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The UNESCO Social Sciences and Humanities Programme aims to ensure that the implementation of the 2015 Development Agenda reinforces universal values and principles such as global solidarity, inclusion, the fight against discrimination, gender equality and accountability. To this end, it is important to strengthen existing initiatives and develop new multidisciplinary initiatives focusing on results that promote greater cooperation and participation at international level, taking due account of their dynamic development in order to: lay the foundations for global cooperation against all forms of discrimination; establishing attitudes and behaviours among young people of both sexes leading to the promotion of inclusion and the fight against discrimination and intolerance, and developing tools and strengthen the capacity to assess and monitor progress towards the SDGs. The implementation phase of activities aimed at achieving the Sustainable Development Goals provides unesco with the opportunity to promote research and political activities and to disseminate knowledge about human rights within the competence of UNESCO. Through its research, prospective and social transformation management work, UNESCO will strengthen the link between theoretical knowledge, policies and practice by drawing on the skills of social sciences to drive innovative thinking that can transform societies through the different aspects of the SDGs. The future will introduce the future application to understand the nature of the SDGs and prepare a wide range of human activities that meet the challenges and aspirations of the development agenda after 2015. With regard to the contribution of science and technology to sustainable development, UNESCO will work on the right to benefit from scientific progress and their application and on the principle of joint use of services in order to strengthen member states' capacity to address the challenges of sustainable development: climate change, increasing inequalities (in particular access to science, technology and innovation), , harnessing sustainable production and consumption patterns, etc. The organisation will also continue its work in the field of bioethics* and ethics in science and technology. As a member of the Working Group on Human Rights of the United Nations Development Group (UND), UNESCO also plays an active role in the UN system, on their place in human rights in the pursuit of the Sustainable Development Goals. Mobilising young people is the priority of human development for the next decade. Young people of both sexes are a driving force for change in the world and demand that fundamental freedoms and rights are respected, that their living conditions be improved and that the communities to which they belong, that they be given more opportunities for education and work and that they be given the opportunity to participate in the decisions that concern them. At the same time, and because of the ongoing crises, they face serious problems affecting important aspects of their lives. Today is more than ever the time to increase investment in research work, policies and programmes aimed at creating a situation based on fundamental rights in which young people can thrive, regain hope and a sense of belonging to a community, exercise their rights and make commitments as protagonists and innovators in social life. Cultural skills need to be strengthened on a larger scale, as well as new opportunities and spaces for cooperation and dialogue through the development of intercultural competences based on shared values, mutual understanding and respect, empathy, reconciliation and trust. A culture of peace should be promoted as a key factor in sustainable development, bearing in mind that values and practices of mutual respect and tolerance, reinforced by intercultural and inter-factual dialogue and a commitment to non-violence and reconciliation, are essential to make peace a daily reality that benefits all members of society. * All websites accessed via links marked with a star are in English. Among the 17 Sustainable Development Goals (SDGs) adopted in 2015, SDP 4 concerns education. Higher education is mentioned in SDP Objective 4.3 4: By 2030, equal access for all men and women to high-quality technical, vocational and higher education, including university education, will be guaranteed. Higher education is also a key element in achieving other objectives: the fight against poverty (Social Democrats 1); health and well-being (SDP 3) gender equality (SDP 5) decent work and economic growth (SDP 8) responsible production and consumption (SDP 12) climate action (SDP 13) peace, justice and strong institutions (SDS 16). The roadmap for the implementation of SDP 4, which is the framework for education and training 2030, is based on two key policy pillars on monitoring and promoting learning opportunities, as well as excluded people. The framework for action calls for progress towards existing international higher education agreements, which recognise that a properly established and regulated higher education system makes it possible to extend access, equality, quality and relevance. It can also reduce the gap between the content of teaching and what students need to learn to ensure sustainable development and make full use of technologies, open educational resources and distance learning. The UNESCO Statistical Institute officially monitors Target 4.3 using the gross enrolment rate indicator in higher education. UNESCO, on the other hand, develops initiatives at regional and national level in close cooperation with fund providers, Member States and stakeholders to promote better quality, internationalisation and digital education. UNESCO considers gender equality to be an essential aspect of the achievement of high-quality education and recognises the efforts made by countries in this area, as well as the need to renew them in order to strengthen higher education systems to be updated and based on effective policy instruments and institutions, by prioritising inclusive access. WHAT ARE THE SDGS? The SDGs, also known as the SDGs, were adopted by all Member States in 2015 as a universal call to eradicate poverty, protect the planet and ensure that all people benefit from peace and prosperity by 2030. The 17 Sustainable Development Goals are integrated, recognising that interventions in one area will affect the achievements of others and that development must balance environmental, economic and social sustainability. After the promise not to let anyone go behind, countries are committed to accelerating progress for them further behind. That's why the Social Democrats are designed to bring to the world more life-changing zeros, including zero poverty, zero hunger, zero AIDS, and zero discrimination against women and girls. All are necessary to achieve these ambitious goals. Creativity, knowledge, technology and financial resources are needed throughout society to achieve the SDGs in each context. VeR Ms As the leading U.N. development agency, UNDP has a unique position to help implement the goals through our work in about 170 countries and territories. We support sustainable development goals with integrated solutions. Today's complex challenges, from stopping disease progression to conflict prevention, cannot be effectively addressed in isolation. For UNDP, this means focusing on systems, root causes and links between challenges, not just thematic sectors, in order to create solutions that meet people's daily reality. Our achievements in working on the targets have provided us with valuable experience and proven legislative knowledge that will enable us all to achieve the goals set out in the SDGs by 2030. But we can't do it alone. The implementation of the SDGs requires cooperation between governments, the private sector, civil society and citizens to ensure that we leave a better planet for future generations. To learn more about the SDGs, click here. RecursOs The new Sustainable Development Goals underline that international action in the field of education should focus primarily on quality and learning. The education objectives referred to in SSO 4 refer to high-quality childcare and development services and high-quality primary and secondary education to help pupils achieve relevant and effective school results (UNESCO, 2016). Countries are asked to show that young people acquire literacy and numeracy skills, relevant skills ... access to jobs, decent jobs and entrepreneurship, as well as the knowledge and skills needed to promote sustainable development. (UNESCO, 2016). The funds for the implementation of SDP 4 also focus on issues related to high-quality learning and education. Countries are encouraged to build or improve school facilities that are effective learning environments for all, while encouraging international cooperation to significantly increase the number of qualified teachers (UNESCO, 2016). In addition to SDP 4, all sustainable development goals depend on high-quality education and learning. Good education can drive people out of poverty and reduce inequalities, promote employment and economic growth, empower women, create peaceful and inclusive societies, promote health and good nutrition, and help communities improve water and sanitation management as well as infrastructure, clean energy and environmental resources, along with other elements necessary for a sustainable lifestyle. Full list of Objective 4 objectives and means of implementation: 4.1 By 2030 for all girls and boys to complete primary and secondary education, which must be free, fair and quality and produce relevant and effective school results 4.2 by 2030, ensure that all girls and boys have access to high-quality childcare and high-quality and high-quality early childhood education and early childhood education so that they are prepared for primary education 4.3 by 2030; , ensure equal access for all men and women to high-quality technical, professional and higher education, including university education 4.4 by 2030, significantly increase the number of young people and adults with the necessary skills, in particular techniques and professionals, access to employment, decent work and entrepreneurship 4.5 by 2030, eliminate gender gaps in education and ensure equal access for vulnerable people, including people with disabilities; , indigenous peoples and vulnerable children, for all levels of education and vocational training 4.6 by 2030 , ensure that all young people and at least a significant proportion of adults, both men and women, have literacy and numeracy skills 4.7 by 2030, ensure that all students receive the theoretical and practical knowledge necessary to promote sustainable development, including through education for sustainable development and the introduction of sustainable lifestyles; , human rights, gender equality, the promotion of a culture of peace and non-violence, global citizenship and the assessment of cultural diversity and the contribution of culture to sustainable development, including 4th to building and adapting school facilities that meet the needs of children and people with disabilities, and to take into account gender issues, and the provision of safe, non-violent, inclusive and effective learning environments for all 4.b By 2020, to increase the number of scholarships; , which is available to developing countries, in particular the least developed countries, small island states and African countries, significantly so that their students can enrol in higher education programmes , including vocational training programmes and programmes for technical, scientific, engineering and information and communication technologies, in developed and other developing countries 4.c by 2030, significantly increasing the supply of qualified teachers, inter alia, by 2030, least developed and small oyster states in the development of islands. As the main player responsible for the implementation of SDP4, UNESCO has developed an action plan to coordinate global efforts to achieve the education objective. The first steps of this plan have been to set up a special steering committee representing Member States in each region of the world and a series of regional advisory meetings to analyse priority areas and coordination mechanisms for training. All of this has been in parallel with the completion of the global indicators needed to monitor progress in education and with the development of the thematic indicators that countries can choose to track the educational issues of particular relevance to them. The ten objectives of training and the means of implementing SDP 4 cover a wide range of educational subjects. All these subjects have as a common thread the desire for the quality of the pedagogical experience: to ensure the relevance of what is taught and to ensure that children, young people and adults have the necessary skills to learn. Learning is therefore at the heart of regional and national discussions on how to implement the overall objectives of education. Aircraft plan tools

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