



ポスト2015開発アジェンダにおける 教育の役割,

国連教育協議ワークショップ “The World We Want 2015”
(於 セネガル、ダカール)における成果と展望

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**UN Thematic Consultation on Education
in the Post-2015 Development Agenda**
“The World We Want 2015”
18-19 March 2013 Dakar, Senegal



Global Meeting (Dakar, Senegal) “The World We Want 2013”

INPUTS

[1] Regional Consultations

- **Arab** (Sharm el-Sheikh, 16-17 October 2012),
- **Africa** (Johannesburg, 16-20 October 2012),
- **Latin America and the Caribbean** (Mexico, 29-30 January 2013)
- **Asia and the Pacific** (Bangkok, 26-27 February 2013).
- **A side-event on education** in the post-2015 development agenda was organized during the Global Education for All Meeting (Paris, 21-23 November 2012).

[2] A Global Consultation of Education NGOs

- during the Sixth Meeting of UNESCO’s Collective Consultation of NGOs on EFA **CCNGO/EFA** (Paris, France, 24-26 October 2012).

[3] A Global Online Consultation

- The online consultation covered four themes:
- **i) Equitable Access to Education** (175 contributions);
- **ii) Quality of Learning** (171 contributions);
- **iii) Global Citizenship, Skills and Jobs** (135 contributions);
- **iv) Governance and Financing of Education** (57 contributions) from 10 December 2013 to 3 March 2013





Global Meeting (Dakar, Senegal) “The World We Want 2013”

INPUT: [1] Regional Consultation

[1] Common Points

- Rights based Approaches;
- Linkages between “Education” and “Development” (population growth, demographic dynamics, social structure, governance, economical development);
- Partnership;
- Continuous effort of EFA;
- Quality Education (learning environment, teachers);
- ICT use;
- Educational Planning, System Development;
- Fundraising;
- Monitoring and Evaluation;
- ECCE;
- Adult Literacy;
- Improvement of Gender Parity in Access

[2] Multiple Answers

- Regional / National Contextualization (Arab, Africa, Latin)
- Governance (Africa, AP)
- Skills for life and work (Arab, Africa, AP)
- Global citizenship (Latin, Africa, AP)
- Higher education (Latin, AP)
- **Human Development for SD (Latin, Africa, AP)**
- Life-long (Latin, AP)
- Non-cognitive skills (Latin, AP)

[3] Specialties

Asia-Pacific Region

- Respecting diversities, with various approaches
- Participatory evaluation system
- Innovation and technological development
- Learning cities and communities, etc.





Global Meeting (Dakar, Senegal) “The World We Want 2013”

INPUT: Inter-Agency Committee on the DESD

[...] ESD is the collective contribution of the world’s education and learning systems (formal, informal and non-formal) [...], the world’s public awareness and information sharing systems, and the world’s public and private sector’s training systems.

ESD contributes to:

[1] “Quality Education”

- Education Planning and Stakeholders
- Equity and Social Justice
- Education Governance
- Relevant Education for All
- Role of Higher Education

[2] “Environmental Sustainability”

- Youth as a Big Stake
- Education and Sustainability
- ESD and Innovation for Sustainability
- ESD and Resilience



OUTPUT: Situational Analysis

[1] Education: a human right and the foundation for sustainable development

- > **human right** and the basis for the realization of all other rights
- > **empower people** and **yields significant development benefits**
- > **foundation for SD**, promoting inclusive human development, economic growth, environmental sustainability and peace and human security
- > **“Good Quality Education”** is central for realization of development priorities



OUTPUT: Situational Analysis

[2] Education: unprecedented progress and yet an unfinished agenda

> since 2000, MDGs 2 & 3, EFA initiative have contributed to **unprecedented progress in education** (enhanced focus, increased commitment, resource mobilization and coordinated actions)

> **52 million more children are enrolled in primary school, significant improvement of gender parity in access to primary education**

> **Progress has stagnated since 2010. 61 million primary school age children remain out of school (53% of whom: girls)**

> **unforeseen neglect of:** learning outcomes, ECCE, post-primary education and training





Global Meeting (Dakar, Senegal) “The World We Want 2013”

OUTPUT: Priorities “Equitable Access and Quality”



“Equitable Access and Quality”

- **Advance inclusion and equity** by reducing and eliminating disparities in educational outcomes among learners. There is a need to redress disparities associated with gender, poverty, disability, location and other factors to promote inclusion. **A concerted effort** is needed to ensure equitable access to quality education for **children and youth in situations of conflict and emergencies**.
- Put **quality and learning outcomes** at the core of the agenda. This includes a focus on proficiency in literacy and numeracy. **Quality education** must equip people with the skills, knowledge and values to obtain decent work, and live together as active citizens nationally and globally. It will help respond to the challenges of climate change and other threats to sustainable living and livelihoods. There needs to be safe and enabling learning environments including sufficient numbers of qualified and motivated teachers, information and communication technologies (ICTs), infrastructure, school-based management, as well as monitoring and evaluation systems.
- **Expand access beyond primary school for encompassing all education levels** (ECCE), basic and post-basic), training, all forms of education (formal, non-formal and informal), and all age-groups, with special attention to the most marginalized.

Education in the Post-2015 Development Agenda



**Education
in Post-
2015 Dev.
Agenda**

POINT (1): Linkages among Educational Agenda, Development Agenda, Environmental Agenda, + Emergency Educational Agenda

POINT (2): International Agenda and Indicators

POINT (3): "EFA & ESD Synergies"

POINT (4): Conceptual Framework on "Sustainability"

POINT (5): "Governance"

POINT (6): "Quality Education & Learning"

POINT (7): "Non-Cognitive Skills"

POINT (8): "Partnership / Collaboration"

POINT (9): "Global Citizenship"

POINT (10): "Cultures for Sustainable Development"



Education in the Post-2015 Development Agenda

Linkages among Educational Agenda, Development Agenda, Environmental Agenda, Emergency Educational Agenda

Development Agenda

- People come first
- Poverty reduction, social justice and development are the main priorities
- Environmental and conservation issues are secondary to this

(e.g. MDGs)

- “Education for Development”
- “Emergency Education”

Education Agenda

Rights based approaches, Marginalized People, Empowerment, Social Participation (e.g. Declaration of Human Rights, CRC, Dakar Framework of Action – “Educational Development”)

Environment Agenda

- Conservation of the natural world is the priority
- People can sometimes be the problem
- Development issues and poverty eradication are secondary to this

(e.g. CSD Indicators, a part of SDGs – “Education for Environment”)

Solving Both “Poverty / Social Exclusion Problems” and “Global Environmental Problems”



International Agenda and Indicators

MDGs / Post-MDGs

- Poverty, Social Exclusion Problems
- Marginalized People, the Access
- Gender Empowerment
- Rights based (equitable access for quality education)
- Means for the creation of Sustainable Society
- Developing Countries focused
- Global Monitoring, with less Local Contextualisation
- Donor-led (ODA base).etc

Education Agenda and Indicators

SDGs

- Global Environmental Problems
- Sustainable Development
- Carrying Capacity, Limits of Growth, Planetary Boundary
- Good Governance, CBDR
- Consideration with Climate Change, Human Rights, Resilience of Communities, Energy, Bio-diversity, Natural Disasters
- Means for the creation of Sustainable Society
- Partnership between Developed / Developing Countries, .etc

GNH / OECD-Your
Better life index

Beyond GDP

CSD Indicators



UNESCO ESD Progress Reports and ESD in the Post 2015 Agenda



“Two Roots of DESD”

Basic Education, Universalizing Access and Promoting Equity

(1948: The Declaration of Human Rights, 1989: Convention on Right of the Child - CRC, 1990: WCEFA and Jomtien Declaration on Education for All – EFA, 2000: WEF and Dakar Framework of Action, 2000-2015: MDG 2-3, 2003-2012: UNLD)

[1] Equitable Quality Basic Education

(1990: WCEFA and Jomtien Declaration on Education for All – EFA, 2000-2015: MDGs)

Environmental, Development, and Education

(1972: UN Conference on Human Environment in Stockholm, 1977: Tbilisi, 1987: Moscow, Brundtland Report – Our common future, 1992: Rio Summit – Agenda 21 Chap 36, 1994: World Summit for Social Development, 1995: 2nd UN Conference on Human Settlements, 4th World Conference on Women, 1996; World Food Summit, 1997: Thessaloniki Declaration)

[2] Sustainable Development & Education

1987-2002: Emergence then definition of the concept of Sustainable Development

DESD (2005-2014)



ESD in the 21st century

1. Education for sustainable development is setting a new direction for education and learning for all. It promotes **quality education**, and is **inclusive of all** people. It is based on values, principles and practices necessary to respond effectively to current and future challenges.

2. ESD helps societies to address different priorities and issues *inter alia* water, energy, climate change, disaster and risk reduction, loss of biodiversity, food crises, health risks, social vulnerability and insecurity. It is critical for the development of new economic thinking. ESD contributes to **creating resilient, healthy and sustainable societies through a systemic and integrated approach**. It **brings new relevance, quality, meaning and purpose to education and training systems**. It involves formal, non-formal and informal education contexts, and all sectors of society in a lifelong learning process.





ESD in the 21st century



3. ESD is based on values of justice, equity, tolerance, sufficiency and responsibility. It promotes gender equality, social cohesion and poverty reduction and emphasises care, integrity and honesty, as articulated **in the Earth Charter**. ESD is underpinned by principles that support sustainable living, democracy and human well being. Environmental protection and restoration, natural resource conservation and sustainable use, addressing unsustainable production and consumption patterns, and the creation of just and peaceful societies are also important principles underpinning ESD.

4. ESD emphasises **creative and critical approaches, long term thinking, innovation and empowerment** for dealing with uncertainty, and for solving complex problems. ESD highlights the **interdependence of environment, economy, society, and cultural diversity from local to global levels, and takes account of past, present and future**.

5. Linked to different needs and the concrete living conditions of people, ESD provides the skills to find solutions and draws on practices and knowledge embedded in local cultures as well as in new ideas and technologies.

DESD Progress Review “Context & Structure (2009)”



[Traditions of Governance]

Traditions in governance are likely to dictate whether a country adopts a more pedagogical orientation towards ESD emphasizing (social) learning, democracy and participation or a more instrumental one emphasizing changing people’s behaviour in a predetermined or expertled direction.

[Inter-Regional Learning]

there is still a need **for inter-regional learning** (South-South, North-South, North-North) as there are globalizing forces and systems that affect all regions that can be understood better when discussed inter-regionally. At the same time, such international dialogue allows for the sharing of lessons learned and creative solutions found in each region, sub-region and country as they attempt to develop and implement ESD.



UNESCO, 2009



Regional Review

- **Still serious status** – such as poverty, economic growth within short period, urbanization, loss of biodiversity, Ethnic, religious and linguistic barriers, Loss of indigenous and traditional knowledge, Lack of financing for key projects, Shortage of donor support, Gender disparity in education, Obstacles to quality education and training for disadvantaged groups, Low adult (15 and over) literacy rates, An increasing number of recurring natural disasters (tsunamis, earthquakes, cyclones, floods, droughts, volcanic eruptions) etc.
- Based on regional consultation workshops, ESD in the Asia-Pacific region is now at a point where countries are beginning to engage in clear strategies for ESD – **moving from ESD in theory to practice**
- ESD is developed most in the region in **formal education** settings.
- **insufficient government funding for non-formal and informal ESD-awareness** raising programmes and initiatives
- emphasis on the **promotion of regional cooperation**



UNESCO, 2009

DESD Progress Review “Learning & Process (2011)”



[Key Process]

- Process of **collaboration and dialogue**
- Process which engage the '**whole system**'
- Process which **innovate curriculum** as well as teaching and learning experiences
- Process of **active and participatory learning**

[Key Learning]

Learning to:

- Ask critical questions;
- Clarify one's own value;
- Envision more positive and sustainable futures;
- Think systematically
- Respond through applied learning
- Explore the dialectic between tradition and innovation

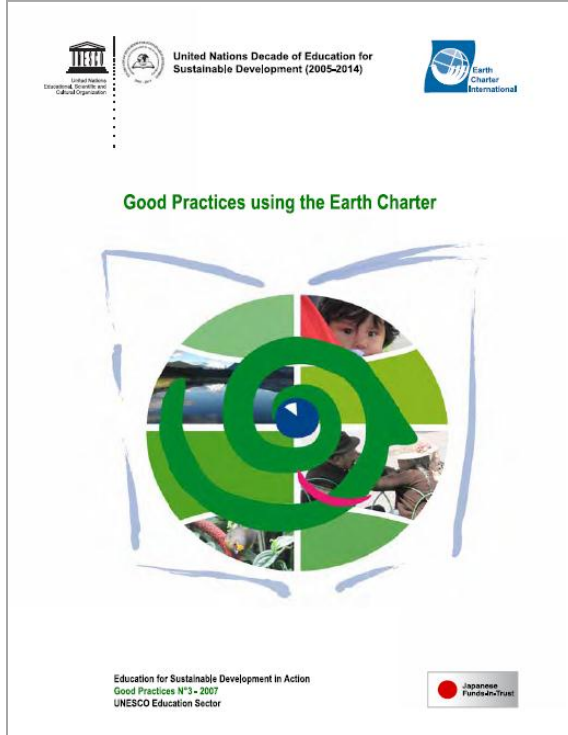
UNESCO, 2011



ESD in the Post-2015 Dev. Agenda, Lessons Leant from Cases

“EFA & ESD Synergies”

“Earth Charter” in Education



- I. RESPECT AND CARE FOR THE COMMUNITY OF LIFE**
- II. ECOLOGICAL INTEGRITY**
- III. SOCIAL AND ECONOMIC JUSTICE**
- IV. DEMOCRACY, NONVIOLENCE, AND PEACE**

UNESCO and Earth Charter International. 2007.
Good Practices Using the Earth Charter



"EFA & ESD Synergies"

**(1) Strengthening the Linkages
between ESD and "Poverty &
Social Exclusion Problems"**

**(2) Strengthening the Linkages
between EFA and "Global
Environmental Problems"**

[Overarching Theme (examples)]
"Climate Change"
"Disaster Risk Reduction"
"Sustainable Production and Consumption"
"Peace and Human Security"
"Urbanization" "Migration"
WEHAB, include: "HIV/ AIDS" , "Bio-Diversity", etc.



**Solving Both "Poverty / Social Exclusion Problems"
and "Global Environmental Problems"**



“EFA & ESD Synergies”

<u>EFA</u>	<u>EFA / ESD Overlap</u>	<u>ESD</u>
<ul style="list-style-type: none"> • Basic education and literacy available to all learners • Particularly addresses those who are excluded from quality basic education • Gender Empowerment 	<ul style="list-style-type: none"> • Commitment to quality education • See education as a human right • Promotion of human rights, especially gender equality and rights for marginalised people • Concern to improve the quality of life, reduce poverty, improve health • Importance of primary education • Participation of all in education and development: governments, civil society organizations (CSOs), the private sector, communities and individuals • Includes non-formal learning <p><i>*NB some of these elements are more in evidence in ESD or EFA respectively</i></p>	<ul style="list-style-type: none"> • Broader purposes beyond education • Relevance and importance of ESD for all within or outside planned learning activities • Includes those in privileged positions in societies where consumerism dominates • Emphasis on basic values, processes and behaviours as part of all learning

EFA Global Action Plan

DESD-IIS



“Global Citizenship”

Priority Area 3: Global Citizenship, In Global Education First Initiative



The world faces global challenges, which require global solutions. These interconnected global challenges call for far-reaching changes in how we think and act for the dignity of fellow human beings. It is not enough for education to produce individuals who can read, write and count. **Education must be transformative bring shared values to life.** It must cultivate an active care for the world and for those with whom we share it. Education must also be relevant in answering the big questions of the day. Technological solutions, political regulation or financial instruments alone cannot achieve sustainable development. **It requires transforming the way people think and act.** Education must fully assume its central role in helping people to forge more just, peaceful, tolerant and inclusive societies. **It must give people the understanding, skills and values they need to cooperate in resolving the interconnected challenges of the 21st Century.**



IGES Proposal for a progressive goal on education in the SDGs, (IGES, 2013)

OVERALL GOAL: Universal quality education that provides necessary life-skills for individual well-being while also empowering society with the capacities for realizing a sustainable future for all.

	Sub-Goals
Increasing Access & Attainment	Continue achievement for UNIVERSAL PRIMARY EDUCATION & LITERACY
	Attainment of SECONDARY EDUCATION
	Increase provision of EARLY CHILDHOOD DEVELOPMENT
Improving Quality of Education	TEACHER TRAINING – Expand and improve <i>(to support improvement of the overall quality of teaching)</i>
	<i>Safe and Effective</i> LEARNING ENVIRONMENTS
	CURRICULA – IMPROVE <i>QUALITY</i> AND <i>RELEVANCE</i>
Inspiring Transformative Learning	Provision of COOPERATIVE & PARTICIPATORY LEARNING
	Develop critical ANALYSIS & PROBLEM SOLVING SKILLS
	Provision of GLOBAL CITIZENSHIP & PEACE EDUCATION and VALUES-BASED LEARNING



THANK YOU FOR YOUR ATTENTION

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