

# **Government Perspective on GCED for the post-2015 development agenda**

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# United Nations Sustainable Development Goals (July, '14)

- **Goal 4. Ensure inclusive and equitable quality education and promote life-long learning opportunities for all**
- 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

# Other related goals in SDGs

- Goal 5 : gender equality
- Goal 10 : inequality
- Goal 11 : human settlements
- Goal 13 : climate change
- Goal 16 : peaceful & inclusive societies,  
access to justice

# UNSG Synthesis Report (Dec. '14): 6 essential elements

- **Dignity**: end poverty and fight inequality
- **People**: ensure healthy lives, knowledge and the inclusion of women and children
- **Prosperity**
- **Planet**: protect ecosystems for all societies and our children.
- **Justice**: promote safe and peaceful societies, and strong institutions.
- **Partnership**



- **Global Education First Initiative(GEFI)**:  
**3 priorities; Access, Quality, Global Citizenship**
- **UN Alliance of Civilizations**: a platform for intercultural dialogue, understanding and cooperation focusing on 4 areas (**Education, Youth, Migration and Media**)
- **Communities of Democracy(CD)**: a global intergovernmental coalition of states devoted to the ideas of democracy;  
**Working Group on Education for Democracy**
- **UN Peacebuilding Commission**

# **United Nations Academic Impact (UNAI) initiated by UNSG('10)**

- a global initiative that aligns institutions of higher education with the United Nations in furthering the realization of the purposes and mandate of the UN through activities and research in a shared culture of intellectual social responsibility.

# UNAI: 10 basic principles

- ① United Nations Charter as values of education
- ② Human rights
- ③ Educational opportunity for all
- ④ Higher education opportunity
- ⑤ Building capacity in higher education systems
- ⑥ **Encouraging global citizenship**
- ⑦ Peace and conflict resolution
- ⑧ Addressing poverty
- ⑨ Sustainability
- ⑩ Inter-cultural dialogue and understanding

# UNAI Korea proposes “UNAI YC” as the Driver of GCED



GCED should make people responsible, honest, diligent, to live together, to learn how to coexist, to expand further “Youth engagement”, to develop further partnership and collaboration, and to implement UN Resolution on Entrepreneurship for Development.

- ▶ Please find comprehensive information in the paper by Dr. Kim (a room document)

# Intergovernmental Negotiations on the Post-2015 Development Agenda

- “Let us demonstrate **global citizenship**, foresight, moral courage and political leadership as we reach final agreement on plans to support people, communities, societies and our beautiful planet.” (UNSG, Jan. 19, '15)
- High-Level Thematic Debate on Promoting **Tolerance and Reconciliation** (UN PGA, April '15)

# **Key phrases/concept on Post-2015 Agenda**

- **『The Future We Want』 ('12)**
- **『A Life of Dignity for All』 ('13)**
- **『The Road to Dignity by 2030』 ('14)**
- **People-centered, planet-sensitive, transformative, and universal agenda**
- **Leave no one behind**
- **Inclusive and peaceful societies**
- **Dignity/people/prosperity/planet/justice/partnership (6 essential elements)**
- **Participation and communication**

# Tasks and Challenges ahead

- **Global education discourse and trend:**
  - ① Access(quantity/opportunity) → ② Quality → ③ Orientation(Global citizenship)
- Post-2015 and education seminar(Mar., NY) → World Education Forum(May, Incheon) → Post-2015 development summit(Sep., NY)
- **Global citizenship as outcome as well as enabler to fulfill the ultimate goals of the post-2015 development agenda**
  - ‘global citizenship’ which is sensible to human dignity, tolerance, mutual respect and understanding

# Tasks and Challenges ahead

- **Curriculum challenge:**

- 1) What is an appropriate contextualization?
  - 'maximum common denominators' needed
  - universal values should not be compromised
- 2) critical thinking with small group discussion & on-site field experience vs. traditional textbook based one-sided lecture or knowledge transfer
- 3) Teacher training

# Tasks and Challenges ahead

- Participation of all sectors and stakeholders, not in silos: interdisciplinary nature, public/private sector, civil society, NGOs, youth, etc.
- Embracing all related initiatives: GEFI, UNAI, Alliance of Civilizations, CD
- Outreach for recognition from international organizations, especially United Nations
- Korea's unique role in the Global Citizenship initiative: 'The Country of Education', one of the most open, receptive and inclusive societies

# Tasks and Challenges ahead

- UNESCO (education)'s rare opportunity to contribute to the fundamental solution of conflict / violence / intolerance / extremism
- Message should be creative & crispy and grasp awareness of the importance of GCED
- GCED could change people, community, nation and the world if it is well embedded in the global education system