

CHILDREN, THEIR WORLD, THEIR EDUCATION

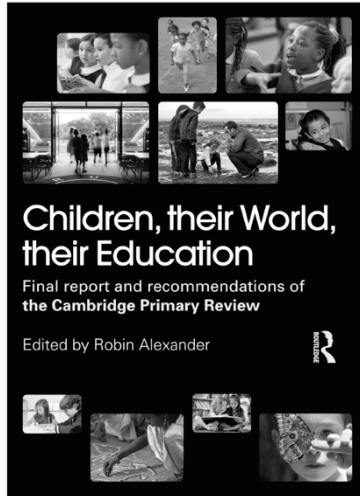
Education, sustainability and global citizenship

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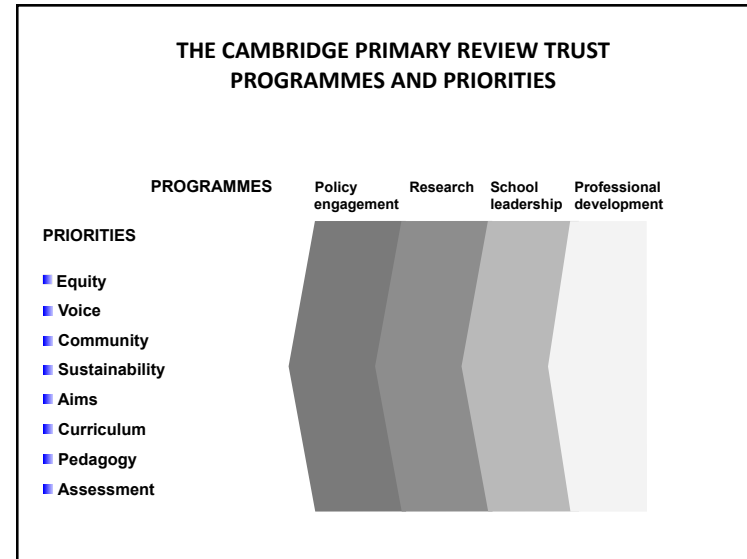
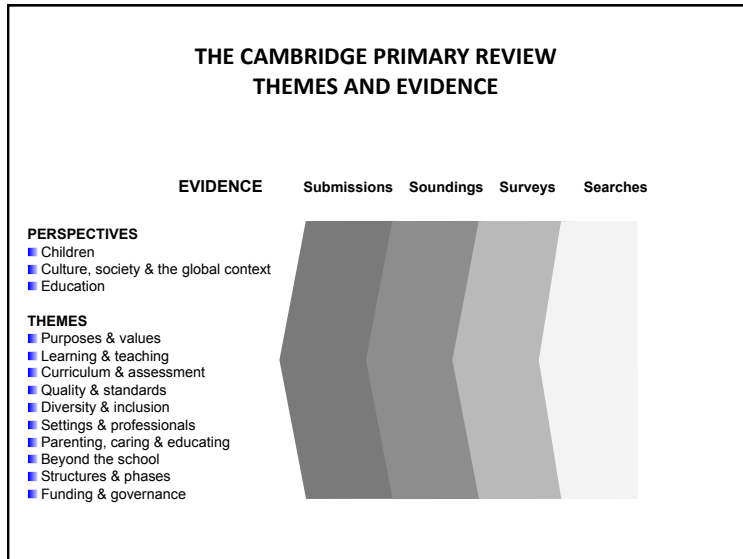
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Children, their World, their Education WHY 'THEIR WORLD' ?

From *Children, their World, their Education*, p 15:

'This is the era of globalisation, and perhaps of unprecedented opportunity. But there are darker visions. The gap between the world's rich and poor continues to grow. There is political and religious polarisation. Many people are daily denied their basic human rights and suffer violence and oppression. As if that were not enough, escalating climate change may well make this the make-or-break century for humanity as a whole.

Such scenarios raise obvious and urgent questions for public education. Should educating children's consciousness and understanding of these global trends, fears and threats be part of the work of schools? If so, what kind of a response should schools seek to foster, given that the issues are moral and political as well as economic, and that schools are properly wary of doing anything which will lay them open to the charge of indoctrination?'



Children, their World, their Education AN EVER MORE URGENT GLOBAL AGENDA

STRAND 1: SUSTAINABILITY

1970	Paul & Anne Ehrlich, <i>Population, Resources, Environment</i>
1990	First IPCC report on climate change
2013	Fifth IPCC report on climate change
2014	IPCC synthesis report on climate change

STRAND 2: EQUITY

1990	Jomtien: World Declaration on Education for All (EFA)
1989	UN Convention on the Rights of the Child (20 November)
1990	Dakar: EFA Framework for Action
2000	UN Millennium Declaration: 8 Millennium Development Goals for 2015, including sustainability, poverty eradication, gender equality and universal primary education
2002	First EFA Global Monitoring Report (GMR)
2015	Final EFA Global Monitoring Report

SYNTHESIS?

2016	First World Education Report: <i>Education, sustainability and the post-2015 development agenda</i>
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MEANWHILE

1970	Global population: 3.5 billion
2014	Global population: 7.3 billion

Strand 1: SUSTAINABILITY HEADLINES FROM THE 2014 IPCC SYNTHESIS REPORT

- Human influence on the climate system is clear. Recent greenhouse gas emissions are the highest in history. Recent climate changes have already had widespread human and natural impact.
- Continuing greenhouse gas emissions will increase likelihood of severe, pervasive and irreversible impacts for people and systems.
- Climate change threatens sustainable development.
- Limiting climate change will require substantial reductions in emissions which, together with adaptations, can limit climate change risks.
- Adaptation and mitigation are key and complementary strategies for reducing and managing the risks of climate change.
- No single option is sufficient by itself. What is required is policies and co-operation across multiple scales: international, regional, national and local.

Strand 2: EQUITY GLOBAL SNAPSHOTS

- The world's richest 500 individuals have a combined income that is greater than the combined income of the world's poorest 416,000,000.
- Every year, 11,000,000 children die before the age of five.
- Every 10 days, 300,000 children die from malnutrition, poor sanitation or preventable disease.
- Armed conflict denies 28,000,000 children access to education and exposes them instead to violence, bereavement and abuse.
- 57,000,000 of the world's children are out of school, half of them in the 32 countries suffering severe conflict.
- 800,000,000 of the world's adults cannot read or write.
- Only 60% of countries achieve gender parity in primary school enrolment (in secondary schools only 31%).
- Only 30 out of 90 low income countries will achieve universal primary education by 2015.
- In 2009, worldwide military expenditure was US\$1.5 trillion. \$16 billion of aid is needed annually to provide basic primary education in poor countries (1% of what is spent on arms) but in 2009 these countries received only \$2 billion (0.001%) in aid for basic education.

EDUCATION CAN MAKE A DIFFERENCE (1) Impact of universal primary education (MDG 2) on the other UN Millennium Development Goals

- **Education beats poverty (MDG 1):** one extra year of schooling increases an individual's earnings by 10%.
- **Education promotes gender equality (MDG 3):** giving girls access to secondary education increases family income and reduces family size.
- **Education reduces child mortality (MDG 4):** a child born to a literate mother is 50% more likely to survive past the age of 5.
- **Education helps improve maternal health (MDG 5):** educated women are more likely to delay and space out pregnancies, and to use health care and support.
- **Education helps combat preventable diseases (MDG 6):** education fosters access to treatment and helps combat stigma and discrimination.
- **Education helps ensure environmental sustainability (MDG 7):** education helps people make environmentally sustainable decisions.

UN EFA Global Monitoring Report 2011

EDUCATION CAN MAKE A DIFFERENCE (2) Proposed themes for the 2016 World Education Report *Education, Sustainability and the post-2015 development agenda* (UNESCO EFA GMR team draft concept note, November 2014)

The 2016 WER and its successors will monitor country progress towards the post-2015 education goal and targets, together with links between education and the UN's 16 new Sustainable Development Goals (SDGs). Provisional themes:

- Education, food security and nutrition.
- Education and health.
- Education, gender equality and empowerment.
- Education and infrastructure: ICT, energy, water, sanitation.
- Education, climate change and the preservation of ecosystems.
- Education, peace, inclusion and human rights.

'Educated citizens have a greater ability to make informed decisions on how to use resources and preserve ecosystems.'

'Socially and environmentally conscious citizenship starts with the inclusion of education for sustainable development in primary schools.'

'Human rights education needs to start in primary schools.'

EDUCATION CAN MAKE A DIFFERENCE (3) THINK GLOBAL, ACT LOCAL

'Pessimism turned to hope when witnesses felt they had the power to act. The children who were most confident that climate change would not overwhelm them were those whose schools had replaced unfocussed fear by factual information and practical strategies for sustainability.'

AND -

'Schools may be the one point of stability and positive values in a world where everything else is changing and uncertain. For many, schools are the centre that holds when things fall apart.'

Children, their World, their Education: final report of the Cambridge Primary Review

BUT ...

‘I want us to be the greenest government ever.’
David Cameron, May 2010

‘Get rid of all the green crap!’
David Cameron, November 2013

‘Whether schools deal with sustainability is up to them.’
Nicky Morgan, 2014

How the World’s Best Performing Systems Come Out On Top
2007 McKinsey Report

‘We have sunk in international league tables and the National Curriculum is substandard. Meanwhile the pace of economic and technological change is accelerating and our children are being left behind ... We must change course. Our review will examine the best school systems in the world and give us a world-class curriculum.’
Michael Gove, January 2011

‘We must ensure that our children master the essential core knowledge which other nations pass on to their pupils’
Michael Gove, June 2012

A WORLD CLASS EDUCATION

World-beating or world-sustaining?

Climate change is the defining human development challenge of the 21st century ... In a divided but ecologically interdependent world, it challenges all people to reflect upon how we manage the environment of the one thing that we share in common: planet Earth. It challenges us to reflect on social justice across countries and generations ... It challenges political leaders and people in rich nations to acknowledge their historic responsibility for the problem ... It challenges the entire human community to undertake prompt and strong collective action based on shared values and a common vision.

UN Human Development Report, *Human Solidarity in a Divided World*, 2008

Starting points (1)
VISION AND AIMS
Children, their World, their Education, pp 197-199

THE INDIVIDUAL

- Well-being
- Engagement
- Empowerment
- Autonomy

SELF, OTHERS AND THE WIDER WORLD

- Encouraging respect & reciprocity
- Promoting interdependence & sustainability
- Empowering local, national & global citizenship
- Celebrating culture & community

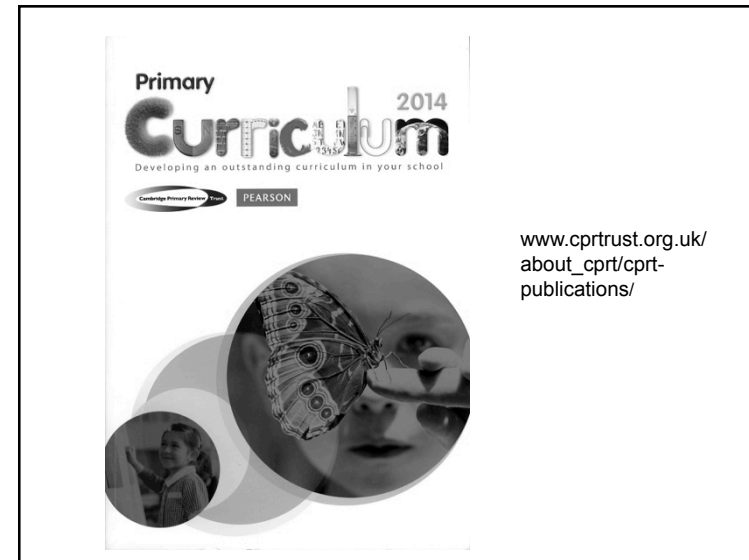
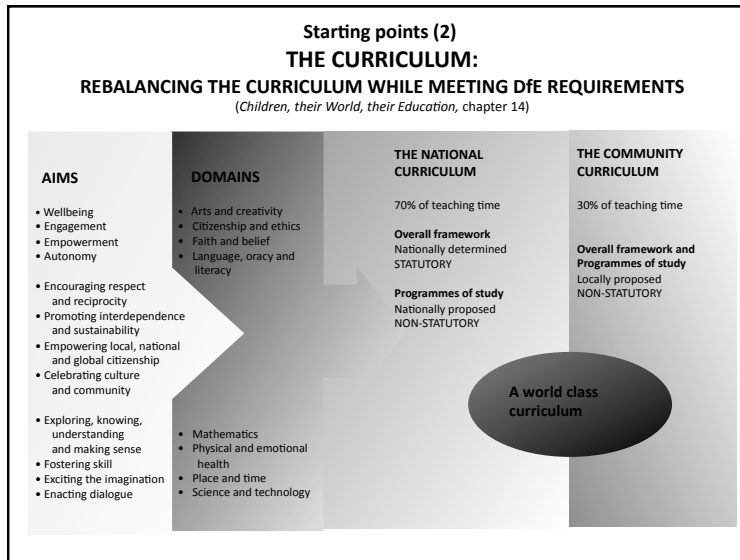
LEARNING, KNOWING AND DOING

- Exploring, knowing, understanding, making sense
- Fostering skill
- Exciting the imagination
- Enacting dialogue

Starting points (2)
THE CURRICULUM:
NATIONAL CURRICULUM AUDIT

Which NC subjects and PoS provide greatest purchase on education for sustainability and global citizenship? What prescribed content is most relevant? What is missing?

Core Subjects	Foundation Subjects
English	Art and Design (not KS4)
Mathematics	Citizenship (not KS1 & 2)
Science	Computing
	Design and technology (not KS4)
	Geography (not KS4)
	History (not KS4)
	Foreign language(s) (not KS4)
	Music (not KS4)
	Physical Education



Starting points (3) PEDAGOGY

CPR AIM 12 – ENACTING DIALOGUE

'To help children grasp that learning is an interactive process and that understanding builds through joint activity between teacher and pupil and among pupils in collaboration, and thereby to develop pupils' increasing sense of responsibility for what and how they learn.

To help children recognise that knowledge is not only transmitted but also negotiated and re-created; and that each of us in the end makes our own sense out of the meeting of knowledge both personal and collective.

To advance a pedagogy in which dialogue is central: between self and others, between personal and collective knowledge, between present and past, between different ways of making sense.'

PEDAGOGY AND CITIZENSHIP: AN APPROACH TO LEARNING ACROSS THE CURRICULUM

'A citizenship pedagogy ... will have at its core communication, facilitating and enabling, dialogue and discussion, encouragement to engage with learning, and relating learning to experience. This more conversational and negotiated style of teaching and learning involves mutually respectful teacher-student relationships where traditional authoritarian patterns of control are no longer appropriate. Citizenship education practices and processes that promote student learning and achievement cut across the curriculum and suggest the need for curricular flexibility, with more opportunities to develop different groupings of learners in interactive and conversational learning contexts.' Deakin-Crick, R. *et al* (2005) EPPi Citizenship Education Review.

WHERE THERE IS NO VISION ...

'World class' education is the claim of governments, businesses, schools and universities everywhere, even though by now they must surely know that the phrase has become almost meaningless. Almost meaningless but not quite, for while 'world class' has little substance it signals a clear enough goal: outperforming other schools and countries. The goal is uncomplicatedly supremacist: how, in McKinsey's words, to 'come out on top.'

But in a world facing the crises of climate change, resource depletion, over-population, environmental degradation and economic and geopolitical instability, is this really how 'world class' education should be defined? Should we not consider the merits of 'world class' as *sustaining* the world rather than *beating* it? As fostering international interdependence and co-operation rather than national supremacy? Whatever happened to education's moral purposes?

We must replace these rampantly supremacist and narrowly nationalist views of education by a vision more in tune with the true complexities of globalisation, with the perilous condition of our world and with the needs of the world's children.

Robin Alexander: keynote at Third Van Leer International Conference on Education, Jerusalem, 2012