ROMANIAN DEVELOPMENT CAMP 2016

EDUCATION FOR SUSTAINABLE DEVELOPMENT & GLOBAL CITIZENSHIP
What? Overview of concepts, projects & initiatives

So what? Impact, monitoring, evaluation and reporting

2005-2014: UN DECADE OF EDUCATION FOR SUSTAINABLE DEVELOPMENT
FOLLOW-UP: GLOBAL ACTION PROGRAMME

EDUCATION FOR SUSTAINABLE DEVELOPMENT
<table>
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<tr>
<th>Biodiversity</th>
<th>Sustainable Lifestyles</th>
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<td>Climate Change Education</td>
<td>Health Promotion</td>
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<td>Disaster Risk Reduction</td>
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<td>Cultural Diversity</td>
<td>Peace &amp; Human Security</td>
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<td>Poverty Reduction</td>
<td>Sustainable Urbanisation</td>
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DIMENSIONS OF ESD

- Learning content and outcomes: integrating ESD topics into the curriculum
- Interactive, exploratory, action-oriented learning environments: learner-centered pedagogy
- Societal transformation: enable transition to greener economy, equip learners with skills for "green jobs", adopting sustainable lifestyles, assuming active roles as 'global citizens'
COMPETENCIES REQUIRED FOR ESD & GC

- Critical thinking
- Collaborative decision making
- Systemic thinking
- Imagining future scenarios
- Taking responsibility for own actions
EDUCATION FOR SUSTAINABLE DEVELOPMENT

▸ Allows every human being to acquire the values, attitudes, knowledge, skills and behaviors necessary to shape a sustainable future and positive societal transformation

▸ Promotes key issues into teaching and learning (e.g. Climate change, disaster risk reduction, poverty reduction, biodiversity, sustainable consumption, gender equality etc.)

▸ Develops participatory teaching and learning methods to motivate and empower learners to take action for sustainable development
UNESCO GLOBAL ACTION PROGRAMME 2014

PRIORITY ACTION AREAS OF GAP

▸ Advance policy/ PCSD

▸ Transform learning and training environments

▸ Build the capacity of educators and trainers

▸ Empower and mobilize youth

▸ Accelerate sustainable solutions at local level
MULTI-STAKEHOLDER DIALOGUE ON PROMOTING SUSTAINABLE DEVELOPMENT THROUGH EDUCATION:
A CROSS-SECTOR PARTNERSHIP AND KNOWLEDGE TRANSFER APPROACH

THE WAY FORWARD:
COUNTRY-DRIVEN, RESULTS-ORIENTED SUSTAINABLE LEARNING
HOW SUSTAINABLE DEVELOPMENT CAN BE BROUGHT BY EDUCATION?

PAOLA BERBEGGLIA CREA ONLUS, CONCORD ITALIA, HUB4 HUN
Education for Sustainable Development requires far-reaching changes in the way education is often practiced today.
BY 2030, ENSURE THAT ALL LEARNERS ACQUIRE THE KNOWLEDGE AND SKILLS NEEDED TO PROMOTE SD

SDG 4.7. THE 2019 INTERNATIONAL CIVIC & CITIZENSHIP EDUCATION STUDY

SDG 4 - Education 2030 Agenda, target 4.7
STRATEGIC OBJECTIVES OF THE WORK GROUPS HUB 4

- A1 - Influencing EU development policies for effective implementation of SDGs

- A3 - Promoting a paradigm shift towards sustainable global development through civil society and citizen's engagement

- Our scope: *global cohesive democratic societies, based on the notion of equality, solidarity and social justice, where citizens are empowered to participate in society and enabled to organize themselves*
CONCORD WORKPLAN 2016: HUB 4 PRIORITIES

* GCE CONSENSUS DOC. 2007
* GCE WATCH DOC. 2010
* DEAR CALL
* PARADIGM SHIFT

Hub 4 priorities for 2016
GLOBAL CITIZENSHIP EDUCATION
Gyeongju Action Plan

“Education for Global Citizenship: Achieving the Sustainable Development Goals Together”
Gyeongju, Republic of Korea
30 May – 1 June 2016

We, the NGO participants of the 66th United Nations DPI/NGO Conference, adopt this Action Plan so that all may realize the aspirations of the 2030 Global Agenda for Sustainable Development. Education is a human right, essential to well-being and dignity, and is key to achieving Agenda 2030. Further, an ethos of global citizenship is required in order to fulfil this bold, people-centered, universal, and planet-sensitive development framework.
Examples of GCE projects connecting Local Authorities: urban and intercultural
Promoting inclusive projects and struggling against Eco-mafie
Supporting global justice issues
Decentralized cooperation exchange projects: learning common lessons, about social services
THE STAGES OF HOST AGREEMENT

- The participatory and integrated planning, applied to interventions in favor of foreign minors
- Participation of the Province of Rome (Italy)
- 10 Municipalities within a social health district
- 19 schools of compulsory and upper education schools
- 2 NGOs
Enrollment in school

Assignment to the right class, on the base of age, knowledge, curriculum, educational-didactic path design: acknowledgement of the initial situation

Reception

Literacy in Italian second language/acquisition of information contained in the curricula/intercultural education/training path of social skills and interpersonal skills

Pupil assessment, processes and projects/
Initial and ongoing observation of the newly arrived

Continuity

Training / Awareness raising for teachers, social operators, NGOs operators

Partnership building
POSSIBLE CONCRETE CHALLENGES (1)

- To anchor, policy priorities and related initiatives, on SDE, to tackle concrete challenges of living (economic crisis, labor crisis, migration...) the links among global citizenship, the reality citizens are facing and related policies and impacts

- Concrete examples and success stories

- Reclaim control over how we develop
POSSIBLE CONCRETE CHALLENGES (2)

- To impulse initiatives, on SDE adopting a creative-critic-proactive perspective, addressing it particularly to young people.

- The initiative should include not only educational but also social, political, environmental, healthy and economic sides in a holistic approach (ex. Support youth campaigns concerning struggle against mafia in Italy against corruption)

- Not to be afraid to be prescriptive, indicating how to escape the chains of public opinion, also in lifestyles, but be also open to new media and social network tools)
RECOMMENDATIONS FOR ENGAGING CITIZENS

- To adopt a common based approach that used value based, emotional and moral sides, and not just intellectual (focusing on shared commitment, empowerment and mutual responsibility). Work in formal and non formal education.

- To advocate for national SDE strategies and a common European GCE strategy for implementing Target 4.7 in all European Countries.

- To realize programs of capacity building as... You are doing.
USEFUL INGREDIENTS/ TOOLS/ APPROACHES

▸ Favorize inclusive environments: nobody left out. Try to transform the problem of one, into an occasion of access for all

▸ Create a sense of belonging: some transformative logics are not accepted by all. Go against the stream but feeling to be a member of a community

▸ Go in depth, customizing paths based on critical thinking. It's not a question of slogans

▸ Practise the ability of hearing
WHAT NEXT?

ESD & GCE task force
GROUP EXERCISE

PRIORITY ACTION AREAS OF GAP

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- Empower and mobilize youth
- Accelerate sustainable solutions at local level
WHAT NEXT?

OUTCOMES