UNESCO’S WORK ON GLOBAL EDUCATION

Globalization and Education Working Group Meeting

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Outline

- Global/regional trends
  - Rapidly changing interconnected world
  - Implications for education

- UNESCO’s education initiatives
  - Transversal skills and competencies
  - Education for global citizenship, peace and sustainable development
  - Learning to live together
I. Global/Regional Trends

Current and emerging challenges
Integration and interconnections
Implications for education
Emerging Trends and Associated Issues

Source: dreamstime.com
Globalization and Competition

- Globalization: opportunities but also challenges
  - Freer flows of skilled and unskilled workers and their families
  - Internationalization of education on the rise
  - Interconnection, multicultural demographics, environmental degradation, call for a need to cultivate responsible citizenship

- Two contrasting trends in education
  - Towards increased collaboration between governments, organizations and institutions (e.g. internationalization of the education agenda)
  - Pressure to ‘compete’ within and across countries (e.g. high stakes exams, international education league tables)
## Discourses of Education Policy Reform

<table>
<thead>
<tr>
<th>Perspective</th>
<th>Economic discourse</th>
<th>Social discourse</th>
<th>Humanity discourse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global perspective</td>
<td>Competitiveness</td>
<td>Understanding and peace</td>
<td>Global citizenship</td>
</tr>
<tr>
<td>National perspective</td>
<td>GDP growth</td>
<td>HDI growth</td>
<td>Patriotism</td>
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<tr>
<td>Personal perspective</td>
<td>Employability</td>
<td>Community/harmony</td>
<td>Moral formation</td>
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Source: UNESCO ERI-Net 2013
Implications for Education

- Highlights of Post-2015 Education Discourse
  - Rights-based education
  - Holistic, Lifelong learning
  - Technology
  - Knowledge, Skills, Values, Attitudes for citizenship
  - Equality, Equity and Inclusion

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Lifelong Learning
  – holistic skills development

Transversal Skills

Learning to Live Together

Global Citizenship

Sustainable Development Goals
  – Muscat agreement, Bangkok statement
The Four Pillars of Learning

Learning to know

Learning to do

Learning to live together

Learning to be

Source: Learning: The Treasure Within, Delors et al. (1996)
UNESCO Vision in Education (2014-2021): Contribute to Peace and Sustainable Development

- Develop education systems for quality and inclusive lifelong learning for all (LLL)
  - Holistic approach to education and learning
  - Planning for LLL, Literacy, TVET, higher education

- Empower learners to be creative, responsible citizens
  - Human rights, global citizenship, ESD, health

- Shape the post-2015 education agenda
  - Right to education
  - New agenda for education development and cooperation 2030
**Holistic Skills Development**

<table>
<thead>
<tr>
<th>Skills/learning outcomes</th>
<th>What is it?</th>
<th>How is it acquired?</th>
<th>What is it for?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation skills</td>
<td>- basic academic knowledge and skills, - basic literacy and numeracy skills</td>
<td>- formal school education (primary and secondary schools) - non-formal and informal learning opportunities</td>
<td>- to deepen their capacity for fulfilling, meaningful lives and decent jobs</td>
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<td>Specialized skills</td>
<td>- specific “know-how” for a specific job, task, academic discipline - individuals may possess one or several specialised skills</td>
<td>- post-basic education - TVET activities - extra-school activities</td>
<td>- for a fulfilling and meaningful life and decent employment</td>
</tr>
<tr>
<td>Transversal skills</td>
<td>- not specifically related to a particular job, task, academic discipline can be used in a wide variety of situations and work settings</td>
<td>- school - family and society formal, non-formal, and informal learning settings</td>
<td>- in high demand for learners to successfully adapt to changes and to lead meaningful and productive lives</td>
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Transversal Competencies

UNESCO Framework for Transversal Competencies

<table>
<thead>
<tr>
<th>Domains</th>
<th>Examples of key skills and competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical and innovative thinking</td>
<td>Creativity, entrepreneurship, application skills, etc.</td>
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<tr>
<td>Inter-personal skills</td>
<td>Communication, organizational skills, collaboration, etc.</td>
</tr>
<tr>
<td>Intra-personal skills</td>
<td>Self-discipline, ability to learn independently, flexibility and adaptability, etc.</td>
</tr>
<tr>
<td>Global citizenship</td>
<td>Awareness, tolerance, openness, responsibility, respect for diversity, etc.</td>
</tr>
<tr>
<td>Media and information literacy</td>
<td>Ability to locate and access information, to analyse and evaluate media content, etc.</td>
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</table>

Source: UNESCO ERI-Net 2014

Regional Research on Transversal Skills

As education systems increase focus on imparting transversal/21st Century skills and competencies in education, UNESCO Bangkok has been conducting collaborative research in this area.

Examples of research projects:
- Transversal competencies in education policy and curriculum frameworks
- Nurturing transversal competencies in the classroom
- Assessment of transversal skills
- Transferable skills in TVET
The UNSG’s Global Education First Initiative

The Global Education First Initiative includes three priorities:

“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.”
This study, conducted from 2012-2013, aims to answer a critical question:

“Is it possible to devise a form of education which might make it possible to avoid conflicts or resolve them peacefully by developing respect for other people, their cultures and their spiritual values?”
What is LTLT?

1. **Discovery of others:** “The task of education is to teach, at one and the same time, the diversity of the human race and an awareness of the similarities between, and the interdependence of, all humans.”

2. **Experience of shared purposes:** “When people work together on rewarding projects which take them out of their usual routine, differences and even conflicts between individuals tend to fade into the background and sometimes disappear.”
GCE/ESD Competencies

1. Knowledge, understanding and critical thinking about global issues and the interconnectedness/interdependency of countries and different populations

2. Sense of belonging to a common humanity, sharing values and responsibilities, and holding rights

3. Empathy, solidarity and respect for differences and diversity

4. Act effectively and responsibly at local, national and global contexts for a more peaceful and sustainable world

Shifts in Education Discourse

- Focus on the role of education > relevance > content
- Emphasis on “non-cognitive” dimensions of learning
  - transversal competencies, including
  - values + attitudes, well-being of learners
- Increasing attention to ‘Learning-to-be’ & ‘Learning-to-live together’ pillars
  - In an increasingly globalizing and interconnected world

An opportunity to address these trends and challenges?
Scores or Happiness or Both?

PISA 2012 results showed that the highest achieving students are not always the happiest.

Is there a way to promote happy learning?

UNESCO Bangkok’s initiative: “Happy Schools Project”
Overarching goal:
“Ensure equitable and inclusive quality education and lifelong learning for all by 2030”.

7 Targets including:
Target 5: “By 2030, all learners acquire knowledge skills, values and attitudes for global citizenship and sustainable development”.
Bangkok Statement: APREC 2014

- “Education is a fundamental human right for all children, young people and adults, and an essential condition for peace and inclusive and sustainable development.”

- Priorities:
  - Lifelong learning for all
  - Equity and equality
  - Skills and competencies for life and work
  - Quality and teachers
  - ICT in education
  - Governance and finance
THANK YOU