstream social, economic, and political processes. Marginalized individuals or groups often face discrimination, limited access to resources and opportunities, and reduced social participation and representation. Here’s an overview of the issues of marginalization.

16.4.1 An Overview of Issues of Marginalization

1. **Economic Marginalization:** It occurs when individuals or communities are excluded from accessing economic opportunities, resources, and benefits. This can result in poverty, unemployment, and limited access to education, healthcare, and housing, perpetuating cycles of inequality and disadvantage (World Bank, n.d.).
2. **Social Marginalization:** It refers to the exclusion of individuals or groups from social networks, institutions, and norms. It can manifest through social stigma, prejudice, and discrimination based on factors such as race, ethnicity, gender, sexual orientation, religion, disability, or socioeconomic status, leading to social isolation and alienation (UNESCO, n.d.).
3. **Political Marginalization:** It occurs when certain individuals or groups are systematically excluded from participating in political processes, decision-making, and governance structures. This disenfranchisement undermines democratic principles and leads to the underrepresentation of marginalized voices and interests in policymaking (United Nations, n.d.).
4. **Cultural Marginalization:** It occurs when the cultural identities, languages, and traditions of certain groups are devalued or suppressed within society. This can lead to the loss of cultural heritage, identity crisis, and erosion of cultural diversity, perpetuating inequalities and conflicts (Cultural Survival, n.d.).

Marginalization is thus a complex and multifaceted phenomenon that intersects with various dimensions of social, economic, political, and cultural life. Addressing issues of marginalization requires concerted efforts to promote equity, inclusion, and social justice across all levels of society.

16.4.2 Issues of Marginalization of Women

Marginalization of women refers to the systematic exclusion, discrimination, and disadvantage experienced by women in various aspects of society, including social, economic, political, and cultural spheres. Here are some key issues of marginalization faced by women.

- **Gender Pay Gap:** Women often face lower wages and unequal pay compared to men for performing the same work or work of equal value. This gender pay gap persists across industries and occupations, contributing to economic inequality and financial insecurity among women (Institute for Women's Policy Research, n.d.).
- **Limited Access to Education:** Women and girls continue to face barriers to accessing quality education, including cultural norms, gender stereotypes, and lack of resources. This limits their opportunities for personal development, economic empowerment, and participation in decision-making processes (UNESCO, n.d.).
- **Gender-based Violence:** Gender-based violence, including domestic violence, sexual harassment, and trafficking, disproportionately affects women and girls worldwide. These forms of violence not only cause physical

and psychological harm but also perpetuate cycles of marginalization and inequality (UN Women, n.d.).

- ***Underrepresentation in Leadership and Decision-Making Roles:*** Women are often underrepresented in leadership and decision-making roles in politics, business, academia, and other fields. This lack of representation limits women's voices and perspectives in shaping policies and practices that affect their lives and perpetuate gender inequality (United Nations, n.d.).
- ***Reproductive Health and Rights:*** Women's reproductive health and rights, including access to contraception, maternal healthcare, and reproductive autonomy, are often compromised due to social, cultural, and legal barriers. Restrictions on reproductive rights limit women's control over their bodies and reproductive choices, exacerbating marginalization and inequality (Guttmacher Institute, n.d.).

These issues focus on the unending challenges faced by women as a result of systemic marginalization and discrimination, underscoring the importance of gender inequality and empowerment in achieving sustainable development.

16.4.3 Issues of Marginalization of the Minorities

Marginalization of minorities refers to the systematic exclusion, discrimination, and disadvantage experienced by minority groups in various aspects of society, including social, economic, political, and cultural spheres. Here are some key issues of marginalization faced by the minorities:

- Minority groups often face discrimination and racism based on their race, ethnicity, religion, or nationality. This discrimination manifests in various forms, including hate crimes, racial profiling, and unequal treatment in employment, housing, education, and criminal justice systems (United Nations Human Rights Office of the High Commissioner, n.d.).
- Minority communities often experience higher rates of poverty, unemployment, and income inequality compared to the majority population. Structural barriers, such as lack of access to quality education, healthcare, housing, and financial services, contribute to socioeconomic disparities and perpetuate cycles of marginalization (Center for American Progress, n.d.).
- Minority groups are often underrepresented in political, social, and economic decision-making processes. This lack of representation limits their ability to advocate for their rights, interests, and needs, leading to marginalization and exclusion from shaping policies and practices that affect their communities (Open Society Foundations, n.d.).
- Minority communities experience disparities in access to healthcare, health outcomes, and quality of care. Factors such as discrimination, socioeconomic status, cultural barriers, and lack of health insurance contribute to higher rates of chronic diseases, maternal mortality, and other health disparities among minorities (American Psychological Association, n.d.).

- Minority cultures and traditions often face cultural appropriation, where elements of their culture are adopted or exploited without proper acknowledgment or respect. Additionally, minority cultures may face erasure or assimilation, where their languages, customs, and identities are marginalized or suppressed (National Museum of African American History and Culture, n.d.).

These issues underscore the need for addressing systemic inequalities and promoting inclusion, diversity, and equity to combat the marginalization of minority groups and achieve social justice and human rights for all.

16.4.4 Issues of Marginalization of the Tribals or the Indigenous Communities

Marginalization of tribal or indigenous communities refers to their systematic exclusion, discrimination, and disadvantage in various aspects of society, including social, economic, political, and cultural spheres. Here are some key issues of marginalization faced by tribal communities.

- **Land Rights and Displacement:** Tribal communities often face threats to their land rights and traditional territories due to land grabs, forced evictions, and development projects such as mining, logging, and infrastructure development. Displacement from their ancestral lands disrupts their way of life, cultural practices, and social cohesion, leading to impoverishment and marginalization (Forest Peoples Programme, n.d.).
- **Lack of Access to Basic Services:** Tribal communities often lack access to essential services such as healthcare, education, clean water, and sanitation. Remote geographical locations, inadequate infrastructure, and government neglect contribute to disparities in service delivery and perpetuate social and economic marginalization (UNICEF, n.d.).
- **Violence and Discrimination:** Tribal communities face violence, discrimination, and human rights abuses, including land grabbing, forced assimilation, and violence from state and non-state actors. Indigenous women and children are particularly vulnerable to gender-based violence, exploitation, and trafficking (Amnesty International, n.d.).
- **Cultural Erosion and Loss of Identity:** Tribal communities experience cultural erosion and loss of identity due to assimilation, forced acculturation, and globalization. Language loss, loss of traditional knowledge, and erosion of cultural practices threaten the survival and resilience of indigenous cultures and identities (United Nations Permanent Forum on Indigenous Issues, n.d.).
- **Lack of Political Representation and Participation:** Tribal communities often face exclusion from political representation and decision-making processes at local, national, and international levels. Limited political participation and representation undermine their ability to advocate for their rights, interests, and self-determination (International Work Group for Indigenous Affairs, n.d.).

These issues highlight the enduring challenges faced by tribal communities as a result of systemic marginalization and discrimination, underscoring the importance of indigenous rights, self-determination, and cultural preservation in achieving social justice and human rights for all.

16.4.5 Issues of Marginalization of the Transgender

Marginalization of transgender individuals refers to the systematic exclusion, discrimination, and disadvantage experienced by transgender people in various aspects of society, including social, economic, political, and cultural spheres. Given below are some significant issues of marginalization faced by transgender individuals.

- ***Discrimination and Stigma:*** Transgender individuals often face discrimination, harassment, and stigma based on their gender identity or expression. This discrimination manifests in various forms, including employment discrimination, denial of healthcare services, bullying in schools, and violence (Human Rights Campaign, n.d.).
- ***Healthcare Disparities:*** Transgender individuals often face barriers to accessing gender-affirming healthcare, including hormone therapy, surgical procedures, and mental health services. Discrimination by healthcare providers, lack of insurance coverage and limited access to knowledgeable and affirming providers contribute to healthcare disparities among transgender people (American Medical Association, 2021).
- ***Legal Recognition and Rights:*** Transgender individuals often face legal challenges related to their gender identity, including barriers to changing their name and gender marker on official documents, lack of legal recognition of their gender identity, and discrimination in housing, employment, and public accommodations. These legal barriers contribute to social and economic marginalization (National Center for Transgender Equality, n.d.).
- ***Violence and Hate Crimes:*** Transgender individuals are disproportionately targeted for violence and hate crimes based on their gender identity or expression. Transgender people, particularly transgender women of colour, face high rates of homicide, assault, and harassment, highlighting the intersectional nature of violence against transgender individuals (National Coalition of Anti-Violence Programs, 2021).
- ***Homelessness and Economic Instability:*** Transgender individuals face high rates of homelessness, unemployment, and economic instability due to discrimination, family rejection, and lack of legal protections. Transgender people, particularly transgender youth and transgender people of colour, are disproportionately affected by poverty and housing insecurity (National Center for Transgender Equality, n.d.).

These issues emphasize the urgent need to address systemic discrimination and promote inclusion, acceptance, and equality for transgender individuals to achieve social justice and human rights for all.

16.4.6 Issues of Marginalization of the Aged

Marginalization of the aged or elderly individuals refers to the systematic exclusion, discrimination, and disadvantage experienced by older adults in various aspects of society. Some key issues of marginalization faced by the aged include the following.

- ***Social Isolation and Loneliness:*** Many older adults experience social isolation and loneliness due to factors such as loss of social networks, retirement, mobility limitations, and ageism. Social isolation can negatively impact mental health and well-being, leading to an increased risk of depression, anxiety, and cognitive decline (National Institute on Aging, 2020).
- ***Age Discrimination:*** Older adults often face age discrimination in various aspects of life, including employment, healthcare, housing, and social interactions. Ageist attitudes and stereotypes contribute to discrimination against older adults, limiting their opportunities for employment, access to healthcare, and participation in society (American Psychological Association, n.d.).
- ***Economic Insecurity:*** Many older adults experience economic insecurity due to factors such as inadequate retirement savings, fixed incomes, rising healthcare costs, and limited access to employment opportunities. Economic insecurity among older adults can lead to poverty, housing instability, and food insecurity (National Council on Aging, n.d.).
- ***Healthcare Disparities:*** Older adults often face disparities in access to healthcare, preventive services, and long-term care. Age-related health conditions, limited mobility, and lack of transportation can make it difficult for older adults to access medical care, leading to unmet healthcare needs and health disparities (Agency for Healthcare Research and Quality, 2021).
- ***Elder Abuse and Neglect:*** Older adults are vulnerable to elder abuse and neglect, including physical, emotional, financial, and sexual abuse, as well as neglect and exploitation. Factors such as social isolation, dependency, and cognitive impairment increase older adults' risk of abuse, and many cases go unreported and unaddressed (National Institute on Aging, n.d.).

The above are the major challenges faced by older adults as a result of systemic marginalization and discrimination, featuring the importance of addressing ageism, promoting social inclusion, and ensuring the well-being and dignity of older individuals in society.

16.4.7 Issues of Marginalization of the Disabled

Marginalization of individuals with disabilities discusses the systematic exclusion, discrimination, and disadvantage experienced by people with disabilities in various aspects of society. Some key issues of marginalization faced by individuals with disabilities include the following.

- People with disabilities often face physical, architectural, and communication barriers that limit their access to public spaces, transportation, information,

and services. The lack of wheelchair ramps, accessible restrooms, and assistive technologies hinders their participation in society and exacerbates social exclusion (World Health Organization, 2021).

- People with disabilities encounter discrimination and barriers to employment opportunities, including hiring biases, lack of reasonable accommodations, and inaccessible workplaces. This leads to high rates of unemployment, underemployment, and economic insecurity among individuals with disabilities (U.S. Department of Labor, 2021).
- Individuals with disabilities often experience disparities in access to healthcare services, including preventive care, specialized treatments, and rehabilitation services. Barriers such as inaccessible facilities, lack of healthcare providers with disability expertise, and financial constraints contribute to healthcare disparities among people with disabilities (Centers for Disease Control and Prevention, 2021).
- People with disabilities often face social stigma, prejudice, and discrimination based on misconceptions and stereotypes about disability. Negative attitudes and behaviors contribute to social isolation, bullying, and exclusion from social activities, limiting opportunities for social participation and community integration (United Nations, 2021).
- People with disabilities encounter legal and policy barriers that restrict their rights and opportunities for full participation in society. Lack of disability-inclusive legislation, inaccessible voting systems, and gaps in disability rights enforcement undermine the rights and autonomy of individuals with disabilities (United Nations Convention on the Rights of Persons with Disabilities, n.d.).

These issues underscore the importance of addressing systemic barriers and promoting disability rights, accessibility, and inclusion to ensure full participation and equal opportunities for individuals with disabilities in society.

16.4.8 Issues of Marginalization of the Destitute

Marginalization of the destitute refers to the systematic exclusion, discrimination, and disadvantage experienced by individuals living in extreme poverty or destitution. Some key issues of marginalization faced by the destitute:

- Destitute individuals often lack access to basic needs such as food, shelter, clean water, and sanitation. Poverty and homelessness exacerbate their vulnerability, leading to malnutrition, poor health, and increased risk of infectious diseases (World Bank, 2021).
- They face social exclusion and stigma due to their economic status. Negative stereotypes and misconceptions about poverty contribute to social isolation, discrimination, and lack of access to opportunities for education, employment, and social participation (United Nations, 2018).
- They often face barriers to accessing healthcare services, including lack of health insurance, limited healthcare facilities in their communities,

and inability to afford medical treatment. This leads to untreated health conditions, higher rates of morbidity and mortality, and perpetuates cycles of poverty (World Health Organization, 2020).

- They face educational disadvantages, including limited access to quality education, lack of school supplies, and dropout rates due to financial constraints. Educational disparities perpetuate intergenerational poverty and hinder opportunities for social mobility and economic advancement (United Nations Educational, Scientific and Cultural Organization, 2021).
- They are vulnerable to exploitation, abuse, and human rights violations due to their economic vulnerability. They may be subjected to forced labour, trafficking, and other forms of exploitation, with limited recourse to legal protection and support services (United Nations Office on Drugs and Crime, 2020).

Addressing the issues of marginalization of the destitute requires comprehensive approaches that tackle the root causes of poverty, promote social inclusion, and ensure access to basic needs, social protection, and opportunities for economic empowerment and dignified livelihoods.

Check Your Progress

- Notes:**
- a) Space given below the question is for writing your answer.
 - b) Check your answer with the one given at the end of this unit under “Answers to ‘Check Your Progress’ Questions”.

3. Why are the issues of marginalization faced by women, the minorities, and the tribes important in the discourse of social justice?

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16.5 INTERVENTION IN SPECIFIC AREAS OF CONCERN

Child labour, child abuse, adolescent well-being, and bonded labor are critical issues that demand immediate attention. This section aims to explore effective intervention strategies focused on addressing these concerns. By examining the underlying causes, consequences, and existing interventions, this seeks to underscore the importance of concerted efforts at the individual, community, and governmental levels to achieve substantial progress in these areas.

16.5.1 Intervention in Child Labour and Child Abuse

Child labour and child abuse are interconnected issues that gravely impact the physical, emotional, and intellectual development of children. Poverty, social

inequality, and a lack of educational opportunities contribute to the prevalence of child labour, exposing children to hazardous conditions and depriving them of their basic rights. Similarly, child abuse, including physical, emotional, and sexual abuse, further compromises children's well-being and hinders their overall development. To address these issues, it is imperative to adopt a multi-faceted approach involving legislative measures, comprehensive educational programs, and targeted support for vulnerable families such as the following.

- *Legislative and Policy Measures:* Governments should enact and enforce laws that prohibit child labour and protect children from exploitation, abuse, and hazardous work conditions. These laws should include provisions for compulsory education, age-appropriate work regulations, and penalties for violators.
- *Education and Awareness Campaigns:* Initiatives to raise awareness about the harmful effects of child labour and child abuse on children's physical, mental, and emotional well-being should be implemented. These campaigns should target parents, employers, communities, and children themselves to promote the importance of education and child protection.
- *Social Protection Programs:* Governments and NGOs should implement social protection programs that provide financial assistance, education support, and social services to vulnerable families and children at risk of exploitation. These programs can help alleviate poverty and address the root causes of child labour and abuse.
- *Capacity Building and Monitoring:* Capacity-building initiatives for law enforcement agencies, child protection services, and community organizations are essential to improve the identification, reporting, and response to cases of child labour and abuse. Regular monitoring and evaluation mechanisms should be established to track progress and ensure accountability.

16.5.2 Intervention in Adolescents Well-being

Adolescence is a critical transitional period in an individual's life, marked by physical, cognitive, and emotional changes and challenges. Consequently, it is vital to address the unique challenges and concerns faced by adolescents to ensure their holistic development and future success. Mental health issues, substance abuse, and risky behaviours are common concerns among adolescents. To address mental health challenges, intervention strategies should focus on early detection, access to mental health services, and de-stigmatization of seeking help. School-based programs can play a vital role in providing necessary support and resources to adolescents, fostering resilience and coping skills. Additionally, addressing substance abuse requires preventive measures, such as the implementation of evidence-based drug education programs, along with accessible treatment options for those affected. Engaging adolescents in community-based projects and extracurricular activities can also promote their social integration and provide alternative pathways to positive development. By prioritizing the well-being and needs of adolescents, intervention strategies can empower them to thrive and contribute positively to society.

- *Comprehensive Sexuality Education:* These include implementing comprehensive sexuality education programs in schools and communities to empower adolescents with accurate information about sexual and reproductive health, consent, gender equality, and healthy relationships.
- *Youth Empowerment Programs:* These include providing vocational training, life skills development, entrepreneurship opportunities, and mentorship programs to empower adolescents and enhance their economic prospects and social resilience.
- *Access to Health Services:* These include ensuring access to youth-friendly health services, including sexual and reproductive health services, mental health support, and substance abuse prevention and treatment to address the unique health needs of adolescents.
- *Participation and Advocacy:* These include promoting meaningful participation of adolescents in decision-making processes, advocacy efforts, and community initiatives that affect their lives and well-being, fostering a culture of youth leadership and empowerment.

16.5.3 Intervention in Bonded-Labour

Bonded labour, often referred to as modern-day slavery, represents a severe form of exploitation and human rights violation. Victims of bonded labour are trapped in an endless cycle of debt, forced to work under exploitative conditions. To combat bonded labour practices effectively, a multi-pronged approach is necessary. First and foremost, legislative measures must be in place to criminalize and penalize those involved in bonded labour schemes. Governments should also prioritize the protection and empowerment of vulnerable communities through initiatives such as providing access to quality education, skill development programs, and livelihood opportunities. Furthermore, raising awareness about bonded labour and advocating for ethical supply chains can pressure corporations to ensure that their products are not tainted by forced labour. Collaborative efforts between NGOs, governments, and international organizations are crucial for developing comprehensive intervention strategies and policies to rescue and rehabilitate bonded labour victims. By addressing the root causes of bonded labour and systemic factors that perpetuate this problem, intervention strategies can contribute to the eventual eradication of this pervasive form of exploitation.

Effective intervention strategies are vital in combating child labour and child abuse, supporting the well-being and development of adolescents, and eradicating bonded-labour practices. Through legislative measures, educational initiatives, and targeted support services, it is possible to create a society that prioritizes the rights and well-being of children and adolescents. Additionally, concerted efforts at the community, national, and international levels are crucial for addressing the complexities of bonded labour and bringing an end to this form of modern-day slavery. By implementing these interventions, we can envision a future where all individuals can live free from exploitation and discrimination leading to their sustainable progressive development.

Check Your Progress

- Notes:** a) Space given below the question is for writing your answer.
b) Check your answer with the one given at the end of this unit under “Answers to ‘Check Your Progress’ Questions”.

4. What specific challenges impact adolescents’ well-being in society?

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16.6 LET US SUM UP

In the realm of social and distributive justice, addressing systemic inequalities and promoting equitable opportunities is paramount. Value-based education for development plays a crucial role by instilling ethical values and a sense of social responsibility in individuals, preparing them to advocate for fairness and contributing positively to society. This education is complemented by social and professional education for sustainable development aimed at equipping people with the skills and knowledge needed to tackle environmental, social, and economic challenges responsibly, and ensuring that development meets current needs without compromising those of the future generations.

Marginalization manifests across various groups: women facing gender-based discrimination and unequal opportunities; the minorities and the tribals encountering cultural marginalization and socioeconomic disparities; the transgender individuals experiencing stigma and barriers to rights and resources; the aged and the disabled confronting issues of elder abuse, healthcare access, and accessibility barriers; and the destitute struggling with extreme poverty and exclusion. Interventions are crucial in specific areas: combating child labour and violation of children’s rights and well-being; promoting adolescents’ well-being through mental health support and educational opportunities; and addressing bonded labour by implementing legal protections and economic empowerment initiatives. These efforts are essential for advancing social justice and distributive fairness, and for creating inclusive societies where all individuals can thrive and contribute meaningfully.

16.7 ANSWERS TO ‘CHECK YOUR PROGRESS’ QUESTIONS

1. **Social Justice:** Social justice refers to the fair and equitable treatment of all individuals in society, ensuring that everyone has equal access to opportunities, rights, and resources. It aims to address systemic injustices and inequalities based on factors like race, gender, class, and other identities. Social justice seeks to create a society where all individuals can participate fully, prosper, and achieve their potential without facing discrimination or marginalization.

Distributive Justice: Distributive justice focuses on the fair distribution of economic goods and resources among members of society. It concerns how wealth, income, opportunities, and benefits are allocated to ensure a just distribution that maximizes overall welfare and minimizes disparities. Principles such as equality, need, merit, and contribution are often considered in determining fair distributions.

Interrelationship between Social Justice and Distributive Justice: The interrelationship between Social Justice and Distributive Justice can be explained in terms of the following:

- a) ***Mutual Reinforcement:*** Social justice and distributive justice are interconnected and mutually reinforce each other. Achieving social justice often requires addressing economic inequalities through distributive justice policies. Conversely, fair distribution of resources is essential for achieving social justice goals, as unequal access to resources can perpetuate social injustices.
- b) ***Comprehensive Approach:*** Both the concepts require comprehensive approaches to address systemic inequalities and promote fairness. Policies that promote distributive justice, such as progressive taxation, social safety nets, and affirmative action, contribute to creating a more socially just society by ensuring that marginalized groups have equal access to resources and opportunities.
- c) ***Policy Implications:*** Policies aimed at achieving social and distributive justice include measures to reduce income inequality, provide universal access to education and healthcare, promote inclusive economic growth, and protect civil rights. These policies aim to create a more equitable society where all individuals have the opportunity to thrive and contribute to the common good.

Thus, social justice and distributive justice are intertwined concepts that together form a framework for creating a fair and equitable society.

2. Social and professional education plays a crucial role in preparing individuals to address environmental, social, and economic challenges sustainably. It provides knowledge and skills that promote ethical conduct, social responsibility, and inclusive practices within various professions. By integrating principles of sustainable development into education curricula, institutions can ensure that future professionals prioritize environmental stewardship, social equity, and economic viability, thereby contributing to long-term societal well-being and resilience in growth and development.
3. Issues of marginalization highlight systemic inequalities and injustices that perpetuate and prevent certain groups from enjoying equal rights, opportunities, and resources within society. Women often face gender-based discrimination, unequal access to education and employment, and violence. Minorities and tribes experience cultural marginalization, lack of political representation, and socioeconomic disparities. Addressing these issues is crucial for achieving social justice by ensuring that all individuals, regardless of gender, ethnicity, or cultural background have

equal opportunities to participate fully in society and access resources necessary for their well-being.

4. Adolescents face numerous challenges that impact their well-being, including mental health issues, substance abuse, lack of educational guidance and counselling opportunities, and vulnerability to exploitation. Mental health concerns such as depression and anxiety are prevalent among adolescents, often exacerbated by academic pressure, peer relationships, and family dynamics. Substance abuse poses additional risks to their physical and mental health, affecting their overall development and future prospects. Further, lack of access to quality education and vocational training limits adolescents' opportunities for personal growth and economic empowerment. Addressing these challenges requires holistic approaches that prioritize mental health support, educational opportunities, and protective measures to ensure adolescents' well-being and resilience.

16.8 REFERENCES AND SUGGESTED READINGS

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16.9 UNIT-END EXERCISES

In your own interest, you may prepare the answers to the following questions which may be useful as a part of your preparation for your term-end examinations.

- 1) What is the role of value-based education in fostering development and social justice?
- 2) Why are issues of marginalization such as those faced by women, minorities, and tribes important in discussions of social justice?
- 3) What specific challenges do transgender individuals face in society?
- 4) What are the concerns related to the aged in terms of social justice?
- 5) How can interventions against child labor and child abuse promote social justice?

6) Why is addressing bonded labor crucial in discussions of social justice?

**Implementation and
Monitoring of SDGs:
Problems, Issues and
Prospects**

16.10 UNIT-END ACTIVITY

If you like to further enhance your interest, you may attempt to perform the following activity.

- 1) Make an attempt to prepare a 'Community Needs Assessment and Action Plan'.

Some tips:

- Conduct a needs assessment within any school of your choice or the local community.
- Identify marginalized groups or specific issues (e.g., elderly residents, environmental concerns, accessibility barriers).
- Based on the findings, develop action plans to address identified needs through advocacy, awareness campaigns, or service projects.

