

The Future of Learning: Building Peaceful and Sustainable Societies Through Global Citizenship Education

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SUSTAINABLE DEVELOPMENT GOALS



There is no stronger, no more lasting investment a country can make, than educating its citizens. Education is the bedrock for sustainability.

- In the words of the great Nelson Mandela:
- ***“Education is the most powerful weapon which you can use to change the world”.***

World Education Forum 2015 in Incheon

- **Goal 4** of the Agenda 2030 was adopted:

“Promoting inclusive and equitable quality education and life-long learning for all”.

- The Incheon Conference and its historic Declaration embody values that run deep in the Korean society and the country’s trail-blazing experience in nurturing the power of education.

- That education is a human right that is essential for individual dignity and that also provides sustainability to all development.
- That education is a force for life, for social cohesion, for deeper inclusion.
- That education is critical for gender equality and women's empowerment.

- That quality education is a major prerequisite for economic growth and prosperity.
- That education is vital for protecting the planet and its biodiversity and tackling the challenges of climate change.
- That education is vital for peace and mutual understanding, for living together as global citizens.

Goal 4 on Education targets:

- Twelve years of free education for all.
- Qualified and duly trained teachers in every classroom.
- A strong focus on technical and vocational education and training, on the quality of education, on girls' education, to foster global citizenship and decent jobs.

- Bridge the annual US\$ 40 billion funding gap, to invest where needs are most acute.
- 6% of Gross Domestic Product for education.
- Overall goal of education standing at 0.7% of Official Development Assistance.

TARGETS

- 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

INDICATORS

- 4.1
- Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex

- **4.2**

- By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

- **4.2.1**

- Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex

- **4.2.2**

- Participation rate in organized learning (one year before the official primary entry age), by sex

- **4.3**

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

- **4.3.1**

- Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex

- **4.4**

- By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

- **4.4.1**

- Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill

- **4.5**

- By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

- **4.5.1**

- Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated

- **4.6**

- By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

- **4.6.1**

- Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex

- **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

4.7.1

Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment

- **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

- **4.A.1**

- Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities

- **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 programs, in developed countries and other developing countries

- **4.B.1**

- Volume of official development assistance flows for scholarships by sector and type of study

- **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

- **4.C.1**

- Proportion of teachers in: (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country

Goal 4 will be reviewed at the High Level Political forum in 2019

- The HLPF is the main United Nations platform on sustainable development and it has a central role in the follow-up and review of the [2030 Agenda for Sustainable Development](#) the [Sustainable Development Goals \(SDGs\)](#) at the global level.
- The Forum's first meeting was [held on 24 September 2013](#). It replaced the [Commission on Sustainable Development](#), which had met annually since 1993.
- The Forum meets annually under the auspices of the [Economic and Social Council](#), including a ministerial segment and every four years at the level of Heads of State and Government under the auspices of the [General Assembly](#) for two days.

A new class of global challenges that require collective response to find effective solutions:

- Acceleration of globalization and rapid development of technologies.
- Increasingly integrated and knowledge-driven economies.
- Greater migration between countries and from rural to urban areas.
- Growing inequalities.
- More awareness of the importance of sustainable development and including concerns about climate change and environmental degradation.
- A large and growing youth demographic.

Global citizenship education – a response to global challenges in an interconnected and globalized world

Global Citizenship Education - new concept that emerged during the debates about what education for the 21st Century and what education do we need for a more peaceful and sustainable future for all?

- What should be the role and purpose of education in societies and economies that undergo profound socio-economic and technological changes?
- What education in an era of internet and connectivity?
- What education in the Fourth Industrial Revolution as Founder of the World Economic Forum Charles Schwab called our age?

- The Brazilian educator and philosopher, Paulo Freire once described education as *“the practice of freedom, by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.”*
- These words echo powerfully with the Global Citizenship Education – to nurture new values, knowledge and skills about peace, sustainable development, human rights and democracy, to transform these into daily behaviours for tolerance and respect

Two UNESCO Landmark Reports

- The first report, *Learning to Be* ('Faure Report') was published in 1972 and introduced the ideas of lifelong education and a learning society.
- The Faure Report proposed "*lifelong education as the master concept for educational policies in the years to come for both developed and developing countries.*"

Delors Report 1996

- The second, 'Delors Report,' *Learning: The Treasure Within*, proposed a holistic and integrated vision of education based on the four pillars of *learning to be, learning to know, learning to do, and learning to live together*.
- The Delors Report wrote that education is “*the principal means to foster a deeper and more harmonious form of human development and thereby to reduce poverty, exclusion, oppression and war.*”

Global Education First Initiative

- UNSG Ban Ki Moon, supported by UNESCO, launched in 2012 a new **Education First Initiative** that presented and outlined a new vision for education and set the stage for the elaboration of the Goal 4 of the SDG Agenda
- **Global Citizenship Education** occupies a prominent role within this initiative as a third pillar together with equity and quality of education

- Raising the stakes by launching the **Global Education First Initiative**, and linking education for all with quality of education, UN General Secretary Ban Ki-moon spoke of **Global Citizenship** as a new model of intervention in securing peace and sustainable development in the global system.
- **Global Citizenship** (GC) refers to de facto interconnectedness of all people beyond national borders, and the responsibilities we have to one another around the world.

Global Citizenship Education – new responsibility of education

- Education is not just a technical way of transferring knowledge. Today, there are many other sources of knowledge.
- Education should be also about values, values of human rights, of mutual respect, of respect for the nature and of humanity, of living together.
- We must move beyond literacy and numeracy, to focus on learning environments, on new forms of learning.

- Education should be also about values, values of human rights, of mutual respect, of respect for the nature and of humanity, of living together.
- It must be about cultural literacy, on the basis of respect and equal dignity. It must be about laying the foundations for a culture of peace.

- **Global Citizenship Education (GCED)** is a framing paradigm which encapsulates how education can develop the knowledge, skills, values and attitudes learners need for securing a world which is more just, peaceful, tolerant, inclusive, secure and sustainable.
- **GCED** includes the **cognitive domain**, which consists of knowledge, understanding and critical thinking about global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations.

- GCED's **socio-emotional domain** involves a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity.
- GCED's **behavioural domain** seeks to lead students 'To act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world'.

Intersections between Global Citizenship Education and Education for Sustainable Development (ESD)

- UN Decade of **Education for Sustainable Development** 2005-2014
- UNESCO Conference in Aiichi-Nagoya in 2014 adopts a Roadmap for Implementing the Global Action Programme on **Education for Sustainable Development**.
- Adoption of the Paris Climate Agreement and the challenges of climate change necessitate even plus robust approach towards **Education for Sustainable Development**

ESD Programme of action

- Priority action area 1: Advancing policy: Mainstream ESD into both education and sustainable development policies to create an enabling environment for ESD and to bring about systemic change.
- Priority action area 2: Transforming learning and training environments: integrate sustainability principles into education and training settings.
- Priority action area 3: Building capacities of educators and trainers: increase the capacities of educators and trainers to more effectively deliver ESD.

- Priority action area 4: Empowering and mobilizing youth: multiply ESD actions among youth.
- Priority action area 5: Accelerating sustainable solutions at local level: at community level, scale up ESD programs and multistakeholder ESD networks.

Conclusions

As the world faces multifaceted challenges and crises, global learning that is fostered by global citizenship education becomes an essential tool to not only build understanding across borders and cultures but to advance our social, political, economic, and environmental interconnectedness necessary to address global and local issues.

Global Citizenship Education is an opportunity and an answer to a world under pressure.

Global Citizenship Education is the bedrock of sustainability.

Thank you for attention