



In support of
**UNESCO'S 70th
Anniversary Celebrations**



Second UNESCO Forum on Global Citizenship Education

Building peaceful and sustainable societies: Preparing for post-2015

UNESCO Headquarters, Paris, 28-30 January 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)

Theophania Chavatzia
GCED Team, UNESCO

Wednesday, 28 January 2015

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!