BRIDGE 47

Transformative Education

Bridging Education for Change

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BRIDGE 47

The Bridge 47 Network brings people of various backgrounds together to learn from each other and collaborate for advancing transformative learning and SDG Target 4.7. Bridge 47 – Building Global Citizenship Education is a project co-created by 14 European and global partner organisations, co-funded by the European Union. The project mobilises civil society to take action for global justice through Global Citizenship Education.

This publication is part of a series of publications commissioned to support advocacy for more space for Target 4.7 and Agenda 2030 in European and global policies. The publications are created to encourage discussion and represent the author's view on the topic.

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Summary

Education should provide people with the understanding, skills and values they need to take part in resolving the interconnected challenges of the 21st century. Hence, education should equip individuals to critically reflect upon the underlying reasons behind global challenges to global equality, justice and sustainability. When education is transformative, it can enable structural shifts in basic assumptions, thoughts, feelings and actions, and equips learners with the knowledge, skills and attitudes to promote sustainable development. Transformative education enables learners with understanding and anticipation of change, managing uncertainty, critical thinking, value changes, appreciation of diversity, and empathy.

SDG Target 4.7 offers the understanding that education can potentially lead to social transformation, through different 'educations for', such as education for sustainable development, human rights education, education for gender equality, peace education and global citizenship education. In order to reach the full transformative potential of SDG Target 4.7, building bridges and overcoming silo-thinking among proponents of these educations is of high importance. Rather than focusing on differences between and within different 'educations for', focus needs to shift towards finding

synergies. Transformation to a more just, inclusive and sustainable future cannot happen if relevant actors continue to work and think within their familiar sectors.

This publication suggests that improvements in the areas of coordination, cooperation, awareness raising and capability development are needed, as outlined in the recommendations below.

- Policies and strategies at national, regional and global level should adopt overarching visions for transformative education in the form of overarching strategies for SDG Target 4.7.

- Mechanisms for coordination and collaboration between the different components of SDG Target 4.7 should be established at national, regional and global levels.

- Awareness of the role of transformative education and SDG Target 4.7 in contributing to more just and sustainable futures should be raised jointly between the different components of SDG Target 4.7.

- Opportunities for capacity building and upskilling of practitioners and learners linked to transformative education should be enabled and created at national, regional and global levels.

1

Introduction

The 2030 Agenda for Sustainable Development and all 17 Sustainable Development Goals (SDGs) are underpinned by a transformative vision. This vision is especially present in the SDG Target 4.7, where education is understood as a tool with transformative power to contribute towards sustainable development. The transformation of our societies is crucial for ending poverty, protecting our planet and improving the lives and prosperity of everyone (UN, 2015). However, to overcome current challenges such as the pandemic and different crises of sustainability (e.g. climate, humanitarian and inequalities), active individuals that are equipped with critical knowledge and skills are needed (Bridge 47, 2020: 3).

Education should provide people with the knowledge, skills and values they need to take part in resolving the interconnected challenges of the 21st century (UN Secretary-General, 2012). It is no longer enough for education to provide basic literacy and numeracy; now it should equip individuals to be agents for sustainable change and to be able to tackle the global challenges. Recent conversations on the purpose of education raise the concept of 'regenerative education' - where education is framed as an important tool to forge a path towards a more sustainable and just future (c.f. International Commission on the Futures of Education, 2021).

SDG Target 4.7 goes beyond the potential of renewal and offers the understanding that education can potentially lead to social transformation, through different 'educations for', such as education for sustainable development, human rights education, education for gender equality, peace education and global citizenship education. The target states:

> *"By 2030, ensure that all learners acquire the 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."*

While SDG Target 4.7 is important from the policy perspective and its symbolic value, it also shows that different interests of a wide range of stakeholders were put together.[1] It includes a wide range of concepts ('educations for'), which are very broad and often difficult to grasp (Sayed and Moriarty, 2020). There are different traditions and historical conceptual frameworks between all 'educations for', often resulting in sectoral or so-called 'silo-thinking' (Sayed and Moriarty, 2020). Even though silos may offer a practical way for stakeholders to operate effectively, they may also encourage silo-thinking, which can be characterised by a lack of information exchange and collaboration. Stakeholders may pursue their goals within siloes (e.g. within a specific 'education for'), staying close to their organizational goals, objectives and expertise (Stafford-Smith et al., 2017).[2]

The silo approach begins at the international level, where agreements and even policy decisions are organized by sectors. The trickle-down effect leads to institutional and policy fragmentation at international, regional, national and even local levels, where lack of a single strategy leads to incoherent communication, coordination, capacity-building and even monitoring. Considering that the SDG Target 4.7 is often difficult to understand due to its complexity, efforts often tend to move away from adopting an integrated approach towards transformative education and staying within a specific thematic area. This creates the risk that governments sideline SDG Target 4.7 and do not focus on its implementation sufficiently (Sayed and Moriarty, 2020), and moves focus away from the joint aim: transformation towards a more just, inclusive and sustainable future. Breaking the silo-thinking is, therefore, crucial to bridge different 'educations for' that are needed for social change (cf. Nygaard and Wegimont, 2018: 7). Rather than focusing on differences between different types of transformative education, emphasis should be put on synergies and development of coherent approaches towards the implementation of SDG Target 4.7 arising from those synergies.[3]

This paper focuses only on finding key interlinkages between the different types of transformative education that are outlined in SDG Target 4.7. While taking a brief look at definitions and key components of the different elements of SDG Target 4.7, this publication recognises that each of the selected definitions can be challenged and criticized. A myriad of different approaches to each of these 'educations for' exist, and the scope of this publication is only able to address a fraction of the research that could be relevant in this context. This publication should thus be viewed as an opening and an invitation to discussion, more than a holistic analysis.

With discussing different 'educations for', the paper offers some possibilities of how silo-thinking can be overcome to increase coordination and collaboration between different types of transformative education and focus on their strengths and common ground. This paper has the following structure. It firstly highlights the importance of transformative education and explores what makes education transformative. Secondly, it presents frequently used definitions of different types of transformative education. Thirdly, it presents key synergies between different types of transformative education. On that basis, the paper concludes by offering potential recommendations for further strengthening the coordination and collaboration between actors standing behind these different types of transformative education as encompassed in SDG Target 4.7.

2

What is transformative education and why is it important?

Transformative education is not a new invention. It highlights the importance of active global citizenship and the need for transformation of our perceptions and interpretations of the world and ourselves. The paper builds on the work of Jack Mezirow and transformative learning theory, which suggests that transformative learning means moving beyond the reproduction of knowledge towards critical reflection. It aims to use education as a process for accelerating the transformation of our broad sets of predispositions about the world, which stem from our social and cultural environment and make sense of our everyday life (Mezirow, 1978; 1997; 2000).[4] Transformative learning involves deep structural changes in our perception and interpretation of the world and ourselves (O'Sullivan et al., 2002). Transformative learning often starts with what Mezirow (2000) calls a 'disorienting dilemma', which is a catalyst for transforming perspectives. It encourages people to reflect on their perceptions, understandings and interpretations about themselves, others and the world in general (Taylor, 2000). For transformative learning to happen, critical reflection of mental perceptions of the world, one's own experiences, predispositions, assumptions, actions etc. and their change is required (Balsinger et al. 2017).

UNESCO (2019) recognises three interrelated dimensions of learning – cognitive, social and emotional, and behavioural:

- **Cognitive learning** refers to acquiring knowledge, understanding and critical thinking about global, regional, national and local issues, interdependencies, and the different aspects of sustainable development.

- **Social and emotional learning** refers to having a sense of belonging to a common humanity, with shared values and responsibilities, empathy, solidarity and respect for differences and diversity, and having a sense of responsibility for the future.

- **Behavioural learning** refers to acting responsibly for a more peaceful and sustainable world.

This aligns with the Delors Report Learning: The Treasure Within (UNESCO, 1996), which identifies four pillars of learning: learning to know, learning to do, learning to be and learning to live together. The UNESCO Futures of Education initiative additionally recognises a fourth element of learning: learning to become. This initiative also introduces the concept of "regenerative

education" – "education that heals, repairs, repurposes, and renews" and "has great potential to set the worlds on paths of more just and sustainable futures for all." Quality education is core to implementing Agenda 2030, and in recent years, there have been increased calls to recognise the transformative power of education. There is a recognised need for learners to be equipped with awareness about global challenges and capability to respond to them actively (Goris, 2021). The persistence of issues, such as poverty, inequalities, racism, and climate change, suggest that universal access to education is not enough to address our shared challenges. What is needed is transformative education that encourages learners to reach their full potential and goes beyond cognitive knowledge to impart core values, attitudes and skills that promote respect for human rights, justice, diversity, equality and a sustainable future (Yoneura, 2015).

SDG Target 4.7 suggests that education can have transformative power when it promotes sustainable development and sustainable lifestyles, human rights, gender equality, culture of peace and non-violence, global citizenship and appreciation of cultural diversity. It indirectly suggests what the current global challenges are and implies that unlearning the old patterns of behaviour is of high importance in order to facilitate a transition to a society, which exhibits solidarity and is able to co-create a sustainable future (Pashby and Andreotti, 2016). While SDG Target 4.7 outlines the different types of education required for achieving sustainable development, it falls short of describing what the skills and competencies required for this are.

In this paper, we assume that education is transformative, if it enables structural shifts in basic assumptions, thoughts, feelings and actions. It happens in phases when learners become aware that their assumptions or beliefs may be problematic and start to critically examine them, which can lead to transforming perspectives. This shift is then followed by behavioural changes or action, and attempts to more fully understand global challenges and acquire new knowledge and skills, in order to reintegrate new perspectives into one's life (c.f. Mezirow, 1978).[5]

For education, to be truly transformative, it needs to equip learners with knowledge, skills and attitudes, needed for global justice and sustainability. Transformative education enables learners with understanding and anticipation of change, managing uncertainty, critical thinking, values, appreciation of diversity, and empathy. On a societal level, this has the potential of positively contributing to finding solutions to global challenges and developing competencies needed for transformation.

Transformation is called upon by Agenda 2030 and especially SDG Target 4.7, in order to change our ways of thinking and (unsustainable ways) of living. This is of particular importance in times of persistent global issues, which were also produced because of our unawareness of how our predispositions, thoughts and beliefs have constrained the way we understand the world.

The Envision 4.7 Roadmap calls for "the implementation of transformative education for sustainable development as a life-long learning process and a public good: promoting change and the necessary development of individuals, communities and systems." It goes on to elaborate how transformative education "fosters engaged, active and critical learners and builds constructive and democratic approaches to difference." The Roadmap stresses the importance of revisiting assumptions and worldviews, calls for both unlearning and learning, and for holding and exploring differences and ensuring the meaningful inclusion of people who are systematically underrepresented and marginalised. Transformative education, though often referred to in the context of formal education, is and should be lifelong, and takes place both in formal, non-formal and informal learning environments. Therefore, we suggest that finding synergies between different 'educations for' and bringing them together is of high importance (c.f. Bridge 47, 2020). Thus, rather than focusing on differences among them, emphasis should be put on developing joint learning objectives, each 'education for' wishes to achieve. Learning from past and ongoing successes and failures (Envision 4.7: Roadmap) can strengthen transformation towards a more just, inclusive and sustainable future.

3

Transformative potential of SDG Target 4.7

SDG Target 4.7 outlines different 'educations for'. However, SDG Target 4.7, does not specifically state that transformative education needs to be value-based and designed to promote active and critical learners that are motivated to tackle global challenges. That is why the following section analyses some of the mainstream definitions of different 'educations for' and tries to show how they add to transformative education. In other words, we are interested in commonalities, shared mission and visions of different 'educations for', which can help implement SDG Target 4.7 and overcome the silo-thinking (Alsaeedi et al, 2019; Stibbe et al., 2020). Even though the different elements of SDG Target 4.7 may at first glance look different, this analysis suggests that they share a joint aim – transformation towards a more just, equal and sustainable future. There are different traditions in using the terms encompassed in Target 4.7, including different understandings of the scope of change needed, ranging from more soft or incremental changes towards more critical and systemic transformations. The lack of one agreed definition within each 'education for' does not impede us from finding key interlinkages, needed for accelerating action towards the joint aim of SDG Target 4.7.

A. Education for sustainable development and sustainable lifestyles

Education for Sustainable Development (ESD) addresses key sustainable development issues and motivates and empowers learners to assess and change their behaviours, needed for a more sustainable future (UNESCO, 2020; Khoo and Jord Jørgensen, 2021). As human behaviour has exacerbated the current climate emergency, education for sustainable development, which strives to address these harmful patterns of behaviour, is highlighted as an integral element of Agenda 2030 and one of the key tools for the implementation of the SDGs (UNESCO, 2020: 3 – 4).

Education for Sustainable Development empowers learners with knowledge, skills, values and attitudes to take informed decisions and make responsible actions for environmental integrity, economic viability and a just society. It is a lifelong learning process and an integral part of quality education. It enhances the cognitive, social and emotional and behavioral dimensions of learning. It is holistic and transformational, and encompasses learning content and outcomes, pedagogy and the learning environment itself (UNESCO, 2012; 2014b; 2021a).

ESD is a concept that can be used in different educational settings and offers new pedagogical tools and learning experiences (Gerd and Wells, 2017: 8). One of its components is Education for Sustainable Lifestyles, which focuses on linkages between our daily choices and health of our community, the resilience of our local ecosystems and global challenges the world is facing (One Planet Network, 2021).

Similar to UNESCO's definition above, the Council of the European Union (2010: 3), understands ESD as

> "essential for the achievement of a sustainable society and […] therefore desirable at all levels of formal education and training, as well as in non-formal and informal learning." It identifies ESD as a tool to "equip individuals and groups with the knowledge, skills and attitudes they need to make conscious choices aimed at achieving and preserving a world which both they and future generation will deem to fit to live and work in. […] It promotes values, principles and practices that help people to respond effectively and confidently to current and new challenges."

Both definitions of ESD emphasize the importance of social transformation by encouraging active participation of people in the creation of "*a world where everyone has the opportunity to benefit from quality education and learn the values, behaviour and lifestyles required for a sustainable future and for positive social transformation*" (UNESCO, 2005: 6). In addition, they also highlight the importance of understanding the interconnectedness of our world today and try making local-global connections.

ESD has been critiqued for emphasizing the environmental element of sustainability while placing less focus on the social element and global inequalities (Hulme, 2009; Fagan, 2017).[6] The reasons for that can be found in the conceptual starting point of environmental education, on which ESD was built in the 1970s.

ESD offers us the tools with which learners can critically examine their thoughts, beliefs and past assumptions and start to translate them into concrete solutions. It also engages a plethora of actors. One of the key actors on ESD is UNESCO. Building on the UN Decade on Education for Sustainable Development (2005 – 2014) and Global Action Programme on Education for Sustainable Development (2015 – 2019), UNESCO wishes to directly contribute to SDG Target 4.7, by raising awareness, capacity building, strengthening and reorienting education and learning, and implementation of good practices, in order to offer concrete actions for change, such as the Roadmap ESD for 2030 (Laurie et al, 2016; UNESCO, 2020).

Another relevant actor in this thematic field is the United Nations Economic Commission for Europe (UNECE). European countries often use the UNECE Strategy for Education for Sustainable Development (UNECE, 2005) as inspiration for creating their own guidelines for the implementation of ESD.[7]
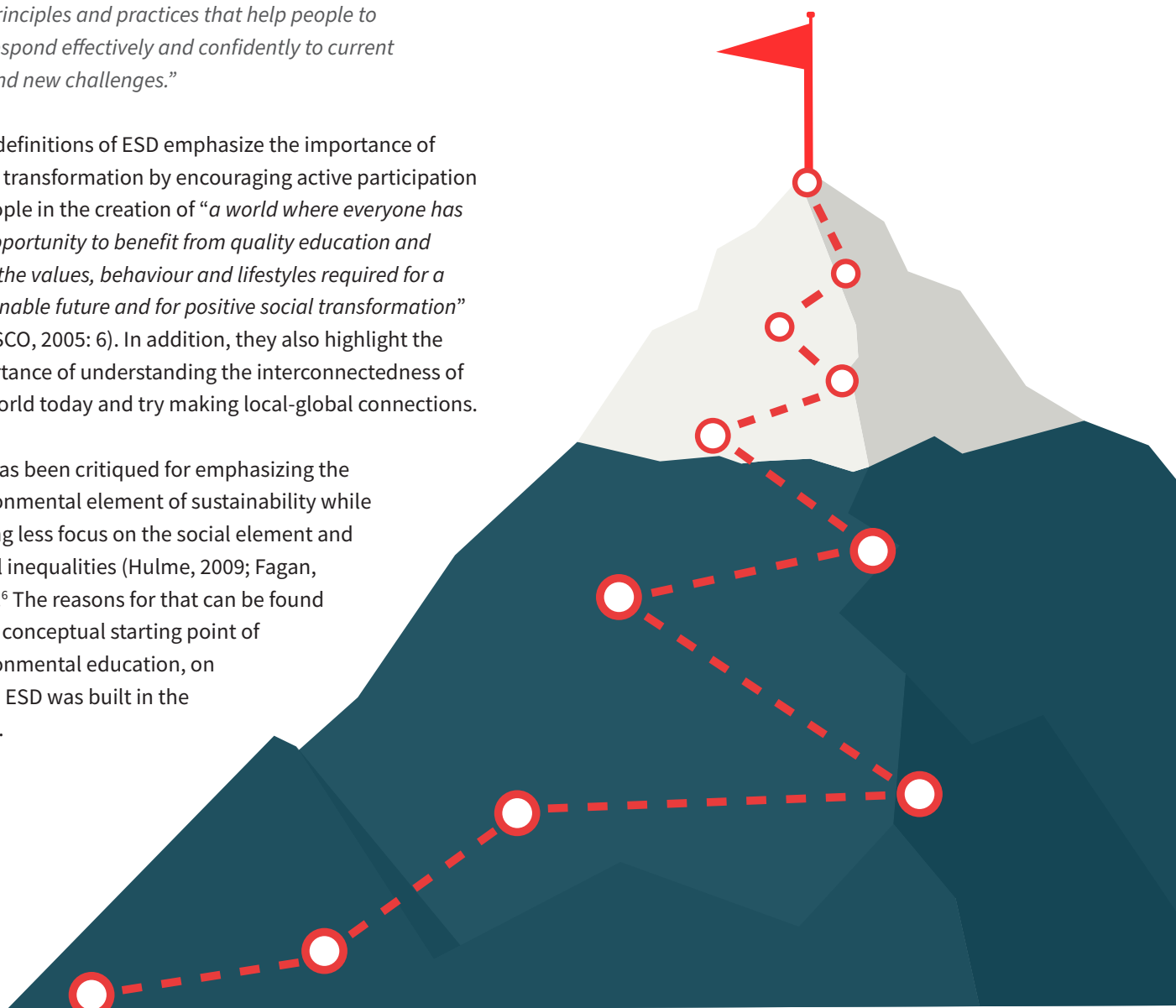
There are many networks and stakeholders involved in the topics of ESD, sometimes also working under its umbrella, even though they are also implementing other types of 'educations for' (Bourn, 2017: 53 – 55). Such examples are among others **ESD Expert Network** working in India, Germany, Mexico and South Africa (involving ministries, universities, NGOs and teacher education institutions),[8] **Education 21** from Switzerland (involving teacher educators),[9] **Learning for a Sustainable Future Network** located in Canada (involving youth, educators, teachers, business leaders, government and civil society),[10] **Partnership for Education and Research about Responsible Living** (involving educators, researchers and practitioners),[11] **The Education for Strong Sustainability and Agency Partnership** working in Sweden and Southern Africa (involving teacher education institutions)[12] and others (Bourn, 2017: 54 – 55).

ESD Expert Network understands ESD not just as a tool for providing knowledge of ecological, economic and political topics, but also as education which provides learners with values and competencies that enable them to shape more sustainable world.

They offer virtual school exchange programme "Go! Global", where students around the world can exchange their practical experience related to SDGs (from food production, plant diversity, cultures and traditions etc.).

They also train people to become motivated multipliers of ESD and constantly develop teaching and educational materials for teachers and experts.

There are a multitude of definitions of ESD and actors working within its framework. The common ground on which actors build is the promotion of holistic pedagogy that moves beyond classical learning of content and action, change and societal transformation, and triggering the change for overcoming global challenges (Goris, 2021).

Mainstream definitions of ESD at first glance focus on the environmental (and ecological) pillar of sustainable development (Bonal and Fontdevila, 2017). The wider participation of stakeholders from different sectors could benefit the activities under the umbrella of ESD. However, movements such as Fridays for Future,[13] a crucial actor supporting informal learning for sustainable development, also devote focus towards justice, equality and political participation (Gough, 2018). ESD has the potential to be transformative, by motivating active and critical learners to tackle global challenges and help implement SDG Target 4.7 (Goris, 2021).

B. Human rights education

Human Rights Education is enshrined in the Universal Declaration of Human Rights (UNDHR) (United Nations, 1948). The second paragraph of article 26 of UNDHR states that "*education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms.*" Promoting knowledge of human rights and freedoms is a fundamental tool to guarantee respect for everyone (UNESCO, 2021a), which needs to be achieved in order to achieve a sustainable and just future.

Human rights are at the heart of the 2030 Agenda and can be understood as one of the fundamentals of transformative education (Bajaj, 2011; Azoulay, 2014; Becker and Roux, 2019).[14] Historical circumstances demonstrated how violations of human rights deepened inequalities, poverty, racism, oppression and violence (Arendt, 1998). Social and political changes require collective action. Human Rights Education offers tools to empower people to be critical towards the reproduction of privilege and subordination that result in inequalities and threaten sustainable development (Bajaj, 2018; Robinson et al., 2018).

Human Rights Education and training comprises all educational, training, information, awareness-raising and learning activities aimed at promoting universal respect for and observance of human rights and fundamental freedoms and thus contributing, inter alia, to the prevention of human rights violations and abuses by providing persons with knowledge, skills and understanding and developing their attitudes and behaviours, to empower them to contribute to the building and promotion of a universal culture of human rights (UN, 2011: Article 2).

The UN Declaration on Human Rights Education and Training in 2011,[15] defines human rights education as:

"Human Rights Education promotes values, beliefs and attitudes that encourage all individuals to uphold their own rights and those of others. It develops an understanding of everyone's common responsibility to make human rights a reality in each community. Human Rights Education is therefore a lifelong educational process in formal, informal and non-formal environment (UN, 2011: Article 3), directed to "raising awareness, understanding and acceptance of universal human rights standards and principles"; developing awareness of "their own rights and responsibilities in respect of the rights of others"; promoting 'tolerance, non-discrimination and equality'" (UN 2011: Article 4).

The Council of Europe understands human rights education as all educational programmes and activities that promote equality in human dignity in combination with programmes that promote intercultural learning, participation and empowerment of minorities (Brander et al, 2020). Amnesty International (2021) adds that it is a fundamental tool for addressing causes for violations of human rights and prevention of human rights abuses, discrimination, promotion of equality and enhancing the participation of people.

Human rights education imparts core values, attitudes and skills, needed for a more just, equal and sustainable future. This is done through activities of major stakeholders, such as **the United Nations** (Brander et al, 2020). The basis for Human Rights Education activities have been laid by the United Nations and its institutions through United Nations Declaration on Human Rights Education and Training.[16] **Human Rights Office of the High Commissioner**, under the authority of the Human Rights Council is one of the key promotors in the field of Human Rights Education, which oversees the World Programme for Human Rights Education since 2005 (OHCHR, 2021).

Another important actor is the **Council of Europe**, which coordinates and builds bridges between its own work on Human Rights Education and other international organizations (e.g. UNESCO, the UN High Commissioner for Human Rights, the OSCE, the Fundamental Rights Agency of the European Union) (Brander et al., 2020). However, due to the universality of human rights, also other important stakeholders focus on human rights education, such as **the European Wergeland Centre,**[17] **Amnesty International,**[18] **and International Human Rights Forum Lucerne.**[19]

To sum up, human rights education encourages critical reflection of past behaviours, thoughts, beliefs and predispositions about the world. With its focus on equality, human dignity, empowerment and universal human rights, it equips learners to make deep structural changes in their perception and interpretation of the world and themselves. Despite the multitude of definitions, the common goal is learning about, learning for and learning through human rights (Bajaj, 2011; Robinson et al., 2018).

C. Education for gender equality

SDG Target 4.7 also identifies education for gender equality as a tool for promoting sustainable development. Despite decades of efforts to highlight the importance of gender equality, it still receives limited recognition in policies, educational programmes and curricula (UNICEF, 2019). Even though it still has to be fully integrated into national educational programmes, (UNGEI, 2018: 3) it is an important element of SDG Target 4.7´and has the potential to support transformative change,

Education for Gender Equality encourages an unbiased attitude and seeks to prevent gender discrimination (UNESCO, 2018: 3). It equips learners with knowledge, skills and values for recognizing the causes of discriminatory gender norms and unequal power relations (Hamdani, 2020).

Gender awareness is poorly integrated into national educational programmes (Crocco, 2020). Actors working in this field are often limited to projects in local areas (e.g. UNICEF project Gender Socialisation in Schools in Uganda) (El-Bushra and Rees Smith, 2016). United Nations and UN Women have made important progress in advancing gender equality, through important agreements (UN Women, n.d.).[20]

Despite its limited recognition, education for gender equality should be understood as an important element of SDG Target 4.7, which builds on the universality of human rights and has transformative potential. It invites learners to critically evaluate global processes, challenges, issues, question harmful norms and systems, and invites them to actively contribute to a more just and equal future. The transformative potential of education for gender equality does not raise only the importance of

equality between all genders, but it can, through proper implementation, benefit sustainable development, human rights, peace and justice (UN Women, n.d.).

D. Education for peace and non-violence

The fourth 'education for' as identified in SDG Target 4.7 is education for peace and non-violence. It is understood as a means for acquiring knowledge about rights and freedoms, which are "*considered a fundamental tool to guarantee respect for the rights of all*" and prevention of conflict and peace building (UNESCO, 2021b).

Education for peace and non-violence »includes training, skills and information directed towards cultivating a culture of peace based on human rights principles. This education not only provides knowledge about a culture of peace, but also imparts the skills and attitudes necessary to defuse and recognize potential conflicts, and those needed to actively promote and establish a culture of peace and non-violence« (UNESCO, 2008: 3).
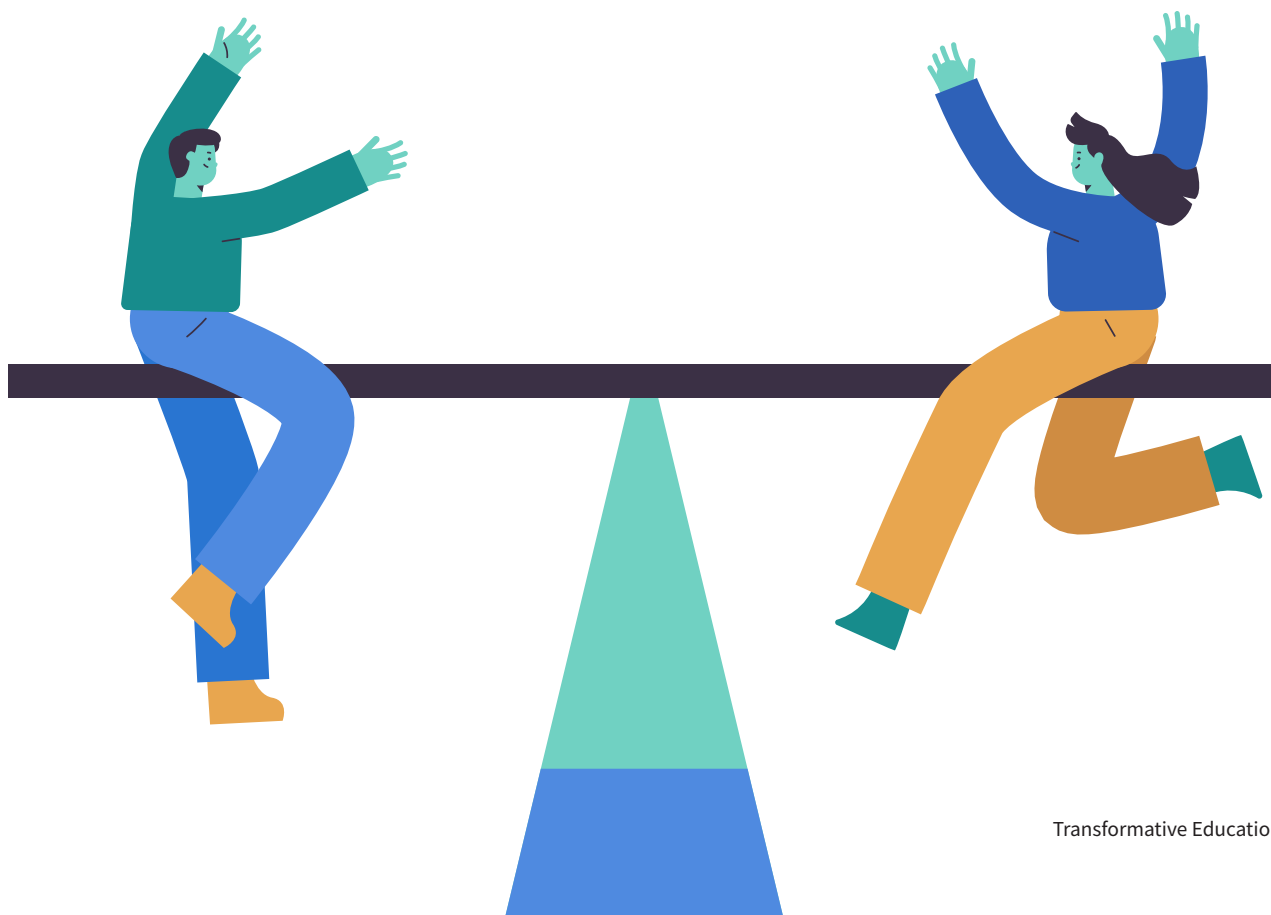
Some understand education for peace and non-violence as education that should include critical thinking, reflection and participation, to promote human rights, gender equality, disarmament, social and economic justice, nonviolence and sustainable development (Navarro-Castro and Nario-Galace, 2019).

Few examples in the literature discuss how education for peace and non-violence is implemented in practice (Kirk and Winthrop, 2006; Reisman and Janke, 2015; Horner et al., 2015). Those available mostly present guidelines on how to include peace and non-violence topics in teacher education (Balili et al, 2013), and discuss case studies in fragile environments (e.g. Sudan) (Reisman and Janke, 2015).

Education for peace and non-violence encourages learners to cooperate in order to decrease and eliminate violence at individual and societal levels (Navarro-Castro and Nario-Galance, 2010),[21] and should promote *"knowledge, skills, attitudes and values needed to bring about behaviour change that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions to peace, whether at an interpersonal, intergroup, national or international level"* (Fountain, 1999).

Education for peace and non-violence, similarly to education for gender equality and human rights education, builds on the respect of human rights. It can be seen in the work of UNESCO, which identifies itself as the main stakeholder promoting education for peace and non-violence, and has launched several programmes and entities that are working in this field (e.g. UNESCO Chairs for Peace Education, International Institute for Educational Planning, University for Peace) (UNESCO, 2008: 8 – 9). Among UN agencies, UNICEF identifies education for peace and non-violence as an integral part of quality education (UNICEF, 1999: 1). In addition, active promotion is done also by civil society organizations, such as the Peace Education Foundation,[22] Peace Education and Development Foundation,[23] and Peace Direct[24].

Education for peace and non-violence aims to address the cognitive, affective and active dimensions of learners. It presents relevant new knowledge, questions the values and tries to cultivate concern and challenge appropriate personal and social action (Navarro-Castro and Nario-

Galace, 2019: 26). Its implementation enables social action, needed for a more just, equal and sustainable future.

E. Global citizenship education

Defining global citizenship education (GCED) is not an easy task due to the ever-changing environment in which it was developed and used (c.f. Wintersteiner et al., 2015; Suša, 2019). Even though the aim of this paper is not to analyse conceptual and theoretical challenges of defining global citizenship, the variety of terms used under the overarching concept of global citizenship needs to be taken into consideration,[25] because they influence the mainstream definitions analysed in this section.

In Europe, GCED gained momentum based on active promotion from civil society organizations. The North-South Centre of the Council of Europe published its Global Education Charter in 1997, which led to the establishment of the Global Education Network Europe (GENE) in 2001 and later on to the Maastricht Declaration in 2002.

> "Global Education is education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all« (Maastricht Global Education Declaration, 2002).

The Maastricht Global Education Declaration links the term 'global education' with development education, human rights education, education for sustainability, education for peace and conflict prevention and intercultural education and education for citizenship. By doing this, it implies an intention to unite the different traditions of education for social action (Nygaard and Wegimont, 2018: 7). The intentions of uniting the different types of 'educations for', though aspirational, have not been fully delivered. One reason for this may lie in the choice of terminology, which was a reflection of its time in 2002.

At the international level, the momentum for global policy engagement regarding Global Citizenship Education came from UNESCO, which put it high on the global agenda.[26] UNESCO uses more modern terminology of GCED in its definition, which was developed a decade later, and it was worded as follows:

> "Global Citizenship Education aims to empower learners of all ages to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive and secure societies" (UNESCO, 2014a: 15).

UNESCO's definition from 2014 acknowledges the role of education as a means that not only builds knowledge and cognitive skills but also builds values, soft skills and attitudes among learners that can facilitate international cooperation and promote social transformation (UNESCO, 2014a: 11). It also builds on the work of human rights education and education for peace and non-violence, aiming to inspire in learners the values, attitudes and behaviours that support creativity, innovation and a commitment to peace, human rights and sustainable development (Kunda Marron and Naughton, 2019: 8).

As suggested by Andreotti (2006) and later applied also by Suša (2019), GCED can be understood through a categorization from soft to critical GCED,[27] and in this context, 'European' definition in the Maastricht Declaration could be understood as more critical, whereas UNESCO's definition, could be categorized as soft GCED (Suša, 2019: 6 – 8). However, the reason for this could be found also in the circumstances and times, when both definitions were created. Both definitions, therefore, illustrate the *zeitgeist* in which different cross-sectoral processes of cooperation between stakeholders took place (cf. Andreotti, 2006).[28]

In recent years there have been also other attempts at capturing different aspects of GCED (Ho, 2018),[29] which lean more towards the critical GCED spectrum (c.f. Andreotti, 2006).

Globally, UNESCO is the key actor leading the discussions on GCED, supported by, among others, UNESCO APCEIU. In Europe, some significant actors include GENE, The North-South Centre of the Council of Europe, and several civil society organisations.[30]

GCED has the potential to unlock the transformative potential of education. However, as highlighted by Andreotti (2011) and Suša (2019: 9) conceptual debates about different understandings of it are of high importance. Particularly important is the recognition of the importance of emancipatory potential, where the interaction between action and critical reflection enables learners to identify and act upon social inequalities (Balsinger et al, 2017: 358).

Achieving inclusive and equitable quality education and life-long learning opportunities requires a dual commitment to investing in culture and creativity for all. Local learning, innovation and development processes are strengthened when new talents and new forms of creativity are nurtured. This can lead to the empowerment of women and girls as creators and producers of cultural expressions and as citizens participating in cultural life (UNESCO, 2014c: 3).

F. Education for appreciation of cultural diversity and culture's contribution to sustainable development

Development is not possible without including the appreciation of cultural diversity and culture (UNESCO, 2021c). No official definition of education for appreciation of cultural diversity and culture's contribution to sustainable development exists. Its importance is identified in the Florence Declaration on Culture, Creativity and Sustainable Development (UNESCO, 2014c), where it is identified as crucial investment in quality education and life-long learning.

Education for appreciation of cultural diversity and culture's contribution to sustainable development should be integrated into different learning programmes, through arts education, languages and involvement of cultural stakeholders, because of its cross-cutting nature that can help to achieve the SDGs (UNESCO, 2014c). It can nurture the skills that are needed for overcoming global challenges and the interconnectedness in which we currently live (UNESCO, 2021c).

4

Building bridges

Based on an analysis of definitions of different 'educations for' in the previous section, we present synergies between them, necessary for the implementation of SDG Target 4.7. We do not suggest that only occasional cooperation is needed, and stakeholders may still stay in their own silos. On contrary, we claim that we need to create deep partnerships in the same mission for SDG Target 4.7, where common goals, values and visions are pursued together.

We could understand each analysed 'education for' as a key building block of transformative education in the 21st century, if they are implemented to their full transformative potential. Though we can analyse and understand transformative education from different perspectives, one building block sometimes presents a ground for putting the other into practice. Holistic and value-based transformative education are key for overcoming silo-thinking and achieving much-needed transformation of our societies (Gough, 2018).

While the table below focuses on definitions, objectives, values and actors working on the different 'educations for', it is important to note that each of the different elements of Target 4.7 is a complex entitiy on its own. Similar to the existence of 'soft' and 'critical' global citizenship education, all types of education

encompassed in Target 4.7 may have a range of different definitions, from soft to critical and beyond. This translates also to how transformative the learning is, with some, perhaps, intending to make incremental reforms that uphold the status quo, whereas others may call for a comprehensive dismantling and rebuilding of our systems and societies on more just foundations. These internal tensions around questions of 'criticality' may result in further divisions within the different components of Target 4.7 (Khoo and Jørgensen, 2021). Different (historical and cultural) circumstances, stakeholders, values, interests and institutional processes have determined the creation and evolution of different types of 'educations for'.

**Table 1: Comparison of different types of Transformative Education**

	DEFINITION	OBJECTIVES	VALUES	SOME OF THE ACTORS
Education For Sustainable Development and Sustainable Lifestyles	Education for sustainable development is a lifelong learning process and an integral part of quality education. It enhances the cognitive, social and emotional and behavioural dimensions of learning. It is holistic and transformational, and encompasses learning content and outcomes, pedagogy and the learning environment itself.	• To critically assess and change the past behaviour of learners. • Learners are able to take informed decisions and make responsible actions. • Promotion of active and critical learners.	Climate change, environmental sustainability, well-being, human rights	UNESCO, UNECE, Council of the European Union, OECD, CSOs, etc.
Human Rights Education	Human rights education and training comprises all educational, training, information, awareness-raising and learning activities aimed at promoting universal respect for and observance of human rights and fundamental freedoms and thus contributing, inter alia, to the prevention of human rights violations and abuses by providing persons with knowledge, skills and understanding and developing their attitudes and behaviours, to empower them to contribute to the building and promotion of a universal culture of human rights	• To understand everyone's common responsibility for a more just world. • Critical reflection of past behaviours, thoughts, beliefs and predispositions about the world. • Promotion of deep structural changes in perception and interpretation of learners and the world.	Human rights, empowerment, fundamental freedoms, equality	OHCHR, Council of Europe, Amnesty International, EU, CSOs, etc.
Education for Gender Equality	Education for gender equality "goes beyond recognizing gender disparities within the educational system and the learning experience of the student, and strives to harness the full potential of education to transform attitudes and practices within and beyond the education system to contribute to a broader environment of gender justice for girls and boys in all their diversity."	• To recognize causes of discrimination and unequal power relations. • Encourages learners to critically evaluate the status quo and become active in changing it.	Gender equality, gender justice, diversity	UNICEF, UN WOMEN, UNGEI, EU, Council of Europe, Amnesty International, World Bank, etc.

	DEFINITION	OBJECTIVES	VALUES	SOME OF THE ACTORS
Education for peace and non-violence	Education for peace and non-violence "includes training, skills and information directed towards cultivating a culture of peace based on human rights principles. This education not only provides knowledge about a culture of peace, but also imparts the skills and attitudes necessary to defuse and recognize potential conflicts, and those needed to actively promote and establish a culture of peace and non-violence."	• Promotes critical thinking, reflection and participation. • To address cognitive and active dimensions of learners in order for them to questions the past values. • To cultivate concern and challenge appropriate social action.	Peace and non-violence, human rights, culture of peace	UNESCO, UNICEF, EU, Council of Europe, CSOs, etc.
Global Citizenship Education	"Global citizenship education aims to empower learners of all ages to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive and secure societies."	• Empowering individuals to act and become active global citizens.Raise awareness about global inequalities and promote action.	Human rights, equality, cultural diversity, sustainability, peace, societal transformation, activation of individuals, re-learning, critical thinking	UNESCO, The North-South Centre of the Council of Europe, GENE, OECD, strong CSOs support and advocacy, etc.
Education for appreciation of cultural diversity and culture's contribution to sustainable development	Achieving inclusive and equitable quality education and life-long learning opportunities requires a dual commitment to investing in culture and creativity for all. Local learning, innovation and development processes are strengthened when new talents and new forms of creativity are nurtured. This can lead to the empowerment of women and girls as creators and producers of cultural expressions and as citizens participating in cultural life.	• To nurture the skills needed for tackling global challenges.	Cultural diversity, appreciation of culture and creativity	UNESCO, EU, African Union, CSOs, etc.

As seen from the Table 1, despite different traditions, conceptual framework and even wording, all of the above 'educations for' more often than not share similar objectives, despite different thematic emphasis. In addition, as presented in Figure 2, all analysed educations call for transformative change. Despite their uniqueness, they strive towards transformative education as encompassed in SDG Target 4.7.

Source: Own elaboration based on different sources.

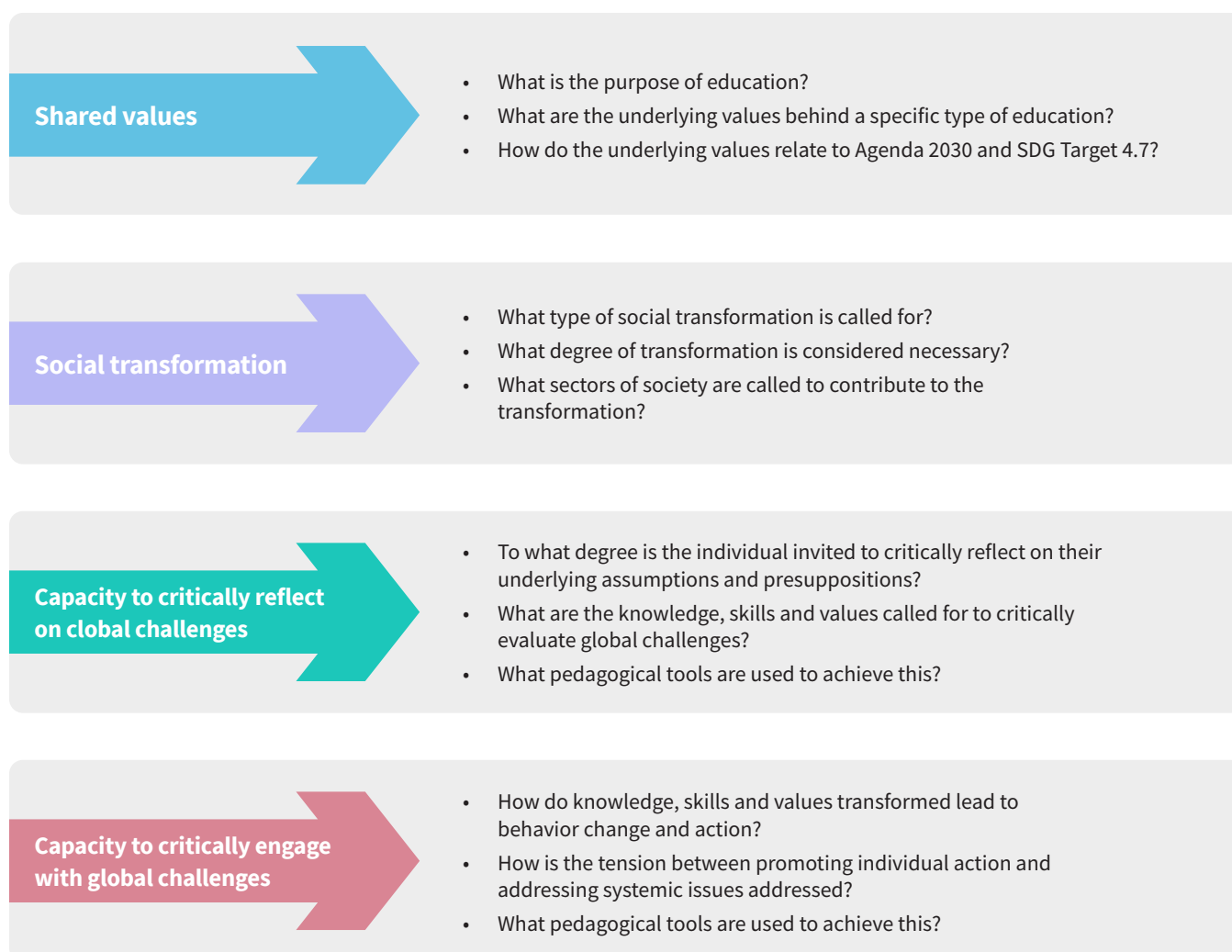**Figure 1: Key elements of transformative education**
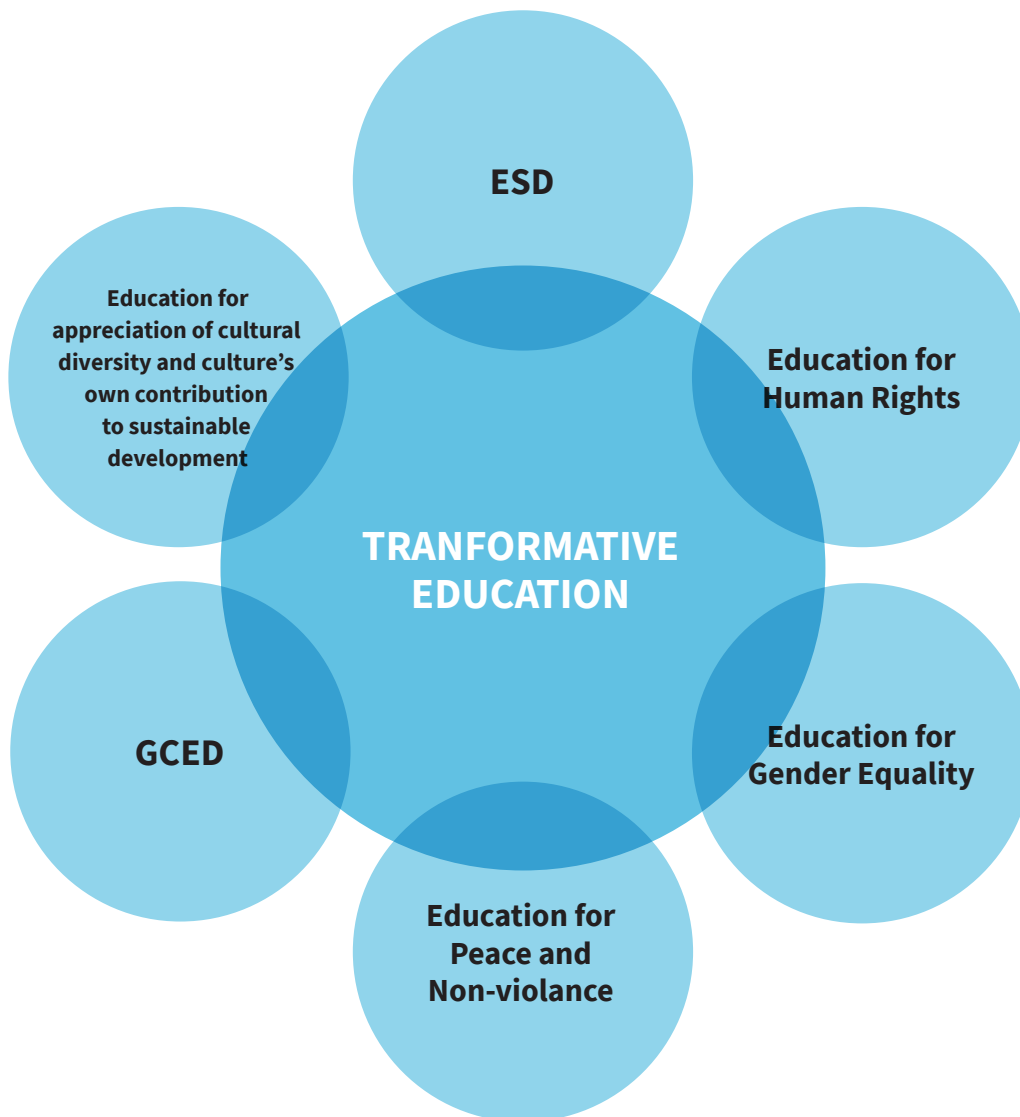
All the analysed educations are value-based and encourage people, as suggested by the theory on transformative learning (Mezirow, 1978), to critically reflect on their perceptions, understandings of themselves, others and the world in general and engage in activities, needed for a more sustainable future.

As presented in Figure 2, all analysed 'educations for' share at least four commonalities, which may be used for exploring synergies among them to implement the common vision and goals outlined in SDG Target 4.7. When trying to overcome silo-thinking, stakeholders working within a specific 'education for', can try to answer the proposed questions to help overcome differences. Even though the analysed 'educations for' share similar values, calls for social transformation, encourage individual actions at local and global level, and equip learners with knowledge and skills needed for critical evaluation of global processes, challenges and issues, it is sometimes difficult for stakeholders from one sector to recognize those shared synergies in the other sectors.

Figure 2: Questions to address in analysing different 'educations for'

Shared values
- What is the purpose of education?
- What are the underlying values behind a specific type of education?
- How do the underlying values relate to Agenda 2030 and SDG Target 4.7?

Social transformation
- What type of social transformation is called for?
- What degree of transformation is considered necessary?
- What sectors of society are called to contribute to the transformation?

Capacity to critically reflect on global challenges
- To what degree is the individual invited to critically reflect on their underlying assumptions and presuppositions?
- What are the knowledge, skills and values called for to critically evaluate global challenges?
- What pedagogical tools are used to achieve this?

Capacity to critically engage with global challenges
- How do knowledge, skills and values transformed lead to behavior change and action?
- How is the tension between promoting individual action and addressing systemic issues addressed?
- What pedagogical tools are used to achieve this?

Yet, only recognizing synergies between different 'educations for' is not enough for the efficient implementation of transformative education. This is a starting point, on which stakeholders can build an understanding of commonalities and shared visions.

Conclusion

As established in this publication, SDG Target 4.7 is a combination of different interests of a wide range of stakeholders and concepts. Together, these different 'educations for' form important tools in working towards a more sustainable and just future. The publication suggests that different traditions and historical conceptual frameworks have often resulted in so-called silo-thinking, even though some efforts to work across siloes have existed. We suggest that focus should be placed on coordination, cooperation and capability development between different 'educations for' in order to encourage transformation and social change. Changes in our ways of thinking and living are of critical importance, as many of the challenges we face today are consequences of our current systems. Different 'educations for' can help equip learners to move away from past ways of living and thinking and become critically aware of how our predispositions, beliefs, tools and values have influenced the situation in which we have found ourselves.
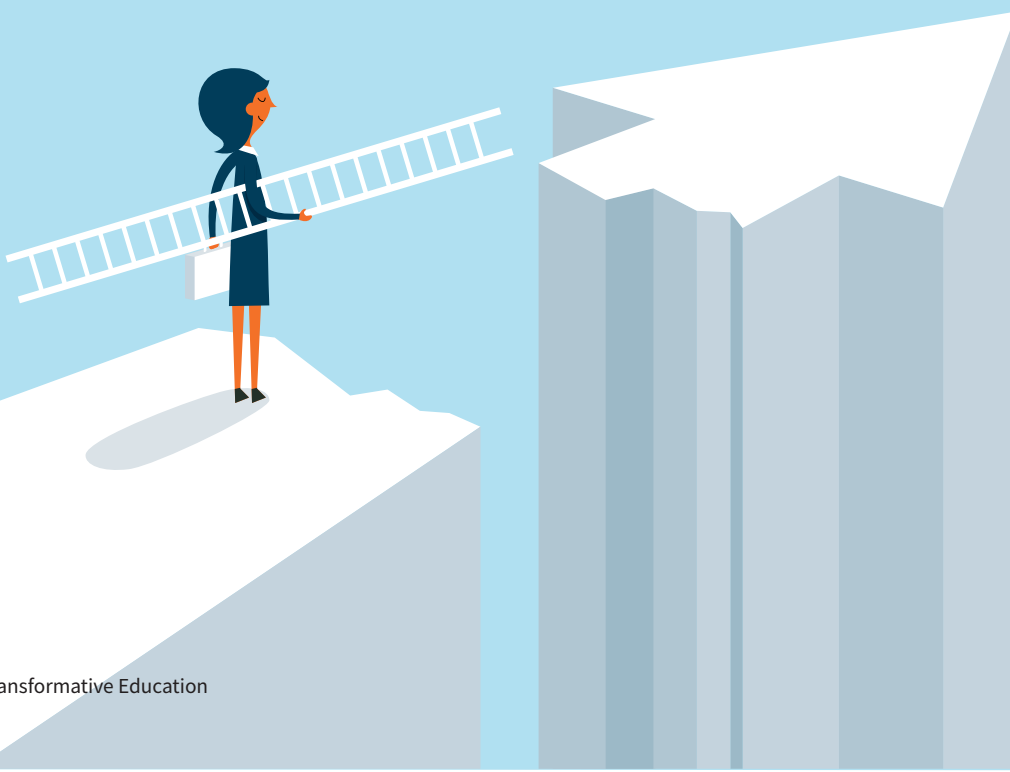
Below, we suggest that focus should be put on coordination, cooperation, awareness-raising and capability development at all levels, to more effectively work together as a community working on Target 4.7.

Policies and strategies at the national, regional and global level should adopt overarching visions for transformative education in the form of overarching strategies for SDG Target 4.7.

Policy coherence in the form of overarching policies and strategies can increase the impact and allow for coherence between policies and initiatives that address transformative education. Such overarching strategies can be used as general points of reference for different stakeholders to coordinate and collaborate across thematic sectors.

Mechanisms for coordination and collaboration between the different components of SDG Target 4.7 should be established at national, regional and global levels.

These may take the form of, among others, cross-sectoral stakeholder groups, coalitions or networks for SDG Target 4.7, reflecting the strengths and expertise of the different components of transformative education. It would allow for improved coordination and collaboration between different stakeholders and components of SDG Target 4.7, better understanding and identification of common needs and interests, and opportunities for co-creation of relevant policy proposals, thus increasing policy coherence for SDG Target 4.7. Furthermore, these spaces may provide opportunities for learning and unlearning and holding and exploring differences within and between the communities working with a transformative education.

Awareness of the role of transformative education and SDG Target 4.7 in contributing to more just and sustainable futures should be raised jointly between the different components of SDG Target 4.7.

The status quo of promoting different "actions for" separately, without acknowledging their joint aims and policy context in SDG Target 4.7, carries the risk of encouraging competition between the different components of the target and results in a fragmented approach. Efforts should be made to recognise the joint aims and synergies of all 'educations for', and to work together to raise the overall national, regional and global attention paid to the transformative power of education.

Opportunities for capacity-building and upskilling of practitioners and learners linked to transformative education should be enabled and created at national, regional and global levels.

These opportunities should include revisiting assumptions and worldviews, unlearning and learning, holding and exploring differences and ensuring the meaningful inclusion of people who are systematically underrepresented and marginalised. Capacity building and upskilling can take place, among others, through sharing of best practices and expertise, active listening, peer learning opportunities, and promotion of collective interests. Any capacity building or upskilling activity should be accompanied by an element of needs assessment and an evaluation.

Footnotes

1   Multiplicity of stakeholders were involved in cross-sectoral cooperation between 2012 and 2015, which resulted in the framing of SDG 4 and SDG Target 4.7 (Dodds et al, 2016). Education for All movement mobilised civil society organisations, trade unions, NGOs, academic networks, bilateral and multilateral organisations (UNESCO, UNICEF, World Bank) (Mundy, 2016; Tikly, 2017).

2   Even conceptual debates within individual 'educations for' are frequent, where disagreemnt regarding definitions, terminology, purposes and objectives are common. Such an example is ongoing debate within Global Citizenship Education (e.g. Andreotti, 2011, Suša, 2019 etc.).

3   Such an example can be found in Mission 4.7, which brings together broad spectrum of stakeholders in order to accelerate the implementation of transformative education around the world. Its aim is not only advocating for the implementation of SDG Target 4.7, but also creation of relevant educational resources, lobbying for countries to invest in quality education, and training and supporting educators around the world. See more at https://www.mission4point7.org/.

4   Mezirow (2000) understands those broad sets of predispositions about the world as »meaning perspectives«, which frame human opinion, emotions and actions.

5   Mezirow (1978) identifies ten phases that contribute to transformative learning: 1) disorienting dilemma; 2) self-examination of assumptions; 3) critical reflection on assumptions; 4) recognition of dissatisfaction; 5) exploration of alternatives; 6) plan for action, 7) acquisition of new knowledge; 8) experimentation with role; 9) competence building; and 10) reintegration of new perspectives into one's life.

6   Environmental component is for example very strongly highlighted in the Aichi-Nagoya Declaration (UNESCO, 2014b), emphasise on climate change, biodiversity, disaster risk reduction, sustainable consumption and production and children's rights is evident.

7   Slovenia for example implemented the Strategy in its Guidelines for Education and Training for Sustainable Development from pre-school education to pre-university education (Ministry of Education and Sport, 2007). Interestingly enough, Slovenian Ministry of Education and Sport for example also understands Education for Sustainable Development as an umbrella term, which includes also the activities of global citizenship education (Arbeiter, 2019).

8   https://esd-expert.net/home.html

9   https://www.education21.ch/de

10   https://lsf-lst.ca/en/about-lsf

11   https://www.perlprojects.org/about-perl/who-we-are.html

12   See more at https://essa-africa.org/partners

13   See more at https://fridaysforfuture.org/.

14   For detailed historical development of Human Rights Education, see Keet (2015).

15   Adopted by the General Assembly, Resolution 66/137, A/RES/66/137, 19 December 2011. https://www.ohchr.org/EN/Issues/Education/Training/Compilation/Pages/UnitedNationsDeclarationonHumanRightsEducationandTraining(2011).aspx

16   United Nations Declaration on Human Rights Education and Training, adopted on 19 December 2011, by General Assembly with the Resolution 66/137. Available at https://www.ohchr.org/EN/Issues/Education/Training/Compilation/Pages/UnitedNationsDeclarationonHumanRightsEducationandTraining(2011).aspx.

17   The European Wergeland Centre focuses on strengthening democratic competences, promotion of inclusive and democratic learning environments, providing teaching and learning resources, building partnerships and contributing to policies (EWC, 2021). More information is available at https://theewc.org/.

18   Amnesty International prepares toolkits to support teachers' participation in Human Rights Education, offers trainings, resources and supports schools and wider communities in all regions of the world to build culture of human rights (Amnesty International, 2021).

19   See more at https://enil.eu/about-enil/our-mission/

20   Such examples are Beijing Declaration and Platform for Action and the Convention on the Elimination of All Forms of Discrimination against Women (UN Women, n.d.).

21   http://www.peace-ed-campaign.org/wp-content/uploads/2015/10/cpe-book-14oct2010-FINAL2.pdf

22   For more information see https://peaceeducation.org/mission-statement/.

23   For more information see https://www.peaceinsight.org/en/organisations/pead/?location=pakistan&theme.

24   For more information see https://www.peacedirect.org/.

25   There is no universal definition of global citizenship education and variety of different concepts is used, such as global education, global citizenship education, global learning, education for citizenship and international solidarity, (Nygaard and Geimont, 2018; Arbeiter, 2019).

26   For historical development at the international level, see Nygaard and Wegimont (2018) and Suša (2019).

27   Soft GCED tries to inspire learners to act without critical analysis of global challenges, whereas critical GCED encourages thoughtful, mindful, self-aware learners who understand their own individual, cultural or even national responsibility for different global challenges (e.g. poverty, inequality). Contrary to soft GCED, critical GCED thus focuses on historical and/or cultural production of knowledge and power, in order to empower learners to make better informed choices, which are never imposed (Andreotti, 2006: 6 – 8).

28   For detailed explanation of the categorisation from soft to critical global citizenship education, see Andreotti (2006).

29   GCED could be also understood as "educational process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live" (WWGS, 2017, Kunda Marron and Naughton, 2019: 8). In addition, the Brookings Institute defines GCED as any educational effort that aims to provide the skills, knowledge, and experiences in order to encourage the behaviours, attitudes, and values that allow young persons to be agents of long-term, positive changes in their own lives and in the lives of people in their immediate and larger communities (with the community including the environment)" (Brookings Institute et al., 2017)

29   For more information see https://www.oecd.org/education/2030-project/teaching-and-learning/learning/

30   For more information see https://www.oecd.org/education/2030-project/teaching-and-learning/learning/

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BRIDGE 47

Bridge 47– Building Global Citizenship

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