



ADVANCING THE 2030 AGENDA

PETERBOROUGH | NOGOJIWANONG

Toward Quality Education in Nogojiwanong | Peterborough



Co Chairs

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A project
led by

kwic
Kawartha World Issues Centre

GreenUP

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Canada

Introduction

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Indigenous Fleming
Think Outside Nancy Thomson
Alderville Black Oak Savannah
Girls' Climate Leadership Camp
Five Counties Children's Centre
COMPASS Early Learning and Care
Annual Elders Gathering at Trent
Nourish food security programming
MENDING program Ontario Turtle Conservation Centre
Wonders of Water Community Race Relations Committee
Canadian Bushcraft Peterborough Native Learning Program
Serpent Mounds Project Jiimaan'ndewemgadnong Depave Paradise
Chiapas Education Project Peterborough Children's Water Festival Ecology Park
Jumping Mouse Outdoor School Diversity and Inclusion in the Workplace Kagita Mikam
Nogojiwanong Friendship Centre Youth Leadership in Sustainability program Rainbow Youth
Kinark Child Family Services Ishkodehwin Indigenous Peer Mentorship Program Pinnguqag
Be a Watershed Steward Peterborough and Kawartha Economic Development Camp fYrefly
Sacred Water Circle Mandatory Indigenous education at Trent and Fleming Shoreline cleanups
Time in My Shoes Mississauga Nation Anishinaabe Reclamation Strategy TEACH Outside the Box
Pathway Project Daycare Island Oshkigimong Early Learning Centre Anishinaabemowin lessons
Creators Garden Stories for Hope, Healing & Belonging Kawartha World Issues Centre
EcoMentors Lovesick Lake Native Women's Association ESL Forum
OPIRG Curve Lake First Nation Cultural Centre Adventure in Understanding
Specialist High Skills Major programs Trent Traditional Talks
Anishinaabe Culture-based Education TRACKS Youth Program
Indigenous Peoples' Awareness Month Nimkii aazhibikong
Medicine Garden at Hutchison House Homeward Bound
Bike Friendly Cities Peterborough
First People's House of Learning
Indigenous Voices English course
Compass Peterborough Timbernook
Trent Community Research Centre
Community Voices for Manoomin
Yellow Fish Road programs
Earth Adventures Camp

Canadian indicators for SDG 4

The Government of Canada is developing a Canadian Indicator Framework (CIF) to complement the UN Framework. It highlights 'ambitions,' indicators, and targets based on Canadian priorities. These indicators are still in draft form. For SDG 4, the CIF identifies the following:

Ambition: Canadians have access to inclusive and quality education throughout their lives

Indicators:

- Proportion of adults who have a high school diploma or equivalent, by age group
- Post-secondary completion rate (25 to 64 years old), by type of diploma

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LNOB & centering Indigenous Knowledge and Leadership

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‘Leaving no one behind’ is a central principle that drives the SDGs, but also this project. It is about bringing together a wide range of people and groups, including those who have historically been excluded from development conversations.

**SUSTAINABLE
DEVELOPMENT
GOALS**

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- To identify whose voices were missing from the 2019 discussions and bring those into this project.
- Creation and implementation of a survey
- Improve access to and quality of education for Indigenous peoples within the region, especially in terms of opportunities for place-based, language, and experiential education;
- Go beyond quantitative indicators to assess the quality of education available to all people, and at all levels;
- Provide greater support, financial and otherwise, for Indigenous-led and experiential educational opportunities.

SUSTAINABLE
DEVELOPMENT
GOALS

Survey

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The Action Team also circulated a short survey to solicit further input from the wider community about quality education in Nogojiwanong | Peterborough. We received 32 responses from local educators, community organizers, adult learners, and parents of learners under 18 years old.

- 88% of respondents (n=28) strongly agree that experiential education is important for Quality Education in their community;
- 78% of respondents (n=25) strongly agree that place-based education is important for Quality Education in their community;



‘Localizing’ the SDG 4 Targets:


The SDG 4 Action Team took a closer look at the UN Framework and SDG 4 Goal Targets and began the process of localizing these targets to better suit our community’s needs and priorities.



Example #1

Original UN Framework Targets	Our Drafted Localized Versions
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	By 2030, ensure that all children have access to quality and diverse forms of early childhood development, care, and pre-primary education so that they foster a sense of wonder and fondness for learning , in addition to being prepared for primary education

Example #2

Original UN Framework Targets	Our Drafted Localized Versions
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	<p>By 2030, ensure that all learners develop the knowledge and skills needed to promote regenerative development, including, among others, through education for regenerative development and regenerative lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, truth and reconciliation, global, local and digital citizenship and appreciation of cultural diversity and of culture's contribution to regenerative development</p> 

Example #3

Original UN Framework Targets	Our Drafted Localized Versions
4.a By 2030, build and upgrade education facilities that are child, disability, and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all	4.a By 2030, provide learning spaces (including outdoor, land-based learning spaces) that honour diverse needs and provide safe, welcoming , inclusive, joyful , and effective learning environments for all

Next Steps

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