Second UNESCO Forum on Global Citizenship Education

Building peaceful and sustainable societies: Preparing for post-2015


Organized by the Division of Education for Teaching, Learning and Content Education Sector, UNESCO with the support of Member States
Measuring learning outcomes of Global Citizenship Education (GCED) & Education for Sustainable Development (ESD)

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The case for GCED and ESD

GCED & ESD have been both proposed as one of the targets of the education goal in the post-2015 development agenda

- **Target 5**: “By 2030, all learners acquire knowledge, skills, values and attitudes to establish sustainable and peaceful societies, including through global citizenship education and education for sustainable development” *(The Muscat Agreement)*

- **Target 4.7** by 2030 ensure all learners acquire 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 *(The UN Open Working Group proposal on SDGs)*

- GCED & ESD are critical for a sustainable and peaceful future for all

- Need for clearly defined indicators to enable the monitoring progress at the global, regional and national levels
Measuring GCED and ESD

- Measuring learning outcomes is not an easy process
- Measuring GCED & ESD learning outcomes is even more demanding
- Yes, it is feasible to measure GCED and ESD in a systematic manner
- Elements of GCED and ESD are already included in existing international, regional or national surveys
- The TAG proposes a set of indicators on GCED & ESD
UNESCO’s Work

UNESCO has undertaken foundational work in this area and seeks to facilitate technical discussions and policy dialogue

Overall aim is to develop:
- a list of potential indicators for monitoring GCED and ESD at the global, regional and national levels
- considerations on the data collection process and scope

as inputs to the WEF (May 2015) and the process leading to the adoption of the final post-2015 agenda at the UNGA (September 2015)
UNESCO’s Work – The EAG

• Tracking progress in GCED is interlinked with efforts to mainstream the topic in education systems and demonstrating its impact on learning

• The Experts Advisory Group (EAG) on GCED:
  - was established with experts in GCED and Education and met in Paris in June 2014 to review UNESCO’s guiding framework on GCED with age-specific topics and learning objectives
  - elaborated on earlier recommendations and inputs provided by GCED and ESD experts across the world (e.g. at Technical Consultation on GCED; Seoul 2013 & the First UNESCO Forum on GCED, Bangkok 2013)
  - identified key conceptual dimensions of GCED
UNESCO’s work – The MAT

The Measurement Ad-Hoc Team (MAT) on GCED & ESD:

• was established as a subgroup of the EAG with experts on measurement within and outside UNESCO

• met in Paris in June 2014, to:
  - explore questions on the measurability of GCED & ESD
  - discussed the priorities for measurement, identified by the EAG
  - consider existing data collection processes
CORE CONCEPTUAL DIMENSIONS/PRIORITIES FOR MEASUREMENT

COGNITIVE
• Learners acquire knowledge, understanding and critical thinking about global issues and the interconnectedness/interdependency of countries and different populations

SOCIO-EMOTIONAL
• Learners have a sense of belonging to a common humanity, sharing values and responsibilities and holding rights
• Learners show empathy, solidarity and respect for differences and diversity

BEHAVIOURAL
• Learners act effectively and responsibly at local, national and global contexts for a more peaceful and sustainable world
UNESCO’s work – future directions

• continue to work towards developing indicators for monitoring GCED and ESD at global, regional and national levels, especially in the context of the post-2015 development agenda

• seek to identifying considerations for the data collection process and scope

❖ Efforts will be made to maintain a balance between the most desirable indicators in terms of comprehensiveness and the realistic feasibility of obtaining reliable data on which to base their use
Thank you!