



SLOGA, Slovene NGO Platform for Development, Global Education and Humanitarian Aid

Futures of Education Progress Report Response

SLOGA, Slovene NGO Platform for Development, Global Education and Humanitarian Aid has prepared the response paper on the Progress Report of The UNESCO International Commission on the Futures of Education.

Ljubljana, April 30, 2021



SLOGA is a platform of non-governmental organizations (NGO), which work in the field of **international development cooperation, global education and humanitarian aid**. The aim of the platform is to **connect** and **strengthen the partnerships** among Slovenian NGOs, which are active in and/or raise awareness of Slovenian and European public about uneven distribution of global wealth and subsequent significance of global solidarity and interdependence.

Main task of SLOGA is to **monitor** and **actively participate** in the design, implementation and evaluation of **Slovenian and European policies of international development cooperation and humanitarian aid**, with the aim of advocating for the public interest on the field of social balance and responsibility, respect of human rights, equal opportunities, education, solidarity, sustainable development and greater inclusion of vulnerable social groups into decision-making processes in the context of development cooperation. Thus, **SLOGA actively cooperates with political decision-makers** and representatives of **Slovenian media**.

To better **inform the general public** and to **raise awareness** about human rights, social imbalances, gender inequalities, migration and other development issues, SLOGA has carried out several successful awareness-raising projects and public campaigns that resonated also in the media and had a positive impact on decision-makers.

SLOGA is organizing **education and training activities for development NGOs**, is informing relevant stakeholders about contemporary issues on national, European and global level on a weekly basis, is linking NGOs in consortium partnerships for joint applications for European and national calls, and is encouraging all interested stakeholders to cooperate in SLOGA's working groups.

In the field of global education/global citizenship education SLOGA works closely with the **North South Centre of Council of Europe** (*The European Centre for Global Interdependence and Solidarity*), implementing **trainings** for NGOs, academia, youth, public authorities ... and other relevant activities. The objective of the NSC is that members of the civil society, in particular youth and women, are empowered through **intercultural dialogue** and **global education** to take an active role in Member States and neighbouring regions.

SLOGA is, among others, also an active member of:

- **CONCORD** (a **European confederation of Relief and Development NGOs**; made up of member organisations: 28 national associations, 20 international networks and 3 associate members that represent over 2,600 NGOs, supported by millions of citizens across Europe),
- **EADI** (the **European Association of Development Research and Training Institutes**; the leading European network in the field of development research and training. EADI is a Europe-wide network of institutes, researchers and students of various disciplines in the field of development studies. It organises activities and offers facilities for the international exchange of knowledge and experience in the professional field),
- **FORUS** (*previously known as the International Forum of National NGO Platforms (IFP/FIP)*), is a vibrant global network of National NGO Platforms and Regional Coalitions making a major collective contribution to development, peace, democracy, sustainability and justice. Through active participation, we influence local and global negotiations while contributing to build a more united international community. Our goal is to promote a fair and sustainable world, where the most vulnerable populations have a voice, human rights are respected and inequalities and injustice are combatted. Forus is a global network of 69 National NGO Platforms (NPF) and 7 Regional Coalitions (RC) from 5 continents. The members of global network work together through a shared vision and common values: the defense of human rights, the

inclusion of the most vulnerable populations, the fight against inequalities and injustice, as well as the eradication of poverty and sustainable development).

- **Anna Lindh Foundation** (an inter-governmental institution bringing together civil society and citizens across the Mediterranean to build trust and improve mutual respect and understanding between cultures and to support civil society working for a common future for the region. As a contribution to the creation of a space of prosperity, coexistence and peace, the ALF works to restore trust in dialogue and bridge the gaps in mutual perceptions, as well as promoting diversity and coexistence).
- **The Bridge 47 Network** brings interesting people together from all over the world and opens opportunities for them to exchange ideas, experiences and best practices around SDG Target 4.7. It is made up of representatives from civil society organisations, researchers, policy makers, activists, business people and educators. Through the network, people from these different areas can find common ground, exchange knowledge and even find opportunities to collaborate. The aim of the network is to form a vibrant coalition across continents and to create a space for members to collaborate on transforming our societies through education and to help them spot inspiring, out of the box opportunities for cooperation.

More: www.sloga-platform.org

In this response, SLOGA, Slovene NGO Platform for Development, Global Education and Humanitarian Aid, reflects upon the questions on Progress Update provided by the UNESCO:

- (a) the coherence of the arguments presented
- (b) what elements need further attention, development or are missing, and
- (c) what is most novel and promising about the forthcoming Report as currently envisioned.

a) THE COHERENCE OF THE ARGUMENTS PRESENTED

What is your view on the coherence of the arguments presented in the Commission's Progress Update Document?

Overall, there is a coherence of the arguments presented in the Commission's Progress Update Document. The structure, chapters and sub-chapters are reasonable and well-developed. The highlights chosen are well-justified.

The well-structured report has a clear vision, but lacking concrete steps/action points that the education community around the world should take in order to bring the report's vision to life. We propose the report should put an emphasis on concrete and well-elaborated steps/action points that different stakeholders can undertake, thereby elaborating on the chapter 3. A Manifesto for Public Action. We believe that this section of the report will be the center and as directly applicable to practitioners of transformative education the most valuable part of the report.

b) ELEMENTS MISSING OR IN NEED OF FURTHER ATTENTION, DEVELOPMENT

What elements need further attention, development or are missing?

Based on the [Envision 4.7 Roadmap](#), which was drafted during a participatory global conference on how to ensure the achievement of the Sustainable Development Goal (SDG) Target 4.7 in Europe and globally, that was held in Helsinki in 2019 under Finnish Presidency to the Council of the EU, whereby SLOGA Platform was actively involved, we propose the inclusion of the following recommendations:

Policies for transformative education

UNESCO is a pioneer and long-term supporter of transformative education through the Global Citizenship Education (GCED) and Education for Sustainable Development (ESD) programmes. In the same spirit, the Futures of Education report should encourage all actors:

- to create a strategy for transformative education, as encapsulated in Target 4.7. of the SDGs, at all levels;
- to ensure a coherent approach to transformative education by integrating its principles into all relevant policy areas. Particularly educational policies should take into consideration the need for formal, non-formal and informal education to have a coherent and inclusive approach emphasizing intergenerational and intercultural learning across all levels of education;

- to ensure the availability of adequate non-financial and financial resources for the implementation of policies for integrating regenerative and transformative education to formal, non-formal and informal education.

Cross-sectoral cooperation

The [Envision 4.7 Roadmap](#) stresses the need to bring together and engage local and national governments, members of national parliaments, the private sector, civil society, regional actors, the United Nations system, academics, media, youth and educators, among others. The Roadmap highlights that only through this approach it will be possible to promote, strategise and mobilise adequate resources for the implementation of transformative education. This kind of multi-stakeholder engagement will address the need for improved cooperation and coordination at all levels and across different policy areas.

The process of this consultation gathering global collective intelligence under the Futures of Education initiative is a welcome example of engaging stakeholders.

The Futures of Education should encourage:

- the creation of cross-sectoral and multilateral or multi-stakeholder groups or alliances linked to transformative education at national, regional and global levels. Such groups should initiate and support the co-creation of relevant policy proposals linked to the implementation of transformative education.

Competencies Frameworks

SLOGA Platform advocates for acquiring the competencies related to the skills, knowledge and attitudes of all people included in the educational processes (learners and educators), promoted by transformative and regenerative education. Such competencies enable people to play active roles in the transformation of themselves and of societies at the global, national and local levels. They also permit learners of all ages to rethink our current social paradigms, global structures and relationships that have contributed to the challenges our societies are facing. Transformative competencies and skills related to GCED are fundamental, more than ever, in supporting a transition into a future which can be more volatile and unpredictable than ever before.

The Envision 4.7. Roadmap encourages recognition and implementation of competencies connected to transformative education through all forms of life-long learning, including formal and non-formal education and informal learning. UNESCO has developed global competency frameworks for different components of transformative education.

Based on these existing frameworks and others, such as the OECD Global competence framework, the Futures of Education report should encourage:

- comprehensive global competence frameworks that are necessary to support sustainability, including dealing with uncertainty, the transformation of unequal power relationships and the establishment of inclusive and democratic societies;
- recognition and implementation of competencies for transformative education through all forms of life-long learning (including formal, non-formal education and informal learning);

- inclusion of competencies for transformative education into pre- and in-service training for teachers and other formal and non-formal educators and development of formal sector curricula from primary school through higher education levels to adult education that include the teaching and learning of relevant competencies.

Indicators to measure transformative education progress

Measuring progress of transformative education through the SDG Target 4.7 has proven to be challenging, but it is essential. The multidimensional nature of the Target is what contributes to challenging measurement efforts: definitions of 'sustainable development' vary widely across different subject areas, and the implementation context, be it global, national or local, and influences interpretations.

UNESCO has developed the global indicator framework 4.7.1, which measures the extent to which GCED and ESD are mainstreamed in national policies, curricula, teacher education and student assessment. The Futures of Education report should encourage:

- multi-stakeholder process that supports dialogue between key actors, in order to ensure the relevance and consistency of the measuring frameworks on education and reflect the conceptual shifts within the fields of ESD and GCED;
- that measuring framework for SDG Target 4.7 acknowledges the connection between non-formal education and formal education and their importance in supporting GCED and other forms of value-based education captured in SDG Target 4.7.

c) MOST NOVEL AND PROMISING OF THE REPORT

What is most novel and promising about the forthcoming Report as currently envisioned?

We welcome the coherence of the Progress Report with the Agenda 2030 for Sustainable Development, particularly on SDGs related to education, with longer-term reflection on what more might need to be done, beginning now.

SLOGA Platform is particularly appreciating the linkages between the Progress Report and the SDG Target 4.7, which strives to ensure *"all learners acquire 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 non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development."*

SDG Target 4.7 describes education as transformative when it is value-based and designed to promote global citizenship, sustainable development, human rights, gender equality, peace and appreciation of cultural diversity.

This necessarily requires an action-oriented approach which bridges educator and learner through all the innovative forms of education leading to the notion of global citizenship. It inevitably builds a link between personal individual development and systemic change.

We believe transformative education, which includes GCED and ESD are necessary for achievement of all 17 Global Goals, not only the Target 4.7.

In the same spirit, the Futures of Education Report should encourage all actors to 1) create a strategy for transformative education, as captured in SDG Target 4.7., at all levels; and 2) ensure a coherent approach to transformative education by integrating its principles into all relevant policy areas. Particularly educational policies should take into consideration the need for formal, non-formal and informal education to have a coherent and inclusive approach emphasizing intergenerational and intercultural learning across all levels of education.

SLOGA Platform would also like to highlight the importance of ***focusing on plural futures*** as stated in the Progress Report, as we agree we should focus on futures that sustain diverse ways of knowing and being while enabling cooperation and collective action around common causes.

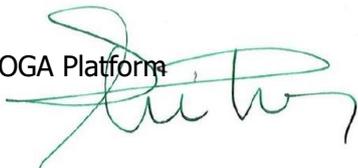
We also applaud the **reframing humanism** approach. We agree, the world needs a new understanding of humanism, where humanity is not separated from the planet and all other living beings, overcoming the often-present "us versus them" divide. For sustainable futures we need to address inequalities and improve the quality of human life without compromising future generations and the eco-systems of which we are a part. In this regard, the Progress Report is in line with the definition of sustainable development and the Agenda 2030.

Finally, SLOGA Platform and its member organizations believe that **radical change** is indeed needed in the design of education systems, the organization of schools and other educational institutions, and curriculum and pedagogical approaches. The growing consensus on the urgent need for a new educational package has reached new heights during the Covid-19 pandemic. In this regard, it is a great pleasure to see this addressed in the report.

For additional information or clarification, please contact Patricija Vrtič (patricija.virtic@sloga-platform.org).

Sincerely,

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