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للتربية والعلم والثقافة

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2nd forum on Global Citizenship Education

Building peaceful and sustainable societies:

preparing for post-2015

January 2015



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This presentation:

1. Context: education situation in LAC by 2015
2. Post-2015 education agenda in LAC
3. How can the Framework For Action support regional commitments and mechanisms: example from LAC



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A summary

- Recognised progress, though currently stalling, in coverage and access at all levels, less so in quality
- **UPE:** is stalling and even regressing in a few countries
- **Access to ECCE,** retention and conclusion of the secondary cycle and TVET remain important challenges
- Quality of education is a big challenge. Education and employment is a pressing issue
- **Emerging themes:** school violence, natural disasters, education to combat climate change, ICTs; ESD; GCEd; soft skills, etc.
- **Inequality:** socio-economic progress is slowing; impact on social stability. A new definition is needed...



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Beyond 2015

- Re-think quality of education:
 - How the different dimensions are inter-related
 - Which methods and contents for GCEd
 - Which evaluation systems, learning outcomes and instruments
 - What learning for the 21st century and how.
- **Secondary, TVET and tertiary education:** what strategy and practices to gradually transform the region and countries into knowledge societies?
- How to work with the private sector: not only benefiting from new technologies but also developing new ones



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What lines of action for UNESCO in the post-2015

1. Declaration of Lima (includes GCEd)
2. Teachers and education quality
3. Broad education policies and technical advice: from data to use of information
4. Skills and competencies for life and work: learners should acquire life, technical and vocational skills for decent jobs and entrepreneurship, able to adapt to socio-economic change



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Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

- **Indicator / Target 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



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Current Global Citizenship Education

- **GCEd** is trans-disciplinary rather than a separate or overlapping discipline
- **In LAC:** not a new concept; emerging and very relevant considering the particularities and socio-economic situation: MIC trap, violence, pervasive inequality (especially within countries), unmet targets, etc.



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In LAC, a pragmatic approach

- Values and **democracy**
- Thinking skills for learners to imagine possible, positive futures in the context of uncertainty and change
- Cognitive skills to think critically and creatively
- Non-cognitive and social skills: empathy, **conflict resolution**, communication skills and aptitudes for networking and interacting with people of different backgrounds, origins, cultures
- Knowing one's own values and universal values: **justice, equality, dignity, solidarity and respect**
- Behavioural capacities to act collaboratively and responsibly to find solutions to local and global challenges
- Ability to motivate oneself and others for action



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What instruments?

- Innovative programmes and curricula focusing on **young people** for a culture of peace (“learning to live together”), civic education, physical education and sports, sexuality education, students’ participation, respect for teachers and families, conflict resolution e.g. regional project, Central America, Regional Strategy on Teachers
- Intercultural and multicultural education programmes in pedagogical, linguistic and institutional terms e.g. Bolivia, Ecuador.
- Education systems enriched with contents and methods on Sustainable Development, green practices, climate change, disaster prevention, as a follow-up to Rio+20.



Convergence between ESD and GCE

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ESD priority	GCE priority
Advancing ESD policies: Integrate ESD into international and national policies in education and sustainable development	Mainstream GCE into relevant existing programmes
Build capacities of educators and trainers to become learning facilitators for ESD.	Continuous quality professional development for educators in transformative pedagogy
Empowering and mobilizing youth as change agents	Involvement of young people in the design, implementation, monitoring and evaluation of GCE
Transforming learning and training environments: integrate sustainability principles into institutions through whole-institution approaches.	Set-up networks at global, regional, national and community levels, to share experiences and to advance the GCE agenda
Involving the communities: accelerating sustainable solutions at local level	Engagement across multiple sectors, actors and levels, beyond education
	Advance consensus on indicators to measure GCEd



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How can the Framework for Action support regional commitments and mechanisms

1. Let us learn from the experience of Dakar in 2000
 - ✓ A global Framework that considers regional, national and sub-national contexts and adaptations. **Contextualisation** is thus the key word
2. Rather than promoting a set of targets the Framework should help Member States to 'operationalize', 'translate', **UNPACK** the education-related SDGs into national agendas
 - ✓ This implies developing an instrument, a METHODOLOGY with working areas, targets and indicators.
 - ✓ The countries, depending on their socio-economic context and fiscal means, may prioritise their areas of interest.
 - ✓ A Communications strategy is a must, why?



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Thank you