

56th IEA GENERAL ASSEMBLY 2015

Challenges and opportunities in measuring education for sustainable development and global citizenship education

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- Monitoring GCED and ESD in the post-2015 development agenda
 - measurement priorities
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 - next steps: following up global developments
 - monitoring progress

Global Action Programme on Education for Sustainable Development (GAP)

UNESCO Global Action Programme on
Education for Sustainable Development



Goal: to generate and scale up ESD action

Five Priority Action Areas:

1. Advancing Policy
2. Transforming learning and training environments
3. Building capacities of educators and trainers
4. Empowering and mobilizing youth
5. Accelerating sustainable solutions at the local level



- **Endorsed by the UNESCO General Conference and acknowledged by the UN General Assembly as follow up to the UN Decade**
- **Coordinated by UNESCO as per UNGA resolution A/RES/69/211**

UNESCO's work on ESD

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Global Action Programme on Education for Sustainable Development (GAP)

Strategies:



Building New Momentum
through Launch Commitments



Harnessing Partnerships
through Partner Networks



Fostering a Global Community of Practice
through a Global Forum and an on-line clearinghouse

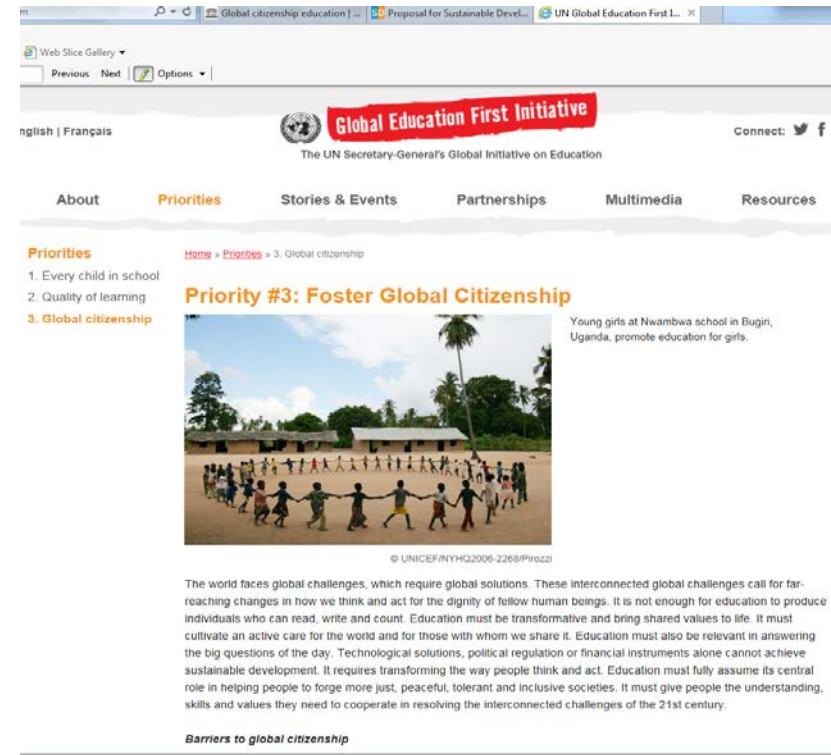


Showcasing Good Practice
through the UNESCO-Japan Prize for ESD

Global Education First Initiative (GEFI)



- UN Secretary-General launched his Global Education First Initiative (GEFI) in 2012
- Three Priorities:
 - Access
 - Quality
 - Fostering global citizenship



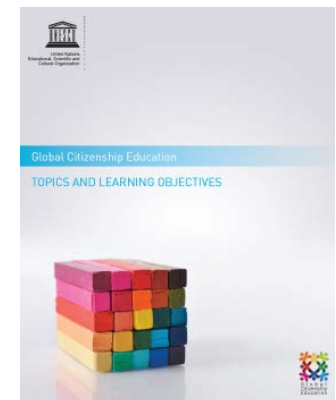
UNESCO's work on GCED

UNESCO Global Action Programme on
Education for Sustainable Development



As the leading UN agency on GCED, UNESCO:

- Provides platforms for policy dialogue
 - e.g. two UNESCO Global Fora on GCED
- Facilitates exchange of knowledge and practices
 - UNESCO Clearinghouse on GCED
 - UNESCO GCED website and database
- Supports country level implementation
 - technical guidance, resources, tools
 - orientation workshops



Post-2015 development agenda (SDGs)

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- GCED and ESD one of the targets of the education goal (target 4.7)

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 nonviolence, **global citizenship** and appreciation of cultural diversity and of culture’s contribution to sustainable development”

Measuring GCED and ESD

- main challenges



- Making the case for GCED and ESD - the post-2015 agenda
- Multi-layered and complex nature of GCED and ESD - questions about their measurability
- Developing potential indicators - relevant, feasible, globally comparable
- Developing appropriate data collection tools - inclusion in measurement studies
- Data collection and analysis

UNESCO's response and achievements

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1st Technical Consultation 1st UNESCO Global Forum	Conceptual parameters of GCED
Experts Advisory Group (EAG)	Key conceptual dimensions of GCED – leading to TLOs
Measurement Ad-Hoc Team (MAT)	Priorities for measurement – leading to indicators on GCED and ESD
UNESCO - IEA	Commissioned study on the measurement of GCED and data collection process Potential indicators on GCED and ESD – shared with TAG
TAG	Recommended education indicators to IAEG-SDGs
IAEG-SDGs	Review the list of possible global indicators Discuss the global indicator framework Determine next steps

Collaboration with IEA

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UNESCO commissioned a study on the measurement of GCED and ESD, through IEA

- a list of potential indicators on GCED and ESD
- an analytical background report



UNESCO Commissioned Study on the Measurement of GCED and ESD

Background, Framing, Indicators, Feasibility and Data Collection

– Final Draft –

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GCED/ESD indicators (UNESCO – IEA)



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Table 1: Seven global and core thematic indicators for GCED and ESD (relating to Target 4.7)

Dimension or TLOs key area		Comments UNESCO	Data collection	Proposed indicator
Input/process				
Measure of the intensity with which concepts of sustainability and global citizenship are covered in the curriculum and/or the implementation of the curriculum.		This needs a clear process regarding how this assessment will be carried out at country level.	ICCS or new country context survey	1. GLOBAL INDICATOR: Percentage of countries attributing high priority to global citizenship education and education for sustainable development
			ICCS or new survey	2. Percentage of teachers reporting adequate levels of confidence in teaching global citizenship education and education for sustainable development
Outcomes				
Cognitive	Knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations	This is a core outcome that needs to be monitored	ICCS or new survey	3. Percentage of 13-year-olds showing adequate understanding of issues relating to global citizenship and sustainability
	Skills for critical thinking and analysis	This is a key outcome but it is not linked exclusively with sustainability and global citizenship.	TBD	TBD, potentially similar to a described knowledge/skill scale.
Socio-emotional	Sense of belonging to a common humanity sharing values and responsibilities, based on human rights	This is a core outcome that needs to be monitored.	ICCS or new survey	4. Percentage of 13-year olds agreeing or strongly agreeing with global citizenship values and sustainable development values
	Attitudes of empathy, solidarity and respect for differences and diversity	This is a core outcome that needs to be monitored (an indicator differentiating between solidarity and diversity might be difficult to find).	ICCS or new survey	5. Percentage of 13-year-olds agreeing with or strongly agreeing with equal rights of different population groups
Behavioral	Act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world	Lack of existing surveys that can observe actual behavior at school level.	ICCS or new survey	6. Percentage of 13-year-olds reporting participation or intention to participate in institutional and community practices in support of global citizenship and sustainable development values
	Motivation and willingness to take necessary actions	Lack of existing surveys that can observe actual behavior at school level.	ICCS or new survey	7. Percentage of 13-year-olds reporting taking action or intention to take action concerning the school and classroom climate, including against bullying, abuse and discrimination.

Proposed Indicators (TAG)

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- Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies (b) curricula (c) teacher education and (d) student assessment
- Percentage of students of a given age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability

Coming up next

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- UNESCO will continue to be engaged in the area of measurement and monitoring of GCED and ESD, especially in the context of the post-2015 agenda:
 - making the case for GCED and ESD
 - establishing strategic partnerships with key stakeholders, including IEA
 - encouraging the alignment of measurement tools with the proposed indicators on GCED
 - developing measurement and monitoring tools
 - undertaking thematic studies
 - drafting policy briefs

Thank you!

For more information on UNESCO's work on ESD

E-mail: esd@unesco.org

Website: <http://en.unesco.org/themes/education-sustainable-development>

GAP-ESD Clearinghouse: <http://en.unesco.org/gap-esd-clearinghouse/about>

GAP: <http://en.unesco.org/gap>

For more information on UNESCO's work on GCED:

E-mail: gced@unesco.org

Website: www.unesco.org/new/en/global-citizenship-education

Newsletter: <http://unesdoc.unesco.org/images/0023/002325/232545e.pdf>

Clearinghouse: <http://gcedclearinghouse.org/>

Annex I:

Additonal information on UNESCO's work on GCED and ESD

Policy Dialogue



Organization of international meetings & fora:

- 1st UNESCO Technical Consultation on GCED (Seoul, Sept 2013)
- 1st and 2nd UNESCO Global Fora on GCED (Bangkok, Dec 2013/Paris, Jan 2015)
- Thematic meetings: preventing violence and extreme radicalization, countering terrorism, etc.

The screenshot shows the UNESCO Education website. At the top is the UNESCO logo and the word 'EDUCATION'. Below this is a breadcrumb trail: 'UNESCO » Education » Global citizenship education » Forum 2015'. On the left is a blue sidebar with 'Online materials' and links to Databases, Publications, Newsletters, Statistics, Interviews, Video Archives, and Standards and Norms. The main content area is titled 'Second UNESCO Forum on Global Citizenship Education (GCED)'. It features a photo of three people at a table, a paragraph about the forum's purpose, and a section for 'Videos' with two video thumbnails. Below the videos is a 'News' section with three bullet points dated 30.01.15, 28.01.15, and 28.01.15. On the right is a 'Spotlight' section with two sub-sections: 'Youth Statement at the closing of the 2nd GCED Forum' and 'Photo gallery: 2nd UNESCO Forum on GCED'.

UNESCO » Education » Global citizenship education » Forum 2015

Online materials

- Databases
- Publications
- Newsletters
- Statistics
- Interviews
- Video Archives
- Standards and Norms

Second UNESCO Forum on Global Citizenship Education (GCED)

Building Peaceful and Sustainable Societies - preparing for post-2015 - (28-30 January 2015)

The Second UNESCO Global Forum on GCED will take place in Paris 28-30 January 2015 at UNESCO Headquarters. The two main objectives of the 2nd Forum will be to consider GCED in the context of the post-2015 education agenda including consideration of the emerging Framework of Action Post-2015, and the role of GCED for peace.

The Second Forum will take place at a very strategic time, during the UNESCO regional consultations on EFA and post-2015 and before the Global Education Forum (WEF) in May 2015 in Incheon, Republic of Korea. Thus, the Forum offers a unique opportunity to take stock of the outcomes of the regional consultations and make recommendations for the WEF. In particular, the Forum will consider current trends and future needs in the area of GCED and will seek to identify policy priorities and strategies for the operationalization of GCED and provide inputs to the Framework for Action on Education post-2015.

Videos

Second UNESCO Forum on Global Citizenship Education (GCED) - Building Peaceful and Sustainable Societies - preparing for post-2015 - (28-30 January 2015)

Global citizenship is... What is a Global Citizen?

News

- 30.01.15 Global citizenship must be placed at the centre of education systems
- 28.01.15 Second UNESCO Forum on Global Citizenship Education Puts Spotlight on Post-2015 Development Agenda and Peace
- 28.01.15 Viewpoint: How to foster global citizenship through education

Spotlight

Youth Statement at the closing of the 2nd GCED Forum

Photo gallery: 2nd UNESCO Forum on GCED

Clearinghouse function



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facilitate information sharing

- Developed, hosted and managed by APCEIU, under UNESCO's overall guidance
- includes resources from all regions and available in the original language
- policy-makers, planners, curriculum developers, researchers, practitioners, educators, parents, learners, the general public



Website: www.gcedclearinghouse.org

Email: gcedch@unescoapceiu.org

Video: www.youtube.com/watch?v=GI3mHiH1RP0

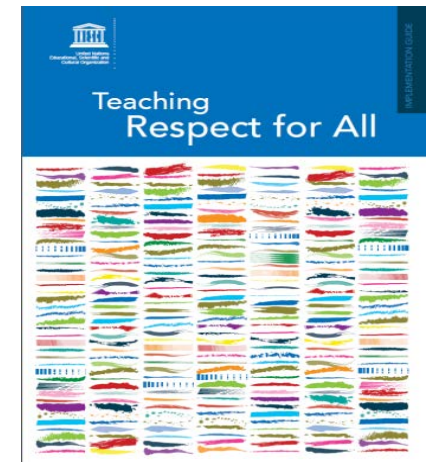
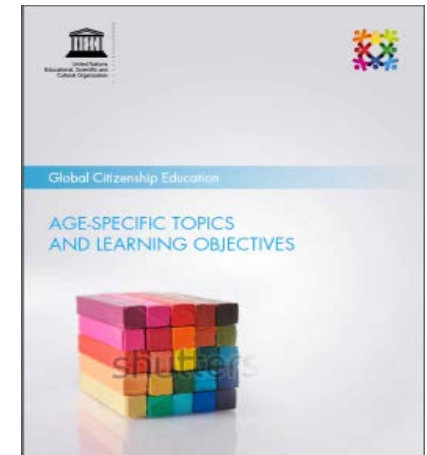
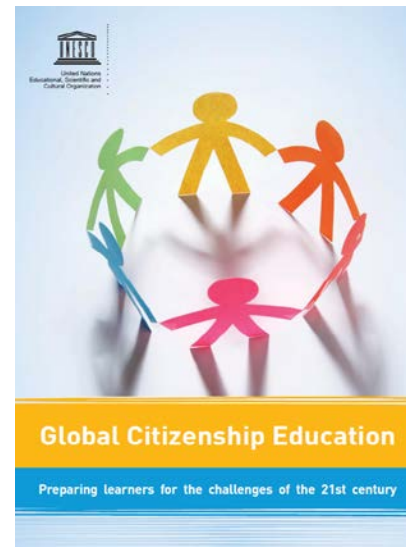
Technical Support

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Guiding tools

- Conceptual clarification of GCED
- integration of GCED into education systems
- curriculum review
- support the professional development of teachers on GCED



Global Citizenship Education: Topics and Objectives

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- Developed by GCED experts, reviewed by education experts and various stakeholders from different regions of the world
- Field-tested by Ministry officials, curriculum developers and teachers in selected countries in each region
- Based on the core conceptual dimensions of GCED
- Flexible and adaptable to different contexts
- Suggests ways of translating GCED concepts into specific topics and learning objectives taking into account the age of learners
- A reference for educators, curriculum developers, trainers, policy-makers and other education stakeholders working in formal, non-formal, informal settings



Global Citizenship Education

DOMAINS OF LEARNING

COGNITIVE

- Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations
- Learners develop skills for critical thinking and analysis

SOCIO-EMOTIONAL

- Learners experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights
- Learners develop attitudes of empathy, solidarity and respect for differences and diversity

BEHAVIOURAL

- Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world
- Learners develop motivation and willingness to take necessary actions

KEY LEARNING OUTCOMES

KEY LEARNER ATTRIBUTES

Informed and critically literate

- Know about local, national and global issues, governance systems and structures
- Understand the interdependence and connections of global and local concerns
- Develop skills for critical inquiry and analysis

Socially connected and respectful of diversity

- Cultivate and manage identities, relationships and feeling of belongingness
- Share values and responsibilities based on human rights
- Develop attitudes to appreciate and respect differences and diversity

Ethically responsible and engaged

- Enact appropriate skills, values, beliefs and attitudes
- Demonstrate personal and social responsibility for a peaceful and sustainable world
- Develop motivation and willingness to care for the common good

TOPICS

1. Local, national and global systems and structures
2. Issues affecting interaction and connectedness of communities at local, national and global levels
3. Underlying assumptions and power dynamics

4. Different levels of identity
5. Different communities people belong to and how these are connected
6. Difference and respect for diversity

7. Actions that can be taken individually and collectively
8. Ethically responsible behaviour
9. Getting engaged and taking action

LEARNING OBJECTIVES BY AGE/LEVEL OF EDUCATION

Pre-primary/
lower primary
(5-9 years)

Upper primary
(9-12 years)

Lower secondary
(12-15 years)

Upper secondary
(15-18+ years)

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Conceptual dimensions of GCED



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Cognitive

- Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations
- Learners develop skills for critical thinking and analysis

Socio-Emotional

- Learners experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights
- Learners develop attitudes of empathy, solidarity and respect for differences and diversity

Behavioural

- Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world
- Learners develop motivation and willingness to take necessary actions

TLOs - feedback

- Received strong support from partners and stakeholders (GEMR, EU, CoE, LMTF, Member States)

“UNESCO’s age-specific pedagogical guidance is one of the most developed conceptual GCED framework[s] for implementation thus far (see also Mansilla & Jackson, 2011), at least for formal, school-based education settings.”

IEA report, commissioned by UNESCO

“Such a document as this has long been overdue. As UNESCO’s responsibility to bridge the isolation gaps between nations, to create cultural tolerance and respect in diversity, this document will go a long way to ensuring a greater understanding of how the cogs that bound us together as the human race work to create the whole rather than the individual parts that exist in isolation.”

From field testing - teacher, upper secondary school, Uganda

ESD: Key principles and definitions

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ESD concerns educational content and methodology



ESD promotes skills like critical thinking and imagining future scenarios



ESD treats the three pillars of SD in an integrated manner, with culture as an underlying and critical dimension



ESD encompasses formal, non-formal and informal education and learning



The Global Programme also encompasses activities that are in line with the above but may not be called 'ESD'

Global Action Programme on ESD

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Goal: to generate and scale up ESD action to accelerate progress towards sustainable development

- a. Reorienting education and learning so that everyone has the opportunity to acquire the values, skills and knowledge that empower them to contribute to sustainable development.**
- b. Enhancing the role of education and learning in all relevant agendas, programmes and activities that promote sustainable development.**

GAP Priority Action Areas

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1. Advancing Policy

Integrate ESD into international and national policies in education and sustainable development by mainstreaming good practices and bringing about systemic change.

- ✓ Work with Ministry of Education to strengthen ESD policy
- ✓ Connect ESD policy with other sectors (e.g., aligning low-carbon strategies with content of TVET)

2. Transforming learning and training environments

Integrate sustainability principles into institutions through whole-institution approaches.

- ✓ Support education institution to set up a school sustainability plan
- ✓ Work with private companies to transform them into inspiring models of sustainability through education and training

GAP Priority Action Areas

UNESCO Global Action Programme on
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3. Building capacity of educators and trainers

Build capacities of educators and trainers to become learning facilitators for ESD.

- ✓ Introduce ESD into pre-service and in-service education and training.

4. Empowering and mobilizing youth

Support youth in their role as change agents.

- ✓ Design learner-centered ESD opportunities, such as e-learning and mobile learning.
- ✓ Work with youth-driven organizations to enhance youth participation in addressing sustainability challenges.

5. Accelerating sustainable solutions at local level

Develop innovative solutions to sustainable development challenges at the local level.

- ✓ Work with local authorities and municipalities to enhance ESD programmes.

Timeline for the GAP

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2014

- **UNESCO World Conference on ESD** launches the **Global Action Programme (GAP)** on ESD

2015

- First meeting of **Partner Networks**
- Launch of online **Clearinghouse**

2017

- **Global Review Forum** for the Global Action Programme on ESD
- **Short mid-term report** for the Global Action Programme on ESD

2019

- **Global Review Forum** for the Global Action Programme on ESD
- **Final report for the first phase** of the Global Action Programme on ESD

**Activities
of
Members
of Partner
Networks**

**Flagship
Projects**